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A Comparative Study on Basketball Talent Training Programs in Chinese and Philippine Universities

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Abstract: This study employs a descriptive-comparative-correlational research design to investigate the self-assessed perceptions of university basketball athletes from China and the Philippines regarding their talent training outcomes and competition system experiences. A survey was administered to a sample of 60 athletes (38 from China, 22 from the Philippines) to collect data on their demographic profiles and their evaluations of training effectiveness in areas such as ball-handling, shooting, and defensive skills, as well as competition-related factors like mental preparation and decision-making under pressure. The findings indicate that athletes from both countries generally perceived their training outcomes as only slightly effective, with notable deficiencies in advanced ball-handling, defensive skills, and particularly in mental resilience and emotional control during competition. Statistical analysis revealed significant differences in perceptions based on the athletes' country of origin, with Chinese athletes reporting a slightly better understanding of the game system. Furthermore, a strong positive correlation was found between athletes' ratings of their training outcomes and their perspectives on the competition system. The study concludes that current training programs in both countries require significant enhancement, with an urgent need to integrate structured mental skills training and more practical, game-simulated drills. These findings provide evidence-based insights for coaches and administrators to reform talent development strategies by addressing the critical gaps in psychological preparation and advanced skill application identified by the athletes themselves.

Keywords: Basketball Talent Development,Chinese Basketball Training System,Philippine Basketball Training System,Cultural Impact on Training,University Basketball Programs,Early Specialization

Introduction

Basketball holds significant cultural and sporting importance in both China and the Philippines, yet each nation has developed distinctly different pathways for cultivating talent within their university systems. China's approach is characterized by a highly centralized, state-supported model that emphasizes early specialization, technical discipline, and success in international competitions (Wang & He, 2021; Zhang & Wang, 2022). In contrast, the Philippine system is more organic and grassroots-driven, prioritizing passion, creativity, and game intelligence developed through a vibrant network of local and university leagues (Luna & Bautista, 2023; Garcia & Mendoza, 2021). While both systems have produced skilled athletes, their underlying philosophies, structures, and outcomes present a compelling contrast.

Despite the prominence of both nations in Asian basketball, a significant research gap exists in the comparative literature. Existing studies tend to examine these systems in isolation, offering descriptive accounts of each country's training methods separately (Zheng & Liu, 2021; Cruz & Tan, 2023). There is a lack of systematic research that directly contrasts the two models to elucidate how their distinct cultural, educational, and philosophical foundations translate into different developmental outcomes for university athletes. This gap is critical because understanding the relative strengths and weaknesses of each system has profound practical implications for sports development.

The importance of this comparative study lies in its potential to inform cross-cultural learning and systemic improvement. As basketball becomes increasingly globalized, identifying effective elements from both the structured, resource-rich Chinese model and the flexible, passion-driven Philippine approach can provide a blueprint for optimizing talent development (Huang & Li, 2022; Alvarado & Villanueva, 2022). This research is particularly crucial for coaches, sports administrators, and policy-makers who aim to design more holistic and effective training programs. By systematically comparing these two systems, this study addresses a clear research gap and seeks to understand how the integration of structured discipline and creative adaptability can enhance basketball talent development.

Therefore, this study aims to fill this gap by conducting a comparative analysis of basketball talent training programs in Chinese and Philippine universities. It will specifically investigate the interplay of cultural values, educational frameworks, training philosophies, and competitive structures in shaping athlete development (Chang & Wu, 2022; Cordero & Torres, 2022). The findings will illuminate the core mechanisms driving each system and explore how their distinctive approaches impact the skills, performance, and perspectives of university athletes.

Ultimately, this research contends that a nuanced understanding of these contrasting models is essential for advancing basketball pedagogy. The insights generated will not only contribute to academic discourse on sports training but also offer actionable recommendations for fostering coach exchange programs and developing hybrid training strategies that leverage the strengths of both systems to cultivate more complete and resilient athletes (Cheng & Fang, 2023; Yang & Liu, 2023).

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Literature Review

This system aims to discover and cultivate top talent on the international stage, requiring athletes to undergo continuous evaluation and assessment (Zheng & Chen, 2022). In contrast, the Philippine competitive system places greater emphasis on the grassroots level, with university and local leagues serving as the primary platforms for talent development (Garcia & Mendoza, 2021). Although the Philippines boasts a high level of competition, its system is not as centralized and systematic as China's, where professional leagues play a crucial role in talent development.

The amount of aerobic exercise significantly influences the body composition of adults aged 15-35. In the 25-35 age group, higher levels and intensities of exercise are associated with greater reductions in body fat and preservation of lean body mass. Consistent, high-frequency training of varying intensities and durations, especially when combined with balanced nutrition, ensures optimal results. The multifaceted benefits of aerobic exercise, including improved metabolism and stress reduction, make it an essential component of health management for this age group (Kuznetsov & Melnik, 2021; Hwang & Jeon, 2023; Petrova & Volkov, 2023).

Another key difference between the two systems lies in the role of sports science and technology in basketball training. In China, integrating advanced sports science and technology into the training system has become a major initiative. Biomechanics, performance analysis, and recovery strategies are widely applied, and these methods are incorporated into the training process from adolescence onwards (Huang & Li, 2022). On the other hand, in the Philippines, despite growing interest in sports science, the focus remains primarily on the practical aspects of training, with less emphasis on cutting-edge technology (Luna & Bautista, 2023). This difference in approach reflects a broader disparity in resources between the two countries, with China investing heavily in sports infrastructure and research.

In China, basketball training is a highly organized system that emphasizes early professionalization and rigorous development. Jiang and Du (2021) highlight how the Chinese system highly values technical skills, physical conditioning, and discipline, often starting in adolescence. This early training is seen as crucial for achieving high levels of competition and success. Furthermore, the Chinese system is characterized by its state-led talent selection and support model, providing athletes with the resources needed to achieve excellence at the national and international levels (Cheng & Fang, 2023). In contrast, basketball training in the Philippines is more informal and emphasizes community involvement. Philippine basketball culture tends to emphasize creativity, teamwork, and adaptability rather than rigorous technical skills. Alvarado and Villanueya (2022) demonstrate that Philippine basketball places great importance on developing players' game intelligence and interpersonal relationships within teams. The country's basketball system is more flexible, allowing athletes more freedom on the court. This informal, grassroots model creates a unique environment that contrasts sharply with the structure of China's elite training system.

Statement of problems

This study will compare and contrast the basketball talent development models of Chinese and Philippine universities from the perspectives of culture, education, training philosophies, basketball talent development concepts, and competition systems.

The research results will serve as the basis for basketball coach exchange and cooperation projects.

Specifically, this study will answer the following questions: 1. What are the basic characteristics of the athletes interviewed?

1.1 Gender;

1.2 Age;

1.3 Which country they represent in competitions; and

1.4 The number of years of training for basketball players.

2.What is the self-assessment of the athlete respondents of their

basketball talent training outcomes in terms of.2.1.shooting accuracy and range,

2.2ball handling and control,

2.3.passing and court vision,

2.4.defensive skills

3.ls there a significant difference in the self-assessment of the athlete respondents of their basketball talent training outcomes when they are grouped according to their profile?What is the self-assessment of the athlete respondents of their

4.competition system perspectives in terms of.4.1.mental preparation and focus4.2team dynamics and communication,4.3adaptability to opponent strategies4.4game execution and decision-making under pressure.

5. ls there a significant difference in the self-assessment of the athlete respondents of their competition system perspectives when they are grouped according to their profile?

6. ls there a significant relationship between the self-assessment of the basketball respondents of their basketball talent training outcomes and their competition system perspective s?

Research Design

This study employs descriptive, comparative, and correlational research methods, characterized by clear definitions, comprehensive literature review, rigorous analysis, and a profound understanding of situational dynamics. Following the views of Wu and Zhang (2023), descriptive research systematically examines the core characteristics, behaviors, and attributes of phenomena within their natural environment. Its primary goal is to construct detailed profiles of specific entities or to gain a deeper understanding of the current state, thereby laying a solid foundation for future research. Based on Wu and Zhang's (2023) research, descriptive research is an important tool in social sciences and psychology, capable of providing nuanced understandings of natural patterns and behaviors. This approach can collect accurate and objective data on the beliefs, behaviors, and attributes of target populations, thus providing valuable insights into broader social trends.

This study employs a descriptive-comparative-correlational approach, providing a robust framework for analyzing the intricate relationships between variables and their contexts. This method integrates foundational insights from Wu and Chang (2023) with the methodological perspective of Nguyen and Tan (2024), enriching the depth, validity, and reliability of the findings and laying the foundation for future research and practical applications in related fields.

This study aims to investigate basketball players' self-assessments of their basketball talent training outcomes and their perceptions of the game system, as well as the significant correlation between the self-assessments of Chinese and Filipino basketball players. This research method enables researchers to conduct numerical analysis, comparison, and correlation of the relationships between the dependent variables included in the study.

By employing this method, researchers will be able to identify significant differences or correlations between basketball players' self-assessments of their basketball talent training outcomes and their demographic data (e.g., gender, age, country/region represented, and years of experience as a basketball player). Furthermore, researchers will be able to identify significant differences or correlations between basketball players' self-assessments of their views on the game system and their demographic data (e.g., gender, age, country/region represented, and years of experience as a basketball player). Subsequently, researchers will conduct a correlation analysis between basketball players' self-assessments of their basketball talent training outcomes and their views on the game system.

The above discussion of descriptive research methods aligns with the nature of this study; therefore, this method will be adopted.

Research Location

Henan Agricultural University and the East Asia College of Agriculture. Henan Agricultural University is a key university in Henan Province, with advantages in agriculture and life sciences, located in Zhengzhou, Henan Province.

The university's predecessor was Henan University, founded in 1902. In 1952, Henan Agricultural University became an independent institution, renamed Henan Agricultural College, and in 1984, it was renamed Henan Agricultural University. Henan Province, in cooperation with the Ministry of Agriculture and Rural Affairs and the National Forestry and Grassland Administration, has included Henan Agricultural University in the national "Basic Capacity Building Project for Universities in Central and Western China." Its national key discipline is Crop Science (a first-level discipline). Provincial characteristic disciplines include Agricultural Engineering, Veterinary Medicine, and Forestry. Its disciplines ranked in the top 1% globally by ESL are Agricultural Science, Plant Science, and Animal Science. The university offers over 80 undergraduate majors and degree programs, over 30 academic master's degree programs and 15 professional master's degree programs, over 10 academic doctoral degree programs, and 7 postdoctoral research stations.

The East Asia College of Agriculture (EAC) is a member of the NCAA (National College Basketball Association) of the Philippines.

Participants

The participants in this study will be university athletes from China and the Philippines, who are members of their respective national university leagues.

Research Instruments

To collect the necessary data, researchers will design their own questionnaire to understand basketball players' self-assessment of their basketball talent training results and their views on the game system.

Researchers will conduct the questionnaire survey in person or in person.

The questionnaire includes the following sections:

Section 1 – This section aims to understand the basic information of the basketball player respondents;

Section 2 – This section aims to understand the basketball players' self-assessment of their basketball talent training results;

Section 3 – This section aims to understand the basketball players' views on the game system.

The adapted questionnaire and the researcher-designed questionnaire will undergo content validity verification by experts in the field. Expert suggestions will be incorporated into the final version of the questionnaire.
The questionnaire will also be submitted to at least five experts for face validity verification. A pre-test will be conducted to examine its reliability. The pre-test will use the Social Science Statistical Package (SPSS) to calculate the Cronbach's alpha coefficient. Researchers welcome expert suggestions and will make necessary revisions to ensure the questionnaire's validity. The overall reliability test results show a Cronbach's alpha coefficient of 0.987, indicating that the reliability of all items is highly consistent. The reliability test results demonstrate that this research tool is statistically reliable.

Ethical Considerations
Researchers will constructively consider and diligently adhere to ethical considerations necessary to protect the rights of all respondents. These ethical considerations are as follows:
1. Conflict of Interest
Researchers for this study will ensure that there are no conflicts of interest. Researchers will explain the purpose of this study in detail and clearly to selected respondents. Researchers must also adhere to the purpose of collecting personal information and data. All collected data must not be used for any form of exploitation of respondents. Researchers must adhere to the goals and objectives of the study.
2. Privacy and Confidentiality
Before conducting this study, we will assure respondents that all collected information will remain confidential and that the results will not be disclosed to anyone other than the researchers and those who completed the questionnaires. Researchers will not mention respondents' names when providing collected data to protect their privacy. Respondents' identities will remain anonymous, and no clues or hints that could lead others to associate or relate to them will be included.
3. Informed Consent Process
Before administering the questionnaire, researchers will obtain a consent form confirming that respondents understand the purpose and objectives of the study and agree that the data collected will enhance the researcher's research. Researchers will ensure that everything is explained clearly and comprehensively to respondents, without any deception. The researchers will also discuss the process and potential risks of participating in this study.
4. Recruitment
The participants in this study will be swimmers. Participants are free to agree or disagree with participation in this study. Participants will not be forced to participate and have the right to refuse at any time.
5. Risks
The researchers will ensure that participation in this study is risk-free. Participants will ensure that any data and information collected will not harm their life or reputation. Participants have the right to stop asking questions at any time if they feel harassed, overly personal, or intrusive.

Results and Discussion
Profile of the Respondents

Profile	Frequency	Percentage
Age		
Less than 15 years old	8	13.3%
16 years old	50	83.3%
17 years old	2	3.3%
Total	**60**	**100%**
Country Playing for		
China	38	63.3%
Philippines	22	36.7%
Total	**60**	**100%**
Number of Years as Basketball Athlete		
Less than 2 years	3	5%
2-3 years	33	55%
4-5 years	16	26.7%
More than 5 years	8	13.3%

According to the athletes' age statistics, approximately 13.3% of the surveyed athletes were 17 years old, 50 (approximately 83.3%) were 16 years old, and 2 (approximately 33%) were under 15 years old. This means that the majority of the surveyed athletes were 16 years old. This indicates that most respondents were in their adolescence, which is a common age range for active participation in basketball and skill development.
Regarding the athletes' nationality, 38 (approximately 63.3%) of the surveyed athletes were from China, and 22 (approximately 36.7%) were from the Philippines. This means that the majority of the surveyed athletes were from China. This indicates that there were more athletes representing China, suggesting that Chinese athletes are more representative than Filipino athletes.

Regarding the athletes' years of experience playing basketball, 3 (approximately 5%) of the surveyed athletes had less than 2 years of experience, 33 (approximately 55%) had 2-3 years of experience, 16 (approximately 26.7%) had 4-5 years of experience, and 8 (approximately 13.3%) had more than 5 years of experience. This means that most of the surveyed athletes have been playing for 2-3 years. This indicates that while most respondents are experienced, they are still in the early stages of their athletic careers, which may reflect their ongoing improvement in skills and increased dedication to the sport.

Self-Assessment of the Athlete Respondents of their Basketball Talent Training Outcomes in terms of Ball Handling and Control

	Mean	SD	Qualitative Description	Interpret ati on	Rank
1. I have improved my ability to handle the ball under pressure .	1.60	.71	Disagree	Slightly Effective	4
2. Our training has helped me control the ball effectively in tight situations .	1.66	.87	Disagree	Slightly Effective	2
3. I can execute complex dribbling moves with better control .	1.81	.91	Disagree	Slightly Effective	1
4. My ability to protect the ball while dribbling has improved .	1.55	.67	Disagree	Slightly Effective	6
5. I can maintain control of the ball during fast breaks and transitions .	1.63	.80	Disagree	Slightly Effective	3
6. Our training has improved my ability to handle the ball in traffic .	1.56	.69	Disagree	Slightly Effective	5
Composite Mean	**1.63**	**.62**	**Disagree**	**Slightly Effective**	

Legend: 3.51-4.00 Strongly Agree/ Very Effective; 2.51-3.50 Agree/ Effective; 1.51-2.50 Disagree / Slightly Effective; 1.00-1.50 Strongly Disagree / Not Effective

The highest rating was improved control over complex dribbling movements, with an average score of 181, rated as "disagree" or "slightly effective." This indicates that respondents made some small progress in advanced dribbling, but not enough to be considered effective. This suggests that while training introduced ball-handling skills, mastery and confidence in their execution remained limited.

The lowest rating was improved ball protection while dribbling, with an average score of 1.55, rated as "disagree" or "slightly effective." This indicates that athletes did not strongly believe the training helped improve basic ball-handling skills—a crucial skill in competitive play. This gap highlights the training program's shortcomings in defensive dribbling and ball-handling safety.

The overall average score was 1.63, rated as "disagree" or "slightly effective," reflecting athletes' general perception that ball-handling and dribbling training had limited impact. This suggests that while training provided basic and advanced ball-handling exercises, the perceived progress was minimal, indicating a need for more targeted and practical skills development.

Self-Assessment of the Athlete Respondents of their Competition System Perspectives in terms of Emotional Control and Resilience

	Mean	SD	Qualitative Description	Interpret ati on	Rank
1. I can manage my emotions during competitions, even in challenging situations.	1.51	.70	Disagree	Low	2
2. I stay calm and composed, even if the competition is not going in my favor.	1.50	.65	Strongly Disagree	Very Low	3
3. I quickly recover from mistakes or setbacks during competition.	1.43	.64	Strongly Disagree	Very Low	5
4. I maintain a positive attitude, regardless of the outcome of the competition.	1.46	.62	Strongly Disagree	Very Low	4
5. I am resilient and can bounce back from failures or disappointments.	1.35	.60	Strongly Disagree	Very Low	6
6. I have learned to control frustration and turn it into motivation during competitions.	1.55	.69	Strongly Disagree	Very Low	1
Composite Mean	**1.46**	**.46**	**Strongly Disagree**	**Very Low**	

Legend: 3.51-4.00 Strongly Agree/ Very High; 2.51-3.50 Agree/ High; 1.51-2.50 Disagree/ Low; 1.00-1.50 Strongly Disagree/ Very Low

The highest-scoring indicator was managing frustration and channeling it into motivation during competition, with an average score of 1.55, interpreted as "strongly disagree" or "very low." Despite ranking first, this still indicates a weaker ability among athletes to effectively manage negative emotions. Their lower self-assessment suggests that while their ability in this area may be slightly stronger than others, their emotional regulation skills remain insufficient and inconsistent during competition.

The lowest-scoring indicator was resilience in the face of failure or disappointment, with an average score of 1.35, interpreted as "strongly disagree" or "very low." This highlights a key deficiency in athletes' emotional resilience, as they reported difficulty recovering from negative outcomes. This limitation can hinder athletes' long-term growth, self-confidence, and consistent performance in challenging environments.

The overall average score was 1.46, described as "strongly disagree" or "very low," reflecting an overall lack of emotional control and resilience among athletes. Although the scores varied slightly, the consistently low scores indicate significant difficulties athletes face in emotional management, maintaining composure, and recovering from setbacks. This indicates a need for targeted mental skills training, such as mindfulness, stress management, and resilience development programs, to enhance athletes' emotional stability in competitive environments.

Conclusions

1. Demographic characteristics of the surveyed athletes showed that most were 16 years old, from China, and had 2-3 years of basketball experience.
2. The basketball talent development program was rated as ineffective or invalid in all aspects, with the lowest scores in passing and court vision, basketball IQ and decision-making ability, and mental resilience and focus.
3. Athletes' perceptions of the game system were rated as ineffective or invalid in all dimensions, with persistent deficiencies in mental preparedness, adaptability, decision-making under pressure, and emotional resilience.
4. Significant differences were found in assessments of mental resilience and focus when athletes were grouped by their country of participation and years of basketball experience; however, no significant differences were found when grouped by age.
5. Significant differences were found in their understanding and overall evaluation of their own game system when athletes were grouped by their country/region of representation; however, no significant differences were found when grouped by age and years of basketball experience.
6. A highly significant positive correlation was found between athletes' self-evaluation of their basketball talent training results and their perceptions of the game system.

Recommendations

Based on the study's finding that athletes from both countries rated their training as only "slightly effective" for advanced ball-handling and defensive dribbling, training programs must shift towards more practical, high-pressure skill development. Specifically, coaches should integrate complex, game-simulated drills that focus on ball protection under defensive pressure and improving passing vision against active opponents. This addresses the identified gap between learning technical skills and having the confidence to execute them effectively in competition, moving beyond foundational drills to exercises that build genuine competitive competence.

The consistently low scores in emotional control, resilience, and decision-making under pressure highlight a critical deficit in mental skills training across both systems. Therefore, it is recommended that structured sports psychology programs become a mandatory component of athlete development. These programs should focus on concrete techniques for managing in-game frustration, conducting post-failure debriefs to build resilience, and using video analysis and

scenario-based simulations to enhance decision-making speed and accuracy. This targeted intervention directly addresses the weakest areas in the athletes' self-assessment, aiming to build the mental fortitude required for high-level performance. Finally, the significant differences observed between Chinese and Filipino athletes' perspectives, particularly on game system understanding and mental resilience, point to the immense value of cross-cultural learning. We recommend establishing structured coach and athlete exchange programs between partner universities. Chinese programs could benefit from integrating the Filipino emphasis on creativity and game adaptability, while Filipino programs could incorporate the Chinese strength in systematic preparation and discipline. This reciprocal exchange, focused on each system's comparative strengths as revealed in the data, would foster a more holistic development model for athletes in both countries.

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