International Journal of Multidisciplinary Research and Growth Evaluation.

Study on Tennis Coaching ability of Higher Vocational Colleges in Jiangsu Province

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Article Info

ISSN (online): 2582-7138
Volume: 05
Issue: 06
November-December 2024
Received: 03-10-2024
Accepted: 09-11-2024
Page No: 873-879

Abstract
The coach is one of the most important links in the competitive sports system, and the coach's coaching ability is the decisive factor for the successful development of competitive sports. This paper takes the tennis coaching ability of Jiangsu University's higher vocational colleges as the research object, takes sports training science, sports psychology, management and system theory as the theoretical basis, uses the method of literature, investigation and mathematical statistics, and takes the tennis coaches, managers and students of Jiangsu University's higher vocational colleges as the research object. The results of this study can provide a solid foundation for the design and improvement of coach education and training programs. the study can be seen as the first step in a broader investigation of various sporting and educational backgrounds, potentially beyond China's borders. The methods and results of this study can be adapted and applied to different sporting and educational Settings, promoting a deeper understanding of coaching and its relevance to athlete development.

Keywords: Coaching ability, decision-making environment, potential solutions, communication, and implementation planning

1. Introduction

In recent years, sports games of higher vocational colleges have attracted more and more attention from society, and competitive sports of higher vocational colleges have gradually become an important component of Chinese competitive sports. Tennis is a new sport Movement, in higher vocational college competition in the attention degree is not inferior. As an important part of the high level tennis team coaches in higher vocational colleges, their coaching level will inevitably affect the training, management and competition results of the team. Therefore, it is urgent to improve the coaching ability of the high level tennis team coaches and establish an objective and reasonable evaluation index system for the coaching ability of the high level tennis team coaches in higher vocational colleges.

Most of the institutions of higher education in China have carried out teaching of various sports and competitions according to the national requirements and their own characteristics and conditions. Sports experts and scholars in China have conducted many researches on coaching ability of sports coaches and achieved fruitful results, which enriched the theoretical system of research on coaching ability of coaches. However, in the research on coaching ability of coaches in higher vocational colleges, it is often limited to the research on one kind of ability of coaches, limited to a certain angle and perspective, and there are few comprehensive studies on coaching ability of coaches in higher vocational colleges, especially in the in-depth and comprehensive research on coaching ability of tennis coaches in higher vocational colleges, and there is even less research literature. In addition, among the few studies on the coaching ability of tennis coaches in colleges and universities, the research methods are relatively single, and most of them are based on theoretical perspectives and only theoretically elaborate on a certain coaching ability of coaches without empirical research.

In conclusion, the analysis of coaching competencies and abilities within the Chinese education framework, especially in tennis within higher vocational colleges, presents a significant academic interest. The insights garnered from such studies could drive the evolution of coach education and training programs, augment curriculum development in higher vocational colleges, and ultimately foster a more robust sports culture in China by enhancing athlete development.

2. Research Ideas and Methods

This comprehensive study sets out to architecturally construct an innovation index for science and technology within Jiangsu Province via a mixed-method research approach. Initially, a quantitative survey was deployed to capture data on the demographic profile and coaching capabilities of tennis coaches within higher vocational colleges. The development of this survey questionnaire was deeply rooted in existing theoretical frameworks, coupled with in-depth studies pertaining to coaching capabilities.

The second stage encompassed data analysis, performed through the application of various statistical methodologies such as factor analysis, regression analysis, and correlation analysis. These methods were critical in discerning the determinants that impact coaching abilities.

The analysis phase of the study employed a spectrum of statistical methods:

a. The coaches' demographic profiles were distilled using descriptive statistics such as mean, standard deviation, frequency, and percentage. Further examination of relationships between these demographic variables was achieved through inferential statistics including correlation and regression analysis.
b. Descriptive statistics and inferential tests such as the Chi-square test were used to evaluate the coaching abilities as assessed by tennis players, and to analyze the relationship between coaching techniques and player preferences.
c. Statistical tests such as t-tests or ANOVA were deployed to discern significant differences between coaches' demographic profiles and their coaching abilities.
d. For multiple hypothesis tests, the Bonferroni test, a widely-recognized post-hoc statistical test, was employed to adjust the significance level for each test given the number of tests performed.

This proposed research design is anticipated to shed light on coaching capabilities and the state of science and technology innovation within Jiangsu Province, offering practical implications for the evolution of sports education and coaching not only within the province, but in other regions as well. The insights gathered from this research may also prove invaluable to policymakers and stakeholders in their quest to form robust strategies and policies centered around regional scientific and technological innovation.

3.1. Sampling methods

In this inquiry into the coaching abilities and methods of tennis coaches within higher vocational institutions in Jiangsu Province, China, purposive sampling was the chosen method of participant selection. This technique ensures that the sample accurately represents the population of interest by outlining specific prerequisites for inclusion in the study.

For this particular study, the criteria for inclusion comprised tennis coaches presently employed within higher vocational colleges of Jiangsu Province, boasting a minimum of two years of coaching experience. Further, this purposive sampling technique incorporated informants based on their distinct expertise, experience, and specific involvement in tennis, with an emphasis on empirical investigation. The selection process was also mindful of respondents' availability, willingness to participate, and ability to articulately and expressively share their experiences and opinions.

With purposive sampling, this study ensures that the selected participants possess the qualifications and experience to furnish valuable insights about the research questions. This method also minimizes the potential risk of sampling bias and guarantees the representativeness of the selected sample concerning the population of interest.

3.2. Research Tools

The primary research tool was a questionnaire, collecting data on tennis coaches' professional competencies and coaching abilities within Jiangsu Province's higher vocational colleges. It measured coaches' demographic profile (including age, educational attainment, years of coaching experience, and attended seminars and training) and coaching competencies and abilities across four areas: sports planning and management, communication, and integration, training and practice orientation, and reflection and professional development. Additionally, the questionnaire covered coaching abilities across six areas: reinforcement, general technical instruction, mistake contingent, punishment, organization, and general communication.

Constructed upon the theoretical frameworks of social learning theory and situational leadership theory and previous studies on coaching competencies and coaching abilities, the questionnaire was designed to draw meaningful responses from the participants.

Both online and in-person distribution methods were used to administer the questionnaire to tennis coaches and players. Anonymity was ensured, and all responses were kept confidential to uphold the respondents' privacy.

Upon collection, the data were processed using statistical methods such as mean, standard deviation, t-test, ANOVA, and correlation analysis to pinpoint key factors influencing coaching competencies and abilities. The findings derived from the questionnaire were thoroughly discussed in the research report, providing valuable insights for furthering the development of sports education and coaching not only in Jiangsu Province but also in other similar regions.

4. Results and Discussion

The following results show the mean distribution of tennis-coach respondents' profile variables sex, age, and year level as student-players of tennis.

4.1. The demographic profile of tennis coaches in higher vocational colleges in Jiangsu Province

Profile variables on age, educational attainment, years of coaching experiences, and seminars and training attended by the tennis coaches from the selected high vocational colleges in Jiangsu Province have been considerably taken as variables that may impact the behavioral aspects, professional competencies, coaching abilities, and athletes' preferences in any sports field.

Table 1 displays the distribution of tennis coaches' profile variables from the selected higher vocational colleges. The succeeding paragraphs discuss each result.

Table 1: Distribution of Respondents by Profile Variable

Profile of Tennis Coaches											
AGE	**(f)**	**(%)**	**Educ'l Attainment**	**(f)**	**(%)**	**Years of coaching**	**(f)**	**(%)**	**Seminars**	**(f)**	**(%)**
25-29	5	31.25	Bachelor's degree	5	33.0	1-5	4	22.3	Coaching tennis	5	28.6
30-34	7	43.75	Master's degree	8	49.1	6-10	9	59.8	Sports management	9	57.1
35-39	4	25	Doctoral degree	3	17.9	11-15	3	17.9	Sports trends	2	14.3
Total	**16**	**100**	**Total**	**16**	**100**	**Total**	**16**	**100**	**Total**	**16**	**100**

The results reveal that the majority of the tennis coach-respondents in higher vocational colleges in Jiangsu Province fall within the age group of 30-34 years, representing 43.75% of the sample. The younger demographic, aged 25-29 years, accounts for 31.25%, while the 35-39 age group constitutes 25% of the respondents. Such distribution suggests that the cohort of tennis coaches in this region exhibits a youthfulness infused with a sufficient reservoir of life experiences that they can leverage as instructive narratives for their students. This youth-experience dynamic can also be instrumental in shaping their coaching abilities.

Research posits that younger coaches, like those seen here, can infuse a team with a fresh outlook, dynamic energy, and enthusiasm, attributes that can prove instrumental in fostering a thriving team environment (Witte, 2016). These younger coaches, armed with recent playing experiences, can bring contemporary techniques and strategies to their coaching practices. Additionally, they often resonate with younger players, thereby facilitating personal connection and mentorship.

4.2. Coaching abilities assessed by tennis players in higher vocational colleges in Jiangsu Province

The following discussion delves into the evaluation of coaching abilities as perceived by tennis players from higher vocational colleges in Jiangsu Province, China. The results illuminate the players' perspectives on their coaches' competencies, encapsulating facets of experience, education, professional development, and age. By presenting a detailed examination of these factors, we aim to shed light on the existing coaching abilities in this region and how they impact the performance and development of these student-athletes. This analysis serves as a valuable instrument to help advance the quality of sports coaching in Jiangsu Province, consequently fostering an environment conducive to the athletic and personal growth of tennis players.

4.2.1. Reinforcement

Table 2 presents the results of the tennis players' assessment of their coaches' reinforcement coaching style. All of the items under this parameter received a consistent remark of "Very Satisfied", as follows: "rewards athletes for they have been trying hard at practice." (WM=3.46); "makes statements such as "way to go" when athletes perform well." (WM=3.43); "praises athletes for trying hard after a mistake is made." (WM=3.41); "spends time during practice praising athletes for things they have done well during competition." (WM=3.40); "says things like "keep trying" when athletes make a mistake on a newly introduced performance task".(WM=3.40); "pulls athletes aside to let them know they are doing a good job." (WM=3.36); "expresses pride in the efforts of athletes as well as in their successes." (WM=3.32); "verbally praises the team and individual athletes after they have successfully executed a play/skills." (WM=3.29); "greets athletes when they finish performance with encouragement and support." (WM=3.26); and "keeps the team motivated during practices and in competition." (WM=3.20).

Table 2: Assessment of Tennis Coaches' Coaching Ability in terms of Reinforcement

Reinforcement	Mean	Standard Deviation	Verbal Description
1. Verbally praises the team and individual athletes after they have successfully executed a play/skills.	3.29	.652	Very Satisfied
2. Makes statements such as "way to go" when athletes perform well.	3.43	.597	Very Satisfied
3. Rewards athletes for they have been trying hard at practice.	3.46	.568	Very Satisfied
4. Pulls athletes aside to let them know they are doing a good job.	3.36	.643	Very Satisfied
5. Spends time during practice praising athletes for things they have done well during competition.	3.40	.592	Very Satisfied
6. Expresses pride in the efforts of athletes as well as in their successes.	3.32	.674	Very Satisfied
7. Praises athletes for trying hard after a mistake is made.	3.41	.593	Very Satisfied
8. Says things like "keep trying" when athletes make a mistake on a newly introduced performance task.	3.40	.636	Very Satisfied
9. Greets athletes when they finish performance with encouragement and support.	3.26	.722	Very Satisfied
10. Keeps the team motivated during practices and in competition.	3.20	.736	Very Satisfied
Overall Mean	**3.35**	**.215**	**Very Satisfied**

This analysis illuminates the athletes' high satisfaction with their coaches' reinforcement style, showcasing the significance of consistent feedback, encouragement, and reward mechanisms in coaching. The study indicates that the athletes were "very satisfied" with the manner their coaches acknowledged their efforts, provided encouragement during challenges and regularly praised their progress.

Among the highly rated statements were "rewards athletes for they have been trying hard at practice"; "makes statements such as 'way to go' when athletes perform well."; and "praises athletes for trying hard after a mistake is made." These findings demonstrate that coaches who acknowledge the hard work of their athletes encourage the players to strive for excellence. The act of a coach recognizing and valuing players' commitment instills a drive in the athletes to enhance their performance continually.

By incorporating these aspects into their coaching approach, coaches can empower athletes to reach their full potential and cultivate a lasting love for tennis. This study accentuates the importance of reinforcement and its implications for enhancing coaching abilities, thereby contributing to the development of sports coaching in Jiangsu Province and

beyond.

4.2.2. General technical instruction

Table 3 reveals the tennis coaches' General Technical Instruction survey results as assessed by the tennis players. All of the items in this parameter obtained a consistent result of "Very Satisfied" Hereunder are the items: "provides individual instruction to athletes about technical skills and competition strategies." (WM=3.49); "discusses strategies for specific athletes prior to a game" (WM=3.44); "instructs athletes on how to correct mistakes or flaws in their technique or performance." (WM=3.40); "improves my performance by giving technical instruction." (WM=3.38); "takes the time to help athletes with competitive plans." (WM=3.36); "demonstrates techniques that athletes need to learn for improved performance." (WM=3.30); "focuses on providing tactical, techniques, and competition strategies." (WM=3.23); "stops practice to emphasize techniques or strategies needed for upcoming competitions." (WM=3.26); "spends time helping athletes who are having trouble improving their performance." (WM=3.14); and "instructs athletes on needed strategies for an upcoming competition." (WM=3.03).

Table 3: Assessment of Tennis Coaches' Coaching Abilities in terms of General Technical Instruction

General Technical Instruction	Mean	Standard Deviation	Verbal Description
1. Takes the time to help athletes with competitive plans.	3.36	.629	Very Satisfied
2. Instructs athletes on how to correct mistakes or flaws in their technique or performance.	3.40	.560	Very Satisfied
3. Discusses strategies for specific athletes prior to a game.	3.44	.582	Very Satisfied
4. Demonstrates techniques that athletes need to learn for improved performance.	3.30	.682	Very Satisfied
5. Instructs athletes on needed strategies for an upcoming competition.	3.03	.804	Very Satisfied
6. Focuses on providing tactical, techniques, and competition strategies.	3.23	.643	Very Satisfied
7. Stops practice to emphasize techniques or strategies needed for upcoming competitions.	3.26	.643	Very Satisfied
8. Spends time helping athletes who are having trouble improving their performance.	3.14	.733	Very Satisfied
9. Provides individual instruction to athletes about technical skills and competition strategies.	3.49	.553	Very Satisfied
10. Improves my performance by giving technical instruction.	3.38	.647	Very Satisfied
Overall Mean	**3.30**	**.217**	**Very Satisfied**

The study's findings illustrate that tennis coaches at higher vocational colleges in Jiangsu Province practice individualized instruction, offering custom-tailored feedback to players, each predicated on their unique set of strengths and shortcomings. This targeted feedback approach facilitates more rapid and efficient improvement as athletes receive counsel explicitly geared toward their specific needs. Moreover, the results illuminate that coaches facilitate marked improvements in players' technical abilities and competitive strategies, thereby potentially enhancing court performance. Consequently, this coaching approach may fuel athletes' confidence and motivation, leading to superior match outcomes.

The development of technical skills is another pivotal aspect of the coaches' teaching practices. Enhanced technical skills can lead to improved performance on the court, thereby boosting an athlete's confidence and motivation. Coaches with a solid understanding and personal experience in the sport can provide players with a wealth of technical knowledge, helping them adapt and refine their technique. Coaches' influence extends beyond mere technical advice, affecting players through their goals, behaviors, values, and attitudes. It is plausible that players who receive tailored feedback and witness improvement in their abilities might experience heightened self-confidence and motivation to persist in their improvement efforts.

The study suggests that coaches must stay updated with the latest techniques and teaching methods to deliver effective instruction. Coaches should continually learn and improve their skills by attending training sessions, seminars, and workshops. Moreover, coaches need to continue their own education. This could involve enrolling in advanced coaching courses, attending professional seminars, or even pursuing higher academic degrees in fields related to sports coaching or exercise science.

4.2.3. Mistake contingent

Table 4 presents the mistake contingencies approaches the tennis coaches usually employ. Lending credence to the general verbal description of "Very Satisfied" is the consistent weighted mean results garnered from the responses of the tennis respondents as follows: "actively involves team members in training and practices." (WM=3.45); "keeps athletes on task to accomplish the overall objectives and goals." (WM=3.41); "show an athlete what they performed wrong in an instructional manner." (WM=3.37); "checks the overall performance of the team members regularly." (WM=3.36); "provides direction for the team members to follow and comply." (WM=3.30); "uses physical intimidation following a technical mistake to get athletes to perform up to their potential." (WM=3.25); "pays attention to the athlete's performance." (WM=); "show the athlete the correct way by performing the maneuver correctly." (WM=3.17); "voices disappointment regarding athletes' performance following a mistake." (WM=3.17); and "screams instructions at athletes following a mistake to motivate them to perform up to their potential." (WM=3.15).

Table 4: Assessment of Tennis Coaches' Coaching Abilities in terms of Mistake Contingent

Mistake Contingent	Mean	Standard Deviation	Verbal Description
1. Show the athlete the correct way by performing the maneuver correctly.	3.17	.660	Very Satisfied
2. Provides direction for the team members to follow and comply.	3.30	.669	Very Satisfied
3. Uses physical intimidation following a technical mistake to get athletes to perform up to their potential.	3.25	.625	Very Satisfied
4. Keeps athletes on task to accomplish the overall objectives and goals.	3.41	.609	Very Satisfied
5. Checks the overall performance of the team members regularly.	3.36	.629	Very Satisfied
6. Voices disappointment regarding athletes' performance following a mistake.	3.17	.646	Very Satisfied
7. Show an athlete what they performed wrong in an instructional manner.	3.37	.587	Very Satisfied
8. Pays attention to the an athlete's performance.	3.25	.664	Very Satisfied
9. Screams instructions at athletes following a mistake to motivate them to perform up to their potential.	3.15	.700	Very Satisfied
10. Actively involves team members in training and practices.	3.45	.567	Very Satisfied
Overall Mean	**3.29**	**.203**	**Very Satisfied**

The results clearly delineate that effective tennis coaches employ real-time, constructive feedback mechanisms, facilitating immediate adjustments and corrections. This aspect is particularly paramount in a sport such as tennis, where minor discrepancies can profoundly affect performance outcomes. Coaches in our study were found to be clear and unwavering in communicating their goals, managing to uphold their enthusiasm even in challenging times, and demonstrating a relentless dedication to their objectives and the enhancement of player performance. The study highlights that coaches equipped with strong emotional intelligence are often motivated by gradual improvements and triumphs, rather than solely being driven by winning matches.

The concept of Transformational Coaching, which underscores the coach's focus on the athlete's self-improvement and effort over the mere game outcome, is found to be highly beneficial. Implementing corrective feedback that acknowledges and emphasizes an athlete's effort and progression nurtures their self-efficacy, motivation, and resilience, thereby bolstering their performance over time. One noteworthy practice identified in tennis coaching is the use of mistake-contingent feedback. Immediate, accurate feedback given post-error enables players to promptly amend their errors, promoting learning and overall performance enhancement.

The value of mistake-contingent teaching practices in optimizing player performance is evident in the context of tennis coaching. By providing immediate, precise feedback after mistakes, coaches can foster a learning environment where players promptly recognize and rectify their errors, leading to continuous improvement. Hence, coach education programs should emphasize the significance of mistake-contingent feedback, encouraging its application to nurture more effective tennis coaches.

4.2.4. Punishment

Results presented in Table 5 report the coaching style of the tennis coaches in terms of Punishment. All of the parameters under this variable obtained a consistent score of "Very Satisfied" verbal interpretation. The subsequent items are as follows: "uses corrective approaches such as sharp command, a scowl, or a simple shout." (WM=3.49); "voices disappointment regarding athletes' performance following a mistake." (WM=3.40); "reprimands a player for not following an order." (WM=3.36); "gives discipline when things go wrong." (WM=3.36); "belittles athletes who perform skills incorrectly." (WM=3.32); "punishes athletes in front of their teammates following a mistake." (WM=3.26); "immediately removes athletes from competition following a mistake." (WM=3.22); and "uses physical intimidation following a technical mistake to get athletes to perform up to their potential." (WM=3.20).

Table 5: Assessment of Tennis Coaches' Coaching Abilities in terms of Punishment

Punishment	Mean	Standard Deviation	Verbal Description
1. Makes athletes "run laps" or "do push-ups" following a mistake.	3.40	.636	Very Satisfied
2. Voices disappointment regarding athletes' performance following a mistake.	3.41	.593	Very Satisfied
3. Belittles athletes who perform skills incorrectly.	3.32	.674	Very Satisfied
4. Punishes athletes in front of their teammates following a mistake.	3.26	.722	Very Satisfied
5. Uses physical intimidation following a technical mistake to get athletes to perform up to their potential.	3.20	.736	Very Satisfied
6. Immediately removes athletes from competition following a mistake.	3.22	.639	Very Satisfied
7. Uses sarcasm when communicating to athletes about correcting flaws in technique or skills.	3.34	.610	Very Satisfied
8. Reprimands a player for not following an order.	3.36	.671	Very Satisfied
9. Uses corrective approaches such as sharp command, a scowl, or a simple shout.	3.49	.502	Very Satisfied
10. Gives discipline when things go wrong.	3.36	.629	Very Satisfied
Overall Mean	**3.34**	**.204**	**Very Satisfied**

The study's outcomes suggest that the coaches, as evaluated by their student-athletes, effectively utilize punitive measures as a corrective method, exhibiting disappointment and disciplinary actions when necessary. These findings corroborate the idea that punishment is not inherently negative and can, in specific contexts, serve as a motivating force to stimulate players to exert more effort and enhance their performance. For instance, if a player consistently commits the same error, the coach might enforce a punishment, such as additional conditioning drills, to inspire

the player to practice and refine their skills.

A study by Conroy and Coatsworth highlighted that the perception of punishment can vary between athletes. For some, it serves as a motivating factor to avoid mistakes, improve skills, and increase performance. For others, it can lead to anxiety, fear of failure, and reduced enjoyment in the sport. Thus, coaches need to be sensitive to individual athletes' responses to punishment, adjusting their coaching practices accordingly to foster a positive learning environment. As suggested by Roberts and Potrac punishment should be delivered in a way that preserves the player's dignity and self-esteem. Harsh, degrading punishment can harm the coach-athlete relationship and demotivate the player.

Implementing punishment as a coaching strategy can play a pivotal role in regulating player behavior and enhancing their performance in tennis. While the term "punishment" generally carries negative connotations, within the coaching context, it is essential to distinguish that it refers to constructive corrective measures taken to help athletes improve their skills and adjust their behaviors. Coaches must understand and respect individual player perceptions and responses to punishment, applying it judiciously to create a constructive and motivational learning environment. By understanding these principles, coaches can create a more responsive and effective coaching strategy that not only corrects errors but also nurtures players' growth, resilience, and sports performance. To further develop coaching abilities, continued professional development and education that focuses on the role and effective use of punishment in coaching are recommended.

5. Conclusions and Recommendations

5.1. Conclusions

The conclusions drawn from this study offer profound insights into the complexities of tennis coaching, particularly within the Chinese context. Firstly, this research has provided robust evidence demonstrating that age, educational attainment, years of coaching experience, and attendance at seminars and training programs do not significantly influence coaching abilities. This finding reinforces the understanding that coaching is a multifaceted skill developed primarily through experiential learning, informed practice, and personal qualities rather than solely through traditional education or years of experience.

The study underscores the crucial role of coaches' coaching abilities, communication skills, and leadership capabilities in coaching effectiveness. The ability of a coach to understand, empathize, motivate, and build strong relationships with their athletes is more indicative of coaching success than their level of educational attainment or years of coaching experience. This conclusion aligns with previous research emphasizing the importance of interpersonal skills and personal attributes in effective coaching.

The research has highlighted the importance of ongoing, holistic professional development for coaches. It emphasizes the value of coach education programs that offer practical, contextual learning experiences and fosters personal development, in addition to imparting theoretical knowledge. Finally, the study's findings underscore the necessity for educational institutions and sports leadership to play a proactive role in improving the quality of coaching. This could be achieved by promoting professional development opportunities, creating effective coach education programs, and fostering an environment that encourages continuous learning and growth for coaches.

In conclusion, coaching tennis effectively demands a comprehensive blend of personal attributes, communication skills, experiential learning, and informed practice. The professional development of coaches, supported by educational institutions and sports leadership, is critical to fostering this blend. By focusing on these areas, we can enhance the overall standard of tennis coaching in China, ultimately leading to improved athlete performance and the growth of the sport.

5.2. Recommendations

Based on the conclusions drawn from this study, the following recommendations are proposed to enhance the quality of tennis coaching in higher vocational colleges in Jiangsu Province and potentially other similar contexts:

a. Educational institutions and sports leadership should design and implement comprehensive coach education programs. Such programs should prioritize practical, experiential learning and the development of personal attributes such as emotional intelligence and communication skills, in addition to traditional theoretical learning. These programs should be regularly evaluated and updated to remain relevant to the evolving needs of coaches.

b. It is recommended that higher vocational colleges in Jiangsu Province continue to support and invest in the professional development of their coaches. This could include providing more opportunities for coaches to attend advanced coaching training and workshops, as well as encouraging coaches to pursue higher education in sports-related fields. By supporting the continued development of their coaches, colleges can ensure that their athletes receive high-quality training and have a greater chance of success in their respective sports.

c. It is recommended that further training and development programs be provided for coaches to continuously enhance their skills and knowledge. These programs may include seminars, workshops, and mentorship programs that will provide coaches with the latest trends and practices in the field of sports coaching. Moreover, it is also suggested that these programs should focus on developing the coaches' skills in specialized areas such as sports psychology, nutrition, and injury prevention, among others. These efforts will ensure that the coaches are up-to-date with the latest coaching practices and will be able to provide their athletes with the best training and support to achieve success in their respective sports.

Funding Information

This work was supported by the Philosophy and Social Science Research Project of Jiangsu Higher Education Institutions: "Strategies for Promoting Physical Health of Physically Weak Students in Jiangsu Universities from the Perspective of Xi Jinping's Important Statements on Poverty Relief Work" (Grant No. 2021SJA1911).

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