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Coaching Styles and Behavior to the Sports Skills and Competencies Among Student-Athletes Towards the Development of Guidelines Toolkit

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Abstract *— The study determines the relationship of Coaching Style and Behavior and Student-Athletes Sports Skills and Competencies. It sought answer to the level of coaching in terms of style, the level of coaching in terms of behavior, the level of student-athletes' sports skills, the level of student-athlete's competencies, the significant relationship between coaching style on student-athletes' sports skills and competencies, and the significant relationship between behavior on student-athletes' sports skills and competencies.*

The study employed a descriptive quantitative design to examine the characteristics of the population without manipulating variables. It gathered quantifiable data to identify patterns, relationships, and trends, measuring the style and behavior of Coaches and sports skills and competencies of Student-Athletes. Purposive sampling was used to select 207 respondents from public high school in Pagsanjan, Laguna, who participated in the survey for Academic Year 2025–2026.

Coaching style and behavior were verbally interpreted as High and while student-athlete's sports skills and competencies were rated as often observed as perceived by the student-athletes. Coaching style revealed only some significant relationship with student-athlete's sports skills and competencies; thus, the null hypothesis is accepted. While two negatively significant relationship between the coaching style and student athletes' sports skills and competencies where found, resulting in the acceptance of null hypothesis. The findings imply that student-athletes' sports skills and competency development do not lie on coaching style and behavior alone but depends on a more complex factors including training structure, individual characteristics, and environmental conditions.

Based on the results and conclusions, a proposed guideline toolkit for coaches was developed to enhance technical skills, communication, teamwork and monitoring progress to foster a holistic structured approach that may contribute to student-athletes' success.

Keywords *— Coaching Style, Coaching Behavior, Sports Skills, Sports Competencies, Student-Athletes, Coaching Effectiveness, Guideline Toolkit*

I. Introduction

Sports are vital and acknowledged as globally essential for physical and mental health as it develops physical abilities and life skills among young people. Sports participation paved way for student-athletes to pursue higher education around the world with the help of a coach.

Coaching refers to the methods and strategies that a coach uses to guide athletes in developing their skills and growing personally, rather than just teaching rules and techniques. Various coaching style and behavior shaped student-athletes across the globe through structured training enhancing sports skills and students-athlete's personal competencies emphasizing the important role of coaching. Coaching style and behavior were identified globally as key factor due to direct impact to how athletes learn, stay motivated and reach their full potential. Cruz and Kim (2017) stated that the interaction between coaching approaches and athletes' responses is crucial in shaping their sports experiences and long-term performance.

In the Philippines, Palarong Pambansa which is a multi-sports competition was held annually for elementary through high school students from 17 regions of the country, organized and supervised by the Department of Education (2016). Qualifying in this prestigious sports competition is an achievement already even before competing. Student-athletes must win from school intramurals, district, unit, division and regional meet to qualify as a regional delegate. Thriving the preliminary meets requires student-athlete's competence and well-being needing the guide of a coach.

These concepts are especially important for student athletes. Student athletes who balance academic responsibilities with athletic training are influenced by their coaches' styles and behaviors in both practice and competition. Research highlights that supportive and well-structured coaching environments help student-athletes remain motivated, disciplined, and committed to their goals (Alvarez et al., 2018). The student athletes from public high school in Pagsanjan, Laguna develop sports skills that showcase their physical and technical abilities along with broader competencies like discipline, decision-making, and teamwork.

This study, Coaching Style and Behavior to the Sports Skills and Competencies of Student-Athletes towards the development of Guidelines Toolkit, seeks to examine how coaching styles and athlete behaviors relate to the development of sports skills and competencies, with the end goal of proposing practical guidelines that may help improve coaching practices and athlete development in the school.

II. Methodology

The study used a quantitative descriptive-correlational design to examine how coaching styles and behavior affect the sports skills and competency of student athletes.

According to Creswell and Creswell (2018), a correlational design is helpful when the goal is to identify patterns of

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relationships among variables without changing them. This makes it suitable for studies in natural settings, like sports teams, using surveys, questionnaires, or observational tools.

III. Result and Discussion

Table 1. Level of coaching style as perceived by student athletes in terms of Dominant

STATEMENTS *My coach…*	*MEAN*	*SD*	*REMARKS*
...gives clear and firm directions during practice.	4.05	0.82	Agree
...makes the final decisions for the team.	4.05	0.79	Agree
...corrects mistakes right away.	3.98	0.83	Agree
...expects us to follow instructions strictly.	4.05	0.78	Agree
...pushes us to give our best performance.	3.95	0.84	Agree
Weighted Mean	*4.02*		
SD	*0.81*		
Verbal Interpretation	***High***		

Table 1 presents the level of coaching style in terms of dominant as perceived by student-athletes. The findings indicate that the dominant coaching style is clearly evident in the coaches' behaviors as perceived by the student-athletes. Coaches are viewed as providing clear directions, making final decisions, and expecting strict compliance, reflecting a structured and coach-centered training environment. They also correct mistakes promptly and push athletes to perform at their best, emphasizing discipline, immediate feedback, and performance standards. Overall, these behaviors highlight a highly directive and results-oriented coaching approach.

The level of coaching style in terms of dominant got the weighted mean of 4.02 with a standard deviation of 0.81 and interpreted as High, indicating that the dominant coaching style is strongly evident among the coaches as perceived by the student-athletes.

In summary student-athletes generally agree that their coaches exhibit directive and authoritative style implying that coaches frequently assume control, provide clear instructions, and enforce discipline during training and practice sessions. This observation supports the findings of Gledhill et al. (2020) and Pulido et al. (2017), who found that dominant coaching styles enhance structure and task clarity in school-based sports, though Cronin and Allen (2018) emphasized the need to balance authority with supportive behaviors to sustain motivation and long-term athlete development.

Table 2 presents the level of coaching style in terms of influencing as perceived by student-athletes. The findings indicate that the influencing coaching style is clearly evident in the coaches' technique as perceived by the student-athletes. Coaches are viewed as motivators to improve, uses positive words that inspires, and ignites hope among student-athletes displaying a persuasive yet supportive coaching style. The level of coaching style in terms of influencing got the weighted mean of 4.03 with a standard deviation of 0.82 and interpreted as High, indicating that the influencing coaching style is strongly evident among the coaches as perceived by the student-athletes.

In summary student-athletes generally agree that their coaches frequently demonstrate motivational and interpersonal behaviors. This result aligns with Kavussanu et al. (2019) and Occhino et al. (2020), who found that influencing coaching behaviors enhance motivation and team cohesion. These behaviors foster positive coach-athlete relationships, although excessive reliance on motivation without technical emphasis may limit skill refinement.

Table II. Level of coaching style as perceived by student-athletes in terms of Influencing

STATEMENTS ***My Coach…***	**MEAN**	**SD**	**REMARKS**
…motivates me to improve.	3.92	0.82	Agree
…gives encouragement when I need it.	4.00	0.83	Agree
…uses positive words to inspire the team.	4.03	0.80	Agree
…praises us when we do well.	4.10	0.83	Agree
…helps us stay hopeful even after a loss.	4.09	0.82	Agree
Weighted Mean	*4.03*		
SD	*0.82*		
Verbal Interpretation	***High***		

Table III. Level of coaching style as perceived by student-athletes in terms of steady

STATEMENTS ***My Coach…***	***MEAN***	***SD***	***REMARKS***
…explains drills patiently.	3.93	0.81	Agree
…listens when athletes share concerns.	4.10	0.83	Agree
…is consistent in running practices.	4.06	0.85	Agree
…supports us when we feel pressured.	4.00	0.81	Agree
…avoids conflicts and keeps the team at peace.	3.92	0.82	Agree
Weighted Mean	*4.00*		
SD	*0.83*		
Verbal Interpretation	***High***		

Table 3 presents the level of coaching style in terms of steady as perceived by student-athletes. The findings indicate that the steady coaching style is clearly evident in the coaches' technique as perceived by the student-athletes. Coaches were perceived as patient, consistent, supportive, and attentive to athletes' concerns, contributing to a stable training environment. The level of coaching style in terms of steady got the weighted mean of 4.00 with a standard deviation of 0.83 and interpreted as High, indicating that the steady coaching style is strongly evident among the coaches as perceived by the student-athletes.

Table IV. Level of coaching style as perceived by student-athletes in terms of conscientious

STATEMENT ***My Coach…***	***MEAN***	***SD***	***REMARKS***
…pays attention to small details during training.	4.02	0.84	Agree
…values accuracy and discipline in drills.	4.04	0.80	Agree
…expects us to meet high standards.	4.06	0.86	Agree
…prepares training sessions in an organized way.	4.07	0.81	Agree
…checks our performance carefully and fairly.	4.14	0.83	Agree
Weighted Mean	*4.07*		
SD	*0.83*		
Verbal Interpretation	***High***		

Table 4 presents the level of coaching style in terms of conscientious as perceived by student-athletes. The findings indicate that the conscientious coaching style is clearly evident in the coaches' behaviors as perceived by the student-athletes. Coaches were perceived as detail-oriented, organized, and focused on accuracy, discipline, and high standards of

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performance. Overall, these behaviors prioritize accuracy and perfection. The level of coaching style in terms of conscientious got the weighted mean of 4.07 with a standard deviation of 0.83 and interpreted as High, indicating that the conscientious coaching style is strongly evident among the coaches as perceived by the student-athletes.

Overall, the indicators in regards with coaching style such as dominant, influencing, steady and conscientious were evident as perceived by the student-athletes and verbally interpreted as High, however the result did not reach the Very High which means that there is still a potential for further improvement especially in adapting coaching style base on student-athletes' needs and level that may enhance coaching effectiveness therefore supporting student-athletes performance.

Table V. Level of coaching behavior in terms of self-discipline

STATEMENT ***My Coach…***	***MEAN***	***SD***	***REMARKS***
…shows self-control even in tough situations.	3.90	0.80	Agree
…is consistent in enforcing rules.	3.91	0.82	Agree
…comes on time to practices.	4.00	0.83	Agree
…stays focused on training goals.	4.00	0.80	Agree
…controls emotions during games.	4.05	0.83	Agree
Weighted Mean	*3.97*		
SD	*0.82*		
Verbal Interpretation	***High***		

Table 5 presents the level of coaching behavior in terms of self-discipline as perceived by student-athletes. The findings indicate that the self-discipline coaching behavior is clearly evident in the coaches' behavior in training as perceived by the student-athletes. Coaches are perceived to show self-control, time bounded, focuses on training goals and controls emotions.

The level of coaching behavior in terms of self-discipline got the weighted mean of 3.97 with a standard deviation of 0.82 and interpreted as High, indicating that the self-discipline coaching behavior is strongly evident among the coaches as perceived by the student-athletes.

Table VI. Level of coaching behavior in terms of Politeness

STATEMENT ***My Coach…***	***MEAN***	***SD***	***REMARKS***
…speaks respectfully to athletes.	4.00	0.82	Agree
…values our opinions.	4.03	0.83	Agree
…avoids harsh words.	4.03	0.80	Agree
…recognizes our efforts politely.	4.06	0.82	Agree
…is courteous with players and referees.	4.12	0.84	Agree
Weighted Mean	*4.05*		
SD	*0.82*		
Verbal Interpretation	***High***		

Table 6 presents the level of coaching behavior in terms of politeness as perceived by student-athletes.

The findings indicate that the politeness coaching behavior is clearly evident in the coaches' behavior in training as perceived by the student-athletes. Coaches are respectful, values athlete's opinions, recognizes efforts and courteous with others. The level of coaching behavior in terms of politeness got the weighted mean of 4.05 with a standard deviation of 0.82 and interpreted as High, indicating that the politeness is strongly evident among the coaches as perceived by the student-athletes.

Table VII. Level of coaching behavior in terms of Positive Attitude

STATEMENT ***My Coach…***	***MEAN***	***SD***	***REMARKS***
…encourages us to think positively.	3.94	0.81	Agree
…stays calm and hopeful even after defeat.	4.01	0.80	Agree
…promotes excitement during training.	3.94	0.82	Agree
…celebrates our small and big wins.	4.03	0.85	Agree
…motivates us to see challenges as opportunities.	3.99	0.85	Agree
Weighted Mean	*3.98*		
SD	*0.82*		
Verbal Interpretation	***High***		

Table 7 presents the level of coaching behavior in terms of positive attitude as perceived by student-athletes. The findings with obtained mean scores ranging from 3.94 to 4.03, all of which fall under the verbal interpretation of High. This indicates that the respondents generally perceive their coach as consistently demonstrating a positive attitude during training and competition.

The level of coaching behavior in terms of positive attitude got the weighted mean of 3.98 with a standard deviation of 0.82 and interpreted as High, indicating that the positive attitude coaching behavior is strongly evident among the coaches as perceived by the student-athletes. In general, student-athletes agree that their coaches frequently demonstrate thinking positively, stay calm and hopeful even with negative game outcome. This supports the claim of Cassidy et al. (2023), coaches must be mindful of how they interact with athletes, as these interactions play a vital role in developing trust, respect, and confidence.

Table VIII. Level of coaching behavior in terms of Sportsmanship

STATEMENT ***My Coach…***	**MEAN**	**SD**	**REMARKS**
…teaches fairness in games.	3.94	0.81	Agree
…respects referees' decisions.	3.96	0.77	Agree
…reminds us to respect opponents.	3.97	0.83	Agree
…values honesty in playing.	4.01	0.83	Agree
…encourages us to congratulate others after games.	4.00	0.80	Agree
Weighted Mean	*3.97*		
SD	*0.81*		
Verbal Interpretation	***High***		

Table 8 presents the level of coaching behavior in terms of sportsmanship as perceived by student-athletes. The level of coaching behavior in terms of sportsmanship got the weighted mean of 3.97 with a standard deviation of 0.81 and interpreted as High, indicating that the sportsmanship coaching behavior is strongly evident among the coaches as perceived by the student-athletes.

The findings indicate that the sportsmanship is clearly evident in the coaches' behavior in training as perceived by the student-athletes. Coaches display fairness, values honesty and encourages student-athletes to accept every game results.

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Table IX. Level of coaching behavior in terms of Goal Oriented

STATEMENT My Coach…	MEAN	SD	REMARKS
…sets clear goals for us.	4.02	0.83	Agree
…reminds us to work toward our personal goals.	4.00	0.84	Agree
…checks our progress regularly.	3.98	0.82	Agree
…helps us stay focused on long-term success.	3.96	0.81	Agree
…reminds us that improvement is continuous.	3.93	0.84	Agree
Weighted Mean	*3.98*		
SD	*0.83*		
Verbal Interpretation	***High***		

Table 9 presents the level of coaching behavior in terms of goal oriented as perceived by student-athletes. The level of coaching behavior in terms of goal oriented got the weighted mean of 3.98 with a standard deviation of 0.83 and interpreted as High, the findings indicate that the goal oriented is clearly evident in the coaches' behavior in training as perceived by the student-athletes. Coaches consistently demonstrate behaviors that promote goal setting and progress monitoring such as setting clear team and personal goals, monitoring student-athletes progress for long-term success and continuous improvement.

Table X. Level of student-athletes' sports skill in terms of Technical

STATEMENT I can…	MEAN	SD	REMARKS
…perform the basic skills of my sport.	4.00	0.83	Agree
…apply techniques during actual games.	3.96	0.82	Agree
…do drills accurately in practice.	3.94	0.80	Agree
…adjust my skills in different game situations.	3.96	0.84	Agree
…improve my performance through practice.	4.05	0.82	Agree
Weighted Mean	*3.98*		
SD	*0.82*		
Verbal Interpretation	***Often Observed***		

Table 10 presents the level of student-athletes' perception regarding their technical skills in sports. The level of student-athletes' sports skills in terms of technical got the weighted mean of 3.98 with a standard deviation of 0.82 and interpreted as Often Observed, the findings indicate that technical sports skill of student-athletes' is clearly evident in training. Student-athletes' can perform basic skills, techniques, drills and improve their performance in various game situations.

Table XI. Level of student-athletes' sports skill in terms of Tactical

STATEMENT I can…	MEAN	SD	REMARKS
…apply the strategies my coach teaches.	3.95	0.81	Agree
…predict my opponents' moves.	4.03	0.81	Agree
…decide quickly during games.	3.99	0.84	Agree
…adjust my play depending on the situation.	3.99	0.83	Agree
…help in creating strategies for the team.	4.13	0.83	Agree
Weighted Mean	*4.02*		
SD	*0.82*		
Verbal Interpretation	***Often Observed***		

Table 11 presents the level of student-athletes' perception regarding their tactical skills in sports. The level of student-athletes' sports skills in terms of tactical got the weighted mean of 4.02 with a standard deviation of 0.82 and interpreted as Often Observed the findings indicate that student-athletes' agree that they can apply the strategies taught by their coaches to various game situations. Tactical skills involve decision-making, game awareness, positioning, anticipating opponents' actions, and adapting strategies during fast-paced situations. Study shows that tactical skills are shaped by both physical fitness and the training environment, with athletes possessing higher fitness levels generally performing better in tactical tasks (Ambrozy et al., 2021).

Table XII. Level of student-athletes' sports skill in terms of Competitive

STATEMENT I can…	MEAN	SD	REMARKS
…focused during high-pressure games.	4.10	0.84	Agree
…give my best no matter what the outcome is.	3.94	0.82	Agree
…handle stress in competitions.	3.88	0.79	Agree
…work hard even against tough opponents.	4.09	0.81	Agree
…stay calm during intense matches.	3.96	0.84	Agree
Weighted Mean	*3.99*		
SD	*0.82*		
Verbal Interpretation	***Often Observed***		

Table 12 presents the level of student-athletes' perception regarding their competitive skills in sports.

The level of student-athletes' sports skills in terms of competitive got the weighted mean of 3.99 with a standard deviation of 0.82 and interpreted as Often Observed, the findings indicate that student-athletes' agree that they can still focus during high pressure games and give their best no matter the game's outcome. Coaching approaches that simulate competition, provide constructive feedback, and encourage mental toughness contribute to the development of these abilities (Weinberg and Gould, 2020). The high level of competitive skills observed among the student-athletes in this study suggests that structured practice, guided competition experiences, and supportive coaching have effectively prepared them to handle the pressures of competitive sports.

Table XIII. Level of students-athletes' competencies in terms of Communication

STATEMENT I can…	MEAN	SD	REMARKS
…communicate well with teammates during games.	4.03	0.82	Agree
…listen to my coach's instructions carefully.	3.94	0.83	Agree
…give feedback to teammates when needed.	4.05	0.84	Agree
…express ideas clearly during team discussions.	3.99	0.84	Agree
…value open communication in the team.	3.99	0.79	Agree
Weighted Mean	*4.00*		
SD	*0.83*		
Verbal Interpretation	***Often Observed***		

Table 13 presents the level of student-athletes' perception regarding their competencies in terms of communication. The level of student-athletes' competencies in terms of communication got the weighted mean of 4.00 with a standard deviation of 0.83 and interpreted as Often Observed, the

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findings indicate that student-athletes' agree that they communicate well to others, listens to coaches' instructions, express ideas clearly and values open communication with the team.

Table XIV. Level of students-athletes' competencies in terms of Teamwork

STATEMENT ***I can…***	***MEAN***	***SD***	***REMARKS***
…work well with my teammates to achieve goals.	3.96	0.85	Agree
…respect the role of each team member.	4.00	0.81	Agree
…cooperate with others even with differences.	4.15	0.81	Agree
…help in creating a united and supportive team.	3.98	0.86	Agree
…prioritize the team over personal recognition.	3.99	0.80	Agree
Weighted Mean	*4.02*		
SD	*0.83*		
Verbal Interpretation	***Often Observed***		

Table 14 presents the level of student-athletes' perception regarding their competencies in terms of teamwork.

The level of student-athletes' competencies in terms of teamwork got the weighted mean of 4.02 with a standard deviation of 0.83 and interpreted as Often Observed, the findings indicate that student-athletes' agree that they work well with teammates, respect the role of each team member and cooperate well with others prioritizing team over personal recognition.

The studies of Salas et al. (2018) and Caron et al. (2017) highlight that teamwork in sports involves mutual trust, cooperation, and working toward shared goals, which are crucial for effective team performance. The high level of teamwork observed among the student-athletes in this study suggests that they actively engage in collaboration, respect team roles, and support one another, which not only strengthens team cohesion but also enhances overall performance and sustained motivation.

Table XV. Level of students-athletes' competencies in terms of Commitment

STATEMENT ***I can…***	***MEAN***	***SD***	***REMARKS***
…attend practices regularly.	3.92	0.83	Agree
…give my best in training and games.	4.01	0.76	Agree
…stay motivated even when training is hard.	3.98	0.82	Agree
…balance my studies and sports responsibilities.	4.06	0.82	Agree
…be dedicated to representing my school in competitions.	3.92	0.81	Agree
Weighted Mean	*3.98*		
SD	*0.81*		
Verbal Interpretation	***Often Observed***		

Table 15 presents the level of student-athletes' perception regarding their competencies in terms of commitment.

The level of student-athletes' competencies in terms of commitment got the weighted mean of 3.98 with a standard deviation of 0.81 and interpreted as Often Observed, the findings indicate that student-athletes' agree that they give their best in trainings and games and stay dedicated in competitions. As stated by Isoard-Gautheur et al. (2018), commitment is a key indicator of athlete competency, reflecting persistence, motivation, and the willingness to overcome challenges. It helps athletes feel connected and devoted to their sports, teams, and training routines. Research shows that strong commitment serves as a protective factor for young athletes, reducing the risk of burnout and encouraging deeper engagement in sports. Scanlan et al. (2017), highlighted that higher commitment levels among athletes were linked to continued participation and reduced dropout rates. More recently, Vella et al. (2021) showed that commitment is influenced by supportive environments and is a strong predictor of developing sports expertise over time.

Table XVI. Significant relationship between coaching style and student-athletes' sports skills and competencies

Coaching Style		**Sports Skills**			**Competencies**		
		Technical	**Tactical**	**Competitive**	**Communication**	**Teamwork**	**Commitment**
Dominant	Pearson Correlation	-0.069	0.035	0.093	0.079	-0.057	-0.085
	Sig. (2-tailed)	0.321	0.622	0.184	0.257	0.418	0.222
	N	207	207	207	207	207	207
Influencing	Pearson Correlation	-.161*	0.011	0.007	-0.065	0.046	-0.022
	Sig. (2-tailed)	0.020	0.879	0.915	0.356	0.515	0.755
	N	207	207	207	207	207	207
Steady	Pearson Correlation	-0.039	-0.032	0.029	0.011	-0.130	-0.027
	Sig. (2-tailed)	0.577	0.644	0.682	0.874	0.062	0.695
	N	207	207	207	207	207	207
Conscientious	Pearson Correlation	-.157*	-0.015	0.036	0.028	0.088	-0.056
	Sig. (2-tailed)	0.024	0.831	0.607	0.693	0.207	0.420
	N	207	207	207	207	207	207

Table 16 presents the significant relationship between coaching style and student-athletes' sports skills and competencies. The results indicate that only two significant relationships exist between coaching style and student-athletes' sports skills. Specifically, the influencing coaching style shows a significant negative relationship with technical skills ($r = -.161$, $p = .020$).

This finding reveal that higher levels of influencing coaching characterized by persuasion, motivation, and interpersonal engagement may be associated with lower levels of technical skill performance among student-athletes. This may imply that excessive emphasis on influence and motivation without sufficient technical instruction and structured practice could limit the development of athletes'

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technical competencies. Similarly, the conscientious coaching style is found to have a significant negative relationship with technical skills ($r = -.157$, $p = .024$).

This indicates that coaching practices focused on strict adherence to rules, precision, and detailed planning may not necessarily translate into improved technical performance. In some cases, an overly structured coaching approach may restrict flexibility and creativity, which are essential for refining technical skills in sports contexts.

Notably, no significant relationships are observed between any coaching style and student-athletes' competencies in terms of communication, teamwork, and commitment, suggesting that coaching style alone may not be a strong determinant of these interpersonal and behavioral competencies.

The findings further reveal no significant relationships between the dominant and steady coaching styles and any of the student-athletes' sports skills or competencies. In addition, except for technical skills, the influencing and conscientious coaching styles are not significantly related to tactical skills, competitive skills, communication, teamwork, and commitment ($p > .05$). The generally weak correlation coefficients indicate minimal influence of coaching style on these variables.

These findings imply that sports skills and competencies may be influenced more by factors such as training exposure, athletes' prior experience, and individual effort rather than coaching style alone. Moreover, competencies like teamwork and commitment may develop through prolonged participation in team activities and competitive settings, which may not be directly affected by a specific coaching style.

For instance, Cote et al. (2020) emphasized that factors such as individual motivation, prior experience, and training context often mediate the impact of coaching on performance. Similarly, Martens (2018) and Weinberg and Gould (2020) noted that technical, tactical, and psychological competencies develop over time through consistent practice and competitive exposure, rather than solely through coaching style.

Table XVII. Significant relationship between coaching behavior and student athletes' sports skills and competencies

Coaching Behavior		Athletes' Sports Skills			Athletes'Competencies		
		Technical	Tactical	Competitive	Communication	Teamwork	Commitment
Self-discipline	Pearson Correlation	-0.091	0.092	-0.006	.187**	0.127	0.029
	Sig. (2-tailed)	0.192	0.189	0.937	0.007	0.069	0.676
	N	207	207	207	207	207	207
Politeness	Pearson Correlation	0.047	0.050	0.071	-0.049	0.046	0.044
	Sig. (2-tailed)	0.502	0.472	0.313	0.485	0.508	0.528
	N	207	207	207	207	207	207
Positive Attitude	Pearson Correlation	-0.017	0.072	0.044	0.056	0.115	-0.058
	Sig. (2-tailed)	0.813	0.305	0.530	0.422	0.100	0.409
	N	207	207	207	207	207	207
Sportsmanship	Pearson Correlation	-0.020	0.060	-0.026	-0.021	-0.042	-0.095
	Sig. (2-tailed)	0.771	0.387	0.707	0.763	0.545	0.174
	N	207	207	207	207	207	207
Goal Oriented	Pearson Correlation	0.093	0.082	0.003	-0.035	0.040	-0.079
	Sig. (2-tailed)	0.182	0.240	0.964	0.612	0.566	0.261
	N	207	207	207	207	207	207

Table 17 present the significant relationship between coaching behavior and student athletes' sports skills and competencies.

A statistically significant relationship is observed only between coaching behavior in terms of self-discipline and student-athletes' communication competency ($r = .187$, $p = .007$). This positive correlation indicates that higher levels of perceived coach self-discipline are associated with better communication skills among student-athletes. Although the strength of the relationship is weak, the finding imply that disciplined coaching practices such as consistency, accountability, and clear behavioral expectations may contribute to the development of athletes' ability to express ideas, listen effectively, and interact appropriately with teammates and coaches. This result highlights the role of structured and disciplined coaching environments in fostering interpersonal competencies rather than direct technical or performance-based skills.

The results further reveal no significant relationships between coaching behaviors such as self-discipline, politeness, positive attitude, sportsmanship, and goal-oriented behavior and sports skills in terms of technical, tactical, and competitive as well as other competencies like teamwork and commitment, as all computed p-values exceeded the .05 level of significance. The correlation coefficients for these variables are generally low, indicating very weak associations. This indicate that student-athletes' sports skills and competencies may be influenced more strongly by other factors such as training intensity, practice duration, individual motivation, prior experience, and environmental support rather than coaching behavior alone.

Moreover, the absence of significant relationships implies that while positive coaching behaviors are important for creating a supportive sporting environment, they may not directly translate into measurable improvements in technical, tactical, or competitive skills, nor in teamwork and commitment. These aspects of athletic development likely emerge through prolonged engagement in training and competition and may be mediated by contextual and individual variables not examined in the present study.

This finding is consistent with research showing that coaching behaviors influence athlete motivation and performance indirectly through psychological needs and coach-athlete relationships (Amorose and Anderson-Butcher,

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2015; Cho and Baek, 2020). Meta-analytic evidence also highlights the central role of coach-athlete relationship quality in performance outcomes (Bora, 2025), and recent studies indicate that individual factors and relational mediators shape how coaching behavior affects competencies (Liu et al., 2025).

The study showed that all indicators of coaching behavior, coaching style, and student-athletes' sports skills were High but not Very High. Additionally, no significant relationship was found between coaching style or behavior and athletes' skills and competencies.

The proposed Guidelines Toolkit was developed in response to the study findings, which revealed that while coaches already demonstrate positive practices, these alone are not sufficient to maximize athlete development, highlighting the need for a more holistic and structured approach. The toolkit was aligned in Self-Determination Theory, which emphasizes the importance of autonomy, competence, and relatedness thus, it incorporates individualized training, skill development with feedback, and strong coach-athlete relationships to enhance motivation and engagement. It is also supported by Transformational Leadership Theory, where coaches act as role models who provide inspiration, intellectual stimulation, and individualized consideration through goal-setting, feedback, and personalized guidance. In addition, Social Learning Theory explains the inclusion of modeling, observation, peer learning, and reinforcement strategies, emphasizing that athletes develop skills through interaction within their environment. Guided by these theories, the toolkit uses an IPO (Input–Process–Output) framework to integrate coaching factors, structured training processes, and expected developmental outcomes, ultimately providing a comprehensive system to enhance student-athletes' performance, motivation, and overall growth.

Developed Guideline Toolkit for Coaches

Focus Area (Input Component)	Input Elements	Process / Coaching Strategies	Expected Output
Technical Skills Development	Baseline skill level, sport-specific abilities, physical conditioning	Conduct skill assessments; individualized drills; game simulations; corrective feedback; progressive difficulty training	Improved technical execution, tactical awareness, and performance consistency
Communication	Coach-athlete relationship, clarity of instruction, feedback systems	One-on-one feedback; clear demonstrations; pre- and post-training discussions; open communication channels	Improved understanding, stronger trust, and enhanced motivation
Teamwork & Collaboration	Team dynamics, group cohesion, peer interaction	Team-building activities; cooperative drills; peer mentoring; group reflections	Stronger team cohesion, cooperation, and collective performance
Monitoring & Feedback	Performance data, evaluation tools, athlete progress records	Progress tracking logs; weekly assessments; performance metrics; structured feedback reports	Data-driven improvement and continuous performance enhancement
Individualized Development	Athlete differences, learning styles, personal goals	Personalized training plans; adjusted workload intensity; individualized goal setting; mentoring	Optimized athlete growth, confidence, and reduced performance gaps
Motivation & Support	Psychological readiness, discipline, motivation levels	Goal setting; recognition of effort; emotional support; positive reinforcement; resilience training	Higher motivation, discipline, resilience, and satisfaction

IV. Conclusion

There is no significant relationship between coaching style and sports skills and competencies of student-athletes. Therefore, the null hypothesis is accepted. It implies that coaching style variations may be insufficient to address student-athletes' differences in their skills and sports-related competence and that individual athlete characteristics, training intensity, quality experiences and support system may be a more considerable factor for the development of their skills.

There is no significant relationship between coaching behavior and sports skills and competencies of student-athletes. Therefore, the null hypothesis is accepted. This suggest that training structure, student-athletes' motivation and other conditions may contribute to student-athletes development and not to coaching behavior alone. In summary, the acceptance of each null hypothesis indicates that coaching style and behavior to student-athletes' sports skills and competency do not have a significant overall relationship.

V. Recommendation

Based on the drawn conclusions resulted to the following recommendations were given: (1) the researcher recommends that coaches may recognize that effective student-athlete development requires a holistic approach and integrate structured technical training, tactical practice and opportunities for competitive experience while maintaining positive coaching style and behavior to enhance student-athlete's sports skills and competencies. (2) the researcher recommends that sports program may incorporate skill-focused drills, teamwork building activities, communication workshops and goal-setting exercises to strengthen student-athletes' technical and interpersonal competence. (3) the researcher recommends that future researchers were

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encouraged to investigate additional factors that may influence student-athletes' sports skills and competencies, such as interaction between coaching practices and may provide deeper insights into athletic development. (4) the researcher recommends that the developed guideline toolkit for coaches may enhance their coaching styles and behavior to its maximum potential as well as their student-athletes' sports skills and competencies to foster a holistic structured approach that may contribute to student-athletes' success.

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