

CHALLENGES FOR COACHES OF STUDENT ATHLETES IN BASIC EDUCATION IN THE POST-PANDEMIC ERA

by:

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Multiple socioeconomic issues, including seclusion, social isolation, online and distance learning, and a greater reliance on technology, are brought on by the onset of the 2019 coronavirus pandemic. Educational institutions dealing with various effects of the pandemic have made attempts to rearrange their curricula and provide aspiring sports coaches with worthwhile learning opportunities. These efforts, however, come with obstacles, unwise choices, and unfavorable and favorable outcomes.

There is still a need to prepare sports coaches for the increasingly perplexing task of assisting student-athletes in learning values, life skills, as well as sport-specific skills, especially considering the numerous ways coach training is provided around the world and the limitations posed by the pandemic. The mandate is rigid and calls on all educational institutions to develop requirements that might aid in preparing prospective coaches for their future responsibilities and duties. Making decisions on how to offer coach education programs in basic education during the pandemic is complicated.

The pandemic will undoubtedly have a negative short- and long-term influence on students' development, particularly in the areas of learning, mental health, and social life (Chaturvedi et al., 2021). As a result, one of the biggest problems for coaches is to aid student-athletes in developing psychosocial abilities like emotional restraint and empathy, which can be crucial for young people trying to grow up during the pandemic.

It is significant to highlight that Generation Z athletes have demonstrated a lack of social skills and resilience (Gould et al., 2019), which may have been exacerbated by the

pandemic as well as by a lack of face-to-face interactions with coaches, peers, teachers, and schools. The development of psycho-social skills has been deemed essential for improved mental health outcomes and prosocial conduct (Graupensperger et al., 2021). Additionally, coaches should take student-athletes' other developmental requirements into account, such as their lack of physical condition (Dunton et al., 2020).

Therefore, it is important to address a few issues, including course formats, contents, tactics, and assessment, to better understand the effects of modifications made to coach training programs and to pinpoint potential future directions for improved coach learning outcomes. Coaches that participate in coach training programs during the pandemic must still learn how to assist athletes in achieving a variety of objectives, even if their ability to influence an athlete's development is often limited owing to confinement.

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