



An Insight into 3Ps Coaches' Knowledge and Its Integration to Coaching Practice and Sports Training Program: Filipino Context

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Abstract

In the sports landscape, coaching is undeniably considered important. However, coaching has focused mainly on competition, evaluating success through winning or performance excellence. In the case of Philippine sport, coaching largely remains entrenched in traditional performance-focused methods, where the primary goal of coaches is to enhance competitive outcomes. To date, there has been no research conducted in the Philippines focusing on sports coaching and training program with 3Ps integration. With this, the study aims to explore Filipino coaches' understanding of 3Ps and its incorporation into their coaching practices and training programs. Using the exploratory-descriptive qualitative research, nine Filipino coaches who are as well physical education teachers at higher education institutions in Mindanao, Philippines, participated in several in-depth interviews. The study revealed six essential themes capturing the insights of Filipino coaches about 3Ps: unfamiliarity of 3Ps concept in coaching and training, lack of coaching practice and training standard, need of intentional teaching of 3Ps through coaching and training, recommendation of 3Ps for coaching development, support from government for coaching education, and 3Ps compliments existing coaching initiatives. As this research contributes critical insights into the knowledge of Filipino coaches about 3Ps, thus, it is important in formulating conclusions and recommendations aimed at enhancing the sports coaching practice and training program in Philippines.

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INTRODUCTION

In the sports landscape, coaching is undeniably considered important. Coaches are tasked with not only supporting athlete development but also preparing individuals and teams for performance while fostering long-term participation (Cropley et al., 2020). Likewise, Figus (2022) highlighted that the role of the coach is crucial to the athletes regardless of their age, as coaches serve as facilitators of change processes for both individuals and teams, where coaching methodologies are pivotal for development.

For many years, sports coaching is practiced in a traditional way, where it is often framed within a performance context (Crisp, 2020), with success often quantified through competitive outcomes (Oktavia et al., 2022), while less emphasis on holistic development (Ronkainen et al., 2022). This notion is supported by Stone et al. (2021), who noted that traditional coaching is characterized by a focus on reproductive pedagogical approaches, which prioritize performance outcomes and often neglect the individual learning needs of athletes. However, (Duz & Aslan, 2020) argue that sports coaching encompasses more than just training athletes in a traditional way, more so, sport is used as a vehicle to acquire psychological and social benefits. Singh et al. (2024) reinforces this, noting that sports promote social interaction which is essential for maintaining functional autonomy and improving the overall quality of life. Thus, this dichotomy of what should be the focus of sports coaching led to the gradual shift towards a more comprehensive and holistic approach in coaching.

In the study of Côté & Hancock (2016), they introduced the concept of performance, participation, and personal development (hereinafter 3Ps) as the classification of outcomes through sports involvement. They added that 3Ps should be the central of sport systems aimed at providing quality experiences to participants. Coaches, therefore, have important role to play for the realization of 3Ps concept through their coaching and sports training pro-

grams. This demands coaches to adopt a holistic approach in coaching, cultivating not only the athletic competence, but also, the personal development in athletes simultaneously (Ilievski & Macedonia, 2017).

Despite the recognized importance of the 3Ps concept, many countries, including the Philippines, struggle to implement sports training programs and way of coaching that incorporate the 3Ps components simultaneously. Saizew et al. (2022) noted a limited body of research on sports programs, emphasizing the need for a comprehensive framework to integrate the 3Ps. Likewise, (Corvino et al., 2023) pointed out that while social benefits of sports are well-documented, there is a lack of structured guidance for sports training programs and coaching aimed at achieving developmental goals. Moreover, a study in Indonesia about 3Ps found that handball programs in West Java tend to prioritize one component over the others.

In the case of Philippine sport, coaching largely remains entrenched in traditional performance-focused methods, where the primary goal of coaches is to enhance competitive outcomes. (Concordia, 2022) observed that Filipino coaches typically equate success with winning, perpetuating a performance-oriented approach. This challenge is evident in the findings of Pestano & Ibarra (2021), who assessed the implementation of a Special Program in Sports (SPS) in the Philippines and noted the absence of comprehensive evaluation mechanisms to support athlete development. To date, there has been no research conducted in the Philippines focusing on sports coaching and training program while integrating the 3Ps in Philippine sports.

Given the limited research on the integration of the 3Ps concept in the Philippines, this study aims to explore Filipino coaches' understanding of 3Ps and its incorporation into their coaching practices and training programs. This research seeks to provide a foundation for recommendations that can improve current coaching practices in the Philippines. Unlike prior studies, which focused predominantly on

coaching effectiveness in terms of leadership and behaviour (Clements & Mills, 2021), this study will explore the broader application of coaching as a dynamic interaction that fosters personal growth alongside athletic achievement (Cushion & Lyle, 2016). The findings are expected to contribute to the development of a more holistic coaching strategies in the Philippines, ensuring coaches not only impart technical skills but also play a significant role in the athletes' overall development (Lobo, 2020).

METHOD

Research Design

This study employed a qualitative design using an exploratory-descriptive approach to examine the Filipino coaches' insights on integrating the 3Ps into their coaching and sports training programs. This design is appropriate because it allows for an in-depth exploration of participants' experiences, perceptions, and motivations, particularly in relation to a relatively under-researched phenomenon (Hunter et al., 2019). The exploratory-descriptive method helps uncover patterns and trends among coaches' practices and understandings, offering new insights into how the 3Ps concept is integrated into their coaching.

This approach aligns with the research objectives by enabling a detailed investigation of coaches' subjective experiences and knowledge, giving voice to their perspectives on 3Ps integration. It is particularly useful in situations where limited research exists, as it focuses on describing the realities of coaches' experiences rather than imposing pre-existing frameworks (Baynesagn & Tolla, 2022). The qualitative method ensures that the findings reflect the participants' authentic voices, crucial for generating practical insights that can refine coaching and sports training programs in the Philippines.

Population

The study utilized purposive sampling to select participants, a technique that facilitates the exploration of complex phenomena by allowing researchers to focus on specific groups (Hagan et al., 2020). This approach was chosen

to provide unique insights into the coaches' understanding of the 3Ps concept in their coaching and training programs. The sample comprised nine coaches from various sports events, all of whom also teach physical education at different higher education institutions in Mindanao, Philippines. Participants were selected based on specific inclusion criteria, ensuring they had sufficient coaching experience to offer meaningful insights into 3Ps integration.

A small sample size was maintained to allow for in-depth exploration of each participant's coaching knowledge, as qualitative research emphasizes understanding the meanings that individuals ascribe to their experiences (Gudžinskienė et al., 2024).

Procedure

The data collection followed a systematic process, starting with participant selection based on predefined inclusion criteria. Informed consent was obtained individually before confirming participants' availability for in-person or online interviews. These semi-structured interviews encouraged open discussion, allowing participants to express their views freely, and facilitated the identification of key themes. This method provided reliable, rich qualitative data, making it suitable for capturing the nuanced perspectives of Filipino coaches.

Materials

A semi-structured questionnaire, validated by experts, was used to collect narrative accounts. The questions were designed as factual, probing, and concluding, ensuring the elicitation of relevant ideas. Interviews were recorded, transcribed, and analysed thematically. Data saturation was reached when no new information emerged, indicating that further data collection was unnecessary (Macarthy & Bass, 2020).

Data Analysis

This study employed a systematic approach to data analysis, following the stages of data reduction, data display, and conclusion

drawing and verification. To begin, data reduction was performed by carefully reading the transcribed interviews, summarizing key elements, and coding the data to identify initial themes and patterns. During this process, irrelevant information was discarded to focus on the most significant findings related to the 3Ps concept. The coding process was iterative, with themes refined through repeated readings of the data and ongoing comparison between participants' responses. Codes were grouped into broader categories, which led to the emergence of clear patterns and relationships.

Next, data display was conducted by organizing the identified themes into matrices, charts, and diagrams to facilitate deeper analysis. This visual representation helped to clarify relationships between themes and provided a comprehensive overview of the data, making patterns more discernible. Data were then examined in the context of existing literature to align findings with theoretical frameworks and previous research.

For the final stage, conclusion drawing and verification involved synthesizing the identified themes and patterns to form cohesive conclusions. During this step, triangulation was employed to enhance the validity of the results. Data were cross-verified by comparing findings from different participants and contrasting them with theoretical perspectives and prior studies. This ensured that the conclusions were not based solely on the researcher's interpretation, but grounded in multiple sources of evidence. Participant feedback was sought to validate the interpretations and ensure that their perspectives were accurately represented, a process that minimized researcher bias.

Thematic analysis, as described by Braun & Clarke (2006), was used throughout the process to systematically identify, analyse, and interpret patterns within the dataset. Themes were identified through a rigorous coding process, followed by triangulation to ensure the reliability of the findings. This method was chosen because it allows for the exploration of complex phenomena, aligning with the study's

aim to investigate the integration of the 3Ps into coaching practices. Applying theories during analysis further strengthened the interpretation and ensured that the conclusions were robust and credible.

Ethical Consideration

This study adhered to fundamental ethical standards, particularly given the qualitative nature of the research involving in-depth interviews. Ethical considerations were crucial to protect human subjects and ensure the reliability and validity of the data collected. Following the guidelines set by Mohd Arifin (2018), the researcher applied these principles practically throughout the study, ensuring that participants were treated with respect, transparency, and care.

The principle of beneficence was central to the research, prioritizing participants' well-being while minimizing any potential harm. Informed consent was obtained from all participants, ensuring they fully understood the study's purpose, potential risks, and benefits before participating. The researcher emphasized that participation was entirely voluntary, allowing participants the freedom to withdraw at any stage without consequences. Confidentiality was strictly maintained, with personal identities kept anonymous throughout data collection, analysis, and reporting.

To ensure reliability and validity, the researcher implemented several strategies. First, triangulation was used by comparing data across different participants to validate the consistency of the findings. Second, participant feedback was incorporated during the data verification process to ensure that their responses were accurately represented and interpreted. This member-checking process added another layer of credibility to the findings and reduced the potential for researcher bias. Additionally, reflexivity was practiced, wherein the researcher continually reflected on their role and potential biases throughout the study, ensuring objectivity.

The study also took steps to prioritize participants' autonomy and convenience. Interviews were scheduled according to participants' availability, ensuring minimal disruption to their personal and professional lives. The study upheld the principle of justice by ensuring fair participant selection, based on clear inclusion criteria, and by distributing risks and benefits equally among participants. The confidentiality and security of participants' information were further safeguarded through the use of secure data storage systems.

These measures collectively ensured not only the ethical integrity of the study but also the reliability and validity of its findings, reflecting a commitment to upholding both ethical and methodological rigor.

RESULTS

The table outlines the findings about the insights on Filipino coaches' knowledge and integration of the 3Ps into coaching practice and sports training programs. The result shows three essential themes on the insights of Filipino coaches' on 3Ps integration in coaching practice and sports training program. Also, three essential themes emerged on the suggestion of Filipino coaches on the 3Ps integration in coaching practice and training program.

Table 1. Insights of Filipino Coaches' on 3Ps Integration in Coaching Practice and Training Program

Formulated Meanings	Frequency Level	Essential Themes
Unfamiliarity of 3Ps concept in sports coaching	General	Unfamiliarity of 3Ps Concept in Coaching and Training
Lack of exploration in 3Ps integration in coaching	Typical	
No integration of personal development in sport training	Typical	
No standard and uniform way of coaching the players	General	Lack of Coaching Practice and Training Standard
No institutionalized approach to coaching education	General	
Lack of coaching standard	General	
Coaches should be intentional in teaching the skills to encourage participation and develop values	General	Need of Intentional Teaching of 3Ps through Coaching and Training
Performance, participation and personal development are the hidden curriculum of sport	General	
Performance, participation and personal development are factors to produce successful sports individual	Typical	

Legend of table 1:

General – response mentioned by 50% or more of the participants.

Typical – response mentioned by at least 25% but less than 50% of the participants.

Variant – response mentioned by less than 25% of the participants.

DISCUSSION

On the Insights of Filipino Coaches on 3Ps Integration in Coaching Practice and Training Program

Within the scope of this study, the insights of Filipino coaches on 3Ps integration in coaching practice and training programs underscore the understanding of coaches' knowledge and familiarity of 3Ps into their coaching and training programs. Additionally, this captures the coaches' insights whether they are knowledgeable about 3Ps and their current status about coaching and training the athletes.

Theme 1. Unfamiliarity of 3Ps Concept in Coaching and Training

The unfamiliarity of 3Ps concept in coaching and training appertains to the lack of exploration of its nature, being unacquainted with its concept, resulting it to be less likely

emphasized in coaching and in designing and implementing sports training programs. Generally, most coaches often prioritize enhancing sports skills, improving performance, and fostering enjoyment, rather than dedicating sufficient attention to the development and transfer of life skills among athletes (Bae et al., 2024). However, Kubayi et al. (2018) contended that to capacitate coaches to make an objective judgement in their coaching process instead of being dependent of their personal experiences as coaches and/or athletes, they need to have basic understanding of sports science training as the ultimate recipients of its information. Thus, coaches lack of familiarity of 3Ps concept in sports training program, known to help formulate an inclusive sport structure for athletes (Côté & Hancock, 2016), is a result of an inadequate knowledge of coaching education. The participants' personal narratives corroborated this assertion:

When it comes to the whole concept of 3Ps I would say that not totally. I am not totally familiar with the 3Ps in sports. (Coach 2)

Regarding the knowledge, I have not really explored the studies about the 3Ps integration... (Coach 3)

I have never encountered the term 3Ps but I believe I encountered it but I never called it as 3Ps. (Coach 9)

Apart from being unfamiliar with the concept of integrating 3Ps in sports training, coaches also did not integrate the teaching of personal development to which it is part of the 3Ps within the training. As a result, there is less emphasis of performance, participation, and personal development structure in the training program to which it is the core idea of 3Ps.

...actually, I am not fully aware of 3Ps, our only focus is the traditional training. There is no integration of personal aspects through sports. More on performance and participation only. (Coach 6)

Personally, when I trained my athletes, the target is to develop mainly their physical skills and

also to teach values. However, the method of 3Ps itself and how it should be implemented properly is not being emphasized. (Coach 7)

On the other note, participants noted that a different coaching approach is incorporated into their sports training program, a different concept to what 3Ps is all about. As a result, while values integration is evident in athlete training, it is implemented through a different coaching initiative.

I help my players build their character like discipline or time management, but, not in the same way as the 3Ps being integrated to the training. (Coach 4)

As sports being considered as the ideal activity to teach and transmit positive life lessons to its participants (Côté & Hancock, 2016), it is vital for coaches to be equipped with enough knowledge enabling them to structure their training program that is more inclusive for the development of their athletes.

Theme 2. Lack of Coaching Practice and Training Standard

Lack of coaching practice and training standard refers to the absence of a standardized and institutionalized coaching guide, inadequacy of school for coaches' education and unintentionally structured training. Coaches have asserted that the coaching practices they used are diverse, lacking of a centralized guide that is common to all. Cipriano et al. (2024) highlighted this issue, noting that despite significant growth in the formal recognition of coaching and training in the Philippines, a gap remains in terms of standardized training. Coaches often have limited access to formal education and training programs, resulting in the prevalence of informal and unregulated practices within the industry. Furthermore, the Philippines as a country where a remarkable number of aspiring and professional coaches is growing to which it shows a form of coaching empowerment (Ambag & Camarador, 2018), it is a golden opportunity to educate them and provide them a

centralized coaching guide. However, the current knowledge of coaches when it comes to 3Ps and its integration to coaching practice and sports training program is inadequate, where the participants expressed that:

...in the Philippines there is no standard or uniform way of coaching the team. So, coaches just learned their coaching skills and knowledge through seminars. (Coach 1)

In my experience as a coach for the last 16 years, I saw that there is really lacking when it comes to coaching standard. (Coach 5)

This is because we don't have institutionalized approach towards teaching coaches. (Coach 9)

Furthermore, coaches highlighted the absence of formal coaching education facilities to learn new techniques and approaches. They stressed the importance of a unified coaching guide and transformative coaching practices to provide a framework for training programs.

As a coach, the use of 3Ps will eventually help coaches and players because in the Philippine setting, we do not have school for coaches to framework training program. (Coach 4)
...we need is a unified coaching guide to elevate the effectiveness of coaches in coaching and we need transformative coaching technique that would target the holistic development of the players and not just one sided... (Coach 3)

Lastly, the participants noted that their sports training program is not intentionally structured. Structuring the training program with the intention to teach not just one aspect or two but holistically will help athletes' overall development.

So, I think 3Ps is already there however, training is not intentionally structured following a certain pattern or guide like 3Ps. (Coach 7)

As the role of coaches continuous to evolve and coaching progresses, the coaches are positioned as the key actors in the ever growing and demanding sporting landscape (Lara-

Bercial et al., 2016). Thus, having enough knowledge on how to improve coaching practice and holistically structure training program is of advantage not just in the coaching profession but also to the development of athletes. There is nothing about sport itself that is magical, but what matters is on how it is being intentionally structured (Bean & Forneris, 2016).

Theme 3. Need of Intentional Teaching of 3Ps through Coaching and Training

This theme highlights the need to teach the 3Ps intentionally to the athletes through a structured coaching and training. A coach should be purposeful and intentional when crafting the sports training program to ensure that it would promote holistic development including the performance, participation and personal development. According to Yulianto et al. (2023), intentionally structured training program is a key to promote positive outcomes to the youth involved in sports and thus, this includes also the athletes. Additionally, in a holistic point of view of sports coaching, apart from the performance and participation aspect, the personal development should be as well emphasized and that it can only be developed through a structured and systematic sports program (Bruner et al., 2023). Supporting this idea, Hadiana et al. (2022) further explained that sport is a medium to increase social, emotional and help athlete to collaborate with each other. Thus, in order to achieve the total athlete development, the participants expressed that:

For me, 3Ps is very important because we coach targets not only to develop the performance and participation of the players, above all is to also improve their character as players. (Coach 2)

This is I believe the sort of the hidden curriculum when it comes to sport that we are not just developing the skill but we are teaching the players how to build character through sport. (Coach 3)

I believed these three keys: performance, participation and personal development are major

Table 2. Suggestion of Filipino Coaches on the 3Ps Integration in Coaching Practice and Training Program

Formulated Meanings	Frequency Level	Essential Themes
Recommendation of 3Ps to CHED, DepEd or PSC for coaching development	General	Recommendation of 3Ps for Coaching Development
Keeping discussions about 3Ps and share to others to improve coaching	Typical	
3Ps implementation is suggested to PSC for centralized coaching	Typical	
Discussion between Philippine sports bodies and coaches concerning coaching development	General	Funding support from Government for Coaching Development
The need of national government support for funding seminars for coaching education	General	
Importance of financial support from the government is important to train coaches	Typical	
CHED, DepEd, and LGUs financial aid is needed to support coaching development	General	3Ps Complements Existing Coaching Initiatives
3Ps integration elevates coaching to produce competitive players inside and outside the court	General	
3Ps improves Filipino coaching system	Typical	
3Ps as complement to the existing Philippine coaching initiatives	General	

factors to produce a successful sport minded individual. (Coach 7)

Furthermore, the coaches also reiterated that in coaching, having a purpose is important in addition to being intentional in order to achieve the desired goals for the athletes. Thus, the total development of the athlete is possible through a structured training program. The participants shared that:

So, it is like coaches are intentionally teaching the life skills to the players using the drills for them to internalize its value and also to improve their performance and encourage them more to participate in sports or any physical activities. (Coach 1)

Here in Philippine sport setting, I believe 3Ps is important because in the concept of sport you must have a purpose as a coach. (Coach 5)

Moreover, the 3Ps concept is seen as a holistic approach of coaching which can help to strongly emphasize the teaching of performance, participation, and personal develop-

ment. This means that the training program of the coaches can be structured to intentionally develop the aforementioned important aspects.

Integrating the 3Ps in coaching is more holistic because we improve the total aspect of the players. We teach how to improve performance at the same time increase or maintain their sports participation and through those we use it to also teach them the personal values that they can learn in sports that they can definitely use off the court. (Coach 6)

According to Connor et al. (2022), a planned and controlled sports training program is vital for the development of athletes as well as the enhancement of performance. This implies that coaches must be deliberate in designing and implementing their training programs to ensure they foster holistic development. By promoting a holistic approach, sports training programs not only cultivate successful athletes but also develop competencies and skills that help them navigate challenges in sports and other areas of life (Thompson et al., 2022).

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Importance of financial support from the government is important to train coaches	Typical	
CHED, DepEd, and LGUs financial aid is needed to support coaching development	General	
3Ps integration elevates coaching to produce competitive players inside and outside the court	General	3Ps Complements Existing Coaching Initiatives
3Ps improves Filipino coaching system	Typical	
3Ps as complement to the existing Philippine coaching initiatives	General	

On the Suggestion of Filipino Coaches of 3Ps Integration in Coaching Practice and Training Program

Within the confine of this study, the suggestion of Filipino coaches of 3Ps integration in coaching practice and training program refers to the recommendations of the coaches relevant to the integration of 3Ps in coaching and training in Philippine sport. This comprises the several essential themes such as recommendation of 3Ps for coaching development, support from government for coaching education, and 3Ps compliments Philippine coaching initiatives.

Theme 4. Recommendation of 3Ps for Coaching Development

This theme is concerned about the inclusion of 3Ps as a suggested coaching practice or approach in the coaching framework in Philippines. As noted by Bae et al. (2024), most coaches often prioritize enhancing sports skills, improving performance, and fostering enjoyment, rather than dedicating sufficient attention to the development and transfer of life skills among athletes. Filipino coaches are not an ex-

emption to this. Thus, the recommendation of 3Ps for coaching development compliments the findings of this study about the insights of Filipino coaches on 3Ps integration in coaching practice and training program as being unfamiliar with 3Ps concept, lack of coaching practice and training standard, and need of intentional teaching of 3Ps. According to Yulianto et al. (2023), intentionally structured sports program like the 3Ps is a key to promote positive outcomes through sports participation. With this, coaches believed that keeping discussions about 3Ps would inform and reach many Filipino coaches through the governing body of Philippines sports. In order for sportsperson like coaches to facilitate positive developmental outcomes through sports, a support and clear guidelines are necessary (Abălașei et al., 2017). Consequently, the participants supported this and stated that:

...this should be recommended to the governing body of sports maybe, CHED or DepEd that this has to be communicated and to be suggested to become part of

the total training program to all coaches for coaching development. (Coach 1)
But hopefully our government through PSC can create a centralized coaching program to all coaches. One way is the implementation of 3Ps. (Coach 5)
I think if 3Ps will be taught by DepEd, LGU's, this will help because there will be sports coaching framework already. (Coach 9)

Additionally, coaches emphasized that a discussion is necessary between coaches and the sport's governing bodies in Philippines to highlight and talk about 3Ps as a suggested coaching framework in sports training.

Let us keep our discussions about 3Ps to improve coaching. So sharing is important so they will know how to improve the holistic aspects of their players." (C3)

And one more thing, there should be a meeting between coaches and the governing body of sports here in the Philippines for awareness and also have a chance to discuss these concerns. (Coach 6)

Sports involvement as highlighted by Côté and Hancock (2016), aims to develop performance, participation, and personal development. However, this will be achieved if the sports programs are intentionally structured (Hadiana et al., 2022). Thus, in order to strengthen the coaching practice existing in the Philippines, 3Ps recommendation for coaching development to the sport's governing bodies in the Philippines is thereby necessary.

Theme 5. Funding Support from Government for Coaching Development

This theme explores about the suggestion of the Filipino coaches for the financial budget from the Philippine government for the development of coaching. According to Karunakaran et al. (2020), financial budget is crucial for coaching development as it allocates resources for training programs and enhances skill devel-

opment. However, based on the coaches insights, they lack coaching practice and training standard, the reason could be because they lack formal coaching education and this emphasizes the need of allocation of resources (Cipriano et al., 2024). Coaches stated that:

...coaches need support also, so in order to strengthen the sports training program, I think it is better if it is supported by the national government especially for funding or conducting seminars or conference to disseminate this 3Ps information and for the awareness of everyone. (Coach 4)

With the current situation of the Philippine sports coaching, the need for coaching development is necessary. But in order to do that, the government should provide financial allocation to realize its different initiatives. (Coach 6)

...funding from the government is very important for the successful implementation of different coaching programs or coaching development initiatives. (Coach 7)

In my opinion, the government should be more generous in allocating budget or funding for coaching development programs, it is important to be considered. (Coach 8)

..in order to improve the coaching and training system in Philippine sport, the government has to be more proactive about it, but it requires enough funding to effectively implement various coaching enhancement programs. (Coach 9)

The support from the government is pivotal in strengthening the coaching and training system in a certain country. In fact, in the study of Rizqanada et al. (2022), they emphasized that both central and regional governments are responsible for the coaching development of sports, which further emphasizes the critical role of government funding. However, in the case of Philippines, coaches feel the lack of financial support from the government to sustain and develop the coaching and training system in the country. This sentiment is echoed by Johnson et al. (2022) who noted that sportspersons specifically those that are often limited by their

voluntarily nature, require external support from national governments and sports federations to secure necessary funding and resources for development. It is for this reason that coaches recommended the financial support of the government to finance the coaching development. Nhamo and Sibanda (2021) mentioned that the lack of adequate funding to programs related to sports is identified as one of the barriers for poor sports participation, highlighting the need for both governmental and non-governmental organizations to enhance resource allocation. Thus, in order to address the issue, a more strategic approach to funding allocation to ensure that it meets the diverse needs of the sports community is recommended (Jabeen et al., 2020). Additionally, the importance of government support through proper allocation of budget and financial support influenced the professionalization of coaching to ensure that coaches are well-trained and equipped to meet the evolving demands of the sport (Parnell et al., 2016).

Theme 6. 3Ps Complements Existing Coaching Initiatives

3Ps complements existing coaching initiatives refers to the potentials of the utilization of 3Ps in the coaching practice and sports training program of the Filipino coaches. According to Côté and Hancock (2016), 3Ps aims to provide a good quality of sporting experience towards the participants. This means that if coaches adopt the 3Ps in their coaching practice and training programs, they will be able to provide an opportunity for their athletes to develop holistically. According to the participants:

...it is important to integrate 3Ps in coaching because we don't only want to elevate coaching but most importantly to our players who are not only competitive inside the court but also winners in life. (Coach 3)

...3Ps as part of the training program in the Philippine sport setting would elevate Filipino coaching at the same time improve the quality

of the sporting experience that coaches provide to the players. (Coach 4)

Thus, 3Ps has a big potential to help Filipino athletes to improve their quality. Our athletes will become well rounded in life, not just inside but also off the field. (Coach 5)

...to transform sports into an avenue where players can not only develop their performance but as well as their motivation to participate in sports and the values, the need of 3Ps is crucial. (Coach 8)

...so 3Ps is really a good complement to the existing initiative of coach's education. We really lack coaches' education in Philippines. (Coach 9)

This theme exposed that 3Ps integration not only improves coaching and training program, but also, it ensures that players become winners in life, highlighting the value of nurturing athletes beyond their physical abilities. This mirrors the growing emphasis of research in sports on fostering life skills, motivation, and emotional intelligence in athletes (Cronin & Allen, 2018). Also, this can be achieved through a more comprehensive approach to training which is the aim of 3Ps. This aligns to research advocating for holistic athlete development programs that go beyond physical training (Thompson et al., 2022b; Yukhymenko-Lescroart & Sharma, 2022). Furthermore, the lack of adequate coaching education in the Philippines is prevalent, this has been seen in the poorly managed sports programs particularly in terms of planning and athlete training (Ebio & Digo, 2024). Thus, the coaches suggest that 3Ps concept would be a valuable complement to the existing coaching initiatives, thereby helping Filipino coaches to elevate their coaching practice and training program.

CONCLUSION

This study explored Filipino coaches' insights into the 3Ps concept (performance, participation, and personal development) and its integration into coaching practices and sports training programs. The results reveal that most coaches lack familiarity with the 3Ps concept,

emphasizing the need for more structured coaching education in the Philippines. This lack of knowledge reflects the predominant focus on performance and participation, while personal development which is a core aspect of the 3Ps, is frequently overlooked. Coaches also highlighted the absence of a standardized coaching framework, further compounding the issue.

The findings underscore the necessity for a holistic coaching approach that not only improves athletic performance but also fosters participation and personal development. To achieve this, sports training programs should be intentionally structured to include life skills development. This would ensure a more balanced and comprehensive athlete development, aligning with the 3Ps concept. The participants of the study acknowledged the potential benefits of integrating 3Ps into their practice, but many expressed the need for government support, including financial funding from governing bodies such as Commission on Higher Education and Philippine Sports Commission, to implement these changes effectively.

In terms of limitations, this study was conducted using a small, purposively selected sample of Filipino coaches, which limits the generalizability of the findings. Future research should explore the impact of 3Ps integration on athletes' holistic development across a broader population and in various sporting contexts. Longitudinal studies could also assess the long-term effects of adopting the 3Ps framework on athlete performance, participation, and personal growth.

Lastly, the study provides a significant contribution to the field of sports coaching, particularly in the Philippine context, where there is a clear need for reforms in coaching education and practice. By integrating the 3Ps concept, coaches can play a more transformative role, not only in achieving competitive success but also in nurturing well-rounded athletes who excel both on and off the field.

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