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Psychological Impact of Campus Football Training among Teenagers: Basis for Training Design

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Abstract: Student undergoing football training are exposed to stress. The lack of baseline information on assessing the relationship between profile and psychological impact in terms of sources and symptoms of stress in China led to the conduct of this study. This quantitative research was utilized a descriptive comparative research design to assess the differences between the psychological impact of campus football training to the profile of the student-respondents . Findings of the study revealed that most of the respondents were between the ages of 17-21 and just over half of the respondents were males. Further, most of the respondents were second year students. Almost half of the student had a moderate level of the sources of stress. Overall, the sources of stress had moderate impact to the students. Majority of the students had a high level of physical and mental symptoms of stress. In general , age, sex, and year level have no significant relationship with sources of stress and the mental and physical symptoms of stress. In conclusion, age, sex, and year level does not have psychological impact in terms of sources of stress and symptoms of stress. This comes to show that no matter what the person's age, whether young or old, whether male or female, or whether first year or second year or third year or fourth year, a person can still experience a high level of psychological impact in football training, be it the source of stress or mental and physical symptoms of stress. To address the findings of the study, a football training design was created.

Keywords: Football Training, Psychological Impact, Source and Symptoms of Stress, Teenagers.

1. The Problem and its Setting

The purpose of sports training is to maximize an athlete's or a team's performance in a regulated sporting activity. In a single day, no activity can reach its maximal level of effectiveness. Many interdependent factors affect efficiency. The objective of sports training is to achieve the highest level of motor proficiency within a certain sport's discipline. Supposed performance is contingent upon motor ability and motor skill, which are intrinsic to the sport discipline. Motor skills can be characterized as reasonably consistent sets of inner genetic presuppositions required to execute locomotor actions. These include strength, speed, stamina, coordination, and adaptability. Sports skills are the external manifestation of motor skills. Sports skills are the prerequisites necessary for executing performance in a regulated sport. These assumptions are acquired through motor learning. Without incentive, however, it would be impossible to adopt sports skills or build locomotive ability. Motivation is defined as an inner drive to perform a specific action. The final element required for performance execution is tactical skills. Tactics is the strategic conduct of a sports competition.

According to Zahradník and Korvas, P. (2021) the contents of sports training consists of individual key areas which are called components of sports training: (a) physical component is generally focused on developing motor abilities; (b) technical component focuses on acquiring sports skills through motor learning; (c) tactical component focuses on acquiring and further development of different ways to conduct sports contest on a purposeful basis; and (d) psychological component is focused on improving the athlete's personality.

Football is a sports played worldwide. In terms of the number of people that participate in and watch the game, football is the most popular ball game in the world. It is possible to play the sport practically anyplace, from official football playing fields (pitches) to gymnasiums, sidewalks, school playgrounds, parks, or beaches. The sport's primary rules and basic equipment are straightforward, and it may be played in almost any environment. At the turn of the 21st century, the Fédération Internationale de Football Association (FIFA), which is the governing body of football, estimated that there were approximately 250 million football players and over 1.3 billion people who were "interested" in football. In 2010, a combined television audience of more than 26 billion people watched the World Cup finals, which are the most prestigious tournament in football and take place every four years.

Locally, in January 22, 2014 tenth People's Republic of China Football Conference, the new generation will put the "Chinese foot football long-term planning outline", it is pointed out that the development of the country's football focus is to carry out the campus football activities to increase the football population, further improve the training of reserve football. Through the nationwide "campus football" activities, in order to enable the majority of students to recognize football, experience football and feel football, the football is introduced into the campus, and then form a distinctive campus football culture. The activities of "campus football" have been carried out rapidly throughout the country, and the research on the problem of campus football has gradually increased (Ll, 2018).

Indeed, the psychological component is one of those identified to a factor in a training. How a sports training impacts psychologically the athletes is seemingly an important concept to be determined. Psychological impact is a broad concept and in the study the psychological impact pertains to the sources of everyday life stress and symptoms of stress encountered while engaged in campus football training. As a physical education and expert on sports,

psychological well-being of athletes cannot be ignored. Athletes should come into sports in a complete state of well-being, including psychological well-being.

According to Zhang (2022), before the rise of campus football, China's reserve football players were mainly trained by clubs and sports schools in various cities. These schools tend to be performance-driven and produce only elite athletes. This is not in line with the rules of the game, which has resulted in a small population base and a small pool of talent in Chinese football. This will not provide a suitable and scientific training environment for children with potential, aptitude and talent. And implementing a campus football program can leverage school educational resources to engage students in football in a wide variety of ways. The school actively carries out football education and football carnival activities to raise the interest of students in football and find the right way to revitalize football in China. Nowadays, the development of campus football in China is in a nascent state. Compared to Japan, South Korea and other countries, our on-campus football is still way behind. At this stage, there is a lack of venues, differing views of football among parents, an insufficient number of high-level coaches and a lack of an effective link between football and education.

The study tries to emphasize the assessment of the relationship between profile and psychological impact of campus football training. Based on personal knowledge and through extensive review of literature by the researcher, there is a methodological gap that exist on studies being conducted in China about finding the relationship between profile and psychological impact in terms of sources of everyday life stress and symptoms of stress. The current research methods are inadequate to explore the relationship between profileand psychological impact of campus football training (AND INCLUDE ONE VARIABLE). Existing surveys did not fully capture the full range of the association between profile and psychological impact of campus football training, indicating a need for new research technique such as correlational. (WRONG STATISTICS)Further, there is also a population gap where the respondents of the study are focused on football athletes.The study pertains to a subgroup within a larger population that has distinct characteristics or experiences different dynamics compared to the rest of the population which is the teenager football players. The study is conducted in the hopes of being able to produce contribution to the physical education programs and to the society in general. The practical value of the study pertains to the output of the study which is the football training design which can be used among physical education teachers teaching football. It is geared towards improving psychological wellbeing by decreasing the amount of stress and symptoms of stress while in campus football training. This way there will be better learning about the sports and better performance by the athletes on football.

China has opened more than 27,000 'football-specialised schools' to give training of the sport to children in hope of winning the World Cup one day. Nearly 30 million elementary and secondary school pupils now receive one football lesson per week after the populous nation launched a so-called 'football revolution' on campus in 2014, an official from the Ministry of Education said today. The authority is also aiming to build 6,000 'football-specialised kindergartens' this and next year to offer practice sessions to boys as young as three. Football is a compulsory part of the national curriculum in Chinese schools, and the 'football-specialised schools' - 27,059 in total - are situated across the nation. They are selected and converted from the nation's 380,000 elementary and secondary schools, and can provide training to approximately 27 million boys and girls, the Ministry of Education announced at a press conference today (You, 2019).

2. Literature Review and Conceptual Framework

2.1. Review of Related Literature and Studies Campus Football Training in China

Wang Dengfeng of the Ministry of Education noted: Promoting football on campus is about getting students to participate in football activities, enjoy the joy of football, master football skills, form a football culture and then develop a sound personality and healthy physique (Wang, 2017).

Football training is an interactive process of teaching and practice, with training design and coaching at the heart of it. China's youth football training is still based on the "transmission-acceptance" type, emphasizing the process of "imitation, repetition and reinforcement", focusing on strengthening through "stimulus-response" (Bu, 2021). Ding and Die (2021) pointed out that the comprehensive quality of football coaches plays a decisive role in the effect of youth football training.

In the study of Sun and Chen (2018) it pointed out that if parents for their children in the early to enter the professional football team, finally failed to become a successful professional football player, but because of the delayed the socialization process of normal study, numerous parents may be looking at and stopped.

According to the study of Wang and Zhang (2011) it revealed that the learning of junior high school football team members is influenced by teachers, parents, coaches and administrators, and timely and effective communication and contact networks should be established to improve students' performance.

In China, most parents believe that junior middle school is the key period for their children to become talented. As a result, whether they succeed in getting into an excellent high school may determine whether they get into a key college. Junior middle school and primary school students between the ages of 12 and 16 years old, is to improve the football tactics golden age, at the same time is sensitive period of development of the physical quality, but because the parents of students cultural expectations of higher grades, studying the contradictions in front, make parents urged their children in their spare time cultural learning put additional energy and time, school football practices or activities are affected as a result. It can be seen that the practical contradictions of learning and training affect parents' attitudes towards student involvement in campus football. In our country, most parents of test-oriented education are influenced by traditional ideas. They believe that getting into a higher school through academic achievement is the child's only way out, ignoring the importance of other skills. Most parents are unaware of the role football can play in building character, boosting intelligence and enhancing people's ability to think logically (Zhang, 2022).

2.2. Psychological Imapct of Campus Footbal Training

The study of Jin (2023) which examined the application and psychological elements associated with antagonistic

training in football instruction. After 32 weeks of training at a rate of four hours per week, a significance test was performed on the exercise indices of the two groups of students. The control group's physical fitness indicators trail behind those of the experimental group, with substantial differences in the two indicators being 30m and 1500m; while the two indications of 100m and standing long jump have extremely significant discrepancies. The control group's football skill indicators trail behind the experimental group. The experimental group's antagonistic training influenced students' sprinting ability, lower limb explosiveness, and football abilities. Simultaneously, psychological development is critical in football training.

According to the study of Ma (2021), with the rapid development of economy, social change, educational reform, study, the complication of emotion and interpersonal relationship and so on, the mental health problem has brought invisible pressure to the contemporary college students. Under these pressures, some students have different degrees of psychological barriers, which seriously affect the physical and mental health of college students. When higher vocational education occupies a large proportion of higher education, a series of psychological problems, such as anxiety and depression, exposed by higher vocational college students in their daily life, have become common problems in higher vocational colleges. Higher vocational college students are the group with higher cultural quality and the backbone of promoting social development. Their mental health is related to the future and destiny of the country and society. The rapid development of modern society, the accelerated pace of life and increasing competition, higher vocational colleges on the mental health of students have had a great negative impact. Also causes the student mental health aspect a series of questions, the prospect is not optimistic. Football is not only one of the physical education courses, but also a sport project with the function of strengthening body and improving mood. It can improve one’s physical strength, improve team cooperation, promote interpersonal communication and promote the physical and mental health of athletes.

The results in the study of Gomes et al. (2022) indicated that cognitive appraisal partially mediated the relationship between competitive stressors and emotions: athletes who perceived stressors as a challenge, tended to feel more control over the situation and more resourceful (coping perception), leading to a more positive emotional experience, while those perceiving the stressors as a threat were more prone to experience less control and more negative emotions. This mediation model was moderated by athletes’ competitive level (U17 or U19), as the role of challenge perception was more pronounced in the U19 team, while the relationship between threat perception and less control was only observed for the U17 team. In sum, the data reveals the importance of cognitive appraisal in young football athletes’ adaptation to competitive stressors, bolstering the theoretical models in this area and the importance of psychologists to consider these variables during intervention, particularly cognitive appraisal.

2.3. Correlation of Profile and Psychological Impact

In the study of Gan and Anshel (2009), five higher-order categories (factors) of acute stressors in sport were obtained from principal component analysis of 18 items reflecting stressful events experienced during competition, including verbal abuse from others, official's "bad" call, coach dissatisfaction, environmental sources, and opponent (e.g., successful performance, abusive behavior). A 2 (skill level) by 2 (gender) factorial MANOVA revealed significant main effects on three of these factors were found for skill level, but not gender, on athletes 'perceived stress intensity. There was also no significant skill level by gender interaction. It was concluded that skill level moderates sources of acute stress that are perceived as negative, which have implications for stress management interventions.

In the study of sex, age, marital status, and family type are significantly affected by stress, anxiety, sexual satisfaction, and social support. There is a substantial difference between marital status, gender, and social support when it comes to the pandemic.

The study of Sharma and Jain (2020) concluded that there is a significant relation between the stress level and the demographic variable "Income" and "marital status" of the employees. Findings of the study of Mushtaq et al. (2018) revealed that there was statistically significant association of level of stress score in the control and the experimental group with the age, total monthly income of the family, and residence of the study subjects, while as no association was found between pre-interventional level of stress scores in the control and the experimental group with other demographic variables like gender, and type of family.

2.4. Synthesis

The literaturte and studies were able to point out the development of campus football training. China is slowly but massively engaging in campus football trainings in preparation for the world cup. Campus football training enable athletes to develop motor abilities, acquisition of sports skills through motor learning, focusing on acquiring and further developing different ways to conduct sports contests on purpose, and most importantly the psychological component focusing on enhancing the athlete's personality.

In conclusion, there are not too many literature and studies pertaining to the psychological impact of campus football training especially on the aspect of sources of everyday life stress and symptoms of stress. Indeed there is a need to embark on codncuting a study on assessing the psychological impact of campus football training. Similarly, there is a dearth of literature and studies on correlating the profile with psychological impact of campus football training. Thus, the need for the study.

3. Research Methodology

3.1. Research Design

This quantitative research was utilized a descriptive COMPARATIVE-correlational research design. It is descriptive as it determines the psychological impact of campus football training in terms of sources of everyday life stress and symptoms of stress to the profile of the student-respondents.

Locale. The study was conducted in three of the colleges in China, namely: Hunan Golf Tourism Vocational College, Changde Vocational and Technical College, and Hunan Preschool College.

Participants. Participants of the study college students of Hunan Golf Tourism Vocational College, Changde Vocational and Technical College, and Hunan Preschool College.

The researcher utilized the total enmuration where all respondents who qualify based on the inclusion and exclusion

criteria will be invitied to participate. The respondents are the students who underwent training for football comprising of first to fourth year students. The respondents are varied in terms of age, sex and year level.

3.2. Instrument

The study made use of a two-part questionnaire. Part one determines the profile of the respondents in terms of age, sex, and year level. Part two is the Daily Analysis of Life's Demands for Athletes (DALDA). It is an easy to use restoration assessment that harvests fascinating psychological data on athletes. The DALDA is a self-report inventory of life-stress and symptoms of stress. It is used to quantify exercise/training-related stresses. The DALDA is a self-report inventory of life-stress and symptoms of stress. It can be used to determine the nature of an athlete's response to training, particularly their capacity to tolerate future training loads. Collected data sets for each athlete are made from the restoration inventory questions. The data sets are used by the coach in order to determine: (1) the training responses that are perceived by the athlete to be either under-stressed or over-stressed, (2) the ideal level of workload stress to promote the optimum level of training effort, (3) the influence of the outside-of-sport stresses that interfere with the training response, (4) preliminary indicators of over-training, (5) reactions to travel fatigue, and (6) the perceived response to the peaking period.

The DALDA was developed in 1990 by Dr. Brent Rushall of San Diego State University. In introducing the DALDA, Rushall states the following: "It has been recognized over the past two decades that the stressors associated with elite athletic performance are quite varied and originate from outside as well as within the sporting environment. The reactivity of an athlete to all life stresses, including the activities associated with a sport depends upon the number of stressors which exist at any one particular time" (Rushall 1990).

The scale is separated into two sections. Part A of the DALDA pertains to sources of stress: such as diet, home-life, work, friends, sport training, climate, sleep, recreation, and health, and Part B includes items related to mental and physical symptoms, like muscle pains, boredom, irritability, general weakness, skin rashes, and congestion that may manifest as a result from the aforementioned causes of stress. Information is collected using a 3-point Likert-based scale, with three potential scoring options, "1" denotes "worse than normal", "2" denotes "normal", and "3" denotes "better than normal". Parametric scores and interpretations are as follows: For Part A, a score 9 – 15 is low, 16 – 21 is moderate, and 22 - 27 is high. For Part B, a score 25 – 41.67 is low, 41.68 – 58.34 is moderate, and 58.35 – 75 is high.

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In summary, Table 2 indicates that there are significant differences in the physical fitness levels of students over the course of four years in almost all the aspects measured, except for the strength test. These findings reveal that while there are expected changes in physical fitness as students progress through college, not all fitness components exhibit the same trends over time. This table, which shows variations across years, may be interpreted in light of the gradual decline in physical fitness noted by Bi et al. (2020) and the global decline in physical fitness among children and adolescents reported by Fühner et al. (2021).

3.3. Data Gathering Procedure

The following procedures will be observed in the conduct of the study:

Pre-Data Gathering. The researcher sent letters to the appropriate authorities requesting permission to conduct the study. A letter was sent to the dean, academic officer, and college presidents where the research was conducted. The study had undergone series of validation and comments of panel of experts were given during the proposal defense. The researcher followed their comments and he submitted revised paper to the Ethics Committee for evaluation of the paper's ethical soundness.

Actual Data Gathering. After receiving clearance from the ethics committee, recruiting of the student-repsondents commence. There were two types of data collection conducted. The initial method was the face-to-face intercept. With this operation, particular precautions were taken to prevent the spread of COVID infection. Face masks were required, as well as social distancing and sanitization. Those who wished to answer the questionnaire online were provided with a Google form. This process continued until the desired sample size has been reached.

Post-Data Gathering. After obtaining the required sample size, the questionnaire responses were tabulated. The proper statistical treatment were applied in computing the data. The results were presented in tables with accompanying interpretations, analyses, implications, and supporting literature and studies. All completed questionnaires and raw data were destroyed and permanently deleted.

3.4. Data Analysis

The following statistical treatment will be utilized in the study:

Frequency Distribution and Simple Percentage. This was used in determining the profile of the respondents in terms of age, sex, and year level.

Mean is used to present the average mean of the different indicators.

Standard Deviation.Standard Deviation is a commonly used statistical indicator used to measure the degree of dispersion or variation of a set of data. The larger the standard deviation, the larger the fluctuation of the data, and the smaller the fluctuation of the data.

t-test and Analysis of variance (ANOVA).Analysis of variance (ANOVA) is a statistical analysis tool that divides observed cumulative variability within a data set into two parts: systematic factors and random factors. Random factors have no statistical influence on the given data set, whereas systematic factors do. In a regression study, analysts use the ANOVA test to determine the impact of independent variables on the dependent variable.

The researchers used ANOVA to determine whether there were significant differences in respondents' psychological impact on campus football training when their personal data was dominated by stage.

3.5. Ethical Considerations

The study was conducted in accordance with the principles of respect for persons, beneficence, and justice. The researcher had no conflicts of interest to declare. All participant-provided raw data were managed with strict

confidentiality. All soft and hard copies of the completed questionnaire, compiled and processed data were stored for a maximum of one year following the conclusion of the study. The hard copies of completed questionnaires and informed permission forms will be shredded mechanically. Moreover, soft copies of the raw and compiled data will be erased. Respondents were provided with processed data and the study's findings.

The researcher requested permission fror the administrators of the schools included in the study for permission to conduct the protocol at their institution. The researcher approached the participants at a time that is convenient for them or through online. The researcher explained to the participant all pertinent facts on the conduct of the study. The participant had the opportunity to ask the researcher questions. There were no vulnerable groups considered in the investigation. The recruitment of respondents involved a face-to-face intercept or through online. Informed consent will be required for those aged 18 years old and above. The respondents may suffer minimal risk in the form of discomfort while completing the questionnaire. Nonetheless, dangers such as financial, psychological, medical, and social risks or harms are avoided. The researcher did not provide any direct benefit to the participants. The results of the study may be utilized for the same goals by institutions other than those included in the study.

The participants will not receive any monetary compensation for participating in this study in order to minimize bias and ensure fairness and honesty when responding to the questionnaire questions. The researcher independently conducts the study. The subject could discontinue participation in the study at any moment by telling the researcher. There is no requirement for the participant to offer a cause for withdrawal.

The teenagers and physical education instructors will benefit directly from this study. During data collection, the researcher will maintain the confidentiality of each participant's identity and ensure the safety of others. Absolute confidentiality will be maintained. The researcher will respectfully request at least 10 to 15 minutes of the participant's time to complete the questionnaire.

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