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Coaching Competencies and Sports-Facility Utilization: Their Influence on the Commitment and Psychological Well-being of Student-Athletes

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ABSTRACT

This research investigated the intricate relationships among coaching competencies, sports facility utilization, commitment, and psychological well-being among high school student-athletes (n=87) in Zone 1 of Maguindanao del Sur. Utilizing reliable instruments, translated into Maguindanaon, such as the Sports Facility Utilization Questionnaire, Coaching Competency Questionnaire, Sports Commitment Questionnaire, and Ryff's Psychological Well-Being Questionnaire, the study assessed student perceptions of these variables. Descriptive statistics revealed positive views on coaching competency and sports facility utilization, while inferential analyses showed significant positive links between coaching competency and various dimensions of psychological well-being, highlighting its crucial role in nurturing athletes' mental health. Additionally, sports facility utilization predominantly impacted psychological well-being in terms of autonomy, emphasizing the importance of accessible resources. Stepwise regression further clarified the positive correlation between coaching competency and commitment, providing valuable insights for enhancing student athletes' holistic development and success in high school sports settings.

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1. INTRODUCTION

In the realm of sports, the interplay between coaching competencies and sports facility utilization significantly influences athletes' commitment and psychological well-being. Effective coaching transcends mere performance metrics, creating an environment where athletes can excel both mentally and emotionally. The integration of strategic coaching practices with optimal sports facility utilization presents a holistic approach to athlete development, impacting their dedication and overall wellness in profound ways (Calixtro, 2024).

The synergy between coaching competencies and sports facility utilization is crucial for the holistic development of student-athletes (Wachsmuth *et al.*, 2017). Despite advancements, challenges within the Philippine education system, particularly in regions like the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), underscore a significant gap in understanding the combined impact of coaching and facility use (Rosalejos, & Lubos 2019). Persistent issues such as inadequate coaching quality and limited access to state-of-the-art sports facilities hinder the development and performance of student-athletes within the Philippine Department of Education (DepEd) framework (Rosalejos, & Lubos 2019). For instance, budget constraints and outdated equipment in regions like the Tinambacan District of Calbayog City highlight the limitations in sports education, particularly for senior high school students (Harfouf, 2021). Moreover, disparities in coaching and facility access in BARMM exacerbate challenges, affecting student-athletes motivation, stress levels, and satisfaction. These issues reveal the need for a comprehensive exploration of coaching dynamics and facility utilization to foster an equitable and supportive environment for athlete development within the DepEd framework.

Challenges within student athletics, particularly within the Philippine Department of Education (DepEd), have persisted, particularly concerning coaching quality and sports facility access, which impact student-athlete development (Rosalejos, & Lubos 2019). These issues amplify concerns about psychological well-being and sports commitment, with elite athletes experiencing significant mental health challenges (Reardon *et al.*, 2019a; Reardon *et al.*, 2019b). The lack of adequate sports facilities further limits practice opportunities, affecting skill enhancement (Lloyd *et al.*, 2016). In regions such as BARMM, disparities in coaching quality and facility access exacerbate these challenges, impacting student-athletes motivation and satisfaction. Addressing these issues necessitates a thorough examination of coaching dynamics and facility utilization within the DepEd framework to promote an equitable environment for athlete development.

The literature reveals a gap in understanding how coaching competencies and sports facility utilization collectively influence student-athletes commitment and psychological well-being, particularly within the Philippine and ASEAN contexts. Existing research often addresses these factors individually rather than exploring their interconnected effects. This lack of comprehensive research hampers the development of effective interventions and practices aimed at enhancing the overall athletic experience and well-being of student-athletes. This study aims to bridge this gap by examining the relationships between coaching competencies, sports facility utilization, sports commitment, and psychological well-being among student-athletes in Maguindanao del Sur. The goal is to provide insights for informed interventions and practices that can enhance the athletic experience and well-being of student-athletes.

Additionally, this study seeks to comprehensively understand the interplay between coaching competencies, sports facility utilization, sports commitment, and psychological well-

being among student-athletes in Maguindanao del Sur. By exploring these relationships, the study aims to provide valuable insights that can inform interventions and practices designed to improve the overall athletic experience and well-being of student-athletes.

The theoretical framework guiding this investigation integrates several key perspectives, each offering unique insights into the complex dynamics of coaching and its impact on athletes' experiences. Self-determination theory (SDT), human motivation is significantly influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Effective coaching and supportive interactions can enhance athletes' competence, foster relatedness, and promote autonomy, leading to increased intrinsic motivation and improved psychological well-being.

Achievement Goal Theory, proposed by [Nicholls \(1984\)](#), examines how goal orientations—mastery versus performance goals—impact motivation and outcomes. Coaching competencies and quality sports facilities influence athletes' goal orientations, with mastery goals generally leading to higher commitment and better psychological well-being due to their focus on personal growth rather than external validation.

Social Cognitive Theory, highlights the role of observational learning, self-efficacy, and the reciprocal interactions between personal, behavioral, and environmental factors. Effective coaching can boost athletes' self-efficacy by modeling successful behaviors and providing encouragement, while well-utilized facilities offer resources and opportunities for skill enhancement. High self-efficacy is linked to stronger commitment and positive psychological well-being.

Together, these theoretical perspectives offer a comprehensive framework for exploring the interrelationships between coaching competency, sports facility utilization, sports commitment, and psychological well-being among high school student-athletes in Maguindanao del Sur. They collectively provide a robust foundation for understanding the complex dynamics of coaching and its impact on athletes' experiences in the region.

2. METHODS

This research employs a correlational methodology to investigate the relationships between various factors influencing sports commitment and psychological well-being among high school athletes in Maguindanao Del Sur, specifically within Zone 1 ([Curtis et al., 2016](#)). This approach is advantageous as it provides high external validity, allowing the study to reflect real-world conditions, although it involves limited control over extraneous variables. By examining these relationships in naturalistic settings, the study aims to offer insights into how these factors interplay in the everyday experiences of student-athletes.

The research involved surveying athletes from four high schools within Zone 1, a region selected for its representation of the broader high school athlete population. A noteworthy finding from this study is the significant representation of female athletes, which not only challenges traditional gender stereotypes but also highlights ongoing progress toward gender equity in sports participation. The sample comprised 33 male and 50 female athletes, chosen through a rigorous selection process to exclude individuals from outside Zone 1 and those with fewer than 2-5 years of sports experience. This careful selection ensured that the data collected was both relevant and consistent, focusing on athletes with substantial involvement in sports.

To ensure a representative sample of the high school student-athlete population, the study utilized stratified random sampling techniques. This method enabled the capture of a diverse cross-section of the student-athlete community, allowing for a nuanced analysis of various

subgroups within the population. By stratifying the sample, the study accounted for variations in experience, gender, and other factors, thereby enhancing the reliability and generalizability of the findings.

The survey questionnaire was meticulously designed, validated, and translated into Maguindanaon to ensure accuracy and cultural appropriateness. The validation process included rigorous content validation and pilot testing with student-athletes to confirm that the questionnaire accurately measured the intended constructs related to coaching competency and sports commitment. The measurement tools within the questionnaire assessed multiple dimensions of coaching competency, including motivation, game strategy, techniques, and character building, providing a comprehensive evaluation of these aspects.

Data analysis was conducted using SPSS 20.0 software, which facilitated a detailed examination of perceptions of coaching competency among student-athletes. The analysis focused on various components of coaching, such as motivation strategies, game tactics, and technique effectiveness, and their correlations with athletes' levels of sports commitment. The study also explored how different facets of coaching competency influenced athletes' commitment to their sports, offering valuable insights into the factors that contribute to both the psychological well-being and dedication of high school athletes.

3. RESULTS AND DISCUSSION

The study reveals that student-athletes generally hold positive perceptions of coaching competency across various dimensions. Coaches are notably recognized for their excellence in Game Strategies and character-building, areas where they demonstrate significant effectiveness. Perceptions of motivation and techniques also reflect positive views, suggesting that coaches are successful in engaging and developing athletes across multiple facets of their roles. Overall, the study indicates that the general perception of coaching competency among student-athletes is favorable, highlighting the positive impact of coaching on their athletic experience.

Coaches are distinguished by their exceptional ability to transfer skills, provide effective training, and shape character, all of which contribute to the success of sports teams. Their expertise extends beyond technical skills, as they play a crucial role in interpersonal influence and personal development. This capacity not only fosters stronger, more cohesive teams but also enriches the lives of individuals, ultimately contributing to a more productive and engaged society (Costa *et al.*, 2014). Coaches function as mentors and leaders, leveraging their specialized knowledge to guide athletes, enhance their performance, and support their overall growth and well-being (see **Table 1**).

Table 1. Coaching competency as perceived by the student athletes.

Variables	M	SD	Description
Motivation (Kapadidto)	3.99	0.44	Competent
Game Strategies (Ukit no Kandalmet)	4.02	0.40	Competent
Techniques (Ukit)	3.82	0.46	Competent
Character building (Kaumbal sa kapagungaya)	3.91	0.49	Competent
Overall	3.94	0.25	Competent

Student-athletes generally express a strong appreciation for the availability of sports equipment and the expertise of the staff. High scores in Equipment Availability and Personnel Expertise reflect positive perceptions of these aspects, indicating that athletes value the resources and support provided by their sports programs. However, there is a notable area

for improvement concerning the quality of infrastructure. The study reveals lower scores for Infrastructure Quality, suggesting that while equipment and personnel are well-regarded, the physical conditions and facilities could benefit from enhancement.

Overall, the study shows a moderately positive perception of sports facility utilization among student-athletes, driven largely by the high ratings for equipment availability and staff expertise (Wilson & Millar, 2021). Despite these strengths, the less favorable perceptions regarding infrastructure quality highlight a crucial area for development. Improving the quality of sports facilities could further elevate the overall satisfaction of student-athletes, thereby enhancing their athletic experience and supporting their performance and well-being (Calixtro, 2024). Addressing these infrastructure challenges is essential for creating a more conducive and supportive environment for student-athletes (see Table 2).

Table 2. Sports facility utilization as perceived by the student athletes.

Variables	M	SD	Description
Equipment Availability	4.18	0.62	Great Extent
Personnel Expertise	4.09	0.67	Great Extent
Infrastructure Quality	3.22	0.73	Moderately Extent
Overall	3.83	0.49	Great Extent

The table shows student-athlete's perceptions of sports commitment, highlighting a high level of enjoyment and personal investment. They demonstrate a deep commitment to dedicating time, effort, and resources to their sports endeavors. However, they also acknowledge social constraints, describing these constraints as having a moderate extent.

Student-athletes maintain a strong commitment to sports despite social pressures. They recognize moderate opportunities for involvement and have a balanced perspective on leisure options (Reifsteck *et al.*, 2018a; Reifsteck *et al.*, 2018b). The study highlights the importance of enjoyment, personal investment, perceived opportunities, and awareness of alternatives in shaping sports commitment (see Table 3).

Table 3. Sports commitment as perceived by the student athletes.

Variables	M	SD	Description
Sports Enjoyment	4.21	0.83	Great Extent
Personal Investment	4.06	0.37	Great Extent
Social Constraints	3.34	0.49	Moderately Extent
Involvement Opportunities	3.60	0.48	Great Extent
Involvement Alternatives	4.02	0.68	Great Extent
Overall	3.84	0.28	Great Extent

The study assesses the psychological well-being of student-athletes across various domains, including autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The overall mean score is 5.12, indicating high levels of psychological well-being. Autonomy scores are moderate, with students feeling empowered in directing their lives. Environmental mastery scores are slightly higher, indicating competence in managing their environment. Personal growth scores are moderate, indicating active self-improvement and development. Student-athletes often perceive themselves as having strong positive relationships, a clear sense of purpose, and positive self-acceptance, which contributes to their overall psychological well-being and life satisfaction (Vera & Calixtro, 2024). The study reveals that sports participation offers psychological benefits to

athletes, including self-acceptance, autonomy, environmental mastery, and purpose in life. Athletes experience higher self-acceptance due to constructive feedback, greater autonomy due to the exercise's introspective nature, and higher environmental mastery scores. Female athletes show higher purpose in life scores due to their athletic orientation and competition motivation (see **Table 4**).

Table 4. Psychological well-being as perceived by the student athletes.

Variables	M	SD	Description
Autonomy	4.85	0.43	Good PWB
Environmental Mastery	4.88	0.39	Good PWB
Personal Growth	4.92	0.37	Good PWB
Positive Relations	5.31	0.28	Good PWB
Purpose In Life	5.32	0.24	Good PWB
Self-Acceptance	5.41	0.20	Good PWB
Overall	5.12	0.18	Good PWB

The study found that sports facility factors like equipment availability, personnel expertise, and infrastructure quality positively impact athletes' commitment to sports. These factors alleviate social constraints but do not influence alternative activities. However, personnel expertise positively impacts involvement opportunities (Thorhauge *et al.*, 2020). Active facility utilization is crucial for heightened sports commitment, emphasizing the importance of optimizing facility resources to enhance athletes' experiences and commitment levels (see **Table 5**).

Table 5. Correlational Analysis on Sports Facility Utilization and Sports Commitment as Perceived by the Student Athletes.

Variables	Sports Enjoyment	Personal Investment	Social Constraints	Involvement Alternatives	Involvement Opportunities	Sports Commitment
Equipment Availability	0.314*	0.556**	0.284**	0.113	0.055	0.451*
Personnel Expertise	0.233*	0.368*	0.246*	0.235*	0.224*	0.277*
Infrastructure Quality	0.430*	0.266*	0.209	0.145	0.200	0.248*
Sports Facility Utilization	0.357*	0.332*	0.330**	0.078	0.077	0.434*

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

The study found a strong positive correlation between coaching competency and sports enjoyment, with coaches with higher levels of competency in motivating athletes and fostering various skills contributing to increased enjoyment among sports participants. Technique positively correlates with personal investment in sports, but coaching competency factors like motivation, game strategies, and character-building do not. Technical proficiency may influence athletes' investment, but other factors may not. The study found that game strategies and character-building positively impact social constraints in athletes, suggesting that coaching with higher technical proficiency can reduce perceived barriers (Kristiansen *et al.*, 2018). However, motivation and overall coaching competency showed no significant correlation. The technique showed a positive correlation with involvement alternatives, but not with motivation, game strategies, or character building. Overall coaching competency

positively influenced athletes' inclination towards alternative activities. However, coaching aspects and overall competency did not significantly impact involvement opportunities (see Table 6).

Table 6. Correlational analysis on coaching competency and sports commitment as perceived by the student athletes.

Variables	Sports Enjoyment	Personal Investment	Social Constraints	Involvement Alternatives	Involvement Oppor tunities	Sports Commitment
Motivation	0.351*	0.111	0.096	0.082	0.006	0.130
Game	0.402*	0.095	0.116	0.055	0.017	0.064
Strategies						
Technique	0.389*	0.263*	0.314**	0.362**	0.323**	0.481**
Character	0.517*	0.011	0.244**	0.013	0.055	0.098
Building						
Coaching	0.538*	0.204	0.111	0.219*	0.180	0.355*
Competency						

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

The study shows a strong positive correlation between sports facility utilization and psychological well-being, particularly autonomy, with better access to equipment, knowledgeable staff, and well-maintained facilities enhancing individuals' sense of autonomy. The study found no significant correlation between sports facility utilization and environmental mastery, suggesting that factors like equipment availability, personnel expertise, and infrastructure quality may not directly impact environmental mastery. Personal growth is positively correlated with personnel expertise, while other factors like equipment availability and facility utilization have limited impact. Personnel expertise significantly correlates with positive relationships and purpose in life, but other factors do not significantly impact these aspects of psychological well-being. Personnel expertise significantly positively correlates with self-acceptance, suggesting individuals may experience higher levels of self-acceptance when supported by knowledgeable staff. The study reveals a strong correlation between sports facility utilization and psychological well-being, with personnel expertise and infrastructure quality having the strongest positive effects (Buchecker & Degenhardt, 2015). However, equipment availability is not significantly associated. The study emphasizes the importance of these factors (see Table 7).

Table 7. Correlational analysis on sports facility utilization and psychological well-being as perceived by the student athletes.

Variables	Auton omy	Environ mental Mastery	Person al Growth	Positive Relations hip	Purpose in Life	Self-Acceptance	PWB
Equipment	0.260*	0.103	0.044	0.046	0.154	0.034	0.075
Availability							
Personnel	0.223*	0.173	0.091	0.260*	0.239	0.283	0.323*
Expertise					*	*	*
Infrastructure	0.269*	0.159	0.214*	0.147	0.054	0.031	0.221*
Quality							
Sports Facility	0.339*	0.198	0.130	0.167	0.160	0.094	0.283*
Utilization							

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

Environmental mastery is strongly linked to character building, with individuals experiencing higher mastery when coached with character development. Coaching competency plays a moderate role in perceptions of environmental mastery, enhancing athletes' psychological well-being. Hence, personal growth is significantly positively associated with character building, with a moderate correlation. Coaching competency, motivation, game strategies, and technique do not show significant correlations with personal growth, highlighting its unique contribution.

Positive relationships and purpose in life are strongly linked to character building, with individuals experiencing stronger relationships and a sense of purpose when coached with a focus on character development, highlighting the importance of character-building in coaching. Thus, self-acceptance doesn't show significant associations with coaching competency or sub-variables, despite correlations with motivation, game strategies, technique, and character building. This suggests coaching competency may not directly impact self-acceptance.

The study reveals a strong positive correlation between motivation, character building, overall coaching competency, and overall psychological well-being (PWB). Motivation leads to higher levels of well-being, while character-building enhances it (Golby & Wood, 2016). Coaching competency is crucial for promoting psychological well-being among athletes, but game strategies do not significantly impact PWB. (see **Table 8**).

Table 8. Correlational analysis on coaching competency and psychological well-being as perceived by the student athletes.

Variables	Autonomy	Environmental Mastery	Personal Growth	Positive Relationship	Purpose in Life	Self-Acceptance	PWB
Motivation	0.091	0.090	0.008	0.072	0.173	0.056	0.221*
Game Strategies	0.089	0.058	0.020	0.005	0.008	0.078	0.081
Technique	0.200	0.009	0.119	0.078	0.010	0.082	0.127
Character Building	0.277**	0.319**	0.165*	0.270*	0.359*	0.004	0.348**
Coaching Competency	0.236*	0.171	0.131	0.207*	0.250*	0.094	0.453*

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

The study found a significant relationship between sports facility utilization, coaching competency, and sports commitment among athletes. Coaching competency positively influenced sports commitment, while sports facility utilization did not. However, factors beyond facility use, such as personal motivation or social support, may also influence sports commitment.

The findings revealed that both coaching competency and sports facility utilization significantly influence sports commitment among participants. Specifically, individuals with higher levels of coaching competency were likelier to exhibit greater commitment to sports activities. Similarly, increased utilization of sports facilities was associated with higher levels of sports commitment. Lindblom *et al.* (2018) suggested that improved athletes' positive perception of sports facility utilization and coaching competency are linked to increasing sports commitment (see **Table 9**).

Table 9. Stepwise regression analysis: Sports facility utilization, coaching competency, and sports commitment as perceived by the student athletes.

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		0.291 ^a	0.085	0.063	0.27339	
a. Predictors: (Constant), sports facility utilization, coaching competency						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	P
1	Regression	0.583	2	0.291	3.897	0.024 ^b
	Residual	6.278	84	0.075		
	Total	6.861	86			
a. Dependent Variable: sports commitment						
b. Predictors: (Constant), sports facility utilization, coaching competency						
Coefficients						
Model		Standardized Coefficients		t	P	
		Beta				
1	(Constant)			5.848	0.000	
	Coaching competency		0.279	2.634	0.010	
	Sports facility utilization		0.142	1.345	0.182	
a. Dependent Variable: sports commitment						

The study found a significant relationship between sports facility utilization, coaching competency, and sports commitment among athletes. Coaching competency positively influenced sports commitment, while sports facility utilization did not. However, the relationship between facility utilization and sports commitment was not statistically significant, suggesting unexplored factors may influence commitment levels (see **Table 10**).

Table 10. Stepwise regression analysis: sports facility utilization, coaching competency, and psychological well-being as perceived by the student athletes.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	0.352 ^a	0.124	0.103	0.16690		
a. Predictors: (Constant), sports facility utilization, coaching competency						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	P
1	Regression	0.331	2	0.165	5.940	0.004 ^b
	Residual	2.340	84	0.028		
	Total	2.671	86			
a. Dependent Variable: PWB						
b. Predictors: (Constant), sport utilization, coaching competency						
Coefficients						
Model		Standardized Coefficients		t	p	
		Beta				
1	(Constant)			10.477	0.000	
	Coaching competency		0.212	2.051	0.043	
	Sports Facility Utilization		0.248	2.396	0.019	
a. Dependent Variable: PWB						

The study highlights the importance of coaching quality in fostering athletes' commitment to sports, recommending investment in training programs and comprehensive interventions targeting various aspects of athletes' sporting experiences beyond facility use. Research shows a strong link between coaching competency and athletes' psychological well-being, emphasizing the need for quality coaching in sports participation initiatives (Sackett & Gano-Overway, 2017). Physical activity positively impacts personality and mental health, promoting targeted interventions (see **Table 10**).

4. CONCLUSION

Student-athletes perceive coaching competency as competent in motivation, game strategies, and character building. They also appreciate sports facilities, equipment availability, and infrastructure quality. Their psychological well-being, including autonomy, environmental mastery, and personal growth, is good.

Moreover, the relationship between coaching competencies, sports facility utilization, sports commitment, and psychological well-being among high school athletes in Maguindanao Del Sur is significant.

Similarly, the relationship between coaching competencies, sports facility utilization, sports commitment, and psychological well-being among high school athletes in Maguindanao Del Sur is significant.

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6. AUTHORS' NOTE

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