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Sports Coaching Styles of Trainers in Public Junior High School

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Abstract: This research determined the different coaching styles of trainers in Public Junior High Schools specifically in the Division of Tanauan City with the aim of proposing activities to strengthen their coaching styles. Specifically, it dealt with the following; the respondents' profile in terms of sex, age, civil status, number of coaching years, type of sports being coached and number of related seminars and trainings, their coaching styles and the significant relationship of three variables. The input of the study was determined by employing questionnaire as the principal tool for gathering data. Through appropriate statistical tools, the gathered input underwent the correlation and difference analysis. The results revealed that the respondents are greatly male, aged 20-39, married, have been coaching team sports for 5-9 years and attended 5-9 related seminars/trainings. Through chi-square, it was revealed that civil status, number of coaching years, type of sports and number of related seminars/trainings have significant relationship when correlated with their coaching style; while sex and age are not significantly related. The above-mentioned findings recommend various activities that will strengthen the coaches' coaching style. Activities like seminars, workshops and team buildings are also proposed to strengthen not just the coaching styles but also the communication, socialization and relationship of the athletes to their athletes.

Keywords: sports, coaching, styles, trainers, public schools.

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I. Introduction

In this contemporary world of self-progression, sports is a crucial factor that enriches physical, mental, emotional, spiritual and social amenities and capabilities of an individual. In addition to making people healthier, sports also allow people to develop personally. Many people's self-esteem improves through sports as they participate in any competitive sports such as basketball, volleyball, badminton and table tennis among others. The certainty that playing sports is good for each individual is merely undisputable because it helps their minds and bodies, and ultimately means that they can live longer, happier lives. Moreover, sports participation will be interesting if physical activities are manipulated by sports trainers. Sports trainers are very important in the development of all sports because they facilitate and assess students in sports engagement to cultivate skills towards achieving their full potential. All sports coaches have a preferred way they like to coach; this is called their "coaching style". It is essentially the way they naturally behave when they are coaching.

Myles (2012) sees coaching as the art and practice of inspiring, emerging, and facilitating the performance, learning and development of the player. Cox *et al.,* (2010) defined coaching as a training or developmental process which an individual is supported while achieving a specific personal or professional competence result or goal. The individual receiving coaching may be referred to as coaches. Occasionally, the term coaching may be applied to an informal relationship between two individuals where one has greater experience and expertise than the other and offers advice and guidance as the other goes through a learning process (Morgan, 2012).

Cote and Gilbert (2009) defined coaching as "the consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection and character". Olympiou *et al.,* (2008) suggested that an athlete's perception of the coach-athlete relationship has motivational significance. Phillips and Jubenville (2009) stated that the coach-athlete relationship is important to both groups' performance and both must evaluate the other to enhance performance.

Sports coaching is as difficult and as demanding as any other aspect of sports. Good coaching and poor coaching often have impacts on the individual athlete or a team and can become magnified out of proportion to the coaching direction itself. The complete and well-trained sports coach is seemingly a multidimensional personality, possessing a wide range of technical, communication, and interpersonal skills. All sports coaches must possess certain attributes, some in greater measures than others, to provide effective direction to their athletes or teams. An important attribute is a technical knowledge of the sports. A passion for the sports is a coaching asset on its own, but a love of the game standing in isolation is not a sufficient grounding for coaching effectiveness.

Depending on the type of coach and/or peer motivational climate an athlete is subjected to has an influence on the athletes' satisfaction and enjoyment (Baric and Bucik, 2009; Vazou, 2010). A coach, as well is liable to reach his/her expectations on the development of athletes. All in all, an athlete's self-progression, actual development and motivation are established through the collaboration of various factors and the goal orientation of athletes is affected by the environment created mainly by coaches. It is important for a coach to find a good balance and to prevent athletes from having his/her sports performance suffer, becoming burned out in their sports, and/or having his/her self-esteem decrease.

The coach is the primary personal support for the athlete in many cases. Coaching is, at its heart, a trust relationship between coach and athlete. At its best, the coach is a supremely influential figure for good in the life of the athlete, a sporting mentor with whom the athlete has a powerful emotional bond. The successful coach puts the interests of the athlete ahead of his or her own in every circumstance. Such coaches often lose sight of their primary duty to develop the skills of the athlete, rendering the athlete a part of the coach's personal agenda instead. This study about sports coaching styles is essential and influential to the performances and organization of athletes because it may lead them to further knowledge and development. It has a great motif for present and future researchers for them to be oriented with the different coaching styles which can be utilized in teaching and training purposes.

1.1 Objectives of the study

This study has an end view of providing a portal for more knowledge about coaching and enabling the present researchers for proposing variety of activities to strengthen the efficiency and effectiveness of various sports coaching styles, communication skills, and body kin

aesthetic ability for the development of trainers in Public Junior High Schools. Specifically, it sought answers to the following questions, What is the profile of the respondents in terms of sex, age, civil status, number of coaching years, type of sport/sports being coached and number of related seminars and trainings? How may the coaching styles of the respondents be described as to command, reciprocal, problem-solving and guided discovery? Is there a significant relationship between the respondents' profile and their assessed coaching styles? What course of action may be proposed to strengthen the Public Junior High School coaches' coaching styles?

2. Methodology

The researcher used descriptive correlational method in this study. Descriptive method concerns the gathering of information about prevailing conditions or situations for the purpose of description and interpretation (Aggarwal, 2008). It is a process that starts with description, based on observation, of events, from which studies and data may be emerged to interpret the observations. In sports psychology, techniques and styles used to describe behavior include interviews, naturalistic observation, case studies, surveys, and psychological tests. The respondents of the study were the public junior high school trainers in the Division of Tanauan City. The said respondents were chosen because they are currently coaching sports to the athletes in the selected campuses. The respondents were composed of 30 sports trainers.

To provide and gather information needed in the study, the group utilized a researcher-made questionnaire which consists of 26 items. The first 6 items determined the respondents' profile. The other 20 items identified the respondents' sports coaching styles.

In preparing the questionnaire, the researchers examined the reviewed concepts on sports coaching styles in terms of command, reciprocal, problem solving and guided discovery styles. As to respondents' profile, the researchers incorporated sex, age, civil status, number of coaching years, type of sports being coached and number of seminars/trainings related to coaching.

The variable of the study is the respondent's sports coaching styles. To be able to decode the computed weighted mean, the following mean ranges with their corresponding interpretations were used.

Numerical Value	Mean Ranges	Interpretation
4	3.51-4.00	Often/Highly Employed
3	2.51-3.50	Sometimes/Employed
2	1.51-2.50	Seldom/Slightly Employed
1	1.00-1.50	Never/Not Employed

3. Results and Discussions

This chapter covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. The discussions of the findings are patterned in a manner that coincides with the organization of the problems posed in the study.

3.1 Profile of the Respondents

In this portion, the profile of the respondents in terms of sex, age, civil status, number of coaching years, type of sports and number of related seminars and trainings are presented. These are found on the succeeding tables.

Table 1. Frequency and Percentage Distribution of the Respondents' Profile in terms of Sex

Sex	Frequency	Percentage
Male	17	57
Female	13	43
Total	**30**	**100**

The table exposes that majority of the respondents were male. Out of the total sample of 30, there were 17 or 57% male and 13 or 43% female. Greater number of male respondents was revealed. This numerical disparity can be attributed to the fact that males tend to engage themselves more in coaching sports. According to Messner and Bozada-Deas (2009), men typically coach because most women typically serve as organizers of the snack schedule, handle logistics, and collect money for coaches' tokens, among other managerial work. In the researchers' point of view, this disequilibrium stems that distribute the work between men and women were based on traditional capacities.

Table 2. Frequency and Percentage Distribution of the Respondents' Profile in terms of Age

Age in Years	Frequency	Percentage
40 – 49	8	26
30 – 39	11	37
20 – 29	11	37
Total	**30**	**100**

The table reveals that out of 30 respondents, 11 or 37% of them belongs to ages 20-29, 11 or 37% belongs to 30-39, and 8 or 26% belongs to 40-49. The table shows that early adulthood ages 21-30 and 31-40 both have the same and highest percentage among other ages. It is because players agree that having a younger coach often smoothes relations (Battista, 2009).

Young coaches can regulate a generation gap. They can exceed to the needs and anticipations of the athletes. Having 0 percent in age 51 and above, it supports the idea that there is a lack of athletes because based on the case study of a columnist, Medcalf (2014), younger coaches might have an advantage to relate to their players. In most cases, they are more involved to players culturally and socially than veteran coaches.

Table 3. Frequency and Percentage Distribution of the Respondents' Profile in terms of Civil Status

Civil Status	Frequency	Percentage
Single	13	43
Married	17	57
Total	**30**	**100**

The table shows that out of 30 respondents, 17 or 57% are married and 13 or 43% are single. It has been examined in detail and it has been emphasized that trainers are one of the most important social influencers of which emotional and psychological factors affect athletes' behavior (Jõesaar *et al.*, 2012).

Coaches need to build and gain relationship with their athletes through time. Coaches who have been married have better communication and relationship skills than those who are not.

Table 4. Frequency and Percentage Distribution of the Respondents' Profile in terms of Number of Coaching Years

Number of Coaching Years	Frequency	Percentage
16 and above	3	10
10 – 15	4	13
5 – 9	17	57
1 – 4	6	20
Total	**30**	**100**

It can be gleaned from the table that 3 or 10% are 16 and above years, 4 or 13% are 10 to 15 years, 17 or 57% are 5 to 9 years, and 6 or 20% are 1 to 4 years in the field of coaching. In the figure above, most of the respondents have coached for 5 to 9 years. Based on the study of Becker (2009), the final stem to arise within the range of coach accreditations was experience. When coaches have enough 5 to 9 years of experience, it was easier to acquire into what they are trying to teach. On the other hand, there is only 1 respondent aligned to 21 years and above of coaching experience. The table shows that some public junior high schools lack veteran coaches. One of the probable why selected schools lack with veteran coaches is the presence of age bias that include stereotypes, discrimination and prejudices (Cuddy, Fliske and Click, 2008). Posthuma and Campion (2009) indicated seven age stereotypes; (1) poor performance; (2) resistance to change; (3) ability to learn; (4) shorter tenure; (6) more costly and; (7) more dependable.

3.2 Type of Sports

The fourth variable is the type of sport/sports being coached by the respondents. This variable determines one respondent's type of sports being coached whether it is in team sports which are basketball, baseball, sepak takraw and football; individual/dual sports which are badminton and table tennis; and combative sports which are taekwondo and karate. This variable is presented through frequency and percentage distribution revealed at Table 5.

Table 5. Frequency and Percentage Distribution of the Respondents' Profile in terms of Type of Sports

Type of Sports	Frequency	Percentage
Team	17	57
Individual/Dual	10	33
Combative	3	10
Total	**30**	**100**

Out of 30 respondents, 17 or 57% coached team sports, 10 or 33% individual/dual sports, and 3 or 10% combative sports. In public schools with facilities for outdoor sports such as football, it is possible that team sports such as basketball, volleyball, baseball among others will get several athletes and coaches because according to Samvedna (2016), any team games help to apply important cognitive abilities and develop the parts of the brain that is in charge of collaborative skills.

Otherwise, one of the possible reasons why we lack in combative sports coaches is based on the study of Goldsmith (2017) that playing combative sports has the undeniably risk of injuries. Even if there are safety precautions followed before and during the game, dislocation, fractures and strains are all possible in any play. Furthermore, the physical and often rough nature of the game makes it challenging.

3.3 Number of Related Seminars and Trainings

This variable is the respondent's seminars/trainings related to sports that they attended to. This variable is presented through frequency and percentage distribution revealed at Table 6.

Table 6. Frequency and Percentage Distribution of the Respondents' Profile in Terms of Number of Related Seminars and Trainings

Number of Related Seminars and Trainings	Frequency	Percentage
16 and above	6	20
10 – 15	4	13
5 – 9	12	40
1 – 4	8	27
Total	**30**	**100**

Out of 30 respondents, it is determined on the table that 6 or 20% attended 16 and above, 4 or 13% attended 10 to 15, 12 or 40 % attended 5 to 9, and 8 or 27% attended 1 to 4 related seminars/trainings. It could also be noted that most of the respondents attended 5 to 9, and the least of them attended 10 to 15 related seminars/trainings. Attending 10 seminars have a lot of benefits including absorbing expert knowledge and confidence while having 20 seminars and above make a proficient coach. Greater number of learning and experiences, the broader spectrum of strategies will be utilized (Morgan, 2009). Barbutu Jr, Fritz, Matkin and Marx (2007) found that the leader's level of education produced a significant main effect on followers' perceptions of transactional and/ or transformational behaviors.

3.4 Respondents' Coaching Styles

This part of the study determined the respondents' coaching styles in terms of command, reciprocal, problem solving and guided discovery. These are found on the succeeding tables.

3.4.1 Respondents' Coaching Style in terms of Command

Table 7 presents the respondents' coaching style in terms of command. The gathered data were interpreted using mean and standard deviation.

Table 7. Respondents' Coaching Style in Terms of Command

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In coaching sports, I … 1. define the roles and responsibilities of my athletes.	3.83	0.38	Often
2. command my athletes what they need to do during practice games.	3.77	0.43	Often
3. decide the strategies, rules and regulations during practice and competitions.	3.63	0.56	Often
4. resolve conflicts that may occur among my athletes.	3.73	0.45	Often
5. explain to each athlete my techniques and tactics of the sport.	3.60	0.50	Often
Overall	**3.71**	**0.46**	**Highly Practiced**

Accordingly, statement number 1 has the highest mean of 3.83 which shows that respondents define the roles and responsibilities of their athletes. Statement number 2, with the weighted mean of 3.77, indicates that the respondents command their athletes what they need to do during practice games. However, statements number three and five, with the weighted mean of 3.60 revealed that the respondents decide the strategies, rules and regulations during practice competitions and explain to each athlete their techniques and tactics of the sport. The over-all mean of 3.71 shows that the respondents highly practice coaching style in terms of command. The result shows that defining the roles and responsibilities of the athletes is more preferred in terms of command. Second in rank is statement number 2 in which the respondents always command the athletes what they need to do during practice games. The least rank is statements number three and five whereas the respondents decide the strategies, rules and regulations during practice competitions and explain to each athlete their techniques and tactics of the sport.

Since command coaching style has been identified as a reason that coaches will take the leadership, they carry the roles and responsibilities as a trainer. Furthermore, the nature of a trainer who utilizes command style of coaching is conducting directions of what must be done by the athletes during their practice games. It is also said that though the role of a trainer is to take leadership, there is still room for the athletes to create their own strategies, rules and regulations during practice competitions (Rieke *et al.*, 2008). According to Neil (2009) regarding the relation of a coach's motivation, a coach is not always the producer of techniques and tactics. Athletes become productive that they can construct their own tactics during crucial competitions.

3.4.2 Respondents' Coaching Style in Terms of Reciprocal

Table 8 presents the respondents' coaching style in terms of reciprocal. The gathered data were interpreted using mean and standard deviation.

Table 8. Respondents' Coaching Style in terms of Reciprocal

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In coaching sports, I … 1. make sure that all my athletes are working to the best of their abilities.	3.83	0.38	Often
2. let the athletes work at their own ability.	3.40	0.72	Sometimes
3. allow my athletes to ask questions.	3.97	0.18	Often
4. let my athletes take some responsibility for their own development.	3.63	0.61	Often
5. let my athletes feel comfortable when asking to clarify my instructions.	3.90	0.31	Often
Overall	**3.75**	**0.44**	**Highly Practiced**

The table illustrates the respondents' sports coaching styles in terms of reciprocal. It could be observed from the figures that the following items have acquired a weighted mean ranging from 3.40-3.97. The third statement has the highest weighted mean of 3.97 which indicates that the respondents allow their athletes to ask questions. With the weighted mean of 3.90, the fifth statement denotes that they always let their athletes feel comfortable when asking to

clarify the instructions. On the other hand, the statement number two, letting the athletes work on their own ability ranked the least by obtaining a weighted mean of 3.40.

The result proves that in terms of reciprocal, allowing the athletes to ask questions is more preferred than letting their athletes work in their own ability.

The study of Phillips and Jubenville (2009) recommended that coaches should create positive coach-athlete interactions. Meaning, the coach must allow the athletes to ask questions. Therefore, it is a great help for a coach to gain insights about the thoughts and emotions of their athletes.

In few cases, there are coaches who did not let the athletes work on their own abilities. It is relevant to the study of Kim and Cruz (2016) that a coach must support the athletes, act a subordinate and guide them to enhance their fullest potential.

3.4.3 Respondents' Coaching Style in terms of Problem Solving

Table 9 presents the respondents' coaching style in terms of problem-solving. The gathered data were interpreted using mean and standard deviation.

Table 9. Respondents' Coaching Style in terms of Problem-Solving

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In coaching sports, I … 1. let the athletes try their own solution even if they make mistakes.	3.50	0.57	Sometimes
challenge my athletes to solve the problems I set.	3.63	0.61	Often
2. ask my athletes questions to measure their understandings.	3.77	0.43	Often
3. use probing questions with the intention of giving my athletes the chance to focus on the facts of the situation.	3.53	0.63	Often
4. let my athletes think solutions through the positive and negative consequences.	3.67	0.48	Often
Overall	**3.62**	**0.55**	**Highly Practiced**

In this table, it was shown that statement 3 on asking question to athletes has been ranked highest with 3.77 weighted mean. In contrast, statement 1 or letting the athletes try their own solution even if they make mistakes having the weighted mean of 3.50 as was ranked.

This indicates that asking questions is likely to upgrade motivation as athletes experience a greater sense of development by creating complex ideas (Wood, 2015). On the other hand, athletes may choose to quit participation in athletics if they have committed mistakes. The environment may be considered too harsh if coaches let the athletes try their own solution even if they make mistakes (Rieke *et al.,* 2008).

3.4.4 Respondents' Coaching Style in terms of Guided Discovery

Table 10 presents the respondents' coaching style in terms of guided discovery. The gathered data were interpreted using mean and standard deviation.

Table 10. Respondents' Coaching Style in Terms of Guided Discovery

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In coaching sports, I … 1. let my athletes do the brainstorming and explore possible solutions to encountered problems.	3.70	0.53	Often
2. let my athletes think of how they can improve their skills.	3.67	0.48	Often
3. let the athletes decide on plays to be used in a game.	3.47	0.51	Sometimes
4. ask my athletes to have their outline of their options in dealing with the situation.	3.43	0.77	Sometimes
5. give my athletes the freedom to explore various options.	3.80	0.41	Often
Overall	**3.61**	**0.54**	**Highly Practiced**

This table shows that the statement five about giving the athletes the freedom to explore various options got the weighted mean of ranking as the highest while statement four about asking the athletes to have their outline of their options in dealing with the situation got the least weighted mean of 3.43.

The research instead of McCullick *et al.*, (2009) focused on a theoretically on participant perceptions and self-reported learning at one time point (Banack, Bloom & Falcao, 2012).

4. Relationship between the Respondents' Profile and their Assessed Coaching Styles

Table 11 presents the relationship between the respondents' profile and their assessed coaching styles. The correlation of the variables was tested using the chi–square formula.

Table 11. Relationship between the Respondents' Profile and their Assessed Coaching Styles

Variables	Computed $\chi 2$	p Value	Decision (H_o)	Interpretation
Sex and Coaching Styles	0.904	0.824	Fail to Reject	Not Significant
Age and Coaching Styles	3.896	0.691	Fail to Reject	Not Significant
Civil Status and Coaching Styles	8.527	0.036	Reject	Significant
Number of Coaching Years and Coaching Styles	85.519	0.000	Reject	Significant
Type of Sports and Coaching Styles	35.106	0.000	Reject	Significant
Number of Related Seminars and Trainings and Coaching Styles	56.253	0.000	Reject	Significant

The table shows that when the profile of the respondents in terms of sex and age was correlated to their assessed coaching style, the computed chi-square value is 0.904 and 3.896. Having the equivalent tabular of 0.824 and 0.691 which is greater than the computed value, the null hypothesis is accepted confirming that there exists no significant relationship between sex and age and the respondent's assessed coaching style. This shows that one's coaching style is not determined by one's biological orientation and one's time of living.

According to Coatsworth and Conroy (2009), age and sex were not significant to one's coaching approach but to the quality of the coaching climate which is an important predictor of the developmental benefits of sport participation and one pathway by which the coaching climate has its effect on initiative and identity reflection through developing youth self-perceptions.

It is also shown in the table that civil status, number of coaching years, type of sports and related seminars/trainings are significant to one's coaching style with the computed chi-square value of 8.527, 85.519, 35.106, and 56.253 and the equivalent tabular value of 0.036, 0.000, 0.000, and 0.000.

Having the computed chi-square of 8.527 and its equivalent tabular value of 0.036 confirms that civil status is significantly related to one's coaching style. Civil status of the coaches as the relationship with their significant other, social and psychological factors affect athlete's behavior which have been examined in detail and has been emphasized that coaches are one of the most important social agents (Jõesaar *et al.*, 2012). With the computed chi-square of 85.519 and its equivalent tabular value of 0.000, it is shown in the table that the number of coaching years have a significant relationship with one's coaching style. Coaches who have been in the field for a longer time have the skills of acquiring what they are trying to teach. Experiences hone the coaches to easily determine what approach and what coaching style to utilize (Becker, 2009).When the profile of the respondents in terms of type of sports was correlated to the coaching styles, the computed chi-square value is 35.106.

Having the equivalent p value of 0.000, the null hypothesis is rejected confirming that there is a significant relationship between type of sport and the respondents' coaching styles. Coaches assess what approach or style of coaching he may use on a particular type of sport (Grundel, 2013). Team and individual/ dual sports are more coached with the democratic or reciprocal and problem-solving type of coaching while combative are more coached autocratically or command type of coaching. Correlating the number of related seminars and trainings to coaching styles, the computed chi-square value of 56.253 with tabular value of 0.000 was determined with significant relationship on interpretation. Much professional executive coaching training is aimed at developing coaching skills for formal coaching situations of McCarthy and Milner (2013) and in which Anderson (2013) have found that making clear distinctions between skills, performance and developmental coaching helps participants gain greater clarity on the type of coaching that is required in any specific situation.

5. Implications of the Findings

The data gathered undertook a careful analysis and interpretation. The researchers then arrived at the findings of the study which are cited as follows. First, out of 30 Public Junior High School coach respondents, there were 17 or 57% male and 13 or 43% female. As to their age, 11 or 37% of them belongs to 20-29, 11 or 37% belongs to 30-39, and 8 or 26% belongs to 40-49 in terms of age. As to civil status, 17 or 57% are married and 13 or 43% are single. As to the number of coaching years, 3 or 10% are 16 and above years, 4 or 13% are 10

to 15 years, 17 or 57% are 5 to 9 years, and 6 or 20% are 1 to 4 years in the field of coaching. As to type of sports being coached, 17 or 57% coached team sports, 10 or 33% individual/dual sports, and 3 or 10% combative sports. As to number of related seminars and trainings, 6 or 20% attended 16 and above, 4 or 13% attended 10 to 15, 12 or 40 % attended 5 to 9, and 8 or 27% attended 1 to 4 related seminars/trainings. It could also be noted that most of the respondents attended 5 to 9 and the least of them attended 10 to 15 related seminars/trainings.

Garnering an over-all composite mean of 3.67, the coaching style of the respondents in terms of command, reciprocal, problem-solving and guided discovery is interpreted as highly practiced. Independently, reciprocal style acquired the greater weighted mean of 3.75, followed by command style with 3.71, problem-solving with 3.62, and guided discovery which acquired the lowest weighted mean of 3.61. When the assessed coaching style was correlated to their profile, the variables civil status, number of coaching years, type of sports being used and number of related seminars and trainings obtained computed values of 8.527, 85.519, 35.106, and 56.253 respectively which were higher than their corresponding tabular values of 0.036, 0.000, 0.000, and 0.000.

These figures led to the rejection of the null hypothesis which suggested that there exists significant relationship between the respondents' assessed coaching style and the said variables. Meanwhile, the variables sex and age garnered a computed value of 0.0904 and 3.896 which was less than the tabular value of 0.824 and 0.691. This signifies that sex and age are not a determinant of assessed coaching style of the respondents.

The researches would advocate that there will be activities in which the respondents will strengthen their assessed coaching styles. First, the school sports official should conduct seminars/trainings for coaches to acquire more knowledge about sports. Second, the school must conduct workshops that will develop technical and physical skills of the coaches. Lastly, the school must conduct team building that will develop the communication skills that will enhance relationships among coaches and athletes.

6. Conclusions and Recommendations

Based on the above-mentioned findings of the study, the following conclusions are drawn. Majority of the respondents are male ages 20-29 and 30-39 and drops their civil status into married. Considering the number of their coaching years with 10 to 15, coaches team sports and attended 5-9 related seminars and trainings. The respondents often employed the following assessed coaching styles. Sex and Age of the respondents are not significantly related to their assessed coaching style. On the other hand, civil status, number of coaching years, type of sports being coached and number of related seminars and trainings are significantly related to their assessed coaching style. Many programs or activities should let the Sports Coaches strengthen their assessed coaching styles. Based on the findings of the study, the following recommendations were given. The school sports official should conduct seminars/trainings for coaches to acquire more knowledge about sports. The sports coaches will be more knowledgeable, skilled and prepared in managing sports. The school must conduct workshops that will develop technical and physical skills of the coaches. The sports coaches will develop their skills in coaching through continuously participating in seminars/trainings and sports activities. The school must conduct team building that will develop the communication skills to enhance relationships among coaches and athletes. The team will develop chemistry which will help them to sharpen their focus, set goals, clear communication, imagery, build motivation and confidence.

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