

Performance and Lived Experiences of Sports Coaches in Tarlac Province

EDMARK M. SALONGA
Urduaneta City University
Urduaneta City, Pangasinan

Abstract — This study determined the level of performance of sports coaches in Higher Educational Institutions (HEI's) in the province of Tarlac. The study used mixed exploratory sequential method. There were eight coaches as interviewee respondents of this study.

Majority of the respondent-coaches are male, 21-30 years old bachelor's degree holders with 1-3 years as coach in sports, and with 1-3 trainings, and have winnings in the regional level particularly of gold medals. The study also found out a very high level of performance of coaches along the three dimensions; metacognition, character building and skills enhancement. There is no significant difference on the level of performance of the coaches with respect to sex, age, and highest educational attainment. But there are significant differences on the level of performance of the coaches with respect to number of years as coach in sports, number of trainings related to sports coaching and number winnings or medals related to sports. Lastly, there is significant relationship on the level of performance of the coaches in HEI's across their profile variables, number of years as coach, number of trainings related to sports, and the number of winnings or medals related to sports.

It is recommended that coaches have to continue their post graduate studies, attend more seminars or trainings related to sports in order to learn more and improve their coaching capabilities. Coaches should sustain their level of performance by maintaining the present sports program of activities but seek independently those areas that still needs enhancement, and continuously support activities that will maximize the performance of coaches in their respective sport events regardless of sex, age, and highest educational attainment. Further, coaches should maximize the level of performance of the coaches through specific sports programs for every event, and similar studies to be conducted regarding the level of performance of coaches and on how they could improve their coaching capabilities so that they could perform well in sport competitions. Lastly, an intervention plan should be implemented to enhance the performance of the coaches in sports.

Keywords — *Performance, Metacognition, Character Building, Skills Enhancement*

I. Introduction

One of the important parts in schooling is the exposure of learners in real life skills, developing these skills and performing it the best way. As such, one of the areas in schooling that can provide these exposure and development is through sports. Yet, little attention is being given to vital information or qualifications needed to come up with the best results in sports. To be more

precise, we often neglect that the best way to deliver good services is to get someone who could deliver well.

Sport has become a major part of a student athlete in school. It encourages them to go to school and become a significant individual in the school through winning in their specific events in the different levels of competition. These athletes then need a coach that can train them and maximize their potentials. A coach has a significant impact on the performance of the athletes or the team and play a vital role in the identification and development of their skills and talents. The coach is a catalyst that provides social conditions to athletes or teams in order for them to achieve positive youth development. The athletes are influenced by the set-up and trainings required by coaches. These and more are factors that connects the relationship of the athlete and the coach.

Being a coach most especially in sports is never easy. It encompasses a role that must have been hasten for years embedded with dedication and determination. The coaches must prepare the schedule of practices and game plans which involves their sports expertise and tactics. The training and continuing professional development can help in improving the performance of a coach. It is usually a notion that the performance of the athlete or the team is a reflection of the performance of the coach. It is then imperative to build the experiences of the coach with the right exposure and correct decisions. To a great extent, every coach has the best experiences in his coaching career during trainings and competitions.

Literature Review

Sport represents one of the most active social activities in present day society. Evidence of this can be seen in its permeation into everyday popular culture via the amount of news coverage, number of spectators and participants, and its use in advertising. The sport industry contributes to the social and economic benefit of the nation, with the sport and recreation industry accounting for approximately 1.8% annually of Australia's gross domestic product. Australia has a long history of engaging in an active sporting lifestyle, which has often led to international success (ABS, 2012). The Australian Bureau of Statistics also reported that coaching is an essential element of a well-structured and delivered sport system and the sporting pathway as a whole. In 2010 in Australia, 643,300 people were involved in sport as a coach, instructor or teacher (Hajkowicz et al., 2013), a number that has seen a decline in recent years. Australian coaches work with more than seven million people, in different settings and contexts, who participate in sport every week. Similarly, Dawson et al. (2013) found that even coaches employed full-time contribute a substantial amount of unpaid overtime to their work.

Smith (2017) in her study revealed the importance of positive team culture, family support, and the foundation that sport provided in the athletes' lives. These findings could expand the definition of specialization to include position specialist and provide implications for team and organizational culture, as well as provide a platform and need for sport psychology consultant. Further, the study's analysis of interviews rendered unique findings to position specialists such as

highly individualized practices, elevated pressure and an unforgiving role, a high mental approach despite adversity, and a lack of role understanding.

The study of Cronin and Armour (2013) explored the lived experiences of a single case study community coach. Derived from semi-structured interviews and in keeping with Van Manen's methodology, findings are presented in a narrative format. The study describes the "lifeworld" of the coach, specifically it illustrates a dichotomy between a frenetic practical delivery mode visible in the public arena and a hidden largely unknown private world used predominantly for planning and organizing. For this study, the essence of community coaching lay in two complementary activities; planning and delivering fun based activities that achieved social, health and sporting outcomes. Additionally, interacting with others, such as parents, carers and teachers was identified as an essential feature of the experience.

Nicolas (2020) investigated the lived experiences of sport coaches. The study resulted in the identification of three constituent essences of coaching performance: (i) care for the youth; (ii) a commitment to educate athletes authentically for challenges to come; and (iii) working with others to achieve specialized excellence. It also revealed that majority of the coaches had 11 years and above coaching experiences. The challenges encountered by the sport coaches are inadequate budget for trainings, lack of sports equipment and facilities, and personal fatigue. Further, only few coaches were sent to trainings that adversely affected their coaching performance.

The multi-case study of Walters et al. (2018) involved coaches who are academics from New Zealand visiting the Philippines on an annual basis and implementing sports coaching programmes underpinned by a humanistic coaching philosophy. For many participants, this experience has been their very first engagement with sport at any level. The individual and focus group interviews revealed that the experience has been transformative and inspiring. The notion of sport-for-all challenged traditional thinking about the role of sport as primarily a competitive enterprise. At the school, pupils adopted a more inclusive model of sport and the programme appeared to provide institute graduates with the confidence, skill and desire to engage through sport with young people in their communities.

According to Huguet et al. (2014), coaching has become a central strategy in district and school efforts to build teacher capacity to interpret and respond to student learning data. Despite their popularity, there is limited research on the implementation of these initiatives. This article begins to address this gap by examining the elements of a coach's practice that appear to build teachers' skills and knowledge to use data to guide instructional decisions. Drawing on sociocultural learning theory and interview and survey data collected in four middle schools-two with "strong" coaches and two with "developing" coaches-we find that coaching to build data-use capacity appears to rely less on the official title or model (i.e., data coach vs. instructional coach) and more on the diversity of coach practices as well as content area and interpersonal expertise. Further, administrators play an important role in shaping the work of a coach through their mediation of political dynamics in a school. The article concludes with implications for coaching practice, as well as suggestions to guide future research and theory development. They found out

that key coaching practices help build educator capacity; these practices include dialogue, questioning, modeling, observation, and feedback.

Moen et al. (2014) noted the primary role of the coach is to help his or her athletes to improve their performance. In many situations, once an athlete has begun their journey of participating in competitive sport they will spend a majority of their time with their coach.

The study of Ambag and Camarador (2017) analyze the experiences of various sports coaches in the university. It identified how effective the coaches' experiences in producing quality, competitive and high calibrated athletes. It also identified the different coaching philosophies, strategies and achievements towards effectivity and excellence as a coach. Based on the findings of the study, it was concluded that coaches are considered effective coaches by the means of their knowledge and learning gained from their master's degree and the experience and exposure gained from their athletic career. The coaches are not just coaches but are also educators and homegrown professors in the College of Human Kinetics specifically in the field of sports.

The coaching profession is ever-changing and coaches at each level of sport competition need to know more than the basics of coaching in order to be successful. As the primary individuals tasked with developing athletes and helping them achieve their goals, coaches should acquire a working knowledge of all areas affiliated with performance enhancement. Most people consider a coach's primary job to be encouraging individual athletes, as well as the team. Top-notch coaches help produce winning players and teams. How coaches create an environment of encouragement is the key to successful coaching and player performance. Gone are the days of brow-beating athletes into optimal performance, which typically leads to burnout. Athletes who experience burnout often see their coaches as individuals who routinely display negative behaviors and lack empathy. Coaches who maintain a positive attitude and environment can better motivate and encourage athletes.

In view of the foregoing scenario, the researcher conducted a study that focused on the performance and lived experiences of coaches in sports among higher educational institutions in Tarlac province. The result of this study served as the basis of an intervention program to enhance the performance of sports coaches.

II. Methodology

This chapter presents the method and procedure to be used in the conduct of this study. It deals with the research design used, population and locale of the study, data collection instrument, data collection procedure and treatment of data.

This study employed a mixed exploratory sequential method. The method is an approach combining qualitative and quantitative data collection and analysis in a sequence of phases (Creswell and Plano Clark, 2018). For this study, the first phase is the collection and analysis of qualitative data and then the results of which will direct to the quantitative phase which will be

using a structured questionnaire. This study then used a combination of quantitative and qualitative methods of research.

The study used the survey method through the questionnaire. The researcher prepared the questionnaire so that respondents and readers can understand the information contained in the data. Likewise, the researcher also prepared an interview guide questions to be used on selected coaches among the universities in Tarlac province. The questionnaire was uploaded as google forms. The interview guide questions were sent to the interviewees. Due to this pandemic, the interview was conducted in online platforms through the messenger and/or questions were sent to the interviewees and then they sent back the answers.

III. Results and Discussion

Table 1a shows the data on the profile variables, sex, age and highest educational attainment.

Sex. The respondent-coaches are predominantly males. There are 37 males or 92.5 percent and 3 females or 7.5 percent. This is a common situation in sports wherein it is dominated by males. Sports is commonly considered a men’s dominion because of its activity requirements of strength and force.

Age. Most of the respondent-coaches, 16 of them or 40.0 percent belong to the 21-30 age brackets. The second largest groups, 11 or 27.5 percent from each group belong to the 31-40 and 41-50 age brackets, respectively. There are only 2 or 5.0 percent who belong to the 51 years old and above age brackets. The result implies that most of the coaches are still new in the service.

Highest Educational Attainment. The majority of the respondents, 12 or 32.5 percent of them have some units leading to a Master’s degree. 12 or 30 percent of the respondents are Bachelor’s degree holders, 8 or 20 percent are MA degree holder, 4 or 10 percent are Doctoral unit earners, and 3 or 7.5 percent are Doctoral Degree holders.

The result implies that most of the coaches aim for professional development as it can be seen that majority of them have pursued post-graduate studies.

Table 1a

Frequency and Percentage Distribution of Respondents across the Variables Sex, Age and Highest Educational Attainment

Variable	Variable Category	Frequency	Percent
Sex	Male	37	92.5
	Female	3	7.5
	Total	40	100.0
Age	21-30 years old	16	40.0
	31-40 years old	11	27.5
	41-50 years old	11	27.5
	51 years old and above	2	5.0
	Total	40	100.0
Educational Attainment	Bachelor’s Degree	12	30.0
	Masters Units	13	32.5
	Masters Graduate	8	20.0

	Doctorate Units	4	10.0
	Doctorate Graduate	3	7.5
Number of Years as Coach in Sports	3 years and below	14	35.0
	4-6 years	12	30.0
	7-9 years	4	10.0
	10 years and above	10	25.0
	Total	40	100.0
No. of Trainings Attended	3 trainings & below	14	35.0
	4-6 trainings	14	35.0
	7-9 trainings	5	12.5
	10 trainings & above	7	17.5
	Total	40	100.0

Number of Years as Coach in Sports. Thirteen (13) or 35 percent, a majority of the respondents have 3-years and below as coach in sports. Twelve (12) or 30 percent have 4-6 years as coach in sports, 10 or 25 percent have 10 years and above as coach in sports, and 4 or 10 percent have 7-9 years as coach in sports. The data implies that majority of the coaches are still new in sports coaching.

Number of Trainings Attended. Majority of the respondent-coaches, 14 of them or 35.0 percent each have 3 trainings and below, and 4-6 trainings which are related to sports. Seven (7) or 17.5 percent have 10 and above trainings, and 5 or 12.5 percent have 7-9 trainings related to sports. The data shows that the coaches have very few number of trainings related to sports. Considering that the majority of the respondents are new as coaches in sports and have the least of the number of trainings related to sports, the data only implies that the respondent-coaches have to look forward in attending and in developing themselves in this field of sports by attending seminars or trainings related to sports.

Frequency and Percentage Distribution of the Variable, Number of Winnings or Medals

Table 1c shows the data on the profile variable, number of winnings received.

Winnings. At the regional level, the respondent-coaches earned more golds, 23, compared to 19 silver, and 17 bronze medals. In the national level, the coaches have earned 15 golds, and there are no silver and bronze awards. Further, in the international level, the coaches have 13 gold awards or medals, 9 silver medals, and 6 bronze medals.

There are more gold awards received in the regional level referring to championships as compared to silver and bronze awards in the national and international level which are referring to 2nd and 3rd placers in their specific events. The data implies that the respondent-coaches performed better in the regional than in the national level and international level.

Looking deeper into the data, with respect to gold awards, there is a decreasing accomplishment from the regional level as the competition goes to a larger scale. There is a decreasing performance from the regional up to the national level, and finally in the international level. The data shows a realization that the respondent-coaches perform better in the regional level but diminishes as it goes to higher level of competitions.

Table 1b

Frequency and Percentage Distribution of the Variable, Number of Winnings Received

Variable	Award	Variable Category	Regional		National		International	
			f	%	f	%	f	%
Winnings	Gold	3 and below	10	43.5	12	80.0	13	100
		4 – 6	5	21.7	1	16.7	0	0
		7 – 9	2	8.7	2	13.3	0	0
		10 and above	6	26.1	0	0	0	0
		Total	23	100	15	100	13	100.0
	Silver	3 and below	8	42.1	8	66.7	8	88.9
		4 – 6	4	21.1	1	8.3	0	0
		7 – 9	7	36.8	3	25.0	0	0
		10 and above	0	0	0	0	1	11.1
		Total	19	100	12	100	9	100.0
	Bronze	3 and below	4	23.5	4	50.0	4	66.7
		4 – 6	3	17.6	2	25.0	0	0
7 – 9		2	11.8	2	25.0	0	0	
10 and above		8	47.1	0	0	2	33.3	
Total		17	100	8	100	6	100.0	

Table 2 shows the level of performance of coaches in Tarlac Province along metacognition.

The overall weighted mean, 4.34 indicates a very high level of performance of coaches in higher education institutions in Tarlac province along metacognition. The result implies that most likely, this is one the reasons of the winning accomplishments of the province in the regional up to the international competitions

Table 2

Level of Performance of Coaches in HEI's in Tarlac province along Metacognition

Indicator Statements	Mean	Interpretation
Implements the rules and guidelines and can adjust immediately to changes	4.50	VH
Supervises the athletes and the team with expertise	4.43	VH
Builds ties and communicate knowledgeably to other coaches during competition	4.38	VH
Demonstrates know-how of the sports routines	4.35	VH
Applies sports science in evaluating the performance of the team	4.35	VH
Initiates competitive tactics and strategies	4.33	VH
Inquire on the issues and concerns during competition	4.23	VH
Displays a strong concentration on the demands of coaching	4.18	H
Overall Weighted Mean	4.34	VH

Legend: 4.20 – 5.00 Very High (VH), 3.20 – 4.19 High (H), 2.60 – 3.49 Moderately High (MH), 1.80 – 2.59 Low (L) 1.00 – 1.79 Very Low (VL)

Table 3 shows the level of performance of coaches in Tarlac province along character building

The coaches got a very high level of performance along the dimension, character building in the HEI's in Tarlac province with the overall weighted mean, 4.52. The result implies that the coaches in sports in HEI's in Tarlac province follows and develop themselves to be at their best with respect in building their character.

Table 3

Level of Performance of Coaches in HEI's in Tarlac Province along Character Building

Indicator Statements	Mean	Interpretation
Remains calm in winning even in times of defeat.	4.65	VH
Keeps on emphasizing the importance of good attitude in winning individual or team games.	4.63	VH
Motivates athletes to achieve consistent peak performance.	4.58	VH
Initiates activities that will build strong ties among the members of the team.	4.53	VH
Considers each one's opinions and circumstances most especially in crucial events.	4.53	VH
Communicates effectively with diverse groups of athletes.	4.45	VH
Establishes and enforces team rules at all means.	4.40	VH
Decides with firmness and conviction.	4.38	VH
Overall Weighted Mean	4.52	VH

Legend: 4.20 – 5.00 Very High (VH), 3.20 – 4.19 High (H), 2.60 – 3.49 Moderately High (MH) 1.80 – 2.59 Low (L), 1.00 – 1.79 Very Low (VL)

Table 4 shows the level of performance of coaches in Tarlac province along character building.

The overall weighted mean, 4.30 indicates that generally, the respondent-coaches from the HEI's in Tarlac province have a very high level of performance in sports coaching. The result implies that the coaches take seriously their responsibility in improving their coaching skills.

Table 4

Performance of Coaches in HEI's in Tarlac Province along Skills Enhancement

Indicator Statements	Mean	Interpretation
Designs and supervises strength and conditioning programs.	4.40	VH
Manages personally the team practices and official events.	4.38	VH
Seeks the help of other coaches and even other teams, in example for tune-up games to hasten individual and team skills	4.36	VH
Sets-up and coordinate skills enhancement schedules and practices	4.35	VH
Addresses the differences in athletes' skill and development level.	4.28	VH
Conducts one-on-one skills check-up and enhancement	4.25	VH
Prepares the team events and individual schedule of practices.	4.25	VH
Initiates routines as per sports science	4.23	VH
Overall Weighted Mean	4.30	VH

Legend: 4.20 – 5.00 Very High (VH), 3.20 – 4.19 High (H), 2.60 – 3.49 Moderately High (MH) 1.80 – 2.59 Low (L) 1.00 – 1.79 Very Low (VL)

Table 5 shows the t-Test Results on the overall weighted mean differences of the respondent-coaches across the variable, sex.

The result shows that there is no significant difference on the level of performance of the coaches with respect to sex.

This means that the respondents' level of performance of the coaches along metacognition, character building and skills enhancement would be the same with respect to sex. This implies that the male and female coaches is comparably in similar level. Further, a male or female coach has no different performance or whatsoever along the three dimensions, metacognition, character building and skills enhancement

Table 5

T-Test Results on the OWM Differences of the Respondent-Coaches across the Variable, Sex

Independent Variable	Variable Category	Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	Mean Difference	Std. Error Difference	T	df	Sig. (2-tailed)
Metacognition	Equal variance assumed	.874	.356	.08297	.06994	.220	38	.827
	Equal variance not assumed							
Character Building	Equal variance assumed	.039	.845	.20892	.07344	.739	38	.465
	Equal variance not assumed							
Skills Enhancement	Equal variance assumed	.510	.480	-.18604	.07385	-.425	38	.673
	Equal variance not assumed							

*Significant at 0.05 level.

Table 6 presents the ANOVA results on the mean differences on the level of performance of coaches across the variable, age.

The $F=1.934$ for metacognition, $F=2.031$ for character building, and $F=.772$ for skills enhancement by the respondent-coaches, across age, is not significant at 0.05 level. The t-values yielded a higher alpha level of significance set at .05 in this study. Therefore, there is no significant difference on the level of performance of the coaches across the variable age. Further, this implies that there are no indications of differences on the level of performance of the sports coaches or whatsoever despite the differences in their age.

Table 6

ANOVA Results on the Mean Differences on the Level of Performance of Coaches in Tarlac Province across the Variable, Age

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Metacognition	Between Groups	2.092	3	.697	1.934	.142
	Within Groups	12.980	36	.361		
	Total	15.072	39			
Character Building	Between Groups	1.239	3	.413	2.031	.127
	Within Groups	7.317	36	.203		
	Total	8.556	39			
Skills Enhancement	Between Groups	1.227	3	.409	.772	.517
	Within Groups	19.076	36	.530		
	Total	20.303	39			

*Significant at 0.05 level.

Table 7 presents the ANOVA results on the mean differences on the level of performance of coaches across the variable, educational attainment.

The computed values $F=.580$ for metacognition, $F=1.229$ for character building, and $F=.614$ for skills enhancement yielded .679, .317, and .655 significance levels, all higher than the alpha level of significance set at the start of this study which is .05.

Therefore, the hypothesis “There is no significant difference on the level of performance of the coaches across the profile variable, educational attainment,” is accepted. Further, this implies that there are no indications of differences on the level of performance of the sports coaches despite the similarities or differences in their highest educational attainment.

Table 7

ANOVA Results on the Mean Differences on the Level of Performance of Coaches in Tarlac Province across the Variable, Educational Attainment

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Metacognition	Between Groups	.938	4	.234	.580	.679
	Within Groups	14.134	35	.404		
	Total	15.072	39			
Character Building	Between Groups	1.053	4	.263	1.229	.317
	Within Groups	7.503	35	.214		
	Total	8.556	39			
Skills Enhancement	Between Groups	1.332	4	.333	.614	.655
	Within Groups	18.972	35	.542		
	Total	20.303	39			

*Significant at 0.05 level.

Table 8 presents the ANOVA results on the mean differences on the level of performance of coaches across the variable, number of years as sports coach.

The $F=3.330$ computed value for the level of performance of coaches along metacognition yielded a .030 level of significance across the profile variable, number of years as sports coach which is lower than the 0.05 alpha level of significance set at the start of this study.

Table 8

ANOVA Results on the Mean Differences on the Level of Performance of Coaches in Tarlac Province across the Variable, Number of Years as Sports Coach

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Metacognition	Between Groups	3.274	3	1.091	3.330	.030
	Within Groups	11.798	36	.328		
	Total	15.072	39			
Character Building	Between Groups	1.451	3	.484	2.450	.079
	Within Groups	7.105	36	.197		
	Total	8.556	39			
Skills Enhancement	Between Groups	2.839	3	.946	1.950	.139
	Within Groups	17.465	36	.485		
	Total	20.303	39			

*Significant at 0.05 level.

Table 9 below presents the ANOVA results on the mean differences on the level of performance of coaches in HEI's in Tarlac province across the variable, number of trainings attended related to sports coaching.

The $F=2.924$ computed value for the level of performance of coaches along metacognition yielded a .047 level of significance across the profile variable, number of years as sports coach which is lower than the 0.05 alpha level of significance set at the start of this study.

Therefore, the hypothesis of the study, “there is no significant difference on the level of performance of the coaches across their profile variable, number of trainings attended related to sports coaching,” is rejected. This implies that there are differences on the level of performance of sports coaches in HEI's in Tarlac province along metacognition with respect to their number of trainings attended related to sports coaching. This also implies that coaches have varying performances when group according to specific variables.

Table 9 also shows that there are no significant differences on the level of performance of coaches along character building and skills enhancement despite the number of trainings attended related to sports coaching.

Table 9

ANOVA Results on the Mean Differences on the Level of Performance of Coaches in HEI's in Tarlac Province across the Variable, Number of Trainings Attended Related to Sports Coaching

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Metacognition	Between Groups	2.953	3	.984	2.924	.047*
	Within Groups	12.119	36	.337		
	Total	15.072	39			
Character Building	Between Groups	1.393	3	.464	2.333	.090
	Within Groups	7.163	36	.199		
	Total	8.556	39			
Skills Enhancement	Between Groups	2.825	3	.942	1.940	.141
	Within Groups	17.478	36	.486		
	Total	20.303	39			

*Significant at 0.05 level.

Table 10 below presents the ANOVA results on the mean differences on the level of performance of coaches along metacognition in HEI's in Tarlac province across the variable, number of winnings or medals

The $F=2.483$ computed value for the international level of performance of coaches along metacognition yielded a .023 level of significance across the profile variable, number of winnings or medals which is lower than the 0.05 alpha level of significance set at the start of this study.

Table 10

ANOVA Results on the Mean Differences on the Level of Performance of Coaches along Metacognition across the Variable, Number of Winnings or Medals

Dependent Variable	Source of Variation	df	Mean Square	F	Sig.
Regional Gold	Between Groups	14	2.520	1.363	.242
	Within Groups	25	1.849		
	Total	39			
Regional Silver	Between Groups	14	3.060	1.709	.118
	Within Groups	25	1.791		
	Total	39			
Regional Bronze	Between Groups	14	2.435	.866	.600
	Within Groups	25	2.812		
	Total	39			
National Gold	Between Groups	14	.685	.652	.797
	Within Groups	25	1.052		
	Total	39			
National Silver	Between Groups	14	1.005	.742	.715
	Within Groups	25	1.353		
	Total	39			
National Bronze	Between Groups	14	1.025	.812	.650
	Within Groups	25	1.262		
	Total	39			
International Gold	Between Groups	14	.245	1.233	.314
	Within Groups	25	.199		
	Total	39			
International Silver	Between Groups	14	.465	.836	.628
	Within Groups	25	.556		
	Total	39			
International Bronze	Between Groups	14	1.346	2.483*	.023
	Within Groups	25	.542		
	Total	39			

*Significant at 0.05 level.

Table 11 below presents the ANOVA results on the mean differences on the level of performance of coaches along character building in HEI's in Tarlac province across the variable, number of winnings or medals.

It can be easily gleaned in table 11 that the F computed values for the level of performance of coaches along character building across the profile variable, number of winnings or medals yielded a level of significance lower than the .05 level of significance set at the start of this study.

Therefore, the hypothesis of the study, “there is no significant difference on the level of performance of the coaches along character building across their profile variable, number of winnings or medals,” is accepted. This implies that there are no differences on the level of performance of sports coaches of HEI's in Tarlac province along character building with respect to their number of winnings or medals related to sports. Further, it implies that there are no significant differences on the level of performance of coaches along character building in the regional, national and international levels despite the number of winnings or medals received by the sports coaches.

Table 11
ANOVA Results on the Mean Differences on the Level of Performance of Coaches along Character Building across the Variable, Number of Winnings or Medals

Dependent Variable	Source of Variation	df	Mean Square	F	Sig.
Regional Gold	Between Groups	10	1.173	.488	.884
	Within Groups	29	2.406		
	Total	39			
Regional Silver	Between Groups	10	1.538	.617	.787
	Within Groups	29	2.490		
	Total	39			
Regional Bronze	Between Groups	10	1.046	.323	.968
	Within Groups	29	3.239		
	Total	39			
National Gold	Between Groups	10	.812	.848	.588
	Within Groups	29	.958		
	Total	39			
National Silver	Between Groups	10	1.296	1.076	.411
	Within Groups	29	1.205		
	Total	39			
National Bronze	Between Groups	10	.580	.419	.926
	Within Groups	29	1.383		
	Total	39			
International Gold	Between Groups	10	.071	.269	.983
	Within Groups	29	.265		
	Total	39			
International Silver	Between Groups	10	.346	.593	.806
	Within Groups	29	.584		
	Total	39			
International Bronze	Between Groups	10	.671	.757	.667
	Within Groups	29	.886		
	Total	39			

*Significant at 0.05 level.

Table 12 below presents the ANOVA results on the mean differences on the level of performance of coaches along skills enhancement in HEI's in Tarlac province across the variable, number of winnings or medals.

The $F=6.915$ computed value for the level of performance of coaches along skills enhancement yielded a .000 level of significance across the profile variable, number of winnings or medals which is lower than the 0.05 alpha level of significance set at the start of this study.

Therefore, the hypothesis of the study, “there is no significant difference on the level of performance along skills enhancement of the coaches across their profile variable, number of winnings or medals,” is rejected. This implies that there are differences on the level of performance of sports coaches of HEI's in Tarlac province along skills enhancement with respect to their number of winnings or medals. Further, the result also implies that here are significant differences on the level of performance of coaches along skills enhancement in the international competitions with respect to the number of winnings or medals received by the sports coaches.

Table 12 also shows that there are no significant differences on the level of performance of coaches along skills enhancement in the regional and national levels despite the number of winnings or medals received by the sports coaches.

Table 12

ANOVA Results on the Mean Differences on the Level of Performance of Coaches along Skills Enhancement across the Variable, Number of Winnings or Medals

Dependent Variable	Source of Variation	df	Mean Square	F	Sig.
Regional Gold	Between Groups	15	1.361	.535	.895
	Within Groups	24	2.545		
	Total	39			
Regional Silver	Between Groups	15	2.762	1.436	.208
	Within Groups	24	1.924		
	Total	39			
Regional Bronze	Between Groups	15	2.943	1.172	.354
	Within Groups	24	2.510		
	Total	39			
National Gold	Between Groups	15	.516	.439	.949
	Within Groups	24	1.174		
	Total	39			
National Silver	Between Groups	15	1.343	1.162	.361
	Within Groups	24	1.156		
	Total	39			
National Bronze	Between Groups	15	1.188	1.015	.473
	Within Groups	24	1.170		
	Total	39			
International Gold	Between Groups	15	.199	.881	.591
	Within Groups	24	.226		
	Total	39			
International Silver	Between Groups	15	1.104	6.915*	.000
	Within Groups	24	.160		
	Total	39			
International Bronze	Between Groups	15	1.160	1.856	.086
	Within Groups	24	.625		
	Total	39			

*Significant at 0.05 level.

Table 13 below presents the Spearman’s rho Coefficients of Correlations between the levels of performance of coaches in HEI’s in Tarlac province across the profile variables, age, educational attainment, number of years as coach and number of trainings related to sports.

The computed coefficient of correlation .407 yielded a .009 level of significance for the level of performance of coaches in HEI’s in Tarlac province across the profile variable, number of years as coach. The null hypothesis, “there is no significant relationship on the level of performance of the coaches in HEI’s across their profile variables,” is rejected. The result indicates that there is a significant relationship on the level of performance of the coaches in HEI’s across their profile variable, number of years as coach. This implies that there is an indicated association or any connection between the independent and dependent variables. In this case, the level of performance along metacognition and the number of years as coach.

Likewise, along the profile variable number of trainings related to sports, the computed coefficient of correlations, .347 and .313 yielded a .028 and .049 respectively for metacognition and skills enhancement. This means that there is a significant relationship between the levels of performance of coaches in HEI’s in Tarlac province along metacognition and skills enhancement and the number of trainings related to sports coaching. This implies indicated associations or connections between the independent and dependent variables.

Further, table 13 shows no relationships between the level of performance of coaches in HEI’s in Tarlac province with respect to the profile variables, age and educational attainment.

Table 13

Relationships between the level of performance of coaches in HEI’s in Tarlac province across the profile variable, age, educational attainment, number of years as coach and trainings related to sports

Dependent Variable	Source of Variation	Age	Educational Attainment	Number of Years as Coach	Number of Trainings
Metacognition	Coefficient Correlation	.237	-.233	.407*	.347*
	Sig (2-tailed)	.140	.148	.009	.028
	Total				
Character Building	Coefficient Correlation	.153	-.261	.295	.244
	Sig (2-tailed)	.347	.104	.064	.129
	Total				
Skills Enhancement	Coefficient Correlation	.153	-.269	.333	.313*
	Sig (2-tailed)	.346	.094	.036	.049
	Total				

*Significant at 0.05 level

Table 14 below presents the Spearman’s rho Coefficients of Correlations between the levels of performance of coaches in HEI’s in Tarlac province and the number of winnings or medals received by the sports coaches in the different sports competitions.

Table 14

Relationships between the Levels of Performance of Sports’ Coaches in HEI’s in Tarlac province and the Number of Winnings or Medals

Independent Variables	Spearman’s rho	Metacognition	Character Building	Skills Enhancement
Regional – Gold	Coefficient correlation	.396*	.215	.310
	Sig. (2-tailed)	.011	.182	.052
Regional- Silver	Coefficient correlation	.288	.243	.299
	Sig. (2-tailed)	.071	.130	.061
Regional- Bronze	Coefficient correlation	.269	.206	.269
	Sig. (2-tailed)	.093	.203	.093
National – Gold	Coefficient correlation	.445**	.396*	.353*
	Sig. (2-tailed)	.004	.011	.025
National – Silver	Coefficient correlation	.250	.105	.222
	Sig. (2-tailed)	.119	.519	.168
National – Bronze	Coefficient correlation	.189	.165	.151
	Sig. (2-tailed)	.244	.308	.351
International Gold	Coefficient correlation	-.014	-.024	-.094
	Sig. (2-tailed)	.930	.883	.565
International- Silver	Coefficient correlation	.296	.160	.288
	Sig. (2-tailed)	.064	.323	.072
International- Bronze	Coefficient correlation	.030	.010	-.008
	Sig. (2-tailed)	.853	.949	.961

*Significant at 0.05 level

Table 15
Lived experiences in terms of metacognition

Categories	Answers of respondents	Frequency	Rank
Learning outcomes	Through planning, monitoring and evaluation in the form of reflection (R1)	1	3
Learning experience	This may take 6 months to a year of rigorous and rigid training before they compete (R6)	1	3
Mental capacity	Players should know the rules and regulations, the set play and anticipate the game (R3) Thinking beyond and understanding the pattern used in in strategic plans to compete and meet the goal of each individual or team (R5) Via reading books about sports and physical education (R7) I will develop their mental capacity as my player to become a stronger one (R8)	4	1
Movements and improvements	We want to make sure that everything we are doing is almost perfect accurate (R2) In sports you need to become pro-active, your decisions in every fight is very important, you must think first before using any strategies (R4)	2	2

Results of the interview indicates that the respondents lived experiences along metacognition resulted to: movement and improvements, learning outcomes, self-awareness, learning experience, accuracy and perfection, mental capacity, knowledge on rules and regulations, and understanding patterns. This result shows that in metacognition, the respondents concentrated on knowledge, learning and their further improvement. From the categories, Table 15 presents that there are four categories that emerged: learning outcomes, learning experience, mental capacity, and movements and improvements.

The result of the interview show that the respondents placed more attention on the know-how of their events before the actual implementation during practices. This implies professional coaches who do not only keep on practicing but putting scientific basis on their training routines or program.

Table 15.1a
Lived experiences in terms of character building

Categories	Answers of respondents	Frequency	Rank
Attitude and discipline	<p>Provides players and coaches their mental capacity and how we act towards each other. Character is a test in every game (R2)</p> <p>This are attitude and discipline of that they should be cooperative, confident, patient, obedient and respect others. (R3) When we are handling athletes who are skilled but have problems in discipline, the team will definitely not going to succeed. (R6)</p>	3	1
Practice and personality enhancement	<p>You need to enhance first your personality as an athlete. You need dedication to your sports and especially self-confidence. (R4)</p> <p>One of the keys of coaching is to build their character because if you build your player to do good things and learn respect, this will boost their fighting spirits. (R8)</p>	2	2
Positive interactions	By social interactions with other coaches and athletes (R7)	1	3
Mindset	<p>Character building is the base of a pyramid in an athletes' success in sports developed through winning and losing in which losing teaches the person to become better and winning opens opportunities for more learning experiences (R1)</p> <p>It's about setting your mind to achieve your goals by starting it with yourself on how you prepare your mind, body and soul. (R5)</p>	2	2

Results of the interview indicates that the respondents lived experiences along skills enhancement resulted to: training attitude, self-development, attitude in training, skills development, and strengths and weaknesses. This result shows that in character building, the respondents concentrated on the attitude and mindsets. From the categories, Table 15.1a presents that there are four categories that emerged: attitude and discipline, practice and personality enhancement, positive interactions, and mindset.

Table 15.1b
Lived experiences in terms of skills enhancement

Categories	Answers of respondents	Frequency	Rank
Self-development	It does not only focuses on the acquisition of skill but also on maintaining its optimal usefulness for the athlete. (R1)	1	2
Attitude in training	You need to have perseverance in training and discipline to avoid wrong doings that will cause a low performance as an athlete. (R4)	1	2
Strengths and weaknesses	This is the time that we develop our strengths and skills to be a better coach and players. (R2) By engaging in my own specialization. (R7) Skills enhancement is the main tool for you to excel during actual game so we need to develop every single skills that your player has so as a coach keep on knowing their strength and weaknesses. (R8)	3	1
Skills development	The player should upgrade and improve their skills through practice/training. (R3) In acquiring skills, proper training is a must. Applying the knowledge and strategies made by mentor can build self-development. (R5) A skill is not achieved overnight. It needs a long time preparation before the athletes are competent and are willing to win. (R6)	3	1

Results of the interview indicate that the respondents lived experiences along skills enhancement resulted to: training attitude, self-development, attitude in training, skills development, and strengths and weaknesses. This result shows that in skills enhancement, the respondents concentrated on attitude and the development of their skills. From the categories, Table 15.1b presents that there are four categories that emerged: self-development, training attitude, strengths and weaknesses, and skills development.

Table 15.c
Preparations for the provincial and regional games

Categories	Answers of respondents	Frequency	Rank
Game plan	Preparing the athlete through the use of a carefully planned training program which in its pre-season should contain massive hours of actual exposure to the game being prepared for. (R1) It is whole year-round preparation where players and athletes undergo training. (R3)	2	2
Approaches	I make sure that my players are physically and mentally conditioned before they go to the games. This can help them in winning games and prevent injuries. (R2) Preparation for the region considers the beginners who need proper guidance and attention, development and camaraderie with the team members. Once the skills and discipline are fully developed, proper refreshment of the above skills and mastery of the same requires small amount of time to do so before the national level comes. (R6) Keep on practicing before competition. (R8)	3	1
Mindset and attitude	Number one is you must first have self-discipline and perseverance in training to achieve your goal. (R4) My preparation in competition in right mind set and well-discipline. Strong mind, body, and seek for guidance in almighty God. (R5) As a coach, I always come up in considering the following: athletes condition, financial aid, medical assistance, transportation, etc. (R7)	3	1

Results of the interview indicates that the preparation of the respondents to provincial and regional competitions resulted to the following categories: participation, game plan, mindset and attitude, feedbacks, sense of belonging, and approaches. This result shows that the preparation of the respondents focused on the involvement of the athletes and their sports plan. From the categories, Table 15.c presents that there are three categories that emerged: game plan, approaches, and mindset and attitude.

The result of the interview implies that the respondents put more weight on the implementation of their specific training programs. This implies a rigid and rigorous year-round of preparation through practice and exercises.

Table 15.1
Contribution to Success

Categories	Answers of respondents	Frequency	Rank
Training routines	Constant practice and proper training and application, joining outside game, exposure to other teams with better sports programs will greatly contribute in our success. Sports program in the school must be properly studied depending on the body requirement and proper implementation. Better support from the head office is necessary to contribute to the success of each team. (R6)	1	3
Leadership skills	You cannot put the cart in front of the horse as a coach you are as good as your players. (R1) Being good example and inspiration to fellow coaches for giving discipline to my team. (R3) As a coach I will share my knowledge and skills in sports. (R4) Social interaction with other professionals like coaches/trainers. (R7)	4	1
Athletes involvement	I believe, it's a big credit for my players. Because without them I cannot attain success because they are the reason why I keep pushing myself to be a better coach and to do my best every task given to me. (R2)	1	3
Experience	My experience as an athlete. I once was an athlete, so the guidance and teachings that my coaches given to me is what I am applying now as a coach. Now, as I apply my learnings, I know how to deal with mistakes because I have been there before not as a coach but as an athlete. (R5) My discipline, goals and the future my players outside the school after college. (R8)	2	2

Results of the interview indicates that the preparation of the respondents to provincial and regional competitions resulted to the following categories: training routines, exercises, leadership skills, assigning leaders, athletes involvement, and experience. This result shows that what contributed to the success of the respondents as a coach focused on their trainings, experience and leadership. From the categories, Table 15.1 presents that there are four categories that emerged: training routines, leadership skills, athletes' involvement and experience.

IV. Conclusion

The following are the conclusions drawn from the salient findings of this study:

1. The study found out that the respondent-coaches are mostly male, 21-30 years old bachelor's degree holders with 1-3 years as coach in sports, and with 1-3 trainings. Majority of the coaches have winnings in the regional level particularly of gold medals.
2. The study also found out a very high level of performance of coaches along the three dimensions; metacognition, character building and skills enhancement.
3. The study concluded that there are no significant differences on the level of performance of the coaches with respect to sex, age, and highest educational attainment.
4. The study found out that there are significant differences on the level of performance of the coaches with respect to number of years as coach in sports, number of trainings related to sports coaching and number winnings or medals related to sports.
5. The study concluded that there is significant relationship on the level of performance of the coaches in HEI's across their profile variables, number of years as coach, number of trainings related to sports, and the number of winnings or medals related to sports.

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