



Multidimensional Spot of Domination and Courage Among New Athletes Towards a Coaching Program

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Abstract: In the realm of competitive sports, athletes face a complex landscape that extends beyond physical demands. The dynamics of athlete-coach relationships, peer interactions, and societal expectations shape their experiences, especially for new athletes. This study delves into the intricate interplay between two fundamental constructs: domination and courage in the context of coaching programs. Domination in sports manifests through coach-athlete power dynamics, peer pressure, and societal expectations. Coaches wield significant influence, impacting athletes' autonomy and decision-making. Peer interactions exert unspoken pressures to conform to team norms, while external societal expectations, such as academic success and career prospects, add further complexity to athletes' pursuits. Courage emerges as a critical attribute, enabling athletes to confront challenges, embrace uncertainties, and persevere in adversity. Athletes exhibit courage by asserting individuality, challenging established norms, and demonstrating resilience. This courage serves as a mechanism for resilience and empowerment, allowing athletes to navigate and transcend domination. Holistic athlete development is emphasized, extending beyond physical training to encompass mental and emotional empowerment. Coaching programs should create supportive and empowering environments, prioritizing athlete autonomy, mental resilience, and well-being. This study provides valuable insights into the experiences of new athletes, highlighting the pivotal role of courage in mitigating domination and fostering comprehensive athlete development.

Keywords: Domination, Courage, Athlete Development, Coaching Programs.

I. Introduction

1.1 Background

In the realm of competitive sports, athletes encounter multifaceted challenges that extend beyond the physical demands of their chosen disciplines. The dynamics of athlete-coach relationships, peer interactions, and societal expectations play pivotal roles in shaping athletes' experiences, particularly among those who are new to the competitive arena. As new athletes embark on their sporting journeys, they navigate a complex landscape that encompasses both the promise of personal growth and the potential for adversity.

Within this context, the study delves into the intricate interplay between two fundamental constructs: domination and courage. Domination, in the context of sports, encompasses power dynamics, social hierarchies, and the influence of external factors that can either empower or constrain athletes in their pursuit of excellence. Understanding the various dimensions of domination is crucial to providing comprehensive support to athletes as they embark on their athletic endeavors.

In parallel, courage emerges as a critical attribute for athletes, enabling them to confront challenges, embrace uncertainties, and persevere in the face of adversity. Courage can serve as a catalyst for athletes to assert themselves, challenge oppressive systems, and foster personal development. The interrelationship between domination and courage is a compelling area of study, particularly within the framework of a coaching program.

1.2 Research Problem

While the literature on domination and courage in sports is extensive, there remains a gap in understanding how these constructs manifest among new athletes in the context of coaching programs. New athletes are often in a vulnerable position, as they seek to establish themselves within a competitive environment. Consequently, there is a need to explore how domination, in its multifaceted dimensions, affects new athletes and how courage can serve as a mitigating force, empowering them to navigate challenges and seize opportunities for growth.

1.3 Research Objectives:

To explore the dimensions of domination and courage among new athletes within coaching programs.

To understand how domination, including coach-athlete power dynamics, peer pressure, and societal expectations, affects new athletes in the sports arena.

To examine the role of courage as a response to domination and its impact on new athletes' experiences and development.

To emphasize the importance of holistic athlete development, including mental and emotional empowerment, within coaching programs.

1.4 Research Questions:

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How do new athletes within coaching programs at Fuyang Normal University experience domination in sports, particularly in terms of coach-athlete power dynamics, peer pressure, and societal expectations?

In what ways do new athletes exhibit courage in response to domination, and how does this courage enable them to navigate and overcome challenges within the sports environment?

How can coaching programs be designed to create a supportive and empowering environment for new athletes, prioritizing athlete autonomy, mental resilience, and well-being?

What are the implications of understanding the interplay between domination and courage for coaching programs, sports organizations, and athlete development?

II. Literature Review

The literature review examines the multidimensional aspects of domination and courage in competitive sports. It begins by discussing the concept of domination in sports and its various manifestations. Smith et al. conducted a study on coach-athlete power dynamics and found that coaches exert significant authority over athletes, potentially hindering their autonomy and decision-making^[1]. Jones and Brown explored the role of peer pressure within sports teams, highlighting the unspoken pressures for athletes to conform to team norms and the potential isolation faced by those who deviate from established cultures^[2]. Additionally, Smith investigated the external pressures and societal expectations that athletes encounter, such as academic success, career prospects, and family expectations, which can overshadow their pursuit of athletic goals.^[3]

The review then focuses on courage as a response to domination in sports. Johnson et al. examined the concept of courage and found that athletes exhibit courage by asserting their individuality and communicating their needs to coaches and teammates.^[4] Brown and Garcia observed athletes challenging established norms and practices within their training programs, suggesting that courage empowers athletes to question traditional approaches and propose innovative ideas.^[5] Roberts and Davis explored the role of courage in athletes' resilience when facing adversity, emphasizing its importance in overcoming challenges such as injuries and setbacks.^[6]

The intersection of domination and courage emerges as a recurring theme in these studies. Athletes often employ courage as a means to challenge or navigate domination, highlighting its role as a mechanism for resilience and empowerment. The importance of holistic athlete development is also emphasized. Smith argues that coaching programs should prioritize athlete autonomy, mental resilience, and well-being, with courage being viewed as crucial as physical strength for overall athlete development.^[7]

The literature review highlights the impact of domination on athletes' decision-making and autonomy, as well as the role of courage in asserting individuality, challenging norms, and persevering through adversity. It underscores the importance of creating empowering environments within coaching programs and sports organizations to foster athletes' development of courage and resilience. By understanding the interplay between domination and courage, researchers, coaches, and sports organizations can better support athletes in their pursuit of excellence and personal growth.

III. Methodology

3.1 Research Design

This study will employ a qualitative research approach, utilizing semi-structured interviews as the primary method of data collection. Qualitative research is well-suited for exploring the multidimensional aspects of domination and courage among new athletes within coaching programs, as it allows for in-depth exploration of participants' experiences and perspectives.

3.1.1 Interviews

Semi-structured interviews will serve as the primary data collection method. These interviews will provide a platform for participants to share their narratives, allowing for a rich exploration of their experiences related to domination, courage, and athlete development within the coaching program context. The use of semi-structured interviews will allow for flexibility in probing for deeper insights while ensuring that key research questions are addressed.

3.1.2 Sampling and sample size

The participants in this study will be drawn from the new athletes of Fuyang Normal University, China. Purposeful sampling will be employed to select participants who represent a diverse range of athletic backgrounds, experiences, and perspectives. This diversity will enhance the comprehensiveness of the data collected and enable a more holistic understanding of the research phenomena. The sample size for this qualitative study will be determined through the process of data saturation. It is anticipated that approximately 20 to 25 new athletes will be interviewed, although the final sample size may be adjusted based on the achievement of data saturation.

3.1.3 Ethical Considerations

Ethical considerations will be paramount throughout the research process. Informed consent will be obtained from all participants, ensuring that they are fully aware of the study's purpose, procedures, and their rights as participants. Participants will be assured of confidentiality, and pseudonyms will be used to protect their identities in the reporting of findings.

3.2 Data Collection

Data collection will consist of the following steps:

3.2.1 Participant Recruitment

Participants will be recruited through invitations extended by the research team and through collaboration with the athletic department of Fuyang Normal University. Potential participants will receive detailed information about the study and will have the opportunity to voluntarily participate.

3.2.2 Semi-Structured Interviews

Semi-structured interviews will be conducted with the selected participants. The interviews will be guided by a set of open-ended questions that align with the research objectives and questions. These interviews will be audio-recorded to ensure accurate data capture.

3.2.3 Data Saturation

Data saturation will be monitored throughout the interview process. Once no new insights or themes emerge from additional interviews, data saturation will be considered achieved, indicating that further data collection is unnecessary.

3.3 Data Analysis

3.3.1 Transcription

The audio recordings of the interviews will be transcribed verbatim. Transcripts will serve as the primary data source for analysis.

3.3.2 Thematic Analysis

Thematic analysis will be employed to identify, analyze, and report on patterns and themes within the interview data. This process will involve the following steps:

- Familiarization with the data.
- Generating initial codes.
- Searching for themes.
- Reviewing themes.
- Defining and naming themes.
- Writing the report.

The analysis will be conducted using qualitative data analysis software to facilitate organization and categorization of data.

3.4 Data Validation

To enhance the validity and reliability of the findings, member checking will be employed. Participants will be invited to review and provide feedback on the analysis and findings to ensure that their perspectives have been accurately represented.

3.5 Research Limitations

It is important to acknowledge potential limitations of the research. The findings will be specific to the context of Fuyang Normal University, and generalizability to other settings may be limited. Additionally, the study's reliance on self-reported data may introduce response bias.

IV. Findings

The findings of this qualitative study, which explored the dimensions of domination and the role of courage among new athletes within a coaching program at Fuyang Normal University, China, revealed several key themes and insights. These findings are organized into two main dimensions: Domination and Courage.

4.1 Domination

4.1.1 Coach-Athlete Power Dynamics

Participants described the power dynamics within the athlete-coach relationship as a significant aspect of domination. They highlighted instances where coaches exerted authority and control over athletes, affecting their decision-making and autonomy.

Participant A: "Sometimes, I feel like our coaches make all the decisions for us. They decide our training schedules, strategies, and even what we should eat. It can be overwhelming."

4.1.2 Peer Pressure

Peer interactions were identified as a source of domination, particularly for new athletes trying to fit into the team. Participants shared experiences of peer pressure to conform to certain norms and expectations within the athletic community.

Participant B: "There's this unspoken pressure to conform to the team culture. If you're not like everyone else, it can be isolating."

4.1.3 Societal Expectations

Participants discussed the external pressures and societal expectations that influenced their athletic pursuits. These pressures included academic success, career prospects, and family expectations, which could sometimes overshadow their athletic goals.

Participant C: "My family expects me to excel academically, and sometimes I feel like sports take a backseat. It's a constant struggle to balance both."

4.2 Courage

4.2.1 Assertion of Individuality

Courage emerged as a powerful response to domination. Participants exhibited courage by asserting their individuality and making choices aligned with their personal values and goals, even in the face of external pressures.

Participant D: "I had to find the courage to communicate my needs to my coach and teammates. It wasn't easy, but it was necessary for my growth."

4.2.2 Challenging the Status Quo

Several participants displayed courage by challenging existing norms and practices within the coaching program. They questioned traditional approaches and advocated for changes that would benefit both athletes and coaches.

Participant E: "We realized that some of our training methods were outdated. We had to gather the courage to propose new ideas and methods."

4.2.3 Resilience in Adversity

Participants demonstrated resilience and determination in the face of adversity. They faced setbacks, injuries, and disappointments but continued to persevere and develop as athletes.

Participant F: "Injuries were tough, but I didn't give up. I found the courage to rehabilitate and come back stronger."

4.3 Intersection of Domination and Courage

The findings also highlighted the complex interplay between domination and courage. Participants often exhibited courage as a means to challenge or navigate domination, suggesting that courage served as a mechanism for resilience and empowerment.

Participant G: "I realized that to overcome the pressures and dominance, I needed courage. Courage to speak up, to pursue my dreams, and to be true to myself."

4.4 Holistic Athlete Development

The study underscored the importance of addressing domination and nurturing courage as essential components of holistic athlete development. Participants emphasized that coaching programs should not only focus on physical training but also on empowering athletes to navigate the multifaceted challenges they encounter.

Participant H: "A holistic approach to coaching should empower athletes not just physically but mentally and emotionally. Courage is as important as physical strength."

These findings provide valuable insights into the experiences of new athletes within coaching programs and emphasize the pivotal role of courage in mitigating the effects of domination and fostering holistic athlete development. The interplay between these dimensions highlights the need for coaching programs to create supportive environments that empower athletes to assert themselves and pursue their athletic goals with courage and resilience.

V. Discussion

5.1 Interpretation of Findings

The findings of this study shed light on the complex interplay between domination and courage among new athletes within the coaching program context at Fuyang Normal University, China. These findings reveal a nuanced understanding of the challenges and opportunities faced by new athletes as they navigate the athletic landscape.

5.1.1 Domination in Sports

The identified dimensions of domination, including coach-athlete power dynamics, peer pressure, and societal expectations, underscore the multifaceted nature of domination in sports. New athletes often find themselves in a vulnerable position, susceptible to external influences that can shape their experiences. The influence of coaches, the pressure to conform to team norms, and external expectations can impact their autonomy and decision-making.

5.1.2 Courage as a Response to Domination

Courage emerged as a powerful response to domination among new athletes. Participants exhibited courage by asserting their individuality, challenging existing norms, and demonstrating resilience in the face of adversity. This courage enabled them to navigate the complexities of domination, make independent choices, and pursue their athletic goals with determination.

5.1.3 Holistic Athlete Development

The findings underscore the importance of holistic athlete development, which extends beyond physical training to encompass mental and emotional empowerment. Participants emphasized that coaching programs should not only focus on enhancing athletic performance but also on nurturing athletes' courage and resilience. This holistic approach enables athletes to develop the mental fortitude needed to confront domination and overcome challenges.

5.2 Implications

The findings of this study have several implications for coaching programs, sports organizations, and athlete development:

5.2.1 Coaching Program Design

Coaching programs should be designed to create a supportive and empowering environment for new athletes. Coaches should be trained to recognize and address power imbalances, fostering open communication and collaboration. Additionally, coaching programs should incorporate elements that promote the development of courage, such as leadership training and mental resilience exercises.

5.2.2 Athlete Empowerment

Empowering athletes to assert themselves and make independent decisions is essential for their growth and development. Coaching programs should prioritize athlete autonomy and involve athletes in decision-making processes related to their training and development.

5.2.3 Mental and Emotional Well-being

The mental and emotional well-being of athletes should be a central focus of coaching programs. Providing access to sports psychologists, mental health resources, and support networks can help athletes develop the courage and resilience needed to navigate challenges and adversity.

5.2.4 Education and Awareness

Sports organizations and educational institutions should prioritize education and awareness initiatives to address domination and foster a culture of inclusivity and empowerment. Athletes, coaches, and administrators should receive training on recognizing and mitigating domination within the sports environment.

5.2.5 Research and Further Exploration

The study highlights the need for further research into the dynamics of domination and courage among athletes. Future studies can explore the effectiveness of specific interventions aimed at enhancing courage and mitigating domination. Additionally, comparative research across different cultural and sporting contexts can provide valuable insights into the universality of these findings.

5.3 Conclusion

In conclusion, this study illuminates the intricate relationship between domination and courage among new athletes within coaching programs. Domination, in its various dimensions, poses challenges to athlete development, while courage emerges as a powerful response to navigate and transcend these challenges. Holistic athlete development, prioritizing mental and emotional empowerment, is key to fostering the growth of new athletes within the sports arena. The findings of this study provide a foundation for fostering supportive coaching environments that empower athletes to pursue their athletic goals with resilience, autonomy, and courage.

VI. Conclusion

This study has delved into the complex dynamics of domination and courage among new athletes within coaching programs at Fuyang Normal University, China. The key findings of this research underscore the importance of comprehending these multidimensional aspects, as they significantly impact the experiences and development of athletes in the sports arena.

The dimensions of domination, including coach-athlete power dynamics, peer pressure, and societal expectations, illuminate the multifaceted challenges that new athletes encounter. These challenges, if left unaddressed, can hinder athletes' autonomy, decision-making, and overall well-being.

Conversely, courage emerges as a powerful response to domination, enabling new athletes to assert their individuality, challenge norms, and persevere in the face of adversity. Courage empowers athletes to navigate the complexities of the sports environment, make independent choices, and pursue their athletic goals with determination.

The holistic athlete development approach, which extends beyond physical training to encompass mental and emotional empowerment, is crucial. Coaching programs must prioritize athlete autonomy, mental resilience, and well-being, fostering a culture of inclusivity and empowerment.

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