

RESEARCH ARTICLE

Coach's self-efficacy and athlete's perceived training effectiveness: Specific context of WMSU sports development program

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ABSTRACT

Sports development programs are essential in promoting physical, mental, and social growth among individuals, especially students and young athletes. The programs offer organized avenues for individuals to enhance their athletic abilities, increase fitness standards, and cultivate qualities such as discipline, teamwork, and resilience. This mixed-method paper analyzed the self-efficacy of sports coaches from Western Mindanao State University (WMSU) in terms of their competence, management, and selection. Perceptions from students were used to evaluate the efficacy of sports coaches in these constructs. Interview transcripts provided in-depth perspectives about the challenges that the students and coaches experience, which impacted the overall implementation of the sports development program. Findings indicated that sports coaches at WMSU exhibited high levels of self-efficacy in competence, management, and selection processes—which the student athletes confirm. Coaches believed they were capable of successfully training athletes, managing sports programs, and selecting new talents. This belief in their abilities positively affected the athletes they trained, contributing to the overall success of the sports development program. However, despite high self-efficacy, coaches and student-athletes faced challenges, such as inadequate facilities, limited funding, and insufficient institutional support. These external factors, impeded the full effectiveness of the sports development program, leading both coaches and athletes to view certain aspects of the program's management and selection processes as less effective. Addressing these hindrance stressors, particularly through increased financial support and upgraded facilities, could significantly improve the overall impact of WMSU's sports development program.

Keywords: competence; self-efficacy; selection process; sports development program; sports management

1. Introduction

The intercollegiate athletic program is considered an integral part of the college educational system because of its objective to provide student athletes with opportunities to develop lifelong academic and interpersonal skills through use of a wide array of special student services.

Intercollegiate athletic program is aimed at helping student athletes to develop their athletic, academic, and life skills^[1]. In addition, the purpose of the program is to create student champions not just on the field but also in the classroom. It does not solely emphasize winning at any cost, violate rules, exploit athletes, or

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send every team to national tournaments. It is the required study-skill retreats, mandatory study halls, academic warning system, and learning assistance^[2].

Regular participation in physical activity such as exercise and sport are acknowledged by health authorities as an important health-promoting behavior and a low-cost preventive measure for many lifestyle-related diseases like diabetes, hypertension, and obesity^[3,4]. On the other hand, numerous studies have consistently demonstrated the physiological and psychological benefits of regular physical activity^[5-7]. In this manner, it will be a good start for the state universities and colleges to showcase the athletic prowess of the tertiary students in any sports disciplines that may later lead to the fielding in of student-athletes who would represent in higher competition. In the study of Pasno^[8], findings indicated that when athletes have significant enjoyment from their sports, their academic perseverance is improved. Consequently, participation in sports aids athletes in surmounting challenges within their educational environment and enhances their academic performance. In different context, the enjoyment of reading has a direct and indirect impact on reading performance, which is mediated by factors such as metacognition, approach achievement goals, and a growth mindset [9]. Simply put, enjoyment in activities such as sports, reading, or other pursuits significantly influences a person's likelihood of success in what they do.

In sports programs, facility maintenance, equipment purchases, and reconditioning, coaching salaries, and team travel costs associated with transportation, lodging, and feeding can limit the number of players allowed on a team and/or prevent some schools from maximizing the total number of teams should be available^[10-12]. Winning also emerges as another significant reason for the limiting of players retained on a team or teams included as part of an interscholastic program^[10]. The sports program should be strictly observed and organized so that its proper implementation can also be undertaken seriously and properly^[13-15]. Physical activity leaders and program directors should investigate strengthening physical activity programs that emphasize sport for health, not just exercise, in order address the problem of physical inactivity among Filipinos. To achieve this end, coaches, especially those who have no advance units in this discipline, should be required to attend seminars and clinic to improve their competencies^[16,17].

The Philippine government has allocated resources towards the systematic advancement of various sports disciplines. The advocacy for sports as a means of encouraging youth development is widely recognized by various organizations and community entities, based on the premise that participation in sports facilitates the acquisition of essential life skills and attitudes among young individuals^[18]. Particularly, DepEd Memorandum No. 316 of 2009 endorses the School Sports Program alongside Republic Act No. 10588, known as the Palarong Pambansa Act of 2013, with the objective of enhancing physical education and national sports initiatives. This framework aims to provide students with opportunities within the school environment to promote their social, academic, and physical well-being^[18-20]. Pilon et al.^[21] conducted a local case study in First District of Bohol regarding students' sports engagement and sports activities implementation. Their study revealed that DepEd-organized sports events offered competency-based activities that help students improve their athletic skills by focusing on individual strengths and weaknesses. They argued that the success of sports programs involves collaboration among the school, parents, local government, and other stakeholders, encouraging an environment where sports participation thrives. They suggested that to sustain sports activities, organizers should ensure fair athlete selection, develop teacher training, and encourage stakeholder engagement to enhance student-athlete experiences and boost overall sports program effectiveness.

Consequently, this study assessed coaches' self-efficacy and how student-athletes at WMSU in Zamboanga City, Philippines, perceive their coaches' competence, management, and selection processes in

sports programs. Recognizing the vital role coaches play in shaping and executing effective sports programs, the research explores how coaches' confidence in their skills impacts their approach to training and athlete development. The study is particularly relevant given Zamboanga City's legacy as the hometown of Hidilyn Diaz, the first Filipino Olympic gold medalist, underscoring the city's strong tradition in sports excellence. By evaluating these factors, the study provided insights for enhancing the WMSU sports development programs, potentially inspiring future generations of athletes.

2. Literature review

Several studies account the importance of physical activity and sports in the academe, especially to the student athlete. As Pandey, Chopra and Karve^[22] pointed out in his study that a mechanism for coping with the constant demands during college life is being active on recreational activities. It helps students balance and improve the quality of their lives. So interscholastic sports programs like intramural sports is the ground where potential skillful individual could possibly be spotted, at this level should be properly enforced^[23]. Management of physical education and sports, interscholastic sports, when conducted in accordance with desirable standards of leadership, educational philosophy, and other pertinent factors have the potential for providing beneficial social effects for the students (athletes); however, if not conducted in accordance with desirable standards, interscholastic sports at this level can be physically and psychologically detrimental^[24].

On the contrary, the performance of an athlete depends on the implementation and management of coaches and the institution involve in the physical education program practiced in the institution^[25]. The management or the institution, coaches, and athletes must play the role together to achieve the greatest dreamed performance as far as the contemporary in sports is basically concerned^[26]. Consequently, quality physical education is highly important to be given emphasis.

Quality education can contribute to student's regular participation in physical education activity and can increase the students' participation in moderate to vigorous physical activity^[27,28]. Quality physical education is at the core of a comprehensive school physical activity programs (CSPAP) because of its role in helping students gain knowledge and skills to become proficient movers and participants in a lifetime of physical activity^[29]. Within the CSPAP, certified physical educators not only teach physical education classes, but also serve as physical activity leaders in their schools and promote physical activity both within and beyond the regular school day^[30].

Intramural sports emerged through student initiated athletic competitions, prior to the establishment of varsity athletics on college campuses^[31]. The purpose of intramural sport is to provide an avenue for a wider cross-section of students to participate in competitive games with students enrolled at the same university^[32]. For Cooney^[33], "The role of sports club programs has changed from providing the foundation and development for varsity athletic programs to becoming an important recreation program alternative." Sport clubs are designed to be an opportunity for students to participate in competitive sport outside the confines of their own institution, in which club members organize and host the competitions^[34-36]. Benefits of sport participation were selected as outcome to measure the purpose and value of sport programs.

As per Chu and Zhang^[37], certified physical educators significantly play a vital role in both implementation and selection process of targeted potential individuals in secondary levels.

Cipriano^[38] explicate the value of physical education programs administered in the academe (tertiary institutions) and how it would affect to the performance of the student athletes. Coaches must be well-equipped with the standards that the program needs to enable the student athletes to grasp the knowledge from them^[39]. For example, the study of Kusmiyati et al.^[40] found out a significant positive link exists

between teachers' self-efficacy and their engagement in National Sports Grand Design (DBON) activities, indicating that instructors with higher self-efficacy are more inclined to engage actively in sports development programs within communities and educational institutions. A separate study from Canizares-Magalona and Ning^[41] indicated positive relationship between coaches' self-efficacy and their athletes' self-efficacy. Consequently, Brown et al.^[42] noted that physical education is to instill in young citizens a proper appreciation of the importance of physical development in individual and social activities.

Education is one of the most basic and fundamental factors in developing elite sports success^[43]. Studies prove that experience in sports or those athletes that have strong sports background, both male and female athlete have the strongest competency level when these athletes join sports competition^[44-46]. This supports the notion that school sports are the greatest influence for elite athletes.

3. Theoretical framework

In the context of the WMSU sports development program, the relationship between self-efficacy, perceived training effectiveness, organizational commitment, and motivation can be understood through multiple theoretical perspectives. Bandura^[47] self-efficacy theory is a key part of social cognitive theory. This theory posits that self-efficacy—individuals' belief in their capacity to execute actions successfully—serves as a powerful motivator in various domains, including sports and physical activity^[48-50]. In sports contexts, self-efficacy beliefs are shaped through factors such as performance accomplishments, vicarious experiences, verbal persuasion, and physiological responses, which together influence person's motivation and commitment^[51-53]. Bandura's self-efficacy theory form the foundation for understanding the role of self-beliefs in motivation and behavior. Apparently, individuals' beliefs about their capabilities (self-efficacy) significantly influence their motivation and performance. In a sports context, a coach's self-efficacy—belief in their ability to train and inspire athletes effectively—is critical, as it directly affects their commitment to training, perceived effectiveness, and ultimately, their motivational influence on athletes^[54,55]. Coaches who believe in their capabilities are more likely to exhibit positive attitudes toward training and are motivated to put in greater effort, as noted by Martocchio and Webster^[56], leading to enhanced training outcomes and satisfaction among athletes.

Further, performance accomplishments, or mastery experiences, are notably influential because they provide tangible proof of one's capabilities, which is particularly effective for enhancing self-efficacy and motivation^[47]. Feltz and Lirgg^[57] elaborate that mastery experiences in sports are instrumental in building resilience, where athletes who repeatedly succeed tend to show increased self-efficacy and dedication. Similarly, Schunk^[53] asserts that self-monitoring of successes—such as setting and achieving incremental performance goals—helps athletes reinforce their self-efficacy. This mechanism has been observed in various studies, including those on physical education and competitive sports^[58], and suggests that mastery experiences contribute to higher levels of commitment and motivation in sports programs.

Perceived training effectiveness—the belief in the quality and usefulness of training—is another factor that affects both coaches' and athletes' motivation. When coaches believe their training programs are effective, they are likely to invest more in the athletes' development, reinforcing a culture of competence and improvement^[59,60]. The concept of a positive transfer climate—conditions that enable athletes to apply learned skills and receive consistent feedback—plays a crucial role in this regard^[61,62]. A positive climate encourages coaches and athletes alike to remain committed to training goals, thus reinforcing both individual and organizational commitment. Organizational commitment, particularly the affective commitment to the sports program, is defined by the identification with organizational goals and values^[63,64]. In the WMSU context, a coach's commitment to the university's sports goals fosters a desire to motivate athletes to perform

their best, as coaches view the success of their training as aligned with personal and institutional goals. As Facticeau et al.^[65] and Mathieu and Martineau^[66] showed in training environments, commitment is particularly relevant because it is positively correlated with motivation to learn and training engagement. When coaches are committed, they are likely to provide quality training, enhancing perceived training effectiveness and organizational loyalty among athletes.

The concept of perceived training effectiveness, or athletes' belief in the quality and utility of their training, further strengthens self-efficacy and influences organizational commitment. Studies indicate that athletes' perception of training effectiveness positively impacts their self-efficacy and motivation^[67,68]. For instance, Gould et al.^[68] found that high-quality training positively affects athletes' confidence and performance expectations, which aligns with Bandura^[47] findings that self-efficacy can be boosted through well-structured skill development opportunities. Finally, the organizational climate for transfer—the supportive environment that encourages skill application—enhances training effectiveness and motivates coaches to reinforce learned behaviors in their training methods^[62]. Situational factors like peer and manager support have been shown to positively affect training transfer^[65,69]. In the WMSU context, organizational support for the sports development program, through resources and leadership encouragement, strengthens the coaches' motivation to maintain high standards in training and to foster a similar commitment among athletes.

4. Methods

4.1. Research design

This paper applied mixed-method research approach to explore the perceptions of WMSU coaches and athletes about the effectiveness of sports development in the campus. The process of "mixing" refers to the integration or links of data or findings at various stages throughout the research process^[70]. Mixed-methods research collects, analyzes, and integrates both quantitative and qualitative data at points of the research process within a single study^[71]. In this paper, explanatory design, a characteristic of mixed-method designs, was described as a process of understanding quantitative data through in-depth narrative analysis from interviews. Explanatory design is a fundamental mixed-methods strategy that uses qualitative findings to strengthen, confirm or expand on quantitative outcome^[72].

4.2. Participants and sampling

Purposive sampling method was used in the selection process of the participants of the study. Purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique^[73]. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgment of the researcher^[74]. In addition to knowledge and experience, Bernard^[75] notes the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. Participants were selected from the list of student-athletes and coaches/trainers from WMSU College of Sports Science and Physical Education (CCSPE) at WMSU for the 2023-2024 academic year. In selecting student-athletes, three characteristics were considered: continuous training (>1 year), competed in local events, and willingness to participate. Coaches/trainers were sampled based on three characteristics: experience (>1 year as coach), awards received (including awards of trainees), and availability (considering teaching loads and schedules). Following this, there were 67 student-athletes and 27 coaches/trainers in WMSU sampled in this study.

4.3. Research instrument

A self-structured questionnaire was developed to collect information from the respondents. The questionnaire aimed to assess the competency levels of the student-athletes and coaches, as well as the support system provided by the university administration. To ensure content validity, the items were reviewed by a panel of experts. The questionnaire was also pilot tested for reliability on a sample of 30 athletes and 15 coaches who were not part of the main study. The reliability was analyzed using Cronbach’s Alpha, yielding a coefficient of 0.767, which indicated that the items in the questionnaire were internally consistent.

In qualitative exploration, having an interview guide is essential for exploring participants’ perspectives^[76]. Semi-structured interviews are often preferred because they offer flexibility and allow interviewers to probe into the thoughts and experiences of participants, thus yielding rich and nuanced data^[77,78]. This approach encourages interviewees to elaborate on their responses, facilitating the collection of detailed information and clarification on key themes^[79,80]. For the selection of respondents in an interview, random sampling was applied to the student-athletes, while purposive sampling was used for the coaches and trainers. In addition to the questionnaire, the researcher conducted Key Informant Interviews (KII) with both coaches/trainers and student-athletes. A drafted interview guide was pilot tested to assess its clarity, relevance, and effectiveness in eliciting comprehensive responses from participants. This pilot testing process helped identify any ambiguous or leading questions, as well as potential areas for improvement, ensuring that the questions would be easily understood by participants and relevant to the research objectives. During this phase, feedback was gathered from a small group of individuals similar to the study’s target participants, allowing the researcher to refine the questions based on real-world responses and interactions. Following the pilot test, a panel of experts analyzed the drafted interview guide to evaluate its content validity and alignment with the study’s objectives. The panel, typically consisting of researchers and subject matter experts in qualitative interviewing, examined each question for its appropriateness, coherence, and ability to capture the intended information. Their input contributed to refining the structure and flow of the guide, ensuring that it would effectively facilitate open-ended discussions without biasing or restricting participant responses. **Table 1** presents the final interview guide designed to elicit the responses from participants.

Table 1. Interview guide questions.

Thematic Indicator	Interview Question
Athletic Training Facilities and Equipment	1. How do you feel the current training facilities and equipment at your disposal impact your ability to train effectively?
	2. What specific improvements or additions to training facilities and equipment do you believe would enhance your performance and preparation?
Knowledge and Competence	3. In your opinion, how important is it for coaches and athletes to be knowledgeable and competent in areas such as training, sports strategy, and first aid?
	4. What role do you think an athlete’s behavior and character play in their success on the team? How do you prioritize these qualities in selection or team dynamics?
Behavior, Character, & Attitudes	5. How do you, as a coach or athlete, manage conflicts within the team, especially when issues arise related to attitude, behavior, or team collaboration?
	6. How do you evaluate an athlete’s game intelligence and experience when deciding on their inclusion in the team or planning training programs?
Game Intelligence and Experience	7. What are the key factors you consider when evaluating the effectiveness of a practice or training session? How do you track progress?
Team Practice and Training Evaluation	8. What challenges do you encounter related to budget and financial support, and how do these impact your ability to perform or prepare for competitions?
Budget and Financial Support	

Coaches Commitment and Passion

9. How do you maintain motivation and passion for training and competition despite challenges such as limited resources, scheduling conflicts, or other external factors?

Table 1. (Continued).

4.4. Data gathering procedure

The preliminary steps taken before the actual conduct of the study involved sending a formal communication letter to seek permission and approval for an Ethics clearance and from the University Vice-President for Academic Affairs to conduct the study. The researcher also coordinated with the University Director for assistance. The questionnaires were administered to the coaches and student-athletes on separate dates to ensure that the instrument's details were thoroughly explained and that attendance for this purpose was prioritized. Data collection took place within the university grounds, and the confidentiality of the information provided by the respondents was assured.

4.5. Data analysis

In analyzing the quantitative data, a free-access statistical program, the Jeffreys's Amazing Statistics Program (JASP) version 0.18.2, was used in calculating the weighted mean of perceived effectiveness of WMSU sports development program.

The weighted mean (denoted as \bar{x}) is a statistical method used to calculate the average of observed data points, where each point is assigned, a specific weight based on its relative importance. This approach provided a mathematical representation of the data by giving greater significance to values that are more influential or relevant in the analysis. Calculating the weighted mean is being described below.

$$\text{Weighted mean } (\bar{x}) = \frac{\sum w_i x_i}{\sum w_i}$$

Where:

x_i are the observed i -th data values

w_i is the weight of data values

Reflexive thematic analysis^[81] was employed to analyze the narrative data gathered through individual interviews. Thematic analysis enables the identification and analysis of shared participant's experiences and meanings by focusing on the interpretation of statement implications within a data set. The themes arise from the interaction between the researcher and the data, shaped by their views, experiences, and foundational assumptions^[82]. The coding process in reflexive thematic analysis demonstrates a notable level of adaptability and development, allowing codes to change in accordance with the researcher's expanding awareness of the data^[83]. The inherent subjectivity of coding is emphasized, requiring that researchers maintain a reflexive attitude concerning the possible influence of their viewpoints on the analysis^[84]. Braun and Clarke^[85] summarized reflexive thematic analysis into six reiterative phases, as shown in the **Figure 1**.

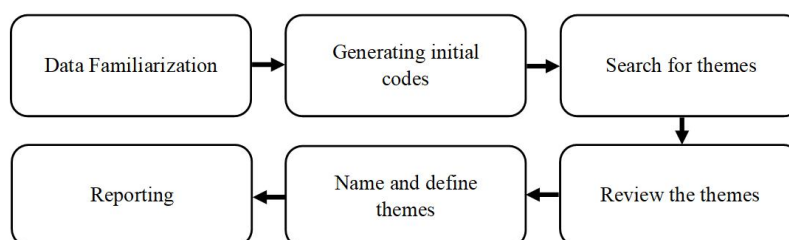


Figure 1. Six phases of reflexive thematic analysis.

5. Results

Question 1: What is the level of self-efficacy of coaches in relation to WMSU sports development program?

Figure 1 presents the summary of descriptive analysis about the level of self-efficacy of coaches in relation to WMSU sports development program. Findings indicated that the coaches generally felt highly effective ($\bar{x} = 3.97$) in terms of their competence, management, and selection process. Specifically, they manifested very high level of self-efficacy in competence ($\bar{x} = 4.22$), high efficacy in management ($\bar{x} = 3.87$), and high efficacy in selection process ($\bar{x} = 3.83$). Apparently, they displayed their skills and passion in establishing an effective sports development program within the campus using their three self-efficacy constructs.

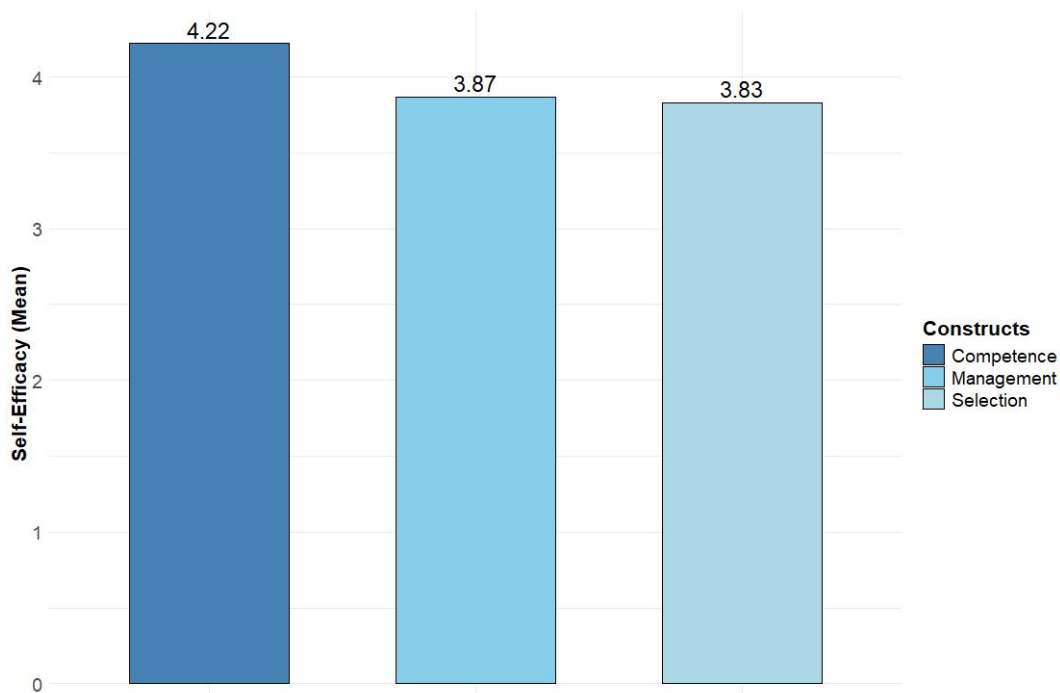


Figure 2. Level of coach's self-efficacy in relation to wmsu sports development program.

Question 2: What is the perceived level of effectiveness of WMSU sports development program according to student athletes?

Table 3 presents the summary about the perceived effectiveness of WMSU sports development program according to student athletes. Findings indicated that student athletes were highly positive ($\bar{x} = 3.85$) in the implementation of WMSU sports development program. Specifically, they were highly positive about the competence of the coaches ($\bar{x} = 4.11$), program management ($\bar{x} = 3.92$), and selection process ($\bar{x} = 3.53$). Consequently, student athletes feel that the implementation of WMSU sports development program was highly effective.

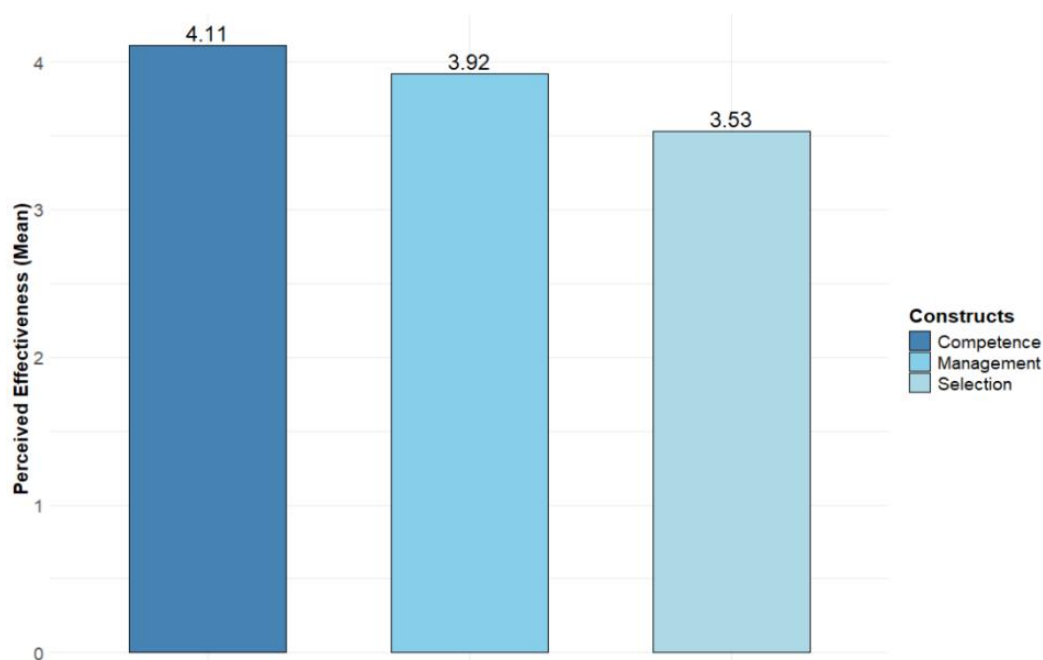


Figure 3. Perceived effectiveness of wmsu sports development program.

Question 3: What aspects of WMSU sports development program are effectively designed?

This paper identified two major aspects of WMSU sports development program turned out to be effective, the skills of the coaches and the selection process. This paper gathered the responses from both student athletes and coaches to describe the extent of this effectiveness.

Theme 1: Skills

For most coaches, they feel positive about their knowledge and skills in training their student athletes. This probably explains why they had high level of self-efficacy in implementing the WMSU sports development program.

For example, a prominent theme relevant to skills is continuous learning and professional development, where coaches express the necessity of regularly updating their knowledge and skills to keep up with evolving trends in sports training and technology. Coaches emphasized their participation in various seminars, training programs, and educational courses to stay current in the field and enhance their ability to develop athletes' talents. This commitment to self-improvement is not only driven by the desire to be competent but also to meet the growing demands of coaching, particularly in incorporating new trends and technologies into training methodologies.

“As a coach, I see to it that I have to equip myself with the knowledge and skills as far as training program and responding immediately to first aid actions is concern, by attending to seminars and trainings. As a graduate of Physical Education Program and Athlete, I would say, I am competent enough as far as sports training program is concern.”

“I find myself competent as a coach but with the new trends and technology that involve every day, I should be studying the newest trends in training and coaching.”

“The coaching profession is ever changing as an individual tasked with the development of the skills and talent of athletes and helping them in achieving and reaching their full potentials, we are expected to be knowledgeable and competent on how to hone their given talents and skills over the years, I’ve attended different education and teaching programs, training programs, coaching courses as well, and seminars related to sports coaching and administration of first-aid should it be needed.”

“As a coach we really need to be equipped with knowledge and competence because it is where we should start for import our expertise by sharing what we have to our athletes in developing to their full potential. We are the one who’s responsible for their training and analyzing their [student’s] performance as well as providing skills and providing encouragement.”

“I am knowledgeable, but we need to refresh our knowledge by doing researches in the new trends of training and other forms. These include seminars, webinars which focuses more on the development of our athletes.”

Students reaffirmed the self-efficacy of the coaches explaining how competent and knowledgeable they are in the field. One dominant theme was the coaches’ knowledge and competency in sports training, where students consistently emphasized their coaches’ ability to manage training sessions effectively, ensuring that all athletes are given the opportunity to showcase their talents. This theme of **competence** extends beyond basic training to the coaches’ broader understanding of sports dynamics, as students appreciate how their coaches are adept at handling various aspects of sports programs and performance management.

“I find my coach knowledgeable and competent in all aspects of areas. My coach ensuring that everything is under control and all of the athletes have the opportunities to showcase their skills and talents.”

“It is crucial that first aid should be administered only by individuals who have the skills knowledge and competence to ensure that procedures are done correctly. Yes my coach is knowledgeable and competent in terms of sports training and program which also include the need for intermediate first aid actions.”

For example, coaches’ preparedness in administering first aid, which students frequently acknowledged as a critical aspect of their coaches’ skills. The athletes recognized that first-aid knowledge is a necessary component of their coaches’ expertise, particularly in addressing injuries or accidents that occur during training or competition. For them, coaches are not only competent in their sports but are also well-equipped to handle emergencies, ensuring the athletes’ safety at all times. This theme further solidifies the students’ trust in their coaches’ ability to care for their well-being, demonstrating that effective coaching involves both athletic instruction and health management.

“...because during practice/trainings, our coach keeps an eye on us if we are okay after several minutes of rigid training and that is one reason that our coach deserves to be a “coach.”

“Yes, based on many years of experience when in time that we need first aid actions our coach is always readily available and is equipped with knowledge needed for certain situation.”

“I can see that our coach knows what to do in times there’s an accident or injuries right happen to a player I already witnessed it and its evident that our coach has a lot of knowledge about the implications of the sport.”

Theme 2: Selection Process

Coaches consistently emphasize the importance of assessing athletes' skills during tryouts or practice games. While technical skills are essential, there is also an acknowledgment that raw talent alone may not be the only determining factor. For instance, some coaches mention that even if a student lacks basic skills, their determination and willingness to learn can lead to consideration for the team. This reflects an openness to developing athletes who may not yet be highly skilled but demonstrate strong commitment and potential for growth.

“We usually conduct try-outs for all interested students to be part of the team. Sometimes, even the student lacks the basic potential were looking for, as long as the determination is observed and seen then it might be considered as well.”

“I conduct try out properly to assess the skills of the athletes after which I talk to the athletes individually or by group to evaluate the attitude of the athlete.”

“Set selection schedule for one month. Skill wise should be a plus factor. Then I will select prospect athletes to comprise the team.”

“As a coach, I select student-athletes to be part of my team is by scouting. I based it on their backgrounds regarding the sports their experiences as a player during their elementary and secondary education and or as much as possible if they were able to play/represent in the regionals and Palarong Pambansa [National Sports Competition].”

“For me, I always watch lower competition is our city and we also observe competition in our City like Dia de Zamboanga tournament and find individuals from neighboring province.”

Another significant theme was the focus on the character, attitude, and behavior of athletes. Many coaches underscore that an athlete's personality, responsibility, and attitude towards teamwork are just as crucial as their physical abilities. Coaches highlight the importance of selecting individuals who exhibit good behavior, strong work ethic, and a team-oriented mindset. This suggests that for many coaches, success is not solely defined by athletic performance but also by the athlete's capacity to integrate into a team and exhibit positive sportsmanship.

“In the selection of our student athletes are first consider the behavior and attitudes of the athletes, scout athletes during lower competition, and ask some of our athletes to look for player with skills and good attitude.”

“I always consider the following questions when selecting an athlete: What type of character do they have, what are their natural tendencies, are they a team-oriented, do they have the inherent drive to succeed?”

“Selecting and developing your athletes is a difficult task. To me, as a coach, talent and skill alone don’t necessarily equal results. What is important is who are my athletes as a person.”

Question 4: What are the challenges in implementing the WMSU sports development program?

This paper identified several challenges in the implementation of WMSU sports development program. Particularly, analysis indicated that coaches and student athletes were concerned about the finding, facilities, and the support given to them.

Theme 1: Budget

The lack of sufficient funding emerged as a significant barrier to the development and support of student-athletes. Participants noted that although the university allocates funds for athletics, these resources are deemed inadequate to fully meet the needs of the athletes. Insufficient funding affects various aspects of the program, including the provision of essential equipment, facilities, and scholarships. This financial shortfall prevents the athletes from accessing resources that could enhance their training and overall athletic performance. One participant explicitly mentioned that the limited budget hampers the ability to acquire better equipment, which directly impacts the athletes' development and competitiveness

“Different programs have their own challenges and in terms of the sports program in WMSU. Budget is one of them there's not enough to support its student athletes.”

“The lack of funding although we know that the University is allocating funds exclusively intended for the athletes. I think the fund is not sufficient enough to really provide the athletes what is necessary for them to become good athletes.”

“The biggest challenge to a sports program in WMSU is look of budget for scholarship and we can't afford some nice equipment.”

Theme 2: Facilities

Coaches pointed out that the existing facilities are either incomplete or substandard, which can directly hinder the performance and development of athletes. The absence of proper sports equipment further aggravates this issue, limiting the athletes' ability to engage in quality training. This lack of infrastructure creates a challenging environment for both coaches and athletes, as they are unable to utilize the necessary tools to enhance skills and prepare adequately for competitions.

“Common program could be the lack of upgraded facilities which could help during the training of the athletes. And athletes do not have enough finances as well to buy their own equipment.”

“Lack of training facilities. How to motivate students to attend practice sessions considering that most of the athletes doesn't have enough resources to sustain in their daily activities in school?”

“Part of the challenges that we need to address is the sports facilities. Incomplete playing equipment and substandard may sometimes hinder the performance at the athletes.”

Student athletes also had similar perspective about the presence and quality of facilities in the campus. A major concern raised by respondents is the lack of appropriate and specialized spaces for training. For instance, the chess team specifically highlighted the absence of a quiet, dedicated room that is conducive to their sport. Similarly, other athletes pointed out the limited availability of venues suitable for their respective sports. This shortage of adequate training spaces hinders the athletes' ability to fully prepare and engage in their practices, which ultimately impacts their performance and progress in competitions.

“I think the challenge of sport program of WMSU are the sports facilities where students-athlete can practice, to my sport chess, we don’t have a room to practice we need a room that is silent and convenient to us this the only thing I want to say to support more student-athletes.”

“For me as an athlete I think the WMSU lacks the facility of some sports the venue where the sports will hold and lastly the new equipment that the athlete’s needs.”

Another significant issue is the absence of necessary amenities, such as lockers for storing training gear, which poses a logistical challenge for student-athletes who must carry academic materials like books and laptops with their sports equipment.

“Lack of facilities for student-athletes such as the lockers, where to put our training gears because it is hassle for us to bring books, laptops, etc. and at the sometime e bring training gears. Also lack of training equipment.”

Theme 3: Support

Some caches expressed the need for greater support for student-athletes at WMSU, particularly in the form of incentives or allowances. While some athletes may benefit from scholarships or free tuition, the respondent points out that there is limited control or influence over the students beyond this support. The primary motivation for student-athletes to join the sports teams is to bring honor to the university, but there is a sense that the lack of financial or material incentives may limit the university’s ability to fully engage and retain athletes. This highlighted a desire for enhanced institutional support to motivate and sustain student-athletes in their roles.

“In my opinion, the sports program at WMSU needs to provide better support for student-athletes by offering incentives or allowances, especially for those who already benefit from scholarships or free tuition. Currently, we have limited control over retaining student-athletes, and their primary motivation to join the team is to bring honor to the university. Offering additional support could encourage greater commitment and improve the overall success of the sports program.”

Apparently, coaches were more inclined in operational challenges like budgeting and having facilities. In contrast, most students believed that the organization provided less support in training and having incentives. Key issues include insufficient allowances, inadequate training gear, and the absence of modern equipment, all of which hinder the athletes’ performance and development. The absence of proper venues for training and the need to motivate instructors to actively support athletes are also recurring concerns. The lack of institutional support significantly impacts the effectiveness of the sports program, as athletes require financial aid, adequate resources, and motivational backing to succeed in both training and competition.

“Lack of allowance, training gear...the school should provide...even in other schools they provide and support their athlete’s.”

“The challenges that the sport program of WMSU facing in terms of support to student athletes are financial support...modern equipment that can help student athletes’ skills to improve more and the proper venue for trainings.”

“For me it is the lack of support from the school. For instance, giving scholarships to student-athletes that they can use and helped them in trainings and games.”

“Athletes also need to be well supported in terms of allowance, food, and other armistices during training and competition.”

6. Discussion

This paper discovered that the sports coaches in WMSU had very high self-efficacy competence, high self-efficacy management, and high self-efficacy selection process. Self-efficacy represents an intellectual basis that emphasizes an individual's assessment of their ability to achieve success in specific contexts^[86]. Self-efficacy appears in different aspects of human life. For example, numerous studies have demonstrated the influence of self-efficacy on language learning outcomes^[87,88]. Consistent with the results of earlier research, Bai and Wang^[89] revealed a positive correlation between English self-efficacy and the utilization of all three categories of self-regulated learning strategies, namely monitoring, effort regulation, and goal setting and planning. They argued, through motivation, that students who construct pleasure from learning the English language are more inclined to manage their efforts and focus when confronted with distractions and challenges, as well as to formulate strategies for their own educational progress.

Similar mechanisms can be observed in this study regarding the implementation of WMSU sports development program. For example, analyzing the interview transcripts revealed that coaches manifested high level of self-efficacy. A coach said that “As a graduate of Physical Education Program [and an athlete myself], I would say, I am competent enough as far as sports training program is concern.” This explains why they had high levels of self-efficacy in their competence ($\bar{x} = 4.22$), management ($\bar{x} = 3.87$), and selection process ($\bar{x} = 3.83$). Self-efficacy among coaches’ manifests through their confidence in their abilities to successfully carry out various tasks related to sports training, management, and athlete selection. This self-efficacy also reflected on the assessment of student athletes about the skills and knowledge of their respective coaches in training, management, and teaching. Their belief in their competence, management skills, and selection abilities empowers them to tackle the various challenges they face, from limited resources to demanding schedules. This high self-efficacy not only benefits their personal performance as coaches but also has a ripple effect on the athletes they train, ultimately contributing to the success of the sports program. These high levels of self-efficacy are rooted in Bandura’s^[47] self-efficacy theory, which emphasizes the impact of an individual’s belief in their ability to successfully execute specific tasks on their motivation and performance. In this case, the belief of coaches in their training, management, and selection abilities influences their dedication to the program and, in turn, the athletes’ performance outcomes.

One key factor in self-efficacy that transcends across the interview transcripts was the concept of growth mindset among the coaches. A growth mindset is the conviction that individuals possess different characteristics that can be improved and enhanced through consistent practice and dedicated effort [90]. For example, a coach believed that “I find myself competent as a coach but with the new trends and technology that involve every day, I should be studying the newest trends in training and coaching.” It is not new that self-efficacy can be linked to growth mindset and motivation. Students who possess a growth mindset emphasize the importance of the growth process, actively pursue challenges, take the initiative to acknowledge and embrace failures, and exert greater effort while self-monitoring to deal with difficulties and effectively manage setbacks and pressure during their studies^[91]. In the study of Zhao et al.,^[92] the development of a growth mindset can facilitate the emergence of grit, enabling individuals to sustain their motivation and interest in learning, resist distractions that may lead them away from their educational pursuits, and exhibit a significant degree of adaptive goal-directed behavior. Similarly, McAuley^[48] and Schunk^[53] argued that individuals with high self-efficacy are more likely to persist in their efforts and exhibit higher motivation, resulting in improved training outcomes. In the context of WMSU sports development

program, coaches manifested passion and dedication in identifying, selecting and training new student athletes. Their self-efficacy does not only reflect their self-thoughts and self-evaluation of their skills, but also their willingness to take actions in the implementation of the sports program. They scout new talents from local competitions, they conduct try outs to selecting new student athletes, they use criterion-based selection, among other strategies. These are not isolated activities that coaches do for their own, it is a reflection of their self-image and fulfillment as a sports coach.

However, it is natural for human beings to experience setbacks when encountering challenges and limitations. For example, Palestinians express skepticism towards Western democracy and human rights, attributing this sentiment to beliefs about the double standards and inaction concerning the Israeli occupation^[93]. The escalation of the 2023 conflict in Gaza has significantly heightened disillusionment with humanitarian groups and Western governments, resulting in increased cynicism regarding human rights and democratic principles^[94]. In other contexts, perceived risk and challenge stressors exhibited varied moderating effects on the impact of resilience, serving as significant both internal and external situational factors that affected employee resilience in tourism industry^[95]. Students trained to be effective writers in campus journalism feel less likely to engage in using English language when posing online because of how other people react in social media, *e.g.*, when committing mistakes^[96]. In this paper, it was evident that coaches and student athletes experience challenges in relation to the WMSU sports development program, like budget, facilities, and receiving support. A coach explained that "...the sports program at WMSU needs to provide better support for student-athletes by offering incentives or allowances, especially for those who already benefit from scholarships or free tuition." Another coach revealed that "Common program could be the lack of upgraded facilities which could help during the training of the athletes." This reflected why coaches as well as students feel that the WMSU sports development program is less effective in management and selection process. Although these constructs were highly implemented, there were aspects that needed to be improved. These aspects can be described as hindrance stressors which are external factors that impede employee development chances, such as role ambiguity, role disputes, organizational politics, and bureaucracies^[97]. Studies indicated that hindrance stressors reduce organizational commitment, job satisfaction, turnover intentions, and increase the likelihood of job withdrawal^[98-100]. When individuals are asked about the challenges they face, their responses often highlight factors beyond their control, such as funding constraints or insufficient resources.

Perceived training effectiveness also emerged as a key factor linking self-efficacy with organizational commitment. Studies such as those by Rouiller & Goldstein^[61] and Tracey et al.^[62] suggest that a positive training environment, with high self-efficacy, develops commitment from both coaches and athletes. In WMSU, the coaches' belief in the effectiveness of their training directly links to their commitment to improving athletes' performance, which in turn increased athletes' confidence in the program. Early studies supported this as students' beliefs about school sports are shaped by their experiences, including the social support and encouragement they receive from teachers^[101-105]. Positive beliefs about school sport can increase participation in physical activities, as individuals are more likely to engage in activities they perceive as enjoyable and beneficial. Social support from teachers during school sports has been found to enhance students' enjoyment and engagement in physical activities^[106]. In training contexts, both individual and situational factors influence motivation and learning outcomes. These include organizational characteristics, such as climate for transfer, peer support, and manager support, which have been shown to enhance motivation and the transfer of learned skills^[107,108,65]. A positive organizational climate, characterized by adequate resources, feedback, and opportunities to apply training, contributes to better training outcomes and increased motivation^[62]. Consequently, organizational commitment is linked to higher

motivation to learn and better reactions to training, further emphasizing the importance of aligning organizational and individual goals in fostering commitment and achieving positive outcomes in the context of sports development program. Consequently, the challenges cited by coaches and student athletes—such as inadequate budgeting, lack of facilities, and insufficient institutional support—fall into this category. Despite their efforts to manage and implement the sports program effectively, external challenges limit their ability to fully realize their goals. Addressing these hindrance stressors would not only enhance the management and selection process but also improve the overall effectiveness of the sports development program.

7. Limitations

Although this paper provided promising results, there were several limitations that needed to be addressed. Although this paper provided promising results regarding the self-efficacy levels of WMSU sports coaches and the overall implementation of the sports development program, there were several limitations that need to be addressed for further improvement. To build on the positive findings, it is essential to explore a more comprehensive understanding of the factors influencing both coach and athlete performance. While self-efficacy is a critical driver of motivation and success, additional frameworks such as expectancy-value theory and athlete satisfaction should be considered to deepen the analysis of how these factors contribute to the program's effectiveness. Expectancy-value theory, for example, posits that individuals' expectations about success, combined with the value they place on an activity, significantly impact their motivation and engagement^[109]. In the context of sports coaching, understanding how coaches' and athletes' perceptions of success and value influence their commitment to the program can offer valuable insights into enhancing motivation and participation. Athlete satisfaction can be linked to the success of any sports development initiative^[110]. Studies have consistently shown that satisfaction with coaching quality, training methods, and support systems is strongly correlated with sustained athletic participation and improved performance outcomes. Thus, investigating the satisfaction levels of athletes with various aspects of the sports program—such as facilities, resources, coaching strategies, and institutional support—will provide a more holistic view of program effectiveness and guide future improvements.

Another key consideration is the exploration of stressors and coping mechanisms within the sports program. While this study highlighted external limitations like budget constraints and facility inadequacies, there is also a need to evaluate the internal stressors faced by coaches and athletes, including role ambiguity, workload, and burnout. Incorporating psychological and organizational theories, such as the Conservation of Resources theory, can help identify strategies to mitigate stress and enhance overall well-being for both coaches and athletes^[111].

Further, expanding the scope of the study to examine factors such as organizational culture, team dynamics, and peer support would offer a broader perspective on the elements that contribute to a coach's effectiveness and athlete development. By integrating these multiple dimensions, it would be possible to identify a more comprehensive set of variables that affect the sports program's success. Hence, this paper requires more robust statistical tests to provide a deeper and more nuanced understanding of the data, particularly in addressing the limitations of the current analysis. While the results presented offer valuable insights into the self-efficacy levels of coaches and the implementation of the sports development program, employing more advanced statistical methods could help to validate these findings and ensure their generalizability.

8. Recommendations

There is a need to expand and enhance the WMSU sports development program to ensure that it meets the evolving demands of both coaches and student-athletes. Despite the evident high self-efficacy levels among coaches in terms of competence, management, and selection, challenges such as limited resources, inadequate facilities, and lack of institutional support persist. These external factors, though not within the control of coaches, can significantly impede the program's effectiveness. The passion and dedication displayed by coaches reflect not only their professional growth but also their commitment to the overall development of student-athletes.

Institutional Support and Resources: The study identified challenges such as limited funding, inadequate facilities, and lack of incentives for student-athletes. To address these issues, the university should consider increasing the budget allocated to sports programs and improving facilities. This could include upgrading training equipment, providing allowances or incentives for athletes, and expanding scholarship opportunities. Addressing these resource gaps would reduce stressors that hinder the effectiveness of the program and improve the overall development of athletes.

Invest in Training and Professional Development: While the coaches demonstrated high self-efficacy in their roles, there is room for growth, especially in adapting to new trends and technologies in coaching. Offering ongoing professional development and access to the latest coaching techniques and innovations would ensure that coaches remain competitive and effective in their roles. Training sessions focusing on stress management, resilience, and coping strategies for both coaches and athletes could further enhance performance and morale.

Strengthen Collaboration and Peer Support: The study emphasized the importance of social support in enhancing motivation and training outcomes. To establish a supportive and collaborative environment, the program could facilitate stronger relationships among coaches, athletes, and peers. This could include team-building activities, regular mentoring sessions, and creating forums for coaches to share best practices. Such initiatives would enhance the sense of community and improve the overall effectiveness of the sports program.

Promote a Growth Mindset: Coaches exhibited a growth mindset, which is essential for overcoming setbacks and improving performance. To build on this, the program should emphasize resilience training for both coaches and athletes. Encouraging a mindset focused on continuous improvement and learning from failures will not only help coaches stay motivated but will also inspire athletes to develop perseverance, ultimately enhancing their commitment and success in the program.

Athlete Involvement in the Selection Process: The study highlighted that coaches take a hands-on participation in selecting and developing athletes. The program could involve athletes more directly in the selection process, ensuring that they are not only evaluated on performance but also on their dedication, work ethic, and potential for growth. This could increase athletes' buy-in to the program and motivate them to perform at their best.

9. Conclusion

This study revealed that sports coaches at WMSU exhibit high levels of self-efficacy in their competence, management, and athlete selection processes. Self-efficacy, a measure of an individual's belief in their ability to achieve success, is a critical factor in the implementation of the WMSU sports development program. The coaches' confidence in their skills not only drives their personal performance but also has a positive influence on the student-athletes they train. Despite this, challenges like budget constraints, inadequate facilities, and lack of institutional support limit the full realization of the program's goals. Coaches and student athletes recognized these external factors as significant barriers to improving the program's effectiveness.

The study highlighted the importance of addressing the hindrance stressors affecting the WMSU sports development program. Improving financial support, upgrading facilities, and providing modern equipment are necessary to enhance the program's management and selection processes. Moreover, the strong self-efficacy demonstrated by the coaches suggested that investing in their professional development can further benefit the program. Enhancing the resources available to both coaches and athletes can foster a more conducive environment for growth and success. By addressing these external challenges, the university can maximize the potential of its sports program and elevate its sports competitiveness.

One limitation of the study was the focus on qualitative data from a limited number of interview transcripts, which may not capture the full range of experiences and challenges faced by all coaches and athletes at WMSU. The study does not quantify the direct impact of these challenges on program outcomes, such as athletic performance or student satisfaction. Future research could incorporate a broader sample and include quantitative measures to more comprehensively assess the influence of self-efficacy and external challenges on sports program success.

Conflict of interest

The authors declare no conflict of interest.

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