

Coaches' Motivational Instruction and Athlete'S Learning in Running Sports

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ABSTRACT

This study aimed to assess the progress made in training techniques and athlete performance at Tianjin University Sports in China, with a specific focus on sports other than traditional track events. Comprehending the effectiveness of training regimens that optimize the transfer of training impact was crucial. The study unveiled a heterogeneous sample regarding age, gender, and academic year. The male respondents slightly exceeded the number of females. Most respondents were in the age range of 16-17 years. The largest group consisted of first- and second-year students, followed by third- and fourth-year students. These findings indicate that the results of the study can be applied to comparable educational and community environments. The study revealed a noteworthy link (p -value < 0.05) between coaches' motivating teaching and players' learning assessments, albeit the coefficient was moderate (0.282). This suggests that although motivational tactics can influence the learning results of athletes, there may be other factors that also have important effects. To improve athlete training and performance, the study suggested using feedback mechanisms such as surveys, focus groups, and individual interviews to assess training satisfaction and determine motivating requirements. Also, the training of coaches in effective motivational approaches and the promotion of a supportive team atmosphere were given special importance. An optimized running sports training regimen was established, encompassing low-intensity runs, moderate-paced runs, high-intensity intervals, and extended runs to enhance stamina, velocity, and overall athletic performance. This program is supplemented with designated rest days and cross-training activities to facilitate recuperation and ensure well-rounded advancement.

KEYWORDS

Motivational Instruction; Coaches; Running Sports.

1. INTRODUCTION

Track and field sports are known as the "mother of sports". Whether in the field of athletics, fitness, or education, modern track and field sports have developed rapidly. The field of athletics has reached the point where it challenges the limits of humans. Student-athletes comprise a pool of talent which is a vital resource for national stakeholders tasked with the development of a country's sporting elite (Li, 2021).

In China, motivation is the drive that compels someone to engage in activity. It functions as the main catalyst because a lack of motivation presents a major obstacle to obtaining exceptional performance, especially in running sports and especially in challenging pursuits that need great effort to accomplish ambitious goals. Lack of motivation might increase stress and anxiety levels in athletes, as they may feel the weight of performance without the necessary drive and focus. This can potentially have a cascading effect on their performance, leading to a cycle of below-average results and reduced

motivation. The athlete is propelled by motivation. The reason behind their conduct. A driven athlete rises from bed every morning and exerts themselves diligently during training sessions and competitions. An athlete who is driven and determined is more inclined to achieve success in their selected sport compared to an athlete who lacks motivation.

Track and field sports include running, race walking, high jump, long jump, shot put, hammer throw, javelin, and other sports. Track and field are one of the ancient sports with a long history, and it is also one of the most popular sports in today's society. At present, the athletics level of track and field sports is very high. Many events are close to the limit of human beings (Xiangyu X., Mei et al., 2017).

As an individual or team sport, track and field has remained largely untouched by this rethinking process. The time has come for a critical appraisal of track and field's role within the physical education curriculum and the process by which it is taught. (Werner & Almond, 2013).

That athletic competition has been a part of college life for a long, long time should not be surprising. The American public which includes college students has developed a deep-rooted love for intercollegiate athletics. Inherent in the American concept of sports contests is a sense of fair play, with the goal of improving the level of training methods, athletes and coaches must have a deeper understanding of the essential laws of sports events, including kinematics and dynamics principles, physiological and biochemical related knowledge, and so on (Li et al., 2021).

In addition, most athletes specialize in one event (or event type) to improve their performance, but combined events competitors try to master multiple disciplines. In hurdling and steeplechase competitions, obstacles may be placed on the track. Relay races involve teams running and passing a baton to their teammates after a set distance. If you want to compete for gold and silver in the world competitions, you must have a deep grasp of the characteristics of the event and the theory of training competition. In other words, it is not only necessary to practice under the guidance of scientific theories, but also to be at the forefront of scientific research, to obtain the improvement of competitive ability. In a compound coaching team, the role of the research coach is to provide theoretical information and training suggestions (Han; Zhang; Luo, et al., 2016).

One globally renowned event is the running track or track events competition. It involves more than simply participating in a race, as it encompasses a range of running competitions. These competitions include short sprints, moderate length runs of around one mile, and even long-distance races. The objective of this study is to create a scale for measuring the quality of events in the context of running.

Running remains a popular activity among many for its health benefits (Lee et al., 2017; Janssen et al., 2020). In the U.S., running peaked in 2013, but continues to be popular with nearly 18 million runners in organized races in 2019 (Running USA, 2020). Globally, the International Association of Athletics Federation (IAAF) reported 108 million recreational runners at 70,000 running events in 2019, and although there has been a slight global decline in running since 2016, running popularity has grown by approximately 57% over the past decade (Anderson, 2021).

Furthermore, the number of participants taking part in running events in a single year is between the total attendees at National Football League (17 million). Beyond national attendance and participation levels, running events and operations are quite different from professional spectator sport events. Their use of facilities and energy is less than spectator sports that often use the same venue(s) multiple times throughout a season. Running events are typically held annually, with limited resource consumption and a small number of full-time staff (McCullough et al., 2023).

The rise of physical activity participation has led to the growth of running races worldwide (Baker et al., 2018). Popular endurance events have acquired greater international importance in society as a boost for the tourist demands of a host city. Long-distance or endurance running events have spread all around the globe in the last three decades, including a high diversity in the related event distances (5 km, 10 km, half marathon, marathon, or ultra-marathon) and orientation (urban races, trail races,

fun races, or internationally oriented competitions). In Europe, the size of the running market is approximately 45–55 million adult runners (Breedveld et al., 2015).

In Spain, the number of running events held is over 3300, reaching more than 40,000 participants with a single event. In this sense, (Wicker, P.; Hallmann, 2013) estimated the willingness to pay by European marathon runners when the event takes place in America and these impacts unquestionably determine the continuity and investment of companies in such events (Quismondo, 2023).

According to the study of Nalin (2021) titled “Running event quality: conceptualization and measurement”, there are many aspects of the event that can attach runners’ participation and the way they select the event. This includes organizational, environmental, social, physical, and emotional aspects. The organizational element concerns the organizers’ ability to control the running event, such as the routes safety, price of the race, and logistics.

In terms of motives, trends indicate that runners are motivated less by achievement goals and more because of psychological, health, and social reasons. Some of these social aspects include running clubs, social competitors/runners and “companion runners” (Janssen et al., 2020). Furthermore, the average runner today is focused on experience, rather than competition (Anderson, 2021).

Moreover, many researchers found that runners judge their experience based on organizational factors. If an organization has good management, they tend to return to the same event. Kaplanidou's study also showed that runners' motivation to participate depends on how nicely the event is arranged. The event's distinctiveness and quality also draw runners. (Nalin, 2021).

Additionally, for runners, social identity can influence runners’ perception in a sense that they are ‘part of a group’. Moreover, there is evidence that people participate in running events because they want to reaffirm that they are part of that sport identity. Some researchers found that social belonging plays a critical role for the success of sport events. The last element is the emotional aspect. It consists of enjoyment, self-fulfillment, and excitement that people gain from participating in running events. This also includes wanting to escape the daily grind and recall past events. Joy and mood during and after the run indicate emotion. Good service increases event participation, which boosts involvement, satisfaction, and loyalty. (Nalin, 2021).

Many student-athletes opt for Track events due to the numerous advantages it provides. Effective training methods are crucial, but coaches also emphasize the need of adequate nutrition for athletes both before and after races. Athletes experience enhanced performance and well-being when they maintain a balanced diet while training. Adhering to a nutritious diet enables optimal performance, hence individuals engaged in track running typically adopt a healthier dietary regimen.

Since track is an individual and team activity, running improves cardiovascular fitness and lowers the risk of stroke and heart attack. Starting these habits early makes them more likely to be part of your daily routine. Running burns fat and builds muscle. The CDC estimates 17% of 2-19-year-olds are obese. These numbers show that organized running, like track, improves more than just health. Every athlete knows each sport, and running teaches commitment, dedication, and discipline. You will also learn to respect team tactics and perspectives. True athleticism teaches hard effort and makes you a better role model. Run track to create character. You won't always win, but your coach will push and motivate you and give you suggestions to beat the competition. Despite goal setting and practice, you lose. You lose as a team, not as an individual. After disappointment, you become a good sport by being humbled and driven to do harder next time. Since you feel for the losing team, you can be proud but not cocky about your triumphs. (Health Fitness Revolution, 2015).

The benefits that a positive running experience provides to individuals have been broadly studied by the scientific community, with the finding that running sport events are a facilitating tool to attract more individuals into physical activity. (Quismondo et al., 2023).

According to Chinese National Games, athletics is included as one of the sporting events in the quadrennial National Games of China. Athletics competitions have been a consistent feature in every

iteration of the competition since its inception in 1910 as the Chinese National Games. The Games represents the pinnacle of athletic competition for Chinese athletes, surpassing the yearly Chinese Athletics Championships.

Various forms of training are essential for an athlete's performance, that is why the coaching profession is dynamic, requiring coaches at all levels of sports competition to possess knowledge beyond the Xs and Os to achieve success. Coaches, being the main individuals responsible for training athletes and assisting them in reaching their objectives, should obtain a comprehensive understanding of all aspects related to improving performance. More precisely, the fields of sports administration, sports medicine, strength and conditioning, and sports psychology can aid coaches in both the physical and mental training of their athletes (Clark K.P., Weyand P.G. 2014).

Athletes need a gradual increase in training load and proper recovery to improve performance. The ability to perform and absorb heavy training loads is both a gift and an adaptability. Sprint running training load depends on modality (sprinting/running, strength training, plyometric training), duration, intensity, resting periods, session pace, running surface, and footwear. (Haugen, T., Seiler, S., Sandbakk, Ø. et al 2019).

Today, young athletes train like elite professional athletes. Specifically, many adolescents are undertaking physical and mental conditioning regimens for several hours a day to produce peak athletic performance. Additionally, some individuals specialize in one sport at an early age and participate on several teams during a single athletic season. While others participate in several different sports year-round without allowing the body and mind enough time to sufficiently recover from the rigors of athletic competition. (DeWeese et al., 2015).

Besides, Principle of variation training assumes that systematic variation in certain training variables is best for long-term adaptations. American College of Sports Medicine (ACSM) recommends periodized training with higher relative loads for advanced athletes. More systematic variation is advised for improved performance. Periodization-often misused to refer to any training plan, regardless of structure-is the most studied training theory including scheduled training variance. (Haugen, T., Seiler, S., Sandbakk, Ø. et al 2019).

In the last decade the topic of coach-athlete relationship has been one of the main themes of research and debate. It is widely known that coaches play a critical role in the lives of young athletes and have the potential to influence, positively or negatively, their sporting experiences. This is supported by the premises that positive results in sports are associated with the quality of this relation with the capacity of the coaches to effectively promote the sports development of the athletes and its implications on the quality of sports training. (Serrano J., Shahidian S., et al 2013).

The International Association of Athletic Federation (IAAF) is the international governing body of track and field. The two most prestigious international track and field competitions in the world are athletics competition at the Olympic Games and the IAAF World Championships in Athletics. The 2015 IAAF World Championships in Athletics were held in Beijing, China. To celebrate this important event in track and field, and to promote scientific research on sports performance, we published this special issue on track and field. The International Association of Athletic Federation (IAAF) is the international governing body of track and field. The two most prestigious international track and field competitions in the world are athletics competition at the Olympic Games and the IAAF World Championships in Athletics. The 2015 IAAF World Championships in Athletics were held in Beijing, China. To celebrate this important event in track and field, and to promote scientific research on sports performance, we published this special issue on track and field (Yu, 2015).

However, planning training programs for strength–power track and field athletes requires an understanding of both training principles and training theory. The training principles are overload, variation, and specificity. Each of these principles must be incorporated into an appropriate system of training. Conceptually, periodization embraces training principles and offers advantages in

planning, allowing for logical integration and manipulation of training variables such as exercise selection, intensification, and volume factors. The adaptation and progress of the athlete is to a large extent directly related to the ability of the coach/athlete to create and carry out an efficient and efficacious training process. (DeWeese; Hornsby et al., 2015).

The goal of this study was to evaluate whether there is an improvement in the training methods and performance of athletes at Tianjin University Sports in China. This was important because many schools prioritize sports other than track events. Therefore, it was crucial to comprehend the specific characteristics of exercises that are essential for maximizing the transfer-of-training effect. This ensured that training exercises had the highest potential for enhancing performance. This comprehension encompasses both the specificity of movement patterns and the method of applying targeted overload. To perform effectively in a track and field race, one must possess skills beyond just sprinting. Commencing a brief or extended race necessitates prior training. Training is an iterative and progressive process that involves acquiring knowledge and skills via repeated practice and adjustment. An adept runner necessitates the utilization of various training methodologies. For every event, athletes require varying amounts of speed, strength, endurance, flexibility, and skill. Therefore, training must be customized to suit the specific event, individual, and stage of development.

2. STATEMENT OF THE PROBLEM

This study aimed to assess the efficacy and the development of structured training on the physical performance of athletes specializing in running at Tianjin University of Sports in China. More specifically, the study addressed the following questions:

(1)How may the profile of the athletes' respondents be described in terms of:

- 1)Age;
- 2)Sex; and
- 3)Year Level

(2)What is the level of assessment of the student athlete respondents on their coaches' motivational instruction in running sports in terms of:

- 1)Attention;
- 2)Relevance;
- 3)Confidence; and
- 4)Satisfaction

(3)Is there a significant difference in the level of assessment of the student athlete respondents on their coaches, motivational instruction in running sports when grouped according to profile?

(4)What is the level of assessment of the student athlete respondents on their learning in running sports terms of :

- 1)Cognitive - Intellectual;
- 2)Affective;
- 3)Psychomotor;

(5)Is there a significant difference in the level of assessment of the student athlete respondents on their learning in running sports when grouped according to profile?

(6)Is there a significant relationship between the assessment of the student athlete respondents on their coaches' motivational instruction and the assessment of the student athlete respondents on their learning in running sports?

(7)What plan training program may be proposed to improve and develop the physical performance of athletes in running?

3. HYPOTHESIS

- (1) There is no significant difference between the demographics of the respondents and training use of the athletes who participated in running.
- (2) There is no significant difference between the demographics of the respondents and the physical performance of the runners.
- (3) There is no significant relationship between the training use, and the physical performance of the athletes who participated in running.

4. SCOPE AND DELIMITATION

This study focused on the student-athletes in Tianjin University of Sports. The focused on an intervention group without a comparator or control group implies that the conclusions were solely based on this cohort. This research's geographical scope and were focused on a particular specialized education institution may not reflect other such schools' conditions or procedures. These boundaries were ensured that readers evaluate study findings within their parameters, acknowledging their reach and limits.

5. RESEARCH DESIGN

This study employed the Quantitative descriptive correlational study design is a research methodology employed to investigate the connections between variables of interest. It is a research methodology that emphasizes the description and comprehension of the relationships between variables without actively altering them. Descriptive research design involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. The goal of descriptive research is to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends that exist within the data (Sirisilla, 2023). Another design will Correlational, according to Mills and Gay (2016) correlational research involves collecting data to determine whether and to what degree, a relation exists between two or more quantifiable variables. Its purpose is to establish relations or use existing relations to make predictions.

6. RESULTS, ANALYSIS, AND INTERPRETATION

This chapter provides an overview of the collected data, the outcomes of the conducted statistical analysis, and the interpretation of the findings. The way data is presented is directly connected to the structure of the questionnaire that was created and included in the appendix. The data analysis involved examining the sample's data description, primary findings, and the way the results were presented and interpreted.

6.1. Profile of the Respondents

SOP1. What is the profile of the respondents in terms of:

Table 1. Profile of the Respondents

Sex	Frequency (N=50)	Percentage (%)
Male	26	52.0
Female	24	48.0
Age	Frequency (N=50)	Percentage (%)
16-17 years old	14	28.0
18-19 years old	12	24.0
20-21 years old	11	22.0
22 and above	13	26.0
Year Level	Frequency (N=50)	Percentage (%)
First Year	15	30.0
Second Year	15	30.0
Third Year	9	18.0
Fourth Year	11	22.0

Table 1 shows the profile of the respondents, specifically in terms of age. Based on the table, 14 out of 50 or 28.00% of the total respondents were 16 - 17 years old, 12 out of 50 or 24.00% of the total respondents were 18 - 19 years old, while 11 out of 50 or 22.00% of the total respondents were 20 - 21 years old, and 13 out of 50 or 26.00% of the total respondents were 22 years old and above.

Fitzgerald (2014) initially asked about whether are you aware of your training age? While most runners do not do this, once you start doing it, it significantly simplifies the process of organizing your races and training sessions. The duration of training experience is a crucial component in designing a runner's comprehensive training regimen. It is crucial to bear in mind that your lifestyle and overall training experience affect your training age and your physical capabilities. Runners who are relatively new to training should focus on performing more basic and uncomplicated workouts.

He added that as your level of experience in training rises, you become prepared to undertake more specialized and intricate workout routines. Beginner runners who have trained for less than three years: Focus on gradually increasing your distance at a comfortable pace and doing both short, high-speed exercises and long, leisurely ones. Intermediate runners with 3-6 years of training: Given the need for longer and more advanced runs, fuel efficiency should be a priority. Prioritize race-specific workouts targeted to your race goals during peak training. These workouts should be more targeted and specialized than beginner ones. Experienced runners with over 6 years of training: You're nearing your running peak. Thus, you must engage in more complex tasks to improve your performance.

In terms of sex. Based on the table, 26 out of 50 or 52.00% of the total respondents were male, while 24 out of 50 or 48.00% of the total respondents were female.

In their study titled "Sex differences in human running performance: smaller gaps at shorter distances?", McClelland and Weyand (2022) assert that sex strongly affects running performance. Men outperform women by 10% or more at the most competitive levels, with little variance across

standardized track racing distances (1–8). The current gap's near-consistency across several decades suggests that it quantifies human biology's intrinsic sex differences (1, 2, 5–7). Performance stratification coincides with this gap almost completely at higher athletics levels. There are no female world-record performances within 4% of the Olympic qualifying criteria for males in their sports. In athletics, sex-specific categories are required for competitive equity and are universal.

In terms of year level. Based on the table, 15 out of 50 or 30.00% of the total respondents were 1st year students, 15 out of 50 or 30.00% of the total respondents were 2nd year students, while 9 out of 50 or 18.00% of the total respondents were 3rd year students, and 11 out of 50 or 22.00% of the total respondents were 4th year students.

The research "The Level of Sports Participation and Academic Success among Malaysian Student-Athletes" found no difference in academic performance amongst national, state, university, club, and college student-athletes. Sports develop social, physical, and intellectual skills that boost academic performance. Self-Determination Theory links personality and motivation to student-athlete performance. It implies that university students who play sports at any level can improve their mental, physical, and social health and academic performance. Future studies should examine student-athletes' academic performance and sports participation. (Jakiwa et al ... 2022)

6.2. Physical Activities

SOP2. What is the level of assessment of the student athlete respondents on their coaches' motivational instruction in running sports in terms of:

Table 2. Attention

Attention	Mean	SD	Verbal Interpretation	Rank
1. I get the significance of delivering efficient feedback from my coaches in the context of running.	3.86	0.35	Strongly Agree	5
2. My coach acknowledges and incentivizes actions that contribute to my exceptional achievement.	3.92	0.27	Strongly Agree	4
3. My coach handles important matters with the training in track events promptly.	3.94	0.24	Strongly Agree	2
4. I exhibit comprehension of training methodologies from alternative perspectives given by my coach	3.98	0.14	Strongly Agree	1
5. I attentively listen to my coaches to understand their thoughts on the training techniques and ensure optimal performance if I perform.	3.94	0.24	Strongly Agree	2
Overall Mean	3.93		Strongly Agree	

*1.00 - 1.75 (Strongly Disagree); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 2 shows the assessment of coaches' motivational instructions specifically in terms of attention. Based on the table, the lowest weighted mean is 3.86 with a standard deviation of 0.351 and an interpretation of "strongly agree" for question number 1, "I get the significance of delivering efficient feedback to my coaches in the context of running." While the highest weighted mean is 3.98 with a standard deviation of 0.141 and an interpretation of "strongly agree" for question number 4, "I exhibit

comprehension of training methodologies from alternative perspectives.” Moreover, the overall mean for the assessment of coaches’ motivational instructions specifically in terms of attention is 3.93 with an average standard deviation of 0.249 and an interpretation of “strongly agree.”

According to Valenzuela (2021), a lack of concentration can significantly impact the outcome of any competition. Regardless of whether a team's fitness level is at its peak or whether the team members' knowledge of technique is objectively superior to their opponents', it is inconsequential. Should the players lack focus, they will not only have to defeat one adversary but two.

While in the study of Li D, Zhang L, Yue X, Memmert D, Zhang Y. (2022) entitled “Effect of Attentional Focus on Sprint Performance: A Meta-Analysis” The objective of this study was to conduct a comprehensive assessment of past research on the effects of external focus (EF) versus internal focus (IF) on sprint performance. The present meta-analysis confirms that EF can enhance sprint performance in comparison to IF. Attentional focus improved sprint performance, which the researchers said had practical implications for coaches and athletes. They stressed that even slight verbal instructions can have major behavioral effects in competitive sports. Many sports uses sprinting and pre-race focus on the outside can improve sprint performance, according to research.

Moreover, a qualitative correlation has been discovered between the impact of attentional focus and skill level. However, the subgroup analysis revealed that skill level does not operate as a moderator. More precisely, the effects of attentional focus are statistically significant in sprinters with low skill levels, but not statistically significant in sprinters with high skill levels. However, it is important to exercise caution when interpreting the subgroup analysis. Coaches and athletes should recognize the power of EF and create EF methods that align with their skill development to enhance sprinting performance.

Table 3. Relevance

Relevance	Mean	SD	Verbal Interpretation	Rank
1. My coach advises me to enhance my muscle strength to reduce susceptibility to injury when participating in more intense competitions.	3.80	0.40	Strongly Agree	5
2. My coach stresses that training is a crucial component in maintaining mental readiness for a game or match.	3.90	0.30	Strongly Agree	1
3. My coach instructs me to follow a sport-specific training program so that I can practice muscle memory drills and conditioning formats that improve my performance and help me recover from the physical demands of track event sport, which vary widely.	3.90	0.30	Strongly Agree	1
4. I can learn to withstand physical stress longer and recover faster, allowing them to establish and attain new goals without plateauing through my coach’s training plan	3.84	0.37	Strongly Agree	4
5. My coach advises us to follow proper training in running sports because is a fundamental method of preparing athletes like us.	3.90	0.30	Strongly Agree	1
Overall Mean	3.87		Strongly Agree	

*1.00 - 1.75 (Strongly Disagree); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 3 shows the assessment of coaches' motivational instructions specifically in terms of relevance. Based on the table, the lowest weighted mean is 3.80 with a standard deviation of 0.404 and an interpretation of "strongly agree" for question number 6, "I must enhance my muscle strength to reduce susceptibility to injury when participating in more intense competitions." While the highest weighted mean is 3.90 with a standard deviation of 0.303 and an interpretation of "strongly agree" for question numbers 7, "Training is a crucial component in maintaining mental readiness for a game or match." 8, "By following a sport-specific training program, I can practice muscle memory drills and conditioning formats that improve my performance and help me recover from the physical demands of track event sport, which vary widely." and 10, "Running sports training is a fundamental method of preparing athletes like us. "Moreover, the overall mean for the assessment of coaches' motivational instructions specifically in terms of relevance is 3.87 with an average standard deviation of 0.337 and an interpretation of "strongly agree."

According to Ives (2020) when individuals or teams work hard, compete directly. Sprinting can motivate athletes, non-athletes, and competitive and non-competitive people to exercise harder. However, if the competitive landscape is unclear, these repercussions may not occur. For some people in a non-competitive exercise context, occasional competitive circumstances may boost performance and raise their personal benchmarks for exercise effort, creating a new level of intensity or performance. To get these benefits, the workout setting or instructions must clearly foster competitiveness. However, research suggests that the environment could also use social facilitation and mastery goal setting.

Moreover, compete directly while working hard. Sprint running can motivate athletes, non-athletes, competitive and non-competitive people to exercise harder. If the competitive environment is not obvious, these repercussions may not occur. Participating in occasional competitive exercise can improve performance and raise exercise effort standards for some people in non-competitive environments. They perform with a new "normal" intensity. To get these benefits, the workout setting, or instructions should emphasize competitiveness. Recent study suggests the environment could also use social facilitation and mastery goal setting. (Ives et al... 2020).

7. CONCLUSION

Based on the findings, the following conclusions are drawn:

(1) Distribution of ages: The respondents' age distribution reveals that the highest proportion is found among individuals aged 16-17 (28%), with a close second being individuals aged 22 and older (26%). The age categories are evenly distributed, with no dominant group in the sample. Gender Distribution: The gender distribution is nearly equal, with a little higher proportion of male respondents (52%) compared to female respondents (48%). Distribution of students by year level: The distribution of students across year levels is quite even, with the largest proportion being first-year students (30%), followed by second-year students (30%). The percentage of responders in the third and fourth year a small decrease of 18%, while the fourth-year experiences a decline of 22% compared to the first two years.

In summary, the data analysis indicates that the sample exhibits diversity in terms of age, gender, and year level. This suggests that the findings may be applicable to a larger population within a certain context, such as a school or community. In addition, it would be beneficial to do additional analysis to investigate any possible connections or associations between these demographic parameters and other variables of interest in the study.

(2) The student-athlete respondents strongly agreed with the coaches' motivational teaching in terms of attention, relevance, and confidence. However, their measure of satisfaction is merely "Agreed". The lower weighted mean indicating "agree," suggests that while respondents generally agree, there may be room for improvement in ensuring that coaches are fully engaged and motivated to enhance

training satisfaction. This could be an area of focus for coaches or sports organizations looking to improve the overall experience for athletes.

In general, the data suggests that coaches' motivating instructions have a beneficial impact on satisfaction in training and competitions. However, the data also identifies areas where improvement is needed and emphasizes the importance of coaches' engagement and motivation.

(3) Given a p-value below the selected significance level ($\alpha=0.05$), we can confidently state that there is a statistically significant disparity in the evaluation of coaches' motivating instruction when categorized by age. Put simply, the age of the respondents affects their evaluation of coaches' motivational instruction.

This result suggests that coaches may need to tailor their motivational approaches based on the age groups of their athletes, as different age groups may respond differently to motivational strategies. Further analysis may be needed to understand the specific differences among age groups and how coaches can effectively cater to the motivational needs of each group.

(4) Overall, these results provide nuanced insights into the differences in how different age groups perceive coaches' motivational instruction. While there are significant differences between some age groups, others show no significant disparities. These findings can inform coaches and sports organizations on how to tailor their motivational approaches based on the age demographics of their athletes.

(5) According to the findings of the Independent T-test, there is no statistically significant disparity in the evaluation of coaches' motivational teaching between male and female participants. Put simply, the gender of the respondents does not seem to have an impact on their perception of coaches' motivational instruction.

This discovery indicates that coaches' motivational strategies are viewed in a comparable manner by athletes of both genders. The study suggests that coaches can effectively meet the motivational demands of athletes, regardless of their gender, as reported by the participants in this research.

(6) There is no significant difference in how respondents from different year levels assess coaches' motivational instruction. In other words, year level does not appear to influence how individuals perceive coaches' motivational strategies in this study.

This suggests that coaches' motivational approaches may be perceived similarly across different year levels, at least based on the assessment provided by respondents in this study.

(7) The student-athlete respondents strongly agreed with the coaches' motivational teaching in terms cognitive, affective, and psychomotor skills. In general, the high level of agreement among student-athlete respondents about coaches' motivational teaching suggests that there are positive coaching methods and partnerships in place. Additionally, there is a strong emphasis on developing a wide range of skills, which ultimately leads to the success of the athletes.

(8) There is no significant difference between the assessment of athletes' learning when grouped by year level, age, and sex.

(9) The statistical significance ($p\text{-value} < 0.05$) indicates a notable correlation between the evaluation of coaches' motivated instruction and the evaluation of players' learning. Nevertheless, the correlation coefficient of 0.282 indicates that the association between the variables is relatively feeble. Although there is a correlation between coaches' motivational instruction and players' learning, the impact is minimal.

To summarize, there is a statistically significant but somewhat weak association between coaches' motivational instruction and players' learning. This suggests that although coaches' motivational instruction has some impact on athletes' learning, there are other elements that may also have major roles in determining the results of athletes' learning.

8. RECOMMENDATIONS

(1) Analyze the data by age, gender, and academic year. Consider how these variables may affect the study's goals or objectives. Subgroup studies are recommended to compare demographic responses. For instance, compare viewpoints and experiences across age groups, genders, and academic levels. This can reveal opinion differences or similarities. Customize interventions and plans using demographic data. If age groups or genders give varied answers, it's best to tailor therapies to each subgroup's needs. Regularly assess the sample population's demographics. This can help ensure that future research or efforts address the needs of different demographic groups in the target people.

(2) Implement regular feedback methods to collect student-athlete comments on their training experiences. Surveys, focus groups, and individual interviews are examples of possible data collection approaches. Utilize this information to highlight specific areas where improvements can be made. Provide coaches with training and professional development opportunities to help them improve their inspiring teaching talents and overall efficacy. This may mean participating in workshops, seminars, or mentorship programs that focus on motivational techniques and strategies. Recognize that each athlete has unique traits and may respond differently to incentive tactics. Encourage coaches to take a more individualized approach, considering each athlete's specific needs, preferences, and qualities. Encourage coaches to engage with their athletes both during and outside of training sessions. This may require setting defined goals and standards, providing constructive criticism, and maintaining open lines of communication.

In addition, create a loving team environment that instills a sense of worth, admiration, and motivation for athletes to succeed. Coaches can help create this environment by encouraging collaboration, optimism, and a growth mentality. Consistently evaluate the effectiveness of coaches' motivational instruction and its impact on athlete satisfaction. Modify approaches as needed based on feedback and results. By implementing these suggestions, coaches and sports organizations can improve student-athletes' overall training experience, resulting in increased satisfaction, motivation, and performance.

(3) Coaches must tailor motivation to the athlete's age. Understanding how different age cohorts react to motivating strategies may help coaches tailor their approaches to each group. Although male and female athletes evaluated coaches' motivational instruction similarly, coaches should use gender-inclusive coaching methods. This involves communicating encouraging messages to athletes of all genders and creating an inclusive team environment. No significant differences in how athletes from different academic levels view coaches' motivational counsel suggest a homogeneity in coaching tactics across academic advancement and should maintain this consistency while adapting to new needs.

Coaches should regularly ask athletes for comments on their motivational strategies. This input can help trainers improve and alter their methods and should actively pursue professional development to encourage and educate, attend workshops, seminars, or training sessions on successful motivational strategies and techniques and should create a positive, focused, and empowered team environment for players to succeed. Strong coach-athlete connections and open communication can improve training.

(4) Coaches should keep improving the methods that have impacted student-athlete respondents. This means emphasizing encouragement, support, and inspiration during training and contests. Every athlete has different skills and areas for improvement; therefore, coaches must modify their methods. This may provide individualized feedback, goals, and skill-improvement opportunities.

Moreover, cognitive and affective talents are crucial to sports success, so coaches should include mental skills training. To ensure effective and athlete-friendly coaching, coaches should communicate and collaborate with athletes. Athletes may be evaluated, given criticism, and asked to contribute to training programs and approaches. They should prioritize professional development in

coaching approach, motivation, and skill development. This can keep coaches current on the best practices and improve their coaching skills and must regularly evaluate how their methods affect athletes' development. This may involve consulting athletes, reviewing performance data, and making coaching efficacy improvements.

In summary, coaches can enhance the achievement and contentment of student-athletes in their sports endeavors by consistently giving importance to positive coaching techniques, personalized skill enhancement, and cooperative coaching alliances.

(5) Acknowledge that players may possess a variety of learning styles, preferences, and growth requirements. Offering personalized assistance and customized coaching techniques can optimize educational achievements for every participant.

Adopt a comprehensive approach to player development that considers not just technical and tactical abilities, but also cognitive, emotional, and physical factors. Coaches should strive to cultivate versatile players who demonstrate exceptional performance both in athletic competitions and in other aspects of their lives.

Consistently appraise and analyze the efficacy of coaching methods in connection with the educational achievements of athletes. Seek input from players, examine performance statistics, and be open to modifying coaching tactics as necessary to maximize learning results. Coaches can enhance their coaching tactics by following these suggestions, which will help them better facilitate player learning and growth. As a result, players will experience increased performance and achieve more success on the field.

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