

Factors Affecting the Coaching Performance among the Secondary Schools

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Abstract — The study sought to determine the factors affecting the coaching performance among the secondary schools in the District of Sta. Barbara in Pangasinan I division. The study was anchored on to what extent the factors affecting the coaching performance among secondary schools along personal related factors, peer related factors and environmental related factors. It also considered the significant relationships between and among the factors affecting the coaching performance among secondary schools. The study used the descriptive research design and utilized google forms in distributing the questionnaire and collecting the same from the fifty-two respondent-coaches in the district.

The statement of the problem dealt with (1) the extent does the factors affecting the performance of coaches along a. Personal-related, b. Peer-related, c. Environment-related, (2) significant relationship between and among the factors affecting the performance of coaches (3) development plan is offered to improve the performance of coaches.

The study found out that the level of factors affecting the coaching performance along personal related, peer related, and environmental related are all at a high extent. This shows that majority of the respondent-coaches coaching performance are affected at a high.

Further, the study found out that there were significant relationships between and among the factors; personal related, peer related and environmental related, affecting the coaching performance among secondary schools in Sta. Barbara district in Pangasinan I division.

Lastly, development plan is offered to improve the performance of coaches among secondary schools.

Keywords — *Performance, Sports, Personal Related Factors, Peer Related Factors*

I. Introduction

Sports activities are one of the most awaited and highlighted activities in the Department of Education. Before the spread of the Covid-19 pandemic all over the world, Philippines schools are preparing well for the regional and national sports competition. These events brought eagerness and determination from coaches and athletes. It even had a good amount of budget from the City and Provincial special education fund to pursue more wins in the competition. These and more motivated well the athletes to practice and do their best to win the competition.

The situation brought the athletes to a concentration that focuses more on the sports performances. But there are underlying factors that could affect the performance of athletes. These factors cannot be limited to personal and environmental factors alone. It should be considered all possible factors that could affect their performance in sports either positively or negatively.

There are existing factors that could truly affect the performance of athletes. Coaches find ways to cope up with these factors to maximize the potentials of athletes. Schools also share their part by implementing coping mechanisms that could help athletes. It is then a collaborative responsibility to manage the performance of athletes in sports. Coaches, teachers, parents, and the school should come together to counter all factors that affect the performance of athletes.

Roxas and Ridinger (2016) found in their study that there is a great relationship between the behavior of the coach and the performance of the athlete. The authors found that various athletic outcomes included anxiety, fatigue, self-confidence, and willingness to cheat to win. They claimed that the coach's positive behavior gives positive and fruitful results, while the coach's negative behavior has been related with negative results.

The result of the study of Kubiak (2012) on the perceived factors influencing athletic performance showed a list of factors contributing to both successful and poor athletic performance across different career stages for example, social support, family, coach, teammates, athletic ability, athletic experience, and athletic achievements. The results also showed that the factors seem to play a different role depending on the different athletic career stage for instance, supportive significant others and sporting environment turned out to be a more important contributing factor to athletes' successful athletic performance on the initiation stage, where athletic ability turned out to be a more important contributing factor to athletes' successful performance on the mastery stage.

The study of Daniyal (2012) gave the fact that out of the 500 students included in his study, students involved in any kind of sports, participating in dramatic and other literary activities positively affects their academic performance, while at the same time watching the television has also positive impact on academic performance. According to Larson and Dworking (2010), taking part in sports club may help children develop initiative, defined as intrinsic motivation to plan, carry through, and achieve a valued goal.

Felfe, et al. (2016) focused their study on the analysis of the effect of participation in sports clubs. They have investigated the effect of sports activities on different measures of health, school performance and behaviour among pre-school and primary school age children. With these, they concluded that children's school grades and behaviour, in particular the relation to their peers improve substantially. A student identification and involvement with school sports creates a social network for these student athletes that emphasizes the value of the school, academics, and continuing their education after high school. Bayat (2015) explores how students engaged with sports and citizenship clubs. The data revealed that clubs play important roles in students' educational lives. It also revealed that club leaders had a significant impact on student engagement within the clubs and the entire school.

Literature Review

This study of Syed et al. (2019) revealed that improper coaching and training affect sport performance of the athletes both in public and in private sector universities. The influence of coaching and training were found more at private sector universities in comparison with public sector universities. Further, they have concluded that improper coaching and deficit facilities, lack of responsible coaching, negative reinforcement and unavailability of trained coaches negatively affect the sports performance of athletes. In addition, insulting, shouting, verbal abusing of coaches and trainers, as well as discrimination and nepotism hinder sports activities at universities

The study of Pang et al. (2020) found out that in overall there is a positive influence among the athletic performances in private enterprises and organizational activities. The study represents that psychological capital is an essential mechanism in understanding employee's athletic performance and its relationship.

Findings of the study of Mason, et al. (2020) revealed a detailed array of knowledge about feedback across a wide range of sub-topics. Coaches saw feedback as a tool to improve performance, build athlete confidence, help athletes to monitor progress, and as a tool to improve their own performance. Novel insights about evaluating an athlete's reception of feedback, and tailoring feedback for individual athletes, were provided by coaches. The findings also highlight areas in which future coach education offerings can better support coaches to provide effective feedback.

Chiu et al. (2012) conducted a study that was designed to evaluate the competency level of coaches at the higher institutions' sports competitions organized by the Universities Sports Council of Malaysia. The results of this study indicate that the coaches' competency level was not differ significantly by gender and performance of student-athletes, but it was differed significantly by type of sport, between team and individual sports.

The reviewed literature and related studies have a similarity in this present study. This study focused on the factors affecting the performance of coaches which is most like the study of Pang et al. (2020), Felfe (2016), Bayat (2015), and Kubiak (2012) and the other studies presented. Likewise, the other studies mentioned were related with the present study.

In view of the foregoing scenario, the researcher conceived the conduct of a study that focused on the factors affecting the coaching performance among the secondary schools in Sta. Barbara district in Pangasinan I division. The result of this study will serve as a basis for future dealings of coaches with regards to the improvement of their coaching performance in sports.

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 used the descriptive research design. McCombes (2019) assert that the aim of descriptive research is accurately and systematically describe a population, situation, or phenomenon. It can answer what, where when and how questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them.

III. Results and Discussion

Table 1- Factors Affecting the Coaching Performance among Secondary Schools along Personal Related

The respondent-coaches have a “high” response with respect to the factors affecting the coaching performance along peer related factors. The overall weighted mean, 2.78 means that the personal related factors have a high effect in the coaching performance among secondary schools. This only shows that the factors affect the coaching performance among secondary schools to a high extent. Indicator 3, “Lack of financial support for both sports activities and classroom projects,” got the highest mean 3.01. Indicator 4, “Lack of support from peers, relatives and family” got the lowest mean, 2.78.

This result only implies that the respondent-coaches see that financial support has a big effect on the coaching performance among secondary schools. The result also implies that the respondents see that the lack of support of the people around the coaches have the least effect on the performance of coaches.

According to Pang et al. (2020), there is an optimistic association between administrative supports and athletic performance. Hence, this result shows the relationship or association of financial support from parents to the performance of coaches. Further, Syed et al. (2019) revealed in their study that improper coaching and training affect sport performance of the athletes both in public and in private sector universities. Furthermore, Serrano et al. (2013) checked the hypothesis in their research study that “less experienced coaches possess appropriate knowledge to lead and develop proper sport development of the young players” it appears that the education process of coach i.e., training courses, gaining of experience from the participation in sport events as a competitor or as a coach can help to eradicate all those factors responsible for lowering sport performance.

Factors Affecting the Coaching Performance Among Secondary Schools Along Personal Related

Indicator Statements	Mean	Descriptive Equivalent
Lack of financial support for both sports activities and classroom projects	3.02	High Extent
Imbalance time allotment for sports training and study.	3.01	High Extent
Remedial classes or measures are not given to athletes	2.87	High Extent
Training schedule is not aligned with the school class program	2.87	High Extent
Continuous training and sports activities require much time from athletes and no time for academic subjects	2.85	High Extent
No considerations are given to athletes to cope up with their missed classes and exams, and submission of projects	2.83	High Extent
Lack of concentration due to the demands of training and sports competition.	2.82	High Extent
Lack of motivation from teachers and higher officials in the division	2.81	High Extent
Discrimination to athletes is observed by following strict class submissions	2.79	High Extent
Lack of support from peers, relatives, and family	2.78	High Extent
Overall Weighted Mean	2.87	High Extent

Legend: *DE* Descriptive Equivalent; 3.26 – 4.00 **Very High Extent** 2.51 – 3.25 **High Extent** 1.76 – 2.50 **Low Extent** 1.00 – 1.76 **Very Low Extent**

Table 2- Factors Affecting the Coaching Performance among Secondary Schools along Peer Related

Table 2 shows that all the indicators gained a computed mean with a “high extent” descriptive equivalent and the overall weighted mean, 2.85, “high extent” which means that the peer related factors affect the coaching performance among secondary schools to a high extent.

Factors Affecting the Coaching Performance Among Secondary Schools Along Peer Related

Indicator Statements	Mean	Descriptive Equivalent
Friends’ invitation to join in other activities	3.15	High Extent
Spending more time with friends playing other events or games	2.92	High Extent
Athletes worries more in failing in class than failing to win in upcoming sports competition because of peer pressures	2.89	High Extent
Miss the regular practices due to classmates’ challenge of not attending	2.88	High Extent
Prioritize the performance in academics than the practices required by the coach	2.83	High Extent
Lack of concentration due to friends’ pressure	2.83	High Extent
Athletes join their friends or classmates because of boredom in constant practice	2.79	High Extent
Follows the crowd of students who do the same thing so as not to become deviant	2.78	High Extent
Forced by classmates to participate in class projects than sports events	2.77	High Extent
Bullied by other students because of low performance in class	2.69	High Extent
Overall Weighted Mean	2.85	High Extent

Legend: DE Descriptive Equivalent; 3.26 – 4.00 **Very High Extent** 2.51 – 3.25 **High Extent** 1.76 – 2.50 **Low Extent** 1.00 – 1.76 **Very Low Extent**

Indicator 5, “Bullied by other students because of low performance in class” got the lowest mean, 2.69. This means that the coaching performance among secondary schools are being affected the least when dealing with the bullies in class. Indicator 1, “Friends invitation to join in other activities” got the highest mean, 3.15. This also means that the coaching performance among secondary schools is affected to a high extent by the invitation of friends in any other activities.

The result implies that the respondent-coaches see that the factors affecting the coaching performance among secondary schools along peer related are mostly on peers asking them to join in other activities where their concentration and time for the sports activity is disturbed.

The result conforms to the study of Bruner and Hall (2011) which indicated that coach plays a significant role in the sporting life of young athletes as they have the potential to affect the athletes sporting experiences positively or negatively. Further, Siekańska (2012) established in his study that the liberality of trainers with the athletes can make the athletes to perform better in sports

competitions. The inappropriate coaching and training affect mentally the athlete who turns to low efficiency.

Table 3- Factors Affecting the Coaching Performance among Secondary Schools along Environment Related

Table 3 shows that the respondent-coaches find the performance of the athletes to be least affected by the lack of support from parents. In support to the results, according to Abebe (2015), there is a problem of social relationship between athlete and coach, nutritional factors, environmental factors, and psychological factors and this indicates that joining one team without performance affects them negatively.

Factors Affecting the Coaching Performance Among Secondary Schools Along Environment Related

Indicator Statements	Mean	Descriptive Equivalent
1. The family of the athletes do not have enough financial capacity to sustain their needs in sport events	3.14	High Extent
2. The athletes have so many responsibilities to fulfil at home	3.00	High Extent
3. Lack of appreciation on the efforts and achievements received by the athletes	3.00	High Extent
4. The athlete is more interested of competing in class because of the achievement of his classmates	2.96	High Extent
5. The athletes have no time to practice because of many classroom responsibilities	2.94	High Extent
6. Lack of financial support from the school, individuals, or other agencies	2.96	High Extent
7. The athletes do not have enough time freedom to participate in routine practices	2.90	High Extent
8. The athletes have no good space to serve as a practice venue	2.90	High Extent
9. Lack of facilities and equipment for practice	2.88	High Extent
10. Parents are not supportive of their children's performance in sports	2.69	High Extent
Overall Weighted Mean	2.94	High Extent

Legend: DE Descriptive Equivalent; 3.26 – 4.00 Very High Extent 2.51 – 3.25 High Extent 1.76 – 2.50 Low Extent 1.00 – 1.76 Very Low Extent

Table 4- Relationship between and Among the Factors Affecting the Performance of Coaches

Table 4 below presents the Pearson r Coefficients of Correlations between the performance of coaches in the different sports competition and the profile variables.

Independent Variables	Pearson Correlations	Personal Related	Peer Related Factors	Environment Related Factors
Personal Related	r-Value		.572*	.807*
	Sig. (2-tailed)		.000	.000
Peer Related	r-Value	.572*		.591*
	Sig. (2-tailed)	.000		.000
Environment related	r-Value	.807*	.591*	
	Sig. (2-tailed)	.000	.000	

**Significant at 0.05 level*

The personal related and peer related factors has a significant relationship considering that the computed r-value, .572 yielded a .000 level of significance. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study. Therefore, the hypothesis which states, “There is no significant relationship between and among the factors; personal related and peer related, affecting the performance of coaches is rejected. This means that there is a significant relationship existed which affects the coaching performance of the coaches among secondary schools in Sta. Barbara district in Pangasinan I division.

Likewise, the personal related factors and environmental related factors has a significant relationship based on the computed r-value, .807 which yielded a .000 level of significance. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study. Therefore, the hypothesis which states, “There is no significant relationship between and among the factors; personal related and environmental related, affecting the performance of coaches is rejected. This means that there is a significant relationship existed between and among the factors affecting the coaching performance among secondary schools in the Sta. Barbara district in Pangasinan I division.

Further, the peer related factors and environmental related factors has a significant relationship based on the computed r-value, .591 which yielded a .000 level of significance. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study. Therefore, the hypothesis which states, “There is no significant relationship between and among the factors; peer related and environmental related, affecting the performance of coaches is rejected. This means that there is a significant relationship existed between and among the factors affecting the coaching performance among secondary schools in the Sta. Barbara district in Pangasinan I division.

IV. Conclusion

Based on the salient findings on the profile of the respondents, which include the respondent-coaches perceived at a high extent the factors affecting the performances of the athletes along personal related factors, peer related factors, and environmental related factors.

Moreover, there is a significant relationship between and among the factors; personal related and peer related, affecting the coaching performance among secondary schools in Sta. Barbara district in Pangasinan I division. Likewise, there is a significant relationship between and among the factors; personal related and environmental related, affecting the coaching performance among secondary schools in Sta. Barbara district in Pangasinan I division. Further, there is a significant relationship between and among the factors; peer related and environmental related, affecting the coaching performance among secondary schools in Sta. Barbara district in Pangasinan I division.

Furthermore, development plan is offered to improve the coaching performance of coaches.

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