

Coaching Effectiveness of Non-Physical Education Teachers in School Sports Programs: A Descriptive-Comparative Study in Tabuk City, Kalinga, Philippines

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ABSTRACT

This research investigated the coaching capabilities of non-Physical Education teachers in Tabuk City, Kalinga. It gave a general description of the respondents in terms of their age, sex, highest educational attainment, years of coaching experience, and sports they coach. Moreover, it looked at the rating of coaching effectiveness concerning their motivation, game strategy, technique, and character building. It also checked out if a coaching effectiveness of the respondents differed significantly among their various profile characteristics. The study employed a quantitative descriptive-comparative design. Through a structured questionnaire, data were gathered from 282 non-Physical Education teachers who were in charge of coaching in different public schools. The results revealed that the coaching effectiveness was almost at the highest level in all aspects. Motivation and character building were able to get the highest mean scores, which reflected that teachers can easily assist athletes in being confident, having a positive attitude, and engaging themselves in a game. Game strategy and technique also achieved very high levels, but compared to other areas, they were still a bit lower; therefore, there is a need in making decisions and teaching individual skills. Moreover, the results indicated that when the respondents were categorized according to their demographic variables, their coaching effectiveness significantly changed. This implies a number of factors including ones relating to a coach's personality, as well as his/her experience that determine their real-life performance. One can see from these results that non-Physical Education teachers can coach athletes very well, even without a degree in it. However, they should continue receiving training and learning through time.

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

INTRODUCTION

Coaching in school sports has evolved to be a shared responsibility between teachers, especially when Physical Education is not available or there are not enough PE specialists, (Kumar et al., 2021). In different schools, coaches are usually non-Physical Education teachers assigned as such and expected to handle the role of training and guiding athletes. The case of Tabuk City, Kalinga is an example of a place where teachers assume coaching roles, regardless of differences in fields specializations. Because of that, the authors feel the need to explore how effective these different-specialist teachers are in playing their coaching roles under real conditions (Cohen et al., 2024).

Coaching effectiveness is the degree of success of the outcomes achieved through the various coaching processes. Besides the physical and mental condition of the athlete, it can also be determined to a lesser extent by the development of skills and overall well-being. It's more about the facts and less about perception: it's training and competitions, where results are visible and can be measured. Good coaching means not only applying knowledge and understanding of

sport but also managing your athletes effectively and creating a good environment for your team to learn and grow together (Chao et al., 2023).

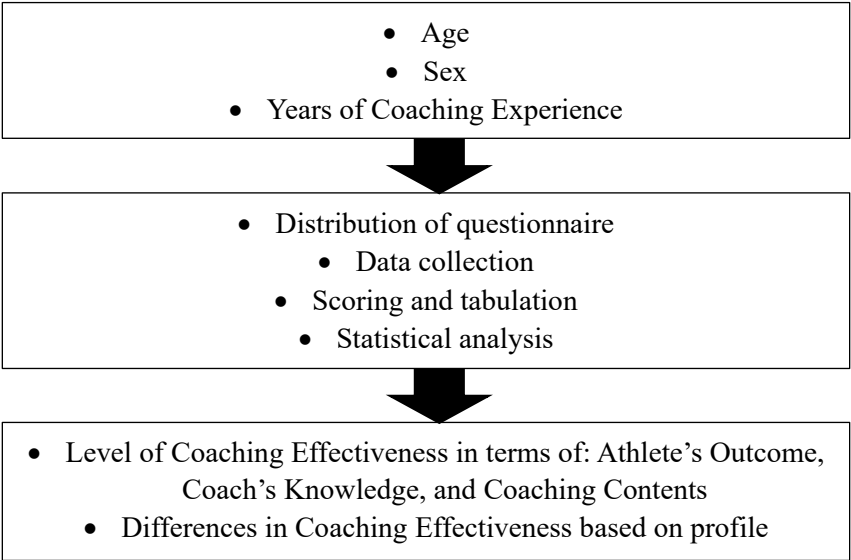
How well coaches are able to achieve the main coaching goals depends on how athletes and coaches interact in the sports environment. A positive coach-athlete relationship provides a better communication channel, which in turn, results in trust and cooperation in training. When coaches are able to create great working relationships with their athletes, then, for example, guiding performance is a more comfortable task and, at the end of the day, keeping the athletes engaged in sports is a piece of cake (Foulds et al., 2019).

Training and professional development are another vital way to improve Coaching effectiveness. Programs like workshops, seminars, and mentoring open the door for teachers to learn and develop their coaching capabilities and also to get better at handling the coaching role. Through these kinds of formal learning, teachers are able to connect the knowledge with coaching practice (Grover & Furnham 2020). The main factor influencing the Coaching effectiveness is probably coaches' capability to change or modify their coaching practices in accordance with a variety of circumstances. Coaches should adapt coaching techniques and styles according to the level and kind of sport played by the athletes, the rules and nature of the sport, and the functioning of the team. Coach who is versatile and adapts to coach in different situations can react very timely and with quality during the training sessions and competitions, which definitely increases the chances of the athlete getting good results (Lindsay & Spittle 2024).

Alongside the physical and technical elements, a coach plays a significant role in enhancing the psychological and social aspects of a player or athlete. Coaches are instrumental in helping the athlete develop self-assurance, the ability to recover from setbacks, and the capacity for working with others through sports. All these facets are important in moulding the athlete as performer and as human being who can use these characteristics elsewhere besides the field of sport (Coussens et al., 2025). The surroundings in which coaching happens also influence what and how coaches teach. For instance, the coach's way of working might change depending on the circumstances he or she is confronted with. Having a good grasp of the setting can help practitioners choose the right methods and become more efficient in coaching (Hannan & Russell, 2020). Besides getting more coaching experience, coaches must also keep on studying if they want to continue improving their skills and abilities. When teachers go through multiple coaching scenarios their knowledge and competence also increase gradually. Through practice and by reflecting on the experience coaches get more confident in their coaching roles and can guide and support athletes better (Kubanyiova & Feryok, 2020).

Therefore, this paper is a research investigation of coaching proficiency among the non-Physical Education teachers at Kalinga in Tabuk City. The following three aspects were covered by the study: respondents' profile; non-Physical Education teachers' level of coaching effectiveness; and the establishment of the statistically significant difference in the coaching effectiveness level when respondents are arranged by their profile.

Conceptual Framework



This study is anchored on the idea that the profile of non-Physical Education teachers may influence their coaching effectiveness, which refers to their ability to produce desired outcomes in training and competition. Coaching effectiveness in this study is measured in terms of athlete's outcome, coach's knowledge, and coaching contents. The input variables include the teachers' age, sex, and years of coaching experience. These factors are considered as possible influences on how effectively teachers perform their coaching responsibilities. The process involves the distribution of a structured questionnaire, followed by data collection, scoring, tabulation, and statistical analysis. The output of the study is the level of coaching effectiveness of non-Physical Education teachers in Tabuk City, Kalinga, as well as the differences in coaching effectiveness when grouped according to their profile.

MATERIALS AND METHODS

Research Design

This research study applied a quantitative method through a descriptive-comparative design in evaluating the coaching effectiveness of non-Physical Education subjects teachers in Tabuk City, Kalinga. Descriptive technique was the tool in identifying coach's knowledge, coach's effectiveness in training, and how well the students performed in athletic competitions. The comparative technique was employed in verifying whether or not there are variations in coaching effectiveness depending on the profile variables of the respondents such as age, sex, highest educational attainment, number of years in professional coaching, and sports under their charge. The study materials were gathered via a pre-arranged questionnaire and they are analyzed statistically for the purpose of determining the coaching effectiveness levels and to explore the difference among different groups.

Locale of the Study

The research was carried out at public schools in Tabuk City, which were selected based on the availability of non-PE teachers responsible for coaching school sporting activities. Tabuk City is considered as the educational hub of the province, and thus, it was a suitable location for investigating the coaching capability of non-Physical Education teachers.

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 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 practices. 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 effectiveness of non-Physical Education teachers. The instrument was adapted to measure coaching effectiveness in terms of athlete's outcome, coach's knowledge, and coaching contents. It consists of statements that describe coaching-related practices, where respondents indicate the extent of effectiveness based on a given scale. The questionnaire also includes a section for the profile of the respondents, such as age, sex, highest educational attainment, years of coaching experience, and sports handled.

Prior to the actual data collection phase, the measuring tool went through the process of validation to ascertain the clarity and appropriateness of the questions to the participants. A few changes were done according to the feedback received with the ultimate aim of making the questions crystal clear and comprehensible. The prepared questionnaire was sent to the participants at their respective schools through the selected schools. They explained the respondents how to answer the questionnaire correctly. The returned completed questionnaires were then gathered, verified, and finally entered into computer to run statistical analyzes.

Data Gathering Procedure

The researcher had to go through a couple of hoops. He first approached the school authorities of Tabuk City, Kalinga to get their blessings and clearance for implementing the study there.

The researcher's next step was finding non-Physical Education teacher-coach pairs in the school. After identifying the relevant teacher-coach pairs that were to be included in his sample population, he sent out an invitation to these teachers, urging them to participate. The researcher made it very clear to them as to why this research was being done and also that their participation in this would be voluntary and would not be taken as an obligation.

As soon as his research instruments got the go ahead from the school authorities and were printed and bound with a professional cover sheet, the researcher personally went to their various schools and handed them over as gifts of appreciation (he even thanked them for their involvement).

Then, while handing out the questionnaire (which was very structured) and explaining exactly what it was all about, the researcher also went through the different aspects of the questionnaire with the teachers so that there were minimum mistakes as well as the best quality output from each of the participants. To that end, he gave them time to work on it and asked them not to complete it at one seating if time or the mood prevented them from being able to work through the whole survey.

The researcher gathered the responses after the questionnaire had been completed, and went through all of them for completion before coding and doing analysis. The data was first sorted, then coded and prepared for analysis during the research process. Confidentiality of the participants' responses was maintained throughout.

Data Analysis

The data from the study were analyzed to suit different variables. To get an overview of characteristics such as age, sex, highest educational attainment, years of coaching experience, and sports coached of the respondents, frequency count and percentage were used. Mean, on the

other hand, was a measure to find out how effective the coaching was in the sense of athletes' performances, coach's knowledge, and coach's contents.

To find out if differences in respondents group by profiles affect the level of coaching effectiveness, appropriate inferential statistical tests such as t-test and one-way ANOVA were used, according to the number of groups. When testing for differences a level of significance of 0.05 was adopted.

Ethical Considerations

The researchers adhered to ethical guidelines basic ones to safeguard participants' rights. They got the school administration's permission before they started the research. The study aims and benefits were explained to the students, and it was made clear that they had the right to participate or not. Participation was purely on a voluntary basis, but it was a way for them to be part of a research project. Participants were also informed of the option to refuse or leave the study whenever they wanted and that there would be no repercussions for such actions.

Keeping the participants' confidentiality was very important to the researchers. So, neither the participants' names nor any other personal information were revealed during data collection and reporting of the results. The information received from the participants was strictly for research purposes and at no time in the whole process would the information ever be mishandled.

RESULTS AND DISCUSSION

This chapter presents the results of the study based on the data gathered from the respondents. The findings are organized according to the research questions to show the level of coaching effectiveness 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, and years of coaching experience.

The majority of interviewed teachers were 26-35 years old, implying that the coaching role is often handed over to the teachers at their early/middle stages of career. At this point, teachers have the advantage of being sufficiently experienced yet physically able and motivated for the sports coaching. Literature review suggests that the teachers in their first few years of teaching are more likely to volunteer and even take on coaching as extra school duties, for career development, and school involvement (Côté & Gilbert, 2009).

Profile of the Respondents

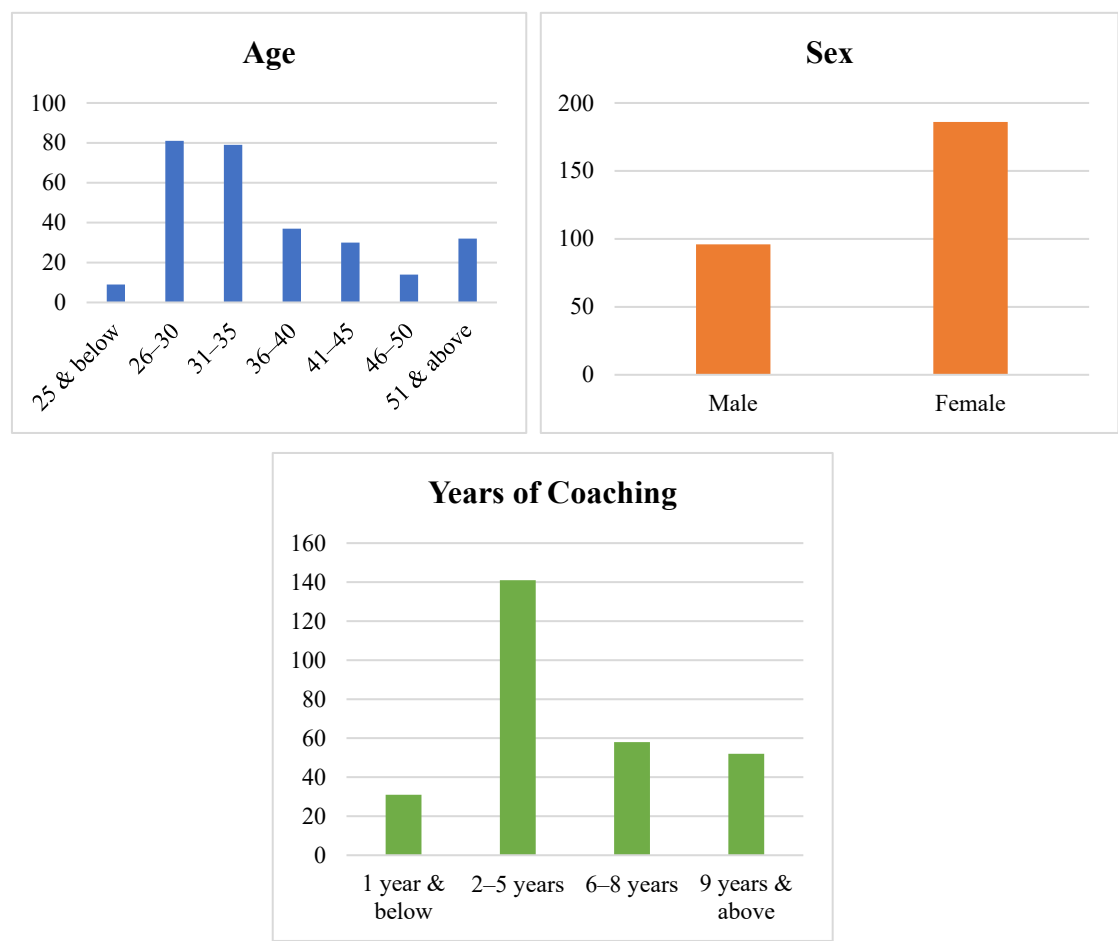


Figure 1. Frequency and distribution of the respondent’s profile in terms of age, sex and years of coaching.

The predominance of female respondents reflects the increasing participation of women in school-based coaching, suggesting that coaching effectiveness is determined more by competence and commitment than by gender. This finding supports the view that effective coaching depends on pedagogical knowledge, communication skills, and leadership abilities rather than sex (International Council for Coaching Excellence [ICCE], Association for Summer Olympic International Federations [ASOIF], & Leeds Beckett University, 2013).

Most respondents had 2–5 years of coaching experience, indicating that they have acquired foundational coaching competencies while continuing to develop their expertise. Coaching experience has been recognized as an important contributor to coaching effectiveness because it enhances decision-making, instructional strategies, and athlete management through continuous practice and reflection (Gilbert & Trudel, 2001).

Level of Coaching Effectiveness of Non-Physical Education Teachers

This section presents the level of coaching effectiveness in terms of athlete’s outcome, coach’s knowledge, and coaching contents.

Table 1. Level of coaching effectiveness of non-physical education teachers in terms of motivation, game strategy, technique and character building

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
Mean	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
Pooled Mean	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
Pooled Mean	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
Pooled Mean	3.85	Very High
Overall Mean	3.64	Very High

Legend: 3.25–4.00 – Very High, 2.50–3.24 – High, 1.75–2.49 – Low, 1.00–1.74 – Very Low

The results showed highly effective coaching behavior levels, mainly in terms of non-Physical Education teachers who displayed strong motivation, game strategy, techniques, and character building aspects. Character building received the highest ratings as well. It seems that apart from the physical and sporting side of sports coaching effective in education is also closely tied to how well teachers can inspire, help the students grow in good habits, and support their learning of skill sets. This is clearly shown in the consistently high marks for motivating and character building, which indicate the big role of interpersonal competence in education through sports where coaches not only function as teachers but also as mentors who are involved in helping students develop self-discipline, teamwork, and resilience. This is in line with the perception that coaching techniques focused on the encouragement of the athlete, the establishment of trust, and moral development through coaching result in positive change in the way athletes relate to the game and commit to it as well as the overall growth of an athlete (Turnnidge & Côté, 2020; Santos et al., 2022).

Even though the general coaching effectiveness received very high scores, the relatively lower marks in game strategy and individual coaching show that these are possible areas of

professional development. In fact, both coaches' strategic decisions and individualized technical feedback can be difficult to do correctly and may require certain coach-teachers and sport-specific skills that are likely to be sharpened only through formal coach education and regular trainings. So basically, we can say that even the non Physical Education teachers are skilled enough to provide quality school-based coaching, but they can still make significant improvements in the coaching if they are involved in specialized capacity-building programs targeting tactics, game analysis and individual skill teaching.

Researchers like us are not alone in claiming that if coach education is continuous, not only is that it leads to instructional effectiveness and athlete performance, but also coaching confidence, especially among coaches who have never received a formal academic training but just happened to coach outside their academic specialization. The references of these claims include, for instance, Leeds Beckett University (2021) and Nash et al (2021).

Difference in Coaching Effectiveness When Grouped According to Profile Variables

This section presents the difference in coaching effectiveness of non-Physical Education teachers when grouped according to their profile variables such as age, sex, highest educational attainment, years of coaching experience, and sports handled.

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

Table 2 presents the idea that coaching effectiveness changes depending on several profile variables.

Respondents' grouping according to their age, sex, and years of coaching experience reveals significant variations in their performance as coaches. Therefore, if teachers' characteristics (i. e., age, sex, years of coaching experience) are considered as their profile variables, they could be an indicator of coaching effectiveness.

On top of this, these results also imply that one cannot expect coaching effectiveness to be stable across different profiles. In the case of age, a significant effect of coaching effectiveness across age groups has been revealed. Older teachers or those who have spent more time in the teaching profession may have had time to develop different ways of handling training, using strategies, and guiding athletes during competition which may be more mature and effective.

Regarding sex, the result is that differences do exist in the way male and female teachers carry out their coaching duties. It is possible to argue against or even question such a point, that both genders are fully able to coach very effectively, but there definitely are some minor areas or even some more significant factors (like, e. g., communication style, interaction with athletes, manner of conduct during training and competition) where a different handling will be evident.

The significant difference when considering 'number of years of experience' suggests that experience is a very important factor in determining coaching effectiveness. In fact, it could also be said that teachers with many years of experience tend to be better at running athletes' operations, decision-making at different levels, and training sessions. The more you involve in coaching, the more you can develop a set of skills which are needed, the right understanding of different situations which you may face, etc.

What has been learned out of this is that coaching effectiveness is the result of a combination of both the coach's and the athlete's characteristics, experience, and support environment. Consequently, there is a need to offer ongoing coaching and support to teachers who have the coaching role at the same time as their role as teachers in school.

Conclusions

It can be said that the non-Physical Education teachers in Tabuk City, Kalinga, who are involved in coaching athletes, have a very high level of coach effectiveness in the areas of athlete outcomes, coach knowledge, and coaching contents based on the findings of the study. This implies that even if the main job of teachers is to educate, they can also perform their coaching responsibilities so well that their athletes' training and competition results are outstanding. Besides, in those areas where character-related outcomes and motivation-based practices are concerned, a lot of teachers have been found to be effective in not only improving athletes' performances but also in changing their behaviors.

The results also point out that when grouped according to age, sex, and length of time spent as a coach, respondents show different levels of performance regarding their coach effectiveness. Such variations imply that a coach's individual qualities as well as professional growth contribute to the coach's performance in his/her role as a teacher-coach. Moreover, the more teaching/coaching experience a person gets, the better at organizing training sessions, developing strategies/strategies and the ability to guide and support athletes they become. All things considered, coaching effectiveness of non-Physical Education teachers is apparent, and yet, there are still certain aspects such as game strategy and individualized instruction that need improvement.

Recommendations

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

1. School administrators might offer coaches and physical education teachers a workshop/ seminar/ a training program wherein the focus was moral/ psychological aspects of coaching as well as the role of the coaching assistant, how to coach the disabled and disabled athletes. etc. In case of a physical education teacher who also coaches, the school may arrange coaching sessions.
2. The development of coaching skills can be an ongoing endeavor for non-Physical Education coaches. They will need to continue taking courses that are specifically related to handling of athletes; the the dynamics of the game; and also work on refining the ability to coach one-on-one so that they coach effectively. Thus they will be able to offer more value to the athletes.
3. Students and athletes can be very much encouraged through coaching. Their continued participation and engagement can result in them being more successful in sports.
4. Future scholars who wish to investigate the areas related to effectiveness of coaches can use this paper as a reference or as the basis of their research. They may decide to do similar studies but with variations of the setting and the dependent variables.

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