

# Influence of Badminton Coaches on the Athletes' Self-Efficacy

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## ABSTRACT

This study employed a correlational research method to examine the relationship between coaches' self-efficacy – specifically in terms of emotion, optimism, work satisfaction and self-confidence -and athletes' self-efficacy, which includes personality self- efficacy, sports discipline, psychological self-efficacy and professional thought efficacy. A purposive sampling technique was used to specifically select 10 badminton coaches. Meanwhile, stratified sampling was employed to proportionately distribute the 300 athletes from five universities, ensuring representation from different subgroups. This study found no significant correlation between coaches' self-efficacy and athletes' self-efficacy as indicated by the p values greater than the .05 level of significance set in the study. Despite the Spearman rho coefficients ranging from moderate to high, these results were not statistically significant, these findings suggest that while there may be observable trends the relationship between coaches and athletes' self-efficacy is not conclusively supported by the data.

## KEYWORDS

Self-efficacy; Badminton; Coaches; Athletes.

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## 1. INTRODUCTION

Badminton conveys the concepts of fairness, wisdom, etiquette, and civilization to people, and these concepts continue to guide people in their thoughts and behaviors to continue to carry forward this noble quality of will and cultivate the excellent qualities of honesty and trustworthiness, modesty and prudence for teachers and students.

Badminton is a racket sport that can be played individually against a single opponent (singles) or between two teams of two players each (doubles). The object of the game is to manoeuvre the ball in such a way that the opponent is not able to play a valid return.

Badminton has a unique fitness value: according to research, if a badminton match is of a certain level, senior students need to make constant judgments, whether to go forward or backward, move left or turn right, etc., so that they can exercise well (Salmela, 2018). In addition, a game of badminton is a great opportunity to develop strength, speed, stamina and agility. In addition, a game of badminton requires no less than a thousand swings, which exercises the arms. Badminton has a unique appreciation: although it is a fierce game, it requires a great deal of skill, such as topspin and bottom spin, and if the senior students have a high level of skill in badminton, then it is a beautiful game (Brackenridge, 2021). Secondly, it is the clever use of tactics in badminton that is so evocative; although the tactics are simply to draw forward or hang back and pump on either side, it is the true and false variations of the badminton expert that dazzle the senses, badminton also has an artistic

atmosphere of beauty, both in terms of the facilities and the equipment used, and the emphasis on creating an atmosphere of beauty in addition to practicality(Brackenridge,2021).

This is an elegant fashionable form of sport that is not affected by gender and is very popular with students in higher education (Chelladurai,2018). More students in higher education have become aware of badminton as a lifelong sport, and the elegant culture of badminton is attracting more students to take part in the sport(Doherty,2018). According to statistics, 67% of students in China currently enjoy badminton . This shows that the majority of university students are aware of the sport and are enthusiastic about learning badminton(Riemer,2018). With its unique cultural expression, badminton has successfully attracted the attention of university students and has gradually become a popular sporting activity for them, which also provides an opportunity for badminton teaching in universities(Riemer,2018). badminton is a popular sport in schools, and the teaching of badminton has continued to grow in popularity. However, as a sport, the teaching of badminton in higher education is different from the learning of cultural subjects, and there are still some shortcomings in many aspects that affect the actual teaching effect. Specifically, teaching in different roles and at different levels of teaching practice and career stages, many educators are rightfully concerned with the impact that physical well-being (or the degrees of its absence) can have on the everyday functioning of students in their classrooms, lectures or other learning environments, recognizing their limited knowledge about how to develop environments conducive to student thriving and flourishing (Daniszewski, 2013; Gagnon et al., 2017). However, the need is great for ensuring that educational professionals are also attuned to the importance of their physical health as an essential grounding for their learning satisfaction, and caring for and fostering their physical health (Aguilar, 2018; Sturmfels, 2016). Therefore, badminton training and coaching were developed to meet the demands and importance of attention and respectful behaviours actively involving others in their learning process(Saleh,2018).

The Concept of self-efficacy was first introduced by psychologist Albert Bandura in 1977, is one of the core concepts in social cognitive theory. It is defined as an individual's level of confidence and belief in accomplishing a specific task, a belief that he or she can achieve goals and overcome difficulties. The concept of self-efficacy profoundly shapes an individual's behaviour, thinking, and emotions, influencing their performance in various domains (Rogers, 2019).

Self-efficacy theory emphasises the notion that by imitating and observing the experiences of others, individuals can shape their confidence levels. In the field of sport, an athlete's self-efficacy is considered a significant predictor of their performance and effort. Athletes with high self-efficacy are more willing to accept challenges and are more likely to persevere in the face of difficulties, and this level of confidence is directly related to their performance in competition (Liu et al., 2023) also helps them to better adapt to the training and competition environment.Liang and Xu (2023) found that self-efficacy also has a profound effect on athletes' goal setting and pursuit. Those with high self-efficacy tended to set more challenging goals and pursue them more aggressively. This not only improves individuals' motivation and mobilisation, but

In addition, self-efficacy is closely related to an individual's emotional and psychological state. High self-efficacy is usually accompanied by a more positive emotional state, whereas low self-efficacy may lead to anxiety, depression and self-doubt (Li, 2021). Therefore, understanding and improving athletes' self-efficacy is crucial in shaping their positive mental states and emotional experiences.

The sport application of self-efficacy theory is an important area of sport psychology that has received much attention. The application of self-efficacy in sport not only helps to explain athletes' behaviours and performances, but also provides guidance for coaches and sports teams to improve athletes' performance and psychological performance.

There is a strong relationship between high self-efficacy and athletes' performance and effort. During athletic competition, athletes with high self-efficacy are more likely to try new skills, face challenges, and are more likely to persevere in the face of difficulty and adversity (Yan, 2019). This positive level

of self-efficacy makes athletes more willing to invest time and effort in improving their skill level, which leads to greater competitive power in competition.

Self-efficacy also has a profound effect on athletes' goal setting and pursuit. Athletes with high self-efficacy tend to set more challenging goals and are more inclined to work hard to achieve them (Zhan, 2019). This level of self-efficacy not only improves an individual's motivation, but also enables them to better cope with the stress and competition of the game.

Success in team sports is not only dependent on the skill level of the individual, but is also closely related to the confidence and synergy of the team as a whole. The self-efficacy of each member of a team interacts with each other to form a sense of team efficacy. Gao and Yang (2022) found that teams with high team efficacy were more likely to perform well under pressure and be more adaptive and cohesive as a team.

However, it is also worth noting that the establishment of self-efficacy is a dynamic process. Over time, an individual's experiences, training, and environment can have an impact on self-efficacy. Therefore, research should also focus on fluctuations and trends in self-efficacy at different stages of a sports career and in specific contexts.

Athlete self-efficacy is one of the core concepts that has received much research attention in the field of sport psychology. The level of self-efficacy has a profound effect on an athlete's performance, psychological state, and overall sport experience.

Athletes with high self-efficacy are more willing to try new skills and are more likely to persevere in the face of challenges. This positive level of self-efficacy inspires greater competitive motivation in athletes, making them more likely to succeed in competition. Conversely, low self-efficacy may cause athletes to withdraw in the face of difficulty, reducing their level of effort, which affects their overall performance (Yang, 2020).

Athletes with high self-efficacy are more inclined to set more challenging goals and pursue them more aggressively. This aggressive goal setting not only pushes the individual's effort, but also helps them to better cope with the pressures of training and competition, which improves overall athletic performance. High self-efficacy is usually accompanied by a more positive, confident emotional experience, whereas low self-efficacy can lead to anxiety, stress, and depression (Wang, et al, 2019). In competitive sport, the impact of emotional state on performance is critical, and high self-efficacy helps to maintain positive emotional experiences, increase mental toughness, and enable athletes to better cope with the pressures of competition (Jiao, et al., 2018). Athletes with high self-efficacy are more likely to remain engaged in training and competition, develop more positive attitudes towards sport, and achieve more sustained success in their sporting careers (Zhang, 2020). This is critical for developing long-term athletic talents and careers.

Competitive sport is full of challenges and pressures, and athletes with high self-efficacy are more likely to maintain a positive attitude in the face of failure or difficulty. They are often able to view setbacks as learning opportunities rather than insurmountable obstacles (Yang, et al., 2021). This positive mindset makes them more adaptable and resilient to setbacks, which makes it easier for them to get out of the doldrums and return to their best.

Athletes with high self-efficacy are more likely to remain highly focused and motivated during training because they believe their efforts will be successful. This positive attitude towards training helps to improve skill levels, accelerate the learning curve, and demonstrate a higher level of performance in competition (Yang, 2021). Athletes with high self-efficacy are more likely to take on leadership roles and actively participate in team activities, as well as effectively collaborate with team members. This positive sense of team efficacy provides the entire team with a strong collective confidence that promotes more coordinated and successful team performance.

Self-efficacy is closely related to an athlete's emotional state. Zhan et al (2018) found that athletes with high self-efficacy usually show a more positive and confident emotional state during competition,

while low self-efficacy may lead to anxiety, nervousness and depression. Therefore, focusing on improving athletes' self-efficacy in sport can help to adjust their emotional experience, improve mental toughness, and better adapt to the competitive environment.

In actual sport, coaches can directly influence and improve athletes' self-efficacy such as: personality self efficacy, Sports discipline, Psychological self -efficacy, and professional thought efficacy (Calik Veli Kocak 2020) by adopting a range of behaviours and support measures. This may include, setting achievable goals, providing effective technical instruction, and providing emotional support in times of difficulty (Liu, 2018). These behaviors is also related to the coach self efficacy in terms of emotion , optimism, work satisfaction and self – confidence In these ways, coaches can shape and strengthen an athlete's confidence level, which in turn affects his or her overall performance in competitive sport.

Coaches are not only technical instructors, but also psychological supporters and confidence builders. Through positive communication, motivation, and individualised instruction, coaches can directly influence an athlete's sense of self-efficacy. Meng (2023) showed that giving positive feedback and highlighting an athlete's successes are effective means of increasing self-efficacy. The trust and support of the coach can also act as an important psychological stabiliser when athletes are faced with challenges and pressures, helping to maintain and increase levels of self-efficacy.

Coaches play a crucial role in the formation and development of athletes' self-efficacy. Their behaviours, attitudes and supportive styles have a direct impact on an athlete's confidence level, which in turn has a profound effect on overall athletic performance.

Positive feedback and encouragement from coaches have been identified as key factors in increasing athletes' self-efficacy. Gao and Yang (2022) showed that by conveying positive messages to athletes and highlighting their successes, coaches can significantly increase athletes' self-efficacy levels. This positive feedback not only makes athletes believe that they are capable of completing the task, but also enhances their perceptions of their own abilities.

The support and care of the coach is crucial in developing athletes' self-efficacy. By establishing a good coach-athlete relationship, coaches can provide emotional support that reassures athletes in the face of frustration and stress (Liang & Xu, 2023). This emotional support helps to shape athletes' self-efficacy beliefs, allowing them to cope with challenges in the arena with more confidence.

Technical instruction from coaches is also an important factor in influencing athletes' self-efficacy. By providing athletes with effective technical and tactical instruction, coaches can enhance athletes' skill levels, thereby increasing their self-efficacy. Successful technical training and tactical execution give athletes more confidence to face complex situations in competition.

In addition, the coach's goal setting and expectations have a direct impact on athletes' self-efficacy. When coaches set goals that are challenging yet possible to achieve, athletes are more likely to believe they can accomplish these goals, resulting in increased self-efficacy (Yan, 2019). Coaches' expectations and trust inspire athletes to be responsible and self-demanding, further contributing to self-efficacy.

The exemplary behaviour and motivational role of coaches cannot be ignored for the development of athletes' self-efficacy. When coaches demonstrate positive work attitudes, professional skills, and commitment to team goals, athletes are more likely to be inspired to identify with and emulate these excellent traits (Zhan, 2019). This positive role model effect not only increases athletes' confidence in their potential abilities, but also sets an example for them to achieve success.

Effective communication between coaches and athletes is also key in shaping self-efficacy. Through clear and positive communication, the coach can clearly communicate confidence in the athlete's abilities while providing suggestions for improvement. Good communication helps to eliminate uncertainty and enhances athletes' perceptions of their abilities, thereby increasing self-efficacy (Liu, 2018).

The coach's role in the team environment also has an impact on the team's overall self-efficacy. The leadership and competence of the coach is directly related to the confidence level of the team as a whole (Yang, 2021). When team members feel the support and trust of the coach, they are more likely to believe that the team can work together to achieve their goals, thus enhancing the self-efficacy of the entire team.

However, it is important to note that coaching behaviours and supportive styles may also have different effects across cultures and individual differences. Zhang (2020) noted that in some cultures direct praise and encouragement may be more effective, while in other cultures there is a greater focus on teamwork and collective performance. Therefore, it is in this light that the researcher would like to study these differences to gain a fuller understanding of the effects of coaching on athletes' self-efficacy in different contexts.

In summary, the domestic and international literature highlighted the lack of implementation of a perfect badminton coaching way in Chinese universities. Improving the critical accountability of badminton coach methods to face new challenges for students' needs can be done by promoting the students' capabilities (Duffy, 2018;). Moreover, the badminton coaching approaches may directly affect students' growth which is related to their training processes (Gall, & Borg, 2017). In the future, a comprehensive study should be conducted to find more factors that disturb badminton education teaching and learning in schools.

The relevance of these researches and studies to the current studies is that it serves as a benchmark on what to expect in the development of the study. The results of the mentioned studies especially of the building of positive outcomes of badminton education coaching methods can help the researcher to verbalize a major concept of how Chinese universities and colleges could benefit from improved badminton education teaching modes with new dimensions. Although the related literature is lacking with information on how the new dimension of badminton coaching affected the badminton education learning processes in universities, there is a real observable phenomenon that the teachers had witnessed that they can share with the researcher and can contribute to the development of the study (Hall, Otazo, & Hollenbeck, 2019; Hu, & Bentler, 2019).

One of the most important aspects of badminton coaching for students' growth is positive teaching feedback from badminton teachers. When the participatory teaching and learning are prioritized and when there is trust and rapport among students and between teacher and students, a pleasant learning environment where meaningful participation and engagement in learning are fostered can be created, as cited in Pocock et al. (2017); Jowett, & Poczwardowski, (2017).

Moreover, there is evidence that badminton coaches in universities are perceived as responding differential to more and less successful students. In a study of badminton players in universities, for example, higher-performing students (starters) rated their coaches as engaging in significantly higher levels of training and instruction in universities), as having a more democratic and a less autocratic decision-making style, as being more socially supportive, and as offering more positive feedback than did lower-status athletes labeled "survivors" by their coaches. All these important qualities have a subtle guidance and education function for teachers and students in school, making them develop in the right and healthy direction of life, and educating them to respect others, respect themselves and obey discipline, which is consistent with the guidance and education function of campus culture, therefore, badminton can promote the guidance and education function of campus culture (Smith, Smoll, & Hunt, 2017).

With the development of the times and the progress of society, people are paying more and more attention to sports, even though badminton has caught the attention of university students, at present, only a limited number of universities offer badminton teaching courses. And badminton is an elegant sport, which combines sports and aesthetic teaching in one. On the one hand, badminton is played one-on-one and students may prefer to meet more friends and join the sport together. On the other hand, badminton requires a great deal of skill, which demands the strategic skills of the participants.

Hence, this study aims to investigate if badminton coaching can strengthen the confidence of undergraduates, thus improving social skills and decision-making skills.

## **2. STATEMENT OF THE PROBLEM**

This study aims to investigate the relationship of the self efficacy of badminton coaches and the athletes' self efficacy.

The study intends to answer the following questions:

1. What is the assessment of the athletes on the level of self efficacy of coaches in terms of :

1.1. Emotion

1.2. Optimism

1.3 Work Satisfaction

1.4 Self-confidence

2. What is the level of athletes self-efficacy in terms of :

2.1 Professional Thought Efficacy

2.2 Personality Efficacy

2.3 Sports Discipline Self-efficacy

2.4. Psychological Self- Efficacy

3. How may the level of athlete's self-efficacy be described in terms of:

3.1 Confidence

3.2 Social skills

3.3 Decision making skills

4. Is there a significant difference in the coaches and athletes' self efficacy in terms of:

4.1 confidence

4.2 Social Skills

4.3 Decision making

5. Is there a significant relationship between coaches' and athletes' self-efficacy?

6. Based on the findings what program can be proposed for better self-efficacy of athletes.

## **3. RESULTS AND DISCUSSIONS**

Reliability

Table 1 presents the evaluation of the reliability of the scales used to measure internal consistency of the assessment of coaches' self-efficacy based on emotion, optimism, work satisfaction, and self-confidence, as well as the assessment of athletes' self-efficacy in terms of professional thought efficacy, personality efficacy, sports discipline self-efficacy, and psychological self- efficacy. Cronbach's alpha (CA) will be used to evaluate internal consistency measurements. Nunnally (1978) and Fornell and Larcker (1981) state that a coefficient alpha (CA) value of 0.70 or higher implies high-quality items as well as internal consistency. The estimated coefficient alpha (CA) values range from 0.88 to 0.95, indicating that all of the items exhibit acceptable quality and show significant internal consistency.

**Table 1.** Reliability Measurement – Assessment of Coaches’ Self-Efficacy (Cronbach’s Alpha)

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Item/s Retained
Emotion	0.88	0	5
Optimism	0.90	0	5
Work Satisfaction	0.92	0	5
Self-confidence	0.92	0	5

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**Assessment of Athletes Self-Efficacy (Cronbach’s Alpha)**

Construct	Cronbach’s Alpha	No. of Item/s Deleted	No. of Item/s Retained
Professional Thought Efficacy	0.89	0	4
Personality Efficacy	0.92	0	4
Sports Discipline Self-efficacy	0.95	0	4
Psychological Self- Efficacy	0.94	0	4

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#### 4. CONCLUSION

Based on the significant findings of the study, the following conclusions were established:

1. The assessment of the athletes on the level of self-efficacy of coaches in terms of emotion, optimism, work satisfaction, and self-confidence are high. For starters, coaches with high self-efficacy levels tend to foster a pleasant environment conducive to peak athlete performance. When coaches approach their duties with emotional intelligence, they are better able to comprehend and manage their athletes' emotions. This emotional attunement creates a supportive environment, increasing athletes' resilience and strengthening coping skills during training and competition. Furthermore, an optimistic coaching style fosters a positive atmosphere, encouraging athletes to see setbacks as chances for improvement. This perspective not only improves their problem-solving skills, but it also strengthens their confidence in their abilities.

2. Furthermore, work happiness among coaches is closely related to athlete satisfaction and performance. Coaches who are engaged and fulfilled in their positions are more likely to teach similar ideals in their athletes. As a result, athletes are more likely to pursue their goals with dedication and excitement, resulting in a stronger commitment to training and competition. Coaches' high levels of self-confidence set a good example for athletes, impacting their own self-perception and motivation. Athletes frequently replicate their coaches' attitudes and habits, thus confident coaches can develop a generation of self-assured athletes ready to face their sporting difficulties.

3. The level of athletes’ self-efficacy in terms of professional thought efficacy, personality efficacy, sports discipline self-efficacy, and psychological self- efficacy are low. Low professional thought effectiveness can impair an athlete's ability to strategize and make key decisions during a competitive situation. This lack of confidence can lead to indecision, resulting in lost opportunities to capitalize on competitive advantages. Athletes who question their professional judgment may also struggle to adjust to game-day pressures, jeopardizing their performance.

4. Furthermore, low personality efficacy affects an athlete's self-perception and interpersonal relationships within their team. Athletes who lack confidence in their personality qualities may struggle to create relationships with teammates and coaches, resulting in solitary experiences that reduce group cohesion. The lack of trust and communication can create a toxic team atmosphere, undermining group goals and successes.

5. In terms of sports discipline self-efficacy, a lack of trust in one's capacity to stick to training schedules and stay focused on long-term goals can lead to inconsistent effort and poor performance results. Athletes may struggle to maintain motivation during practice sessions, which can impair skill development and physical conditioning. This lack of discipline can result in a recurrent cycle of underperformance, further reducing self-efficacy. Finally, low psychological self-efficacy increases vulnerability to performance anxiety and emotional suffering. Athletes may face increased stress responses, which impair their capacity to deal with the demands of competition. This mental struggle can result in burnout, decreased satisfaction with the sport, and perhaps retirement from athletic pursuits entirely.

6. There is no relationship between the self-efficacy of coaches and athletes. The lack of a link between coaches' and players' self-efficacy shows that the psychological constructs that govern each work separately. This independence can lead to coaching tactics that do not optimally improve athlete performance, since the motivational climate generated by a coach's self-efficacy may not always translate into an athlete's belief in their skills. Furthermore, this independence suggests a potential breakdown in communication and rapport between coaches and athletes. If a coach has high self-efficacy but fails to connect with their athletes, the motivational impact predicted from their confidence may not be realized. This imbalance may result in disengagement or a lack of trust, inhibiting an athlete's development and undermining team cohesion.

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