

Coaching Behavior and Student-Athlete Performance in a Women's University in China

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Abstract: Coaching in the realm of sports has transcended its traditional boundaries, evolving into a multifaceted discipline that encompasses much more than simply teaching technical skills or devising winning strategies. Coaches are now recognized as pivotal figures who wield immense influence over the development, motivation, and performance of student-athletes. This study determined the relationship between coaching styles and student-athlete performance with the end view of developing a comprehensive guide for a team-building program for both the coaches and athletes. The researcher used the descriptive-comparative correlational research design. The researcher will only select the athletes who are actively involved in the sports program of the university and who are bonafide athletes of Hunan Women's University during the conduct of the study. The researcher made use of the researcher-made questionnaire which was the main tool to gather the data in this research. Statistical Treatment of the Data includes Frequency Count and Percentage, Weighted Mean, t-test/Analysis of Variance (F-Test), Pearson's r. The analysis of athlete respondents' perceptions reveals a high level of satisfaction and positive perception regarding their relationship with the coach. The self-assessment of student athlete respondents demonstrates a noteworthy trend of consistent and high levels of self-assurance and confidence across various dimensions of their athletic performance. There is strong positive correlations observed between coach behavior and athlete self-assessment and it underscores the importance of supportive, communicative, and motivating coaching approaches in enhancing athlete performance and well-being. Based on these findings, the study proposes six measures such as prioritizing sports programs and strengthening injury prevention programs.

Keywords: Coach's Behavior, Student-Athlete, Performance.

1. Introduction

Coaching in the realm of sports has transcended its traditional boundaries, evolving into a multifaceted discipline that encompasses much more than simply teaching technical skills or devising winning strategies. Coaches are now recognized as pivotal figures who wield immense influence over the development, motivation, and performance of student-athletes. Their behaviors, both on and off the field, have emerged as critical determinants of not only athletic success but also the holistic growth of individuals pursuing dual identities as students and athletes. As a result, the relationship between coaching behavior and student-athlete performance has garnered substantial attention from scholars, practitioners, and sports enthusiasts alike.

This complex and dynamic interplay between coaching behavior and student-athlete performance forms the crux of our research endeavor. In the contemporary sports landscape, where the pursuit of excellence extends beyond physical prowess to encompass mental resilience, emotional well-being, and academic achievements, understanding the nuanced ways in which coaching behavior impacts student-athletes is of paramount importance. It transcends the boundaries of the sports arena, finding relevance in educational psychology, sports psychology, coaching pedagogy, and beyond.

2. Background of the Study

The present study focuses on the intricate interplay between coaching behavior and student-athlete performance. In the realm of sports education, coaching serves as a linchpin for nurturing the talent and potential of student-athletes across various disciplines. Coaches are entrusted not only with

imparting technical skills and game strategies but also with the responsibility of shaping the psychological, emotional, and physical well-being of their athletes.

The researcher being one of the physical education teachers and coach in Hunan Women's University in Hunan China would like to study how the performance of the athletes been affected by the coaching behavior of their respective trainers. There are many situations in the university that the athletes performed at their best due to the inspiration drawn by their coaches. But at the same time, there are also situations where athletes were demotivated due to the behaviors shown by their coaches. As a coach/trainer of sports and physical education teacher, the researcher would like to determine as to what extent do the student athlete performance is affected or being influenced by their trainer's coaching styles.

3. Scope and Delimitation of the Study

The study is highly focused on the relationship between the assessment of the student athlete respondents of their coach's behavior during training and their self-assessment of their performance as an athlete. This covered the assessment of the student athletes of their coach's behavior during training. Their assessment focuses on communication styles, motivational techniques, feedback and evaluation, relationship building, and support for academic demands. This study also looked into the self-assessment of the student athletes' performance as an athlete, in terms of physical fitness and skill development, game performance and statistics, mental and psychological preparation, time management and academic performance, and injury prevention and recovery.

The study is descriptive-comparative-correlational research which provided a detailed analysis on the relationship between the assessment of the student athlete

respondents of their coach's behavior during training and their self-assessment of their performance as an athlete.

This research study employed structured surveys and quantitative analysis to gather, compare and correlate data.

Stringent observation of the ethical factors were considered by the researcher during the conduct of the study to establish its data integrity.

4. Methodology

4.1. Research Design

The researcher used the descriptive-comparative correlational research design since the study identified the relationship between the assessment of the student athlete respondents of their coach's behavior during training and their self-assessment of their performance as an athlete.

4.2. Research Locale and Sampling Methods

The study was conducted at the Hunan Women's University in Hunan China. The researcher will only select the athletes who are actively involve in the sports program of the university and who are bonafide athlete of Hunan Women's University during the conduct of the study.

4.3. Research Instrument

The researcher made use of the researcher-made questionnaire which was the main tool to gather the data in this research. The instrument consisted of three parts. Part 1 – This section determined the demographic profile of the athlete respondents in terms of sex, age, year level and their years of athletic experience. Part 2 – This section determined the assessment of the athlete respondents on the behavior of their coaches during the training. Part 3 – This section identified the self-assessment of the athlete respondents on their performance.

4.4. Gathering Procedure

In gathering the needed data, the researcher makde a researcher-made questionnaire checklist on coach-athlete relationship and athlete performance. The researcher used the face to face or onsite in administering this questionnaire.

4.5. Statistical Treatment of the Data

To validate and interpret the data gather, the researcher used the following statistical treatment:

4.5.1. Frequency Count and Percentage

This was used as descriptive statistics that describe the profile of the respondents.

4.5.2. Weighted Mean

This was used to get the average frequency of the responses in each weighted item.

4.5.3. t-test/Analysis of Variance (F-Test)

This was used by the researcher in testing the differences of the assessment on the coaches' behavior and athletes performance.

It was used for unpaired small samples to reject or accept the hypothesis and to present significant differences on the responses of the respondents.

4.5.4. Pearson's r

This was used by the researcher in determining the relationship that exists between the coaches behavior and the athletes performance.

5. Results and Discussion

5.1. Frequency Distribution of Respondents' Profile

The majority of student athlete respondents are female, with 18.2% being male and 81.8% being female. The majority of respondents are between 18-19 years old, with 42.9% in Year 1, 33.5% in Year 2, 16.5% in Year 3, and 7.1% in Year 4. The majority of respondents have 1-3 years of athletic experience, 17.6% in Years 4-6, 25.3% in Years 7-9, and 34.7% in Years 10-12. This indicates that over half of the student athletes have been engaged with sports for around 10-12 years.

5.2. Summary of the Assessment of the Student Athlete Respondents of their Coach's Behavior

Table 1 presents the summary of the assessment of basketball athlete respondents on the extent of the coach-athlete relationship within the team.

As shown in Table 1, the mean scores for all categories range from 3.28 to 3.31, indicating a high level of satisfaction and positive perception among the athletes regarding their relationship with the coach. These scores suggest that the coach has been effective in fostering a supportive and conducive environment that promotes athlete development and team success.

Table 1. Summary of the Assessment of the Student Athlete Respondents of their Coach's Behavior

Coach's Behavior	Mean	SD	QD	Interpretation	Rank
1. Communication Styles	3.28	.64	Agree	High Level of Satisfaction and Positive Perception	5
2. Motivational Techniques	3.30	.61	Agree	High Level of Satisfaction and Positive Perception	2
3. Feedback and Evaluation	3.31	.62	Agree	High Level of Satisfaction and Positive Perception	1
4. Relationship Building	3.29	.62	Agree	High Level of Satisfaction and Positive Perception	4
5. Support for Academic Demands	3.30	.61	Agree	High Level of Satisfaction and Positive Perception	2
Composite Mean	3.30	.60	Agree	High Level of Satisfaction and Positive Perception	

Legend: 3.51-4.00 Strongly Agree/Very High Level of Satisfaction and Positive Perception; 2.51-3.50 Agree/High Level of Satisfaction and Positive Perception; 1.51-2.50 Disagree/Low Level of Satisfaction and Positive Perception; 1.00-1.50 Strongly Disagree/Very Low Level of Satisfaction and Positive Perception

Similarly, categories such as "Motivational Techniques"

and "Support for Academic Demands" received mean scores of 3.30, indicating a high level of satisfaction among athletes. This suggests that the coach effectively motivates and inspires athletes while also supporting their academic commitments. The consistent high mean scores across these categories underscore the coach's ability to balance various aspects of athlete development, including motivation, academic support,

and performance evaluation.

Although "Communication Styles" and "Relationship Building" received slightly lower mean scores of 3.28 and 3.29, respectively, they still indicate a positive perception among athletes. These categories highlight the coach's communication effectiveness and efforts in building strong relationships within the team. Effective communication and relationship building are essential for fostering trust, cohesion, and teamwork, which are vital for success on the court.

In summary, the composite mean of 3.30 with a standard deviation of 0.60 reflects a high level of satisfaction and positive perception among athlete respondents regarding the coach-athlete relationship within the team. The consistent high mean scores across various coaching behavior categories indicate that the coach has successfully cultivated a

supportive and conducive environment that promotes athlete development, motivation, academic success, effective communication, and strong team dynamics.

5.3. Summary of the Self-Assessment of the Student Athlete Respondents of Their Performance as an Athlete

Table 2 presents the summary of the self-assessment of the student athlete respondents of their performance as an athlete.

As shown in Table 2, the self-assessment of student athlete respondents of their performance as athletes reflects a consistent and high level of self-assurance and confidence across various dimensions.

Table 2. Summary of the Self-Assessment Of The Student Athlete Respondents Of Their Performance As An Athlete

Performance As An Athlete	Mean	SD	QD	Interpretation	Rank
1.Physical Fitness And Skill Development	3.07	.76	True of Me	High Level of Self-Assurance and Confidence	2
2.Game Performance And Statistics	3.05	.76	True of Me	High Level of Self-Assurance and Confidence	5
3.Mental And Psychological Preparation	3.05	.76	True of Me	High Level of Self-Assurance and Confidence	5
4.Time Management And Academic Performance	3.07	.75	True of Me	High Level of Self-Assurance and Confidence	2
5.Injury Prevention And Recovery	3.10	.71	True of Me	High Level of Self-Assurance and Confidence	1
Composite Mean	3.07	.71	True of Me	High Level of Self-Assurance and Confidence	

Legend: 3.51-4.00 Very True of Me/Very High Level of Self-Assurance and Confidence; 2.51-3.50 True of Me /High Level of Self-Assurance and Confidence; 1.51-2.50 Slightly True of Me/ Low Level of Self-Assurance and Confidence; 1.00-1.50 Not True of Me/ Very Low Level of Self-Assurance and Confidence.

Topping the rank is "Injury Prevention and Recovery" with a mean score of 3.10, demonstrating athletes' proactive approach to maintaining their physical well-being. This indicates a strong commitment to adhering to recovery protocols and prioritizing long-term health, crucial for minimizing injury risks and optimizing athletic performance. Such dedication to injury prevention underscores athletes' understanding of the importance of holistic well-being in their athletic pursuits.

Following closely are "Physical Fitness and Skill Development" and "Time Management and Academic Performance," both with mean scores of 3.07. These dimensions highlight athletes' confidence in their physical abilities and their ability to effectively balance academic and athletic responsibilities. Such self-assessment reflects athletes' proactive approach to skill development and time management, essential for achieving success both on and off the field.

Ranked last are "Game Performance and Statistics" and "Mental and Psychological Preparation," both with mean scores of 3.05. Although slightly lower in rank, these dimensions still reflect a positive self-assessment among athletes. The affirmation of mental preparedness and game performance indicates athletes' confidence in their ability to maintain focus and perform well during competitions.

Overall, the composite mean score of 3.07 with a standard deviation of 0.71 highlights the athletes' consistent and high level of self-assurance and confidence across various aspects of their performance as athletes. The self-assessment underscores athletes' proactive mindset, dedication to improvement, and understanding of the holistic nature of

athletic success. Such self-assurance is crucial for maintaining motivation, resilience, and a proactive approach to athletic development, ultimately contributing to their growth and success as athletes.

5.4. Relationship between the Assessment of the Student Athlete Respondents of their Coach's Behavior and their Self-Assessment of Their Performance as an Athlete

The computed correlation coefficients (r) ranged from .578 to .678 across different performance components, indicating a strong positive relationship between coach's communication styles and athlete's self-assessment. This suggests that effective communication by coaches positively influences how athletes perceive their performance in various aspects.

Overall, the strong positive correlation coefficient ($r = .938$) between overall coach's behavior and overall performance as an athlete underscores the comprehensive impact of coach's behavior on athlete's self-assessment across all performance domains. This suggests that a supportive, communicative, and motivating coaching approach positively influences athletes' perceptions of their performance, encompassing various aspects of physical, mental, and academic well-being. Therefore, investing in effective coaching strategies that prioritize communication, motivation, feedback, relationship building, and academic support can lead to enhanced athlete performance and well-being.

6. Conclusion

Based from the findings of the study, the researcher came up with the following conclusions:

Majority of the instructor respondents are females, within the age group of 18-19 years old, from year level 1, assigned as First Level Instructor, and have been engaged with sports under the capacity of being athletes for around 10-12 years.

The positive perceptions among student athletes regarding their coach's communication style underscore the importance of effective communication in coach-athlete relationships.

The findings highlight the pivotal role of the coach's motivational techniques in shaping student athletes' experiences and performance. The high level of agreement among respondents underscores the effectiveness of the coach's feedback, goal-setting, recognition, and inspiration in fostering motivation and improvement within the team.

The coach's feedback and evaluation practices is effective in fostering athlete growth and enhancing team performance. With consistent high mean scores across all statements, the coach's approach to providing opportunities for self-evaluation, offering specific feedback, and ensuring fairness in evaluations resonates positively with student athletes.

There is positive perception among student athletes regarding their coach's efforts in relationship building contributes to a supportive and cohesive team environment, ultimately enhancing team morale and performance.

The overall positive perception among student athlete respondents regarding their coach's support for academic demands underscores the coach's commitment to the holistic development and well-being of student-athletes, contributing to their academic success alongside their athletic achievements.

The consistent high mean scores across various coaching behavior categories underscore the coach's success in cultivating a supportive environment that fosters athlete development, motivation, academic success, effective communication, and strong team dynamics.

No significant differences were observed in the assessment of the student athlete respondents of their coach's behavior in terms of communication styles, motivational techniques, feedback and evaluation, relationship building, and support for academic demands when their sex is taken as test factor.

Significant differences were observed in the assessment of the student athlete respondents of their coach's behavior in terms of motivational techniques, feedback and evaluation, relationship building, and support for academic demands when their age is taken as test factor. However, there was no significant differences in the communication styles of the coaches considering the assessment of the students based on their age.

No significant differences were observed in the assessment of the student athlete respondents of their coach's behavior in terms of communication styles, motivational techniques, feedback and evaluation, relationship building, and support for academic demands when their year level is taken as test factor.

The data suggests that student athletes have a positive outlook on their athletic journey, with a strong belief in their ability to improve and excel in their sport. The consistent emphasis on skill development, physical conditioning, and commitment to continuous improvement highlights their dedication to achieving peak performance. Despite some variability in perceptions, the overall consensus among

student athletes indicates a shared confidence in their athletic capabilities. Coaches and sports educators can leverage these positive perceptions to further support and nurture student athletes' development, fostering a culture of growth, confidence, and excellence in sports.

The self-assessment of student athlete respondents regarding their performance as athletes in terms of physical fitness and skill development reveals a consistent pattern of belief in continual growth and improvement. The high mean scores across all components, coupled with relatively low standard deviations, underscore athletes' confidence in their abilities and dedication to ongoing development. This positive mindset is essential for maintaining motivation, resilience, and a proactive approach to athletic growth, providing a solid foundation for athletes to achieve their goals.

The analysis of student athlete respondents' self-assessment regarding their mental and psychological preparedness reveals a consistent pattern of positive affirmation across various aspects. From maintaining strong mental focus during competitions to employing mental techniques for performance enhancement, athletes demonstrate a high level of self-assurance and confidence in their mental capabilities.

The self-assessment of student athlete respondents regarding their academic commitments alongside their athletic endeavors reveals a consistent theme of proactive time management and dedication to academic success. With high mean scores across various statements, athletes demonstrate their confidence in balancing academic responsibilities alongside their athletic commitments, highlighting their ability to effectively manage their time and meet academic expectations.

The self-assessment of student athlete respondents regarding injury prevention and recovery practices reveals a conscientious approach to maintaining physical health and well-being. The high mean scores across various statements indicate a strong commitment to following recommended recovery protocols, prioritizing long-term health, and seeking professional guidance when needed.

While there are significant differences in how male and female athletes perceive their physical fitness and overall performance, other aspects such as game performance, mental preparation, time management, academic performance, and injury prevention and recovery appear to be perceived similarly regardless of gender.

The analysis reveals that age does not significantly influence how student athletes perceive their overall performance and various dimensions of athletic activity.

While there were some variations in self-assessment among student athletes across different year levels, particularly in aspects related to mental and psychological preparation, these differences did not reach statistical significance when considering the combined assessment across all components.

The lack of significant differences in self-assessment among student athletes with different years of athletic experience suggests that this factor may not significantly influence how athletes perceive their performance and related aspects. While variations in mean scores were observed across different dimensions, these differences did not reach statistical significance.

There is strong positive correlations observed between coach behavior and athlete self-assessment and it underscores the importance of supportive, communicative, and motivating

coaching approaches in enhancing athlete performance and well-being.

7. Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

Given the emphasis placed by athletes on injury prevention and recovery, it's crucial for sports programs to prioritize and enhance injury prevention protocols. Coaches and athletic trainers should develop comprehensive injury prevention programs that include regular assessments, proper warm-up and cool-down routines, and education on injury prevention techniques.

Encourage athletes to prioritize their overall well-being, including physical fitness, skill development, mental health, and academic performance. Coaches and athletic departments can provide resources and support services to help athletes achieve a balance between their athletic and academic commitments.

Since mental and psychological preparation emerged as an area where athletes seek improvement, it's essential to invest in mental training programs. These programs can include techniques such as visualization, goal setting, and mindfulness training to help athletes develop mental resilience and focus during competitions.

Recognizing the importance of balancing academic and athletic responsibilities, academic support programs should be tailored to meet the unique needs of student athletes. This may include tutoring services, study skills workshops, and flexible scheduling to accommodate training and competition schedules.

Coaches should prioritize building strong, supportive relationships with their athletes. Effective communication, constructive feedback, and mentorship can enhance athletes' confidence, motivation, and overall performance. Coaches should also demonstrate empathy and understanding towards athletes' academic commitments and personal challenges.

Continuously monitor and evaluate athletes' progress and well-being across various dimensions, including physical fitness, skill development, mental health, and academic performance. Regular assessments can help identify areas for improvement and inform targeted interventions and support services.

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