Sport Coaches' Attributes and the Student Athletes' Core Competencies

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Abstract

Aim: This study determined the relationship between sport coaches' attributes and student athletes' core competencies.

Methodology: The descriptive-correlational research was used in this study. It was employed to gather information about the present existing condition of the study and develop it for future use. The respondents of this study are approximately one hundred (100) selected student athletes in selected schools in Mauban, Quezon. Respondents were secondary student athletes who were randomly selected. The researchers gathered the needed information of each selected student athlete including its profile including their age, sports specific, gender, year level and how they describe their coaches in terms of the levels of competition/training attended, professional knowledge and the psychological training and student athletes skills, behavior, and values.

Results: The study revealed that there is no significant relationship between sport coaches' attributes and student athletes' core competencies.

Conclusion: Based on the findings of the study, it can be concluded that sport coaches' attributes and student athletes' core competencies are not intertwined with each other. It is important, however, to still look into further studies that may delve into said relationship for further investigations on the subject.

Keywords: sport coaches, attributes, student athletes, core competencies.

INTRODUCTION

Sports is one of the aspects that develop not only the physical characteristics of every athlete but its full capacity. It also molds their personality that signifies the importance of being involved in such sports that deals with how they interact with other athletes and specially with their coaches. Hence, this will define how the attributes of every sport coach affect the core competencies of every student athlete in dealing with their competitive skills, behavior and in their values.

Attributes of all sport coaches also have something to do with how well experienced they are. It may take a question on what level of training they had from local events up to international training and competitions. It also tackledn what psychological training design they are applying in order to build not only the skills of every athlete but the holistic development like motivational strategies, the extrinsic and intrinsic motivation and the reward and punishment they are applying.

It involves how every student athlete develops with the attributes of every sport coach and how they develop with regards to their behavior, values and competitive skills. Coaching an athlete will always be the challenging task that a coach will have because these will determine the credibility and effectiveness of being a coach.

A coach will always be considered as the root of progression to their athlete providing quality and competitive skills that an athlete needs to absorb and apply. Good coaches will not always be the same as the other coaches because every coach has their own strategies, even capabilities.

Sport coaches that have a good attribute when it comes to strategy training implementing psychological aspects, with a high proficient background and training will lead to a better development for he/she has the experience in coaching.

Sport coaches guide every athlete to achieve their full potential within their field of sports. Sports coaches can work with team, individual, elite athletes or even in community teams and school groups. Sports coaches are responsible for training their athletes in such sports by analyzing their performance, the needed improvement to their skill and encouraging them to pursue their determination.

According to Beth Angell, the behavioral theory seeks to explain human behavior by analyzing the antecedents and consequences present in the individual's environment and the learned associations he or she acquired through previous experience. This describes the various traditions within the behavioral perspective (classical conditioning, operant conditioning, cognitive mediated behavioral theory and functional contextualism) and the clinical applications that are derived from them.

Sandovice (2018) stated that psychological training in professional sports represents together with the tactical and physical training, a key centripetal dimension that supports and energizes the athletes during the training situations, and especially during the confrontation/ competition situations.

Coaches may not only need to be athletic, coaching or any related experiences but the process of reflecting on what they have observed, experienced, and learned because that will make a lot of progressions to the development of their athlete. Experienced is mere passage of time of how long you are as a coach or how long you have experience of being an athlete going to the field of coaching. It is a matter of giving expertise dealing with the new trend in sports. Continuous learning is the top priority of every sport coach not only to enhance professional knowledge but to deal with the new guidelines and trends to all kinds of sports track.

According to Richard M. Ryan and Edward L. Deci, Self-determination theory (SDT) is an empirically based, organism theory of human behavior and personality development. SDT's analysis is focused primarily on the psychological level, and it differentiates types of motivation along a continuum from controlled to autonomous.

Theory examines how biological, social, and cultural conditions either enhance or undermine the inherent human capacities for psychological growth, engagement, and wellness, both in general and in specific domains and endeavors. SDT critically inquires into factors, both intrinsic to individual development and within social contexts, that facilitate vitality, motivation, social integration and well-being, and alternatively, those that contribute to depletion, fragmentation, antisocial behaviors, and unhappiness.

The Transformative Learning Theory is among the number of learning theories associated within the coaching process as identified by Fazel (2013). Transformative Learning Theory was developed by Jack Mezirow in the late 1900s. Transformative theory can affect and change in the frame of references. It is the process of perspective transformation, with three dimensions: behavioral, which refers to change in lifestyle; psychological, which refers to the revision of belief system.

According to Massimiliano Cappuccio (2018) physical training and exercise are not sufficient to excel in competition. Instead, key elements of the athlete's mental preparation must be perfectly tuned for the challenge. Every coaching style that coaches develop, discover and adopts can have a result of positive or negative effect to his/her athletes, we do really need to understand first the behavior, attitudes and personality of our athletes for us to identify the styles that is being fitted to their needs. Because every coach plays a vital role in sports wherein, they are the responsible ones to develop every athlete. If a coach does not develop his/her coaching style which is capable of gaining the attention, attitudes and respect of the athletes, it is somewhat difficult to develop motivation that leads in any form and will result in the lack of success for every athlete.

This is the reason why attributes of all sports coaches are important in dealing with developing student athletes. First, one of the responsibilities of coaches is that they must develop themselves from basic to the highest development for them to fully understand what needs to have a good athlete. To be a better athlete does not necessarily mean that you need to have a longer and harder training. It could mean that you need to absorb all the components that make up a successful athletic performance by applying not only physical but also mental. In every competition, an athlete must include mental skills in their training and conditioning program as well.

It is said that coaching indicates a vital role in the achievement of the desired outcome of athletes playing in any sports. Wherein coaches at all competitive levels establish their sports environment can impact athlete's behavior, cognition and affective responses (Amorose et al., 2015). Coaches that possess the necessary skills may affect the athletes to perform in their respective games. Therefore, all coaches should possess the necessary skills in identifying appropriate training methodologies and techniques to influence the athlete's needs satisfaction as well as the competitive skills, behavior and so on with the student athletes' values.

The major concept of this study is to identify attributes of sport coaches and the student athletes core competencies. It shows the relation of the input variables, the independent and dependent variables where independent variables contains the attributes of sport coaches such as their expertise, competition and training they have attended, professional knowledge , and the psychological training they had implemented to build and developed athlete while in the dependent variables contains the core competencies in terms of student athletes skills, behavior and values.

This will give coaches and athletes good feedback on their performance to enter competition with a proper mindset. This study is limited to every sports coach in secondary schools in Mauban, Quezon which is very significant to the future researchers and sports coaches and so on with the athletes. The purpose of this study is to determine how the attributes of sport coaches affects the core competencies of student athletes. How they mold the competitive skills, behavior and values that depend on the attributes of sport coaches in applying such factors whether physical, mental or both. Applying psychological training as one of the attributes by sport coaches to every athlete will always give ideas on how they can be trained. It will guide on how they will and can be developed. Athletes recognize their abilities by means of identifying what physical and mental can do in their training and in a competition.

Research Questions

This research study determined the relationship between sport coaches' attributes and student athletes' core competencies. The study answered the following research questions:

1. What is the profile of the student athletes in terms of:
   1.1 age;
   1.2 gender;
   1.3 year level; and
   1.4 sports specific?
2. To what extent do the respondent-athletes describe the sport coaches' attributes in terms of:
   2.1 coach expertise;
   2.2 competition/training attended;
   2.3 professional knowledge; and
   2.4 psychological training?
3. What is the mean level of athletes' core competencies in terms of:
   3.1 skills;
   3.2 behavior; and
   3.3 values?
4. Is there a significant relationship between sports coaches' attributes and the student athletes' core competencies?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:
Hypothesis 1: There is no significant relationship between sport coaches' attributes and student athletes' core competencies.

METHODS

Research Design

The study includes the sport coaches' attributes and the student athletes' core competencies. The researchers determined the profile of every sports coach and their attributes that provide the quality of training needed to the improvement of every student athlete. The descriptive-correlational research was used in this study. It was employed to gather information about the present existing condition of the study and develop it for future use of the study.

Population and Sampling

There are one hundred (100) respondents of the study, student athletes in every secondary school in Mauban, Quezon which were randomly selected. The researchers gathered the needed information of each selected student athlete including its profile including their age, sports specific, gender, year level and how they describe their coaches in terms of the levels of competition/training attended, professional knowledge and the psychological training and student athletes' skills, behavior, and values.

Instrument

The validated survey questionnaires were used to gather and determine the relationship between sport coaches and student athletes' core competencies.

Data Collection

The data was collected, examined, and analyzed in accordance with the study's objectives and research protocols.

Treatment of Data

In this study, Information from the respondents were gathered, tally, sum up and statistically analyzed. To determine the attribute of sport coaches the mean, standard deviation, frequency, percentage were used. To determine the perception of the respondents on the attributes sports coaches, weighted mean were used. To determine the significant relationship, Pearson r were used.

Ethical Considerations

The researchers diligently adhered to all ethical research protocols to safeguard the well-being and interests of all individuals and organizations involved in the study.

RESULTS and DISCUSSION

Table 1.
Profile of the Respondents in terms of Age.

Age	Frequency	Percentage
12-14 years old	13	13.00
15-16 years old	55	55.00
17-18 years old	32	32.00
Total	**100**	**100.00**

Table 1 presents the profile of the respondents in terms of age, with a total of 100 participants. The majority of the respondents, comprising 55% of the sample, are between the ages of 15 to 16 years old. Meanwhile, 32% of the respondents are aged 17 to 18 years old, and 13% are between the ages of 12 to 14 years old. Understanding the age distribution of the student athletes is critical in analyzing the research findings.

Table 2.
Profile of the Respondents in terms of Gender.

Gender	Frequency	Percentage
Male	50	50.00
Female	50	50.00
Total	**100**	**100.00**

Table 2 shows that the respondents are evenly distributed in terms of gender, with 50% male and 50% female participants, making the total sample size 100. Understanding the gender distribution of the study population is important in certain fields of research, such as social sciences, healthcare, and education, as gender can be a significant determinant of behavior, health outcomes, and academic performance, among others.

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Table 3.
Profile of the Respondents in terms of Year Level.

Grade Level	Frequency	Percentage
Grade 7	3	3.00
Grade 8	14	14.00
Grade 9	24	24.00
Grade 10	34	34.00
Grade 11	14	14.00
Grade 12	11	11.00
Total	**100**	**100.00**

Table 3 presents the profile of the respondents in terms of their year level, with a total of 100 participants. The majority of the respondents, comprising 34% of the sample, are in Grade 10, followed by 24% in Grade 9 and 14% in both Grade 8 and Grade 11. The smallest proportion of respondents, at 3%, are in Grade 7, while 11% are in Grade 12.

Table 4.
Profile of the Respondents in terms of Sport Specific.

Sport	Frequency	Percentage
Badminton	9	9.00
Basketball	15	15.00
Billard	4	4.00
Chess	4	4.00
Dancesport	4	4.00
Football	10	10.00
Futsal	11	11.00
Sepak Takraw	10	10.00
Table Tennis	8	8.00
Tennis	4	4.00
Volleyball	21	21.00
Total	**100**	**100.00**

Table 4 presents the profile of the respondents in terms of their sport specific, with a total of 100 participants. The largest proportion of respondents, comprising 21% of the sample, are involved in Volleyball, followed by Basketball (15%), Futsal and Football (both at 10%), and Badminton (9%). The smallest proportion of respondents, at 4%, are involved in Billiard, Chess, Dancesport, Tennis, and Table Tennis.

I. Student Athletes Perception towards Sport Coaches Attributes

This section comprehensively illustrates the description of student athletes on sport coaches attributes in terms of coaches expertise, competition/training attended, professional knowledge, and psychological training.

Table 5.
Student Athletes' Perception towards Sport Coaches Attributes in terms of Coaches Expertise.

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. My coach shows expertise in dealing with the athlete's training.	5.00	0.00	Always
2. My coach explains to each athlete the necessary rules and regulations of the sport.	5.00	0.00	Always
3. My coach instructs athletes the proper use of equipment.	4.99	0.10	Always
4. My coach organized activities according to the athlete's strength and skill or fitness level.	4.87	0.34	Always

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5. My coach has specific plans for the whole season and each training section.	4.72	0.45	Always
OVERALL	**4.92**	**0.13**	**Always**

Legend: N = 100, 4.51 – 5.00 Always, 3.51 – 4.50 Often, 2.51 – 3.50 Occasionally, 1.51– 2.50 Seldom, 1.00 – 1.50 Never

Table 5 presents the student athletes' perceptions of their coaches' attributes in terms of expertise. The results show that the student-athletes perceive their coaches as highly knowledgeable and skilled, with a mean score of 4.92 out of 5.00 in the overall assessment. Specifically, the athletes rated their coaches as "Always" demonstrating expertise in dealing with the athletes' training (mean=5.00), explaining the necessary rules and regulations of the sport (mean=5.00), instructing athletes in the proper use of equipment (mean=4.99), and organizing activities according to the athletes' strength, skill, or fitness level (mean=4.87). However, the coaches received a slightly lower rating of "Always" regarding having a specific plan for the whole season and each training section (mean=4.72).

Table 6.
Student Athletes' Perception towards Sport Coaches Attributes in terms of Competition/Training Attended.

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. My coach attended training to upgrade skills/knowledge.	4.97	0.17	Always
2. My coach's training styles rely on his/her attended training.	4.92	0.27	Always
3. My coach discusses his/her experiences in competition with each athlete.	4.93	0.26	Always
4. My coach attended from lower to higher levels of training.	4.53	0.50	Always
5. My coach participates as an official in a competition.	4.30	0.82	Often
OVERALL	**4.73**	**0.32**	**Always**

Legend: N = 100, 4.51 – 5.00 Always, 3.51 – 4.50 Often, 2.51 – 3.50 Occasionally, 1.51– 2.50 Seldom, 1.00 – 1.50 Never

Table 6 presents the student athletes' perception towards sport coaches attributes in terms of competition and training attended. The results show that the mean ratings for all indicators are above 4.5, indicating that the athletes perceive their coaches to always exhibit these attributes. Specifically, the coaches' attendance in upgrading their skills and knowledge through training is always perceived by the athletes, with a mean rating of 4.97. The coaches' training style, being based on their attended training and their discussion of experiences in competition with athletes are also always perceived, with mean ratings of 4.92 and 4.93, respectively. Meanwhile, the coaches' attendance at lower to higher levels of training is always perceived, but with a lower mean rating of 4.53. The coaches' participation as an official in a competition is often perceived by the athletes, with a mean rating of 4.30. Overall, the athletes perceive their coaches to always exhibit competition and training-related attributes, with an overall mean rating of 4.73.

Table 7.
Student Athletes' Perception towards Sport Coaches Attributes in terms of Professional Knowledge.

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. My coach explains the techniques and tactics of the sports.	5.00	0.00	Always
2. My coach sets training that deals with problems that may encountered at competition.	4.99	0.10	Always
3. My coach possesses good knowledge of the sport.	5.00	0.00	Always
4. My coach provides training not only on preparing on the physical ability but also on the mental aspect.	4.92	0.27	Always
5. My coach demonstrates the skills/basic drills of his/her sport.	4.99	0.10	Always
OVERALL	**4.98**	**0.06**	**Always**

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Legend: N = 100, 4.51 – 5.00 Always, 3.51 – 4.50 Often, 2.51 – 3.50 Occasionally, 1.51– 2.50 Seldom, 1.00 – 1.50 Never

Table 7 shows the results of the student athletes' perception towards sport coaches attributes in terms of professional knowledge. The indicators include explaining techniques and tactics of the sports, setting training that deals with problems that may encounter at competition, possessing good knowledge of the sport, providing training not only on physical ability but also in the mental aspect, and demonstrating the skills/basic drills of his/her sport. The overall mean score is 4.98, indicating that the athletes perceive their coaches to possess a high level of professional knowledge. The standard deviation of 0.06 indicates that the responses are consistent among the athletes.

Table 8.
Student Athletes' Perception towards Sport Coaches Attributes in terms of Psychological Training.

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. My coach motivates athletes as a form of encouragement.	5.00	0.00	Always
2. My coach provides advice on how to perform under pressure	4.98	0.14	Always
3. My coach praises the athlete's good performance even when losing a competition.	4.99	0.10	Always
4. My coach gives incentives for every athlete's accomplishment.	4.91	0.29	Always
5. My coach gives post evaluations at every end of the training or competition.	4.99	0.10	Always
OVERALL	**4.97**	**0.07**	**Always**

Legend: N = 100, 4.51 – 5.00 Always, 3.51 – 4.50 Often, 2.51 – 3.50 Occasionally, 1.51– 2.50 Seldom, 1.00 – 1.50 Never

Table 8 presents the student athletes' perceptions of their sport coaches' attributes in terms of psychological training. The mean scores for all indicators were above 4.91, indicating that the athletes perceive their coaches to always possess the listed attributes. Specifically, the athletes reported that their coaches always motivate them as a form of encouragement, provide advice on how to perform under pressure, praise good performance even when losing, and give post-evaluations at the end of training or competition. However, the mean score for the indicator "my coach gives incentives in every athlete's accomplishment" was slightly lower at 4.91, suggesting that coaches may want to consider increasing the use of incentives to further enhance their athletes' motivation and performance.

II. Mean Level of Athletes Core Competencies

This section comprehensively illustrates the mean level of student athletes core competencies in terms of competitive skills, behavior, and values.

Table 9.
Level of Student Athletes Core Competencies in terms of Competitive Skills.

Indicators	Mean	Standard Deviation	Verbal Interpretation
As an athlete I…			
1. possess the ability to apply techniques and tactics in competition.	4.53	0.50	Highly Competent
2. make critical decisions and strategies during competition.	4.45	0.50	Competent
3. acquire the ability to execute proper movements during training and in competition.	4.62	0.49	Highly Competent
4. prepare mentally for game strategies.	4.64	0.48	Highly Competent
5. understand sports game knowledge.	4.69	0.46	Highly Competent

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| | OVERALL | 4.59 | 0.38 | Highly Competent |

Legend: N = 100, 4.51 – 5.00 Highly Competent, 3.51 – 4.50 Competent, 2.51 – 3.50 Moderately Competent, 1.51–2.50 Slightly Competent, 1.00 – 1.50 Not at all Competent

Table 9 shows the level of core competencies of student athletes in terms of competitive skills. Based on the responses of 100 athletes, the mean scores for all indicators are above 4.0, indicating a highly competent level of skills. Athletes perceive themselves as highly competent in understanding sports game knowledge (mean=4.69), preparing mentally for game strategies (mean=4.64), and acquiring the ability to execute proper movements during training and in competition (mean=4.62). They are also considered competent in making critical decisions and strategies during competition (mean=4.45) and possessing the ability to apply techniques and tactics in competition (mean=4.53). Overall, student athletes possess highly competent competitive skills, as shown by the mean score of 4.59.

Table 10.
Level of Student Athletes Core Competencies in terms of Behavior.

Indicators	Mean	Standard Deviation	Verbal Interpretation
As an athlete I…			
1. instill an attitude of fair play among athletes.	4.48	0.50	Competent
2. maximize team strength during competition.	4.51	0.50	Highly Competent
3. seize a positive mindset.	4.65	0.48	Highly Competent
4. build self-esteem.	4.68	0.47	Highly Competent
5. motivate himself to do his/her best at all times.	4.72	0.45	Highly Competent
OVERALL	**4.61**	**0.37**	**Highly Competent**

Legend: N = 100, 4.51 – 5.00 Highly Competent, 3.51 – 4.50 Competent, 2.51 – 3.50 Moderately Competent, 1.51–2.50 Slightly Competent, 1.00 – 1.50 Not at all Competent

Table 10 shows the level of student athletes' core competencies in terms of behavior. Overall, the student athletes demonstrated a high level of competency in behavior, with a mean score of 4.61 and a standard deviation of 0.37. The highest mean scores were obtained in the areas of motivation (4.72), building self-esteem (4.68), and seizing a positive mindset (4.65). It is worth noting that the athletes showed a lower level of competency in instilling an attitude of fair play, with a mean score of 4.48, although still falling within the competent range.

Table 11 presents the level of student athletes' core competencies in terms of values. Overall, the mean score for this competency is 4.62, indicating that student athletes are highly competent in demonstrating values related to sports. Among the specific indicators, the highest mean score is for promoting good sportsmanship and understanding the importance of engaging in sports, both with a mean score of 4.75, indicating a highly competent level.

Table 11.
Level of Student Athletes Core Competencies in terms of Values.

Indicators	Mean	Standard Deviation	Verbal Interpretation
As an athlete I…			
1. am aware of the role of an athlete in personal learning and development.	4.47	0.50	Competent
2. understand and respect the coach and co-athlete's view.	4.38	0.49	Competent
3. promote good sportsmanship.	4.75	0.44	Highly Competent
4. understand the importance of engaging in self in sports.	4.75	0.44	Highly Competent
5. show willingness to accept training strategies in building competitive skills by coach.	4.72	0.44	Highly Competent
OVERALL	**4.62**	**0.36**	**Highly Competent**

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Legend: N = 100, 4.51 – 5.00 Highly Competent, 3.51 – 4.50 Competent, 2.51 – 3.50 Moderately Competent, 1.51–
2.50 Slightly Competent, 1.00 – 1.50 Not at all Competent

On the other hand, the lowest mean score is for understanding and respecting the coach and co-athlete's view, with a mean score of 4.38, indicating a competent level. It suggests that there is still room for improvement for student athletes in this area.

III. Test of Difference between Sport Coaches Attributes and Student Athletes Core Competencies.
This section thoroughly illustrates the significant relation between sport coaches' attributes such as coaches expertise, competition/training attended, professional knowledge, and psychological training and student athletes core competencies such as skills, behavior, and values.

Table 12.
Sport Coaches Attributes and Student Athletes Core Competencies.

Sports Coaches Attributes	Core Competencies		
	Skills	Behavior	Values
Coach Expertise;	.152	.130	.191
Competition/Training Attended;	151	.149	.180
Professional Knowledge	.018	.021	.038
Psychological Training	.014	-.026	.080

**. Correlation is significant at the 0.01 level (2-tailed).

Table 12 shows the correlations between sport coaches' attributes and student athletes' core competencies in terms of skills, behavior, and values. The table reveals that coach expertise, competition/training attended, and professional knowledge have no correlation with all three core competencies (skills, behavior, and values) at a significant level of 0.01.

On the other hand, psychological training has no correlation only with values and a negative correlation with behavior, which is not statistically correlational. This suggests that psychological training may have a more limited impact on the development of student athletes' core competencies compared to other factors such as coach expertise and competition/training attended.

Overall, the results indicate that coaches with higher expertise, more competition/training attended, and better professional knowledge may not contribute significantly to the development of student athletes' core competencies, particularly their skills, behavior, and values. There are some instances where there are coaches that coach sports which are not in line with their ability or skills, there are also coaches which are not major in the field of sports but can contribute in emotional or psychological aspects. Hence, It highlights the importance of continuous learning and development for coaches to enhance their abilities in coaching student athletes.

Summary, Conclusions, and Recommendations

This study was conducted to assess the significant relationship between sport coaches' attributes and student athletes core competencies. The descriptive design was utilized for gathering the data. The survey questionnaires served as the main instruments for collecting the data. The respondents of the study consisted of selected student athletes from north and south public schools districts in Mauban, Quezon with 100 student athletes. Sampling techniques were employed to select in determining the respondents. The frequency and percentage were utilized to describe the profile of the respondents and the number of responses in the survey. Additionally, weighted means and standard deviation was used to describe the level of perception of the student athletes related factors. Hence, Pearson's r or Pearson's Correlation Coefficient was utilized to determine the significant relationship on the sports coaches' attributes and student athletes core competencies.

Profile of the respondents in terms of age, with a total of 100 participants. The majority of the respondents, comprising 55% of the sample, are between the ages of 15 to 16 years old. Meanwhile, 32% of the respondents are aged 17 to 18 years old, and 13% are between the ages of 12 to 14 years old. Respondents are evenly distributed in terms of gender, with 50% male   and 50% female participants, making the total sample size 100. Respondents in

terms of their year level, with a total of 100 participants. The majority of the respondents, comprising 34% of the sample, are in Grade 10, followed by 24% in Grade 9 and 14% in both Grade 8 and Grade 11. The smallest proportion of respondents, at 3%, are in Grade 7, while 11% are in Grade 12. Respondents in terms of their sport specific, with a total of 100 participants. The largest proportion of respondents, comprising 21% of the sample, are involved in Volleyball, followed by Basketball (15%), Futsal and Football (both at 10%), and Badminton (9%). The smallest proportion of respondents, at 4%, are involved in Billiard, Chess, Dancesport, Tennis, and Table Tennis.

As to the perceived perception of the respondents to coaches' attributes in coaches expertise has a mean of 4.92, always, with the result of standard deviation of 0.13. and as to coaches competition/training attended has a mean of 4.73, always, and the standard deviation with the result of 0.32. The sport coaches in their professional knowledge has a mean of 4.98, always, and its standard deviation was 0.06. Sport coaches' psychological training has a mean of 4.97 with standard deviation of 0.07. As to the level of student athletes core competencies in competitive skills has a mean of 4.59, highly competent, with the standard deviation of 0.38 while the student athletes core competencies in their behavior has a mean of 4.61, highly competent, with the standard deviation of 0.37. Lastly, student athletes' core competencies in their values has a mean of 4.62, highly competent, with the standard deviation of 0.36. There is no correlation between sport coaches' attributes and student athletes core competencies.

Sport coaches may be encouraged to examine and analyze student athletes' health condition, background, and lifestyle to further apply efficient and effective training design. Sport coaches may be encouraged to continue sports training up to its highest aptitude if applicable to set updated training designs that uplift student athletes' performance holistically. Sport coach may include physical fitness test to further strengthen its objectives to evaluate student athlete capacity. Further study of the same nature may be conducted focusing on the effectiveness of sport coaches attributed to the development of student athletes.

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