

The Effectiveness of Coaching Styles in Shaping Performance Outcomes in Cluster 7 Competitive Sports"

Leilani C. Tan^a, Bryan L. Cancio^b

^aleilanitan@hcdc.educ.ph, ^bbryan.cancio@hcdc.educ.ph

^aFaculty of Los Amigos National High School, Los Amigos, Tugbok, Davao City, 8000 Philippines

^bProfessor of Graduate School at Holy Cross of Davao College, Poblacion, Davao City, 8000 Philippines

Abstract

This research determined the different coaching styles of coaches in Competitive sports specifically in Cluster 7, Division of Davao City with the aim of proposing activities to strengthen their coaching styles. Moreover, it dealt with the following: the respondents' profile in terms of sex, age, number of coaching years, type of sports being coached and educational background, their coaching styles and the significant relationship of each variable. The input of the study was determined by employing questionnaire as the principal tool for gathering data. Through appropriate statistical tools, the gathered input underwent the correlation and difference analysis. The results revealed that the majority of coaches were aged 36–40, with males comprising 65.33% of the sample, and most having 1–5 years of coaching experience. A significant proportion 69.33% were non-Physical Education majors, reflecting varied academic backgrounds. Inferential analysis using the test of difference revealed statistically significant variations in coaching styles based on sex and educational background $p < 0.05$, while no significant differences were observed with respect to age and years of coaching experience. The above-mentioned findings recommend various activities that will strengthen the coaches' coaching style. Activities like tiered coaching programs tailored to different experience levels, interdisciplinary workshops for non-PE majors, and gender-inclusive forums to support equitable professional development.

Keyword: sports; coaching; coaching styles; coaches; competitive sports

I. Introduction

Coaching is a central feature of all sports level. This ground breaking new text is the first to offer a conceptual issue that underpin sports coaching practice, and provide complete analysis for understanding sports coaching style. Despite the recognized importance of coaching in sports, many levels of sports coaching still exhibit *low effectiveness* in leadership styles, which significantly hinder athlete motivation and development.

In Canada and Australia have made significant strides in integrating autonomy-supportive and democratic coaching styles into their national sports programs, resulting in increased athlete engagement, resilience, and long-term success (Vella, Oades, & Crowe, 2013; Mageau & Vallerand, 2003). These nations have recognized that effective coaching goes beyond instruction it requires emotional support, cultural awareness, and a leadership approach that fosters intrinsic motivation. Likewise in the Philippines, continue to hand to hand with traditional, often autocratic coaching methods that may not align with the psychological needs or cultural values of modern athletes. This disparity highlights the urgent need for localized research that examines how coaching styles influence athlete motivation in the Filipino context, where social harmony (*pakikisama*) and sensitivity to shame (*hiya*) deeply influence interpersonal relationships (Agbayani & David, 2020).

Meanwhile, another local research conducted by Ronaldo N. Jordan and Lovella D. Serrano from the University of Mindanao, Matina Campus, Davao City examined how coaches' leadership styles influence the relationship between sports training programs and athletes' competitive orientation. The study revealed that coaches' leadership plays a significant mediating role, indicating that effective leadership enhances the implementation of training programs and positively affects athletes' competitive orientation. The universality of this issues revealed challenges coaches to prove the evidence of this results; thus, this study is conducted. The urgency to conduct this stems from ongoing challenges where many coaches continue to rely on ineffective leadership styles that diminish athlete motivation and engagement, leading to burnout and underperformance (Isoard-Gauthier, Guillet-Descas, & Duda, 2016). Coaches at higher competitive levels face increased pressure to refine their leadership styles to meet evolving athlete needs, underscoring the timeliness of research that supports their development and effectiveness (Arellano, 2021). Therefore, this study is vital in delivering evidence-based recommendations that help coaches enhance their leadership approaches, leading to the development of motivated, engaged, and well-supported athletes who are equipped to succeed both personally and in representing national sports aspirations.

II. Statement of the Problem

The purpose of this study is to examine the Sports Coaching Style of Coaches in the Cluster 7 Division of Davao City. Specifically, it answers the following objectives:

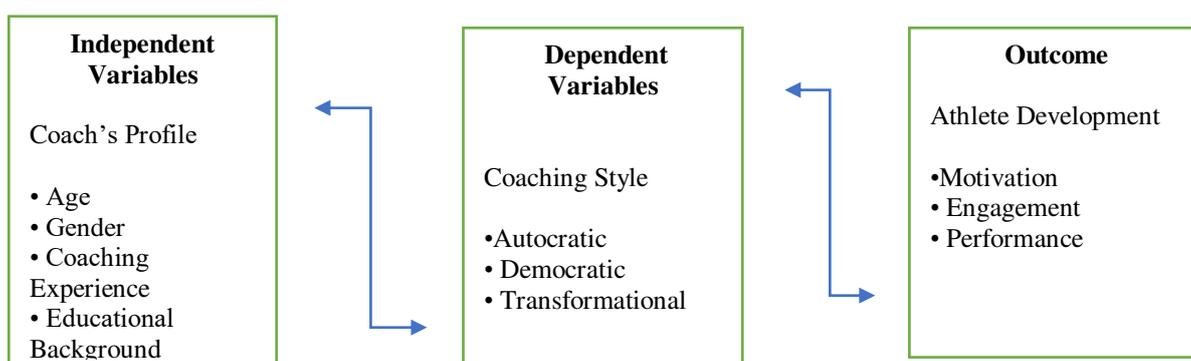
1. To determine the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Years of coaching experience
 - 1.4 Educational background (PE Major; Other Major)
2. To determine the Sports Coaching Style demonstrated by the respondents in terms of:
 - 2.1 Autocratic Style
 - 2.2 Democratic Style
 - 2.3 Transformational Style
3. To determine the Significant difference in Coaching Style and respondent profiles
4. To determine the appropriate interventions based on the findings of the study.

III. Theoretical Framework

This study is anchored on the Transformational Leadership Theory (Bass & Reggio, 2006). This theory emphasizes the role of leaders in inspiring, motivating, and influencing followers to achieve higher levels of performance and personal development. These qualities align with supportive and democratic coaching styles, which have been shown to positively affect athletes' psychological well-being, motivation, and team cohesion especially within Physical Education programs and school sports (Vella, Oades, & Crowe, 2013). It supports the idea that effective coaches can elevate athlete performance not only through technical training but also through leadership that fosters emotional and personal growth.

IV. Conceptual Framework

The Transformational Leadership Theory of Bass and Riggio (2006), which suggest that leaders who exhibit idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration can foster deep engagement, intrinsic motivation, and personal growth among their followers. In sports coaching and Physical Education, transformational coaches not only instruct but also inspire athletes to take ownership of their learning, persevere through challenges, and reach their full potential (Vella, Oades, & Crowe, 2013). In addition, this theory explores how these coaching styles impact athlete development, particularly in areas of motivation, engagement, and performance, aligning leadership practices with educational and developmental outcomes in sports (Deci & Ryan, 2000; Mageau & Vallerand, 2003).



V. Method

This study will employ a quantitative research design, which utilizes numerical data and statistical methods to analyse patterns, relationships, and trends in coaching styles among teacher-coaches. According to (Creswell, 2014), Quantitative research is widely recognized for its ability to provide objective, replicable, and generalizable findings). This is an appropriate method for studies that seek to compare characteristics among participants while maintaining a naturalistic research setting (Fraenkel & Wallen, 2019).

The researcher, aims that this study will be conducted in 3 secondary schools within Cluster 7, Division of Davao City utilizes purposive sampling with this technique and involved the teacher-coaches with at least five years of coaching experience will serve as respondents carefully and randomly selected and most likely yield capable and reliable to support the needed information which is based on specific characteristics that are most relevant to the research question, ensuring the credibility of findings. (Palinkas et al. (2015)

In data gathering, I used an adapted and modified questionnaire a Likert Scale with 30 items. Moreover, the data will be analysed using descriptive statistical methods and Mean was used to characterized the level of coaching style. Pearson – r was used to assess the dispersion of the data distribution. Thus, Linear regression was also used to analyse the difference in the level of sports coaching style.

VI. Results and Discussions

This section provides an in-depth analysis of the demographic profile of sports coaches, focusing on age, gender distribution, coaching experience, and educational background. The findings of this discussions are structured to align with the sequence of the research objectives, that ensures clarity and coherence in addressing each respondent's feedback. In addition, to each analysis aims to provide a comprehensive understanding of the data in focusing on the coaching styles of sports coaches and their association with selected demographic variables.

Table 1. Demographic Profile of the Sports Coaches for Age, Sex, Coaching experience and Educational Background Frequency

Category	Frequency	Percent (%)
Age		
25-30	13	17%
31-35	17	23%
36-40	21	28%
41-45	6	8%
46-50	5	7%
51-55	11	15%
56-60	2	3%
Total	75	100%
Sex		
Female	49	65.33%
Male	26	34.67 %
Total	75	100.00 %
Years of Coaching Experience		
1-5	38	51 %
6-10	31	41 %
11-15	3	4 %
16-20	3	4 %
Total	75	100 %
Educational Background		
PE Major	23	30.67 %
Non-PE Major	52	69.33 %
Total	75	100.00 %

The Table 1 highlights key demographic trends among sports coaches categorized by age, sex, years of coaching experience and educational background. The majority are aged 36-40years, followed closely by those aged 31-35 years, indicating that most coaches are in their mid-career phase. *Female coaches 65.33%* significantly outnumber *male coaches 34.67%*, reflecting increased gender diversity in the profession. More than half *51%* have 1-5 years of coaching experience, suggesting a workforce that is relatively new to the field, while fewer coaches have long-term experience. Additionally, *69.33%* of coaches have academic backgrounds outside of Physical Education, which may indicate a need for targeted training programs to enhance them in sports science knowledge. These trends highlight the need for continued professional development, gender-inclusive policies, and educational training programs to ensure the effectiveness and sustainability of sports coaching.

Table 2: Level of Sports Coaching Style

Coaching Style	Sd	Mean	Interpretation
Autocratic	1.09	3.38	Moderate
Democratic	0.600	4.53	Very High
Transformational	0.491	4.66	Very High
Over all	0.545	4.19	High

Presented in the Table 2 are the statistical analysis of these coaching styles based on them with mean scores and standard deviations, providing insight into which methods are most commonly practiced: autocratic, democratic and transformational. Based on the data presented, the results reveal significant variation in the levels of coaching styles adopted by the respondents. Among the three coaching styles assessed, the *Transformational style recorded the highest mean* score $M = 4.66$, $SD = 0.491$, closely followed by the *Democratic style $M = 4.53$, $SD = 0.600$, both of which fall under the "Very High" interpretation*. These findings suggest that coaches in Cluster 7 of the Division of Davao City predominantly employ leadership approaches that are supportive, motivational, and athlete-centered hallmarks of both transformational and democratic styles. Such practices are likely to foster a positive learning environment, enhance athlete engagement, and support the holistic development of student-athletes (Bass & Riggio, 2006; Mageau & Vallerand, 2003).

In contrast, the *Autocratic coaching style recorded the lowest mean score $M = 3.38$, $SD = 1.09$, which was interpreted as "Moderate."* This implies that while some elements of direct and command-based leadership may still be practiced, they are less frequently applied compared to more collaborative or inspirational approaches. The relatively higher standard deviation in this category also suggests greater variability in how autocratic behaviours are used across different coaches. When tested for significant differences across the demographic profiles of respondents like gender, years of experience, and educational background, the statistical results utilize the ANOVA or t-tests which offer insights into whether these variations in coaching style are influenced by this factor. The findings reveal that coaches with formal training in physical education or longer coaching experience are more inclined to use transformational strategies, reinforcing the importance of professional development and educational background in shaping effective coaching behaviour.

Overall, the data underscore a growing preference for transformational and democratic coaching among the study's respondents, which aligns with global trends advocating for athlete-centered coaching to promote motivation, autonomy, and sustained performance (Vella, Oades, & Crowe, 2013; Deci & Ryan, 2000).

Table 3: Difference in the Level of Sports Coaching Style when analysed according to profile.

Coaching Styles	F-value	p-value	Decision	Interpretation
Autocratic	1.69	.0001	reject null	There is a significant difference.
Democratic	2.83	.0000	reject null	There is a significant difference.
Transformational	2.97	.0000	reject null	There is a significant difference.

The statistical results presented indicate significant differences in all three coaching styles *Autocratic, Democratic, and Transformational* based on the respondents' profiles. The p-values for each style *Autocratic: $p = .0001$, Democratic: $p = .0000$, Transformational: $p = .0000$* are all below the alpha level of 0.05, leading to the rejection of the null hypothesis in each case. This means that the coaching styles vary significantly across demographic variables such as age, gender, years of coaching experience, or educational background. Focusing on the Autocratic coaching style, which had the lowest mean $M = 3.38$ and the smallest F-value $F = 1.69$, the result still shows a statistically significant difference.

However, the lower F-value compared to the other styles suggests that the degree of variation in autocratic behaviour among coaches is less pronounced. This implies that while there are still measurable differences in the use of autocratic strategies across various coach profiles, they are not as strong or distinct as those observed in the democratic and transformational styles.

The significance of the result for Autocratic coaching may reflect the gradual decline of rigid, command-based approaches in modern sports environments. As the data suggest, coaches are adopting more focus on athletes and demographic factors like professional development or coaching experience may influence a coach's tendency to shift away from autocratic strategies. This supports findings from Mageau and Vallerand (2003), who argued that autonomy-supportive environments enhance motivation and engagement, making traditional autocratic approaches less favourable.

Moreover, while all coaching styles differ significantly by coach profile, the relatively weaker difference in Autocratic style emphasizes its declining relevance and suggests a transition toward more inclusive and motivational coaching practices, especially in educational and youth sports settings.

VII. Conclusions

Based on the above-mentioned findings of the study, the following conclusions are drawn. Majority of the respondents emerged *Transformational coaching style* as the most dominant, followed closely by *Democratic coaching*, both interpreted at a "Very High" level. *Autocratic coaching*, while still present, showed only a "Moderate" level of application and the least variability among groups. Many programs or activities should let the Sports Coaches strengthen their assessed coaching styles. These results support the central claims of the Transformational Leadership Theory (Bass & Riggio, 2006), which suggest that transformational leaders inspire, motivate, and support the development of those they lead outcomes that align closely with the goals of modern sports coaching and teaching that further validated by the significant differences found in coaching styles across variables such as age, gender, coaching experience, and educational background.

This concludes that coaches with more exposure to professional training and practical experience are more likely to adopt transformational and democratic approaches, aligning with the theory's emphasis on personal influence, intellectual stimulation, and individualized consideration.

Likewise, the theoretical framework used in this study is *accepted*, as the results confirm that transformational leadership principles are relevant and increasingly practiced in the context of physical education and competitive sports coaching. The decline in autocratic tendencies also confirms the shift in modern pedagogy and coaching toward approaches that prioritize motivation, engagement, and long-term athlete development.

VIII. Recommendation

Based on the findings and conclusions of this study, it is recommended that school administrators and sports program coordinators in Cluster 7 Division of Davao City prioritize the enhancement of coaching competencies by organizing regular training and development programs that promote transformational and democratic coaching styles. These styles have been shown to significantly contribute to athlete motivation, engagement, and performance. Coaches should be encouraged to pursue further education, such as degrees in Physical Education or coaching certifications, as the study found strong links between educational background and preferred coaching approaches. Additionally, a mentoring system may be established where experienced coaches guide newer ones in applying effective, strategies that align with modern leadership principles. For future researchers, it is recommended to explore the relationship between coaching styles and student learning outcomes in Physical Education classes, particularly how leadership approaches influence students' skill acquisition, teamwork, and long-term participation in physical activity.

XI. Acknowledgement

I would like to extends heartfelt and profound gratitude to every individual and institution whose support, guidance, and encouragement made the completion of this study not only possible but deeply meaningful.

To our Almighty God for granting strength, wisdom, and perseverance throughout the research process.

To my research instructor, Dr. Bryan L. Cancio for his unwavering guidance and academic support in shaping the direction and quality of this entire work.

To the school principals, Physical Education coordinators and coaches, Public Secondary School Supervisor in in Cluster 7 Division of Davao City who provided administrative support, your assistance made in the data-gathering process efficient and manageable.

I would like to extends appreciation to my children Rolaine, Lorraine Joyce and Lirico Roi and my husband Roy Tan for their constant encouragement, financial support and understanding during challenging times throughout the research journey.

Finally, to all who, in one way or another, contributed to the realization of this study, your help and encouragement will always be remembered with deep gratitude.

X. Reference

Agbayani, R. A., & David, R. S. (2020). Coaching leadership styles and motivation of student-athletes. *International Journal of Physical Education, Sports and Health*, 7(3), 145–149.

Arellano, J. M. (2021). Coaching styles and student-athlete motivation in secondary schools. *Philippine Journal of Sports Education and Coaching*, 5(2), 35–42.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.

Chelladurai, P., & Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. *Journal of Sport Psychology*, 2(1), 34–45. <https://doi.org/10.1123/jsp.2.1.34>

Kim, H.D. and Cruz, A.B. 2016. The influence of coaches’ leadership styles on athletes’ satisfaction and team cohesion: A meta-analytic approach. *International Journal of Sports Science and Coaching*, 11(6): 900-909.

McCarthy, G. and Milner, J. 2013. Managerial coaching: challenges, opportunities and training. *Journal of Management Development*, 32(7): 768-779.

McCullick, B., Schempp, P., Mason, I., Foo, C., Vickers, B. and Connolly, G. 2009. A scrutiny of the coaching education program scholarship since 1995. *Quest*, 61(3): 322-335.

Messner, M.A. and Bozada-Deas, S. 2009. Separating the men from the moms: The making of adult gender segregation in youth sports. *Gender and Society*, 23(1): 49-71.

Morgan, S. 2012. Should a Life Coach Have First: *The New York Times*.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage Publications.

Appendix A. Survey Questionnaire

Part I. Sports Coaching Style of Coaches

	5	4	3	2	1
1. I make most of the important decisions for my team without consulting athletes.					
2. I expect my athletes to follow instructions without questioning my authority.					
3. I emphasize discipline and structure over athlete input.					
4. I believe a coach should have full control over training and game strategies.					
5. I enforce strict rules and expect full compliance from my athletes.					
6. I rarely adjust my coaching approach based on athlete feedback.					
7. I discourage athletes from questioning my coaching methods.					
8. I believe success is best achieved through strict discipline and control.					
9. I provide limited freedom for athletes in decision-making.					
10. I prioritize team goals over individual athlete preferences.					
11. I encourage athletes to participate in decision-making regarding					

training and game plans.						
12. I promote open communication and collaboration within the team.						
13. I adjust my coaching strategies based on athlete needs and input.						
14. I believe allowing athletes to express their opinions improves team performance.						
15. I create an environment where athletes feel comfortable sharing their concerns.						
16. I involve athletes in setting both personal and team goals.						
17. I encourage leadership development among athletes.						
18. I empower athletes to take responsibility for their own improvement.						
19. I believe teamwork and athlete involvement lead to better performance.						
20. I consider my athletes' feedback when making coaching decisions.						
21. I inspire my athletes to develop their potential beyond sports performance.						
22. I focus on mentoring my athletes as individuals, not just as players.						
23. I act as a positive role model for my athletes on and off the field.						
24. I use motivation and encouragement to help my athletes grow.						
25. I emphasize character development and personal growth alongside sports skills.						
26. I challenge athletes to set high but achievable personal and team goals.						
27. I encourage a supportive and positive team culture.						
28. I help athletes develop confidence and resilience in difficult situations.						
29. I teach my athletes values such as teamwork, discipline, and respect						
30. I believe my coaching should have a lasting impact on my athletes' lives.						