

Coaches' Coaching Competencies and Student Athletes' Sports Achievement

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ABSTRACT

The main purpose of this study is to assess the Department of Education, Division of Malaybalay City coaches in their coaching skills in uplifting potential athletes of sporting events in the region. Coaches' was assessed in different competency levels. Some of the competency level helped as a basis for further improvement for the benefits of the student-athletes in the Division of Malaybalay City. This study evaluated the Coaching skills and athletes sports achievement. A total of 214 secondary athletes are the participant in the questionnaire survey. The CCS was adapted to measure four different dimensions of evaluating the coaching skills and SOQ measure the achievement of athletes. The instrument uses in the survey were found valid and reliable. The study shows that the coaching skills at the Division of Malaybalay City are significantly related to each dimension of coaches' competency. There is a significant relationship between the coaches' skills and achievement of athletes. The study helps in the development of sports program and creation of various organizations that will lead to the recruitment, planning and strategy of effective coaches.

Keyword: coach, skills, achievement, athletes

INTRODUCTION

The Palarong Pambansa is an annual multi-sport event involving student-athletes from 17 regions of the Philippines. Coaches converge in this event in searching of fresh talent and to win in their respective regions. Athletes in Region 10 rank 7 out of 17 regions. But in the Palarong Pampook, the Division of Malaybalay City ranked 9 out of 14 Divisions. Sports coaching faced challenges with half of the percentage of the athletes, with understanding individual athlete's personality, and how to best motivate them. Coaches lack personal life balance in managing their sports, career, home, social, and even in their personal needs. Coaches greatly affect the dynamics and managing relationships within the team or squad.

Coaching plays a vital role in the achievement of the desired outcome of athletes playing in any sports. The way in which the coaches' at all competitive levels establish their sport environment can impact athletes' behavior, cognitions and affective responses (Amorose et al., 2015). Coaches who possess the necessary skills may affect the athletes to perform in their respective games. Hence, a coach should possess the necessary skills in identifying appropriate training methodologies and techniques to influence the athletes' needs satisfaction as well as motivation.

According to Chiu et al. (2014), the primary aims of coaches are more visible in the following countries such as Australia, United State of America and Germany. However, Malaysia has faced difficulty in maintaining reputable position due to incompetent coaches. In the Philippines, it is least likely that an issue on competency of coaches has been given attention. Sports in the country in general have not been given a priority. The Philippine Sports Commission (PSC) Chairman Ricardo Garcia said in a Philippine Star interview that "any form of advice that will come from the PSC will come out as negative, because right now our government has more pressing problems". In fact, in over many years since 1924, the country has failed to rank during the Olympics.

During the Palarong Pambansa preparation, DepEd has required coaches to attend training on sports coaching specifically on development level. It aims to help coaches implement training programs which covers the role of a coach, modern training methodologies, and player development (DepEd Memo No. 90, s. 2016). In 2016, DepEd has required 45 coaches per region to participate on such training granting that they have served as coaches to at least five years. Further, no roll out trainings was conducted on the Division level. In fact, some

teachers were allowed to coach even without existing technical knowledge on the assigned sports event. Based on this circumstance, it can be assumed that competencies of coaches were not entirely given serious attention whether it be technical, motivational or in character building. Athletes, knowing that their coaches lack the necessary skills, knowledge and experience in their field of sport, may be affected in their attitude towards their performance.

The coaches' influence on the athlete's performance is expected, however, the extent of impact of these coaches are most often not taken into consideration. This study aimed to evaluate coaching competency levels and athlete's achievement motivations in the DepEd-Division of Malaybalay City. The focus is on the student athletes' perception of their coach's skills and the relationship to sports achievement levels among athletes in the regional meet competitions.

FRAMEWORK

This study is anchored on the Transformative Learning Theory and Achievement Motivation Theory and other relevant theories, concepts and principles relevant to this study.

The Transformative Learning Theory is among the number of learning theories associated within the coaching process as identified by Fazel (2013). Transformative Learning Theory was developed by Jack Mezirow in the late 1900s. Transformative theory can affect and change in the frame of reference. It is the process of perspective transformation, with three dimensions: behavioral, which refers to change in lifestyle; psychological, which refers to understanding of the self; and convictional, which refers to the revision of belief system. As Mezirow mentioned, "deep learning occurs and is identified by a basic change in beliefs, principles, and feelings that results in a fundamental shift in an individual's understanding of oneself and other in relationship. Kowalski (2013) mentioned that coaches influence children's experiences in sports and have a significant impact on the psychosocial development of young athletes. It is important to understand the coaching-related components of youth sports, including game strategy, motivation, teaching technique, and character building.

Wise et al. (2011) defined coaching competencies as abilities, behaviors, and skills that are utilized in the coach-client relationship to further establish goals. Coaching competencies are further explained as "tools" used in coaching encounters. Chiu et al. (2013) stressed that a competent coach who provides great satisfaction to his/ her athletes can motivate them to perform with confidence in

their games. Myers et al. (2006) stated that coach competencies were grouped into four dimensions called by Coaching Competency Scale (CCS). The four dimensions are motivation, game strategy, techniques, and character building.

Motivation Competency. Among the coaches' coaching competencies, motivational competency of coaches was found to be a significant contributor to student-athlete's sports achievement motivation (Chiu et al., 2014). Sucipto et al. (2017) mentioned that motivation is one of factors that make someone want to do work, although difficult. A coach and athlete ready to do routing exercise, through injury risk, and keep themselves to do exercise to reach achievement. Intrinsic motivation power makes the fighting spirit of the athlete become high, work hard ethos in training, until he defeats his opponent. If a coach is able to create conducive environment, then the athlete will be more motivated to train with high spirit. Since motivating is difficult to understand, a transaction tool must be used by the coach in order to help athletes to reach maximum potentials (Frost, 2013). Motivation can be observed both objectively and subjectively. Subjectively, the players' motivation can be seen if they are pushing themselves at training and being enthusiastic about their sport. If they are enjoying what they are doing, then they will become more motivated (Blanchard, et al., 2009).

Game strategy competency. According to Sucipto et al. (2017), the dimension on game strategy competency involves the coach strategy in instructing the athletes to attack or defend in a certain round. It needs art and science from the coach. This is supported by the Classical Game Theory, which shows how trigger strategies can allow players to sustain a cooperative equilibrium; but the unrealistic determinism of these strategies doesn't match observable human behavior.

Techniques competency. It is the coaches' ability to make some diagnostics and giving instructions to athletes. According to Sucipto et al. (2017), technical competency is the coach competency toward technique that can be implemented to athlete; it is better if the coach is a former player. He will master various techniques just like when he was player.

Character building competency. It is the coaches' ability to influence athletes' personal development and positive attitude towards sports (Myers et al., 2006). According to Sucipto et al. (2017), character building competency is competence to build character of athlete: to have good character, playing sportively, fair play and respect to the opponent. Lutan (2001) explained that fair play is easy to say, but difficult to practice, not only in sports but in various daily activity. Coaches also have good character so able to build good character also. According

to Winarno (2012) character can be formed in three stages: (1) knowing, (2) acting, and (3) habit. The three is one series of activities, not separated piece, so the character learning should be done in three stages. Suitable with the opinion of Basuki (2011), character education should build concept of habit of the mind, habit of the heart, and habit of the hands, or able to equalize the thought, feeling, and action.

Meanwhile, the term achievement motivation was identified by Atkinson (1957), who developed the theory of resultant achievement motivation. Atkinson postulated that achievement behaviors represent a conflict between approach (hope for success) and avoidance (fear of failure) tendencies. The theory assumed that people with high need of achievement will choose tasks of moderate difficulty; whereas, people with low need of achievement will choose either very easy or very difficult tasks. This was later further developed by the same author in 1974 stating that the tendency to approach success is a function of the person's motive to approach success as well as the situational factors. High achievers are most likely to strive to achieve when their motive for success is high and there is a 50% chance of success, which would make the victory the most rewarding. People with a strong motive to avoid failure tend to avoid these situations. When forced into an achievement situation, a low achiever will choose either very easy or very difficult tasks (Gill, 2008).

However, researchers have included orientations toward both interpersonal competitive standards and personal standards to include varied achievement options. The three sub-scales of competitiveness, win orientation and goal orientation, were found to be separate but related factors and that this multidimensional measure shall permit investigations not possible for general measures. Competitiveness is defined as the desire to enter and strive for success and strive for success in sports competition (Gill et al., 1988). Newby (2014) identified four dimensions of competitiveness namely, general competitiveness, dominance, competitive affectivity, and personal enhancement. Goal orientation refers to the desire to reach personal goals in sport. It reflects and emphasizes personal performance standards. Goal setting theory is one of the most robust psychological theories of motivation in the past 45 years (Locke et al., 1990). According to this theory, setting specific, proximal or nearness of desired outcome, and difficult, yet obtainable goals will lead to higher performance levels than setting "do your best" goals. The reason for the success of specific, proximal, and difficult goals is that goals lead individuals to focus on goal-relevant activities including effort, persistence, arousal, discovery, and use of task-relevant

knowledge. Orientation of Win refers to the eagerness to win in the competition particularly in sports. Krumer et al. (2011) mentioned that win orientation leads the student athletes to drive to win in all cases and that professional athletes are biased to the present due to this approach. Since professional athletes live in a competitive environment that pushes them towards winning regardless of cost, they sacrifice their future either in health, education and even reputation, if they use drugs to achieve their present goal.

Finally, the importance of this study is to ascertain the coaching skills of DepEd secondary coaches who participated in the 2017 regional meet and to evaluate if the student-athletes are motivated with their coaches.

Figure 1 shows the Schematic Diagram of the study. The left box shows the dimension of competency of coaches while the right box shows the dimensions of achievement motivation.

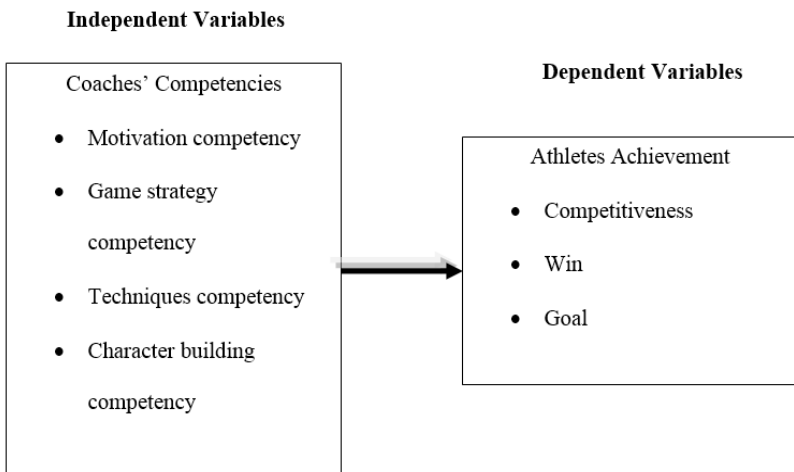


Figure 1. A schematic presentation is showing the interplay of dependent and independent variables

OBJECTIVES OF THE STUDY

This study aimed to: 1) determine the coaches' competency levels as perceived by athletes in DepEd sports competition in terms of motivation, game strategy, techniques, and character building; 2) determine the student-athletes' sports achievement levels in DepEd sports competition in terms of competitiveness, win,

and goal; 3) find out the relationship between the coaches' coaching competency and the student-athletes' sports achievement; and 4) identify which of the coaches' coaching competency levels influence the athletes' sports achievement.

METHODS

The Division of Malaybalay City was carved from the Division of Bukidnon and was created pursuant to Deped Order No. 50, s. 2002 (Establishment of Interim City Schools Division) with the objective of attaining efficient supervision of schools thereby enhance instructional supervision which will consequently raise the performance level of the school children. The City has 64 primary/elementary schools and 13 secondary schools covering 10 districts under Division of Malaybalay. Almost every barangay has at least one primary/elementary school, while secondary schools are strategically located in areas with higher population.

This study utilized the descriptive- correlational research design. The descriptive design seeks to describe the current status of a variable while the correlational design explores the relationship between variables using statistical analyses.

The participants of this study were the 214 secondary student-athletes in the Department of Education – Division of Malaybalay City for School Year 2017-2018. These student-athletes are from various sports, including team and individual sports that represented the Division in the CY 2017 Regional Meet were chosen to participate in this study.

Table 1

Distribution of Respondents

Event	Number of Athletes
Boxing	2
Chess	4
Billiard	4
Dance Sports	4
Wrestling	5
Gymnastics	6
Athletics	8
Badminton	8
Lawn Tennis	8
Table Tennis	8
Arnis	10
Taekwondo	20
Basketball (3 x 3)	8
Baseball	12
Softball	12
Futsal	12
Sepak Takraw	17
Football	18
Basketball	24
Volleyball	24
Total	214

The CCS developed by Myers et al. (2006) was adopted for this study. Competency is defined by Myers et al. (2006) as coach skills evaluation that affects their athletes' performance. The 24-item questionnaire in CCS was designed to measure four different dimensions. The four categories included motivation competency (MC), game strategy competency (GSC), techniques competency (TC), and character building competency (CBC). All items are measured using a Likert scale of 5 points where (1) indicates "Incompetent" and (5) indicates "Highly Competent".

Meanwhile, in order to measure achievement motivation, Sport Orientation Questionnaire (SOQ) was selected in this study. The SOQ was developed by Gill et al. (1988) consists of 25 items with three factors, namely, competitiveness, goal, and win orientation. Each item is rated on a 5-point scale from strongly agree to strongly disagree.

The reliability of the survey questionnaire was measured using the reliability coefficient computation from SPSS software in consultation with an expert statistician of the Statistical Office of Liceo de Cagayan University to determine

the validity of the adopted Instruments of Myers et al. (2006). The first part of the instrument was to test the Coaching Competency and the second part was to test the athlete's achievement motivation. The test gives a reliability coefficient of 0.952 for Coaches Competency while achievement motivation reliability coefficient of .863 indicating that it is a reliable and valid instrument to measure the Coaches Coaching Competency and achievement motivation of student-athletes.

The research process started after the approval of the letter of permission from the Dean of Graduate Studies to the Schools Division Superintendent of Division of Malaybalay City. Another letter of permission was given to the school principals of Secondary Schools informing the conduct of the study.

The survey started with an orientation to inform the participants the purpose of this research and whatever is their answer will be treated as confidential. The researcher expected from the participation they need to do all throughout the conduct of the survey. The conduct of the study started on September 27, 2018.

To facilitate the analysis of the interpretation, the following tool was employed:

For objectives 1 and 2, descriptive statistics such as mean and standard deviation were used to determine the participant's coaching competency and achievement motivation of athletes.

For objectives 3 and 4, Pearson Product Moment Correlation was used to determine the significant relationship between coaching competencies and achievement motivation of athletes. Multiple regression analysis was used to determine the significant influence on sports achievement motivation.

RESULTS AND DISCUSSION

Coaches Competency Level as Perceived by Student-Athletes in DepEd Sports Competition in terms of Motivation, Game Strategy, Techniques, and Character Buiding

Coaching is a complex task and required the use of different strategies and behaviours to fulfill many expectations. Hence, sports coaches must have good knowledge and need to develop competencies or skills in carrying out responsibilities to produce quality athletes. A coaching competency scale was developed by Meyer et al., (2009) consisting of four domains namely, motivation, game strategy, techniques, and character buiding competencies. These domains were used to test the effectiveness and success in the coaching process.

Motivation Competency

Athletes need a driving force in order to succeed in sports. This makes motivation a very important consideration in coaching. Khan (2012) stated that motivation is a psycho-physiological condition of the living organisms, which inspire them to strive to fulfill their needs and that motivation induces movement. It is an essential element of human personality. It directs a person's activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance.

Table 2

Coaches Competency level as perceived by student-athletes in DepEd sports competition in terms of Motivation Competency.

Motivation Competency	Mean	Standard Deviation	Descriptive Ratings
1. Promotes good sportsmanship	4.60	0.674	Highly Competent
2. Helps student-athletes maintain confidence in themselves	4.45	0.690	Competent
3. Motivates his/her student athletes	4.37	0.847	Competent
4. Develops student-athletes' abilities	4.37	0.794	Competent
5. Builds the self-esteem of his/her athletes	4.09	0.789	Competent
6. Recognizes opposing teams' weakness during competition	3.81	1.017	Competent
Overall Mean	4.28	0.80	Competent

Legend

Scale	Range	Descriptive Ratings
5	4.50-5.00	Highly Competent
4	3.50-4.49	Competent
3	2.50-3.49	Moderately Competent
2	1.50-2.49	Less Competent
1	1.0-1.49	Incompetent

Table 2 shows the coaches' competency level as perceived by student-athletes who participated in the regional meet in 2017, in terms of motivation. It reveals that the coaches are competent based on the six indicators with a total mean value of 4.28 and 0.80 standard deviation. The indicator "promotes good sportsmanship" ranked first with a mean value of 4.60 with a standard deviation of 0.674, rated descriptively as highly competent.

The result implies that motivation also develops sportsmanship among

sports participants. This is in consonance with the study of Vallerand (2006), that sportsmanship is associated with positive motivation. As stated in the result of his study, sportsmanship has been construed as referring to sport behaviors which carry moral connotations that are developed through positive motivational techniques such as appreciation, encouragement, and respect. Essentially, sport participants show sportsmanship when they try to perform well and make an effort to win, avoid taking unfair advantage of the opponent, and react politely, either in the face of victory or defeat. Thus, sportsmanship is a multidimensional concept as it reflects a general picture of positively motivated player with concern and commitment in the sports environment, rules, coaches, and opponents.

Another indicator obtained competent rating. These were the statements, "Helps student-athletes maintain confidence in themselves", "Motivates his/her student athletes", and "Develops student-athletes' ability with a mean value of 4.45 and 4.37.

This implies that a coach has motivational strategy that may have a big impact on the coaches' enthusiasm to play. According to the study Elliot et al. (2011), on competence motivation theory is that individuals are attracted to participate in activities at which they feel competent or capable. If the goal is for the athlete to be motivated to be physically active or to strive for performance excellence, it will be necessary to design environments that will enhance their perceptions of competence. It also enhanced perceptions of competence which can be achieved when individuals experience success at optimally challenging tasks and when they receive positive, encouraging, consistent, and information-based feedback from their coach and significant others within that environment, (Horn, 2014).

Game Strategy Competency

In ensuring the strategy of a game, it starts in coaching competency. Every coach may possess various strategies in dealing with athletes during the game.

Table 3

Coaches Competency level as perceived by student-athletes in DepEd sports competition in terms of Game Strategy

Game Strategy Competency	Mean	Standard Deviation	Descriptive Ratings
1. Builds team confidence	4.42	0.852	Competent
2. Mentally prepares his/her athletes for game strategies	4.35	0.799	Competent
3. Understands competitive strategies	4.15	0.836	Competent
4. Adjusts his/her game strategy to fit his/ her teams' talent	4.15	0.898	Competent
5. Builds team cohesion	4.04	1.016	Competent
6. Makes critical decisions during competition	3.98	0.978	Competent
Overall Mean	4.18	0.90	Competent

Legend

Scale	Range	Descriptive Ratings
5	4.50-5.00	Highly Competent
4	3.50-4.49	Competent
3	2.50-3.49	Moderately Competent
2	1.50-2.49	Less Competent
1	1.0-1.49	Incompetent

Table 3 shows the coaches' competency level as perceived by student-athletes in DepEd sports competition in terms of game strategy. The result shows that the coaches are competent in game strategy with an average mean value of 4.18 and with 0.90 standard deviation.

The indicators "Builds team confidence", "Mentally prepares his/her athlete's for game strategies," "Understands competitive strategies," and "Adjusts his/her game strategy to fit his/her team's talents", ranked top three with a mean value 4.42, 4.35 and 4.15 respectively. It implies that effective coaches' game strategy may start by building team confidence. Team confidence is frequently cited as an important part of successful sport performance and has been shown to influence behaviors, attitudes, and sporting attainment (McBride, 2010).

This is supported by the study of Kingstone (2011) in developing and maintaining robust sports confidence, un which he suggests that there should be a need to develop an athlete's signature-strengths, increase pressure experienced in training and identify broad stable sources of confidence to develop robust sport-confidence. Consultants reported that maintaining robust sport-confidence occurs through constant development.

Harter (2008) added that, ccoaches have a very strong power on athletes. They can influence players' self-confidence even with a single word. For this

reason, it is essential that they create a positive environment and give positive feedback to the players in order not to decrease their self-confidence. A strategy that coaches usually use is providing drills and practices that can be challenging for the players but not too much. If the challenge that athletes have to face is too hard, they will just get frustrated and they could give up. Instead, if they are assured in their skills and they know they can overcome the challenge, they will be surer of their potential and will put more effort during practices and games.

Coaches may mentally prepare the players during practice game and game proper. Players mold during trainings in order for them to be equipped in achieving their goal (White, 2012).

An additional part of the coaches' preparation during competition involves the anticipation of distraction that hinders the success of the team. Therefore, understanding competitive strategies and adjusting game strategy to fit teams' talent are also significant factors to consider. According to Harter (2008), anticipation has a great effect before the situation may happen. Moreover, players must identify and cope with the unexpected (McBride, 2010).

Techniques Competency

It is often argued that effective coaching is as much an art as a science. There is no “one size fits all” methodology. Coaching techniques vary because it is about connecting, mentoring and creating relationships.

Table 4

Coaches Competency level as perceived by student-athletes in DepEd sports competition in terms of Techniques

Techniques Competency	Mean	Standard Deviation	Descriptive Ratings
1. Teaches the skills of his/her sports	4.32	0.853	Competent
2. Recognizes opposing teams' strengths during competition	4.23	0.872	Competent
3. Demonstrates the skills of his/her sport	4.20	0.941	Competent
4. Adapts to different game situations	4.06	0.987	Competent
5. Coaches individual student-athletes on technique	4.11	0.880	Competent
6. Detects skill errors	3.87	1.084	Competent
Overall Mean	4.13	0.94	Competent

Legend

Scale	Range	Descriptive Ratings
5	4.50-5.00	Highly Competent
4	3.50-4.49	Competent
3	2.50-3.49	Moderately Competent
2	1.50-2.49	Less Competent
1	1.0-1.49	Incompetent

Table 4 presents coaches' competency level as perceived by student-athletes in DepEd sports competition in terms of techniques, with a total mean value of 4.13 and 0.94 standard deviation. The result shows that the coaches are competent in coaching techniques. Noticeably, the indicators "Educate the skills of his/her sports", "Teaches the skills of his/her sports", and "Demonstrates the skills of his/her sport", ranked top three with 4.32, 4.23, and 4.20 respectively.

These indicators emphasize that coaching techniques involve teaching skills and pedagogy. This finding was in accordance with the study of Kidman, (2014) that athletes will learn more if provided with quality learning activities and the skills, knowledge and understandings they need for a quality performance in their sport. Therefore, it is important for coaches to plan and consistently provide training sessions that provide this. It is also important that athletes are engaged in appropriate learning tasks for that sport they opted to learn for.

Likewise, Siedentop (2012) asserted that to reach a high level of skill, an athlete may need to perform a skill or game situation thousands of times. It is important that coaches will demonstrate their skills in sports with competence so that the athletes have multiple opportunities to practice and perform the skills. This can be done in a range of different techniques and training strategies.

However, Taggart (2016) argued that athletes should be accountable for their learning. This strategy refers to enabling athletes to try their best, to practice intensely, concentrate on the task and demonstrate an interest in and take ownership for their learning. To hold athletes accountable, coaches should encourage athlete and team goal setting, show an interest overtly in what athletes are learning and doing, have 'with-it-ness' and be 'involved' in the training session, facilitate a clear direction for each task and encourage athletes' performance. Furthermore, this does not mean explicitly providing information, but more of a 'setting things up and keeping an eye on things' approach, encouraging the athletes to continue, asking questions to help solve problems, and providing activities to extend athletes' abilities. Moreover, setting goals, monitoring and reinforcing the team culture, listening to athletes and valuing their opinions all encourage athlete accountability (Khan, 2012).

Statements “Coaches individual student-athletes on technique”, and “Detects skill errors” got lower rank with mean value 4.11 and 3.87. These indicators require individual coaching techniques which are usually done by coaches in specific instances. The coaches who are the concern of this research also employ coaching techniques.

The result is supported by the study of Kuhlmann (2016), that individual coaching sessions is used to determine the individual’s strengths and weaknesses and correcting their technical faults through thorough assessment. The sessions will address various attributes such as his/her skill level, hand eye co-ordination, speed, strength and agility. This is done in specific events since it requires coaches’ effort and special time giving the athletes the means to fully express themselves and assist them to improve and achieve their sporting goals.

Character Building

The positive character traits such as personality and social responsibility was believed can and should be taught and learned in a sport and physical activity setting (Parker & Stiehl, 2004). The sports and physical activity setting merely provides opportunities to athletes to learn skills, strategies, sportsmanship, commitment, respect and disciplines. Thus, with proper strategies it is in line with the six pillars of character; trustworthiness, respect, responsibility, fairness, caring and good citizenship (Arizona Sports Summit accord, 1999).

Table 5

Coaches Competency level as perceived by student-athletes in DepEd sports competition in terms of Character.

Character Building Competency	Mean	Standard Deviation	Descriptive Ratings
1. Instils an attitude of respect for others	4.51	0.681	Highly Competent
2. Maximizes his/her teams' strength's during competition	4.46	0.721	Competent
3. Builds the self-confidence of his/her athletes	4.42	0.737	Competent
4. Recognizes talent in athletes	4.37	0.871	Competent
5. Instils an attitude of good moral character	4.36	0.727	Competent
6. Instils an attitude of fair play among his/her athletes	4.35	0.816	Competent
Overall Mean	4.41	0.76	Competent

Legend

Scale	Range	Descriptive Ratings
5	4.50-5.00	Highly Competent
4	3.50-4.49	Competent
3	2.50-3.49	Moderately Competent
2	1.50-2.49	Less Competent
1	1.0-1.49	Incompetent

Table 5 presents the results of coaches' competency level as perceived by student-athletes in DepEd sports competition in terms of character building. The result reveals that generally, coaches are competent in building character of the athletes with an average mean of 4.13.

Noticeably, the statement "Instills an attitude of respect for others", ranked number one with mean value of 4.5, 0.681 standard deviation, with highly competent verbal description. This implies that coaches positively influenced and develop good characters as perceived the athletes. Typical social character values in sports include respect, loyalty, dedication, and teamwork, while moral values in sports include honesty, fairness, fair play, justice, and responsibility (Beller, 2012). Because sport may foster social values and character development coaches should help athletes practice and maintain these characters (Lumpkin, et al., 2012).

The indicator "Maximizes his/her teams' strength's during competition" ranked number two with mean value of 4.46. This finding provides evidence that coaches employed different strategies to holistic development of the athletes. Wrisberg (2017) asserted that by maximizing the team's strength during competition, it will enhance their chances of success (i.e., the appropriate and effective execution of technical skills in any and all situations) every time they compete. Thus, effective character building, may based on a clear understanding of the role of sports, a knowledge of team strategy, an awareness of their respective roles and appreciating their capabilities.

The statement "Builds the self-confidence of his/her athletes" also ranked number three with 4.42 mean value. This result justifies the competencies of the coach as the subject of this study. At the same time in game strategy domain, it was establish that coaches build confidence on the athletes.

According to McBride (2010), moulding your players in a wrong way will result in bad performance and underachievement of athletes.

Vallerand, (2006) also lamented that; coaches grip more power in the athletes mind. The disciplined athletes depend on the coach beliefs and opinion and give respect to him. Generally, the result shows that coaches are successful in building

character. Brown (2013) enumerates the process as “this is what we believe, so therefore, this is what we will do, and this is what will be seen.”

Table 6

Summary of Coaches Competency Level as Perceived by Student-Athletes

Domain	Mean	Standard Deviation	Descriptive Ratings
Motivation Competency	4.28	0.80	Competent
Game Strategy Competency	4.18	0.90	Competent
Techniques Competency	4.13	0.94	Competent
Character Building Competency	4.41	0.76	Competent
Total Mean	4.25	0.85	Competent

Legend

Scale	Range	Descriptive Ratings
5	4.50-5.00	Highly Competent
4	3.50-4.49	Competent
3	2.50-3.49	Moderately Competent
2	1.50-2.49	Less Competent
1	1.0-1.49	Incompetent

Table 6 shows that the coaches are committed to their complex task to the athlete through provisions of motivation, game strategy, techniques and character building. It also shows that coaches demonstrated exceptional job mastery in all major areas of their responsibility. According to Lambert et al. (2011), successful sports team requires effective coach whereby coaches are able to handle both responsibilities to transfer sports skills through training as well as shaping character. This is because coaching involves interpersonal influence exercised on others through communication process towards the attainment of certain goal (Akerlele, 2012). For instance, Greenleaf (2011) pinpoints that several coaches enrich the lives of individuals, builds better team and ultimately creates a more productive society. That is to say a coach is also a teacher who leads, who is eager to serve with competence.

Athletes’ Sports Achievement Motivation Levels in DepEd sports competition in terms of Competitiveness, Win and Goal

Achievement motivation can be proved though the achievement behavior in competitive sports (Gill, 2004). It anticipates the competitiveness, mastery, work and multidimensional. This implies that more athletes desire to achieve their goal

while others desire to compete with other athletes (Williams, 2008). Gill (2013) identified three achievement motivation orientations in sports: Competitiveness, win, and goal.

Competitiveness

The amount of preparation, focus, determination, and energy that a person puts into striving to win is often referred to as their competitiveness. Competitive people have a strong desire to achieve and succeed, thereby demonstrating their competency to themselves and others.

Table 7

Sports Achievement Motivation level of Student-athletes in DepEd sports competition in terms of Competitiveness

Competitiveness	Mean	Standard Deviation	Descriptive Ratings	Qualitative Interpretation
1. I want to be successful in sports	4.69	0.696	Strongly Agree	Highly Motivated
2. I work hard to be successful in sports	4.68	0.578	Strongly Agree	Highly Motivated
2. I perform my best when I am competing against opponent	4.68	0.550	Strongly Agree	Highly Motivated
4. I look forward to the opportunity to test my skills in competition	4.58	0.587	Strongly Agree	Highly Motivated
5. I am a determined competitor	4.54	0.637	Strongly Agree	Highly Motivated
6. I thrive on competition	4.48	0.670	Agree	Moderately Motivated
7. I am a competitive student athlete	4.47	0.670	Agree	Moderately Motivated
8. The best test of my ability is competing against others	4.42	0.810	Agree	Moderately Motivated
Overall Mean	4.57	0.65	Strongly Agree	Highly Motivated

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Highly Motivated
4	3.50-4.49	Agree	Moderately Motivated
3	2.50-3.49	Neither Agree or Disagree	Fairly Motivated
2	1.50-2.49	Disagree	Less Motivated
1	1.0-1.49	Strongly Disagree	Not Motivated

Table 7 reveals the athletes' sports achievement motivation levels in terms of competitiveness. It obtained a total mean value of 4.57, with standard deviation of 0.65, rated descriptively as strongly agree. This shows that the athletes are experience enjoyment during competition and eager to be successful.

Indicators such as "I want to be successful in sports", "I work hard to be successful in sports", and "I perform my best when I am competing against opponent", had a mean value of 4.69, and 4.68, respectively. These statements show high level of achievement motivation, since competitiveness can be conceptualized as a positive behavior to strive which may result to emergence of athlete's desire to success. Although some sports enthusiasts perceived competitiveness as a constraint to success, resulting from the confluence of environment, task and personal constraints, but agree that these can still be managed during training or during the actual game with a competent coach. As suggested by Martens (2013), to enhance athletes' competitiveness is that these tasks constraints need to be manipulated to 'push' players beyond current performance levels with a skillful and competent coach.

This is supported by the study Rowan (2014) entitled, "Motivation in Sport: The Psychology behind Competition. Without motivation, there would be no driving force to succeed. Athletes need to be motivated in order to deal with the long, grueling days necessary for success. Somehow it would feel painful and occasionally would be observed as boring, and sometimes would feel as though one can't bear to go on, yet one keeps pushing through it. Vealey (2014) connect directly to motivation and the level of success while there are plenty of outside factors, physical ability as well as the level of competition – if you want it, you can achieve it. The participants agree on the following indicators; "I am a determined competitor", "I am a competitive student athlete", and "The best test of my ability is competing against other" got lower mean value of 4.48, 4.47 and 4.42, respectively. This means that most athletes are motivated to become competitive and become successful in their own chosen field of sports. Competitive athletes are consistently involved in situations where they are challenged. This not only occurs on the competitive field of play but in the practice gym as well. When this happens, their level of perseverance and determination will be enhanced (Smoll, 2014).

Goal

Goal setting is a simple and practical mental tool used to maintain a high level of motivation in sports participation. For some very elemental reason, athletes respond to goals in a very deep and personal way. The experience of setting a goal, working toward a goal, and achieving a goal has a powerful emotional

resonance that causes athletes to continue to strive higher for the goals they set for themselves and for the team.

Table 8

Sports Achievement Motivation level of Student-athletes in DepEd sports competition in terms of Goal

Goal	Mean	Standard Deviation	Descriptive Ratings	Qualitative Interpretation
1. My goal is to be the best student-athlete possible	4.61	0.629	Strongly Agree	Highly Motivated
2. Performing to the best of my ability is very important to me	4.61	0.582	Strongly Agree	Highly Motivated
3. Reaching personal performance goals is very important to me	4.60	0.596	Strongly Agree	Highly Motivated
4. The best way to determine my ability is to set a goal and try to reach it	4.60	0.675	Strongly Agree	Highly Motivated
5. I set goals for myself when I compete	4.57	0.667	Strongly Agree	Highly Motivated
6. I try hardest when I have a specific goal	4.58	0.655	Strongly Agree	Highly Motivated
7. I am most competitive when I try to achieve personal goals	4.49	0.681	Agree	Moderately Motivated
8. I enjoy competition against others	4.49	0.760	Agree	Moderately Motivated
9. I want to be the best every time I compete	4.29	0.847	Agree	Moderately Motivated
Overall Mean	4.54	0.68	Strongly Agree	Highly Motivated

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Highly Motivated
4	3.50-4.49	Agree	Moderately Motivated
3	2.50-3.49	Neither Agree or Disagree	Fairly Motivated
2	1.50-2.49	Disagree	Less Motivated
1	1.0-1.49	Strongly Disagree	Not Motivated

Table 8 presents sports achievement motivation level of student-athletes in DepEd sports competition in terms of goal. The result shows that participants strongly agree on the statements “My goal can be the best athlete possible”, and “Performing to the best of my ability is very important to me”, with the highest mean value of 4.61. This means that the participants are intrinsically motivated

with strong desires to become the best athlete. It also shows that the participants value their ability. According to Vallerand (2006), goals offer two essential things that fuel your motivation. First, goals provide the destination of where you want to go in your sports participation. This endpoint is important because if one does not know where one is going, one is just going to stay where one is. Second, having a place one really wants to go doesn't have a lot of value if one does not know how to get there. Goals provide the road map for getting to one's destination.

Lambert et al. (2011) asserted that there are few things more rewarding and motivating than setting a goal, putting effort toward the goal, and achieving the goal. The sense of accomplishment and validation of the effort makes you feel good and motivates you to strive higher. It's valuable to establish clear goals of what you want to accomplish in your sport and how you will achieve those goals. Seeing that your hard work leads to progress and results should motivate you further to realize your goals.

Further, Mendez (2013) lamented that, motivation is the foundation all athletic effort and accomplishment. Without your desire and determination to improve your sports performances, all of the other mental factors, confidence, intensity, focus, and emotions, are meaningless. To become the best athlete, one must be motivated to do what it takes to maximize your ability and achieve your goals.

The participants also strongly agree on the statements "Reaching personal performance goals is very important to me", and "The best way to determine my ability is to set a goal and try to reach it", with mean value of 4.60. These statements define positive motivation level of participants and signify abilities to initiate and persist at a task. Rowan (2014) suggested that to perform your best, you must want to begin the process of developing as an athlete and you must be willing to maintain your efforts until you have achieved your goals.

On similar study conducted by Shields (2014), performance goals setting in sports is so important because you must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other things. Goals will impact everything that influences your sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle including sleep, diet, school or work, and relationships ((Beller, 2012).

However, the participants agree on the indicators "I am most competitive when I try to achieve personal goals", "I enjoy competition against others", and ". I want to be the best every time I compete", got lower mean value of 4.49 and 4.29. This means that competition provides motivation to achieve an athlete's

goal, to demonstrate determination, creativity and perseverance to overcome challenges, and to understand that hard work and commitment leads to a greater chance of success.

In today's culture in sports, it is crucial for an athlete to grow up with a will to win. However, Brown (2013), argued that, winning is not everything in a sport, it is definitely the goal. He explained that sports teach athlete that you get out what you put in. If you put in minimal work, you will not win or be a starter.

Further Vealey (2014), asserted that having to fight against an opponent, whether it is a teammate for playing time, or another team, is a great lesson for athletes. In the real world, one has to beat out the competition for a job, so it is best to learn how to handle competition at any instances. By having this competitive edge and assertive attitude ingrained in them at an early stage, athletes are more likely to exert their abilities to games in a way that others may not.

Winning

It has been said that the key to success is to develop "the will to win". However, the will to win is not worth anything without the daily commitment to do what it takes to prepare to win.

Table 9

Sports Achievement Motivation level of Student-athletes in DepEd sports competition in terms of Winning

Win	Mean	Standard Deviation	Descriptive Ratings	Qualitative Interpretation
1. I try my hardest to win	4.60	0.684	Strongly Agree	Highly Motivated
2. I look forward to win the game	4.54	0.603	Strongly Agree	Highly Motivated
3. I have the most fun when I win	4.52	0.731	Strongly Agree	Highly Motivated

Table 9 Continued

Win	Mean	Standard Deviation	Descriptive Ratings	Qualitative Interpretation
4. Winning is important	4.36	0.878	Agree	Moderately Motivated
5. Scoring more points than my opponent is very important to me	4.32	0.879	Agree	Moderately Motivated
6. The only time I am satisfied is when I win	3.84	1.108	Agree	Moderately Motivated
7. Losing upsets me	3.64	1.205	Agree	Moderately Motivated
8. I hate to lose	3.60	1.316	Agree	Moderately Motivated
Overall Mean	4.18	0.93	Agree	Moderately Motivated

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Highly Motivated
4	3.50-4.49	Agree	Moderately Motivated
3	2.50-3.49	Neither Agree or Disagree	Fairly Motivated
2	1.50-2.49	Disagree	Less Motivated
1	1.0-1.49	Strongly Disagree	Not Motivated

Table 9 reveals the sports achievement motivation level of student-athletes in in terms of winning. It is observed that the participants strongly agree on the statement “I try my hardest to win’, with mean 4.60 and 0.684 standard deviation. This result shows that more players are motivated by themselves. Hanrahan (2014) lamented that winning is one of the source of motivation. Without motivation, goal in life, commitments, challenges, and frustration, athletes will end with nothing.

As Jackson (2015) mentioned, players who suffer from unsuccessfulness in their chosen event, will also lower their level of performance and will lead to not attending their training as somehow will end their career as an athletes.

The participants also agreed on the statements “I look forward to win the game”, “I have the most fun when I win”, and “Winning is important”, with 4.54, 4.52 and 4.36 mean value. This shows that the student-athletes have positive motivational drive to win the game.

Another rational motive that drives the student-athletes to win is the fear of failure (Roberts, 2012).

Table 10

Summary of Athletes' Sports Achievement Motivation Levels

Domain	Mean	Standard Deviation	Descriptive Ratings	Qualitative Interpretation
Competitiveness	4.57	0.65	Strongly Agree	Highly Motivated
Goal	4.54	0.68	Strongly Agree	Highly Motivated
Winning	4.18	0.93	Agree	Moderately Motivated
Overall Mean	4.43	0.75	Agree	Moderately Motivated

Legend

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Highly Motivated
4	3.50-4.49	Agree	Moderately Motivated
3	2.50-3.49	Neither Agree or Disagree	Fairly Motivated
2	1.50-2.49	Disagree	Less Motivated
1	1.0-1.49	Strongly Disagree	Not Motivated

Generally, the result shows that the athletes strongly agreed that they are motivated in the two domains - competitiveness and goal. Will performance implies that motivation will lead in achieving the ultimate success. Competing with each other with the same ability and skills are not the determinant of the outcomes. Rather, the players who work hard, do not give up, and perform their skills counts. In other words, the players who are highly motivated have a great chance of winning.

Relationship between Coaches Coaching Competencies and Student Athletes Sports Achievement

A correlation analysis among coach's competency and students-athletes' achievement is discussed in this section. Table 11 presents the result of correlation analysis used to find the best predictor on the coaches coaching competency in student- athlete's achievement motivation level in terms of competitiveness, goal, and win.

Table 11

Correlation coefficient among dimensions of coaching competencies and sports achievement

Variables	Correlation Coefficient	P-value	Interpretation
Motivation Competency	.451**	.000	Significant
Game Strategy Competency	.379**	.000	Significant
Techniques Competency	.427**	.000	Significant
Character Building Competency	.454**	.000	Significant

** Significant at $p < .01$

* Significant at $p < .05$

Coaching Competency and Achievement Motivation of Student-Athletes in terms of Competitiveness

The result of Pearson correlation analysis is presented in Table 11. It shows that correlation coefficients among factors of coaching competencies and achievement of student-athletes in terms of competitiveness were found to be significant. The value of correlation coefficients were within the range of $r = 0.296$ and $r = 0.419$, ($p < 0.000$). Likewise, the null hypothesis stating, there is no significant relationship between coaching competency and achievement of student-athletes, is rejected. All measured variables namely: motivation competency $r = 0.419$, ($p < 0.000$); game strategy $r = 0.296$, ($p < 0.000$); techniques $r = 0.298$, ($p < 0.000$); and character building $r = 0.354$, ($p < 0.000$) likewise significantly correlated with achievement motivation level in terms of competitiveness of student-athletes.

The result implies that a highly competent coaching ability leads to increase of athletes’ performance. These address how well is coaching competency encourage athletes of the team to do their specific task and responsibilities and to be more competitive and motivated.

Competitiveness, according to Farag (2007), as cited by Ahmed et al. (2012). is about the overall continuing improvement strategies in a game competition. Competitiveness in this sense is a motivation method with which an athlete may achieve efficiency and effectiveness, required for the application of game strategy that leads to competency, errors prevention and stresses reduction, where each

action in the game is lead to the success of the team and members as well.

Competitiveness aims at continuous improvement of skill and should not stop at a certain level. It is a set of characteristics that must be met by all athletes of the team in respect of each individual skills and ability to achieve the desired goals of the individual, the team as well. Significantly, it is clear that achievement motivation level of athletes in terms of competitiveness is tied with coaching competency Ahmed et al. (2012).

Coaching Competency and Sports Achievement of Student-Athletes in terms of Goal

It can be seen from the table that there is a significant relationship between coaching competency and sports achievement level in terms of goal with values ranges from $r = 0.426$ to $r=0.514$, ($p<0.000$). The null hypothesis states that there is no significant relationship between coaching competency and sports achievement level of student-athletes in terms of goal is rejected. Measured variables which showed corresponding significant relationship were motivation competency $r=0.489$, ($p<0.000$); game strategy $r=0.426$, ($p<0.000$); techniques $r=0.430$, ($p<0.000$); and character building $r=0.514^*$, ($p=0.000$) respectively.

This result means that coaching competency is an essential element in motivating students, specifically in setting a goal. Hansen, Gilbert, and Hamel (2009) explained at length the many benefits of motivation as a coaching tool. Coaches above all seek to help athletes realize personal potential, such as setting a goal. Beyond knowing how to analyze players' strengths and weaknesses, coaches must also have a sense of how to set personal gaming goal to overcome weaknesses and build on strengths by motivating the players. There are many different forms of motivation, and Hansen (2010) argued that because motivation is so complicated, it challenges all coaches working on all levels of play. He also asserted the relationship between coach personality and the characteristic of motivating players. If motivating players effectively is dependent on inherent personality, then this characteristic may be one that cannot be acquired through education.

Coaching Competency and Sports Achievement of Student-Athletes in terms of Winning

Finally, in coaching competency and sports achievement of student -athletes in terms of winning, it can be gleaned that there is a significant relationship between the two variables with values ranges from $r=0.1733$ to $r=0.260$,

($p < 0.002$ - $P < 0.039$). This clearly entails that a very competent coach may result to well-motivated student-athletes who will strive to win the game. The null hypothesis state that there is no significant relationship between coaching competency and sports achievement level in terms of winning is rejected. Along with it, measured variables like motivation competency $r = 0.173$, ($p < 0.39$); game strategy $t r = 0.175^*$, ($p < 0.038$); techniques $r = 0.260$, ($p < 0.002$); and character building $r = -0.209$, ($p < 0.012$) revealed similar relationship towards student-athletes' motivation level.

According to Feigley (2014), winning builds confidence especially when that winning represents a true accomplishment. Thus, the ability to motivate athletes to win efficiently is another important coaching characteristic. Successful coaches continually seek ways to improve the content of practices, incorporating techniques in winning the game in the practice plans.

Pugh, Wolff, Defrancesco, Gilley, and Heitman (2000) suggest that winning within the boundaries of the rules and ethics of sportsmanship can place a great premium on winning without distorting the basic sporting values which the athletes may learn. In fact, a strong argument can be made for the fact that true sportsmanship cannot exist unless there is an honest desire to win. Playing fairly when one has no concern about the outcome of the game is not the same level of ethics as playing fairly when one wants strongly to win.

Stepwise Regression Analysis of Motivation, Strategy of Game, Techniques and Building Character on Student Athlete Sports Achievement

Multiple regressions demonstrate the relationship between multiple predictor variables and a dependent or criterion variable. The regression analyses were conducted to determine to the contribution of each independent variable namely; motivation, strategy of game, techniques and building character on the dependent variable, student athlete sports achievement

As shown in Table 12, among the variables included in the regression analysis, motivation was found to be the most influence predictor of student athletes' sports achievement with the t-value 2.96, probability value of 0.004 and beta weights 0.2984, at 0.01 level of significance. The result implies that coaches' motivation has a great effect towards the student-athlete sports achievement.

Table 12

Stepwise Regression Analysis of Motivation, Strategy of Game, Techniques and Building Character on Student Athlete Sports Achievement

Predictor	Coef	SE Coef	T	P
Constant	3.0776	0.2928	10.51	0.000
Motivation Competency	0.2984	0.1007	2.96	0.004
Game Strategy Competency	-0.01768	0.09868	-0.18	0.858
Techniques Competency	-0.04441	0.0911	-0.49	0.627
Character Building Competency	0.1063	0.1069	0.99	0.322
S= 0.3998 %	R-Sq.= 18.2%		R-Sq. (adj)= 15.8	
F-value= 7.61		P-value= 0.000		

This shows that coaches greatly influence the skills and performance of student-athletes and will produce high sports achievement in terms of competitiveness, win and goal

According to Myers et al. (2016), coaching needs to be more complex and requires in using various strategies to fulfill the athletes expectations. A Coach must possess good coaching skills, knowledgeable in dealing with their athletes and can handle situations. The coach character may influence in designing effective training but can influence athletes in their sports achievement.

In fact, a competent coach that gives satisfaction to his players may motivate them to perform in their respective event. Thus, the type of leadership behavior depict through the coaches performance and athletes psychological well-being (Horn, 2002). The context of the sport condition and the characteristics of the coach and the athletes themselves prescribe appropriate leadership behavior. Consequently, effective coaching behavior varies across specific contexts of the character of the players and the prescribed situation change (Chelladurai, 2009).

Hersey and Blanchard (2007) discovered that coaches' leadership may change to assimilate with environments. These environments are often explained by total of given order (task behavior), emotional support (relationship behavior) and level of maturity. Therefore, a coach competence should possess skills in choosing

the right techniques, approaches and tune of language when approaching their student-athletes.

In addition, the R2 value of .182 indicates that only 18.2. % of coaches' motivation explained of the variance in student-athletes' sports achievement. There is still 81.8 % which can be explained by other factors outside the regression model.

The analysis showed that the model for student-athlete's sports achievement will be: student athlete's sports achievement (Y) = 3.0776+0 .2984X1 -.0177X2 -.0444 X3 + .01064 where X1 is the motivation c, X2 game strategy, X3 techniques, X4 character building with the F-value of 7.61 with the corresponding probability value of 0.000, which indicate that the regression model is significant.

The null hypothesis states that there is no variable that best influenced athletes' achievement motivation is rejected. This is due to the fact that the achievement motivation level of the student-athletes is greatly contributed by the factor coaches' motivation competency.

CONCLUSIONS

Based on the asserted findings the it is concluded that Coaches are committed to their complex task to the athletes through provisions of motivation, game strategy, techniques and character building it shows effective coach are able to handle both responsibilities to transfer sports skills through training as well as shaping character. The student-athletes strongly agree this implies that motivation greatly influence the level of achievement and success. If the athletes are highly motivated it follows a high performance in their game. There is a significant relationship of Coaches Coaching Competency and Sports Achievement of Student-Athletes, therefore a competent coach nay influence the athletes' sports achievement.

Motivation Competency greatly influences among the competency level of coaches; therefore, coaches should develop strategies to develop other competency level that could help the student-athletes.

RECOMMENDATIONS

In view of the findings and conclusions of the result of the study, the following recommendations are made:

- 1.Coaches are encouraged to possess different style and approaches in dealing with their athletes that can be motivated, build individual character, strategy

during games and create techniques;

2.The results of this study can help in by improving the sports system in our department and create meaningful and systematic sports program; and

3.It is suggested that future studies on the coaches' coaching competency may consider other demographic and psychographic variables such as athletes' past experience, level of competition, self-efficacy, and attitude towards sports, and family backgrounds that may have influenced on the perceptions of student-athletes.

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