
Competence of Sports Coaches in Higher Educational Institutions (HEIs): Basis for the Offering of Diploma in Sports Coaching

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Abstract — Sports coaching is a concept that applies to various areas including psychology, business, and of course sports. In this study, a descriptive approach was used. This method involves giving detailed descriptions or presentations of events or information to fully capture the nature of a subject without any assumptions or conclusions being drawn about it. It is widely used in writing, statistics, and analytics.

This research mainly concentrates on how effective coaches are at higher education institutions (HEIs) using the descriptive approach and survey to validate the findings obtained. This evaluation is a platform for offering a Diploma in Sports Coaching at Urdaneta City University. It is this specific study that focuses on determining the current levels of competency among sport coaches in HEIs and subsequently suggests that Urdaneta City University should consider implementing a diploma course for Sports Coaching.

This study explores the career backgrounds, and demographics of coaches pointing out their participation in several sports, diverse coaching experiences, and educational qualifications. It points to their commitment to ongoing professional development through seminars as well as awards. Moreover, the research identifies brief periods when coaches agree on being efficient in fundamental coaching dimensions but fails to define some areas where this skill can be improved upon. Performance in coaching is predicated by things like receipt of prizes, going to seminars, and years of experience in sports management, among others. These factors also affect recruitment into training programs and various recognition schemes. The forthcoming sports coaching

education programs may find these results useful, especially with the advent of the Diploma in Sports Coaching that meets the expectations and aspirations of future coaches.

Data-driven recommendations have been formed to improve coaching effectiveness and professional growth. This will involve establishing mentorship programs, providing continuing education tailored toward coaches' needs, promoting cross-disciplinary collaboration in sports, and maintaining recognition through honors. Additionally, capitalizing on the existing strong consensus among coaches implies that collective trust should be employed to propel industry-wide initiatives aimed at fostering progress and innovation in the sector. Thus, it is important to develop platforms for knowledge transfer within the partnership; create workshops for targeted professional development; and narrow the perceived divide between trainers and sports employees. On top of all these further studies should be carried out on other diploma courses that are useful in physical education while using a curriculum that has been developed to help non-degree holders to grow professionally within their domains of practice.

Keywords: Sports-Specific Expertise, Pedagogical Skills, Leadership, Communication skills, Relationship Building, Problem-Solving Aptitude

I. INTRODUCTION

Historically, sport has the potential to be a force for good in young lives, and the knowledge and skills that teachers and sports coaches need to instruct children in sports (Armour, 2020). People believe that sports coaching is a valuable process that can help enhance one's athletic abilities (Nicholls, 2021).

"Sports coaching" is a term that people use in a variety of settings, including psychology, business, and sports (Nicholls, 2021). It is a procedure whereby a sports coach uses their varied working styles to assist an individual or a team in achieving better performance (Karlsen & Berg, 2020). The increasing acceptance of sports coaching in academic and professional spheres highlights differences between coaches in different sports and occupations (Cassidy, et al, 2023).

Since the 1970s, the sport has become more crucial to globalization in helping the sports industry find skilled sports coaches across a range of professional sports (Rodrigues, et al,2023). Like in academics, sports coaches also engage in a global curriculum for professional preparation in the sports industry (Jacobs, et al, 2021). Such as Sports coaching education programs should be developed using learner-centered teaching (LCT) principles (Rodrigues, et al, 2021). This proves that successful business practices in the sports industry allow for identifying the main trajectories of potential educational programs (Lednev, 2023).

Sports coaching significantly impacts the sports industry economy, necessitating strategic communication with industry partners to promote products/services through mass media and social media sighted by Byon & Phua, (2021) which has a mutually beneficial effect on the advertising market (including the sponsors) and the audience by reaching people as viewers, fans, and consumers (Ireland, 2021).

However, according to the study of Харченко & Ziming, (2022), the rapid social economy development is transforming sports and the economy and industry growth which indicates the need for sports industry development, and problems, and proposes innovative paths for national development. The sports industry is rapidly evolving due to social and economic development, necessitating the competency of sports coaches to address challenges and drive national development.

As we address the issues of the sports industry's partner in sports coaching, it has also to consider the credibility and competence of the sports coaches as one of the human resources contributors in the field of sports. Athletes' viewpoints must be taken into consideration when determining the coaching effectiveness of O'Connor, et al, (2022) where the coaching efficacy through the coach-athlete relationship reflects the importance of relationships in coaches' efficacy and well-being (Davis, et al, (2022).

The coaches' persistent reliance on traditional teaching methods in their sports highlights the indispensability of effective communication skills among them (Stone, et.al. (2021). In this issue, traditional coaching methods hinder adaptability to sports science and technology, leading to stagnation and hindering the overall progress and effectiveness of coaching methods. It may

hinder holistic athlete development, requiring effective coaches to convey contemporary techniques, sports science insights, and personalized feedback.

Neglecting teamwork can be detrimental to coaches and practitioners, as it significantly hinders teamwork execution and negatively impacts perceived performance (López-Gajardo, et al, 2023). The failure to prioritize the development of teamwork has significant consequences for coaches and practitioners, as it severely hampers the effective execution of collaborative efforts and impairs the overall perception of the players' performance. The advanced training courses for sports coaches, as highlighted by Polyak, et al, (2022), might have adverse effects on athlete motivation, as proposed by Mu'ammal, et al, (2022). This could result in coaches facing difficulties in successfully transitioning into the roles of discoverers and competence coaches, ultimately hampering their readiness for the implementation of sports selection, as noted by Proskurin & Stadnichenko, (2023). Such a coaching plan may aid in encouraging positive outcomes in athletes and lead to greater success, according to the results of this study and earlier research on authentic leadership in sports (Malloy & Kavussanu, (2021).

The emphasis on fostering peer development and leadership opportunities, as advocated by Bean, et al, (2020), coupled with the positive impact of coaching leadership on players' passion and well-being, as highlighted by Huang, et al, (2021), underscores the critical role of sports psychology. However, the demand for continuous maintenance of athletes' happiness and optimal performance, as asserted by Samson and Bakinde, (2021), may inadvertently create undue pressure on coaches, potentially leading to burnout and diminishing the intended positive impact on athletes." With these concerns and issues of these studies, emphasizing authentic leadership in sports coaching can contribute positively to athlete development, there is a need for a nuanced approach. Coaches must be mindful of the potential adverse effects on athlete motivation and their well-being, ensuring a balanced implementation of coaching strategies to maximize positive outcomes for both coaches and athletes. Based on Veron, (2022) Sports law is a diverse and complex area of law that encompasses a wide range of legal issues surrounding the sports industry. According to Sports law, a diverse and complex field governing legal aspects like athlete safety, contracts, and anti-doping regulations, plays a crucial role in enhancing the competence of sports coaching by empowering coaches to create safe and legal environments, fulfill contractual

obligations, avoid legal disputes, make ethical decisions, and demonstrate professionalism and integrity (Edmonds, 2022).

The legal aspects of international sports, such as the planning of international competitions, the movement of athletes between nations, and anti-doping policies, are governed by international sports law (Edmonds, 2022).

In the Philippines, sports are always governed by laws according to “ Article XIV, Section 19 of the Philippine Constitution, the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. To further this policy, the State shall establish and construct a state-of-the-art and highly scientific sports complex.”

This article sets the framework for the promotion of sports and physical education. Sports coaching plays a critical role in translating these constitutional aspirations into reality by fostering athlete development, promoting values, and contributing to the overall health and well-being of the citizenry. The establishment of a state-of-the-art sports complex further supports these objectives by providing coaches and athletes with the necessary infrastructure for excellence in sports. Another, “Republic Act No. 6847 established the Philippine Sports Commission and outlined its duties, authorities, and functions. The Philippine Sports Commission established the policy to support physical education, as well as to encourage and maintain sports empowerment in the country to promote excellence, self-discipline, teamwork, and physical fitness for the promotion and development of national sports to create a nation of alert and healthy citizens.” This RA 6847 and the establishment of the Philippine Sports Commission reinforces the importance of sports in national development.

Sports coaching plays a central role in realizing the objectives outlined in the law by guiding athletes, instilling values, and contributing to the overall promotion of excellence, self-discipline, teamwork, and physical fitness in the pursuit of a nation of alert and healthy citizens. Under the CMO No. 08, series of 2022 : This Circular Memorandum Order (CMO) outlines the guidelines for the Tertiary Sports Development Program (TSDP), which aims to promote and develop sports in higher education institutions (HEIs). It emphasizes the importance of qualified

coaches and encourages HEIs to offer relevant academic programs related to sports coaching. In sports coaching in the Philippines, HEIs must align its sports programs with the guidelines outlined in CMO No. 08. This includes ensuring that coaches meet the required qualifications and standards set by the TSDP. Qualified coaches contribute significantly to the overall development of athletes and can elevate the level of sports competitiveness within the HEIs.

According to Asamoah, et al, (2023), the curriculum development process in sports management programs of HEIs, stakeholder involvement, industry needs, and graduate employability have factors. The findings highlight the importance of a dynamic and responsive curriculum that adapts to evolving industry trends and student needs. Philippine Sports Commission highlights best practices from various successful sports coaching programs in the Philippines. It provides practical examples of innovative approaches in athlete development, training methodologies, and program management. (Philippine Sports Commission, 2020)

However, despite government policies promoting it, Cagas, et al, (2022) highlight the role of sports coaches in addressing insufficient physical activity levels among children and adolescents in the Philippines. It creates incompetent sports coaches that can harm athletes, teams, and the sports community, lowering competition standards, reducing involvement, and affecting the effectiveness and reputation of local government sports programs. A study conducted by our local academic institution examines the experiences of sports coaches at the Polytechnic University of the Philippines, highlighting successful approaches, ideas, and outcomes. It concludes that PUP coaches are competent instructors and scholars in their domain (Zurbano, 2022). However, this presents a negative impact due to the possibility of misrepresenting the effectiveness of PUP coaches, which could result in erroneous decisions and problems with trust. Another study by Porto, et al, (2020) implicates the positive impact of coaching competency on social and emotional competencies, emphasizing the need for national competency standards and codes of ethics in sports coaching. The detrimental effect stems from disregarding the requirement for national competency standards and codes of ethics, which may give rise to moral dilemmas and impede coaches' professional growth. It has been proven that innovation is a sign of a coach's development and the result of reflection and reflective practice (Downham, 2020). Therefore, coach development, in this context, needs to support coaches to achieve more than productivity as a docile body.

The study of Panganiban, (2019) indicates that coaching styles in Public Junior High Schools in Tanauan City focus on factors like sex, age, civil status, coaching years, sports, and seminars. If coaching decisions are based on these factors rather than merit or competence, it could lead to inequitable coaching practices. Athletes may not receive fair and unbiased coaching, potentially hindering their development and opportunities.

Nonformal education in sports coaching, particularly for graduates of exercise and sports science undergraduate courses/degree programs, offers diverse career pathways in areas such as general health, fitness, sports development, and high-performance sports settings. However, according to Martens & Vealey, (2023). the success of sports coaching goes beyond just expertise in sports skills and tactics. It is intricately linked to the competency of coaches in utilizing effective teaching methods and social practices. Recognizing the multifaceted nature of successful coaching, including both technical proficiency and pedagogical skills, becomes crucial in preparing coaches for the varied demands of their roles in the dynamic field of sports.

Literature Review

The researcher conceptualized the study on the competency of sports coaches at higher education institutions (HEIs) with great assistance from the preexisting theories, which include social cognitive career theory (SCCT), Vygotsky's social development theory, and cognitive-mediational theory, which are gleaned from literature and studies. These theories offer a solid framework for comprehending the variables affecting the growth of competence in sports coaching in a learning environment.

Social Cognitive Career Theory (SCCT)

Previous research has shown that social cognitive career theory (SCCT) is a useful framework for investigating career choice processes, especially in STEM education and the sports and leisure industry. In this study, it is related to whether the competence of coaches that have higher education can be researched in higher educational institutions (HEIs) especially considering

that Social Cognitive Career Theory provides a solid basis for this. The assessment of competencies pinpoints the areas for expansion, and for that matter self-efficacy from the SCT rooftop makes them believe in themselves hence becoming more reliable trainers since they can apply more effective strategies in their work with athletes. In addition to this aspect, SCCT underscores the relevance of educational context as well. Conducting credible research into competence would enable us to know what works in identified areas in sports coaching. (Molyn, J. (2018).

Social Development Theory of Vygotsky

Vygotsky's Social Development Theory, which emphasizes collaborative learning and the influence of socialization on cognition, holds significant implications for understanding the competency of sports coaches in higher educational institutions (HEIs) (Cassidy, et al, 2023). According to Vygotsky, learning and development are inherently collaborative processes, suggesting that coaches, too, undergo continuous development through social interactions and educational experiences.

In the context of sports coaching, according to Howlett & Rademacher, (2023). Vygotsky's theory underscores the importance of socialization in the learning process. Coaches, as individuals engaged in the collaborative and dynamic sports environment, are influenced by social interactions with peers, athletes, and educational resources. This socialization contributes to their ongoing learning and development as coaches.

Vygotsky's emphasis on consciousness because of socialization aligns with the multifaceted nature of coaching competence (Groves, 2021). Coaches not only acquire technical skills and strategies but also internalize broader aspects of the sports context, including history, social dynamics, traditions, language, and the cultural context of sports.

Furthermore, the idea that individuals, including sports coaches, internalize experiences through communication and interaction resonates with the process of coach development. Coaches engage with diverse stakeholders, including athletes, fellow coaches, and academic resources,

which shapes their understanding of coaching principles and strategies. The internalization of these experiences contributes to the construction of new coaching ideas and methodologies.

Cognitive-Mediational Theory

Cognitive mediation theory proposes that an individual's thoughts, judgments, perceptions, and expectations mediate their behavior. These cognitions guide behavior and determine the emotions felt through ongoing evaluation of the environment in relation to personal well-being and the individual's goals and beliefs. According to the study by Fletcher, & Sarkar, (2012), the Cognitive-Mediational Theory (CMT) offers valuable insights for coaches to enhance their athlete's performance and well-being. CMT can be applied in the sports coaching context coaches must understand athletes' appraisals of situations and challenges, identifying their thoughts, beliefs, and expectations. They should help athletes develop positive, realistic appraisals that promote confidence and motivation, such as reevaluating missed shots as learning opportunities.

When Cognitive-mediational theory is applied to the study of the competence of sports coaches, this theory provides valuable insights into the cognitive mechanisms and mediating factors influencing coaching effectiveness and provides a lens through which researchers can explore the cognitive processes, internalization of knowledge, learning through observation, and adaptation strategies that contribute to coaching effectiveness (Vealey, 2010).

Statement of the Problem

The study aimed to determine the Competence of Sports Coaches in Higher Educational Institutions (HEIs): Basis for Offering Diplomas in Sports Coaching.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. highest educational attainment,

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- b. years of coaching experience,
 - c. sports being managed,
 - d. the number of seminars attended related to coaching, and
 - e. number of awards received?
 2. What is the level of competence of sports coaches and industry partners along;
 - a. Sports-Specific Expertise,
 - b. Pedagogical Skills,
 - c. Leadership,
 - d. Communication skills,
 - e. Relationship Building, and
 - f. Problem-Solving Aptitude?
 3. Is there a significant relationship between the level Competence of Sports Coaches and Sports Industry across their profile variables?
 4. What diploma program can be offered based on the result of the study?

II. METHODOLOGY

Research Design and Strategy

A descriptive approach was used in this study. The descriptive approach presents information or phenomena in a detailed, comprehensive manner, aiming to capture the essence of a subject without judgment or conclusions, often used in writing, statistics, and analysis. According to Amado & Guerra (2018), A descriptive study refers to a research approach wherein data will be

gathered without any alterations made to the environment, hence excluding any manipulation of variables. This tool is employed to gather data about the present phenomena to provide an account of the variables or conditions present inside a given situation. Further, descriptive research, according to Dr. Aggarwal (2008), is devoted to gathering information about prevailing conditions or situations for description and interpretation.

It dealt with the cross-section of a duration enough to examine the current time, not the present moment. The study aims to determine the competence of sports coaches in higher educational institutions (HEIs): the basis for offering a diploma in sports coaching.

Validating a survey assesses the survey questions for their dependability. Multiple, tough-to-control factors can influence the dependability of a question (DeVellis, 2017). It is neither quick nor easy to Validate a survey. A descriptive survey attempted to establish the range and distribution of some social characteristics, such as education or training, occupation, and location. Moreover, they likewise discovered how these characteristics might be related to specific behavior patterns or attitudes. Survey checklists verify the number of lines of inquiry, steps, or actions that are being taken, or have been taken, by a researcher. Various forms throughout data collection and analysis and after that are part of either writing or reviewing for the surface. The word "survey" suggests the two closely related aspects of this kind of study. The term "survey" indicates the gathering of data regarding the competence of sports coaches in higher educational institutions (HEIs). The word "normative" for frequent surveys ascertains what the normal state is or practices about the status of the sports coaches in Region I, Philippines. The process of descriptive research went beyond gathering and tabulation data. It involved all elements of interpretation of data, the meaning of described significance.

To support the results of the descriptive approach and survey, this study adopts a qualitative method which is the explanatory sequential approach. According to Pardede, (2019), this approach involves a two-phase research design, starting with the collection and analysis of quantitative data in the initial phase.

Population and Locale of the Study

The focus of the study is the competence of sports coaches in higher educational institutions (HEIs): the basis for the offering of the Diploma in Sports Coaching at Urdaneta City University. It delimited the existing component of the level of competence of sports coaches in Higher Educational Institutions (HEIs), and the proposed offering Diploma in Sports Coaching at Urdaneta City University. The sources of data applied the observable four-point score ratings drawn from the ten (10) Industry Partners such as six (6) DepEd Sports Coaches, two (2) local sports coaches, one (1) coach in a sports club and (1) private sports coach and twenty-eight (28) sports coaches from HEIs of Region I.

TABLE 1
DISTRIBUTION OF THE RESPONDENTS OF THE COMPETENCE OF SPORTS COACHES IN HIGHER EDUCATIONAL INSTITUTIONS (HEIS): BASIS FOR THE OFFERING OF DIPLOMA IN SPORTS COACHING

Respondents	# of Respondents		
	Male	Female	Total
Industry Partners	5	5	10
Sports Coaches	15	13	28
Total			38

Data Gathering Tool

The main instrument that was used by the researcher in gathering data in this study is the weighted mean which is the descriptive measure of statistics used. All parts of the questionnaire utilize the tool of Four-point Likert Scale.

Data Gathering Procedure

The researcher gathered demographic profiles of the sports Industry partners, and coaches, and the level of competency of coaches from other universities and colleges. The researcher surveyed the demographic profiles of the sports Industry partners, and coaches, and the level of competency of coaches from the HEI's of Region I. The researcher submitted the questionnaire to five (5) experts for validation.

Then he requested permission to conduct the study from the President of the University and the Sports Administrators of the HEIs of Region I. After the approval of the permit, the respondents will be informed regarding the purpose of the study by the researcher. The researcher personally distributed and retrieve copies of the questionnaire to fully recover the data needed in the study. The researcher asked for the help of school heads in administering and retrieving the copies of the questionnaire.

III. RESULTS AND DISCUSSION

This chapter includes the presentation, analysis, and interpretation of the data on the stated problems of the study.

Profile of the Respondents

Table 1 presents the profile of the respondents such as highest educational attainment, years of coaching experience, sports being managed, number of seminars attended related to coaching, and number of awards received.

Highest Educational Attainment. The majority of individuals in the group have attained a Master's degree, followed by a Bachelor's degree. There are also a few individuals with Doctoral degrees, while none have only completed elementary or high school education. When it comes to sports coaching, including physical training, sports training, and competition, the degree of education is important. (Weldon, A., 2021).

Years of Coaching Experience. The largest portion of the group has coaching experience between 3 to 5 years, followed by those with 11 to 20 years of experience. There are fewer individuals with either less than 3 years or more than 20 years of coaching experience. Years of coaching experience found that for coaches with one year of experience, understanding their role as a coach in their years of coaching experience is a good place to start. (Moore, M. A., et. al., 2022)

TABLE 1
PROFILE OF THE RESPONDENTS

Profile (n=38)		Frequency	Percentage
Highest Educational Attainment	Bachelor	6	15.79
	Master's	28	73.68
	Doctoral	4	10.53
Years of Coaching Experience	0-2 years	8	21.05
	3-5 years	12	31.58
	6-10 years	2	5.26
	11-20 years	10	26.32
	21 above	6	15.79
Sports Being Managed	Arnis	2	5.26
	Athletes	7	18.42
	Badminton	2	5.26
	Basketball	5	13.16
	Chess	9	21.05
	Sepak Takraw	2	5.26
	Table Tennis	4	10.53
	Volleyball	7	18.42
Number of seminars attended related to coaching	10 or more Seminars	5	13.16
	5 to 9 Seminars	10	26.32
	1 to 4 Seminars	15	39.47
	No Seminars Attended related to Sports Coaching	8	21.05

Number of awards received	10 or more Awards	8	21.05
	5 to 9 Awards	16	42.11
	1 to 4 Awards	9	23.68
	No Awards Achieved in Sports Coaching	5	13.16

Sports being Managed. Arnis: 2 individuals or athletes are involved, representing approximately 5.26% of the total. Athletes: There are 7 individuals or athletes, accounting for about 18.42%. Badminton: 2 individuals or athletes are participating, also around 5.26%. Basketball: 5 individuals or athletes are engaged, making up roughly 13.16%. Chess: 9 individuals or athletes are involved, comprising approximately 21.05%. Sepak Takraw: 2 individuals or athletes are participating, similar to 5.26%. Table Tennis: 4 individuals or athletes are engaged, totaling around 10.53%. Volleyball: There are 7 individuals or athletes, also around 18.42%. This breakdown helps to understand the amount of participation or resource allocation within each sport by illuminating how people are distributed across various sports or activities. This indicates that managing sports requires highly qualified individuals who can evaluate the benefits of their field in comparison to other sporting venues and their sport; this should be covered in formal training for sports management (West, S. W., et. al., 2021).

TABLE 2
LEVEL OF COMPETENCE OF SPORTS COACHES ALONG WITH SPORT-SPECIFIC EXPERTISE

Indicators I must be proficient in the following Sport-Specific Expertise competencies...	Sports Coaches		Industry Partner	
	WM	DE		
Rules and Regulations <i>(Knowledge of sports rules and apply them in games.)</i>	3.89	SA		
Tactical Understanding <i>(Knowledge of strategical analyzing opponents to devise effective game plans, using their deep understanding of the sport's strategies and tactics.)</i>	3.44	SA		
Technical Proficiency <i>(Knowledge in educating athletic techniques to enhance performance.)</i>	3.41	SA		
Game Strategy and Planning <i>(Knowledge to create detailed plans to adapt strategies based on team and opponent strengths/weaknesses.)</i>	3.85	SA		
Understanding Nutritional Needs <i>(Knowledge to optimize player positioning for strategic advantage.)</i>	3.33	SA		
Performance Analysis <i>(Knowledge of the use of video analysis, data, and metrics to improve performance.)</i>	3.78	SA		
Injury Prevention and Management <i>(Knowledge to prevent and manage common sports injuries in their team.)</i>	3.74	SA		
Equipment and Technology <i>(Knowledge to integrate the latest technology into training and performance analysis.)</i>	3.74	SA		
Player Development	3.85	SA		

<i>(Knowledge to create effective programs to help athletes improve by understanding their developmental stages.)</i>				
Sport-Specific Fitness Training <i>(Knowledge to make exercise plans for athletes to help them get better at their sport.)</i>	3.81	SA		
OVERALL WEIGHTED MEAN	3.69	SA		
Mean Scale	Descriptive Equivalent (DE)			
3.25-4.00	Strongly Agree (SA)			
2.50-3.24	Agree (A)			
1.75-2.49	Disagree (D)			
1.00-1.74	Strongly Disagree (SD)			

One key highlight is the emphasis on Rules and Regulations, Game Strategy and Planning, and Player Development, with particularly high ratings, all exceeding 3.8. This indicates a robust understanding and application of the foundational aspects of coaching, such as knowledge of sports rules, strategic planning, and creating effective developmental programs for athletes. Such proficiency in these areas is essential for maintaining order on the field, devising winning strategies, and nurturing talent to its full potential.

Despite the overall positive outlook, there are areas where improvement could be sought, notably in Tactical Understanding and Understanding Nutritional Needs, which received ratings slightly below 3.5. Enhancing these competencies could provide coaches with a more comprehensive toolkit for success, allowing them to better analyze opponents, devise innovative game plans, and optimize player performance through altered nutritional strategies. Addressing these areas of opportunity could lead to more well-rounded and effective coaching practices.

Relationship between the Competence of Sports Coaches in Higher Educational Institutions (HEIs) across their Profile Variables

Table 3 presents the significant relationship between the Competence of Sports Coaches in Higher Educational Institutions (HEIs) across their profile variables namely: highest educational attainment, years of coaching experience, sports being managed, number of seminars attended related to coaching, and number of awards received.

TABLE 3
LEVEL OF COMPETENCE

Profile	Sports Coaches		Sports Industry		Remarks
	F Value	Sig	F Value	Sig	
Highest Educational Attainment	2.348	0.863	1.297	0.965	NS
Years of Coaching Experience	0.382	0.025	0.254	0.002	S
Sports Being Managed	0.236	0.012	0.172	0.045	S
Number of seminars attended related to coaching	0.659	0.043	0.435	0.054	S
Number of awards received	0.245	0.035	0.276	0.003	S

Highest Educational Attainment. The F value for this factor is 2.348 with a significance value (Sig) of 0.863. The high Sig value suggests that there is no statistically significant relationship between the highest educational attainment of coaches and their performance in the sports industry.

Years of Coaching Experience. The F value here is 0.382 with a Sig of 0.025, indicating a statistically significant relationship. This suggests that the number of years a coach has spent coaching is associated with their performance in the sports industry.

Sports Being Managed. The F value is 0.236 with a Sig of 0.012, indicating a statistically significant relationship. This suggests that the specific sports being managed by coaches are associated with their performance in the sports industry.

Number of Seminars Attended Related to Coaching. The F value is 0.659 with a Sig of 0.043, indicating a statistically significant relationship. This suggests that the number of seminars attended related to coaching is associated with the performance of coaches in the sports industry.

Number of Awards Received. The F value is 0.245 with a Sig of 0.035, indicating a statistically significant relationship. This suggests that the number of awards received by coaches is associated with their performance in the sports industry.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were drawn from the findings and results of the activities conducted:

The data offers significant insights into the demographics and professional backgrounds of individuals in the coaching field. There is a prevalent attainment of Master's degrees, alongside notable representation from those holding Bachelor's and Doctoral degrees, indicating a considerable level of academic achievement within the cohort. In terms of coaching experience, a substantial proportion lies within the 3 to 5 years category, with notable representation also observed in the 11 to 20 years range. The distribution across various sports reveals differing levels of involvement, with chess emerging as particularly prominent. Additionally, the attendance at coaching seminars suggests a moderate to a high level of interest and engagement, potentially reflecting a commitment to ongoing professional growth. Lastly, the recognition garnered through awards displays a range of accomplishment levels, from notable expertise among those with multiple awards to individuals in earlier stages of their coaching journey, potentially striving to establish themselves further. In essence, the data provides valuable insights into the diverse backgrounds and journeys within the coaching community, shedding light on the landscape of coaching education, experience, and recognition. The data highlights a strong consensus among coaches and sports professionals regarding their proficiency across various dimensions, including

Sport-Specific Expertise, Pedagogical Skills, Leadership, Communication Skills, Relationship Building, and Problem-Solving Aptitude. There is evident confidence in their combined abilities, which is reinforced by research in sports coaching underscoring the pivotal role of these competencies in effective coaching and athlete development. With high ratings in Sport-Specific Expertise and Pedagogical Skills displaying their ability to guide athletes and foster learning, along with the acknowledgment of the significance of Leadership, Communication Skills, Relationship Building, and Problem-Solving Aptitude in nurturing team dynamics and overcoming challenges, coaches demonstrate a comprehensive skill set crucial for success. This alignment between perceived competencies and research findings not only validates coaches' skills but also highlights their dedication to continuous improvement and professional growth, ensuring their continued effectiveness in guiding athletes toward success both on and off the field. Further, reveals a significant level of confidence among coaches in their competence, with a "Strongly Agree" consensus. This high rating underscores coaches' belief in their skills, likely stemming from their expertise, experience, and ongoing professional development. Conversely, the sports industry's competence received a slightly lower rating, suggesting room for improvement or challenges within the broader sports landscape. Despite this, when considering the overall competence, including both coaches and the sports industry, indicating a collective sense of confidence. This suggests a shared commitment to excellence among coaches, highlighting their solidarity and mutual respect within the sports community. The specific sports being managed, the number of seminars attended related to coaching, and the number of awards received are statistically significant predictors of performance among sports coaches in the sports industry. However, the highest educational attainment does not appear to have a significant relationship with coaching performance. These findings could have implications for hiring practices, training programs, and recognition systems within the sports coaching profession. The Diploma in Sports Coaching (Dsc) is based on Ched Memo. Order No. 81 Series 2017 can be offered based on the results of the study.

V. RECOMMENDATIONS

From the findings and conclusions of this study, the following are recommendations offered: Based on the insights from the data, several recommendations can be proposed to further

enhance the effectiveness and professional development of individuals in the coaching field. Firstly, there is a need to establish mentorship programs that pair experienced coaches with those newer to the field, fostering knowledge transfer and skill development. Additionally, initiatives should be implemented to facilitate continuous education and training opportunities, tailored to address specific areas of interest or need identified among coaches. Moreover, fostering a collaborative environment across different sports disciplines can encourage knowledge-sharing and innovation. Lastly, it is essential to continue recognizing and celebrating coaches' achievements through awards and accolades, motivating ongoing excellence and contribution to the coaching community. Based on the strong consensus among coaches and sports professionals regarding their proficiency across various dimensions, it is recommended to capitalize on this collective confidence to foster collaborative initiatives aimed at continuous improvement and innovation within the sports industry. This could involve establishing forums or platforms for knowledge sharing and best practice exchange among coaches from different disciplines, facilitating cross-pollination of ideas and approaches. Additionally, targeted professional development programs should be designed to address specific areas identified as potential areas for growth, such as enhancing leadership capabilities or refining problem-solving skills. Furthermore, efforts should be made to bridge any perceived gaps between coaches and the broader sports industry, fostering closer collaboration and alignment of objectives to enhance overall effectiveness and impact. By leveraging the strengths and expertise of coaches while addressing areas for improvement collaboratively, the sports community can collectively strive towards excellence and continued success in guiding athletes to reach their full potential on and off the field. Further research may be conducted to determine the additional diploma to offer under physical education programs. This study proposed the utilization of a developed diploma curriculum to help non-physical education degree holders attain professional development in the field of PE.

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