

# THE RELATION OF COACHING STYLES ON THE TRAINING PERFORMANCE AND SPORTING BEHAVIOR OF CAVITE STATE UNIVERSITY VARSITY ATHLETES

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## Abstract

This study aimed to determine the relation of coaching styles on the training performance and sporting behavior of Cavite State University Varsity athletes, A.Y 2021-2022. Specifically, it sought answers to the following questions: (1) What is the level of coaching style of the Cavite State University coaches in terms of: Dominant, Influencing, Steady and Conscientious? (2) What is the level of training performance of varsity athletes in terms of: Skills, Agility and Strength? (3) What is the level of sporting behavior of varsity athletes in terms of: Sportsmanship, Teamwork and Camaraderie? (4) Is there any significance relation between the coaching styles and training performance of varsity athletes? (5) Is there any significance relation between the coaching styles and sporting behavior of varsity athletes?

The descriptive method of research was utilized in this study. The questionnaire was given to fifty (50) respondents who are the varsity athletes in Cavite State University. Selected through simple random sampling technique. The questionnaire composed of three (3) parts such as Coaching style, Training Performance and Sporting behavior.

Based on findings of this study in terms of Dominant is observed to have a significant moderate relationship with Sportsmanship (0.487), Teamwork (0.532), and Camaraderie (0.482). The computed  $r$  values of the tests were all greater than 0.235 and the computed  $p$ -values were less than 0.05, hence the significance of the tests.

Similarly, Influencing is observed to have a significant moderate relationship with Sportsmanship (0.462), Teamwork (0.407), and Camaraderie (0.419). Also, the computed  $r$  values of the tests were greater than the critical value for  $r$  and the computed  $p$ -values were less than the significance alpha, hence the significance of the tests.

Contrastingly, Steady is observed to have a significant weak relationship with Sportsmanship (0.371) and Teamwork (0.339), and a moderate relationship with Camaraderie (0.339). The computed  $r$  values of the tests were also greater than 0.235 and the computed  $p$ -values 0.008, 0.016, and 0.004 were less than 0.05.

Lastly, Conscientious is observed to have a significant moderate relationship with Sportsmanship (0.397), Teamwork (0.563), and Camaraderie (0.543).

From the findings above, it is inferred that at 0.05 level of significance, the null hypothesis showing that -there is no significance relation between the coaching styles and sporting behavior of varsity athletes is rejected. This calls for the acceptance of the alternative which incites that there is a relation between the two.

Keywords: Coaching styles, Training Performance, Sporting behavior, Varsity athletes, Sportsmanship

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## 1. Introduction

“Coaching is all about having someone believe in you and encourage you, about getting valuable feedback, about seeing things from new perspective and setting your sights on new horizons”.

Sport is a vital physical activity involves physical exertion and skill. It plays a great role in improving and maintaining the health, fitness, mental skills and concentration level as well as social & communication skills. It also brings motivation, courage, discipline and concentration for an athlete. Being an athlete is not easy because they manage their study as well as their everyday training for their upcoming competitions. And also, coaches’ strategies, skills and styles give birth to the success of the athletes’ performance.

On the other hand, coaching refers to a process that aims to improve performance and focus on the ‘here and now’ rather than on the distant past or future. While there are many different models of coaching. They are not considering the ‘coach as expert’ but instead, the coach as facilitator of learning. In coaching, fundamentally, the coach is helping them to learn. Good coaches believe that every individual always have the answer to their own problem and understands that they need help to find the answer.

Moreover, coach plays a vital role on athletes’ life because they are the one who is unlocking an athletes’ potential to maximize their own performance. Instead of just giving direct instructions and to sum up, coaches help the athletes learn and develop their own capabilities.

To get most out of most potential athletes at any level, coaches must teach with the right attitude. One’s attitude as a coach is far more important than any of the responsibilities as a coach. Quite simply, what one has been asked to do as coach is not as important as how to do it. The quality of one’s attitude drives every other component of their coaching style from preparation and communication, to building trust with the athletes, to the lasting impact they have on character development. Underestimating the value of coaching styles with attitude may directly give impact how one athlete thinks, feel, and ultimately act both on and off the field.

In the long run, successful coach develops a well-defined coaching style and learning environment to help athlete maximize their full potential. The coaching styles that coaches need to develop include managing, teaching and communication. Likewise, coaching behaviors preferred by athletes may lead to increase satisfaction and performance of the players. Therefore, coaches must pay attention to each of their athlete’ to help and motivate them in learning the skills and improve performance.

Furthermore, coaches as leaders have such leadership style for sophisticated social process needed for an effective communication that wield influence to the athletes and the view of the society. Leadership in sports not only involves governing sports associations or managerial duties but, more importantly the role of the coaches who are directly responsible with the athletes. Additionally, coaching leadership style is important while giving guidance or training to the athletes. In 1967, in contingency model, proposed that the style of a leader is an outcome of leaders’ required and individuality. It is necessary for the coach to first assess the situation itself before the leader’s style can be matched to a certain situation. In the path-goal theory, the leader is viewed as a facilitator who helps subordinates achieve their goals.

Perceptions of coaching behaviors were associated with players on their prosocially and antisocial sport behaviors. Specifically, modelling good sportsmanship was associated with greater prosocially and fewer antisocial

behaviors through relatedness with coaches and teammates. Good coaches produce good and excellent athletes to bring out the best

### 1.1 Background of the study

In sports, athlete motivation can be the key to success and the various outside influences that have an effect on athlete throughout their sports experience, the coach-athlete relationship is one of the most important influences on athlete motivation and performance (Magaeu& Vallerand, 2003). In collegiate competition, Cavite State University is one of the prestigious State University in region. It has also an outstanding performance in sport that make the said university competitive enough in a collegiate-based sports competition (Ersando&Abiog, 2016).

Apparently, the university has a pool of athletes and thousands of students participate in competitive sports every year. If there are hundreds of athletes participating in sport, this means that they are interacting with different coaches who are involved in sports. A coach is considered someone who trains, instruct and gives advice to an athlete in order to improve their physical and mental performance in their sport (Per Moen, Hoigaard& Peter,2014).

In many situations, once an athlete has begun their sports journey of participating in competitive sports, they spend majority of their time with their coach. Not only does a coach have a responsibility of taking the authority role over a team or group of athletes, teaching technical skills and in most cases in winning; they are the responsibility of motivating athletes, supporting them and enabling to fulfill the fullest potential (Hyun-duck & Cruz, 2016).

Every coach has their own way how to train an athlete. Their coaching style makes sense by means of attaining the best performance of an athlete, the best way it can be. There are three kinds of coaching style; Autocratic, Democratic, and Laissez Faire (Lewin et al., 1939). Each of these styles has their own positive and negative attribute and each style impacts athlete performance. Previous studies, such as Deci and Ryan's review of Self-Determination Theory 2000, discuss a number of athletes that is not necessarily the desired outcome. Motivation is an internal energy force that determines all aspects of our behavior; it also impact on how we think, feel and interact with others. Also, motivation can be Intrinsic or Extrinsic. In sports, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. Meanwhile, Performance is completion of a task with application of knowledge, skills and ability. Performance is influenced by a combination of psychological, physiological and Socio-Cultural factors.

Coaches, athletes, parents, and league administrators have the responsibility of gaining knowledge to better understand the impact that these coaches and their coaching styles have on the athletes with whom they associate. The coaching style that a coach develops or adopts can have a positive or a negative effect on his or her athletes, and it is important to understand the impact that attitude, demeanor, personality, and overall leadership style has on athletes. Because coaches play such a vital role in sport teams due to the fact that they are responsible for creating and maintaining an ideal condition for players to fulfil their fullest potential, if a coach does not develop a coaching style that is capable of gaining the attention, respect, and will to improve from his or her athletes, it is likely that he or she will not be able to motivate them in any form, which leads to a lack of success. There are several coaching styles that any individual coach can adopt or adapt as their own while they are in charge of a group of athletes, regardless of their age, sport, or level of skill. Each coaching style tends to exhibit its' own specific behaviors and characteristics, resulting in different impacts on the athletes with whom they are associated.

In order to better understand the coach-athlete relationship, the researcher conducted to develop the most reliable frameworks to measure the coaching style on athletes' performance. Having considering the association between coaches and athletes.

This research aims to determine the relation of coaching styles on the training performance and sporting behavior of Cavite state University varsity athletes

## 1.2 Statement of the Problem

Generally, this study was conducted to determine the relation of coaching styles in the training performance and sporting behavior of Cavite State University varsity athletes.

Specifically, this study sought to answer the following questions.

1. What is the level of coaching style of the Cavite State University coaches on terms of:

- 1.1 Conscientious;
- 1.2 Dominant;
- 1.3 Influencing;
- 1.4 Steady?

2. What is the level of training performance of varsity athletes<sup>4</sup> in terms of:

- 2.1 Agility;
- 2.2 Skills;
- 2.3 Strength?

3. What is the level of sporting behavior of varsity athletes<sup>4</sup> in terms of:

- 3.1 Camaraderie;
- 3.2 Sportsmanship;
- 3.3 Teamwork?

4. Is there any significance relation between the coaching styles and training performance of varsity athletes?

5. Is there any significance relation between the coaching styles and sporting behavior of varsity athletes?

## 2. Methodology

### 2.1 Research Design

The researcher utilized quantitative research design used in response to relational questions of variables within the research. –Quantitative researches seek explanations and predictions generated to other persons and places. The intent is to establish confirm or validate relationships and to develop generalizations that contribute to theory (Leedy and Ormrod, 2001).

Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Creswell (2003) states that quantitative research –employs strategies of inquiry such as experimental and surveys, and collects data on predetermined instruments that yield statistical data (p. 18). The findings

from quantitative research can be predictive, explanatory, and confirming. Under the quantitative research design, the researchers also used the descriptive and correlational research approach described as follows: Descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena (Leedy and Ormrod, 2001).

On the other hand, a correlational study is a kind of method that investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative.

## 2.2 Respondents of the Study

To narrow the scope of the study, the researchers chose to focus only on the participants in tertiary sports and are developmentally capable of participating in the study. The target populations for this study are fifty (50) randomly selected Varsity of Cavite State University.

## 2.3 Sampling Technique

Simple random sampling was applied from a population of fifty (50) randomly selected Varsity of Cavite State University.

According to an article entitled Simple Random Sampling: Definition, Method & Examples the Ultimate Guide to

Random Sampling, simple random sampling is a sampling method used in research studies that falls under the category of probability sampling. This means that when selected as varsity, simple random sampling gives everyone in the target population an equal and known probability of being selected as respondents in the sample group.

## 2.4 Research Procedure

The researcher prepared research made questionnaire administered among the varsity athletes in Cavite State University.

For the assurance, validity and reliability of the major instrument, the researcher asked the approval of the panel members the researcher sought permission from the University President channeled to Director for Sports to gather the needed data through letter of request for this study.

Upon approval, followed the distribution and retrieval was done virtually in observing health protocol to secure the answering of the questionnaire safely by the respondents. After the retrieval of the questionnaires, the answers were tabulated, analyzed and given appropriate statistical treatment to answer the research problem.

## 2.5 Research Instrument

To gather important information, the researchers used purposive sampling technique as students were already grouped accordingly. The subjects were selected based on some characteristics in accordance with the purpose of the study.

The questionnaire was used as the main data gathering instrument. Valid responses from the respondents were sought for the information that is relevant to the study.

The questionnaire used a five-point rating scale indicated below.

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.0	To a very great extent
4	3.40 – 4.19	To a great extent
3	2.60 – 3.39	To a moderate extent
2	1.80 – 2.59	To a low extent
1	1 – 1.79	To a very low extent

## 2.6 Statistical Treatment

Statistical treatment was used to analyze and interpret the data given by the respondents. After the questionnaire had been administered to respondents, all the data were gathered, analyzed, tabulated, and interpreted.

To determine the relation of coaching styles on the training performance and sporting behavior of the university varsity athletes, the researcher used mean and standard deviation.

On the other hand, to determine the relation of coaching styles on the training performance and sporting behavior of university varsity athletes Pearson-r correlation and regression analysis was used.

## 3. Presentation, analysis and interpretation of data

This study present the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were presented in the same sequence with the research questions posed for the study.

**Table 1. Level of Coaching Style of the Cavite State University Coaches in terms of Dominant**

STATEMENT	MEAN	SD	Verbal Interpretation
The coach guides the athlete with clear and concise instructions.	4.78	0.58	To a very great extent
The coach monitors and corrects the athlete's progress.	4.76	0.66	To a very great extent
The coach is involves with everything that the athlete does technically.	4.76	0.52	To a very great extent
The coach gives immediate corrective guidance for the athlete's progress.	4.72	0.61	To a very great extent
The coach provides clarity where the athlete stands including the terms of their performance.	4.74	0.56	To a very great extent
<b>Overall Mean = 4.75</b>			
<b>Standard Deviation = 0.58</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 1 illustrates the level of coaching style of the Cavite State University coaches in terms of Dominant. Among the statements above, -The coach guides the athlete with clear and concise instructions|| yielded the highest mean score (M=4.78, SD=0.58) and was remarked to a very great extent. This is followed by -The coach monitors and corrects the athlete's progress|| (M=4.76, SD=0.66) and -The coach is involved with everything that the athlete does technically|| (M=4.76, SD=0.52) and were also remarked to a very great extent. On the other hand, the statement -The coach gives immediate corrective guidance for the athlete's progress|| received the lowest mean score of responses with (M=4.72, SD=0.61) yet was also remarked to a very great extent.

Overall, the level of coaching style of the Cavite State University coaches in terms of Dominant attained a mean score of 4.75 and a standard deviation of 0.58 and was Very High among the respondents.

Finding shows that most of the coaches practice dominant style wherein they fully give directions as well as guide them in their trainings, performances and competitions. A ‘D’ Style coach is highly directive and decisive. They guide the athlete with clear and concise instructions, monitoring and correcting as progress is made. The athlete requires high technical instruction but has low relationship/motivational needs.

**Table 2. Level of Coaching Style of the Cavite State University Coaches in terms of Influencing**

STATEMENT	MEAN	SD	Verbal Interpretation
The coach delivers encouragement for every athlete.	4.78	0.46	To a very great extent
The coach interacts and motivates the athletes.	4.76	0.59	To a very great extent
The coach helps the athletes to feel more confident in their sporting performance.	4.70	0.76	To a very great extent
The coach communicates with the athletes to know their current situation and supports them.	4.78	0.55	To a very great extent
The coach shares decision-making with the athletes and helps them grow better.	4.74	0.56	To a very great extent
<b>Overall Mean = 4.75</b>			
<b>Standard Deviation = 0.59</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 2 illustrates the level of coaching style of the Cavite State University coaches in terms of Influencing.

Among the statements above, -The coach delivers encouragement for every athlete and -The coach communicates with the athletes to determine their current situation and supports them yielded the highest mean score (M=4.78, SD=0.46) and (M=4.78, SD=0.55) and were remarked to a very great extent. This is followed by -The coach interacts and motivates the athletes (M=4.76, SD=0.59) and was also remarked to a very great extent. On the other hand, the statement -The coach helps the athletes to feel more confident in their sporting performance received the lowest mean score of responses with (M=4.70, SD=0.76) yet was also remarked to a very great extent. Overall, the level of coaching style of the Cavite State University coaches in terms of Influencing attained a mean score of 4.75 and a standard deviation of 0.59 and was Very High among the respondents.

The study reveals that coaches from Cavite State University also uses influencing style which means they can effectively give motivation and can boost the confidences of their players. Coaches know how to lift up the mood and build a higher self-esteem on their varsity athlete.

An 'I' Style coach delivers encouragement, brings energy, is highly interactive and provides motivation to their athletes. The athlete requires low technical instruction but has high relationship/motivational needs.

**Table 3. Level of Coaching Style of the Cavite State University Coaches in terms of Steady**

STATEMENT	MEAN	SD	Verbal Interpretation
The coach encourages the athletes to take specific roles towards their development.	4.70	0.65	To a very great extent
The coach provides both high technical instructions and motivational needs.	4.56	0.79	To a very great extent
The coach promotes collaboration within the group of athletes.	4.70	0.54	To a very great extent
The coach allows the athletes to share a coaching approach that is appropriate for them.	4.60	0.76	To a very great extent
The coach allows the athletes to consult their needs and provides effective emotional support.	4.60	0.70	To a very great extent
<b>Overall Mean = 4.63</b>			
<b>Standard Deviation = 0.69</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 3 illustrates the level of coaching style of the Cavite State University coaches in terms of Steady. Among the statements above, -The coach encourages the athletes to take specific roles towards their development and -The coach promotes collaboration within the group of athletes yielded the highest mean score (M=4.70, SD=0.65) and (M=4.70, SD=0.54) and were remarked to a very great extent. This is followed by -The coach allows the athletes to share a coaching approach that is appropriate for them (M=4.60, SD=0.76) and -The coach allows the athletes to consult their needs and provides effective emotional support (M=4.60, SD=0.70) and were also remarked to a very great extent. On the other hand, the statement -The coach provides both high technical instructions and motivational needs received the lowest mean score of responses with (M=4.56, SD=0.79) yet was also remarked to a very great extent.

Overall, the level of coaching style of the Cavite State University coaches in terms of Steady attained a mean score of 4.63 and a standard deviation of 0.69 and was Very High among the respondents.

Finding reveals that coaches in terms of steady style are also very high which can imply that they allow the varsity athlete to learn in their surroundings. They let them explore from their actual environment and appreciate their role as a player.

A ‘S’ Style coach uses two-way communication, listens well, asks their athletes lots of questions rather than providing direct instructions and encourages their athletes to take an active role in their development. They guide their athletes technically, while providing emotional support.

**Table 4. Level of Coaching Style of the Cavite State University Coaches in terms of Conscientious**

STATEMENT	MEAN	SD	Verbal Interpretation
The coach provides a well-structured plan and environment.	4.70	0.54	To a very great extent
The coach provides tools and programs that can help execute the drills and training.	4.68	0.59	To a very great extent
The coach maintains a well-organized and efficient flow of training.	4.68	0.62	To a very great extent
The coach trusts the athlete’s judgment on technical decisions.	4.68	0.55	To a very great extent
The coach allows the athletes to solve their challenges in a way that suits them.	4.74	0.49	To a very great extent
<b>Overall Mean = 4.70</b>			
<b>Standard Deviation = 0.56</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 4 illustrates the level of coaching style of the Cavite State University coaches in terms of Conscientious. Among the statements above, -The coach allows the athletes to solve their challenges in a way that suits them yielded the highest mean score (M=4.74, SD=0.49) and was remarked to a very great extent. This is followed by -The coach provides a well-structured plan and environment (M=4.70, SD=0.54) and was also remarked to a very great extent. On the other hand, the remaining statements received the lowest mean score of responses with (M=4.68, SD=0.59), (M=4.68, SD=0.62), and (M=4.68, SD=0.55) respectively, yet were also remarked to a very great extent.

Overall, the level of coaching style of the Cavite State University coaches in terms of Conscientious attained a mean score of 4.70 and a standard deviation of 0.56 and was Very High among the respondents. Finding reveals that coaches are very supportive to address the needs of the athletes. They also allow the players to have a contribution on their trainings and let them decide for some of their sports activities so that they can experience meaningful learning along the way.

A ‘C’ Style coach creates a well-structured plan and environment so the athlete has the tools, program and necessary instructions to execute the drills or practice session with a minimum of coach intervention.

A Conscientious Style is useful when the situation requires a detailed set up of a drill or practice session, prior to the athletes arriving. In addition, the Conscientious Style also works well when you want your athletes to work a challenge out for themselves. In this C Style, you try not to be Dominant (directive and giving guidance and instructions), rather let the challenges emerge within the environment you created and watch with only occasional input how your athletes solve their own problems. This is a common approach with more experienced athletes or any athletes who have a higher skill or knowledge level on the activity they are performing.

**Table 5. Level of Training Performance of Varsity Athletes' in terms of Skills**

STATEMENT	MEAN	SD	Verbal Interpretation
I develop a growth mindset and ditch my limits.	4.66	0.59	To a very great extent
I am eager to learn and improve my athletic skills through continual practice and training.	4.78	0.51	To a very great extent
I tend to increase my physical intensity during practice and training.	4.70	0.51	To a very great extent
I ensure that I have progressed in improving my sports skills.	4.78	0.51	To a very great extent
I expand my capacity to increase the level of competition, a heightened standard for performance.	4.68	0.55	To a very great extent
<b>Overall Mean = 4.72</b>			
<b>Standard Deviation = 0.53</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 5 illustrates the level of training performance of varsity athletes' in terms of skills. Among the statements above, –I am eager to learn and improve my athletic skills through continual practice and training|| and –I ensure that I have progressed in improving my sports skills| yielded the highest mean score (M=4.78, SD=0.51) and were remarked to a very great extent. This is followed by –I tend to increase my physical intensity during practice and training|| (M=4.70, SD=0.51) and was also remarked to a very great extent. On the other hand, the statement –I develop a growth mindset and ditch my limits| received the lowest mean score of responses with (M=4.66, SD=0.59) yet was also remarked to a very great extent.

Overall, the level of training performance of varsity athletes in terms of skills attained a mean score of 4.72 and a standard deviation of 0.53 and was Very High among the respondents.

Varsity athlete's response shows that they are very dedicated on their career as they show willingness to improve, enhance and continuously develop their skills. They are very enthusiastic which can also show their love and passion in sports.

Currently, knowledge of the physical and cognitive aspects is essential in sports. So, it is not uncommon for sports to be associated with social issues or more complex ones. In addition to knowledge, techniques, strategies, or sports

skills, coaches should also know how to teach these skills to players (with communication skills). Including when talking about team and individual sports, one of the most positive things and a major supporting factor in success is creating a solid team and producing exemplary achievements, one of which is the communication factor. Interpersonal communication is considered a complex social process in both psychology and pedagogy. (Purnomo, et. al., 2021)

**Table 6. Level of Training Performance of Varsity Athletes’ in terms of Agility**

STATEMENT	MEAN	SD	Verbal Interpretation
I manage my body coordination despite of speed and direction.	4.66	0.59	To a very great extent
I control my movement with speed and ease.	4.64	0.60	To a very great extent
I quickly change direction whilst keeping balance, strength, speed and body control.	4.68	0.47	To a very great extent
I make my muscle stronger and faster.	4.74	0.53	To a very great extent
I move my limbs quickly and easily with the strength and agility.	4.64	0.63	To a very great extent
<b>Overall Mean = 4.67</b>			
<b>Standard Deviation = 0.56</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 6 illustrates the level of training performance of varsity athletes in terms of agility. Among the statements above, -I make my muscle stronger and faster. yielded the highest mean score (M=4.74, SD=0.53) and was remarked to a very great extent. This is followed by -I quickly change direction whilst keeping balance, strength, speed and body control. (M=4.68, SD=0.47) and was also remarked to a very great extent. Then the statement -I manage my body coordination despite of speed and direction obtained (M=4.66, SD=0.59). On the other hand, the statements -I control my movement with speed and ease. and -I control my movement with speed and ease. received the lowest mean score of responses with (M=4.64, SD=0.60) and (M=4.64, SD=0.63) yet were also remarked to a very great extent.

Overall, the level of training performance of varsity athletes in terms of agility attained a mean score of 4.67 and a standard deviation of 0.56 and was Very High among the respondents.

Varsity athlete’s development of agility may be differing depending on their actual training and what sports they have. Finding shows that it is very high among the respondents which can imply that they practicing high performances and activities to develop their agility. Various understanding of the term -agility mainly is within the context of team sport games. Under this term complex psychomotor abilities are understood. (Horicka, Hianik and Simonek, 2014).

Agility training encourages our body to improve balance during dynamic movement. When we regularly practice hand-eye coordination, fast stops and starts, and agility speed drills, it trains our body to work as a cohesive unit. When our body is working in sync, our movements become more fluid, resulting in smooth, coordinated transitions. This type of training stimulates richer connections among multiple brain regions by directing them to work together.

**Table 7. Level of Training Performance of Varsity Athletes’ in terms of Strength**

STATEMENT	MEAN	SD	Verbal Interpretation
I can lift weights work with resistance bands.	4.30	0.79	To a very great extent
I can do push-ups, sit-ups, and squats.	4.50	0.65	To a very great extent
I find time to increase my training volume to grow my muscle.	4.46	0.61	To a very great extent
I can exert enough force by contracting against resistance.	4.38	0.73	To a very great extent
I can increase my mobility, stabilize joints, learn new movement patterns, and enhance coordination and peripheral skills.	4.48	0.71	To a very great extent
<b>Overall Mean = 4.42</b>			
<b>Standard Deviation = 0.70</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 7 illustrates the level of training performance of varsity athletes' in terms of strength. Among the statements above, -I can do push-ups, sit-ups, and squatsl yielded the highest mean score (M=4.50, SD=0.65) and was remarked to a very great extent. This is followed by -I can increase my mobility, stabilize joints, learn new movement patterns, and enhance coordination and peripheral skillsl (M=4.48, SD=0.71) and was also remarked to a very great extent.

On the other hand, the statements -I can lift weights work with resistance bandsl received the lowest mean score of responses with (M=4.30, SD=0.79) yet were also remarked to a very great extent.

Overall, the level of training performance of varsity athletes in terms of strength attained a mean score of 4.42 and a standard deviation of 0.70 and was Very High among the respondents.

Varsity athlete being strong is very common as they undergo on different trainings and sports performances. Finding reveals that they develop strength however, answers are varied depending on their own physical capabilities and the sports they have, e.g., some sports does not need to much muscle strength.

Strength is underpinned by a combination of morphological and neural factors including muscle cross-sectional area and architecture, musculotendinous stiffness, motor unit recruitment, rate coding, motor unit synchronization, and neuromuscular inhibition. (Suchomel, et. al. 2018)

**Table 8. Level of Sporting Behavior of Varsity Athletes in terms of Sportsmanship**

STATEMENT	MEAN	SD	Verbal Interpretation
I respect other athletes' behavior and attitudes.	4.84	0.42	To a very great extent
I show ethics and moral practices during sports competitions.	4.84	0.42	To a very great extent
I know how to be fair with my opponents.	4.82	0.39	To a very great extent
I am disciplined and hold integrity during competitions.	4.80	0.49	To a very great extent
I maintain a pose and do the best thing for myself and/or for my teammates.	4.84	0.37	To a very great extent

**Overall Mean = 4.83**  
**Standard Deviation = 0.42**  
**Verbal Interpretation = Very High**

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 8 illustrates the level of sporting behavior of varsity athletes in terms of sportsmanship. Among the statements above, -I respect other athletes' behavior and attitudes, -I show ethics and moral practices during sports competitions, and -I maintain a pose and do the best thing for myself and/or for my teammates yielded the highest mean score (M=4.84, SD=0.42), (M=4.84, SD=0.42), and (M=4.84, SD=0.37) and were remarked to a very great extent. This is followed by -I know how to be fair with my opponents (M=4.82, SD=0.39) and was also remarked to a very great extent. On the other hand, the statement -I am disciplined and hold integrity during competitions received the lowest mean score of responses with (M=4.80, SD=0.49) yet were also remarked to a very great extent. Overall, the level of sporting behavior of varsity athletes in terms of sportsmanship attained a mean score of 4.83 and a standard deviation of 0.42 and was Very High among the respondents.

As they participate on various sports competition and programs, they need to understand the ethics of sports. Finding shows that varsity athlete are well trained in terms of sportsmanship.

Good sportsmanship is one of the life lessons that children can learn from sports. You can help your children understand and value good sportsmanship while making sure they have a safe and fun sports experience. Although, good sportsmanship may seem hard to define, but its hallmarks include being able to win without gloating, respecting one's opponents, and being able to lose gracefully.

Sportsmanship means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat. Sport also has unwritten rules or customs to uphold respect and fairness. These help people to play in the 'spirit of the game'. They often require players to take an active approach to respect and fairness, not just avoid breaking the rules. Players are penalised if they do not respect the rules or the officials. During informal or adapted activities, participants often agree their own rules. Agreeing adaptations to the rules can make sport more inclusive, but still ensure fairness and safety.

**Table 9. Level of Sporting Behavior of Varsity Athletes in terms of Teamwork**

STATEMENT	MEAN	SD	Verbal Interpretation
I establish good communication with my colleagues.	4.88	0.33	To a very great extent
I share enthusiasm in every teamwork activity.	4.74	0.49	To a very great extent
I encourage and cheer my teammates during the game.	4.82	0.44	To a very great extent
I respect the decision of my co-athletes, do not complain, and share my ideas for the better result of the game.	4.74	0.56	To a very great extent
I respectfully follow the rules and regulations of the team.	4.82	0.48	To a very great extent

**Overall Mean = 4.80**  
**Standard Deviation = 0.47**  
**Verbal Interpretation = Very High**

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 9 illustrates the level of sporting behavior of varsity athletes in terms of teamwork. Among the statements above, -I establish good communication with my colleagues yielded the highest mean score (M=4.88, SD=0.33) and was remarked to a very great extent. This is followed by -I encourage and cheer my teammates during the game (M=4.82, SD=0.44) and -I respectfully follow the rules and regulations of the team (M=4.82, SD=0.48) and were also remarked to a very great extent.

On the other hand, the statements -I share enthusiasm in every teamwork activity and -I respect the decision of my co-athletes, do not complain, and share my ideas for the better result of the game received the lowest mean score of responses with (M=4.74, SD=0.49) and (M=4.74, SD=0.56) yet were also remarked to a very great extent.

Overall, the level of sporting behavior of varsity athletes in terms of teamwork attained a mean score of 4.80 and a standard deviation of 0.47 and was Very High among the respondents.

Varsity athletes are literally more enhanced in terms of teamwork because they met various kind of people along their trainings and they need to develop respect from each and every one. Organizations value teamwork and collaboration as they strive to build culture and attain their goals and objectives. Sports provide a useful and easily accessible means to study teamwork. Athletic trainers and other sports medicine professionals can serve as valuable members of interprofessional teams and teamwork is essential in the field of sports medicine. (Breitbach, Reeves and Fletcher, 2017). Each individual in a team should exhibit Trust, Enthusiasm, Ambition, as well as Motivation. The first one, trust, enables each team member to heavily depend on one another, as well as good teamwork that depends on trust. In any sports team, all of the players need to be trusting with each other.

**Table 10. Level of Sporting Behavior of Varsity Athletes in terms of Camaraderie**

STATEMENT	MEAN	SD	Verbal Interpretation
I give compliments and uplifting words to encourage my teammates.	4.78	0.46	To a very great extent
I cultivate trust, respect, and teamwork within my team.	4.80	0.49	To a very great extent
I practice conformity with sports ethics.	4.76	0.56	To a very great extent
I encourage my teammates to learn and practice the team spirit.	4.78	0.46	To a very great extent
I instill a sense of shared commitment in my team.	4.74	0.49	To a very great extent
<b>Overall Mean = 4.77</b>			
<b>Standard Deviation = 0.49</b>			
<b>Verbal Interpretation = Very High</b>			

Legend:

Scale	Range	Remarks	Interpretation
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5	4.20 – 5.00	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Moderate
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 10 illustrates the level of sporting behavior of varsity athletes in terms of camaraderie. Among the statements above, -I cultivate trust, respect, and teamwork within my team yielded the highest mean score (M=4.80, SD=0.49) and was remarked to a very great extent. This is followed by -I give compliments and uplifting words to encourage my teammates (M=4.78, SD=0.46) and -I encourage my teammates to learn and practice the team spirit (M=4.78, SD=0.46) and were also remarked to a very great extent.

Meanwhile, the statement -I instill a sense of shared commitment in my team received the lowest mean score of responses with (M=4.74, SD=0.49) yet was also remarked to a very great extent.

Overall, the level of sporting behavior of varsity athletes in terms of camaraderie attained a mean score of 4.77 and a standard deviation of 0.49 and was Very High among the respondents.

Finding shows that varsity athletes not only focusing on the teamwork itself, rather they also know how to practice camaraderie. Being varsity athlete can cultivate their values and respect to other people as they can meet different kind of people in their trainings, programs and sports events.

When examining the difficulties contact sport athletes face in their career transitions, it is of serious value to investigate the unique role that the social experience of camaraderie and solidarity have had on the athletes during their careers. Consequently, the inability to recreate meaningful relationships after sport, might play a significant role in shaping some of the difficulties—including psychological, motivational, emotional, and social struggles—that have been highlighted when considering the career transitions of this population. (Senecal and Nasar, 2017). A coach who follows the vision and encourages direct feedback will have better camaraderie which will translate to desired performance outcomes.

**Table 11. Significant Relationship between Coaching Styles and Training Performance of Varsity Athletes**

Coaching Styles	Training Performance	Computed r-value	r- Strength	Critical r-value	p-value	Analysis
Dominant	Skills	0.535	Moderate	0.235	0.000	Significant
	Agility	0.512	Moderate	0.235	0.000	Significant
	Strength	0.272	Weak	0.235	0.056	Not Significant
Influencing	Skills	0.546	Moderate	0.235	0.000	Significant
	Agility	0.481	Moderate	0.235	0.000	Significant
	Strength	0.257	Weak	0.235	0.072	Not Significant
Steady	Skills	0.540	Moderate	0.235	0.000	Significant
	Agility	0.494	Moderate	0.235	0.000	Significant
	Strength	0.438	Moderate	0.235	0.001	Significant
Conscientious	Skills	0.700	Strong	0.235	0.000	Significant

	Agility	0.721	Strong	0.235	0.000	Significant
	Strength	0.495	Moderate	0.235	0.000	Significant

Legend:

**Range Verbal Interpretation**

0.80-1.00 Very Strong

0.60-0.79 Strong

0.40-0.59 Moderate

0.20-0.39 Weak

0.00-0.19 Very Weak

Table 11 presents the significant relationship between the coaching styles and training performance of varsity athletes.

Dominant is observed to have a significant moderate relationship with Skills (0.535) and Agility (0.512). The computed r values of the tests were greater than the critical value for r and the computed p-values were less than the significance alpha, hence the significance of the tests. On the other hand, the same cannot be stated for Strength.

Similarly, Influencing is observed to have a significant moderate relationship with Skills (0.546) and Agility (0.481). Also, the computed r values of the tests were greater than the critical value for r and the computed p-values were less than the significance alpha, hence the significance of the tests. It is also observed to have no significant relationship with Strength.

In contrast, steady is observed to have a significant moderate relationship with Skills (0.540), Agility (0.494), and Strength (0.438). The computed r values of the tests were all greater than 0.235 and the computed p-values were less than 0.05, hence the significance of the tests.

Lastly, Conscientious is observed to have a significant strong relationship with Skills (0.700) and Agility (0.721), and a moderate relationship with Strength (0.495).

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that -There is no significance relation between the coaching styles and training performance of varsity athletes is rejected. This calls for the acceptance of the alternative which incites that there is a relation between the two. Finding shows that the significance relation between the coaching styles and training performance of varsity athletes are varied. There are some parts which is significant and others are not and this implies that coaches influence the performances of the varsity athletes.

**Table 12. Significant Relationship between Coaching Styles and Sporting Behavior of Varsity Athletes**

Coaching Styles	Sporting Behavior	Computed r-value	Strength	Critical r-value	p-value	Analysis
Dominant	Sportsmanship	0.487	Moderate	0.235	0.000	Significant
	Teamwork	0.532	Moderate	0.235	0.000	Significant
	Camaraderie	0.482	Moderate	0.235	0.000	Significant
Influencing	Sportsmanship	0.462	Moderate	0.235	0.001	Significant
	Teamwork	0.407	Moderate	0.235	0.003	Significant

	Camaraderie	0.419	Moderate	0.235	0.002	Significant
Steady	Sportsmanship	0.371	Weak	0.235	0.008	Significant
	Teamwork	0.339	Weak	0.235	0.016	Significant
	Camaraderie	0.405	Moderate	0.235	0.004	Significant
Conscientious	Sportsmanship	0.397	Moderate	0.235	0.004	Significant
	Teamwork	0.563	Moderate	0.235	0.000	Significant
	Camaraderie	0.543	Moderate	0.235	0.000	Significant

Legend:

**Range Verbal Interpretation**

0.80-1.00 Very Strong

0.60-0.79 Strong

0.40-0.59 Moderate

0.20-0.39 Weak

0.00-0.19 Very Weak

Table 12 presents the significant relationship between the coaching styles and sporting behavior of varsity athletes.

Dominant is observed to have a significant moderate relationship with Sportsmanship (0.487), Teamwork (0.532), and Camaraderie (0.482). The computed *r* values of the tests were all greater than 0.235 and the computed *p*-values were less than 0.05, hence the significance of the tests.

Similarly, Influencing is observed to have a significant moderate relationship with Sportsmanship (0.462), Teamwork (0.407), and Camaraderie (0.419). Also, the computed *r* values of the tests were greater than the critical value for *r* and the computed *p*-values were less than the significance alpha, hence the significance of the tests.

Contrastingly, Steady is observed to have a significant weak relationship with Sportsmanship (0.371) and Teamwork (0.339), and a moderate relationship with Camaraderie (0.339). The computed *r* values of the tests were also greater than 0.235 and the computed *p*-values 0.008, 0.016, and 0.004 were less than 0.05.

Lastly, being conscientious is observed to have a significant moderate relationship with Sportsmanship (0.397), Teamwork (0.563), and Camaraderie (0.543).

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis –There is no significance relation between the coaching styles and sporting behavior of varsity athletes– is rejected. This calls for the acceptance of the alternative which incites that there is a relation between the two.

#### 4. Summary

To determine the level of coaching style of the Cavite State University coaches was the main objective of this study. This comprised the level of training performance of varsity athletes, level of sporting behavior of varsity athletes, significance relation between the coaching styles and training performance of varsity athletes and significance relation between the coaching styles and sporting behavior of varsity athletes.

The researcher chose to focus only on the participants randomly selected in tertiary sports, fifty (50) Varsity capable of participating in the study from Cavite State University.

Findings

The following were the significant findings of the investigation:

1. Level of coaching style of the Cavite State University coaches

Finding reveals that coaches in Cavite State University uses different techniques of training their athletes but different coaching style are also manifested. This can imply that they are flexible and allow varsity athlete to experience diverse sports culture and environment.

2. Level of training performance of varsity athletes.

It reveals that level of training performance of varsity athletes in terms of skills, agility and strength are very high which implies that they are trained to enhance their performance by doing physical activities to improve themselves.

3. Level of sporting behavior of varsity athletes

It shows that varsity athletes in terms of sporting behavior are also very high. As they participate on various sports competition and programs, Varsity athletes need to understand the ethics of sports. Also, varsity athletes are literally more enhanced in terms of teamwork and camaraderie because they meet various kind of people along their trainings and they need to develop respect from each and every one.

4. Significance relation between the coaching styles and training performance of varsity athletes

Finding yields that the significance relation between the coaching styles and training performance of varsity athletes are varied. There are some parts which is significant and others are not and this implies that coaches influence the performances of the varsity athletes.

5. Significance relation between the coaching styles and sporting behavior of varsity athletes

Results reveals that the variables under the coaching styles are significant on the sporting behavior of the varsity athletes which implies that their attitudes and practices during trainings and/or sports competition is greatly influenced by their coaches.

## Conclusion

On the basis of the foregoing findings, the following conclusion was drawn.

The result of this study reveals that there is a relationship between the coaching styles and the training performance and sporting behavior of Cavite state university varsity athletes. The researcher further concludes that the null hypotheses stating that —There is no significance relation between the coaching styles and training performance of varsity athletes and —There is no significance relation between the coaching styles and sporting behavior of varsity athletes are both rejected. This calls for the acceptance of the alternative which incites that there is a relation between the two.

## Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. It is highly recommended that the coaches continue to poster good behavior and attitude for all the student athletes as shown that they greatly are influenced by performances.

2. It is recommended that university provide additional coaching staff other highly qualified individual sports that could help the varsity athletes in their trainings and other activities.

3. Moreover, it is suggested that the university also may provide and support some of the needs of the varsity athletes as their shown willingness to perform well in their sports. Despite of pandemic, still they should be more engage on different sports activities and participation.

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