



SPORTS-TEACHERS' COACHING STYLE, BEHAVIOR, COMPETENCY AND STUDENT-ATHLETES PERFORMANCE IN SPORTS

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Abstract

Student-athletes' performance in sports can be influenced by a lot of factors. The coaching style, behavior, and competency of coaches are critical to the development of athletic talent. Thus, this research examined the relationship that existed between coaching style, behavior, competency of coaches, and student-athletes' performance in sports. Furthermore, predictors of student-athletes' performance were also explored. Using descriptive correlational research design, quantitative data were gathered using a questionnaire as the main instrument. The study enlisted a total of 59 purposively selected sport-teachers assigned to coach student-athletes. Results of the study revealed that command style, reciprocal style, problem-solving style, and guided discovery style were the coaching styles highly practiced by the respondents. Coaching behavior such as physical training and planning, technical skill, mental preparation, competition strategy, personal rapport, and negative personal rapport was the coaching behavior that is highly applied by the respondents. Coaching competence like motivation, game strategy, character building, and technique were found to be very high. On the other hand, student-athletes performance in sports in the division level was found to be satisfactory, while it is unsatisfactory in regional and national level. Guided discovery coaching style, competition strategy competency, and motivation competency were found to have a moderate significant relationship with student-athletes performance. Competition strategy competency was found to be a predictor of student-athletes performance. Therefore, it is highly recommended that coaches must consistently sustain their high level of competence in this area.

INTRODUCTION

Sports play a significant role in one's life. Early engagement of students in different sports activities has positive effects and it enhances their healthy lifestyle and prevents them from joining negative activities (Jabar, Wahid & Abdul, 2012) Nowadays, students involvement in amateur sports competition have been increasing. Therefore, to improve and enhance student-athletes performance, specifically in sports competitions, it is deemed vital to assess the variables that influence and contribute to the student-athletes performance.

In sports, behavior, competence, quality coaching and style are central to the development of athletic talent. In most sporting events, athlete's performance is determined by the athlete's technical, tactical, physiological, and psychological/sociological characteristics (Bangsbo, 2015). Furthermore, it can also be affected by other external factors like coaching, since it involves motivating, instructing, supporting, and enabling athletes to fulfill their fullest potential (Kim & Cruz, 2016)

Bush and Silk (2010) argue that coaching is a method that functions beyond directing practice and training. Furthermore, their role expanded and involves taking responsibility for players outside the practice/competition environment as well as being aware of their overall social and psychosocial well-being and development. A coach can be described as the person who will help the athletes to elevate their performances to the highest level that they can get. According to Ehsani et al (2012), one of the most important factors that could affect athletes is the sports coach. Indeed, coaches play a vital role in the development and improvement of athletic skills that are necessary for winning a competition. Thus, adopting a certain coaching style, behavior, and acquiring

coaching competence must be of paramount importance since it can have a great impact on athletes.

There are several coaching styles that an individual can adopt as their own in dealing with the athletes either in individual, dual, combative, and team sports (Bartholomew et al., 2010). Isoard-Gauthier et al (2012) defines coaching style as a psychological method adapted by coaches to enhance desirable performance among the players. Each coaching style tends to display its specific characteristics and behaviors which results in different impacts on athletes with whom they are associated (Marcone, 2017). Coaches can utilize or employ a variety of coaching styles depending on the situation. Consequently, coaching style is deemed vital in any sporting events and other related fields.

Another significant element of the coaching process is the coaching behavior, this affects athlete's motivation, performance, focus, and emotions (Moen et al., 2015) Like coaching style, coaching behavior can also be viewed as an influential factor that can contribute to an athlete's performance. According to Smith and Smoll (2020), coaches play a significant role in the athletic environment, and their behaviors influence the technical, cognitive, strategic, and psychosocial developments of athletes and outcomes of sports participation. Indeed, a coach must be engaged in coaching behavior to which the athletes are receptive. Moreover, coaches who understand their own athlete's preferences for coaching behavior may be more effective at maintaining and/or improving athlete satisfaction (Riemer & Chelladurai, 2016). Consequently, a coach needs to be aware of the coaching preferences of his/her athletes to provide meaningful experiences that could improve athletic performance. Furthermore, Chelladurai and Carron (2016) noted that if a coach adapts his or her behavior to comply with

the athletes' preferred behavior, the athlete may be more readily inclined to repay the coach through improved performance.

On the other hand, coaching competencies are deemed vital to ensure quality athlete's performance in a competition. Coaching competency was defined as athletes' evaluation of their coach to affect athletes' performance and learning (Myers et al., 2010). Fouss and Troppman (1998, as cited by Chiu et al., 2014) note that for a coach to be effective, it is necessary to develop competencies or skills. Furthermore, Bompa and Carrera, (2005), Kidman and Haranhan (2010), emphasized that the most important success factor of a coach is to help athletes to enhance their athletic skill in a wide range of tasks from sequential development and mastery of basic skills for beginners, to the more specialized physical, technical, tactical, and psychological preparation of elite athletes. Thus, helping athletes in improving their athletic talents, skills and performance are crucial in the teaching-learning process. Meanwhile, athletes' performance in the individual, dual, and team sports could be measured through actual results obtained by an athlete in a competition. These actual results could serve as a basis for improving athletes as well as school sports performance.

It is in the light of this research study to conceptualize and further assess the factors that contribute to students' performance. Moreover, to determine the coaching styles, coaching behavior, and coaching competence that a coach develops or adapts which contribute to the total development of the athletes. Furthermore, it is important to understand the variables that could predict student athlete's performance.

Research Problem:

Student-athletes' performance can be measured by actual results obtained by an athlete in certain sports event

competitions. Various external and internal factors contribute to the motivation and performance of a student-athlete. Concepts of coaching style, behavior, and competencies are other areas that need to be explored o further understand what constitutes and contributes to student athlete's performance.

This research study aims to look at whether there is a relationship between style, behavior, and competencies of coaches on student-athlete's performance and to figure out what variables could predict student-athlete's performance.

Research Purposes:

1. To determine the coaching style, coaching behavior, and coaching competency of the respondents.
2. To describe the student-athlete's performance in individual, dual, and team sports.
3. To find out the relationship between student-athlete's performance and coaching style, coaching behavior, and coaching competency of the respondents.
4. To find out whether coaching style, coaching behavior, and coaching competency predict student-athletes performance.

METHODS

The descriptive research design was utilized to guide the analysis of this research. A total of 59 teachers participated in this research using total population sampling to provide complete and accurate information. (Bernard, 2006) describes total population sampling which involves examining the whole population that has a particular set of characteristics. The researcher used an online questionnaire through Google form and sent it to the school principals

of each school to be filled out by purposively chosen teacher respondents.

Research instruments used in this study contained three different sections. Components of Coaching style were adopted from Panganiban's (2019) Coaching style scale. Moreover, to determine the coaching behavior of the respondents, a coaching behavior scale for sports by Cote et al. (1999, as cited by Carlsson & Lundqvist, 2016) was utilized. Furthermore, to measure the coach's competency, the coaching competency scale developed by Myers et al. (2010) was used. Lastly, to ascertain the student' athletes performance in sports, the data (results of sports competition) from the Department of Education were evaluated based on the Fibonnacci sequence system.

The frequency counts, percentage distribution, mean, and standard deviation were utilized for the scaled-checklist of this study. Also, to find out the significant interrelationship between respondents coaching style, coaching behavior, coaching competence and student athlete's performance Pearson correlation was used. Furthermore, multiple linear regression analysis was used to determine the predictors of student athlete's performance.

Findings and discussions

Table 1. Coaching Style of the Respondents

Coaching Style	Mean	Verbal Description
A. Command	4.59	Always Practiced
B. Reciprocal	4.54	Always Practiced
C. Problem Solving	4.21	Always Practiced

D. Guided Discovery	4.20	Always Practiced
OVERALL MEAN	4.38	Always Practiced

Based on the findings, coaches highly practiced command, reciprocal, problem-solving, and guided discovery coaching style. Results revealed that the command coaching style is the most practiced by the coach. The result is supported by Martens (2012) who found out that the command coaching style has been prevalent in the past and it is still used by the coach until now. Command coaching style is considered as effective coaching style because it helps the athletes perform to the best of their ability.

Table 2. Coaching Behavior of the Respondents

Coaching Behavior	Mean	Verbal Description
A. Physical Training and Planning	4.48	Always Practiced
B. Technical Skills	4.52	Always Practiced
C. Mental Preparation	4.63	Always Practiced
D. Goal Setting	4.51	Always Practiced
E. Competition Strategies	4.62	Always Practiced
F. Personal Rapport	4.71	Always Practiced
G. Negative Personal Rapport	1.88	Rarely Practiced
OVERALL MEAN	4.19	Always Practiced

Results showed that respondents always practiced coaching behaviors under components of physical training and planning, technical skills, mental preparation, goal setting, competition strategies, personal rapport and rarely practiced negative personal rapport. Positive personal rapport obtained the highest mean in this study. The result of this study coincided with the study conducted by Stewart (Stewart, 2014) which found out that coach who likely shows concern on the welfare of individual athletes, provides a positive

group atmosphere and having warm personality were the positive behavior preferred by the athletes.

On the other hand, negative personal rapport coaching behavior obtained the lowest mean, the result concurs with the study conducted by Bartholomew et al (2010) that investigated the controlling interpersonal style, and one of these styles is intimidation. Intimidation and negative personal rapport are similar. Both studies showed that yelling, using fear, and other negative traits are the most rarely practiced or performed by the coach. It can be indicated that the participants of this study were aware of what best behavior should be practiced in sport by coaches where they are required to perform the positive personal rapport and minimize the use of negative personal rapport.

Table 2.

Coaching Competence	Mean	Verbal Description
A. Motivation	4.65	Very High Level of Competence
B. Game Strategy	4.46	Very High Level of Competence
C. Character Building	4.84	Very High Level of Competence
D. Techniques	4.56	Very High Level of Competence
OVERALL MEAN	4.62	Very High Level of Competence

Table 4. The Interrelationship between Coaching Style, Behavior, Competency and Student-Athlete Performance in Sports

	STUDENT-ATHLETES PERFORMANCE		
	Individual Sports	Dual Sports	Team Sports
A. Coaching Style	-0.362	0.543	0.183
1. Command	0.162	-0.451	-0.343

2. Reciprocal	0.153	-0.322	-0.221
3. Problem-Solving	0.282	0.364	0.334
4. Guided Discovery	-0.259	0.181	0.040*
B. Coaching Behavior	0.232	-0.464	-0.265
1. Physical Training and Planning	0.158	0.338	0.316
2. Technical Skills	0.122	0.172	0.219
3. Mental Preparation	-0.165	0.283	-0.221
4. Goal Setting	0.239	-0.333	0.254
5. Competition Strategies	-0.133	0.252	0.365
6. Positive Personal Rapport	0.165	0.177	-0.226
7. Negative Personal Rapport	-0.325	-0.138	0.129
C. Coaching Competency			
1. Motivation	0.351	-0.257	0.028*
2. Game Strategy	0.176	0.011*	0.038*
3. Character Building	-0.425	0.422	-0.282
4. Technique	0.243	0.041*	0.332

Coaching Style and Student-Athlete's Performance

Findings revealed that guided discovery coaching style had a moderately significant relationship with student-athlete's performance in team sports division level. It suggested that in other categories of coaching style practiced by the respondents only guided discovery coaching style can be associated with student-athlete's performance. The findings suggest that those coaches who generally practice guided discovery coaching style tend to influence student-

athlete's performance at the team sports division level. According to Groves (n.d.) guided discovery as a coaching method has four objectives which are: to engage the player in a particular process of discovery; to develop a precise relationship between the player's discovered response and stimulus (activity and/or question) presented by the coach; to develop sequential discovery skills that logically leads to the discovery of a concept and; to develop the patience in both the coach and the player that is required for the discovery process.

Coaching Behavior and Student-Athletes' Performance

Based on table 4, coaching behavior categories such as physical training and planning, technical skills, mental preparation, goal setting, competition strategies, personal rapport, and negative personal rapport did not significantly correlate with student-athlete's performance in the individual, dual and team sports respectively. This suggests that the coaching behavior of the respondents has no significant relationship with student-athlete's performance.

The results contradict the study of Holstein (2010) which investigated the college athlete's perceptions of effective coaching behaviors and how perceptions affect or influence individual performance and team satisfaction. The findings revealed that coach behaviors/traits did moderately and strongly influence students' performance and team satisfaction.

Coaching Competence and Student-Athletes' Performance

Results showed that game strategy competence, motivation competence, and technique competence had a moderately significant relationship with student-athlete's performance. It can be implied that those coaches that have high competence in that areas are more likely to

influence student-athlete's performance since $p < 0.05$.

Analysis of the data revealed that game strategy competence applied by coach influence student-athletes performance ($B = -82.309$, $t = -2.263$, $p < 0.05$). Finding likely implied that coaches who have a high level of competence in game strategy tended to contribute and influence student-athlete's performance

CONCLUSIONS

Teachers highly practiced coaching styles such as command style, reciprocal style, problem-solving style, and guided discovery style in coaching. Moreso, in terms of coaching behavior, they consistently applied behavior such as physical training and planning behavior, technical skill behavior, mental preparation behavior, competition strategies behavior, personal rapport behavior, and negative rapport behavior as behavior in coaching. Furthermore, it has been found that they possessed a high level of competence in terms of motivation, game strategy, character building, and technique.

As to student-athlete's performance in individual, dual, and team sports, it indicated that, the as level of competition becomes higher, their performance becomes lower. Winning at a higher level of competition becomes harder and that instance is normal since all athletes competing are already winners in such events.

Results disclosed that guided discovery coaching style tends to influence student-athletes' performance, coaching behavior categories do not have a significant relationship. While game strategies competence, motivation competence, and technique competence have been found to have a significant relationship with student-athletes performance, only game strategy

competence is revealed to be a predictor of student-athlete's performance. Coaches having a very high level of competence in game strategy tend to improve student-athletes performance in sports. Since guided discovery coaching styles has been already identified to be correlated with student-athlete's performance, coaches are encouraged to consistently apply this style in coaching their athletes and explore other coaching styles.

IMPLICATIONS OF THE STUDY

This study measured a lot of variables that are deemed vital to contribute to student-athletes' performance. Based on the result of this study, among the variables that can be associated with student-athletes performance, only game strategy coaching competence is a predictor. This likely indicates that game strategy is a very significant element that compliments student-athletes performance. Thus, enhancing the competence of coaches in this area is necessary. Moreover, policymakers and curriculum experts must revisit the existing curriculum and emphasize developing this domain.

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