

Mediating Effect of Coach Motivation on the Relationship Between Leadership for Sports and Coaching Efficacy

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Abstract

Low coaching efficacy persists. The mediating effect of coach motivation on the relationship between leadership for sports and coaching efficacy was examined. Through predictive research design, data from 124 public-school coaches, selected through total enumeration, were analyzed using mediation analysis. Results show that coach motivation fully mediates the predictor and criterion, supporting Social Cognitive Theory. Future studies may examine more variable and use qualitative methods; while school leaders may prioritize coach motivation to boost coaching efficacy.

Keywords: Mediating effect of coach motivation, leadership for sports, coaching efficacy

Introduction

Low coaching efficacy is a significant concern globally (Ogunleye, 2024). Research demonstrated substantial differences in coaching efficacy levels among coaches from diverse regions and backgrounds (Ono, 2025). Furthermore, there is a persistent issue of low coaching efficacy worldwide (Esmael et al., 2024).

Moreover, low coaching efficacy is a documented challenge in several countries. In the United States, low coaching efficacy is prevalent among coaches (Boardley, Kavussanu, & Ring, 2021). Similarly, low coaching efficacy is observed among developing coaches in Japanese collegiate sports programs (Machida, Kosuga et al., 2025). In addition, low coaching efficacy has also been reported among youth soccer coaches in Spain (Santos et al., 2022).

Low coaching efficacy remains a pressing concern among physical education and sports coaches in various regions of the Philippines (Esmael et al., 2024). Coaches in Mindanao exhibit low levels of coaching efficacy (Angoy et al., 2024). Similarly, swimming coaches in Central Luzon also report low coaching efficacy (Celso, 2025). Moreover, in Western Mindanao State University, low coaching efficacy is present among coaches (WMSU Study, 2025).

Despite the critical role of coaching efficacy in enhancing coaches' confidence and professional competence, few studies have examined the specific factors that contribute to low coaching efficacy and how these factors affect coaching quality across contexts. If this gap remains unaddressed, coaches may continue to experience diminished effectiveness, leading to ineffective training delivery and hindered professional development. Understanding the underlying causes of low coaching efficacy is crucial for informing targeted interventions that improve coaching practices, support coach development, and ultimately strengthen

coaching outcomes in sports and education.

Significance of the Study

This study explored how leadership for sports and coach motivation, as core constructs of Social Cognitive Theory, influence game strategy, motivation, technique, and character-building efficacy, offering insights that enhanced coaching performance and professional competence. Anchored in Sustainable Development Goals (SDGs) 3 (Good Health and Well-Being) and 4 (Quality Education), this study promotes holistic, sustainable development across sports and educational coaching environments. Its emphasis on fostering supportive, inclusive, and humane spaces aligned with the Holy Cross of Davao College Vision–Mission–Goals, particularly the institution's commitment to cultivating high-quality Catholic education, nurturing a culture of excellence and compassion, and forming individuals who become agents of social transformation and builders of a more humane world.

Statement of the Problem

This study aimed to determine the mediating effect of coach motivation on the relationship between leadership for sports and coaching efficacy among public-school coaches. Specifically, the following objectives were pursued:

1. To describe the levels of leadership for sports in terms of autocratic, democratic, and laissez-faire; coach motivation in terms of intrinsic motivation, extrinsic motivation, and amotivation; and coaching efficacy in terms of game strategy, motivation efficacy, technique efficacy, and character-building efficacy.
2. To determine the significance of the correlation among leadership in sports, coach motivation, and coaching efficacy.
3. To determine the significance of the direct effect of leadership for sports on coaching efficacy, while controlling for coach motivation.
4. To determine the significance of the indirect effect of leadership for sports on coaching efficacy through coach motivation.
5. To determine the significance of the total effect of leadership for sports on coaching efficacy.

Hypotheses:

- H₀₁: Leadership for sports and coach motivation do not significantly correlate with coaching efficacy.
- H₀₂: The direct effect of leadership for sports on coaching efficacy, controlling for Coach motivation, is not significant.
- H₀₃: The indirect effect of leadership for sports on coaching efficacy through Coach motivation is not significant.
- H₀₄: The total effect of leadership for sports on coaching efficacy is not significant.

Theoretical/Conceptual Framework

This study is anchored on Albert Bandura's (1986) Social Cognitive Theory (SCT), which proposes that learning occurs through the dynamic interaction among personal, behavioral, and environmental factors.

In this study, leadership for sports was considered the environmental factor, as it shapes the setting and conditions in which coaching occurs (Vella et al., 2013). Coach motivation acted as the mediating variable, representing the internal cognitive and motivational processes that determine how coaches interpret and respond to different leadership styles (Mageau & Vallerand, 2003). Coaching efficacy was identified as the dependent variable, reflecting coaches' confidence and effectiveness, which are influenced by both the surrounding leadership environment and their own motivation (Feltz et al., 1999).

Although actual coaching behavior is not a direct focus of this study and is therefore delimited, Social Cognitive Theory (SCT) supports the view that external leadership approaches do not solely determine coaching efficacy. Rather, it is also shaped by the coaches' internal motivations and perceptions. This underscores the reciprocal and dynamic nature of learning, development, and professional competence within the coaching context. The conceptual framework is illustrated in Figure 1.

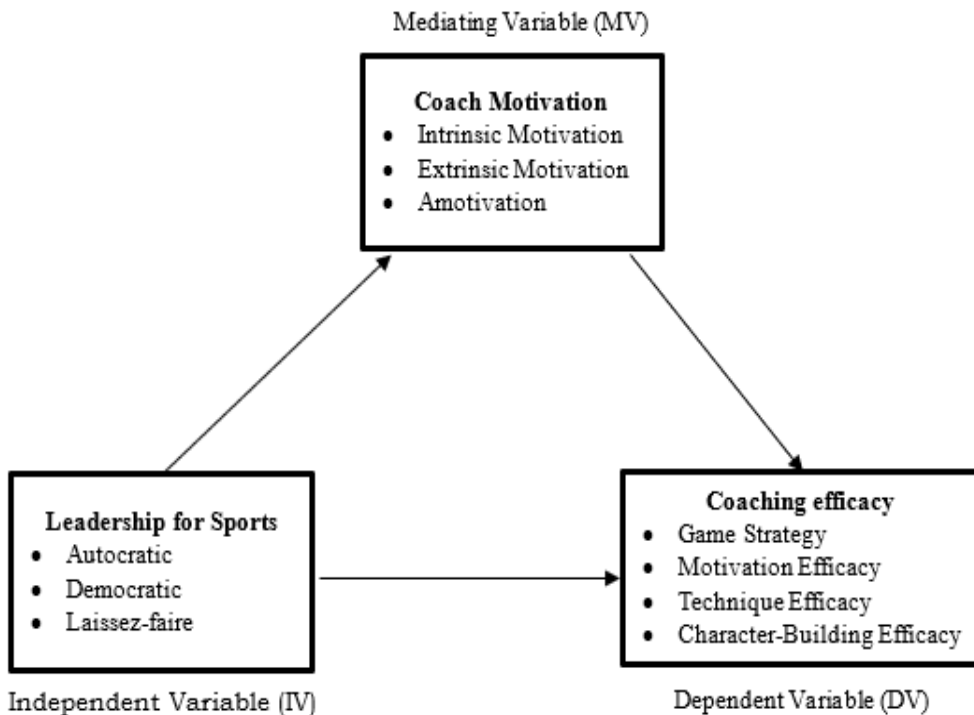


Figure 1. Conceptual Framework of the Study

Methodology

This chapter includes the research design, the study locale, the sample and sampling technique, the data-gathering technique, the data analysis technique, and the ethical considerations.

Research Design

The study employed a predictive research design. It focuses on identifying the underlying mechanisms that explain coaching outcomes (Chi et al., 2022). Instead of simply describing the levels of leadership, motivation, and efficacy, it explained how coach motivation served as a key link between leadership styles and coaching confidence. This approach was used to examine the strength and direction of associations among variables and to map out the direct and indirect effects within the conceptual framework (Predictive and Mediation Model, 2024). Its application in sports and education enabled a deeper understanding of how both environmental and cognitive factors shaped professional competence and supported evidence-based recommendations for performance improvement (Khalil & Ebner, 2023).

Locale of the Study

This study was conducted among public school coaches in the Rosario District, part of the Department of Education - Division of Agusan del Sur, Philippines. This district was specifically chosen because it encompasses a network of public schools with a vibrant sports culture and diverse coaching practices. These settings are appropriate for the study because the district's consistent involvement in athletic events ensures a sufficient population of coaches with varied experiences, making it an ideal environment for examining how different leadership styles and coach motivations impact coaching efficacy.

Sample and Sampling Technique

A total of 124 public-school coaches from the Department of Education–Division of Agusan del Sur were included in this study, representing 100% of the coaching population in Rosario District for the School Year 2025–2026. According to official district records (2025), these coaches were assigned to public schools at both the elementary and secondary levels. They were actively managing sports programs and had at least 1 year of coaching experience. Given the manageable population size, total enumeration sampling was employed. This method involved including all members of the population who shared specific characteristics (Etikan & Bala, 2017). It ensured complete representation, minimized sampling bias, and improved the reliability of findings (Taherdoost, 2022; Sharma, 2017).

Data Gathering Technique

The survey technique was used in gathering data. This technique is a systematic method for collecting information from a sample using structured questionnaires to describe the characteristics, opinions, or behaviors of a larger population. It is applied in research to efficiently assess, test, or generalize findings within a defined group (Sheik et al., 2024). This offers advantages such as reaching large and diverse populations, producing quantifiable data for pattern analysis, enabling generalization, allowing faster data collection, and supporting replicability through standardized procedures (Oranga & Matere, 2025).

In this study, three adapted and modified survey questionnaires were used. The first instrument, the Leadership for Sports Questionnaire (LLSQ), was adapted from Chelladurai and Saleh (1980) and consists of 15 items designed to assess the level of leadership demonstrated by coaches across autocratic, democratic, and laissez-faire styles. A four-point Likert scale was used to assess respondents' perceptions of each leadership style.

The second instrument, the Coach Motivation Questionnaire, was adapted from Mageau and Vallerand (2003) and includes 12 items measuring intrinsic, extrinsic, and amotivation among coaches. It also used a four-point Likert scale.

The third instrument, the Coaching Efficacy Scale (CES) by Feltz et al. (1999), consists of 16 items assessing coaching efficacy in game strategy, motivation, technique, and character-building, with responses captured on a 4-point Likert scale. All instruments were subjected to content validation by experts and pilot-tested among a group of coaches not included in the main sample. It has a Cronbach's alpha of 0.749, exceeding the 0.70 threshold, indicating acceptable reliability.

Data Analysis Technique

Three data analysis techniques were used in this study: descriptive, correlation, and mediation analyses.

The descriptive analysis technique was used to summarize and present the data clearly and in an organized way, using the mean and standard deviation. It was applied to describe data, identify patterns, and provide an overview of leadership levels in sports, coach motivation, and coaching efficacy. Its advantages included simplifying complex data and serving as a basis for further analysis. Moreover, the correlation of predictive and criterion variables referred to the statistical relationship between the predictors (leadership and motivation) and the outcome (efficacy), assessed using Pearson's r. It was applied to examine the strength and direction of linear relationships. Lastly, mediation analysis was a statistical technique used to examine indirect effects within a framework, identifying how an intervening variable, such as coach motivation, explained the relationship between leadership and efficacy using Beta coefficients.

The following section presents the matrix that contains the scale, descriptive level, and corresponding interpretation for each variable.

<i>Scale</i>	<i>Level</i>	<i>Leadership for Sports</i>	<i>Coach Motivation</i>	<i>Coaching Efficacy</i>
1.00 – 1.74	Very low	Very Poor	Very weak	Very Poor
1.75 – 2.49	Low	Poor	Weak	Poor
2.50 – 3.24	High	Good	Strong	Good
3.25 – 4.00	Very high	Very Good	Very strong	Very Good

For the interpretation of standard deviation, the following percentage standard by Sergent et al. (2024) was followed:

% of Scores Covered	Interpretation Basis
≈ 68%	Scores are highly consistent.
≈ 95%	Scores are moderately dispersed.
≈ 99.7%	Scores are highly dispersed.

For the interpretation scale of r-value, the following scheme, as proposed by Guilford (1956), was used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect Correlation
Between +/- 0.75 - +/- 0.99	High Correlation
Between +/- 0.51 - +/- 0.74	Moderately High Correlation
Between +/- 0.31 - +/- 0.50	Moderately Low Correlation
Between +/- 0.01 - +/- 0.30	Low Correlation
0.00	No Correlation

In terms of Path Analysis and Mediation, the following significance rule was applied:

Decision Rule	Interpretation
$p < 0.05$	Reject H_0 ; Significant effect/mediation
$p > 0.05$	Failed to Reject H_0 ; Not Significant

Ethical Considerations

The researcher implemented a comprehensive data-gathering procedure grounded in strict ethical standards to safeguard the study's integrity. All ethical protocols for research involving professional education practitioners were diligently observed. Before data collection, the researcher secured the required approvals from the thesis adviser, the Graduate School, and Holy Cross of Davao College – Society of Moral Integrity and Legal Ethics (HCDC SMILE), ensuring full compliance with institutional, legal, and ethical guidelines. Formal authorization from the Department of Education, Division of Agusan del Sur, and the respective district officials was likewise obtained. Before administering the instruments, the researcher distributed informed consent forms and clearly communicated the study's purpose to the coaches, thereby ensuring voluntary participation, anonymity, and the respondents' right to withdraw at any time without prejudice. During the administration of the research instruments, the researcher thoroughly explained the purpose, procedures, and expectations to the public-school coaches to ensure informed and ethical participation and to maintain the highest level of confidentiality throughout the research process.

Results

This chapter presents the study's results. Specifically presented are descriptive, correlation, and mediation analyses. The summary of findings is also presented.

Descriptive Analysis

Table 1 is descriptive. It contains the variables involved in the study, namely leadership for sports, coach motivation, and coaching efficacy, with their respective indicators; and the number of samples, standard deviation, mean, and descriptive level for each variable.

Table 1: Descriptive Statistics (n = 124)

Variables	Standard Deviation	Mean	Descriptive Level
Leadership for Sports	0.39	2.88	High
<i>Autocratic</i>	<i>0.77</i>	<i>2.39</i>	<i>Low</i>
<i>Democratic</i>	<i>0.38</i>	<i>3.73</i>	<i>Very High</i>
<i>Laissez-faire</i>	<i>0.65</i>	<i>2.54</i>	<i>High</i>
Coach Motivation	0.46	2.84	High
<i>Intrinsic Motivation</i>	<i>0.43</i>	<i>3.55</i>	<i>Very High</i>
<i>Extrinsic Motivation</i>	<i>0.79</i>	<i>2.63</i>	<i>High</i>
<i>Amotivation</i>	<i>0.72</i>	<i>2.35</i>	<i>Low</i>
Coaching Efficacy	0.37	3.40	Very High
<i>Game Strategy</i>	<i>0.48</i>	<i>3.21</i>	<i>High</i>
<i>Motivation Efficacy</i>	<i>0.45</i>	<i>3.46</i>	<i>Very High</i>
<i>Technique Efficacy</i>	<i>0.51</i>	<i>3.29</i>	<i>Very High</i>
<i>Character-building Efficacy</i>	<i>0.46</i>	<i>3.66</i>	<i>Very High</i>

Specifically, the table shows that the leadership for sports variable had a mean score of 2.88 (SD = 0.39), indicating a high level of leadership. It indicates that public school coaches generally demonstrate strong leadership in sports. Among its indicators, democratic leadership was very high, while laissez-faire was high and autocratic leadership was low, suggesting that coaches tend to favor participative leadership styles over authoritative approaches. Furthermore, the results show that the coach motivation variable had a mean of 2.84 (SD = 0.46), indicating a high level of motivation. This indicates that coaches are generally highly motivated to perform their roles. Among the indicators, intrinsic motivation was very high, extrinsic motivation was high, and amotivation was low, suggesting that coaches are more intrinsically than extrinsically motivated. Finally, the coaching efficacy variable had a mean of 3.40 (SD = 0.37), indicating a very high level. It indicates that coaches possess very good coaching abilities. The results showed that game strategy reached a high level, and the remaining indicators were rated very high, indicating that coaches are particularly strong in developing athletes' skills, motivation, and character.

Correlation Analysis

Table 2 is correlational. It presents the determinant and criterion variables. It shows the r-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (n=124)

Variables	Coaching Efficacy			
	r-value	p-value	Decision on H_0	Interpretation
Leadership for Sports	0.26	0.004	Reject H_0	Low Positive, Significant Correlation
Coach Motivation	0.29	0.001	Reject H_0	Low Positive, Significant Correlation

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that the correlation between leadership for sports and coaching efficacy obtained a p-value of 0.004, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.26 reflects a low positive correlation between leadership for sports and coaching efficacy. This finding implies that higher levels of leadership in sports are associated with greater coaching efficacy. Similarly, coach motivation yielded a p-value of 0.001, which is also lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.29 indicates a low, positive, and statistically significant relationship between coach motivation and coaching efficacy. This finding implies that more motivated coaches tend to exhibit higher levels of coaching efficacy.

Both leadership for sports and coach motivation have significant direct effects on coaching efficacy, meaning that stronger leadership practices and higher levels of motivation are associated with improved coaching effectiveness. Additionally, coach motivation suggests an indirect effect, as it may act as a pathway through which leadership for sports further enhances coaching efficacy. Overall, the results confirm that these determinant variables contribute meaningfully to coaching efficacy through both direct and indirect influences.

Mediation Analysis

Table 3 is a mediation table. It contains the path/effect, the Beta estimate, the standard error, the Z value, the p-value, the decision on the null hypothesis, and the corresponding interpretation.

Table 3. Mediation Table (n = 124)

Label	Path / Effect	Estimate (B)	SE	Z-value	p-value	Decision on H ₀	Interpretation
A	Leadership for Sports → Coach Motivation	0.50	0.09	5.04	<.001	Reject H ₀	Significant
B	Coach Motivation → Coaching Efficacy	0.17	0.07	2.29	0.022	Reject H ₀	Significant
C	Leadership for Sports → Coach Motivation (Direct Effect)	0.14	0.09	1.61	0.107	Failed to Reject H ₀	Not Significant
a × b	Indirect Effect (Mediation)	0.08	0.04	2.15	0.031	Reject H ₀	Significant
c (Total Effect)	Leadership for Sports → Coaching Efficacy (Total)	0.23	0.08	2.85	0.004	Reject H ₀	Significant

Level of Significance: 0.05

Decision Rule: Reject H₀ if p < 0.05

% Mediation: Direct – 62.4%; Indirect – 37.6%

The table specifically shows that the direct effect of leadership for sports on coaching efficacy, controlling for coach motivation, yielded an estimated Beta of 0.14. The corresponding p-value is 0.107, which is more than the 0.05 level of significance; hence, the null hypothesis was accepted. This indicates that leadership alone, and controlling for coaching motivation, does not directly influence coaching efficacy. In contrast, the indirect effect of leadership in sports on coaching efficacy via coaching motivation was estimated at 0.08 ($p = 0.031$), which is below the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates the presence of a mediation effect. Lastly, the total effect of leadership in sports on coaching efficacy was estimated at 0.23 ($p = 0.004$), which is below the 0.05 level of significance; therefore, the null hypothesis was rejected. This indicates that leadership in sports influences overall coaching efficacy.

The results indicate that the direct effect of leadership for sports on coaching efficacy is not significant when coach motivation is controlled, suggesting that leadership alone does not directly influence coaching efficacy. However, the indirect effect through coach motivation is significant, confirming the mediating role. Since the total effect remains significant while the direct effect is not, this indicates full mediation.

Summary of Findings

Based on statistical results, it was specifically found that:

1. Leadership for sports and coach motivation significantly correlate with coaching efficacy.
2. The direct effect of leadership for sports on coaching efficacy, controlling for coach motivation, is not significant.
3. The indirect effect of leadership for sports on coaching efficacy, through coach motivation, is significant.
4. The total effect of leadership for sports on coaching efficacy is significant.

Discussions

In this chapter, the findings are discussed. The conclusion and recommendations are included.

Leadership for Sports and Coaching Efficacy Correlation

The findings of this study, which show that leadership for sports and coach motivation significantly correlate with coaching efficacy, support the idea of Santos et al. (2022), who explain that leadership behaviors positively influence coaching performance. Likewise, the current finding corroborates Kim and Cruz's (2023) finding that democratic leadership enhances coaching effectiveness through better communication and engagement. On the other hand, this finding contrasts with the study of Johnson and Lee (2020), suggesting that other factors, such as school resources and parental involvement, play a more influential role. While the study by Johnson and Lee (2020) used a sample of 79 respondents, the present study used a sample of 124 respondents.

Coach Motivation and Coaching Efficacy Correlation

The finding of this study, stating that the coach's motivation significantly correlates with coaching efficacy, supports the idea of Teixeira et al. (2022), revealing that motivation enhances performance and professional competence. Likewise, the current finding corroborates Gonzalez et al. (2023), who found that motivation improves coaching effectiveness. On the other hand, this finding contrasts with Murphy and Chen's (2021) study, suggesting that factors such as coaching experience and institutional support were more strongly associated with coaching efficacy than motivation alone.

Direct effect of Leadership for Sports on Coaching Efficacy, Controlling for Coach Motivation

The finding of this study, stating that the direct effect of leadership for sports on coaching efficacy, controlling for coach motivation, is not significant, agrees with the idea of Zhang et al. (2023), explaining that leadership affects performance indirectly through psychological factors. Likewise, the current finding corroborates Garcia and Lopez (2024), who stated that leadership influences outcomes by shaping internal factors such as motivation. On the other hand, this finding contrasts with the study by Peterson and Walker (2021), which found that leadership in sports has a significant direct effect on coaching efficacy, making it a primary determinant of coaching success.

Indirect effect of Leadership for Sports on Coaching Efficacy, through Coach Motivation

The finding of this study, stating that the indirect effect of leadership for sports on coaching efficacy, through coach motivation, is significant, reinforces the idea of Gao et al. (2024), stating that motivation mediates the relationship between leadership and performance. Likewise, the current finding corroborates with Morales et al. (2022), confirming that motivation is a key mechanism linking leadership to effectiveness. On the other hand, this finding contrasts with the study of Evans and Kim (2021), suggesting that leadership does not indirectly influence efficacy through motivation.

Total Effect of Leadership for Sports on Coaching Efficacy

The finding of this study, stating that the total effect of leadership for sports on coaching efficacy is significant, aids the idea of Liu et al. (2025), reporting that leadership affects outcomes through both direct and indirect pathways. Likewise, the current finding corroborates Alvarez et al. (2024), highlighting that partial mediation is common in performance-related studies and supporting the role of both environmental and personal factors in shaping coaching efficacy. On the other hand, this finding contrasts with the study by Brown and Silva (2022), which reported that leadership in sports had only a direct effect on coaching

efficacy, with coach motivation playing no significant mediating role.

Conclusion

Based on the findings, it was concluded that coach motivation significantly mediates the correlation between leadership for sports and coaching efficacy. The Social Cognitive Theory (1986), positing that learning is shaped by the interaction of environmental and personal factors, is fully affirmed.

Recommendations

Based on the conclusion, the following are recommended:

1. Future studies may examine additional variables, such as coaching experience, training, and organizational support, to further explain coaching efficacy.
2. A qualitative approach may be pursued to generate relevant themes that could serve as potential mediators.
3. School leaders may initiate programs and training relevant to enhancing coach motivation and strengthening the impact of leadership for sport on coaching efficacy. Policy makers may prioritize resources to enhance motivation for optimal coaching outcomes.

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Appendix A. Survey Questionnaire

Research Title: Mediating Effect of Coach Motivation on the Relationship Between Leadership for Sports and Coaching Efficacy

PART I. LEADERSHIP FOR SPORTS

4-Strongly Agree

3-Agree

2-Disagree

1-Strongly Disagree

	4	3	2	1
A. Autocratic Leadership				
1. I make decisions regarding my team without consulting others.				
2. I maintain strict authority over all aspects of coaching.				
3. I rarely allow athletes to participate in decision-making.				
4. My instructions are expected to be followed without question.				
5. I prefer to keep control of all team activities.				
B. Democratic Leadership				
6. I encourage athletes to contribute ideas during training.				
7. I value open communication with my team members.				
8. I involve athletes in setting team goals.				
9. I seek feedback from athletes on coaching strategies.				
10. I collaborate with athletes in solving problems.				
C. Laissez-faire Leadership				
11. I give athletes complete freedom in their training routines.				
12. I let athletes make most decisions for themselves.				
13. I only intervene when necessary, during practices.				
14. I allow athletes to set their own goals.				
15. I rarely direct or lead the team during training.				

PART II. COACH MOTIVATION

	4	3	2	1
A. Intrinsic Motivation				
16. I coach because I find the work personally rewarding.				
17. I enjoy helping athletes develop their potential.				
18. Coaching gives me a sense of purpose and fulfillment.				
19. I feel motivated by my own passion for sports.				
B. Extrinsic Motivation				
20. I coach for the recognition I receive from others.				
21. I am motivated by the rewards or incentives coaching brings.				
22. I coach because of the expectations set by my institution or community.				
23. My motivation to coach increases with external praise.				

C. Amotivation (Reverse)				
24. I feel uncertain about why I continue coaching.				
25. I sometimes feel there is little point in my coaching role.				
26. I lack motivation to improve my coaching skills.				
27. I feel less interested in coaching than I used to.				

PART III. COACHING EFFICACY

	4	3	2	1
A. Game Strategy Efficacy				
28. I am confident in my ability to develop effective game plans.				
29. I can adjust strategies during competitions to benefit my team.				
30. I am skilled at analyzing the strengths and weaknesses of opponents.				
31. I can effectively communicate game tactics to my athletes.				
B. Motivation Efficacy				
32. I am effective in motivating my athletes to perform at their best.				
33. I can maintain my athletes' enthusiasm throughout the season.				
34. I am able to inspire athletes to overcome challenges.				
35. I encourage athletes to remain committed to their goals.				
C. Technique Efficacy				
36. I am competent in teaching the fundamental skills of my sport.				
37. I can demonstrate proper techniques to my athletes.				
38. I am able to identify and correct mistakes in athletes' techniques.				
39. I regularly update my knowledge of coaching methods.				
D. Character-building Efficacy				
40. I promote positive values and sportsmanship among my athletes.				
41. I am effective in teaching respect and discipline.				
42. I encourage athletes to support and respect one another.				
43. I help athletes develop good character both on and off the field.				