



MANAGEMENT CAPABILITIES OF TERTIARY FACULTY COACHES RELATIVE TO COACHING STYLE AND ATHLETIC PERFORMANCE: A PERSPECTIVE FROM THE ATHLETE'S POINT OF VIEW

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Abstract:

This study aimed to examine the influence of tertiary faculty coaches' management abilities on the relationship between coaching leadership style and student-athlete performance. The descriptive correlational method was used in a non-experimental quantitative research design to gather the essential data about the variables that had been selected. Survey questionnaires were sent to N=90 student-athletes, who were then asked to respond to the survey. A strategy known as purposive sampling was used in this investigation. The weighted mean, Pearson r, and mod graph were employed in the data analysis, which was done by linear regression. Specifically, the findings demonstrated that autocratic leadership dominates the coaching style, and management capabilities among coaches are a significant moderator of the coaching leadership style and the athletic performance of student-athletes in the sport. Hence, the coaches should promote and possess varied approaches towards the athletes to cater to their needs in developing their skills to perform well. Procedures should vary according to the athletes' situation.

Keywords: coaching style, management capabilities, perceived competence, and student-athlete

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1. Introduction

Some academic research evaluates athletes' performance based on their actual results, while others prefer to analyze coaches' subjective impressions (Boccia et al., 2019). Perceived competence is a person's assessment of their ability in a particular subject (McIntyre et al., 2018). It was confirmed by (Sekulic et al., 2019), who indicated that student-athletes with a poor perceived level of competence are more likely to detest the activities in which they participate. The converse is true for student-athletes judged to have a high level of competency (Gao & Wang, 2019).

Gardner, Vella, and Magee (2017) hypothesized that perceived competence is a crucial influence on a student-continued athlete's success. Competence requires a close examination of how athletes train and manage themselves (Mokhtari et al., 2017). Consistent with this, Forsman et al. (2016) claimed that the more proficient you are, the more confident you are in your athletic performance. The more self-assured you are, the more likely you are to seek opportunities to improve your competence (Gil-Arias et al., 2020).

On the other hand, Amorose and Nolan-Sellers (2016) noted that communication between a coach and an athlete enhances the chance of creating sentiments of closeness and increasing an athlete's perception and performance of the game through coaching. According to Fransen (2018), coaching is an important quality management activity that leverages opportunities provided by work to increase student-athletes knowledge, skills, and competencies, and thus their performance.

Additionally, Criticos et al. (2020) asserted that the coach-athlete interaction in athletic situations was critical to an athlete's success and well-being. Because student-athletes frequently look to coaches for social support, using similar motivational techniques for adult physical activity and exercise programs (Ingrell, Johnson, & Ivarsson, 2016). According to Wachsmuth, Jowett, and Harwood (2018), coaches serve as role models for student-athletes. They can be motivated similarly while assisting in developing student-athlete perceptions of physical ability. An overview (Bolger et al., 2019) stated that a coach's consideration of an athlete's performance is critical to maintaining a successful program.

Only a few research examined student-athletes coaching styles, managerial capacities, and perceived competency. The researcher could not locate any previous or comparable studies conducted utilizing the same variables. Minimal research that dealt exclusively with bivariate data was largely obsolete. The researcher sought to ascertain the dominant coaching leadership styles and the level of management capabilities used by coaches as a tool toward athletes, the relationship between the coaching leadership style and management capabilities, and how they affect athletes' performance in terms of perceived competence throughout the competition. As an added perk, the results of this research can be used to establish an educational strategy in the fields of sports coaching and administration at state colleges and universities. Many sports association is also preparing annually for their regional, national and international leagues, which drive this

research to be investigated. As a result of the preceding, this study established the need for the research and thus made a significant contribution to the field of expertise in the context of sports competition and physical education.

2. Materials and Method

The study used a correlation technique to create a quantitative, descriptive, non-experimental design. This aided in establishing the levels of leadership style, management competencies, and college student-athlete performance. The research was carried out in the Philippines' Davao Region's State Colleges and Universities. There are five state colleges in the regions: Davao del Sur, Davao Occidental, Davao del Norte, Davao de Oro, and as well as the city of Davao. The State Colleges and the University of Davao Region fielded 90 student-athletes. The survey questionnaire, which had been developed and validated by professionals in the field, was used to collect data. The questionnaire was used to assess the coaches' dominant approach as well as the level of management they exercised in directing the athletes. The data was compiled in a methodical manner. To proceed, earlier in the study's conduct, the researcher sent a letter requesting permission from the Collegiate sports directors. Just after that, the researcher sends a permission letter to the coaches of the Davao region's state college. Permission was obtained, and overview surveys were distributed to Davao Region SUC student-athletes. The following measurable instruments were used for a more comprehensive transcription and evaluation of the information: mean and standard deviation, Pearson product-moment correlation, and multiple linear regression analysis.

3. Results and Discussion

3.1 Level of Coaching Leadership Style among Tertiary Faculty Coaches

The level of coaching style was interpreted using the acquired and calculated mean rating of its indicators, which were Authoritarian, Democratic, and Laissez-faire.

Table 1: Responses on Leadership Styles Among Faculty Coaches

Indicators	Mean	Interpretation
Authoritarian	4.48	High
Democratic	4.41	High
Laissez-faire	4.30	High
Average Mean	4.40	High

As shown in Table 1, the extent of *leadership style* got a total weighted mean of 4.40, which was labeled as *high*. The table also shows that such indicator *authoritarian* obtained the top mean score of 4.48, which is classified as *high*. It is preceded by *democratic*, which has a weighted mean of 4.41 and is described as *high*. Finally, the indicator *laissez-faire* received the lowest mean rating of 4.30, which was described as *high*.

Data showed that a high level of authoritarian leadership style is highly dependent on the level in which the coach gives all decisions and the athletes merely do what they are told. Furthermore, the level of democratic leadership style is *high* as a result of the large-scale democratic approach, which really is accessible to the athletes' concepts and enables the athletes to bring up and negotiate issues. Finally, the level of laissez-faire leadership style was observed to be *high*, indicating that the approach gives little or no directions or assistance and tends to leave the player to just get on with sports.

3.2 Coaches' Levels of Management Capabilities

The level of management capabilities among coaches was translated based on the weighted criterion of its factors: planning, organizing, supervising, organizing, evaluating, and executing, which was obtained and computed.

Table 2: Responses on Management Capabilities Among Faculty Coaches

Indicators	Mean	Interpretation
Planning	4.21	High
Supervising	4.21	High
Organizing	4.19	High
Evaluating	4.18	High
Executing	4.17	High
Average Mean	4.20	High

As seen in Table 2, the level of management capabilities revealed a total mean rating of 4.20, indicating a high level. It can also be viewed in the management capabilities that planning and supervising gain the highest mean score of 4.21, which is interpreted as high. Thus, the management capabilities in organizing revealed an average mean of 4.19, which is interpreted as high. Then, the management capabilities in evaluating exemplify an average mean of 4.18, which is interpreted as high. And lastly, the management capabilities in terms of execution gain the lowest mean score of 4.17, which is interpreted as high.

Data shows that the level of management capabilities in terms of planning and supervising was high, which shows that the indicators have an essential element in the coaching process that can help performers achieve their short and long goals. Further, it also shows that leading is more on the coach's assistance and keeps tracking by their performance. Further, the level of management capabilities in terms of organizing is due to the high level of managing in terms of organizing more on the responsibility to hit the goal for the performance of the athletes. To add, the level of management capabilities in evaluating is observed to be high, which shows that the level of managing in terms of assessing is focused on evaluating athletes' performance if they achieve or hit the goals in training sessions. And lastly, the high level of management capabilities in terms of execution is due to the high level of managing in terms of performing more on the coach's demonstration or hands-on performance for the athletes to take action to their performance.

3.3 Level of Athletes' Performance

The level of management athletes' performance was interpreted based on the obtained and computed mean rating of its indicators, namely: *Perceive Competence and Rank*.

Table 3: Level of athlete's performance

Indicators	Weighted Mean	Interpretation
Perceive Competence	4.65	High
Rank	2.11	Low
Average Mean	3.38	Moderate

As seen in Table 3, the overall mean rating for the *athlete's performance* was 3.38, which was classified as *moderate*. Additionally, the data indicates that the indication of *perceived competence* had the highest mean score of 4.65, which is classified as *high*. It is followed by *rank* with the lowest mean score of 2.11, descriptively *low*.

Data shows that the high level of athletes' performance in terms of perceived competence is due to the implication that the perceived competence is more on the willingness and determination of athletes. Further, the level of athletes' performance in terms of rank was low, which implies that the rank is more on the achievement and strength of the team or the athletes, not on the output that takes place in the game proper.

3.4 Correlation Analysis of the Variables

The correlation analysis of the variables is shown in Table 4. The table shows the correlation between *coaching style* and *athletic performance* among student-athletes has a general r-value of 0.05 with just a p-value of 0.66, which is greater than the 0.05 level of significance. This suggests that there is no link between both coaching style as well as athletic performance among student-athletes. This indicates that the null hypothesis, which asserts that there is no correlation between two variables, is not rejected.

Furthermore, the table shows when coaching style is correlated with indicators of athletic performance between student-athletes, the overall r-value is 0.95, with a p-value of 0.00, which is less than the 0.05 level of significance. This indicates that coaching style has a significant relationship with student-athlete management abilities. As a byproduct, the null hypothesis that no significant relationship exists between factors is rejected.

Table 4: Correlation of the variables

Pair Variable	Correlation Coefficient	p-value	Decision on Ho
Coaching Style and Athletic IV at DV Performance	0.05	0.66 _{ns}	Do not Reject
IV at Coaching Style and Management ModV Capability	0.95	0.00**	Reject
ModV at DV Management Capability and Athletic Performance	0.09	0.44 _{ns}	Do not Reject

Finally, Table 4 shows the relationship between management capability and athletic performance among student-athletes. The overall r-value of 0.09 has a p-value of 0.44, which is greater than the 0.05 level of significance, according to the results. This means that management ability has no significant relationship with student-athlete athletic performance. As a result, the null hypothesis that there is no significant relationship between the two variables does not reject.

3.5 The Moderating Effect of Management Capabilities on the Relationship Between Coaching

3.5.1 Leadership Style and Student-Athlete Athletic Performance

The hypothesis of a moderating effect was tested using hierarchical linear regression analysis. The results of the regression are presented in Table 5.

When the independent variable *coaching leadership style* ($=-.641$, $p<0.05$) and the moderator variable *management capabilities* ($=-1.202$, $p<0.05$) were entered into the hierarchical multiple regression procedure as step one, they were found to be a predictor of *athletic performance* of student-athletes in their respective capacities.

In addition to the variables included in steps one and two, the third step in the regression study was to establish the interaction impact of *coaching leadership style* and *management capacities* among coaches, indicated as *IVbyMV*, to be regressed as a distinct regressor of *athletic performance*. An interaction occurs when the effect of one independent variable varies depending on the magnitude of another variable (i.e., the moderator variable). In this case, the interaction effect of *coaching leadership style* and *management capability* is significant ($\beta= 0.279$, $p<0.05$), thus accepting the null hypothesis that *management capability* does significantly moderate the relationship between *coaching leadership style* and *athletic performance* of student-athletes. This suggests that the interaction effect did contribute to the model variance and that the variables are significant as predictors with independent effects on *athletes' performance*.

Table 5: Hierarchical regression to assess the moderating effect of management capability on the relationship between coaching leadership style and athletic performance among student-athletes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.856	.824		7.106	.000
	Coaching	-0.641	.287	-0.793	-2.238	.028
	Management	-1.202	.485	-1.647	-2.480	.015
	IVbyMV	0.279	.079	2.518	3.516	.001

a. Dependent Variable: Athletic Performance.

4. Conclusion

As revealed in the findings, the following conclusions are drawn:

Although coaches use all three coaching styles, the authoritarian technique is the most prevalent among all players. Chukwusa (2018) corroborated this, noting that the most significant advantage of autocratic leadership is indeed the capacity for actions needed to make progress. Rapid decision-making is critical to achieving organizational objectives. Only the leader, not the entire C-suite, will weigh the advantages and disadvantages of each option (Hogg, 2021).

The coaches' level of knowledge and skills in management must highly develop in terms of managing the athletes in their performance. According to Retar (2016), a coach's sports management skill entails controlling practically every facet of an athletic program's competitiveness. This could include athletic training, providing educational resources to athletes, ensuring team and coach compliance, and perhaps even developing community engagement in your team or organization (Costa, 2020).

The athletes' perceived competence is beneficial because it emphasizes the athletes' willingness and the athletes' self-determination. Sekulic (2019) aided in this by stating that client's perceived ability in physical activity has an effect on self-efficacy. Assume a client perceives that success is more attainable now that mastering a skill is nearing. In this instance, the client has a greater chance of maintaining a healthy level of physical exercise (Wang et al., 2016).

As to the performance of the student-athletes in terms of rank, they were on the stage of developing their skills wherein most of the athletes were eliminated during the elimination round. Subsequently, athletes' performance level was low to the extent that only a few athletes were able to rank at the top and win a medal. This was negated by Cheng and Hardy (2016), who stated that athletes would not always perform their best due to some thoughts and disturbances. Athletes also need time to enhance sports competitions (Schenk & Miltenberger, 2019).

There is no significant relationship between coaching leadership style and athletic performance of student-athletes. When athletes have positive relationships with their coaches, they are more likely to take advice from their coaches that can help them improve their performance. A positive relationship between the coach and athlete will also foster mutual respect and allow them to work more effectively together (Zahran, El-Beltagy, & Saleh, 2019)

There is a significant relationship between coaching leadership style and management capabilities of tertiary faculty coaches. According to Renshaw et al. (2019), performance coaching is effective because it allows athletes to classify prevalent and individual goals, builds confidence, and characterizes a strategy for reaching a peak at the optimal time.

There is no significant relationship between management capabilities and the athletic performance of student-athletes. In some cases, the management capabilities of a coach could always result in a good performance, such that there were athletes who

needed more time and specified training programs for athletic development (Purdy, 2017).

The study has found that management capabilities among coaches are a significant moderator of coaching leadership style and athletic performance of student-athletes. This was supported by Evans et al. (2016) demonstrated that coaches can equip teams with the necessary tools and mechanisms for effective communication, allowing them to streamline team projects and continuously improve performance. When individuals feel accountable for their own mistakes and successes, they are more engaged with management capabilities and more likely to achieve their goals.

4.1 Recommendations

- The coaches should be provided with opportunities from a broad range of sports to get together to discuss approaches to coaching.
- The coaching style may depend on the coaches' philosophy and could be helpful to work along with a continuous. Thus, training for coaches is more suitable to maximize the potential of both coaches and athletes in sports.
- The coaches' aspects of team management and other related administrative support should be improved. This should improve quality assurance and accountability in this aspect of sports management.
- Athletes' performance should be improved holistically to develop independent athletes. Athletes may join a series of training that will help them enhance their capabilities and strengths and improve their mental skills.
- The coaches should promote and possess varied approaches towards the athletes to cater to their needs in developing their skills to perform well. Approaches should vary according to the athletes' situation.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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