PERFORMANCE OF SSU ATHLETES AND COACHES IN REGIONAL SCUAA MEET: IMPLICATIONS TO THE ENHANCEMENT OF THE UNIVERSITY'S SPORTS DEVELOPMENT PROGRAM

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In Partial Fulfillment

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Master of Arts in Education (MAEd)

Major in Music, Arts and Physical Education (MAPE)

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APPROVAL SHEET

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DEDICATION

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ABSTRACT

This study attempts to assess the performance of SSU athletes and coaches in Regional SCUAA Meet with the hope of generating implications for the enhancement of the University's Sports Development Program. The descriptive survey method was used in this study by using a questionnaire. The perception of the coaches and athletes relative to the coaches' performance during training differ significantly because of its computed t-value of -3.86 and having a p-value of 0.0002 which is lesser than 0.05 of significance. It meant that coaches themselves and athletes had different views about the coaches' performance during training. This further shows that male athletes performed better during sports competition than female athletes. The rest of the athletes' profile variates were not significantly correlated to athlete's performance during training and sports competition. Significant differences were found in coaches' performance during training and sports competition. Sex profile of coach was significantly correlated to the athlete performance, that is, the athletes' performance tends to become better during training competition when their coach is male. Athletes' profile as to sex was significantly correlated to athlete's performance during sports competition. It meant further that male athletes tend to have better performance during sports competition. The athletes and coaches respondents felt the following problems very much: Indifferent attitudes of some teachers and administrators towards sports, lack of in-service-training and incentives for coaches.

TABLE OF CONTENTS

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

"Moving Ahead Towards Sports Excellence" is the motto of the State Colleges and Universities Athletic Association (SCUAA), an association of 93 institutions, conferences, organizations, and individuals that organizes the athletic programs of different State Universities And Colleges of the Philippines.

Considered as the prime mover as well as the implementer of sports activities of State Universities And Colleges in our country and in line with the mandate of the 1987 Philippine Constitution as stated in Article III Section 1 declaring that physical education and sports programs be initiated and implemented, SCUAA then promotes these activities through national and regional meet. Athletes and coaches of all state colleges and universities of our country, competing in different sports discipline, look forward to the yearly regional meet of the SCUAA. The Meet becomes a great deal and is considered significant, not only to the players, coaches, and sport enthusiasts but to the alma mater each represent as it becomes a show case for the learning institution to be recognized internationally.

Presently, Philippine Association of State Universities and Colleges (PASUC) in Region 8 has 11 active regular members namely; 1) University of Eastern Philippines in Catarman, Northern Samar; 2) North West Samar State

University in Calbayog City, Samar; 3) Samar State University in Catbalogan City, Samar; 4) Eastern Samar State University in Borongan City, Eastern Samr; 5) Eastern Visayas State University in Tacloban City; 6) Leyte Normal University in Tacloban City; 7) Visayas State University in Baybay City, Leyte; 8) Naval State University in Naval, Biliran; 9) Southern Leyte State University in Sugod, Southern Leyte; 10) Palompon Institute of Technology, Palompon, Leyte and the UP Tacloban in Tacloban City, participated in selected sports only. Regional SCUAA Meet is held annually every third week of October, the opening ceremonies being on the first day and the following four days are for the sports competitions, ending with a closing ceremony at the sixth days. Friendship bonding and camaraderie between athletes and coaches of the different colleges and universities are developed as well.

Samar State University has been competing in the battle arena of sports in the past years since it started joining Regional SCUAA Meet in 1984. Every year SSU sends an average of 130 athletes and 30 coaches. However, for the last three years covering 2012, 2013 and 2014, Samar State University has ranked low in its sports rating. In the three succeeding regional meet of the SCUAA encompassing the years – 2012, 2013 and 2014, Samar State University athletic performance, sad to say, declined in ranking as presented:

2012 Regional SCUAA - hosted by Eastern Samar State University, Borongan City , Eastern Samar. The result showed that out of 11 participating

educational institutions run by the state, Leyte Normal University in Tacloban City was on top of the record; while Samar State University ranked 8th place.

2013 Regional SCUAA - hosted by Leyte Normal University. Again athletes and coaches of Leyte Normal University were applauded as they garnered the top achievement record. On the contrary, Samar State University performance was far below, ranking on the 10th place.

2014 Regional SCUAA - hosted by University of Eastern Philippines Samar State University was ranked 9th place and Leyte Normal University was at the Top rank. Hence, for the last three years of regional SCUAA meet, Leyte Normal University has its flying colors specifically on swimming and track and field events in athletics.

For the past three years the SSU-athletes' performance at the Regional SCUAA Meet was so depressing and even more discouraging, at times. SSU was so far from the gold medal award. This particular situation challenged and inspired the researcher to assess the performance of the athletes and coaches in Samar State University. The researcher delves into the assessment of the performance of athletes and coaches who participated in the Regional SCUAA Meet. Believing that this undertaking will help challenge and/or upgrade leadership skills of coaches and increase the determination of athletes; upgrade all sorts of sports activities, including equipment and over-all environment in the university specifically those that will compete in Regional SCUAA Meet. Above all the researcher opted to look deeper into the different needs, situations

and problems facing the sports department of Samar State University for possible improvement and upgrading for future competitions.

The responsibilities of Samar State University Sports Director is multi-various, most often than not, the director supervises and oversees the whole athletic program of the university. Aside from it and among others, the Sports Director attends SCUAA meetings ; facilitates meeting with coaches and athletes in areas of training; takes charge of athletes' screening; facilitates procurement of uniforms and other athletic materials and supplies; and other administrative functions affecting the sports department.

Sports Director Professor Randy E. Pacadaljen, despite his busy schedules, proposed the Samar State University Sports Development Program and was approved last September 8, 2016. Announced by the university president during the traditional athletes' briefing and orientation attended by the whole delegation, the approval was timely as coaches and athletes were inspired as they prepared for the next meet. Features were the incentive package for the winning athletes and coaches such as: A. Gold Medalist for Regional will receive 5,000 php; Silver: 3,000.00 php; Bronze: 2,000.00 php, and and for the athletes and coaches representing the National SCUAA, they will enjoy higher incentive package as: P20,000.00 for Gold, P15,000.00 for Silver, P10,000.00 for Bronze. Athletes and coaches of SSU salute our sports director, the president and the administrative staff for this worthy undertaking.

The above inclusion at the SSU Sports Development Program signaled a bright beginning to inspire coaches and athletes. Monetary compensation is given to athletes; while coaches receive service credits during training after his/her official work, and then converted to leave credits at the end of each month. Over-time work, if necessary, compensated to the coaches through service credits.

Despite the above ardent move of the sports director, the researcher, a sport lover himself, continues on to venture into this study with the hope of generating new and upgraded insights and ideas for implementation to enhance the sports activities and be the basis for its redirection, upgrading and improvement of all sports endeavor of Samar State University.

Statement of the Problem

This study attempts to assess the performance of SSU athletes and coaches in Regional SCUAA Meet with the hope of generating implications for the enhancement of the University's Sports Development Program.

Specifically, it sought to answer the following questions:

1. What is the profile of SSU athletes in terms of:
    - 1.1 age and sex;
    - 1.2 course;
    - 1.3 year level;
    - 1.4 monthly family income;

1.5 sports /events played during SCUAA meet;

1.6 number of playing years in regional meet, and

1.7 awards received in the participation during regional SCUAA Meet?

2. What is the profile of coaches in terms of:

2.1 age and sex;

2.2 civil status;

2.3 number of years in coaching;

2.4 sports discipline being coached;

2.5 training/seminar attended as coach, and

2.6 awards received in participation during regional SCUAA meet?

3. What is the actual performance of athletes during Regional SCUAA Meet for the last three years on the following sports disciplines:

3.1 athletics (men and women);

3.2 badminton (men and women);

3.3 baseball (men);

3.4 basketball (men and women);

3.5 chess (men and women ;

3.6 dance sport (men and women);

3.7 sepak takraw (men and women);

3.8 soccer/football (men);

3.9 softball, (women);

3.10 swimming(men and women);

3.11 table tennis, (men and women);

3.12 tae-kwon-do (men and women);

3.13 tennis (men and women), and

3.14 volleyball (men and women)?

4. What is the performance of athletes as perceived by themselves and their coaches during:

4.1 training, and

4.2 sports competitions?

5. Is there a significant difference between the perceptions of athletes and coaches relative to the performance of athletes along?

5.1 training, and

5.2 sports competition?

6. What is the performance of coaches as perceived by themselves and their athletes during:

5.3 training, and

5.4 sports competitions?

7. Is there a significant difference between the perceptions of coaches and their athletes relative to the performance of coaches along

5.5 training/preparation, and

5.6 sports competition?

8. Is there a significant relationship between the performance of athletes and coaches and their profile?

9. What are the problems encountered by the coaches and athletes during training and actual sports competitions?

10. What implications to the enhancement of SSU's Sports Development program can be derived from the findings of the study?

Hypotheses

There are three major hypotheses of the study as follows:

1. There is no significant difference between the perceptions of athletes and coaches relative to the performance of athletes along:

   1.1 training, and

   1.2 sports competitions.

2. There is no significant difference between the perceptions of athletes and coaches relative to the performance of coaches along,

   2.1 Trainings, and

   2.2 sports competition

3. There is no significant relationship between the performance of athletes and coaches and their profile.

Theoretical Framework

This study is anchored on the principle of a "sound mind and a sound body" enunciated by Davis and Wallis (1980: 159) who believe that in order to achieve general excellence, an individual must be physically fit, fit to think and understand, fit to learn and fit to grow in stature, in order to live an active above all meaningful life. Athletes are expected be healthy and physically fit. Using lot of combination with their motor skills, their mental fitness is important to be able to coordinate the mind and body in balance.

In his theory of sound body and mind as explained that in order to be productive and efficient persons involved in athletics should be totally sound in both mind and body. Normally, sports are activities which marked the emphasis on the physical attributes of athletes; however, it is now being acknowledged that physical talent is not the only component that leads to athletic success . In fact, most coaches and athletes recognized that ninety percent of the sporting success is due to psychological skills.

Juan, Ma Victoria T. and Lopez, Arnulfo V. (2014) in their study on Mental Toughness of Scholar Athletes of selected State Universities and Colleges in Region 02, Philippines as a key factor for optimal sports performance, They concluded that scholar athletes' level of mental toughness to have 'room for improvement' on self-confidence, visual and imagery control, motivation level, positive energy and attitude control while 'needs special attention' on negative energy and attention control. When grouped according to gender, the data

uncovered a significant difference on some attributes of mental toughness (self-confidence, visual and imagery control, motivation level and positive energy); conversely, when data were grouped according to type of sport (individual/team), athletes' level of mental toughness were reported to have no significant difference. In conclusion, coaches need to address athletes' low level of mental toughness since it is now being recognized that physical talent is not the only component which leads to athletic success.

The foregoing principle is strongly supported by Locke (1986:369) when he said that all youth need to develop salable skills, and understand the attitudes that make a worker productive participant to understand the right and duties of a citizen in a democratic society, competent in the performance of their obligations as members of the community. Further, Locke mentioned that the youth should be given opportunities to develop their capacities to appreciate the world around them as they develop respect for others and work cooperatively with them. In addition, the youth should use their leisure time well and budget it wisely, balancing activities which are socially useful; and grow in their ability to think rationally, to express their thoughts clearly and to read with understanding.

Normally, sports are activities which marked the emphasis on the physical attributes of athletes; however, it is now being acknowledged that physical talent is not the only component that leads to athletic success (Gucciardi, Gordon, et al., (2008). In fact, most coaches and athletes recognized

that ninety percent of the sporting success is due to psychological skills. However, despite the rigorous and regimental physical training, some athletes may perform well at high standards despite massive pressure and others may perform adequately but not to their full capability.

The above theories mainly refer to the athletes' attention control which is focused to perform well and his visualization and imagery control relates to create a positive mental images. The mind motivates the level of energy of the athletes; and willingness to persevere. Further, his thoughts' positive energy is invigorated with fun, joy and satisfaction during competitions.

Kolb, et al., (1971:72). The learning model theory is yet another experiential approach to learning to level up the performance of the learner. It focuses on the discussion of exercises, cases, issues and problems to elicit concrete materials and to get the reactions of the learners. The individual learner and not merely the teachers are sources of data for learning. Hence, the emphasis is on the process, not solely on the content but it is a process of philosophical education.

This type of learning model explains what this study is going to come up which deals on the experiences of the athletes as they go through trainings and participate in the competitions. With the learning experiences and actual emersion to sports, the athletes may draw conclusions from his own style of learning techniques in competitions, valuing sports, acting/ and experiencing higher level of performance in sports during trainings and competitions.

Bandura (1977) on Self-Efficacy Theory - This theory suggested that people who gradually come to master a task develop a feeling of self-efficacy, i.e. an expectation that they are competent and successful in that particular task. This serves as intrinsic motivation. According to Bandura self-efficacy can be individual but a sports team may also have self-efficacy and this could influence team performance. Self- efficacy is the belief in one's capabilities to achieve an outcome or goal.

The theory is also based on the assumption that people's engagement and persistence in a task are determined by beliefs in their own competence and expectations of success or failure. People high in self-efficacy set higher goals, try harder and persist longer. People low in self-efficacy tend to give up in the face of difficulty. Self-efficacy refers to situation-specific confidence. Self-efficacy is related to a specific task and may differ in training and competitive situations (e.g. athletes may believe they can perform a jump shot in basketball in practice but may still apprehend a good defender in a game). Bandura argues that people's level of motivation and performance in sports are based more on what they believe than on what is objectively true. Self-efficacy beliefs can be manipulated (e.g. by a coach, and a person's self-efficacy hcan be measured). Furthermore, Bandura explained that some athletes observe and copy behavior, copy behavior of role models, copy the most successful high profile , in athlete, for reinforcement.

Athletes should learn to develop their own confidences. Outside environment and other forces i.e. equipment, training by the coach, academic loads, administrators, fans are support to his performance, and should never be a part of the "total blame" of any negative result during trainings and during actual competitions. The athlete, as Bandura theory explains, should trust himself, showing full confidence that he can do a task no matter big it is.

Ajzen, et al, (1991:26). The theory of planned behavior, which has emerged as one of the most influential and popular conceptual frameworks for the study of human action, is guided by three kinds of considerations: behavioral beliefs, normative beliefs and control beliefs suggest that it is these beliefs that are considered to be the prevailing determinants of a person's actions. The behavioral beliefs are assumed to influence attitudes toward the behavior; the normative beliefs constitute the underlying determinants of subjective norms; and the control beliefs provide the basis for perceptions of behavioral control. A central factor in the theory of planned behavior is the individual's intention to perform a given behavior. Further, 91:38), stated, thus: "Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior." For example, a student athlete whose intention is to receive an athletic scholarship has two motivating factors (athletics and academics) influencing his behavior. The behavioral belief of the student athlete is that he is required to work hard and exert a concentrated effort

in order to perform well academically and athletically. The normative belief is that the student athlete will need to pass specific classes with a certain grade point average, and be able to perform athletically at an acceptable level. The control belief is that the student athlete perceives that the likelihood of performing the necessary athletic and academic behavior may produce the desired outcome of receiving an athletic scholarship.

Intentions are good only when executed. It has always been seen that when full support comes from the above management, all populace in an organization, just like any learning institutions, will not hesitate to follow and execute. Summing up, the common denominator is the athlete himself, with a physically fit body, with a sound mind, with a full confidence in his total being. Self-efficacy is a must for all individuals. The attainment of these therefore, is a human need which is as basic as food. It is a fact that without a sound body, life ceases.

Conceptual Framework

The schematic diagram in Figure 1 shows the conceptual framework of the study. The study is anchored on the assumption that the performance of SSU athletes and coaches in Regional SCUAA Meet may help improve and level-up the Sports Development Program of the University.

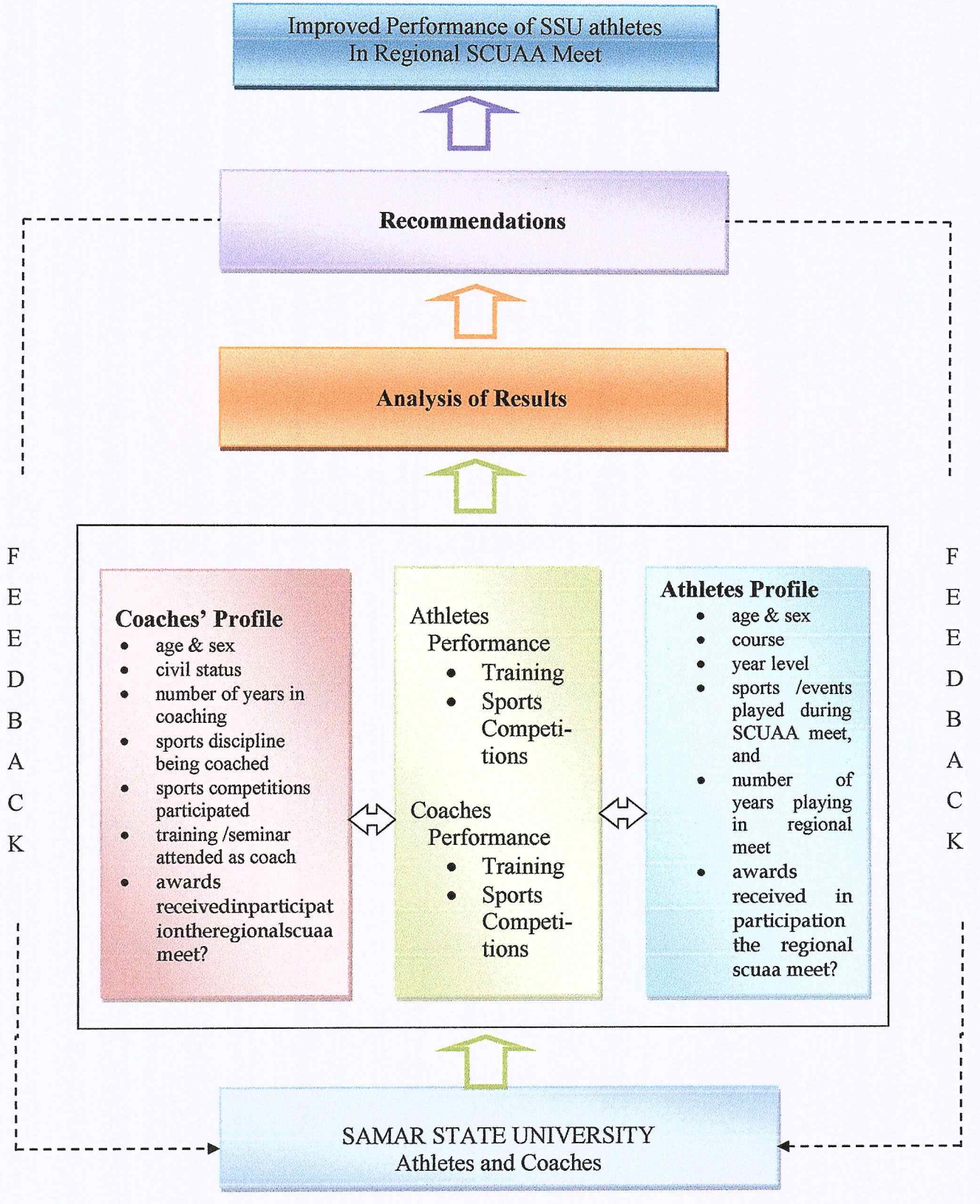

Figure 1. Conceptual Framework of the Study

At the base of the study is the research environment which is the Samar State University athletes, coaches and from where their performance would be assessed. The performance of the SSU athletes and coaches in regional competitions were determined as to the effectiveness of the sports training program utilized by the coaches and trainers, coaching techniques used, availability of facilities and equipment during the training period and evaluation of the same as to their standards and functionality.

The data that were gathered from the respondents were statistically analyzed and interpreted to determine if there is a significant difference between the athletes' performance and the coaching ability of the coaches in different sports discipline. The identified performance of the athletes will served as feedback mechanism to the coaches and trainers of the University.

They were drawn for the enhancement of the present sports training program of the University. As noted in the above diagram, training is featured as the central link between Profile of both the coach and the athlete, specifically its training and their emersion in past competitions, play major part in achieving high performance in regional meet. Coach-athlete relationship is therefore an important factor affecting sport performance.

Feedback system, drawn in broken lines at the above diagram, shows the importance of open communication between the athletes and the coaches. The communication can be an orientation before, during and after the training; and inclusively before and after the competition of the regional meet which can then

be an immediate evaluation the performance of both and/or within themselves; then reported to the Sports Director and ultimately to the University. It also represents the interaction between the coach and athlete after each competition, i.e. verbal remarks or evaluation. The feedback gathered, either negative or positive, can be an entry point in further improving techniques for future competitions. Interaction between the coach and the athletes is necessary in bringing about successful performance outcomes and satisfaction.

Significance of the study

It is necessary to determine the performance of Samar State University athletes in Regional SCUAA Meet Competitions for it boosts the morale of the university in the field of sports especially during athletic competitions. Thus, this study is significant to the following persons concerned:

Athletes. The results of the study would greatly benefit to the athletes. Hopefully, this research could serve as 'wake-up call', so to speak, to athletes and even coaches and challenge them to be competent; thus, giving better performance results during upcoming regional meet and other competitions. Each athlete can be given the opportunity to self-evaluate his training, team participation, motivation and ultimately his performance. Further, each athlete can apply his learning experiences, either negative or positive, and positively apply them.

Coaches/ trainers . This study would be a big help to the coaches as it will, among others, surely give them a collated studies and research for the furtherance of their coaching skills, i.e. handling the different types of personality traits of athlete and of the team; additional inputs on leveling up the kind of training needed for the athletes; evaluating the time element as well as the quality they extend for each training session. Further implementation of the Sports Development Program would help the school to initiate and organize trainings and seminars to upgrade their skills. With these organized trainings, coach/trainers could be given the opportunity not only to teach but also instill life skills such as leadership, teamwork, and character building to their athletes, which are important to their overall growth and development. Strong intrapersonal skills are an important part of coaching knowledge. This refers to a coach's ability to review, revisit, and reflect on their coaching practice.

Administrators. Hopefully, this study would get proper attention from the administrators and from the teaching staff to extend full support for the implementation of the Sports Development Program; and to give morale to the athletes and coaches.

Parents. They would be inspired to intensify their efforts in encouraging their children to join athletic activities of SSU; and more so, encourage others to enroll. Parents' collaborative work with the institution where their children are enrolled shows some positive effect on the level of achievement of their children. Aside from sportsmanship and team playing and bonding, their children

develop good work ethic, confidence, discipline and focus, communication skills, as well as in leadership.

Sports enthusiasts and out-of-school youth. Ultimately, the findings of this study may encourage sports enthusiasts specifically out of school youth who were former athletes but due to financial constraints are unable to pursue their studies. However, with the approval of the Sports Development Program where scholarship is offered, they will be encouraged to enroll because of the opportunity given to them.

Future researchers. The findings of this study would surely provide other researchers some insights which may be useful in their own research work.

Samar State University. The whole institution would surely reap good name in the local and national community which may lead to ease materials/equipment procurement and/or donations as well as financial support from others.

Scope and Delimitation

This study focused on the assessment of the performance of SSU athletes and coaches in Regional SCUAA Meet competitions. The athlete-respondents in this study are only those who were enrolled in SSU for SY 2012- 2014 and have been athletes for the past mentioned three years; and who have participated in the Regional SCUAA Meet on the following sports disciplines namely: athletics, badminton, baseball, basketball, chess, dance sport, sepak takraw, soccer,

softball, swimming , table tennis, tae-kwon-do, tennis and volleyball. Baseball, soccer and sepak takraw games are only for men; while in softball, competitors are women. The rest of the sports disciplines are for both men and women.

The data included the profile of athletes in terms of age, sex, course, year level, monthly family income, sports played during SCUAA meet, awards received. While the profile of coaches were age, sex, civil status, no. of years in coaching, sports discipline being coach, trainings attended and awards received.

Likewise, the study determined the different perceptions of the 12 coaches and 107 athletes particularly on their performance during training and sports competition. The study included also relationship between the performance of athletes and coaches and their profile as well as problems encountered during training and actual sports competitions.

The study was conducted during the School Year 2014-2015.

Definition of Terms

In order to provide the readers with a common frame of understanding and reference, the terms are herein defined conceptually and operationally.

Administrators. The term refers to the head or leader of the school or districts (Tankard, 1978:110). In this study, it refers to the University President, Vice-Presidents, Deans and associate Deans of the Different Colleges and Directors/Head of Units.

Athletes. This is one trained in acts or feats of physical strength and agility. (Webster, 1976:91). As mentioned in this study, it pertains to the bonafide college students who have been selected to participate in regional SCUAA Meet.

Athletics. The term is also called track-and-field events or track and field. It connotes a variety of competitions in running, walking, jumping, and throwing events. Although these contests are called track and field (or simply track) in some parts of the United States, they are generally designated as athletics. (Tulio, 2010:1).As used in this study it refers to one of the sports discipline participated by men and women selected athletes trained to compete in running, throwing and jumping events in the Regional SCUAA Meet.

Badminton. This term refers to a court or lawn game played with lightweight rackets and a shuttlecock. (Tulio, 2010:25). As used in this study it refers to one of racket events or sports discipline in Regional SCUAA. Badminton can be played by solely men, or solely women or mixed sexes. Types of elimination in badminton is single, double, single (SDS).

Baseball. This term means a game played with a bat, a ball, and gloves between two teams of nine players. (Alvarez, c2011:14). In this study, baseball is one of the event in Regional SCUAA Meet, follow five innings per game.

Basketball. This term means a game played between two teams of five players each on a rectangular court, either indoor or outdoor. (Hopla, c2012:14) In this study, it refers to one of the sports discipline played by men and women

in the Regional SCUAA Meet. Each game is divided in to four periods for ten minutes each.

Chess. The terms is one of the oldest and most popular board games, played by two opponents on a checkered board with specially designed pieces of contrasting colors, commonly white and black. (Webster, 1976: 169). As used in this study, it refers to the one of sports discipline in Regional SCUAA Meet Competitions.

Dance sport . This refers to competitive ballroom dancing as opposed to social or exhibition dancing (http://www.dancesport.org.au/index.php/about-dancesport/286-what-is-dancesport13). As used in this particular study, two specific disciplines are used: standard and the Latin dancing.

Equipment. This refers to a set of articles or physical resources serving to equip a person or thing: such as the implements used in an operation or activity as in apparatus *sports equipment.* This also refers to supplies or tools needed for a special purpose, i.e. basketball equipment (http://wwwvocabulary.com/ dictionary/sports equipment). In this study, the term refers to the summation of all facilities/equipment needed in each game competition for the regional SCUAA meet.

Performance. This refers to an activity (such as singing a song or acting in a play) that a person or group does to entertain an audience: the way an actor performs a part in a play, movie, etc. or the execution of action (Webster,

1976:146). As used in this study, it refers to the performance of both the athletes and the coaches during training and actual competition.

Playing years. The term refers to the number of years an athlete participated in games or competitions (Webster New World Thesaurus, 1979: 459). As used in this study, it refers to the number of years, coverage of this research, the athlete participated in regional SCUAA meet.

SCUAA. This is the acronym for State Colleges Universities Athletic Association (Wikipedia, 1970). In this study, SCUAA Meet is the annual competition initiated by State Universities and Colleges (SUC's) of Region 8. Winners from the regional SCUAA Meet automatically become official participants to the National SCUAA.

Sepak takraw. This term means kick volleyball, is a sport native to Southeast Asia (Tulio, 2010:103). In this study it refers to a sports played by men only in Regional SCUAA Meet, using three Regu Sepak Takraw (playing 3-on-3) per game. The declared winner goes to the player who won the most *regu*.

Sports. The term involves competition or challenge and a definite outcome primarily determined by physical skill (Singer, 1988:28). In this study, the term refers to the games being competed.

Sports development program. This refers to a holistic approach in the development of youth with physical education as an integral part. (www.web.psc.gov.ph/Budget%20Reports/Programs%20and%20Projects.pdf).

As highlighted in this study, the newly approved SSU Sports Development Program extends monetary incentives to both coaches and athletes, when winners in competitions; and service credits to coaches.

Sports competition. Is a contest held to determine the best athletes and teams and greatest achievements in sports to improve athletic skills, and to popularize physical culture and sports (www.web.psc.gov.ph/Budget%20Reports/Programs%20and%20Projects.pdf).

Sports discipline. The term refers to the right way in teaching an activity he participates in., as in athletes' discipline to learn the skills—the discipline to put in the time and preparation so they can maximize their performance (Wilbur, 2012:1). In this study the term points to the specific event included in this regional SCUAA meet participated by each athlete or each coach will religiously follow before, during and after the competition.

Sports performance. Refers to the extent to which a motor task of a given sports discipline is accomplished. Factors which include physical, tactical, technical, environmental, fitness and somatic can influence the performance of an athlete or a coach (Gale, 2007:1). In this research the term refers to the summation result of the competition by the whole delegation from the SSU varsity team.

Soccer. Soccer is a competitive game in which opposing teams try and score goals with a soccer ball. Soccer is played on a field with nets over the goals

(Webster, 1979: 1102). As used in this study, it refers to a sports played in Regional SCUAA by men, composing of two periods with 30 minutes each period.

Softball. The term refers to sports variant of baseball and a popular participant sport particularly in the United States. (http://www.britannica.com/sports/softball). In this study, it refers to a sport discipline played in Regional SCUAA, similar of baseball played on a smaller diamond with a larger and softer ball.

Swimming. This term means recreation and sports, the propulsion of the body through water by combined arm and leg motions and the natural flotation of the body (Tulio, 2010: 113). As used in this study, it refers to the sports played in Regional SCUAA Meet by men and women athletes competing in different strokes namely: free style, back stroke, breast stroke and butterfly strokes. The medley relay is a combination of the four mentioned strokes.

Table tennis. This is also called (trademark) **Ping-Pong**, ball game similar in principle to lawn tennis and played on a flat table divided into two equal courts by a net fixed across its width at the middle (Tulio, 2010: 151). . In this study it refers to one of the sports discipline played in Regional SCUAA Meet by men and women athletes. Using single, double, single (SDS), and double elimination format.

Tae-Kwon-do. The term is Korean art of unarmed combat that is based on the earlier form of Korean self-defense known as *tae kyon* and on karate

(http://www.britannica.com/sports/tae-kwon-do). In this study it refers to the sports discipline played in the Regional SCUAA which is characterized by the extensive use of high standing and jump kicks as well as punches and is practiced for sport, self-defense, and spiritual development.

Tennis. The original name **lawn tennis** game in which two opposing players (singles) or pairs of players (doubles) use tautly strung rackets to hit a ball of specified size, weight, and bounce over a net on a rectangular court (Tulio, 2010:155). In this study it refers to one event played in Regional SCUAA Meet, adapting the SDS and following the double elimination format.

Volleyball. This term refers to a game played by two teams, usually of six players. (en.wikipedia.org/wiki/Volleyball). In this study it refers to a specific event played in Regional SCUAA Meet, participated by both men and women. Five sets per game is played continuously.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the readings made by the researcher while in the process of preparing this study. These readings are from books, general references, periodicals, master's theses, articles, magazines, journals and websites. Divided into two parts which are related literature and related studies, the researcher deems it necessary to organize and add more impact to his readings, studies and research document related to this particular study.

Related Literature

The contents of related literature are reviews of related topics dealing with athletes and coaches trainings and performance in the realm of competitions. Only few were taken from Filipino authors. Mostly they come from western writers/researchers. Thus, the following literatures are presented:

According to Adel, et al. (2013, 3(3): 439-442), aimed to investigate the relationship between personality traits with sport performance, they concluded after several findings that athletes with high discipline, responsibility; achievement motivation and goal orientation have high performance in the game. Further, the study revealed that athletes with neuroticism characteristics such as anxiety, depression, aggression, angry and selfishness have low emotional and behavioral stability. It causes players to easily show their angry,

aggression and failure and have been poor performance in the game. Extraversion athletes, also, due to characteristics such as sensation seeking, risk taking, distractibility could not control their emotions oftentimes show low performance.

Varsity athletes of the university. They are expected to possess high academic records and skills in physical education and sports. They are expected to possess strong disciplinary actions in order to garner high performance in competitions. Athletes who motivate themselves and display a feeling of pleasure and satisfy their curiosity, show positive emotional behaviors display a high athletic performance. These athletes are open to the experiences of others. They are flexible, creative, accept other people's ideas, attitudes and rules.

According to Lim Khong Chiu (2014: 27) noted that sport coaches should possess good coaching competency skills in bringing up potential athletes. Coaches must have good knowledge to develop competencies or skills plus high motivation in carrying out responsibilities to produce quality athlete. It is imperative that a coach's job, just similar to the job of a teacher, is to impact his or her players; yet, it is often overlooked just how much coaches can impact their athletes. While it is agreed that coaches can impact the lives of their athletes, the exact things they influence and the amount of influence they have is unclear.

The coach is the 'star' in any game. He is expected to nurture the players. Aside from nurturing with athletic skills, the coach is looked up as the model of

the team. As such, athletes are strongly influence by the coach attitude before, during and after training and competitions.

According to Mageau, et al., (2003). Their research focused on presenting a motivational model of the coach-athlete relationship that describes how coaches influence athletes' motivation. They revealed that coaches that exhibit positive actions impart player achievement because they have instilled the athlete's motivation which in turn leads to higher levels of performance.

In this study motivational much of the previous research done on this area has focused on the positive impact coaches can make on athletes, but it is also just as possible that coaches can negatively influence their athletes. Coaches should not only coach. They should also teach, impart and motivate athletes. The motivational force coming from their models, coaches, in this case, influence greatly to the performance not only during competitions but also during training sessions.

According to Alfermann, et al., (2005) study on *Parents Involvement and Athletes' Career in Youth Sports* concluded as follows: "There is no doubt that coaches have an enormous impact on athletes' physical and psychological welfare and their motivation. Coaches have been shown to influence young people's sports involvement, enjoyment and withdrawal, athletes' perceived competence and skills and self-esteem with elite level athletes reveal the tremendous positive, but sometimes even destructive influence coaches may have on the athletes' sport career and their physical and psychological welfare.

They also pointed out that the "coaches' behaviors, attitudes and communications skills strongly influence the sport experience in athletes. They had stated that 'a good coach-athlete interaction tends to enhance motivation, induce pleasant emotions, and create satisfactory and positive climate."

As observed by parents of one of the athletes, children tend to model their coach. One parent said that his son followed what his coach tells him rather than following the parent. This implies that the attitude and communication skills of the coaches can be strong influence to the athletes.

According to Centers for Disease Control and Prevention (CDC) 2010 of the U.S. Department of Health and Human Services stated that across 50 studies undertaken on the subject of physical activity and academic performance, as reported in 43 separate academic articles, there were a total of 251 associations between physical activity and academic performance, which represented measures of academic achievement, academic behavior, and cognitive skills and attitudes In the studies examined by the CDC, it reported, "increased time in physical education appears to have a positive relationship or no relationship with academic achievement. Increased time in physical education does not appear to have a negative relationship with academic achievement. Eleven of the 14 studies found one or more positive associations between school-based physical education and indicators of academic performance; the remaining other studies found no significant associations." While most universities in western countries offer a large number of collegiate sports for students, only a handful

get wide recognition. Often those big-business sports - mostly football and basketball - feature students who sometimes having difficulty making the academic cut, for various reasons. For this reason, sometimes sports have gotten a bad rap as a negative factor in college academic performance. Yet this may be an unrelated issue - some students' mediocre grades may simply reflect those students' sharper focus on excelling in sports than in academics - which is not surprising in sports that offer the possibility of professional recruitment post-college.

It is important to note that most of the scientific literature on the link between sports or physical exercise and performance in specifically academic settings are in reference to children and adolescents. Minds of children are malleable and absorbent. Training by coaches should start with that level of children. Young people trained during the early parts of their growing years are now professional players.

According to Jowett, et al. (2002) pointed that coach-athlete relationship is considered to be particularly crucial as far as performance is concerned. They concluded that the heart of achievement equals to the mastery of personal qualities such as leadership, determination, confidence and self-reliance. Overall, the coach-athlete relationship is embedded in the dynamic and complex coaching process and provides the means by which coaches' and athletes' needs are expressed and fulfilled. This implies a responsibility on the part of the coach in that they must continually strive to develop their own potentials.

Noting the above study, athletes' achievement and performance are oftentimes influenced by the smooth relationship with their coaches. Coaches' trust and confidence in their players help develop the players' personality, making them more positive in life. In games and competitions, the athletes motivation to excel in performance, coming out from within, is seen and become its driving force.

According to Del Rosario, entitled *Academic Motivations and Outcomes of Student Athletes: A Correlational Analysis,* he pointed out that basketball athlete playing a basketball game in front of a home crowd and expects to perform to their best potential, which would create a high level of motivation in the player. But, the same student might not value as much the English paper they are working on and would not subsequently expect to do well in English class, manifesting in relatively low motivation. Competitiveness is considered by some coaches to be one of the most desirable traits that an athlete can possess.

Athletes high in competitiveness are thought to be tenacious in pursuit of excellence. It is not surprising, therefore, that many coaches spend a great deal of time searching for the key to athlete motivation in an attempt to influence competitive behavior. Success in motivating athletes to be more competitive may require specific knowledge of certain individual variables such as whether an athlete is primarily motivated to improve the quality of their performance or to win. Some players are positive towards competition; some are not. Like coaches, competitions are great events for trainings and massive preparations. Players

with high academic records correlates it with having a high performance in their athletic skills and in competitions. They tend not to destroy the good image of their schooling, it follows therefore that they have to extend more effort in leveling up their performances in athletics.

According to Wilson, et al. (2009, 31, 152-168) confirmed that a more centrally located fixation point led to a more centralized shot, making it easier for the goalkeeper to block . Anxiety may also be exacerbated from other sources such as feeling underprepared, the size or type of audiences, fighting to maintain or win a position, or receiving negative criticism.

In playing basketball the athletes' focus and attention specially when shooting is fixed at the net. However, outside forces can influence his focus. The forces can include the noise, the expatiators (fans), friends and opponents' friends surrounding it. Focus fixation was the term used by the researcher for players to focus only on one fixed thing at a time in order to be disturbed by any outside forces.

Related Studies

Lora (2008) studied "Exposure to TV Sports Programs Its Relationship to Sports Activities Implemented Among Higher Education in Tacloban City". His study attempted to determine the relationship between the extent of exposure to TV sports programs of the Physical Education Directors / Heads and Teachers / Instructors and the extent of implementations of sports activities in

the Higher Education Institutions in Tacloban City during the school year 2006 – 2007 and extent of exposure to TV Sports Program of the Physical Education Directors / Heads and Teachers / Instructors ; the extent of implementation of the sports activities among Higher Education Institutions in Tacloban City along Athletics, Ball games / Team Games, Contact Sports, Dance Sports, Gymnastics, Indoor Games and Individual / Dual Sports; and relationship between the extent of exposure to TV Sport Programs of the Physical Education Head / Directors and Teachers / Instructor of the extent of implementation of the sports activities in their respective Institutions.

Findings revealed that P.E. Directors/Heads and Teachers / Instructor are young , mostly female, having an MA degree with doctoral units have high opportunity to attend trainings/seminar/workshops relevant to teaching Physical Education, recommendations were made also that P.E Teachers / Instructors attend more relevant trainings in local, national, and even in the international level if possible to keep abreast of the present trends in teaching P.E. and that the heads of Higher Education Institutions in Tacloban City should find ways and means to support this endeavor the P.E. Heads/Directors and Instructors should expose themselves more to TV Sports Programs and increase the extent of use of television in their P.E. classes further, the implementation of sports activities should be raised to the full extent and should be given priority by the PE Directors /Heads.

A strong linkage with private and public sports organizations like the Philippine Sports Commission (PSC) San Miguel Beer Corporations and agencies committed and dedicated to uphold the value of sports should be established. Local and home -grown sports like skim boarding which was originated and made popular in the nearby town of Tanuan, Leyte should be included in the Tertiary P.E. curriculum. Elective and other sports activities which other students find more interesting should be offered for greater motivation in attending physical education classes and as an avenue to discover potential winners and high caliber athletes in these sports who could be future national athletic heroes and champions.

Lora's study is similar to the present study since both concerned with the extent of implementations of sports activities in the Higher Education Institutions, They differ on their concentration, while Lora's focus was on the extent of exposure to TV sports programs of the Physical Education Directors Heads and Teachers / Instructors and the extent of implementations of sports activities in the Higher Education Institutions, the present study focus on the performance of the SSU athletes and coaches in the Regional SCUAA Meet that may serve as basis for the formulation of University School Sports Program.

Danielle Tower (2008) in his study "Relationship Between Athletic and Academic Success: A Pilot Study" This study addresses the two assumptions of High school students who participate in the equivalent of college non-revenue sports, have a competitive disposition which also motivates them to do well in

school. The goal of this study is to show evidence that students athletes acknowledge the link in their sports competitiveness to motivation in their academic endeavors and assumes also that the notion of an athletic sub-culture is an accurate one and is still present in today's society. The following conclusion has been drawn to this study; High school students who participate in the equivalent of college non-revenue sports, have a competitive disposition which also motivates them to do well in school. This statement, the hypothesis of this study, was framed to understand the reasons behind student athletes' motivation in their academic endeavors. The goal of this study was to determine if student athletes acknowledge the link between their sports competitiveness and their motivation in their academic endeavors. Previous research on this topic mainly focused on sports eligibility and external factors as the primary reasons for student athlete success in academics. However, the current study sought to determine sources of internal pressure, competitive disposition, and motivation that impacted student athletes' academic performance. The four subjects' responses varied with three student athletes' reporting similar themes. The three athletes consider themselves to have a competitive disposition which motivates them to do well in school, however the link of the two concepts was weak. The factors motivating academic success in student athletes are clearly evident and no direct acknowledgement of the link between sports competitiveness to academic achievement was made by the subjects. Subjects who participated in sport a majority of their lives (three out of the four participants) stated that they

are competitive in sports and do consider themselves naturally competitive people. Two of those subjects stated that they compete with siblings and friends when it comes to grades. Although there can be no clear conclusion made from this information, it raises the question of why those students, who had participated in sports a majority of their lives, were so competitive.

This theme, of competitive dispositions in student athletes causing them to be motivated in school as well as sports, deviates from past research. Primarily, previous research focused on sports eligibility, external pressure, and self-esteem boosts from sports participation contributing to a heightened sense of competency as the key reasons for the academic success of student athletes. The concept of competitive disposition raises new questions such as: Does sports participation at a young age create a competitive disposition in people? Or, do naturally competitive people join sports at an early age as an effect of their competitive nature? Yet, the outcomes of this study also supported prior research related to student athletes. Two of the four subjects reported being motivated in academics in order to remain eligible to play sports. However, three of the four participants denied feeling pressured by external sources to perform well in school, and all four stated that they put pressure on themselves to perform well academically. These responses suggest that it is not just external/cultural pressure along with eligibility requirements that motivate student athletes. Three of the four participants stated that future success in life motivated them to excel academically, which was never mentioned as a motivating factor in previous

research. In summary, competitive nature, cultural pressure, sports eligibility, and perceived future success due to academic achievement, were reported by several of the participants as reasons underlying their academic motivation. The limited number of participants in the study is a limitation; however, the importance of years of sports participation impacting competitive disposition is one element that should be evaluated 28 more fully. Overall, this study supports previous works suggesting that the academic motivation of student athletes arises from various sources, both internal and external. Future research is necessary to evaluate the elements reported by the current pilot subjects.

The present study bears significant similarity to Tower's foregoing study in the sense both were involved students athletes though the focus of the aforementioned research was the relationship between athletic and academic success and other motivating factors that contribute academic success like extrinsic motivation, defined as participating in an activity to reach an outcome that is separate from the activity itself. This being said, one could argue student athletes do well in academic endeavors, not for the sake of education, but rather to reach an outcome that is separate from academics altogether -- sports eligibility this is another point which can be derived from the notion of extrinsic motivation linking academics to athletics is sports eligibility. It is likely that the self-identity of athletes who have a high degree of psychological investment in sport participation changes in response to events that threaten their involvement. One such threat is poor grades, which result in a person being ineligible to play a

sport because athletes maintain good grades to ensure their continuation in sport, which overall maintains their self-identity. While the present study wants to establish some factors that may affect poor performance of the athletes and coaches during training and actual competitions.

Martinez, Rachel (2010). Investigation of the Effects of Team Coaching, Performance Feedback and Collective Efficacy on Small Group Performance The study was conducted to determine whether consultative team coaching improves performance and at what point—beginning or middle—it is most beneficial to the team. One hundred eleven dyads, comprised of 222 students, participated in this study. The dyads performed a task twice in which they were given team coaching before the first attempt, after the first attempt, or not at all. In addition, feedback was manipulated such that teams received positive or negative feedback after their first attempt of the task.

The present study is similar to the above mentioned research in the area of team cohesiveness and feedback system. The theoretical basis of the present study includes the importance of the feedback system being continuously evaluated and monitored during the whole process of training and competition.

Moen, et al. (2013) in their study entitled, Coaches' Coaching Competence in Relation to Athletes' Perceived Progress in Elite Sport, investigated elite athletes' perceptions of their coaches' coaching competence (CCS) and how these perceptions related to their own satisfaction with their progress in sport during the last year. Using the CCS to measure core

competencies for coaches as defined by the coaching profession and with the following core competencies as indicators: Creating the relationship, Communication-attending skills, Communication-influencing skills, Facilitate learning and results, and Make the responsibility clear, the result indicated that these relational issues influence the athletes' satisfaction with their progress in sports. They concluded that coaching competencies such as trust and respect, attending behavior, powerful questioning, active involvement and facilitating for learning and results, and being clear about the athlete's responsibility in the learning process, seem to be important in order to build successful relationships between coaches and athletes.

The present study is similar to the study of Moen and Federici in the sense that the indicators they used were leading to the efficiency of the coach in training his athletic team.

Stewart Vella (2011) "The role of the coach in facilitating positive youth development: Moving from theory to practice" is closely parallel to the present investigation wherein she studied whether or not participation youth sport coaches view themselves as responsible for positive youth development. They see themselves as responsible for the development of many positive outcomes that have been organized into the themes of competence, confidence, connection and character as they have been applied to sports coaching. The study further explore the conceptualization the theme of life skill development and the responsibility to include outcomes consistent with the themes of positive affect,

positive psychological capacities and positive team climate. The climate theme is also an addition to the existing literature. In this case, climate is defined by the psychological atmosphere that is created by the relationships between group members and their interactions, and refers specifically to outcomes on a group level. This is emphasized in the positive psychology literature through the assertion that leaders are 'climate engineers' who are responsible for establishing a 23 'condition where positive emotions predominate over negative emotions. This study also expound that coaching is a style of leadership that is focused on the development of people to improve performance and develop strengths, and thus culminates in a positive impact on group climate.

The present study is also closely related to each other since it focuses on the role of the coach in facilitating the positive youth development specifically the character of the athletes character were the most easily recognized and most often articulated outcomes. These outcomes centered the development of moral, respectful and pro-social behaviors, as well as desirable character traits such as honesty, loyalty, responsibility and self-control. There was a strong emphasis placed on sporting behaviors, as well as an authentic respect for team mates, opposition and officials. Coaches saw this as within their range of influence and as a construct that lends itself to purposeful development. While the present investigation wants to establish and assess the performance of the coach during training and their actual performance during sports competitions, and establish also the support and assistance given by the administration that may influence,

motivate or may affect to the performance of athletes during training and in the actual sports competition.

O'Neill, Maureen (2012). High Performance School-Age Athletes at Australian Schools: A Study of Conflicting Demands. This qualitative research explores the various demands of high performance athletes who are still at school which is prevalent in Australia. Focused on this study are two factors; first, how these young people cope with their dual lives -that of being a school student and that of being a high level athlete-; and second, what are the models of schooling that may best support them in their end.

The study revealed the needs and problems of high performance school-age athletes from their own perspective. A number of factors can assist parents, coaches, teachers and sport administrators, who deal with these athletes. The first aim of the study was achieved, as it was established that high performance school-age athletes themselves have their own perspectives of the needs and problems they encountered in combining high level sport and academic endeavors. Schooling models that were included in this analysis, with the purpose of discerning the varying perspectives of athletes in the school types throughout Australia, included: government and non-government schools, in-school programs of excellence, scholarship, leadership and specialization programs, sport high schools and colleges, specialist high schools and specific pathway high schools and external sports program.

The second aim of proposing features of schooling that best supports the high performance athlete, still at school, was achieved by a list of characteristics being formulated termed the 'athlete friendly school'. Such school characteristics could help create the conditions to support the high performance school-age athletes in pursuing their sporting ambitions concomitantly with other educational aims. Key characteristics in areas of education as well as, social, psychological, physical and economic issues formed the benchmarks for the requirements for successful curriculum, pastoral care, life balance and transition into life after sport for these young people.

The similarities between the present study and the above mentioned study lie in the extrinsic factors –parents, teachers, school administration and its staff-affecting the performance of the athletes. With the intrinsic factors mentioned above, hopefully, the present study, can challenge and inspire SSU to be the 'athlete friendly school' molding coaches and athletes into garnering a high performance.

Aquino, et al., (2014) made a study entitled Coaches' Transformational Leadership among University of the Philippines Varsity Teams in relation to Non-roster Student-athletes' Motivation to Contribute to their Team, on the roles played by University of the Philippines, in Diliman varsity a Quezon City athletics coaches who practice transformational leadership skills in motivating the non-roster student-athletes of the different sports teams. For the purpose of this study, student-athletes who were not part of the University's official line-up

for the University Athletics Association of the Philippines (UAAP) Season 76 (AY 2013-2014) were categorized as "non-roster student-athletes." This study highlighted how the non-roster student-athletes communicated with their coaches during the off-season and the UAAP season, including the period during official game days, training days and other team-related events. The researchers used the qualitative approach focused interviews with non-roster student-athletes from different athletic varsity teams. The interviewees came from a pool of non-roster student-athletes who were referred to the researchers by other athletes. In analyzing the answers of the respondents, the study used the Transformational Leadership Theory, which focused on four factors that affected the amount of motivation that the non-roster student-athletes got from their coaches. The four factors were: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, and 4) individual consideration. Results showed that the coaches of UP Diliman varsity teams were not able to provide the non-roster student-athletes with enough motivation to improve and perform beyond their individual obligations to their respective teams. In addition, the non-roster student-athletes likewise felt separated from the athletes in the official line-up during training and game days, more especially during the UAAP season. On the other hand, despite their shortcomings identified in this study, the UP Diliman varsity program coaches, still continued to push their team's non-roster student-athletes to perform beyond their designated obligations to their teams.

This study is somewhat related to the above research by Aquino, et al., a way that SSU coaches incorporate some factors, though not always implied, under the transformational leadership skills motivation -idealized influence, inspirational motivation, intellectual stimulation, and individual consideration- during practices and actual competitions; though respondents differ. In this study athletes and coaches were the respondents; while non-roster student-athletes were the subjects of the above.

Ramos (2015) in her study entitled *"Critical factors influencing international sporting success of the Philippines: the athletes' perspective* contributed to the understanding of the recent declining performance of the Philippines in international sporting competitions by identifying and evaluating relevant factors that are critical to its international success through the perspective of the national elite athletes. An evaluation of the organizational effectiveness of the national sports governing bodies provides explanation to the poor performance of the country in major international competitions such as the Southeast Asian (SEA) Games. The most recent approaches he used in measuring organizational effectiveness is the Sport Policy factors Leading to International Sporting Success (SPLISS) model. The model specifies Critical Success Factors (CSFs) which are operationalized into measurable concepts for evaluation of success in international sporting competitions. The purpose of his paper was to identify and evaluate relevant CSFs that influence the international sporting performance of the Philippines. In addition, the study examines possible relationships with

international success output (2015 SEA Games results) among the participating sports. There were 83 National elite athletes from six NSAs participated in this research. Using the five point likert survey questionnaire, the respondents agreed that financial resources as well as an integrated approach to policy development are both valuable factors for the development of sport and athletic careers within the participating sports. As primary stakeholders, the athlete respondents agree that when the country invests more in elite sport, it can create more opportunities for them to train under ideal circumstances. Respondents also expressed the same findings as De Bosscher, et al. (2009) that four pillars were identified as key areas in sport success as they expressed strong agreement on the importance of financial input, athletic and post-career support, coaching provision and coach development to the success in international competitions.. Half of the athlete participants strongly agree or agree that sufficient high-quality facilities, sufficient qualified coaches at club level and a good national competition structure will make it possible for young talents to be skillful in their sport, to engage in training and competition at their own level, and to develop their skills by the time they are identified as being talented.

The present study is similar to the above studies conducted by Ramos, et. al. in the sense that both delved into the investigation of the declining performance of athletes during competition and recommendations for possible efficiency and success. Specifically, similarities in the present study with the two mentioned studies include the role plus support of the governing bodies or

organizations. In the present study, it refers to the SSU administration and its teaching staff; and equipment/facilities support to the athletic teams.

Misasi, Sharon P., et al. (2016). Leadership: Athletes and Coaches in Sport. This study investigated the interpersonal aspects and perceptions of the coach-athlete relationship as it pertains to collegiate athletes at Division I and II universities and athletes and coaches of different genders. Coaches were requested to respond to the survey on Athlete Relationship Questionnaire (CART-Q) and Leadership Scale for Sports (LSS); and athletes to respond to the survey on Coaching Behavior Scale for Sports (CBS-S).The results disclosed that the level of competitive division appears to play a role in how athletes perceive their coaches and how coaches perceive themselves. Athletes of NCAA DI institutions reported that their coaches had higher expectations of their athletes in terms of carrying out assignments, and were less likely to permit their athletes to freelance in their sport. One would assume this to be the case, DI coaches are often pressured to win from many sources, and so they would want tasks done their way.

The coaches of high profile sports, especially, must win and be successful, otherwise are often fired from their positions as the normal repercussion. The male sports of football and basketball typify this tendency and help to explain these results. As stated by Weinberg and Gould (2003) male athletes prefer autocratic sty les while female athletes prefer a democratic style and one they can participate in. Additionally, with the higher availability of scholarship aid

available, Division I coaches can expect to have a higher quality athlete affording coaches the ability to expect more in the form of results from the athlete. Gender differences among coaches' effect responses of the athletes and the coaches. Female coaches were more likely to plan ahead for training but seemed to be more forgiving if their athletes did not fulfill every aspect of their assignments. The level of social support provided by female coaches was higher than their male counterparts according to the athletes. Female coaches were perceived to be more involved in settling issues among team members and to encourage formal and informal relationships with the athletes.

The present study is similar in the sense that both the coaches and athletes were the respondents leading to discover good style of leadership for good performance.

The related literature and studies cited, somehow provided valuable and clear insights and directions in the proper conduct of the study and likewise in rationalizing the facts identified in the present study as to the influences athletes and coaches performance during sports competitions.

Chapter 3

METHODOLOGY

This chapter presents the method and procedure applied in this particular study. Included are: research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The descriptive survey method was used in this study by using a questionnaire. The content of the questionnaire, among others, included profile of the athletes and the coaches; and their emersion in training before and during the sports competition in the regional athletic meet. The collated information then was used to find out the difference between certain variables of interest such as athletes performance during training and sports competitions. This study utilized descriptive analysis and interpretations of facts regarding the personal information coming from the athletes and coaches.

Frequency counts, weighted percent, mean, standard deviation t-test for independent sample and Pearson- product moment/correlation. In the analyses, the researcher went beyond innovation.

Instrumentation

To gather the necessary data to answer the specific questions, the questionnaire, documentary analysis were used. The SSU athlete's profile were: age, sex, family income, course, years level, sports events played during SCUAA meet; number of years playing in regional meet and awards received in participation in the Regional SCUAA were also included in the profile for a more comprehensive documentation.

while the profile of coaches were: age, sex, civil status, number of years in coaching, sports discipline being coached, trainings attended and awards received during SCUAA meet.

Questionnaires. Two sets of questionnaires were intended for the athletes and coaches wherein the contents are the following. Part I includes the profile of the athletes/coaches as age, sex, educational attainment, length of service and relevant trainings attended for coaches. The family income and number of years playing at SCUAA meet were part of the questionnaire for athletes. Part II contains the perception of the athletes and coaches during their emersion in trainings and competitions. Five-point Likert scale was used. The descriptive assessments with their numerical equivalent are as follows: 5 for outstanding, 4 for very satisfactory, 3 for satisfactory, 2 for fair and 1 for poor.

Part III solicits the solutions on the problems identified. Accordingly, the responses of the student-athletes were quantified, analyzed and statistically

interpreted. The researcher utilized statistical tools such as frequency counts, mean, standard deviation t- test for independent samples and Pearson r.

Documentary analysis. To determine the total number of athletes, the researcher solicited the Sports Director the official list of athletes and coaches for the last three years as basis of the number of respondents.

Validation of Instrument

Initially, the researcher consulted the adviser, sports director and coaches; and browed some books and related thesis in preparing the questionnaire. The draft of questionnaire was shown to the researcher's adviser, sports enthusiasts suggestions for possible revision and improvement for their comments. Their suggestions were considered in writing the questionnaire.

Later, the revised questionnaire was tested out in the group of athletes in North West Samar State University NWSSU. Validation was necessary in order to get accurate result. To ascertain the consistency of responses to be derived from the respondents, the reliability of the questionnaire was administered twice to the same group with time interval of five days. Responses were collated, tallied and processed for two try-outs. After this, the Pearson Product Moment Coefficient Correlation was used to determine the relationship of the responses.

The computed r value represented the reliability coefficient of the instrument for athlete-respondents the computed r was 0.81 while the instrument

for coaches-respondents had r value of 0.84 denoting fairly high, adequate for individual measurement.

Sampling Procedure

There were two groups of respondents: coaches and athletes who were active for the past three years 2011, 2012, and 2013. For the coaches-respondents, total enumeration was employed. Twelve coaches were respondents of the study.

In the case of selecting the athletes, random sampling as in fishbowl technique, was used. In determining the number of samples, the Sloven's formula (Pegaso, et al., 1985:18) was utilized. The researcher wrote the names of the athletes in a sheet of paper, rolled and placed in a box and the names being drawn served as the respondents of the study. A total of 107 athlete respondents was considered based on the computation made.

Data Gathering Procedure

The data were gathered using the questionnaires as described in the instrumentation.

The researcher asked permission from the University President to allow him to field and administer the instruments to the identified respondents. He likewise coordinated with the Sports Director regarding the conduct of the survey.

An unstructured interview was likewise utilized. It was made by the researcher to gather information relative to the study. To clarity information given in the questionnaire, the respondents, in a case to case situation, were interviewed for verification of responses.

The data gathering was conducted personally by the researcher to the concerned respondents to ensure a higher percentage of retrieval. Retrieval of survey questionnaires was one within a week. The researcher obtained a 100% retrieval of the completed questionnaires.

Statistical Treatment of Data

The data obtained were tallied, scored, tabulated and grouped according to the type of respondents. These data were analyzed and interpreted employing appropriate descriptive ratings and inferential statistics.

Frequency counts and percentage. These were used to analyze the coaches' and students' profile.

Weighted means. This was employed to analyze the responses of the coaches and athletes to the questionnaire. Five descriptive ratings were used as follows : Outstanding, Very Satisfactory, Satisfactory, Fair, and Poor, with assigned weight of 5, 4, 3, 2, and 1 correspondingly. The frequency of each item was multiplied by the weight of the respective columns to obtain the weighted frequency. These were divided by the total frequency to arrive at the weighted mean which is to be represented by using a scale as shown below:

Scale	Weight	Descriptive Rating
5	4.51 – 5.00	Outstanding
4	3.41 - 4.50	Very Satisfactory
3	2.51 - 3.50	Satisfactory
2	1.51 - 2.50	Fair
1	1.0 - 1.50	Poor

t-test for independent samples. The statistical tool was used to compare the perceptions of the athlete's respondents and coaches relative to their performance during training and actual competition. This research utilize .05level of significance in testing the hypothesis

Person r. This statistical tool was used to determine the relationship between the athletes and coaches performance and their profile

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analyses of the data obtained and the corresponding interpretation in connection with the specific questions of the study.

Profile of SSU Athlete-Respondents

Tables 1-7 present the profile of the athlete-respondents with respect to their age and sex, course, year level, family background, sports/events played during SCUAA meet, number of playing years in regional meet, and awards received during regional SCUAA meet.

Age and sex. Table 1 presents the age and sex distribution of athlete-respondents. About 34 percent of the athletes-respondents were at the age of 19 (29 male and 7 female) 27 or 25.23 percent athletes were at age of 18 in (21 male and 6 female); 21 or 19.63 percent at the age of 20 (18 males and 3 females). The oldest athlete is 1 or 0.93 percent falling at the age of 27 who is female while the youngest belong under the age of 16 with two male athlete or 3.45 percent. The mean age of the group posted at 18.88 years with a standard deviation (SD) of 1.47 years. This finding supported the study conducted by Jeffrey Kluger (2016) The Scientific Reason Men Like Sports More Than Women , Gender politics and science have never gotten along very well. The patriarchal system was—and in

some cultures still is—based on the premise that women are more mercurial, less deliberative and physically less sturdy than men. Those are perfectly easy beliefs to hold—at least until you subject them to the least bit of intellectual scrutiny or real-world testing, at which point they fall apart completely.

In the 1970s, the script flipped, with the fashionable thinking being that gender differences are artificial constructs. Give little girls footballs or model rockets and little boys baby dolls or princess toys and they'd play perfectly happily with them as long as someone didn't tell them otherwise.

But this too was mostly rubbish, as any parent who has raised both a boy and a girl can tell you—and as scientists confirm. The more closely they study brain structure, prenatal hormone exposure and more, the more they confirm that boys and girls are born fundamentally, behaviorally different. The question gets a little murkier when it comes to one of the great dividing lines between the sexes: sports. On the one hand, both interest and participation in organized sports is still a predominantly male thing. On the other hand, when any culture makes the effort to level the playing field of opportunity, female participation rises dramatically. In 1972, before the enactment of Title IX, the landmark law that ensured gender equality in educational opportunities, only 7.00 percent of high school athletes were girls. Today it's 42.00 percent.

Still, according to a thoughtful new study published in the journal Evolutionary Behavioral Sciences, the hard hand of evolution plays at least as much of a role in sports interest and participation as policy does—and quite

possibly a greater one. And that, like it or not, tips the balance in favor of males. The research, led by psychologist Robert Deaner of Grand Valley State University in Michigan, was more of a deep analysis of decades worth of other research, which is often the best way to get a high-altitude view of any social science. Deaner and his colleagues began by looking at the basic numbers.

Table 1

Age and Sex of SSU Athlete-Respondents

Age in years	Sex				Total	Percent
	Male		Female			
	f	Percent	F	Percent		
27	1	1.15	0	0.00	1	0.93
24	1	1.15	0	0.00	1	0.93
21	6	6.90	0	0.00	6	5.61
20	18	20.69	3	15.00	21	19.63
19	29	33.33	7	35.00	36	33.64
18	21	24.14	6	30.00	27	25.23
17	9	10.34	4	20.00	13	12.15
16	2	2.30	0	0.00	2	1.87
Total	**87**	**100.00**	**20**	**100.00**	**107**	**100.00**
Mean	**18.98 years**	-	**18.45 years**	-	**18.88 years**	-
SD	**1.55 years**	-	**1.00 year**	-	**1.47 years**	-

One 2014 survey of 37 countries, for example, found that in every one, men were likelier to play some kind of sport than women. In a few countries, the difference was not statistically significant, but when the question was narrowed to specify competitive sports like basketball and exclude non-competitive ones like running, the men blew the doors off the numbers, besting women by nearly

four-fold. A 2013 study conducted by Deaner and a colleague not involved in the current work found that males were twice as likely as females to be involved or interested in sports across 50 different countries or cultures.

Course. The course profile of the athlete-respondents is shown in Table 2. Majority of the respondents were enrolled in Bachelor of Science in Industrial Technology (BSIT) with 28 or 26.17 percent; 21 or 19.63 percent taking Bachelor of Technology (BT) Fourteen or 13.08 percent of the respondent enrolled in Bachelor of Mechanical Technology and Bachelor of Civil Engineering respectively. Noticeably, there are only few athlete-respondents from Bachelor of Secondary Education (5 or 4.67 percent); Bachelor of Science in Information Technology (5 or 4.67 percent); Bachelor of Science in Information System (4 or 3.74) and Bachelor of Elementary Education (3 or 2.80 percent). This findings show that students taking up technical courses or those who belonged to College of Industrial Technology were more inclined to sports.

This is firmly supported by the study conducted by Justin Ferguson, a popular football writer, in his recent article, Most Popular Academic Majors for 2015 Power 5 Conference Football Players, noted that, at the US where football is one of the most popular games played student-athletes, business and related majors—finance, economics, management, marketing, etc.— lead the lists, but general arts and sciences is the biggest declared major, followed by communication.

Table 2

Course of the SSU Athlete-Respondents

Course	f	Percent
Bachelor of Science in Industrial Technology	28	26.17
Bachelor of Technology	21	19.63
Bachelor of Mechanical Technology	14	13.08
Bachelor of Science in Civil Engineering	14	13.08
Bachelor of Science in Electrical Engineering	13	12.15
Bachelor of Science in Information Technology	5	4.67
Bachelor of Secondary Education	5	4.67
Bachelor of Science in Information System	4	3.74
Bachelor of Science in Elementary Education	3	2.80
Total	**107**	**100.00**

Year level. Table 3 tells about the year level of the SSU athlete-respondents.

Looking into the table, one can observe that the most number of respondents were third year level specifically with 47 or 43.93 percent followed by 31 or 28.97 percent were second year level and the rest belong to first year and fourth year level. Although 2.80 percent did not specify as to what year level they had been in the school.

According to Athletic Insight's study, this study pointed out that most of the student-athletes respondents were active participants in their athletics during their 3rd year of college. Normally, it is during the third year that college students

are being 'full aware' of the extra-curricular activities offered by the institution. With scheduling, academic, and physical pressure looming, student athletes often report more stress than non-athletes. Student life can be stressful enough, but according to student athletes reported higher than usual stress in several variables, including: having lots of responsibilities, not getting enough time for sleep, and having demanding extracurricular activities. However, athletes do enjoy lower stress in some variables, like social isolation and satisfaction with their physical appearance.

Table 3

Athlete-Respondents' Year Level

Year Level	f	Percent
4th year	16	14.95
3rd year	47	43.93
2nd year	31	28.97
1st year	10	9.35
Not Specified	3	2.80
Total	**107**	**100.00**

Average family monthly income. The average family monthly income of the athlete-respondents' parents is disclosed in Table 4 and discussed hereafter.

Table 4 discloses the average monthly income of the parents of the athlete-respondents. At a glance, one can observe that out of 107 athletes, most of them

had the specified average monthly income of 7,000.00-9,999 with a frequency count of 38 or 35.51 percent followed by 28 or 26.17 percent had an average monthly income of 10,000-12,999 respectively.

The group has a mean income of Php 10,630.35 with a standard deviation of Php 1, 550.66. The computed mean income is lower than NEDA poverty threshold for Region VIII for the 2012 amounting 9,140.00 php for a household of five members. It denotes the every athlete-respondents were living below poverty line.

The relationship between sports and poverty has become a recent phenomenon plagued and exacerbated by media influence and the constant pressure of money. Its effects have augmented the disparity between rich and poor and perpetuated tensions felt by the upper and lower classes. Without having a firm grip on the consequences of a negative outlook on sport, youth in poverty, particularly in America, fail to establish a link between the positive tools learned through the values of sport and the its potential lucrative benefits. Many high school students see sport as a ticket out of the life of poverty, but misinterpret the success of big name athletes and overestimate its potentiality for financial security. However, the relationship is not causational, in that one does not produce or encourage the other. There are immense positives to the promotion of sport individually, communally, and nationally, including health benefits, economic potential, and educational motivation. The connection, rather, becomes circumstantial and dependent on the external influences of

corruption, the media, and the socially constructed formalities of a basic activity. In order to fully understand this recent correlation, we must look at how society falsely portrays athletic success, how race compounds the negative effects of these misrepresentations, and how sport, above all else, can positively change the world if used properly.

Table 4

Athlete-Respondents' Average Family Monthly Income

Average Family Monthly Income	f	Percent
19000 - 21,999	7	6.54
16,000 - 18,999	9	8.41
13,000 - 15,999	8	7.48
10,000 - 12,999	28	26.17
7,000 - 9,999	38	35.51
4,000 - 6,999	11	10.28
1,000 - 3,999	6	5.61
Total	**107**	**100.00**
Mean	**Php10,630.35**	-
SD	**Php1,550.66**	-

Sports/events played during regional SCUAA meet. Table 5 gives details on the sports/events played during SCUAA meet by the athlete-respondents.

Table 5

Athlete-Respondents' Sports/Events Played During SCUAA Meet

Sports/Events	f	Percent
Volleyball W	5	4.67
Volleyball M	12	11.21
Basketball W	12	11.21
Basketball M	12	11.21
Badminton W	4	3.74
Badminton M	4	3.74
Baseball	12	11.21
Soccer	14	13.08
SepakTakraw	4	3.74
Swimming M	5	4.67
Chess W	4	3.74
Chess M	5	4.67
Athletics W	4	3.74
Athletics M	9	8.41
Not Specified	1	0.93
Total	**107**	**100.00**

Of the 107 athlete-respondents, 14 or 13.08 percent were soccer players, 12 or 11.21 percent of the respondents were of Volleyball men, basketball men and women, and baseball players respectively, while the rest played individual sports/events such

Number of playing years. Table 6 reveals the number of playing years in regional SCUAA meet by the athlete-respondents.

It appears that majority of the athlete-respondents played for two years accounting to 47 or 43.93 percent of them; 21 or 19.63 percent played for one year

and 20 0r 18.69 percent of them were athletes for three years. Only one or 0.93 percent played for four years. However, 18 or 16.82 percent of them did not specify their number of playing years in regional SCUAA meet.

Table 6

Student-Respondents' Number of Playing Years in Regional SCUAA Meet

No. of Playing Years	f	Percent
4	1	0.93
3	20	18.69
2	47	43.93
1	21	19.63
Not Specified	18	16.82
Total	**107**	**100.00**
Mean	**2.01 years**	-
SD	**0.72 years**	-

The mean number of playing years of the athlete-respondents revealed to 2.01 years with the standard deviation of 0.72 years. This finding indicated that the experiences of the athletes were more or less not adequate to have a better performance in their field. This is also supported by Lemyre et al. (2008) even elite athletes train and make tremendous sacrifices in order to reach the pinnacle of physical condition, technical prowess, and human achievement. Even the most talented athletes are unlikely to realize their potential without significant practice

and arduous training Elite athletes needs a long period of time, in order to train so frequently and intensely.

Awards received during regional SCUUA meet. Table 7 presents the awards received by the athlete-respondents during regional SCUAA meet for the past three years.

Looking into the athlete-respondents' awards received during regional SCUAA meet, individual events received more awards than those in team/dual sports. It can be seen that during year 2012, individual events received 12 gold awards, 14 silver awards and 13 bronze. Noticeably, the trend of the awards received by the athletes is somewhat fluctuating and decreasing. On the other hand, team/dual sports maintained the champion award for three years. While team events did not perform well during the Regional SCUAA Meet. Low team efforts was noticeable. This findings also supported by the study conducted by Jonathan Gregson , (2011) The Business of Football, It is commonly accepted that in team sports like football and with most kinds of businesses, enduring success depends on a team effort. But what makes up a team? And can a group effort become a concerted whole, or will there always need to be a few strong-minded individuals who lead the rest? These are issues which, whether you are a corporate CEO or the manager of a Barclays Premier League football club, are always high on the agenda. This is also supported by John Arnold, professor of organizational behavior and occupational psychology at Lough borough University in the U.K., points out that "there are parallels between business and

team sports, but in both cases you need a concerted effort from management in order to make the whole greater than the individual. It needs to be a dynamic relationship, with communication not only between the boss and the team's key players, but also within the context of wider circumstances." Prof. Arnold applies to both sports and business teams the concept of "power distance" – that is the amount of influence individuals are allowed within a team – and for this he draws cross-cultural parallels as well as those across disciplines.

Table 7

Athlete-Respondents' Awards Received During Regional SCUAA Meet

Awards	2012	2013	2014
Individual Events			
Gold	12	9	2
Silver	14	15	11
Bronze	13	17	6
Team/Dual Sports			
Champion	1	1	2
2nd	1	0	0
3rd	0	2	1
4th	0	4	2
Best Board 1	1	0	0
Best Board 3	0	1	1

Profile of the Coach-Respondents

Tables 8 to 13 present the profile of the coach-respondents with respect to their age and sex, civil status, number of years in coaching, sports discipline

being coached, training/seminar attended as coach, and awards received during regional SCUAA meet.

Table 8 shows the age and sex distribution of the coach-respondents.

Table 8

Age and Sex Distribution of the Coach-Respondents

Age (in years)	Sex				Total	Percent
	Male		Female			
	f	%	f	%		
61	1	9.09	0	0.00	1	8.33
56	1	9.09	0	0.00	1	8.33
54	1	9.09	0	0.00	1	8.33
53	1	9.09	0	0.00	1	8.33
52	1	9.09	0	0.00	1	8.33
51	1	9.09	0	0.00	1	8.33
50	3	27.27	0	0.00	3	25.00
48	1	9.09	0	0.00	1	8.33
45	1	9.09	0	0.00	1	8.33
38	0	0.00	1	100.00	1	8.33
Total	11	100.00	1	100.00	12	100.00
Mean	51.82 yrs	-	-	-	50.67 yrs	-
SD	4.24 yrs	-	-	-	5.68 yrs	-

It can be noted that three or 25.00 percent are at the age of 50 wherein all of them are male and the rest of the age specification like 61, 56, 54, 53, 52, 51, 48, 45 and 38 get one coach- respondent or 8.33 percent each wherein most of which are male. The oldest coach is 61 years old, male while the youngest coach is female who is 38 years old.

In Chistopher Minson's conversation with *Chris Horner, then 42, How Aging Affects Athletic Performance (Chris became the oldest person to a win a cycling Grand Tour, climbed during the 186km 18th stage of La Vuelta, Tour of Spain on September 12 2013, published in the Health Section, (Joseba Etxaburu/Reuters.).* It was quoted that most sports, there is an age "sweet spot," at which the combination of physical, technical and strategic abilities comes together. The sweet spot age falls in the mid-20's to early 30's. Although there have been numerous examples of Olympians competing, and sometimes winning medals, over the age of 50, the vast majority of these come from sports requiring exceptional skill and less aerobic or anaerobic power, such as the shooting events, sailing, equestrian and fencing. For endurance events, the upper cap for competing at the sport's highest levels appears to be around the age of 40. It was further mentioned in that conversation although all athletes will eventually lose the age versus performance race, with better training and recovery practices, in the coming years more likely athletes will remain competitive in their 40's.

The mean age was posted at 50.67 years old with a standard deviation of 5.68 years old. As noticed, most of the coaches are at their 50's majority of them are male. It is expected that coaches is dominated by males since males are more inclined to sports than females. This is strongly supported by Matthew J.X. Malady, There are exactly zero women working as coaches for the 122

teams playing in the NBA, MLB, NHL, and NFL. Zero head coaches, zero assistant coaches, zero assistant to the assistant coaches. The average NFL team employs 18 coaches. Major League Baseball teams have six coaches and a manager. Most NHL teams carry at least four coaches, and a typical NBA squad has one head coach and four to six assistants.

There are all sorts of reasons why women almost never coach men's teams, most of which fall under the category of Catch-22s: the lack of women actively seeking these jobs due to existing norms that are reinforced at every athletic level, the dearth of female candidates with the type of experience that is valued by those filling positions to coach men's teams, the lack of female role models who have successfully coached men, the persistence of discrimination and stereotypes that die slowly, etc. Basically: Women never coach men's teams because they've never coached men's teams. Then there are these loopy justifications that you've surely heard, or maybe even uttered yourself: Women don't play some men's sports competitively, so they could not possibly be good at coaching those sports; men won't take orders from, or sufficiently respect, women; women have no place in men's locker rooms; and, of course, women are way too [insert your stereotype of choice here regarding emotional fragility] to successfully coach men's teams.

Civil status. The civil status profile of the coaches-respondents is shown in Table 9 categorized into single and married. Majority of them are married accounting to nine or 75.00 percent while one or 8.33 percent is single. However, two or 16.67 percent did not specify their civil status.

The finding that respondents are mostly married is expected since the mean age profile of the coaches is of marriageable age.

Table 9

Civil Status of Coach-Respondents

Civil Status	f	Percent
Married	9	75.00
Single	1	8.33
Not Specified	2	16.67
Total	**12**	**100.00**

Number of years in coaching. Table 10 presents the number of years in coaching by the coach-respondents.

The details of the number of years in coaching of the coaches revealed that two or 16.67 percent are equally served as coach for 11, six, five and three years while the rest get one or 8.33 percent served for 25, 16, and one year as coach.

Table 10

Number of Years in Coaching of the Coach-Respondents

No. of Years	f	Percent
25	1	8.33
16	1	8.33
11	2	16.67
8	1	8.33
6	2	16.67
5	2	16.67
3	2	16.67
1	1	8.33
Total	**12**	**100.00**
Mean	**8.33 years**	-
SD	**6.71 years**	-

The mean number of years in coaching of the coaches-respondents was posted at 8.33 years with a standard deviation of 6.71 years. This cited results imply that most of the coaches are not too old in coaching. They still need to acquire more knowledge, talents and commitment in coaching.

Sports discipline being coached. Table 11 shows the sports discipline being coached by the coaches-respondents.

It can be seen that there is only one coach for each sports discipline such as volleyball men and women, basketball men and women, badminton M & W, Athletics M & W, Chess M & W, Table tennis M & W, Sepak Takraw, soccer, and baseball.

Table 11

Coach-Respondents' Sports Discipline being Coached

No. of Years	f	Percent
Volleyball Men	1	8.33
Volleyball Women	1	8.33
Basketball Men	1	8.33
Basketball women	1	8.33
Badminton M & W	1	8.33
Athletics M & W	1	8.33
Chess M & W	1	8.33
Table Tennis Men	1	8.33
Table Tennis Women	1	8.33
Sepak Takraw	1	8.33
Soccer	1	8.33
Baseball	1	8.33
Total	**12**	**100.00**

Training/seminar attended as coach. Table 12 elaborates the trainings attended by the respondents.

Based on the data presented, there are only two or 16.67 percent of the coaches attended the training/seminar for "Basketball Officiating and Coaching" while the remaining 10 or 83.33 percent have not attended any training. Based on interview coaches have no relevant trainings due to the fact that there was invitation from regional or national organization or association.

Table 12

Trainings/Seminar Attended by the Coaches

No. of Years	f	Percent
Basketball Officiating & Coaching	2	16.67
No Training	10	83.33
Total	**12**	**100.00**

Awards received during Regional SCUAA Meet. Table 13 discloses the awards received by the coaches-respondents during regional SCUAA meet.

It can be seen that awards received by the coaches are gold and bronze. For the past three years there are only three coaches received an awards, that is, for year 2012, two or 16.67 percent received gold awards while one or 8.33 percent received bronze. During year 2012, one or 8.33 percent received gold and two or 16.67 percent received gold. Lastly, during year 2013, two or 16.67 percent of them awarded gold and one or 8.33 percent was awarded bronze.

Table 13

Coaches' Awards Received During Regional SCUAA Meet

Awards	2011		2012		2013	
	F	%	f	%	f	%
Gold	2	16.67	1	8.33	2	16.67
Bronze	1	8.33	2	16.67	1	8.33
Not Specified	9	75.00	9	75.00	9	75.00
Total	**12**	**100.00**	**12**	**100.00**	**12**	**100.00**

Performance of Athletes During Regional SCUAA Meet for the Last three Years on the Different Sports Discipline

Tables 14present the actual performance of athletes during regional SCUAA meet for the last three years on the different sports disciplines.

As shown, sports disciplines are categorized into individual events and team/dual sports. In the individual events, athletics men and swimming men performed well compared to athletics women and swimming women while Tae-Kwon-do both men and women had no entry. Consequently, for the team/dual sports, badminton men was eliminated for two consecutive years but awarded as second place in year 2014; badminton women was eliminated (2012) and no entry (2013) while got 3rd place on 2014; baseball was eliminated (2012) while got 4th

Table 14

Actual Performance of Athletes During Regional SCUAA Meet for the Last Three Years on the Different Sports Disciplines

Event	Awards/Performance								
	2012			2013			2014		
	Gold	Silver	Bronze	Gold	Silver	Bronze	Gold	Silver	Bronze
Individual Events									
Athletics Men	5	3	4	4	6	6	0	1	2
Athletics Women	0	0	0	1	0	0	0	2	0
Swimming Men	6	8	4	4	5	8	2	7	3
Swimming Women	1	3	2	0	2	2	0	1	1
Tae-Kwon-do Men	0	0	3	0	2	1		No Entry	
Tae-Kwon-do Women	0	0	0	0	0	0		No Entry	
Team/Dual Sports									
Badminton Men		Eliminated			Eliminated			second place	
Badminton Women		Eliminated			No Entry			3rd place	
Baseball		Eliminated			4th place			fourth place	
Basketball Men		Eliminated			4th place			Eliminated	
Basketball Women		Eliminated			4th place			4th place	
Chess Men		Best Board 1			Best Board 3				
Chess Women								Best Board 3	
Dance Sports		No entry			No Entry			No Entry	
Lawn Tennis		No entry			No Entry			No Entry	
Lawn Tennis		No entry			No Entry			No Entry	
SepakTakraw		2nd place			3rd place			4th place	
Soccer		Eliminated			Eliminated			Eliminated	
Table tennins		Champion			Champion			Champion	
Table Tennis Women		No entry			Eliminated			Champion	
Volleyball Men		Eliminated			4th place			Eliminated	
Volleyball Women		Eliminated			3rd place			Eliminated	

place for two consecutive years; basketball men and women performed more or less the same; chess men awarded best board 1 and best board 3 while chess women was awarded best board 3; Sepak takraw got 2nd, 3rd, and 4th place, and volleyball men and women performed more or less the same.

Noticeably, table tennis men performed very well as they maintained to be champion for three consecutive years same with the table tennis women though they were eliminated and no entry for the other years. Meanwhile, the following sports such as dance sports, lawn tennis men and women had no entry for the last three years.

The foregoing data signified that more or less athletes tried their best during regional SCUAA meet.

Performance of Athletes as Perceived by Themselves and their Coaches

This section discusses the performance of athletes as perceived by themselves and their coaches during training and sports competition.

Training. As to training, the perceptions of the two categories of respondents are shown in Table 15.

For the athletes, all indicators were assessed as "very satisfactory" except indicator 2 stating, "follows the basic rules of the games" which has a weighted mean of 4.56 which is interpreted as "Outstanding". For the coaches, they rated their athletes very satisfactory for almost all the indicators listed in the table except indicator number 7 and 12 which states "Easily adopt to changing situations" and "Gives constructive feedbacks to fellow athletes" having weighted means of 4.58 and 4.75 which were interpreted as "Outstanding".

Table 15

Athletes' Performance During Training as Perceived by Themselves and their Coaches

Indicator	Athletes		Coach		Combined Mean/Inter-pretation	
	Xw/Inter-pretation		Xw/Inter-pretation			
1. Follows the schedule of training.	4.46	VS	3.92	VS	4.19	VS
2. Follows the basic rules of the game.	4.56	O	3.92	VS	4.24	VS
3. Productive member of the team.	4.29	VS	4.08	VS	4.19	VS
4. Smart and quick to learn the sports.	4.23	VS	4.25	VS	4.24	VS
5. Oriented towards team achievement.	4.38	VS	4.17	VS	4.28	VS
6. Concerned about the maintenance of the athletes equipment and facilities.	4.26	VS	4.33	VS	4.30	VS
7. Easily adopt to changing situations.	4.19	VS	4.58	O	4.39	VS
8. Efficient in practice seminar	4.19	VS	4.50	VS	4.35	VS
9. Assists the coach in analyzing the training process.	4.21	VS	4.50	VS	4.36	VS
10. Established rapport with fellow athletes and the coaches.	4.21	VS	4.50	VS	4.36	VS
11. Gives constructive feedbacks to fellow athletes.	4.18	VS	4.75	O	4.47	VS
Grand Total	**47.16**	-	**47.50**	-	**47.33**	-
Grand Mean	**3.93**	**VS**	**3.96**	**VS**	**3.94**	**VS**

Legend:
4.51 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

In totality, the two groups of respondents assessed the performance of the athletes as "Very Satisfactory" as evidenced by the combined grand mean of 4.31.

<u>During competition</u>. Table 16 depicts the perceptions of the two groups of respondents on the performance of athletes during competition.

It can be noted that athlete-respondents rated all the indicators as "Very Satisfactory". The first three with highest weighted means were as follows: **indicator 1 "Is well-versed and knowledgeable in matters pertaining to your support"**, indicator 5 "Has individual and team discipline and control", and indicator 9 "Manage effectively during competition". Consequently, coach rated indicator 10 "Shows an interest in athletes in off-season activities and classroom efforts" as "Outstanding" with a weighted mean of 4.67. While all the rest of the indicators were rated as "Very Satisfactory". Among indicators, the first three with the highest weighted meanswere: indicators 9 "Manage effectively during competition", indicator 8 Adjust strategy to fit the team's available talent during competition", and indicator 7 "Provides leadership and attitudes that produces winners and winning efforts by participants".

In summary, the two groups arrived at a consensus that the athletes were "very satisfactory" during sports competition. But, numerical disparities were noted among the two groups. The athletes gave a grand mean of 4.21 and the coaches gave 4.23.

Looking into the combined mean interpretation of the respondents, one **could say that the behavior with highest mean of 4.38was number 9 "Manage** effectively during competition" while the least mean of 4.06 was given to number 6 "Is prompt in meeting team for practices and games."

The grand mean of the two groups of respondents was 4.22 interpreted as "Very Satisfactory".

Table 16

Athletes' Performance During Sports Competition as Perceived by Themselves and their Coaches

	Indicator	Athletes		Coach		Combined Mean/Inter-pretation	
		Xw/Inter-pretation		Xw/Inter-pretation			
1.	Is well-versed and knowledgeable in matters pertaining to your support.	4.28	VS	4.17	VS	4.23	VS
2.	Provides for individual as well as group instruction.	4.23	O	4.08	VS	4.16	VS
3.	Is fair, understanding, tolerant, sympathetic, and patient with team members.	4.18	VS	4.08	VS	4.13	VS
4.	Its innovative using new coaching techniques and ideas; in addition to using sound, already proven methods of coaching.	4.23	VS	4.08	VS	4.16	VS
5.	Has individual and team discipline and control.	4.26	VS	4.08	VS	4.17	VS
6.	Is prompt in meeting team for practices and games.	4.20	VS	3.92	VS	4.06	VS
7.	Provides leadership and attitudes that produces winners and winning efforts by participants.	4.24	VS	4.33	O	4.29	VS
8.	Adjust strategy to fit the team's available talent during competition.	4.20	VS	4.42	VS	4.31	VS
9.	Manage effectively during competition.	4.25	VS	4.50	VS	4.38	VS
10.	Shows an interest in athletes in off-season activities and classroom efforts.	4.03	VS	4.67	O	4.35	VS
	Grand Total	**42.10**	-	**42.33**	-	**42.22**	-
	Grand Mean	**4.21**	**VS**	**4.23**	**VS**	**4.22**	**VS**

Legend:
4.51 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

Comparison of Perceptions Between the Two Groups of Respondents Relative to the Performance of Athletes Along Training and During Competition

The results of the statistical tests comparing differences in perception of the two groups of respondents as regards to the athletes' performance during training and competition are presented and discussed in this section using t-test for independent samples.

Training. As to athletes' performance during training, the difference in perceptions of the two categories of respondents is shown in Table 17.

The table reflects a calculated t-value of 1.38 and p-value (two-tailed) of 0.1700 which is greater than 0.05 significance level. This result implies that no significant difference exists. It meant further that the perception of the athletes and coaches on the athletes' performance during training were almost the same.

Table 17

Comparison Between the perceptions of Coaches andAthletes Relative to the Performance of Athletes Along Training/Preparation

Parameter	Respondents' Category	
	Athletes	Coaches
Mean	4.29	4.13
SD	0.31	0.72
Df	113	
t-value	1.38	
p-value (two-tailed)	.1700	
Evaluation	Not Significant	

During sports competition. As reflected in Table 18, the result of the t-test analysis reveals also a no significant difference in perception between athletes and coaches having a computed t-value of 0.78 and since p-value of 0.4340 is very much greater than the 0.05 significance level. Hence, the hypothesis which says "there is no significant difference in perceptions between athletes and coaches relative to the athletes' performance during competition" was accepted. It meant that the perceptions of the athletes and coaches were almost the same.

Table 18

Comparison Between the perceptions of Coaches and Athletes Relative to the Performance of Athletes Along Sports Competition

Parameter	Respondents' Category	
	Athletes	Coaches
Mean	4.20	4.12
SD	0.23	0.89
Df	112	
t-value	0.78	
p-value (two-tailed)	.4340	
Evaluation	Not Significant	

Performance of Coaches as Perceived by Themselves and their Athletes During Training and Sports Competition

Tables 19-20 reflect the perception of the athletes and coaches relative to the coaches' performance during training and sports competition.

During training. Table 19 shows the perception of the two groups of respondents relative to the coaches' performance during training.

Looking into the athletes' perception, it can be seen that they rated the coaches "Very Satisfactory". Among indicators, the first three highest weighted mean were: indicator 1 "Instructs every athlete individually in the skill of the sport", indicator 2 "Looks out for the personal welfare of the athletes", and indicator 4 and 6 "Pays special attention correcting athlete's mistakes" and "Explains to each athlete the techniques and tactics of the sports". The least weighted mean was indicator 10 "Displays enthusiasm and vitality in assignments as a coach".

For the coaches' perception, they rated themselves as "Very Satisfactory" for all indicators except indicator 1 as "Satisfactory" having a weighted mean of 3.50 which says "Instructs every athlete individually in the skill of the sports".

In summary, the two groups viewed similarly the performance of coaches during training. They agreed that the coaches performed "very satisfactory" during training. But by inspection with the numerical rating each group of

respondents gave, variations were observed. The athletes gave a grand mean of 4.22 while the coaches gave 3.84.

Table 19

Coaches' Performance During Training as Perceived by Themselves and their Athletes

	Indicator	Athletes		Coach		Combined Mean/Inter-pretation	
		Xw/Inter-pretation		Xw/Inter-pretation			
1.	Instructs every athlete individually in the skill of the sports.	4.31	VS	3.50	S	3.91	VS
2.	Looks out for the personal welfare of the athletes.	4.29	VS	3.80	VS	4.05	VS
3.	Makes sure that the coach' function in the team is understood.	4.20	VS	3.58	VS	3.89	VS
4.	Pays special attention correcting athlete's mistakes.	4.27	VS	3.58	VS	3.93	VS
5.	Helps members of the group settle their conflicts.	4.23	VS	3.83	VS	4.03	VS
6.	Explains to each athlete the techniques and tactics of the sports.	4.27	VS	3.83	VS	4.05	VS
7.	Tells an athlete when the athlete does a particular good job.	4.16	VS	3.92	VS	4.04	VS
8.	Asks for the opinion of the athletes on strategies for specific competition.	4.14	VS	4.00	VS	4.07	VS
9.	Sees to it that athletes work to capacity.	4.20	VS	4.17	VS	4.19	VS
10.	Displays enthusiasm and vitality in assignments as a coach.	4.09	VS	4.17	VS	4.13	VS
	Grand Total	**42.16**	-	**38.38**	-	**40.27**	-
	Grand Mean	**4.22**	**VS**	**3.84**	**VS**	**4.03**	**VS**

Legend:
4.51 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

Moreover, the two groups had the same overall perceptions as 'very satisfactory' as backed up by a combined grand mean of 4.03.

During sports competition. Table 20 discusses the perception of the two groups of respondents relative to the performance of coaches during sports competition.

Table 20

Coaches' Performance During Sports Competition as Perceived by Themselves and their Athletes

	Indicator	Athletes		Coach		Combined Mean/Inter-pretation	
		Xw/Inter-pretation		Xw/Inter-pretation			
1.	Is well-versed and knowledgeable in matters *pertaining to your support.*	4.19	VS	3.42	S	3.81	VS
2.	Provides for individual as well as group instruction.	4.20	VS	3.58	VS	3.89	VS
3.	Is fair, understanding, tolerant, sympathetic, and patient with team members.	4.20	VS	3.67	VS	3.94	VS
4.	Its innovative using new coaching techniques and ideas; in addition to using sound, already proven methods of coaching.	4.17	VS	3.58	VS	3.88	VS
5.	Has individual and team discipline and control.	4.17	VS	3.67	VS	3.92	VS
6.	Is prompt in meeting team for practices and games.	4.14	VS	3.58	VS	3.86	VS
7.	Provides leadership and attitudes that produces winners and winning efforts by participants.	4.18	VS	3.92	VS	4.05	VS
8.	Adjust strategy to fit the team's available talent during competition.	4.13	VS	4.08	VS	4.11	VS
9.	Manage effectively during competition.	4.18	VS	4.08	VS	4.13	VS
10.	Shows an interest in athletes in off-season activities and classroom efforts.	4.17	VS	4.17	VS	4.17	VS
	Grand Total	41.73	-	37.75	-	39.74	-
	Grand Mean	4.17	VS	3.78	VS	3.97	VS

Legend:
4.51 5.00 Outstanding (O)
3.51 - 4.50 Very Satisfactory (VS)
2.51 - 3.50 Satisfactory (S)
1.51 - 2.50 Fair (F)
1.00 - 1.50 Poor (P)

It can be seen that the athletes assessed their coaches' performance during sports competition as "Very Satisfactory" of all indicators reflected in the table. The first three indicators with highest weighted means were: indicator 2 and 3 "Provides for individual as well as group instruction" and "Is fair, understanding, tolerant, sympathetic, and patient with team members" having an equal means of 4.20; indicator 1 Well versed and knowledgeable in matters pertaining to your support", and indicator 9 and 7 "Manage effectively during competition" and Provides leadership and attitudes that produces winners and winning efforts by participants" having an equal means of 4.18.

Meanwhile, the coaches rated themselves as "Very Satisfactory" of all indicators. The first three indicators with highest weighted means were: indicator 10 "Shows an interest in athletes in off-season activities and classroom efforts", indicators 8 and 9 "Adjust strategy to fit the team's available talent during competition" and"Manage effectively during competition" having an equal means of 4.08; and indicator 7 "Provides leadership and attitudes that produces winners and winning efforts by participants".

In totality, the two groups have more or less the same perception regarding to the performance of the coaches during sports competition. But numerical disparity has been observed. The athletes gave a grand mean of 4.17 while the coaches gave 3.78.

Comparison of the Perception of the Athletes and Coaches Relative To the Performance of Coaches During Training and Sports Competition

Presented in Tables 21 – 22 are results of the comparison of perceptions among athletes and coaches on the coaches' performance during training and sports competition.

Training. Shown in Table 21 is the result of the t-test conducted on the perception of athletes and coaches relative to the performance of coaches during training.

Table 21

Comparison Between the Perceptions of Coaches and Athletes Relative to the Performance of Coaches Along Training/Preparation

Parameter	Respondents' Category	
	Coaches	Athletes
Mean	3.65	4.22
SD	1.31	0.26
Df	115	
t-value	-3.86	
p-value (two-tailed)	.0002	
Evaluation	Significant	

The table revealed a t-value of -3.86 and p-value of 0.0002 (two-tailed). The p-value of 0.0002 is very much lesser than 0.05 level of significance, therefore the null hypothesis that " there is no significant difference between the

perception of the two groups of respondents relative to the performance of coaches during training was rejected ". It means that the perception of the two groups differ significantly. Coaches perceived themselves as performing well while the athletes perceived their coaches as practicing high performance.

During sports competition. The differences in perceptions of the two categories of respondents as coaches' performance during sports competition are presented in Table 22.

Table 22

Comparison Between the perceptions of Coaches and their Athletes Relative to the Performance of Coaches Along Sports Competition

Parameter	Respondents' Category	
	Coaches	Athletes
Mean	3.65	4.17
SD	1.24	0.28
Df	111	
t-value	-3.60	
p-value (two-tailed)	.0005	
Evaluation	Significant	

Significant differences in perceptions existed among the two categories of respondents as to coaches' performance during sports competition having the t-value calculated of -3.60 and p-value of 0.0005. Considering the p-value (two-tailed) of .0005 is lesser than the level of significance of 0.05, the null hypothesis

that " there is no significant difference between the perception of the two groups of respondents relative to the coaches' performance during sports competition" was rejected. Therefore, athletes and coaches have different views regarding to the coaches' performance during sports competition. The athletes had a considerably higher than the coaches . Coaches perceived themselves as just performing well their duties as coaches while athletes perceived their coaches as they do their duties very satisfactorily.

Relationships Between Athletes' and Coaches Performance and their Profile

The results of the correlational analyses between athletes' and coaches' profile and their perceived performance during training and sports competition are presented in Table 23 with their discussions.

Coaches' profile. Shown in Table 23 are the results of the correlational analysis between coaches' performance during training and sports competition and their profile variates.

Scrutiny of the entries of the table reveals that coaches' profile such as, age civil status, sports discipline being coached, number of years in coaching and awards received during regional SCUUA meet were not significantly correlated to the coaches' performance during training and sports competition. It means that coaches' performance during training and sports competition was not influenced by the above personal characteristics of the coaches.

Meanwhile, sex profile of the coaches was significantly correlated to their performance during training and sports competition as evidenced with the r-value of -0.899 and -0.914 having a p-value (two-tailed) 0.0001. Since p-value is lesser than 0.01 level of significance, null hypothesis was rejected. It further meant that male coaches are more or less performed very satisfactorily than female coaches during training and sports competition.

Athletes' profile. Table 23 presents the correlation results between athletes' perceived performance during training and sports competition and their profile variates using Pearson r.

Inspection of the entries of the table revealed that athletes' age, course, year level, sports/events played, number of playing years, and awards received were not significantly correlated to their perceived performance during training and sports competition. It therefore signifies that the abovementioned athletes' profile has nothing to do with the athletes' performance during training and sports competition.

On the other hand, sex profile of the athletes was significantly correlated to the athletes' performance during sports competition but sex profile was not significantly correlated with their performance during training. The r-value during sports competition was posted at -0.245 having p-value (two-tailed) of 0.030 which is lesser than 0.05 level of significance. The result signifies to reject

Table 23

Relationship Between the Performance of Athletes and Coaches and their Profile

Respondents' Category/Profile	Parameter	Trainings	Competition
Coach			
Age	r-value	0.518	0.578
	Sig. (2-tailed)	0.103	0.063
Sex	r-value	-.899**	-.914**
	Sig. (2-tailed)	0.001	0.001
Civil Status	r-value	-0.028	0.046
	Sig. (2-tailed)	0.943	0.906
Sports discipline being coached	r-value	-0.156	-0.274
	Sig. (2-tailed)	0.647	0.415
No. of years in coaching	r-value	-0.174	-0.252
	Sig. (2-tailed)	0.632	0.483
Awards received during regional SCUAA Meet	r-value	0.757	0.547
	Sig. (2-tailed)	0.243	0.453
Athletes			
Age	r-value	0.104	-0.051
	Sig. (2-tailed)	0.287	0.607
Sex	r-value	-0.131	-.245*
	Sig. (2-tailed)	0.242	0.03
Course	r-value	-0.077	-0.023
	Sig. (2-tailed)	0.438	0.816
Year Level	r-value	-0.031	-0.033
	Sig. (2-tailed)	0.758	0.741
Sports/events played	r-value	-0.148	0.092
	Sig. (2-tailed)	0.13	0.353
No. of playing years	r-value	-0.018	-0.017
	Sig. (2-tailed)	0.865	0.872
Awards received	r-value	0.069	0.04
	Sig. (2-tailed)	0.482	0.686

Legend:

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

*. Correlation is significant at the 0.05 level (2-tailed).

the null hypothesis. This meant further that sex profile has something to do with performance of athletes during sports competition. Male athletes are more likely perform very satisfactorily during sports competition rather than female athletes.

Problems Encountered by the Coaches and Athletes During Training and Actual Sports Competition

Table 24 revealed the problems encountered by the coaches and athletes during training and actual sports competition.

Looking into the athletes' responses, they considered all the problems reflected in the table as "Very Much felt". The first three problems with highest means were: "Lack of incentives given during the training", "Lack of financial support", and Indifferent attitudes of some teachers and administrators towards sports".

For the coaches, they considered also all the problems reflected in the table as "Very Much Felt". Among the problems, "Indifferent attitudes of some teachers and administrators towards sports", "Lack of in-service training for coaches", "Lot of academic loads", and "Lack of references in sports and recent rule books" were the most problems felt by the coaches.

Table 24

Problems Encountered by the Coaches and Athletes During Training and Actual Sports Competition

	Indicator	Athletes		Coach		Combined Mean/Inter-pretation	
		Xw/Inter-pretation		Xw/Inter-pretation			
1.	Inadequate supply of sports equipment.	3.81	VM	3.63	VM	3.72	VM
2.	Poor maintenance of sports facilities.	3.83	VM	3.63	VM	3.73	VM
3.	Unavailability of sports facilities.	3.82	VM	3.75	VM	3.79	VM
4.	Lack of references in sports and recent rule books.	3.75	VM	4.25	VM	4.00	VM
5.	Lot of academic loads.	3.65	VM	4.25	VM	3.95	VM
6.	Insufficient time for training.	3.83	VM	4.14	VM	3.99	VM
7.	Lack of financial support.	3.97	VM	3.88	VM	3.93	VM
8.	Lack of incentives given during the training.	4.04	VM	4.13	VM	4.09	VM
9.	Lack of in-service training for coaches.	3.87	VM	4.50	VM	4.19	VM
10.	Indifferent attitudes of some teachers and administrators towards sports.	3.94	VM	4.63	VM	4.29	VM
	Grand Total	38.51	-	40.79	-	39.65	-
	Grand Mean	3.85	VM	4.08	VM	3.97	VM

Legend:

4.51 5.00 Extremely Felt (EF)
3.51 - 4.50 Very Much Felt (VMF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Fairly Felt (FF)
1.00 - 1.50 Never Felt (NF)

In summary, athletes and coaches have common views about the problems they encountered during training and actual sports competition as

backed up with the grand mean of 3.85 and 4.08 for the athletes and coaches respectively. Moreover, the combined grand mean of 3. 97 interpreted as "Very Much Felt". implied that the coaches and athlete-respondents were aware that problems exist that affect their performance in the participation of regional athletic meets particularly on indifferent attitudes of some teachers and administrators towards sports.

Responses from both athletes and coaches in relation to the ten indicators mentioned above were comparable. There was no element of contrast whatsoever. It showed that both of them were focused on the problems - extremely felt, very much felt and moderately felt. Total focus to the problems, as if in front of them, sees all the distractions and temptations, his way to the real target, to be successful, is blocked

Sports equipment, its poor maintenance and its inadequacy and even more the lack of it, were major indicators influencing the performance of both athletes and coaches. This becomes a challenge to the administrators and sports personnel of SSU to upgrade the university sports equipment and facilities. Modern facilities and well-maintained equipment and more so application of "high-tech equipment", so to speak, will allow for more effective training, stimulations, and other related sports management.

Two indicators in so far as athletes are concerned- lot of academic load and insufficient time for training closely related. Academic loads of athletes should be lessened or be evaluated to give them more time in training.

Likewise on the part of the coaches, two indicators "Lack of incentives given during the training" and "Lack of financial support", were "very much felt." Coaches choose the best and most appropriate way to achieve goals through understanding of physical and mental capabilities of the athletes and their subordinates. They, too, should be applauded for this tough job they are doing for their team.

Sad to say, the indicator -indifferent attitudes of some teachers and administrators towards sports, with a combined mean of 4.29- is disturbing. Athletes and coaches need wholehearted support. In some competitions support **from cheerers and athlete-fans pave way to smooth performance in competitions.**

Physical fitness leads to better athletic performance, and persistent training will usually develop physical fitness.

The challenge then for sports administrators is to insure that too great an **advantage does not accrue too greatly to one team or another through the** application of technology for better equipment or facilities. Those who are in a position to develop rules with respect to the use of sports equipment or to fund equipment or facility acquisitions for economically disadvantaged teams through the administration of grants need to bear in mind the fundamental principle of parity in competition. Offers a wide variety of sports training equipment needed to consistently improve performance from day one of their performance training. the cost of these equipment is increasingly growing prohibitive to most athletes in the world. It is in this economic regard that a level playing field must be

provided. However the way to find a solution to this problem is not to stop or discourage innovation that challenges the boundaries of strength, stamina, and speed. After all, we have evolved into homo sapiens largely due to our ability to fashion and use tools. Insurmountable obstacles to success. Technology increasingly is playing a leading role in the development of sport and enhances performance in all faces. Thus

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following were the findings of the study:

1. One hundred seven athlete respondents indicated an average 18.88 years with a standard deviation of 1.47 years. Majority of the athlete respondents belonged to College of Industrial Technology the athletes were third year college students with a family income of P 10,630.35 the athletes belonged to the team / dual sports with two year experience in athletic competition.

2. The 12 coach respondents indicated an average age of 50.67 years with a standard deviation of 5.65 years, majority of them were coaching experience. The coach males, married with 8.33 years coaching experience. The assigned to handle either team or dual events. The coaches were no relevant training attended and awards during regional athletic meet for the last three years.

3. As regards to the performance of athletes during SCUAA meet, athletics, swimming, chess men and sepak takraw athletes performed well. So far, table tennis men had excellent performance in the regional SCUAA meet from 2012 t0 2014. However majority of the team/dual sports were eliminated during the sports competition.

4. The athletes performance during training was "very satisfactory" as perceived by the athlete themselves and coaches with 4.31 combined grand mean.

5. The athletes performance during sports competition revealed a combined grand mean of 4.22 which interpreted as "Very Satisfactory" as perceived by the athletes and coaches.

6. The perceptions of the coaches and athletes relative to the athletes' performance during training does not differ significantly because of its computed t-value at 1.38 and having a p-value of 0.1700 which is greater than the 0.05 level of significance. This means that they have the same views relative to the athlete's performance during training.

7. The perceptions of the coaches and athletes relative to the athlete's performance during sports competition does not differ significantly because of its computed t-value of 0.78and having a p-value of 0.4340 which is greater than 0.05 level of significance. This means that they have the same perception relative to the athletes' performance during sports competition.

8. The coaches performance during training revealed combined grand mean of 4.03 which is interpreted as "Very Satisfactory" as rated by the athletes and coaches themselves.

9. The coaches' performance during sports competition revealed a combined grand mean of 3.97 which is interpreted as "Very Satisfactory" as rated by the athletes and coaches themselves.

10. The perception of the coaches and athletes relative to the coaches' performance during training differ significantly because of its computed t-value of -3.86 and having a p-value of 0.0002 which is lesser than 0.05 of significance. It meant that coaches themselves and athletes had different views about the coaches' performance during training.

11. The perceptions of the coaches and athletes relative to the coaches' performance during training differ significantly because of its computed t-value of -3.60 and having a p-value of 0.0005 which is lesser than 0.05 level of significance. It meant that the coaches and athletes had different views about the coaches' performance during sports competition.

12. To test whether there is a relationship between the athletes performance and their coaches' profile, the results revealed that only sex profile turned out to be significantly correlated to the athletes' performance during training and sports competition as evidenced by the R-value of -0.899 and -0.899 and -0.914 having both p-values of 0.0001 which compared to 0.01 level of significance. This further signifies that athletes performed better when they have

a male coach. This is because the rest of the coaches' profile variates were not significantly correlated to athletes performance during training and sports competition.

13. To test whether there is a relationship between the athletes Performance and their profile variates, the results disclosed that only sex profile turned out to be significantly correlated to the athletes' performance during sports competition as evidenced by the r-value of -0.245 having p-value of 0.03 which is lesser than to 0.01 level of significance. This further shows that male athletes performed better during sports competition than female athletes. The rest of the athletes' profile variates were not significantly correlated to athletes performance during training and sports competition.

14. The problems being very much felt by both athletes and coaches were: Indifferent of some teachers and administrators towards Sports, Lack of in service-training for coaches, and no incentives given during training for coaches.

Conclusions

1. The athletes had an average age 18.88 years old; dominated by male; had a course of Bachelor of Mechanical Technology and Bachelor of Science in Industrial Technology; were third year college; had an income of 10,630.35; played team/dual sports, such as basketball men and women, volleyball men and women, soccer, and baseball; played for about 2.01 years,

andmostly received awards of silver for the individual events while, 4th place for the team/dual sports;

2. The coaches' had an average age of 50.67 years old; dominated by male; married; had been a coach for 8.33 years; they had been coached for only one sport discipline; they had not attended seminar/trainings as coach for the last three years; few of them received awards during the regional SCUAA meet;

3. The average family income of athletes respondents is lower than the poverty threshold set by NEDA for Region 8 in the Year 2012 set as P 9.140.00 for household of five membership. Hence, most of them are living below poverty line.

4. The different sports performed better during SCUAA meet were: athletics men, swimming men, sepak takraw, while table tennis men have excellent performance.

5. The athletes or coaches performance during training and during sports competition were "very satisfactory" as perceived by the coaches themselves and the athletes.

6. No significant differences were found in athletes performance during training and sports competition.

7. Significant differences were found in coaches' performance during training and sports competition.

8. Sex profile of coach was significantly correlated to the athlete performance, that is, the athletes' performance tends to become better during training competition when their coach is male.

9. Athletes' profile as to sex was significantly correlated to athletes' performance during sports competition. It meant further that male athletes tend to have better performance during sports competition.

10. The athletes and coaches respondents felt the following problems very much: Indifferent attitudes of some teachers and administrators towards sports, lack of in-service-training and incentives for coaches.

Recommendations

From the different conclusions drawn from the findings, the following recommendations are hereby recommended:

1. A better scheme of incentives for coaches and athletes be designed so as to be motivated more and enhance their performance in sports competitions.

2. An proper communication to all School Officials and Teachers that would show a support to the athletes during trainings and competitions to resolve indifferent attitudes.

3. To enhanced performance of coaches, the locally designated coaches shall be provided with a relevant training and seminars and other related activities with emphasis on coaching techniques and strategies.

4. The University should work out definite rules and regulation regarding participation of athletes in sports competition. Moreover athletes should be exposed to various challenges.

5. Similar study may be conducted after five years if similar problems and deficiencies are found. Concerted efforts may be exerted to improve performance of athletes and coaches during Regional SCUAA Meet.

Implications to the SSU Sports Development Program

The researcher of this study, in its assessment of the performance of SSU athletes and coaches, covering an inclusive three-year participation to the Regional SCUAA Meet, presents some implications to the newly approved SSU Sports Development Program. By and large, the results of this study may become an eye opener or framework for discussion by the administrators and other staff concerned to incorporate major references for athletes and coaches which may become an effective mechanism of future trainings and competitions. This will include the creation of database for the profile of the athletes; creation of database of profile of coaches and potential trainers; indicators and/or checklists for athletes' training and actual participation in competitions; and checklist for the coaches' training and coaches actual leadership coaching during Regional SCUAA Meet. These mentioned addenda, if incorporated into the contents of the SSU Sports Development Program and then implemented, will

hopefully ensure a positive performance of the athletes and coaches for future competition.

Creation of Database for Athletes and Coaches

1. Tables 1-7 can be an entry point in organizing a data base for SSU athletes. The documented database then become a part to be considered in developing a training program will become a major section of the SSU sports development program. The will encourage the athlete to do self-evaluation of his/her trainings, supporting the coach develop a more efficient individualized training program to more optimal athlete's performance.

2. From the above database, the coach will also be able create a team profile which will identify and determine the weaknesses and strengths of the team for the coach to optimize team training.

3. On the same level the collated findings from tables 8-13 can be an important database for coaches. These data will be a good reference for future training and further development of the coach leadership style. Looking at it, coaches and other potential trainers will be encouraged to evaluate their own personal knowledge and physical skills development relative to coaching leadership. In addition, initiate the SSU administrators to look deeper into the importance of training and coaching.; and hopefully, support continuous training in them, i.e. sending coaches international seminars and workshops.

Indicators For Athletes of During Trainings and During Competitions

4. Collated findings from the 10 identified indicators in Tables 15 and 16 will become a database for monitoring the training of the athletes as well as their actual performance in competitions. By consistently monitoring the athletes' performance the coach can establish a quality control tool in strength and conditioning program. The coach will be able to determine that the designed program will provide the desired and anticipated effects on the athletes' physical performance.

Indicators For Coaches/Potential Trainers During Trainings and During Competitions

5. The findings from tables 19-20 will establish a well-organized database as a checklist for coaches in as far as their training is concerned. Moreover, the 10 indicators will become the detailed checklist when coaching in actual competitions. Thus, it will be easy for the coaches to come up to a well-designed training program providing a continuous feedback between them (coach) and the athletes.

Athlete's recent training may be compared to his/her previous trainings, which provide a basis for the evaluation of the training program or training period which will bring out the effectiveness of the training program on each athlete for each discipline.

6. A training program indicates the athlete's strengths and weaknesses in relation to his/her sport. Furthermore, the training may provides a baseline data for individualized training program. As the team sports involve several physiological components the well-designed training program can isolate these components to be assessed objectively. As a result' a performance profile of the athlete can be designed. This profile can be used to prescribe an optimal training program especially concentrating on identified areas of weaknesses.

7. For the coach training is always an educational process in which he/she will learn more about the advantages of an effective training program on the athlete's body, performance and health. This continuous learning process will make the coach better in designing and improving the present training programs and help the athletes become more successful. Coaches are considered as the prime movers of performance in competitions. To further improve their coaching, they should exert a lot of effort and time to perhaps observe, learn from other coaches outside of the SSU and maybe collaborate with them in a teaching and learning relationship process.

8. Continuous training of athletes can help build an active body which can in turn lead to improve his physical health. Life skills such as cooperation, discipline, leadership, perseverance, and other positive attitudes are products of continuous trainings, seminars, and other psychosocial gathering and development.

9. Lastly, the researcher of this study, despite his optimism in future competitions, admits that positive outcomes are dependent upon many factors. If future competitions will result otherwise, it should never dampen one's motivation to continue on. After all, learning and training are continuous processes as both are implied in our vision and mission.

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A P P E N D I C E S

APPENDIX A

Republic of The Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-83 / (055)-251-2139

SURVEY QUESTIONNAIRE FOR ATHLETES

February 3, 2015

_____
_____
_____

Dear Athletes,

Greetings and Mabuhay!

You have been selected as a respondent in the research study entitled " *"Performance of SSU Athletes and Coaches in Regional SCUAA Meet: Implications to the Enhancement of the Sports Activities Redirection "* .

The purpose of the questionnaire is to determine the profile of athletes, their perceptions and personal assessment relative to the athletes' performance, during the regional SCUAA athletic meets. The output of this study may be used as input for the improvement of sports program in Samar State University . Your complete response is therefore solicited.

We need your honest reply to provide the researcher with some very general information. Please take a minute to fill out and return the attached survey to the researcher as soon as possible. The information you have provided will remain confidential and will be reported only as a total group, not by individuals and will not be used for any purpose other than study

Thank you for participation and look forward to receiving your completed survey. Please do not hesitate to contact me if you have any questions and concerns .

Sincerely yours,

ANTONIETO B. BETANZOR
Researcher

I. Athlete's Background Information:

1. Name: _____
2. Age: _____ Sex: ( ) Male Female ( )
3. Family income:

( ) 1, 000.00 – 3,000.00 per month

( ) 3,000.00 - 5,000.00 per month

( ) P 5,000.00 - 10,000.00 per month

( ) P 10, 000.00 - 20,000.00 per month

( ) P 20,000.00 - 30,000.00 per month

3. Course: _____
4. Year Level _____
5. Sports /events played during SCUAA meet; _____
6. number of years playing in regional meet. _____ (years)
7. awards receive in participation in the Regional SCUAA Meet._____

2011 ( ) bronze ( ) Silver ( ) gold

2012 ( ) bronze ( ) Silver ( ) gold

2012 ( ) bronze ( ) Silver ( ) gold

Part II – A. **Performance of the Coach During Training**

Direction: Please check the appropriate column that corresponds to your personal evaluation of your coach. The ratings have the following meaning.

5 - Outstanding

4 - Very Satisfactory

3 - Satisfactory

2 - Fair

1 - Poor

Perception on Coaching Performance During Training	5	4	3	2	1
1. Instructs every athlete individually in the skill of the sport					
2. Looks out for the personal welfare of the athletes					
3. Makes sure that the coach' function in the team is understood					
4. Pays special attention correcting athlete's mistakes .					
5. Helps members of the group settle their conflicts.					
6. Explains to each athlete the techniques and tactics of the sports					
7. Tells an athlete when the athlete does a particular good Job.					
8. Asks for the opinion of the athletes on strategies for specific competition.					
9. Sees to it that athletes works to capacity.					
10. Displays enthusiasm and vitality in assignment as a Coach.					

Part II – B. Coaching Performance During Competition

Direction: Please check the appropriate column that corresponds to your personal evaluation of your coach. The ratings have the following meaning.

5 - Outstanding

4 - Very Satisfactory

3 - Satisfactory

2 - Fair

1 - Poor

Perception on Coaching Performance During Competition	5	4	3	2	1
1. Is well versed and knowledgeable in matters pertaining to your sport .					
2. Provides for individual as well as group instruction.					
3. Is fair, understanding, tolerant, sympathetic, and patient with team members.					
4. Is innovative using new coaching techniques and ideas; i n addition to using sound, already proven methods of coaching.					
5. Has individual and team discipline and control.					
6. Is prompt in meeting team for practices and games					
7. Provides leadership and attitudes that produces winners and Winning efforts by participants					
8. Adjust strategy to fit the team's available talent during Competition.					
9. Manage effectively during competition .					
10. Shows an interest in athletes in off-season activities and classroom efforts					

Part II-C. Performance of Athletes for the last three (3) years

Legend: G : Gold

S : Silver

B : Bronze

No.	Event	2011 (UEP)				2012 ESSU				2013 (LNU)			
		G	S	B	Others	G	S	B	Others	G	S	B	Others
1.	Athletics Men												
2.	Athletics (W)												
3.	Badminton (M)												
4.	Badminton (W)												
5.	Baseball												
6.	Basketball (M)												
7.	Basketball (W)												
8.	Chess (M)												
9.	Chess (W)												
10.	Sipak Takraw												
11.	Soccer												
12.	Swimming (M)												
13.	Table Tennis (M)												
14.	Table Tennis (W)												
15.	Tae-kwon-do (M)												
16.	Tae-kwon-do (W)												
17.	Volleyball (M)												
18.	Volleyball (W)												

The Researcher

ANTONIETO B. BETANZOR

Republic of The Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-83 / (055)-251-2139

February 3, 2015

AVELINA N. BERGADO, Ed.D
University President
Northwest Samar State University
Calbayog City, Samar

Madam:

Greetings

The undersigned is a Masteral Student of Samar State University Under the program of Maser in Education (MAEd) major in Physical Education and currently conducting a study entitled **"Performance of SSU Athletes and Coaches in Regional SCUAA Meet: Implications to the Enhancement of the University 's Sports Development Program".**

In view of this, the undersigned requests your approval to conduct a dry-run of his questionnaires to the coaches ad athletes of your university the most convenient time. Rest assured that the collected data will be treated with utmost confidentiality.

Thank you and more power.

Respectfully yours,

ANTONIETO B. BETANZOR
Researcher

Noted:

MARILYN D. CARDOSO, Ph.D
Dean College of Graduate Studies

Approved:

AVELINA N. BERGADO, Ed.D
University President
North Western Samar State University
Calbayog City, Smar

APPENDIX B

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SAMAR STATE UNIVERSITY
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4. Pays special attention correcting athlete's mistakes .					
5. Helps members of the group settle their conflicts.					
6. Explains to each athlete the techniques and tactics of the sports					
7. Tells an athlete when the athlete does a particular good Job.					
8. Asks for the opinion of the athletes on strategies for specific competition.					
9. Sees to it that athletes works to capacity.					
10. Displays enthusiasm and vitality in assignment as a Coach.					

Part II – B. Coaching Performance During Competition

Direction: Please check the appropriate column that corresponds to your personal evaluation of your coach. The ratings have the following meaning.

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2 - Fair

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Perception on Coaching Performance During Competition	5	4	3	2	1
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9.	Chess (W)												
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11.	Soccer												
12.	Swimming (M)												
13.	Table Tennis (M)												
14.	Table Tennis (W)												
15.	Tae-kwon-do (M)												
16.	Tae-kwon-do (W)												
17.	Volleyball (M)												
18.	Volleyball (W)												

The Researcher

ANTONIETO B. BETANZOR

Appendix C

Republic of The Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-83 / (055)-251-2139

February 3, 2015

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University President
Northwest Samar State University
Calbayog City, Samar

Madam:

Greetings

The undersigned is a Masteral Student of Samar State University Under the program of Maser in Education (MAEd) major in Physical Education and currently conducting a study entitled **"Performance of SSU Athletes and Coaches in Regional SCUAA Meet: Implications to the Enhancement of the University 's Sports Development Program".**

In view of this, the undersigned requests your approval to conduct a dry-run of his questionnaires to the coaches ad athletes of your university the most convenient time. Rest assured that the collected data will be treated with utmost confidentiality.

Thank you and more power.

Respectfully yours,

ANTONIETO B. BETANZOR
Researcher

Noted:

MARILYN D. CARDOSO, Ph.D
Dean College of Graduate Studies

Approved:

AVELINA N. BERGADO, Ed.D
University President
North Western Samar State University
Calbayog City, Smar

C U R R I C U L U M V I T A E

CURRICULUM VITAE

NAME	:	ANTONIETO B. BETANZOR
ADDRESS	:	Brgy. Jia-an, Jiabong, Samar
DATHE OF BIRTH	:	January 15, 1970
PLACE OF BIRTH	:	Brgy. Jia-an, Jiabong, Samar
PRESENT POSITION	:	Instructor I
AGENCY	:	Samar State University
CIVIL STATUS	:	Married

EDUCATIONAL BACKGROUND

Elementary	:	Jia-an Elementary School Jiabong Samar 1975 - 1982
Secondary	:	Samar National School Catbalogan City 1998 - 1992
College	:	Samar State Polytechnic College Catbalogan City 1994 - 2002
Graduate Studies	:	Samar State Polytechnic College Catbalogan City
Curriculum Pursued	:	MAEd
Major	:	MAPE

SEMINARS/TRAININGS ATTENDED

- In"-House Seminar-Workshop on Academic and Administrative Processes towards Increasing *Productivity and Excellence*"
- Stress Management Seminar – Workshop
- In-House Seminar Workshop For SSU Academic Personnel
  " Towards Excellence in Teaching through Outcomes-Based Education"
- Research Proposal Writeshop Seminar
- Officiating on Sports Seminar-Workshop
- Basketball Elite Referee and Officiating Seminar-Workshop
- Disaster and Risk Reduction Management Training
- In - House Seminar Work Shop for the Academic Personnel of Samar State University entitled "Towards Excellence in Teaching" held at Samar State University, Audio Visual Center, Catbalogan City, Samar on May 28 - 30, 2013
- Annual Planning Seminar-Workshop held at Samar State University Catbalogan City, Samar, on February 21-22, 2013
- In-House Service Training on the Use and Operation of Multi Media Equipment and Learning System Units held at Samar State University, AVPC- Multi Media Center Catbalogan City Samar , on September 27, 2012

LIST OF TABLES

LIST OF TABLES

Table | Page

LIST OF FIGURE

LIST OF FIGURE