

Unveiling Coaching Style of PE Teachers: A Convergent Parallel Approach

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Abstract : This study examined the coaching style among the PE Teachers in terms of Autonomy, Supportive style, and Controlling Style. On the other hand, gives opportunities to an athlete to be independent, task-oriented, and acknowledge their feelings and perspective of each individual. A controlling coaching style is also portrayed by the rises and falls over an athlete's training development; when this variance is identified, it might harm training. The selection of the respondents of the study will use a random sample of High School PE teachers of the Division of Davao del Norte with a total of 78 High School PE teachers, which can be broken down into 70 High School PE Teachers for Quantitative data for the survey questionnaire and 8 PE Teachers for Qualitative data (IDI). In the quantitative phase, a set of survey questionnaires will be used to gather data from the participants—the extent of the Implementation Questionnaire. The tool will be a researcher-made questionnaire based on the Coaching Styles of selected High School PE teachers of Davao Del Norte. In the qualitative phase, an interview guide questionnaire will be used. Focus group discussions will be conducted to determine themes and patterns or participants' experiences and insights. The researchers conclude that the degree of coaching style among PE Teachers from the Division of Davao del Norte is high, as seen by the findings of this study, and that coaching style among these teachers is highly noticeable.

Keywords : supportive autonomy style, controlling style, live experiences, exemplified

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