

1 **CROSS-GENDER COACHING AND TEAM DYNAMICS AMONG FEMALE BASKETBALL**
2 **ATHLETES IN SELECTED MIDDLE SCHOOLS IN TONGLIAO CITY, INNER MONGOLIA**
3 **AUTONOMOUS REGION**
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6 The study sought to find male coaches' cross-gender coaching strategies and their impact on team
7 dynamics of a female basketball team. Apart from ascertaining important elements of team
8 dynamics, which comprise coaching strategies, player coordination, cultural diversity, monitoring
9 systems, and training loads, the study aimed to gauge the opinions of female players toward
10 coaching practices, including gender equity, decision-making, communication style, and leadership.
11 The replies were from 75 female basketball players overall. There was descriptive comparative
12 correlational design used. Using a survey form, the data were compiled from respondents with
13 varying grade levels, years of sports background, and athlete status—beginner, intermediate,
14 advanced, and elite. The regions with noteworthy relationships and those for development were
15 found using statistical techniques including mean scores, profile-based comparisons, and
16 correlation studies. The findings show that male coaches' approaches, which excel in methods for
17 gender equality and customizing procedures to the players, are generally considered as dynamic
18 and inclusive in character. Still, there are challenges to overcome preconceptions, have good
19 communication, and divide training responsibilities. Beginning and professional athletes have very
20 diverse profiles, which emphasizes the need of varied coaching techniques. While pointing up
21 communication and integrating monitoring systems, correlation analysis found some relationships
22 between cultural diversity and athlete performance and between cooperative decision-making and
23 player coordination as well as between these factors. Based on the results, a Cross-Gender
24 Coaching Integration Plan was developed including targeted activities to close the found gaps,
25 advance inclusion, and enhance team chemistry.
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27 *Keywords: cross-gender coaching, team dynamics, female basketball team, male coaches*
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30 **Introduction**
31

32 Sports coaching is a vital domain that significantly contributes to the advancement and achievement
33 of players and teams. In this context, two fundamental notions emerge as essential for comprehending the
34 intricacies of sports coaching: cross-gender coaching and coaching female basketball. These concepts, albeit
35 separate, are intrinsically linked, each providing significant insights into the obstacles and opportunities
36 faced by athletes and coaches in the dynamic realm of sports coaching.
37

38 Cross-gender coaching revolves around coaching situations where coaches and athletes belong to
39 different genders. This phenomenon manifests in various ways, including male coaches guiding female
40 athletes or, conversely, female coaches overseeing male athletes. While coaching itself is a universal art, the
41 dynamics that emerge when coaches and athletes hail from divergent gender backgrounds can be profound.
42 The influence of gender stereotypes and biases, in particular, can significantly impact the coaching
43 relationship and athlete development. Research has underscored the potential challenges that male coaches
44 may encounter in comprehending the unique needs and experiences of female athletes, which can, in turn,
45 affect communication and rapport (Prodanov et al., 2022). On the other hand, female athletes may face
46 hurdles in establishing connections with coaches of a different gender, ultimately shaping their overall
47 coaching experience.

48 Simultaneously, coaching female basketball represents a specialized dimension within sports
49 coaching, centering explicitly on the coaching of women's basketball teams. This specialization
50 acknowledges the unique dynamics and considerations that come into play when working with female
51 athletes in a basketball context. The coaching strategies, training methodologies, and leadership styles
52 employed in women's basketball are informed by a myriad of factors, including the distinct nature of the
53 sport and the needs of female athletes. Navigating this specialized arena requires coaches to possess a
54 nuanced understanding of both the sport itself and the gender-specific dynamics that may influence coaching
55 effectiveness.

56 Moreover, team dynamics, a fundamental aspect of sports performance, encompass the intricate web
57 of interactions, behaviors, and relationships among team members. These dynamics extend beyond the

57 boundaries of gender, impacting the overall functioning and success of the team. Elements such as coaching
58 strategies, player coordination, cultural diversity, monitoring systems, and training loads all play pivotal
59 roles in shaping team dynamics (Eluère et al., 2023; Abernethy et al., 2022; Ciocoiu & Tiron, 2020;
60 Villagrasa, 2013; Fujii, 2021; Koryahin, 2022). The intricacies of team dynamics reveal themselves as a
61 multifaceted and ever-evolving phenomenon, influenced by a myriad of internal and external factors.

62 In China, female athletes are usually perceived and treated based on gender stereotypes and cultural
63 norms. Such stereotypes may manifest themselves into biases concerning coaching, training, and even
64 recruitment. Assuming roles of a coach, one must have a good understanding of cultural nuances and be able
65 to address them if a coach wants to give the best coaching experience to female athletes.

66 The researcher comes from a sincere dedication to the growth and development of the sport of
67 basketball. Basketball transcends being a mere game, serving as a powerful platform for fostering
68 empowerment, teamwork, and personal growth. The belief is held strongly that every individual, regardless
69 of gender, deserves equal opportunities to excel in their chosen sport. However, the researcher's experiences
70 coaching a female team in China revealed certain challenges and hurdles that female athletes and coaches
71 encounter in the realm of sports.

72 This study aims to determine interplay between cross-gender coaching practices and the dynamics
73 of female basketball teams. By exploring these interconnected facets, the researcher will aim to gain a
74 comprehensive understanding of how gender dynamics, coaching strategies, and team interactions converge
75 in the unique context of female basketball.

76 77 **Statement of the Problem**

- 78 1. What is the assessment of the respondents on the cross-gender coaching practices of male coaches
79 in a female basketball team in terms of:
 - 80 1.1. gender stereotypes and bias;
 - 81 1.2. communication styles;
 - 82 1.3. athlete performance;
 - 83 1.4. coach recruitment ;
 - 84 1.5. gender equity;
 - 85 1.6. decision-making;
 - 86 1.7. leadership?
- 87 2. What is the assessment of the respondents on the team dynamics of female basketball team in terms
88 of:
 - 89 2.1. coaching strategies;
 - 90 2.2. player coordination;
 - 91 2.3. cultural diversity;
 - 92 2.4. monitoring systems;
 - 93 2.5. training loads?
- 94 3. Is there a correlation between the assessment of the respondents on the cross-gender coaching
95 practices of male coaches and the assessment of the respondents on the team dynamics of female
96 basketball team?

97 98 **Research Methodology**

99 A quantitative comparative correlational research design was employed to investigate the
100 relationships and potential differences between various variables related to cross-gender coaching practices
101 and team dynamics within a female basketball team. This research design was deemed essential for several
102 reasons. The locale of this study was conducted at a Middle School in Inner Mongolia Autonomous Region,
103 China. It is situated in the eastern part of Inner Mongolia and is known for its diverse culture and vibrant
104 community. The Middle School chosen for this research is known for its commitment to promoting sports
105 and athletic development among its students. For this study, a total enumeration technique was employed to
106 select 75 female participants who were members of the female basketball team.

107 The research-made instrument for this study was a questionnaire divided into 3 parts, each focusing
108 on specific aspects: Part 1 covered the profile of the participants. Part 2 assessed how participants
109 perceived coaching by male coaches in a female basketball team, including gender bias, communication
110 styles, athlete performance, coach recruitment, gender equity, decision-making, and leadership. Finally, Part
111 3 assessed team dynamics within the female basketball team, including coaching strategies, player
112 coordination, cultural diversity, monitoring systems, and training loads. Throughout the research process,

113 the instrument's validity and reliability (.850) were continually scrutinized and assessed to ensure the
114 accuracy and consistency of the data collected. Validity was established through content validity and
115 construct validity, while reliability was evaluated through internal consistency measures, including
116 Cronbach's alpha and test-retest reliability.

117 118 **Results and Discussion**

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120 1. The results are informative about various men's assessments of cross-gender coaching practices
121 among male coaches in female basketball teams going through various dimensions. The overall
122 weighted mean of 2.97, with a low standard deviation of 0.15, indicated that respondents generally
123 "agree" these practices are "practiced," giving a moderately positive outlook towards male coaching
124 efforts in the provision of an inclusive and effective coaching atmosphere.

125 Among the seven indicators, decision-making scored the highest with a weighted mean of
126 3.09 and a standard deviation of 0.26; respondents strongly acknowledged that male coaches'
127 collaborative and transparent decision-making approaches are seen as paramount to team cohesion
128 and inclusiveness. Athletes' performance followed next with a weighted mean of 3.03, indicating
129 that male coaches are thought to be moderately effective in promoting both the development and
130 success of their players while also being equitable in their expectations to perform.

131 Gender equity is next in weight with a mean of 2.97, implying respondents agree that male
132 coaches encourage gender equity and all-around fairness within the team. Communication style and
133 leadership come next with a tie for fourth place, each with a mean of 2.96: the results suggest that
134 male coaches are perceived to have moderate communication and leadership skills that permit
135 understanding and develop a good culture within their teams, yet these areas could benefit from
136 further improvement.

137 Sixth comes gender-related stereotype and bias, which had a weighted mean of 2.95; this
138 means that while respondents see some effort on the part of male coaches to address and deal with
139 gender bias, acknowledging that in some cases concealed biases might still be affecting some
140 interactions or perceptions toward those incidents. In the last position, coach recruitment offered the
141 lowest mean score of 2.85; this raised concerns about the perceived fairness, inclusivity, and
142 transparency of recruitment processes, thereby signaling one potent area that is in urgent need of
143 improvement.

144 Considering the relatively low standard deviations recorded among all indicators in the
145 study, it reflects consistent perceptions on the part of the respondents, suggesting that male coaches'
146 cross-gender practices were a common experience among this cohort. However, a closely defined
147 range of weighted means indicates that comprehensive improvements are warranted and should be
148 targeted towards enhancing effectiveness and inclusiveness on all fronts.

149 In conclusion, the findings highlight that male coaches utilize cross-gender coaching
150 practices quite moderately in terms of decision-making and athlete performance. In contrast, coach
151 recruitment, confronting gender stereotypes, and improving communication and leadership styles
152 really require enhancement. These findings illustrate the need for continued professional
153 development and special projects to enhance the capacity of male coaches to respond to the specific
154 needs of female basketball teams to build an inclusive, equitable, and supportive coaching
155 environment.

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157 2. The study shows the respondents' assessment on the team dynamics of the female basketball club with
158 reference to five constructs, to wit: coaching strategy, player coordination, cultural diversity, monitoring
159 systems, and training loads. From the said constructs, the overall weighted mean of 3.05 has a standard
160 deviation of 0.16; hence, such that respondents 'agree' that team dynamics are 'dynamic,' implying that
161 there is general a positive judgment of these constructs within the team.

162 The weighted mean of 3.26 and a standard deviation of 0.38 present the highest dimension, which
163 is the Monitoring Systems. This result underscores the responsibility many monitoring systems have with
164 respect to optimizing the performance, prevention of injuries, and well-being of players. Effective
165 integration of the monitoring systems into the team operations of the respondents highlights this being an
166 outstanding area in the management and development of the team.

167 Cultural Diversity, second with a weighted mean of 3.03 and a standard deviation of 0.31, speaks
168 to the value attached by the team to inclusivity and respect as positive factors influencing interpersonal

169 relationships in the group. While viewed positively by players, cultural diversity could further enhance
170 opportunities for emphasizing and celebrating the unique contribution of each diverse player.

171 In third place is Training Loads with a weighted mean of 3.02 and a standard deviation of 0.40.
172 Respondents and interviewees recognize the balance established in almost all training regimen dimensions
173 with reference to individual player capacity and team goals. However, the results suggest there is room to
174 further optimize training loads, ensuring they are both challenging and sustainable for peak performance.

175 Coaching Strategies places fourth with a weighted mean of 3.01 and standard deviation of 0.33. It
176 represents a positive view of the aspects of coaching strategy in terms of adaptability and individualization.
177 However, there were also opportunities for improvement concerning clearer communication and more
178 consistent strategizing for better implementation and impacts in the performance of the team.

179 By a weighted mean of 2.94 and standard deviation of 0.34, this Power Player Coordination
180 dimension is considered the lowest rated. Although it "Dynamic" still indicates that the coordination among
181 the given players is an area to improve upon, particularly regarding teamwork consistency and some
182 occasional coordination difficulties in games.

183 From the lower standard deviations, it can be concluded that perceptions are similar among all
184 respondents concerning most dimensions but differed slightly on some aspects. Such similarities typify a
185 common understanding and experience as regards team dynamics among the members of the unit.

186 It could be said that the results show a strong team dynamics, especially in monitoring systems as
187 well as having cultural diversity. Room for improvement remains associated with player coordination,
188 coaching strategies, and training loads. These areas can be developed to further build cohesiveness within
189 the team and to augment overall performance both on and off the court.

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191 3. Although the total correlation between the two variables was not significant ($r = 0.013$, $p = 0.915$), data
192 shows high correlations in certain areas, thereby providing information about the influence of different
193 types of coaching on team dynamics. The highest of the weak and non-significant cross-gender coaching
194 strategy-team dynamics correlations indicate that respondents do not recognize a strong overall relationship
195 between these variables. Variables such as Gender Stereotypes and Bias, Athlete Performance, and Coach
196 Recruitment had no discernible relationships with team dynamics such as Coaching Strategies, Player
197 Coordination, Cultural Diversity, Monitoring Systems, or Training Loads. Weak ties imply that team
198 dynamics could be significantly impacted by factors other than cross-gender coaching approaches.

199 In addition, there were interesting correlations found in certain particular spheres. Importantly,
200 Monitoring Systems showed a negative link with Communication Styles ($r = -0.275$, $p = 0.017$) and a
201 positive correlation with Gender Equity ($r = 0.246$, $p = 0.033$). This emphasizes how two-fold monitoring
202 systems are used in team leadership. Good use of monitoring systems can promote fair practices and help
203 team development; but, poor communication about the data and goals of the systems may hinder their
204 integration and effectiveness.

205 Cultural Diversity and Athlete Performance has a really strong positive correlation ($r = 0.273$, $p =$
206 0.018). This suggests that creating a varied and inclusive workplace improves both group and personal
207 performance. It underlines the need of using cultural diversity to build a cohesive and active team in which
208 every member feels valued and ready to participate.

209 Player coordination and decision-making had a much positive correlation ($r = 0.354$, $p = 0.002$).
210 This suggests that team coordination is much influenced by inclusive and cooperative approaches of
211 decision-making. Active participation of players in decision-making procedures improves teamwork and
212 ensures the team runs more effectively both on and off the court.

213 For Leadership, interesting relationships were found between Training Loades ($r = -0.308$, $p =$
214 0.008) and Coaching Strategies ($r = 0.235$, $p = 0.042$). Good leadership helps the team to carry out dynamic
215 coaching strategies and therefore meet its goals. The negative link with training loads emphasizes the
216 challenge of balancing leadership with efficient workload control. This suggests that while strong
217 leadership can inspire and guide a team, too high physical demands on players could jeopardize these
218 efforts.

219 Furthermore, The results show that although cross-gender coaching techniques influence some
220 aspects of team dynamics, their total impact is not always clearly significant. To increase team performance
221 and cohesiveness, coaches should focus on areas with the most important relationships. Giving inclusive
222 decision-making top priority and leveraging cultural variety will help team relationships be much
223 improved, particularly with relation to performance and coordination. Similarly, allowing open discussion

224 about monitoring systems and matching them with fair procedures helps maximize their benefits for the
225 team.

226 Thus, the necessity of a well-balanced approach is illustrated by the inverse relationships between
227 Training Loads and Leadership. In order to ensure that duties are consistent with the team's objectives and
228 the individual's capabilities, coaches must involve players in discussions regarding training strategies. This
229 method can prevent injury and fatigue while ensuring optimal performance.

230 **Conclusion**

231 Overall, most of the respondents see cross-gender coaching practices to be inclusive and effective in
232 fostering fairness as well as promoting gender equity. Among them, collaborative decision making and
233 differentiated approaches are of particular importance. Challenges remain in dealing with underlying
234 gender stereotypes as well as continuous communication. This points to the need for ongoing professional
235 development of male coaches in addressing the distinctions of female athletes' needs effectively.

236 Coaching strategies are flexible in terms of adaptability, communication approach, and personalized
237 application to each athlete. These strategies are fundamental to developing trust and cohesion within the
238 group. Areas of improvement, such as consistency and alignment with individual needs, are identified by
239 respondents into which dynamics could be improved within teams to optimize performance results.

240 The results underscore the intricate relationship between coaching techniques and team dynamics. The
241 general weak association indicates that a broader range of attributes shapes team dynamics, despite the
242 significant impact of methods such as cultural inclusion, group decision-making, and leadership. These
243 findings should be incorporated into coaching strategies, as they emphasize the necessity of creating
244 environments that are inclusive, egalitarian, and motivating in order to enhance personal and team
245 performance. Teams that prioritize these areas can enhance their cohesiveness and performance, thereby
246 cultivating a more dynamic and effective basketball program.

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