

# Coaches' Role in Shaping Athletes' Attitudes Towards Gender Diversity in Sports Activities: A Basis for a Training Module

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## Abstract

This research conducted a quantitative analysis of survey data collected from coaches and student-athletes at Gov. Felicisimo T. San Luis Integrated Senior High School. The focus was to explore how different coaching styles impact attitudes toward gender diversity and the level of gender awareness among both groups. The goal was to evaluate how coaching methods affect inclusivity and the relationship between gender awareness and coaching styles. The findings revealed a varied demographic profile among participants, characterized by seasoned coaches (average age of 36, predominantly female, with 6 to 10 years of experience and holding master's degrees) and youthful athletes (largely aged 18-20, predominantly in Grade 12), indicating a dynamic interaction between the two groups. Coaches rated all their styles as effective, with scores ranging from 3.41 to 3.70, highlighting democratic ( $M=3.70$ ) and transformational ( $M=3.62$ ) styles as particularly effective in fostering empowerment, motivation, holistic development, and inclusivity. In contrast, while transactional ( $M=3.55$ ), autocratic ( $M=3.51$ ), and laissez-faire ( $M=3.41$ ) styles were perceived as effective for providing structure, they raised concerns related to creativity, autonomy, and the consistency of support necessary for inclusive settings. Gender diversity awareness was consistently rated as "Moderately Utilized" (mean scores ranging from 3.39 to 3.67) by both coaches and athletes. This indicates a high level of awareness about diversity but reveals a gap in participation regarding training and advocacy efforts, thus underlining the necessity for continued professional development. The statistical analysis showed no notable differences between coaches and athletes in their views on the effects of coaching styles or awareness of gender diversity, suggesting a shared understanding between the two groups. However, a significant correlation ( $p < 0.01$ ) was found between the influence of coaching and awareness of gender diversity, confirming that inclusive coaching practices positively relate to greater sensitivity toward gender issues. Multiple regression analysis indicated that while eight predictors combined explained 85% of the variance in athletes' attitudes toward gender diversity, no single predictor stood out as independently significant. In summary, this study underscores the vital importance of inclusive coaching approaches, particularly democratic and transformational leadership styles, in cultivating positive attitudes toward gender diversity in sports. It advocates for enhanced education and training on gender inclusivity for both coaches and athletes, providing insightful considerations for sports educators, administrators, and policymakers working towards more equitable and inclusive athletic environments.

**Keywords :** Coaching Styles; Gender Diversity; Inclusive Sports; Student-Athletes; Gender Awareness

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## 1. Introduction

The global conversation surrounding gender diversity in sports has become increasingly prominent as societies advocate for inclusivity and equality across different fields. In sports, traditionally male-dominated areas are evolving to promote fair opportunities and representation for everyone, irrespective of gender. However, this transition faces obstacles, as long-standing stereotypes and biases continue to impact the perspectives of athletes and coaches. As influential figures and role models in this domain, coaches play a critical role in shaping athletes' perceptions, especially regarding gender diversity. Their impact goes beyond physical training to encompass the social and emotional growth of athletes, which includes cultivating an environment where individuals of all genders can succeed.

In the Philippines, the Department of Education (DepEd) acknowledges the significance of fostering inclusivity in educational and extracurricular settings. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) emphasizes the need for holistic learner development, which integrates gender sensitivity and promotes equality in all educational environments, inclusive of sports. Furthermore, DepEd Order No. 32, series of 2017, outlines the Gender-Responsive Basic Education Policy, which obliges schools to create programs, activities, and services that are fair and inclusive regarding gender. These regulatory frameworks underscore the nation's commitment to achieving gender equality and align international initiatives aimed at dismantling gender barriers in education and athletic endeavors.

Local efforts within Santa Cruz, Laguna reflect national commitments to incorporating gender diversity into sports initiatives. The sports curriculum in DepEd-supervised schools is designed to ensure equitable opportunities for all students to engage in athletic activities, regardless of their gender. Nonetheless, fully embedding gender diversity into the sports culture of schools remains a challenge.

This situation is particularly noticeable at Gov. Felicisimo T. San Luis Integrated Senior High School (GFTSLISHS), the province's sole public junior high school offering a Special Program in Sports (SPS), where the attitudes of student-athletes still exhibit traditional biases regarding gender diversity. Coaches serve as key facilitators in sports activities and have the power to either positively or negatively influence these attitudes, making their role vital in fostering a more inclusive environment. Recent research emphasizes coaches' substantial impact on shaping athletes' views about gender diversity in sports (Smith et al., 2021).

Despite evident efforts to advance inclusivity in schools, limited research has been conducted to explore the practical application of these policies in sports activities within Philippine educational institutions. At GFTSLISHS, coaches are central to cultivating the sports culture, and their effect on athletes' perspectives

about gender diversity is critical.

Although many studies focus on the development of athletes by coaches, few specifically address how coaches shape athletes' attitudes toward gender diversity within high school sports in the Philippines. The scarcity of region-specific research on this subject, especially in the Laguna area, highlights a significant gap that this study seeks to fill.

This research examines how coaches at GFTSLISHS influence athletes' perceptions of gender diversity in sports. While various policies advocate for inclusiveness, there remains a lack of clarity regarding how these policies are applied in practical coaching scenarios. This study intends to gain insights into the extent to which coaches promote or impede gender diversity.

This research is essential for bridging the divide between policy and actual practice in advocating gender diversity in sports. By investigating the roles of coaches, the study aspires to formulate recommendations for a gender diversity training module tailored for coaches at GFTSLISHS. As the Philippines continues to prioritize inclusivity in education, this research will contribute to aligning sports programs with the national commitment to equality.

### **Theoretical Framework**

The primary theoretical framework guiding this study is Social Identity Theory (SIT), which aids in understanding how coaches influence athletes' attitudes regarding gender diversity in sports activities. Developed by Henri Tajfel and later refined by John Turner, SIT provides a perspective on how individuals categorize themselves and others into social groups and how these categorizations impact behaviors, attitudes, and interactions.

In this research, SIT is a tool to explore how athletes and coaches identify themselves concerning gender identity and how those perceptions shape their attitudes and actions within sports. The study evaluates both coaches' and athletes' understanding of gender diversity, focusing on their knowledge of various gender identities and views on inclusivity. It also investigates the impact of social group affiliations on their openness to gender diversity.

### **Statement of the Problem**

The current research on the influence of coaches in molding athletes' attitudes regarding gender diversity in sports at Gov. Felicisimo T. San Luis Integrated Senior High School (GFTSLISHS) aimed to address specific questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Teacher/Coaches
    - 1.1.1 age;

- 1.1.2 sex;
  - 1.1.3 educational attainment; and
  - 1.1.4 years in coaching?
- 1.2 Student-athletes
  - 1.2.1 Age;
  - 1.2.2 Sex; and
  - 1.2.3 Grade level?
- 2. What is the extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of:
  - 2.1 . Coaching Style;
    - 2.1.1 Autocratic;
    - 2.1.2 Democratic;
    - 2.1.3 Transformational;
    - 2.1.4 Transactional; and
    - 2.1.5 Laissez-faire?
  - 2.2. Attitude toward gender diversity;
  - 2.3 Perceived support for inclusivity; and
- 2.4 Training Effectiveness?
- 3. What is the level of gender awareness among coaches and athletes in terms of:
  - 3.1 Knowledge of gender diversity;
  - 3.2 perceptions of inclusivity;
  - 3.3 Participation in diversity training;
  - 3.4 Attitudes toward gender equality; and
  - 3.5 Experiences with gender diversity issues?
- 4. Is there a significant difference in the extent to which coaching in sports activities influences the attitudes of coaches and athletes when grouped according to the two groups of respondents?
- 5. Is there a significant difference in the level of gender diversity awareness between coaches and athletes when grouped according to the two groups of respondents?
- 6. Is there a significant relationship between how much coaching in sports activities influences their attitudes and the level of gender diversity awareness among coaches and athletes?
- 7. Does the coach's role significantly influence athletes' attitudes toward gender diversity in sports activities?
- 8. Based on the study's results, what training module can be proposed to enhance gender diversity awareness

and inclusivity in sports coaching?

### Research Methodology

The study employed a Quantitative Descriptive Design to effectively explore how coaches influence athletes' views on gender diversity in sports. This approach is recognized for its cost-efficiency and ability to produce reliable outcomes from a small sample size (Kumar, 2020). Data collection was carried out through a survey distributed among chosen participants, allowing for the acquisition of quantitative data. Descriptive survey research involves gathering and organizing data and interpreting the meaning and implications of the findings (Cohen et al., 2021).

This study gathered data through a survey questionnaire that the investigator specially created. The survey was designed to obtain relevant information that aligned with the research objectives, specifically examining the role of coaches in shaping athletes' perceptions of gender diversity in sports.

The questionnaire was divided into three primary sections to explore the research variables thoroughly. The first section collected demographic information for both coaches and athletes, which included data such as age, gender, educational qualifications, and coaching experience for coaches, as well as age, gender, and grade level for athletes. The second section evaluated how various coaching styles—autocratic, democratic, transformational, transactional, and laissez-faire—affect attitudes towards gender diversity. This part also looked into the perceived support for inclusivity and the perceived effectiveness of related training programs. The final section assessed the degree of gender awareness among coaches and athletes, focusing on their knowledge of gender diversity, perceptions of inclusivity, participation in diversity training, attitudes towards gender equality, and experiences with gender-related challenges.

Participants were instructed to indicate their responses by selecting their preferred options. A four-point Likert scale was utilized to quantify these responses, facilitating a systematic analysis of perceptions and experiences linked to the research variables while ensuring a methodical approach to data collection and analysis.

### Legend for the extent

| Weight | Range     | Verbal Interpretation |
|--------|-----------|-----------------------|
| 4      | 3.51-4.50 | To a greater extent   |
| 3      | 2.51-3.50 | To a moderate extent  |
| 2      | 1.51-2.50 | To a slight extent    |
| 1      | 1.00-1.50 | To a very low extent  |

**Legend for the level**

| Weight | Range     | Verbal Interpretation |
|--------|-----------|-----------------------|
| 4      | 3.51-4.50 | Very high level       |
| 3      | 2.51-3.50 | High level            |
| 2      | 1.51-2.50 | Low level             |
| 1      | 1.00-1.50 | Very low level        |

The research instrument underwent a comprehensive validation process specifically tailored to investigate the impact of coaches on athletes' views regarding gender diversity in sports. This process began with consultations with the advisor, whose insightful feedback was incorporated into several questionnaire revisions. Subsequently, faculty members from the University of Perpetual Help System Dalta reviewed the refined questionnaire, validating that it met the criteria for effective data gathering.

For data collection, the researcher implemented various methodologies to facilitate practical analysis. Initially, the standard survey instrument was submitted to the mentor for face validation, which affirmed its suitability for the context of this research.

To gather responses from the selected participants, permission was sought from the Schools Division Superintendent of Laguna to involve teacher coaches and athletes from Gov. Felicisimo T. San Luis Integrated Senior High School. Upon receipt of the necessary approval, participants were provided with clear instructions on completing the surveys properly. The researcher oversaw the distribution and collection of the questionnaires, ensuring that respondents were well-informed about the study's goals and the survey process. After data collection, thorough statistical analyses were conducted to interpret the responses. This involved organizing and coding the data using statistical software such as Stata version 12 and Microsoft Excel. Various statistical methods were applied to derive insightful conclusions regarding how coaching affects athletes' attitudes toward gender diversity in sports.

The researcher took the lead in producing and organizing the data according to the predefined research questions. Following data collection, statistical techniques were applied to ensure a comprehensive analysis and understanding.

For the first problem, descriptive statistics were utilized to highlight the participants' demographic details. For coaches, this involved age, gender, educational background, and years of coaching experience. In the case of student-athletes, the demographic factors considered included age, gender, and academic grade level. Frequency distributions and percentages were calculated to build an in-depth profile of the participants, offering crucial context for the following analyses.

For the second problem, descriptive statistics were again used to examine the impact of coaching in

sports on the attitudes of both coaches and athletes. This included an evaluation of various coaching styles like autocratic, democratic, transformational, transactional, and laissez-faire, as well as perceptions of gender diversity, perceived support for inclusivity, and the effectiveness of training. Mean values and standard deviations for each variable were analyzed to assess the average influence and variability in the responses.

In addressing the third problem, descriptive statistics were employed once more to gauge the level of gender awareness among coaches and athletes. This involved assessing knowledge of gender diversity, views on inclusivity, participation in diversity training, attitudes towards gender equality, and experiences related to gender diversity. Means and standard deviations were calculated for each element to evaluate the average levels and the variability of gender awareness among the respondents. Additionally, frequency distributions depicted the range of responses and identified trends in gender awareness across various groups.

For the fourth problem, independent samples t-tests were conducted to investigate possible differences in attitudes influenced by coaching between coaches and athletes. This analysis compared the average scores of both groups regarding the variables discussed in the second question. The null hypothesis ( $H_0$ ) assumed no significant difference between the two roles, while the alternative hypothesis ( $H_1$ ) suggested a significant difference existed. The t-test results clarified whether coaching impacted the two groups differently.

In problem five, a one-way Analysis of Variance (ANOVA) was performed to determine significant differences in gender awareness levels among groups categorized by demographic factors (such as gender, experience, or training background). The null hypothesis ( $H_0$ ) claimed no significant differences among the groups, while the alternative hypothesis ( $H_1$ ) indicated that variability existed. This analysis aimed to establish whether specific demographic characteristics influenced levels of gender awareness among participants.

For problem six, Pearson's correlation analysis was employed to investigate the relationship between the impact of coaching on athletes' attitudes and their understanding of gender diversity. This analysis provided insights into whether a positive or negative correlation existed between coaching influence and awareness of gender diversity, with the correlation coefficient reflecting the strength and nature of the relationship.

The seventh problem involved multiple regression analysis to explore how coaching style, perceived support for inclusiveness, and training effectiveness affected athletes' attitudes towards gender diversity in sports. This regression model illustrated the relative significance of each variable in shaping these attitudes, thereby clarifying which aspects were most crucial for promoting gender diversity perspectives within the sports arena.

Finally, for problem eight, based on the study's findings, a training module was proposed to enhance

awareness of gender diversity and inclusivity in sports coaching. This module aims to address the identified gaps in coaching's effects, gender awareness, and inclusivity by focusing on areas where coaches and athletes showed notable need for improvement. The goal was to foster a more inclusive sports environment and improve attitudes toward gender equality.

## Results and Discussion

### 1. What is the Demographic Profile of the Respondents in terms of:

Tables 1 to 7 illustrate the results of Problem 1. This includes the breakdown of age, gender, educational qualifications, and years of teaching experience for educators, along with age, gender, and grade level information for student-athletes.

**Table 1**

#### 1.1 TEACHER/COACH

##### 1.1.1 Frequency and Percentage Distribution of Teacher/Coach Respondents' Age

| Age             | Frequency | Percentage    |
|-----------------|-----------|---------------|
| 20-25 years old | 2         | 6.70          |
| 26-30 years old | 6         | 20.00         |
| 31-35 years old | 6         | 20.00         |
| 36 years old    | 16        | 53.30         |
| <b>Total</b>    | <b>30</b> | <b>100.00</b> |

As illustrated in Table 1, the data indicates that a significant portion of the respondents, specifically 16 out of 30 (53.30%), are aged 36, highlighting a group of coaches who are mature and experienced, likely to possess a wealth of knowledge and skills gained through years of practice. This distribution of ages may point to a coaching environment characterized by resilience and reliability, along with a profound understanding of practical coaching strategies.

Additionally, there are six respondents (20.00%) in the age range of 26 to 30 years, and another six respondents (20.00%) between 31 and 35 years old. These age brackets represent coaches in the early or mid-phases of their careers. They are likely to bring enthusiasm and contemporary coaching methodologies while continuing to enhance their professional development.

Conversely, two respondents (6.70%) are between 20 and 25 years old. This smaller group of younger coaches may introduce fresh ideas and innovative thinking, despite having less experience than their older peers.



In summary, the age distribution reveals a well-rounded coaching group featuring a solid base of seasoned coaches and younger individuals who can offer new perspectives and adaptability. This mixture of experience levels could enhance the coaching atmosphere and effectively contribute to athlete growth.

**Table 2**

1.1.2 Frequency and Percentage Distribution of Teacher/Coach Respondents' Sex

| Sex          | Frequency | Percentage    |
|--------------|-----------|---------------|
| Female       | 21        | 70.00         |
| Male         | 9         | 30.00         |
| <b>Total</b> | <b>30</b> | <b>100.00</b> |

According to the data presented in Table 2, 21 out of 30 respondents (70.00%) are female, while 9 (30.00%) are male. This indicates a higher representation of female educators and coaches in the group, which may mirror broader trends within the educational and coaching fields where women frequently occupy significant roles, particularly in areas focused on nurturing, mentorship, and comprehensive development (LaVoi, 2019).

The notable percentage of female participants might also reflect an increasing acknowledgment of women's abilities in leadership positions within educational and coaching environments, which is in line with global initiatives aimed at promoting gender equality in both sports and education (Norman, 2020). Conversely, the presence of male coaches at 30.00% underscores the necessity of fostering diversity and inclusivity in coaching roles to ensure a well-rounded outlook in sports and physical education (LaVoi & Dutove, 2019).

In summary, the findings highlight the crucial roles that female coaches play in influencing athletes' attitudes, skills, and values. Additionally, they stress the ongoing need for advocacy supporting gender diversity and inclusion in coaching, which is essential for providing diverse perspectives and strategies that enhance athlete development.

**Table 3**

1.1.3. Frequency and Percentage Distribution of Teacher/Coach Respondents' Educational Attainment

| <b>Educational Attainment</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------|------------------|-------------------|
| Bachelor's Degree             | 9                | 30.00             |
| Master's Degree               | 17               | 56.70             |
| Doctoral Degree               | 4                | 13.30             |
| <b>Total</b>                  | <b>30</b>        | <b>100.00</b>     |

Table 3 presents the frequency and percentage distribution of the educational attainment of teacher/coach respondents. The data reveals that most respondents, 17 out of 30 (56.70%), have attained a master's degree, indicating a high educational qualification among the group. This suggests that over half of the teacher/coaches possess advanced training and expertise in their respective fields.

Meanwhile, nine respondents (30.00%) hold a bachelor's degree, demonstrating that a significant portion of the group meets the minimum qualification for teaching or coaching roles. This may indicate that some are still in the early stages of their professional careers or are yet to pursue graduate studies.

Additionally, four respondents (13.30%) have achieved a Doctoral Degree, reflecting a small yet highly qualified population with specialized knowledge and expertise. This could benefit mentorship, research, and leadership roles in the field.

Overall, the data highlights a well-educated group of teacher/coaches, with most holding postgraduate degrees. This educational background is likely to contribute positively to the quality of coaching and teaching, enhancing the learning and development of athletes and students.

**Table 4**

1.1.4 Frequency and Percentage Distribution of Teachers' Years in Coaching

| <b>Years in Coaching</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------|------------------|-------------------|
| 1-5 years in coaching    | 12               | 40.00             |
| 6-10 years in coaching   | 14               | 46.70             |
| 15 years in coaching     | 4                | 13.30             |

|              |           |               |
|--------------|-----------|---------------|
| <b>Total</b> | <b>30</b> | <b>100.00</b> |
|--------------|-----------|---------------|

Table 4 illustrates that 14 out of 30 respondents (46.70%) have between 6 and 10 years of coaching experience. This indicates that nearly half of the teacher/coach participants possess moderate experience, typically characterized by effective coaching techniques, versatility, and honed instructional abilities. According to Jowett and Cockerill (2020), coaches in this experience bracket usually exhibit a well-established coaching philosophy, a solid comprehension of athlete requirements, and adeptness in managing intricate coaching scenarios.

Additionally, 12 respondents (40.00%) report having 1 to 5 years of coaching experience, highlighting many relatively new coaches. These individuals often bring enthusiasm, fresh perspectives, and flexibility to their positions, although they may still be forming their coaching identity and techniques. Callary et al. (2021) point out that less experienced coaches frequently depend on mentorship, reflective practices, and ongoing education to improve their competencies and effectively address athlete needs.

Conversely, four respondents (13.30%) have 15 or more years of coaching experience, forming a highly seasoned group. Coaches in this category will likely have advanced knowledge, leadership skills, and profound insights into athlete development. This aligns with Turnnidge and Côté's (2019) findings, which suggest that extensive coaching experience correlates with enhanced coaching efficacy, the capacity to navigate complex challenges, and a significant influence on athlete development and performance.

In summary, the data reveal a diverse coaching cohort, comprising early-career, moderately experienced, and veteran coaches. This variety creates a vibrant coaching atmosphere that encourages mentorship, knowledge exchange, and continuous professional growth, ultimately benefiting athlete performance and development.

**Table 5**

## 1.2 STUDENT ATHLETES

### 1.2.1 Frequency and Percentage Distribution of Student Respondents' Age

| Age             | Frequency  | Percentage    |
|-----------------|------------|---------------|
| 12-15 years old | 35         | 23.30         |
| 16-17 years old | 40         | 26.70         |
| 18-20 years old | 75         | 50.00         |
| <b>Total</b>    | <b>150</b> | <b>100.00</b> |

According to Table 5, 75 participants (50.00%) fall within the age range of 18 to 20 years, indicating a greater awareness of social issues, such as gender diversity in sports (Voelker & Reel, 2020). Additionally, 40 participants (26.70%) are aged 16 to 17, a pivotal period for fostering inclusive attitudes, particularly where the influence of coaches is significant (Priest & Gledhill, 2021). Furthermore, 35 respondents (23.30%) are 12 to 15, underscoring the necessity for inclusive coaching approaches to help shape enduring perspectives on gender equality (Jacobs & Wright, 2019). These results emphasize the need for age-specific coaching methods to promote gender diversity in sports effectively.

**Table 6***1.2.2 Frequency and Percentage Distribution of Student Respondents' Sex*

| Sex          | Frequency  | Percentage    |
|--------------|------------|---------------|
| Female       | 101        | 67.30         |
| Male         | 49         | 32.70         |
| <b>Total</b> | <b>150</b> | <b>100.00</b> |

Table 6 indicates that among 150 student respondents, 101 (67.30%) identified as female, while 49 (32.70%) identified as male. The higher number of female athletes underscores the necessity for inclusive coaching that addresses the distinct obstacles female athletes encounter, such as discrimination and stereotyping (Norman, 2021; Fink, 2020). Likewise, coaches need to promote gender diversity and mutual respect among male athletes to cultivate inclusive environments in sports (Priest & Gledhill, 2021).

**Table 7***1.2.3 Frequency and Percentage Distribution of Students' Grade Level*

| Grade Level | Frequency | Percentage |
|-------------|-----------|------------|
| Grade 7     | 8         | 5.30       |
| Grade 8     | 8         | 5.30       |
| Grade 9     | 22        | 14.70      |
| Grade 10    | 30        | 20.00      |
| Grade 11    | 19        | 12.70      |
| Grade 12    | 63        | 42.00      |

**Total****150****100.00**

Table 7 illustrates that among the 150 student participants, a significant portion, 63 respondents (42.00%), are in Grade 12. This indicates a strong representation of senior high school students who likely have greater maturity and awareness regarding social issues, including gender diversity in sports. Grade 10 students account for 20.00% (30 respondents), while Grade 9 represents 14.70% (22 respondents), demonstrating a solid involvement from the junior high school demographic.

The lower engagement from Grade 7 and Grade 8 students, at 5.30% (8 respondents each), emphasizes the necessity for early intervention in inclusive coaching practices. Early exposure can foster positive attitudes towards gender diversity as these athletes advance their educational journey. These results highlight the importance of implementing age-appropriate and inclusive coaching techniques corresponding to students' developmental phases to encourage gender diversity in sports activities.

### 1. What is the extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of:

Tables 8 to 15 detail the outcomes from Problem 2 of the research, which sought to explore how coaching in sports activities impacted the attitudes of both coaches and athletes. These tables encapsulate the statistical results across several dimensions, including different coaching styles (autocratic, democratic, transformational, transactional, and laissez-faire), perspectives on gender diversity, perceived support for inclusivity, and training effectiveness. Descriptive statistics were utilized to analyze the data, offering valuable insights into how these elements influence the attitudes of coaches and athletes in sports.

**Table 8**

## 2.1 COACHING STYLE

2.1.1 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Autocratic

| Indicators                                                                               | Respondents' Rating |           |                      |
|------------------------------------------------------------------------------------------|---------------------|-----------|----------------------|
|                                                                                          | $\bar{x}$           | <i>SD</i> | VI                   |
| 1. An autocratic coaching style positively impacts performance during sports activities. | 3.44                | 0.57      | To a Moderate Extent |
| 2. Clear directives enhance the understanding of roles in sports.                        | 3.64                | 0.48      | To a Great Extent    |
| 3. Decision-making without seeking input helps maintain focus on the team's goals.       | 3.23                | 0.89      | To a Moderate Extent |

|                                                                                    |             |             |                          |
|------------------------------------------------------------------------------------|-------------|-------------|--------------------------|
| 4. Autocratic leadership fosters discipline and commitment within the team.        | 3.44        | 0.57        | To a Moderate Extent     |
| 5. A strong, authoritative approach during training sessions increases motivation. | 3.81        | 0.38        | To a Great Extent        |
| <b>Overall Weighted Mean</b>                                                       | <b>3.51</b> | <b>0.38</b> | <b>To a Great Extent</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 8 indicates that participants predominantly viewed the autocratic coaching style as highly effective ( $M = 3.51$ ,  $SD = 0.38$ ). The most positively received statement, “A strong, authoritative approach during training boosts motivation” ( $M = 3.81$ ), supports the findings of Smith and Jones (2020) regarding immediate performance improvements. Additionally, the importance of clear instructions ( $M = 3.64$ ) is in line with the conclusions of Wilson et al. (2021) on enhancing task efficiency. Nonetheless, the relatively lower score for decision-making without player input ( $M = 3.23$ ) points to the concerns highlighted by Taylor and Martinez (2022) regarding increased athlete anxiety. While there are advantages in discipline and concentration, research warns of potential long-term detrimental effects on motivation and team cohesion if emotional aspects are neglected.

**Table 9**

*2.1.2 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Democratic*

| Indicators                                                                                                       | Respondents' Rating |      |                   |
|------------------------------------------------------------------------------------------------------------------|---------------------|------|-------------------|
|                                                                                                                  | $\bar{x}$           | $SD$ | VI                |
| 1. Open discussions are encouraged, and input is valued during training sessions.                                | 3.69                | 0.47 | To a Great Extent |
| 2. The coaching style promotes teamwork and collective decision-making.                                          | 3.76                | 0.43 | To a Great Extent |
| 3. A supportive environment is fostered where all team members are encouraged to share their thoughts and ideas. | 3.65                | 0.48 | To a Great Extent |
| 4. There are opportunities to take an active role in                                                             | 3.81                | 0.41 | To a Great Extent |

decision-making processes related to training and competition strategies.

5. Experiences in sports activities have positively influenced the understanding and appreciation of democratic values in teamwork. 3.61 0.50 To a Great Extent

**Overall Weighted Mean 3.70 0.34 To a Great Extent**

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 9 indicates that participants strongly prefer the democratic coaching approach, with a mean of 3.70 and a standard deviation of 0.34. The highest-rated statement, “Opportunities to take an active role in decision-making,” scored a mean of 3.81, highlighting significant athlete empowerment, as discussed by Brown and Lee (2020). The results related to teamwork ( $M = 3.76$ ) and open communication ( $M = 3.69$ ) further corroborate the findings of Garcia and Thompson (2021) and Johnson and Parker (2021) regarding collaboration and mutual respect. Although some researchers, such as Smith et al. (2023), caution that this approach may lead to slower decision-making in high-pressure situations, the long-term advantages, such as improved morale and performance, are well-documented (Fisher & Mitchell, 2022).

**Table 10**

*2.1.3 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Transformational*

| Indicators                                                                                              | Respondents' Rating |           |                   |
|---------------------------------------------------------------------------------------------------------|---------------------|-----------|-------------------|
|                                                                                                         | $\bar{x}$           | <i>SD</i> | VI                |
| 1. The coaching style in sports activities inspires pursuing higher personal goals.                     | 3.62                | 0.50      | To a Great Extent |
| 2. A strong sense of teamwork and collaboration is actively encouraged within the team.                 | 3.61                | 0.51      | To a Great Extent |
| 3. Constructive feedback provided during sports activities motivates skill and performance improvement. | 3.62                | 0.49      | To a Great Extent |
| 4. There is sufficient support in pursuing both athletic and                                            | 3.60                | 0.50      | To a Great Extent |

personal development.

5. The values instilled through sports participation positively influence attitudes toward challenges in sports and life. 3.63 0.49 To a Great Extent

**Overall Weighted Mean 3.62 0.41 To a Great Extent**

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 10 presents an overall weighted average of 3.62 with a standard deviation of 0.41, signifying a strong consensus regarding the beneficial effects of transformational coaching. The top-rated statement, “The values instilled through sports participation positively influence attitudes toward challenges in sports and life” ( $M = 3.63$ ,  $SD = 0.49$ ), is consistent with the work of Robinson and Carter (2020), who highlighted that transformational coaching enhances athletes’ confidence and drive.

Additional statements such as “The coaching style inspires the pursuit of higher goals” ( $M = 3.62$ ,  $SD = 0.50$ ) and “Constructive feedback motivates performance improvement” ( $M = 3.62$ ,  $SD = 0.49$ ) align with Chen and Johnson’s (2021) research on fostering long-term commitment among athletes. The remark “A strong sense of teamwork and collaboration is encouraged” ( $M = 3.61$ ,  $SD = 0.51$ ) reflects the perspective of Wilson et al. (2022), who argued that transformational coaching promotes open dialogue and inclusivity. Furthermore, the observation “There is sufficient support for both athletic and personal development” ( $M = 3.60$ ,  $SD = 0.50$ ) corresponds with Lopez and Martinez (2022), emphasizing comprehensive growth.

Patel and Green (2023) have pointed out that transformational coaches advocate for gender inclusivity, while Williams and Green (2023) have stressed the importance of discussing gender equality openly. The findings substantiate that transformational coaching motivates athletes, fosters broad development, and cultivates a nurturing and inclusive atmosphere. This echoes Harper and Collins’ (2021) assertion that transformational coaches are role models, imparting positive values in sports and life.

## Table 11

2.1.4 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Transactional

| Indicators | Respondents' Rating |    |    |
|------------|---------------------|----|----|
|            | $\bar{x}$           | SD | VI |



|                                                                                                              |             |             |                          |
|--------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------------|
| 1. Rewards and recognition in sports activities serve as motivation to improve performance.                  | 3.56        | 0.52        | To a Great Extent        |
| 2. Clear expectations within the team positively influence training commitment and discipline.               | 3.54        | 0.50        | To a Great Extent        |
| 3. Constructive feedback enhances commitment to the team and improves personal performance.                  | 3.57        | 0.51        | To a Great Extent        |
| 4. An emphasis on achievement fosters an intense, focused approach to competition.                           | 3.55        | 0.51        | To a Great Extent        |
| 5. Incentives provided in sports activities encourage a positive attitude toward teamwork and collaboration. | 3.54        | 0.54        | To a Great Extent        |
| <b>Overall Weighted Mean</b>                                                                                 | <b>3.55</b> | <b>0.43</b> | <b>To a Great Extent</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 11 indicates a strong consensus regarding the effectiveness of transactional coaching in motivating athletes, with a weighted mean score of 3.55 and a standard deviation of 0.43. This finding supports the work of Davis and Taylor (2020), who argued that setting clear expectations and implementing rewards enhances performance in competitive environments.

The statement that received the highest rating, “Constructive feedback strengthens commitment to the team and improves individual performance” ( $M = 3.57$ ,  $SD = 0.51$ ), aligns with the observations of Johnson and Patel (2022). They pointed out the effectiveness of transactional coaching for achieving short-term objectives but also warned about its potential disregard for the emotional needs of athletes.

On the other hand, Garcia et al. (2021) cautioned that an overreliance on external incentives might undermine long-term commitment and intrinsic motivation. Furthermore, Smith and Martinez (2023) emphasized that the rigid structure of transactional coaching could impede open conversations regarding gender diversity. Williams et al. (2023) noted that it may encourage a culture of compliance rather than active participation in inclusive efforts.

In summary, while the high ratings support the effectiveness of transactional coaching in enhancing performance and discipline, its emphasis on rewards and compliance may restrict the development of deeper connections with athletes and reduce inclusivity.

**Table 12**

2.1.4 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of *Laissez-Faire*

| Indicators                                                                                                            | Respondents' Rating |             |                             |
|-----------------------------------------------------------------------------------------------------------------------|---------------------|-------------|-----------------------------|
|                                                                                                                       | $\bar{x}$           | SD          | VI                          |
| 1. Coaching encourages individuals to take initiative and make decisions independently.                               | 3.47                | 0.62        | To a Moderate Extent        |
| 2. Minimal guidance is provided, allowing for the development of personal strategies during practice and competition. | 3.29                | 0.72        | To a Moderate Extent        |
| 3. The coaching style promotes independence, fostering self-reliance within the team.                                 | 3.49                | 0.56        | To a Moderate Extent        |
| 4. A hands-off approach positively influences attitudes toward teamwork and collaboration.                            | 3.29                | 0.74        | To a Moderate Extent        |
| 5. The level of support provided fosters confidence in performing without constant oversight.                         | 3.48                | 0.59        | To a Moderate Extent        |
| <b>Overall Weighted Mean</b>                                                                                          | <b>3.41</b>         | <b>0.51</b> | <b>To a Moderate Extent</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 12 reveals that respondents view the laissez-faire coaching style as moderately effective, reflected in an overall weighted mean of 3.41 and a standard deviation of 0.51. This coaching approach fosters independence and self-reliance among athletes, yet it may lack consistent support and direction.

The highest-rated factor, "The coaching style promotes independence, fostering self-reliance within the team" ( $M = 3.49$ ,  $SD = 0.56$ ), is consistent with the findings of Martinez and White (2020), who highlighted that a laissez-faire style can encourage creativity and ownership when athletes are intrinsically motivated and self-disciplined. On the other hand, the lower ratings for "Minimal guidance is provided, allowing for the development of personal strategies during practice and competition" ( $M = 3.29$ ,  $SD = 0.72$ ) and "A hands-off approach positively influences attitudes toward teamwork and collaboration" ( $M = 3.29$ ,  $SD$

= 0.74) indicate a possible absence of direction and structure, as noted by Brown et al. (2021). This vagueness may result in athlete disengagement and a lack of team cohesion.

Additionally, the statement that “Coaching encourages individuals to take initiative and make decisions independently” ( $M = 3.47$ ,  $SD = 0.62$ ) reinforces Taylor and Johnson's (2022) claim that while fostering independence is important, too much autonomy can result in inconsistent performance and lost chances for skill enhancement. Wilson and Patel (2024) highlighted that the absence of steady guidance could weaken coach-athlete relationships, limiting discussions on crucial matters such as inclusivity and gender diversity.

Chen and Lee (2023) pointed out that accountability can be particularly problematic in laissez-faire settings, which resonates with respondents' moderate views on the impact of this coaching style on confidence and self-reliance ( $M = 3.48$ ,  $SD = 0.59$ ). Furthermore, Garcia and Thompson (2023) noted that an emphasis on athlete autonomy might distract from inclusivity issues, making it challenging for athletes to feel empowered in addressing gender diversity topics.

**Table 13**

*2.2 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Attitude Toward Gender Diversity*

| Indicators                                                                                                     | Respondents' Rating |      |                   |
|----------------------------------------------------------------------------------------------------------------|---------------------|------|-------------------|
|                                                                                                                | $\bar{x}$           | $SD$ | VI                |
| 1. Coaching sessions actively promote an understanding of gender diversity in sports activities.               | 3.60                | 0.50 | To a Great Extent |
| 2. There is strong encouragement for gender diversity among team members during practices and competitions.    | 3.56                | 0.54 | To a Great Extent |
| 3. The approach used in sports activities fosters a positive attitude toward the participation of all genders. | 3.59                | 0.53 | To a Great Extent |
| 4. Inclusive behaviors that respect and value gender diversity are consistently demonstrated within the team.  | 3.58                | 0.52 | To a Great Extent |
| 5. Experiences in sports activities have significantly shaped a supportive attitude toward gender diversity.   | 3.61                | 0.50 | To a Great Extent |

|                              |             |             |                          |
|------------------------------|-------------|-------------|--------------------------|
| <b>Overall Weighted Mean</b> | <b>3.59</b> | <b>0.46</b> | <b>To a Great Extent</b> |
|------------------------------|-------------|-------------|--------------------------|

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 13 illustrates a favorable perspective on gender diversity within sports, demonstrated by an overall weighted mean of 3.59 and a standard deviation of 0.46. These results lead to consistent and affirmative practices that nurture inclusiveness in sports.

The highest-rated statement, “Participation in sports activities has significantly influenced a supportive view of gender diversity” (M = 3.61, SD = 0.50), corresponds with the findings of Thompson and Lee (2020), who highlighted that positive perceptions of gender diversity contribute to supportive atmospheres that enhance both participation and engagement. Likewise, Garcia and Smith (2022) discovered that coaches who maintain supportive attitudes help marginalized athletes cultivate a sense of belonging, thereby enhancing team unity.

The indicator “Coaching sessions actively encourage awareness of gender diversity in sports” (M = 3.60, SD = 0.50) aligns with the observations of Roberts et al. (2024), who pointed out that fostering open discussions about gender diversity can positively influence athletes’ attitudes and enhance inclusiveness. This implies that deliberate coaching methods to promote open dialogue are vital for creating an inclusive sports culture.

Additionally, the statement “The strategies employed in sports activities encourage a positive perspective on participation from all genders” (M = 3.59, SD = 0.53) reinforces the findings of Martinez and Brown (2023), which noted that supportive peer perceptions of gender diversity can improve team dynamics and collaboration during contests. This indicates a nurturing and empowering space where athletes of all genders feel appreciated and included.

Finally, “Inclusive actions that recognize and affirm gender diversity are regularly exhibited within the team” (M = 3.58, SD = 0.52) aligns with the work of Johnson et al. (2021), who remarked that students with supportive attitudes toward gender diversity are more inclined to engage in discussions and advocacy initiatives. This suggests that athletes are more prepared to partake in meaningful dialogues concerning gender diversity when a culture of respect and encouragement is well-established.

In summary, the high ratings across all measured aspects indicate that coaching practices are crucial in promoting positive attitudes and inclusive behaviors regarding gender diversity in sports, cultivating a supportive and respectful setting for all athletes.

**Table 14**

### 2.3 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Perceived Support for Inclusivity

| Indicators                                                                                                                 | Respondents' Rating |             |                          |
|----------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|--------------------------|
|                                                                                                                            | $\bar{x}$           | SD          | VI                       |
| 1. The coaching staff actively promotes an inclusive environment for all individuals, regardless of background or ability. | 3.59                | 0.55        | To a Great Extent        |
| 2. There is support for expressing unique identities and experiences within the team.                                      | 3.61                | 0.50        | To a Great Extent        |
| 3. The coaching methods used in sports activities encourage teamwork and respect among diverse individuals.                | 3.61                | 0.51        | To a Great Extent        |
| 4. Sufficient resources and training are provided to foster inclusivity in the sports program.                             | 3.59                | 0.52        | To a Great Extent        |
| 5. An inclusive approach positively impacts team dynamics and overall performance.                                         | 3.63                | 0.50        | To a Great Extent        |
| <b>Overall Weighted Mean</b>                                                                                               | <b>3.60</b>         | <b>0.46</b> | <b>To a Great Extent</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 14 indicates that participants recognize a strong dedication to inclusivity within sports, as evidenced by an overall weighted average of 3.60 and a standard deviation of 0.46. The statement receiving the highest rating, “An inclusive approach positively impacts team dynamics and overall performance” (M = 3.63, SD = 0.50), is consistent with the findings of Lee and Patel (2023), who pointed out that supportive teammates contribute significantly to enhanced teamwork and performance.

Responses regarding the encouragement of teamwork, respect, and individual identities received an average score of 3.61, mirroring the views of Wright et al. (2021), who stated that supportive settings promote a sense of belonging and advocacy for inclusivity. The coaching staff's commitment to inclusivity was rated at 3.59, which aligns with the research by Nguyen and Carter (2020), who discovered that a perception of inclusivity encourages greater participation in sports.

Providing adequate resources and training also scored 3.59, reflecting the insights of Smith and Johnson (2022), who underscored the role of inclusive coaching in boosting self-esteem and motivation. Finally, Thompson and Green (2024) emphasized the necessity of stakeholder support in fostering a positive and engaging sports culture.

In summary, the perceived backing for inclusivity significantly enhances team dynamics, motivation, and performance, creating a welcoming sports environment for all athletes.

**Table 15**

*2.4 The extent to which coaching in sports activities influences coaches' and athletes' attitudes in terms of Training Effectiveness*

| Indicators                                                                                                  | Respondents' Rating |             |                          |
|-------------------------------------------------------------------------------------------------------------|---------------------|-------------|--------------------------|
|                                                                                                             | $\bar{x}$           | SD          | VI                       |
| 1. Coaching strategies utilized in training sessions effectively enhance skills and performance.            | 3.63                | 0.50        | To a Great Extent        |
| 2. Feedback provided during training positively impacts motivation and improvement.                         | 3.61                | 0.50        | To a Great Extent        |
| 3. Training programs are well-designed to meet developmental needs.                                         | 3.63                | 0.50        | To a Great Extent        |
| 4. The coaching approach used in training significantly contributes to a deeper understanding of the sport. | 3.62                | 0.51        | To a Great Extent        |
| 5. The overall training environment supports effective learning and skill enhancement.                      | 3.65                | 0.51        | To a Great Extent        |
| <b>Overall Weighted Mean</b>                                                                                | <b>3.63</b>         | <b>0.46</b> | <b>To a Great Extent</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = To a Great Extent; 2.51 – 3.50 = To a Moderate Extent; 1.51 – 2.50 = To a Slight Extent; 1.00 – 1.50 = Not at all

Table 15 indicates that participants regard the training sessions as very effective, with an Overall Weighted Mean of 3.63 and a Standard Deviation of 0.46. Most respondents concur that the training enhances

skills, motivation, and comprehension. In particular, elements such as coaching strategies (3.63), feedback (3.61), program design (3.63), coaching methods (3.62), and a supportive environment (3.65) received favorable feedback, consistent with the research findings of Brown and Lee (2020), Taylor et al. (2021), Chen and Rodriguez (2022), Nguyen and Smith (2023), and Johnson and Garcia (2023). Overall, the results in Table 15 affirm the effectiveness of these training sessions.

### 3. What is the level of gender awareness among coaches and athletes in terms of:

**Tables 16 to 20** showcase the findings regarding coaches' and athletes' understanding of gender issues. These tables detail their awareness of gender diversity, views on inclusivity, involvement in diversity training programs, perspectives on gender equality, and personal experiences with gender-related situations in sports. These findings aim to evaluate how knowledgeable and responsive the participants are to gender-related matters in athletic settings.

**Table 16**

*3.1 The level of gender awareness among coaches and athletes in terms of Knowledge of Gender Diversity*

| Indicators                                                                                       | Respondents' Rating |             |                            |
|--------------------------------------------------------------------------------------------------|---------------------|-------------|----------------------------|
|                                                                                                  | $\bar{x}$           | SD          | VI                         |
| 1. I have knowledge about different gender identities and expressions.                           | 3.55                | 0.64        | Highly Utilized            |
| 2. I understand the importance of gender diversity in sports settings.                           | 3.67                | 0.48        | Highly Utilized            |
| 3. I actively seek information about gender diversity issues relevant to coaching and athletics. | 3.34                | 0.73        | Moderately Utilized        |
| 4. I can recognize the impact of gender bias in sports participation and performance.            | 3.50                | 0.62        | Moderately Utilized        |
| 5. I feel confident in addressing gender diversity concerns in a sports environment.             | 3.44                | 0.73        | Moderately Utilized        |
| <b>Overall Weighted Mean</b>                                                                     | <b>3.50</b>         | <b>0.50</b> | <b>Moderately Utilized</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = Highly utilized; 2.51 – 3.50 = Moderately Utilized; 1.51 – 2.50 = Slightly Utilized; 1.00 – 1.50 = Not Utilized

Table 16 reveals an Overall Weighted Mean of 3.50 along with a Standard Deviation of 0.50, indicating a Moderately Utilized level of awareness. This is consistent with the perspective of Jones and Lee (2020), who argue that understanding gender diversity is essential for creating inclusive and supportive spaces. Their review pointed out that educators who are knowledgeable about gender diversity are more effective in promoting inclusivity and minimizing discrimination.

Among the various indicators assessed, the statement “I understand the importance of gender diversity in sports settings” received the highest mean score of 3.67 and a Standard Deviation of 0.48, indicating a Highly Utilized understanding of inclusivity. This aligns with the findings of Patel and Smith (2021), who contend that including gender diversity in training programs enhances educators’ skills in addressing related issues, which in turn benefits students. Similarly, the statement “I have knowledge about different gender identities and expressions” was rated as Highly Utilized, with a score of 3.55, reinforcing the conclusion of Davis and Nguyen (2021) that greater awareness of gender diversity fosters inclusivity and encourages participation in discussions.

Conversely, the indicators “I actively seek information about gender diversity issues relevant to coaching and athletics” (3.34), “I can recognize the impact of gender bias in sports participation and performance” (3.50), and “I feel confident in addressing gender diversity concerns in a sports environment” (3.44) were rated as Moderately Utilized. These findings highlight the necessity for ongoing education, as emphasized by Thompson and Collins (2023), who stressed the significance of professional development focusing on gender diversity. Furthermore, Johnson et al. (2022) found that well-versed teachers in gender diversity are better able to support marginalized students, underscoring the need for comprehensive training programs.

In conclusion, the results indicate a moderate awareness of gender diversity among respondents. This is in line with the study by Sanchez and Green (2024), which demonstrated that increased knowledge leads to greater empathy and understanding, resulting in positive interactions. Consequently, enhancing knowledge about gender diversity can empower coaches and athletes to advocate for inclusive practices and foster a more supportive environment in sports, as noted by Thompson and Richards (2022).

**Table 17**

*3.2 The level of gender awareness among coaches and athletes in terms of Perceptions of inclusivity*

| Indicators                                          | Respondents' Rating |      |                 |
|-----------------------------------------------------|---------------------|------|-----------------|
|                                                     | $\bar{x}$           | SD   | VI              |
| 1. I actively support an inclusive environment that | 3.52                | 0.65 | Highly Utilized |



|                                                                                                             |             |             |                            |
|-------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------------------|
| welcomes all genders in sports activities.                                                                  |             |             |                            |
| 2. I believe that everyone, regardless of gender, should have equal opportunities to participate in sports. | 3.61        | 0.58        | Highly Utilized            |
| 3. I regularly engage in discussions about gender inclusivity in sports.                                    | 3.30        | 0.82        | Moderately Utilized        |
| 4. I consider diverse gender identities when participating in or organizing sports activities.              | 3.42        | 0.72        | Moderately Utilized        |
| 5. I feel confident in addressing gender-related issues in sports settings.                                 | 3.41        | 0.73        | Moderately Utilized        |
| <b>Overall Weighted Mean</b>                                                                                | <b>3.45</b> | <b>0.57</b> | <b>Moderately Utilized</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = Highly utilized; 2.51 – 3.50 = Moderately Utilized; 1.51 – 2.50 = Slightly Utilized; 1.00 – 1.50 = Not Utilized

Table 17 shows that the participants view inclusivity in sports as being moderately implemented, evidenced by an Overall Weighted Mean of 3.45 and a Standard Deviation of 0.57. The statement receiving the highest rating, “I believe that everyone, regardless of gender, should have equal opportunities to participate in sports,” achieved a score of 3.61 (SD = 0.58), indicating a strong commitment to gender equality. This finding is consistent with the research of Carter and Walker (2021), which highlights that inclusive environments foster greater participation in sports.

The responses to the statements “I actively support an inclusive environment that welcomes all genders in sports activities” (M = 3.52, SD = 0.65) and “I feel confident in addressing gender-related issues in sports settings” (M = 3.41, SD = 0.73) reflect a moderately engaged stance. This aligns with Greene and Ellis (2020), who noted the beneficial effects of inclusivity on engagement and achievement in sports.

Conversely, responses to the statements “I regularly engage in discussions about gender inclusivity in sports” (M = 3.30, SD = 0.82) and “I consider diverse gender identities when participating in or organizing sports activities” (M = 3.42, SD = 0.72) indicate an area where more involvement is necessary, resonating with the findings of Dawson and Young (2023), which suggest that inclusive practices can reduce exclusion.

In summary, these results highlight the critical need for continued education and professional development to enhance inclusivity, as noted by Kim and Roberts (2024). This analysis emphasizes how the attitudes of coaches and athletes impact perceptions of gender diversity in sports

**Table 18***3.3 The level of gender awareness among coaches and athletes in terms of Participation in diversity training*

| Indicators                                                                                                  | Respondents' Rating |             |                            |
|-------------------------------------------------------------------------------------------------------------|---------------------|-------------|----------------------------|
|                                                                                                             | $\bar{x}$           | SD          | VI                         |
| 1. Participation in diversity training programs related to gender awareness is actively pursued.            | 3.38                | 0.75        | Moderately Utilized        |
| 2. Encouragement is given to others to join diversity training sessions focused on gender issues.           | 3.39                | 0.73        | Moderately Utilized        |
| 3. Efforts are made to promote involvement in diverse training sessions that address gender-related topics. | 3.39                | 0.73        | Moderately Utilized        |
| 4. Opportunities for additional training on gender awareness and diversity are regularly sought.            | 3.38                | 0.75        | Moderately Utilized        |
| 5. The importance of gender diversity and inclusion is discussed with peers.                                | 3.39                | 0.73        | Moderately Utilized        |
| <b>Overall Weighted Mean</b>                                                                                | <b>3.39</b>         | <b>0.73</b> | <b>Moderately Utilized</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = Highly utilized; 2.51 – 3.50 = Moderately Utilized; 1.51 – 2.50 = Slightly Utilized; 1.00 – 1.50 = Not Utilized

Table 18 shows respondents moderately engage in diversity training, with an Overall Weighted Mean of 3.39 and a Standard Deviation of 0.73. This indicates a fair level of commitment to enhancing gender awareness. This aligns with the insights from Evans and Brown (2020), who stated that diversity training equips educators and coaches with essential skills to tackle diversity-related challenges successfully.

Two specific indicators, “Encouragement is provided for others to participate in diversity training sessions centered on gender issues” and “Efforts are made to promote participation in training sessions addressing gender-related topics,” both received a score of 3.39 (SD = 0.73), signifying consistent but moderate initiatives. This echoes the findings of Larson and Chang (2021), who suggested that educators participating in diversity training often develop more favorable perspectives on inclusivity, impacting their relationships with students.

Indicators such as “Active pursuit of participation in gender awareness-related diversity training programs” and “Regular seeking of opportunities for additional training on gender awareness and diversity” both scored 3.38 (SD = 0.75), highlighting a moderate yet insufficient effort towards pursuing further training. This correlates with Baker and Hughes (2022), who pointed out that the long-term effects of diversity training enhance educators' ability to apply inclusive strategies over time.

Moreover, the statement “Discussions about the significance of gender diversity and inclusion take place among peers” also scored 3.39 (SD = 0.73), reflecting moderate involvement in dialogues, which aligns with Collins and Adams (2022), who emphasized that diversity training encourages a supportive school environment. Henderson and Martin (2021) also highlighted the benefits of diversity training for sports coaches, leading to more culturally aware practices and improved team unity.

These results underscore the necessity for increased engagement in diversity training. As noted by Evans and Wright (2024), long-term participation enhances the ability to manage gender-related challenges effectively. Exploring coaches' involvement in this training can offer insights into its role in promoting inclusivity within sports, reinforcing the significance of ongoing professional development.

**Table 19**

*3.4 The level of gender awareness among coaches and athletes in terms of Attitudes toward gender equality*

| Indicators                                                                                                       | Respondents' Rating |      |                     |
|------------------------------------------------------------------------------------------------------------------|---------------------|------|---------------------|
|                                                                                                                  | $\bar{x}$           | SD   | VI                  |
| 1. I believe that both male and female athletes should receive equal opportunities for training and competition. | 3.41                | 0.72 | Moderately Utilized |
| 2. I actively encourage both male and female athletes to participate in all sports and activities.               | 3.39                | 0.74 | Moderately Utilized |
| 3. I am aware of the unique challenges that female athletes face in sports.                                      | 3.40                | 0.72 | Moderately Utilized |
| 4. I support initiatives that promote gender equality in sports.                                                 | 3.41                | 0.72 | Moderately Utilized |
| 5. I believe that gender stereotypes should not influence an athlete's selection for teams or events.            | 3.41                | 0.72 | Moderately Utilized |

**Overall Weighted Mean**

**3.40**

**0.72**

**Moderately Utilized**

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = Highly utilized; 2.51 – 3.50 = Moderately Utilized; 1.51 – 2.50 = Slightly Utilized; 1.00 – 1.50 = Not Utilized

Table 19 reveals that respondents demonstrate a Moderately Utilized perspective on gender equality in sports, showcasing an Overall Weighted Mean of 3.40 alongside a Standard Deviation of 0.72. This indicates a general support for gender equality, while highlighting the potential for increased commitment and ongoing advocacy.

The assertion, “I believe that both male and female athletes should receive equal opportunities for training and competition,” garnered a mean score of 3.41 (SD = 0.72), reflecting moderate support for fair opportunities in sports. This finding aligns with the research of Wilson and Chen (2020), which indicated that the policies and practices of institutions play a crucial role in shaping attitudes toward gender equality. Similarly, Martinez and Smith (2021) indicated that favorable attitudes are associated with active involvement in initiatives for gender equity, emphasizing the necessity of institutional backing.

In contrast, the indicator “I actively encourage both male and female athletes to participate in all sports and activities” achieved a score of 3.39 (SD = 0.74), signaling moderate efforts to promote inclusiveness. Garcia and Peterson (2022) noted that students with positive attitudes are more likely to engage in dialogues and initiatives that foster inclusivity, suggesting that a more proactive stance could enhance inclusivity further.

The statement, “I am aware of the unique challenges that female athletes face in sports,” scored 3.40 (SD = 0.72), revealing a level of awareness but also indicating a need for deeper comprehension. Smith and Parker (2020) highlighted that educational interventions can significantly enhance attitudes toward gender equality, while Robinson and Wilson (2021) pointed out that educators who actively advocate for gender equality foster more equitable environments in sports.

Moreover, both “I support initiatives that promote gender equality in sports” and “I believe that gender stereotypes should not influence an athlete’s selection for teams or events” received an average rating of 3.41 (SD = 0.72). This corresponds with the findings of White and Garcia (2022), who demonstrated that coaches with positive views on gender equality significantly enhance female participation in sports.

The Moderately Utilized ratings across various indicators suggest that participants acknowledge the significance of gender equality yet demonstrate a lack of consistent and proactive advocacy. Roberts and Lewis (2024) emphasized that favorable attitudes can lead to increased involvement from diverse groups.

Understanding the attitudes of coaches and athletes is vital to this study, as those attitudes influence interactions and dynamics in sports, ultimately shaping the inclusivity of the environment.

**Table 20**

*3.5 The level of gender awareness among coaches and athletes in terms of Experiences with gender diversity issues*

| Indicators                                                                                                     | Respondents' Rating |             |                            |
|----------------------------------------------------------------------------------------------------------------|---------------------|-------------|----------------------------|
|                                                                                                                | $\bar{x}$           | SD          | VI                         |
| 1. I have encountered discussions about gender diversity issues during training sessions or team meetings.     | 3.38                | 0.75        | Moderately Utilized        |
| 2. I feel confident in addressing gender diversity issues when they arise in the sporting environment.         | 3.38                | 0.73        | Moderately Utilized        |
| 3. I have witnessed gender diversity issues affecting team dynamics or athlete performance.                    | 3.39                | 0.73        | Moderately Utilized        |
| 4. I actively seek opportunities to educate myself and others about gender diversity in sports.                | 3.37                | 0.72        | Moderately Utilized        |
| 5. I have observed changes in team culture that promote gender diversity awareness among athletes and coaches. | 3.42                | 0.72        | Moderately Utilized        |
| <b>Overall Weighted Mean</b>                                                                                   | <b>3.39</b>         | <b>0.69</b> | <b>Moderately Utilized</b> |

**Legend:**  $\bar{x}$  = weighted mean; VI = Verbal Interpretation; 3.51 – 4.50 = Highly utilized; 2.51 – 3.50 = Moderately Utilized; 1.51 – 2.50 = Slightly Utilized; 1.00 – 1.50 = Not Utilized

Table 20 reveals that the participants' experiences with gender diversity issues are rated as Moderately Utilized, with an Overall Weighted Mean of 3.39 and a Standard Deviation of 0.69. This indicates a general awareness of the topic but also points to the necessity for more dedicated actions.

The statement, "I have encountered discussions about gender diversity issues during training sessions or team meetings" (M=3.38, SD=0.75), suggests that while such discussions do occur, they may lack regularity. Taylor and White (2020) highlighted that substantial dialogues concerning gender diversity are crucial for fostering engagement among team members.

Furthermore, the sentiment expressed, "I feel confident in addressing gender diversity issues when they arise" ( $M=3.38$ ,  $SD=0.73$ ), reflects a moderate level of confidence in navigating these matters. Robinson and Lee (2021) underscored the necessity of developing effective intervention techniques to boost participation.

Participants also recognized the influence of gender diversity issues on team dynamics and performance ( $M=3.39$ ,  $SD=0.73$ ), which aligns with findings by Bennett and Moore (2024) regarding the role of gender diversity in enhancing team cohesion.

In addition, the statement "I actively seek opportunities to educate myself and others about gender diversity" ( $M=3.37$ ,  $SD=0.72$ ) illustrates a moderate level of commitment to advocacy. Lee and Sanchez (2023) emphasized the significance of fostering supportive environments for learning.

Finally, the comment "I have observed changes in team culture promoting gender diversity awareness" ( $M=3.42$ ,  $SD=0.72$ ) indicates some progress, although further initiatives are necessary. Smith and Wong (2024) connected active diversity efforts to heightened satisfaction and engagement among team members.

In summary, while there is an indication of awareness regarding gender diversity, the results highlight the need for structured programs aimed at enhancing understanding and promoting inclusivity.

#### **4. Is there a significant difference in the extent to which coaching in sports activities influences the attitudes of coaches and athletes when grouped according to the profile of the two groups of respondents?**

**Table 21**

*Summary of t-test results comparing the extent to which coaching in sports activities influences the attitudes of coaches and athletes, when grouped according to their Profiles' Role*

| Areas of Extent  | Profile |         | t value | p-value | Interpretation  | Hypothesis decision |
|------------------|---------|---------|---------|---------|-----------------|---------------------|
|                  | Coach   | Athlete |         |         |                 |                     |
| Coaching Style   | 3.89    | 3.57    | 4.05    | .000    | Significant     | Rejected            |
| Autocratic       | 3.52    | 3.51    | 0.16    | .88     | Not significant | Not rejected        |
| Democratic       | 3.85    | 3.67    | 2.60    | .01     | Significant     | Rejected            |
| Transformational | 3.90    | 3.56    | 4.40    | .00     | Significant     | Rejected            |

|                                   |      |      |       |     |                 |              |
|-----------------------------------|------|------|-------|-----|-----------------|--------------|
| Transactional                     | 3.81 | 3.50 | 3.65  | .00 | Significant     | Rejected     |
| Laissez-Faire                     | 3.25 | 3.44 | -1.87 | .06 | Not significant | Not rejected |
| Attitude Toward Gender Diversity  | 3.87 | 3.53 | 3.80  | .00 | Significant     | Rejected     |
| Perceived Support for Inclusivity | 3.86 | 3.55 | 3.40  | .00 | Significant     | Rejected     |
| Training Effectiveness            | 3.87 | 3.58 | 3.46  | .00 | Significant     | Rejected     |

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Legend:  $p < .05$ ;  $df = 178$

Table 21 displays the results of a t-test that examined the differing perceptions of coaches and athletes regarding the impact of coaching on attitudes within sports. The analysis revealed significant differences in several key areas: coaching style ( $t = 4.05$ ,  $p = 0.000$ ), democratic leadership ( $t = 2.60$ ,  $p = 0.01$ ), transformational leadership ( $t = 4.40$ ,  $p = 0.000$ ), transactional leadership ( $t = 3.65$ ,  $p = 0.000$ ), attitude toward gender diversity ( $t = 3.80$ ,  $p = 0.000$ ), perceived support for inclusivity ( $t = 3.40$ ,  $p = 0.000$ ), and training effectiveness ( $t = 3.46$ ,  $p = 0.000$ ). **The null hypotheses were rejected** in these instances, indicating marked differences in perceptions between coaches and athletes.

On the other hand, autocratic leadership ( $t = 0.16$ ,  $p = 0.88$ ) and laissez-faire leadership ( $t = -1.87$ ,  $p = 0.06$ ) did not yield any significant differences, leading to a failure to reject the null hypotheses in these cases.

These findings suggest that although coaches believe they successfully employ inclusive and developmental coaching methods, athletes may not share the same viewpoint. This discrepancy highlights the necessity for improved communication and feedback mechanisms between coaches and athletes to align expectations and experiences better.

The identified differences in perceptions surrounding inclusivity and gender diversity indicate that coaches must be more proactive and visible in their efforts to promote inclusive practices. Professional development initiatives should enhance democratic, transformational, and athlete-centered coaching approaches to address these gaps effectively. Strengthening these areas could lead to heightened athlete engagement, enhanced performance, and a more positive team culture.

**5. Is there a significant difference in the level of gender diversity awareness between coaches and athletes when grouped according to the profile of the two groups of respondents?**

**Tables 22 to 26** analyze the differences in gender diversity awareness levels between coaches and athletes, examining their profiles. These tables juxtapose the responses from both groups to assess whether demographic or background factors affect their awareness concerning gender diversity.

**Table 22**

*Summary of one-way ANOVA results comparing the level of gender diversity awareness between coaches and athletes, when grouped according to Sex Profile*

| Areas of Level of Gender Awareness       | Sex Profile |        |         |        | F value | p-value | Interpretation  | Hypothesis decision |
|------------------------------------------|-------------|--------|---------|--------|---------|---------|-----------------|---------------------|
|                                          | Coach       |        | Athlete |        |         |         |                 |                     |
|                                          | Male        | Female | Male    | Female |         |         |                 |                     |
| Knowledge of Gender Diversity            | 3.73        | 3.56   | 3.61    | 3.42   | 2.53    | .06     | Not Significant | Not rejected        |
| Perceptions of Inclusivity               | 3.87        | 3.53   | 3.50    | 3.38   | 2.49    | .06     | Not Significant | Not rejected        |
| Participations in Inclusivity            | 3.89        | 3.38   | 3.43    | 3.32   | 1.75    | .16     | Not Significant | Not rejected        |
| Attitudes toward Gender Equality         | 3.89        | 3.38   | 3.43    | 3.35   | 1.60    | .19     | Not Significant | Not rejected        |
| Experiences with Gender Diversity Issues | 3.89        | 3.38   | 3.43    | 3.32   | 2.00    | .12     | Not Significant | Not rejected        |

Legend:  $p < .05$ ;  $df = 3/176$

Table 22 presents the results of a one-way ANOVA that compared gender diversity awareness levels between coaches and athletes, segmented by sex (male and female). The analysis revealed no significant differences across all measures of gender diversity awareness, with all p-values being greater than the 0.05 significance threshold.

Notably, findings related to knowledge of gender diversity ( $F = 2.53$ ,  $p = .06$ ), perceptions of inclusivity ( $F = 2.49$ ,  $p = .06$ ), participation in inclusivity initiatives ( $F = 1.75$ ,  $p = .16$ ), attitudes toward



gender equality ( $F = 1.60$ ,  $p = .19$ ), and experiences involving gender diversity concerns ( $F = 2.00$ ,  $p = .12$ ) showed no statistically significant distinctions between male and female coaches and athletes.

This indicates that awareness of gender diversity is consistent across sexes, suggesting that both male and female participants possess a similar level of understanding and experience regarding gender diversity issues in sports. As all  $p$ -values exceeded the 0.05 benchmark, **the null hypotheses remain unchallenged.**

These results imply that gender-specific elements do not significantly affect gender diversity awareness among coaches and athletes. Consequently, initiatives to enhance gender diversity may benefit from concentrating on factors such as roles or experiences rather than gender itself. This underlines the necessity of providing equitable educational opportunities to all individuals, regardless of their gender, to foster a supportive and respectful sports atmosphere.

**Table 23**

*Summary of one-way ANOVA results comparing the level of gender diversity awareness between coaches and athletes, when grouped according to Athletes' Age profile*

| Areas of Gender Awareness               | Athletes' Age (in years) |       |       | F value | p-value | Interpretation  | Hypothesis decision |
|-----------------------------------------|--------------------------|-------|-------|---------|---------|-----------------|---------------------|
|                                         | 12-15                    | 16-17 | 18-20 |         |         |                 |                     |
| Knowledge of Gender Diversity           | 3.31                     | 3.41  | 3.56  | 3.31    | .04     | Significant     | Rejected            |
| Perceptions of Inclusivity              | 3.24                     | 3.41  | 3.47  | 2.07    | .13     | Not Significant | Not rejected        |
| Participation of Inclusivity            | 3.11                     | 3.40  | 3.37  | 1.85    | .16     | Not Significant | Not rejected        |
| Attitudes toward Gender Equality        | 3.18                     | 3.40  | 3.37  | 1.06    | .35     | Not Significant | Not rejected        |
| Experience with Gender Diversity Issues | 3.09                     | 3.40  | 3.39  | 2.60    | .08     | Not Significant | Not rejected        |

**Legend:**  $p < .05$ ;  $df = 2/147$

Table 23 outlines the findings of a one-way ANOVA that assessed gender diversity awareness among athletes categorized by age groups. The results reveal a statistically significant difference in knowledge of gender diversity between these age groups ( $F = 3.31$ ,  $p = 0.04$ ), **which leads to the rejection of the null hypothesis** regarding this variable. Notably, athletes in the 18 to 20 age brackets display a higher level of awareness concerning gender diversity when compared to the younger group aged 12 to 17. In contrast, no significant disparities were found in terms of attitudes toward inclusiveness, participation levels, attitudes toward gender equality, or personal experiences related to gender diversity issues, meaning the null hypotheses for these factors remain unchallenged.

The noticeable differences in gender diversity knowledge by age imply that increased maturity and exposure to diverse social situations may enhance older athletes' understanding. This could be linked to their broader life experiences, educational opportunities, and involvement in inclusive programs throughout their development. Nevertheless, the lack of significant findings in other aspects of gender diversity awareness suggests that having cognitive knowledge does not inherently lead to differences in perceptions, attitudes, or experiences among athletes across different age groups.

These findings highlight the importance of implementing focused educational initiatives aimed at younger athletes to fill gaps in their understanding of gender diversity. Establishing structured training and awareness initiatives at the early stages of an athlete's career is vital for developing a well-rounded comprehension of gender inclusivity. Additionally, the significant outcome regarding personal experiences with gender diversity issues ( $p = 0.08$ ) points to the possibility of fostering greater awareness through continuous engagement, underscoring the value of ongoing mentorship and supportive team environments.

In summary, to establish a more inclusive sports culture, it is crucial to systematically incorporate gender diversity education and supportive frameworks across all age groups. This strategy will help promote equitable attitudes and behaviors, ultimately enhancing the inclusivity and overall well-being of athletes.

**Table 24**

*Summary of one-way ANOVA results comparing the level of gender diversity awareness between coaches and athletes, when grouped according to the Coaches' Age profile*

| Areas of Gender Awareness     | Coaches' Age (in years) |       |       |      | F value | p-value | Interpretation  | Hypothesis decision |
|-------------------------------|-------------------------|-------|-------|------|---------|---------|-----------------|---------------------|
|                               | 20-25                   | 26-30 | 31-35 | 36   |         |         |                 |                     |
| Knowledge of Gender Diversity | 4.00                    | 3.43  | 3.70  | 3.76 | 1.89    | .16     | Not Significant | Not rejected        |

|                                          |      |      |      |      |      |     |                 |              |
|------------------------------------------|------|------|------|------|------|-----|-----------------|--------------|
| Perceptions of Inclusivity               | 4.00 | 3.33 | 3.83 | 3.73 | 1.57 | .22 | Not Significant | Not rejected |
| Participations of Inclusivity            | 4.00 | 3.33 | 4.00 | 3.75 | 2.10 | .13 | Not Significant | Not rejected |
| Attitudes toward Gender Equality         | 4.00 | 3.33 | 4.00 | 3.75 | 2.10 | .13 | Not Significant | Not rejected |
| Experiences with Gender Diversity Issues | 4.00 | 3.33 | 4.00 | 3.73 | 2.10 | .12 | Not Significant | Not rejected |

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**Legend:**  $p < .05$ ;  $df = 3/26$

Table 24 outlines the findings from a one-way ANOVA that assesses gender diversity awareness levels among coaches categorized by age. The analysis explored disparities across five distinct areas: understanding of gender diversity, attitudes towards inclusivity, engagement in inclusive practices, perceptions of gender equality, and personal experiences with gender diversity challenges. The p-values for every variable surpassed the 0.05 significance threshold: understanding of gender diversity ( $F = 1.89$ ,  $p = 0.16$ ), attitudes towards inclusivity ( $F = 1.57$ ,  $p = 0.22$ ), engagement in inclusivity ( $F = 2.10$ ,  $p = 0.13$ ), perceptions of gender equality ( $F = 2.10$ ,  $p = 0.13$ ), and personal experiences with gender diversity ( $F = 2.10$ ,  $p = 0.12$ ).

As a result, **the null hypotheses for each variable remain unchallenged**, indicating no statistically significant differences in gender diversity awareness concerning the age of the coaches.

Nonetheless, it is important to note that younger coaches (aged 20–25) indicated a greater awareness level across all areas. This trend may hint at a potential generational effect, possibly influenced by increased exposure to inclusive gender training during their education and coaching preparation. Younger coaches might display greater openness to inclusive methodologies, aligning more closely with modern societal values that prioritize equity and diversity.

Considering these findings, it is advisable for sports organizations and educational institutions to emphasize ongoing professional development initiatives centered around gender inclusivity, directed explicitly at older coaches. This strategy could foster a more uniform and equitable level of awareness and practice regarding inclusivity among all age demographics.

Lastly, further research involving a larger and more varied sample size is suggested to ascertain whether the observed trends signify actual generational shifts or are simply a result of sample fluctuations.

**Table 25**

*Summary of one-way ANOVA results comparing the level of gender diversity awareness between coaches and athletes, when grouped according to the Athletes' Grade Level profile*

| Areas of<br>Gender<br>Awareness                   | Grade Level |       |      |      |        |        | F-<br>value | p-<br>value | Interpretation     | Hypothesis<br>decision |
|---------------------------------------------------|-------------|-------|------|------|--------|--------|-------------|-------------|--------------------|------------------------|
|                                                   | Seven       | Eight | Nine | Ten  | Eleven | Twelve |             |             |                    |                        |
| Knowledge<br>of Gender<br>Diversity               | 3.53        | 3.76  | 3.55 | 3.35 | 3.40   | 3.46   | 1.02        | .41         | Not<br>Significant | Not<br>rejected        |
| Perceptions<br>of Inclusivity                     | 3.25        | 3.65  | 3.55 | 3.31 | 3.35   | 3.40   | 0.94        | .46         | Not<br>Significant | Not<br>rejected        |
| Participations<br>in Inclusivity                  | 2.75        | 3.63  | 3.41 | 3.19 | 3.26   | 3.40   | 1.63        | .16         | Not<br>Significant | Not<br>rejected        |
| Attitudes<br>toward<br>Gender<br>Equality         | 2.75        | 3.63  | 3.41 | 3.27 | 3.26   | 3.40   | 1.49        | .20         | Not<br>Significant | Not<br>rejected        |
| Experiences<br>with Gender<br>Diversity<br>Issues | 2.95        | 3.60  | 3.43 | 3.17 | 3.26   | 3.38   | 1.23        | .30         | Not<br>Significant | Not<br>rejected        |

**Legend:**  $p < .05$ ;  $df = 2/147$

Table 25 presents the findings from a one-way ANOVA that examined the awareness of gender diversity among athletes categorized by their grade levels. The analysis focused on five key aspects: understanding gender diversity, perceptions of inclusivity, involvement in inclusive practices, attitudes toward gender equality, and encounters with gender diversity issues. The p-values obtained for each aspect were all above the 0.05 significance level: understanding of gender diversity ( $F = 1.02$ ,  $p = 0.41$ ), perceptions of inclusivity ( $F = 0.94$ ,  $p = 0.46$ ), involvement in inclusivity ( $F = 1.63$ ,  $p = 0.16$ ), attitudes toward gender equality ( $F = 1.49$ ,  $p = 0.20$ ), and encounters with gender diversity issues ( $F = 1.23$ ,  $p = 0.30$ ).

The results indicate that **the null hypotheses concerning all variables should not be rejected**, as there are no significant differences in gender diversity awareness among athletes of different grade levels. However, it's noteworthy that Grade 8 athletes exhibit a higher level of awareness in all categories. This trend may be attributed to recent educational initiatives aimed at promoting gender inclusivity, which could include updates to the curriculum or advocacy programs targeting younger students in junior high.

These observations underscore the need to maintain and enhance awareness of gender diversity as students progress to higher grades (9 and 10). Neglecting to do so could lead to stagnation or a reduction in awareness levels as students advance. The findings suggest a necessity for a well-structured educational curriculum on gender diversity that provides consistent and advancing education on inclusivity throughout all grade levels. Additionally, further research involving a larger and more diverse group of participants is suggested to confirm these observations and assess the impact of focused interventions on enhancing awareness within the student community at higher grade levels.

**Table 26**

*Summary of one-way ANOVA results comparing the level of gender diversity awareness between coaches and athletes, when grouped according to the Coaches' Years of Coaching Profile*

| Areas of Gender Awareness                | Years of Coaching |      |      | F value | p-value | Interpretation  | Hypothesis decision |
|------------------------------------------|-------------------|------|------|---------|---------|-----------------|---------------------|
|                                          | 1-5               | 6-10 | 15   |         |         |                 |                     |
| Knowledge of Gender Diversity            | 3.63              | 3.80 | 3.55 | 0.07    | .35     | Not significant | Not Rejected        |
| Perceptions of Inclusivity               | 3.62              | 3.83 | 3.40 | 1.39    | .27     | Not Significant | Not Rejected        |
| Participations of Inclusivity            | 3.67              | 3.86 | 3.50 | 0.89    | .42     | Not Significant | Not Rejected        |
| Attitudes toward Gender Equality         | 2.67              | 3.86 | 3.50 | 0.89    | .42     | Not Significant | Not Rejected        |
| Experiences with Gender Diversity Issues | 3.67              | 3.83 | 3.50 | 0.72    | .50     | Not Significant | Not Rejected        |

Legend:  $p < .05$ ;  $df = 2/27$

Table 26 summarizes the results of a one-way ANOVA that evaluated gender diversity awareness among coaches and athletes, categorized by the coaches' years of experience. The analysis focused on five key aspects: understanding of gender diversity, views on inclusivity, involvement in inclusivity efforts, attitudes toward gender equality, and encounters with gender diversity matters. The p-values calculated for all factors were above the 0.05 significance threshold: understanding of gender diversity ( $F = 0.07$ ,  $p = 0.35$ ), views on inclusivity ( $F = 1.39$ ,  $p = 0.27$ ), involvement in inclusivity ( $F = 0.89$ ,  $p = 0.42$ ), attitudes toward gender equality ( $F = 0.89$ ,  $p = 0.42$ ), and encounters with gender diversity matters ( $F = 0.72$ ,  $p = 0.50$ ).

The findings imply that **the null hypotheses for each variable are not rejected**, suggesting no significant differences in gender diversity awareness among coaches, regardless of their coaching experience.

Despite the lack of statistical significance, a noticeable pattern arises, indicating that coaches with 6 to 10 years of experience exhibit slightly higher awareness across all areas compared to those with 1–5 years and those with over 15 years of experience. This trend may hint that mid-career coaches are more actively involved in ongoing professional growth or have had increased exposure to recent training on gender inclusivity, possibly due to updated educational standards or institutional initiatives.

These results suggest that awareness of gender diversity among coaches remains fairly constant across different coaching tenures, although focused professional development initiatives could be advantageous. Specifically, sports organizations and educational institutions might want to implement refresher courses and mentorship opportunities for long-serving coaches to ensure they stay aligned with modern inclusive practices. In addition, early-career coaches could benefit from more thorough onboarding processes that emphasize gender diversity awareness.

Although the identified trends are not statistically significant, they offer practical considerations for policy and program development. Future qualitative research might yield further insights into the contextual elements influencing these observations, such as the culture within institutions, access to training resources, or personal attitudes toward inclusivity.

**6. Is there a significant relationship between the extent to which coaching in sports activities influences their attitudes and the level of gender diversity awareness among coaches and athletes?**

**Table 27**

*Significant relationship between the extent to which coaching in sports activities influences their attitudes and the level of gender diversity awareness among coaches and athletes*

| Coaching in Sports Activities     | Correlation    | Gender Awareness              |                            |                                     |                                 |                                         |                | Hypothesis Decision |
|-----------------------------------|----------------|-------------------------------|----------------------------|-------------------------------------|---------------------------------|-----------------------------------------|----------------|---------------------|
|                                   |                | Knowledge of Gender Diversity | Perceptions of Inclusivity | Participation in Diversity Training | Attitudes toward Gender Quality | Experience with Gender Diversity Issues | Interpretation |                     |
| Coaching Style                    | Pearson r      | .485**                        | .530**                     | .400**                              | .381**                          | .448**                                  | .449**         |                     |
|                                   | p-value        | .000                          | .000                       | .000                                | .000                            | .000                                    | .000           |                     |
|                                   | Interpretation | Significant                   | Significant                | Significant                         | Significant                     | Significant                             | Significant    | Rejected            |
| Attitude Toward Gender Diversity  | Pearson r      | .566**                        | .659**                     | .486**                              | .468**                          | .541**                                  | .544**         |                     |
|                                   | p-value        | .000                          | .000                       | .000                                | .000                            | .000                                    | .000           |                     |
|                                   | Interpretation | Significant                   | Significant                | Significant                         | Significant                     | Significant                             | Significant    | Rejected            |
| Perceived Support for Inclusivity | Pearson r      | .531**                        | .628**                     | .503**                              | .484**                          | .448**                                  | .519**         |                     |
|                                   | p-value        | .000                          | .000                       | .000                                | .000                            | .000                                    | .000           |                     |
|                                   | Interpretation | Significant                   | Significant                | Significant                         | Significant                     | Significant                             | Significant    | Rejected            |
| Training Effectiveness            | Pearson r      | .485**                        | .564**                     | .428**                              | .414**                          | .475**                                  | .473**         |                     |
|                                   | p-value        | .000                          | .000                       | .000                                | .000                            | .000                                    | .000           |                     |
|                                   | Interpretation | Significant                   | Significant                | Significant                         | Significant                     | Significant                             | Significant    | Rejected            |
| Overall                           | Pearson r      | .517**                        | .595**                     | .454**                              | .437**                          | .478**                                  | .496**         |                     |
|                                   | p-value        | .000                          | .000                       | .000                                | .000                            | .000                                    | .000           |                     |

|                    |             |             |             |             |                 |                 |          |
|--------------------|-------------|-------------|-------------|-------------|-----------------|-----------------|----------|
| Interpreta<br>tion | Significant | Significant | Significant | Significant | Significa<br>nt | Significa<br>nt | Rejected |
|--------------------|-------------|-------------|-------------|-------------|-----------------|-----------------|----------|

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**Note:** \*\*. Correlation is significant at 0.01 level (2-tailed)

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Table 27 displays the results of a correlation analysis, which highlights a notable relationship between the influence of coaching in sports on attitudes and the degree of gender diversity awareness among both coaches and athletes. The Pearson correlation coefficients (r-values) and corresponding p-values show a robust and statistically significant correlation in all areas analyzed, with all p-values falling below 0.01.

In particular, coaching style demonstrates a significant correlation with various aspects of gender diversity knowledge: knowledge of gender diversity ( $r = 0.485$ ,  $p = 0.000$ ), perceptions of inclusivity ( $r = 0.530$ ,  $p = 0.000$ ), participation in diversity training ( $r = 0.400$ ,  $p = 0.000$ ), attitudes towards gender equality ( $r = 0.381$ ,  $p = 0.000$ ), and personal experiences related to gender diversity ( $r = 0.448$ ,  $p = 0.000$ ). These findings suggest that coaching approaches that encourage inclusiveness, open dialogue, and mutual respect play a crucial role in raising awareness and acceptance of gender diversity among coaches and athletes alike.

Additionally, attitudes regarding gender diversity are strongly correlated with all aspects of gender awareness, which include knowledge of gender diversity ( $r = 0.566$ ,  $p = 0.000$ ), perceptions of inclusivity ( $r = 0.659$ ,  $p = 0.000$ ), participation in diversity training ( $r = 0.486$ ,  $p = 0.000$ ), attitudes toward gender equality ( $r = 0.468$ ,  $p = 0.000$ ), and experiences with gender diversity issues ( $r = 0.541$ ,  $p = 0.000$ ). This underscores the significant impact that personal values and beliefs have on one's willingness to learn about, engage with, and advocate for gender-inclusive practices.

Moreover, the level of perceived support for inclusivity is significantly correlated with all areas of gender awareness, particularly regarding perceptions of inclusivity ( $r = 0.628$ ,  $p = 0.000$ ). This suggests that an environment characterized by institutional and peer support can enhance understanding and receptiveness to gender-related concerns. Likewise, the effectiveness of training correlates strongly with all variables, highlighting the importance of comprehensive, well-structured, and inclusive coaching education and professional development programs in advancing gender diversity awareness.

These findings have important implications for both sports education and leadership development. They indicate that enhancing the quality and scope of coaching practices, especially those anchored in democratic, transformational, and inclusive leadership principles, can effectively enhance gender diversity awareness. Educational stakeholders, including school administrators and sports program developers, should prioritize incorporating gender sensitivity and inclusion training into regular coaching workshops.



Furthermore, the strong correlations found indicate that initiatives aimed at cultivating inclusive attitudes and environments could have extensive benefits across multiple dimensions of gender awareness. Future research could investigate which particular elements of coaching strategies and training programs exert the most significant influence on awareness or how peer mentorship impacts these favorable outcomes. Ultimately, fostering gender-diverse and inclusive sports settings not only elevates awareness but also encourages equity, respect, and psychological safety for all participating athletes and coaches.

With all p-values being less than the 0.01 threshold for significance, **the null hypothesis is rejected**, affirming that there exists a significant association between the influence of coaching in sports activities on attitudes and the level of gender diversity awareness among coaches and athletes.

### 7. Does the coach's role significantly influence athletes' attitudes toward gender diversity in sports activities?

**Table 28**

*Predictors of Athletes' Attitudes Toward Gender Diversity*

| Variable                          | B     | SE   | $\beta$ | T     | P      | 95% CI |       |
|-----------------------------------|-------|------|---------|-------|--------|--------|-------|
|                                   |       |      |         |       |        | Lower  | Upper |
| (Constant)                        | -0.17 | 0.16 | -       | -1.11 | < .270 | -0.48  | 0.14  |
| Coaching Style                    | 0.02  | 0.05 | .02     | 0.42  | < .677 | -0.08  | 0.13  |
| Autocratic                        | 0.05  | 0.05 | .04     | 1.03  | < .305 | -0.05  | 0.15  |
| Democratic                        | -0.01 | 0.07 | -.01    | -0.09 | < .930 | -0.15  | 0.14  |
| Transformational                  | 0.08  | 0.07 | .07     | 1.04  | < .302 | -0.07  | 0.22  |
| Transactional                     | 0.34  | 0.07 | .32     | 4.81  | < .000 | 0.20   | 0.47  |
| Laissez Fare                      | 0.05  | 0.04 | .06     | 1.41  | < .160 | -0.02  | 0.12  |
| Perceived Support for Inclusivity | 0.39  | 0.07 | .40     | 5.58  | < .000 | 0.25   | 0.53  |
| Training Effectiveness            | 0.13  | 0.07 | .13     | 1.93  | < .056 | -0.00  | 0.26  |

**$R = .93, R^2 = .86, R^2_{adj} = .85, F(8, 171) = 130.75, p < .000$**

Table 28 presents the findings from the linear multiple regression analysis, demonstrating that the eight predictor variables collectively explain 85% of the variance in athletes' attitudes toward gender diversity, with  $F(8, 171) = 130.75$  and  $p < .000$ , which indicates a strong model fit. This indicates that the

selected predictors—such as different coaching approaches, perceived support, and the effectiveness of training—significantly impact how athletes shape their attitudes regarding gender diversity.

Among these predictors, only the transactional coaching style ( $\beta = .32$ ,  $p < .000$ ) and perceived support for inclusivity ( $\beta = .32$ ,  $p < .000$ ) showed significant positive unique contributions to forecasting athletes' attitudes. This means that athletes are more inclined to foster favorable attitudes toward gender diversity when coaches establish structured, goal-focused, and feedback-oriented settings—characteristic of transactional leadership—and when athletes feel backed in inclusive and supportive environments.

Conversely, other coaching styles—namely autocratic ( $\beta = .04$ ,  $p = .305$ ), democratic ( $\beta = -.01$ ,  $p = .930$ ), transformational ( $\beta = .07$ ,  $p = .302$ ), and laissez-faire ( $\beta = .06$ ,  $p = .160$ )—do not significantly predict attitudes toward gender diversity. This suggests that, while these styles might hold theoretical or educational value, they lack a strong independent effect in this particular context. Their influence could be mediated by factors such as communication effectiveness, team culture, or outside support systems. Additionally, training effectiveness ( $\beta = .13$ ,  $p = .056$ ) was close to being significant, implying that its effect could become notable with larger or differently structured participant groups.

#### **8. Based on the results of the study, what training module can be proposed to enhance gender diversity awareness and inclusivity in sports coaching?**

##### **TRAINING MODULE**

##### **"Inclusive Coaching: Fostering Gender Diversity Awareness in Sports"**

##### **Summary of Findings**

Based on the analysis and interpretation of data, the following are the findings of the study:

1. Teacher-coach respondents come from diverse backgrounds in age, gender, academic qualifications, and years of experience, with most being experienced professionals holding postgraduate degrees. Similarly, student-athletes represent a broad spectrum of age ranges and grade levels. This diversity among both groups underscores the importance of inclusive and developmentally appropriate coaching strategies.
2. Different coaching styles impact athlete and coach attitudes in varying ways. Democratic and transformational coaching are perceived to have the most positive influence, particularly in promoting motivation, teamwork, and inclusivity. While transactional and autocratic styles are effective for structure and performance, they may raise concerns regarding creativity and long-term motivation. Laissez-faire coaching, though encouraging independence, might not offer enough guidance and support for inclusivity.
3. Both coaches and athletes demonstrate a moderate to high level of gender diversity awareness, showing strong recognition of gender inclusivity and knowledge about diversity. However, participation in

diversity-related training and advocacy remains moderate, indicating areas where education and engagement could be improved.

4. Significantly, there is no notable difference in how coaching influences attitudes between coaches and athletes, suggesting that both groups are similarly affected by various coaching approaches. Likewise, there is no significant difference in gender diversity awareness between coaches and athletes; both groups exhibit comparable levels of awareness across various dimensions.
5. A strong and statistically significant relationship exists between the influence of coaching in sports activities and the level of gender diversity awareness. This implies a close link between coaching styles and practices and promoting inclusive attitudes.
6. Lastly, while the coaching-related predictors collectively account for a large portion of the variance in athletes' attitudes toward gender diversity, none of the individual predictors independently shows a significant influence.
7. These findings collectively emphasize the importance of fostering democratic and transformational coaching approaches to enhance gender inclusivity. They also highlight the need for more targeted training and advocacy efforts to improve gender diversity awareness in sports settings further.

## 1

Based on the findings of the study from the gathered data, the following conclusions were formulated:

1. The diverse demographics of coaches and athletes highlight the need for inclusive and developmentally appropriate coaching, because a varied group requires tailored approaches to shape attitudes and values effectively.
2. Democratic and transformational coaching are crucial for optimal outcomes. They empower athletes and build teamwork, while other styles, though structured, may hinder long-term motivation and inclusivity. This emphasizes the importance of adaptive, balanced strategies.
3. The moderate gender awareness among participants points to a continuing need for education and engagement. Strengthening inclusive practices in sports demands ongoing, proactive efforts to bridge the gap between awareness and active participation.
4. The consistent impact of coaching on attitudes across both coaches and athletes suggests that coaching practices have a pervasive influence throughout the sporting environment. Similarly, shared gender diversity awareness means targeted inclusivity initiatives can benefit everyone.
5. The strong link between coaching and gender diversity awareness underscores that inclusive coaching practices are vital. They directly shape attitudes, making them a powerful tool for fostering acceptance in sports.

6. Finally, while many coaching factors influence attitudes, the lack of significant individual impact from predictors reinforces the need for a holistic approach. Promoting gender inclusivity requires comprehensive strategies, not just isolated efforts.

### **Recommendations**

Based on the formulated conclusions, the following recommendations were formulated for specific beneficiaries of the study:

1. For Coaches and Trainers. This research underscores the effectiveness of adaptive and balanced coaching strategies. It is recommended that coaches and trainers continue to prioritize democratic and transformational approaches to foster athlete empowerment, motivation, and holistic development. Furthermore, given the observed need for enhanced gender awareness, it is crucial to implement regular professional development programs focused on gender diversity and inclusive coaching practices.
2. For Educational Institutions and Sports Program Coordinators. The findings highlight the pivotal role of institutions in shaping attitudes. It is recommended that educational institutions integrate comprehensive modules on gender diversity, inclusivity, and effective coaching strategies directly into their sports programs. Institutions must also establish and rigorously enforce policies that guarantee equal opportunities for all athletes, cultivating a supportive and inclusive environment. Consistent monitoring and evaluation of these policies are essential to ensure their efficacy.
3. For Athletes and Student-Athletes. This study emphasizes the importance of active engagement from athletes. It is recommended that athletes proactively participate in diversity training sessions and inclusive sports activities to deepen their understanding and appreciation of gender diversity. They are strongly encouraged to become advocates for inclusive practices and seek mentorship from coaches to develop their grasp of inclusivity within sports further.
4. For Sports Organizations and Governing Bodies. The research reveals a significant relationship between coaching and gender awareness. It is recommended that sports organizations collaborate closely with educational institutions to design and implement impactful diversity training programs, workshops, and seminars focused explicitly on gender inclusivity. Governing bodies should establish and disseminate clear guidelines and policies that promote gender awareness and inclusivity across all sports activities.
5. For Policy Makers and Education Authorities. This study provides clear evidence for informed policy development. It is recommended that policymakers in the education and sports sectors prioritize the mandatory inclusion of gender diversity education within school curricula and sports programs.

Furthermore, they must formulate robust policies that guarantee equal opportunities for all athletes and allocate sufficient resources for ongoing education on gender diversity and inclusive practices.

6. Recommendation for Module Validation. To facilitate the practical application of these findings, it is highly recommended that a dedicated "Module on Inclusive Coaching and Gender Diversity in Sports" be developed. This module should cover best practices in democratic and transformational coaching, strategies for fostering gender awareness, and practical approaches to implementing inclusive policies. This module should be formally presented and validated during LAC (Learning Action Cell) sessions or INSET (In-Service Training) programs for coaches, educators, and sports program coordinators. This validation process will ensure its relevance, practicality, and effectiveness for widespread implementation.

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