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COACHES' PERFORMANCE IN THE DIFFERENT SPORTS EVENTS IN IROSIN DISTRICT 1, IROSIN SORSOGON

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ABSTRACT

The study evaluated the coaches' performance in different sports events in Irosin District 1, examining the demographic profile of coaches, their training and seminars attended, and membership in sports organizations. The research analyzed coaching performance in terms of coaching assets, objectives, and styles, identifying problems encountered in coaching. A training program for coaches was formulated based on the findings.

The study encompassed 109 respondents, including sports coordinators, coaches, and athletes, selected through total enumeration. Utilizing a descriptive-correlational design, the research employed tools such as frequency count, percentage, weighted mean (using a five-point Likert scale), and t-test.

Results revealed that most respondents were aged 36-40, majority are male, married, with a monthly income of 19,000-23,000 pesos. Majority had earned master's degree units and is a member of the Sorsogon Province Athletics Coaches Association, expressing a preference for athletics. Notably, the coaching performances, coaching assets, and coaching objectives were deemed very satisfactory. The coaching styles varied, with the authoritarian style being satisfactory, the cooperative style very satisfactory, and the casual style least satisfactory. Problems encountered in coaching performance were diverse.

In conclusion, the study found that coaching performances were highly satisfactory across different sports events, and the challenges faced by coaches were multifaceted rather than uniform.

KEYWORDS: Coaches, Performance, Sport Events, District 1, Irosin, Sorsogon.

INTRODUCTION

Coaching sports is an ever-changing profession and in each level of competition, coaches need to know more skills and strategies in order to become successful. Developing the innate talents and helping the athletes achieve their goals are considered as the primary task. Coaches should acquire a working knowledge of all areas affiliated with performance and enhancement to be competitive. Athletes have sought to acquire the skills and knowledge of sport in order to become “champions” since the beginning of sports competition. As sport evolved into organized activity, coaches began working more closely with athletes on sport skill development. Education and training programs have been created in an effort to assist coaches and athletes with the development of methods and strategies for achieving peak performance.

In every part of the world, many people played a game, engaged in competition, or even watched different kinds of sports. When the birth of sports in the late 19th century institutionalized, a significant question in the field of sport sciences has been on how the children can be taught most effectively by their coaches. Moreover, the coaches ‘focus on more general tactical skills that are important for the development athletes in Physical Education. (Sigrun, 2013). For so many years, various training models have been developed all over the world by different countries to present team and individual sports in schools and sports academy by the trainers or coaches. The “teaching for understanding” (TGfU) model is probably the most influential model used worldwide (Pill, 2010). This model succeeded in entering the curriculum and development plans of North America, Japan, Australia, New Zealand and United Kingdom. Further, the importance of the program becomes apparent when the success of athletes in different regions was phenomenal.

United States Sports Academy founder, Dr. Thomas P. Rosandich, outlined what he called the American Training Patterns in the 1960s. This idea is focused on physical components of training; namely, speed, skill, stamina, strength, and suppleness (i.e. flexibility). Our knowledge of how to train these five components has become more comprehensive and has been expanded into other disciplines as coaches continue striving to develop exceptional athletes over time. Though early emphasis in coaching focused on athletic performance enhancement and basic physiology, other discipline of human performance eventually become component of training athletes (Johnson, 2011).

According to Vallerand (2009) in sports, the key to success can be the athlete’s motivation and dedication to the game. The coach-athlete’s relationship is one of the most important influences on athlete motivation and performance that have a various effect on athletes throughout their sport experience. Different styles of coaches are crucial when understanding the characteristics and behaviors exhibited, besides talking about their consequential effect on athlete motivation and performance.

Based on the International Coaches Federation (ICF) Global Coaching Study (2016), most coach practitioners using coaches skills have agreed that individuals or organizations must be expected to be certified or credentialed. Back in year 2000, a vision to create a global coaching community has been conducted by the International Coach Academy with a pilot group of 20 student athletes with a certified coach in every city. At present, the federation has hosted a vibrant and diverse society of over 5000 aspiring coaches living in 92 different countries. Online training of coaches has been created for a deeper and more meaningful experience than a traditional classroom setting. Hence, a training model to best fit the athletes could be developed (Tan, 2018).

Throughout the United States, tens of millions of young athletes participate in competitive sports every year on a weekly, and in many cases, daily basis. If there are tens of millions of young athletes participating in athletics throughout the year, this means that they are interacting with millions of different coaches who are also involved in athletics. Coaches, athletes, parents, and league administrators have the responsibility of gaining knowledge to better understand the impact that these coaches and their coaching styles have on the athletes with whom they associate (Brinton, et al., 2017).

In an article from Manila Bulletin entitled, 1st Pinoy Master Certified Life, Business Coach Bats for Professionalism (2014), the ICF Philippines stated that, “the number of aspiring coaches and professional coaches has been consistently increased in our country”. This shows that, Philippines is now empowering in terms of coaching. Filipino coaches have the innate talent, experience, learning, values and flexibility in their field of sports. Polytechnic University of the Philippines (PUP) coaches has been actively participating in the different National Sports Associations, International Athletic Associations and International Coaches Association. They served different International and National Athletic Competitions. Also, PUP coaches are known for their outstanding performances in State Colleges and Universities Athletic Association (SCUAA) competitions.

The Department of Education K to 12 curriculum proposed in 2011 seeks to develop 21st century skills among its learners. The physical fitness test has become valuable in the PE curriculum which integrates the knowledge, skills, values and experiences in physical activity participation of the learners. Teachers have serve as the grassroots coaches to these learners play an important role in developing student’s respective sport events. Further, this sports oriented curriculum is a venue for learners to become more active in Physical education classes and an achievement of health-related fitness aspect.

In the provision of the 1987 Philippine Constitution, National Games or the Palarong Pambansa is stipulated therein (Article XIV, Section 19). This is an annual sporting event in the country involving student-athletes and coaches from 17 regions. Department of Education organized this multi-sport event to showcase the skills and talents of young Filipinos to become a prominent icon and bring glory to the country someday. It is the culmination of school sports competition which starts from school intramurals, cluster, unit, and district, congressional, provincial and regional meets.

Coaches have shown large impact on the behavior and developmental skills of athletes as shown in the local study. Leadership Behaviors of Sports Coaches in Public Elementary Schools of District 2, San Felipe, Zambales, Philippines (Ganaden, 2017) established that the supposed coaches's leadership styles exhibited a positive feedback followed by training and instruction, social support, democratic style and on the other hand, low in autocratic behavior. Subsequently, these major points are results based on study presented as evidences to prove and show that the coaches of elementary schools at District 2 San Felipe emphasizes behaviors and practices of training of skills, techniques and tactics of the sports; of building of positive atmosphere between coaches and athletes; and of giving of recognition and reward of good performance of athletes; but practice less on independent planning and independent decision making. In addition, coaches through their styles of leadership, actions and behaviors can really influence the pupil athletes' knowledge of the game, skill and performance level and team unity.

Local aspiring coaches merely showed their participation in sports events up to District levels, seldom of these coaches reached the higher level of competition. Department of Education organized palaro in the lower meets like school intramurals, district meets, zonal meets, and provincial meets are the most common competitions the local coaches are involved. Among the sports being contested in the Palarong Pambansa, Irosin District I participated only 9 sports events in the lower meets. These events include: Athletics, Basketball, Volleyball, Table Tennis, Sepak Takraw, Badminton, Chess, Taekwando, and Swimming. However, local aspiring coaches merely showed their participation in sports events up to District level only, seldom of these coaches reached the higher level of competition. For the past ten years, Irosin District I has been noted to be a contender in the athletics events because most coaches of this event stepped to the next level of competition. Moreover, Irosin District was always the defending champion in the annual conduct of Zonal Selection Meet in the said event that is why many athletes in Athletics have reached the Regional Meet and Palarong Pambansa. In addition, Table Tennis also noted as winning event of Irosin District because the parents of these athletes hired professional coaches and trainers outside the province or region just to make the event competitive. In fact, athletes of this event have been selected to represent in the regional and national meet. They also engaged in tournaments hosted by private sports institutions. On the other hand, most of the events have been outperforming in the lower meets and seldom of the coaches advanced to the next higher level of competition.

Hence, sports become an integral part of the Department of Education curriculum wherein annual conduct of different level of sports events formally happened every school year. For teacher-coaches, it is not easy to implement game-centered approaches in their respective schools. This is because there is limited consensus regarding best practices with regard to how teacher-coaches can be supported by incorporating the respective education and training approaches within their own teaching or preparation of class programs. Beyond that, there is limited research that focuses on evaluating the performance of coaches in different sports discipline. As a result, the researcher prompted to assess the coaching performance of coaches and identify the problems encountered along coaching different sports events in Irosin District 1.

FRAMEWORKS

Athletes and coaches from different schools are being selected during the conduct of school intramurals before they can compete in the following level of sports competitions: Sectoral Meet (Sector 1 has 10 competing schools and Sector 2 has 5 competing schools), B. District Meet is the selection of athletes and coaches in 15 participating schools. The Zonal Meet (composed of six competing districts) and the D. Provincial Meet (composed of four competing zones) are the selections of the best athletes and coaches that will represent the Division of Sorsogon. E. Regional Meet, also known as "Palarong Bicol," which has 13 competing teams or divisions. F. The National Games, also known as the PalarongPambansa, are the culmination of all levels of sports events. Unfortunately, only a few coaches from Irosin District 1 advance to the next level in all sports meet. Most of them merely showed their participation up to the Zonal Meet level. Furthermore, the research is contemporary because of the annual sports program conducted by the Department of Education, and the training of athletes must be year-round.

In order to have an in-depth analysis of coaches' performance in the different sports events, their profiles were determined in terms of age, civil status, gender, annual income, educational attainment, related trainings attended, membership in sports organizations, and sports event. Moreover, the respondents will evaluate the coaching performance along with coaching assets, objectives, and styles. These data would determine their status as coaches.

The researcher adapted three theories in this study. First is the theory of sports training? This theory provides student-athletes with knowledge on the theoretical and methodological principles of sports and helps them identify and analyze the different characteristics of sports activities, preparation, and fitness. Fundamentals of physical conditioning and goal orientation in training are also embodied in this theory.

Coaches undergo seminars on designing sports preparation in annual cycle training periodization, technical and tactical preparation training methods, and designing sports programs. The sports training theory consists of four phases: planning, realization, control, and evaluation. The coaches in the planning phase prescribe a training load that must be overcome by an athlete during the realization. Physical stress represents the response of the athlete to the load being given to him or her. This can be measured indirectly by several physical measures, of which the most useful is the heart rate. In the realization phase of sports training, the coaches or trainers controlled the period using appropriate measuring tools. The realized sessions are evaluated based on performance analysis, typically at the end of the training cycle. The adaptation of the future training process influences the evaluation.

A training program is very important because it is designed to improve performance through developing the right energy sources, increasing muscular structure, and improving neuro-muscular skill patterns. Many coaches utilize this knowledge, along with the concept of the athlete as an individual, to devise the most effective training design. A training program must be developed to meet the individual needs of an athlete and take into consideration many factors: gender, age, strength, weaknesses, objectives, training facilities, and others. As all athletes have different needs, a single program suitable for all athletes is not possible. Sports training is a system designed

according to scientific principles. This means that advances in other scientific disciplines are applied to sport.

The second theory is the goal theory of Dweck (1986). An analysis supported the idea that specific, difficult goals are directly correlated with improved performance. Goal theory is an overall approach to motivation that emphasizes the need to establish goals as intrinsic motivation. The coaching style motivates through praise, recognition, empowerment, personal development, and personal relationships. Further, it states that several conditions are particularly important for successful achievement. These include goal acceptance and commitment, goal specificity, goal difficulty, and feedback. This motivation theory is influenced by three variables: mastery goals, performance goals, and outcome. Mastery goals focus on performance, relative ability, and ego-involvement, while performance goals emphasize performance efficacy. Outcomes are the result of goals, attributions, self-efficacy, persistence, and choice behaviors.

A key theoretical framework that is linked to athlete motivation leads to the third theory, which is the Self-Determination Theory (Ryan & Deci, 2000). These two types of motivation can be referred to using different words or phrases, but they are most identified as intrinsic and extrinsic motivation.

The Self-Determination Theory identifies three psychological needs of any individual that, if met, contribute to self-determined motivation. These three needs can be identified as autonomy, competence, and relatedness. Autonomy is simply the feeling that one has influence over what happens, or a feeling of freedom. An example would be an athlete feeling he or she has an influence over decisions that are made regarding his or her team. Competence can be defined as the feeling one has about the skills necessary to be successful and that they can perform the skills necessary to be good at their specific sport. Lastly, relatedness is the feeling of connection with other people. An athlete may need to feel that he or she relates to the coach of their team as well as the teammates they are participating with every day.

OBJECTIVES

The study evaluated the coaches' performance in different sports events in Irosin District 1. It determined the profile of coaches in terms of age, gender, civil status, monthly income, highest educational attainment, trainings and seminars attended, membership in sports organizations and sports event, analyzed the level of coaching performance along coaching assets, coaching objectives, and coaching styles, enumerated problems encountered in coaching performance, inferred significant relationship among three groups of respondents along coaching performance in different sports events, and formulated a training program for coaches.

METHODOLOGY

The study adopted a descriptive-correlational design to answer the questions and purposes of the study. A descriptive correlation design is a study in which the researcher is primarily interested in describing relationships among variables without seeking to establish a causal connection. It was used to discuss the level of performance of coaches in different sports events. The study was conducted in Irosin District 1. Moreover, the identified respondents of this study are coaches,

athletes, and sports coordinators of 15 schools in Irosin District 1, with a total enumeration of 26, 67, and 15, respectively. This study used the adopted questionnaire, Korb (2012), which was useful to measure the key variables in five parts. Part I deals with the discussion on the profiles of coaches and sports coordinators in the different sports events in Irosin District I. Part II opts to analyze the level of coaching performance as evaluated by the respondents along with coaching assets, coaching objectives, and coaching styles. Part III tends to enumerate the problems encountered by the respondents in coaching. This questionnaire will use the Likert scale (Ashley Crossman, 2019) to determine the differences in intensity among the indicators of a variable.

The statistical tools used in this study were: (a) the weighted mean, which is a type of mean that is calculated by multiplying the weight (or probability) associated with a particular event or result with its associated quantitative outcome and then summing all the products together (Glen, 2014). This was used in objective (2) to analyze the level of coaching performance as evaluated by the respondents along with coaching assets, coaching objectives, and coaching style. The Kendall Coefficient of Concordance, commonly referred to as Kendall's tau coefficient, is a statistic used to measure the ordinal association between two measured quantities. A tau test is a non-parametric hypothesis test for statistical dependence based on the tau coefficient (Howell, D.C., 2002). This statistical tool was used to answer objective (4): Infer if there is a significant relationship among three groups of respondents along coaching performance in different sports events.

RESULTS AND DISCUSSION

Profiles of the Respondents in the Different Sports Events

1.a Profile of the Respondents

Majority of the respondents are within the age bracket of 36–40 years old with a percentage rating of 33.33, followed by the age bracket of 41–45 years old with a percentage rating of 26.66, and the third is within the age bracket of 31–35 years old with a percentage rating of 20. The age bracket of 26–30 obtained a percentage rating of 13.33. And the least age bracket is between 46 and 50 years old, which obtained a 6.66 percent. On the other hand, the respondent coaches' highest percentages in terms of ages are within the brackets of 26–30 and 46–50 years old, both of whom obtained a 22.22 percent.

It implies that coaches were still in full strength to fulfill their tasks. The age of the respondents manifested that most of them have the ideal strength and capabilities to perform a particular task. Seldom is the age bracket of 46–50 to become a sports coordinator, considering that being a sports coordinator requires strenuous physical activity. In many sports, physical strength and capabilities tend to peak in the late 20s and early 30s. This is often associated with the combination of muscle maturity, coordination, and cardiovascular fitness. However, the exact age at which a coach's peak occurs can vary depending on the sport and the individual. As they age, they often accumulate valuable experience and skills, which can compensate for any decline in physical abilities. Mental aspects of the game, such as strategy, anticipation, and decision-making, can improve with age and contribute significantly to a coach's overall capabilities. This further implies that proper training and conditioning can help coaches maintain and even improve their strength as they age. Many of them adjust their training routines to accommodate changes in their bodies, focusing on injury prevention, flexibility, and overall fitness.

According to the Coaching Manual (2019), athletes must pair their coaches with the age bracket that fits their experience, personality, and skill set. In a 2018 study on the United States share of sport head coaches by age, the largest proportion of youth sport head coaches were aged between 25 and 34 years old, while only seven percent were aged 65 and over (Gough, 2020). Therefore, the age of coaches has an implication on the overall health and physique because of the study. Most coaches perform well if they can execute the tasks to be accomplished for the welfare of their athletes' performance.

In terms of gender, the majority is male, considering that most sports activities were predominantly dominated by males. This is aligned with the types of sports events that the coaches and sports coordinators were engaged in. However, the need to empower female coaches is important. Women in sports should be able to explore and develop their potential in their chosen fields. Gender equality both empowers male and female coaches into leadership positions, particularly in the field of sports. Women coaches in northern Mindanao shared their challenges and hopes in sports.

This implies that there is a relationship between gender and the strength or capabilities of coaches in sports that is complex and multifaceted. Historically, coaching roles in many sports have been predominantly occupied by men. However, in recent years, there has been a growing recognition of the importance of diversity and inclusion in coaching. The effectiveness of a coach is primarily determined by their skills, knowledge, and ability to communicate with and connect with athletes. These qualities are not inherently tied to gender. Both male and female coaches can be highly skilled and knowledgeable in their respective sports. Some argue that women coaches may bring different communication styles to the table, emphasizing collaboration, empathy, and relationship-building. These qualities can be valuable in creating a positive team culture.

Accordingly, in our society, men are being given a lot of privileges in some sports like basketball, soccer, and others, but women are being highlighted as the prime movers of peace through sports (Oblina-Rucat, 2018). Despite progress, there are still barriers to women entering coaching roles in certain sports. These barriers can include limited opportunities, a lack of representation, and gender bias. Breaking down these barriers is essential for promoting diversity and ensuring that coaching talent is recognized and developed regardless of gender.

In terms of their civil status, most of them are married, which shows that, upon assumption in the government post, some of them wanted to have their own family to be raised along with their profession.

This implies that civil status, which typically refers to an individual's marital status, is generally not directly related to the strength and capabilities of coaches in sports. The effectiveness of a coach is more closely tied to their knowledge, experience, leadership skills, communication abilities, and understanding of the sport. While personal factors such as marital status may influence an individual's overall well-being and work-life balance, they are not necessarily indicative of a coach's coaching abilities. Coaches are evaluated based on their track record, ability to develop athletes, strategic thinking, and the capacity to motivate and inspire their team.

In terms of monthly income, the majority is within the bracket of 19,000–23,000 pesos a month. It means that their salary is proportionate to their rank in the government salary grades. Most coaches in Irosin District are within the bracket because of the promotional aspect, which means that these coaches engage in competition to gain certificates or commendations for them to be used in the ranking for promotion purposes.

This implies that proper financial management ensures that resources are allocated efficiently. This includes budgeting for essential needs such as equipment, facilities, coaching staff, and travel expenses. Allocating funds wisely is vital to maintaining a competitive edge. Sports programs need to plan for the long term. Sustainable financial practices help ensure that the program can continue to operate over time, avoiding financial crises that could lead to program discontinuation. Financial resources are needed to provide athletes with the necessary tools for success, including quality coaching, training facilities, and sports medicine. This investment can lead to improved performance and success on the field.

Good financial management is a key to any sports program the way personal funds are managed, solutions to budget problems are issued, and understanding the most important parts of the financial aspects of a coaching life (Online Master of Athletic Administration, 2020).

In terms of highest educational attainment, majority of the respondents earned a unit in a master's degree, which means that they are eager to acquire the highest degree to meet the challenge of globalization. It also manifested that they upgraded themselves to achieve the goal of ASEAN integration.

This implies that a solid educational background in sports science, kinesiology, or a related field provides coaches with a deeper understanding of the physiological, psychological, and tactical aspects of sports. This knowledge allows coaches to make informed decisions, develop effective training programs, and understand the latest advancements in their respective sports. Additionally, coaches with a strong educational foundation are better equipped to design skill development programs that cater to the specific needs of their athletes. They can incorporate evidence-based practices and strategies to enhance performance and address weak.

Relative to this, the findings of Lacaba and Lacaba (2020) confirmed that the number of years of coaching as well as the number of in-service trainings attended by faculty coaches at the school, campus, or division level, as well as sports equipment and facilities, showed significant associations to the performance of the athletes. These indicators should be further enhanced and/or provided on campus to produce better performing or excellent athletes.

Membership in sports organizations is a common practice among coaches in various sports. These organizations are typically established to provide a platform for professional development, networking, and collaboration within the coaching community.

1.b Membership in Sports Organization

Majority of the sports coordinators are members of the Sorsogon Province Athletics Coaches Association. It manifested that they prefer to be members of their own localized organization. It was followed by membership in the DepEd Basketball Referee Association, which shows that other sports coordinators prioritized being knowledgeable about basketball.

This implies that membership often provides coaches with access to valuable resources, including coaching materials, training programs, and research articles. This helps them stay updated on the latest coaching techniques, strategies, and advancements in sports science. Sports organizations frequently organize workshops, seminars, and conferences where coaches can enhance their knowledge and skills. These events offer opportunities for networking with other coaches and experts in the field. Membership in reputable sports organizations often carries a level of recognition and credibility. It can enhance a coach's professional reputation and signify a commitment to ethical coaching practices. Some sports organizations offer certification programs that validate a coach's expertise and competence. Achieving such certifications can open doors to career opportunities.

The study by Stonebridge and Cushion (2019) compared youth soccer coaches with and without tertiary-level qualifications, examining their coaching behaviors and practice activities. The observation data showed that graduate coaches used significantly more divergent questioning than non-graduate coaches, while the interview data revealed a general trend for graduate coaches to show greater self-awareness of behaviors and changes in behavior between practice types. Graduate coaches also provided more comprehensive rationales, for example, seeing silence as a means of facilitating player decision-making as well as for observation.

1.c Sports Events

Majority of the respondents are engaged in athletic sports. It is manifested by producing competent and qualified athletes that can represent the country at the Southeast Asian Games. It is followed by basketball and volleyball. Softball, chess, and table tennis obtained one percentage rating, respectively. It means that this sport is somehow interesting to other sports coordinators. Hence, Irosin District Athletic has been noted as having the best performance in the Zonal Selection Meet. Most coaches engage in training athletes in track and field events. It can also be observed that most of the athletes in Irosin District prefer to compete in running, jumping, and throwing events.

This implies that athletics has been brandishing the name of Irosin, as this event has produced the most wins. Athletics are a fundamental component of physical health and fitness. Athletics provide opportunities for character development. Athletic activities offer a platform for individuals to develop and refine specific skills. Whether it is mastering a particular technique or improving overall physical abilities, coaches play a crucial role in guiding athletes through skill development. This further implies that there is popularity in the sports event athletics, whose repeated victories propelled Irosin to focus deeper on honing its athletes in the said event.

Sports-related training and seminars are crucial for sports coaches for several reasons. Training and seminars provide coaches with opportunities to enhance their knowledge and skills. Staying

updated on the latest coaching techniques, strategies, and technologies helps coaches remain effective in their roles. The following are the sports-related training and seminars the respondents have attended.

1.d Sports Related Trainings/Seminars Attended

The Division Sports Clinic provided the highest percentage of training results. It means that the respondent sport coordinators are well versed in the sports training provided by the district division. This means that the respondents sport coordinators and coaches only experienced and participated in localized sports training and seldom got the opportunity to attend regional, national, and international sports training. Likewise, the coaches are well versed in the sports training provided by the district division because of the availability of resources and the advantage of the training venue. For these coaches to participate in the advanced level of training, they should be recommended by the sports division coordinator and tournament managers for a specific event. The resources as well as the expenses could be charged in their respective school MOOE.

This implies that sports, coaching techniques, and the understanding of sports science are constantly evolving. Training and seminars provide coaches with opportunities to stay updated on the latest developments in their field, including new coaching methodologies, strategies, and technologies. Continuous learning helps coaches enhance their knowledge and effectiveness. Coaches can use training and seminars to improve their coaching skills. This may include learning new coaching techniques, strategies for game analysis, sports psychology, leadership skills, and effective communication. Skill enhancement contributes to the coach's ability to guide and develop athletes more effectively. Also, sports often undergo rule changes or updates. Coaches need to stay informed about these changes to ensure that they are coaching within the current regulatory framework. Understanding rule changes also allows coaches to adapt their strategies and tactics accordingly.

In relation to this, Norris et al. (2020) suggested that coach education programs should include a focus on the importance of building relationships. They argued that this will develop a more comprehensive base from which interventions can be developed.

Level of Coaching Performance

2.a Coaching Assets

Coaching assets obtained an average weighted mean of 4.32 for the sports coordinators, 4.12 for the coaches and 4.12 for the athletes, with an adjectival interpretation of very satisfactory.

The result implies that the coaches possess a good quality attributable to their personal assets in a particular sport. It suggests that the coaches have demonstrated valuable qualities, skills, or attributes that contribute positively to their coaching performance within that specific sport. These personal assets could encompass a range of characteristics such as expertise, communication skills, leadership abilities, and others. For the sports coordinators, among the indicators provided, two of which obtained a total weighted mean of 4.92 and 4.79, respectively, with an adjectival interpretation of excellent, it says that the coaches motivate and build athletes' confidence. It implies that the coaches have the primary role of motivating a player to create confidence on the

part of the athlete. For coaches, the indicators that obtained an excellent adjectival interpretation were enthusiastic and built athlete's confidence; they obtained a total weighted mean of 4.63 and 4.58, respectively, which means that the coaches should be enthusiasts in their respective sports events.

While for athletes, the indicator that obtained an excellent adjectival interpretation was knowledge of sports, it got a total weighted mean of 4.61, which means that coaches play an important role in molding the confidence of their players, and at the same time, they provide great motivation to overcome the challenges in every event that their players meet.

The leadership behavior of coaches is a complex process and a very important strategic skill today. In the sports field, coaches' leadership behavior is given the critical value of a decisive factor in the improvement of athlete and team performance. Therefore, it is important for a coach to possess leadership ability to effectively guide a team.

2.b Coaching Objectives

Coaching objectives obtained an adjectival interpretation of very satisfactory. It implies that our coaches meet the required objectives necessary in their professions. The primary objectives are realizing the dreams of athletes, achieving success, and participating actively in competitive sports leagues (Dixon, 2012).

With regards to sports coordinators, the indicators of encouraging team spirit, cooperation, and sportsmanship obtained an adjectival interpretation of excellent. This means that the coaches' primary objective is to develop sportsmanship and cooperation among the players for them to be equipped with an attitude of acceptance for whatever result may take place during the game. Another indicator that obtained an excellent adjectival interpretation is making practice fun. It means that practicing is not boring for the player to internalize and master the flow of the games. Also provides excellent competition tactics and skills to win and obtain an excellent result. It implies that our player possessed the necessary skills to win the game. Other indicators got a very satisfactory rating in terms of coaching objectives, such as giving individual help and being interested in athletes' development, teaching athletes the skills needed to win, and practicing enthusiasm and fundamentals every day. Looks for the positives in every athlete, contributes to the holistic development of athletes, teaches skills that athletes can use throughout life, and sets individual and team goals to produce winners. It means that those objectives were being met by the respondent coach.

While for coaches, the highest weighted mean obtained was 4.29, with an adjectival interpretation of very satisfactory, the indicators of looking for the positive in every athlete imply that every coach always looks for positivity in every attribute of their respective athletes. Positivity brings positive results in every situation. The positive attitude of the coach contributes to the success of every athlete.

In the same manner, for athletes, the highest indicator was encouraging team spirit, cooperation, and sportsmanship; it obtained 4.39 with an adjectival interpretation of very satisfactory. It means

that the athlete wanted to build cooperation among them, and the spirit of sportsmanship will be developed, meaning that for whatever situation in their games, they are emotionally mature enough to accept the consequences.

Coaching objectives are crucial for sports coaches for several reasons, as they provide a roadmap for the coach's efforts and help guide the overall development of the athletes and the team. This implies that coaching objectives provide a clear sense of purpose and direction for both the coach and the athletes. They outline the specific goals and outcomes that the coach aims to achieve, creating a framework for planning and decision-making. Objectives help in setting realistic and measurable goals. By breaking down broader goals into smaller, achievable objectives, coaches can create a step-by-step plan for success. This process allows for better tracking of progress and adjustments as needed.

Mertens et al. (2018) investigated the impact of competence support provided by coaches and athlete leaders on players' competence satisfaction, intrinsic motivation, and performance and found that teams achieving higher levels of competence satisfaction and intrinsic motivation had competence support from the coach. This study reveals the importance of support from leaders and coaches to improve team performance, and it reiterates just how easy it is for coaches to influence their athletes.

2.c Coaching Styles

In terms of authoritarian style, it obtained an adjectival interpretation of satisfactory. The indicator that obtained the highest weighted mean for sports coordinators is that coaches make all decisions, garnering a 4.13 with an adjectival interpretation of very satisfactory, which implies that coaches have a big part in giving an insight in all circumstances and no one could question his or her actions taken. While for coaches, the indicator that obtained the highest weighted mean was philosophy, which is win-centered, it obtained a total weighted mean of 3.69 with an adjectival interpretation of very satisfactory. For athletes, the indicators of communication style were telling, with the highest weighted mean obtained of 3.37 with an adjectival interpretation of satisfactory. There are five indicators that obtained the same adjectival interpretation of satisfactory, and some got less satisfactory. It means that said indicators have a little impact on the part of the coaches, unlike other characteristics of an authoritarian leader.

This implies that the authoritarian coaching style is one of several coaching approaches employed in sports. This style is characterized by a high level of control and direction from the coach. In an authoritarian coaching environment, the coach makes decisions unilaterally with little input from the athletes. Discipline is often a cornerstone of the authoritarian coaching style. Coaches using this approach typically expect athletes to adhere strictly to rules and guidelines. Deviation from these expectations may result in consequences. Authoritarian coaches communicate directly and expect athletes to follow instructions without much questioning. Instructions are often clear, specific, and non-negotiable.

In terms of cooperative coaching style, where it got an adjectival interpretation of Very Satisfactory, this implies that coaches were very cooperative in terms of their group task. In sports

coordinators, two indicators obtained an excellent adjectival interpretation. Trust in the athlete is observable and motivates all athletes. This implies that coaches give their full confidence in their athletes for them to be motivated and excel in their own field. While coaches and athletes were the indicators of motivation, all athletes obtained the highest weighted mean of 4.28 with an adjectival interpretation of very satisfactory.

In terms of casual coaching style, it obtained an adjectival interpretation of less satisfactory for all the respondent answers. Almost all indicators had obtained the lowest rating of less satisfactory, which means that the coaches were able to meet the desired objectives of being a leader.

The findings of Kim et al.'s study (2021) showed that participants who trained with democratic-style coaches reported higher levels of athletic enjoyment and intent to continue their athletic careers. There was no mediating effect of athletic enjoyment between coaching styles and intent to continue via athletic enjoyment; instead, the results revealed that the direct path between athletic enjoyment and intent to continue was not significant. On the other hand, the results of the study by Hu et al. (2023) indicated that a controlling coaching style was negatively correlated with basic psychological needs and indirectly affected athletes' fear of failure via basic psychological needs and constrained commitment. The chain mediating effect of basic psychological needs on enthusiastic commitment was not significant, but it was for constrained commitment. Jones (2020) found that youth and high school athletes prevailed most under democratic and social support coaching styles; in college athletes, it was suggested that a democratic style of coaching led to more team cohesion and freedom. Jones (2020) then suggested that an autocratic or authoritarian style of coaching was not efficient for any athletes. An autocratic style doesn't allow the freedom or autonomy that athletes need to succeed (Jones, 2020). In a similar study, Brinton et al. (2017) revealed that authoritative coaching styles were a significant predictor of autonomy and competence by the athlete. An authoritarian coaching style was a significant negative predictor of athlete autonomy levels (Brinton et al., 2017).

Problems Encountered by the Respondents in Coaching Performance

In sports coordinators, the primary problem encountered was the absence of a training structure. It implies that the coaches would encounter difficulties in dealing with their athletes. Considering that a structure in the training will simply lessen the burden of driving out the potential of the athletes in their chosen sports, the structure of training is the platform to be followed or observed by the athletes where the coaches will simply assure the implementation. Therefore, its absence will create a vacuum since there is no guidance for them to follow. It is followed by no motivation. Coaches should be motivators for their athletes so that, in times of hardship, they will not lose or breakdown emotionally.

There were problems identified that were encountered by the respondent coaches. The primary problem was a lack of trust in the athlete; it implied that the coaches and athletes would not be able to work harmoniously. It is followed by the athletes' making decisions, which means that the athletes do not need their coaches anymore, considering they alone can make their own decisions. The third one is no objective; in any activity without a particular objective, it will result in nothing.

The fourth is athlete development; there is little or no trust in the athlete, which shows that the athlete will not become a productive athlete.

Similarly, the problems encountered by the respondent athletes are as follows: the primary problem is that athletes make decisions. It means that the respondents, as athletes, don't like to decide alone without the concurrence of their respective coaches. It was followed by no motivation and no emphasis on philosophy. This means that motivating the athletes is one way of encouraging them to surpass the trials of the games. It is needed by the athletes, especially during their actual engagement in any fight. Communication, little or none, is also a problem, because this will only manifest in the fact that there are gaps between the coaches and the athletes, which is not good in their relationship. And followed by trust not shown in the athletes; this implied an unhealthy relationship between the athletes and the coaches.

Athletes who do not take advice from their coaches can present challenges to the coaching dynamic and the overall performance of the team. This implies that when athletes disregard coaching advice, they may miss opportunities for skill development and improvement. Coaches are trained to identify areas for enhancement, and their guidance is intended to help athletes reach their full potential. Team sports rely on effective communication and collaboration. Athletes who reject coaching advice may disrupt team cohesion, as teamwork often hinges on a shared understanding of strategies and tactics. Effective communication between coaches and athletes is crucial. Athletes who do not take advice may contribute to a breakdown in communication, making it challenging for coaches to convey important information or adjustments.

The study of North et al. (2020) also suggested that coaches experience a wide range of problems but that they can be broken down into 17 main categories, with places to play sport (e.g., facilities), problems with player-coach interaction, and problems with coaching knowledge and skills being the most frequently mentioned. In terms of support networks, the coaches tended to look 'closest to home': to themselves, their family and friends, participants and parents, and local coaching networks. Additionally, Nicolas (2020) investigated the lived experiences of sport coaches, revealing the challenges encountered by the coaches, such as inadequate budgets for training, a lack of sports equipment and facilities, and personal fatigue. Dehghansai et al. (2021) aimed to better understand the challenges experienced and strategies utilized by Australian athletes (n = 7) and coaches (n = 5) preparing for the Tokyo Paralympic Games using semi-structured interviews. The thematic analysis highlighted challenges specific to participants' sport (e.g., budgetary constraints, decentralized experiences, athletes with various impairments), personal life (e.g., moving cities to access coaching, postponing vocational and educational developments, isolation from social circles), and associated uncertainties (e.g., COVID-19, qualifications, accreditations).

Coaches are expected to manifest aspects of coaching effectiveness, such as strategic decisions, communication skills, motivational abilities, or other factors relevant to the sports events. Table 4 reflects the evaluation of coaches, athletes, and sports coordinators as to the variables of the coaching performances of the coaches in the different sports events in Irosin District 1 IrosinSorsogon.

Cooperative is the best coaching style preferred by the three groups of respondents, which is why they are of the same rank. This coaching style requires skill and talent from the coach to develop a disciplined and competitive athlete.

This implies a shared consensus or correlation in their assessments. This suggests that the effectiveness and impact of coaching in diverse sports scenarios are consistently perceived and acknowledged across these distinct groups. Such a correlation may indicate a holistic and well-rounded understanding of coaching proficiency that transcends individual perspectives, on motivational factors among school rugby players.

Significant Relationship among Three Groups of Respondents along with Coaching Performance in Different Sports Events

The researcher found that there is a significant relationship between coaching leadership style and motivational factors among school rugby players.

Training Program for Coaches to Address the Problems Encountered and to Enhance the Coaching Performance

The researcher developed a training program with the following rationale.

Coaching different sports events at the elementary level has been interesting and relatively important. Throughout the past Athletic Selection Meets, many athletes have been discovered and eventually became icons when they reached secondary school. Irosin District I is one of the most active districts when it comes to sports in the province of Sorsogon. In fact, most of the athletes have been acquired by different colleges and universities to be varsity players. Thus, the coaches of these athletes have been very committed to developing high-caliber athletes.

However, most of the coaches in the district have not reached the higher level of competition in the tough competition in the lower athletic meets. For them to reach the peak of the coaching stage, they must first overcome the various levels of selection of athletes, such as sectoral meets, district meets, zonal meets, provincial meets, regional meets, and the most desired coaching experience, the PalarongPambansa, or national meets. Many of the coaches only competed in district and zonal meets. In this scenario, the organizer of the sports development program of the district will spearhead the conduct of the SPORTS CLINIC ON COACHING DIFFERENT SPORTS EVENT to address the concerns of these coaches who wish to become successful in their field of chosen sports.

CONCLUSIONS

The profiles of the respondents' coaches and sports coordinators were varied. Coaches and sports coordinators have different levels of education, academic qualifications, or degrees related to sports science, coaching, or a relevant field. Also, they have varying levels of experience in their roles. Some may be seasoned professionals with years of experience, while others might be relatively new to their positions. In addition, the coaches and sports coordinators may specialize in different sports or aspects of sports management. For example, some may focus on team sports, while others may specialize in individual sports.

The level of coaching performance as evaluated by the three groups of respondents was very satisfactory. This further concludes that, based on the assessments of three distinct groups of respondents, coaching performance is perceived to be at a highly satisfactory level. This positive evaluation indicates that, according to the feedback from these groups, coaches are meeting or exceeding expectations in their roles.

The problems met by the three groups of respondents were varied. This concludes that coaches and sports coordinators encounter a diverse range of challenges in their roles. This may further conclude that the issues faced by these professionals are not uniform but instead encompass a broad spectrum. This conclusion underscores the complexity and multifaceted nature of the responsibilities associated with coaching and sports coordination. It implies that these challenges could include issues related to athlete performance, team dynamics, communication, strategy implementation, athlete development, administrative tasks, and other aspects relevant to the sports environment.

There is no significant relationship that exists among the coaching performances as evaluated by the three groups of respondents. This concludes that, based on the data or evaluations collected, there is no statistically meaningful correlation or connection between the coaching performance assessments provided by the three distinct groups of respondents. This further concludes that the three groups of respondents may have different perspectives, criteria, or expectations when evaluating coaching performance. This divergence can result in varied assessments that do not align significantly.

The training program is appropriate in the development of coaching performance in Irosin District I. This concludes that the training program being implemented in Irosin District I is considered suitable and effective in enhancing the performance of coaches in their roles. In addition, the training program aligns with the needs and objectives of coaching development in the specified district. It may imply that the content, methods, and strategies employed in the training program are well-designed and relevant to the coaching context in Irosin District I. Additionally; the conclusion implies that the program is likely contributing positively to the professional growth and capabilities of coaches within the district.

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