



Sports Coaching and Management Internship Experience and Performance

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Abstract. Internships are increasingly becoming an essential component of educational preparation. The study evaluated sports coaching and management internship experience and performance of Bachelor of Science in Exercise and Sports Sciences (BSESS) students at Bicol State College of Applied Sciences and Technology. Specifically, the study identified the perceived internship experiences of BSESS students; evaluated the internship performance of BPE students; and examined fitness and exercise programming; sports management; community sports; and fitness gym advising. In addition, it pointed out the challenges met by the students during the internship. The study adopted a mixed method of research. Based on the data gathered, students' internship experiences are very satisfactory.

Furthermore, students' internship performance in fitness and exercise programming, sports management, and community sports is excellent. Meanwhile, students' internship performance and fitness gym advising are very satisfactory. The students noted difficulty interacting and communicating with colleagues; time management; financial issues; and internet connectivity. Based on the findings, it was concluded that internships give students valuable chances to gain hands-on experience while pursuing a bachelor's degree in physical education. It is strongly advised to provide students with real-time industry challenges as internship assignments and to communicate the projects well in advance to equip students with skills and knowledge aligned with the industry. Industry partners must also try to find mentors who can add value to the student experience and improve learning during the internship. Mentors who build bonds with interns and support them through their internships are critical in adequately preparing students to face real-world difficulties once they graduate. It is also vital to have clear communication about the role and scope of apprenticeships and the behavioral expectations of interns. Institutes must link their curriculums and learning objectives with industry competencies.

Keywords: Sports Coaching · Performance · Physical Education

1 Introduction

Learners have been shaped by a curriculum that enables one's life to make sense, including the world around them. It prepares one to be competent enough to deliver the skills in their chosen career to become productive [1]. Experiential lessons allow students to

experience concepts first-hand and give them a richer, more meaningful understanding of course concepts and how they operate in the real world [2]. Learning experiences are the interaction between the learner and the external conditions in the environment to which the student can react [3]. It is an activity that may be planned by the teacher and performed by the learner to achieve learning objectives. The mind was thought to have certain faculties, such as memory and reason, which could be trained or disciplined by proper exercise [4]. The objectives represent the faculties to be taught, and learning experiences were considered exercises. Institutional internship programs are a big way to determine if the program's goals have been met and if students' skills have been prepared for their chosen field.

With the institutionalization of the conceptualized curriculum through the enhancement of the Basic Education Act of 2013, higher education was challenged to revitalize and strengthen the program offerings that will cater to the new set of K12 graduates. In 2015, BICAST opened a curricular program that is a Bachelor of Physical Education major in Sports and Wellness Management per CMO no. 23, S. 2011, and will produce graduates till 2020 [5]. It is stated further that higher education institutions (HEIs) are given ample space to innovate in the curriculum depending on how best to achieve learning outcomes in their particular contexts and respective missions [6].

Currently, BICAST has its new program course offering as mandated to shift from Bachelor of Physical Education to Bachelor of Science in Exercise and Sports Sciences (BSESS) per CMO no. 81, s. 2017. This memorandum comprises the policies, standards, and guidelines (PSG) for the said course offering. Besides, this PSG is anchored on the salient features of the K12 enhanced curriculum (RA 10533), and it specifies the core competencies expected of BSESS graduates. Soon, these learners will be off on their internship. Students' insights about internships are essential to consider to re-frame the employability debate to include student perspectives and experiences to facilitate internship design formulation [7]. Furthermore, investigating internship experience will aid in determining the factors that account for the most valuable internship experience, which will serve as the foundation for designing a successful internship program in Sports and Wellness Management [8].

The study explored the Sports Coaching and Management students' experiences outside of their internship in various components of sports coaching and management [9]. Specifically, it identified the perceived internship experiences of BSESS students and evaluated their internship performance in Fitness and Exercise Programming, Sports Management, and Community Sports and Fitness Gym Advising. The study also pointed out the challenges met by the students during their internships.

2 Method

This was a mixed-methods study in which data was analyzed quantitatively and qualitatively to aid interpretation and analysis. The study participants are 83 interns in the Bachelor of Physical Education program. Informed consent was secured from the interns that their responses made in the evaluation of their experiences would be part of the study. Cronbach's Alpha was used to calculate the internal consistency of the instruments since the study shall utilize a researcher-made tool for the four disciplines: Fitness and Exercise

programming, Sports Management, Community Sports and Wellness, and Fitness Gym Advising. In examining the content validity, three experts in the field were requested to validate the instruments. Perceived experiences were quantitatively analyzed, and reflections from the internship experiences were interpreted qualitatively. The study employed statistical tools such as percentage techniques and weighted arithmetic mean for the perceived experiences.

3 Result and Discussion

3.1 Students' Perceived Internship Experiences

Presented in Table 1 is the students' perceived internship experience in sports coaching and management. Based on their perceived experience, the internship provided them with a "fair" experience for demonstrating critical writing and speaking skills ($\bar{x} = 2.28$). Meanwhile, their training requires them to present an appropriate professional appearance, with a mean of 4.58. The students also revealed that they "excellently" showed the capacity to be self-sufficient, independent workers, made progress throughout the internship, produced quality work, and demonstrated awareness of strengths and weaknesses. The students' perceived experience in sports coaching and management is "very satisfactory," with a mean of 4.03.

These results indicate that students are delighted with their internship experience. However, despite their satisfaction with their internship experience, some expectations for their internship still need to be met. One is demonstrating writing and speaking skills, which have garnered the least mean among the indicators. This result may have been attributed to the activities set by the industry. Since their course is Bachelor of Physical Education, their supervisor must have provided them with activities more in line with physical activities like sports coaching, drills, and other sports and wellness-related activities. The results, on the other hand, suggested that the internship provided the students with an experience that required them to present themselves professionally; demonstrate their ability to be self-sufficient, independent workers; and demonstrate awareness of their strengths and weaknesses.

Students shared their experiences and reflections on their internships. Some of these are the following:

"I got to experience teaching, which helped me realize that I want to be a teacher someday, and I will pursue it no matter what happens." – Student Intern 3, 2021

"Building a good relationship and communication with your client, students, and coworkers; coping and adapting to the norms, culture, and the different kinds of people you will encounter; and most importantly, those self-discoveries that you will gain only in the field that will change your perspective and help you know yourself better." – Student Internship 20, 2021

"It somehow made me realize that being a teacher as a profession wouldn't be that bad for me. It helped me clarify my goals and strive hard for them. Thanks to the exposure during the internship." – Intern Student 35, 2021

These statements from the students confirm that they are satisfied with the things they have encountered during their internship. However, despite the pleasant experiences,

Table 1. Students' Perceived Internship Experience in Sports Coaching and Management

Indicator	Mean	Description
1. Achieved my internship learning objectives	3.31	Satisfactory
2. Demonstrated necessary writing and speaking skills	2.28	Fair
3. Was able to apply classroom knowledge to the internship setting effectively	4.04	Very Satisfactory
4. Demonstrated critical thinking and problem-solving skills	3.14	Very Satisfactory
6. Demonstrated initiative and the ability to learn	4.29	Excellent
7. Responded well to supervision and constructive criticism	4.42	Excellent
8. Showed the capacity to be a self-sufficient, independent worker	4.47	Excellent
9. Worked effectively with others on team projects	4.40	Excellent
10. Exhibited a sense of responsibility and dependability	3.99	Very Satisfactory
11. Displayed a positive attitude toward work and coworkers	3.94	Very Satisfactory
12. Showed creativity and originality	3.59	Very Satisfactory
13. Exhibited a professional attitude	3.82	Very Satisfactory
14. Behaved ethically	4.24	Excellent
15. Sensitive to diversity in the workplace	4.27	Excellent
16. Adapted well to changing circumstances	4.29	Excellent
17. Presented an appropriate professional appearance	4.58	Excellent
18. Made progress throughout the internship	4.47	Excellent
19. Completed a sufficient quantity of work	4.42	Excellent
20. Produced quality work	4.27	Excellent
21. Demonstrated awareness of strengths and weaknesses	4.47	Excellent
Average	4.03	Very Satisfactory

Legend: 1.00–1.80 - Poor; 1.81–2.60 - Fair; 2.61–3.40 - Satisfactory; 3.41–4.20 - Very Satisfactory; 4.20–5.00 - Excellent.

some students revealed that some of their expectations for their training still needed to be met.

One of the students shared that their experience would have been best if their refereeing training had been pushed through. Another student mentioned that they expected to handle the Arnis players on their concentration but ended up watching how they practice every day in the corner because they already had the program. Similarly, a student shared that:

“I expected that we would exercise and use the different equipment there, but in reality, we became gym and pool attendants. That is way different from what we expected. Most of our time there was used up staying at the pool area doing nothing. Though the gym instructor occasionally gives us lectures and knowledge.” – Student Intern 55, 2021

Internships are intended to provide a structured transition from the classroom to the workplace, to prepare students for realistic expectations of their future employment, and to give students opportunities to polish their career skills and obtain on-the-job experience [10]. The results of the study may have been due to different factors. One of which is the support being provided to students. According to To and Lung (2020), supervisor support substantially and significantly impacts internship satisfaction [11].

3.2 Internship Performance

The study looked at how well the students did in their internships, fitness and exercise programming, sports management, community sports, and fitness gym advising.

3.2.1 Fitness and Exercise Programming

Presented in Table 2 is the students' performance in the Fitness and Exercise Program. Based on the results, students performed excellently, with an average mean of 4.61. The results also revealed that students perform well in adapting to school protocols and asking questions when uncertain about proper procedures (4.88). Meanwhile, students' lowest ratings are for communicating well with the client (4.39) and being quick to volunteer, accept and carry out instruction (4.40).

3.2.2 Sports Management

Presented in Table 3 is the students' performance criteria evaluation, along with sports management with its corresponding maximum rating and students' average performance rating. Based on the data gathered, students garnered an average total score of 93.51.

Presented in Fig. 1 is the Students' Internship Performance Rating along with Sports Management. As shown in Fig. 1, 88% of the students' interns garnered 90–100 performance ratings, which is excellent. 11% were very satisfactory (85–89), and only 1% were fair (75–79).

3.2.3 Community Sports

Presented in Table 4 is the students' internship performance in community sports. Based on the data gathered, student interns excellently coordinated with the community coordinator or punong barangay with a mean rating of 4.70. They are also rated excellent in asking questions when uncertain about proper procedures (4.67). On the other hand, they got the lowest scores for their experience with sports and wellness management in the community (3.41) and for sharing the basics of sports officiating (3.44).

3.2.4 Fitness Gym Advising

Presented in Table 4 are the students' internship performance and fitness gym advising. Based on the data gathered, students' interns excellently performed abdominal exercises suited the body alignment (4.59) and adapted industry protocols (4.58). They are also rated excellent for communicating well with the gym trainer (4.51). Meanwhile, they are rated the lowest in developing a personal wellness plan (4.01), considering exercise and percentage of maximum heart rate, and maintaining pulse records (4.02) (Table 5).

Table 2. Students' Internship Performance along Fitness and Exercise Programming

Indicators	Mean	Description
1. Knowledge of Work (able to gasp as instructed)	4.43	Excellent
2. Communicate well with the client	4.39	Excellent
3. Adapted school protocols (channel of communication procedure)	4.88	Excellent
4. Consider ethical procedure (asking client's consent)	4.63	Excellent
5. Quick to some visible hazards and takes steps to take them	4.50	Excellent
6. Coordinate well with the cooperating teacher/mentor/coach	4.80	Excellent
7. Can cope with the demand of additional unexpected workload in a limited time.	4.50	Excellent
8. Perform an assigned job efficiently as possible.	4.65	Excellent
9. Attendance (follow assigned work schedule)	4.73	Excellent
10. Punctuality (reports to work assignment as scheduled)	4.58	Excellent
11. Quick to volunteer, accept and carry out instruction	4.40	Excellent
12. Comprehension (Understands instruction instantly)	4.65	Excellent
13. Highly dependable and inspiring others.	4.43	Excellent
14. Plans and organizes work to achieve the best efficiency.	4.57	Excellent
15. Asks questions when uncertain about proper procedures	4.88	Excellent
Average	4.61	Excellent

Legend: 1.00–1.80 - Poor; 1.81–2.60 - Fair; 2.61–3.40 - Satisfactory; 3.41–4.20 - Very Satisfactory; 4.20–5.00 - Excellent.

Table 3. Students' performance criteria evaluation along Sports Management

Criteria	Maximum Rating	Average
1. Quality work (thoroughness, accuracy, neatness, and effectiveness)	20	19.00
2. Quality of Timeliness (able to complete work in the allotted time)	20	18.64
3. Dependability, reliability, resourcefulness (ability to work with a minimum amount of supervision)	10	8.74
4. Judgement (sound decision, ability to identify & evaluate factors)	10	9.36
5. Cooperation (work well with others)	10	9.58
6. Attendance	10	9.04
7. Courtesy & good moral character	10	9.74
8. Safety Awareness	10	9.42
Total	100	93.51

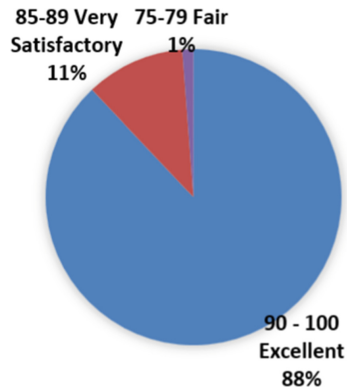


Fig. 1. Students' Internship Performance Rating along Sports Management

Table 4. Students Internship Performance along Community Sports

Indicators	Mean	Description
1. Sports and wellness management experience in the community	3.41	Very Satisfactory
2. Communicate well with the members of the community officers	3.92	Very Satisfactory
3. Adapted community protocols (channel of communication procedure)	4.30	Excellent
4. Consider ethical procedure (asking client's/community member consent)	4.50	Excellent
5. Quick to some visible hazards and takes steps to take them	4.30	Excellent
6. Coordinate well with the community coordinator/Punong barangay	4.70	Excellent
7. Can cope with the demand of additional unexpected workload in a limited time.	4.56	Excellent
8. Perform an assigned job efficiently as possible.	4.40	Excellent
9. Identified the needs of the community for sports and wellness	4.30	Excellent
10. Shared with the community members the knowledge in sports and wellness	4.11	Very Satisfactory
11. Quick to volunteer, accept and carry out instruction	4.20	Very Satisfactory
12. Shared essentials in sports officiating	3.44	Very Satisfactory
13. Shared essentials in wellness management	4.30	Excellent
14. Proposed in the community ways to improve sports/wellness program	4.20	Very Satisfactory
15. Asks questions when uncertain about proper procedures	4.67	Excellent
Average	4.22	Excellent

Legend: 1.00–1.80 - Poor; 1.81–2.60 - Fair; 2.61–3.40 - Satisfactory; 3.41–4.20 - Very Satisfactory; 4.20–5.00 – Excellent.

Table 5. Students' Performance along Fitness Gym Advising

Indicators	Mean	Description
1. Make a personal Wellness Plan	4.01	Very Satisfactory
2. Communicate well with the Gym Trainer	4.51	Excellent
3. Adapted industry protocols (channel of communication procedure)	4.58	Excellent
4. Provision of Exercise Journal	3.95	Very Satisfactory
5. Set FITT Goals	4.08	Very Satisfactory
6. Creation of self- work-out for the whole body	4.23	Excellent
7. Consider the exercise and percentage of Maximum Heart Rate and keep pulse records.	4.02	Very Satisfactory
8. Utilize the fitness industry and other equipment properly	4.30	Excellent
9. Perform abdominal exercises suited to the body alignment	4.59	Excellent
10. Knowledge gained in spotting techniques/assistance	4.23	Excellent
11. Gained overview of Strength Training and Conditioning	4.16	Very Satisfactory
12. Knowledge gained in coaching points	4.16	Very Satisfactory
13. Apply lifting exercise technique and considers coaching points.	4.08	Very Satisfactory
14. Understand terminologies in fundamental strength and conditioning	4.16	Very Satisfactory
15. Asks questions when uncertain about proper procedures	4.65	Very Satisfactory
Average	4.25	Very Satisfactory

Legend: 1.00–1.80 - Poor; 1.81–2.60 - Fair; 2.61–3.40 - Satisfactory; 3.41–4.20 - Very Satisfactory; 4.20–5.00 – Excellent.

3.3 Challenges Met by the Students

Internships are increasingly becoming an essential component of educational preparation [12]. Internships provide significant opportunities for students to undergo experiential learning during their bachelor's degree courses in physical education. In the study, challenges met by the students were identified. Students identified four significant challenges during their internship. There are problems with getting along with and talking to coworkers, managing time, dealing with money, and getting online.

During the study, the internship was conducted following the policy of the new normal, which may have brought different challenges during the training [13]. One works through a virtual platform, and communications are done using social media applications like messenger and email. Another challenge for student interns is managing individual differences and communicating with other people, just like customers and colleagues. Communication and teamwork are essential skills a graduate should have [14]. Thus, this challenge should be addressed by reviewing and revising students' academic preparation, focusing on enhancing students' communication skills, and working with others.

Another challenge met by the student interns is the conflicting schedule of their internship with their classes. Students need help managing their time well since the workload for their courses and training is sometimes given simultaneously [15]. In addition, some students have also been facing financial problems since the advent of the pandemic. Some of the students' parents lost their jobs. Lastly, students find it challenging to attend webinars required for their internship and classes because of slow internet connectivity. Some need to be more privileged enough to have their wireless internet connection at home and rely primarily on mobile data.

4 Conclusion

Internships give students valuable chances to gain hands-on experience while pursuing a bachelor's degree in physical education. It is strongly advised to provide students with real-time industry challenges as internship assignments and to communicate the projects well in advance to equip students with skills and knowledge aligned with the industry. Industry partners must also try to find mentors who can add value to the student experience and improve learning during the internship period. Mentors who build bonds with interns and support them through their internships are critical in preparing students to face real-world difficulties once they graduate. It is also crucial to have clear communication about the role and scope of apprenticeships and the behavioral expectations of interns. Institutes must link their curriculums and learning objectives with industry competencies. Furthermore, knowledge must be conveyed through simulated industry contexts to stimulate student participation in industrial consultancy assignments, field projects, and industry immersion programs. Such programs must secure the engagement of both students and faculty members.

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