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Sports Program and Coaching Style: Its Impact on The Competency Level of Teacher-Coaches

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ABSTRACT

A sports program is something that is concerned with the general growth of the sport. Coaches have been recognized as important influencers and direct purveyors due to school sports developmental mandate to foster quality relationships that set the stage for quality athletic performance of students. In response to calls for quality assurance and increased respect for the teaching profession, there is a growing concern about evaluating teaching competencies on a global scale. This study aims to contribute to the limited body of knowledge regarding sports program and coaching in the Philippines. This research utilizes the method of Quantitative research. This study involved 50 teacher-coaches and 50 student-athletes. The aim of this research is to find out the impact of sports program and coaching on the competency level of teacher-coaches. The findings of this study showed a significant relationship between sports program and teacher-coaches competency level.

Key Words | Sports program, teacher-coaches, competency level, student-athletes

1. THE PROBLEM AND ITS BACKGROUND

Introduction

Recent research has explored coaches' knowledge regarding sport-specific topics such as resistance training (Harden et al., 2019), swimming technique (Morris et al., 2019), and talent identification (Roberts et al., 2019). However, there is still a significant gap in the literature concerning pedagogical techniques, particularly the utilization of feedback in coaching practices.

Coaches have been recognized as important influencers in school sports developmental mandate to foster quality relationships that set the stage for quality athletic performance of students. Here, coaches have lots of responsibilities, liabilities, and duties to advocate and hold up for developing their sportsmen and confirming needed suggestions to certainly correspond to one imperative concern (Jacob, Couture, Lamarche, Provencher, Morissette, Valois, Goulet, & Drapeau, 2019).

A sports program is something that is concerned with the general growth of the sport. Generating interest, educating kids, developing a steady stream of high-performance players, and offering possibilities for participation to anyone who wants to play. Through the authority of a governing body, sometimes referred to as a "association," a sports program is able to control the sport, develop coaches, recruit administrators, established clubs, and carry out plethora of other administrative tasks that support the sport's growth. (Bill, 2017)

It is acknowledged that feedback in an elite sporting setting is not limited to that provided verbally by a coach. Although important in the overall context of learning design in an elite sporting setting, the role of the coach as a practice designer and facilitator of athletes seeking their own feedback (Woods et al., 2020)

In response to calls for quality assurance and increased respect for the teaching profession, there is a growing concern about evaluating teaching competencies on a global scale. In order to ensure that all students have access to high-quality education, UNESCO developed the 15-year agenda for education reforms in its Teacher Education 2030 initiative. The organization is dedicated to making sure that teachers are empowered, recruited appropriately, and thoroughly trained for their fields of competence. In this document, the organization's World Education Planning encourages each member country to establish policy guidelines for teacher qualification before teachers are hired. As a result, various nations around the world are able to create their own teaching standards to achieve quality through effective teacher recruitment.

The South East Asian countries actively participated in the sustainable development goals in the quest of high-quality education in schools, according to Dillena's (2017) research on Teaching Competency Standards in Southeast Asian Countries Eleven Country Audit in 2010.In recent years, they have expressed worry about how standardization may speed up regional educational development goals. The South East Asia and Ministers of Education Organization (SEAMEO), which has eleven members, conducted a study with the goal of identifying commonalities in teaching abilities around the area to support the development of teacher exchange and lifelong learning opportunities. Different organizations or people from the member nations were

invited to provide the most recent reports and revisions to the standardization of teaching competency standards, policies, capacity building programs, implementation, monitoring, and evaluation activities.

Professors teaching out of their expertise have been one of the major hindrances to quality education. They lack knowledge on subjects to successfully educate their students (Hobbs, 2015).

One of the foremost vital factors in successful employee wellness and sports program includes strategic planning and assessment on the employer's part before initiating a program (Diop 2016).

In the field of education —mismatch has something to do with the lack of congruency of work-related jobs in the academe. Furthermore, the misalignment of teachers and the subjects handled in most public high schools in Cebu Province has been a widely talk issue and concern of most teachers in the field of education. Educators carrying the responsibility to teach outside their expertise are served with no choice at all (Montero et al., 2022).

The sport sector is eager to make its contribution towards the revival of what was once considered a normal way of life. Sport can help individuals and societies soften the negative effects of the current crisis on their lives through mechanisms that can contribute to people's health, socialization, education and a general sense of wellbeing. In addition to its disastrous short- and mid-term health impacts (including inactivity, mental health risks linked to loneliness and anxiety), apart from sport the pandemic will also have extraordinary long-term consequences on people's daily lives, health, and on societies in general and many sectors of the economy, especially service sectors such as tourism, food and accommodation services, transportation (Fallatah, 2021).

This research study will seek to achieve its general impact on sports program and teacher-coaches by focusing on the following specific objective:

To determine the impact of sports program on the competency level of teacher-coaches in the Philippines.

This study aims to contribute to the limited body of knowledge on sports program and coaching in the Philippines. Additionally, it seeks to assess the competency of teacher-coaches in managing sports program. To ensure quality education in sports, it is vital to assign coaches with adequate knowledge and expertise in their respective fields.

Literature Review

This part of the study provides an overview of previous researches on the sports program and teacher-coaches. The literature will also discuss the issues faced by the teacher-coaches in coaching sports the dependent variable which is the competency level and performance record

- **Sports program**

Through the Sport for Development (SFD) program, sports were recognized as a useful instrument for promoting positive social change. Practically speaking, the operational definition of sport is its close association with physical effort and execution methods. The observation is made that there may not be a single "sport"; instead, sport takes on diverse forms and is always changing in reaction to cultural conventions, new ideas, and trends. (Olimpo, 2021).

One could argue that sports serve a crucial role in social integration policies. It is commonly known from previous research conducted in multicultural areas such as North America and Germany that sports programs aid in social integration. Everyone may play sports, regardless of gender, age, class, or religion, and they speak a global language that encourages natural social interaction. People who engage in physical activity can lower their stress levels and improve their comprehension of others in their society as they interact and compete with them. (kwon, 2008)

Sports have the capacity to greatly aid in the promotion of social integration and multiculturalism because of these attributes. Regarding sports' contribution to social integration, it's critical to emphasize how they can unite individuals and foster a feeling of shared identity. How sports create and strengthen social bonds—the same bonds that motivate society's members to actively and consistently participate in their work and daily lives—is at the heart of the integration debate in sports. A few elements of sports foster social cohesiveness and harmony among the group. (Lee et al., 2021)

First, compared to social life in general, the image of a game with a defined beginning and end is straightforward and unambiguous. Second, unlike opponents in athletics, one's opponent in real life is not always obvious. Third, sports have a very specific objective: winning. Fourth, since the scores determine whether a team wins or loses, the outcome is obvious. (Coakley 2021)

Additionally, Sine & Annette (2012) discovered that the social policy interest in education expressed by the housing organization and the welfare policy preoccupation of the municipal authorities to involve children of ethnic minorities in activities differ from the non-state actors' (and especially the sports associations') rationality of strengthening local clubs through civil integration.

It should be mentioned that productive learning can only be reached when a flexible curriculum is used to assist learning, appropriate teaching force, community linkages, innovative facilities and equipment, and a methodical evaluation of the program to increase students' participation and interest in physical education (Panganiban, 2019).

According to Tuliao and Carag, (2020) records of performances at the South East Asian Games (SEAG), the Olympics, and the Asian Games show that the Philippines has not been successful in developing elite sports throughout its history.

Previous research indicates that the size of the land, the economy, and the population all had an impact on the performance of elite sports. For instance, they discussed the tactics that affected the achievement of great athletes. It was somewhat centered on population-based (community or school-based) programs that showcased participants' talents at different events (Hogan and Norton, 2000; Tuliao & Carag, 2020).

The Department of Education, Culture, and Sports (DECS) helped schools in encouraging youth to be physically active. Consequently, multiple schools in the Philippines provided a range of sports programs following Executive Order No. 44, which stated that "the state shall promote physical education and support sports programs to promote self-discipline, cooperation, and excellence for the development of a healthy and alert citizenry." (Salino, et al., 2022).

II. Coaching

The function of coaches in shaping the performance of athletes is crucial and they are considered one of the foundational pillars of sports teams' formation and growth. Athlete development and team performance can be impacted by the atmosphere that a coach fosters and creates around the team (Angelo et al., 2017). A definition of coaching efficacy that is integrative and highlights the importance of coaches' skill, knowledge, and ability to create positive learning environments was provided by Côté and Gilbert (2009). The study emphasized the significance of skilled coaching for the improvement of an athlete's ability, drive, and personal development. Moreover, a crucial area of study for sports coaches is coaching efficacy.

Sports coaching in the Philippines has been profoundly shaped by the nation's unique cultural and social dynamics, placing a strong emphasis on communal relationships, unwavering perseverance, and a collective pursuit of greatness (Mendoza, 2016). Within this context, coaches are regarded as mentors who significantly contribute to the personal and social development of players (Magno, 2008). According to Chiu and Huang (2011), coaches bear a responsibility that extends beyond training, encompassing the vital role of being exemplary models for the players.

School administrators and athletic directors/officers would be more aware of the effects and repercussions of various coaching actions and styles. They would be more receptive to and supportive of the preferred coaching style of their coaches. On the other hand, coaches and trainers will examine their positions and duties as sports coaches in greater detail. They would be aware of effective and efficient leadership behaviors and styles that they might use to their athletes' benefit (Angelo et al., 2017).

Coaching Style

Coaching Style is the manner in which a coach conducts himself/herself while training, instructing, or advising his or her athletes (Mageau & Vallerand, 2003, as cited by Marcone, 2017).

It is the responsibility of coaches, players, parents, and league officials to educate themselves in order to have a better understanding of how these coaches and their coaching styles affect the athletes they work with. It is important to understand the effects that a coach's attitude, manner, personality, and overall leadership style have on athletes because these factors can influence athletes in a positive or negative way, depending on the coaching style that the coach develops or adopts. Furthermore, if a coach does not develop a coaching style that can draw the attention, respect, and will to improve from his or her athletes, it is likely that he or she will not be able to motivate them in any way, which leads to a lack of success. Coaches play such an important role in sports teams because they are responsible for establishing and preserving the ideal conditions for players to fulfill their maximum potential (Marcone, 2017).

Additionally, Marcone (2017) also stated that every coaching style has a tendency to display unique behaviors and traits that have varying effects on the athletes they work with. The autonomous supportive approach and the controlling style are the two primary methods of coaching that are recognizable in sports. Each of these approaches has advantages and disadvantages of its own, and they all affect the performance and motivation of athletes.

The command style refers to the coach making all the pedagogical decisions. It is very beneficial for both the coach and the athletes to know what coaching philosophies are effective and ineffective. (Jones, 2020)

the results indicated that democratic and social support methods were more common there. According to surveys conducted after research on lesser levels, athletes felt more liberated and motivated to perform to the best of their abilities the more these techniques were employed. At the highest levels, a democratic coaching approach was commonplace since it improved player freedom and team cohesion. An authoritarian approach was one that was unpopular at all levels because it denied athletes the autonomy and freedom they needed to be successful. (Jones, 2020).

According to Deci & Ryan (1985) as referenced by Marcone (2017), in order to be an autonomous supportive coach, one must consider the viewpoint of their athletes, interact with and recognize their emotions, and give players relevant information and decision-making chances. Moreover, coaches who are identified by their athletes as autonomy supportive are also described as pro-social and approachable. In contrast to this coaching style, there is the controlling coach who displays a different set of behaviors.

Controlling coaches tend to provide their players feedback in the form of criticism. They also rarely provide them options or explanations. Additionally, the dominating coach uses forceful tactics to get athletes to conform. This is most closely related to the idea of penalizing athletes for failing to accomplish or performing duties in an undesirable way (Mageau & Vallerand, 2003, as cited by Marcone, 2017).

Coaching Behavior

Coaching behaviour represents the personal characteristics and attitudes of coaches. Some of the coaches adopt positive attitude to their players as they believe what they demonstrated will influence their athlete's behaviour. According to Ehsani et al., (2012)

Sport coaches is the most important factor that could affect the athletes and their performance. The positive coach's behaviour also influences the athlete's development and their relationship. For example, at every training session and competition, the athletes need to interact with their coach as they observe and evaluate performance and skill. Previous research has stated that coach's behaviour influenced an athlete's success in their game performance (Murugeesan & Nurul Ain, 2016).

Sports coaches could be role model for the athlete in or/and outside of the sports environment. As coaches start to organize their training and lesson, athletes prepare themselves as managing the effort to be in line with the coaches' behaviour. Therefore, athletes' outcomes of behaviour are related to coaches' provision of relevant performance information. This help the athletes to achieve their performance goals, as it is determined through physical training and conditioning, technical skill, and competition strategies. According to Mohd Kassim and Boardley (2018), athletes' perceptions of their coach's effectiveness predicted the variables representing the athlete-level outcomes. Coaches need to manage and develop a functional relationship with their athletes, encourage athletes to be decisive, and cultivate athlete's potential in sport (Lyle & Cushion, 2010).

Coaching, on the other hand, is a set of strategies designed to increase a coach's ability to influence and manage the behaviour of team members and athletes more effectively (Smith 2010). According to Duda and Treasure (2015), mentors/coaches appeared to be identified with a wide show of game results.

Coaches identified the strategies they would utilize to foster the development of life skills among their players including establishing a coaching philosophy predicated on personal development, showing fundamental abilities by coordinating direct (i.e., express guideline, dynamic learning) and indirect teaching (i.e., modelling) approaches during practice, and most critically, building a meaningful coach-athlete relationship (Keroack, 2015)

Furthermore, according to Kassim et al., (2019), Coach-Athlete Relationship also results in an emotional feeling of closeness, facilitated by trust and respect. Therefore, coach's behaviours is assumed to be a key part in constructing a positive or/and negative sport experience that encourages or discourages life skills among athletes.

III. Teacher- Coaches

Teacher coaching focuses on several of these features. While training sessions may improve teacher knowledge, it may be difficult to translate that new knowledge into practice without further support (Evans, 2021).

Teaching and coaching are two different job roles and the teachers who have coaching duties may work in more stressful school environments than those in other educational settings. However, each job role carries with it its own obligations. It is evident that physical education instructors' and trainers' roles can be differentiated from one another. (konukman et al., 2010)

A lot of physical education (PE) teachers have come to terms with the fact that coaching is an expected part of their work, albeit an extracurricular one. But unlike many extracurricular activities, coaching calls for year-round daily planning and the performance of multiple jobs. School athletic teams who are expected to compete in regional sporting events and make it to state championships, and whose coaches are typically responsible for their performance. (Ghayebzabeh et al. 2023).

Teaching is a highly demanding occupation that requires effort and commitment. In a typical day, teachers instruct many classes, execute various activities around the school campus, and contribute to committees; a majority of teachers have extracurricular assignments such as coaching athletics in schools. These multi-faceted responsibilities often result in full time exhaustive job conditions. For many physical education (PE) teachers, coaching a sport is perceived as an expected extracurricular professional commitment. However, coaching is unlike many extracurricular activities in that it demands very intense job performance and daily planning throughout the year.Smith, M.K (2018).

Coaching is a technique that involves guiding, teaching, and training an individual or a group of individuals with the specific goal of enabling them to develop particular abilities that maximize their potential. First and foremost, coaching is based on the idea that the individual can accomplish the goals set forth in the training, and that the best way to do so is to use their own abilities and resources, always organizing them so that the desired outcome is effectiveness. In Ucha (2009).

The majority of middle school and high school coaches work as teachers at the institution. The requirements for becoming a teacher are a teaching certification and a bachelor's degree. Obtaining a degree in physical education could be a wise decision for you if you want to concentrate especially on sports and exercise. This would prepare you to mentor and instruct. (Jandongan, 2022).

Coaching Competence

Myer et al. (2006 as cited by kao et al., 2017) defined coaching competency as the evaluations of the ability of the coach to affect the learning and performance of athletes and conceptualized coaching competency as a combination of motivation competency, game-strategy competency, technique competency, and character-building competency.

Motivation competency refers to the ability of the head coach to affect the player's psychological mood and skill, game-strategy competency is related to the evaluation of the strategizing ability of the head coach during competition, technique competency is the evaluation of instructions and diagnostic abilities of the head coach by athletes during practice, and character-building competency denotes the evaluation of the ability of the head coach to influence the personal development and positive attitude of athletes. Thus, coaching competency is related to the perceptions of the capacity of coaches to influence athletes' perceptions, beliefs, and attitudes Myers et al., 2006; Myers et al., 2011)

Coaching competency can be considered in a broad sense as the athletes' perception of the coaching behavior. Numerous researchers have highlighted the crucial link between leadership behavior and trust (lewicki et al., 2006)

IV. Teacher Competency

Competencies are explained as "the set of knowledge, skill, and experience required for the future, demonstrated in actions."

Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields. Kress pointed out that "the previous era had required an education for stability, the coming era requires an education for instability (Selvi, 2022).

According to Abe (2014) and Carreker & Boulware (2015), teacher competences are the culmination of a teacher's abilities to facilitate learning in the classroom. Teachers fall into two categories of competencies: occupational and personality, according to Taghipourzahir (2010). Good mental and physical health, moral integrity, and aptitude for reasoning are defining characteristics of a personality. On the other hand, communication abilities, vocational knowledge, and general knowledge make up vocational competencies.

When doing educational duties, teachers must achieve specified standards through rational behaviors and performance (Mulyasa, 2007). This is referred to as teacher competences. According to Baumert and Kunter (2006), teacher competences include multifaceted constructive elements in the form of professional and pedagogical competencies. Subject-didactic competency, pedagogical-organizational competency, pedagogical competency, and the capacity for self-reflection are among the competencies listed by Hospesová & Tichá (2000) as teacher competencies.

The four teaching competencies identified by Redding (2014) and Carreker & Boulware (2015) are motivational competency, emotional/social competency, metacognitive competency, and cognitive competency.

The development of competencies is necessary since they are critical to instructors' ability to implement effective learning. According to Passos (2009), professional training, experience gained from work, and education can all help create competencies. A teacher's capacity to handle strange situations might also be enhanced by teaching experience. Teachers gain a deep comprehension of the subject matter through schooling.

Summary

Elite sports development in the Philippines is hindered by factors such as population, economy, and geographical area that affect performance. The goal of the Department of Education (DepEd) is to encourage self-discipline and physical education through school sports programs. Coaching is the process of helping people or groups acquire particular skills. Athletes are influenced differently by the coaching style, which includes tactics that are both controlling and supportive of autonomy. Support and encouragement are the hallmarks of positive coaching behavior, which is associated with athlete success and the growth of life skills. Character-building competency, game-strategy, technique, and motivation are the criteria used to assess coaching proficiency. Competencies are influenced by education, experience, and professional development. The Career Progression System (CPS), the Results-Based Performance Management System (RPMS), and the Teacher Career Progression Scheme (TCP) are some of the systems that have been used in the Philippines to evaluate teacher performance. The K–12 reforms brought in the RPMS, which attempts to standardize teacher performance evaluation. It is determined that the most important element affecting students' success is teacher quality, underscoring the significance of evaluating teachers' backgrounds and competencies programs.

Figure 1.

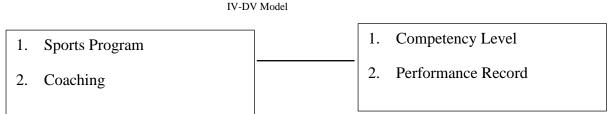Paradigm of the Study

IV-DV Model

Figure 1. This model shows the independent variables such as sports program, and coaching and the dependent variables, which is the competency level and performance record.

Statement of the Problem

The aim of this research is to find out the impact of sports program and coaching on the competency level of teacher-coaches and its relationship to performance record.

Specifically, it will seek answers to the following questions:

1. How may the implementation of the respondents be described in terms of

      1.1 Program goals;

1.2 Internal and external support;

    1.3   Administrative support;

    1.4   Coach selection;

    1.5   Instructional support;

    1.6   Participation in sports event;

    1.7   Training schedule?

 2. How may the coaching style of the teacher-coaches be described in terms of

    2.1   Democratic style;

    2.2   Autocratic style;

    2.3   Holistic style?

3. How may the competency level of teacher-coaches be described in terms of

    3.1   Physical training & conditioning;

    3.2   Technical skill;

    3.3   Mental preparation;

    3.4   Goal setting;

4. Is there a significant relationship between the implementation of sports program and the teacher-

   coaches coaching competency?

5. Is there a significant relationship between the teacher-coaches, coaching style and their coaching

   competencies?

Significance of the Study

This study is significant because it contributes to the limited body of knowledge on the impact of sports programs and coaching on the performance of teacher-coaches. By examining how these programs influence their competency levels and overall effectiveness, the findings can provide valuable insights into strategies for enhancing coaching skills. Moreover, this study aims to highlight the function of structured coaching programs in fostering professional growth, ultimately contributing to the development of more skilled and knowledgeable teacher-coaches.

The result of this study will benefit to these following specific people differently:

Student-Athletes. These coaching methods, behavior, and competence can have an impact on the student-athletes sport performance. These factors are important for the growth of the student-athletes. Their technical, tactical, and physical growth may be properly guided, which will help them to become better in sports.

Teacher-Coaches. This study will help them to understand their level development and to evaluate the effectiveness of their programs through the coaching/ mentoring performance of their student- athletes.

School Administration. This study will give them useful information on the competency level of teachers-coaches. It will also provide knowledge on the incompatibility and offer recommendations for improvement.

Future Researchers. This study will serve as a valuable resource for future researchers interested in exploring and expanding on the same topic. It will provide them with comprehensive background information and a deeper understanding of the subject. Additionally, they may use this research as a reference or framework to develop new perspectives and draw different conclusions on the matter.

Scope and Limitation of the Study

    This research study will be conducted in both public and private schools with teacher-coaches. However, the study will specifically focus on teachers-coaches in several public and private schools in San Rafael, Bulacan to determine their coaching competency level. This study will not include an evaluation of their teaching skills, as its primary objective is to analyze their coaching abilities within the context of sports programs.

Definition of Terms

To shed the light on understanding, the following operational definitions are hereby presented.

Sports Program is something that focuses on overall sport development. Creating interest, training youngsters, and producing a constant supply of high performance athletes while, at the same time, providing participation opportunities for any who want to play.

Coaching refers to a method of training, counselling or instructing an individual or a group how to develop skills to enhance their productivity or overcome a performance problem.

Teacher-coaches is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work.

Teacher Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990).

2. RESEARCH METHODS

This chapter is composed of discussion of the techniques and methods that will be used by the researcher in acquiring significant and factual answers to this research problems. Presented also in the section is brief information about the target respondents, instrument that will be utilized, and discussion on data gathering and collecting procedure.

Research Design

The research study will use the quantitative research design. To get insight, a quantitative research design is analyzing and collecting numerical data in order to find patterns, compute averages, assess correlations, and extract general conclusions are all part of quantitative research. It is applied in many disciplines, such as the social and scientific sciences. Statistical methods are used in quantitative data analysis to process and evaluate numerical data. A survey is a methodological approach to gathering data from a representative sample of a given population in order to learn more about that population as a whole. A survey provides a broad capacity for describing the features of a big population, and no other observational method can match it. Additionally, it permits a great deal of inquiry into a certain subject by providing a great deal of freedom in the analysis.

Sampling and Respondents

The study will be conducted in four private schools and one public school in San Rafael, Bulacan. From these schools, teacher-coaches from various grade levels and student- athletes from different grade levels will be selected as participants. The chosen teacher-coaches are actively teaching and coaching during the school year 2023-2024.

Instruments

In this study, the researchers will use a survey protocol as the primary research instrument to collect the necessary data. The study will employ the Likert Scale method in the survey questionnaire, allowing the participants to respond based on their own personal experiences. The survey questionnaire consists of forty-two (42) questions for teacher-coaches and forty-two (42) questions for student-athletes.

For the quantitative data collection, the questionnaire is divided into three (3) parts. Part II, adapted from Regalo (2022) and Gabunilas (2021), will be utilized to assess the respondents' level of sports program implementation in schools. Part III contains the Teacher-Coaches' Coaching Style Scale, adapted from Cruz (2022), which will gather the learner-athletes' assessments of their teacher-coaches' coaching styles. Lastly, Part IV consists of the Teacher-Coaches' Competency Scale, adapted from Myers (2010), which will measure the competency level of teacher-coaches.

SPORTS PROGRAM AND COACHING: ITS IMPACT ON THE COMPETENCY LEVEL OF TEACHER-COACHES

(*Questionnaire*)

Name (optional) _____

I. Profile of Teacher-Coach

1. Age_____

2. Sex_____

3. Major Field of Specialization_____

4. Number of years in coaching_____

5. Type sports serve as coach_____

II. Implementation of Sports Program (*for the teacher-coaches*)

Directions: Please check the number which is the most correct statement about the implementation of sports program in your respective school. Please remember that there are neither right nor wrong answers. Use the scale below:

5   Highly Implemented (HI)

4	Implemented (I)
3	Moderately Implemented (MI)
2	Slightly Implemented (SI)
1	Not Implemented (NI)

Item Statement	5	4	3	2	1
Program Goals and Objectives					
The school sports program…					
1. develops the learner's sports competencies and skills and work ethics and values necessary for employment.					
2. reinforces the learner's interest to sports activities.					
3. is designed for the learners in pursuing sports-related career, athlete development, fitness training, coaching and officiating.					
4. is designed for the learners to understand the basic principles and techniques in relation to physical education and recreation.					
5. discusses various factors that affect social, psychological, and cognitive development in sports leadership and management.					
6. ensures the learners to have the life skills and competencies in safety, injury prevention and management in various sports and exercise settings for prompt and proper response during emergencies.					
Internal and External Stakeholder Support					
1. Faculty handling specialized course is licensed and sport practitioner.					
2. The school is assisted by external partner like industry in every off- campus activities.					
3. Parents participated in planning activity in off- campus tournaments through PTA.					
4. The school has a strong partnership with the community and LGUs for its training and sports participation.					
5. Learner's resources are available in the school like books and module related the Sports Track Program.					
6. Teacher-coaches updated their sports knowledge and skills through in-service training.					
Administrative Support					
1. Faculty handling specialized course is licensed and sport practitioner.					
2. The school is assisted by external partner like industry in every off- campus activities.					
3. Parents participated in planning activity in off campus tournaments through PTA.					
4. The school has a strong partnership with the					

community and LGUs for its training and sports participation.				
5. Learner's resources are available in the school like books and module related the Sports Track Program.				
6. Teacher-coaches updated their sports knowledge and skills through in-service training.				
Coach Selection The school…				
1. provides coaches for different sports and activities.				
2. assigns coaches who possess mastery knowledge about the sports that they handle.				
3. sees to it that coaches are capable of providing expert training for the athletes.				
4. assigns coaches who can support the athletes on their competition inside and outside the school campus.				
5. provides schedules to coaches wherein sports training will not affect the academic activities.				
6. assigns coaches who are willing to exert extra time and effort for the success of the sports program.				
Instructional Support The school…				
1. provides instructional materials for athletes for them not to miss their lessons.				
2. provides modules for the athletes for self-study.				
3. designs, selects, organizes and uses diagnostic, formative and summative assessment strategies for athletes which are consistent with curriculum requirements.				
4. monitors and evaluates athletes' progress and achievement using learner appropriate assessment tools.				
5. communicates promptly and clearly the athletes' needs, progress and achievement to key stakeholders, including parents/guardians.				
6. utilizes assessment date to inform the modification of teaching and learning practices for athletes.				
Participation in Sports Event The school…				
1. provides sports activities which enables the athletes to participate.				
2. celebrates annual intramurals to encourage more learner athletes to participate in sports.				
3. builds relationship with other stakeholders that are connected to sports to support athletes and their sports activities.				
4. links on community programs that promotes sports activities.				
5. permits the learner-athletes to participate in sports competition outside the school.				
6. gives full support to learner-athletes who participate in sports competition in the different levels.				

	5	4	3	2	1
Training Schedule					
1. Learner-athlete's training schedule do not complicate with their academic schedules.					
2. Learner-athletes have given opportunity to choose for their training schedule.					
3. Training schedule consist of strength fitness, cardiovascular fitness and rest days.					
4. Training schedule ensures that learner-athletes are at their best condition to perform such physical activities.					
5. Training schedule does not force the learner-athletes to perform hard trainings when they have to do other school activities.					
6. Training is done months before the actual competition.					

III. Teacher-Coaches' Coaching Style Scale *(for the learner-athletes)*

Directions. Describe the coaching styles of your coach using the scale below.

5 – Strongly Agree (Highly Proficient)

4 – Agree (Proficient)

3 – Moderately Agree (Moderately Proficient)

2 – Slightly Agree (Slightly Proficient)

1 – Disagree (Not Proficient)

Item Statement	5	4	3	2	1
Democratic Style *My coach…*					
1. informs the outline or schedule of our activities.					
2. seeks our suggestions for the schedule of training and play ideas.					
3. allows brainstorming to explore possible strategies and solutions.					
4. seeks agreement for a common decision.					
5. allows us to build our own strategy based on our potentials and capabilities.					
6. asks the help of the parents or guardians if there are situations that need their immediate attention.					
Autocratic Style *My coach…*					
1. decides on what should be done for the betterment of the play.					
2. defines what are things to do and not to do.					
3. ensures that we strictly follow the schedule of training and playsets.					
4. requires us to follow the set game plan.					
5. ensures that we strictly follow the schedule of training and playsets.					
6. structures team practices based on the overall needs of the team rather than individual situations.					
Holistic Style *My coach…*					
1. ensures happy dispositions to encourage success in the game.					
2. allows changes in scheduled training and game sets.					

Item Statement					
3. allows us to practice on our own and discover our own weaknesses and strengths.					
4. creates an environment that allows us to feel comfortable and not pressured in the pursuit of our potential.					
5. acts with leniency to give personal evaluation about our performance.					
6. allows us to suggest the flow of the games and practices.					

IV. Teacher-Coaches Competency Scale *(for the learner-athletes)*

Directions. Describe the coaching competency of your coach using the scale below.

5 – Strongly Agree (Highly Proficient)

4 – Agree (Proficient)

3 – Moderately Agree (Moderately Proficient)

2 – Slightly Agree (Slightly Proficient)

1 – Disagree (Not Proficient)

Item Statement	5	4	3	2	1
Physical Training and Conditioning *My coach…*					
1. provides me with a physical conditioning program in which I am confident.					
2. provides me with a physically challenging conditioning program.					
3. provides me with a detailed physical conditioning program.					
4. provides me with a plan for physical preparation.					
5. ensures that training facilities and equipment are organized.					
6. provides me with structured training sessions.					
Technical Skills *My coach…*					
1. provides me with advice while I am performing a skill.					
2. gives me specific feedback for correcting technical errors.					
3. gives me reinforcement about correct technique.					
4. provides me with feedback that helps me improve my technique.					
5. provides me visual examples to show how a skill should be done.					
6. uses verbal examples that describe how a skill should be done.					
Mental Preparation *My coach…*					
1. provides advice on how to perform under pressure.					
2. provides advice on how to be mentally tough.					
3. provides advice on how to stay confident about my abilities.					
4. provides advice on how to stay positive about myself.					
5. provides advice on how to stay focused.					

6. provides advice on how to stay calm when there is an argument.					
Goal Setting *My coach…*					
1. helps me identify strategies to achieve my goals.					
2. monitors my progress towards my goals.					
3. helps me set short-term goals.					
4. helps me identify target dates for attaining my goals.					
5. helps me set long-term goals.					
6. provides me with support to attain my goals.					

Data Gathering Procedure

This section outlines the data gathering procedure for the study. Initially, the research will formulate a questionnaire, which will subsequently undergo validation by an expert in the respective field. Subsequently, formal permission to conduct the study will be sought by addressing the appropriate authorities at the Public and Private schools where the study is to take place. Upon approval, the research will administer the survey to the respondents, distributing the questionnaire for them to provide brief and concise answers. Once all questionnaires are returned, the collected data will be organized and classified. The study's findings will serve as conclusive evidence for the research.

Data Analysis and Statistical Treatment

Mean and Standard Deviation will be used in the study. This will be used to describe the demographic profile of the respondents. Weighted Mean will be utilized to describe the Implementation of sports program, Teacher-coaches' coaching style scale, Teacher-coaches' competency scale. F/t-test will be applied to determine if significant difference existed between the teacher-coaches' coaching competencies when they are classified according to their demographic profile. Correlation Analysis will be performed to determine if significant relationship existed between the implementation of sports program and coaching styles and the coaching competency and performance of the teacher-coaches in public and private secondary schools.

4. RESULTS AND DISCUSSION

This chapter discusses the results of the study on the Sports Program and Coaching Style: Its Impact on the Competency Level of Teacher-Coaches. Based on their competency level, this study utilizes the data of competency level and coaching style of the teacher-coaches through student athletes.

Table 1: Demographic Profile

Respondent's Demographic profile (n = 100)

Variable	N	%
Private Teacher-Coaches	25	25%
Private Teacher-Coaches	25	25%
Private Student-Athlete	25	25%
Public Student-Athlete	25	25%
Total	**100**	**100%**

Table 1 is the demographic profile of the respondents (n = 100) which shows the number of respondents in both private and public schools in San Rafael Bulacan.

Table 2

Result in teacher coaches (n=50)

Program Goals and Objective	Mean	Standard deviation	interpretation

1. develops the learner's sports competencies and skills and work ethics and values necessary for employment.	4.19	.49	Highly Implemented
2. reinforces the learner's interest to sports activities.	4.18	.49	Highly Implemented
3. is designed for the learners in pursuing sports-related career, athlete development, fitness training, coaching and officiating	4.18	.49	Highly Implemented
4. is designed for the learners to understand the basic principles and techniques in relation to physical education and recreation	4.18	.50	Highly Implemented
5. discusses various factors that affect social, psychological, and cognitive development in sports leadership and management	4.18	.50	Highly Implemented
6. ensures the learners to have the life skills and competencies in safety, injury prevention and management in various sports and exercise settings for prompt and proper response during emergencies.	4.18	.50	Highly Implemented

Total: 4.18   Interpretation: Highly Implemented

Internal and external Stakeholder support	Mean	Standard deviation	Interpretation
1. Faculty handling specialized course is licensed and sport practitioner.	4.17	.51	Highly Implemented
2. The school is assisted by external partner like industry in every off- campus activities.	4.17	.51	Highly Implemented
3. Parents participated in planning activity in off- campus tournaments through PTA.	4.18	.51	Highly Implemented
4. The school has a strong partnership with the community and LGUs for its training and sports participation.	4.19	.51	Highly Implemented
5. Learner's Resources are available in the school like books and module related the Sports Track Program.	4.19	.51	Highly Implemented
6. Teacher-coaches updated their sports knowledge and skills through in-service training.	4.20	.51	Highly Implemented

Total: 4.18   Interpretation: Highly Implemented

Administrative support	Mean	Standard deviation	Interpretation
1. Faculty handling specialized course is licensed and sport practitioner.	4.20	.51	Highly Implemented
2. The school is assisted by external partner like industry in every off- campus activities	4.21	.50	Highly Implemented
3. Parents participated in planning activity in off campus tournaments through PTA.	4.21	.50	Highly Implemented
4. The school has a strong partnership with the community and LGUs for its training and sports participation.	4.21	.50	Highly Implemented
5. Learner's resources are available in the school like books and module related the Sports Track Program.	4.22	.49	Highly Implemented
6. Teacher-coaches updated their sports knowledge and skills through in-service training	4.22	.49	Highly Implemented

Total: 4.21   Interpretation: Highly Implemented

Coach Selection	Mean	Standard deviation	Interpretation
1. provides coaches for different sports and activities.	4.22	.49	Highly Implemented
2. assigns coaches who possess mastery knowledge about the sports that they handle.	4.21	.50	Highly Implemented
3. sees to it that coaches are capable of providing expert training for the athletes.	4.21	.49	Highly Implemented
4. assigns coaches who can support the athletes on their competition inside and outside the school campus.	4.21	.49	Highly Implemented
5. provides schedules to coaches wherein sports training will not affect the academic activities.	4.20	.49	Highly Implemented
6. assigns coaches who are willing to exert extra time and effort for the success of the sports program.	4.20	.49	Highly Implemented

Total: 4.21   Interpretation: Highly Implemented

Instructional Support	Mean	Standard deviation	Interpretation
1. provides instructional materials for athletes for them not to miss their lessons.	4.21	.48	Highly Implemented
2. provides modules for the athletes for self-study.	4.21	.48	Highly Implemented
3. designs, selects organizes and uses diagnostic, formative and summative assessment strategies for athletes which are consistent with curriculum requirements.	4.22	.48	Highly Implemented
4. monitors and evaluates athletes' progress and achievement using learner appropriate assessment tools.	4.23	.48	Highly Implemented
5. communicates promptly and clearly the athletes' needs, progress and achievement to key stakeholders, including parents/guardians	4.23	.48	Highly Implemented
6. utilizes assessment date to inform the modification of teaching and learning practices for athletes.	4.23	.47	Highly Implemented

Total: 4.22   Interpretation: Highly Implemented

Participation in Sports Events	Mean	Standard deviation	Interpretation
1. provides sports activities which enables the athletes to participate.	4.23	.47	Highly Implemented
2. celebrates annual intramurals to encourage more learner athletes to participate in sports.	4.22	.47	Highly Implemented
3. builds relationship with other stakeholders that are connected to sports to support athletes and their sports activities.	4.22	.48	Highly Implemented
4. links on community programs that promotes sports activities.	4.21	.48	Highly Implemented
5. permits the learner-athletes to participate in sports competition outside the school.	4.21	.48	Highly Implemented
6. gives full support to learner-athletes who participate in sports competition in the different levels.	4.21	.48	Highly Implemented

Total: 4.22   Interpretation: Highly Implemented

Total: 4.21   Interpretation: Highly Implemented

Training Schedule	Mean	Standard deviation	Interpretation
1. Learner-athlete's training schedule do not complicate with their academic schedules.	4.20	.48	Highly Implemented
2. Learner-athletes have given opportunity to choose for their training schedule.	4.21	.49	Highly Implemented
3. Training schedule consist of strength fitness, cardiovascular fitness and rest days.	4.22	.49	Highly Implemented
4. Training schedule ensures that learner-athletes are at their best condition to perform such physical activities.	4.21	.49	Highly Implemented
5. Training schedule does not force the learner-athletes to perform hard trainings when they have to do other school activities.	4.20	.49	Highly Implemented
6. Training is done months before the actual competition.	4.20	.49	Highly Implemented

The table displays statistical data for teacher-coaches (n = 50), showing that the highest mean score across all variables is for instructional support Question 4, with a mean of 4.23 and a standard deviation of 0.48. This suggests that coaches actively monitor and assess athletes' progress using appropriate tools. This personalized attention helps individual growth and skill development, as noted by 41 teacher-coaches. Similarly, instructional support Question 5 also has a mean of 4.23 and a standard deviation of 0.48. This indicates that schools effectively communicate athletes' needs, progress, and achievements to key stakeholders, including parents and guardians. This transparent communication fosters collaboration and has received positive feedback from 42 teacher-coaches. Furthermore, instructional support Question 6 has a mean of 4.23 and a standard deviation of 0.47, suggesting that coaches use assessment data to adapt their teaching methods. This approach ensures that athletes receive tailored support, contributing to their overall competency, as recognized by 43 out of 50 teacher-coaches. Finally, participation in sports events also has a mean of 4.23 and a standard deviation of 0.47, indicating that schools provide ample opportunities for athletes to participate in sports activities within the school environment.

The lowest mean score we found across all the variables is for Internal and External Stakeholder Support Question 1, with a mean of 4.17 and a standard deviation of 0.51. This suggests that teachers who handle specialized courses are well-trained in sports, ensuring good quality teaching. For Internal and External Stakeholder Support Question 2, with a mean of 4.17 and a standard deviation of 0.51, it shows that the school teams up with outside partners, like industries, for activities outside of school. This collaboration helps students gain practical experiences beyond the school campus.

Table 3

Result in Student-Athletes (n=50)

Democratic Style	Mean	Standard deviation	Interpretation
1. informs the outline or schedule of our activities.	4.39	.40	Highly Implemented
2. seeks our suggestions for the schedule of training and play ideas.	4.39	.40	Highly Implemented
3. allows brainstorming to explore possible strategies and solutions	4.39	.40	Highly Implemented
4. seeks agreement for a common decision	4.40	.40	Highly Implemented
5. allows us to build our own strategy based on our potentials and capabilities.	4.41	.40	Highly Implemented
6. asks the help of the parents or guardians if there are situations that need their immediate attention	4.41	.40	Highly Implemented

Total: 4.40   Interpretation: Highly Implemented

Autocratic Style	Mean	Standard deviation	Interpretation
1. decides on what should be done for the betterment of the play	4.42	.40	Highly Implemented
2. defines what are things to do and not to do	4.42	.40	Highly Implemented
3. ensures that we strictly follow the schedule of training and playsets	4.42	.40	Highly Implemented

4. requires us to follow the set game plan	4.42	.40	Highly Implemented
5. ensures that we strictly follow the schedule of training and playsets	4.42	.40	Highly Implemented
6. structures team practices based on the overall needs of the team rather than individual situations.	4.42	.40	Highly Implemented

Total: 4.42   Interpretation: Highly Implemented

Holistic Style	Mean	Standard deviation	Interpretation
1. ensures happy dispositions to encourage success in the game	4.42	.40	Highly Implemented
2. allows changes in scheduled training and game sets	4.42	.40	Highly Implemented
3. allows us to practice on our own and discover our own weaknesses and strengths	4.43	.40	Highly Implemented
4. creates an environment that allows us to feel comfortable and not pressured in the pursuit of our potential	4.43	.40	Highly Implemented
5. acts with leniency to give personal evaluation about our performance.	4.44	.40	Highly Implemented
6. allows us to suggest the flow of the games and practices	4.44	.40	Highly Implemented

Total: 4.42   Interpretation: Highly Implemented

Physical training	Mean	Standard deviation	Interpretation
1. provides me with a physical conditioning program in which I am confident.	4.45	.40	Highly Implemented
2. provides me with a physically challenging conditioning program.	4.44	.40	Highly Implemented
3. provides me with a detailed physical conditioning program.	4.40	.40	Highly Implemented
4. provides me with a plan for physical preparation.	4.44	.40	Highly Implemented
5. ensures that training facilities and equipment are organized.	4.44	.40	Highly Implemented
6. provides me with structured training sessions.	4.44	.39	Highly Implemented

Total: 4.44   Interpretation: Highly Implemented

Technical skills	Mean	Standard deviation	Interpretation
1. provides me with advice while I am performing a skill.	4.44	.39	Highly Implemented
2. gives me specific feedback for correcting technical errors.	4.44	.39	Highly Implemented
3. gives me reinforcement about correct technique.	4.44	.39	Highly Implemented
4. provides me with feedback that helps me improve my technique.	4.44	.39	Highly Implemented
5. provides me visual examples to show how a skill should be done.	4.32	.40	Highly Implemented
6. uses verbal examples that describe how a skill should be done.	4.43	.40	Highly Implemented

Total: 4.42   Interpretation: Highly Implemented

Mental Preparation	Mean	Standard deviation	Interpretation
1. provides advice on how to perform under pressure.	4.32	.41	Highly Implemented
2. provides advice on how to be mentally tough.	4.43	.41	Highly Implemented

3. provides advice on how to stay confident about my abilities.	4.43	.41	Highly Implemented
4. provides advice on how to stay positive about myself.	4.43	.41	Highly Implemented
5. provides advice on how to stay focused.	4.43	.41	Highly Implemented
6. provides advice on how to stay calm when there is an argument.	4.42	.41	Highly Implemented

Total: 4.41   Interpretation: Highly Implemented

Goal Setting	Mean	Standard deviation	Interpretation
1. helps me identify strategies to achieve my goals.	4.42	.41	Highly Implemented
2. monitors my progress towards my goals.	4.42	.41	Highly Implemented
3. helps me set short-term goals.	4.42	.41	Highly Implemented
4. helps me identify target dates for attaining my goals.	4.42	.41	Highly Implemented
5. helps me set long-term goals.	4.43	40	Highly Implemented
6. provides me with support to attain my goals.	4.43	.40	Highly Implemented

Total: 4.42   Interpretation: Highly Implemented

The table shows data for student-athletes (n = 50). The highest mean score across all the variables is for Physical Training Question 1, with a mean of 4.45 and a standard deviation of 0.40. This means that student-athletes feel confident in the physical conditioning programs provided to them, finding them well-structured and effective.

On the other hand, the lowest mean score is for Democratic Style Question 1, with a mean of 4.39 and a standard deviation of 0.40. This indicates that teacher-coaches actively communicate the program's structure and schedule to student-athletes. Similarly, Democratic Style Question 2 and Question 3 also have a mean of 4.39 and a standard deviation of 0.40, suggesting that teacher-coaches value input from student-athletes when planning training sessions and game strategies, and encourage creative thinking and problem-solving among them.

Table 4: correlation for all variable

**. Correlation is significant at the 0.01 level (2-tailed).

Sports Program and Coaching Competency (0.561)*: There is a positive correlation between the quality or quantity of sports programs and coaching competency. As sports programs improve or increase, coaching competency tends to rise as well. Sports Program and Coaching Style (0.657)*: Another positive correlation exists between sports programs and coaching style. When sports programs are of higher quality or more extensive, certain coaching styles are positively influenced. Coaching Competency and Coaching Style (-0.705)*: Interestingly, there is a negative correlation between coaching competency and coaching style. As coaching competency improves, a specific coaching style may decrease, or vice versa.

Discussion

The findings of this study align with various research that has explored the competency level of teacher-coaches in sports program. The practices of teacher-coaches contribute to a strong sports program and help their athletes to achieve good performance when it comes to the competition aligning to Pestano's study (2021) where stating that it has been found that they possessed a high level of competence in terms of motivation, game strategy, character building, and technique. Thus, adopting a certain coaching style, behavior, and acquiring coaching competence must be of paramount importance since it can have a great impact on the athletes.

Moreover, the findings of this study highlights that student-athletes express confidence in the physical conditioning programs they receive, perceiving them as meticulously structured and highly effective. In addition to this it was notice that the students-athlete are actively are actively communicate to the teacher-coaches in program's structure and schedule to student-athletes. Also, the teacher-coaches value input from student-athletes when planning training sessions and game strategies, and encourage creative thinking and problem-solving among them.

5. CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusions and recommendation of the findings offered which is a probe into the Sports Program and Coaching Style: It's Impact on The Competency level of Teacher-Coaches.

Conclusion

From a thorough analysis of the data collected and results obtained, the following significant findings are summarized.

Research Question 1. How may the implementation of the respondents be described in terms of

1.1 Program goals

For teacher-coaches the average of program goals and objectives was 4.18 which falls into the ''highly implemented'' category on the interpretation scale.

1.2 Internal and external support

For teacher-coaches the average score of internal and external stakeholder support was 4.18 which still ''highly implemented''.

1.3 Administrative support

For teacher-coaches the average of administrative support was 4.21 and still ''highly implemented''

1.4 Coach selection

For teacher-coaches the average scores were high, the coach selection average was 4.21 which falls in category of ''highly implemented'' on the interpretation scale.

1.5 Instructional support

For teacher-coaches the average of instructional support was 4.22 which fall into the ''highly implemented'' category.

1.6 Participation in sports event

For teacher-coaches the average of participation in sports event was 4.22 that conclude in ''highly implemented''.

1.7 Training schedule

For teacher-coaches the average score of training schedule was 4.21 the proceed in ''highly implemented'' category on the interpretation scale.

2. How may the coaching style of teacher-coaches be described in terms of

2.1 Democratic style

For student-athlete, the average score of democratic style was 4.40 which proceed into the ''highly implemented'' category of interpretation scale.

2.2 Autocratic style

For student-athlete, the average score of autocratic style was 4.42 that conclude in ''highly implemented''.

2.3 Holistic style

For student-athlete, the average score of holistic style was 4.42 which proceed into the ''highly implemented'' category on interpretation scale.

3. How may the competency level of teacher-coaches be described in term of

3.1 Physical training & conditioning

For student-athlete, the average score of physical training & conditioning was 4.44 which falls into the ''highly implemented''.

3.2 Technical skill

For student- athlete, the average score of technical skill was 4.42 that proceed into the ''highly implemented'' category on interpretation scale.

3.3 Mental preparation

For student athlete, the average score of mental preparation was 4.41 proceed to the outcome of ''highly implemented''.

3.4 Goal setting

For student athlete, the average score of goal setting was 4.42 which falls into the ''highly implemented''.

4. Is there a significant relationship between the implementation of sports program and the teacher-coaches coaching competency?

 Based on the correlation coefficient of 0.561 provided, there appears to be a moderate positive relationship between the implementation of sports programs and teacher-coaches coaching competency. This suggests that as the quality or quantity of sports programs improves or increases, coaching competency tends to rise as well. However, it's important to note that correlation does not imply causation, so while there is a relationship between these variables, other factors may also be influencing coaching competency.

5. Is there a significant relationship between the teacher-coaches, coaching style and their coaching competencies?

Based on the correlation coefficient of -0.705 provided, there appears to be a significant negative relationship between teacher-coaches' coaching style and their coaching competencies. This suggests that as coaching competency improves, a specific coaching style may decrease, or vice versa. It's worth noting that this negative correlation doesn't necessarily imply a causal relationship but indicates that there is an association between coaching style and coaching competency where improvements in one might lead to changes in the other.

Conclusions

This research is to find out the impact of sports program and coaching on the competency level of teacher-coaches in private and public schools the findings that the researchers accumulated from this study are the following:

1. Sports Programs: Sports are recognized as a powerful tool for promoting positive social change and fostering social integration. They provide a platform for individuals from diverse backgrounds to interact naturally, promoting understanding and cohesion within society. However, challenges such as limited elite sports development persist due to factors like population size, economic constraints, and geographical limitations.

2. Coaching: Coaches play a pivotal role in shaping athletes' performance, personal development, and team dynamics. Different coaching styles, ranging from supportive and autonomy-enhancing to controlling, can significantly impact athletes' motivation, success, and life skills development. Positive coaching behaviors, characterized by support, encouragement, and trust-building, are associated with athlete success and the cultivation of life skills.

3. Teacher Competencies: In educational settings, teacher competencies are crucial for effective instruction and student learning outcomes. Competencies encompass a range of skills, knowledge, and experiences that enable teachers to facilitate learning, promote student development, and adapt to changing educational landscapes. The implementation of systems like the Results-Based Performance Management System (RPMS) reflects efforts to evaluate and improve teacher quality, underscoring the importance of teacher competencies in student success.

Recommendations

The study revealed the impact of sports program and coaching on the competency level of teacher-coaches. Thus, the following recommendations are hereby presented

1. Student-Athlete are encouraged to actively participate in the sports programs and seek a opportunities to provide a feedback on coaching effectiveness to enhance the learning experience

2. Teacher-coaches are encouraged to engage in continuous professional development related to coaching techniques and skills. And utilize feedback mechanism to assess and improve coaching effectiveness.

3. School administration support the initiatives that promote the integration of sports program into the curriculum.

4. Future researcher should provide or use other methods to people who are interested on the teacher-coaches or in the sports program. This study will be helpful to assist them in learning, and when they do so, they will be ready to fill in what is missing as they learn more that this study could have.

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