

COMMITMENT OF COACHES: IT'S RELATION TO THE PHYSICAL DEVELOPMENT OF STUDENT-ATHLETES

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Abstract

This inquiry determined the impact of coaching commitment on the physical development of students-athlete. It includes the level of coaching commitment and level of physical development. It also involves the relationship of coaching commitment to the physical development of the student-athlete.

Descriptive research design was employed using Grades 9 to 10 were the respondents, chosen through purposive sampling technique in which checklist type of questionnaire was used. It is a combination of a standard questionnaire that the researcher adapted and made a few revisions to fit the study and a self-made questionnaire and inputs were taken from the review of related literature and studies. Descriptive statistics, Weighted Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient (r), were used to test the hypotheses. Related readings on the literature and studies were gathered in the formulation of the hypothesis and the conceptual framework which was presented in a form of a paradigm.

The findings revealed the level of coaching commitment is very high. The level of coaching commitment in terms of Competition Strategies attained a mean score of 4.40, Goal Setting attained a mean score of 4.35, Knowledge in Sports attained a mean score of 4.44, , Mental Preparation attained a mean score of 4.29, Personal Rapport/ Negative Personal Rapport attained a mean score of 4.36, of Physical Training and Condition attained a mean score of 4.43, Teamwork attained a mean score of 4.54, , Technical Skills attained a mean score of 4.52, and Time Management attained a mean score of 4.43 which is also very high. The level of physical development is highly developed (3.45). The level of physical development in terms of caring (3.59), character (3.57), competence (3.310), confidence (3.31), and connections (3.47) is also highly developed.

The result showed that Competition Strategies, Goal Setting, Physical Training and Condition, Teamwork, Technical Skills, and Time Management were observed to have no significant effect to the Caring, Character, Competence, Confidence, and Connection of the respondents. Thus, Mental Preparation was observed to have a significant negative effect on caring. Also, Personal Rapport/ Negative Personal Rapport were observed to have a significant positive effect on Caring, Character and Connection. Furthermore, Knowledge in Sports was observed to have a significant positive effect on Connection. It can be inferred that at 0.05 level of significance, the null hypothesis that "Coaching commitment does not significantly affect physical development" is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect on the commitment of coaches to the physical development of student-athletes.

Keywords: coaches; commitment; physical development; special program in sports; student-athlete

1. Introduction

“Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal—a commitment to excellence—that will enable you to attain the success you seek.” **Mario Andreotti**

A committed teacher is never satisfied with what she or he already has; rather always seeks for the new ideas and ways to contribute to the students. A committed educator have the passion and enthusiasm for teaching and learning, as well. Similarly, a teacher-assigned coach is of no difference since they hold student-athletes under their care. They rely or depend on their abilities to mentor, to supervise as impetus for them to perform well in different competitions ahead of them. But the question is do they have the compassion in doing so?

Sports, on the other hand, with designated coaches have an incalculable value in education. Instruction combines with sports to motivate students to the highest degree possible, allowing them to make better progress in life while also making life more bearable. Students can benefit from sports and other physical activities in a variety of ways. Youth can improve their physical and social abilities by participating in organized sports. With sports engagement, a balance should be maintained that suits the student's maturity, talents, and interests. Sports provide a welcome break from the humdrum of daily life for students. However, commitment of sports coaches can affect athletes, according to Ehsani et al., (2012). Every training session and competition, athletes connect with their coach. A sports coach can also serve as a role model for athletes and is one of the people who can influence athletes outside of the sporting setting. Their actions and feedback to an athlete may influence how the athlete acts in his or her daily life.

Along with the responsibilities of coaches, one commits numerous hours of their time to make star athletes and sporting teams whether on a professional, paid basis, or as an unpaid volunteer. Coaches are the indispensable person in sports to train and produce potential athletes, yet what motivates them remains mostly unknown. Within sports, the term "commitment" is frequently used to refer to the driving force behind an individual's underlying perseverance and dropout behaviors. Collins et al. (2017) established that sports and actual work directly affect people's physical, emotional, and mental health. It is critical to advance games and active work throughout one's life. For students, self-esteem and happiness gained from previous gaming experiences are crucial. On the part of athletes, the coach can positively influence players' positive affective response to their athletic experience, manifested by generalized feelings such as pleasure, liking, and fun (sport enjoyment). If coaches demonstrate adequate social support, situational awareness, and democratic behaviors toward their athletes, in addition to providing frequent instruction and positive feedback, they can facilitate increased sports enjoyment. A coach who emphasizes skill, technique, and tactics instruction and the organization and coordination of related skills can increase athletes' enjoyment of sports participation.

A coach who frequently commends players on their performance efforts and expresses gratitude for their individual contributions to the team can inspire athletes to enjoy tennis. Allowing athletes to participate in essential decision-making processes also adds to the enjoyment of the sport.

Determination and commitment for both coaches and the motivated athletes are paramount in achieving the goals. These are but noteworthy values for the education institution to establish, to produce physically well, excellent award-winning athletes that everyone can be proud of.

Background of the Study

This study determines the effect of coaches' commitment in relation to the physical development of selected student-athlete in Luis Palad Integrated high school.

DepEd Order no. 25, s. 2015 addressed the necessities of skilled students in the various games trains, the DepEd executes the Special Program in Sports (SPS) in regular secondary schools, which can carry out and support the program as far as prepared teachers, offices, and equipment. Considering this, the DepEd issues the executing rules on the Special Program in Sports (SPS) for the data and direction of optional school heads who wish to offer the SPS like the Luis Palad Integrated High School.

Luis Palad Integrated High School is one of the schools which offers a Special Program in Sports (SPS) that produces student-athletes. School-based sports programs, according to Runyan (2013), can evoke notable positive reactions and behaviors in students, such as school spirit and team pride. Weight control, problem-solving abilities, self-esteem, social competence, and academic achievement are all advantages. Overall, it is beneficial to one's health, emotional well-being, and social life.

The purpose of this study is to assess the coaching commitment of a coach in terms of the following (a) Physical Training and Conditioning, (b) Technical Skills, (c) Mental Preparation, (d) Goal Setting, (e) Competition Strategies, (e) Personal rapport/ Negative Personal Rapport (f) Knowledge in sports, (g) Time management and (h) Teamwork as well as assess if the athletes developed physically in terms of competence, confidence, connections, character, and caring.

In recent years, managers, human resources specialists, and academics have focused intensively on the idea of "work engagement" and its details. In this regard, all of these experts agree on the core premise that if people are committed, productivity would rise and expenses will decrease (Seanberg et al., 2011).

Employees that are immersed in their work and dedicated to it perform better than others are more likely to take initiative and have a higher willingness to learn (Bostanci Ekiyor, 2015). According to a study by Glassdoor (2016), 53 percent of employees who are committed to their jobs are convinced that if they lose their job, they will be able to find a similar position within six months.

This study is of great assistance to athletes to develop them physically in terms of competence, confidence, connection, character, and caring aspects. Coaches may also realize their great impact on the development of athletes through their coaching commitment. Coaches are one of the instruments to an athlete's success.

The aforementioned statements shed light on the proponent to help coaches and athletes understand the nature of being a coach or athlete. More so, how to handle the situation and determine appropriate behavior in every game/competition is tantamount to the goals of developing among each one the spirit of sportsmanship.

Statement of the Problem

This study attempts to determine the relation of coaching commitment in the physical development of athletes in Luis Palad Integrated Highschool S.Y 2021-2022

Specifically, it sought answers to the following questions:

1. What is the level of coaching commitment in terms of:
 - 1.1. Competition Strategies;
 - 1.2. Goal Setting;
 - 1.3. Knowledge of Sports
 - 1.4. Mental Preparation;
 - 1.5. Personal Rapport/Negative Personal Rapport;
 - 1.6. Physical Training and Conditioning;
 - 1.7. Teamwork;
 - 1.8. Technical Skills;
 - 1.9. Time Management?

2. What is the level of physical development in terms of:
 - 2.1 Caring;
 - 2.2 Character;
 - 2.3 Competence;
 - 2.4 Confidence;
 - 2.5 Connection?
3. Is the coaching commitment significantly affect physical development?

2. Review of Related Literature and Studies

This chapter presents a series of literature and studies that are related and relevant to the study's main objectives and framework. A number of literature and studies were taken from reliable and locally authored books, journals, articles, published and unpublished theses, and electronic resources. In this course of the study, this chapter guides the readers on how the researcher views the essence of this research undertaking.

2.1 Related Literature

In this study, coaches' commitment is one of the most influential factors in the development of each athlete. Physical training and conditioning, technical skills, mental preparation, competition strategies, personal/negative rapport, knowledge in sports, time management and teamwork are some of the factors that influence the development of student-athletes and how the coaches are responsible for it.

In coaching commitment according to Gamble (2012), strength and conditioning for team sports are intended to assist trainers and coaches in developing more effective high-performance team sports training programs. Gamble also includes two fundamental aspects that are encapsulated by training specificity. The first is that acute training responses will be determined upon – hence specific to – the nature of the training stimulus. The second, which is a corollary of the first, is that the degree to which training resembles – and is specific to – conditions settings affect the degree to which training effects will transfer to performance in the short term. As a result, these two notions apply to all elements of physical preparation.

In his study, Kayhan (2020) mentions the importance of athlete and sportsperson training and growth. People can enhance their physical condition by following effective and appropriate study programs that consider their intrinsic abilities as well as later-acquired behaviors. Individuals adopt distinct bodily actions in accordance with their aims as a result of this process. Individuals who participate in sports activities strive to improve their performance or maintain control of their current performance. While athletes' physical abilities are considered in their performances, psychological factors that can help them maximize their current physical performance should not be overlooked.

In line with this, according to Sgrò f. et. al (2018) High-level technical skills and tactical behavior are key factors for optimal performance in soccer games. About the most used and innovative training methods, the small-sided games (SSGs) seem to be a worthy and valid methodology to train simultaneously many skills by reproducing several conditions of a real match.

Furthermore, student-athletes should be mentally prepared in training and every competition. It will help them think positively and be ready for every situation they will encounter in their sports. That according to the Ohio Center for Sport Psychology's Dr. Jack J. Lesyk (2014), there are nine mental skills that contribute to sports success. They can all be learned and improved with practice and teaching. A-List of the Nine Mental Skills in Brief: Maintain a positive attitude; Maintain a high level of self-motivation; Set high, realistic goals; Deal effectively with people; Use positive self-talk; Use positive mental imagery.; Manage anxieties and emotions effectively; Maintain concentration. The nine mental skills associated with athletic success are the same mental skills associated with performance in a wide variety of non-sport, performance situations

Furthermore, according to Micoogullari & Beyaz (2017), Mental toughness represents the ability of a person to cope with the demands of training and competition, increase determination, focus, confidence, and maintain control under pressure. Mental toughness has been explained as the ability of an athlete to cope with the requests of practice and competition, improved determination, focus, self-confidence, and keeping control under pressure.

Moreover, goal setting in sporting contexts is a regularly utilized method that can lead to improved performance, according to Healy et al (2018). Researchers, practitioners, athletes, and coaches have all adopted goal-setting recommendations in sports and performance settings. However, it could be argued that these suggestions are unduly simplistic and that a lack of critical commentary in the sporting literature fails to recognize the complexities of goal setting in practice. For example, crucial aspects such as personal differences with those setting goals, contextual and environmental factors, and the kinds of goals being pursued have received a limited acknowledgment within the applicable recommendations. Equally, the focus of goal-setting research and practice has predominantly been on goal progress or goal attainment, thus overlooking the wider benefits of effective goal pursuit on additional aspects such as well-being. Similarly, the interactions between these factors have gained little attention with the academic literature or applied recommendations. This may result in diminished effectiveness of goal setting for athletes and ultimately lead to sub-optimal performance and well-being.

Also, goal-setting according to Ohuruogu et. al (2016) is critical in a variety of settings where physical education and sports leadership are employed. Students in physical education classes, athletes, sports teams, clients through injury rehabilitation, and adults participating in fitness programs can all benefit from goal-setting. Setting goals is significant as a motivational approach as well as a tool for changing behavior or improving performance. It's also utilized as a part of an intervention plan to fix problems or refocus efforts.

In terms of physical development, this study includes competence, confidence, connections, character, and caring. Walters (2017) discovered the structure of the 4Cs (Competence, Confidence, Connection, and Character/Caring) to be a helpful summary of the areas of improvement that all coaches should remember while instructing students. Anyone who wants to work effectively and sustainably in a group setting should cultivate empathy, mindfulness, and affiliation with their teammates. Even in solitary-player games, understanding how to communicate with and understand others is essential if you want to advance. In a one-on-one match, a genuine player will learn how to investigate their opponent. They'll learn how to tell when their opponent is tiring and press the advantage. They'll also learn how to control and use intimidation in their play and nonverbal communication. Distraction from social and psychological factors is frequently as crucial in determining the outcome of a game as the actual game itself.

Cohen's concept of social competency includes nine dimensions: creativity and leadership, systemic and scientific attitude, sharpness and flexibility, interaction and communication management, conflict management, planning and organizing, strategic management, professional ethics adherence, performance management, and individual skills (Shen et al., 2018).

Meanwhile, according to Bilgin (2011) defines that self-confidence, as an individual's belief in their abilities, judgment, power, and ability to make decisions, is a critical component of academic, personal, and social life. Inner self-esteem is a concept that encompasses self-awareness, self-esteem, and self-reflection. It demonstrates that the individual is aware of himself on this subject. Extrinsic self-confidence refers to the ability to express oneself, communicate, and control one's emotions. It is the image and impression given to the outside world as being self-confident.

2.2 Related Studies

According to Gunnink (2014), identifying the factors that contribute to the adoption of controlling behaviors is critical because it enables coaches to become more aware of the forces that work against their athletes' autonomy. Similarly, a better understanding of the negative consequences of controlling coaching strategies should help coaches become more mindful of their behavior's detrimental effect on athletes.

Ali-Christie (2013) Few activities can unite people as sports do; victory is contagious, defeat unites, and the concept of a team can foster shared goals and unbreakable bonds among teammates, communities, and even an entire nation. Sport, in some ways, can transform lives. The lessons that athletics can teach—preparation, competitiveness, overcoming obstacles, persistence, mental and physical health, problem-solving, and setting life goals—appear especially pertinent for today's American Indian youth. For American Indian students who participate in individual or team sports, athletics can be a pathway to college.

There is no doubt that peer assessment/feedback occurs in athletic training education programs. However, it is unknown whether formal training in assessing peers and providing corrective feedback would improve students' ability to do so. According to Marty (2010), videotaped data analysis indicates that PAF training may have influenced the consistency of descriptive feedback, the use of strategic questioning, the ability to stay on task, and the amount of reaffirming feedback provided. Additionally, the findings indicate that additional factors influenced peer feedback, such as the baseline ability to provide quality feedback, the difficulty of the skill, and the number of errors made while performing the skills.

According to Fogaca (2019), college student-athletes endure a variety of pressures that, if not addressed properly, can lead to mental health difficulties. According to the transactional model of stress and coping, effective coping and social support are essential variables in mitigating the detrimental impacts of stressors on mental health. Athletic coping abilities, $F(1, 70) = 9.069$, $p = .004$, and anxiety, $F(1, 79) = 5.017$, $p = .028$, improved considerably for the intervention group as compared to the control group. An intervention that teaches student-athletes how to employ mental abilities during performance as well as in other areas of life has the potential to improve both athletic coping skills and mental health outcomes.

Furthermore, Edger (2011) The majority of what athletes and teams do before to competition (practice, exercises, competition analysis, and so on) prepares them to compete. Mental preparation enables athletes to develop a focused, confident, and trustworthy mindset that enables them to perform at their best. There are five primary goals you'll want to achieve in order to mentally prepare for competition. To begin, have confidence in your abilities. Second, equip yourself to deal with hardship. Third, fully immerse yourself in the athlete's position. Fourth, concentrate on execution, and last, complete and commit to your game plan or strategy.

According to the Winwood, PW et al. (2019) study, they provides the first empirical proof of strongman competitors' competition-day preparation tactics. Strongman athletes ($n = 132$) completed a self-reported 4-page internet survey on their normal competition-day preparation strategies (mean SD: 33.7 8.1 years, 178.2 11.1 cm, 107.0 28.6 kg, 12.8 8.0 years general resistance training, 5.9 4.8 years strongman implement training). The whole group was analyzed by sex, age, body mass, and competitive standard. In competition, 94% of strongman competitors used warm-ups, primarily self-directed. The average warm-up time was 16.0 8.9 minutes, and the perceived optimal rest time before the start of an event was 8.5 4.3 minutes. Warming up was done primarily for injury prevention, increasing activation, and increasing blood flow/circulation, temperature, and heart rate. Athletes often reported that they did competition warm-ups in training. Warm-ups included dynamic stretching, foam rolling, and myofascial release work. The rate of perceived exertion, the perceived speed of movement, and training load were used to track warm-up intensity (as a percentage of 1 repetition maximum). Cognitive methods were utilized to improve competition performance, and psychological arousal levels in the competition were required to increase or be maintained. The most widely used supplements were electrolyte drinks, caffeine, and pre-workout supplements. These results will give strongman athletes and coaches some insight into popular competition-day preparation tactics, which may improve competition performance. Future research could examine

various competition-day preparation tactics to improve strongman competition performance and injury prevention.

3. Methodology

3.1 Research Design

The researcher utilized a descriptive design. It involved descriptive survey and descriptive-correlational which are useful in providing a value of facts and focusing attention on the most vital things to be reported.

A descriptive survey was used to determine the level of coaching commitment in terms of involved competition strategies, goal setting, knowledge of sports, mental preparation, personal rapport/negative personal rapport, physical training and condition, teamwork, technical skills, and time management. It is also utilized to identify the level of physical development of the athletes in terms of caring, character, competence, confidence, and connection.

Then, descriptive-correlational was utilized to determine if the coaching commitment is significantly related to physical development of student-athletes.

3.2 Respondents of the Study

The study was conducted in Luis Palad Integrated High School located in Tayabas City, Quezon. The research sample was composed of Grades 9-10 students of Luis Palad Integrated High School in School Year 2021-2022. This investigation aims to improve the coaching commitment and physical development of the student-athlete.

3.3 Research Procedure

Validation of the research instrument had been sought by the researcher for its approval by the Oral Examination Committee. Then conducted the data gathering utilizing the validated questionnaire. The researcher then secured a letter of consent to the Schools Division Superintendent (SDS) of the DepEd - Division of Tayabas City, and to the principals of Luis Palad Integrated High School for the conduct of the study.

Afterward, with the informed consent from the principal, teachers of Luis Palad Integrated High School were informed regarding the administration of the questionnaire. The researcher administered the questionnaire to the respondents by using the social platform to prevent or minimize the health hazards brought by the pandemic of COVID-19.

Ample time was given to enable the respondents to carefully and concisely answer the distributed instrument. Retrieval of the questionnaire from the students was done after the time given to the respondents to answer the questionnaire. After gathering the necessary data, appropriate statistical treatment was applied and results were presented, analyzed, and interpreted.

3.4 Research Instrument

The researcher used a checklist type of questionnaire. It is a combination of a standard questionnaire that the researcher adapted and made a few revisions to fit the study and a self-made questionnaire and inputs were taken from the review of related literature and studies. The said questionnaire for the respondents was

prepared in two (2) parts as follows:

Part I is for Coaching Commitment. It is considered the coaching commitment of the coaches. It involved competition strategies, goal setting, knowledge of sports, mental preparation, personal rapport/negative personal rapport, physical training and condition, teamwork, technical skills, and time management. Using the following scale and interpretation, wherein:

Point	Verbal Interpretation
5	Always (A)
4	Often (O)
3	Sometimes (S)
2	Seldom (SD)
1	Never (N)

Part II is for Physical Development. It determined the physical development of the student-athlete. It involved the level of caring, character, competence, confidence, and connection of the students. Using the following scale and interpretation, wherein:

Point	Verbal Interpretation
4	Highly Developed (HD)
3	Developed (D)
2	Less Developed (LD)
1	Not Developed (ND)

One of the instruments being adapted in this study was the Coaching Behavior Scale for Sport (CBS-S; Carlsson, A., Lundqvist, C., (2016)) as a survey questionnaire. The development and initial validation of the controlling coach behaviors scale (CCBS), a multidimensional self-report measure designed to assess sports coaches' controlling interpersonal style from the perspective of self-determination theory.

The data gathering instrument was validated by our thesis adviser, subject specialist, statistician, and technical editor as to its coherence and relevance to the problems of the study. After the validation of the research instrument, the researcher advanced to pilot-testing students among 15 Grades 9-10 Luis Palad Integrated High School who are not included as respondents. It is to ensure that the questions are understood by the respondents and there are no problems with the wording.

3.4 Statistical Treatment of Data

All statistical tests of significance are based on a .05 level of significance and the corresponding degrees of freedom

This study utilized the following statistical tools for the analysis and interpretation of data; Simple Descriptive Statistics such as frequency and percent distribution to describe the profile of the respondents; Weighted Mean and Standard Deviation are computed to show the perception of respondents as regards to the level of coaching commitment; Pearson Product Moment Correlation Coefficient (r) was used to determine the significant relationship between the coaching commitment and physical development. The data gathered was organized, analyzed, and interpreted.

4. Discussion and Result

Level of Coaching Commitment

This section presents the level of coaching commitment in terms of competition strategies, goal setting, knowledge of sports, mental preparation, personal rapport, physical training and condition, teamwork, technical skills, and time management.

Table 1. Level of Coaching Commitment in terms of Competition Strategies

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my competition strategies...			
1. help/s me focus on the process of performing well.	4.52	0.63	Always
2. prepare/s me to face a variety of situations in competition.	4.21	0.69	Always
3. help/s me to be more motivated to compete at my absolute best	4.43	0.76	Always
4. assist/s me in establishing goals when competing	4.26	0.68	Always
5. assist/s me in understanding my own worth, strengths, and weaknesses in preparation for a competition	4.55	0.69	Always
6. aid/s in analyzing and refining my game-playing techniques	4.41	0.74	Always
Overall Mean	4.40		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 1 shows the level of coaching commitment in terms of Competition Strategies. Among the statements above, “assist/s me in understanding my own worth, strengths, and weaknesses in preparation for a competition” yielded the highest mean score ($M=4.55$, $SD=0.69$) and was remarked as Always. This is followed by “help/s me focus on the process of performing well” with the mean score ($M=4.52$, $SD=0.63$) and was also remarked as Always. Ohuruogu et. al. (2016) Coaches and athletes should not base their prospects on physical training or athletic abilities alone to achieve peak performance in sports events, but rather should incorporate both the mental and physical components of performance. Athletes should begin sports competitions with the right mindset to attain their best results and focus on the process of performing well. On the other hand, the statement “prepare/s me to face a variety of situations in competition” received the lowest mean score of responses with ($M=4.21$, $SD=0.69$) yet was also remarked Always. Stated by Burke, L. M. (2021) Athletes in high-performance sports are challenged to counteract the restrictions in their ability to move faster, higher, and/or stronger across the duration of their sporting event. Sports performance necessitates a complex interaction of physiological, biomechanical, and psychological factors in preparation with different competition.

Overall, the level of coaching commitment in terms of Competition Strategies attained a mean score of 4.40 and a standard deviation of 0.70 and was Very High among the respondents.

Table 2. Level of Coaching Commitment in terms of Goal Setting

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my goal setting...			
1. helps me identify strategies to achieve my goals.	4.59	0.57	Always
2. monitors my progress toward my goals.	4.30	0.66	Always
3. helps me set-short term goals.	4.38	0.76	Always
4. helps me set long-term goals.	4.23	0.72	Always
5. gives me the chance to list my possible challenges to reach my goals	4.22	0.75	Always
6. provides support to attain my goals.	4.50	0.75	Always
7. provides evaluation feedback on my goals.	4.21	0.73	Always
Overall Mean	4.35		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 2 illustrates the level of coaching commitment in terms of Goal Setting. Among the statements above, “helps me identify strategies to achieve my goals” yielded the highest mean score ($M=4.59$, $SD=0.57$) and was remarked as Always. This is followed by “provides support to attain my goals” with the mean score ($M=4.50$, $SD=0.75$) and was also remarked as Always. According to Weinberg (2013) Goals set by participants and coaches in sports and exercise settings differ in terms of their degree of specificity, what they are aiming to achieve, and how difficult it is to determine if they were met. Coaches are always extending their help to their players as much as they can. The two items are marked as always as their coaches help them to identify different things or strategies to achieve their goals and give support to whatever it takes to attain their player’s goal. Coaches can provide several activities that can help the athletes to achieve their goals even in step-by-step manner. Coach being the support system of the student-athlete is a big factor as they create a big influence on them.

On the other hand, the statement “provides evaluation feedback on my goals” received the lowest mean score of responses with ($M=4.35$, $SD=0.72$) yet was also remarked Always. Feedback should be given in a way that will help improve performance the most. Goals should be evaluated by providing feedback. Similarly, to Baghurst et al. (2015) Many educators use goal-setting to assist students in creating realistic and suitable goals. Goal setting, on the other hand, may not be used effectively by physical educators. If all three types of goals and moderators for goal commitment, self-efficacy, feedback, task complexity, and satisfaction are not included, student performance and development may suffer.

Overall, the level of coaching commitment in terms of Goal Setting attained a mean score of 4.35 and a standard deviation of 0.72 and was Very High among the respondents.

Table 3. Level of Coaching Commitment in terms of Knowledge in Sports

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my knowledge in sports...			
1. assist/s me in comprehending the history of sports.	4.23	0.74	Always
2. allow/s me fully understand the sports, the function of each skill, and the role of each position of my sports.	4.45	0.72	Always
3. provide/s me with an in-depth explanation of the function and significance of sports equipment.	4.48	0.73	Always
4. help/s me demonstrate the fundamental skills.	4.51	0.69	Always
5. continuously reminds me of the rules and regulations of my sports	4.56	0.64	Always
6. assist/s me in understanding the technical and tactical knowledge of my sports	4.31	0.71	Always
7. facilitate/s the application of the techniques and strategies of sports.	4.57	0.69	Always
Overall Mean	4.44		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 3 illustrates the level of coaching commitment in terms of Knowledge in Sports. Among the statements above, “facilitate/s the application of the techniques and strategies of sports” yielded the highest mean score ($M=4.57$, $SD=0.69$) and was remarked as Always. Stated by Millar, Oldham, & Donovan, (2011), when coaches had transmitted a large deal of tactical knowledge, they had imparted knowledge of a primarily technical nature and strategies in sports. When there’s the knowledge the application comes next. This is followed by “continuously reminds me of the rules and regulations of my sports” with the mean score ($M=4.56$, $SD=0.64$) and was also remarked as Always. According to the findings of the Vizcaino et al. (2013) study, the participants believe that teaching the rules to the players is essential since it allows them to understand the internal logic of the game. On the other hand, the statement “assist/s me in comprehending the history of sports” received the lowest mean score of responses with ($M=4.23$, $SD=0.74$) yet was also remarked Always.

Overall, the level of coaching commitment in terms of Knowledge in Sports attained a mean score of 4.44 and a standard deviation of 0.71 and was Very High among the respondents. According to Walker et. al (2018), Millions of athletes participate in sports for the enjoyment, physical, and mental benefits that come with it, and the coach is one of the most influential people in shaping positive sports experience. As a result, over the last three decades, various sport governing organizations throughout the world have established formal coach education programs. Coaches, on the other hand, regularly and prefer to learn from informal sources since they are more contextually relevant and conveniently accessible.

Table 4. Level of Coaching Commitment in terms of Mental Preparation

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my mental preparation...			
1. gives advice on how to perform under pressure.	4.14	0.77	Often
2. provides advice on how to be mentally tough.	4.36	0.84	Always
3. delivers advice on how to stay confident about my abilities.	4.29	0.66	Always
4. offers advice on how to stay positive about myself.	4.39	0.83	Always
5. gives advice on how to stay focused.	4.24	0.68	Always
6. provides advice on how to maintain a positive attitude.	4.55	0.74	Always
7. provides advice on how to manage anxiety effectively.	4.09	0.90	Often
Overall Mean	4.29	Very High	

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 4 shows the level of coaching commitment in terms of Mental Preparation. Among the statements above, “provides advice on how to maintain a positive attitude” yielded the highest mean score ($M=4.55$, $SD=0.74$) and was remarked as Always. This is followed by “offers advice on how to stay positive about myself” with the mean score ($M=4.39$, $SD=0.83$) and was also remarked as Always. On the other hand, the statement “provides advice on how to manage anxiety effectively” received the lowest mean score of responses with ($M=4.09$, $SD=0.90$) yet was remarked Often. Based on Fogaca (2019) student-athletes face various stressors that, if not well managed, could become a source of mental health issues. Coaches should also pay attention to the players' mental health, such as their stress and anxiety levels. It is advantageous if the coaches can provide regular psychological checkups or counseling to the players.

Overall, the level of coaching commitment in terms of Mental Preparation attained a mean score of 4.29 and a standard deviation of 0.79 and was Very High among the respondents. Mental toughness has been defined by Micoogullari & Beyaz (2017). Mental toughness is the ability of an athlete to cope with the demands of practice and competition, improve determination, focus, self-confidence, and keep control under pressure.

Table 5. Level of Coaching Commitment in terms of Personal Rapport/ Negative Personal Rapport

Statement	Mean	Standard Deviation	Verbal Interpretation
My head coach...			
1. shows understanding for me as a person.	4.53	0.70	Always
2. is a good listener.	4.45	0.76	Always
3. is easily approachable about personal problems I might have.	4.14	0.83	Often
4. demonstrates concern for my whole self (i.e., other parts of my life than sports).	4.14	0.85	Often
5. is trustworthy with my problems.	4.35	0.87	Always
6. maintains confidentiality regarding my personal life.	4.39	0.83	Always
7. does not use fear in his/her coaching methods.	4.56	0.70	Always

8. does not yell at me when he is angry.	4.15	0.76	Often
9. considers my opinion.	4.15	0.83	Often
10. does not show favoritism towards others.	4.47	0.78	Always
11. does not intimidate me physically.	4.13	0.84	Often
12. does not use power to manipulate me.	4.49	0.85	Always
13. does not make personal comments to me that I find upsetting.	4.49	0.82	Always
14. spends more time coaching the athletes who need more practice.	4.51	0.85	Always
Overall Mean	4.36		Very High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 5 illustrates the level of coaching commitment in terms of Personal Rapport/ Negative Personal Rapport. Among the statements above, “does not use fear in his/her coaching methods” yielded the highest mean score ($M=4.56$, $SD=0.70$) and was remarked as Always. Athletes must establish a positive relationship with their coaches to perform at a high level. Communication is not a one-way interaction, as Altıntaş et al. (2012) point out; it is reciprocal and two-way. It is proven that if coaches do not use fear in his/her coaching methods, have good communication and connection with their athletes. This is followed by “shows understanding for me as a person” with the mean score ($M=4.53$, $SD=0.70$) and was also remarked as Always On the other hand, the statement “does not intimidate me physically” received the lowest mean score of responses with ($M=4.13$, $SD=0.84$) yet was remarked Often. According to Hamilton, M. (2018), some coaches employ intimidation to motivate their players and win games. Some of the players, however, are not used to this type of treatment. Some respondents are merely physically frightened, which causes fear and can lead to poor performance. Coaches should employ strategies that truly motivate participants to do effectively.

Overall, the level of coaching commitment in terms of Personal Rapport/ Negative Personal Rapport attained a mean score of 4.36 and a standard deviation of 0.82 and was Very High among the respondents

Table 6. Level of Coaching Commitment in terms of Physical Training and Condition

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my physical training and conditioning...			
1. provides me with a physical conditioning program I am confident in.	4.43	0.66	Always
2. offers me with a physically challenging conditioning program.	4.26	0.75	Always
3. gives me with a detailed physical conditioning program that fits with my schedule as a student	4.54	0.63	Always
4. delivers me with a plan for my physical preparation.	4.59	0.73	Always
5. ensures that training facilities and equipment are organized.	4.54	0.69	Always
6. provides me with structured training sessions suited to my development needs	4.30	0.61	Always
7. provides me with an annual training program.	4.38	0.83	Always
Overall Mean	4.43		Very High

Table 6 illustrates the level of coaching commitment in terms of Physical Training and Condition. Among the statements above, “delivers me with a plan for my physical preparation” yielded the highest mean score ($M=4.59$, $SD=0.73$) and was remarked as Always. Similarly, to Kayhan (2020) study, he underlined the importance of athlete and sportsperson training and growth. People can improve their physical condition by participating in effective and appropriate study programs that consider both their inherent abilities and later-acquired behaviors. This is followed by “gives me with a detailed physical conditioning program that fits with my schedule as a student” and “ensures that training facilities and equipment are organized” with the mean score ($M=4.54$, $SD=0.63$) and ($M=4.54$, $SD=0.69$) respectively, and were also remarked as Always. It is never simple to be a student-athlete. The respondents showed that they can undertake training and study in a balanced manner and their training facilities and equipment are organized. On the other hand, the statement “offers me a physically challenging conditioning program” received the lowest mean score of responses with ($M=4.26$, $SD=0.75$) yet was also remarked Always. The coaches should deliver more physically challenging conditioning programs to improve their physical aspects.

Overall, the level of coaching was Very High among the respondent’s commitment in terms of Physical Training and Condition attained a mean score of 4.43 and a standard deviation of 0.71 and. According to Hussein (2014), a training course develops physical features, individual skillful performance, and functional changes. He also emphasized the need of training and utilizing both physical and skillful individual performance when it comes to boosting players’ levels throughout a match.

Table 7. Level of Coaching Commitment in terms of Teamwork

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my teamwork...			
1. help/s us to collaborate and solve team problems	4.58	0.68	Always
2. distribute/s tasks and responsibilities evenly	4.31	0.68	Always
3. ensure/s that our performance contributes to the team's success.	4.64	0.56	Always
4. provide/s an opportunity for team members to provide timely feedback to one another.	4.23	0.69	Always
5. help/s us to build camaraderie and instill the essence of sportsmanship	4.59	0.65	Always
6. motivate/s us to express our viewpoints and share our team knowledge.	4.53	0.80	Always
7. instill/s among team members a sense of mutual respect for one another's roles.	4.67	0.53	Always
Overall Mean	4.51		Very High

Table 7 illustrates the level of coaching commitment in terms of Teamwork. Among the statements above, “instill/s among team members a sense of mutual respect for one another's roles” yielded the highest mean score ($M=4.67$, $SD=0.53$) and was remarked as Always. According to Brown J, Mulder C, Clark R, et al. (2021), respect is one of the foundations and pillars of collaborative interprofessional teamwork. Respect for each other is crucial to establish as there will be no conflict if each other's roles are respected. This is followed by “ensure/s that our performance contributes to the team's success” with the mean score ($M=4.59$, $SD=0.65$) and was also remarked as Always. According to Paul Gaffney (2015), teamwork in sports presents a unique mix of obstacles and rewards. It involves the integration of individual team members' strengths and efforts, which is a practical accomplishment that represents a common goal and contributes to the team's success. On the other hand, the statement “provide/s an opportunity for team members to provide timely

feedback to one another” received the lowest mean score of responses with ($M=4.23$, $SD=0.69$) yet was also remarked Always. As per Schmidt & Lee (2014), feedback is something that occurs spontaneously as a result of an action or movement. The coaches should provide more opportunities for team members to provide timely feedback to one another so that they can improve what they lack based on input from feedbacking.

Overall, the level of coaching commitment in terms of Teamwork attained a mean score of 4.51 and a standard deviation of 0.68 and was Very High among the respondents.

Table 8. Level of Coaching Commitment in terms of Technical Skills

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my technical skills...			
1. provides me with advice while I'm performing a skill.	4.43	0.64	Always
2. gives specific and immediate feedback for correcting technical errors.	4.59	0.53	Always
3. gives me reinforcement about correct techniques.	4.57	0.54	Always
4. provides me with feedback that helps me improve my technique.	4.36	0.63	Always
5. demonstrate to me how to correctly perform the skills	4.32	0.65	Always
6. uses verbal examples that describe how a skill should be done.	4.67	0.51	Always
7. makes sure I understand the techniques and strategies I'm being taught.	4.72	0.45	Always
Overall Mean	4.72		Very High

Table 8 illustrates the level of coaching commitment in terms of Technical Skills. Among the statements above, “makes sure I understand the techniques and strategies I'm being taught” yielded the highest mean score ($M=4.72$, $SD=0.45$) and was remarked as Always. This is followed by “uses verbal examples that describe how a skill should be done” with the mean score ($M=4.67$, $SD=0.51$) and was also remarked as Always. On the other hand, the statement “demonstrate to me how to correctly perform the skills” received the lowest mean score of responses with ($M=4.32$, $SD=0.65$) yet was also remarked Always. To get the best results, coaches should devote more time to teaching their players how to appropriately do the skills rather than simply telling them. A visual and verbal explanation is advantageous to the respondent.

Overall, the level of coaching commitment in terms of Technical Skills attained a mean score of 4.52 and a standard deviation of 0.58 and was Very High among the respondents. In addition to Johnson & Wojnar et. al., (2011) Coaches can be extremely knowledgeable in the technical skills of the sports and have the perfect game plan; but if they cannot communicate this information to their team, the like hood of a victory will be greatly reduced indicated “there is a positive correlation between enhanced interpersonal communication skills and higher levels of team performance”. An athlete and coach speak the common language of the specific sport in which they are involved, but “the communication must be articulated in a fashion that the athletes will not only hear but also instantly understand”.

Table 9. Level of Coaching Commitment in terms of Time Management

Statement	Mean	Standard Deviation	Verbal Interpretation
The coach(es) most responsible for my time management...			
1. ensure/s that I follow the established training time.	4.60	0.62	Always
2. ensure/s to start training on time.	4.49	0.66	Always
3. guarantee/s that I can follow training sessions time wisely	4.24	0.70	Always
4. establish/es goals to accomplish a target goal in a specified amount of time.	4.56	0.66	Always
5. help/s me to plan time friendly training drills	4.49	0.75	Always
6. extend/s training time if necessary.	4.10	0.75	Often
7. make/s sure that I can balance my time for my training and studies	4.51	0.73	Always
Overall Mean	4.43	Very High	

Table 9 illustrates the level of coaching commitment in terms of Time Management. Among the statements above, “ensure/s that I follow the established training time” yielded the highest mean score ($M=4.60$, $SD=0.62$) and was remarked as Always. According to Al Ashab's (2015) research, time is one of the most essential practical life resources in our modern world, and it must be used effectively by maximizing all available potentials to attain goals. Following the established training, timetable is essential. This is followed by “establish/es goals to accomplish a target goal in a specified amount of time” with the mean score ($M=4.56$, $SD=0.66$) and was also remarked as Always. According to Ahmed (2020) The optimal use of time, and available potentials, to attain goals is time management. This will be accomplished only through commitment, analysis, planning, and follow-up for the best use of time in the future, as effective time management enables athletics coaches to achieve goals within a specific time frame through self-activation and others, resulting in the best results of rapid achievement, improved quality of performance, reduced mistakes, and a positive attitude. On the other hand, the statement “extend/s training time if necessary” received the lowest mean score of responses with ($M=4.10$, $SD=0.75$) yet was remarked Often. Overall, the level of coaching commitment in terms of Time Management attained a mean score of 4.43 and a standard deviation of 0.71 and was Very High among the respondents. Furthermore, Frasinianu (2018) individuals who are good at time management can distinguish between academic and non-academic tasks.

Level of Physical Development

In this study, this refers to the physical development of the student-athlete in terms of Competence, Confidence, Connection, Character and Caring.

Table 10. Level of Physical Development in terms of Caring

Statement	Mean	Standard Deviation	Verbal Interpretation
As a student, I...			
1. started the game with appreciation of my coach and other co-players.	3.58	0.50	Highly Developed
2. am considerate about my gestures with other players.	3.61	0.51	Highly Developed
3. prefer doing good for the sports rather than saying it.	3.53	0.61	Highly Developed
4. apologize and admit when I am wrong.	3.64	0.50	Highly Developed
5. refuse to argue and pick battles with other players.	3.57	0.56	Highly Developed
Overall Mean	3.59	Very High	

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed	Very High
3	2.50 – 3.24	Developed	High
2	1.75 – 2.49	Less Developed	Low
1	1.00 – 1.74	Not Developed	Very Low

Table 10 illustrates the level of physical development in terms of Caring. Among the statements above, “apologize and admit when I am wrong” yielded the highest mean score ($M=3.64$, $SD=0.50$) and was remarked as Highly Developed. According to Riggs (2017), it is critical for players to understand how to accept their mistakes. Being honest and remorseful for their faults would help them grow and overcome their challenges in sports. It means that respondents are trained to admit and apologize for their errors as a form of self-awareness. This is followed by “am considerate about my gestures with other players” with the mean score ($M=3.61$, $SD=0.51$) and was also remarked as Highly Developed. On the other hand, the statement “prefer doing good for the sports rather than saying it” received the lowest mean score of responses with ($M=3.53$ $SD=0.61$) yet was also remarked Highly Developed.

Overall, the level of physical development in terms of Caring attained a mean score of 3.59 and a standard deviation of 0.54 and was Very High among the respondents

Table 11. Level of Physical Development in terms of Character

Statement	Mean	Standard Deviation	Verbal Interpretation
As a student, I...			
1. respect the individuality of my co-players.	3.64	0.48	Highly Developed
2. am responsible in cleaning our sports area	3.56	0.52	Highly Developed
3. am brave to accept any tasks or roles in my team.	3.56	0.56	Highly Developed
4. am honest and fair when playing.	3.65	0.48	Highly Developed
5. am willing to share my talent in sports when somebody asks for it.	3.44	0.66	Highly Developed
Overall Mean	3.57		Very High

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed	Very High
3	2.50 – 3.24	Developed	High
2	1.75 – 2.49	Less Developed	Low
1	1.00 – 1.74	Not Developed	Very Low

Table 11 explains the level of physical development in terms of Character. Among the statements above, “am honest and fair when playing” yielded the highest mean score ($M=3.65$, $SD=0.48$) and was remarked as Highly Developed. This is followed by “respect the individuality of my co-players” with the mean score ($M=3.64$, $SD=0.48$) and was also remarked as Highly Developed. According to Snellgrove (2014), coaches emphasize the need of respecting team members as well as the trainer. Respect fosters respect. When a player understands how to respect others, they will be respected. It shows that the respondents appreciate the importance of respect to the team. It is also critical for the success of any team that its members respect one another. In sports, people are frequently forced to play with people from different backgrounds and with opposing viewpoints. Players must learn that respecting these differences is critical if they and their teams are to succeed. On the other hand, the statement “am willing to share my talent in sports when somebody asks for it” received the lowest mean score of responses with ($M=3.44$, $SD=0.66$) yet was

also remarked Highly Developed.

Overall, the level of physical development in terms of Character attained a mean score of 3.57 and a standard deviation of 0.55 and was Very High among the respondents

Table 12. Level of Physical Development in terms of Competence

Statement	Mean	Standard Deviation	Verbal Interpretation
As a student, I...			
1. keep my unsettling emotions and impulses in check during training and in actual play.	3.32	0.65	Highly Developed
2. balance my role as a student and athlete	3.36	0.73	Highly Developed
3. pursue the goals and opportunities in sports despite obstacles and setbacks.	3.44	0.69	Highly Developed
4. shows my skills without hesitation	3.10	0.72	Developed
5. can clearly impart my knowledge in sports	3.29	0.57	Highly Developed
Overall Mean	3.30		Very High

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed	Very High
3	2.50 – 3.24	Developed	High
2	1.75 – 2.49	Less Developed	Low
1	1.00 – 1.74	Not Developed	Very Low

Table 12 illustrates the level of physical development in terms of Competence. Among the statements above, “pursue the goals and opportunities in sports despite obstacles and setbacks” yielded the highest mean score ($M=3.44$, $SD=0.69$) and was remarked as Highly Developed. This is followed by “balance my role as a student and athlete” with the mean score ($M=3.36$, $SD=0.73$) and was also remarked as Highly Developed. On the other hand, the statement “shows my skills without hesitation” received the lowest mean score of responses with ($M=3.10$, $SD=0.72$) yet was remarked Developed. Athletes hesitate to show their skills due to the reason that they are not confident with their skills. Competence in skills necessitates a significant amount of effort and hard work. Confidence is one factor of being competent. It shows that they are still hesitating a little bit to show their skill at their full potential. It obtained the lowest mean though it is also developed.

Overall, the level of physical development in terms of Competence attained a mean score of 3.30 and a standard deviation of 0.68 and was Very High among the respondents. It is highly developed because competency is necessary in sports. It has the potential to lead to the development of self-efficacy in the players. It is utilized to develop their ability effectively and efficiently in their chosen sports in terms of knowledge, behaviors, attitudes, and skills.

Table 13. Level of Physical Development in terms of Confidence

Statement	Mean	Standard Deviation	Verbal Interpretation
As a student, I...			
1. can perform well under pressure	3.00	0.72	Developed
2. masters and improve skills in my sports	3.12	0.62	Developed
3. trust in my coach and teammate capability	3.69	0.46	Highly Developed

4.	engage in firm handshakes to empower.	3.52	0.64	Highly Developed
5.	remains confident regardless of difficulties encountered.	3.22	0.70	Developed
Overall Mean		3.31	Very High	

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed	Very High
3	2.50 – 3.24	Developed	High
2	1.75 – 2.49	Less Developed	Low
1	1.00 – 1.74	Not Developed	Very Low

Table 13 illustrates the level of physical development in terms of Confidence. Among the statements above, “trust in my coach and teammate capability” yielded the highest mean score ($M=3.69$, $SD=0.46$) and was remarked as Highly Developed. This is followed by “engage in firm handshakes to empower” with the mean score ($M=3.52$, $SD=0.64$) and was also remarked as Highly Developed. On the other hand, the statement “can perform well under pressure” received the lowest mean score of responses with ($M=3.00$, $SD=0.72$) yet was remarked Developed..

Overall, the level of physical development in terms of Confidence attained a mean score of 3.31 and a standard deviation of 0.69 and was Very High among the respondents. The author Ekinici (2013) claims that It's been said that having a strong sense of self-confidence is critical for living a fulfilling life, developing one's talents, and making the most of one's positive traits to achieve success.

Table 14. Level of Physical Development in terms of Connections

Statement	Mean	Standard Deviation	Verbal Interpretation
As a student, I...			
1. always smile when talking with my coach.	3.58	0.55	Highly Developed
2. invite conversation by providing a glimpse of myself in sports.	3.34	0.65	Highly Developed
3. offer compliments or affirmation to my co-players and coach.	3.53	0.59	Highly Developed
4. offer myself wholeheartedly to my coach and team.	3.48	0.63	Highly Developed
5. put myself in simple ways while playing and extending support to others.	3.42	0.67	Highly Developed
Overall Mean	3.47	Very High	

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Highly Developed	Very High
3	2.50 – 3.24	Developed	High
2	1.75 – 2.49	Less Developed	Low
1	1.00 – 1.74	Not Developed	Very Low

Table 14 illustrates the level of physical development in terms of Connections. Among the statements above, “always smile when talking with my coach” yielded the highest mean score ($M=3.58$, $SD=0.55$) and was remarked as Highly Developed. This is followed by “offer compliments or affirmation to my co-players and coach” with the mean score ($M=3.53$, $SD=0.59$) and was also remarked as Highly Developed. On the other hand, the statement “invite conversation by providing a glimpse of myself in sports” received the lowest mean score of responses with ($M=3.34$, $SD=0.65$) yet was also remarked Highly

Developed. According to Maslen (2015), some players are too shy to initiate the conversation by introducing themselves to the team. Some players are too shy to share information about themselves. It implies that some players are hesitant to initiate the discussion by introducing themselves to their partners or teams. As they play their game, the coach should encourage the players to be open and appreciate their similarities and differences. As a result, this indicator had the lowest mean.

Overall, the level of physical development in terms of Connections attained a mean score of 3.47 and a standard deviation of 0.62 and was Very High among the respondents. It is highly developed because respondents recognize the importance of a harmonious working connection when participating in sports.

Significant Effect of the Coaching Commitment to the Physical Development

In this table, shows the significant effects of coaching commitment on the physical development of the respondents.

Table 15. Significant Effect of the Coaching Commitment to the Physical Development

Coaching Commitment	Physical Development	Beta Coefficient	F-value	p-value	Analysis
Competition Strategies	Caring	0.086	5.487	0.456	Not Significant
	Character	-0.054	8.436	0.577	Not Significant
	Competence	0.110	7.573	0.436	Not Significant
	Confidence	0.030	5.522	0.828	Not Significant
	Connection	-0.144	10.099	0.237	Not Significant
Goal Setting	Competence	-0.039	7.573	0.802	Not Significant
	Caring	0.097	5.487	0.442	Not Significant
	Character	0.108	8.436	0.312	Not Significant
	Competence	-0.039	7.573	0.802	Not Significant
	Confidence	0.123	5.522	0.426	Not Significant
Knowledge of Sports	Caring	0.067	5.487	0.530	Not Significant
	Character	0.085	8.436	0.347	Not Significant
	Competence	0.241	7.573	0.068	Not Significant
	Confidence	0.243	5.522	0.066	Not Significant
	Connection	0.296	10.099	0.010	Significant
Mental Preparation	Caring	-0.201	5.487	0.029	Significant
	Character	-0.099	8.436	0.196	Not Significant
	Competence	0.078	7.573	0.483	Not Significant
	Confidence	-0.084	5.522	0.453	Not Significant
	Connection	-0.073	10.099	0.450	Not Significant
Personal Rapport / Negative Personal Rapport	Caring	0.248	5.487	0.010	Significant
	Character	0.176	8.436	0.029	Significant
	Competence	0.227	7.573	0.052	Not Significant
	Confidence	0.131	5.522	0.259	Not Significant
	Connection	0.327	10.099	0.001	Significant
Physical Training and Condition	Caring	0.081	5.487	0.371	Not Significant
	Character	0.096	8.436	0.208	Not Significant
	Competence	0.129	7.573	0.245	Not Significant
	Confidence	0.157	5.522	0.157	Not Significant

Teamwork	Connection	0.144	10.099	0.133	Not Significant
	Caring	-0.092	5.487	0.388	Not Significant
	Character	0.117	8.436	0.193	Not Significant
	Competence	0.033	7.573	0.801	Not Significant
	Confidence	0.048	5.522	0.712	Not Significant
Technical Skills	Connection	0.011	10.099	0.919	Not Significant
	Caring	0.071	5.487	0.606	Not Significant
	Character	0.171	8.436	0.141	Not Significant
	Competence	0.010	7.573	0.950	Not Significant
	Confidence	-0.176	5.522	0.296	Not Significant
Time Management	Connection	0.265	10.099	0.070	Not Significant
	Caring	0.152	5.487	0.145	Not Significant
	Character	0.068	8.436	0.435	Not Significant
	Competence	-0.006	7.573	0.965	Not Significant
	Confidence	0.144	5.522	0.261	Not Significant
	Connection	-0.032	10.099	0.770	Not Significant

Table 15 presents the significant effect of the coaching commitment to the physical development of the respondents.

Competition Strategies, Goal Setting, Physical Training and Condition, Teamwork, Technical Skills, and Time Management were observed to have no significant effect to the Caring, Character, Competence, Confidence, and Connection of the respondents. This is evident from the computed p-values that were greater than the significance alpha of 0.05.

On the other hand, Mental Preparation was observed to have a significant negative effect to caring (-0.201) which was evidenced by the computed p-value of 0.029. Also, Personal Rapport/ Negative Personal Rapport was observed to have a significant positive effect to Connection (0.327), Character (0.176), and Caring (0.248). The tests have incurred p-values of 0.002, 0.029, and 0.010 respectively. Athlete's personal rapport with coaches can improve the athlete's connections, character, and caring attitude. Through employing positive personal rapport and understand the negative personal rapport can greatly affects the connection between the athlete and the coach. Establishing good rapport increases the positive connection and can lead to good communication. Also, the players were able to develop a good character and caring attitude because of the discipline and positive rapport imposed by their coaches. The athlete should be guided to have a good attitude and mindset to share a good vibration of positivity within the team

Furthermore, Knowledge in Sports was observed to have a significant positive effect on Connection (0.296) as it was shown to have a p-value of 0.010 which was also less than the significance alpha 0.05.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that "Coaching commitment does not significantly affect physical development" is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect on coaching commitment and physical development of the student athletes.

5. Summary

Based on the findings the level of coaching commitment is very high (4.41). The level of coaching commitment in terms of Competition Strategies attained a mean score of 4.40, Goal Setting attained a mean score of 4.35, Knowledge in Sports attained a mean score of 4.44, , Mental Preparation attained a mean score

of 4.29, Personal Rapport/ Negative Personal Rapport attained a mean score of 4.36, of Physical Training and Condition attained a mean score of 4.43, Teamwork attained a mean score of 4.54, , Technical Skills attained a mean score of 4.52, and Time Management attained a mean score of 4.43 which is also very high.

The level of physical development is highly developed (3.45). The level of physical development in terms of caring (3.59), character (3.57), competence (3.310), confidence (3.31), and connections (3.47) is also highly developed.

Mental Preparation was observed to have a significant negative effect to caring (-0.201) which was evidenced by the computed p-value of 0.029. Also, Personal Rapport/ Negative Personal Rapport was observed to have a significant positive effect to Connection (0.327), Character (0.176), and Caring (0.248). The tests have incurred p-values of 0.002, 0.029, and 0.010 respectively. Furthermore, Knowledge in Sports was observed to have a significant positive effect to Connection (0.296) as it was shown to have a p-value of 0.010 which was also less than the significance alpha 0.05.

Conclusion

Competition Strategies, Goal Setting, Physical Training and Condition, Teamwork, Technical Skills, and Time Management were observed to have no significant effect to the Caring, Character, Competence, Confidence, and Connection of the respondents. Thus, Mental Preparation was observed to have a significant negative effect on caring. Also, Personal Rapport/ Negative Personal Rapport were observed to have a significant positive effect on Caring, Character and Connection.

On the other hand, Knowledge in Sports was observed to have a significant positive effect on Connection. It can inferred that at 0.05 level of significance, the null hypothesis "Coaching commitment does not significantly affect physical development" is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect on the commitment of coaches to the physical development of student-athletes.

Recommendations

Based on the findings and conclusions made, the following recommendations are hereby offered:

1. It may be recommended that the school administration assist both coaches and athletes with seminars, workshops, and training that can cultivate motivation in engaging in sports and improve athletes' discipline in sports;
2. Special Program in Sports (SPS) may focus on training their players in improving different coaching commitments significantly related to the physical development of athletes;
3. The Division of Tayabas City may create more training and enhancement programs to reinforce coaching skills and coaching commitment to make a valuable impact on their athletes and produce more quality athletes;
4. Future researchers may do parallel research on athletes' commitment in relation to their sports achievement and other development, such as psychological development. It can be carried out to further determine the correlation or interdependence with one another.

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