

Agile Management Skills of Sports Coaches: An In-Depth Assessment

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Abstract — Problem-solving, time management, communication, and honing athletes' talents are all vital aspects of agile management. This study examines the agile management skills of sports coaches in the Higher Education Institutions of Tarlac Province, along with forming, norming, and performing. It also identified the profile of the coaches and used the descriptive-correlation research method with thirty-two respondents. Frequency counts, percentages, weighted mean, Pearson-r, and t-test were utilized to treat the study's data.

Particular interest is gained in the analyses of the profile of the coaches, agile management skills, and the innovative work plan as an output. Further, the study concluded that most of the sports coaches are 23-34 years old, male, have a monthly family income of 23,382.00-46,761.00, with MA units, 6-15 years of service, have 1-3 memberships to professional organizations, received gold medals and handling badminton sports. The level of agile management skills of sports coaches is relatively exercised. Age, highest educational attainment, years of service, training, and sports they handle are linked with their abilities. By and large, there is a vigorous indication to suggest intensive provision of a higher level of experience and training for all the coaches because these are correlated with their agile management skills.

Moreover, this literature frame suggests that interest in boosting more of sports coaches' desires, awareness, and yearnings to manage their skills should be strengthened. Coaches may be constantly offered opportunities for their development at all levels of the coaching landscape.

Keywords — *Forming, Norming, Performing,*

I. Introduction

The significance of sports and sporting ethics has been qualified since ancient times, particularly those advocated through human values that help the development of a cohesive personality. In this setting, developing rules and establishing a regulatory framework to safeguard and promote sport's principles and objectives became important. Aside from that, sports and physical education are both fundamental human rights. Sport has evolved into a global phenomenon in which people participate in various aspects of it by watching video sporting events

or actively participating in the administration or management of these events, and as the number of professional athletes and coaches grows exponentially, a plethora of relationships that necessitate legislation emerges. Sports law investigates the notions of sport, sports activities, and sporting life, as well as the issues that occur within the sports scene and the legal practices that apply to them. (Sportiva, 2021)

The Philippine Sports Commission was created and established under Republic Act No. 6847, which defined its powers, functions, and responsibilities. The Philippine Sports Commission adopted the policy of promoting physical education, encouraging and sustaining the empowerment of sports in the Philippines to foster physical fitness, self-discipline, teamwork, and excellence for the development of a healthy and vigilant citizenry through a unified national sports promotion and development.

Likewise, The Department of Education shall implement Republic Act No. 5708, denoting an act providing for the fostering and financing of an Integrated Physical Education and Sports Development Program for Philippine Schools, which was founded on an integrated physical education and sports development program in all Philippine schools, by the following guiding principles. (1) Physical education aims to instill a proper understanding of the value of physical and mental development in individual and social activities. These things can be accomplished through a coach's innovative qualities and the coaching process' creative process.

Brent (2018) noted that organizations that want to capitalize on knowledge-based personnel need to change their management style to one that is consultative and participatory. Coaching is a common term for this approach. Managers must shift from a typical function of managing and monitoring employee performance to a more consultative role when coaching. Coaching is a method of forming a relationship between management and an employee, resulting in a shared understanding of what needs to be attained and how the coach should accomplish it.

By giving timely feedback, recognition, clarity, and support, coaching promotes a motivating climate for performance, improves the match between an employee's actual and expected performance, and raises the possibility of an employee's success. Coaching is a term used in the performance management cycle to provide continuous feedback and support to an employee throughout the year. Coaching allows employees to hear about parts of their performance in "real-time" and participate in determining how to adapt or adjust their behavior for success effectively. (Johnson, 2020)

Simply, coaching is a practice that focuses on the now and now rather than the distant past or future to improve performance. While there are different coaching approaches, we focus as a facilitator of learning rather than as an expert. There is a significant distinction between teaching and assisting someone in learning. Fundamentally, the coach's role is to assist the individual in improving their performance: in other words, to assist them in education. Good coaches believe each person has the answer to their difficulties but recognize that they may require assistance in

finding it. Coaching is established on the premise that each person has the solutions to their challenges. The coach is not a subject expert; instead, they are concerned with assisting the individual in realizing their full potential. The emphasis is on the athlete and what is going on within their heads. A coach does not have to be a specific person; anyone, whether peers, subordinates, or superiors, can use a coaching technique with others (Skillsyouneed.com, 2021)

Coaches have an important role in sports, performing instructional, organizational, strategic, and social connection functions, and their interactions with athletes impact both skill development and psychosocial consequences. (Smith et al., 2017)

Athletes are assisted in reaching their most significant potential by sports coaches. They are in charge of coaching athletes in a sport by analyzing their performances, teaching relevant skills, and encouraging them. However, you also control the athlete's life and sport-related guidance. As a result, the coach will play a wide range of roles, including instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact seeker, motivator, counselor, organizer, planner, and the Fountain of All Knowledge. In sports, the coach's job is to provide the ideal learning environment and develop ways to motivate the athletes. Most athletes are highly motivated, so the challenge is to keep them motivated while generating excitement and enthusiasm. (Topendsports, 2020)

Gedge (2016) outlined essential aspects of agile coaching to assist teams in learning to self-organize and employees in shifting their attitudes away from command and control and up-front planning and toward accepting uncertainty, devolving responsibility, and valuing experimentation and learning. Agile coaches contribute unique expertise to organizations and assist in the training of corporate teams in the agile approach, as well as managing the development of agile teams to ensure organizational goals are fulfilled, and tasks are fulfilled quickly. In a word, agile coaches assist a company in transitioning from command-and-control management to collaborative, team-based workplaces. (Tokdemir, 2019)

An internal coach or an external coach can both undertake agile coaching. An external coach might be someone from outside the team but from the same organization or an external consultant. An internal coach is someone who works in the same team. When mentoring people, an agile coach must take into account a variety of elements. The agile coach must have a balanced perspective when dealing with many teams. They should not have strong opinions and should stick to their core ideals. Every prospect requires the agile coach to comprehend the complexity within the group – social, psychological, and political. The coach must have models that are models and make sense, as well as a map of the current state of the team. Agile coaching should ideally be non-intrusive. Therefore the agile coach should aim to guide the section on the proper path without interfering. Finally, coaching should be practiced for the benefit of the group, with an emphasis on individual development (Reeva, 2019)

According to Madan (2020), Agile coaching possesses expert-level knowledge of current lean-agile processes, is highly experienced in team facilitation, and has acquired professional coaching and mentoring skills. Coaches with these talents are likely to work with numerous teams or a program, begin new groups, mentor others, or spend a lot of time working with management and dealing with obstacles that aren't directly within their control.

Hawks (2015) also mentioned that organizations embracing agile development or having difficulties with it frequently seek assistance from an agile coach. Agile coaches usually have more excellent experience with agile processes and procedures and can help the team get through difficult spots until they can figure things out on their own. An agile coach may demonstrate how agile practices work for inexperienced teams or engage in more listening and questioning to improve the team. Agile coaches, on the other hand, traditionally spend all of their time focused on the coaching job and are not team members. A different variant, the player-coach, addresses this constraint.

Tengberg's (2015) study concluded that many doctoral students fail to complete their studies within the allowable time frame, partly because of problems related to the research and supervision process. Surveys showed that most post-graduate students are generally satisfied with their dissertation supervision. However, these studies also reveal some students think their supervisors meet with them too infrequently, lack motivation in their dissertation topics, and provide poor practical assistance. Furthermore, most countries witnessed a significant turnover in the labor market as people near retirement. Because this is the case at higher educational institutions, the belief is that there will be teaching and research opportunities. Therefore, the new doctoral students who plan to enter academia after earning their post-graduate degree are necessitated. In response to these complaints, this conceptual paper examined the use of the **agile approach**—which has achieved awards and approval in software development—in the post-graduate dissertation process. In the teaching/learning sphere, coaches can use the agile approach in iterative meetings between post-graduate students and supervisors for dissertation planning, direction, and evaluation. The focus of the emphasis, the so-called Sprints, is on communication and response throughout the whole process. The paper was based on theories on teaching/learning and the author's personal experience with the agile approach. The use of the agile approach and technique, which can lessen the time required for doctoral studies, may thus add to the number of graduates with doctoral degrees.

The agile coach is a catalyst, change agent, and servant leader who provides professional facilitation, teaching, and mentoring to help organizations realize their plan and achieve excellent results for organizations, teams, managers, and leaders who want to create a productive, empowered, high-performing, and adaptable culture. Unlike traditional project management and consulting, the agile coach lives and works by agile ideals, principles, and practices. They want to make clients less reliant on them. Finally, agile coaches achieve achievements by prioritizing the

development of people's and teams' capacities, over-optimizing for immediate, short-term results (Lopez, 2017)

LITERATURE REVIEW

Agile coaches are accustomed to the traits of innocent and defenseless sports organizations, such as. Agile coaching professionals owe it to athletes to explain what's best for them. This always includes assisting athletes in accepting complete accountability for their own learning. This typically requires the coach to pass up opportunities to take on more responsibility (Gedge, 2016).

In addition, successful game management is essential for any squad. Knowing when to use substitutes, timeouts, fouls, and other strategies can mean the difference between regaining momentum and succumbing to a 15+ point or 2+ goal run. The game plan must be managed by the coach. In an agile sports endeavor, the coach makes use of analytics and player feedback to develop and sell a strategy. The agile managers are in charge of compiling in-depth reports for forthcoming games and providing coaching advice while the game is in progress. They are in charge of keeping track of the game's data, which, when supplemented with an analytical or stats tool, can help the coaching staff make quick choices (Holman, 2018)

Nagarro.com (2022) revealed that as agile managers/coaches, it is crucial that we assist teams in creating their winning scenarios. This could entail accomplishing the strategic goals determined for the current year and increasing happiness. Each and every project management action includes coaching and mentoring. In coaching, team members' talents are developed and nurtured, and they are inspired to complete projects successfully. Similar to this, agile project management includes agile coaching as a key component, and agile adaptable leaders are accountable for it. The project manager or agile leader must act as both a coach and a mentor during agile coaching. Agile coaching involves enhancing a person's skills and inspiring them to adopt productive work practices. Here, the agile coach's job is to help the individual go to the next level by coordinating their goals with those of the organization. An internal coach or an external coach can both provide agile coaching. The difference between an external coach and an internal coach is that the latter might be either a consultant from outside the team or a member of the same organization. When mentoring people, an agile coach must take many things into account. A few of these are outlined here. While working with many teams, the agile coach must maintain a balanced viewpoint. They should not be opinionated and should adhere to their values. They also need to understand the team's complexities on all levels, including social, psychological, and political. They need to have models that make sense and map the team's current situation. Finally, they should ideally be non-intrusive, so they should try to steer the team in the right direction without getting in the way (Chandana, 2021)

According to Henriksen's (2016) research, there are several aspects that can influence the success of an agile project. It explicitly checked which agile practices are necessary for an agile project to succeed. A case study was undertaken among participants in agile projects in order to

figure this out. He went on to say that there has been a movement in project management, particularly in software project management, from traditional plan-based project management to agile event-driven project management. For a long time, agile project management has been viewed as the next big thing that will transform the software industry. Agile is a concept that has been around for a while, and while awareness and use are growing, agile is not always the best solution. It is critical to know when to adopt agile and which success elements to consider if you want to be successful.

The study of Khalil, et.al (2018) aimed at analyzing these questions through a longitudinal case study. The study has been conducted in a French telecommunication company that strives to become agile. It adopted a qualitative approach for collecting and analyzing data. The findings highlighted the reasons that drive organizations to become "agile" and stress on the contingency factors that affect the implementation of "agile" practices and tools in a "lightweight" organizational structure. The transition to an "agile" organization remains a challenge. Despite the increasing number of empirical research regarding "agile" software development, "agile" management and engineering practices are still difficult to implement within large organizations. There is no formal framework on which organizations may rely to become "agile" in terms of knowledge. The application of these emergent strategies appears to be constrained by a number of contextual constraints, such as team size and distribution.

Cojocaru, et al. (2022) evaluated the obstacles and opportunities of technology, as well as the benefits of adopting an Agile Management style to improve Physical Education and Sports teaching, learning, and practice (PES). Therefore, a survey was conducted on PES teachers and trainers, as they have a clear perspective on the field and their views are therefore very important and relevant to the study, even if they do not have solutions for all the challenges facing them. They were invited to provide their professional perspectives on the impact of digital methods and applications on performance sportsmen, athletes, and students' sporting results. The survey, which included 144 participants, largely consisted of multiple-choice questions with Likert scale ratings and open-ended questions that allowed respondents to provide solutions and openly express their opinions. The impact of Agile Management on the selection and deployment of PES technology was illustrated in this paper. Because of the COVID-19 pandemic, educational institutions and sports clubs have had to change their management strategies.

Adaptability is the first of five key concepts identified by Haak (2017). This method has the advantage of delivering benefits over the course of the project rather than all at once at the end. That pays off not just for the customer, but for the team's morale and confidence. With agile, one zooms out to start, looks through a wide lens, and then adapts as one learns about new conditions and parameters. Second, there's effectiveness. In a similar vein, anyone on the agile project management team, as well as the client or customer, is empowered to recognize and respond to changing requirements or goals at any time, allowing the product to reach the market sooner. Agile project management has been described as continuous sprints in these circumstances, with

planning and execution occurring in waves. Third, with agile project management, all parties are given the opportunity to contribute to the end goal. Collaboration fosters trust and accountability, as well as ensuring that one bad idea does not go uncontested, jeopardizing the entire process. Disruption is the fourth element. Changing culture, priorities, and goals are all part of becoming agile. And that can be difficult. However, when all stakeholders are on board, management becomes much easier. Standards and expectations change, and it ultimately succeeds. The last option is straightforwardness.

II. Methodology

This is a quantitative analysis study. The descriptive research design was deemed relevant and appropriate because the main purpose is to determine the extent of the practice of the agile management skills of coaches at Higher Education Institutions in the Province of Tarlac along with forming, norming and performing.

The respondents of the study were the coaches of the Higher Education Institutions in the Province of Tarlac during the first semester of the SY 2021-2022.

Table 1. The Population of the Study

Higher Educational Institutions in the Province of Tarlac	Number of Respondent-Coaches
Tarlac State University	10
Dominican College of Tarlac	5
OLRA College Foundation	1
Tarlac Agricultural University	16
TOTAL	32

A researcher-made questionnaire was utilized in this study that was patterned from the related studies. It was made in accordance with the objectives of the present study. The questionnaire consisted of various parts: Part I of the instrument focused on the profile of the coaches in terms of their age, sex, monthly family income, highest educational attainment, years of experience as coach, no. of memberships to professional sports organizations and no. of relevant training/seminars attended, no. of awards as a coach and events/sports handled. Part II involved the agile management skills of coaches of Higher Education Institutions in the Province of Tarlac along with forming, norming and performing. The researcher sent a letter of intent to the University Presidents of the Institutions in the Province of Tarlac requesting permission to conduct the study. After receiving approval from the Presidents, the researcher sent a letter of intent to the respondents of the study.

The researcher then distributed the questionnaires to the participants using Google Forms. The agile management skills of coaches in the Higher Education Institutions were rated by

respondents. The data and results of the study were analyzed. The descriptive survey was employed to answer the questionnaire of data. Permission was obtained from the Offices of the President of the Higher Education Institutions and to all the Sports Directors for the floating of the questionnaire to gather the needed data. The data that was gathered was analyzed through the utilization of the Jeffreys's Amazing Statistics Program (JAPS). In determining the profile of respondents, the frequency counts and percentages were used.

$$\text{Percentage: \%} = \left(\frac{f}{N} \right) \times 100$$

where f = frequency, or the number of cases in any category
 N = the number of cases in all categories

Likewise, the average weighted mean was utilized to determine the extent of the agile management skills of coaches at Higher Education Institutions in the Province of Tarlac, along with forming, norming, and performing.

$$x = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

Σ = [summation](#)

w = the weights.

x = the value.

The following scale was adopted:

Numerical Values	Mean Range	Scale	Descriptive Rating	Interpretation
4	3.26 – 4.00		Highly Practiced	If the skill is very well executed and extremely done at all times
3	2.51 – 3.25		Moderately Practiced	If the skill is executed and modestly done most of the times
2	1.76 – 2.50		Slightly Practiced	If the skill is slimly executed and sometimes done
1	1.00 – 1.75		Least Practiced	If the skill is sparingly executed and very seldom done

To identify the significant relationship between the extent of the practice of the agile management skills of coaches in their profile variables of coaches Higher Education Institutions in the Province of Tarlac chi-square and Cramer's V was used.

$$\chi^2 = \sum_{j=1}^k \frac{(f_{b_j} - f_{e_j})^2}{f_{e_j}}$$

whereby

k = the number of cells

fb = the observed absolute frequency within cell j

fe = the expected absolute frequency within cell j

The calculated chi-square test statistic is afterwards tested for significance.

$$\text{Cramer's V} = \sqrt{\frac{\chi^2}{n \cdot \min(r-1, c-1)}}$$

whereby

n = sample size

r = the number of rows

c = the number of columns

III. Results and Discussion

Profile of the Sports Coaches of the Higher Education Institutions in the Province of Tarlac

Age. The table shows that most of the coaches are 25-34 years old, as indicated by the frequency of 15 or 46.86%. Ten (10) or 31.25% are 35-49 years old, and four (4) or 12.50% are 50 and above. Moreover, three (3) or 9.38% are 24 years old and below. The data imply that most of the coaches are young adults.

Sex. It is reflected on the table that most coaches are males, as indicated by the frequency of 27 or 84.38%, while only five (5) or 15.63% are females. The data suggest that although coaching is not gender-specific, males still undeniably dominate it. On this note, coaching is likely significant among males.

As affirmed by the data-driven research conducted by Leasca et al. (2020), within the women's sports arena, female intercollegiate coaches face stark biases that male coaches do not. Equally, the report produced by the Institute for Diversity and Ethics and Sport (TIDES), as cited by Elsesser (2019), that there has been little change and that men still dominate coaching when it comes to college sports.

Monthly Family Income. It is reflected in the table that most sports coaches have a monthly family income of 23,382.00-46,761.00, which has been categorized as lower middle class with a frequency of 12 or 37.50%. This is followed by those with an income of 11,691.00-23,381.00 (low income but not poor), as evidenced by the frequency of 7 or 21.88%. Six (6) or 18.75% have a monthly income of 46,762.00-81,832.00 (middle class), and four (4) or 12.50% belong to the poor as reflected with an income that ranges from 11,690.00 and below. Two (2) or 6.25% of the coaches' families have a family income of 81,833.00-140,284.00, categorized as upper middle income. However, one (1) coach or 3.13% enjoys a salary ranging from 140 285.00-233,806.00 (upper income but not rich).

Highest Educational Attainment. The table shows that most coaches are still on their way to completing their Masters' degrees, as indicated by the frequency of 13 or 40.63%. Seven (7) or 21.88% and five (5) or 15.63% are Master's Degree and DA/Ph.D./EdD graduates, respectively. However, four (4) or 12.50% are still pursuing their Doctoral degree, and three (3) or 9.38% are just graduates of Baccalaureate Degree.

Table 2. Profile of the Sports Coaches of the Higher Education Institutions in the Province of Tarlac

n=32

Profile	Categories	Frequency	Percentage
Age	25-34 years old	15	46.86
	35-49 years old	10	31.25
	50 and above	4	12.50
	24 years old and below	3	9.38
Sex	Male	27	84.38
	Female	5	15.63
Monthly Family Income	23,382.00-46,761.00	12	37.50
	11,691.00-23,381.00	7	21.88
	46,762.00-81,832.00	6	18.75
	11,690.00 and below	4	12.50
	81,833.00-140,284.00	2	6.25
	140, 285.00-233,806.00	1	3.13
	233, 807.00 and above	0	0.00
Highest Educational Attainment	BS Degree with MA units	13	40.63
	Master's Degree	7	21.88
	DA/PhD/EdD	5	15.63
	with Doctoral units	4	12.50
	Baccalaureate Degree	3	9.38
Years of Experience as a Coach	6-15 years	15	46.88
	5 years and below	12	37.50
	26 years and above	3	9.38
	16-25 years	2	6.25
Number of Memberships to Professional Organizations	1-3	16	50.00
	None	10	31.25
	4-6	5	15.63
	7 and above	1	3.13
Number of Related In-Service Trainings, Conferences and Seminars	7 and above	14	43.75
	1-3	12	37.50
	4-6	4	12.50
	None	2	6.25

The data imply that though educational attainment is given a premium at the tertiary level in the country, which counts as an excellent percentage for promotion, this is not, however, reflective of the study's results. Hence, the desire to complete the Master's degree accounts because most respondents are on their way to embark on their post-graduate studies.

Years of Experience as a Coach. It is reflected from the table that coaches have been serving 6-15 years, as indicated by the frequency of 15 or 46.88%. Twelve (12) or 37.50% have been making a coaching career for five years and below, and three (3) of them or 9.38% served as a coach for 26 years and above. However, only 2 or 6.25% have exemplified a coaching service for 16-25 years. This indicates that the experience is grounded on the age of respondents; it is tantamount to saying that their service as a coach goes with it. "The younger the age, the lesser the number of years of coaching," imparts.

Number of Memberships to Professional Organizations. It is seen on the table that most of the respondents have 1-3 memberships to professional organizations, as evidenced by the frequency of 16 or 50.00%. There has been one (1) or 3.13% and five (5) or 15.63% with seven and above and 4-6 memberships. Moreover, ten (10) or 31.25% have no affiliations. This indicates that the coaches are active in joining sports and related organizations because these are avenues for great opportunities for peer collaboration and support aside from acquiring new knowledge from the experts.

A number of Related In-Service Trainings, Conferences, and Seminars. Data shows that most respondents had attended seven and above seminars, as indicated by the frequency of 14 or 43.75%, while only 2 or 6.25% never attended meetings related to sports coaching. The data implies that participation in professional development training and enhancement programs is necessary because their participation in activity indicates its significance to their field of endeavour.

Because sports need teamwork and the development of social skills, participation in training aids in developing good character. Being in training gives one the chance to establish meaningful self-awareness. Now is the moment to observe reactions and develop suitable responses to challenging circumstances. Instead of just broadening the selection of sports facilities that are available to students, universities need to focus on training investments to meet sports development demands (Harrow, 2016)

Profile of the Coaches as to the Awards Received and Sports/Events Handled

Awards Received. It is shown on the table that four (4) or 12.50% of the coaches have received gold medals in the national competitions. Eight (8) or 25.00% have achieved gold medals at the regional level. Likewise, four (4) or 12.50% got gold medals at the local level. The data implies distinction in the field of sports because at least there are achievements acquired by the coaches though minimal. Hence, other coaches are encouraged to step up and desire to have awards that can be conclusive of their merit.

Table 3. Profile of the Coaches as to the Awards Received and Sports/Events Handled

N=32

Profile	Categories	Frequency	Percentage
Awards Received as Coach			
	National (Gold)	4	12.50
	(Silver)	0	0.00
	(Bronze)	0	0.00
	Regional (Gold)	8	25.00
	(Silver)	0	0.00
	(Bronze)	0	0.00
	Local (Gold)	4	12.50
	(Silver)	1	3.16
	(Bronze)	0	0.00
Events/Sports Handled			
	Badminton	5	15.63
	Basketball	4	12.50
	Volleyball	4	12.50
	Chess	3	9.38
	Taekwondo	3	9.38
	Archery	2	6.25
	Athletics	2	6.25
	Table Tennis	2	6.25
	Karatedo	1	3.13
	Speak Takraw	1	3.13
	Swimming	1	3.13
	Softball	1	3.13
	Arnis	1	3.13
	Beach Volleyball	1	3.13
	Lawn Tennis	1	3.13

Coaches are disreputable for avoiding the spotlight. It is a selfless job that involves assisting others in achieving their goals. For the majority of coaches, seeing them on the podium is enough. Coaches are rewarded in various ways, but one of the most rewarding is seeing athletes mature and move away to maintain a balanced existence in sport. The best instructors are generally those who work in the shadows, pleased to watch an athlete win an Olympic medal and recalling how awkward they were when they first began their sports career (Hooper, 2017)

Events/Sports Handled. The table shows that most coaches handle badminton as indicated by the frequency of 5 or 15.63%. Four (4) coaches or 12.50% each handle basketball and volleyball: three coaches or 9.38% each for chess and Taekwondo. Besides, two coaches, or 6.25%

each for archery, athletics, and table tennis, while an individual coach or 3.13% handles Karatedo, speak takraw, swimming, softball, arnis, beach volleyball, and lawn tennis.

According to Ordoñez (2019), coaching is a growing practice in the Philippines that provides a new path for Filipinos to reach their full potential, personally and professionally. In addition, in the Philippine Sports Commission's National Sports Coaching Certification Course, around 300 coaches got online sports specialized lectures on athletics, badminton, and volleyball to help them improve more.

The Extent of Practice of the Agile Management Skills of Coaches of Higher Education Institutions in the Province of Tarlac

In Terms of Forming

During the forming stage, members avoid disagreement and are more concerned with themselves, their performance, and whether it will be acceptable to the group. At this point, the first leaders will emerge. Individuals will be assessing and forming opinions on the other members of the group, what they may bring to it, and whether they belong within it during the forming stage, which often has a solid social component because it is spent getting to know the rest of the group while forming interpersonal relationships.

The table shows that the coaches highly practice the agreement with the rules and regulations of the team with the players, as evidenced by the mean of 3.48. Rules are deemed to be the factors in establishing rapport between coaches. On this note, this implies that before the selection and recruitment of players in the school, they emphasized the value of compliance and allegiance to the rules and the policies being implemented.

Likewise, developing training techniques and robust sports competition system has been moderately practiced, as supported by the mean of 3.31. It indicates that since coaches are highly spirited and it is their passion to handle athletes within the bounds of their expertise, techniques in coaching are in place. The system of competition is always taken into its most significant consideration.

When coaches build sound training procedures, players gain more control and mindfulness, which leads to them discovering their tone of sports skills and paying attention to them to a more significant level (Moen et al., 2015)

Table 4. The extent of Practice of the Agile Management Skills of Coaches of Higher Education Institutions in the Province of Tarlac in Terms of Forming

N=32

Indicators	Mean	Verbal Description
Agrees with the rules and regulations of the team.	3.48	Highly Practiced
Develops training techniques and strong sports competition system.	3.31	Moderately Practiced
Shows inexperienced teams how agile practices work and does more listening and asking questions to help the team improves	3.13	Moderately Practiced
Develops an action mechanism to create viable sports team	2.94	Moderately Practiced
Settles unclear policies and mechanisms on practice, team plays and rollouts	2.94	Moderately Practiced
Leads the team through strong recruitment and selection procedure	2.66	Moderately Practiced
Generates sustainable and feasible coaching process	2.63	Moderately Practiced
Weighted Mean	3.01	Moderately Practiced

Legend:

- 3.26 – 4.00 Highly Practiced
- 2.51 – 3.25 Moderately Practiced
- 1.76 – 2.50 Slightly Practiced
- 1.00 – 1.75 Least Practiced

The coaches also moderately practice the indicator, show inexperienced teams how agile practices work, and pay more attention and ask questions to help the group develop, as indicated by the mean of 3.13. This means that openness in the group is encouraged. The freedom to express oneself in the team is positively urged. On the same wavelength, the coaches moderately practice the development of an action mechanism to create a viable sports team with a mean of 2.94. This indicates that whatever challenges arise because these are all innate in a sports team, the coaches deal with these with the scheme or a policy so that these conflicts will not become more severe and critical. They have the established flow to follow in effectively dealing with the problems within the team setting.

Teams with high performance are more pull than push. High-performance coaches understand how to instill energy and passion in their teams. Players feel inspired, as though they are working toward a common goal and that what they are doing is critical. A team that was

constantly in dispute and disagreement, a team that was walking on eggshells and scared to speak up or express genuine feelings (Folkman, 2016).

Settling unclear policies and mechanisms on practice, the team plays, and roll-outs have been moderately practiced by the coaches as supported by the mean of 2.94. This is indicative of the pre-judgment skills of the coaches that they know if there are unclear policies in the team like the scheduling of the practice and the game plan during competitions. They manage the players by considering the welfare of the team and the players.

Similarly, leading the team through solid recruitment and selection procedure has been moderately practiced by the coaches as supported by the mean of 2.63. This implies that the coaches are guided by the rules of recruitment and selection procedure for them to have the highest potential athletes capable of bringing honor to the school.

It could be gleaned from the table that generating a sustainable and feasible coaching process has been assessed as moderately practiced, as indicated by the mean of 2.63. This means that the coaches tend to establish a coaching process seen in their individual sports coaching programs. They see that their sports development program in their specific field is quite strong, and all details of the coaching mechanisms are being transpired.

Overall, the coaches moderately practiced their agile management skills in forming, as evidenced by the weighted mean of 3.01.

In Terms of Norming

Norming is observed when the coach begins to be respected by the players/athletes, accepts his authority, shows a more vital dedication to the group's objectives, and performs much better. Here, the team is more assured, and motivation levels rise. As individual conflicts are resolved, and team members can accept one another's skills and qualities, the group starts to come together. Additionally, they become more at ease asking for assistance and giving the other group members and themselves constructive criticism.

Overall, the coaches moderately practiced their agile management skills in norming, supported by the weighted mean of 3.02.

As to the specific indicators, the table shows that understanding the complexities within the team in every prospect social, psychological, and political has been moderately practiced, as supported by the mean of 3.25. This implies that the coaches have the heart to understand that everything that happens in the team is not exactly perfect. All sides are being considered because it is believed that sports are not only the school but it is also multi-dimensional. Coaching is multilayered, structural, dynamic, and socially engaging because it addresses so many aspects of the past and couples them with the intricacies of the present. This is a crucial tool for every coach

to have in their toolkit, as it will enhance everyone's professional, personal, and athletic development. (Smith, 2020)

The table further shows that the coaches have moderately practiced helping the team to shift from command-and-control management practices to collaborative, team-centric environments, as indicated by the mean of 3.22. This means that a democratic way of management is exercised over just the autocratic method.

Likewise, mentoring the potential players on coaching strategies has been moderately practiced by the coaches, as indicated by the mean of 3.13. This means that coaches are giving pieces of advice to the performing players to become coaches in the future.

Monitoring the development of agile teams to ensure goals are effectively achieved and tasks are efficiently accomplished has been moderately practiced by the coaches as supported by the mean of 3.00. The data imply that the coaches monitor the success of the team and that all the set multilevel objectives are fulfilled.

Likely, spending significant time working with sports managers and engaging with obstacles outside the direct control of teams has been moderately practiced by the coaches as supported by the mean of 2.84. Collaboration is the key that this data implies.

Table 5. The extent of Practice of the Agile Management Skills of Coaches Higher Education Institutions in the Province of Tarlac in Terms of Norming

N=32

Indicators	Mean	Verbal Description
Understands the complexities within the team in every prospect social, psychological, and political	3.25	Moderately Practiced
Helps the team to shift from command-and-control management practices to collaborative, team-centric environments	3.22	Moderately Practiced
Mentors the potential players on coaching strategies	3.13	Moderately Practiced
Monitors the development of agile teams to ensure goals are effectively achieved and tasks are efficiently accomplished.	3.00	Moderately Practiced
Spends significant time working with sports managers and engages with obstacles outside the direct control of teams	2.84	Moderately Practiced
Is non-intrusive and should try to steer the team in the right direction without getting in their way.	2.84	Moderately Practiced
Brings specific skills to organizations and helps train corporate teams on the agile methodology	2.84	Moderately Practiced
Weighted Mean	3.02	Moderately Practiced

Legend:

- 3.26 – 4.00 Highly Practiced
- 2.51 – 3.25 Moderately Practiced
- 1.76 – 2.50 Slightly Practiced
- 1.00 – 1.75 Least Practiced

The coaches have moderately practiced being non-intrusive and should try to steer the team in the right direction without getting in their way, as indicated by the mean of 2.84. This suggests that the coaches consider the welfare of the group.

Similarly, the coaches have moderately practiced bringing specific skills to organizations and helping corporate train teams on the agile methodology, as indicated by the mean of 2.84.

In Terms of Performing

Performing happens when the coach and the team reach their full potential, and as team members become more accustomed to responsibility, structure, and hard work, their roles on the

team become more fluid. Athletes who have reached the performing stage of group growth are more understanding of the shortcomings of their colleagues. They accept them with an all-encompassing attitude. As a result, the team is making the most progress possible, and everyone is giving their best effort.

The table shows that the coaches have moderately practiced the agile management skills of coaches of Higher Education Institutions in the Province of Tarlac in terms of performance, as indicated by the weighted mean of 3.11.

Moreover, it could be gleaned from the table that the coaches assessed executing "experienced" ability with agile processes and techniques as moderately practiced, as indicated by the mean of 3.19. This implies that the outstanding power of coaches is seen in their execution. That is why the coach who will be designated is the one who has profound knowledge, aptitude, and expertise in the sports being handled.

Likewise, the coaches have assessed that practicing the team through rough patches until they can find their way as moderate as indicated by the mean of 3.19.

Other indicators which are evaluated as moderately practiced are the following entries that are arranged in descending means: demonstrates non-usual yet alternative variations of skills (3.06), shows exceptional sports coaching proficiency (3.06), and addresses limitations of players (3.19).

It could be seen further on the table that the coach has moderately practiced achieving excellent results for the players to emulate, as evidenced by the mean of 3.13.

This means that the coaches intend to make themselves role models to which the players should look up.

Table 6. Extent of Practice of the Agile Management Skills of Coaches of Higher Education Institutions in the Province of Tarlac in Terms of Performing

N=32

Indicators	Mean	Verbal Description
Executes “experienced” ability with agile process and techniques.	3.19	Moderately Practiced
Practices the team through rough patches until they can find their own way	3.19	Moderately Practiced
Demonstrates non-usual yet alternative variations of skills.	3.06	Moderately Practiced
Shows exceptional sports coaching proficiency.	3.06	Moderately Practiced
Addresses limitations of players.	3.19	Moderately Practiced
Achieves excellent results for the players to emulate	3.13	Moderately Practiced
Drives results by focusing on developing the capabilities of players over optimizing for immediate, short-term results	2.97	Moderately Practiced
Weighted Mean	3.11	Moderately Practiced

Legend:

- 3.26 – 4.00 Highly Practiced
- 2.51 – 3.25 Moderately Practiced
- 1.76 – 2.50 Slightly Practiced
- 1.00 – 1.75 Least Practiced

The coaches have also moderately practiced driving results by focusing on developing players' capabilities by over-optimizing for immediate, short-term results, as indicated by the mean of 2.97.

Significant Relationship Between the Extent of Practice of the Agile Management Skills of Coaches Across Their Profile Variables

Spearman's Rho results revealed that age has correlated with the agile management skills of coaches along with forming (0.34, sig=0.03) and norming (0.36, sig=0.04). This means that the older the coaches, the higher their skills to handle and put in place all procedures that govern sports coaching. This may be attributed to their experience as manifested in the very crucial age in managing players at all costs and means.

Table 8. Significant Relationship Between the Extent of Practice of the Agile Management Skills of Coaches Across Their Identified Variables

N=32

Variables		Forming	Norming	Performing
Age	Spearman's Rho	0.34	0.36	0.33
	p-value	0.03	0.04	0.85
Monthly Family Income	Spearman's Rho	0.31	0.19	0.23
	p-value	0.08	0.29	0.21
Highest Educational Attainment	Spearman's Rho	0.35	0.16	0.31
	p-value	0.05	0.39	0.09
Years of Experience as a Coach	Spearman's Rho	0.48	0.35	0.24
	p-value	0.01	0.05	0.18
Number of Memberships to Professional Sports Organizations	Spearman's Rho	0.22	0.23	0.12
	p-value	0.24	0.211	0.53
Number of Relevant Seminars Attended	Spearman's Rho	0.28	0.49	0.30
	p-value	0.12	0.01	0.09

Similarly, the highest educational attainment of coaches is connected with their skills in forming, as indicated in Spearman's Rho results of 0.35 (sig=0.05). Since the significance value is lower than the significance level, the hypothesis is hereby rejected. The data imply that the more knowledge coaches adopted from their schooling in post-graduate studies, the better their agile management skills contribute to this may be credited to their exposure and learnings acquired from their professors and peers.

In like manner, the years of experience as a coach have also been very significant in their agile management skills, especially in forming and norming, as revealed by Spearman's Rho results of (0.48, sig=0.01) and 0.35 (sig=0.05), respectively. The data is indicative of the experience and the high level of know-how of coaches. Their agile management skills are boosted by the number of years of exposure to the sports they handle.

Lastly, the number of relevant seminars attended has also been very substantial in the agile management skills of coaches, as supported by Spearman's Rho results of 0.49(sig=0.01). This means that seminars are indeed very crucial in the development of coaches. The data also imply that the more conferences attended, the higher the tendency to increase the agile management skills of coaches.

Significant Relationship Between the Extent of Practice of the Agile Management Skills of Coaches Across their Sex, Awards Received and Sports/Events Handled

Cramer's V results revealed that there is no significant relationship between the extent of the practice of the agile management skills of coaches along with forming, norming, and performing and their sex, awards received, and sports/events handled.

Table 9: Significant Relationship Between the Extent of Practice of the Agile Management Skills of Coaches Across Their Identified Variables

N=32

	Forming			Norming			Performing				
	χ^2	p-value	Cramer's V	χ^2	p-value	Cramer's V	χ^2	p-value	Cramer's V		
Sex	7.48	0.06	0.48	7.19	0.07	0.47	8.56	0.04	0.52		
Awards Received as Coach	17.60	0.82	0.43	22.1	6	0.57	0.48	20.9	8	0.64	0.47
Sports/Events Handled	14.60	0.05	0.03	4.16	0.00	0.00	5.98	0.04	0.00		

It is imperative to conclude that sex has no importance in better equipping coaches in the practice of their agile management skills. The gender is of no consequence as to how they manage the athletes, as indicated in the p-values of 0.06 (sig=0.48), 0.07 (sig=0.47), and 0.04 (sig=0.52) for forming, norming and performing, respectively.

It also means that awards received as a coach would not help coaches to be more creative, flexible, and critical thinkers in catering to the needs and interests of the players and athletes.

However, there is a significant relationship between sports/events handled and the extent of agile management skills in all areas, as revealed by the p values of 0.05 (sig=0.03), 0.00 (sig=0.00), and 0.04 (sig=0.00), respectively which are all lower than the 0.05 level of significance.

Moreover, coaches may also improve coaches' forming, norming, and performing skills. Once enhanced, athletes may also improve creativity, flexibility, and thinking skills, directly benefiting coaches' potential and abilities. Therefore, coaches may also develop players' performance. Specifically, significant and immediate relationships were identified between the awards received and the agile management skills in forming, norming, and performing.

Meanwhile, coaches have a big impact on achievement in both the professional and collegiate ranks, according to uchicago.edu (2017), notably with their experience in the sports they handle and their leadership. Furthermore, rapid technological advancements have had an impact on sports coaches' abilities. To improve their coaching skills, higher education institutions have

steadily integrated modern technologies into the coaching process and curriculum (Carkanji, et al, 2020).

In the same tone, Table 10 also presents the innovative work plan in a tabular form to improve the agile management skills of coaches of Higher Education Institutions in the Province of Tarlac.

Table 10: Innovative Work Plan to Improve the Agile Management Skills of Coaches of Higher Education Institutions in the Province of Tarlac

Area of Concern	Process	Objectives	Strategy	Personnel Involved	Budgetary Requirement	Expected Outcome
Leads the team through solid recruitment and selection procedure	Robust Enlistment Scheme	<ul style="list-style-type: none"> To institutionalize the extensive recruitment and selection process of players that the coaches execute. 	Most comprehensive structure for the dissemination of information on the recruitment process	Sports Directors and Coordinators Sports Coaches	19,000.00	A sturdy scheme of coaches for recruitment and selection has been recognized.
	Selection Structure Management	<ul style="list-style-type: none"> To establish a more concrete and viable arrangement of procedures for selection and recruitment 	Administration of a potent structure for athlete selection	Sports Directors and Coordinators Sports Coaches	18,000.00	The selection structure is extensively formed.
	Innovative Coaching Mechanism	<ul style="list-style-type: none"> To put in place a coaching process that is up-to-date and more sustainable. 	Innovative and Up-to-date Coaching Strategy	Sports Directors and Coordinators Sports Coaches Athletes	18,000.00	A creative coaching process is crafted.
Generates sustainable and feasible coaching process	Eclectic way of Athlete Management	<ul style="list-style-type: none"> Construct a style of coaching that motivates the athletes and apply being democratic and autocratic, if needed. 	Administer best types of coaching styles depending on the types of athletes being handled	Coaches Athletes	2,000.00	A more systemic administration of athletes is promoted.
It brings specific skills to organizations and helps train corporate	Skill-Target Development	<ul style="list-style-type: none"> To develop the skills of coaches in training the team 	Skills Enhancement Programs	Sports Directors and Coordinators Coaches	10,000.00	The skills of the coaches are improved.

teams on the agile methodology.

Performing
 Drives results by focusing on developing the capabilities of players over-optimizing for immediate, short-term results

Achievement Long-Term Goal over Enabling Goal

- To inculcate to the coaches the value of the long-term rather than the short one and to appreciate the value of the product of time and determination.

Goal Appreciation

Sports Directors and Coordinators
 Coaches

The coaches much appreciate long-term over short-term goal.

TOTAL

67,000.00

IV. Conclusion and Recommendation

The study concluded that most sports coaches are 23-34 years old, male, have a monthly family income of 23,382.00-46,761.00, with MA units, 6-15 years of service, and have 1-3 memberships to professional organizations, received gold medals, and handling badminton sports.

The level of agile management skills of sports coaches is relatively exercised. Age, highest educational attainment, years of service, trainings, and sports they handle are linked with the agile management skills of sports coaches. The proposed work plan is deemed very significant in improving the agile management skills of sports coaches.

In light with the prevailing conclusions, the study recommends that the sports coaches may take the opportunity to embark on their graduate studies and be exposed to training and organization affiliations for further enhancement of knowledge and expertise. Further, the Commission on Higher Education (CHED) may offer scholarships distinctly intended for the teachers of Physical Education and sports because most of the scholarships are along with core disciplines.

An interest in boosting more of the sports coaches' desires, awareness, and yearnings on managing their skills. Players and athletes should be given much priority. Of course, the welfare of the coaches should also be given such attention by providing them with the necessary coaching knowledge, aptitudes, and mindsets.

A provision of a higher level of experience and training for all the coaches because these are correlated with their agile management skills. Likewise, older coaches have more profound value in coaching. That is why they give them more opportunities for the support they need. The

work plan is ready for implementation to improve sports coaches' agile management skills, especially in the Higher Education Institutions of Tarlac Province.

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