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| RESEARCH ARTICLE

THE INFLUENCE OF COACH'S PROFESSIONAL QUALITY ON STUDENTS' SATISFACTION IN BASKETBALL TEACHING

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| ABSTRACT

This study examined the relationship between basketball coaches' professional quality and students' satisfaction with basketball teaching in selected universities in Kunming, Yunnan Province, China. A quantitative descriptive-comparative-correlational design was used. Data were collected through a researcher-developed four-point Likert questionnaire from 165 male basketball team members selected from five universities. Coaches' professional quality was assessed in terms of mastery of professional knowledge, teaching ability, and leadership, while teaching satisfaction was assessed in terms of teaching content, teaching style, and coach behavior. Descriptive statistics, an independent-samples t-test, one-way analysis of variance, post hoc comparisons, and Pearson's product-moment correlation were used. Overall, coaches' professional quality was rated at a moderate competence level ($M = 2.38$, $SD = 0.59$), while students' teaching satisfaction was rated as satisfied ($M = 2.39$, $SD = 0.51$). Professional quality differed significantly by school but not by age or grade level. Teaching satisfaction differed significantly by age, grade level, and school. A strong positive relationship was found between professional quality and teaching satisfaction ($r = .85$, $p < .05$). The findings indicate that existing basketball coaching programs are generally satisfactory but require further development, particularly in the use of contemporary coaching techniques and technology-enhanced training. The study suggests integrating modern coaching tools with established coaching practices and providing continuing professional development for university basketball coaches.

| KEYWORDS

Basketball coaching; coach professional quality; student satisfaction; physical education; university sports; coaching leadership; teaching ability

| ARTICLE INFORMATION

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1. Introduction

Basketball has become an important component of university sports programs, and the quality of coaching is closely connected with how students experience training and learning. The head coach is responsible not only for developing technical and tactical skills but also for organizing training, communicating with players, establishing team culture, and providing guidance during practice and competition. Previous research has emphasized that coaching effectiveness includes professional knowledge, interpersonal skills, leadership, and the ability to support athlete development (Côté & Gilbert, 2018; Koester & Temme, 2021).

The present study focuses on two closely related dimensions of university basketball programs: coaches' professional quality and students' satisfaction with basketball teaching. The thesis literature review indicates that coaching professionalism, coach leadership, and coach–athlete relationships have been associated with athlete or student satisfaction (Chen et al., 2017; Meng et al., 2019; Zhao et al., 2021; Miao et al., 2022). However, the study notes relatively limited research specifically examining the relationship between coaches' professional quality and students' satisfaction among university basketball teams in Kunming, China.

Accordingly, this study examined students' assessments of coaches' professional quality in three areas—professional knowledge, teaching ability, and leadership—and their satisfaction with teaching content, teaching style, and coach behavior. It further

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examined whether these assessments differed by age, grade level, and school and whether professional quality was significantly related to teaching satisfaction.

The study was guided by the following hypotheses: (1) there is no significant difference in students' assessment of coaches' professional quality when age, grade level, and school are considered; (2) there is no significant difference in students' assessment of teaching satisfaction when these demographic factors are considered; and (3) there is no significant relationship between coaches' professional quality and students' satisfaction in basketball teaching.

2. Literature Review

2.1 Coaches' Professional Quality

Coaching effectiveness requires more than sport-specific knowledge. Côté and Gilbert (2018) describe coaching effectiveness in terms of knowledge, professional skills, interpersonal relationships, and the capacity to support athlete development. Koester and Temme (2021) similarly identified knowledge and expertise, ethical behavior, communication and interpersonal skills, leadership, and commitment to athlete development as important dimensions of coaching professionalism. These perspectives support the present study's focus on professional knowledge, teaching ability, and leadership as core components of professional quality.

2.2 Student Satisfaction and Coaching

Student or athlete satisfaction reflects learners' perceptions of the quality and effectiveness of their training experience. Research reviewed in the thesis suggests that coach leadership, coach–athlete relationships, and professional quality can contribute to satisfaction (Chen et al., 2017; Meng et al., 2019; Zhao et al., 2021). Miao et al. (2022) further emphasized the importance of the coach–athlete relationship in satisfaction with training and competition. These findings provide a basis for examining whether higher perceived professional quality is accompanied by higher satisfaction with basketball teaching.

2.3 Research Gap and Conceptual Focus

The reviewed literature supports the importance of coaching quality and coach–athlete relationships, but the present thesis identified a need for more focused evidence from university basketball teams in Kunming. The study therefore treats coaches' professional quality as the explanatory variable and students' satisfaction with basketball teaching as the outcome variable. The analysis also considers demographic differences across age, grade level, and school.

3. Methodology

3.1 Research Design and Participants

The study used a quantitative descriptive-comparative-correlational design. Participants were 165 male undergraduate basketball team members from five universities in Kunming, Yunnan Province, China: Kunming University of Science and Technology, Yunnan Normal University, Yunnan Minzu University, Yunnan University of Traditional Chinese Medicine, and Yunnan Arts University. Three basketball teams were selected from each university, with 11 players from each team. Purposive sampling was used, and participants were required to be aged 18 or above, male, enrolled in one of the five universities, and members of a university basketball team.

Characteristic	Category	n	%
Age	19 and above	159	96.4
Age	18 and below	6	3.6
Grade	Freshman	19	11.5
Grade	Sophomore	60	36.4
Grade	Junior	63	38.2
Grade	Senior	23	13.9
School	Kunming University of Science and Technology	32	19.4
School	Yunnan Normal University	37	22.4
School	Yunnan Minzu University	37	22.4
School	Yunnan University of Traditional Chinese Medicine	30	18.2
School	Yunnan Arts University	29	17.6

Table 1. Profile of respondents.

3.2 Research Instrument and Data Collection

The researcher-developed questionnaire contained two major sections. The first assessed coaches' professional quality through mastery of professional knowledge, teaching ability, and leadership. The second assessed teaching satisfaction through teaching content, teaching style, and coach behavior. Responses used a four-point scale from 1 (Strongly Disagree/Poor) to 4 (Strongly Agree/Very Good). The questionnaire was reviewed by experts and the thesis adviser. A preliminary test with 10 college sports

students was conducted to check the order and wording of the items; these responses were excluded from the final sample. Data were collected online after permission and consent procedures were completed.

3.3 Data Analysis

SPSS was used to analyze the data. Frequency counts and percentages summarized respondent characteristics. Weighted means and standard deviations described perceived professional quality and teaching satisfaction. Independent-samples t-tests were used for two-group comparisons, one-way ANOVA for comparisons across grade level and school, post hoc comparisons for significant ANOVA results, and Pearson's product-moment correlation for the relationship between professional quality and teaching satisfaction. The significance level was set at .05.

4. Results and Discussion

4.1 Coaches' Professional Quality

Dimension	M	SD	Interpretation
Mastery of Professional Knowledge	2.36	0.63	Moderate competence
Teaching Ability	2.37	0.64	Moderate competence
Leadership	2.40	0.65	Moderate competence
Overall Professional Quality	2.38	0.59	Moderate competence

Table 2. Summary of coaches' professional quality.

Overall professional quality was rated at a moderate competence level (M = 2.38, SD = 0.59). Leadership received the highest dimension score (M = 2.40), followed by teaching ability (M = 2.37) and mastery of professional knowledge (M = 2.36). Within professional knowledge, understanding basketball tactics and strategies was rated highest (M = 2.53), while experience using technology such as video analysis was rated lowest (M = 2.10). The findings therefore indicate that the coaches were perceived as having sound traditional basketball knowledge while showing greater room for development in contemporary technological tools and methods.

The pattern is consistent with the thesis literature review, which emphasizes that modern coaching requires continuous professional development and the integration of technical knowledge with communication, leadership, and contemporary coaching practices (Côté & Gilbert, 2018; Koester & Temme, 2021).

4.2 Students' Teaching Satisfaction

Dimension	M	SD	Interpretation
Teaching Content	2.42	0.57	Satisfied
Teaching Style	2.32	0.58	Satisfied
Coach Behavior	2.47	0.56	Satisfied
Overall Teaching Satisfaction	2.39	0.51	Satisfied

Table 3. Summary of students' teaching satisfaction.

Students were generally satisfied with basketball teaching (M = 2.39, SD = 0.51). Coach behavior received the highest dimension score (M = 2.47), followed by teaching content (M = 2.42) and teaching style (M = 2.32). The highest individual satisfaction item was that the coach was approachable and supportive (M = 2.69). In contrast, introducing technology such as video analysis to improve understanding received a relatively low score (M = 2.25), and using varied teaching methods to maintain engagement was also comparatively low (M = 2.17).

These findings suggest that students generally value the interpersonal and conventional instructional strengths of their coaches, while contemporary teaching methods and technology-enhanced learning remain areas for improvement. This is consistent with research emphasizing leadership, coach–athlete relationships, and coaching behavior as important factors in student or athlete satisfaction (Chen et al., 2017; Zhao et al., 2021).

4.3 Differences by Demographic Characteristics

Outcome	Factor	Test	p	Decision
Professional quality	Age	Independent t-test	.580	Not significant
Professional quality	Grade level	ANOVA	.060	Not significant
Professional quality	School	ANOVA	< .001	Significant
Teaching satisfaction	Age	Independent t-test	.014	Significant
Teaching satisfaction	Grade level	ANOVA	.043	Significant
Teaching satisfaction	School	ANOVA	< .001	Significant

Table 4. Differences in assessments by demographic characteristics.

Students' assessments of professional quality did not differ significantly by age (p = .580) or grade level (p = .060), but differed significantly by school (p < .001). Post hoc comparisons identified significant differences between Kunming University of Science and Technology and Yunnan Normal University, Yunnan Minzu University, and Yunnan Arts University. Teaching satisfaction differed significantly by age (p = .014), grade level (p = .043), and school (p < .001). The post hoc analysis reported a difference

between freshmen and seniors at p = .05 and significant school differences involving Kunming University of Science and Technology.

The school-level differences indicate that students' evaluations may be shaped by institutional or program context. Because the study included universities with different educational orientations, the findings should be interpreted as context-specific rather than generalized to all university basketball programs.

4.4 Relationship Between Professional Quality and Teaching Satisfaction

Variables	Pearson r	p-value	Interpretation
Professional quality – Teaching satisfaction	.85	< .05	Strong positive; significant

Table 5. Correlation between coaches' professional quality and teaching satisfaction.

Pearson's correlation showed a strong positive relationship between coaches' professional quality and students' teaching satisfaction ($r = .85$, $p < .05$). Thus, students who reported higher perceptions of professional quality also tended to report higher satisfaction with basketball teaching. Because the study used a cross-sectional correlational design, this result should be interpreted as an association rather than proof of a causal effect.

The strength of the observed relationship reinforces the importance of coaching competence, leadership, and teaching practices in students' perceptions of basketball instruction. At the same time, the high correlation warrants cautious interpretation because both variables were assessed through the same respondent group and questionnaire process. Future studies should strengthen measurement validation and consider additional analytical approaches.

5. Conclusion

The study found that university basketball coaches in the selected Kunming universities were perceived to demonstrate moderate professional quality, while students were generally satisfied with basketball teaching. Leadership was the highest-rated component of professional quality, and coach behavior was the highest-rated component of teaching satisfaction. At the item level, traditional basketball knowledge and interpersonal support were relatively strong, whereas technology use, individualized teaching, and contemporary engagement methods showed greater room for improvement.

Professional quality differed significantly by school, while teaching satisfaction differed significantly by age, grade level, and school. Most importantly, professional quality and teaching satisfaction were strongly and positively related ($r = .85$, $p < .05$). The findings support continued professional development for university basketball coaches, particularly through the integration of contemporary coaching techniques and technology with established practices.

The study is limited by its purposive sample, male-only participants, five selected universities in Kunming, and cross-sectional design. The findings therefore should not be generalized beyond the study context. Future research should use larger and more diverse samples, include female and non-basketball participants where appropriate, examine additional regions, and strengthen questionnaire reliability and validity testing.

6. Practical Implications

University basketball programs may consider structured continuing professional development for coaches, with emphasis on video analysis, contemporary training tools, individualized instruction, and varied teaching methods. Training programs can combine established basketball techniques with modern methods rather than replacing traditional practices. Regular evaluation of students' learning experiences may also help coaches identify areas requiring improvement and strengthen coach–athlete communication and engagement.

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