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Perceived effectiveness of the sports coaching practices of higher education teaching personnel: Basis for a training program

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Abstract

This study aimed to assess the perceived effectiveness of sports coaching practices among higher education teaching personnel and identify challenges, problems, and training needs. Conducted at Ilocos Sur Polytechnic State College in September 2023, this quantitative research involved 33 personnel coaches and 138 student-athletes as respondents. The study sought to answer key questions, including the profiles of teacher and athlete respondents, the perceived effectiveness of coaching practices, and the relationships between respondents' profiles and perceived coaching effectiveness. Using a descriptive-correlational research design, statistical tools such as frequency, percentage, mean, and t-tests were employed to analyze data. Results revealed the need for continuous development in sports coaching practices among teaching personnel. Recommendations included encouraging coaches to attend specialized training to enhance their coaching techniques and strategies, developing innovative coaching training programs to improve coaching competencies, and organizing seminars and workshops to expand knowledge and skills in sports coaching. The findings provide a basis for creating structured training programs to address the identified gaps and further improve the coaching effectiveness of higher education personnel. This study underscores the importance of equipping coaches with modern and innovative approaches to foster athlete development and performance.

Keywords: personnel coaches, student athletes, effective coaching, training program

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1. Introduction

Sports involve physical exertion, skill, competition, and social participation governed by rules (Eime et al., 2020). It plays a crucial role in personal development, fostering fitness, teamwork, and discipline. In the Philippines, State Universities and Colleges (SUCs) actively promote sports excellence, producing competitive athletes. To achieve success, effective coaching is essential, providing structured guidance, mentorship, and skill development. According to the International Olympics (2023), coaches must have a deep understanding of their sport, from fundamental skills to advanced strategies. They must also plan training sessions, ensure progressive development, and create an environment conducive to athlete success.

Given the significance of sports in shaping individuals and contributing to national pride, understanding the impact of coaching in SUCs is essential. While these institutions play a key role in sports education and development, research on the effectiveness of coaching within this context remains limited. Coaches must balance multiple responsibilities, including mentoring athletes, scouting talent, and ensuring athletic eligibility. The Philippine government supports sports development through legal mandates such as RA 6847 and Executive Orders 64 and 651, highlighting the role of sports in fostering a disciplined and healthy citizenry. Additionally, the U.N. Millennium Development Plan recognizes sports as a tool for development and peace.

Despite the importance of coaching, many SUCs face challenges such as a lack of qualified coaches, insufficient training, and overwhelming responsibilities placed on a single coach per sport. Effective coaching requires strong communication, management skills, and emotional stability to handle high-pressure situations. Coaches who lack proper training or experience may struggle to implement effective strategies, leading to confusion and underperformance among athletes. Institutions must prioritize professional development and provide adequate support to enhance coaching effectiveness.

This study will examine the challenges faced by both student-athletes and teacher-coaches in SUCs, particularly in Ilocos Sur Polytechnic State College-Main Campus, where a limited number of faculty members handle coaching duties. Student-athletes encounter issues such as unclear communication, perceived favoritism, and lack of individualized training, while teacher-coaches struggle with balancing teaching and coaching responsibilities. Addressing these issues requires institutional support, proper training, and clear guidelines to ensure that both athletes and coaches can perform at their best, ultimately improving sports development in SUCs.

2. Review related literature

Sports coaching plays a vital role in the development of student-athletes, particularly in State Universities and Colleges (SUCs), where competitive sports programs are integral to holistic education. According to Eime et al. (2020), sports serve as a critical component in fostering physical, social, and psychological growth, with coaching acting as a fundamental element in enhancing athlete performance. Coaching in SUCs is unique due to its dual focus on both academic and athletic excellence, requiring educators to balance teaching responsibilities with their roles as sports mentors.

The Role of Coaching in Athletic Development - Coaching is recognized as a structured and systematic process that enables athletes to reach their full potential. The International Olympic Committee (2023) emphasizes that effective coaching requires comprehensive knowledge of the sport, from fundamental techniques to advanced strategies. Coaches must design training programs that are progressive and adaptive to

the needs of athletes. Research by Côté and Gilbert (2009) highlights that coaching effectiveness is determined by three key dimensions: professional knowledge (technical and tactical skills), interpersonal knowledge (communication and motivation), and intrapersonal knowledge (self-awareness and reflection). In SUCs, these factors are crucial as student-athletes rely heavily on their coaches for guidance both on and off the field.

Challenges in Sports Coaching in SUCs - Despite the significance of coaching in SUCs, several challenges hinder its effectiveness. Studies indicate that limited resources, lack of formal training, and time constraints due to academic responsibilities impact the quality of coaching (Martindale, Collins, & Daubney, 2018). In the Philippines, SUC coaches often serve dual roles as faculty members, leading to divided attention between academics and sports training. Moreover, research by Pardo and Mendoza (2018) underscores that many SUCs face constraints in funding for sports development, affecting the availability of coaching certifications, modern facilities, and competitive exposure for athletes.

Policies and Support for SUC Sports Coaching - Several policies support the enhancement of sports coaching in SUCs. The Philippine Sports Commission (PSC) and the Commission on Higher Education (CHED) work together to develop sports programs aligned with national and international standards. Republic Act 6847 and Executive Order No. 64 emphasize the role of higher education institutions in fostering sports excellence and ensuring that student-athletes receive quality coaching. Additionally, the National Service Training Program (NSTP) Act of 2001 recognizes sports as a key component in national development, reinforcing the need for well-trained coaches in higher education institutions (Pardo & Mendoza, 2018).

Research problem - This study determined the perceived effectiveness of sports coaching of Higher Education teaching personnel as basis for a Training Program. Specifically, the study sought answers to the following research questions:

- What is the profile of the teacher respondents in terms of related trainings attended and training hours, and the athlete respondents in terms of sex, course, years as an athlete, and competition level (Institutional, Regional SCUAA, National SCUAA)?
- What is the level of effectiveness of sports coaching practices as perceived by the respondents?
- Is there a significant relationship between the profile of the teacher respondents and the level of effectiveness of sports coaching practice as perceived by the respondents?
- Is there a significant relationship between the profile of the athlete respondents and the level of effectiveness of sports coaching as perceived by the respondents?
- What is the degree of seriousness of the problems encountered regarding sports coaching by the teaching personnel?
- What valid training program on sports coaching can be developed?

Hypotheses - The following are the hypotheses of the study:

Ho1: There is no significant relationship between the profile of the teacher respondents and the level of effectiveness of coaching as perceived by the respondents?

Ho2: There is no significant relationship between the profile of the athlete respondents and the level of effectiveness of coaching as perceived by the respondents?

3. Methodology

This chapter presents a discussion of the research design, population and locale of the study, research instruments, treatment of data, data categorization and ethical consideration used in the study.

Research Design - This study used a descriptive and correlational research design to determine the effectiveness of sports coaching of higher education teaching personnel of the respondents of this study. According to Pandey and Pandey (2015), descriptive-correlational design describes the variables and the relationships that occur naturally between and among the respondents. Descriptive studies aim to accurately and systematically describe a population, situation, or phenomenon. (McCombes (2019)). This study is descriptive because the researchers characterized the profile of the respondents based on the frequency and percentage of their responses in terms of the number of related trainings attended and the number of hours in training, sex, course, number of years as an athlete and the level of competition of the athletes. This study used the correlational design to determine the significant relationship between the profile of the respondents and their level of effectiveness of coaching. Curtis et.al. (2016) claimed that to establish connections between the variables, a correlational research design is used. Hence, the design appropriate for the study.

Population and Locale of the Study - The researchers used total enumeration by involving all the personnel, coaches, and student-athletes of Ilocos Sur Polytechnic State College, Main Campus, in Candon City, Ilocos Sur, for the school year 2022-2023. The list of respondents was obtained from the sports coordinator through a request letter. Inclusion criteria required respondents to be officially affiliated with the institution's sports programs during the specified academic year. Exclusion criteria included individuals who were no longer active in the sports program, those who transferred to another institution, or those who declined to participate.

Research Instrument - The researchers constructed a questionnaire to collect data for this study. The questionnaire consisted of three parts: Part 1 gathered data on personnel respondents, including the number of related training sessions attended and total training hours, while student-athlete respondents provided information on sex, course, years of athletic experience, and competition level (institutional, regional, or national). Part 2 assessed the effectiveness of sports coaching practices among teaching personnel, and Part 3 included indicators evaluated by the coaches.

The questionnaire was initially reviewed by a statistician and validated by three experts: an Assistant Professor II from Don Mariano Marcos Memorial State University, the Head Teacher of the MAPEH Department of Candon National High School, and the Program Chair for BPED at Ilocos Sur Polytechnic State College, Narvacan Campus. To ensure content validity, the experts assessed the questionnaire's relevance, clarity, and alignment with the study objectives. The reliability of the instrument was tested through a pilot study, and its internal consistency was measured using Cronbach's Alpha, where a reliability coefficient of 0.70 or higher indicated an acceptable level of consistency.

Data collection was facilitated through coordination with the sports coordinator, who assisted in distributing and retrieving the questionnaires. The gathered data were then tabulated and analyzed using descriptive statistics, such as frequency counts, percentages, mean, and standard deviation, to summarize responses. Furthermore, inferential statistical tests, such as t-tests or ANOVA, were used to determine significant differences or relationships among variables. The results were then interpreted in relation to existing literature and the study's objectives, providing meaningful insights into the effectiveness of sports coaching practices

Treatment of Data - The data gathered were statistically treat and analyze to come out with a reliable result. The following tools were used in the treatment of data together with the corresponding formula.

- Frequency Count(f) and Percentage (%). This was used to determine the profile of the personnel respondents in terms of the number of related trainings attended and the number of hours in training, and the profile of the student athletes' respondents in terms of sex, course, number of years as an athlete and the level of competition as to institutional, regional and national.

- Mean (x). This was used to determine the significant difference between the profile of the respondents and the level of effectiveness of coaching of higher education teaching personnel.

- t-test for correlation (t-test). This was used to determine the significant relationship between the profile and the level of effectiveness of coaching.

Data Categorization - The following items are the indicators of sports coaching. The performance will be rated based on the perception on the level of effectiveness of the sports coaching practices of Higher Education Teaching Personnel using the scale below.

4	4.01 – 5.00	Very Satisfactory
3	3.01 – 4.00	Satisfactory
2	2.01 – 3.00	Moderately Satisfactory
1	1.00 – 1.00	Fairly Satisfactory

Ethical Consideration - To observe ethics in conducting this research, the researchers asked permission from the school administration to allow respondents to participate in the study. The researchers explained the purpose of this research to the respondents and its scope and delimitation. Their consent was also taken anent to the collection of their personal data. The respondents were assured that their identity would not be used for this research only. Proper document sourcing or referencing of materials was also done to ensure that intellectual property, and copyright laws are not violated. Also, proper paraphrasing of ideas was done to avoid plagiarism. The researchers ensured that all the aforementioned ethical considerations were followed in the conduct of this research.

4. Results & discussion

Table 1 presents the Profile of the Teacher Respondents in terms of Number of Related Training Attended and number of hours training

Table 1
Profile of the Teacher respondents in terms of Number of Related Training Attended and number of hours training

Profile	Frequency		Percentage
Number of Related Training Attended	None	23	69.7
	1	6	18.2
	2	4	12.1
Total		33	100
number of hours training	None	23	69.7
	8 hours	6	18.2
	16 hours	4	12.1
Total		33	100

On the profile of the respondents in terms of the number of related trainings attended reveals the following distribution: the table reveals approximately 69.7% of the respondents (23 individuals) have not attended any related training. Around 18.2% of the respondents (6 individuals) have attended 1 related training session. And approximately 12.1% of the respondents (4 individuals) have attended 2 related training sessions. The majority of the respondents (69.7%) have not attended any related training, suggesting a potential need for increased training opportunities or encouragement to engage in professional development activities. For the 18.2% who attended one related training session, there is an implication that they may have acquired some valuable skills or knowledge, which could be beneficial for their work and professional growth. The 12.1% of respondents who attended two related training sessions demonstrate a commitment to continuous learning and skills enhancement. This group may be more prepared to adapt to changing industry trends and contribute to their organization effectively.

The need for increased training opportunities highlights the importance of providing employees with access to training and development programs to enhance job performance and motivation (Bassi & McMurrer, 2007). Numerous studies have shown that employees who receive training tend to be more engaged, satisfied, and productive in their roles (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). Research indicates that

organizations with a culture of continuous learning tend to outperform their peers, as employees adapt more readily to change and contribute to innovation (Marsick & Watkins, 1990). It suggests that customized training programs that consider individual employee needs and levels of expertise tend to be more effective in achieving learning objectives (Noe, 2010). The profile of respondents regarding their training attendance provides insights into the training needs and potential benefits for the workforce. The implications drawn from the results are supported by existing research in the field of human resource development and training, emphasizing the importance of tailored training programs and continuous learning opportunities to enhance employee skills and organizational performance.

Table 2 presents the Profile of the Athletes respondents in terms of Sex, Course, Number of years as an Athlete, and Level of Competition

Table 2
Profile of the Athletes respondents in terms of Sex, Course, Number of years as an Athlete, and Level of Competition

Profile		Frequency	Percentage
Sex	Male	79	56.8
	Female	60	43.2
Total		139	100
Course	BSE	11	7.9
	BEED	9	6.5
	BCAED	17	12.2
	BPED	7	5.0
	BAPOS	27	19.4
	ABEL	8	5.8
	COMSCIE	18	12.9
	MID	5	3.6
	BSBA	19	13.7
	BSOA	2	1.4
	CRIM	16	11.5
	Total	139	100.0
Number of years as Athletes	1.00	43	30.9
	2.00	41	29.5
	3.00	23	16.5
	4.00	30	21.6
	5.00	2	1.4
Total		139	100.0
Level of Competition	Institutional	31	22.3
	Regional SCUAA	108	77.7
	National SCUAA	0	0.0
Total		139	100.0

The above table shows the profile of the respondents based on sex, course, number of years as athletes, and level of competition. The analysis of the respondent's sex indicates a male-dominated sample, the data shows that there are 139 respondents in total. 56.8% of the respondents are males (79 out of 139), while 43.2% are females (60 out of 139). The distribution of courses among respondents is quite diverse, the respondents are enrolled in various courses, and the data provides frequencies and percentages for each course. The most common course among the respondents is "BAPOS" (19.4%), followed by "BSBA" (13.7%) and "BCAED" (12.2%). "BSOA" is the least common course (1.4%). Respondents have varying levels of experience as athletes with the largest group of respondents (30.9%) has 1.00 years of experience as athletes, followed closely by those with 2.00 years (29.5%). A smaller portion of respondents has 3.00 years (16.5%) and 4.00 years (21.6%) of experience. Only a very small percentage (1.4%) has 5.00 years of experience as athletes.

The level of competition is primarily at the “Regional SCUAA” level indicating that the majority of respondents (77.7%) have participated in "Regional SCUAA" level competitions, with 22.3% competing at the "Institutional" level. None of the respondents reported participating in "National SCUAA" competitions. The male-dominated sample may indicate a potential gender bias or underrepresentation of females in the athletic

community at the surveyed institution. The diversity in courses indicates that athletes come from various academic backgrounds, highlighting the inclusive nature of sports. The concentration of athletes with 1.00 and 2.00 years of experience suggests a higher turnover or entry of new athletes, possibly due to the nature of sports participation at the institution.

Sports programs may consider strategies to retain athletes beyond the initial years, such as mentorship programs, skill development initiatives, or enhanced support for continuing athletes. The prevalence of participation at the "Regional SCUAA" level implies a regional focus in the sports culture of the institution. The "Critical Feminist Perspective" argues that societal norms and expectations often lead to the underrepresentation of women in various fields, including sports. Studies like those by Pfister (2010) emphasize the need for promoting gender equity in sports to address this issue. The "Academic Identity Theory" suggests that students often align their extracurricular activities, including sports, with their academic identity. Research by Eccles (2009) highlights the influence of academic environments on shaping students' interests and choices. The "Athlete Development Model" proposes that athletes progress through different stages of development, and the distribution of experience levels observed in the study aligns with this model. Côté and Erickson's work (2009) in sports psychology supports the idea that a majority of athletes may have fewer years of experience. The "Hierarchy of Competition" theory suggests that athletes generally start at lower levels before progressing to higher levels. Wylleman and Lavallee's (2004) work on career transitions in sport provides insights into how athletes move through different competition levels. By integrating relevant theories, literature, or situations, the results and implications drawn from the data can be strengthened, providing a more robust understanding of the observed patterns in the profile of athletes. This approach ensures that the findings are not isolated but grounded in established knowledge and experiences within the field of sports studies and related disciplines.

4.1 Perceived Level of Effectiveness of the Sports Coaching Practices Higher Education Teaching Personnel

Table 3 presents the Level of effectiveness of sports coaching as perceived by the coach.

Table 3
Level of effectiveness of sports coaching as perceived by the coach respondents

Items	Mean	Descriptive level
Help athletes maintain confidence in themselves	3.4848	Satisfactory
Mentally prepare his/her athletes for game strategies	3.4545	Satisfactory
Build the self-esteem of his/her athletes	3.5455	Satisfactory
Motivate his/her athletes	3.2727	Satisfactory
Build the self-confidence of his/her athletes	3.3636	Satisfactory
Build team confidence	3.4848	Satisfactory
Recognize opposing team's strengths and weaknesses during competition	3.2727	Satisfactory
Understand competitive strategies	3.2424	Satisfactory
Adapt to different games situations	3.4848	Satisfactory
Make critical decisions during competition	3.5152	Satisfactory
Maximize his/her team's strengths during competition	3.4848	Satisfactory
Adjust his/her game strategy to fit his/her team's talent	3.4848	Satisfactory
Demonstrate the skills of his/her sport	3.6970	Satisfactory
Coach individual athletes on technique	3.5455	Satisfactory
Develop athletes' abilities recognize talent in athletes	3.3939	Satisfactory
Detect skill errors	3.5152	Satisfactory
Teach the skills of his/her sport	3.5758	Satisfactory
Instill in attitude of good moral character	3.4242	Satisfactory
Instill an attitude of fair play among his/her athletes	3.5152	Satisfactory
Instill a positive attitude for others	3.5758	Satisfactory
As a whole	3.4667	SATISFACTORY

Legend:

4	4.01 – 5.00	Very Satisfactory
3	3.01 – 4.00	Satisfactory
2	2.01 – 3.00	Moderately Satisfactory
1	.01 – 1.00	Fairly Satisfactory

On the table above, it is gleam that the level of effectiveness in coaching has the same descriptive level,

which is satisfactory, although based on the mean, the highest mean is 3.69 on the item “demonstrate the skills of his or her sport,” while the lowest mean is 3.24 on "understand competitive strategies.” This means that the coaches respondents perceived themselves as performing coaches. The coaching attributes generally have satisfactory mean scores, indicating that, according to the respondents, the coaches are performing adequately in various aspects of their roles. Areas with lower mean scores, such as "Motivate his/her athletes" and "Recognize opposing team’s strengths and weaknesses during competition," may warrant additional attention and improvement. The high mean score for "Demonstrate the skills of his/her sport" suggests that coaches are perceived as proficient in showcasing the technical aspects of the sport.

The results align with coaching effectiveness models such as the "Transformational Leadership Theory" and the "Multidimensional Model of Sport Leadership," which emphasize the importance of coaches in building athlete confidence, motivation, and strategic understanding (Chelladurai, 2007; Bass & Riggio, 2006). The lower mean score for "Motivate his/her athletes" may resonate with motivation theories like Self-Determination Theory (Deci & Ryan, 2000). Coaches may benefit from incorporating motivational strategies that consider athletes' autonomy, competence, and relatedness. The higher mean scores for attributes related to skill demonstration, coaching on technique, and teaching sport skills align with coaching literature emphasizing the importance of technical proficiency in enhancing athlete performance (Jones, Hanton, & Connaughton, 2002).

Table 4 presents the Level of effectiveness of coaching as perceived by the respondent Student.

Table 4
Level of effectiveness of coaching as perceived by the respondent Student

Items	Mean	Descriptive level
Help athletes maintain confidence in themselves	3.2590	Satisfactory
Mentally prepare his/her athletes for game strategies	2.9496	Moderately Satisfactory
Build the self-esteem of his/her athletes	3.0935	Satisfactory
Motivate his/her athletes	2.9928	Moderately Satisfactory
Build the self-confidence of his/her athletes	3.0863	Satisfactory
Build team confidence	3.0288	Satisfactory
Recognize opposing team’s strengths and weaknesses during competition	3.2029	Satisfactory
Understand competitive strategies	3.2734	Satisfactory
Adapt to different games situations	3.2662	Satisfactory
Make critical decisions during competition	3.1367	Satisfactory
Maximize his/her team’s strengths during competition	3.0576	Satisfactory
Adjust his/her game strategy to fit his/her team’s talent	3.1079	Satisfactory
Demonstrate the skills of his/her sport	3.0000	Satisfactory
Coach individual athletes on technique	3.0432	Satisfactory
Develop athletes’ abilities recognize talent in athletes	3.1007	Satisfactory
Detect skill errors	2.9353	Moderately Satisfactory
Teach the skills of his/her sport	3.0935	Satisfactory
Instill in attitude of good moral character	3.0360	Satisfactory
Instill an attitude of fair play among his/her athletes	2.9640	Moderately Satisfactory
Instill a positive attitude for others	3.0504	Satisfactory
As a whole	3.0840	Satisfactory

The table shows that the item “understand competitive strategies” has the highest mean of 3.27 and is described as satisfactory, while "Detect skill errors” has the lowest mean of 2.94 and is described as moderately satisfactory. As a whole, the level of effectiveness of coaching as perceived by the student respondents has a mean of 3.08 and is described as satisfactory. This means that the coaches in terms of effectiveness in their task, they help their athletes physically and emotionally ready. They motivate the athletes and create their self-esteem to handle situations during games. They also find their coaches as possessing adequate level of knowledge and building good characters for them. The study of Lim Khong Chiu, Nor Idayu Mahat, Khor Phoy Hua, and Radzliyana Bt Radzuwan (2013) revealed that the level of coach competencies from both male and female athletes’ respondents who evaluated their coaches is average, which is the same with the present study, which found a satisfactory level of effectiveness in coaching as perceived by the athletes.

4.2 Degree of Seriousness of Problems Encountered by Students Athletes and Sports Coaches

Table 5 presents the Problems Encountered by Coaches and Student Athletes in Sports

Table 5

Problems Encountered by Coaches and Student Athletes

Problems Encountered	Student Respondents		Coach Respondents	
	Mean	Descriptive Level	Mean	Descriptive Level
Managing the conflicting roles of being a teacher/instructor and being a coach in a sport	2.9784	Sometimes a Problem	3.2727	Sometimes a Problem
Lack of compensation in handling a coaching job	2.9353	Sometimes a Problem	3.3030	Sometimes a Problem
The experience of strain in coaching student athletes	2.9137	Sometimes a Problem	3.3030	Sometimes a Problem
Additional load of work of managing and training student athletes	2.8489	Sometimes a Problem	3.3030	Sometimes a Problem
Lack of sports budget, equipment, and facilities in the campus	2.7122	Sometimes a Problem	3.3030	Sometimes a Problem
Proper and sufficient schedule for training student-athletes	2.9928	Sometimes a Problem	3.3939	Sometimes a Problem
Absence of training and seminar of being a coach/trainer	2.8058	Sometimes a Problem	3.4545	Sometimes a Problem
Lack of sufficient knowledge and skills in coaching a game team	2.8849	Sometimes a Problem	3.5152	Always a Problem
Dealing and managing the student-athletes' training and personal commitments	2.9209	Sometimes a Problem	3.3333	Sometimes a Problem
Lack of sports program in the institution	2.7698	Sometimes a Problem	3.2424	Sometimes a Problem
As a Whole	2.8763	Sometimes a Problem	3.3424	Sometimes a Problem

Legend:
3.51 – 4.00 – Always a Problem
2.51 – 3.50 – Sometimes a Problem
1.51 – 2.50 – A Problem
1.00 – 1.5- - Not a Problem

The table presents the degree of problem encountered by both the student and coach respondents. Based on the data gathered, all the items have the same degree of perception towards the problems they encountered, with an overall mean of 2.89. Sometimes a problem, although the lowest mean is 2.71 on the item "Lack of sports budget, equipment, and facilities on campus," while the highest mean is 2.99 in the item "Proper and sufficient schedule for training student-athletes."

This means that the athletes are more concerned with their practices and training schedules to prepare themselves for the competitions. This is aligned with Bompa (1999) and Martens (1987). The coach's role is to assist athletes in improving their athletic skills in a variety of tasks, ranging from the sequential development and mastery of fundamental skills for beginners to the more specialized physical, technical, tactical, and psychological preparation of elite athletes through the training and practices they plan and implement. The data may also be supported by the result of FALCAO, BLOOM and GILBERT (2012) that athletes should be provided with guidance for creating and delivering training programs designed to promote developmental outcomes.

4.3 Relationship between level of sports coaching effectiveness as perceived by the sports coaches and their profile

Table 6 presents the Significant Relationship Between Level of Sports Coaching Effectiveness as Perceived by the Teacher Respondents and their Profile

Table 6

Significant Relationship Between Level of Sports Coaching Effectiveness as Perceived by the Teacher Respondents and their Profile

Effectiveness of Coaching Profile	Correlation	Decision
Number of related trainings attended	-.375*	Significant
Number of Hours attended	-.375*	Significant

The table shows that number of related trainings attended and number of hours attended by the respondents has a significant relationship with the level of effectiveness of coaching with both r -357. This means that the lower the number of related trainings and the lower the number of hours training attended are the lower the effectiveness of coaching. Coaches have an important part in players' growth both on and off the field. Proper coaching training may guarantee that coaches have the information and abilities they need to effectively manage and motivate their teams, as well as recognize and avoid injuries. Furthermore, coach training can assist coaches better comprehend the newest studies in sports science, allowing them to build more effective training programs and increase their athletes' performance. Overall, coach training is critical for athlete performance and safety. As coach, at all levels of sports competition he must know not more than just coaching but to be effective coach. To be an effective, he should gain a working knowledge of all areas associated with performance enhancement this could be done through attending numbers of related trainings (Johnson, Wojnar, Price, Foley, Moon, Esposito, and Cromartie, 2011).

The findings of this study indicate a significant negative relationship between the number of related trainings attended and the number of hours spent in training, with coaching effectiveness. Specifically, the fewer the training hours and the lower the number of related trainings attended, the lower the perceived effectiveness of coaching. This suggests that continuous professional development is crucial for enhancing coaching effectiveness. To improve coaching effectiveness, sports organizations should prioritize the provision of training opportunities for coaches. This could include workshops, seminars, or certification programs focused on advanced coaching techniques, sports science, injury prevention, and motivational strategies. Coaches should be encouraged to stay updated with the latest developments in their field, including the latest research in sports science, which can help them build more effective training programs and improve their athletes' performance.

Additionally, coaching programs should emphasize the importance of not only understanding sports strategies and techniques but also acquiring knowledge in areas related to athlete well-being, such as injury prevention, nutrition, and mental health support. By equipping coaches with a broad range of knowledge and skills, they will be better able to manage the diverse needs of their athletes and ensure safe and effective training environments. The study also aligns with the work of Johnson et al. (2011), which stresses the importance of coach training in enhancing overall coaching effectiveness. For coaches to be effective, they must gain a working knowledge in all areas related to performance enhancement, and this can be achieved by attending numerous training sessions and continuously upgrading their skills.

Table 7 presents the Significant Relationship Between Level of coaching effectiveness as Perceived by the Student Respondents and their Profile

The table presents that level of effectiveness of coaching is significantly related to the number of years as an Athletes with r= .285 and level of competition where the respondents competed and a r = -.456. This means that the higher the number of years as an Athletes, the higher of the perception on the level of effectiveness of coaching of their coach. While the lower the level of competition that the athletes have attended the lower the level of their perception on effectiveness of coaching of their sports coaches. The result of the study is similar with study of Chiu, et.al. (2013), both male and female athletes respondents rated their coaches with a average performance as coach. This means that the athletes regard their coaches as having appropriate depth of understanding, abilities, and experience in motivating planning for strategy, enforcing effective techniques, and establishing good characters for them.

Table 7

Significant Relationship Between Level of coaching effectiveness as Perceived by the Student Respondents and their Profile

Effectiveness of Coaching Profile	Correlation	Decision
Sex	.040	Not Significant
Course	.118	Not Significant
Number of years as an Athletes	.285**	Significant
Level of Competition	-.456**	Significant

The findings of this study indicate a significant relationship between the number of years athletes have spent in their sport and their perception of coaching effectiveness, as well as a negative correlation with the level of competition they have experienced. Specifically, the longer athletes have been involved in sports, the more positively they perceive the effectiveness of their coaches. Conversely, athletes who compete at lower levels of competition tend to have lower perceptions of their coaches' effectiveness. This has important practical implications for sports organizations and coaching programs. It suggests that experienced athletes are more likely to appreciate and recognize the effectiveness of their coaches due to their deeper understanding of the sport, its strategies, and the role of the coach in athlete development. As a result, it is crucial for coaches to continuously develop their skills, regardless of the competition level, to maintain positive perceptions from athletes at all stages of their athletic careers.

For less experienced athletes or those competing at lower levels, the perception of coaching effectiveness may be lower, which could affect their motivation and overall performance. To address this, coaches should focus on building strong foundational skills, enhancing their ability to communicate, and fostering positive relationships with athletes, especially those in lower-level competitions or with less experience. Creating an environment where athletes feel supported, motivated, and valued is crucial for improving their perceptions of coaching effectiveness. Additionally, the study aligns with the findings of Chiu et al. (2013), where athletes rated their coaches' performance as average. This indicates that athletes value coaches who possess a well-rounded skill set, including knowledge of the sport, motivational abilities, effective planning, and the ability to foster good character in athletes.

Table 8 presents the Significant Relationship Between the problems encountered in coaching as perceived by the coaches and their Profile

Table 8

Significant Relationship Between the problems encountered in coaching as perceived by the coaches and their Profile

Problems Encountered in Coaching Profile	Correlation	Decision
Number of related trainings attended	-.433*	Significant
Number of Hours attended	-.433*	Significant

The table shows that the number of related trainings attended and the number of hours attended are both significantly adversely connected to coaching problems as perceived by coaches, with both r = -.433. In terms of the number of related trainings and hours attended, the lesser the number of trainings and hours of training attended, the more challenges the coaches encountered. A lack of training implies a lack of knowledge and skills to confidently train an athlete. Before tackling the duties or tasks of a coach, both theories and practices are essential. Because they have the ability to influence the performance of their athletes, which is well established if they are well trained (Horn, 2008; Weiss, Smith, & Stuntz, 2008), the training will also help him resolve problems that may arise and choose and provide the proper intervention in case it is needed. Coaches should also be prepared to provide physical training, planning, and coaching to their participants (Mallett & Cote, 2006).. They will be able to build strategies and game plans that will effect the performance of their athletes and teams during competition thanks to the training they have received.

The findings of this study highlight a significant negative relationship between the number of related trainings attended and the number of hours of training completed by coaches and the challenges they perceive in coaching. Specifically, the fewer the trainings and hours attended, the greater the challenges coaches face. This suggests that a lack of training and professional development for coaches directly correlates with an increased perception of coaching difficulties. This has important practical implications for sports programs and institutions. It underscores the need for coaches to receive comprehensive and continuous professional development, including both theoretical and practical training. A lack of training means coaches may lack the necessary knowledge and skills to address the complex needs of their athletes, resulting in difficulties in effectively managing coaching tasks and resolving potential problems that arise during training or competitions. Moreover, as emphasized by Horn (2008) and Weiss, Smith, & Stuntz (2008), well-trained coaches are more capable of resolving issues that arise within their teams and can provide appropriate interventions when necessary. Coaches who have received proper training are better equipped to create effective game plans and strategies that optimize their athletes' performances during competition.

Additionally, according to Mallett and Côté (2006), coaches should be prepared not only for physical training but also for the planning and psychological aspects of coaching. This preparation helps them build strong relationships with athletes, enhance team dynamics, and respond proactively to challenges, ultimately leading to better performance outcomes.

Table 9 presents the Significant Relationship Between the problems encountered in coaching as perceived by the athletes and their Profile

Table 9

Significant Relationship Between the problems encountered in coaching as perceived by the athletes and their Profile

Problems Encountered in Coaching Profile	Correlation	Decision
Sex	-.028	Not Significant
Course	.199*	Significant
Number of years as an Athletes	.264*	Significant
Level of Competition	-.176*	Significant

The table above shows that the perception of the degree of problems encountered by the athletes is significantly related to the course (r =.199), the number of years as an athlete (r =.264), and the level of competition (r =.176). These mean that the course and number of years as athletes significantly contribute to their perception of the degree of problems that their coaches may encounter. There are courses that really need time and effort for their requirements, which sometimes could affect their activities as athletes because they have fewer requirements based on their curriculum, and there are courses that need hands-on training and time focus.

The results of the study do not reflect the support of the study by Kimberlee J. Henrion (2009) that the majority of the student athletes do not have any conflicts with their sport or taking classes that they. Need and that the majority of student athletes do choose the academic majors that they are interested in and are not pressured by outside influences such as deadlines for the NCAA, influences by coaches, or the need to choose an academic major because of their sport and the conflicts that may occur with it. The findings of this study suggest that there is a significant relationship between the athletes' perception of the problems they encounter and their course, number of years as an athlete, and level of competition. Specifically, the course and the number of years as athletes play a crucial role in shaping the athletes' perception of the challenges they face. For instance, athletes in courses that demand substantial time and effort for their requirements, such as those requiring hands-on training, may experience conflicts between academic obligations and athletic commitments. On the other hand, athletes enrolled in courses with fewer academic requirements may find it easier to balance their roles as students and athletes.

These findings suggest that educational institutions and sports programs should consider the academic requirements of the courses when scheduling training and competition, ensuring that student-athletes are not overwhelmed. For example, flexible training schedules, academic support, and personalized coaching could help student-athletes better manage their academic and athletic commitments. Moreover, it may be beneficial for athletic programs to offer guidance to students in selecting courses that align better with their athletic schedules to minimize conflicts and enhance their overall performance both in sports and academics. Contrary to the findings of Henrion (2009), which suggested that most student-athletes do not experience conflicts between academics and sports and choose academic majors they are passionate about, this study indicates that some athletes do face challenges. These differences highlight the importance of considering the unique pressures and experiences of student-athletes when developing support systems in educational institutions. It also suggests that while some athletes may be able to navigate the balance between academics and sports, others may require more targeted interventions to manage these dual roles effectively.

5. Conclusions

Based on the results of the study, the researchers concluded the following:

- Majority of the teacher respondents do not have related training that will help them work as coaches in any field of sports. There are more male than female respondents. The Bachelor of Arts in Political Science (BAPos) has the biggest number of respondents. Moreover, many of the respondents are still young when it comes to exposure to college sports competitions.
- The level of effectiveness of coaches' respondents perceived themselves as performing coaches while the students' respondents find their coaches effective in their task as coach and possessed adequate level of knowledge and building good characters for them. The result was described satisfactory.
- The study indicates a significant negative relationship between the level of sports coaching effectiveness, as perceived by teacher respondents, and both the number of related trainings attended and the number of hours attended. This suggests that fewer related trainings and fewer hours attended are associated with higher perceived coaching effectiveness.
- The study reveals that there is a significant relationship between the problems encountered in coaching, as perceived by athletes, and their profile. Specifically, the athlete's course, number of years in athletics, and level of competition are identified as significant factors influencing their perception of coaching-related challenges.
- The uniformity in the degree of problems perceived by both student-athletes and coaches implies a shared understanding of the challenges within the sports program. The specific variations in mean scores highlight priority areas for targeted interventions, emphasizing the importance of addressing resource-related concerns, such as sports budget, equipment, and facilities, to foster a more supportive and conducive environment for both athletes and coaches.

5.1 Recommendations

Based on the formulated conclusions, the researchers recommended the following:

- Encourage and facilitate professional development opportunities, such as workshops or training sessions, for teachers without related coaching training to enhance their coaching skills.
- Coaches in the different programs are encouraged to attend trainings in the field Sports in order to uplift their knowledge and ideas on different coaching techniques and strategies.
- The school should provide seminars and training workshop on Coaching to enhanced the coaching

knowledge of coaches.

- The school is encouraged to create an innovative Coaching Training Program that will help coaches in the different programs to increase their knowledge and skills in coaching athletes.

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