

# Evaluation of the Tennis Training Programs of the Chinese Local Students

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**Abstract:** This study evaluated the table tennis players' perspectives on the tennis training program, and analyzed variations in evaluation according to demographic parameters at Fuxin New Capital Tennis Training Center. 41.51% of the respondents fell within the age range of 10-13, with an equal distribution of males and females, accounting for 50.94% and 49.06% respectively. The majority of individuals were primary school students, at 41.51% of the total. The players provided highly favorable evaluations of the training program in all assessed categories, encompassing the training plan, rules and regulations, management and supervision, facilities and equipment, and skills acquisition. The weighted averages ranged from 3.47 to 3.68, which signifies that the responses were predominantly in the "strongly agree" category. Statistical analysis indicated that there were no significant differences in evaluation scores based on either age or year level. Nevertheless, there was a notable disparity between the sexes, indicating that male and female players had distinct interpretations of the program. Coaches were interviewed and identified several important issues, such as maintaining motivation, offering personalized attention, and finding a balance between safety and skill improvement. Coaches observed challenges in properly involving younger or less experienced players and efficiently handling larger groups. Overall, the tennis training program was highly acclaimed by the table tennis players. Although no significant problems were detected, the results indicate possibilities for customizing the program to better suit the requirements of a wide range of participants. Continual monitoring and modifications, specifically with regards to gender-based disparities, could improve the program's efficacy.

**Keywords:** Table Tennis Players, Tennis Training Program, Training Plan, Rules and Regulations.

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## 1. Introduction

Tennis, a sport renowned for its elegance, precision, and sheer athleticism, has long captured the imagination of athletes and enthusiasts worldwide. Whether played recreationally at local clubs or contested on the grand stages of Wimbledon or the US Open, tennis stands as a testament to the enduring appeal of sport. Within the realm of competitive tennis, there exists a unique cohort of individuals: local elite tennis players. These athletes, hailing from diverse regions and communities, represent the highest echelons of skill and dedication in their pursuit of tennis excellence.

The development of tennis in China has been a fascinating journey marked by significant milestones, reflecting the country's rising prominence in the world of professional tennis. The history of tennis in China can be traced back to the early 20th century when it was introduced by foreign expatriates and missionaries. Initially, tennis was primarily played in foreign communities and expat clubs. However, it gradually gained popularity among the Chinese population during the mid-20th century. The formal organization of tennis in China can be attributed to the establishment of the Chinese Tennis Association.

(CTA) in 1956. This marked a pivotal moment in the sport's history as it laid the foundation for structured development. The CTA was officially recognized by the International Tennis Federation (ITF) in 1979, allowing Chinese players to participate in international competitions. One of the driving forces behind China's tennis development has been strong government support and investment. In 1981, China participated in the Federation Cup tennis team tournament for the first time and reached the round of 16. In 1986, at the Seoul Asian Games in South Korea, Li Xinyi won the women's singles championship. In 1990, at the Beijing Asian

Games, the Chinese tennis team won three championships. In the late 20th century and early 21st century, China's sports authorities recognized the potential of tennis as a vehicle for international success. In the 2004 Athens Olympics, Li Ting and Sun Tiantian won the women's doubles championship. In the same year, the General Administration of Sport of China designated tennis as a key sport for development, which led to increased awareness and participation in tennis as a sport.

The year 2008 marked a turning point for the development of tennis in China with the grand staging of the 29th Olympic Games in Beijing. It was during this year that significant reforms were made to professionalize tennis in China. The shift towards individual athlete development contributed to the professionalization of Chinese tennis and, subsequently, the improvement of China's tennis competitiveness. In 2010, Li Na and Zheng Jie teamed up to reach the semifinals of the Australian Open. In 2011, Li Na won the French Open, and in 2014, she won the Australian Open. Peng Shuai also won the Wimbledon doubles championship in 2013. The outstanding performance of Chinese tennis players on the international stage ignited a tennis craze in China, and the tennis culture in China reached unprecedented levels of popularity.

Significant financial resources were allocated to infrastructure development, coaching programs, and player development. Government-funded tennis academies and facilities were established throughout the country to nurture young talents. These academies, such as the National Tennis Center in Beijing, have become training grounds for aspiring tennis players, providing access to world-class coaching and training facilities.

The emergence of Chinese tennis stars on the international stage has been a catalyst for the sport's growth. Names like Li Na, the first Chinese player to win a Grand Slam singles title, and more recently, players like Peng Shuai, Zhang Shuai, and

Wang Qiang, have inspired a new generation of Chinese tennis enthusiasts. Their success has also attracted attention and sponsorship deals, further fueling the growth of tennis in China. While the focus has been on elite player development, grassroots tennis has not been neglected. Tennis programs in schools and communities have proliferated, introducing the sport to a wider audience. Local tournaments and competitions have become common, providing opportunities for aspiring players to gain experience and exposure. The Chinese government has implemented various policies, and initiatives to promote tennis. These include the "Tennis in Schools" program, which aims to introduce tennis to a younger demographic, and the "Sport for All" campaign, encouraging mass participation in sports, including tennis. Additionally, China has hosted numerous international tournaments, including the prestigious China Open and Shanghai Masters which attracts top-ranked players from around the world. Hosting such events has not only boosted the popularity of tennis but also showcased China's ability to organize world-class sporting events. China's tennis development has not been limited to domestic efforts. Collaborations with international tennis organizations and coaches have played a role in elevating the country's tennis standards. Coaches and experts from countries with strong tennis traditions have been invited to China to share their expertise and contribute to player development.

The journey to elite status in tennis is an arduous one, characterized by countless hours of practice, rigorous physical conditioning, and unwavering mental fortitude. Local elite tennis players emerge from communities, schools, and clubs, showcasing remarkable talent and determination. Their achievements often transcend the boundaries of their locality, becoming sources of inspiration for aspiring athletes. Yet, beneath the surface of their success lies a complex and multifaceted narrative—a narrative intricately woven into the fabric of their training methods and the sophisticated realm of performance analysis.

The training methods employed by local elite tennis players are the foundation upon which their success is built and encompass a holistic approach, addressing various facets of the game, from technical skills to physical conditioning and mental fortitude. These methods encompass a broad spectrum of strategies, ranging from technical skill development to physical conditioning and mental preparation. Each facet of training serves a distinct purpose, contributing to the athlete's holistic development. As they ascend the ranks of local, national, and international tennis competitions, elite players must continually refine and adapt their training methods to meet the evolving demands of their sport. Elite tennis players in China often follow personalized training regimens tailored to their strengths, weaknesses, and playing styles. These rigorous training methods, combined with the guidance of experienced coaches and the integration of performance analysis tools, contribute to their development as competitive athletes on the global tennis stage.

## 2. Methodology

### 2.1. Research Design

This study utilized the quantitative approach particularly the descriptive comparative research design. The descriptive method of research endeavors to describe systematically, functionally, accurately, and objectively a situation, problem, or phenomenon (Gracia, 2021). In addition, it is also

quantitative because data were analyzed as a basis for the description of the phenomena.

### 2.2. Sampling Methods

Location and population

The subjects consisted of 50 tennis players training at the Fuxin New Capital Tennis Training Center. All participants were local tennis athletes.

### 2.3. Research Instrument

The researcher utilized a researcher-made questionnaire in gathering data for his research as a primary tool in collecting the research data. The final draft was checked by his adviser and by three experts in the field and was subjected to pilot testing to test its reliability. The 4-point scale of alternative answers was employed. The scale, weight, and verbal interpretation of the responses of the respondents in terms of performance in tennis were described as follows:

**Table 1.** Respondents

Weight	Range	Verbal Description	Interpretation
4	3.51-4.00	Strongly agree	Highly manifested
3	2.51-3.50	Agree	Manifested
2	1.51-2.50	Disagree	Slightly manifested
1	1.00-1.50	Strongly disagree	Not manifested

### 2.4. Data Gathering Procedure

A letter of request to conduct the study was given to the heads of the two middle schools. After approval, the researcher distributed the survey questionnaire to the student-respondents face to face. He collected the survey questionnaire after they answered it.

### 2.5. Considerations

The following ethical guidelines were considered by the researcher in the gathering of raw data:

In conducting the respondents' answers, the researcher was discreet enough about the demographic profile and make a personal commitment to protect the identities of the respondents of his study. Confidentiality was maintained all throughout the research study from data gathering to data analysis.

The sensitivity checked on the questions used was schemed and checked.

The researcher sought respondent's informed consent for the data gathering process approved by the Graduate School which will cover being well-informed about the purpose of the research they are asked to participate in, understanding the benefits that might grow to them as a result of participating and feeling free to make an independent decision without fear of negative consequences.

To standardize data collection, only the researcher gathered the data based on the survey questionnaire.

The researcher exercised integrity of data by maintaining a clear and complete record of raw data that was acquired.

## 3. Results and discussions

### 1) Profile of the Respondents

**Table 2.** Profile of the respondents

Sex	Frequency (N=53)	Percentage (%)
Male	27	50.90
Female	26	49.10
Age	Frequency (N=53)	Percentage (%)
10-13 years old	22	41.50
14-16 years old	19	35.80
17-18 years old	12	22.60
Year Level	Frequency (N=53)	Percentage (%)
Elementary School	22	41.50
Middle School	19	35.80
High School	12	22.60

The demographic features of the sample are revealed in Table 2, offering useful insights into the profile of the

respondents. The table displays the categorization of the participants according to their gender, age, and academic year.

In terms of distribution by sex, the sample exhibits a reasonably equal balance, with males accounting for 50.90% of the respondents and females comprising 49.10%. The nearly equal participation in the study indicates that participants from both genders were included, thereby assuring a diverse and inclusive perspective.

Upon analyzing the age distribution, it is evident that the largest proportion of respondents (41.50%) falls within the age range of 10 to 13 years. This is followed by the age group of 14 to 16 years, which accounts for 35.80% of the respondents. The remaining 22.60% of respondents belong to the age group of 17 to 18 years. The age range corresponds to the educational levels, with the bulk of respondents being in elementary school (41.50%), followed by middle school.

## 2) Level of Assessment on the Training Program

**Table 3.** Level of Assessment on the Training Plan

Training Plan	Mean	SD	Verbal Description/Interpretation	Rank
1. As an athlete, the training plan effectively improves my tennis skills.?	3.64	0.48	Strongly Agree/Highly manifested	2
2. As an athlete, the training plan includes a balanced mix of technical, tactical, physical, and psychological training.	3.66	0.48	Strongly Agree/Highly manifested	1
3. As an athlete, the training plan accommodates my individual skill level and needs.	3.62	0.49	Strongly Agree/Highly manifested	3
4. As an athlete, the training plan includes sufficient practice matches and simulated game scenarios	3.47	0.50	Strongly Agree/Highly manifested	5
5. As an athlete, the training plan is flexible and adapts to my specific strengths and weaknesses.	3.57	0.50	Strongly Agree/Highly manifested	4
Composite Mean	3.59		Strongly Agree/Highly manifested	

Legend: 1.00 - 1.75 (Strongly Disagree/not manifested); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree)

Table 3 shows the level of assessment of the table tennis players on the tennis training program specifically in terms of training plan. Based on the table the lowest weighted mean is 3.47 with a standard deviation of 0.504 and an interpretation of strongly agree for question number 4, "As an athlete, the training plan includes sufficient practice matches and simulated game scenarios." While the highest weighted mean is 3.66 with a standard deviation of 0.478 and an interpretation of strongly agree for question number 2, "As an athlete, the training plan includes a balanced mix of technical, tactical, physical, and psychological training." Moreover, the overall mean for the level of assessment of the table tennis players on the tennis training program specifically in terms of training plan is 3.59 and with an average standard deviation of 0.491 and an interpretation of strongly agree.

The results indicate that the table tennis players expressed high levels of satisfaction with the training program,

specifically with the level of balance and organization of the plan. The relatively small standard deviations also indicate a high level of consistency in the players' assessments, with minimal variances in individual opinions.

According to a study conducted by Deng et al., 2023, current training programs produce positive results for female tennis players. However, additional research of a rigorous methodological standard is necessary to investigate the customization of precise training regimens for female tennis players. There is a need for improved and standardized measurement and reporting of data in order to enable effective pooling of data for future meta-analyses.

The unanimous assessment suggests that the training plan was carefully designed and succeeded in addressing the players' requirements. This helpful input can be utilized to support the existing strategy or pinpoint possibilities for minor enhancements to the program.

**Table 4.** Level of Assessment on the Implementing Rules and Regulations

Implementing Rules and Regulations	Mean	SD	Verbal Interpretation	Rank
1. As an athlete, Rules and regulations are strictly enforced in the training program.	3.68	0.47	Strongly Agree/Highly manifested	1
2. As an athlete, the rules and regulations contribute to a safe and effective training environment	3.66	0.48	Strongly Agree/Highly manifested	2
3. As an athlete, the enforcement of rules and regulations is consistent across all students.	3.62	0.49	Strongly Agree/Highly manifested	3
4. As an athlete, the rules and regulations help in maintaining high standards of discipline and safety.	3.47	0.50	Strongly Agree/Highly manifested	5
5. As an athlete, the rules and regulations encourage a respectful and cooperative team spirit.	3.57	0.50	Strongly Agree/Highly manifested	4
Composite Mean	3.60		Strongly Agree/Highly manifested	

Legend: 1.00 - 1.75 (Strongly Disagree/not manifested); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

The basic elements of social learning theory, including observational learning, consequences of conduct, self-efficacy, and the importance of diverse modeling, are crucial aspects in developing, expanding, and sustaining a successful tennis organization. Examining these theoretical associations can offer useful insights for tennis businesses aiming to enhance their managerial strategies.

Table 4 shows the level of assessment of the table tennis players on the tennis training program specifically in terms of implementing rules and regulations. Based on the table the lowest weighted mean is 3.47 with a standard deviation of 0.504 and an interpretation of strongly agree for question number 9, “As an athlete, the rules and regulations help in maintaining high standards of discipline and safety.” While the highest weighted mean is 3.68 with a standard deviation of 0.471 and an interpretation of strongly agree for question number 6, “As an athlete, Rules and regulations are strictly enforced in the training program.” Moreover, the overall mean for the level of assessment of the table tennis players on the tennis training program specifically in terms of implementing rules and regulations is 3.60 and with an average standard deviation of 0.488 and an interpretation of strongly agree.

The results indicate that the table tennis players expressed a high level of satisfaction about the implementation and enforcement of the rules and regulations in the training program. The players' high scores on all the questions suggest that they believed the rules and regulations had a significant role in creating a secure, disciplined, and collaborative training atmosphere.

The relatively small standard deviations also indicate a high level of consistency in the players' assessments, with minimal variances in individual opinions. This consistency further reinforces the inference that the participants had a highly favorable perception of the application of laws and regulations.

In order to enhance the teaching and learning process during training, current tournaments are designed around small-sided games (SSGs) using a comprehensive strategy (Renshaw et al., 2010 Davids et al., 2012, 2013a). The objective of this comprehensive approach is to fully tailor the competition to young players by making adjustments to the game rules, league regulations, sports equipment, and playing areas (task constraints) (Buszard et al., 2016; McCarthy et al., 2016; Hastie et al., 2017; Oppici et al., 2017; Ortega-Toro et al., 2018).

In summary, this research demonstrates that the training program successfully adhered to the laws and regulations, hence facilitating the growth and experience of the athletes. The unanimous consensus is a promising indication of the program's performance in this domain.

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Table 5 shows the level of assessment of the table tennis players on the tennis training program specifically in terms of management and supervision. Based on the table the lowest weighted mean is 3.51 with a standard deviation of 0.505 and an interpretation of strongly agree for question number 14,

“As an athlete, the management promptly addresses any issues or concerns raised by students.” While the highest weighted mean is 3.68 with a standard deviation of 0.471 and an interpretation of strongly agree for question number 11, “As an athlete, the coaches and staff are well-organized and manage the training program effectively.” Moreover, the overall mean for the level of assessment of the table tennis players on the tennis training program specifically in terms of management and supervision is 3.60 and with an average standard deviation of 0.490 and an interpretation of strongly agree.

**Table 5.** Level of Assessment on Management and Supervision

Management and Supervision	Mean	SD	Verbal Interpretation	Rank
1.Our community has available maternity center	3.68	0.47	Strongly Agree/Highly manifested	1
2.Pregnant women are given free consultations by licensed health practitioner	3.58	0.50	Strongly Agree/Highly manifested	3
3.There is low rates of child bearing diseases	3.66	0.48	Strongly Agree/Highly manifested	2
4.There is enough budget for the promotion of maternal and child care	3.51	0.50	Strongly Agree/Highly manifested	5
5.Parents put utmost priority to the health of their children	3.57	0.50	Strongly Agree/Highly manifested	4
Composite Mean	3.60		Strongly Agree	

Legend:1.00 - 1.75 (Strongly Disagree/not manifested); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

The results indicate that the table tennis players expressed high levels of satisfaction with the management and supervision of the training program. The players' high ratings on all the questions suggest that they perceived the coaches and staff as being well-coordinated, offering clear and constructive criticism, maintaining an adequate level of supervision, and efficiently handling the training schedule.

The relatively small standard deviations also indicate a high level of consistency in the players' assessments, with minimal variances in individual opinions. This consistent pattern further reinforces the inference that the participants held a highly positive view of the program's management and supervision.

According to Blanco, 2022. when managing an organization, a number of factors must be taken into account. Tennis training is not an exception, and handling numerous other significant elements is just as crucial as the performance

on the court. The process of a few distinct stages, from the company's founding to its consolidation and growth, must be guaranteed for long-term success.

In summary, this analysis demonstrates that the training program was well supervised and administered, greatly enhancing the participants' growth and overall experience. The unanimous opinion is a good indication of the program's effectiveness in this particular field.

The majority view regarding the efficiency of the training program is in accordance with the principles of social learning theory. The participants' successful growth and development via the training can be attributed to the supervised modeling, seen positive outcomes, greater self-efficacy, and facilitative atmosphere. Indicating that the program design was firmly based on recognized social learning principles.

**Table 6.** Level of Management on Facilities and Equipment

Facilities and Equipment	Mean	SD	Verbal Interpretation	Rank
1.As an athlete, the training facilities are well-maintained and suitable for high-level tennis training.	3.68	0.47	Strongly Agree/Highly manifested	1
2.As an athlete, the equipment provided is of high quality and enhances my training experience.	3.62	0.49	Strongly Agree/Highly manifested	2
3.As an athlete, there are adequate resources and facilities for physical conditioning and fitness.	3.60	0.49	Strongly Agree/Highly manifested	3
4.As an athlete, the courts and playing surfaces are safe and appropriate for all weather conditions.	3.51	0.50	Strongly Agree/Highly manifested	5
5. As an athlete, the training facilities are easily accessible and convenient for regular training.	3.57	0.50	Strongly Agree/Highly manifested	4
Composite Mean	3.60		Strongly Agree/Highly manifested	

Legend: 1.00 - 1.75 (Strongly Disagree/not manifested); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 6 shows the level of assessment of the table tennis players on the tennis training program specifically in terms of facility and equipment. Based on the table the lowest weighted mean is 3.51 with a standard deviation of 0.505 and an interpretation of strongly agree for question number 19, "As an athlete, the courts and playing surfaces are safe and appropriate for all weather conditions." While the highest weighted mean is 3.68 with a standard deviation of 0.471 and an interpretation of strongly agree for question number 16, "As an athlete, the training facilities are well-maintained and suitable for high-level tennis training." Moreover, the overall mean for the level of assessment of the table tennis players on the tennis training program specifically in terms of facility and equipment is 3.60 and with an average standard deviation of 0.492 and an interpretation of strongly agree.

The results indicate that the table tennis players expressed high levels of satisfaction with the facility and equipment offered for the tennis training program. The players' high ratings on all the questions suggest that they found the training facilities, equipment, amenities, and playing surfaces to be of excellent quality and perfectly suited to their requirements.

The relatively small standard deviations also indicate a high level of consistency in the players' assessments, with minimal variances in individual opinions. This consistent

pattern further reinforces the inference that the participants held a highly favorable perception of the facility and equipment.

Allen et al, 2018 stated that tennis players possess a range of equipment options that interact with biomechanical factors to impact the likelihood of overuse injuries. The immediate loading on the upper extremities is affected by the technique used by the player and the characteristics of the racquets, strings, and the ball. The loading of the lower extremity is contingent upon the interplay between the footwear worn by the players and the surface of the court. The majority of the research conducted in these fields consists of retrospective or modeling studies that indicate the probable long-term consequences of equipment modifications on the risk of injury for players. There have been limited prospective studies undertaken to validate these theories.

In summary, this analysis demonstrates that the tennis training program benefited from superior facilities and equipment, which greatly facilitated the players' growth and overall experience. The unanimous consensus is a favorable indication of the program's efficacy in creating a suitable training plan.

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**Table 7.** Level of Assessment on evaluating the skills acquired

Evaluating the Skills Acquired	Mean	SD	Verbal Interpretation	Rank
1.As an athlete, the evaluation process effectively measures my progress and development in tennis.	3.68	0.47	Strongly Agree/Highly manifested	1
2.As an athlete, I receive regular, constructive feedback on my performance and areas for improvement.	3.62	0.49	Strongly Agree/Highly manifested	2
3.As an athlete, the evaluation criteria are fair, transparent, and well-explained to all students.	3.62	0.49	Strongly Agree/Highly manifested	2
4.As an athlete, the skills assessments motivate me to work harder and improve my game.	3.51	0.50	Strongly Agree/Highly manifested	5
5. As an athlete, the feedback I receive is personalized and takes into account my individual goals.	3.57	0.50	Strongly Agree/Highly manifested	4
Composite Mean	3.60		Strongly Agree/Highly manifested	

Legend: 1.00 - 1.75 (Strongly Disagree/not manifested); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 7 shows the level of assessment of the table tennis players on the tennis training program specifically in terms of evaluating the skills acquired. Based on the table the lowest weighted mean is 3.51 with a standard deviation of 0.505 and an interpretation of strongly agree for question number 24, "As an athlete, the skills assessments motivate me to work harder and improve my game." While the highest weighted mean is 3.68 with a standard deviation of 0.471 and an interpretation of strongly agree for question number 21, "As an athlete, the evaluation process effectively measures my progress and development in tennis." Moreover, the overall mean for the level of assessment of the table tennis players on the tennis training program specifically in terms of evaluating the skills acquired is 3.60 and with an average standard deviation of 0.491 and an interpretation of strongly agree.

The results indicate that the table tennis players expressed high levels of satisfaction on the assessment of their skill progression in the tennis training program. The players' high ratings on all the questions indicate that they perceived the evaluation as effective, since it offered constructive feedback, had fair and transparent criteria, stimulated progress, and was tailored to their unique goals.

The relatively small standard deviations also indicate a high level of consistency in the players' assessments, with

minimal variances in individual opinions. This consistency further strengthens the notion that the participants had a highly positive perception of the ability's evaluation.

According to Peng et al, 2018, one can make use of the system by looking into and analyzing the pertinent players in the tennis match; more often than not, this is done to gather statistics on connected technologies utilized in tennis matches. The use of the system in tennis competitions was made clear through a thorough assessment of the competitors' abilities. To begin with, the system's statistics on the data ought to be able to depict the pros and cons of tennis players during play as well as shifts in the opposing team's tactics and plan, giving tennis coaches access to reference information. Criteria for evaluation are developed for the several levels of beginner tennis instruction. Athletes' training levels can be assessed, monitored, and guided by coaches at various phases, starting with the fundamental training stage.

In summary, this analysis suggests that the tennis training program had a strong and positively received system for evaluating the players' advancement and offering them the necessary feedback and encouragement to further enhance their tennis abilities. The unanimous agreement among the athletes is an encouraging indication that the evaluation process was a valuable element of the curriculum.

**Table 8.** -Summary of the level of Assessment on the Training Program

		Summary Statistics		
Q	Tennis Training Program	Overall Mean	Verbal Interpretation	Rank
1	Training Plan	3.59	Strongly Agree/Highly manifested	5
2	Implementing Rules and Regulations	3.60	Strongly Agree/Highly manifested e	1
3	Management and Supervision	3.60	Strongly Agree/Highly manifested	1
4	Facilities and Equipment	3.60	Strongly Agree/Highly manifested	1
5	Evaluating the Skills Acquired	3.60	Strongly Agree/Highly manifested	1

The summary of the assessment level of the tennis training program, as shown in Table 8, offers a thorough comprehension of the respondents' impressions and judgments of the many aspects of the program.

The average scores for all aspects of the training program fall within the "Strongly Agree/Highly manifested" category, suggesting that the respondents have given a highly positive evaluation. This indicates that the participants, collectively, expressed a high level of satisfaction with the implementation and execution of the program.

The components of "Implementing Rules and Regulations," "Management and Supervision," and "Facilities and Equipment" achieved the greatest overall mean score of 3.60, positioning them at the top place. The respondents expressed a significant agreement that these parts of the training program were clearly evident and successfully put into practice.

The "Evaluating the Skills Acquired" component achieved a mean score of 3.60, placing it among the highest-ranked parts. The participants' perception indicates that they considered the program's assessment and evaluation processes to be strong and successful in accurately measuring the progress of their tennis-related abilities.

Lastly, the "Training Plan" component obtained an average score of 3.59, which, although still falling within the "Strongly Agree/Highly manifested" category, is slightly

lower compared to the other components. However, the score still suggests that the respondents were extremely satisfied with the training plan as a whole and how it was carried out.

Tennis is a sport that is currently experiencing a rapid increase in the number of participants. It is a flexible activity that places a strong emphasis on technical abilities for achieving good performance. However, it also involves strategic thinking, psychological strength, and a high degree of physical ability (Reid & Schneiker, 2008; Fett et al., 2017). Achievement in this particular sport is contingent upon the amalgamation of precision, swiftness, and agility from many perspectives. The game has increased in speed due to the implementation of new training methods for developing athletic attributes (Fernandez et al., 2013).

The uniform and impressive ratings across all aspects of the tennis training program indicate a robust and widespread satisfaction among the participants. This favorable assessment emphasizes the program's efficacy in providing a thorough and well-organized tennis instruction experience that fulfills the expectations and requirements of the intended audience.

3) Difference between the level of assessment of the table tennis players on the tennis training program

Difference between the level of assessment of the tennis training program and the profile of the respondents.

**Table 9.** by sex

Mann-Whitney/Wilcoxon W Test (2 groups-by sex)				
Tennis Training Program	Z	p	Ho	VI
Training Plan	-3.89	0.00	Reject	Significant
Implementing Rules and Regulations	-4.99	0.00	Reject	Significant
Management and Supervision	-3.91	0.00	Reject	Significant
Facilities and Equipment	-3.85	0.00	Reject	Significant
Evaluating the Skills Acquired	-3.91	0.00	Reject	Significant

Table 9 shows the test of difference on the profile of the respondents and their level of assessment on the training program.

The analysis of the Mann-Whitney/Wilcoxon W Test and Kruskal-Wallis H Test outcomes provide useful insights into the statistical significance of the participants' views on the tennis training program, as influenced by their demographic factors.

The Mann-Whitney/Wilcoxon W Test was performed to analyze the disparities in the evaluations of the training

program components when the sex of the respondents were compared. The results indicate that there was a significant difference in the assessments between the two groups for all components, namely "Training Plan," "Implementing Rules and Regulations," "Management and Supervision," "Facilities and Equipment," and "Evaluating the Skills Acquired." The null hypothesis (Ho) was rejected. These findings indicate that the participants' views on different components of the tennis training program were greatly impacted by their membership in specific groups.

**Table 10.** by Age

Kruskal-Wallis H Test (2 or more groups-by age)			
Tennis Training Program	p	Ho	VI
Training Plan	0.10	Do not Reject	Not Significant
Implementing Rules and Regulations	0.47	Do not Reject	Not Significant
Management and Supervision	0.36	Do not Reject	Not Significant
Facilities and Equipment	0.50	Do not Reject	Not Significant
Evaluating the Skills Acquired	0.36	Do not Reject	Not Significant

The Kruskal-Wallis H Test, employed to examine variations in assessments among three or more groups, indicated no noteworthy distinctions based on the age of the respondents. The null hypothesis (Ho) was not rejected for all the components of the training program, indicating that there was no significant difference in the participants' assessments across the various age and year level groups.

For all aspects of the tennis training program (Training Plan, Implementing Rules and Regulations, Management and Supervision, Facilities and Equipment, and Evaluating the Skills Acquired), the p-values obtained from the Kruskal-Wallis H Test are all greater than the significance level of 0.05. Therefore, we do not reject the null hypothesis for any of these aspects. This means that there are no statistically significant differences in these aspects of the tennis training program when compared across different grade levels.

In general, the presence of significant disparities in the

Mann-Whitney/Wilcoxon W Test, coupled with the absence of significant disparities in the Kruskal-Wallis H Test, implies that factors other than age and year level, such as individual experiences, personal preferences, or specific group dynamics, may have a greater impact on the evaluation of the tennis training program components. The lack of statistical significance for age and year level suggests that participants, regardless of their demographic features, had a consistent appraisal of the different parts of the training program.

These findings offer valuable perspectives for the program organizers and administrators, as they emphasize the importance of taking into account factors other than age and year level when creating and executing the tennis training program. This is necessary to ensure that the program meets the varied needs and perspectives of the participation.

**Table 11.** by Grade Level

Kruskal-Wallis H Test (2 or more groups-by grade level)			
Tennis Training Program	p	Ho	VI
Training Plan	0.10	Do not Reject	Not Significant
Implementing Rules and Regulations	0.47	Do not Reject	Not Significant
Management and Supervision	0.36	Do not Reject	Not Significant
Facilities and Equipment	0.50	Do not Reject	Not Significant
Evaluating the Skills Acquired	0.36	Do not Reject	Not Significant

## 4. Conclusion

1) The data indicates that a significant proportion of the participants fall within the age range of 10-13, suggesting that the tennis training program particularly appeals to and serves to younger generations.

2) The near balance between male and female respondents suggests that the tennis training program is effectively attracting and involving individuals from both genders.

3) The fact that 41.51% of the respondents are elementary school pupils indicates that the program is especially attractive and easily accessible to younger children.

The decreased involvement of middle school and high school students can be attributed to causes such as heightened academic requirements, conflicting extracurricular commitments, or a change in interests as students advance in their educational path.

The distribution of year levels may also be influenced by the overall size and mix of the student populations in the particular location.

4) The respondents unanimously expressed their strong agreement that the training plan was meticulously designed, ensuring a harmonious blend of various components, and adequately incorporated practice matches and simulated game scenarios.

Enforcement of the rules and regulations was deemed effective by the respondents, contributing to the maintenance of high levels of discipline and safety.

The respondents expressed a high level of agreement about the coaches and staff's ability to efficiently arrange and oversee the training program. They also noted that any concerns or problems were swiftly dealt with.

The respondents expressed a high degree of agreement with the well-maintained and suitable training facilities for high-level tennis training. They also noted that the playing surfaces were safe and appropriate.

The respondents unanimously stated that the evaluation procedure accurately assessed their growth and development, and that the skills tests were highly motivating.

5) The results indicate that the participants' gender had an impact on their evaluation of several components of the tennis training program, however their age and academic year did not have a significant effect on their rating.

Possible factors contributing to this difference may be attributed to varying tastes, experiences, or expectations that male and female table tennis players possess with regards to

the components of the training program.

6) The viewpoints expressed by the different coaches provide a thorough comprehension of the common challenges faced in the tennis training program. The constraints mentioned cover a broad spectrum of subjects, including challenges related to motivation, training, safety, and professional development requirements.

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