

## COACHING EDUCATION

# Teacher Competencies and Sport Experiences as Keys to Coaching Eligibility of Physical Educators

*Harold Deo Cristobal*

## Abstract

*This study examines the pivotal role of MAPEH (Music, Arts, Physical Education, and Health) teacher-coaches in integrating sports into the Philippine basic education system. Guided by Kolb's Experiential Learning Theory, the research examines how the personal sports backgrounds and professional competencies of MAPEH teachers influence their effectiveness in coaching roles. A comparative-correlational research design was employed, utilizing surveys to assess variables such as coaching experience, certification, professional development, and sports management skills among Junior High School MAPEH teachers. The findings highlight that teacher-coaches with extensive sports experience and formal certifications exhibit significantly greater coaching efficacy. Gaps in current professional development programs, particularly in mentorship and advanced certifications, were identified as critical areas needing attention. This study highlights the importance of structured support systems in enhancing teacher-coaches' competencies, emphasizing the importance of continuous professional growth and equitable access to coaching opportunities. A key contribution of this research is the proposed Coaching Eligibility Program, designed to establish standardized criteria and provide targeted development opportunities for teacher-coaches. This initiative includes mentorship programs, collaboration with recognized sports organizations, and training to enhance sports management, athlete advocacy, and coach-*

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Harold Deo Cristobal, Graduate School, College of Education and Liberal Arts, Adamson University, Faculty, Institute of Human Kinetics, Dr. Filemon C. Aguilar Memorial College of Las Piñas. Please send author correspondence to [cristobal.harold.deo@adamson.edu.ph](mailto:cristobal.harold.deo@adamson.edu.ph)

*ing capabilities. The implications of this study highlight the importance of professional development in promoting effective sports education, fostering student-athlete success, and achieving a balanced integration of academics and athletics. These findings provide policymakers and educational leaders with practical insights for optimizing teacher-coach performance and enhancing the quality of sports programs in Philippine schools.*

## **Introduction**

The integration of academics and athletics in the Philippine basic education system has gained increasing importance in recent years. This dual focus seeks to develop well-rounded students who excel both academically and athletically. In this context, MAPEH (Music, Arts, Physical Education, and Health) teacher-coaches play a pivotal role. These educators are not only responsible for delivering classroom instruction but also for coaching students in various sports. This dual responsibility requires competencies that extend beyond traditional teaching skills, encompassing effective coaching strategies, mentorship, and sports management capabilities. Teacher-coaches' effectiveness is influenced by various factors, including their athletic backgrounds, professional training, and access to development opportunities. As highlighted by Santos (2020), teacher-coaches in the Philippines face unique challenges in balancing these dual roles, particularly in resource-constrained settings. Kolb's Experiential Learning Theory (1984) provides a useful framework for understanding how the sports experiences of teacher-coaches contribute to their competencies. This theory posits that individuals learn and grow through direct experiences, making the personal athletic history of teachers a significant determinant of their coaching effectiveness. Despite their critical role, gaps persist in the training and development of teacher-coaches. Velasco and Alforja (2021) emphasized the need for structured professional development programs to enhance coaching qualifications, while Salazar (2019) identified resource limitations as a significant barrier. These gaps underscore the need for targeted interventions, such as mentorship programs and certification initiatives, to support teacher-coaches in effectively fulfilling their roles.

This study examines the competencies of MAPEH teacher-coaches in Cluster 1 Junior High Schools within the Philippine basic education system. It examines the relationship between their sports experiences and coaching effectiveness, highlighting the importance of professional development and institutional support. Building on findings by Ramos (2021) and Reyes (2020), this research proposes a Coaching Eligibility Program to address identified gaps and promote the holistic development of students through effective sports education. The study contributes to the broader discourse on integrating academics and athletics by offering actionable insights for policy-makers, educators, and stakeholders. By aligning with national and international standards, this research underscores the critical role of MAPEH teacher-coaches in shaping student-athletes. It emphasizes the need for continuous learning, equitable resource distribution, and structured support systems, as advocated by Gano-Overway et al. (2020) and Valenzuela and Buenvinida (2021). This introduction sets the stage for an in-depth exploration of the competencies, challenges, and opportunities in the intersection of teaching and sports coaching in the Philippine education system.

## **Methods and Materials**

### **Research Design**

The study employed a comprehensive research method, specifically tailored to collect information about the prevailing conditions pertinent to the selected field of study. According to Padillo et al. (2021), descriptive survey research is a method that delineates and interprets the current state of “what is.” It illuminated existing or non-existing conditions, prevailing or non-prevailing practices, held or upheld beliefs, points of view or attitudes, ongoing processes, felt effects, and emerging trends. Utilizing this research method allowed the researcher to acquire the necessary data and gain comprehensive insights into the study. Specifically, the study employed a descriptive, comparative, and correlational research design. This methodology was chosen to explore the complex relationships between experience and teacher competencies in sports coaching. According to Fraenkel et al. (2019), the descriptive comparative-correlational research design sought to provide a methodical summary by carefully outlining the traits and profiles of educators who coached sports,

utilizing statistical metrics. The comparative analysis aimed to identify differences and similarities in the experiences and competencies of teachers across various groups, highlighting patterns and trends. Correlation coefficients were used in the correlational exploration process to measure the direction and degree of the relationships between teacher experiences and competencies. By integrating these components, the study aimed to provide a targeted and comprehensive understanding of how teacher competencies and experiences interact within the context of sports coaching.

## **Respondents of the Study**

During the data collection process, the researcher considered variables including eligibility and teacher competencies in athletic coaching, as well as convenience, reliability, and location. Within a given division, a particular group of junior high schools served as the source of responses. The survey was conducted during the academic year 2023–2024 on the campuses of several schools in this division, taking into account these parameters. Participants in the study were designated as MAPEH faculty members who were allocated coaching positions at particular Junior High Schools in the targeted cluster. These people were purposefully chosen for their relevance to the study. During the 2023–2024 academic year, a consensus of faculty members employed at these schools participated in the survey as respondents. To establish their eligibility requirements for handling coaching assignments, the researcher gathered data from respondents on important aspects of teacher competencies in sport coaching. A survey questionnaire was used to collect data, with reference to the academic year 2023–2024. Teachers working in topics other than MAPEH, those outside the defined cluster, and those departing from MAPEH employment without having a sports coaching teaching load throughout the study period were all excluded.

## **Research Instrument**

The study employed a specialized instrument, validated and endorsed by an advisor and five experts in Physical Education and Sports, to assess teacher competencies in sports coaching and eligibility. The instrument consisted of two parts: a checklist questionnaire that profiled respondents against qualification standards, and a survey questionnaire that probed various study-specific vari-

ables to capture respondents' perceptions. In pursuit of clarity, the researcher facilitated participant understanding by aiding with the questionnaire, which was designed for simplicity and comprehensibility. Anticipating positive outcomes, face-to-face administration of the instrument was conducted, enabling effective data collection and insights into the competencies required for sports coaching and eligibility. Building on Velasco and Alforja's (2021) methodological innovation, Salonga (2022) applied their framework to assess sports coaches' performance and experiences in Tarlac Province. This adaptation demonstrated the methodology's flexibility and effectiveness in a regional context, contributing to the understanding of sports coaching and emphasizing the importance of rigorous research methods. Participants were involved in a single session, lasting approximately 30 minutes, to provide demographic information and complete a structured questionnaire on sports coaching competencies. Participation was voluntary, with the option to withdraw at any stage, and participants were encouraged to contact the researcher with any questions regarding the study's procedures.

## **Data Gathering Procedures**

The MAPEH Department Office, strategically located and well-equipped, served as the venue for the study's data collection, ensuring participant privacy and minimal research interruptions. The face-to-face methodology included obtaining informed consent, collecting demographic information, and administering a structured questionnaire on sports coaching competencies. Researcher aided and addressed queries throughout, with participant feedback sought for data validation, concluding with thanks for their contributions. Statistical analysis comprised percentage calculations, weighted means, and a ranking procedure for questionnaire items. Additionally, the Mann-Whitney U Test investigated the impact of gender on coaching experiences and competencies, the Kruskal-Wallis Test examined age-related differences in sports experiences and teaching competencies, and the Kendall Tau Test assessed correlations between sports experiences and teaching competencies, all contributing to a nuanced understanding of factors influencing sports coaching efficacy.

**Table 1**  
*Teacher-Coach Competencies and Sports Integration*

Domain	Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
<b>Athletic Background</b>	Active participation in school-level sports	3.29	0.81	Very true of me
	Participation in sports for several years	2.95	0.99	True of me
	Belief that sports experience contributed to coaching skills	2.95	0.95	True of me
	Participation in regional/national competitions	2.08	1.20	Slightly true of me
	Recognition for sports achievements	2.05	-1.10	Slightly true of me
	Motivating and inspiring athletes	3.25	0.75	Great extent
	Building rapport and trust with athletes	3.32	0.79	Very great extent
	Managing group dynamics	3.28	0.70	Very great extent
<b>Coaching Effectiveness</b>	Developing individualized coaching plans	2.97	0.87	Great extent
	Using a student-centered and skill-based coaching philosophy	3.17	0.70	Great extent
	Holding beginner/intermediate/advanced certifications	2.08	-1.10	Slightly true of me
	Holding national/international certifications	2.19	-1.10	Not true of me
	Belief in the relevance of certifications	3.20	0.887	True of me
	Considering future certification pursuit	2.72	1.068	True of me

## Results and Discussions

### Teacher-Coach Competencies and Sports Integration

This study identifies critical insights into the competencies of MAPEH teacher-coaches, highlighting the intricate relationship between their sports experiences and professional effectiveness. Teacher-coaches with robust personal athletic backgrounds demonstrate a greater ability to inspire, engage, and develop student-athletes. For example, respondents with substantial sports involvement during their academic years, such as active participation in school-level competitions, scored higher in coaching effectiveness metrics, particularly in areas such as athlete motivation and rapport building (mean = 3.32). These findings align with Ingersoll (2019), who emphasized the influence of experiential learning on professional efficacy, and Santos (2020), who explored the challenges and opportunities of teacher-coaches in Philippine basic education. Despite

**Table 2**

*Mentorship and Professional Development*

Domain	Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
<b>Professional Development &amp; Mentorship</b>	Session planning with mentor support	2.85	0.852	Great extent
	Individualized coaching through mentorship	2.97	0.865	Great extent
	Assessment and feedback from workshops/seminars	3.11	0.640	Great extent
<b>Sports Management Skills</b>	Planning and organizing sports programs	3.15	-0.60	Great extent
	Budgeting for training and compensation	2.62	0.930	Great extent (lowest area)
	Leading and evaluating sports initiatives	3.20	-0.66	Great extent

these strengths, significant gaps were noted in advanced coaching certifications. The average scores for certification-related competencies, such as holding national or international coaching certifications, remained low (mean = 2.19). This highlights the limited access to advanced training opportunities, as noted by Velasco and Alforja (2021), who emphasized the need for structured programs to enhance coaching qualifications. This finding highlights a pressing need for certification initiatives that equip teacher-coaches with standardized knowledge and skills to lead effective sports programs, as supported by the frameworks proposed by Trudel et al. (2020).

**Mentorship and Professional Development**

Mentorship emerged as a pivotal element in enhancing coaching effectiveness. Schools with experienced teacher-coaches serving as mentors demonstrated improved team outcomes and coaching satisfaction rates. Respondents highlighted the importance of mentorship in areas such as session planning (mean = 2.85) and individualized coaching (mean = 2.97). Mentors provide nuanced guidance, fostering a culture of continuous improvement, consistent with findings by Ramos (2021), who demonstrated the impact of mentorship programs on teacher-coach competencies in the Philippines. However, a lack of formalized mentorship programs limits the scalability of these benefits. Professional development initiatives were also found to have a significant influence on coaching competencies. Teachers who actively engaged in workshops and sports management seminars exhibited stronger assessment and feedback capabilities (mean = 3.11), corroborating findings by Reyes (2020), who emphasized the importance of aligning teacher competencies with coaching roles in



**Table 3**  
*Significant Differences Between Coaching Effectiveness and Gender*

	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	P-VALUE	VERBAL INTERPRETATION
Coaching Effectiveness	Man	25	36.92	923.00	402.000	.186	not significant
	Woman	40	30.55	1222.00			
	Total	65					

Legend: N= Population, a. Mann-Whitney U Test, b. Grouping Variable: Sex

**Table 4**  
*Gender and Experience in Coaching Effectiveness*

Domain	Indicators/Examples from Manuscript	Weighted Mean	Standard Deviation	Verbal Interpretation
Gender-Based Competency	Rapport building and trust with athletes	3.32	0.79	Very great extent
	Strategic team management	3.28	0.70	Very great extent
	Motivation and inspiration	3.25	0.75	Great extent
	Assessment and feedback provision	3.11	0.64	Great extent
	Planning and structuring coaching sessions	2.85	0.85	Great extent
Experience-Based Competency	Demonstrating sports techniques and skills	2.95	0.72	Great extent
	Developing individualized coaching plans	2.97	0.87	Great extent
	Utilizing technology and resources in coaching (younger coaches)	2.98	0.82	Great extent
	Using a student-centered and skill-based coaching philosophy	3.17	0.70	Great extent
	Engagement in workshops/seminars	3.11	0.64	Great extent
Professional Growth Factors	Assessment and feedback capability	3.12	0.65	Great extent
	Collaboration with other coaches for consistent assessment	3.12	0.76	Great extent

education. However, the inconsistent availability of such programs across schools exacerbates disparities in teacher performance, particularly in underfunded institutions, as suggested by Valenzuela and Buenvinida (2021).

### Gender and Experience in Coaching Effectiveness

The study explored gender differences in coaching competencies, finding no statistically significant variations between male and female teacher-coaches. This result aligns with Villalon and Martin (2020), who found that coaching efficacy is not influenced by gender but rather by training and institutional support. Years of experience



**Table 5**  
*Institutional and Resource Limitations*

Domain	Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
<b>Budget Constraints</b>	Allocated budget for player training and program implementation	2.62	0.93	Great extent (lowest score)
	Compensation for players and coaches (allowances, benefits)	2.80	0.89	Great extent
	Budget and cash flow projections are regularly reviewed	2.71	0.84	Great extent
<b>Facility Limitations</b>	Maintenance of sports facilities (fields, courts, centers)	3.12	0.761	Great extent
	Availability of suitable spaces for sports activities	3.15	-0.70	Great extent
<b>Certification Access</b>	Holding a national coaching certification	1.72	1.11	Not true of me
	Holding an international coaching certification	1.66	1.08	Not true of me
	Considering the pursuit of additional certification	2.72	1.09	True of me

similarly showed limited correlation with higher coaching effectiveness. While seasoned teacher-coaches often excelled in rapport building and strategic team management, younger teachers introduced innovative methods. They were more adaptable to integrating technology into coaching practices (mean = 2.98), as noted by Griffo et al. (2019). These findings suggest that professional growth opportunities, rather than tenure alone, are critical in fostering effective coaching practices.

### **Institutional and Resource Limitations**

The findings reveal systemic barriers that hinder the full potential of teacher-coaches. Inadequate funding for sports facilities, insufficient budgets for training, and limited access to advanced certifications emerged as recurring challenges. For example, competencies related to budget planning scored the lowest among sports management skills (mean = 2.62), reflecting the constraints faced by schools in maintaining and expanding sports programs. These findings align with Salazar (2019), who emphasized resource constraints as a barrier to effective coaching in Philippine schools. Additionally, disparities in resources across schools contributed to inconsistencies in student-athlete performance and participation rates, as discussed by Escasa (2022).

## The Coaching Eligibility Program: Addressing Identified Gaps

To address the challenges highlighted, this study proposes the Coaching Eligibility Program, which aims to:

- **Standardize Coaching Competencies:** Establish clear criteria for teacher-coaches, ensuring alignment with international standards. Key focus areas include advanced certifications and continuous professional development, consistent with frameworks outlined by Trudel et al. (2020).
- **Enhance Mentorship Opportunities:** Formalize mentorship programs within schools to facilitate knowledge transfer and foster a culture of collaboration among teacher-coaches, as recommended by Ramos (2021).
- **Promote Inclusivity and Equity:** Advocate for equitable access to resources, ensuring that all schools, regardless of funding levels, can provide quality sports education, as supported by Reyes (2020).
- **Strengthen Institutional Support:** Partner with recognized sports organizations to deliver training programs, improve resource allocation, and develop robust sports management frameworks, as suggested by Gano-Overway et al. (2020).

By addressing these key areas, the program aims to enhance the quality of sports education, ensuring that MAPEH teacher-coaches are well-equipped to effectively balance their dual roles as educators and coaches.

### Relationship Between Sports Experience and Teaching Competencies

The study found a moderate positive correlation ( $r = 0.552$ ,  $p < 0.05$ ) between sports experiences and teaching competencies. Teachers with extensive participation in sports at various levels exhibited superior skills in athlete assessment, motivational strategies, and fostering inclusivity in sports programs. These competencies were particularly pronounced among teachers who actively participated in community or school-based sports initiatives (mean = 3.43). However, the lack of advanced competitive experience, such as participation in regional or national competitions (mean = 2.03),

highlighted a gap in practical exposure, which could be addressed through structured professional development, as advocated by Concordia (2022).

## Implications for Policy and Practice

The findings underscore the critical role of professional development and institutional support in enhancing the effectiveness of teacher-coaches. Policymakers and educational leaders should prioritize:

- **Formalized Certification Programs:** Collaborating with sports organizations to provide accessible pathways for obtaining advanced coaching certifications, as recommended by Trudel et al. (2020).
- **Resource Allocation:** Ensuring equitable distribution of funding for sports infrastructure, training, and professional development, aligning with insights from Valenzuela and Buenvinida (2021).
- **Continuous Learning Opportunities:** Encouraging teacher-coaches to engage in ongoing education through workshops, seminars, and international training experiences, supported by Reyes (2020).

Additionally, integrating mentorship as a core component of the proposed Coaching Eligibility Program can help address the challenges of balancing teaching and coaching roles. By leveraging the expertise of seasoned coaches, schools can build a sustainable model for professional growth.

## Conclusions

The findings of this study highlight the crucial role of MAPEH teacher-coaches in promoting the integration of academics and athletics within the Philippine basic education system. Teacher-coaches with robust athletic backgrounds and formal certifications demonstrated higher coaching efficacy, particularly in areas such as athlete engagement, rapport building, and strategic team management. However, significant gaps in professional development, mentorship opportunities, and access to advanced certifications hinder their potential. Mentorship emerged as a transformative factor, with seasoned teacher-coaches contributing to the development of less

experienced colleagues and fostering a collaborative environment. Nevertheless, the absence of formal mentorship programs limits the scalability of these benefits. Similarly, inconsistencies in professional development opportunities across institutions exacerbate disparities in coaching effectiveness. The findings reinforce the importance of structured training initiatives to ensure equitable access to resources and standardized competencies among teacher-coaches. Resource limitations, including inadequate funding for sports facilities and training programs, remain significant barriers. Addressing these systemic challenges requires collaborative efforts among policymakers, educational leaders, and sports organizations. This study's proposed Coaching Eligibility Program provides a comprehensive framework for addressing these issues. By establishing standardized criteria, promoting mentorship, and ensuring continuous professional development, this program aims to elevate the quality of sports education and foster the holistic development of students.

The relationship between sports experiences and teaching competencies highlights the value of experiential learning in shaping effective teacher-coaches. While experience is crucial, it must be supplemented with targeted professional development to sustain growth and adapt to evolving educational demands. The study's findings align with Kolb's Experiential Learning Theory, emphasizing the role of direct experiences in enhancing professional capabilities.

For policymakers, this study provides actionable insights into improving the integration of academics and athletics. Prioritizing investments in professional development, equitable resource distribution, and formalized mentorship programs is essential. Educational leaders should also advocate for partnerships with sports organizations to facilitate advanced training opportunities and certification pathways. The proposed Coaching Eligibility Program offers a sustainable solution to address the identified gaps. By focusing on certification attainment, pedagogical skill enhancement, and inclusive sports management practices, the program aims to empower MAPEH teacher-coaches and improve the overall quality of sports education. Success metrics, including increased certification rates, participant feedback, and improved sports program outcomes, will serve as indicators of its effectiveness. Ultimately, this study highlights the importance of investing in MAPEH teacher-coaches as

catalysts for student success in both academics and athletics. By addressing systemic challenges and fostering professional growth, the education system can achieve a balanced and holistic approach to student development, ensuring that sports and academics are mutually reinforcing pillars of education.

## **Recommendations**

To enhance the capabilities and effectiveness of MAPEH teacher-coaches, it is essential to implement structured and accessible certification programs aligned with international standards, offering levels such as beginner, intermediate, and advanced, recognized by sports organizations. Collaborative efforts with educational institutions and sports organizations should provide regular workshops and seminars focusing on innovative coaching strategies, inclusive sports management, and athlete advocacy. Formal mentorship programs should pair experienced teacher-coaches with less experienced colleagues, fostering knowledge sharing, skill development, and collaboration, with mentorship being a core component of the proposed Coaching Eligibility Program for continuity and scalability. Increased funding is necessary to improve sports facilities, acquire advanced training equipment, and support participation in competitive events, ensuring equitable resource distribution to minimize disparities in sports education quality. Inclusive sports programs should promote equal opportunities for all students, regardless of gender, socioeconomic background, or physical ability, with adaptive sports initiatives supporting students with disabilities to foster inclusivity. Policymakers must establish standardized guidelines for MAPEH teacher-coaches, including eligibility criteria and competency benchmarks, while promoting partnerships between the Department of Education and sports organizations to align educational goals with athletic development. Future research should evaluate the long-term impact of professional development programs and explore socio-cultural factors affecting the integration of academics and athletics in Philippine schools, enabling context-specific interventions. By addressing these recommendations, stakeholders can foster continuous improvement in sports education, creating a supportive environment where MAPEH teacher-coaches and students can thrive both academically and athletically.

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