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Research Article

Sports Coaching Competencies, Motivation and Performance of the Athletes: An Input to Sports Development Program for Coaches

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Abstract: The study on the Sports Coaching Competencies, Motivation and Performance of the Athletes: An Input to Sports Development Program for Coaches in the City Schools Division of Cabuyao, Laguna was conducted during the second semester of the Academic Year 2020-2021 at Cabuyao, Laguna. The study employed the descriptive correlational method of research. It utilized an adapted survey questionnaire and used the purposive sampling method for sample selection for respondents. The coaching competencies were measured in terms of personal skills, conceptual skills, management skills, human interaction skills and technical skills while the level of competencies of athletes were measured according to basic skills, preparatory skills and performance skills. Finding revealed that the motivation strategies of the coaches employed to players such as intrinsic and extrinsic were highly observed.

The coaches competencies such as personal skills, conceptual skills, management skills, human interaction skills and technical skills had no significant relationship to the athletes competencies in terms of basic, preparatory and performance skills. Further, the researcher found out that there was a significant relationship between athletes performance skills and coaches extrinsic motivation strategies. However, the rest of the sub-variables in students' competency skills and coaches' motivational skills showed no significance. It is suggested that the Division Sports Coordinator may ensure that there is a sports development program in place to develop and sharpen the best coaches and champions in all sports events. Schools may think about assigning male and female teachers to coach combative, ball, and individual games. Schools may consider appointing seasoned coaches to handle athlete training rather than newly hired teachers. To increase the chances of winning more medals, schools may assign male and female coaches to group games such as volleyball, basketball, football, and baseball.

Schools may consider regular communication with parents and coaches to improve relationships with teacher-coaches and student-athletes, resulting in an increased level of confidence with the coaches and athletes during the training program. Schools can effectively recruit future champion players by providing extrinsic motivations such as allowances, better sports facilities, and trainers. Trainer-coaches should consider strategies for retaining athletes in sports events and teams with which they are involved by providing the best school sports program. More training opportunities, possibly the advanced ones, and membership options that are flexible may be considered by the school. Coaches may choose and train athletes beginning from grade 3 in the elementary and grade 7 in the high school for the Grassroots program.

Keywords: Competencies, motivation, performance and development program.

Introduction

Athletics is an exclusive collection of sports events that involve competitive running, jumping, throwing and walking; the most common type of athletics competition are track and field, road running and race walking.

Sports play an important role in a man's overall development. Basically, they help accelerate the psychomotor development of learners, then, they further enhance their interpersonal skills and eventually improve not only their physical and social well-being but also can advance the development of their moral and spiritual life to the maximum level (Zegaw, 2012).

The school is a venue for skill education and development. It is enjoined by the state to assist each individual to attain his/her potentials as a human being. As contained in Presidential Decree 6-A highlighting that the state recognizes the critical role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. The same recognition for the youth is stated in the 1987 Constitution of the Republic of the Philippines (De Leon, 2012).

Moreover, sports' coaching is a complex undertaking and required the competencies to fulfill many expectations in identifying potential athletes for the country. Coaches are the influential element of the competitive experience for most athletes.

Sports remain a popular aspect of Philippine culture, individual or team and Filipinos are sports lover. Nevertheless, the country deteriorates in Olympics and Southeast Asian Games for a decade (Gutierrez, 2012). The performance of the athletes largely depends on the holistic approach of the coaches vis-à-vis the national support.

Considering the sorry state of sports in the nation, the good news is that Department of Education feels the urgency to fill the gaps in prioritizing sports development in Senior High School Track. Inclusion of sports under the K to 12 will not only equip students with middle level skill but also will help provinces in nurturing their local arts and sports (Luistro, 2016). There are ninety-eight (98) DepEd schools that offer the sports track to about nine thousand seven hundred (9,700) students.

In an article from Manila Bulletin entitled, 1st Pinoy Master Certified Life, Business Coach Bats for Professionalism 1 (2014), the International Coaches Federation (ICF) Philippines stated that, the number of aspiring coaches and professional coaches has consistently increased in the 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.

Interestingly, coaching in sports is central to the development of a team or athlete. So, in order to produce quality athletes, sports coaches must have a good understanding of the coaching process, develop competencies or skills, and be highly motivated in carrying out their responsibilities. This process embraces lanning and developing training program delivery and evaluating its efficacy. Coaches are therefore concerned with different tasks regarding the personal, conceptual, physical, technical and psychological preparations related to training and competitions, as well as the constant claim for dynamic social interactions with athletes, their parents, assistant coaches and the team personnel (Moen and Federici, 2013).

Henceforth, understanding of the school sports program concept and its inter-relationships and usefulness should be emphasized. A number of factors with varying importance should be considered in relation with the improvement of the athlete and the development of training program. The basic skills, the techniques, the equipment and facilities are to be studied, introduced and provided to all student/pupil athletes. Under the guidance of a competent coach who trains earnestly with dedication, athletes will learn the techniques, the strategies, and the methods for competitive level of

performance. Other considerations include the level of adequacy of equipment and facilities; equipment whether appropriate or protective clothing should be more adequate, well designed and meets standards for use. Facilities should be suitable, well-lighted, well ventilated and take into accounts the demands of the sports and events (Lirios, 2003).

Indeed, competent and sports-minded faculty and staff, who can make school sports work and attract student-athletes, provide strong motivation and satisfaction to the athletic delegation and produce high level of athletes' performance. A study that correlates the performance of athletes and the coaching competencies in School Division of Cabuyao is therefore imperative to be able to postulate recommendations which could then be the basis for the division to come up with intervening policies for its sports program enhancement, thus this study would like to propose in the end.

Background of the Study

DepEd Order No. 25, s.2015 entitled Implementing Guidelines on the Special Program in Sports (SPS) aims address the needs of talented students in the different sports disciplines and to implement and sustain the program in terms of trained teachers, facilities and equipment.

The City Schools Division of Cabuyao adheres to this DepEd Order and is a performing city division in terms of sports especially in contact games such as wrestling, pencak silat, arnis, boxing and taekwondo. The athletes were able to bring glory to the division in terms of the different sports events they are engaged in. But it is a sad reality that despite being a performing division, there are still some areas that need to be improved such as ball games and other individual games in terms of coaching competencies of the coaches. Thus, it is believed that the performance of the athletes is the reflection of the coaching competencies being used by the coaches.

The way the coach presents information and feedback impacts the athletes' ability to understand new concepts and acquire new skills and techniques. As such, a key effectiveness strategy for coaches who wish to create a learning relationship that accelerates learning in the athletic domain is to gain a greater understanding of their athletes' learning styles (Jones, 2013).

Coaching is a complex task that necessitates the use various strategies and behaviors in order to meet a variety of expectations. So, in order to produce quality athletes, sports coaches must have good knowledge, develop competencies or skills and be highly motivated in carrying out their responsibilities (Fouss and Troppmann, 2011). It has been demonstrated that a coach's behavior influences his ability to design effective training and, as a result, his athletes' excellent performance (Reckase, 2016). In fact, a competent coach who provides high satisfaction to his athletes may inspire them to perform confidently in their games. As a result, a competent coach should be able to select the appropriate approach, technique, and tone of language when approaching their athletes.

In the setting of the local coaches, especially in DepEd Cabuyao City, most of the male coaches wanted to coach ball games and outdoor games such as basketball, volleyball, and track and field, while the female coaches wanted the indoor games such as badminton, swimming, taekwondo, wrestling and chess.

Another achievement in the SDO Cabuyao City sports is that athletes on combative or contact games won lots of medals or became champions in Batang Pinoy and Palarong Pambansa. The trainers and coaches provided rigid trainings from summer until different the schedule of the national sports competitions. Wrestling, arnis, taekwondo, pencak silat and boxing are the sports events that needed continuous training of the coaches and athletes in order to maintain the latter's fighting momentum.

Therefore, as a new Education Program Supervisor in MAPEH and Sports in the City Schools Division of Cabuyao, the researcher believed that the division will have more chances to improve in other sports events such as group or ball games like basketball, volleyball, football and other individual games like

gymnastics, athletics or track and field. It is at this point that the study on the sports coaching competencies, motivation and performance of the athletes as an input to sports development program for coaches was conducted.

Materials and Methods

This chapter presents the research design, the respondents of the study, population sampling, instrumentation, data gathering procedure and the statistical treatment of the study.

Research Design

In this study, the descriptive correlational research was employed to determine the sports and coaching competencies and motivation of the coaches and the performance of the athletes in the City Schools Division of Cabuyao.

Creswell (2014) stated that the descriptive method of research is to gather information about the present existing condition verify formulated hypotheses that refer to the present situation in order to elucidate it. The descriptive approach is quick and practical in terms of the financial aspect.

A survey is a structured way of learning about a larger group of people by obtaining information from a representative sample of that particular group. A survey describes the characteristics of a large population and there is no other method of observation, which can provide this general capability. It also allows many questions to be asked about a given topic by giving considerable flexibility to the analysis.

This have been used since the main purpose of the study is to describe the sports coaching competencies and motivation and its relationship to the sports performance level of the athletes.

Respondents of the Study and Sampling Technique

In order to determine the implications of the sport competencies and motivation to the athletes' performance, respondents were purposively chosen from the 50 public and private elementary, secondary and senior high schools. The 50 coaches and 199 athletes from different sports events responded on the google link survey questionnaire. The events include combative sports such as, arnis, wrestling, pencak silat, taekwondo, and boxing while the individual and group games include the ball games like baseball, basketball, volleyball, football, softball, table tennis, futsal, sepak takraw, athletics, chess, and gymnastics.

The chosen respondents participated and won in the 2019 ONE LAGUNA Sports Competition as mentioned in the scope and limitation of the study. Five (5) combative events and eleven (11) individual and group events were all the winning events of the said sports competition.

According to Blay (2013) purposive sampling involves choosing the respondents on the basis of pre-determined criteria set by the researcher.

Moreover, purposive sampling method was done for the sample selection. A purposive sample refers to the selection of units based on personal judgment rather than randomization. This judgmental sampling is in some way "representative" of the population of interest without sampling at random. Purposive sampling can be very useful for situations where it is needed to reach a targeted sample quickly and where sampling for proportionality is not the primary concern.

This has been used since the study entails the competencies and performance of both coaches and athletes. That is why all of them were part of the study.

A simple random sampling has also been used in this study in determining the distribution for both pupil and teacher respondents.

Data Research Instrument

In data gathering, the study adapted a survey questionnaire composed of three parts. The first part of the questionnaire consisted of the demographic profile of the respondents-coaches and athletes in terms of gender, age, years of coaching and playing and sports events. On the other hand, the second part of the questionnaire was for the coaching competency with sub-indicators like the personal skills, conceptual skills, management skills, human interaction skills and technical skills. The second part of the questionnaire for the athletes focused on the athletes' competency with sub indicators such as basic skills, preparatory skills and performance skills. The last part of the questionnaire for coaches and athletes was the motivation strategies used by the respondents. Questions pertaining to the coaching competency were self-made and adopted from the internet. All items answered using a five-point Likert scale format ranging from Extremely Observed (EO) Percentage 100%, Highly Observed (HO) 61%-99%, Observed (O) 40%-60%, Moderately Observed (MO) 1%-39% to Not Observed (NO) 0%.

Validation of Instruments

To gather the data relevant to the questions raised in the statement of the research problem, the researcher adopted the questionnaire use by Name (2018) in her study and also utilize a self-made questionnaire with indicators that suit the statement of the problem. The final draft of the questionnaire was written, approved by her thesis adviser. It was validated by three experts as to its clarity, wordiness, overlapping responses, use of jargon, use of technical language, balance of the questions and its relationship to problems using the scale: 4-exceeds expectation; 3-meets expectation; 2-below expectation; 1-not acceptable. The group of experts was composed of MAPEH teachers, specialist and MAPEH supervisor all with master's degree in Physical Education, research adviser and one statistician. Their comments were given full consideration for improvement of the instrument. It served as the main instrument for gathering the needed data.

Data Gathering Procedures

After finalizing the research instruments, the researcher secured permission from the Schools Division Superintendent, District Supervisors and School Principals of the select schools to conduct the study. Nonetheless, survey questionnaire in the form of Google sheet was personally answered by the respondents. This has been honestly and accurately accomplished by the respondents on a given time frame and the said instrument was personally harvested on the date set by the researcher in coordination with both respondents. Upon completion of all the necessary requirements, the researcher then tabulated and consolidated data gathered. Afterwards, data were subjected for statistical treatment. Once statistical tool was applied, the researcher discussed the results followed by interpretation and analysis of data.

Statistical Treatment of Data

The data that have been gathered were subjected to statistical analysis and interpretation. The assistance of a statistician was sought to process the data collected using appropriate statistical tool.

Data collected pertaining to the respondents' demographic profile were tabulated and analyzed using Descriptive Statistics such as frequency count.

For data reflecting the coaches' and athletes' level of competencies and the former motivation strategies a combination of weighted mean and standard deviation was employed.

In determining the significant relationship between the level of competencies of coaches and athletes, Pearson Product Moment of Correlation Coefficient was used.

To estimate the relationship between and among the level of competencies and motivation strategies of both coaches and athletes, Pearson Product Moment of Correlation Coefficient was utilized.

Results and Discussion

This chapter presents, analyzes, and interprets the data gathered from the sports coaching competencies, motivation, and performance of athletes. The results of this study would eventually lead for the sports development program for coaches in the City Schools Division of Cabuyao, Laguna.

The following figures present the demographic profile of the respondents according to the coaches' sex, age, years of coaching experience, and sports events; and athletes' sex, age, playing years, and sports events.

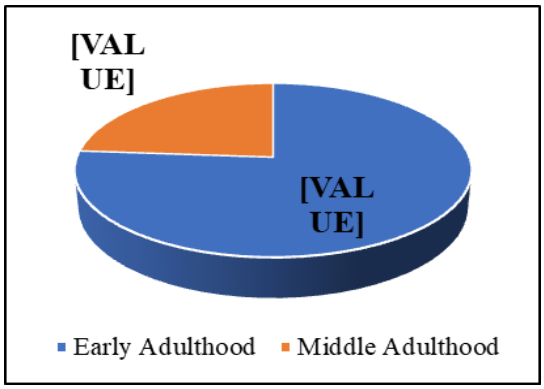

Figure 1. The Age-group of male coaches

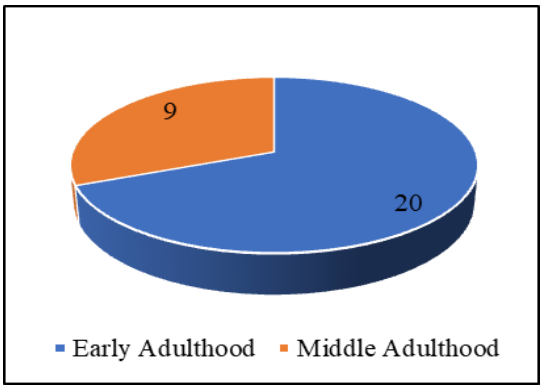

Figure 2. The Age-group of female coaches

Figures 1 and 2 show the profile between the sex and age group of coaches. As observed from the figures, the quantity of female coaches in early adulthood and middle adulthood is greater than the males'. Specifically, there were 20 and 9 female coaches in early adulthood and middle adulthood, respectively, while there were 16 and 5 male coaches in early adulthood and middle adulthood. Further, most of the coaches, both male and female, fall into early adulthood.

In the study of Moen and Federici (2012), "Coaches' Coaching Competence in Relation to Athletes' Perceived Progress in Elite Sport", the average age among the coaches was 35.5 years, wherein the youngest is 23 and the oldest is 53 years old. There were 60 females and 101 males participating in their study. Further, Nash and Sproule's (2012) study included 4.6 percent males and 35.4 percent females between the ages of 16 and 71. There were almost twice as many male coaches as female coaches. Based on the results, it shows that most of the coaches in SDO Cabuyao City were female because based on the records from the SDO HR, there were bigger population of the female teachers. From the records of the PESS Coordinators, new teachers were appointed as coaches for different sports events.

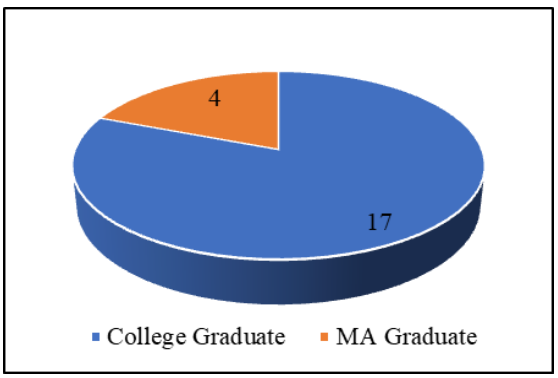

Figure 3. The educational attainment of male coaches

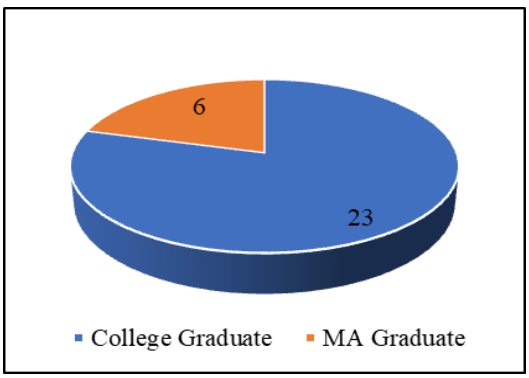

Figure 4. The educational attainment of female coaches

Figures 3 and 4 show the profile between sex and educational attainment of coaches. The table displays that the number of female coaches who are college and masters' degree graduates is greater than the males'. There were 23 and 6 female college and masters' degree graduates, respectively, while there were 17 and 4 male coaches who are college and masters' degree graduates, respectively. Most of the male and female coaches were college graduates.

In Nash and Sproule's (2012) study, "Coaches perceptions of their coach education experiences", educational qualifications were reported as 30.5% finishing secondary school, 31.8% attending a further education college, 29.2% completing an undergraduate degree and 8.4% gaining a postgraduate qualification. Most of the coaches in the field were teachers who were college graduates and master's degree holders.

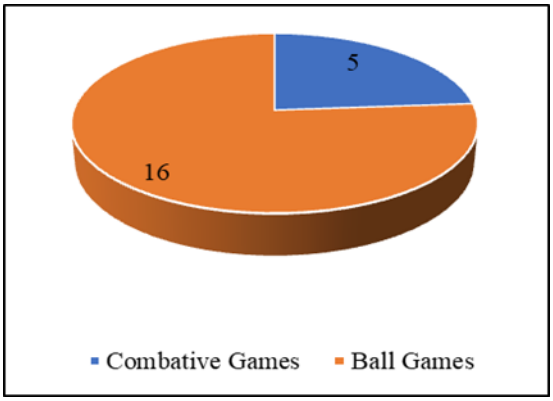

Figure 5. The sports events of male coaches

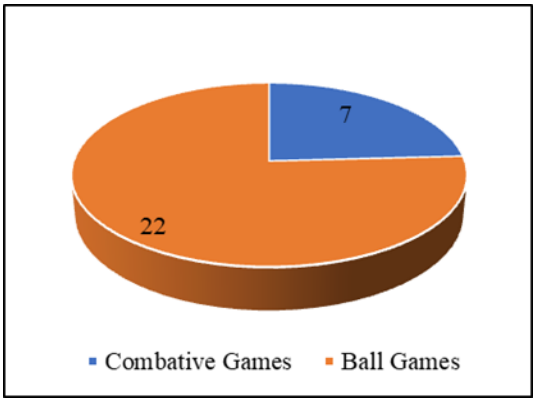

Figure 6. The sports events of female coaches

The fifth and sixth figures show the profile between sex and sports event of coaches. It demonstrates that female coaches are greater in quantity than the males in combative and ball games. Specifically, there were 7 and 22 female coaches in combative and ball games, respectively, while there were 5 and 16 male coaches in combative and ball games. Additionally, most of the male and female respondents were coaches of ball games.

The study of Murray, *et al.,* (2018) had forty-one coaches (16 males, 25 females) who participated from a range of team and individual sports. They were invited to take part in an investigation examining how coaches and athletes interact. Most of the combative events were conducted indoor, so most of the female coaches chose combative games due to the type of venues of the said event.

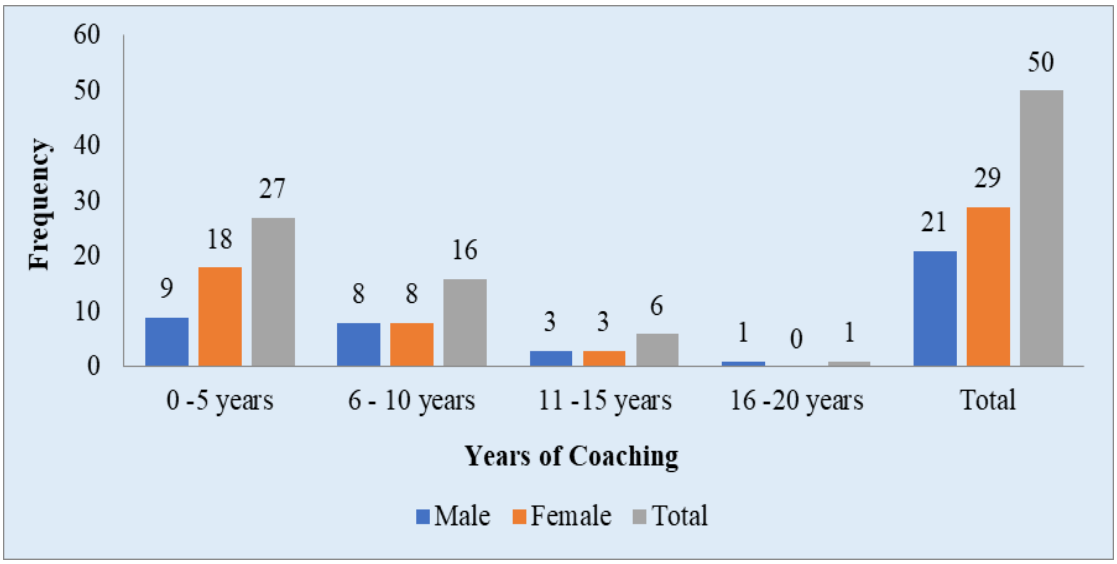

Figure 7. The profile between sex and years of coaching of coaches

Figure 7 displays the profile between sex and years of coaching of the coaches. It shows that majority of respondents have coaching experience from 0-5 years. Male and female coaches have 9 and 18 coaching experiences respectively, which fall in 0-5 years. Further, the respondents' minor frequency fall in 6-10 years and 11-15 years of coaching for males and females, respectively. Murray *et al.,* (2018) recruited 41 coaches for their study (16 males and 25 females) from a variety of team and individual sports. Participants had an average of 10.5 years of involvement in their sport (SD= 7.3) and represented a range of performance levels (recreational = 40%, regional = 30%, national = 18%, and international = 12%). Additionally, the coaches' time in coaching that ranged from less than 1 year to 42 years was reported in the study of Nash and Sproule (2012), with 4.6% male and 35.4% female. Moreover, coaches have fewer number of coaching experiences in the field. For this reason, most of the coaches were newly hired and neophyte in training sports athletes.

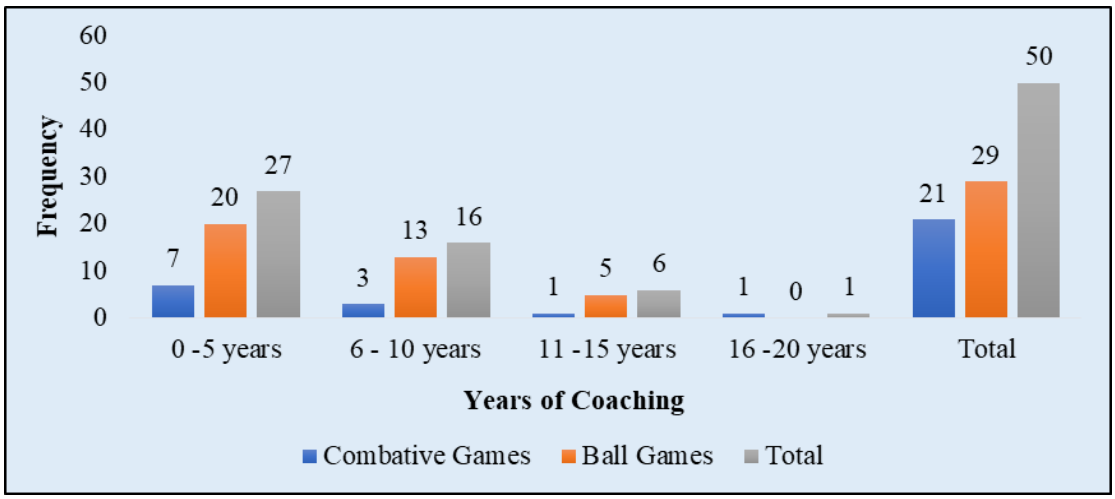

Figure 8. The profile between sports event and years of coaching of coaches

Figure 8 demonstrates the cross-tabulation between sports events and years of coaching of the coaches. It shows that most coaches with coaching experience in both combative and ball games fall in 0-5 years. Further, the respondents with a minor frequency fall in 16-20 years and 11-15 years of coaching for combative and ball games. Nash and Sproule's (2012) study reported that the coaches' time in coaching ranged from less than 1 year to 42 years. Ambag and Camarador (2017) concluded that experience is critical for developing into an effective coach. If a coach has prior athletic experience, he or she understands the pressure, emotions, and attitude of an athlete during training and games. Additionally, seasoned coaches are advantageous because they are intimately familiar with the proper execution and demonstration of the drill. This implies that most popular sports events to the coaches were combative games and the respondents were all new in the coaching field.

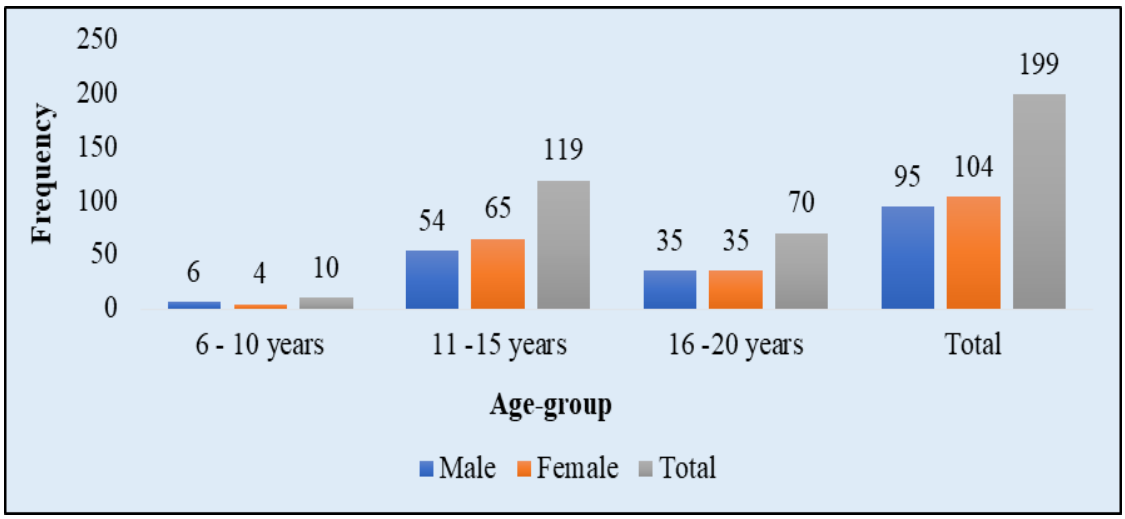

Figure 9. The profile between sex and age-group of athletes

Figure 9 shows the profile between sex and age group of athletes. It displays that most of the athletes belong to 11-15 years old. Specifically, there were 54 male and 65 female athletes who belong to 11-15 years old. Besides, athletes with minor frequencies both belong to 6-10 years old, with a frequency of 6 and 4 in male and female, respectively. In the study of Moen and Federici (2012), the average age among the athletes is 20 years old, wherein the youngest is 14 years old and the oldest is 41 years old. Moreover, most of the respondent-athletes belonged to grades 6-10 which is the last stage of training in elementary level and the junior high school level. At these stages, the athletes already reached the maximum intense of the training.

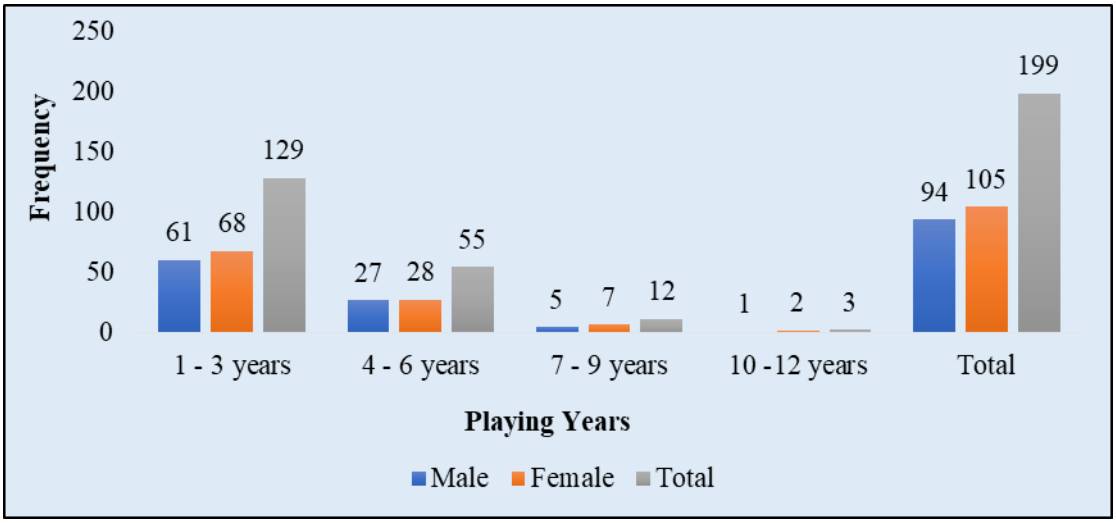

Figure 10. The profile between sex and playing years of athletes

Figure 10 demonstrates the profile between sex and playing years of athletes. The table shows that most of the male and female athletes have 1-3 playing years. There were 61 male and 68 female athletes who belong to 1-3 playing years. Further, most minor athletes have 10-12 playing years with a frequency of 1 and 2 in males and females, respectively.

Lim *et al.,* (2013) analyzed 322 student-athlete samples. Males made up 57.20 percent of the population, while females made up 42.80 percent. Because their study was conducted among university-based student-athletes, 59.25 percent of their samples had no more than 12 months of experience with their respective coaches. This showed that majority of the athletes have 1-3 playing years. For elementary and secondary levels, if an athlete started training and joining sports competition during grade 4 and grade 7, on the third year of playing and competing, maturity is reached in the said chosen events.

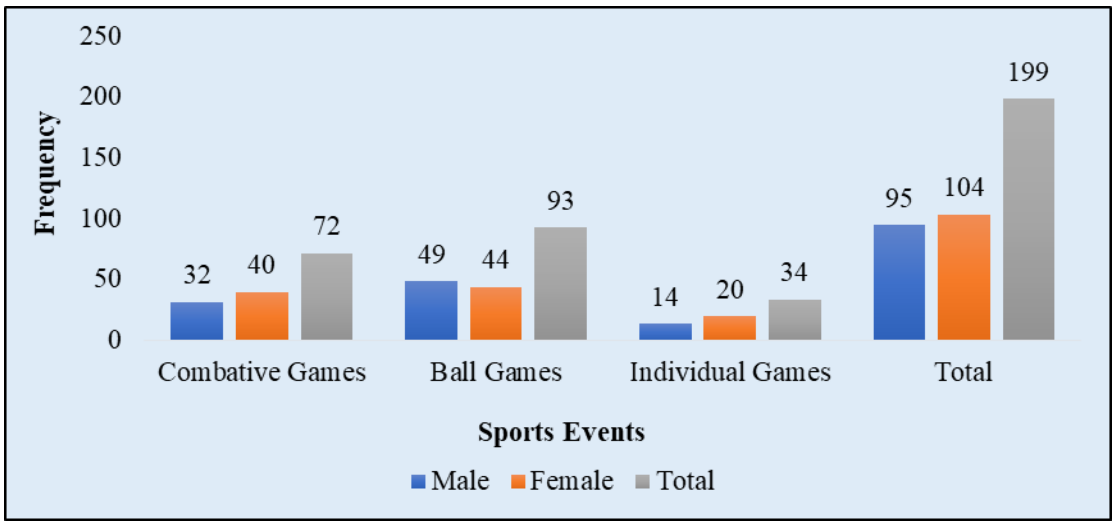

Figure 11. The profile between sex and sport event of athletes

Figure 11 displays the profile between sex and athletes' sports events. It shows that most of the athletes' sports event are ball games with 49 and 44 males and females. Also, the least of athletes' sports events are individual games with a frequency of 14 and 20 in male and female. In the study of Lim, *et al.,* (2013), 60.25% of the athletes involved in team sports, which comprises of at least two players in a team, and the remaining were in individual sports such as swimming, archery, and golf. This showed that majority of athlete-respondents were playing ball games such as basketball, volleyball, football, futsal and sepak takraw.

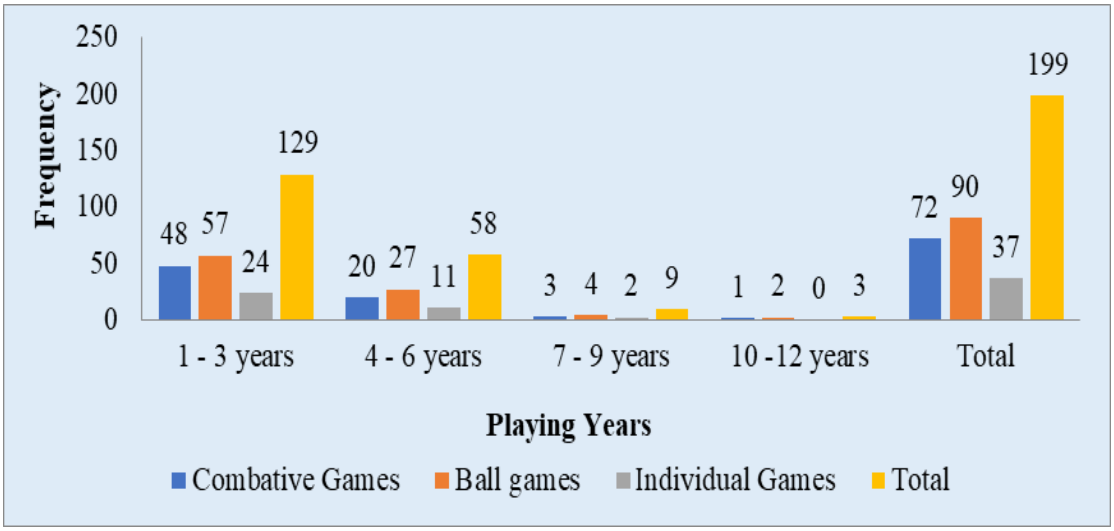

Figure 12. The profile between sport events and playing years of athletes

The twelfth figure demonstrates the profile between the athletes' sports events and their playing years. It shows that most of the athletes in combative games, ball games and individual games have an experience of 1-3 playing years. There were 48, 57, and 24 athletes in combative games, ball games and individual games, respectively. Plus, the least of athletes' playing years was 10-12 years with 1 and 2 in combative and ball games respectively, while there were two athletes with 7-9 playing years in individual games. This indicated that athletes who were attracted in combative games, ball games and individual games have 1-3 playing years. At this given stage, respondents were engaged in sports events specifically for grades 4 & 7. Lim *et al.,* (2013) reported that 59.25 percent of their samples had no more than 12 months of experience with their respective coaches. 60.25% of them involved in team sports, which comprises of at least two players in a team, and the remaining were in individual sports such as swimming, archery, and golf.

Table 1. Mean coaching competency in terms of coach personal skills

Personal Skills	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) understand the sports	4.26	.751	Highly Observed
2) sponge for knowledge	4.12	.773	Highly Observed
3) educates others	4.18	.748	Highly Observed
4) is a motivator	4.44	.644	Highly Observed
5) knows the athlete and his character	4.44	.705	Highly Observed
6) is an effective communicator	4.16	.738	Highly Observed
7) is a good listener	4.46	.579	Highly Observed
8) is disciplined	4.46	.706	Highly Observed
9) leads by example	4.30	.707	Highly Observed
10) display clear passion for sports	4.32	.794	Highly Observed
Legend:1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 1 shows the level of coaching competency of the coaches in terms of personal skills. The result shows that the statements "The coach is a good listener" and "The coach is disciplined" both got the highest mean ($\bar{x}$ = 4.46), while the statement "The coach sponges for knowledge" got the lowest mean ($\bar{x}$= 4.12). The descriptive interpretation for these statements was all highly observed. Overall, the level of coaching competency of the coaches in terms of personal skills ($\bar{x}$= 4.31) is highly observed. The study of Lim *et al.,* (2013) on coach competencies from a gender perspective, both male and female athletes rated their coaches with an average total score close to the maximum. This implies that athletes regard their coaches as possessing an adequate level of knowledge, skills, and experience in motivating, strategizing, imposing effective techniques, and developing positive character traits in them. Additionally, the results indicate that the scores for both genders are quite similar. According to Kelly Services (2017), the best coaches are known for their dedication to their respective sports. Many spent years as players prior to becoming coaches, and they are constantly researching new techniques for increasing speed, agility, and strategy. Each possesses extensive knowledge of his or her sport and a broad, detailed frame of reference from which to draw. According to the results, the majority of the coaches at SDO Cabuyao have the personal skills required to be effective in their roles. Even though the coaches are still new to the coaching profession, the majority of them have demonstrated and provided technical assistance to their athletes.

Table 2. Mean coaching competency in terms of coach conceptual skills

Conceptual Skills	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) has the ability to translate a vision	4.00	.990	Highly Observed
2) has clear methods of play creation and explanation of routes and tactics	4.08	.966	Highly Observed
3) can produce original and fresh ideas	3.94	1.018	Highly Observed
Legend:1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 2 displays the level of coaching competency of the coaches in terms of conceptual skills. The table shows that the statement "The coach has clear methods of play creation and explanation of routes and tactics" got the highest mean ($\bar{x}$= 4.08), while the statement with the lowest mean is "The coach can produce original and fresh ideas" ($\bar{x}$= 3.94). These statements both got a descriptive interpretation of highly observed. Overall, the level of coaching competency of the coaches in terms of conceptual skills ($\bar{x}$ = 4.01) is highly observed. According to the Online Master of Athletic Administration (2019), innovation is the capacity to generate novel and novel ideas. Coaches' greatest leap toward success involves developing novel methods for invigorating and energizing their athletes. Coaches eventually develop their own distinct strategies for success through continuous education and commitment. Progress is fueled by innovation. Acquiring and applying successful techniques inspire new and exciting ways to push athletic limits further. While not all novel ideas succeed, failures can be just as instructive as successes. Coaches who are willing to learn from their mistakes seize every opportunity, once again setting a positive example for their athletes.

Table 3. Mean coaching competency in terms of coach management skills

Management Skills	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) can maintain the team together	4.16	.792	Highly Observed
2) is proactive in providing support to other members of the team	4.24	.894	Highly Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 3 demonstrates the level of coaching competency of the coaches in terms of management skills. The table reveals that the statement "The coach is proactive in providing support to other members of the team" got the highest mean ($\bar{x}$= 4.24) while "The coach can maintain the team together" go the lowest mean ($\bar{x}$= 4.16). Both statements reached the highly observed level. Overall, the level of coaching competency of the coaches in terms of management skills ($\bar{x}$= 4.20) is highly observed.

According to the Online Master of Athletic Administration (2020), a leader should be capable of fostering collaboration among athletes, organizations, and clients. Sports managers must be motivators, organizers, and leaders. They should be able to inspire others to collaborate to accomplish common goals and achieve success as a team. Boosting morale and encouraging teamwork through a confident, passionate, and enthusiastic approach to tasks is the best way for a leader and a team to work together at an exceptional level. Developing relationships, empowering team members, establishing a shared vision, and having fun are all critical components of teamwork. Maintain visibility and open communication with your team. Establish clear and common goals that everyone can work for. Interactions and meetings should take place on a regular basis. Take note of team members' concerns and feedback. Encourage cooperation and team building activities and events on a regular basis. Although being an excellent leader comes more naturally to some personalities than others, it can be learned through practice and application of these leadership skills.

Table 4. Mean coaching competency in terms of coach human interaction skills

Human Interaction Skills	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) has an interpersonal communication between the coach and the players	4.22	1.016	Highly Observed
2) can communication thoughts to a player	4.22	.887	Highly Observed
3) can create a positive atmosphere during practices and games	4.24	.894	Highly Observed
4) can reduce anxiety during competition	4.32	.768	Highly Observed
5) can clearly explain complicated situation	4.30	.763	Highly Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

The table 4 shows the level of coaching competency of the coaches in terms of human interaction skills. The highest mean statement is "The coach can reduce anxiety during competition" ($\bar{x}$ = 4.32). In contrast, the statements "The coach has an interpersonal communication between the coach and the players" and "The coach can communication thoughts to a player" both got the lowest mean ($\bar{x}$ = 4.22). The descriptive interpretation of these statements is highly observed. Overall, the level of coaching competency of the coaches in terms of interaction skills ($\bar{x}$ = 4.26) is highly observed.

Ambag and Camarador (2017) discussed how coaches' effective communication skills and adaptability to the resources available contribute to their effectiveness. Communication is one of the coaches' leadership strategies. Indeed, communicating effectively with athletes requires a thorough understanding of their circumstances both on the team and in their personal lives. Additionally, their coaches provide direct and clear instructions during training sessions on how to properly execute skills and drills. They provide the necessary materials to ensure that the commands and guidelines are easily understood. This will undoubtedly result in a harmonious relationship and increased trust between team members to accomplish individual and group goals.

Online Master of Athletic Administration (2019) stated that effective communication is critical to success in any endeavor, not just for sports coaches. Most difficulties and obstacles arise because of poor communication, making it an essential skill to master in the pursuit of success. Additionally, miscommunication can result in player injury and subpar performance.

Table 5. Mean coaching competency in terms of coach technical skills

Technical Skills	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) has knowledge of the game and ability to use the tools of the organization	3.86	1.246	Highly Observed
2) has ability to use the tools and processes of the organization	4.02	1.000	Highly Observed
3) has tactical strategy in every game	3.76	1.188	Highly Observed
Legend : 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 5 displays the level of coaching competency of the coaches in terms of human technical skills. The highest mean statement is "The coach has ability to use the tools and processes of the organization" ($\bar{x}$ = 4.02), while the statement "The coach has tactical strategy in every game" got the lowest mean ($\bar{x}$ = 3.76). The descriptive interpretation of these statements is highly observed.

Overall, the level of coaching competency of the coaches in terms of technical skills ($\bar{x}$ = 3.88) is highly observed. The result above is like the study of Ambag and Camarador (2017), which states that their respondent-coaches are considered effective coaches by the means of their knowledge and learning gained from their master's degree and the experience and exposure gained from their athletic career.

According to the study as shown in the results, the coaches technical skills of the SDO Cabuyao were not left behind even we are one of the newest division in CALABARZON. It has been reflected that most of the coaches know how to use all the available facilities and sports equipment.

The researcher determined the competency level of the athletes in the selected schools of the Division of Cabuyao City according to basic Skills, preparatory skills, and performance skills.

Table 6. Mean athletes competency in term of basic skills

Basic Skills	Mean	Std Dev	Descriptive Interpretation
The athlete. . .			
1) has knowledge on the rules and regulations of the sports being played	4.49	.710	Highly Observed
2) has locomotor skills such as running, jumping, hopping, galloping, rolling, leaping, dodging, etc.	4.52	.678	Extremely Observed
3) actions and movements are smooth and controlled	4.20	.722	Highly Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 6 shows the level of athletes' competency in terms of their basic skills. The highest mean statement is "The athlete has locomotor skills such as running, jumping, hopping, galloping, rolling, leaping, dodging, etc." ($\bar{x}$ = 4.52), with a descriptive interpretation of extremely observed. In contrast, the statement "The athletes' actions and movements are smooth and controlled" got the lowest mean ($\bar{x}$ = 4.20), with a descriptive interpretation of highly observed. Overall, the level of athletes' competency in terms of basic skills ($\bar{x}$ = 4.40) is highly observed.

ACT Government, Australia (n. d.). stated that fundamental movement skills are a specific set of skills that involve different body parts such as feet, legs, trunk, head, arms, and hands. These skills are the "building blocks" for more complex and specialized skills that kids will need throughout their lives to competently participate in different games, sports, and recreational activities. Fundamental movement skill categories include: Balance skills- Movements where the body remains in place but moves around its horizontal and vertical axes; Locomotor skills-such as running, jumping, hopping, and galloping; and Ball skills- such as catching, throwing, kicking, underarm roll and striking.

Table 7. Mean athletes competency in term of preparatory skills

Preparatory Skills	Mean	Std Dev	Descriptive Interpretation
The athlete. . .			
1) understands how to perform the skills correctly	4.48	.717	Highly Observed
2) has initiative to personally prepare and conduct himself before the games	4.10	.915	Highly Observed
3) manages his own diet	4.08	.866	Highly Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 7 displays the level of athletes' competency in terms of their preparatory skills. The highest mean statement is "The athlete understands how to perform the skills correctly" ($\bar{x}$ = 4.48). In contrast, the statement "The athlete manages his own diet" got the lowest mean ($\bar{x}$ = 4.20). Both the statements got a descriptive interpretation of highly observed. Overall, the level of athletes' competency in terms of preparatory skills ($\bar{x}$ = 4.22) is highly observed. Just Fly Sports (n. d.) stated that a good physical preparation or strength and conditioning program would build a strong, balanced, and connected frame for an athlete to maintain a proper trunk position while muscles interact with tendons to amplify speed. Hence, strength and conditioning provide a better platform for an athlete to use their body's natural movement capability.

Most of the coaches in the SDO provided strict and hectic training program in the preparation for district, city and provincial sports competition. From week 1 until last day of the training, the coaches guided their athletes on the importance of preparation for different sport events.

Table 8. Mean athletes competency in term of performance skills

Performance Skills	Mean	Std Dev	Descriptive Interpretation
The athlete. . .			
1) use range of motion in order to perform well	4.32	.844	Highly Observed
2) focuses during the game	4.57	.714	Extremely Observed
3) able to communicate with the team	4.55	.823	Extremely Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 8 demonstrates the level of athletes' competency in terms of their performance skills. The highest mean statement is "The athlete focuses during the game" ($\bar{x}$ = 4.57), with a descriptive interpretation of extremely observed. In contrast, the statement "The athlete uses a range of motion in order to perform well" got the lowest mean ($\bar{x}$ = 4.32), with a descriptive interpretation of highly observed. Overall, the level of athletes' competency in terms of performance skills ($\bar{x}$ = 4.48) is highly observed.

In the City Schools Division of Cabuyao, the researcher assessed the performance abilities of the athletes based on their behavior and performance during the game. In all other sports events, the playing skills of most of the athletes, in particular, show the combat games the highest level of performances. It is quite clear that, especially at Batang Pinoy and Palarong Pambansa in the last years, the performance of the athletes at Cabuyao is remarkable.

Table 9. Mean intrinsic motivating strategies employed by coaches

Intrinsic Motivating Statement	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) gives verbal and non-verbal positive reinforcements based on the specific behavior of the athletes	4.26	.664	Highly Observed
2) recognize athlete's specific contribution to practice	4.44	.675	Highly Observed
3) positively inform their athlete about their ability	4.34	.872	Highly Observed
4) work together with athletes to set challenging individual and team goals	4.36	.827	Highly Observed
5) encourages athletes to push themselves harder to become the best in their sports even during the training stage	4.48	.789	Highly Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table nine shows the level of intrinsic motivating strategies employed by coaches. It shows that the highest mean statement is "The coach encourages athletes to push themselves harder to become the best in their sports even during the training stage" ($\bar{x}$ = 4.48), while the statement "The coach gives verbal and non-verbal positive reinforcements based on the specific behavior of the athletes" got the lowest mean ($\bar{x}$ = 4.26). The descriptive interpretation of these statements is highly observed. Overall, the level of intrinsic motivating strategies employed by coaches ($\bar{x}$ = 4.38) is highly observed.

The result contradicts the study of Aquino and Buiza (2014). They concluded that the coaches of the various UP Diliman varsity teams failed to motivate their athletes to improve and perform beyond their obligations as varsity player. Though the non-roster members (athletes) considered the existence of some form of motivation, this was often done as a team and not on an individual level. The non-roster student-athlete likewise felt that they are being separated from the roster athletes, most especially during training and games both during the UAAP season and the off-season. Despite all these, the study found out that undeniably, the coaches of the UP Diliman varsity athletics program have shown a semblance of motivating their non-roster student-athletes. Some of them shared stories of their coaches driving and motivating them to perform beyond their obligations, encouraging them to go beyond their limits.

Table 10. Mean extrinsic motivating strategies employed by coaches

Extrinsic Motivating Statement	Mean	Std Dev	Descriptive Interpretation
The coach . . .			
1) provides monetary incentives to engage in sports	3.88	.799	Highly Observed
2) compete in sports for trophies and medals	4.08	.853	Highly Observed
3) motivate to win in exchange for passing grades	3.82	1.119	Highly Observed
Legend: 1.00–1.50 (Not Observed); 1.51-2.50 (Moderately Observed); 2.51-3.50 (Observed); 3.51-4.50 (Highly Observed); 4.51-5.00 (Extremely Observed)			

Table 10 displays the level of extrinsic motivating strategies employed by coaches. It shows that the highest mean statement is "The coach competes in sports for trophies and medals" ($\bar{x}$ = 4.08), while the statement "The coach motivates to win in exchange for passing grades" got the lowest mean ($\bar{x}$ = 3.82). The descriptive interpretation of these statements is highly observed. Overall, the level of extrinsic motivating strategies employed by coaches ($\bar{x}$ = 3.93) is highly observed. Extrinsic motivation influences athletic performance, Petranchuk (2019) concluded. Extrinsic motivation can have a significant effect on athletes of all abilities. This influence can come from coaches, parents, or peers.

Table 11. The relationship between competency skills of coaches and athletes

Competency skills of athletes	Competency skills of coaches				
	Personal skills	Conceptual skills	Management skills	Human interaction skills	Technical skills
Basic skills	-.034^{NS}	-.037^{NS}	.008^{NS}	.018^{NS}	-.023^{NS}
Preparatory skills	-.037^{NS}	-.075^{NS}	-.003^{NS}	.120^{NS}	.000^{NS}
Performance skills	-.126^{NS}	-.034^{NS}	-.119^{NS}	.006^{NS}	-.040^{NS}
NS–Not Significant					

Table 11 shows the relationship between the competency skills of coaches and athletes. Based on the table, the p-value of each bivariate is greater than the alpha level, which is 0.05 or 5%. Further, the correlation values range from -0.126 to 0.018, which means that there has been no correlation between variables. Thus, we failed to reject the null hypothesis.

Based on the results, the null hypothesis is accepted. It means that there is no significant relationship between the coaches' competencies and athletes' competencies in the selected schools in the Division of Cabuyao City. Specifically, coaches' competency skills namely: personal, conceptual, management, human interaction, and technical skills do not show significant relationship with students' competency skills, namely: basic, preparatory, and performance skills.

From December 2018 until September 2019, the Schools Division Superintendent and EPS in Sports spearheaded the Sports Training Program entitled "BASIC AND INTEGRATED TRAINING PROGRAM FOR CABUYAO ATHLETES AND OFFICIALS UNDER (CABS) Phases 1-8". It covered training for seven days per phase. It focused on improving athletes' skills and abilities in all sports events over a 10-month period, with transportation and meal allowances provided on a daily basis. The results of this rigorous training for athletes can be seen in the 2019 One Laguna Sports Competition, where Cabuyao athletes' medal tally increased by about 40% compared to previous years.

Table 12. The relationship between competency skills of athletes and motivation strategies of coaches

Motivation Strategies of Coaches	Competency Skills of Athletes		
	Basic Skills	**Preparatory Skills**	**Performance Skills**
Intrinsic Motivation	-.027^{NS}	-.015^{NS}	-.173^{NS}
Extrinsic Motivation	-.185^{NS}	.098^{NS}	-.292* .040
*Significant at .05			

Table 12 displays the relationship between the competency skills of athletes and the motivation strategies of coaches. Based on the table, the p-value of athletes' performance skills and coaches' extrinsic motivation strategies (0.040) is less than the alpha level (0.05), which means a significant relationship between the two variables. Further, the correlation value (-0.292) shows that the strength of the relationship between athletes' performance skills and coaches' extrinsic motivation strategies is weak negative, which means that the variables are inversely proportional. Thus, we reject the null hypothesis only in the mentioned variables.00 It signifies that athletes' performance skills and coaches' extrinsic motivation strategies have a weak negative correlation. Further, the rest of the sub-variables in students' competency skills and coaches' motivational skills show no significance.

The result of Lim's (2014) study stated that there is moderate relationship between the competencies of sport coaches and achievement motivation among student-athletes. Further, motivation competency of coaches was found to be significant contributor to student-athletes sport achievement motivation. In addition, Marcone's (2017) study concluded that coaches who exhibit the most autonomic supportive behaviors tend to fulfill the psychological needs of athletes, resulting in the development of self-determined forms of motivation. When autonomy is supported and athletes become self-determined in their motivation, research shows that these athletes achieve greater success in their overall improvement and performance when participating in their respective activity or sport.

Summary of Findings

On demographic profile of the coach respondents, majority of the coaches were female, in the middle adulthood, graduate of bachelors' and masters' degree, have coaching experiences from 0-5 years in combative and ball games. While for the athlete-respondents, most of them belonged to 11-15 years old, have 1-3 playing years in combative, ball and individual games. In terms of coaching competency of the coaches, the study found personal skills as the highly observed skills which affect the performance of the athletes followed by human interaction skills. The technical skills were the least among the coaches' competency skills. As to the competency level of the athletes, performance skills were highly observed while preparatory skills got the lowest level of competency.

Intrinsic motivation strategies of the coaches greatly affect the performance of the athletes in the selected schools of Division of Cabuyao City while extrinsic motivation strategies have the least effect. The coaches' competencies such as the personal skills, conceptual skills, management skills, human interaction skills and technical skills had no significant relationship to the athlete's competencies in terms of basic, preparatory and performance skills.

Further, there is a significant relationship was noted between athletes' performance skills and coaches' extrinsic motivation strategies. However, the rest of the sub-variables in athletes' competency skills and coaches' motivational skills showed no significance.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

- ✓ There is no significant relationship between the coaches' competencies such as the personal skills, conceptual skills, management skills, human interaction skills and technical skills and the athletes' competencies in terms of basic skills, preparatory skills and performance skills. Therefore, hypothesis is sustained.
- ✓ A significant relationship was noted between athletes' performance skills and coaches' extrinsic motivation strategies. However, the rest of the sub-variables in athletes' competency skills and coaches' motivational skills showed no significance. Therefore, hypothesis is accepted.

Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations can be considered:

1) The Division Sports Coordinator may ensure that there is a sports development program in place to develop and sharpen the best coaches and champions in all sports events.
2) Schools may think about assigning male and female teachers to coach combative, ball, and individual games.
3) Schools may consider appointing seasoned coaches to handle athlete training rather than newly hired teachers.
4) To increase the chances of winning more medals, schools may assign male and female coaches to group games such as volleyball, basketball, football, and baseball.
5) Schools may consider regular communication with parents and coaches to improve relationships with teacher-coaches and student-athletes, resulting in an increased level of confidence with the coaches and athletes during the training program.
6) Schools can effectively recruit future champion players by providing extrinsic motivations such as allowances, better sports facilities, and trainers.
7) Trainer-coaches should consider strategies for retaining athletes in sports events and teams with which they are involved by providing the best school sports program.
8) More training opportunities, possibly the advanced ones, and membership options that are flexible may be considered by the school.
9) Coaches may choose and train athletes beginning from grade 3 in the elementary and grade 7 in the high school for the Grassroots program.

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Conflicts of interest

The authors declare no conflicts of interest.

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