

Sports Training Program Implementation and Competitive Orientation of Athletes as Mediated by Coaches' Leadership Role in Sports

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Abstract

This descriptive-quantitative study utilizing mediation analysis evaluated the mediating role of coaches' leadership in sports on the relationship between sports training program implementation and the competitive orientation of athletes. With 166 respondents chosen based on the stratified sampling technique, the researcher gathered data utilizing adapted questionnaires relative to the three identified variables. Instruments used were tested for reliability and validity using Cronbach Alpha Test and content validation by experts. Data were taken through online Google forms and face-to-face surveys. Applying the mean, Pearson moment of correlation, and Sobel Z-Test, the study findings displayed that the level of sports training program implementation and the role of coaches' leadership in sports were very high. In contrast, the level of competitive orientation of athletes was high. Also, results elucidated that sports training programs have a statistical relationship with athletes' competitive orientation and the role of coaches' leadership in sports. Lastly, the study revealed that the role of coaches' leadership in sports has a significant mediating role in the relationship between sports training program implementation and the competitive orientation of athletes in a full mediation capacity.

Keywords: physical education, sports training program, competitive orientation, coaches' leadership role in sports, mediation, Philippines

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1. Introduction

Many reasons can be accounted for, which cause the athletes, the coaches, or the teams to fall on confidence and lead their competitive orientations to stumble. These may happen because the coaching staff lacks direction to boost the athletes' competitive orientation level. If this happens in a vicious cycle, failures in competitions become difficult to overcome (Skinner, 2013). Historically, the sports competition performance of the Philippines has been seen as poor. Based on different elite sports competitions it has joined for a number of years internationally, it shows fluctuating results. These are in Olympic Games, Asian Games, and the Southeast Asian Games (SEAG). Records reveal that the country in 2006 ranked 18th only, and in 2010, it ranked 19th with 46 participating countries in Asia (Tuliao & Carag, 2020). In the Caraga region, performance in sports, especially during Palarong Pambansa 2019, could be better. Among the 17 regions participating in the yearly sports event, the Caraga region ranks 15th, with Bislig City, which has contributed a silver medal only in all events held (Department of Education–Caraga 2019).

One of the main reasons for low performance in sports competitions is athletes' low, competitive orientation. The athletes with high performance appear closely related to high competitive orientation. Though, it still needs to be proven in other sports. Generally, the athletes' chance of joining competitions can lead to greater exercise intensity than in sessions. A competitive environment is one factor that improves the athlete's competitive advantage. Winning versus task mastery can also affect performance physically, especially during a competitive game. In a team competition, mimicking strategy in competitive games acts as performance enhancement and can better transfer performance results to higher exercise intensity (Ives et al., 2020).

Implementing the training program becomes one of the most significant foundations of athletes' highly competitive orientation. When coaches stir a high level of motive during training, athletes will most possibly respond to the coaches' inspiring actions and words. Their mindset can be turned to positive motivations during the training, and most appropriately, their behaviors and actions go with it (Claudia, 2017).

Likewise, Sari et al. (2022) find out that the coaches' instruction and training behaviors during training sessions matter a lot. How they employ positive communications from them to the athletes and among athletes can lead towards the positive competitive orientation of the latter. This will also give double effects when positive feedback and social support are afforded to the athletes. Hence, the training program's implementation has comprehensively touched not only the sports skills of the athlete but also the governing training behavior of coaches.

Lastly, during training program implementations, when the coaches' leadership roles in applying democratic techniques and strategies align with each other, these can give players high confidence in themselves to attain high

performance and competitive orientations during the final rounds, as revealed during Women Skate Championship (Khalaja et al., 2021).

In line with the above premise, only a few researches are available with regard to the relationship between sports training programs and the competitive orientation of athletes. Also, the researcher has not come across any study of the mediating role of coaches' leadership in sports towards sports training programs and competition orientation of athletes. Hence, it is in this context that this present study has been undertaken into consideration. Getting the overall picture of this study's results may lead to enhanced provisions in these areas, which can serve as a reference to achieve more winnings in any sports competition.

In order to fully understand this study, the researcher provides the literature reviews taken from various articles and studies based on the independent, mediating, and dependent variables. The independent variable deals with sports training programs with indicators of instructional content, training strategies, scheduling systems, and administrative support (Johnson et al., 2018). The dependent variable concern the competitive orientation of athletes with indicators of personal standards, concern over mistakes, perceived parental pressure, perceived coach pressure, and doubts about action and organization (Dunn et al., 2021). Lastly, the mediating variable is the role of coaches' leadership in sports, with specific indicators of training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback (Mohd et al., 2017).

Specifically, as the independent variable of this study, the Sports Training Program is one relevant aspect in attaining competitive orientation of athletes that aims to identify their basic knowledge and skills and enhance performance by tapping mental and physical capacities. (Kumyaito, 2018). It is a particular type of training designed to improve fitness and abilities to perform in a given sport. It also considers advice on nutritional values. Its main aim is to develop the performance capacity of sports persons so that they achieve the highest possible performance (Gomez et al., 2018). Yet, most training programs are set to respond to only one or a few needs. These are not progressive and developmental. Training sessions lack continuity and measurements of athletes' growth and are not continuously undertaken (Lumintuarso, 2020).

The first indicator of the sports training program is *instructional content*. Instructional content in sports training refers to the presuppositions intended to be undergone in actualizing the basic knowledge and skills in a chosen sport governed by rules, specific knowledge, and skills, and intended expectations of mastery (Masaryk University, 2019). In most cases, planning can lead to athletes' injuries due to overtraining or lack of mastery because of poor content (Kumyaito et al., 2018).

The second indicator of the sports training program is *training strategies*. It simply denotes a training plan formulated from valuable experiences based on sports competitions' achieved outcomes (Encyclopedia.com, 2023). In a number of athletic groups, it has been found that resistance or strength training enhances power, muscle mass, speed, and strength and decreases risks of injury. However, training strategies that are not evaluated regularly vis-a-vis their impacts on the athletes' performance can still hamper the proper growth of athletes. These can even give them anxiety and detraining attitudes (Jukic et al., 2020).

Subsequently, the third indicator is the *scheduling system*. With planning, time organization is a requirement since planning leads to actualizing steps that must be done within time frames. All procedures must be predicted to arrive at the results. Proactive planning is a better ingredient since coaches and athletes must be ready for unforeseen events during training sessions or competitions. They must also be flexible with time, not only in theory but also through training programs and athletes' experiences "managing their time" (Macquet, 2018). The challenge is on sleep duration before the training that has caused pre-training fatigue level of athletes. There is a need for coaches to schedule training in such a way that athletes can sustain positive sleeping habits and decrease fatigue (Sargent et al., 2014).

Lastly, *administrativathletes' competitive orientation* must be in the sports training program. As part of the administration, sports managers must create teamwork with athletes to motivate, organize, and lead them into action. This job of sports managers is key to motivating athletes to achieve the desired team performance and experiences for the team to succeed (Online Master of Athletic Administration, 2020). On the contrary, some administrators lack appreciation, understanding, and support for the coaches and athletes, that have decreased their inner motivation to perform better and achieve more wins in competitions (Saba et al., 2022).

Meanwhile, the quality competitive orientation of athletes is the dependent variable of this study. It can be equated with participation in performance viewed as part of elite sports. It simply brings top athletes or teams who can compete nationally or internationally. This also includes talent identification with development progression in competitive orientation. Specifically, it starts with attracting, selecting, and transitioning until nurturing these athletes to participate in high-caliber sports competitions (Kela et al., 2023). Relative to this is the concern about competitive anxiety. This is because the higher the competitive athletes' competitiveness, the higher their anxiety. Achievement motivation of a person may make or break his emotional reactions leading him to success or failure (Jamshidi et al., 2015).

The first indicator of the competitive orientation of athletes on the athlete's *personal standards* of performance. Personal standards are influenced by the team's motivational climate, competitive standards, team

culture, and sports program goals. Meanwhile, their individual attitudes, desired achievements, personality characteristics, social relations, values, and self-regulations contribute a lot to the growth of personal standards. It has been a common idea that these tickle athletes' feelings, thoughts, behaviors, and actions (Beaumont et al., 2015). What makes the personal standard of athletes lower is demotivation. This is when they experience negativities with coaches and teammates during training and plays that they try to withdraw their personal connections and lessen interactions in the team (Ponseti et al., 2019).

Secondly, the indicator of *concern over mistakes* is also considered in competitive orientation. Student-athletes always experience six individual concerns. These are on balancing athletic duties and responsibilities with own social interactions, maintaining academic and athletic responsibilities, sustaining athletic success with emotional strength, and actively responding to the demands of connecting with entities such as parents, coaches, teammates, and friends aside from addressing the finality of their athletic stint in the college they are in (Apack & Sarpong, 2015). Similarly, performance and habitual errors during competitions are major issues. Thus, several practical and conceptual areas highlighting the particulars of expert performance must be looked into. Error analysis needs to be done. An athlete can commit an error either as a response to the chain or initiation of the chain due to competitive stress or too much effort during practice. So, error analysis deals with determining the best and worst performances to look deeper into the optimal and non-optimal performance (Hanin et al., 2015).

The third indicator is *perceived parental pressure*. The youth players and the expectations of their sports environments, created by the coaches, often experience conflicts. This is much more if parents of these players meddle in their children's sports experiences and who may have different expectations, opinions, goals, and values other than their own children's and the coaches. Misunderstandings often occur between coaches and parents concerning athlete position assignment, team selection, playing time, coaching methodologies, training activities, and even chances of gaining more awards and winnings in participated sports competitions (Bonavolontà et al., 2021), the issues of losing and winning and assessment of athletes' sports abilities, skills and attitudes, and even behavioral problems can lead to serious conflicts between parents and coaches, parents and athletes and among parents themselves (Aicinena & Eldridge, 2018).

The challenge of *perceived coach pressure* is also noted in competitive orientation. Recent research has stressed the impacts of coaches' practicing pressure training in sports. This may have a negative effect at the surface level, but if systemically created, it can result in quality athlete performance. Pressure then is characterized by putting force to perform exceptionally. Coaches can provide varying stressors like forfeit, task, and judgment in their training. Though some researchers prove that pressure can result in underperformance in a number of performance skills, other researchers reveal that creating pressures can lead to quality performance among athletes (Stoker et al., 2016). The coaches' controlling style focusing on authority, pressure, and coercions could create an environment of pressure for the athlete to accomplish their demands which could sometimes lose their motivational goals to perform better and in the long run, achieve less for the team (Ramis et al., 2017).

The next indicator in Competitive Orientation is *doubts over actions*. In the latest research reviews, this indicator can be viewed positively as an acceptance-based approach and mindfulness, which is relevant in upholding quality sports outcomes, such as in athletic plays. This factor deals with the athletes' internal experiences, such as cognitions, physical sensations, and emotions while on tasks and at play. Though it can be changed by controlling it consciously, changing one's mood through other factors, reducing internal experiences, and ever suppressing it internally, this can still be experienced by growing athletes that can cause personal issues. There can be an accepting approach to situations when the athletes are disturbed due to too much mindfulness of their performance. These are being compassionate for oneself and others and being curious and open toward experiences that may occur while playing. As with mindfulness, several athletes who plunge deeper into acceptance-based programs have improved their ranking in national competitions and have experienced significant decreases in pre-competition anxieties (Van Dyke, 2019).

The last indicator focuses on *organization*. It has been noted that physical and mental health in sports is a must at all times. This varies according to the athletes' capabilities, especially when exposed to anxiety and stress in competitive orientation, which is needed to acquire organizational skills. Living with efficient and effective organization skills will result in high-quality performance in sports and real-life situations and effects, lessen anxiety and stress levels, and be more focused on their sports performance. With a lack of organization, athletes are easily disturbed and tensed so they tend to practice cramming in their system. If they experience disorganized lifestyles, their sporting talents can go into the trash (Dawson, 2019).

Moreover, the role of coaches' leadership in sports is the mediating variable of this study. In its true essence, it is a highly complex process. This involves game strategy planning practices, mentoring athletes, and organizing teams, including more than sharing one's expertise in chosen sports. In addition, coaches' leadership guides the athletes' attitudes as an area to be considered of the coaches' efforts and which can result in their positive behavior as intended for them to display. On the contrary, all the tasks performed by the coaches may be achieved and satisfied, but the players' needs and interests are not answered. Hence, effective leadership in coaching happens when players perform, complementing the coaches' intentions and at the same time, having their own interests and

needs achieved (Misasi et al., 2018).

The first indicator of the role of coaches' leadership in sports is *training and instruction*. A new coach's foundation of experience and education must have a unique basis. It means his stored knowledge as a neophyte is already combined with bits of information, careful reflection, and additional experience. Intrapersonal and interpersonal skills also deal with understanding oneself and others. More so, professional knowledge consists of creating functional quality training sessions for optimal applications of learning in sports competitions. They must also challenge the athletes to accept the teams' specific goals, hold game-like and competitive practice activities, maintain athletes' mental and physical strength throughout practice, and ask for their input and decisions during practice and in making practice designs. All else fails if these are not done (Knight, 2020).

The second indicator of the role of coaches' leadership in sports variable is *democratic coaching behavior*. Here, the coaches eliminate dictating to the athletes what to choose and decide. The athletes' input on goal setting and decision-making matters most. This democratic behavior of coaches is athlete-centered. It gives autonomy and freedom to athletes and their performance in training sessions and competitions. The athletes act as active collaborators in their teams' performance and development. When they do the opposite, they lose the team's vision (University of Arkansas, 2018).

The third indicator is the *autocratic leadership* role of coaches. An autocratic leader imposes rules and makes sure everyone follows them. He makes all relevant decisions. He disallows out-of-the-box thinking. He acts as the sole provider of inputs. He is structured and gives all processes and training session strategies. However, there are still advantages of autocratic leaders who can turn the worst situations into positive ones (Carter, 2019). With this role, the coaches' strong leadership can result in the accomplishment of things fastly and accurately. This is so when the coach is the most well-equipped individual in the team, because he can push the team to quick and effective results in decision-making. However, the coaches' drawbacks include hurting members' morale by ignoring their creativity, experiences, and expertise (Cherry, 2020).

The fourth indicator in the role of the coach's leadership role is *social support*. It has been noted that coaches are one of the most significant social agents with regard to athletes' behavior. The psychological and social performance of athletes depends on the coaches' attitudes and guidance. Even if the athletes are hard-working and well-motivated, the coach's intervention for them to achieve success since they are led, guided, and trained by them matters most, tactically and technically. The coach is the sportsperson who forms and transforms athletes' knowledge, skills, and attitudes. Yet, if he does his own thing and stops supporting his team, he loses the team's mission of playing and winning (de Albuquerque et al., 2021).

The last indicator of the coaches' leadership role is the provision of *positive feedback*. Feedback can be positive to boost one's morale, improve performance quality and empower one to make correct decisions and actions. In sports, coaches have to identify and elaborate on the positive behavior of athletes. There is a need to explain the positive behavior and allow acceptance from the athletes' part in order to enhance self-worth. The athletes must also thank the giver for the positive feedback and practice humility (Moore, 2020). Being a positive coach requires time and effort to be. Athletes can gain better skill development if coaches employ positive feedback. This decreases athletes' anxious behavior, raises self-confidence, and leads them to return better in the next event. Coaches who cannot give good feedback will lead the team to failure (Driska, 2019).

Several studies have proven that sports training program is relevant in the competitive orientation of athletes. In a study on determining the effects of functional training on soccer players in Turkey shows that these positively impact some physiological and bio-motor skills. Strength training, Olympic weightlifting, aerobic training, and body weight training are beneficial to the athletes' bodies once they perform well. It has been implied that functional training can be a relevant strategy in increasing endurance and muscle strength among younger athletes to create motoric properties. Hence, coaches' training programs focusing on functional areas of any sport play a very big role in the foundation of the athletes' competition orientations (Turna & Alp, 2020). Training also allows athletes to gain more knowledge of their sport as well as enables them to learn about the importance of having a healthy body, mind, and relationship with co-players, thus leading them to achieve competitive orientation (Sports Medicine Information, 2023).

In a study on futsal coaches' training programs in relation to their athletes' performance factors, results manifest that the athletes' psychological, technical, physical, and tactical performance and the role of athletes' leadership are significantly different between elite and novice groups on inferiority games, execution timing, small-sided games and opposition of drills and training items. Further, there are significant differences between intermediate and novice groups in opposition, the drill and training items, and inferiority games. There is also a significant impact of the training contents on the athletes' established personal and team goals to achieve good performance and results during the competitions (Serrano et al., 2013).

On the variables between the role of coaches' leadership in sports and the competitive orientation of athletes, the research about coaches' leadership roles with regard to their athletes' satisfaction and performance during Women Skate Championships revealed more on training and instruction of coaches and less on their democratic role of leadership. There is a positive correlation between social support, training and instruction, positive

feedback, and autocratic role. There has also a positive correlation with the athletes' overall satisfaction and performance during the championship games (Khalaja et al., 2021).

Using a Leadership Scale for Sports questionnaire comparing female and male athletes' perceived preferences of their coaches' leadership styles and their outcomes in competitions in Malaysia reveals that both males and females prefer the indicators of training and instruction over autocratic leadership. Females are perceived to have opted more for social support, training and instruction, and positive feedback than males. This is based on the athletes' gender and the coaching styles of their coaches.

Having discussed this study's literature and research, the researcher has fully understood the functionality and relevance of his present endeavor. The abovementioned concepts and ideas have helped in the establishment of the context of the study and its relationship to the conceptual framework, identification and selection of the population, and most especially, on the decision on the method to be employed based on the objectives. Further, this present study shall try its best to bridge the gap of existing literature by determining the relationships of its variables on sports training programs' role of coaches' leadership and the competitive orientation of athletes.

This study is founded on relevant theories that focus on sports training programs as mediated by the role of coaches' leadership in sports resulting in the quality competitive orientation of athletes. The first theory relevant to this study is the Training Theory espoused by Miloslan Ejem (1992), which highlights that training is all about what coaches do with their teams. In a long-term physical aspect, it stresses physical as well as mental development, both for the individual player and the whole team. This theory states that despite athletes' limitations, they can accomplish positive results in different sports competitions since they have reached their maximum performance. This also emphasizes that through training, athletes are slowly experiencing psychological, social adaptations, and biological changes, leading them to full readiness in a match or tournament. Various training loads are undergone by athletes provided by their coaches for them to be physically ready for any competition. The proponent of this theory further explains that athletes must acquire and display high levels of team and individual performance, which are critical in training.

The second theory this study has anchored on is the Trait Theory relevant to the coaches' leadership styles. Authored by Thomas Carlyle in the mid-1800s, the rationale of the Trait Theory of Leadership traits results in behavior patterns that can be congruent with varying situations. The individuals here are "born leaders." In this theory, leaders have the associated traits of motivation wherein they can inspire and encourage others to be the best that they can be. They have the decision and solutions that display their commitment to the team's desired goals, and they are brave to achieve them despite adversities. They display the trait of dynamism, which manifests their direct push of something without being authoritative and aggressive. Then, they have adaptability and flexibility, which tests the ability to keep going and learning and to adapt to flexible situations aside from always putting their best foot forward.

Furthermore, this study is also supported by the Pyramid Model of Sport Development (Green, 2005). This model assesses sports participation factors which encompass three stages. These factors are found to be compelling, which can increase individual and team participation rates and dedication to the chosen sports. Here, varying opportunities and motivational experiences can be adopted, which are very influential on each individual's performance, whether for a coach or an athlete, in carrying out his duties and responsibilities and making informed decisions in their sports.

Hence, having espoused these three theories as the foundation of this present study, it can be fully understood that the coaches' roles and leadership skills can improve or lessen the athletes' competitive orientation, especially since, with training, they are the main drivers of the implementation of the program, all for their athletes' holistic capabilities as persons. Training plus athletes' traits are the main ingredients toward the sports development of the whole team. Thus, achieving more wins and more holistic progress can truly lead them to transformational learning in any endeavor in the future as founded by their sports life.

The main purpose of this study is to evaluate the sports training program implementation and competitive orientation of athletes mediated by the coaches' leadership role in sports of private and public schools in the City Division of Bislig, Surigao del Sur. Specifically, it determines the level of sports training program implementation in terms of instructional content, training strategies, scheduling system, and administrative support. It also assesses the level of the role of coaches' leadership in sports in terms of training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback. Thirdly, it ascertains athletes' level of competitive orientation on personal standards, concern over mistakes, perceived parental pressure, and doubts about actions and organization. Consequently, it determines the significant relationships between sports training programs and the competitive orientation of athletes, sports training programs and the role of coaches' leadership in sports, coaches' leadership in sports, and the competitive orientation of athletes. Lastly, it wants to find out the mediating role of coaches' leadership in sports on the relationship between sports training program implementation and the competitive orientation of athletes. Tested at 0.05 level of significance, it hypothesizes that the significant relationships among the study's independent, dependent, and mediating variables are shown in Figure 1. The independent variable of this research focuses on sports training programs which are depicted by indicators, namely

instructional content, training strategies, scheduling time, and administrative support (De la Cruz, 2015). Sports training program refers to the documented process that can identify basic skills and enhance performance through rigid implementations of the athletes' mental, psychosocial, emotional, and physical conditions. It includes *instructional content* which aims to attain discipline, acquisition of skills, and team effectiveness and efficiency. On the other hand, *Training strategies* are a mixture of scientific processes, methodical and psychological supports with planning, leading, organization, and assessments of skills in order to lead and assist athletes in developing and enhancing their innate sports skills. Further, the *scheduling system* reminds the athletes where they are going, how far they are faring, and what milestones they are heading. *Administrative support* involves organizing sports training strategies, implementing them with athletes, and preparing sports equipment and facilities for use.

Subsequently, the dependent variable of this study is the competitive orientation of athletes, defined as athletes' aspirations to achieve greater results in their training. It plays that can situate the team above or higher than other teams. It starts with *personal standards* as the first indicator which means accepting one's sports performance at hand; analyzing and putting the experience under one's feet to view a new perspective of the horizon. The second indicator is concern over mistakes, and it is setting worry time at a specific time but not dwelling on blaming oneself for one's performance. The third indicator is perceived parental pressure; this is described as parental behavior, perceptions, and visions that are essential for the development of their children to participate, love, and motivate them to succeed in their chosen sports. Fourthly is perceived coach pressure which means fear of not meeting the expectations of coaches. Fifthly doubt over actions is described as the thorns of achieving quality performance equated with nervousness, fear, and anger. Lastly is organization, which implies being tidy, punctual, and organized in things and activities by the athletes.

The mediating variable is the Role of Coaches' Leadership in Sports which refers to the responsibilities and duties of the coaches in prompting the athletes to improve their innate knowledge and skills in their chosen sports. The first indicator is training and instruction, wherein coaches as professionals know the sports and its rules, contents, skills, and techniques for the athletes' acquisition and development. The second indicator is democratic behavior, a leadership style wherein coaches divide responsibilities among athletes in the form of delegations. Another indicator of autocratic behavior, the coaches here are eager to accomplish the agreed tasks without team consultations. The fourth indicator is social support, which often occurs when building team relationships. This can be done through informational, emotional, and instructional techniques. The fifth indicator is positive feedback given to athletes by coaches, parents, sports managers, and other team members if intended outcomes are experienced.

Thence, during the yearly participation of Bislig City Division's Sports Delegation in the regional competitions, it has been found that both the athletes and coaches join the battles not fully armed with proper training applying the reflectively and critically formulated training programs per sport. Further, there has always been a concern or issue on the qualifications and leadership of the coaches since a Coaches Directory has not been organized. These challenges are topped with the lack of confidence of many athletes who have won in the Division competitions but have not been fully tapped into their chosen sports which must be founded from the grassroots.

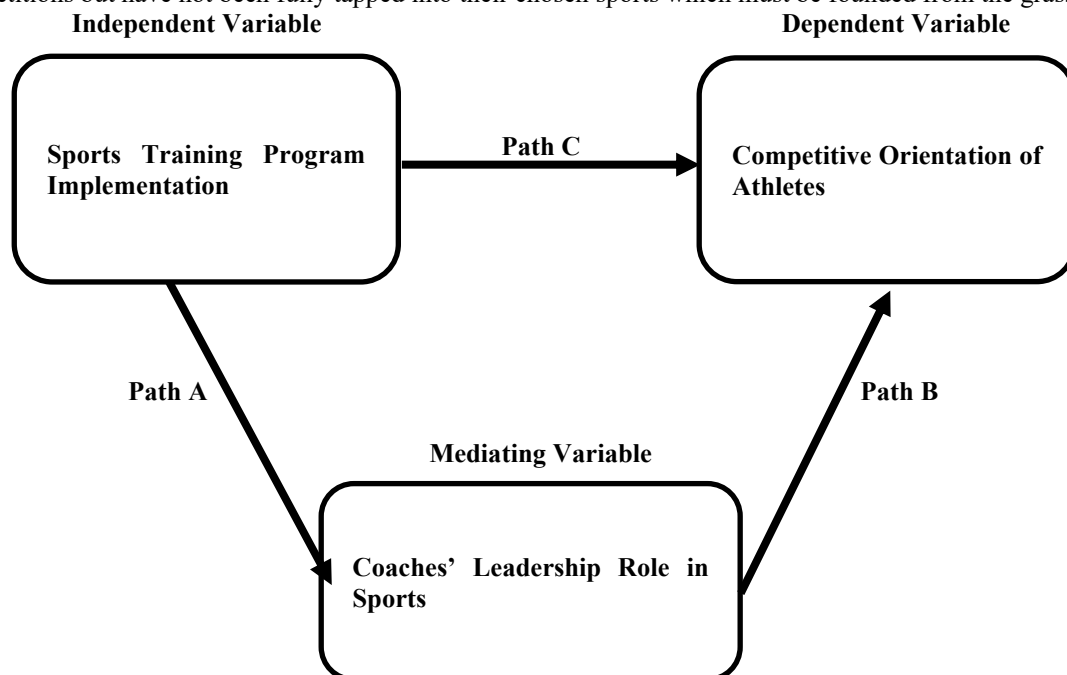


Figure 1. Conceptual Framework Showing the Variables of the Study

This study will benefit the public and private schools administration, the coaches, the athletes, the parents, the overall Bislig City Division sports delegation, and the outside community.

Being leaders in both academic and sports curricular offerings, public and private school administrators have the critical and rightful duties and responsibilities of their assigned tasks. As an offshoot of the Physical Education curriculum, the sports competition orientation of the city in the Regional and Palarong Pambansa must be evaluated objectively so as to improve the delegation's winning ranks with great consideration on the coaches, athletes and the whole individual and team sports orientation.

As the implementers of the formulated training programs, the coaches can be agents for positive change among athletes. They are their second parents who can equip them with all the knowledge, skills, habits, and attitudes for sports and real-life activities and challenges.

Parents and other stakeholders, as well as the whole Bislig City delegation, can also be given the findings of the study with the advisers, unit leaders, and subject area coordinators for them to own these and to be collaborative, especially in considering the players and to offer valuable criticisms in improving the plans of action.

Lastly, the outside community can also benefit from the findings because they can emulate the process implementations of the school on coaching and training so as to achieve greater motivation of other schools to enhance the sports talents of the youth under their care.

2. Method

In actualizing the objectives of this study, the research design, research locale, population and sample, research instrument, data collection, and analysis of data were included in this section.

Research Respondents

Using the Raosoft sampling calculator, 166 athletes were chosen from the list of 186 athletes. In computing the sample size, a margin of error of 5 percent at a 95 percent confidence level was set (Ellen, 2020).

The sampling technique employed in this study was stratified sampling because the athletes' population was diverse and they belonged to subgroups. They came from the private and public elementary and secondary schools in Bislig City Division. From these categories, they were identified based on their completed team and individual sports. Hence, the researcher wanted to ensure that all specified categories had samples that included all of them, which captured the key characteristics being studied about them (Thomas, 2022).

The study's respondents were the athletes from the public and private schools in the City Division of Bislig from different sports events who were the participants in the 2019 Caraga Regional Athletic Meet. They were chosen since they were the official winners in the City Division Meet who qualified in the regional level competitions with ages ranging from 20 years old this school year 2021-2022. Non-winners in all events were disqualified from responding to the survey instruments of this study aged 14 years old and below and 21 years old and above. In the case of respondents withdrawing to be part of the survey, drawing of lots was employed from the official list of winners. In this case, they were drawn from the 150 remaining athletes not part of the computed samples.

The research was conducted in the City Division of Bislig, Surigao del Sur. The study took place in senior high school, junior high school, and elementary public schools, as well as in five (5) private schools in the city. Figure 2 shows the Map of the Philippines, which depicts Bislig City, where all the participants lived as athletes. The rich natural forest and industrial tree plantations surround this picturesque city on Mindanao's eastern coast, which faces the Pacific Ocean. Bislig spans 24 barangays and has a total land area of 40,503 hectares, with about half designated as public forest. Bislig is a thriving and livable city that aims to produce agricultural and aquatic products while establishing itself as a premier eco-tourism destination in the Southeastern Philippines. Since then, efforts have been undertaken to strengthen and expand Bislig until the advent of the Cityhood campaign in 1999, when Bislig was turned into a component city by virtue of Republic Act No. 8804, which was legally confirmed and approved in a plebiscite held on September 18, 2000.

Materials and Instrument

This study utilized standard questionnaires adapted from three authors based on the variables of the study. The first one to measure the level of sports training program implementation in terms of instructional content, training strategies, scheduling system, and administrative support was adapted from De La Cruz (2015) of the College of Human Kinetics in Polytechnic University of the Philippines entitled Assessment of Sports Training Program. A 46-item Likert Scale questionnaire asked the athletes about the status of the different aspects of their training program implementation. The second instrument evaluated the competitive orientation of the athletes. It asked about the athletes' perceived competitive experiences in the sports that they are in. Some of these relate to their general experiences during the sports competition, and others relate to their team experiences in the sports they have recently played; adapted from Dahl (2015) is a 42-item Likert-type Scale determined how athletes have viewed some factors of their competitive experiences in their sports. The third was on the Leadership Scale for

Sports adopted by Abdilla (2017), which had 40 items that evaluated the role of coaches' leadership in sports as participated by the athletes. They were asked about their level of agreement with the leadership styles of their coaches.

To interpret the responses of the participants, the researcher used the rating scales with 5 as Strongly Agree and 1 as Strongly Disagree. The 4.20-5.0 range of means described as Strongly Agree measures the sports training program implementation, the competitive orientation of athletes, and coaches' leadership role in sports as always evident as observed. Secondly, the range of means of 3.40-4.19 on Agree level measures sports training program implementation, the competitive orientation of athletes, and coaches' leadership role in sports as often evident or observed.

Thirdly, the range of means of 2.60- 3.39 is described as Uncertain measures of sports training program implementation, the competitive orientation of athletes, and the coach's leadership role in sports as sometimes evident or observed. Fourthly, the range of means of 1.80-2.59 on Disagree level measures sports training program implementation, the competitive orientation of athletes, and coaches' leadership role in sports as seldom evident or observed. Lastly, the range of means of 1.0-1.79 on the Strongly Disagree level measures sports training program implementation, the competitive orientation of athletes, and coaches' leadership role in sports as almost never evident or observed.

The Cronbach alpha reliability test yielded these results Sports Training Program Implementation (46 items) - 0.981, Competitive Orientation of athletes (42 items) - 0.977, and Coaches' Leadership in Sports (40 items) - 0.961. The experts' validation yielded an average score of 4.5, described as very good.

Design and Procedure

This study employed a quantitative non-experimental research design using a descriptive-correlational technique. In this method, the phenomenon studied was described using numbers. These figures were arrived at with the use of statistical tools with predictions. Hypotheses were tested using statistical relationships. (Creswell & Creswell, 2018).

The quantitative non-experimental is the most suitable research process applied in this study since the variables that are being investigated with on social phenomena in the educational setting relative to levels of performance without outright manipulation of the experiences of the respondents. The different group participants are not given random assignments; hence, evidence of preference limits on the scales and their corresponding descriptions (Methodspace, 2021).

On the other hand, correlational design is applied in this study. The significant correlations among the three constructs are identified. If it is a positive correlation, the variables with high values are associated with the high values of the other variables. At the same time, if it is a negative significant relationship, the high values of the constructs are associated with the low values of the other constructs of the study (Frey, 2018).

Lastly, Full mediation analysis is employed with the mediating variable on the coaches' leadership role in sports. The mediation effects occur and carry influence both dependent and independent variables, as studied (Datapott Analytics, 2019).

The data were gathered through formal information to the Division Schools Superintendent. A formal discussion with the Division Physical Education Supervisor was done about the intention of the study. The researcher was then referred to all sports coordinators and coaches in both private and public schools. Since some respondents were already promoted to the next level, such as in College, Senior High, and Junior High School, and could not be contacted face to face, they were given the Google Form link to participate with due consent. For those who declared having slow or no internet connectivity were provided with the printed questionnaires and were given ample time for retrieval. The coaches also got involved by making a follow-up of their athletes since some were still under their leadership and care. Social media through FB accounts and messenger, as well as text messaging, were also utilized in coordinating with the coaches and athletes' participation and follow-up action.

In processing the data gathered, the researcher used statistical tools such as mean to determine the levels of the sports training programs, coaches' leadership styles, and competitive orientation of athletes; Pearson R was used in determining the significant relationships among the sports training program implementation, coaches' leadership styles and the competitive orientation of athletes and through Sobel Z-test in assessing the mediating effect of coaches' leadership style towards sports training program and competition performance of athletes.

In the study, formal requests for approved permissions were sought from the concerned authorities. The researcher considered the protocol assessments and criteria and the participants' management, acquired information's confidentiality. Identified participants were formally informed that their participation was not forced and that no blackmail or coercion was employed to get their actual participation. After determining the findings and conclusions of the study, the survey questionnaire had undergone shredding. There was no trace of soft copies from the computer, and files were deleted. No items from the survey questionnaire were altered in order to suit the respondents' level of understanding. For online survey participants, once they expressed any problem or concern, they were attended by the researcher. A one-week extension of the deadline was afforded to them, and they were

closely followed up through their coaches and personally through their social media accounts. The researcher personally visited Those who complied late and were given the questionnaire. For those who lacked or had a slow internet connection, the survey questionnaires were personally brought by the researcher following the minimum standard protocol of the City of Bislig. This study was free of plagiarized content. It had undergone a plagiarism check as conducted by the Professional school’s approved detector test. The researcher made sure that the participants did not mislead by any information asked of them. Findings and conclusions were only based on the data gathered, which requested the accuracy of the descriptive idea. Data gathered were treated per se as responses by the participants to avoid changes, additions, and deductions in their ratings. Lastly, this study had no trace of conflict of interest, such as COI disclosure, which was a set of circumstances under which professional judgment of main concern, such as the welfare of respondents or the validity of studies, tended to be affected by a secondary concern, such as economic or academic profits or appreciation. In the event of queries, confusion, and misinterpretations on the participants’ understanding of any item in the questionnaires, the researcher further explained the meaning of any statement concerned with participants. Hence, this study was solely for the purpose of the researcher who is at present a Subject Area Coordinator in Music, Arts, and Physical Education offering of his present school aside from being a Sports Coordinator for a number of years. He had worked collaboratively with his advisor and co-author, Dr. Lovella D. Serrano, as approved by the UM Ethics Review Committee with certificate no. UMERC-2021-254.

3. Results and Discussion

This chapter presented the results and implementations of the data gathered relative to the objectives of the research. This research determined the following variables and indicators: levels of the sports training programs in terms of instructional content, training strategies, scheduling system, and administrative support. Secondly, it assessed the level of the role of coaches’ leadership in terms of training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback. Thirdly, the level of competitive orientation of athletes focused on personal standards, concern over mistakes, perceived parental pressure, perceived coach pressure, doubts about actions, and organization. It also hypothesized the significant relationship between sports training and competitive orientation, sports training, and the mediating role of coaches’ leadership role in sports, and the mediating role of coaches’ leadership role in sports and competitive orientation of athletes.

Table 1
 Level of Sports Training Program Implementation

Indicators	Mean	SD	Descriptive Level
Instructional content	4.54	.593	Very high
Training strategies	4.62	.423	Very high
Scheduling system	4.60	.541	Very high
Administrative support	4.36	.610	Very high
Overall	4.53	.451	Very high

Table 1 displayed the overall results of the level of the sports training programs of both private and public schools in Bislig City Division. It was topped off by the indicator on Training Strategies with a mean rating of 4.62 and a standard deviation of .423, interpreted as Very High. The lowest mean rating was 4.36; a standard deviation of .610 fell on Administrative support, described as still, Very High. Generally, the sports training programs yielded overall mean results of 4.53 and a standard deviation of .451, described as Very High.

It simply denoted that the Division’s training sessions were successful, as reflected in the programs implemented by the various coaches in different competing events. Coaches were careful and critical in giving training strategies and mock-ups that would not cause physical distress and injuries to their athletes. They ensured there was a decrease in muscle cramps and a heightening of body temperatures, thus preparing the athletes for more strenuous physical activities relative to their sports. Also, as guides of their athletes, they highly emphasized discipline on rules and policies before, during, and after training. Moreover, aside from various trainings, the coaches also practiced linkages with the parents, teachers, local government units, and business sectors, which provided financial support in the implementation of their sports training program. With these entities’ moral, inspirational, and financial back-ups, the coaches could organize junior and senior varsity teams.

This study coincides with the findings of El-Shafee et al. (2015) on administrative support and sports training programs. As revealed, the top administrations need to augment holistic assistance to the players, coaches, and sports trainers in acquiring and actualizing their purpose and objectives of joining competitions. They must enhance collaboration, teamwork, and collegial relations among team members to achieve quality competition results. Hence, a culture of competence in sports has to be built. Meanwhile, there is a need to create and implement quality and achievable sports training activities founded on time plans, long term and grounded training modules with the association and linkage to athletes’ human and holistic growth focusing on learning the sports, building strong relationships, and good health.

Table 2
 Level of Coaches' Leadership in Sports

Indicator	Mean	SD	Descriptive Level
Training and instruction	4.58	.502	Very high
Democratic behavior	4.44	.540	Very high
Autocratic behavior	3.63	1.110	High
Social support	4.22	.748	Very high
Positive feedback	4.54	.552	Very high
Overall	4.28	.509	Very high

Table 2 shows the overall results of the role of coaches' leadership in sports in both private and public schools of Bislig City Division. The general mean rating was 4.28 and an SD of .509, interpreted as Very High. Of the five indicators, Training Instruction came out as the highest with a statistical mean rating of 4.58 and a standard deviation of .502, rated as Very High. The results implied that the coaches of Bislig City Division schools' training and instruction focused highly on coordinating and collaborating athletes' efforts. As implementers of their training program, they tried all possible ways and means of explaining to every athlete the do's and don'ts during the training sessions, and expectations were set for them to achieve every scheduled training. They also identified each athlete's strengths and weaknesses and instructed them on the needed skills to acquire in the assigned sports that they were in.

In congruence with the study of Yemiru (2020), the Athletics Club of Addis Abba preferred the Democratic Leadership style to the Autocratic style of coaches. With this style, the athletes are given the best chance to share their own suggestions, views, and positive experiences that can add to the inspiring activities implemented by the coaches while changing the team's demotivating experiences. The athletes work collaboratively with their coaches to actualize the team's vision of achieving competitive advantage.

Table 3
 Level of Competitive Orientation of Athletes

Indicator	Mean	SD	Descriptive Level
Personal standards	4.07	.597	High
Concern over mistakes	3.59	.913	High
Perceived parental pressure	3.53	1.000	High
Perceived coach pressure	3.67	.857	High
Doubt about actions	3.74	.859	High
Organization	4.27	.594	Very high
Overall	3.81	.692	High

Presented in Table 3 was the overall result of the level of competitive orientation of athletes. It had an overall mean of 3.81 and a standard deviation of .692, described as High. The organization came out as the highest of all rated indicators described as Very High. Perceived Parental Pressure had the lowest mean result of 3.53 and an SD of 1.000, interpreted as High.

The results elaborated that the athletes exhibited organizational skills in their competitive plays and experiences. However, they frankly expressed in their ratings that they could not meet their parents' expectations during competitive plays and that they felt like a failure as a person if they could not be part of the winning team during big competitions. In spite of the best preparations before the competitions, they felt they fell short of their personal and parents' standards, and they felt low with the results of the games. Further, their coaches always expected excellence from them in training and competitions; however, they felt that their parents and coaches did not fully understand their mistakes.

Orosz et al. (2018) give such practical implications on competitive orientation when their study results to the athletes' motivational and personal effects as well as avoidance of anxiety-driven competition. If the persons involved in the competition and when athletes put more pressure on them, they feel anxiety and psychological disturbances. Hence, schools must create self-growth competition orientations among athletes. Coaches, parents, and the administration must uphold process-oriented competitive orientation and mastery-based learning to defy activities and pressure among athletes and to establish constructive possibilities of competitive institutional standards. Thus, this present research coincides with this source.

Table 4
 Correlation Matrix of the Variables

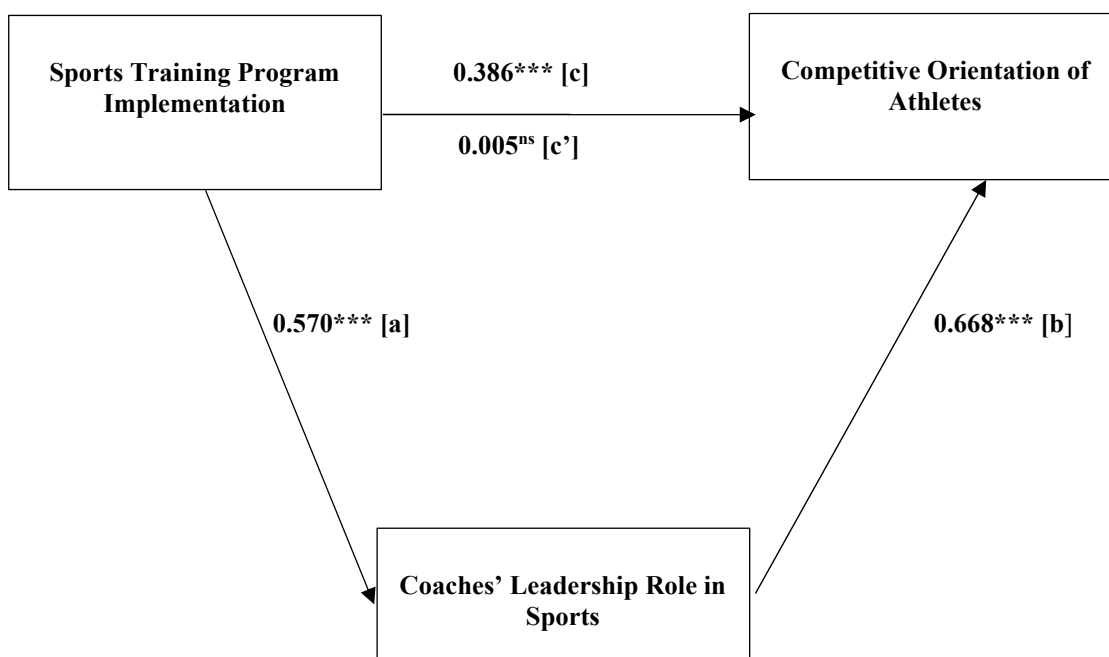
Pair	Variables	Correlation Coefficient	<i>p</i> -value	Decision on Ho
IV at DV	Assessment of sports training program and competitive orientation of athletes	0.252	0.001	Reject
IV at MV	Assessment of sports training program and coach leadership in sports	0.506	<0.001	Reject
MV at DV	Role of coaches' leadership in sports and competitive orientation of athletes	0.493	<0.001	Reject

Table 4 elaborates on the results of the correlation between the assessment of sports training programs and the competitive orientation of athletes. It also included the correlation between the assessment of sports training programs, the role of coaches' leadership in sports, and the competitive orientation of athletes.

The first finding on the significant relationship between the assessment of the sports training program as the independent variable and competitive orientation of athletes as the dependent variable, with an overall correlation coefficient of 0.052 and a *p*-value of 0.001, was interpreted as significant. The test of relationship was found to be significant; hence the null hypothesis was rejected. This showed that athletes evaluated their sports training program as closely connected with competitive orientation in their chosen sports. The indicators of instructional content, administrative support, training strategies, and scheduling system under sports training programs have significant effects on the competitive orientation of athletes with indicators on personal standard, organization, concern over mistakes, doubts about our actions, perceived parental pressure, and perceived coach pressure. This finding matched with the study of Serrano et al. (2013) that in drills and training, significant differences are found between novice and tenured coaches in the athletes' competitive performance. It shows that the higher experience and education the coaches will have, the higher the competitive advantages of the athletes. Definitely, there is a significant relationship between execution, timing, collaboration, and expertise of coaches. There was also a positive significant relationship in all training and performance levels. Coaches with lower level expertise take more time on technical training and coordination. In contrast, seasoned coaches opt for more physical conditioning and tactical training, thus can lead to high-quality performance.

The second correlation between the independent variable on the assessment of the training program and the mediating variable on the role of coaches' leadership in sports revealed a correlation coefficient of 0.506 and a *p*-value of <0.001 with the hypothesis decision of reject. This expounded relevant synonymous revelations that assessment of training programs had a close bearing on athletes' competitive orientation and performance. Likewise, there was a significant bearing between training and instruction and the role of coaches' leadership styles leading to cohesive team efforts and success. This is supported by the theoretical framework needed by coaches patterned to the Athlete Development Model. This means preparing the athletes through training and instruction applying varying strategies in different sporting environments. This is to avoid returning to the traditional performance preparation models in coaching. New standards must be actualized in order to achieve high performance in the chosen sports (Woods et al., 2020).

Lastly, there was a significant relationship between the mediating variable on the role of coaches' leadership styles in sports and the dependent variable on the competitive orientation of athletes, bearing the correlation Coefficient result of 0.493 and a *p*-value of <.001 hypothesized as rejected. This indicated that the athletes believed that the role of their coaches' leadership in their chosen sports had a great impact on their competitive orientation. The findings revealed the significant relationship between training focusing on flow experience and goal orientation theory relevant to developing competitive orientation of athletes in any sport. The athletes' task orientation played a significant part in achieving good flow during competitions. They could acquire the feeling of become more knowledgeable and skillful during competitions. This could also add up to their insights and experience in gaining the positive attitudes and traits on competitive orientations in their chosen sports (Stavrou et al., 2015).



Mediation Analysis

Sobel z	4.814705, $p < 0.01^{**}$
Percentage of the total effect that is mediated	98.611507%
Ratio of the indirect to direct effect	71.020530

Effect Size Measures

Unstandardized Coefficients	
Total:	.386
Direct:	.005
Indirect:	.570
Ratio Index:	1.476

Figure 2. Medgraph showing the variables of the study

The role of coaches' leadership in sports had a significant influence in mediating between the assessment of training programs and the competitive orientation of athletes. It denoted that coaches' who were implementing training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback satisfactorily to their athletes achieved positive influence on their training program and the athletes' competitive orientation. This variable could impact the training program and the athletes' capacity to perform well in competitions, especially if they had fully gained the reflections of competitive orientation in the sports chosen as influenced by their coaches.

Given the abovementioned evidence, the Coaching Competency Model associated with the Social Cognitive Theory explains the athletes' competitive orientation. When coaches exhibit high competency, the athletes can gain more learning from their coaches, bearing their high efficacy. Their desire to achieve greater efforts and commitment to actively engage in rigid task demands and manage the risk of failure can happen. With this, the athletes' abilities to carry heavy competitive performance challenges will be lessened, especially if their social cognition is practiced with other team members and their coaches during training and competitions (Kao et al., 2020).

4. Conclusion and Recommendation

This chapter expounds on the results evaluated from the studied variables, the conclusion gathered, and recommendations for appropriate action.

Generally, the findings displayed that the levels of sports training programs and the role of coaches' leadership in sports were Very High, and the level of competitive orientation of athletes was high. More significantly, results elucidated that the assessment of sports training programs has a relevant positive relationship with the competitive orientation of athletes and the role of coaches' leadership in sports. Meanwhile, the role of coaches' leadership in sports significantly impacted both assessments of the training program and athletes' competitive orientation, respectively. The overall result of this present research confirms the founded theoretical ground of Training Theory which further establishes that sports training involves planning which describes the training specifications and

loads intended for the athletes' holistic needs and capacities. This can be done through various physical measures and activities. In furtherance, measuring tools are employed to test their present strengths and limitations in all aspects of sports. Lastly, it shall be evaluated vis-à-vis the implementation of the training program and the athletes' overall progress and development (Fister et al., 2019).

In the light of the results, the researcher came up with the recommendations. Since the level of the sports training program was very high, in order to maintain this, the researcher highly recommends strengthening all the facets of the existing training programs of both the private and public schools in the City Division of Bislig. A yearly evaluation can also be done in order to formulate an updated and responsive sports training program for face-to-face and virtual performance based on the current needs and trends of the athletes.

In light of very high results on the role of coaches' leadership in sports, both private and public schools may enhance their existing policies on standard guidelines and qualifications set for appointing coaches. They may craft a progressive Coaches Development Program with inclusions of yearly evaluation results, recommendations for cyclical enhancements, needs and trends in coaching, and the policies and guidelines set by Sports Development of the Department of Education and other private school systems. With these, it is hoped that the quality of winnings of the Bislig City Division may be increased and thus can serve as an avenue for the athletes' holistic growth.

On the high results on the competitive orientation of athletes, to sustain this, an evaluation tool for this significant aspect of the athletes' traits, skills, and values in sports competition can be crafted, tested, and statistically analyzed. This is to be able to design a responsive and upgraded program on the limitations and weaknesses of the athlete on their competitive orientation in the sports they belong to. The newly crafted development program may include the indicators being assessed: personal standards, concern over mistakes, perceived parental pressure, doubt about actions, and organization.

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