

Sports Coaching Competencies Among Non-MAPEH Majors: Framework for A Professional Development Program

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Abstract

This study examined the sports coaching competencies, strengths, and weaknesses of non-MAPEH majors assigned as sports coaches in Bacnotan National High School and developed a contextualized Sports Coaching Competencies Framework (SCCF) for professional development. The study was anchored on Shulman's Pedagogical Content Knowledge Theory, Kolb's Experiential Learning Theory, and Self-Determination Theory, supported by the Input-Process-Output (IPO) Model. A Descriptive-Developmental Research Design was employed to assess existing coaching competencies and formulate an evidence-based framework responsive to identified developmental needs. The respondents consisted of 30 non-MAPEH teachers actively coaching various sports disciplines, selected through total enumeration. Data were gathered using a researcher-made and expert-validated questionnaire, with responses analyzed using frequency counts, percentages, mean, and weighted mean through SPSS and Data Analysis Toolpak. Findings revealed that respondents were generally Highly Competent in technical and tactical knowledge, planning and organization, communication and motivation, and game management and officiating. Communication and motivation emerged as the strongest competency area, while technical and tactical knowledge required further enhancement. Respondents also demonstrated Highly Strong pedagogical skills, adaptability, motivation, and experiential knowledge. However, weaknesses were identified in limited content knowledge, instructional quality, group management, lack of facilities and equipment, and the need for continuous professional training. Based on these findings, the proposed Sports Coaching Competencies Framework emphasized competency-based professional development, mentoring, experiential learning, institutional support, reflective practice, and continuous improvement to strengthen coaching effectiveness and sustainable school sports programs. The study supports Sustainable Development Goal (SDG) 4 on Quality Education by promoting continuous professional development and improving the quality of school sports programs. It also aligns with SDG 3 on Good Health and Well-Being through the promotion of safe, inclusive, and developmentally appropriate sports participation among learners. The study contributes to educational and institutional sustainability by strengthening coaching competence, supporting holistic learner development, and providing an evidence-based framework for long-term improvement of school sports programs.

Keywords: Adaptability; Coaching Competence; Communication and Motivation; Non-MAPEH Teachers; Professional Development Framework; School Sports Programs; Sports Coaching; Technical and Tactical Knowledge; Teacher-Coaches; Training and Development

1. Introduction

Sports and physical activities play a significant role in holistic education by promoting physical fitness, discipline, teamwork, leadership, and social development among learners. In school settings, the effectiveness of sports programs largely depends on the competence of coaches who facilitate training, athlete development, and safe participation. However, many schools worldwide increasingly rely on non-specialist teachers to handle coaching responsibilities due to shortages of qualified Physical Education personnel. This situation raises concerns regarding the preparedness, instructional capability, and professional support available to non-MAPEH teachers assigned as sports coaches. International and local studies consistently reveal that non-specialist teacher-coaches often lack formal preparation in sports science, coaching pedagogy, tactical instruction, and officiating, despite demonstrating commitment and willingness to serve student-athletes (ICCE, 2020; Nash & Sproule, 2020; Allan et al., 2021). In the Philippine context, shortages and uneven deployment of MAPEH teachers further intensify dependence on non-MAPEH coaches, particularly in rural schools (Orbeta & Abrigo, 2021). Existing professional development opportunities also remain largely lecture-based, short-term, and insufficiently aligned with sport-specific coaching demands (Gonzales & Reyes, 2023). Anchored on Shulman's Pedagogical Content Knowledge Theory (1986), Kolb's Experiential Learning Theory (1984), and Self-Determination Theory by Deci & Ryan (2000), this study examines the sports coaching competencies, strengths, and weaknesses of non-MAPEH majors in Bacnotan National High School. The study further aims to develop a contextualized professional development framework that can strengthen coaching competence, improve learner outcomes, and support sustainable school sports programs.

1.1 Background of Sports Coaching Competence among Non-MAPEH Majors in Bacnotan National High School

Educational institutions increasingly recognize the importance of co-curricular activities in promoting holistic learner development. Sports and physical activities contribute not only to physical fitness but also to values formation, leadership, teamwork, resilience, and social interaction skills. Effective sports programs depend heavily on competent coaches who can provide safe, developmentally appropriate, and educationally meaningful experiences for student-athletes. Sports coaching competence encompasses technical and tactical knowledge, planning and organization, communication and motivation, and game management and officiating (International Council for Coaching Excellence [ICCE], 2022). Competent coaching requires interdisciplinary knowledge, decision-making skills, pedagogical adaptability, and the ability to guide and motivate athletes effectively. However, many teachers assigned as coaches lack formal preparation in sports science and coaching pedagogy, limiting their ability to implement effective training programs and ensure athlete safety (ICCE, 2020). Globally, schools frequently assign coaching responsibilities to teachers outside Physical Education specialization due to staffing shortages and institutional demands. Although these teachers often demonstrate dedication, they commonly rely on personal playing experiences rather than formal coaching education (Nash & Sproule, 2020; Allan et al., 2021). Studies in India, South Africa, and Indonesia identified deficiencies in tactical competence, instructional quality, and game management among non-specialist coaches, largely due to insufficient mentoring, limited resources, and inadequate professional preparation (Nash & Sproule, 2020; Allan et al., 2021). Professional development opportunities for school-based coaches also remain inadequate. Existing training programs are frequently generalized, short-term, and disconnected from sport-specific coaching demands, resulting in inconsistent competence development (Aguilar, 2025; Emerson & Macdonald, 2025). Morgan et al. (2023) emphasized the need for competence-focused frameworks incorporating mentorship, reflective practice, and progressive skill development. International frameworks such as the IOC Safe Sport principles and the National Standards for Sport Coaches likewise stress athlete-centered coaching, ethical leadership, and holistic athlete development (IOC, 2023; Sport Australia, 2023). In the Philippines, school sports development is supported by policies such as the K to 12 Curriculum, DepEd Order No. 022, s. 2025, and DepEd Memorandum No. 005, s. 2023. Despite these initiatives, shortages and uneven deployment of MAPEH teachers persist, especially in rural schools, resulting in frequent assignment of non-MAPEH teachers as coaches (Orbeta & Abrigo, 2021). Local studies further identified weaknesses in officiating skills, instructional delivery, tactical planning, and athlete management among non-specialist coaches (Macasias, 2022; Gonzales & Reyes, 2023). At Bacnotan National High School, non-MAPEH teachers are similarly assigned coaching duties due to the scarcity of qualified MAPEH teachers. Initial observations revealed challenges in training design, sport-specific knowledge, and athlete engagement. Existing seminars and refresher programs remain time-limited and generalized, highlighting the need for a structured and contextualized professional development framework to strengthen coaching competence among non-MAPEH majors.

1.2 Themes and Insights on Sports Coaching Competencies of Non-MAPEH Teacher-Coaches

Related literature consistently identifies sports coaching competence as a multidimensional construct involving technical and tactical knowledge, planning and organization, communication and motivation, and game management and officiating. Effective coaching requires integration of instructional competence, ethical leadership, athlete motivation, and safety management. Research indicates that non-specialist teacher-coaches often depend on experiential learning and personal sports backgrounds rather than systematic coaching education (Breytenbach & Peterson, 2021; Kumar, 2020; Sutanto, 2022). As a result, deficiencies emerge in tactical planning, athlete conditioning, officiating, instructional quality, and athlete management (Gonzales & Reyes, 2023). Communication and motivational competence are also central to coaching effectiveness. Studies revealed that positive communication, leadership behavior, and fulfillment of athletes' psychological needs significantly influence athlete engagement and satisfaction (Deci & Ryan, 2000). Ethical coaching, psychological safety, and athlete-centered approaches are likewise emphasized in international coaching standards (IOC, 2023; UNESCO, 2019). Professional development frameworks increasingly advocate competency-based, experiential, and mentored learning approaches (ICCE, 2022; European Coaching Council, 2022). Effective programs integrate theory, practice, reflection, and mentorship to promote sustainable coach development. However, Philippine studies indicate that coaching seminars remain largely lecture-based and lack practical application, follow-up support, and sport-specific mentoring (Santos et al., 2020). Literature also emphasizes the importance of framework validation through expert review, pilot testing, and mixed-method evaluation to ensure relevance, feasibility, and educational impact (Trudel & Gilbert, 2022). These findings collectively support the need for a contextualized and evidence-based professional development framework for non-MAPEH teacher-coaches.

1.3 Local, National, and Global Context of Sports Coaching among Non-MAPEH Teachers

Globally, educational systems increasingly rely on non-specialist teachers to manage school sports programs due to shortages of qualified Physical Education personnel. International studies from India, South Africa, Indonesia, Korea, China, Europe, Australia, and the United States consistently report gaps in technical knowledge, mentoring opportunities, officiating competence, and coaching preparation among school-based coaches (Nash & Sproule, 2020; Allan et al., 2021). International organizations such as the IOC and ICCE advocate competence-based coaching frameworks emphasizing athlete-centered coaching, ethical leadership, inclusivity, and reflective practice (IOC, 2023; ICCE, 2022). Nationally, the Philippine education system institutionalizes sports development through the K to 12 Curriculum, DepEd Order No. 022,

s. 2025, and DepEd Memorandum No. 005, s. 2023. However, persistent shortages and uneven deployment of MAPEH teachers continue to affect implementation of sports programs, especially in rural schools (Orbeta & Abrigo, 2021). Limited access to continuous in-service training and underutilization of sports development funds further restrict capacity-building opportunities for teacher-coaches (Philippine Institute for Development Studies, 2022; Commission on Audit, 2023). At the local level, Bacnotan National High School experiences similar challenges, including dependence on non-MAPEH teachers for coaching assignments and limited access to contextualized professional development programs. These conditions reinforce the necessity of examining coaching competence and developing sustainable support systems for non-specialist teacher-coaches.

1.4 Theoretical and Conceptual Basis of Sports Coaching Competence among Non-MAPEH Majors

This study is anchored on Shulman's Pedagogical Content Knowledge (PCK) Theory (1986), Kolb's Experiential Learning Theory (1984), and Self-Determination Theory by Deci and Ryan (2000). Shulman's PCK Theory explains that effective instruction depends on integrating content knowledge and pedagogical knowledge. Applied to sports coaching, non-MAPEH teachers must possess both sport-specific competence and instructional ability to design effective and safe training programs. Kolb's Experiential Learning Theory emphasizes learning through concrete experience, reflective observation, conceptualization, and active experimentation. This theory supports the importance of reflective practice, mentoring, and hands-on coaching experiences in developing coaching competence among non-specialist teachers. Self-Determination Theory explains that motivation and sustained engagement are influenced by autonomy, competence, and relatedness. The theory highlights the need for supportive professional environments that empower coaches, strengthen their competencies, and foster collaboration and mentorship. The study is further guided by the Input-Process-Output (IPO) Model. The inputs include the demographic profile, sports coaching competencies, strengths, and weaknesses of non-MAPEH teachers. The process involves data gathering, statistical analysis, and framework formulation and validation. The output is a proposed Professional Development Framework focusing on assessment and needs analysis, goal setting, learning strategies, implementation and practice, and reflection and evaluation.

1.5 Research Gaps and Rationale for Developing a Professional Development Framework for Non-MAPEH Coaches

Existing studies consistently identify deficiencies in coaching competence among non-specialist teacher-coaches, particularly in tactical planning, communication, officiating, instructional delivery, and athlete management (Gonzales & Reyes, 2023; Macasias, 2022). Although professional development programs exist, these initiatives remain generalized, short-term, and lecture-based, limiting practical application and long-term competence development (Santos et al., 2020). There is also limited research focusing specifically on non-MAPEH majors in rural Philippine public schools, particularly regarding their strengths, weaknesses, and professional development needs in sports coaching. Existing frameworks often emphasize elite or specialist coaching contexts and are rarely localized for school-based non-specialist teachers. Furthermore, studies reveal insufficient validation and contextualization of professional development frameworks for school-based coaches (Trudel & Gilbert, 2022). These gaps justify the conduct of the present study, which seeks to assess the coaching competence of non-MAPEH majors in Bacnotan National High School and formulate a contextualized professional development framework grounded in empirical evidence and local realities.

1.6 Alignment of the Study on Sports Coaching Competence with Relevant Sustainable Development Goals (SDGs)

The study aligns with several Sustainable Development Goals (SDGs), particularly SDG 4 – Quality Education, SDG 3 – Good Health and Well-Being, SDG 8 – Decent Work and Economic Growth, SDG 9 – Industry, Innovation and Infrastructure, and SDG 11 – Sustainable Cities and Communities. The study supports SDG 4 by strengthening the coaching competence of non-MAPEH teachers through professional development, thereby improving the quality, inclusivity, and effectiveness of school sports programs. Enhanced coaching competence contributes to holistic learner development and continuous teacher capacity-building. The study also advances SDG 3 by promoting safe, developmentally appropriate, and health-oriented sports participation. Competent coaching supports injury prevention, positive psychosocial support, and sustained physical activity among learners. In relation to SDG 8, the study contributes to professional growth, skill enhancement, and improved role clarity among teachers assigned coaching responsibilities. It also supports SDG 9 through the development of an evidence-based and context-responsive professional development framework that encourages innovative coaching practices. Moreover, the study aligns with SDG 11 by strengthening school sports programs as platforms for youth engagement, inclusion, discipline, and community participation.

1.7 Importance of the Study on Sports Coaching Competence to Multidisciplinary Sustainability

The study contributes to educational sustainability by promoting continuous professional development and strengthening instructional quality in school sports programs. By enhancing coaching competence among non-MAPEH teachers, the study supports sustainable learner development and equitable access to quality sports education. The study also contributes to socio-economic sustainability through teacher upskilling and human capital development within the education sector. Strengthened coaching competence may improve teacher confidence, professional effectiveness, and long-term engagement in school sports programs. In terms of public health sustainability, competent coaching promotes safe physical activity, healthy lifestyles, athlete well-being, and injury prevention among learners. The study likewise supports

community sustainability by strengthening school-based sports as avenues for social inclusion, teamwork, leadership, and youth engagement. Additionally, the proposed professional development framework contributes to institutional sustainability by providing an evidence-based structure for coaching development, mentorship, reflective practice, and long-term program improvement within public schools.

2. Material and methods

2.1 Research Design

This study utilized a Descriptive–Developmental Research Design. According to Adanza et al. (2023), descriptive–developmental research describes existing conditions or practices as the basis for developing a model, framework, or intervention. Calderon and Gonzales (2021) explained that this design is appropriate when the study seeks to describe a current phenomenon and formulate a strategy or program to improve existing conditions. In this study, the descriptive component determined the level of sports coaching competence of non-MAPEH majors in terms of technical and tactical knowledge, planning and organization, communication and motivation, and game management and officiating. The developmental component focused on developing a Framework for a Professional Development Program based on the identified competence gaps. This design enabled the researcher to analyze existing coaching competencies and formulate an evidence-based and contextualized framework responsive to the needs of non-MAPEH sports coaches.

2.2 Locale of the Study

The study was conducted at Bacnotan National High School in Bacnotan, La Union, under the Schools Division of La Union. The school was selected because of its active participation in athletic events and its practice of assigning non-MAPEH teachers as sports coaches due to the limited number of MAPEH majors. This condition made the school an appropriate setting for assessing the sports coaching competencies and developmental needs of non-MAPEH teacher-coaches.

2.3 Respondents of the Study

The respondents of the study were non-MAPEH major teachers assigned as sports coaches in Bacnotan National High School during the current and previous school years. A total of 30 non-MAPEH teachers actively coaching various sports disciplines participated in the study. The respondents came from different areas of specialization, including English, Mathematics, Science, Filipino, Araling Panlipunan, Technology and Livelihood Education, and Values Education.

2.4 Sample and Sampling Procedure

The study employed total enumeration as the sampling technique. Since the population size was small, all non-MAPEH teachers with actual sports coaching experience were included in the study. This approach ensured complete representation of the target population, minimized sampling bias, and improved the accuracy and credibility of the findings.

2.5 Research Instrument

The primary instrument used in the study was a researcher-made survey questionnaire composed of four parts. The first part gathered demographic and background information, including age, sex, highest educational attainment, years of teaching experience in sports, sports background, and sports-related trainings or seminars attended. The second part assessed the level of sports coaching competencies of non-MAPEH majors in terms of technical and tactical knowledge, planning and organization, communication and motivation, and game management and officiating. The third part evaluated the strengths of non-MAPEH majors in coaching sports, focusing on general pedagogical skills, motivation and effort, innovative strategies, prior experiential knowledge, and adaptability. The fourth part identified weaknesses related to limited content knowledge, instructional quality, athlete management, lack of facilities and equipment, and the need for continuous training. Responses in Parts III and IV were measured using a five-point Likert scale. The questionnaire underwent expert validation to ensure clarity, relevance, and alignment with the objectives of the study. The panel consisted of five experts, including the Head Teacher and Master Teacher II from the MAPEH Department of Bacnotan National High School, the MAPEH Coordinator of the Balaoan Cluster, the Master Teacher II from the MAPEH Department of Sinapangan National High School, and the Sports Coordinator of the Schools Division of La Union. The validation process obtained an overall mean rating of 4.95, interpreted as Very Highly Valid, indicating that the instrument effectively measured the intended coaching competencies.

2.6 Data Gathering Procedure

The study followed a systematic and ethical data gathering procedure. The researcher first secured formal permission from the Schools Division of La Union and the Principal of Bacnotan National High School. After approval, an orientation was conducted to explain the purpose of the study, confidentiality of responses, and respondents' rights. Upon obtaining consent, the validated questionnaires were personally distributed to the 30 respondents. Respondents were given sufficient time to answer the instrument carefully and without pressure. After retrieval, the questionnaires were checked for completeness and accuracy before encoding the responses for statistical analysis. Following data analysis, the researcher

formulated the Framework for a Professional Development Program based on the identified coaching competencies, strengths, and weaknesses of the respondents. The framework was then subjected to expert validation involving five specialists from the MAPEH and sports education field. The framework was evaluated in terms of clarity, feasibility, alignment with educational goals, and applicability in school settings. The validation process yielded an overall mean rating of 4.90, interpreted as Very Highly Valid, indicating that the framework was highly acceptable and appropriate for enhancing the coaching competence of non-MAPEH majors.

2.7 Data Analysis Techniques

The collected data were organized, tabulated, and analyzed using descriptive statistical techniques appropriate for quantitative research. Frequency counts and percentages were used to determine the respondents' profile in terms of age, sex, highest educational attainment, years of teaching experience in sports, sports background, and sports-related trainings or seminars attended. Mean and weighted mean were utilized to determine the level of sports coaching competencies, strengths, and weaknesses of the respondents. The proposed Framework for a Professional Development Program was developed through synthesis and interpretation of the findings, using the identified competencies, strengths, and weaknesses as the empirical basis for framework formulation. To ensure accuracy of computation, the researcher utilized the Data Analysis Toolpak and SPSS. The study also employed descriptive scales for interpreting validity, competence, strengths, and weaknesses, using corresponding numerical values and descriptive equivalent ratings ranging from lowest to highest levels.

3. Results and Discussion

3.1 Demographic Profile of Non-MAPEH Majors

3.1.1 Age Profile of Non-MAPEH Majors

The findings revealed that most respondents belonged to the 20–29 age group, followed by those aged 30–39 and 40–49. A smaller number belonged to the 50–59 age bracket, while no respondents were aged 60 and above. These results indicate that the majority of non-MAPEH teachers involved in sports coaching are relatively young professionals, although older teachers also participate in coaching responsibilities. The presence of younger teachers suggests greater physical engagement and active participation in sports-related activities, while older teachers may contribute professional maturity, leadership, and mentoring abilities. Casey and Kirk (2021) stressed that teachers' participation in school sports is influenced by professional experience, motivation, and physical capacity. Similarly, MacPhail & Tannehill (2021) noted that younger teachers are often more involved in extracurricular physical activities because of their energy and willingness to engage in active learning environments.

3.1.2 Sex Distribution of Non-MAPEH Majors

The results showed that female respondents comprised the majority of the participants, while male respondents represented a smaller proportion. This indicates that female teachers are actively engaged in school sports coaching despite not specializing in MAPEH. The findings demonstrate that coaching responsibilities are not restricted by gender but are influenced by teachers' willingness, assignment, and availability. Santos & Caleon (2021) emphasized that both male and female teachers contribute significantly to extracurricular sports activities. Casey et al. (2021) further highlighted that gender-inclusive coaching environments positively affect learner participation and motivation in sports programs.

3.1.3 Highest Educational Attainment of Non-MAPEH Majors

The findings revealed that most respondents possessed bachelor's degrees with masteral units, followed by master's degree graduates and bachelor's degree holders. A smaller number had completed academic requirements or doctoral studies. This suggests that many respondents are actively pursuing graduate education to improve their professional qualifications. The results indicate strong commitment among respondents toward continuing professional development and lifelong learning. Darling-Hammond et al. (2021) explained that teachers pursuing advanced studies tend to demonstrate stronger professional competence and leadership practices. Avalos (2011) likewise emphasized that graduate education deepens pedagogical knowledge and professional skills.

3.1.4 Sports Coached by Non-MAPEH Majors

The respondents handled both individual and team sports, with volleyball and basketball emerging as the most commonly coached team sports, while gymnastics recorded the highest frequency among individual sports. Other sports coached included badminton, boxing, chess, dance sport, swimming, athletics, and sepak takraw. The prevalence of volleyball and basketball suggests that teachers are commonly assigned to sports that are highly accessible and frequently included in school athletic competitions. Casey and Kirk (2021) explained that teachers often assume coaching responsibilities beyond their specialization because of institutional demands and commitment to student development. Harvey & Jarrett (2022) further stated that teacher participation in sports coaching contributes to student engagement and physical activity promotion. Bailey et al. (2023) added that school sports programs largely depend on teacher involvement and available coaching resources.

3.1.5 Sports Trainings and Seminars Attended

The findings showed that most respondents attended division-level sports trainings and seminars, while fewer participated in regional-level activities. No respondents reported attending national or international coaching seminars. Attendance was highest during 2025, followed by 2024 and 2023. These findings indicate that non-MAPEH teachers have access mainly to local professional development activities, while exposure to advanced and specialized coaching education remains limited. Gilbert & Trudel (2020) explained that coaching education programs strengthen coaches' knowledge, confidence, and effectiveness. Lyle & Cushion (2021) also emphasized that continuous training improves coaching competence through updated knowledge on athlete development and coaching strategies.

3.2 Level of Sports Coaching Competencies of Non-MAPEH Majors

3.2.1 Technical and Tactical Knowledge

The results showed that non-MAPEH majors were generally Highly Competent in technical and tactical knowledge. The highest rating was obtained in understanding and applying game rules effectively, while the lowest rating was observed in analyzing opponents' strengths and weaknesses to develop tactical plans. These findings indicate that respondents possess strong foundational knowledge of sports rules and basic coaching principles. However, advanced tactical analysis and strategic planning remain areas requiring improvement. The findings align with DepEd Order No. 022, s. 2025, which emphasizes competent supervision and management of school sports programs. The International Council for Coaching Excellence (2021) likewise stressed that effective coaching competence involves tactical decision-making and strategic analysis in competitive settings.

3.2.2 Planning and Organization

The respondents were found to be Highly Competent in planning and organization. The highest ratings involved setting clear session objectives and evaluating training outcomes, while the lowest rating involved preparing long-term structured training plans aligned with team goals. The results suggest that respondents can effectively organize and manage training activities but may require additional support in long-term athletic program planning. These findings support DepEd policies promoting safe and organized sports activities. Côté & Gilbert (2021) emphasized that effective coaches are capable of designing goal-oriented practice sessions, while UNESCO (2022) identified systematic planning as a core component of quality sports programs.

3.2.3 Communication and Motivation

The findings revealed that respondents were Highly Competent in communication and motivation. Treating athletes fairly regardless of skill level obtained the highest rating, while managing misunderstandings effectively received the lowest rating, although still within the highly competent level. These findings indicate that respondents maintain positive coach-athlete relationships and prioritize fairness, inclusivity, and encouragement during coaching activities. However, conflict resolution skills may still require enhancement. The results align with DepEd Order No. 40, s. 2012, which promotes safe, respectful, and inclusive learning environments. Boardley et al. (2021) found that positive communication and fairness significantly improve athlete motivation and well-being. Turnnidge & Côté (2022) likewise emphasized the importance of transformational coaching behaviors in learner development.

3.2.4 Game Management and Officiating

The respondents were generally Highly Competent in game management and officiating. Fairness, impartiality, and professionalism in officiating obtained the highest rating, while consistent enforcement of official game rules received the lowest rating. The findings suggest that respondents demonstrate ethical leadership and professionalism during sports activities, although some inconsistencies remain in rule enforcement due to limited formal officiating preparation. Turnnidge & Côté (2022) explained that effective officiating requires fairness, ethical leadership, and consistent rule application. Boardley et al. (2021) similarly emphasized that professionalism among coaches positively affects athlete behavior and well-being.

3.2.5 Summary of Sports Coaching Competencies

Overall, the respondents were Highly Competent across all dimensions of sports coaching competence. Communication and motivation ranked highest, followed by game management and officiating, planning and organization, and technical and tactical knowledge. The findings indicate that interpersonal and motivational competencies are the strongest areas among non-MAPEH coaches, while technical and tactical competencies require further strengthening. These results highlight the importance of targeted professional development focused on advanced coaching knowledge and strategic skill development.

3.3 Strengths of Non-MAPEH Majors in Coaching Sports

3.3.1 General Pedagogical Skills

The respondents demonstrated Highly Strong general pedagogical skills. Providing constructive feedback obtained the highest rating, while organizing practice sessions systematically obtained the lowest rating. These findings indicate that

respondents possess transferable teaching competencies applicable to sports coaching contexts. Fiorella & Mayer (2021) explained that structured feedback improves learner performance and retention. UNESCO (2022) also highlighted that effective sports instruction requires organized sessions and reflective teaching practices.

3.3.2 Motivation and Effort

The results showed that respondents demonstrated Very Highly Strong motivation and effort. Encouraging athlete participation ranked highest, while preparation for practices and competitions ranked slightly lower, although still interpreted as Very Highly Strong. These findings indicate exceptional dedication, enthusiasm, and commitment among non-MAPEH coaches. Turnnidge & Côté (2022) stated that transformational coaching behaviors positively influence athlete engagement. Allan et al. (2021) likewise found that coach encouragement significantly affects athlete persistence and enjoyment in sports activities.

3.3.3 Innovative Strategies

The respondents were Highly Strong in applying innovative coaching strategies. Exploring new coaching methods ranked highest, while using creative drills and activities ranked lowest. The findings suggest that respondents are open to innovation and adaptation despite limited formal specialization. Cushion (2022) emphasized that innovative coaching practices emerge from reflective learning and openness to new approaches. UNESCO (2022) also stressed the importance of creativity and contextual adaptation in quality physical education programs.

3.3.4 Prior Experiential Knowledge

The respondents were Highly Strong in utilizing prior experiential knowledge. Using sports background to build coaching confidence ranked highest, while relying solely on prior sports exposure ranked lowest. The results imply that personal sports experiences strengthen respondents' confidence and coaching practices. Lara-Bercial & McKenna (2021) noted that prior athletic experience contributes to coaching self-efficacy when combined with formal coach education. Cushion (2022) further emphasized that experiential learning becomes more effective when supported by continuous professional development.

3.3.5 Adaptability

The respondents were Highly Strong in adaptability. Openness to feedback and willingness to change coaching approaches ranked highest, while adjusting strategies during unexpected situations ranked lowest. The findings indicate that respondents are flexible and receptive to continuous improvement. Cushion (2022) stressed that effective coaches demonstrate adaptability in responding to changing athlete needs and situational demands. Lara-Bercial & McKenna (2021) also highlighted that reflective practice and openness to feedback enhance coaching effectiveness.

3.3.6 Summary of Strengths in Coaching Sports

Overall, respondents demonstrated Highly Strong coaching strengths. Motivation and effort ranked highest, followed by adaptability, pedagogical skills, prior experiential knowledge, and innovative strategies. The results indicate that non-MAPEH majors possess strong commitment, enthusiasm, and learner-centered coaching attitudes. However, innovative coaching strategies remain an area for further enhancement through specialized training and professional development. Côté & Gilbert (2021) explained that effective coaching competence includes professional knowledge, interpersonal skills, and intrapersonal attributes such as commitment and motivation. Santos and Caleon (2021) also emphasized the influence of teacher dedication on learner engagement and performance.

3.4 Weaknesses of Non-MAPEH Majors in Coaching Sports

3.4.1 Limited Content Knowledge

The respondents were Moderately Weak in limited content knowledge. The highest rating involved the need to deepen understanding of sport-specific rules and tactics, while analyzing game situations due to limited sports knowledge obtained the lowest rating. The findings suggest that respondents recognize deficiencies in advanced tactical analysis and strategic understanding. Gilbert & Trudel (2021) explained that effective coaching requires strong sport-specific knowledge and decision-making abilities. Lara-Bercial and McKenna (2021) further emphasized that limited content knowledge may affect coaches' ability to guide athletes effectively.

3.4.2 Instructional Quality

The respondents were Moderately Weak in instructional quality. The need to improve sports instruction ranked highest, while lack of instructional depth and progression ranked lowest. The findings indicate that respondents recognize limitations in designing progressive and structured sports instruction. Santos and Caleon (2021) emphasized that instructional competence significantly influences learner engagement and athlete development outcomes.

3.4.3 Group Management

The respondents were Moderately Weak in group management. Difficulty managing athlete behavior and maintaining athlete focus ranked highest, while balancing control and engagement ranked lowest. These findings indicate challenges in maintaining discipline, focus, and athlete engagement during training activities. Turnnidge & Côté (2022) emphasized that effective coaching requires leadership and athlete management skills. Cushion (2022) likewise highlighted the importance of interpersonal competence in managing groups effectively during sports activities.

3.4.4 Lack of Facilities and Equipment

The findings revealed that respondents were Moderately Weak regarding facilities and equipment. Difficulty conducting effective training sessions and limited access to sports equipment ranked highest, while ensuring athlete safety and conducting drills without adequate equipment ranked lowest. These findings suggest that inadequate sports resources affect coaching quality and athlete preparation. Casey, Goodyear, and Armour (2021) explained that facilities and equipment significantly influence sports instruction and athlete engagement. Kirk (2021) further stated that limited resources restrict effective training implementation and skill development.

3.4.5 Need for Continuous Training

The respondents were Moderately Weak regarding the need for continuous training. Limited access to regular professional development ranked highest, while the need for more hands-on workshops ranked lowest. The findings indicate that respondents recognize the importance of continuous professional learning and practical coaching experiences. Gilbert & Trudel (2022) emphasized that ongoing professional development improves coaching effectiveness and athlete outcomes. MacPhail & Tannehill (2021) likewise highlighted the value of continuous learning opportunities in strengthening pedagogical and coaching skills.

3.4.6 Summary of Weaknesses in Coaching Sports

Overall, the weaknesses of respondents were interpreted as Moderately Weak. The need for continuous training ranked highest, followed by limited content knowledge, instructional quality, group management, and lack of facilities and equipment. These findings indicate that while non-MAPEH majors demonstrate acceptable coaching competence, continuous professional development remains essential in strengthening technical knowledge, instructional quality, leadership, and coaching effectiveness. Cushion (2022) emphasized that coaching competence develops through continuous education and reflective practice. Santos & Caeon (2021) also stressed the importance of teacher development programs in improving facilitation of sports activities.

3.5 Proposed Sports Coaching Competencies Framework

The study developed a Sports Coaching Competencies Framework designed to address the competencies, strengths, and weaknesses of non-MAPEH teachers in sports coaching. The framework emphasized four interrelated domains: tactical and technical knowledge, planning and organization, communication and motivation, and game officiating and management. These domains were supported by enabling systems such as professional development, institutional support, mentoring, and experiential learning. The framework followed a cyclical process consisting of assessment, training, application, reflection, and improvement. It highlighted enhanced coaching competence as the central outcome, leading to improved athlete performance, safer sports participation, stronger school sports programs, and holistic learner development. The framework was anchored on Kolb's Experiential Learning Theory and Bandura's Social Cognitive Theory, emphasizing reflective learning, experiential practice, mentoring, and self-efficacy development. The findings suggest that systematic and competency-based professional development can strengthen non-MAPEH teachers' confidence, professionalism, and effectiveness as sports coaches while promoting sustainable school sports programs.

4. Conclusion & Recommendations

The study concluded that non-MAPEH teachers in Bacnotan National High School generally possess the necessary qualifications and demonstrate high levels of sports coaching competence, particularly in communication, motivation, and game management. Their strong pedagogical skills, adaptability, and commitment contribute positively to coaching effectiveness despite limitations in technical and tactical knowledge, instructional quality, and access to continuous sports-specific training. The findings further revealed that institutional support, professional development opportunities, and access to adequate resources significantly influence coaching competence. Moreover, the proposed Sports Coaching Competencies Framework (SCCF) was found to be relevant and responsive in addressing the developmental needs of non-MAPEH teachers through structured competency enhancement and sustained support systems.

The study recommends the continuous implementation of in-service trainings, coaching clinics, workshops, and mentoring programs to strengthen the sports coaching competence of non-MAPEH teachers. School administrators should provide adequate sports facilities, training materials, and institutional support to improve coaching effectiveness and athlete development. The proposed Sports Coaching Competencies Framework (SCCF) should also be adopted as a guide in

developing sustainable professional development programs aligned with Department of Education standards. Furthermore, future studies may evaluate the long-term effectiveness of the framework across different school contexts and explore its relationship with student-athlete outcomes and emerging coaching practices.

The study was limited to non-MAPEH teachers assigned as sports coaches in Bacnotan National High School, which may restrict the generalizability of the findings to other schools or educational settings. The research primarily relied on self-reported responses gathered through survey questionnaires, which may be influenced by respondent perception and subjectivity. In addition, the study focused mainly on assessing coaching competencies, strengths, weaknesses, and framework development within the identified variables and did not extensively examine athlete performance outcomes or broader institutional factors affecting sports coaching effectiveness.

Compliance with ethical standards

The study observed ethical standards throughout the conduct of the research. Formal permission was secured from the Schools Division of La Union and the Principal of Bacnotan National High School prior to data collection. Respondents were informed about the purpose of the study, the confidentiality of their responses, and their rights as participants. Participation was voluntary, and respondents were given sufficient time to complete the questionnaire without pressure. The study also ensured proper handling, checking, and analysis of the collected data.

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