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Coaching commitment and physical development of student-athletes from various public schools in Angeles City, Pampanga, Philippines

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Abstract--This present study aims to determine the relationship between coaching commitment and physical development of student-athletes from various public schools in Angeles City, Pampanga, Philippines. Respondents on the study are student-athletes from Senior High School Public Schools from Grade 11 and 12. Descriptive statistics such as Mean and Standard Deviation were used to describe the level of coaching commitment and physical development according to categories, and Pearson Product Moment Correlation Coefficient was used to determine the relationship between coaching commitment and physical development. The findings revealed that the level of coaching commitment is very high and the level of physical development of the respondents is highly developed. From the correlational analysis, result findings revealed that competition strategies, goal setting, physical training and condition, teamwork, technical skills, and time management were observed to have no significant relationship to caring, character, competence, confidence, and connection of the respondents. On one hand, mental preparation was observed to have a significant negative relationship on caring. Additionally, Personal Rapport/ Negative Personal Rapport were observed to have a significant positive relationship on Caring,

Character and Connection. Furthermore, Knowledge in Sports was observed to have a significant positive relationship on Connection. The null hypothesis tested for this study was rejected. This calls for the acceptance of the alternative which incites that there is a significant relationship between commitment of coaches to the physical development of student-athletes.

Keywords--coaches, commitment, physical development, special program in sports, student-athletes.

Introduction

A highly committed educator will never be satisfied with what he or she have already attained; rather ventures for new and fresh ideas, and ways to contribute to students. Dedicated teachers are also highly passionate and enthusiastic in the teaching and learning process. Likewise, a teacher-assigned coach is no different since they also handle student-athletes under their supervision. These students heavily rely and depend on the abilities of their coaches to mentor and to supervise as impetus to highly perform to various sport competitions which they will represent their own school. In sports, alternatively, with appointed coaches, have an incalculable value in education. The instruction combined with sports to motivate students to the highest degree possible, allowing them to make better progress while also making life more bearable. Students benefit from sports and other physical activities in various ways. It can improve physical and social capabilities by participating through organized sports. Through sports engagement, a balance is being made which suits students' maturity, talents and interest. Also, sports provide a welcome break from the humdrum of daily life of students. However, coaches' commitment may affect athletes' performance and commitment (Nicholls et al., 2017). In every training and competition, student-athletes communicate with their respective coaches. A sports coach serves as a model and influence to student-athletes inside and outside of the sporting setting. The actions and feedbacks a coach provide may influence athletes how to act in daily life.

Along with the responsibilities of coaches, one commits frequent hours of time to produce star athletes and teams whether on a professional, school-based setting, paid basis, or as an unpaid volunteer. Coaches are indispensable, most especially in the industry of sports, in order to train and produce potential athletes, yet what motivates these professionals remain mostly unknown. Within the context of sports, "commitment" is frequently defined as the desire, the need and the design to continue practicing sports (Leyton-Román et al., 2021). Sports and actual work directly affect physical, emotional and mental health (Collins et al., 2018). To student-athletes, self-esteem and happiness gained from previous experiences are significant. In this, coaches can positively influence players' positive affective response to their experience, demonstrated by generalized moods such as pleasure, liking and fun (enjoyment in sports). If coaches establish social support, situational awareness, and democratic behaviors to their athletes, on top of providing instruction and positive reinforcement, they can increase the sports enjoyment of student-athletes. A coach who prioritizes skill, technique and tactics

instruction, and the organization and coordination of related skills, can highly increase athletes' enjoyment to sports participation.

Additionally, coaches who frequently provide commendations to student-athletes' performance efforts, and expresses gratitude for the individual contributions of student-athletes' for the team, can inspire to enjoy sports. Also, allowing student-athletes to be part of the essential decision-making process also add enjoyment on the particular sport they are engaged in. Moreover, the determination and commitment of coaches, and motivated athletes is paramount in achieving goals. These are noteworthy values for the education institution to establish, to produce physically capable, excellent and award-winning athletes.

This present study determines the effect of coaches' commitment in relation to the physical development of selected student-athletes in various public schools in Angeles City, Pampanga, Philippines. Furthermore, this study also aims to assess the commitment of coaches in terms of physical training and conditioning, technical skills, mental preparation, goal setting, competition strategies, personal rapport/negative personal rapport, knowledge in sports, time management and teamwork. It also aims to determine if athletes are being developed in terms of competence, confidence, connections, character and caring.

Review of Related Literature

Related Literatures

In terms of coaching commitment, strength and conditioning for team sports are intended to assist trainers and coaches in developing more effective high-performance team sports training programs (Gamble, 2013). Gamble included two fundamental aspects that are encapsulated by training specificity. The first is that acute training responses will be determined upon – hence specific to – the nature of the training stimulus. The second, which is a corollary of the first, is that the degree to which training resembles – and is specific to – conditions settings affect the degree to which training effects will transfer to performance in the short term. As a result, these two notions apply to all elements of physical preparation.

Study of Kayhan (2020a) mentions the importance of athlete and sportsperson training and growth. Physical condition of athletes and sportsperson can be enhanced by following and appropriate programs that consider their intrinsic abilities, as well as later-acquired behaviors. Individuals who participate in sports activities strive to improve their performance or maintain control of their current performance. While athletes' physical abilities are considered in their performances, psychological factors that can help them maximize their current physical performance should not be overlooked. In line with this, Clemente et al. (2021) stated that high-level technical skills and tactical behavior are key factors for optimal performance. Added by Clemente et al. about the most used and innovative training methods, the small-sided games (SSGs) seem to be a worthy and valid methodology to train simultaneously many skills by reproducing several conditions of a real match.

Student-athletes must be prepared mentally in every training and competition. This will help them to think positively and prepared for every situation that they will encounter during their sports' training and competition. According to Lesyk (n.d.), there are nine mental skills that contribute to sports success. They can all be learned and improved with practice and teaching. A-List of the Nine Mental Skills in Brief: Maintain a positive attitude; Maintain a high level of self-motivation; Set high, realistic goals; Deal effectively with people; Use positive self-talk; Use positive mental imagery.; Manage anxieties and emotions effectively; Maintain concentration. The nine mental skills associated with athletic success are the same mental skills associated with performance in a wide variety of non-sport, performance situations. Also, according to Bulent et al. (2017a), mental toughness represents the ability of a person to cope with the demands of training and competition, increase determination, focus, confidence, and maintain control under pressure. Mental toughness has been explained as the ability of an athlete to cope with the requests of practice and competition, improved determination, focus, self-confidence, and keeping control under pressure.

Moreover, goal setting in sporting contexts is a regularly utilized method that can lead to improved performance (Healy et al., 2018). Researchers, practitioners, athletes, and coaches have all adopted goal-setting recommendations in sports and performance settings. However, it could be argued that these suggestions are unduly simplistic and that a lack of critical commentary in the sporting literature fails to recognize the complexities of goal setting in practice. For example, crucial aspects such as personal differences with those setting goals, contextual and environmental factors, and the kinds of goals being pursued have received a limited acknowledgment within the applicable recommendations. Equally, the focus of goal-setting research and practice has predominantly been on goal progress or goal attainment, thus overlooking the wider benefits of effective goal pursuit on additional aspects such as well-being. Similarly, the interactions between these factors have gained little attention with the academic literature or applied recommendations. This may result in diminished effectiveness of goal setting for athletes and ultimately lead to sub-optimal performance and well-being.

Furthermore, goal-setting is critical in a variety of settings where physical education and sports leadership are employed (Ohuruogu et al., 2016). Students in physical education classes, athletes, sports teams, clients through injury rehabilitation, and adults participating in fitness programs can all benefit from goal-setting. Setting goals is significant as a motivational approach as well as a tool for changing behavior or improving performance. It's also utilized as a part of an intervention plan to fix problems or refocus efforts. In regards to Physical development, this present study includes competence, confidence, connections, characters and caring. The structure of the 4Cs (Competence, Confidence, Connection, and Character/Caring) to be a helpful summary of the areas of improvement that all coaches should remember while instructing students (Vierimaa et al., 2012; Walters, 2017). Anyone who wants to work effectively and sustainably in a group setting should cultivate empathy, mindfulness, and affiliation with their teammates. Even in solitary-player games, understanding how to communicate with and understand others is essential if you want to advance. In a one-on-one match, a genuine player will learn how to investigate

their opponent. They'll learn how to tell when their opponent is tiring and press the advantage. They'll also learn how to control and use intimidation in their play and nonverbal communication. Distraction from social and psychological factors is frequently as crucial in determining the outcome of a game as the actual game itself. Meanwhile, according to Malureanu et al. (2021), self-confidence implies a person's professed capability to tackle situations effectively on his own without leaning on others and to have constructive self-evaluation; self-confidence is an optimistic look at one's own self (Kalita, 2021). Inner self-esteem is a concept that encompasses self-awareness, self-esteem, and self-reflection. It demonstrates that the individual is aware of himself on this subject. Extrinsic self-confidence refers to the ability to express oneself, communicate, and control one's emotions. It is the image and impression given to the outside world as being self-confident.

Related Studies

Gunnink (2014) identified the factors that contribute to the adoption of controlling behaviors is critical because it enables coaches to become more aware of the forces that work against their athletes' autonomy. Similarly, a better understanding of the negative consequences of controlling coaching strategies should help coaches become more mindful of their behavior's detrimental effect on athletes. Few activities can unite people as sports do; victory is contagious, defeat unites, and the concept of a team can foster shared goals and unbreakable bonds among teammates, communities, and even an entire nation (Arico, 2013). Sport, in some ways, can transform lives. The lessons that athletics can teach—preparation, competitiveness, overcoming obstacles, persistence, mental and physical health, problem-solving, and setting life goals—appear especially pertinent for today's American Indian youth.

In the study findings of Fogaca (2019a), college student-athletes endure a variety of pressures that, if not addressed properly, can lead to mental health difficulties. According to the transactional model of stress and coping, effective coping and social support are essential variables in mitigating the detrimental impacts of stressors on mental health. Athletic coping abilities, $F(1, 70) = 9.069$, $p = .004$, and anxiety, $F(1, 79) = 5.017$, $p = .028$, improved considerably for the intervention group as compared to the control group. An intervention that teaches student-athletes how to employ mental abilities during performance as well as in other areas of life has the potential to improve both athletic coping skills and mental health outcomes.

Study of Winwood et al. (2019) regarding the competition-day preparation strategies used by strongman athletes. Ninety-four percent of strongman athletes used warm-ups in competition, which were generally self-directed. The typical warm-up length was 16.0 ± 8.9 minutes, and 8.5 ± 4.3 minutes was the perceived optimal rest time before the start of an event. The main reasons for warming up were injury prevention, to increase activation, and increase blood flow/circulation, temperature, and heart rate. Athletes generally stated that competition warm-ups were practiced in training. Dynamic stretching, foam rolling, and myofascial release work were performed during warm-ups. Warm-up intensity was monitored using the rate of perceived exertion, perceived speed of movement, and training load (as a percentage of 1 repetition maximum). Cognitive

strategies were used to improve competition performance, and psychological arousal levels needed to increase or be maintained in competition. Electrolyte drinks, caffeine, and preworkout supplements were the commonly used supplements.

Material ang Methods

Participants

Respondents for this study are senior high school student-athletes (Grade 11 and 12) from various public schools in Angeles City, Pampanga, Philippines.

Instruments

This study utilized two questionnaires to gather data from the respondents. The first part is the Coaching Commitment. It involved competition strategies, goal setting, knowledge of sports, mental preparation, personal rapport/negative personal rapport, physical training and condition, teamwork, technical skills, and time management. The second part is for Physical development. It determined the physical development of the students-athlete. It involved the level of caring, character, competence, confidence, and connection of the students. One of the instruments that was adapted for this present study is the Coaching Behavior Scale for Sport by (Carlsson & Lundqvist, 2016). It is a multidimensional self-report measure designed to assess sports coaches' controlling interpersonal style from the perspective of self-determination theory.

Statistical analysis

Mean (*M*) and Standard Deviation (*SD*) were utilized to describe the level of coaching commitment and Pearson Moment Correlation Coefficient (*r*) was used to determine the relationship between coaching commitment and physical development. This is a measure of an association between variables (Schober & Schwarte, 2018).

Results and Discussion

Level of Coaching Commitment

Table 1
Level of Coaching Commitment in terms of Competition Strategies

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my competition strategies... help/s me focus on the process of performing well.	4.52	0.63	A
prepare/s me to face a variety of situations in competition.	4.21	0.69	A
help/s me to be more motivated to	4.43	0.76	A

compete at my absolute best			
assist/s me in establishing goals when competing	4.26	0.68	A
assist/s me in understanding my own worth, strengths, and weaknesses in preparation for a competition	4.55	.069	A
aid/s in analyzing and refining my game-playing techniques	4.41	.074	A
Overall Weighted Mean	4.40	0.70	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 1 shows the level of coaching commitment in terms of Competition Strategies. Among the statements above, “assist/s me in understanding my own worth, strengths, and weaknesses in preparation for a competition” yielded the highest mean score (M=4.55, SD=0.69) and was remarked as Always. This is followed by “help/s me focus on the process of performing well” with the mean score (M=4.52, SD=0.63) and was also remarked as Always. Ohuruogu et. al. (2016) Coaches and athletes should not base their prospects on physical training or athletic abilities alone to achieve peak performance in sports events, but rather should incorporate both the mental and physical components of performance. Athletes should begin sports competitions with the right mindset to attain their best results and focus on the process of performing well. On the other hand, the statement “prepare/s me to face a variety of situations in competition” received the lowest mean score of responses with (M=4.21, SD=0.69) yet was also remarked as always. As stated by Burke & Ward (2021), athletes in high-performance sports are challenged to counteract the restrictions in their ability to move faster, higher, and/or stronger across the duration of their sporting event. Sports performance necessitates a complex interaction of physiological, biomechanical, and psychological factors in preparation with different competition. Overall, the level of coaching commitment in terms of Competition Strategies attained a mean score of 4.40 and a standard deviation of 0.70 and was Very High among the respondents.

Table 2
Level of Coaching Commitment in terms of Goal Setting

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my goal setting...			
helps me identify strategies to achieve my goals	4.59	0.57	A
monitors my progress towards my goals	4.30	0.66	A
helps me set short-term goals	4.38	0.76	A
helps me set long-term goals	4.23	0.72	A

gives me the chance to list my possible challenges to reach my goals	4.22	0.75	A
provides support to attain my goals	4.50	.075	A
provides evaluation feedback on my goals	4.21	0.73	A
Overall Weighted Mean	4.35	0.72	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 2 illustrates the level of coaching commitment in terms of Goal Setting. Among the statements above, “helps me identify strategies to achieve my goals” yielded the highest mean score ($M=4.59$, $SD=0.57$) and was remarked as always. This is followed by “provides support to attain my goals” with the mean score ($M=4.50$, $SD=0.75$) and was also remarked as always. According to Weinberg (2013) Goals set by participants and coaches in sports and exercise settings differ in terms of their degree of specificity, what they are aiming to achieve, and how difficult it is to determine if they were met. Coaches are always extending their help to their players as much as they can. The two items are marked as always as their coaches help them to identify different things or strategies to achieve their goals and give support to whatever it takes to attain their player’s goal.

Coaches can provide several activities that can help the athletes to achieve their goals even in step-by-step manner. Coach being the support system of the student-athlete is a big factor as they create a big influence on them. On the other hand, the statement “provides evaluation feedback on my goals” received the lowest mean score of responses with ($M=4.35$, $SD=0.72$) yet was also remarked always. Feedback should be given in a way that will help improve performance the most. Goals should be evaluated by providing feedback. Similarly, to Baghurst et al. (2015) many educators use goal-setting to assist students in creating realistic and suitable goals. Goal setting, on the other hand, may not be used effectively by physical educators. If all three types of goals and moderators for goal commitment, self-efficacy, feedback, task complexity, and satisfaction are not included, student performance and development may suffer. Overall, the level of coaching commitment in terms of Goal Setting attained a mean score of 4.35 and a standard deviation of 0.72 and was very High among the respondents.

Table 3
Level of Coaching Commitment in terms of Knowledge in Sports

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my knowledge in sports...			
assist/s me in comprehending the history of sports.	4.23	0.74	A
allow/s me fully understand the sports, the function of each skill, and the role of	4.45	0.72	A

each position of my sports.			
provide/s me with an in-depth explanation of the function and significance of sports equipment.	4.48	0.73	A
help/s me demonstrate the fundamental skills.	4.51	0.69	A
continuously reminds me of the rules and regulations of my sports	4.56	0.64	A
assist/s me in understanding the technical and tactical knowledge of my sports	4.31	0.71	A
facilitate/s the application of the techniques and strategies of sports.	4.57	0.69	A
Overall Weighted Mean	4.44	0.71	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 3 illustrates the level of coaching commitment in terms of Knowledge in Sports. Among the statements above, “facilitate/s the application of the techniques and strategies of sports” yielded the highest mean score ($M=4.57$, $SD=0.69$) and was remarked as always. Stated by Millar et al. (2011), when coaches had transmitted a large deal of tactical knowledge, they had imparted knowledge of a primarily technical nature and strategies in sports. When there’s the knowledge the application comes next. This is followed by “continuously reminds me of the rules and regulations of my sports” with the mean score ($M=4.56$, $SD=0.64$) and was also remarked as always. According to the findings of the Vizcaino et al. (2013), the participants believe that teaching the rules to the players is essential since it allows them to understand the internal logic of the game.

On the other hand, the statement “assist/s me in comprehending the history of sports” received the lowest mean score of responses with ($M=4.23$, $SD=0.74$) yet was also remarked always. Overall, the level of coaching commitment in terms of Knowledge in Sports attained a mean score of 4.44 and a standard deviation of 0.71 and was very High among the respondents. According to Walker et al. (2018), Millions of athletes participate in sports for the enjoyment, physical, and mental benefits that come with it, and the coach is one of the most influential people in shaping positive sports experience. As a result, over the last three decades, various sport governing organizations throughout the world have established formal coach education programs. Coaches, on the other hand, regularly and prefer to learn from informal sources since they are more contextually relevant and conveniently accessible.

Table 4
Level of Coaching Commitment in terms of Mental Preparation

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my mental preparation...			
Gives advice on how to perform under pressure	4.14	0.77	O
Provide/s advice on how to be mentally tough	4.36	0.84	A
Delivers advice on how to stay confident about my abilities	4.29	0.66	A
Offers advice on how to stay positive about myself	4.39	0.83	A
Gives advice on how to stay focused	4.24	0.68	A
Provides advice on how to maintain a positive attitude	4.55	0.74	A
Provides advice on how to manage anxiety effectively	4.09	0.90	O
Overall Weighted Mean	4.29	0.79	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 4 shows the level of coaching commitment in terms of Mental Preparation. Among the statements above, “provides advice on how to maintain a positive attitude” yielded the highest mean score ($M=4.55$, $SD=0.74$) and was remarked as always. This is followed by “offers advice on how to stay positive about myself” with the mean score ($M=4.39$, $SD=0.83$) and was also remarked as always. On the other hand, the statement “provides advice on how to manage anxiety effectively” received the lowest mean score of responses with ($M=4.09$, $SD=0.90$) yet was remarked often. Based on Fogaca (2019b) student-athletes face various stressors that, if not well managed, could become a source of mental health issues. Coaches should also pay attention to the players' mental health, such as their stress and anxiety levels. It is advantageous if the coaches can provide regular psychological checkups or counseling to the players. Overall, the level of coaching commitment in terms of Mental Preparation attained a mean score of 4.29 and a standard deviation of 0.79 and was very high among the respondents. Mental toughness has been defined by Bulent et al. (2017b). Mental toughness is the ability of an athlete to cope with the demands of practice and competition, improve determination, focus, self-confidence, and keep control under pressure.

Table 5
Level of Coaching Commitment in terms of Personal Rapport/ Negative Personal Rapport

Statement	Mean	SD	Interpretation
My head coach...			
shows understanding for me as a person	4.53	0.70	A
is a good listener	4.45	0.76	A
is easily approachable about personal problems I might have	4.14	0.83	O
demonstrates concern for my whole self (i.e., other parts of my life than sports)	4.14	0.85	O
is trustworthy with my problems	4.35	0.87	A
maintains confidentiality regarding my personal life	4.39	0.83	A
does not use fear in his/her coaching methods	4.56	0.70	A
does not yell at me when he is angry	4.15	0.76	O
considers my opinion	4.15	0.83	O
does not show favoritism towards others	4.47	0.78	A
does not intimidate me physically	4.13	0.84	O
does not use power to manipulate me	4.49	0.85	A
does not make personal comments to me that I find upsetting	4.49	0.82	A
spends more time coaching the athletes who need more practice	4.51	0.85	A
Overall Weighted Mean	4.29	0.79	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 5 illustrates the level of coaching commitment in terms of Personal Rapport/ Negative Personal Rapport. Among the statements above, “does not use fear in his/her coaching methods” yielded the highest mean score (M=4.56, SD=0.70) and was remarked as always. Athletes must establish a positive relationship with their coaches to perform at a high level. Communication is not a one-way interaction, as Altıntaş et al. (2012) point out; it is reciprocal and two-way. It is proven that if coaches do not use fear in his/her coaching methods, have good communication and connection with their athletes. This is followed by “shows understanding for me as a person” with the mean score (M=4.53, SD=0.70) and was also remarked as always. On the other hand, the statement “does not intimidate me physically” received the lowest mean score of responses with (M=4.13, SD=0.84) yet was remarked often. According to Hamilton (2018), some coaches employ intimidation to motivate their players and win games. Some of the players, however, are not used to this type of treatment. Some respondents are merely physically frightened, which causes fear and can lead to poor

performance. Coaches should employ strategies that truly motivate participants to do effectively. Overall, the level of coaching commitment in terms of Personal Rapport/ Negative Personal Rapport attained a mean score of 4.36 and a standard deviation of 0.82 and was very high among the respondents

Table 6
Level of Coaching Commitment in terms of Physical Training and Condition

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my physical training and condition... provides me with a physical conditioning program I am confident in	4.43	0.66	A
offers me with a physically challenging conditioning program	4.26	0.75	A
gives me with a detailed physical conditioning program that fits with my schedule as a student	4.54	0.63	A
delivers me with a plan for my physical preparation	4.59	0.73	A
ensures that the training facilities and equipment are organized	4.54	0.69	A
provides me with structured training sessions suited to my development needs	4.30	0.61	A
provides me with an annual training program	4.38	0.83	A
Overall Weighted Mean	4.43	0.71	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 6 illustrates the level of coaching commitment in terms of Physical Training and Condition. Among the statements above, “delivers me with a plan for my physical preparation” yielded the highest mean score (M=4.59, SD=0.73) and was remarked as always. Similarly, to (Kayhan, 2020b) result findings, underlined the importance of athlete and sportsperson training and growth. People can improve their physical condition by participating in effective and appropriate study programs that consider both their inherent abilities and later-acquired behaviors. This is followed by “gives me with a detailed physical conditioning program that fits with my schedule as a student” and “ensures that training facilities and equipment are organized” with the mean score (M=4.54, SD=0.63) and (M=4.54, SD=0.69) respectively, and were also remarked as always. It is never simple to be a student-athlete. The respondents showed that they can undertake training and study in a balanced manner and their training facilities and equipment are organized. On the other hand, the statement “offers me a physically challenging conditioning program” received the lowest mean score of responses with (M=4.26,

SD=0.75) yet was also remarked always. The coaches should deliver more physically challenging conditioning programs to improve their physical aspects. Overall, the level of coaching was very high among the respondent's commitment in terms of Physical Training and Condition attained a mean score of 4.43 and a standard deviation of 0.71 and. According to previous conducted studies, a training course develops physical features, individual skillful performance, and functional changes. Emphasizing the need of training and utilizing both physical and skillful individual performance when it comes to boosting players' levels throughout a match.

Table 7
Level of Coaching Commitment in terms of Teamwork

Statement	Mean	SD	Interpretation
The coach(es) most responsible for our teamwork...			
help/s us to collaborate and solve team problems	4.58	0.68	A
distribute/s tasks and responsibilities evenly	4.31	0.68	A
ensure/s that our performance contributes to the team's success.	4.64	0.56	A
provide/s an opportunity for team members to provide timely feedback to one another.	4.23	0.69	A
help/s us to build camaraderie and instill the essence of sportsmanship	4.59	0.65	A
motivate/s us to express our viewpoints and share our team knowledge.	4.53	0.80	A
instill/s among team members a sense of mutual respect for one another's roles.	4.67	0.53	A
Overall Weighted Mean	4.51	0.68	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 7 illustrates the level of coaching commitment in terms of Teamwork. Among the statements above, “instill/s among team members a sense of mutual respect for one another's roles” yielded the highest mean score (M=4.67, SD=0.53) and was remarked as always. According to Brown et al. (2020), respect is one of the foundations and pillars of collaborative interprofessional teamwork. Respect for each other is crucial to establish as there will be no conflict if each other's roles are respected. This is followed by “ensure/s that our performance contributes to the team's success” with the mean score (M=4.59, SD=0.65) and was also remarked as always. According to Gaffney (2015), teamwork in sports

presents a unique mix of obstacles and rewards. It involves the integration of individual team members' strengths and efforts, which is a practical accomplishment that represents a common goal and contributes to the team's success. On the other hand, the statement "provide/s an opportunity for team members to provide timely feedback to one another" received the lowest mean score of responses with (M=4.23, SD=0.69) yet was also remarked always. As per Schmidt & Lee (2014), feedback is something that occurs spontaneously as a result of an action or movement. The coaches should provide more opportunities for team members to provide timely feedback to one another so that they can improve what they lack based on input from feedbacking. Overall, the level of coaching commitment in terms of Teamwork attained a mean score of 4.51 and a standard deviation of 0.68 and was very high among the respondents.

Table 8
Level of Coaching Commitment in terms of Technical Skills

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my technical skills...			
provides me with advice while I'm performing a skill	4.43	0.64	A
gives specific and immediate feedback for correcting technical errors	4.59	0.53	A
gives me reinforcement about correct techniques.	4.57	0.54	A
provides me with feedback that helps me improve my technique	4.36	0.63	A
demonstrate to me how to correctly perform the skills	4.32	0.65	A
uses verbal examples that describe how a skill should be done	4.67	0.51	A
makes sure I understand the techniques and strategies I'm being taught	4.72	0.45	A
Overall Weighted Mean	4.72	0.58	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 8 illustrates the level of coaching commitment in terms of Technical Skills. Among the statements above, "makes sure I understand the techniques and strategies I'm being taught" yielded the highest mean score (M=4.72, SD=0.45) and was remarked as always. This is followed by "uses verbal examples that describe how a skill should be done" with the mean score (M=4.67, SD=0.51) and was also remarked as always. On the other hand, the statement "demonstrate to me how to correctly perform the skills" received the lowest mean score of responses with (M=4.32, SD=0.65) yet was also remarked always. To get the best

results, coaches should devote more time to teaching their players how to appropriately do the skills rather than simply telling them. A visual and verbal explanation is advantageous to the respondent. Overall, the level of coaching commitment in terms of Technical Skills attained a mean score of 4.52 and a standard deviation of 0.58 and was very high among the respondents. In addition to Johnson et al. (2011) Coaches can be extremely knowledgeable in the technical skills of the sports and have the perfect game plan; but if they cannot communicate this information to their team, the likelihood of a victory will be greatly reduced indicated “there is a positive correlation between enhanced interpersonal communication skills and higher levels of team performance”. An athlete and coach speak the common language of the specific sport in which they are involved, but “the communication must be articulated in a fashion that the athletes will not only hear but also instantly understand”.

Table 9
Level of Coaching Commitment in terms of Time Management

Statement	Mean	SD	Interpretation
The coach(es) most responsible for my time management...			
ensure/s that I follow the established training time	4.60	0.62	A
ensure/s to start training on time.	4.49	0.66	A
guarantee/s that I can follow training sessions time wisely	4.24	0.70	A
establish/es goals to accomplish a target goal in a specified amount of time.	4.56	0.66	A
help/s me to plan time friendly training drills	4.49	0.75	A
extend/s training time if necessary.	4.10	0.75	A
make/s sure that I can balance my time for my training and studies	4.51	0.73	A
Overall Weighted Mean	4.43	0.71	VH

*Legend

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always (A)	Very High (VH)
4	3.40 – 4.19	Often (O)	High (H)
3	2.60 – 3.39	Sometimes (S)	Moderate (M)
2	1.80 – 2.59	Seldom (SD)	Low (L)
1	1.00 – 1.79	Never (N)	Very Low (VL)

Table 9 illustrates the level of coaching commitment in terms of Time Management. Among the statements above, “ensure/s that I follow the established training time” yielded the highest mean score (M=4.60, SD=0.62) and was remarked as always. According to Ahmed (2020), time is one of the most essential practical life resources in our modern world, and it must be used effectively by maximizing all available potentials to attain goals. Following the established training, timetable is essential. This is followed by “establish/es goals to accomplish a target goal in a specified amount of time” with the mean score (M=4.56, SD=0.66) and was also remarked as always. Added by Ahmed, the

optimal use of time, and available potentials, to attain goals is time management. This will be accomplished only through commitment, analysis, planning, and follow-up for the best use of time in the future, as effective time management enables athletics coaches to achieve goals within a specific time frame through self-activation and others, resulting in the best results of rapid achievement, improved quality of performance, reduced mistakes, and a positive attitude. On the other hand, the statement “extend/s training time if necessary” received the lowest mean score of responses with ($M=4.10$, $SD=0.75$) yet was remarked often. Overall, the level of coaching commitment in terms of Time Management attained a mean score of 4.43 and a standard deviation of 0.71 and was very high among the respondents. Furthermore, Frăsineanu (2018) individuals who are good at time management can distinguish between academic and non-academic tasks.

Level of Physical Development

Table 10
Level of Physical Development in terms of caring

Statement	Mean	SD	Interpretation
As a student, I... started the game with appreciation of my coach and other co-players	3.58	0.50	HD
am considerate about my gestures with other players	3.61	0.51	HD
prefer doing good for the sports rather than saying it	3.53	0.61	HD
apologize and admit when I am wrong	3.64	0.50	HD
refuse to argue and pick battles with other players	3.57	0.56	HD
Overall Weighted Mean	3.59	0.58	VH

*Legend

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed (HD)	Very High (VH)
3	2.50 – 3.24	Developed (D)	High (H)
2	1.75 – 2.49	Less Developed (LD)	Moderate (M)
1	1.00 – 1.74	Not Developed (ND)	Low (L)

Table 10 illustrates the level of physical development in terms of Caring. Among the statements above, “apologize and admit when I am wrong” yielded the highest mean score ($M=3.64$, $SD=0.50$) and was remarked as highly developed. According to Riggs (2017), it is critical for players to understand how to accept their mistakes. Being honest and remorseful for their faults would help them grow and overcome their challenges in sports. It means that respondents are trained to admit and apologize for their errors as a form of self-awareness. This is followed by “am considerate about my gestures with other players” with the mean score ($M=3.61$, $SD=0.51$) and was also remarked as highly developed. On the other hand, the statement “prefer doing good for the sports rather than saying it”

received the lowest mean score of responses with ($M=3.53$ $SD=0.61$) yet was also remarked highly developed. Overall, the level of physical development in terms of Caring attained a mean score of 3.59 and a standard deviation of 0.54 and was very high among the respondents

Table 11
Level of Physical Development in terms of character

Statement	Mean	SD	Interpretation
As a student, I...			
respect the individuality of my co-players	3.64	0.48	HD
am responsible in cleaning our sports area	3.56	0.52	HD
am brave to accept any tasks or roles in my team	3.56	0.56	HD
am honest and fair when playing	3.65	0.48	HD
am willing to share my talent in sports when somebody asks for it	3.44	0.66	HD
Overall Weighted Mean	3.57	0.55	VH

*Legend

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed (HD)	Very High (VH)
3	2.50 – 3.24	Developed (D)	High (H)
2	1.75 – 2.49	Less Developed (LD)	Moderate (M)
1	1.00 – 1.74	Not Developed (ND)	Low (L)

Table 11 explains the level of physical development in terms of Character. Among the statements above, “am honest and fair when playing” yielded the highest mean score ($M=3.65$, $SD=0.48$) and was remarked as highly developed. This is followed by “respect the individuality of my co-players” with the mean score ($M=3.64$, $SD=0.48$) and was also remarked as Highly Developed. Coaches emphasize the need of respecting team members as well as the trainer. Respect fosters respect. When a player understands how to respect others, they will be respected. It shows that the respondents appreciate the importance of respect to the team. It is also critical for the success of any team that its members respect one another. In sports, people are frequently forced to play with people from different backgrounds and with opposing viewpoints. Players must learn that respecting these differences is critical if they and their teams are to succeed. On the other hand, the statement “am willing to share my talent in sports when somebody asks for it” received the lowest mean score of responses with ($M=3.44$, $SD=0.66$) yet was also remarked highly developed.

Overall, the level of physical development in terms of Character attained a mean score of 3.57 and a standard deviation of 0.55 and was very high among the respondents

Table 12
Level of Physical Development in terms of competence

Statement	Mean	SD	Interpretation
As a student, I... keep my unsettling emotions and impulses in check during training and in actual play	3.32	0.65	HD
balance my role as a student and athlete	3.36	0.73	HD
pursue to goals and opportunities in sports despite obstacles and setbacks	3.44	0.69	HD
shows my skills without hesitation	3.10	0.72	HD
can clearly impart my knowledge in sports	3.29	0.57	HD
Overall Weighted Mean	3.57	0.55	VH

*Legend

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed (HD)	Very High (VH)
3	2.50 – 3.24	Developed (D)	High (H)
2	1.75 – 2.49	Less Developed (LD)	Moderate (M)
1	1.00 – 1.74	Not Developed (ND)	Low (L)

Table 12 illustrates the level of physical development in terms of competence. Among the statements above, “pursue the goals and opportunities in sports despite obstacles and setbacks” yielded the highest mean score (M=3.44, SD=0.69) and was remarked as highly developed. This is followed by “balance my role as a student and athlete” with the mean score (M=3.36, SD=0.73) and was also remarked as highly developed. On the other hand, the statement “shows my skills without hesitation” received the lowest mean score of responses with (M=3.10, SD=0.72) yet was remarked developed. Athletes hesitate to show their skills due to the reason that they are not confident with their skills. Competence in skills necessitates a significant amount of effort and hard work. Confidence is one factor of being competent. It shows that they are still hesitating a little bit to show their skill at their full potential. It obtained the lowest mean though it is also developed. Overall, the level of physical development in terms of competence attained a mean score of 3.30 and a standard deviation of 0.68 and was very high among the respondents. It is highly developed because competency is necessary in sports. It has the potential to lead to the development of self-efficacy in the players. It is utilized to develop their ability effectively and efficiently in their chosen sports in terms of knowledge, behaviors, attitudes, and skills.

Table 13
Level of Physical Development in terms of confidence

Statement	Mean	SD	Interpretation
As a student, I... can perform well under pressure	3.00	0.72	D
masters and improve skills in my sports	3.12	0.62	D

trust in my coach and teammate capability	3.69	0.46	HD
engage in firm handshakes to empower	3.52	0.64	HD
remains confident regardless of difficulties encountered	3.22	0.70	HD
Overall Weighted Mean	3.31	0.69	VH
*Legend			
Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed (HD)	Very High (VH)
3	2.50 – 3.24	Developed (D)	High (H)
2	1.75 – 2.49	Less Developed (LD)	Moderate (M)
1	1.00 – 1.74	Not Developed (ND)	Low (L)

Table 13 illustrates the level of physical development in terms of confidence. Among the statements above, “trust in my coach and teammate capability” yielded the highest mean score (M=3.69, SD=0.46) and was remarked as highly developed. This is followed by “engage in firm handshakes to empower” with the mean score (M=3.52, SD=0.64) and was also remarked as highly developed. On the other hand, the statement “can perform well under pressure” received the lowest mean score of responses with (M=3.00, SD=0.72) yet was remarked developed. Overall, the level of physical development in terms of Confidence attained a mean score of 3.31 and a standard deviation of 0.69 and was very high among the respondents. Ekinçi (2013) claims that it's been said that having a strong sense of self-confidence is critical for living a fulfilling life, developing one's talents, and making the most of one's positive traits to achieve success.

Table 14
Level of Physical Development in terms of connections

Statement	Mean	SD	Interpretation
As a student, I...			
always smile when talking with my coach	3.58	0.55	HD
invite conversations by providing a glimpse of myself in sport	3.34	0.65	HD
offer compliments or affirmation to my co-players and coach	3.53	0.59	HD
offer myself wholeheartedly to my coach and team	3.48	0.63	HD
put myself in simple ways while playing and extending support to others	3.42	0.67	HD
Overall Weighted Mean	3.47	0.62	VH
*Legend			
Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed (HD)	Very High (VH)
3	2.50 – 3.24	Developed (D)	High (H)
2	1.75 – 2.49	Less Developed	Moderate (M)

1	1.00 – 1.74	(LD) Not (ND)	Developed	Low (L)
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Table 14 illustrates the level of physical development in terms of Connections. Among the statements above, “always smile when talking with my coach” yielded the highest mean score (M=3.58, SD=0.55) and was remarked as highly developed. This is followed by “offer compliments or affirmation to my co-players and coach” with the mean score (M=3.53, SD=0.59) and was also remarked as highly developed. On the other hand, the statement “invite conversation by providing a glimpse of myself in sports” received the lowest mean score of responses with (M=3.34, SD=0.65) yet was also remarked highly developed. According to Maslen (2015), some players are too shy to initiate the conversation by introducing themselves to the team. Some players are too shy to share information about themselves. It implies that some players are hesitant to initiate the discussion by introducing themselves to their partners or teams. As they play their game, the coach should encourage the players to be open and appreciate their similarities and differences. As a result, this indicator had the lowest mean. Overall, the level of physical development in terms of Connections attained a mean score of 3.47 and a standard deviation of 0.62 and was very high among the respondents. It is highly developed because respondents recognize the importance of a harmonious working connection when participating in sports.

Table 15
Relationship between Coaching Commitment to Physical Development

Coaching Commitment	Physical Development	Beta Coefficient	F-value	p-value	Analysis
	Caring	0.086	5.487	0.456	Not Significant
Competition	Character	-0.054	8.436	0.577	Not Significant
Strategies	Competence	0.110	7.573	0.436	Not Significant
	Confidence	0.030	5.522	0.828	Not Significant
	Connection	-0.144	10.099	0.237	Not Significant
	Competence	-0.039	7.573	0.802	Not Significant
Goal Setting	Caring	0.097	5.487	0.442	Not Significant
	Character	0.108	8.436	0.312	Not Significant
	Competence	-0.039	7.573	0.802	Not Significant
	Confidence	0.123	5.522	0.426	Not Significant
	Caring	0.067	5.487	0.530	Not Significant
Knowledge of Sports	Character	0.085	8.436	0.347	Not Significant
	Competence	0.241	7.573	0.068	Not Significant
	Confidence	0.243	5.522	0.066	Not Significant
	Connection	0.296	10.099	0.010*	Significant
	Caring	-0.201	5.487	0.029*	Significant
Mental Preparation	Character	-0.099	8.436	0.196	Not Significant
	Competence	0.078	7.573	0.483	Not Significant
	Confidence	-0.084	5.522	0.453	Not Significant
	Connection	-0.073	10.099	0.450	Not Significant
	Caring	0.248	5.487	0.010*	Significant
Personal	Character	0.176	8.436	0.029*	Significant

Rapport	Competence	0.227	7.573	0.052	Not Significant
/	NegativeConfidence	0.131	5.522	0.259	Not Significant
Personal					
Rapport	Connection	0.327	10.099	0.001*	Significant
	Caring	0.081	5.487	0.371	Not Significant
Physical	Character	0.096	8.436	0.208	Not Significant
Training	andCompetence	0.129	7.573	0.245	Not Significant
Condition	Confidence	0.157	5.522	0.157	Not Significant
	Connection	0.144	10.099	0.133	Not Significant
	Caring	-0.092	5.487	0.388	Not Significant
	Character	0.117	8.436	0.193	Not Significant
Teamwork	Competence	0.033	7.573	0.801	Not Significant
	Confidence	0.048	5.522	0.712	Not Significant
	Connection	0.011	10.099	0.919	Not Significant
	Caring	0.071	5.487	0.606	Not Significant
	Character	0.171	8.436	0.141	Not Significant
Technical Skills	Competence	0.010	7.573	0.950	Not Significant
	Confidence	-0.176	5.522	0.296	Not Significant
	Connection	0.265	10.099	0.070	Not Significant
	Caring	0.152	5.487	0.145	Not Significant
Time	Character	0.068	8.436	0.435	Not Significant
Management	Competence	-0.006	7.573	0.965	Not Significant
	Confidence	0.144	5.522	0.261	Not Significant
	Connection	-0.032	10.099	0.770	Not Significant

Table 15 presents the relationship of coaching commitment to the physical development of the respondents. Competition Strategies, Goal Setting, Physical Training and Condition, Teamwork, Technical Skills, and Time Management were observed to have no significant relationship to the Caring, Character, Competence, Confidence, and Connection of the respondents. This is evident from the computed p -values that were greater than the significance alpha of 0.05. On the other hand, Mental Preparation was observed to have a significant negative relationship to caring (-0.201) which was evidenced by the computed p -value of 0.029. Also, Personal Rapport/ Negative Personal Rapport was observed to have a significant positive relationship to Connection (0.327), Character (0.176), and Caring (0.248). The tests have incurred p -values of 0.002, 0.029, and 0.010, respectively. Athlete's personal rapport with coaches can improve the athlete's connections, character, and caring attitude.

Through employing positive personal rapport and understand the negative personal rapport can greatly affects the connection between the athlete and the coach. Establishing good rapport increases the positive connection and can lead to good communication. Also, the players were able to develop a good character and caring attitude because of the discipline and positive rapport imposed by their coaches. The athlete should be guided to have a good attitude and mindset to share a good vibration of positivity within the team Furthermore, Knowledge in Sports was observed to have a significant positive relationship on Connection (0.296) as it was shown to have a p -value of 0.010 which was also less than the significance alpha 0.05. From the findings above, it can be inferred that at 0.05

level of significance, the null hypothesis stating that “Coaching commitment has no significant relationship to physical development” is rejected. This calls for the acceptance of the alternative which incites that there is a significant relationship between coaching commitment and physical development of the student athletes.

Conclusions

Competition Strategies, Goal Setting, Physical Training and Condition, Teamwork, Technical Skills, and Time Management were observed to have no significant relationship to the Caring, Character, Competence, Confidence, and Connection of the respondents. Thus, Mental Preparation was observed to have a significant negative relationship on caring. Also, Personal Rapport/ Negative Personal Rapport were observed to have a significant positive relationship on Caring, Character and Connection. On the other hand, Knowledge in Sports was observed to have a significant positive effect on Connection. The null hypothesis “Coaching commitment does not significantly affect physical development” is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect on the commitment of coaches to the physical development of student-athletes

Based on the findings, it may be recommended that the school administration assist both coaches and athletes with seminars, workshops, and training that can cultivate motivation in engaging in sports and improve athletes' discipline in sports. Also, Special Program in Sports (SPS) of the Department of Education may focus on training their players in improving different coaching commitments significantly related to the physical development of athletes. In this, the Division of Angeles City, Pampanga, Philippines may create more training and enhancement programs to reinforce coaching skills and coaching commitment to make a valuable impact on their athletes and produce more quality athletes. Future researchers may do parallel research on athletes' commitment in relation to their sports achievement and other development, such as psychological development. It can be carried out to further determine the correlation or interdependence with one another.

One limitation of this study is that it only focuses on senior high school student-athletes from various public schools in Angeles City, and does not generally represent the entire student-athletes population. In this, future researchers may also add respondents from the Elementary and Junior High School level in order to determine the relationship between coaching commitment and physical development of athletes. Also, respondents from the Higher Education may also be added to this existing study. Also, the result of this study may not be applicable to other population. Hence, future researchers may find interest to conduct in-depth studies by comparing the results among different public schools outside the local of this present study.

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