

Coaching Efficacy of Non-Physical Education Teachers in Tabuk City, Kalinga, Philippines

Doronuin B. Dumirag, PhD

Kalinga State University, Main Campus

dbdumirag@ksu.edu.ph

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ABSTRACT

This study assessed the coaching efficacy of non-Physical Education teachers in Tabuk City, Kalinga. It described the respondents' profile in terms of age, sex, educational attainment, years of coaching experience, and sports handled, and examined the level of coaching efficacy in motivation, game strategy, technique, and character building. It also determined whether significant differences exist when respondents are grouped according to their profile. The study used a quantitative descriptive-comparative design, and data were gathered through a structured questionnaire from 282 non-Physical Education teachers assigned to coaching roles in selected public schools. The results showed that the respondents demonstrated a very high level of coaching efficacy across all areas. Character building and motivation obtained the highest ratings, indicating strong confidence in guiding values and sustaining athlete engagement. Game strategy and technique also received very high ratings, although slightly lower compared to other areas, suggesting the need for further improvement in strategic decision-making and individualized skill instruction. The findings also revealed significant differences in coaching efficacy when grouped according to age, sex, and years of coaching experience. This indicates that personal and professional characteristics influence how teachers perceive their coaching ability. The results suggest that even without formal training in Physical Education, teachers can perform coaching responsibilities with confidence, although further training and support may still be beneficial.

Keywords: Character Building, Coaching Efficacy, Game Strategy, Motivation, Technique

INTRODUCTION

Coaching in school sports plays an important role in the development of students. It is not only about preparing athletes for competition but also about guiding them in discipline, teamwork, and personal growth. In many public schools, coaching responsibilities are assigned to teachers who are not trained in Physical Education. This situation is common in areas like Tabuk City, Kalinga, where available personnel are designated based on school needs. Because of this, it becomes important to understand how confident these teachers are in handling coaching responsibilities. Coaching efficacy refers to a teacher's belief in their ability to guide athletes and influence their performance. When teachers believe they can perform their role well, they are more likely to handle coaching tasks with confidence and consistency (Myers et al., 2015).

Coaching efficacy can be observed in how teachers motivate their athletes. A confident coach is more capable of encouraging students to participate, stay committed, and improve over time. Teachers who feel confident in their role are more likely to communicate clearly, provide meaningful feedback, and create a supportive training environment. This kind of environment helps athletes stay engaged and continue improving their performance. Motivation also plays a key role in sustaining participation in school sports, especially when students face challenges during training and competition (Myers et al., 2017).

Coaching also involves making decisions during training sessions and actual competitions. Teachers who serve as coaches are expected to plan activities, adjust strategies, and guide athletes during games. This can be challenging for those who do not have formal training in coaching. Confidence in decision-making is often developed through experience, interaction with athletes, and exposure to different game situations. Effective coaching includes strategic decision-making and active involvement in athlete performance (Moore & Newcombe, 2020). When teachers feel capable in this area, they are more likely to manage their teams effectively and respond appropriately during competitions.

Another important part of coaching is teaching skills. Teachers need to demonstrate proper techniques, correct mistakes, and guide athletes in improving their performance step by step. This requires both knowledge and confidence. When teachers believe in their ability to teach skills, they can provide clearer instructions and more effective feedback. Coaches' knowledge and confidence are linked to how athletes perceive coaching quality and learning support (Miller & Cox, 2019). This helps athletes improve their performance while also allowing teachers to strengthen their own coaching ability through practice and experience.

Coaching also includes developing positive values among students. Teachers play a role in shaping discipline, respect, teamwork, and sportsmanship. When teachers are confident in their coaching role, they are more likely to guide students not only in performance but also in behavior. Coaching effectiveness is connected to athlete outcomes and behavioral development (Mohd Kassim & Boardley, 2018). This shows that understanding coaching efficacy among non-Physical Education teachers is important, as their level of confidence can influence both the performance and personal development of student-athletes.

This study aims to assess the coaching efficacy of non-Physical Education teachers in Tabuk City, Kalinga in terms of profile of the respondents, level of coaching efficacy of non-Physical Education teachers, and significant difference in the level of coaching efficacy when respondents are grouped according to their profile.

MATERIALS AND METHODS

Research Design

This study used a quantitative research design, specifically a descriptive-comparative approach, to assess the coaching efficacy of non-Physical Education teachers in Tabuk City, Kalinga. The descriptive method was used to determine the level of coaching efficacy in terms of motivation, game strategy, technique, and character building. The comparative approach was used

to examine if there are differences in coaching efficacy when respondents are grouped according to their profile variables such as age, sex, educational attainment, years of coaching experience, and sports handled. Data were collected using a structured questionnaire and analyzed using appropriate statistical tools to describe the level of coaching efficacy and identify possible differences among groups.

Locale of the Study

The study was conducted in Tabuk City, Kalinga, where selected public schools were included as the setting of the study. These schools were chosen because they have non-Physical Education teachers who are assigned to handle coaching responsibilities in school sports programs. Tabuk City serves as the center of educational activities in the province, making it an appropriate location for examining the coaching efficacy of teachers who are not specialized in Physical Education. The data were gathered within the identified schools during the conduct of the study.

Participants of the Study

The participants of the study were non-Physical Education teachers from selected public schools in Tabuk City, Kalinga who were assigned to handle coaching responsibilities in school sports programs. Only those who were actively involved in coaching during the conduct of the study were included to ensure that the data were based on actual coaching experience. The selection of participants was based on their involvement in coaching activities and their willingness to take part in the study. All participants were considered appropriate since they directly perform the role being examined, which is coaching despite not having specialization in Physical Education.

Data Gathering Instruments and Procedures

The study used a structured questionnaire to gather data on the coaching efficacy of non-Physical Education teachers. The instrument was adapted from the original study and was designed to measure coaching efficacy in terms of motivation, game strategy, technique, and character building. It consists of statements that describe coaching-related tasks, where respondents indicate their level of confidence based on a given scale. The questionnaire also includes a section for the profile of the respondents, such as age, sex, educational attainment, years of coaching experience, and sports handled.

Before the actual data collection, the instrument was reviewed to ensure that the items were clear and appropriate for the respondents. Necessary adjustments were made based on feedback to improve clarity and understanding. The questionnaire was then distributed to the selected participants in their respective schools. Instructions were given to guide the respondents in answering the instrument properly. After completion, the responses were collected, checked, and prepared for data analysis.

Data Gathering Procedure

The researcher first secured permission from the school authorities in Tabuk City, Kalinga before conducting the study. After approval was granted, the researcher identified the non-Physical Education teachers who were assigned to coaching responsibilities and invited them to participate

in the study. The purpose of the study was explained clearly to the participants, and they were informed that their participation was voluntary. The structured questionnaire was then distributed to the selected participants in their respective schools. Instructions were provided to guide them in answering the instrument properly. The respondents were given enough time to complete the questionnaire to ensure that their answers were based on their actual coaching experience. After the questionnaires were completed, the researcher collected all responses and checked them for completeness. The data were then organized, coded, and prepared for analysis. Throughout the process, confidentiality of the participants' responses was maintained.

Data Analysis

The data gathered in this study were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents in terms of age, sex, highest educational attainment, years of coaching experience, and sports handled. Mean was used to determine the level of coaching efficacy in terms of motivation, game strategy, technique, and character building. To determine if there is a significant difference in the level of coaching efficacy when respondents are grouped according to their profile, appropriate inferential statistical tests such as t-test and one-way analysis of variance (ANOVA) were used, depending on the number of groups. A 0.05 level of significance was used in testing the differences. Prior to conducting the inferential statistical analysis, the assumptions for parametric testing were examined. Normality and homogeneity of variance were considered to ensure the appropriateness of the statistical procedures used. Independent samples t-test was utilized for variables with two groups such as sex, while one-way Analysis of Variance (ANOVA) was employed for variables with three or more categories such as age and years of coaching experience. The computed significance values were interpreted at the 0.05 level of significance. The use of these statistical tests strengthened the rigor and consistency of the analysis and ensured that the statistical treatment matched the nature of the gathered data and the objectives of the study.

Ethical Considerations

The study followed basic ethical standards to protect the rights of the participants. Permission was first secured from the school authorities before conducting the study. The purpose of the research was clearly explained to all participants, and they were informed that their participation was voluntary. They were also given the option to decline or withdraw from the study at any time without any consequences.

Confidentiality of the participants' responses was strictly maintained. No names or personal identifiers were included in the data collection and reporting of results. The information gathered was used only for research purposes and was handled with care throughout the study.

RESULTS AND DISCUSSION

This chapter presents the results of the study based on the data gathered from the respondents. The findings are arranged according to the research questions to clearly show the level of coaching efficacy of non-Physical Education teachers in Tabuk City, Kalinga.

Profile of the Respondents

This section presents the profile of the respondents in terms of age, sex, highest educational attainment, years of coaching experience, and sports handled.

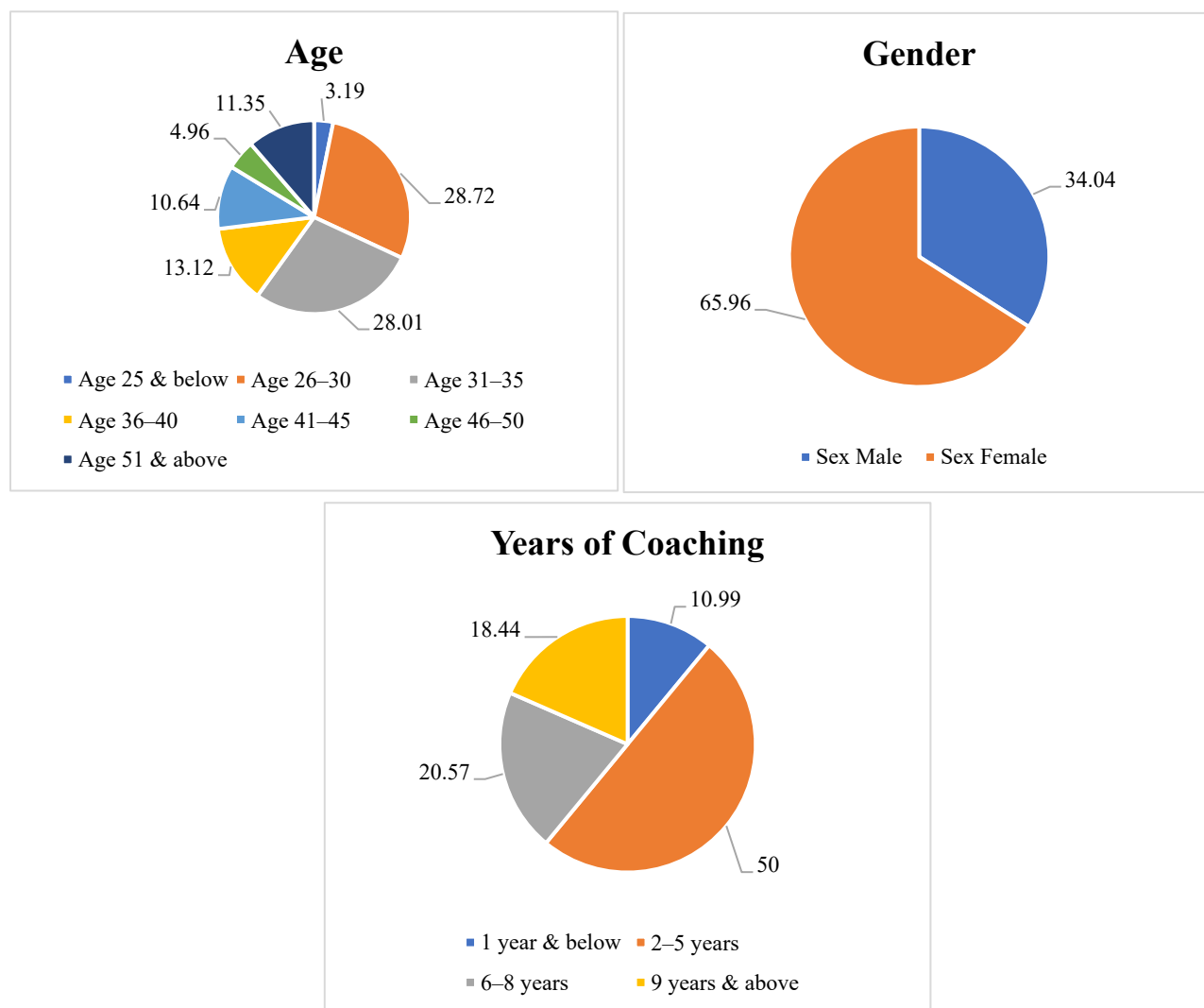


Figure 1. Profile of the respondents in terms of age, gender, and years of coaching.

In terms of age, the largest group of respondents falls within 26–30 years old (28.72%), followed closely by those aged 31–35 years old (28.01%). This shows that most of the teachers assigned to coaching are in their early to mid-career stage. This may suggest that younger teachers are more actively involved in coaching roles, possibly due to their energy level, availability, and willingness to take on additional responsibilities in school sports programs.

In terms of sex, the majority of the respondents are female, comprising 65.96%, while males account for 34.04%. This indicates that more female teachers are engaged in coaching responsibilities in the selected schools. This may reflect the actual distribution of teachers in

schools, where female teachers often outnumber males. It may also suggest that coaching roles are not limited by gender and that female teachers are actively participating in sports-related activities.

For years of coaching experience, the largest group falls under 2–5 years (50.00%), followed by 6–8 years (20.57%). This shows that many of the respondents are still relatively new in coaching. This may imply that while they already have some experience, they are still in the process of developing their coaching skills and confidence. Experience is an important factor in coaching, as repeated exposure to training and competition helps improve decision-making, communication, and overall coaching ability.

These findings suggest that coaching in the selected schools is mostly handled by relatively young teachers with moderate experience, and that both male and female teachers are involved in coaching roles. The presence of many teachers with only a few years of experience may have implications on how coaching efficacy is developed, since confidence in coaching is often built through continuous practice and exposure.

Level of Coaching Efficacy of Non-Physical Education Teachers

This section presents the level of coaching efficacy in terms of motivation, game strategy, technique, and character building.

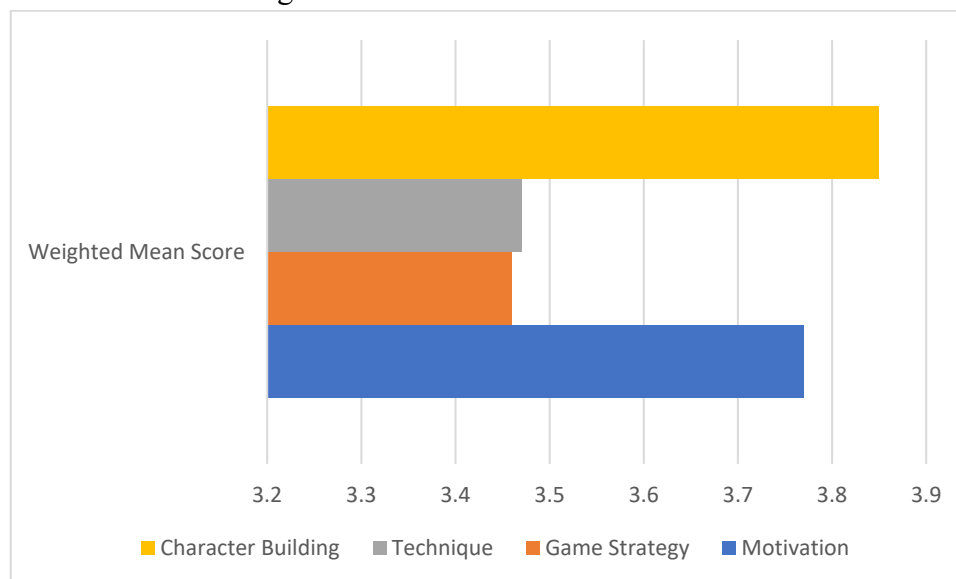


Figure 2. Pooled means of the four factors in terms of motivation, game strategy, technique and character building

Table 1. Level of coaching efficacy of non-physical education teachers

Parameters	Mean	Description
Factor 1. Motivation		
1) I help athletes maintain confidence in themselves	3.80	Very High
2) I mentally prepare my athletes for game strategies	3.69	Very High
3) I build the self-esteem of my athletes	3.78	Very High
4) I motivate my athletes	3.83	Very High
5) I build team cohesion	3.76	Very High
6) I build the self-confidence of my athletes	3.71	Very High
7) I build team confidence	3.83	Very High
<i>Mean</i>	3.77	Very High
Factor 2. Game Strategy		
1) I recognize the opposing team's strengths during competition	3.47	Very High
2) I understand competitive strategies	3.49	Very High
3) I adapt to different game situations	3.41	Very High
4) I recognize the opposing team's weaknesses during competition	3.36	Very High
5) I make critical decisions during competition	3.34	Very High
6) I maximize my team's strengths during competition	3.58	Very High
7) I adjust my game strategy to my team's talent	3.56	Very High
<i>Mean</i>	3.46	Very High
Factor 3. Technique		
1) I demonstrate the skills of my sport	3.52	Very High
2) I coach individual athletes on technique	3.33	Very High
3) I develop athletes' abilities	3.61	Very High
4) I recognize talent in athletes	3.62	Very High
5) I detect skill errors	3.37	Very High
6) I teach the skills of my sport	3.40	Very High
<i>Mean</i>	3.47	Very High
Factor 4. Character Building		
1) I instill an attitude of good moral character in my athletes	3.85	Very High
2) I instill an attitude of fair play among my athletes	3.84	Very High

3) I promote good sportsmanship during training and competition	3.87	Very High
4) I instill an attitude of respect for others in my athletes	3.85	Very High
<i>Mean</i>	3.85	Very High
<i>Overall Mean</i>	3.64	Very High

In motivation, the pooled mean is 3.77, described as very high. This shows that the teachers are confident in encouraging and supporting their athletes during training and competition. The highest ratings are seen in motivating athletes and building team confidence, both with a mean of 3.83. This means that teachers are able to keep athletes engaged and maintain a positive training environment. The lowest mean, though still very high, is in mentally preparing athletes for game strategies (3.69). This suggests that while teachers are strong in motivating athletes, preparation related to game situations may still need improvement.

In game strategy, the pooled mean is 3.46, which is also very high. This indicates that the teachers are confident in planning strategies and adjusting during games. The highest mean is in maximizing team strengths (3.58), showing that teachers can make use of their players' abilities. The lowest mean is in making critical decisions during competition (3.34). This may mean that decision-making during actual games can still be challenging, especially in fast-paced situations. Even so, the results show that teachers can handle strategic aspects of coaching.

In technique, the pooled mean is 3.47, interpreted as very high. This shows that teachers are confident in teaching and demonstrating sports skills. The highest means are in recognizing talent (3.62) and developing athletes' abilities (3.61), which means that teachers can identify strengths and help improve performance. The lowest mean is in coaching individual athletes on technique (3.33). This suggests that giving focused attention to individual players may still need improvement. Even so, teachers are able to guide athletes in learning and improving skills.

In character building, the pooled mean is 3.85, which is the highest among the four areas. This shows that teachers are very confident in developing discipline, respect, teamwork, and sportsmanship. The highest mean is in promoting good sportsmanship (3.87), which means that teachers give strong attention to values formation. This shows that coaching is not only focused on performance but also on shaping the behavior of students.

The combined results show that the teachers have a high level of confidence in their coaching roles across all areas. This means that even without formal training in Physical Education, they are able to handle coaching responsibilities. The results also suggest that motivation and character formation are the strongest areas, while game strategy and individualized technique may still need further development through training and experience.

Contextually, these findings reflect the actual coaching situation in Tabuk City, Kalinga, where non-Physical Education teachers are commonly designated as school coaches due to the limited availability of specialized Physical Education personnel. Despite this situation, teachers continue

to demonstrate confidence in handling athletes during school sports activities, inter-school competitions, and local athletic meets.

The findings support the studies of Myers et al. (2017) and Moore and Newcombe (2020), which emphasized that coaching efficacy develops through experience, interaction with athletes, and exposure to actual coaching environments. In the local setting, many teachers develop coaching skills through actual practice, collaboration with colleagues, and participation in school and division sports activities.

Difference in Coaching Efficacy When Grouped According to Profile Variables

This section presents the test of difference in the level of coaching efficacy of non-Physical Education teachers when grouped according to age, sex, and years of coaching experience.

Table 2. Difference in Coaching Efficacy When Grouped According to Profile Variables

Profile Variable	p-value	Interpretation
Age	0.000	Significant
Sex	0.000	Significant
Years of Coaching	0.000	Significant

The table shows the results of the test of difference in coaching efficacy when grouped according to selected profile variables. In terms of age, the p-value is 0.000, which is lower than the 0.05 level of significance. This leads to the rejection of the null hypothesis. This means that coaching efficacy differs across age groups. This suggests that age may influence how teachers perceive their ability to coach. Teachers at different stages of their career may have different levels of confidence based on their exposure, experience, and involvement in coaching activities.

For sex, the p-value is also 0.000, which indicates a significant difference. This means that male and female teachers differ in their level of coaching efficacy. This may be influenced by differences in experience, approach, or level of involvement in sports coaching. It suggests that gender may play a role in shaping how teachers view their coaching abilities.

In terms of years of coaching experience, the p-value of 0.000 also indicates a significant difference. This means that coaching efficacy varies depending on how long the teachers have been coaching. Teachers with more years of experience are more likely to develop confidence in their coaching skills through repeated exposure to training and competitions. On the other hand, those with fewer years of experience may still be developing their confidence and skills in handling coaching responsibilities.

These findings show that coaching efficacy is not the same across all teachers. It varies depending on personal and professional characteristics such as age, sex, and experience. This suggests that training and support programs may need to consider these differences to better assist teachers in improving their coaching ability.

The Analysis of Variance (ANOVA) results further confirmed that statistically significant differences exist among respondents when grouped according to age and years of coaching

experience. The obtained p-values were lower than the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that coaching efficacy varies across categories of respondents. The findings imply that teachers with greater exposure to coaching activities and longer years of experience tend to develop stronger confidence in coaching-related tasks.

In the context of Tabuk City, Kalinga, this may be attributed to continued involvement in local sports programs, division meets, and school-based athletic activities that enhance practical coaching competence over time.

CONCLUSION

Non-Physical Education teachers in Tabuk City, Kalinga are actively involved in coaching, with most of them belonging to the early to mid-career age group and having a few years of coaching experience. Both male and female teachers are engaged in coaching responsibilities, showing that coaching roles are not limited to a specific group. The teachers demonstrate a very high level of coaching efficacy in terms of motivation, game strategy, technique, and character building. This means that they have strong confidence in their ability to guide, train, and support student-athletes. Among the four areas, character building and motivation appear to be the strongest, which shows that teachers are effective in promoting values and maintaining athlete engagement. There is a significant difference in the level of coaching efficacy when respondents are grouped according to age, sex, and years of coaching experience. This means that personal and professional characteristics influence how teachers perceive their coaching ability. Teachers with different backgrounds do not have the same level of confidence in coaching tasks.

RECOMMENDATIONS

Based on the conclusions of the study, the following are recommended:

- 1) School administrators may provide training programs and workshops focused on coaching, especially in areas such as game strategy and technique, to further improve the skills of non-Physical Education teachers assigned to coaching roles.
- 2) Non-Physical Education teachers may continue to enhance their coaching skills by participating in seminars, training sessions, and actual coaching experiences to strengthen their confidence and effectiveness in handling athletes.
- 3) Schools may develop support systems and mentoring programs where experienced coaches can guide less experienced teachers in improving their coaching ability.
- 4) A Local Coaching Community of Practice may also be established in Tabuk City, Kalinga where Physical Education teachers, experienced coaches, and non-Physical Education teachers assigned to coaching roles can regularly share coaching strategies, best practices, training techniques, professional experiences, and available sports resources. This collaborative initiative may help sustain coaching enhancement programs and strengthen the coaching competence and confidence of teachers handling school sports programs.
- 5) Future researchers may conduct similar studies in other locations or include additional variables to further examine factors that influence coaching efficacy.

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