

Coaching Attributes as Predictors of Sporting Conduct and Personality Growth Among Student-Athletes

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Abstract— This study determines the coaching attributes on student athletes' sporting conduct and personality growth. Specifically, it sought to identify the level of coaching attributes as perceived by the, the level of student athletes' sporting conduct, the level of student athletes' personality growth, the relationship between coaching attributes and student athletes sporting conduct, and the relationship between coaching attributes and student athletes' personality growth.

This research used a descriptive correlational method, utilizing a quantitative approach to determine the coaching attributes of the sports coaches of Cavite State University on the student-athletes sporting conduct and personality growth, academic year 2025-2026. The respondents were 100 student-athletes selected using a purposive sampling technique, a self-made survey questionnaire was used in this study.

Findings revealed that the level of coaching attributes, the level of student athletes' sporting conduct, the level of students' athletes' personality growth all appear to have a remark of strongly agree with verbal interpretation of very high. Moreover, study findings showed that the relationship between coaching attributes and students-athlete sporting conduct is significant. Further, the relationship between coaching attributes and students-athlete personality growth is also significant.

Thus, the researcher therefore, concludes that the null hypotheses are both rejected. There is a significant relationship between coaching attributes and students-athlete sporting conduct, and there is a significant relationship between coaching attributes and students-athlete personality growth.

Based on the drawn conclusions resulted to the following recommendation: Student-athletes may set personal goals that are meaningful to them and align with their values and interest, coaches may offer regular performance feedback, create a supportive team environment and offer tangible rewards and incentives for achievements.

Keywords— Coaching Attributes, Sporting Conduct, Personality Growth, Sportsmanship, Gamesmanship.

I. INTRODUCTION

Sport is an essential physical activity that requires skill and physical effort. Engagement in sports is crucial for physical well-being. Participation in regular sports activities is linked with improved cardiovascular fitness, muscular strength, agility, and overall health status. Importantly, sports offer structured formats that encourage consistent movement, which is a significant factor for health improvements as compared to unorganized physical activities (Gabay & Oravitan, 2022).

For an athlete, sports provide discipline, courage, motivation, and focus. Being an athlete is difficult since they

must balance their daily training for competitions with their studies (Hinkle-Smith, 2021). The success of the athletes' performance is also a result of the tactics, abilities, and styles of the coaches (Liu et al. 2025). Coaches who demonstrate advanced tactical knowledge can devise effective strategies that optimize athlete performance in competition settings. Their capacity to adapt tactics in real time, provide sport-specific instruction, and adjust training to individual and team needs is closely linked to successful outcomes (Hodgson et al. 2017). A coach has a significant part in athletes' life since they are the ones who are enabling athletes to reach their full potential and perform at their best. A coach plays a profound role in the lives of athletes, impacting not only their sporting performance but also their psychological development, personal growth, and overall well-being. (Hodgson et al. 2017).

Coaches also model behaviors and values that athletes are likely to internalize and carry with them throughout life. Through direct mentoring, coaches instill life skills such as discipline, teamwork, ethical conduct, and emotional regulation. This pedagogical approach extends beyond technical proficiencies, fostering self-awareness and self-management capabilities critical for comprehensive personal development (Hanson et al., 2022).

Coaching attributes such as emotional intelligence, compassion, self-awareness, ability to provide constructive feedback, and creating an environment of trust are strong predictors of personality growth in individuals. These attributes, when present in a coach, facilitate transformative change by supporting emotion regulation, building confidence, and fostering a growth mindset (Fischer et al. 2024). Coaches with high emotional intelligence are better equipped to help clients develop emotion regulation skills, which are directly linked to personality growth. Emotion regulation is malleable and responds well to coaching interventions, making it a powerful lever in driving personal change (Azis, 2023). Research indicates that coaching fosters personality growth primarily through mechanisms such as strengthening emotion regulation, boosting self-efficacy, and enabling adaptive cognitive and behavioral outcomes. Attributes like trust-building, high emotional intelligence, and a positive, growth-oriented mindset in coaches predict more substantial and sustainable personality development in their clients (Terblanche & Heyns, 2020). Coaches who embody ethical

values, offer consistent feedback, and model good behavior promote sportsmanship, rule-compliance, and positive peer interactions. These attributes help student-athletes internalize moral standards and team spirit (Beldon & Walker, 2023). Furthermore, through supportive coaching, student-athletes become more self-aware and open to constructive criticism. These experiences enhance perseverance and leadership traits that extend into life beyond sports (Ni & Feng, 2023).

This study aims to explore how coaching attributes influence the sporting conduct and personality growth of student athletes at Cavite State University. Findings from this research will serve as a basis for developing a training manual for coaches and student athletes.

II. METHODOLOGY

This study used the descriptive correlational method, utilizing a quantitative approach to determine the coaching attributes of the sports coaches of Cavite State University on the student-athletes sporting conduct and personality growth, academic year 2025-2026.

The goal of descriptive research, according to McCombes (2019), is to precisely and methodically describe a population, circumstance, or phenomena. Numerous research techniques can be applied in a descriptive research design to examine one or more variables.

Quantitative methods place a strong emphasis on objective measures, statistical, or numerical analysis of data gathered via surveys, questionnaires, and polls, as well as the use of

computer techniques to modify statistical data that has already been acquired. The goal of quantitative research is to collect numerical data, generalize it to other populations, or provide an explanation for a specific phenomenon.

III. RESULT AND DISCUSSION

Table 1 show the level of coaching attributes as perceived by the among student athletes in terms of physical training and conditioning skills

Student-athletes perceive their coaches as knowledgeable, skilled, and organized in physical training and conditioning, capable of designing safe and effective programs, setting clear objectives, structuring workouts appropriately, and providing constructive feedback and encouragement.

The overall weighted mean of 4.66 with a standard deviation of 0.75 indicates that student-athletes perceive their coaches' physical training and conditioning skills at a very high level.

Table 2 show the level of coaching attributes as perceived by the among student athletes in terms of technical skills.

Student-athletes perceive their coaches as experts in technical skills, techniques, and strategies. These coaches understand sports principles and use technology-assisted tools to assess athletes' strengths and weaknesses, providing feedback to improve performance.

The overall weighted mean of 4.50 with a standard deviation of 0.95 indicates that student-athletes perceive their coaches' technical skills at a very high level.

Table I. Level of coaching attributes as perceived by the among student athletes in terms of Physical Training and Conditioning Skills.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete, I know that my coach...</i>			
...understands exercise physiology, strength training, endurance development, and injury prevention.	4.74	0.61	SA
...is expert in his/her sports and designs effective and safe training programs tailored to athletes' needs.	4.62	0.75	SA
...sets clear objectives for training, competition, and athlete development.	4.67	0.73	SA
...plans structured workouts that balance intensity, rest, and progression	4.65	0.82	SA
...provides constructive feedback and encouragement.	4.61	0.82	SA
<i>Weighted Mean</i>		4.66	
<i>SD</i>		0.75	
<i>Verbal Interpretation</i>		Very High	

Table II. Level of coaching attributes as perceived by the among student athletes in terms of Technical Skills.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete, I know that my coach...</i>			
...masters of the rules, techniques, and strategies of his/her sport.	4.51	0.96	SA
...designs fitness programs for strength, endurance, flexibility, and agility	4.51	0.96	SA
...understands sports science principles like biomechanics and exercise physiology.	4.47	0.89	SA
...uses tools, video analysis, and observations to assess athletes' strengths and weaknesses.	4.41	1.05	SA
...provides feedback to improve skills, tactics, and overall performance.	4.60	0.89	SA
<i>Weighted Mean</i>		4.50	
<i>SD</i>		0.95	
<i>Verbal Interpretation</i>		Very High	

Table III Level of coaching attributes as perceived by the among student athletes in terms of Mental Preparation.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete, I know that my coach...</i>			
...stays calm and composed in stressful situations such as defeats, athlete injuries, or conflicts.	4.55	0.87	SA
...helps maintain team morale even during challenging circumstances.	4.62	0.83	SA
...stay attentive to individual athlete needs and team dynamics.	4.58	0.90	SA
...inspires confidence and determination among athletes.	4.64	0.82	SA
Avoids impulsive reactions that could negatively impact performance.	4.59	0.85	SA
<i>Weighted Mean</i>		4.60	
<i>SD</i>		0.85	
<i>Verbal Interpretation</i>		Very High	

Table 3 show the level of coaching attributes as perceived by the among student athletes in terms of mental preparation.

Student-athletes perceive their coaches as mentally prepared in every competition, the coach also maintained the team moral and stayed attentive to the needs of the team, stay focused and calm even in the most stressful situation.

The overall weighted mean of 4.60 with a standard deviation of 0.85 indicates that student-athletes perceive their coaches' mental preparation at a very high level.

Table 4 show the level of coaching attributes as perceived by the among student athletes in terms of personal rapport.

Student-athletes perceive their coaches as an approachable mentor by stablishing a personal rapport with his/her athletes. Personal rapport with athletes plays a crucial role in building high morale and enhancing performance by creating an environment of trust and mutual respect.

The overall weighted mean of 4.59 with a standard deviation of 0.88 indicates that student-athletes perceive their coaches' personal rapport at a very high level.

Table IV. Level of coaching attributes as perceived by the among student athletes in terms of Personal Rapport.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete, I know that my coach...</i>			
...establishes a strong personal rapport earns athletes' trust by being fair, consistent, and approachable.	4.57	0.89	SA
...establishes a clear, open, and empathetic communication between coach and athletes.	4.54	0.94	SA
...understand their athletes' emotional, mental, and physical needs can provide better support.	4.59	0.90	SA
...recognizes personal challenges that may affect performance or motivation.	4.63	0.85	SA
...establishes a Personal connection fosters a sense of belonging and team spirit.	4.63	0.86	SA
<i>Weighted Mean</i>	4.59		
<i>SD</i>	0.88		
<i>Verbal Interpretation</i>	Very High		

Table V. Level of coaching attributes as perceived by the among student athletes in terms of Knowledge of the sports

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete, I know that my coach...</i>			
...has in-dept knowledge of the sports	4.58	0.87	SA
...understand the rules and technical aspect of the game.	4.52	0.83	SA
...is well equip with the recent updates about the sport rules and regulation.	4.55	0.94	SA
...is well trained and very capable.	4.52	0.94	SA
...provides me with the latest drills to improve my skills	4.58	0.90	SA
<i>Weighted Mean</i>	4.55		
<i>SD</i>	0.89		
<i>Verbal Interpretation</i>	Very High		

Table 5 show the level of coaching attributes as perceived by the among student athletes in terms of knowledge of the sports.

Student-athletes perceive their coaches as an expert in their field of specialization; Thus, strengthens trust, confidence, and willingness to follow training programs. This also shows that expert coach possesses deep knowledge of technical skills, tactics, conditioning methods, and performance strategies, which reassures athletes that their development is guided by competent leadership.

The overall weighted mean of 4.55 with a standard deviation of 0.89 indicates that student-athletes perceive their coaches' knowledge of sports at a very high level.

Table VI Level of student athletes' sporting conduct in terms of Camaraderie.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i encourage other player to work as a team rather than focusing solely on individual success.	4.62	0.89	SA
...i promote cooperation and harmony, leading to better coordination on the field.	4.61	0.89	SA
...i create a positive environment that motivates all team members to give their best effort.	4.58	0.92	SA
...i build trust through shared experiences strengthens relationships and improves team performance.	4.62	0.85	SA
...i respect each other's roles and contributions and prevents conflicts and misunderstandings	4.69	0.85	SA
<i>Weighted Mean</i>	4.62		
<i>SD</i>	0.88		
<i>Verbal Interpretation</i>	Very High		

Table 6 show the level of student athletes' sporting conduct in terms of camaraderie.

Student-athlete camaraderie as sports conduct promotes spirit of friendship and mutual respect that athletes demonstrate toward teammates and opponents during training and competition. Further, camaraderie also reflects ethical behavior in sport because it promotes cooperation and collective responsibility rather than unsportsmanlike actions.

The overall weighted mean of 4.62 with a standard deviation of 0.88 indicates that student-athletes sporting conduct in terms of camaraderie is at a very high level.

Table VII. Level of student athletes' sporting conduct in terms of Teamwork.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i foster encouragement and emotional support among my teammates.	4.55	0.83	SA
...i promote clear communication for the team to work as one.	4.64	0.85	SA
...i create a positive working relationship among every member of the team.	4.61	0.85	SA
...i inspire the team to focus on achieving the goal	4.64	0.81	SA
...i encourage each member of the team to focus on the goal.	4.66	0.81	SA
<i>Weighted Mean</i>	4.62		
<i>SD</i>	0.88		
<i>Verbal Interpretation</i>	Very High		

Table 7 show the level of student athletes’ sporting conduct in terms of teamwork.

Student-athletes’ teamwork as sports conduct promotes positive relationship and encourages each member of the team to focus on their goal. When teamwork becomes part of sports conduct, athletes learn to prioritize collective success over individual recognition.

The overall weighted mean of 4.62 with a standard deviation of 0.83 indicates that student-athletes sporting conduct in terms of teamwork is at a very high level.

Table 8 show the level of student athletes’ sporting conduct in terms of sportsmanship.

Sportsmanship is an essential aspect of athletes’ sporting conduct because it reflects the ethical and moral values that guide behavior in training and competition, it also ensures that

athletic participation goes beyond winning and emphasizes respect and encourages each member of the team to focus on their goal.

The overall weighted mean of 4.64 with a standard deviation of 0.84 indicates that student-athletes sporting conduct in terms of sportsmanship is at a very high level.

Table 9 show the level of student athletes’ sporting conduct in terms of fair play.

Fairplay as athletes’ sporting conduct upholds the integrity and moral foundation of sport, ensuring that competition is based on skill, preparation, and effort rather than deception or unfair advantage.

The overall weighted mean of 4.66 with a standard deviation of 0.83 indicates that student-athletes sporting conduct in terms of fair play is at a very high level.

Table VIII. Level of student athletes’ sporting conduct in terms of Sportsmanship.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i respect referees, coaches, opponents, and teammates.	4.67	0.80	SA
...i follow the rules of the game and compete honestly.	4.67	0.80	SA
...i accept losses with dignity and learns from my mistakes	4.62	0.85	SA
...i help my co-athletes to grow mentally and emotionally.	4.61	0.89	SA
...i encourage maintaining composure, optimism, and respect even in challenging situations.	4.61	0.89	SA
<i>Weighted Mean</i>	4.64		
<i>SD</i>	0.84		
<i>Verbal Interpretation</i>	Very High		

Table IX. Level of student athletes’ sporting conduct in terms of Fairplay.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i respect referees, coaches, opponents, and teammates.	4.67	0.80	SA
...i follow the rules of the game and compete honestly.	4.67	0.80	SA
...i accept losses with dignity and learns from my mistakes	4.62	0.85	SA
...i help my co-athletes to grow mentally and emotionally.	4.61	0.89	SA
...i encourage maintaining composure, optimism, and respect even in challenging situations.	4.61	0.89	SA
<i>Weighted Mean</i>	4.64		
<i>SD</i>	0.84		
<i>Verbal Interpretation</i>	Very High		

Table X. Level of student athletes’ personality growth in terms of Leadership

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i make decision and lead by example	4.44	1.04	SA
...i build self-confidence in the team	4.58	0.90	SA
...i strengthen relationships and promotes teamwork.	4.62	0.84	SA
...i take responsibility for both successes and failures	4.64	0.80	SA
...i become a source of encouragement, especially during difficult times.	4.50	0.90	SA
<i>Weighted Mean</i>	4.56		
<i>SD</i>	0.90		
<i>Verbal Interpretation</i>	Very High		

Table 10 show the level of student athletes’ personality growth in terms of leadership.

Student-athletes’ personality growth is shown in their leadership as they lead by example and strengthen relationship among team members and the development of personal qualities such as responsibility and the ability to positively influence others through participation in sports. foundation of sport, ensuring that competition is based on skill, preparation, and effort rather than deception or unfair advantage.

The overall weighted mean of 4.56 with a standard deviation of 0.90 indicates that student-athletes personality growth in terms of leadership is at a very high level.

Table 11 show the level of student athletes’ personality growth in terms of responsibility.

Student-athletes’ personality growth is shown in their personal responsibility by managing their time effectively and balance academic requirements, training schedules, and competitions, which strengthens their ability to prioritize tasks and meet deadlines. This habit of self-management reflects maturity and growing independence.

The overall weighted mean of 4.58 with a standard deviation of 0.85 indicates that student-athletes personality growth in terms of responsibility is at a very high level.

Table XI. Level of student athletes' personality growth in terms of Responsibility.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i accept both successes and mistakes, learning from them, and striving to improve.	4.70	0.76	SA
...i help my co-athletes to become more mature and self-aware.	4.54	0.83	SA
...i become role models for younger players.	4.52	0.90	SA
...i inspire the team to be responsible for their actions.	4.58	0.87	SA
...i encourage every team member to observe proper behavior during competition.	4.56	0.88	SA
<i>Weighted Mean</i>	4.58		
<i>SD</i>	0.85		
<i>Verbal Interpretation</i>	Very High		

Table XII. Level of student athletes' personality growth in terms of Accountability

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i learn to acknowledge my mistakes instead of blaming others.	4.65	0.78	SA
...i foster maturity and the drive to improve continuously.	4.58	0.82	SA
...i understand that my effort and attitude directly affect the team's success.	4.66	0.78	SA
...i encourage resilience and a growth mindset.	4.64	0.77	SA
...i accepting responsibility promotes ethical behavior	4.65	0.82	SA
<i>Weighted Mean</i>	4.64		
<i>SD</i>	0.79		
<i>Verbal Interpretation</i>	Very High		

Table 12 show the level of student athletes' personality growth in terms of accountability.

Table XIV. Significantly correlation between coaching attributes and the student-athletes sporting conduct.

Coaching Attributes		Sporting Conduct			
		Camaraderie	Teamwork	Sportsmanship	Fairplay
Physical Training and Conditioning Skills	Pearson Correlation	.577**	.621**	.618**	.610**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Technical Skills	Pearson Correlation	.554**	.550**	.600**	.606**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Mental Preparation	Pearson Correlation	.757**	.738**	.805**	.793**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Personal Rapport	Pearson Correlation	.698**	.696**	.756**	.725**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Knowledge of Sports	Pearson Correlation	.770**	.776**	.784**	.775**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100

Note: *p<.05, **p<.01, ***p<.001

Student-athletes' personality growth is shown in their accountability as accountability becomes part of their daily routine, it strengthens their character development and willingness to correct weaknesses reflect growing maturity. Thus, accountability serves as a clear indicator that sports participation supports the development of responsible and self-directed individuals.

The overall weighted mean of 4.64 with a standard deviation of 0.79 indicates that student-athletes personality growth in terms of accountability is at a very high level.

Table XIII. Level of student athletes' personality growth in terms of Reliability.

Statements	Mean	Standard Deviation	Remarks
<i>As student athlete ...</i>			
...i can maintain my performance consistently in competitions	4.28	1.16	SA
...i can quickly recover my confidence after mistakes	4.36	0.98	SA
...i am a reliable member of the team.	4.59	0.89	SA
...i do my best to contribute to the success of the team	4.70	0.76	SA
...i accepting responsibility perform my best.	4.75	0.74	SA
<i>Weighted Mean</i>	4.54		
<i>SD</i>	0.94		
<i>Verbal Interpretation</i>	Very High		

Table 13 show the level of student athletes' personality growth in terms of reliability.

Student-athletes' personality growth is visible on how reliable they are because reliability reflects their consistency in fulfilling responsibilities and meeting expectations. Athletes who regularly attend practices, arrive on time, complete training tasks, and follow team rules demonstrate that they can be trusted to perform their roles effectively.

The overall weighted mean of 4.54 with a standard deviation of 0.94 indicates that student-athletes personality growth in terms of reliability is at a very high level.

Table 14 shows the significant correlations between coaching attributes such as physical training and conditioning skills, technical skills, mental preparation, personal rapport, and knowledge of sports and student-athletes' sporting conduct, including camaraderie, teamwork, sportsmanship, and fair play.

All five coaching attributes physical training and conditioning skills, technical skills, mental preparation, personal rapport, and knowledge of sports demonstrated strong positive correlations with all aspects of sporting conduct, with correlation coefficients ranging from moderate to very strong with $p < 0.001$.

Overall, these findings indicate that coaching attributes play a critical role in shaping student-athletes' sporting conduct, highlighting the importance of both technical competence and interpersonal skills in promoting positive behaviors and ethical practices in sports.

This implies that coaches do not only influence athletic performance, but they also shape athletes' values and behavior. This further implies that when coaches demonstrate strong technical expertise and structured training, athletes are more likely to respect rules, cooperate with teammates, and display disciplined conduct during games.

Table XV. Significantly correlation between coaching attributes and the student athlete's personality growth.

Coaching Attributes		Personal Growth			
		Leadership	Responsibility	Accountability	Reliability
Physical Training and Conditioning Skills	Pearson Correlation	.622**	.646**	.655**	.610**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Technical Skills	Pearson Correlation	.556**	.587**	.619**	.606**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Mental Preparation	Pearson Correlation	.737**	.765**	.817**	.793**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Personal Rapport	Pearson Correlation	.664**	.715**	.749**	.725**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100
Knowledge of Sports	Pearson Correlation	.786**	.801**	.836**	.775**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	100	100	100	100

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 15 presents the significant correlations between coaching attributes and student-athletes' personality growth, measured in terms of leadership, responsibility, accountability, and reliability. All five coaching attributes physical training and conditioning skills, technical skills, mental preparation, personal rapport, and knowledge of sports, showed positive and statistically significant relationships with the personality growth indicators. Correlation strengths ranged from moderate to very strong with $p < 0.001$.

Among the attributes, knowledge of sports and mental preparation displayed the strongest correlations, particularly with leadership, responsibility, and accountability, suggesting that coaches who are knowledgeable and emphasize mental readiness play a key role in fostering core personality traits in student-athletes. Personal rapport also demonstrated a strong positive relationship, highlighting the importance of supportive and respectful coach-athlete interactions in promoting personal development.

Overall, the results indicate that coaching attributes significantly contribute to student-athletes' personality growth, reinforcing the idea that both technical competence and interpersonal skills of coaches are critical in shaping leadership, responsibility, accountability, and reliability among athletes.

These findings implies that both the technical competence and interpersonal qualities of coaches work together to foster the personal development of student-athletes, highlighting that effective coaching extends beyond physical and technical

training to include guidance, mentorship, and character-building.

IV. CONCLUSION

Based on the drawn findings, resulted to the following conclusion: (1) There is a significant relationship between coaching attributes and student-athletes' sporting conduct. Therefore, the null hypothesis is rejected. Which implies that the way coaches perform their roles directly influences how athletes behave in training and competition. This further explains that when coaches demonstrate strong professional and ethical qualities, student-athletes are more likely to exhibit positive sporting conduct. (2) There is a significant relationship between coaching attributes and student-athletes' personality growth. Therefore, the null hypothesis is rejected. Which imply that coaches play a vital role in shaping not only athletic performance but also the personal development of their athletes. These results also shows that coaching attributes directly influence the development of desirable traits of the athletes.

V. RECOMMENDATION

Based on the drawn conclusions resulted in the following recommendations:(1) Student-athletes may set personal goals that are meaningful to them and align with their values and interests. (2) Student-athletes may ask their coaches for constructive feedback on behavior and attitude and make conscious efforts to improve areas that affect sporting conduct.

(3) Coaches may offer regular performance feedback, create a supportive team environment and offering tangible rewards and incentives for achievements that could foster healthy competition and sustainable sportsmanship. (4) The school administrator may implement structured recognition alongside with external feedback mechanism that acknowledge athlete's achievement and contribution beyond performance outcomes. (5) Future researchers are advised to conduct a follow-up study on the relevance of training program to the skills development of the athletes. Keep up with the latest developments, techniques, and strategies.

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