SPORTS CHOACHING COMPETENCIES AND PRACTICES IN SAMAR DIVISION

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DEDICATION

I dedicate this humble work of mine especially to:

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the giver of life and the source of everything,

To the man beneath my wings, ROWEL,
for his love, care, understanding and support.

To my precious treasures in life,
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Rea

ABSTRACT

This study aimed to assess the coaching competencies and practices in Samar Division. There is no significant relationship between the respondents coaching practices and coaching competencies. This study utilized the descriptive research design correlating to variables using the questionnaire and checklist as the main instrument in the collection of the important data. The researcher gathered data, gave accurate information about the respondent's coaching practices and competency that was assessed through a questionnaire, performance checklist and rubrics. Majority of the statements under communication, leadership, pedagogy and team building in coaching competency under team sports were marked moderately competent. However, slightly competent in sports specific and highly competent in x-factor. Overall results showed moderately competent scale. For the correlation between coaching competency of the respondents under dual sports and their coaching practices, all the correlated variants have no significant relationship exist. The result of this study shows that the coaches in Samar Division during EVRAA Meet 2018 was moderately competent in any sports discipline in terms of communication, leadership, pedagogy and team building and seemed often practice in their coaching practices before, during and after the competition. In dual sports, having an experience in sports was significant in coaching before the competition. Educational attainment of coaches was significant in coaching athletes during team sports competition. Coaches and athletes may have enough and sufficient budget especially during the first practice up to the time of competition. Athletes may have a conducive venue for trainings purposes.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Coaches in different sports event should possess competence in carrying out responsibilities to bring about quality athletes. It is the essential facet of competitive advantage and an empirical issue that the success of any athletes lays on the coaches (Lim Khong Chiu et al., 2014). Coaches who do not possess skills and competence get difficulties in training the athletes. As professional competences allow coaches to apply theory in their practice, these become an important part of coaching process and must be thoroughly understood in order to enhance coaching effectiveness and to bring athletes to the top.

Related to the competency of sports coach, NASPE (National Association for Sports and Physical Education) has made 8 standard domains for coach competency: (1) Philosophy and Ethics; (2) Safety and Injury; (3) Prevention Physical Conditioning; (4) Growth and Development; (5) Teaching and Communication; (6) Sports Skills and Tactics; (7) Organization and Administration; (8) Evaluation (NASPE, 2005). The eight standards domains made by NASPE (2005) become 40 standards competencies. For National Christian Collegiate Athletic Association (NCCAA), there are 4 categories in assessing the coach competencies: (1) Character Building Competency (CBC); (2) Game Strategy Competency (GSC); (3) Motivation Competency (MC); (4)

Technique Competency (TC) (Philips & Jubenville, 2009). Besides that, Moen and Fikse (2011) grouped the coach competencies into six competency groups; Communication, Leadership, Pedagogy, Sport-specific, Team-Building, and X-factor. X-factor according to Moen (2011) more is on personal quality of a coach or character such as: honest in each activity, a positive energy for team, a motivator and inspiratory for the athletes.

Competent coaches have extensive knowledge and continue to sharpen their tools and add new ones as new research and trends emerge. Research has shown that a coach's competency level can affect the athlete-coach performance and relationship (Kajtna, 2009). The role of the coach allows them to teach and instill life skills such as leadership, teamwork, and character building to their athletes which are important to their overall growth and development outside of sports (Valle & Bloom, 2005).

Former University of North Carolina basketball coach Dean Smith (2002) echoed these sentiments when reflecting on his enjoyment of coaching, citing that "...what I enjoyed most were the pursuit of the championships and journeys each team traveled together-coaches and the players-in quest of the dream". Many of the greatest team sports athletes in the last century have credited their athletic success to great coaching. More specifically, baseball players Derek Jeter, basketball player Michael Jordan, hockey player Wayne Gretzky and soccer player David Beckham have frequently praised many of their great coaches for

teaching them technical, tactical, and psychological skills that helped them achieve success both on and off their playing fields.

Aside from the anecdotal testimonials of world class athletes, talent development highlights the important role of the coach in one's rise to prominence. Central to this evolution of expertise was the role of the coach or mentor at each stage in the individual's career. Research by Ericsson and colleagues also examined the development of expertise in various domains in which they posited the key component to reaching a level of expertise was deliberate practice. More specifically, they stated "the amount of time an individual is engaged in deliberate practice activities is monotonically related to the individual's acquired performance" (Ericsson et al, 1993).

In order to face the challenges of the coaches and continually develop successful athletes, coaches must develop their capabilities as coaches and build competence and practices in coaching continuously (Lim Khong Chiu et al., 2014). In other words, coaches should continuously train themselves to be more efficient and effective coaches in their chosen sports. It is not only about providing facilities, but also the coach qualification. So besides that, based on the references and facts in field, there was no data about coach effectiveness in coaching, no data about competency level of coaches in Samar Division. The coach quality rarely determined the athlete's success. Qualified coach is one who has the capability to coach and a high competency level of knowledge especially in sports handled, leadership, attitude, and skills.

Moreover, the performance of Samar Division in sports for the past three years since 2016, 2017 and 2018 during the Eastern Visayas Regional Athletic Association (EVRAA) declined. The result showed that out of 13 different divisions in Eastern Visayas, Samar Division was in the 12th rank during the 2018 EVRAA Meet held in Calbayog, City. In 2017 EVRAA Meet, Samar Division got only the 10th place in the overall and final result that was held in Naval, Biliran. While in 2016 EVRAA Meet, held in Ormoc, City, Samar Division was in the rank 11th out of 13 participating delegates.

Despite of the three consecutive years of getting the lowest rank of Samar Division in the field of sports competition specifically in EVRAA Meet, Samar Division still hopes and strives harder to get into the top in the said competition. And for the very first time in history, Samar Division hit the 3rd rank out of 13 participating delegates that was held in Ormoc, City on April 2019, with 22 Golds, 29 silvers, 35 bronzes and crowned Miss EVRAA. Yet even though, that the Samar Division got the 3rd rank in 2019 EVRAA Meet, this does not guarantee a secured spot in the next competition. In fact, it was the elementary level that catapulted the overall result of Samar Division since secondary got only the 8th rank in the secondary level.

From this point of view, the researcher undertook this study and aimed to assess coaching competency and practices before, during, and after the competition for further possible improvement of future EVRAA competitions. It

is hoped this study will contribute effective, efficient and productive coaches in Samar Division.

Statement of the Problem

This study aimed to assess the coaching competencies and practices in Samar Division.

Specifically, this study answered the following questions:

1. What is the profile of the coaches in terms of:
    - 1.1 age;
    - 1.2 sex;
    - 1.3 educational qualifications;
    - 1.4 sports experienced as player;
    - 1.5 sports experienced as coach;
    - 1.6 awards received as players;
    - 1.7 awards received as coach;
    - 1.8 sports being coached;
    - 1.9 trainings received about coaching;
    - 1.10 trainings received for the specific sports as a coach, and
    - 1.11 membership of sports organization?
2. What is the coaching competency of coaches in individual, dual, and team sports in terms of:
    - 2.1 communication;

2.2 leadership;

2.3 pedagogy;

2.4 sports specific;

2.5 team building, and

2.6 x-factor?

3. What are the respondents' coaching practices before, during and after the sports competition for the following:

3.1 individual sports;

3.2 dual sports, and

3.3 team sports?

4. Is there a significant relationship between the respondents' profile and coaching competencies in individual, dual, and team sports in terms of:

4.1 communication;

4.2 leadership;

4.3 pedagogy;

4.4 sport specific;

4.5 team building, and

4.6 x-factor?

5. Is there a significant relationship between the respondents' profile and coaching practices of the following:

5.1 before the competition;

5.2 during the competition, and

5.3 after the competition?

6. Is there a significant relationship between the respondents coaching practices in individual, dual, and team sports and coaching competencies?

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant relationship between the respondents' profile and coaching competencies along the following parameters:

1.1 communication;

1.2 leadership;

1.3 pedagogy;

1.4 sport specific;

1.5 team building, and

1.6 x-factor.

2. There is no significant relationship between the respondents' profile and coaching practices of the following:

2.1 before the competition;

2.2 during the competition, and

2.3 after the competition.

3. There is no significant relationship between the respondents coaching practices and coaching competencies.

Theoretical Framework

The study utilized the following theories which helped the researcher the holistic process of the study.

In order to develop capabilities and build competence as coaches, the four stages of learning theory confirm the importance of awareness as it describes the learning process as progressing from unconscious incompetent (unaware of a deficiency), to conscious incompetence (aware of a deficiency), to conscious competence (need to focus to develop a skill), and finally the stage unconscious competence (skills happen automatically) (Howell, 1982). For that reason, awareness is a key to achieve growth and development (Moen, 2009). Increased awareness of the task demands of elite coaches gives coaches the opportunity to discover both possible strengths and deficiencies regarding their own competence, and to move from unconscious incompetency to conscious incompetency. Then they can begin the process of developing their own competence as elite coaches. Coaches' ability to communicate effectively in different situations is an important competency that is needed (Duffy, 2008)

This study is anchored to L. Bortoti (2011) theory on competence motivation theory, which describes and explains individual's motivation to participate, persist, and work hard in any particular achievement context. The central view of this theory is that individuals are attracted to participate in activities which they feel competent or capable. It can be used by researchers and

practitioners in sports, dance and exercise psychology field to identify why and how children, adolescents, and adults can be encouraged to participate and exert effort in these achievement contexts.

Conceptual Framework

Figure 1 outlines the coach - respondents' profile in which the development of sports coach should be embedded in the basic information and qualifications as a coach. The paradigm acknowledges that coaching in individual, dual and team sports is a complex and dynamic activity extending beyond the track and a transfer of knowledge and skills from coach to athletes through the six core competencies such as communication, leadership, pedagogy, sports specific, team building, and x-factor and effective coaching practices before, during and after the competition.

Essentially, coaches must be equipped to understand, interact with and shape their environment to demonstrate task-related coaching competency in each of the categories. From the union of these six coaching competency, these skills are related to the coaching practices as one of the important elements in sports coaching before, during and after the competition shown by the right circular frame.

Due to such interaction, the coaches can develop more efficient and adequate ways of communicating with all involved in the sportive development

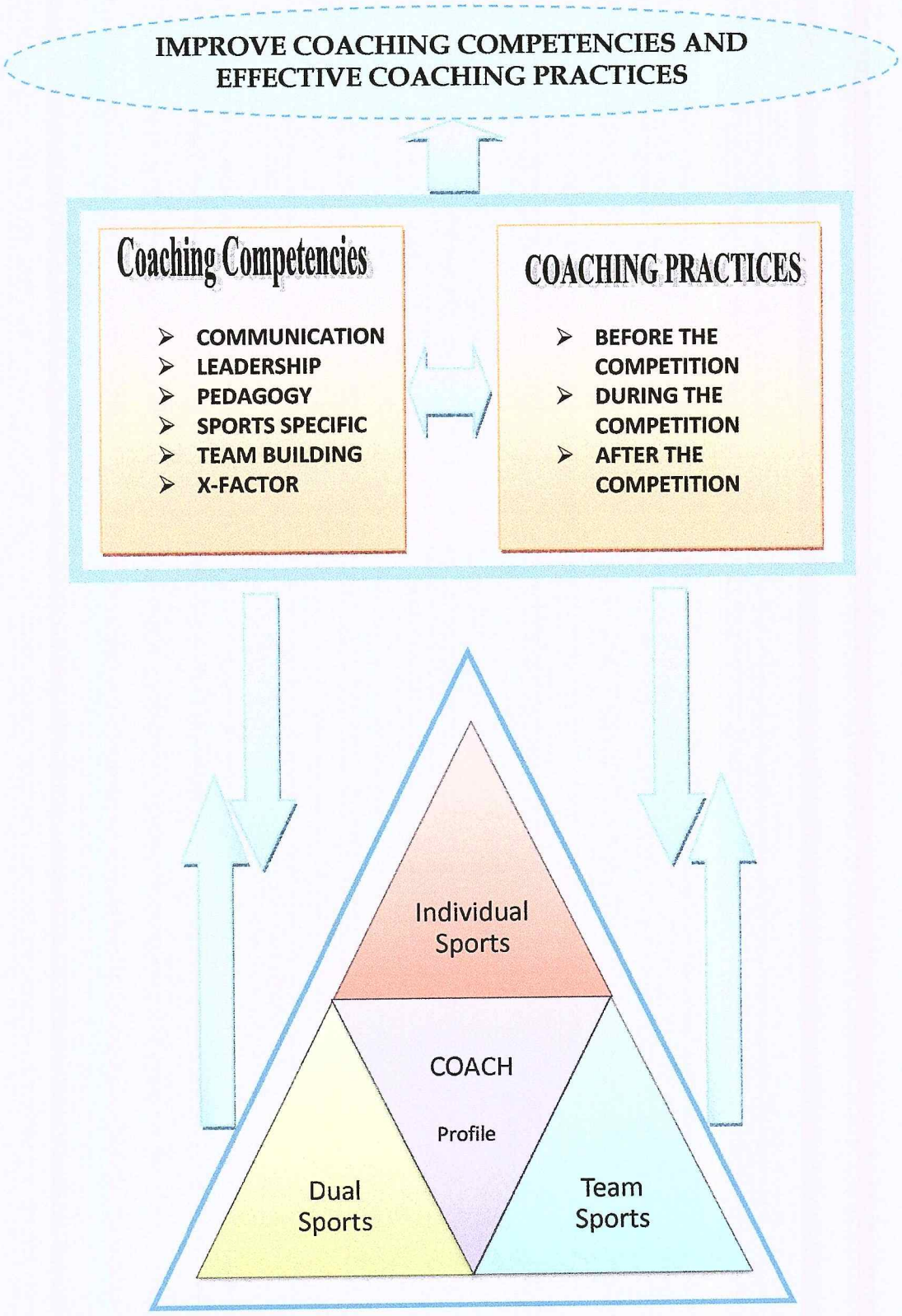

Figure 1. Conceptual Framework of Coaching Competencies and Practices

through coaching competencies and effective coaching practices enclosed big circular frame as the main goal of the study.

Significance of the Study

The present study has significance to the following persons.

Schools and Division Heads. This study would help improve coach recruitment and selection procedures. In addition, large organizations with internal coaching programs might find the result of this study useful in selecting and preparing their coaches.

Coaches. Through this study coaches would be provided a clear picture on how to improve their coaching competency level in coaching and their coaching practices and contribute something for the athletes' total improvement in competition.

Coaching Practitioners. This study clarifies and simplifies understanding of becoming an outstanding sports coach, and will thus help drive self-development and continuing coach development as well.

Educators. Coaching educators are competing to set the standard for coach education (Gritfiths & Campbell, 2018). This study may point to changes in curriculum, and to change how students are admitted, trained, and evaluated. Partly as a result of this study, it is hoped that other schools will come to share common curriculum elements. What to teach will be reduced and focus can be moved to how to teach the curriculum best.

Future researchers. This study can give future researchers significant data contributing new information for further related studies.

Scope and Delimitation

This study determined the competencies and practices of coaches in Samar Division.

This research involved 32 secondary coaches in all sports who came from different schools of Samar Division who coached during the EVRAA Meet in February 2018 and was evaluated last SPAA MEET, December 3 to 5, 2018. This study used questionnaires and performance checklist that were given to the respondents using Likert Scale to measure the respondents' coaching competencies. Data pertaining to the profile of the respondents like age, sex, educational qualification, sports experience as player and as coach, awards received as coach and as player, sports being coached, trainings received as coach and for the specific sports as a coach and membership of sports organization were considered in the first part of the instrumentation. The second part was the coaching competencies of the respondents assessed during their actual SPAA Meet 2018 performance. Furthermore, another different set of checklist was distributed to the respondents considering their coaching practices. The respondents of the study were selected through total enumeration.

Definition of Terms

For common frame of references, the following terms used in the study are herein conceptually and operationally defined:

Coach. Coach is a term often used as a metaphor for someone who takes people to a desired place (Gjerde, 2003; Zeus & Skiffington, 2002). Operationally, it pertains to the respondents who have been selected to coach in SPAA Meet 2018.

Coaching. Coaching is defined as a method that aims to achieve self-actualization by facilitating learning and developmental processes to promote the resource base of another person. The method is characterized by its active involvement of the coachee through powerful questioning and active listening (Moen & Kvalsund, 2008). In this study, it refers to the event or activity which the coach involved much.

Competency. Competency is defined as the capability of applying or using knowledge, skills to successfully perform critical work tasks, specific functions (Vikram Singh Chouhan & Sandeep Srivastava, 2014). Thus, competency in this study refers to the measurable characteristics of the coaches in terms of pedagogy, knowledge in coaching, sports and among others.

Communication. Communication is giving, receiving or exchanging ideas, facts, opinions, information, signals or massages through appropriate media, enabling individual or groups to persuade, to seek information, to give information or to express emotions (Peter Little, n. d.). Thus communication in

this study refers to the indicators for measurement in the competency of the respondents.

EVRAA Meet. Eastern Visayas Regional Athletics Association (EVRAA) is an annual DepEd sports event in Regional level selecting qualified athletes for the Palarong Pambansa competition.

Leadership. According to Keith Davis, "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals. Leadership is a matter of necessity for sports coaches. In this study, leadership used to measure the competencies of the respondents.

Pedagogy. Pedagogy defined as 'any conscious activity by one person designed to enhance learning in another' (Watkins & Mortimer, 1999, p. 3) has therefore, tended to lie outside the traditional concept of sports coaching (Jones, 2006). Thus, pedagogy in this study is one of the indicators of the respondents coaching competencies.

Practices. Practices can best be defined as techniques and methods used by a coach that are deemed to be practical and effective when applied to specific coaching situations and engagements and contexts (Fred Phillips, 2012). Operationally, it pertains to the activities of the coach respondents that needs to be assessed before, during and after the competition.

Sports specific. The term "sports-specific" means "specific to one's sport or activity," which means the individual should be engaging in perfect practice

to improve their skill (Fred Fornicola n.d.). Team building in this study is used as one of the indicators to measure the competencies of the respondents.

Team-building. Team building refers to the various activities undertaken to motivate the team members and increase the overall performance of the team. Team building in this study used as one of the indicators to measure the competency of the respondents.

X-factor. This term is associated with the coach's personal qualities or the character like being a positive energy within the team, must be proactive and enthusiastic in his/her approach, changes the climate in the team from depressed to excitement, discussed the importance of appearing to have natural authority through his or her actions, the ability to be self-aware about one's own strengths and weaknesses and to act determined yet controlled in the role as a coach (Moen & Feksi, 2011). X-factor in this study is used as one of the indicators to measure the competency of the respondents.

Chapter 2

REVIEW OF RELATED LITERATURE AND RELATED STUDIES

This chapter presents the related literature and studies taken from the published and unpublished materials conducted locally and in abroad to highlight significant results. Discussed here also were the similarities and differences of the present study from the previous one.

Related Literature

A coach is known as someone who trains, instructs, or gives advice to an athlete in order to improve their physical and mental performance in their sport. Per Moen, Hogard and Peters (2014) note the primary role and function of the coach is to support and assist his or her athletes to improve their performance. In numerous situations, once an athlete has started their journey of joining in competitive sport they will spend a majority of their time with their coach. Not only does a coach have the responsibility of taking the authoritative role over a team or group of athletes, teaching technical skills, and in almost all cases winning; he or she has the responsibility of motivating athletes, supporting them, and enabling them to fulfill their fullest potential (Hyun-Duck & Cruz, 2016).

The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of basic skills for beginners, to the more specialized physical,

technical, tactical, and psychological preparation of elite athletes. These functions that displayed by the coach can have a significant effect on the performance and psychological well-being of the athletes (Horn, 2008).

Coach has very important role in forming the behavior and character of athlete in sport and life in society. It is line with Kowaklski (2013). Coaches influence children's experiences in sports and have a significant impact on the psychological development of young athletes. it is important to understand the coaching-related components of youth sports, including game strategy, motivation, character building, and teaching technique. Coach is profession that needs skill supported by modern science and technology. A coach has main task that is delivering the athletes reach top performance. The top performance only can be reached through long exercise, done in program, systematically, directed and continuously.

The role of the coach allows them to teach and instill life skills such as leadership, teamwork, and character building to their athletes, which are important to their overall growth and development outside of sport (Vallée & Bloom, 2005).

The coach-athlete relationship is one of the most important influences on athletes' motivation and subsequent performance (Mageau & Vallerand, 2003). Mageau and Vallerand (2003) focused on presenting a motivational model of the coach-athlete relationship that describes how coaches influence athletes' motivation. In line with the motivational model by Mageau and Vallerand (2003),

Kish and Woodard (2003) revealed that coaches that exhibit positive actions impact player achievement because they have impacted the athlete's motivation which in turn leads to higher levels of performance.

Sport plays a vast and important role in the lives of many. Athletes of all ages are directed by coaches, giving them a significant impact on the athletes. However, the level of impact is unknown, along with the expectations of what athletes want from coaches and how do coaches perceive themselves. The coach's role is considered to be a highly complex process. Coaches in most settings must complete a variety of tasks such as planning practices and game strategies, organizational tasks and mentoring athletes which does in fact include more than teaching fundamental skills and tactics (Williams & Krane, 2015; Anshel, 2012; Cox, 2012). At present, it is known that an adequate training of the athletes, through long-term plans is the fundamental condition for the development of sports (Leite et al., 2009). These plans include a set of successive steps (initiation, orientation, specialization and high level performance) which are associated with a particular knowledge that the coach should have in order to act with competence in the global and highly complex process of sports training and preparation (Mesquita et al., 2010).

Therefore, reality proves that the evolution of the athlete's performance requires better and improved knowledge on the part of the respective coach (Côté and Gilbert, 2009). Similarly to what has been suggested for players,

coaches also should pass through several stages of development to attain the expertise level (Leite et al., 2011).

Interestingly, coaching has been established as an own profession in different areas (e.g., business, health care) related to growth and learning during the last three decades (Kimsey-House et al. 2011). The coaching profession is focusing on relational issues such as trust and respect, attending- and influencing communication skills, a positive and solution focused attitude, and actively involvement of the coachee (Liljenstrand & Nebeker, 2008).

The coach's attending skills are supposed to give the athletes an impression that he or she has the coach's full attention and is seen, heard, and understood (Hargie, 2011; Ivey et al., 2012). The fact that, communication and good leadership skills are both important as the coach enable the athletes to continue to discuss and explore the case in focus.

Even so, the athletic coach is often seen as an expert who guides and directs the behavior of individuals or teams based on his or her greater experience and knowledge in contrast professional coaches possess these qualities, but it is the experience and knowledge of the individual or team that determines the direction (Duffy, 2008). During the break or time-out in sports event, players need instructions and consider decision from the coach. The time limit of the players and the stress during the competition increases the need for clear and direct instructions from the coach. On the other hand, during the appraisal conversation of the coaches with the athletes, it is very much important

to approach the athletes with respect and understanding. Thus, the coach must be able to communicate in a clear and evident manner.

Facilitation Theory which is the Humanist Approach that was developed by Carl Rogers. The basic premise of this theory is that learning will occur by the educator acting as a facilitator that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors. He demonstrated listening, accompanied by unconditional positive regard, supports clients in making tremendous positive changes.

Coaching is based on client-as-expert rather than the coach-as-expert. It is the art of facilitating the performance, learning and development of another. It is about learning, the sports coach and athletes enter into a learning partnership together. The coach needs to be able to stand in the shoes of the athletes, to work within the athlete's map of the world, and to set aside their own preconceptions and assumptions (Hay, 2003). They mobilize the athlete's inner resources for the purpose of enhancing performance or personal development. The coach stretches, clarifies, supports and empowers the athletes to design their own solutions.

Considering academic education, under study demonstrates that coaches with higher education degrees (P.E. or others) perceive themselves as more competent than coaches with no high education. The academic environment, even if not sport specific, promotes the development of basic professional competences, for instance, related to communication, leadership, evaluation or

finding solutions to problems, which support coaches' behaviors and, consequently, may enhance the perception of competence as founded (Sofia Santos et al. 2010). However some researchers (Demers et al., 2006) highlighted that sport specific education has the advantage of supporting coaches' behaviors with theoretical knowledge from the sport sciences, no differences in perceptions of competence were found between coaches with a PE degree and other higher education. The lack of more differences between these groups, into certain extent, may be due to the fact that 'other higher education degree' includes a broad range of academic fields, majorly in areas not related to teaching.

However, a higher education allows a higher cultural level that could affect in a positive way coaches' perception about their knowledge and competence to coaching. However related to the training needs' findings a difference was found between coaches with a P.E. degree and other higher education. This is related to practice and competition orientation and indicates that coaches without sport specific education recognize more strongly the need for developing the basic competences underpinned the coaches' daily work. (Sofia Santos et al. 2010).

Interestingly, research indicates that the coach is an important factor in order to develop successful athletes (Blom, Watson II, & Spadaro, 2010). Thus, in order to face the challenges and continually develop successful athletes, coaches must develop their capabilities as coaches and build their own competence continuously. Research shows that every experienced coach who perceive

themselves to be competent acknowledge that they have training needs (Santos, Mesquita, Grace & Rosado, 2010). This suggest that elite coaches in sports are interested in and understand the need to increase their knowledge and competence to be successful, and self-conceptualization of their coach capabilities and resource seems to be important to meet the demands of their roles. Important elite coach competencies must therefore be described and defined based on specific coach demands.

Qualified coach is those who have capability to coach determined by the level of knowledge, attitudes, and skills owned suitable with the sport under coach. Coach competence very influences the development of athletes in the future and must showed different approach and style in building character of athletes (Chui et al., 2013).

Needed competencies for coaches have claims attention among several researchers in the field of sports coaching (Abraham, Collins & Martindale, 2006).

Coaches main task therefore include the ability to organize, implement and evaluate plans for the long and short term, to conduct and support players during practices and competitions. So, Coaches ability to communicate effectively in different situations is an important competency and coach competencies are an important area in sport and needed competencies seem to be crucial in order to build effective relationships (Duffy, 2008).

A strength and conditioning or fitness coach will definitely need leadership skills, especially as he guides his athlete or client to his desired

outcome. Communication is a vital aspect in coach/athlete relationships. It is very important to talk to the athletes individually to determine what their values and beliefs are, what their goals are and why they are participating. Without this knowledge, a coach might be delivering a coaching bag of apples to athletes wanting a bag of oranges. The program just will not work properly. Coaches are a powerful role model and can have a tremendous influence on athletes if the coach and athletes are on the same page. Take the time to get to know each of the athletes just as if the coach examined your own values, beliefs and habits. Once the coach know and understand each of the athletes, their strengths, weaknesses abilities and skills, then I suggest you develop an approach to coaching them. Will you focus on the stars? Will you treat everyone equal in terms of your attention and help? Perhaps the teamwork approach will work for you (Biruk Hundito, 2015).

Competent coaches have extensive knowledge and continue to sharpen their tools and add new ones as new research and trends emerge. These coaches most likely have the experience. Research has shown that a coach's competency level can affect the athlete-coach relationship (Kajtna 2009).

Coaches who are viewed as being credible have character. They follow up on promises; are honest with athletes and other coaches, especially as it pertains to their roles within a team (Dale, 2005) or organization; and embody a strong sense of integrity.

It is widely known that coaches play a critical role in the lives of young athletes and have the potential to influence, positively or negatively, their sporting experiences (Bruner et al., 2011). This is supported by the premises that positive results in sports are associated with the quality of this relation (Rhind and Jowett, 2010), with the capacity of the coaches to effectively promote the sports development of the athletes and its implications on the quality of sports training

As far as coaching competency is concerned, this study developed coaches coaching competency by Moen & Fikse (2011). This coaching competency are: communication, leadership, pedagogy, sports specific, team building and x-factor. Thus, these six categories of competencies are defined as follows:

Communication skills are the basis of all helping relationships, and successful communication happens when there is accordance between the message sent and its perception by the receiver. As discussed, coaches need to be effective in different domains such as training, competitions and social interactions with their athletes and their team. Thus, it is reason to believe that coaches need to adapt a balance between assertive and accommodative communicative styles in these different situations. They need to listen deeply in order to understand the athlete's situation during coach-athletes conversation (Moen & Fikse, 2011).

The ability to communicate is a critical component in becoming a successful coach and developing elite athletes. Coaching without effective

communication is like trying to play basketball without a ball; it just is not a successful endeavor. In fact, effective communication is often cited as a critical element in the success of athletic teams. Team members must learn how to communicate with each other both in and out of the playing arena so that they can become one cohesive unit and ultimately increase their level of success.

Coaches can be extremely knowledgeable in the technical skills of the sport and have the perfect game plan; but if they cannot communicate this information to their team, the likelihood of a victory will be greatly reduced. Sullivan indicated there is a positive correlation between enhanced interpersonal communication skills and higher levels of team performance. An athlete and coach speak the common language of the specific sport in which they are involved, but the communication must be articulated in a fashion that the athletes will not only hear, but also instantly understand. Joe Torre, former Major League Baseball manager who led the New York Yankees to four World Series titles, emphasized that "communication is the key to trust, and trust is the key to teamwork in any group endeavor, be it in sports, business, or family.

The coaches were pretty clear that leadership is a matter of necessity for coaches. Thus, a coach needs to have the ability to be future-oriented and

visionary; goals, strategies and consequences must be clear so that the team makes progress towards agreed upon standards. To achieve this, the coach must be able to establish functional teams which together have complementary skills. Further, the coach must be able to cooperate and work together with others (Moen & Fikse, 2011).

A coach needs to build a bridge between the knowledge and expertise he or she is in possession of (the experts in the team other than him-or herself as well), so that the athletes can profit from it. It was of great importance that the coaches had the ability to achieve common understanding about goals, strategy and consequences between themselves and their athletes. A coach must be systematic in his or her approach in such a way that each practice is prepared and deliberate towards needed sports specific standards (Moen & Fikse, 2011).

Being able to understand the sport and the spot specific task demands at the highest level of performance is also a matter of necessity for a coach. A coach must have a clear and evident philosophy for training and competitions, based on knowledge about sport specific and of basic theory in sports (Moen & Fikse, 2011).

The athletes and team members must be involved in the work within the team, so that each member is given opportunity to contribute with his or her knowledge favorably to the team. A coach must also arrange for practices and competitions that over a period of time result in mastery experiences.

Importantly, coaches are there to help the athletes, and the athletes must be in main focus for coaches through all their actions (Moen & Fikse, 2011).

Thus, when the results and performance are not good, the coach is supposed to be the person who changes the climate in the team from depressed to excitement. X-factor is more associated with the coaches' personal qualities, or the character (Moen & Fikse, 2011).

Related Studies

Lim Khong Chiu et al. (2014) conducted a study entitled "Student-athletes' Evaluation of Coaches' Coaching Competencies and Their Sport Achievement Motivation", .The results of this study indicate that the coaches' competency levels at the Higher Educational Institutions (HEI) were not differ significantly by gender and performance of student-athletes, but it was differed significantly by type of sport, between team and individual sports. In addition, this study showed that there was a moderate relationship between the competencies of sport coaches and achievement motivation among student-athletes. However, among the coaches' coaching competencies, motivation competency of coaches was found to be significant contributor to student-athletes sport achievement motivation. The study provides important insights from the perspective of sport development programmed at the related organizations which can be valuable in identifying and recruiting suitable coaches; and helping coaches to some extent in planning strategies for coaching athletes to ensure the effectiveness of its role as a coach. This study is being considered by the researcher as related study

because this study was also designed to obtain some evidence about competencies capability of coaches and student-athletes' achievement motivation in the HEI in Malaysia, while this research will focus only to the sports coaching competency and practices.

Santos et al. (2010) conducted a study entitled "Coaches' Perceptions of Competence and Acknowledgement of Training Needs Related to Professional Competences" found that the way coaches perceive their competence and training needs are influenced by their own experience. Indeed, low experienced coaches perceive themselves as less competent and with more training needs. Whatever were the coaches' years of experience or academic education, it was noticed that even though coaches considered themselves at least competent, they also perceive all kind of competences as needed. Those results suggest that coaches are interested in learning and in increasing their knowledge and competence in a broad range of areas, ascribing the importance of the research about coaches' conceptions and educational needs to coaching improvement. The research is this area also claims, the need to identify, develop, and evaluate coaching competencies at all levels of coaching enabling coaches to access and communicate with the evolving body of coaching knowledge and best practice in a manner that will foster and support continuous learning and development. Regarding the competences that emerged in this study and the subjects that compose each competence, it is advisable to consider them in the practical context, i.e., within the educational programs field. Especially the competences

related to coaching education and managing, about which there is still a lot of issues to explore, should be consider in the development of programs curriculum and learning strategies. Moreover coaches' self-perception about competence demonstrated that coaches with high education (in P.E. or others) perceived themselves as more competent than coaches with no high education. Although academic training in Physical Education should be a differentiating factor of coaches' perceptions, little differences between coaches with education in Physical Education and other high courses were found.

The previous study finds relevance to the present study as it examines coaches' competence and training needs related to professional competencies. The present study also tackles about the competencies of coaches and it is important for the3 satisfying performance of the athletes. it can be noted that coaches who are not competent would not achieve much in the sports competition. The strategy that was used in the previous study was quite similar to the present study. Both study used questionnaire in gathering the data from the respondents. The items were similar answered on a 5-point Likert type scale from 1-5: non-competent; slightly competent; competent; very competent and extremely competent.

The researcher also recognizes and included the study of Nikolaos Kostopoulos (2011) about the Competencies of Basketball Coaches in Greece wherein the purpose of his study was to identify the competencies of Basketball coachesin Greece. Thus this study demonstrated that the training skills were the

top rated competencies, following by management skills while facility and event management were the low rated competencies. Thus, in Nikolaos study, coaches did not only have training competencies but communication, leadership facility management, and event management which are also included. Hence the researcher also uses communication and leadership in rating the competencies of the coaches. Both researchers use similar question in interviewing the respondents.

The aforementioned study is relevant to the current investigation for the reason that it focused on the coaches competencies and practices but differed in some methods and variables but similarly congruent to the main goals of the study with some common objectives. In addition, the foregoing related literature and studies have given the researcher rich information relative to sports coaching competency and practices and helped the researcher to conceptualized the present study.

Furthermore, the study of Frode Moen & Roger A. Federic (2013) intitled "Coaches' Coaching Competence in Relation to Athletes' Perceived Progress in Elite Sport" revealed that Coaching competencies that are focusing on relationship issues such as trust and respect, attending behavior, powerful questioning, active involvement and facilitating for learning and results, and being clear about the athlete's responsibility in the learning process, seem to be important in order to build successful relationships between coaches and athletes in sport. Thus, the results in this study show that the athletes who are more

satisfied with their own progress in sport in general score their coaches higher on these different dimensions the results revealed that higher coach competencies were associated with higher athlete satisfaction with their progress in sport. The potential effect of coaching on athletes' progress will benefit from further research.

The present study examines the coaching competency in sports and it is similar to Moen and Frederic study because they both focused on the coach coaching competency and relate to the athletes progress in sports. However, the present study has some limitations. The previous study involved 161 athletes and coaches while the present study involved only 32 coaches and selected athletes.

Chapter 3

METHODOLOGY

This chapter presents the methodology used in this study. It includes the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure, and statistical treatment of data which comprise the discussion of the statistical tools used in hypothesis testing.

Research Design

This study utilized the descriptive research design correlating to variables using the questionnaire and checklist as the main instrument in the collection of the important data. The researcher gathered data, gave accurate information about the respondent's coaching practices and competency that was assessed through a questionnaire, performance checklist and rubrics.

Descriptive analysis was used for the profile of the coaches-respondents in terms of age and sex, educational qualification, sports experienced as a player, sports experienced as a coach, awards received as a player, awards received as a coach, sports being coached, trainings attended, trainings received for the specific sports as a coach, and membership in sports organization/s. It was used in reflecting the competency and practices of the coaches' respondents of Samar Division.

Correlational analysis was employed for finding the relationship between paired variables of the respondents: profile of coaches-respondents and their competencies and practices in coaching.

The responses of the respondents was analyzed and interpreted by employing the following statistical tools: Frequency, percentage, mean, weighted mean, chi – square, and probability value. All inferential statistics was two-tailed pegged at 0.05 level of significance.

Instrumentation

The main instrument that were used in this study are the survey questionnaire checklist of Coaching Competency that was adapted from coaching profession Moen & Fikse, 2011 and coaching practices using Likert type scale.

Questionnaire. The researcher used questionnaire in gathering the data regarding the research at hand. It has three major parts, to wit: Part I – respondents' profile, Part II – Coaching Competency evaluation checklist, Part III – Coaching Practices checklist.

Validation of the Instrument

The study used content validation. The researcher printed a copy of survey questionnaire checklist, and gave to the adviser, panel of evaluators, and expertise for comments and suggestions. Further refinement was made based on their comments and suggestions for the validity and reliability of the instrument.

Sampling Procedure

The respondent of this study were all secondary sports coaches in different sports event in the EVRRA Meet 2018 and was selected through total enumeration. There were 32 secondary sports coaches in different sports events who served as coaches during the SPAA Meet that was held on December 2018.

Data Gathering Procedure

The data that were needed in the conduct of the study came from different secondary sports coaches of different sports event in EVRAA Meet 2018 of Samar Division.

The researcher asked permission from the division administrators; superintendent, divisions' sports director, and coordinator for the conduct of the study and to gather the needed information. She also requested the list of coaches who served as coach in the EVRAA Meet. Afterwards, the researcher asked permission from the coaches to answer the checklist relative to their practices before, during and after the competition to measure their coaching competency with the use of rubrics. The researcher personally administered the survey questionnaires to ensure one hundred (100) percent retrieval rate.

After which, the data were collected, checked, tallied, analyzed, and interpreted using the appropriate statistical tools.

Statistical Treatment of Data

The following statistical tools were used in the study:

Frequency count. This was used to analyze the profile of the respondents in terms of age, sex, sports coaching, years in coaching and trainings attended in sports.

Percentage. This tool was used to analyze and interpret the data on age and sex, sports coaching, years in coaching and trainings attended in sports and other applicable variables.

Mean. This tool was used to measure the average quantified answer for the competencies and practices of sports coaches on coaching.

Weighted mean. This statistical tool was used to determine the overall assessment of the respondent in their competency and practice on coaching.

Standard deviation. This was used to measure the spread of dispersion of each variates used in the study.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section involves the detailed presentation, analysis and interpretation of data as specified in this study. It includes the assessment of the coaching competencies and practices of the respondents in Samar Division, together with their profile variates.

Profile of the Respondents

This part presents the profile of the respondents in accordance with their age, sex, educational qualification, sports experience as player, sports experience as coach, awards received as player, awards received as coach, sports being coach, training/s received in coaching, training/s received for the specific sport as a coach, and membership in sports organization/s.

Age. Presented in table 1 is the distribution of ages among respondents in individual sport, dual sport and team sport.

The table reveals that out of 15 respondents in individual sports, five or 33.33 percent of them belongs to ages 36 to 40. Two out of seven total numbers of respondents under dual sports are within the age bracket of 31 to 35 and 21 to 25 or 28.57 percent while majority of the respondents under team sports are within the age bracket of 26 to 30 years old or 60.00 percent. The table shows early adulthood ages 21 to 25, 26 to 30 and 36 to 40 have the highest percentage among

other ages. It is because, having a younger coach often smoothens relations to athletes (Battista, 2009).

Table 1

Age Distribution of Coach-Respondents

Age Bracket	Individual Sports	%	Dual Sports	%	Team Sports	%
51 -55	1	6.67	0	0	0	0
46 - 50	0	0	0	0	0	0
41 - 45	0	0	1	14.29	1	10.00
36 - 40	5	33.33	1	14.29	0	0
31 - 35	3	20.00	2	28.57	1	10.00
26 - 30	4	26.67	0	0	6	60.00
21 - 25	1	6.67	2	28.57	2	20.00
Non-Response	1	6.67	1	14.29	0	0
Total	**15**	**100.00**	**7**	**100.00**	**10**	**100.00**
Overall Mean	**34.57**		**32.83**		**29.30**	
SD	**7.07**		**7.34**		**5.59**	

Young coaches can regulate a generation gap. They can exceed to the needs and anticipations of the athletes. Based on the case study of a columnist, Medcalf (2014), younger coaches might have an advantage to relate to their players. In most cases, they are more involved to players culturally and socially than veteran coaches

Sex. Seen in Table 2 is the sex of the respondents.

Table 2

Sex of the Coach- Respondents

Sex	Individual Sports	%	Dual Sports	%	Team Sports	%
Male	8	53.33	4	57.14	5	50.00
Female	7	46.67	3	42.86	5	50.00
Total	**15**	**100.00**	**7**	**100.00**	**10**	**100.00**

The table exposes greater number of male respondents. This numerical disparity can be attributed to males' tendency to engage more in coaching sports.

According to Messner and Bozada-Deas (2009), men typically coach because most women typically serve as organizers of the snack schedule, handle logistics, and collect money for coaches' token, among other managerial work. In the researchers' point of view, this disequilibrium stems that distribution of work between men and women were based on traditional capacities.

Educational qualification. Presented in Table 3 is the educational qualification of the respondents.

Table 3

Educational Qualification of the Respondents

Educ Qualification	Individual Sports	%	Dual Sports	%	Team Sports	%
Doctorate Level	1	6.67	0	0.00	0	0.00
Masters Degree	2	13.33	0	0.00	1	10.00
Masters Level	10	66.67	6	85.71	7	70.00
College Grad	0	0.00	1	14.29	1	10.00
Voc`l Course	1	6.67	0	0.00	0	0.00
Non-Response	1	6.67	0	0.00	1	10.00
Total	**15**	**100.00**	**7**	**100.00**	**10**	**100.00**

As shown in the table, the highest academic attainment among respondents is doctorate level for one respondent under individual sports. It can further be observed majority of the respondents among the three classes is master's level.

Standards for Qualified Teacher Status (QTS) has been established in teaching courses for professional values and practice, knowledge and understanding, and teaching (planning, monitoring and assessment, teaching and class management) (Prince, 1999). However, it was noted that subject knowledge is weak (Capel, 2007). The professional view of Siedentop (2002) is that recently qualified teachers are skilled in delivery methods (i.e. pedagogy), but lack sufficient knowledge on subject content to teach basic level activities.

This appears opposite to coaching where there are no standards on subject knowledge.

This will also have considerable impact on the commitment and motivation of participants, particularly initial coaching levels. It could be inferred that the development of the expert coach is more likely to occur when they are able to see the long-term benefits of their learning process. This in turn should lead to an improvement in sports performance.

Sports experienced as player. Displayed in Table 4 shows the data on sports experienced as player of the respondents in terms of past experience in sports and reached category in playing specified sports.

Table 4

Sports Experienced as Player of the Respondents

Past Exp	Category	Individual Sports	%	Dual Sports	%	Team Sports	%
With Experience	Nat'l Level	0	0.00	0	0.00	0	0.00
	Reg'l Level	4	26.67	2	28.57	2	20.00
	Prov Level	0	0.00	1	14.29	0	0.00
	Div Level	0	0.00	0	0.00	0	0.00
	School Level	3	20.00	1	14.29	2	20.00
	Sub-Total	7	46.67	4	57.14	4	40.00
None		8	53.33	3	42.86	6	60.00
Grand Total		**15**	**100.00**	**7**	**100.00**	**10**	**100.00**

These shows of those seven out of 15 respondents under individual sport have past experience in playing and competing in their specified sport. Among these seven respondents or 46.67 percent, four reached regional levels and the three in school level. In dual sports, four or 57.14 percent were former athletes and with these number, two reached regional level and the remaining two reached provincial and school level. On the other hand, both respondents under team sports played in regional level and school level with four respondents out of 10 or 40.00 percent who have past experience in playing their specified sports.

According to Balyi (2002), coach experienced as player should stimulate involvement in the development of athlete. What is implicit within the concept of coaching expertise is that an experienced coach can bring development of skills of the athletes.

Sports experienced as coach. Reflected in Table 5 is the sports experienced as coach of the respondents in terms of the reached category by his/her trainee/s.

It can be gleaned from the table that majority of the respondents experienced regional level as coach with 14 or 93.33 percent from individual sports, seven or 100.00 percent from dual sports and 10 or 100.00 percent from team sports. Based on the study of Becker (2009), the final stem to arise within the range of coach accreditations was experience. When coaches have enough

Table 5

Respondents Sports Experienced as Coach in Level of Competition

Category	Individual Sports	%	Dual Sports	%	Team Sports	%
National	1	6.67	0	0.00	0	0.00
Regional	14	93.33	7	100.00	10	100.00
Province	8	53.33	6	85.71	5	50.00
Division	4	26.67	4	57.14	3	30.00
School	5	33.33	4	57.14	4	40.00

experience, it was easier to acquire what they were trying to teach. The table shows lack of experience coaching in national level specifically in dual and team sports.

Awards received as a player. Table 6 shows data on awards received as a player for individual, dual and team sports.

This section presents the awards received by the respondents who have previous experience in their specified sports, illustrated in Table 6. It can be seen from Table 6 that four respondents received an award from individual sports. With this number, two awards were bagged in the national level, and one for both

Table 6

Awards Received of the Respondents as a Player

Past Awards	Category	Individual Sports			Total	Dual Sports			Total	Team Sports			Total
		Gold	Silver	Bronze		Gold	Silver	Bronze		Gold	Silver	Bronze	
With Award/s	National	1	1	0	2	0	0	0	0	0	0	0	0
	Regional	0	0	1	1	0	0	0	0	0	0	0	0
	Provincial	1	0	0	1	2	3	2	7	0	0	0	0
	Division	0	0	0	0	0	0	0	0	5	0	0	5
	School	0	0	0	0	0	0	0		5	0	0	5
No Award					4				2				2

regional and provincial level. As to respondents under dual sports, seven awards were received from the provincial level by two former athlete-respondents. While, for team sports, five awards for both division and school level were earned by the respondents in their early years as athletes. This implies that athletes who won in the competition have the desire to achieve and strive more for excellence (Moen, 2011).

Awards received as coach. Displayed in Table 7 is the awards received by the respondents as coach.

It is reflected that one national level award from a trainee among the respondents bagged under individual sports. On the other hand, majority of the respondents were listed under school level for individual sports with 116 awards, division level for dual sports with 18 awards, and provincial level for team sport with 17 awards. High achievers are most likely to strive to achieve for success which would make the victory most rewarding (Gill & Williams, 2008). They have the higher desire to compete and strive for success to win in the competition and tendency to achieve their goals in sports.

Sports being coached. Presented in Table 8 is the coached sport details of the respondents as to the specific sports being coached to the respondents.

As displayed in Table 8, out of 32 respondents, 15 coached individual sports, seven coached dual sports and 10 coached team sports. Public schools with facilities for outdoor sports in individual and team sports will get

Table 7

Awards Received of the Respondents as Coach

Category	Individual Sports				Total	Dual Sports				Total	Team Sports			Total
	Gold	Silver	Bronze	Others		Gold	Silver	Bronze	Others		Gold	Silver	Bronze	
National	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Regional	11	38	37	1	87	0	0	1	0	1	4	2	1	7
Provincial	76	4	2	0	82	4	5	2	2	13	16	0	1	17
Division	55	0	0	0	55	10	4	4		18	10	0	0	10
School	79	35	2	0	116	11	1	2	3	17	11	0	0	11

Table 8

Sports being Coached by the Respondents

Sports	*F*	Percent (%)
Individual Sports		
Arnis	2	13.33
Chess	2	13.33
Gymnastics	2	13.33
Athletics	2	13.33
Wristling	1	6.67
Billiards	1	6.67
Swimming	1	6.67
Wushu	1	6.67
Archery	1	6.67
Boxing	1	6.67
Taekwondo	1	6.67
Dual Sports		
Table Tennis	2	28.57
Lawn Tennis	2	28.57
Badminton	2	28.57
Dance Sport	1	14.29
Team Sports		
Sepak Takraw	2	20.00
Softball	2	20.00
Basketball	2	20.00
Volleyball	2	20.00
Futsal	2	20.00

several athletes and coaches because according to Samvedna (2016), any team sports games help apply important cognitive abilities and develop the parts of the brain that is in charge of collaborative skills.

Otherwise, on the possible reasons why we lack in dual sports coaches is based on the study of Goldsmith (2017) that playing dual sports has the risk of matching the players with the same skills. Even if there are rules followed before

and during the game, misunderstanding and dishonest are all possible in any play. Furthermore, selecting athletes with same vision and goal in winning makes it challenging.

Trainings received about coaching. Seen in table 9 is the trainings received by the respondents as to the level of training.

Table 9

Trainings Received about Coaching by the Respondents

Level of Training	Individual Sports	%	Dual Sports	%	Team Sports	%
National	2	13.33	1	14.29	0	0.00
Regional	5	33.33	1	14.29	3	30.00
Division	12	80.00	7	100.00	9	90.00

It is specified that among the three classes of sports, most of the respondents attended trainings/seminars in division level, evident by each figures garnered in every class of 12 out of 15, seven out of seven, and nine out of 10. Attending national and regional seminars have several benefits including absorbing expert knowledge and confidence while having division trainings and above all becoming a proficient coach. Barbutu Jr, Fritz, Matkin and Marx (2007)

found that leader's level of education produced a significant main effect on followers' perceptions of transactional and /or transformational behaviours.

Trainings received for the specific sports. Displayed in Table 10 are the trainings received for the specific sports by the respondents

Table 10

Level of Trainings Received for the Specific Sports by the Respondents

Level of Training	Individual Sports	%	Dual Sports	%	Team Sports	%
National	1	6.67	1	14.29	0	0.00
Regional	1	6.67	1	14.29	3	30.00
Division	9	60.00	7	100.00	8	80.00

It can be seen from the table that majority of the respondents attended trainings in division level. The coaches with the highest level of training and more years of experience in the sports have spent more in their trainings and have greater competence in adapting the contents of the training and development of athletes (Leite et al., 2011).

Membership in sports organization. Illustrated in Table 11 are different sports organizations participated by the respondents as membered.

Table 11

Membership in Sports Organization of the Respondents

Sports Organization	Individual Sports	%	Dual Sports	%	Team Sports	%
Samar Provincial Athletic Assn (SPAA)	5	33.33	3	42.86	4	40.00
Sparkers	2	13.33	0	0.00	1	10.00
Catb City Chess Club	1	6.67	0	0.00	0	0.00
Samar Provincial Chess Assoc	1	6.67	0	0.00	0	0.00
Samar Division Sport	0	0.00	0	0.00	1	10.00
Daram Island Volleyball Assoc (DIVA)	0	0.00	1	14.29	0	0.00
Sports Coordinators	0	0.00		0.00	1	10.00

This then shows the popular sport organization among the respondents which is the Samar Provincial Athletic Association (SPAA). Five out of 15 respondents under individual sports, three out of seven in the dual sports and four in the team sports. Second familiar sports group is the Sparkers with three total members among respondents. The role of the coaching organization should be to provide their coaches with access to resource material (Nash & Sproule, 2017).

Thus coach involvement in any sports organization contributes much in the development of athletes.

Coaching Competency of the Respondents

This section presents the coaching competencies as to communication, leadership, pedagogy, sport specific, team building, and x factor of the respondents on individual, dual, and team sport.

Individual sports. Table 12 shows the coaching competency of respondents under individual sport.

It is gleaned from the table that respondents seem to be uncertain as to communication with mostly of the statements labelled as "moderately competent". However, one statement in the said sub section was specified as "highly competent" with weighted mean of 3.87 with the statement "Communicate in a clear and evident manner". Competency in leadership was labelled as 'moderately competent'. This was also similar as to pedagogy with mostly of the statements labelled as "moderately competent". One statement, on the other hand, was tagged as "highly competent". This was "Knows the sports they are coaching". However, for sport specific, despite majority of the statements fall under the range for "moderately competent", its grand mean of 2.36 was posted under the range for "slightly competent". To examine in the said sub section, one statement which said "Have an experience from international level" was labelled as "not competent at all" whilst two more statements fall under the range for "slightly competent". These were statements 3 and 5 in the

Table 12

Coaching Competencies of the Respondents under Individual Sports

Statement	5	4	3	2	1	Total	WM	Interpret-ation
Communication								
1. Communicates in a clear and evident manner	1	11	3	0	0	15	3.87	HC
2. Communicate in a constructive manner	0	3	10	2	0	15	3.07	MC
3. Listens to athletes and arrange for mutual interaction	0	9	1	5	0	15	3.27	MC
4. Stimulates the athletes to deep reflections through powerful questions.	0	1	10	3	1	15	2.73	MC
5. Shares the athletes perspective (empathy)	0	5	5	5	0	15	3.00	MC
						Sub-Mean	**3.19**	**MC**
Leadership								
1. Prioritizes the most important task from the least important	0	6	9	0	0	15	3.40	MC
2. Makes decision fast	0	7	4	4	0	15	3.20	MC
3. Establishes functional teams which together have complementary skills	0	5	9	1	0	15	3.27	MC
4. Delegates task to others in the team when it is needed	0	4	9	2	0	15	3.13	MC
5. Is able to be clear with regard to goals, strategies and consequences	0	5	9	1	0	15	3.27	MC
						Sub-Mean	**3.25**	**MC**
Pedagogy								
1. Knows the sports they are coaching	2	11	1	1	0	15	3.93	HC
2. Prepares trainings to achieve learning	0	2	11	2	0	15	3.00	MC
3. Works systematic and structured	0	1	7	7	0	15	2.60	MC
4. Focuses on the important tasks for the athletes over time	0	5	8	2	0	15	3.20	MC
5. Ensures optimal quality in action	0	4	6	5	0	15	2.93	MC
						Sub-Mean	**3.13**	**MC**
Sports Specific								
1. Develops a clear and evident philosophy for training.	0	3	9	3	0	15	3.00	MC
2. Have an experience from international level.	0	0	1	0	14	15	1.13	NC

Statement	5	4	3	2	1	Total	WM	Interpret-ation
3. Have the knowledge about the best athletes in the world and their trainings.	0	0	3	4	8	15	1.67	SC
4. Analyzes the athletes' performance both technically, physically and mentally.	0	5	7	2	1	15	3.07	MC
5. Understand the sports specific demands at an international level.	0	0	8	3	4	15	2.27	SC
6. Able to split up the performance in smaller parts and practice on that.	0	4	7	4	0	15	3.00	MC
						Sub-Mean	**2.36**	**SC**
Team Building								
1. Involves both athletes and other team member	0	3	10	2	0	15	3.07	MC
2. A role model for the team's value base and attitude	4	7	2	2	0	15	3.87	HC
3. Be able to have the athletes in main focus in everything	0	6	5	4	0	15	3.13	MC
4. Understands the total situation for the athletes	1	6	6	2	0	15	3.40	MC
5. Arrange mastery experiences within the team.	0	5	7	3	0	15	3.13	MC
6. Understands total situation for the athletes.	1	5	8	1	0	15	3.40	MC
						Sub-Mean	**3.33**	**MC**
X Factor								
1. Honest and trustful in every occasions	6	7	2	0	0	15	4.27	HC
2. Appear with a natural authority through his or her actions.	1	9	4	1	0	15	3.67	HC
3. Self-aware in the role about strengths and weaknesses of the athletes	2	7	3	3	0	15	3.53	HC
4. A positive energy in the team, always	3	8	1	3	0	15	3.73	HC
5. Offensive and enthusiastic in his or her approach	0	7	6	2	0	15	3.33	MC
6. Challenge others and him,-or herself both athletes and other team members.	0	3	9	3	0	15	3.00	MC
						Sub-Mean	**3.59**	**HC**
						Grand Mean	**3.14**	**MC**

Legend:

5	4.51 - 5.00	Extremely Competent	EC
4	3.51 - 4.50	Highly Competent	HC
3	2.51 - 3.50	Moderately Competent	MC
2	1.51 - 2.50	Slightly Competent	SC
1	1.00 - 1.50	Not Competent at all	NC

said subsection. For team building, its grand mean of 3.33 was posted under the range for "moderately competent". Lastly, respondents have specified their high competence as to x factor with its grand mean of 3.59. Overall grand mean was then posted at 3.14 which describes as "moderately competent".

Dual sports. Table 13 illustrates the coaching competency of respondents under dual sport.

As displayed from the table, respondents labelled all statements as to communication as "moderately competent" with its grand mean pinned at 2.83. For leadership, despite preponderance of the statements were labelled under the range for "moderately competent", one statement in the said sub section was tagged as "slightly competent". This was "Make decision fast". Similarly, as to pedagogy, this was also labelled as moderate competence. However, two statements which fall in the said subsection were labelled conversely. These were statement "Knows the sports they are coaching" labelled as "highly competent" and the statement "Works systematic and structured" which was labelled as "slightly competent". However, for sport specific, respondents indicated there slight competence as evidenced with its grand mean of 2.10. Two statements under this subsection were labelled as "not competent at all", these were "Have an experience from international level" and "Have the knowledge about the best athletes in the world and their trainings". In terms of team building, this was also generally tagged as "moderately competent". On the other hand, as to x factor,

Table 13

Coaching Competency of the Respondents under Dual Sports

Statements	5	4	3	2	1	Total	WM	Interpret-ation
Communication								
1. Communicate in a clear and evident manner	0	4	2	1	0	7	3.43	MC
2. Communicate in a constructive manner	0	0	4	3	0	7	2.57	MC
3. Listens to athletes and arrange for mutual interaction	0	2	1	4	0	7	2.71	MC
4. Stimulates the athletes to deep reflections through powerful questions.	0	0	6	1	0	7	2.86	MC
5. Shares the athletes perspective (empathy)	0	0	4	3	0	7	2.57	MC
						Sub-Mean	**2.83**	**MC**
Leadership								
1. Prioritize the most important task from the least important	0	0	5	2	0	7	2.71	MC
2. Makes decision fast	0	0	2	5	0	7	2.29	SC
3. Establish functional teams which together have complementary skills	0	0	6	1	0	7	2.86	MC
4. Delegates task to others in the team when it is needed	0	0	7	0	0	7	3.00	MC
5. Be able to be clear with regard to goals, strategies and consequences	0	4	2	1	0	7	3.43	MC
						Sub-Mean	**2.86**	**MC**
Pedagogy								
1. Knows the sports they are coaching	1	4	2	0	0	7	3.86	HC
2. Prepares trainings to achieve learning	0	0	4	3	0	7	2.57	MC
3. Works systematic and structured	0	0	2	5	0	7	2.29	SC
4. Focuses on the important tasks for the athletes over time	0	1	3	3	0	7	2.71	MC
5. Ensures optimal quality in action	0	0	5	2	0	7	2.71	MC
						Sub-Mean	**2.83**	**MC**
Sports Specific								
1. Develops a clear and evident philosophy for training.	0	0	5	2	0	7	2.71	MC
2. Have an experience from international level.	0	0	0	0	7	7	1.00	NC
3. Have the knowledge about the best athletes in the world and their trainings.	0	0	0	1	6	7	1.14	NC
4. Analyzes the athletes' performance both technically, physically and mentally.	0	1	4	2	0	7	2.86	MC

Statements	5	4	3	2	1	Total	WM	Interpret-ation
5. Understand the sports specific demands at an international level.	0	1	2	3	1	7	2.43	SC
6. Able to split up the performance in smaller parts and practice on that.	0	0	3	4	0	7	2.43	SC
						Sub-Mean	**2.10**	**SC**
Team Building								
1. Involves both athletes and other team member	0	0	6	1	0	7	2.86	MC
2. A role model for the team's value base and attitude	1	6	0	0	0	7	4.14	HC
3. Be able to have the athletes in main focus in everything	0	1	2	4	0	7	2.57	MC
4. Understands the total situation for the athletes	0	1	6	0	0	7	3.14	MC
5. Arrange mastery experiences within the team.	0	1	5	1	0	7	3.00	MC
6. Understands total situation for the athletes.	0	1	6	0	0	7	3.14	MC
						Sub-Mean	**3.14**	**MC**
X Factor								
1. Honest and trustful in every occasions	4	3	0	0	0	7	4.57	EC
2. Appear with a natural authority through his or her actions.	0	6	1	0	0	7	3.86	HC
3. Self-aware in the role about strengths and weaknesses of the athletes	0	5	0	2	0	7	3.43	MC
4. A positive energy in the team, always	0	4	3	0	0	7	3.57	HC
5. Offensive and enthusiastic in his or her approach	0	1	5	1	0	7	3.00	MC
6. Challenge others and him,-or herself both athletes and other team members.	0	2	5	0	0	7	3.29	MC
						Sub-Mean	**3.62**	**HC**
						Grand Mean	**2.90**	**MC**

Legend:

5	4.51 - 5.00	Extremely Competent	EC
4	3.51 - 4.50	Highly Competent	HC
3	2.51 - 3.50	Moderately Competent	MC
2	1.51 - 2.50	Slightly Competent	SC
1	1.00 - 1.50	Not Competent at all	NC

respondents have specified their viewpoint as highly competent with its grand mean of 3.62. As a result, overall grand mean was posted at 2.90 which were described as "moderately competent".

Team sports. Table 14 displays the coaching competency of the respondents under team sport.

This then shows that in terms of communication, leadership, and pedagogy, respondents were indefinite on their perspectives as evidenced with its grand means of 3.00, 3.08, and 3.22 which all fall in the range for "moderately competent". Nevertheless, respondents stated their slight competence in terms of sport specific with its grand mean of 2.28. Two statements under this subsection were similarly labelled with dual sport as "not at all competent" while the other statements as "moderately competent". As to team building, grand mean falls under the range for "moderately competent" which then describes the uncertainties of the respondents with regards to their competence on the said area. Whilst, respondents have specified their high regard on competence as to x factor as evidenced with its grand mean of 3.60. Hence, overall grand mean resulted to 3.04 which were described as "moderately competent".

Table 14

Coaching Competency of the Respondents under Team Sports

Statements	5	4	3	2	1	Total	WM	Interpret-ation
Communication								
1. Communicate in a clear and evident manner	1	7	2	0	0	10	3.90	HC
2. Communicate in a constructive manner	0	2	6	2	0	10	3.00	MC
3. Listens to athletes and arrange for mutual interaction	1	2	3	4	0	10	3.00	MC
4. Stimulates the athletes to deep reflections through powerful questions.	0	1	3	5	1	10	2.40	SC
5. Shares the athletes perspective (empathy)	0	1	5	4	0	10	2.70	MC
					Sub-Mean		**3.00**	**MC**
Leadership								
1. Prioritize the most important task from the least important	0	1	9	0	0	10	3.10	MC
2. Makes decision fast	0	1	5	4	0	10	2.70	MC
3. Establish functional teams which together have complementary skills	0	3	6	1	0	10	3.20	MC
4. Delegates task to others in the team when it is needed	1	1	6	2	0	10	3.10	MC
5. Be able to be clear with regard to goals, strategies and consequences	0	3	7	0	0	10	3.30	MC
					Sub-Mean		**3.08**	**MC**
Pedagogy								
1. Knows the sports they are coaching	3	6	1	0	0	10	4.20	HC
2. Prepares trainings to achieve learning	0	3	5	2	0	10	3.10	MC
3. Works systematic and structured	0	2	3	5	0	10	2.70	MC
4. Focuses on the important tasks for the athletes over time	0	2	7	1	0	10	3.10	MC

Statements	5	4	3	2	1	Total	WM	Interpret-ation
5. Ensures optimal quality in action	0	3	4	3	0	10	3.00	MC
					Sub-Mean		**3.22**	**MC**
Sports Specific								
1. Develops a clear and evident philosophy for training.	0	3	3	4	0	10	2.90	MC
2. Have an experience from international level.	0	0	0	1	9	10	1.10	NC
3. Have the knowledge about the best athletes in the world and their trainings.	0	0	1	2	7	10	1.40	NC
4. Analyzes the athletes' performance both technically, physically and mentally.	0	0	8	2	0	10	2.80	MC
5. Understand the sports specific demands at an international level.	0	3	3	3	1	10	2.80	MC
6. Able to split up the performance in smaller parts and practice on that.	0	2	4	3	1	10	2.70	MC
					Sub-Mean		**2.28**	**SC**
Team Building								
1. Involves both athletes and other team member	0	0	10	0	0	10	3.00	MC
2. A role model for the team's value base and attitude	0	7	3	0	0	10	3.70	HC
3. Be able to have the athletes in main focus in everything	0	2	2	6	0	10	2.60	MC
4. Understands the total situation for the athletes	0	3	5	2	0	10	3.10	MC
5. Arrange mastery experiences within the team.	0	3	3	4	0	10	2.90	MC
6. Understands total situation for the athletes.	0	3	6	1	0	10	3.20	MC
					Sub-Mean		**3.08**	**MC**
X Factor								
1. Honest and trustful in every occasions	5	4	1	0	0	10	4.40	HC
2. Appear with a natural authority through his or her actions.	1	7	2	0	0	10	3.90	HC

Statements	5	4	3	2	1	Total	WM	Interpret-ation
3. Self-aware in the role about strengths and weaknesses of the athletes	0	5	5	0	0	10	3.50	MC
4. A positive energy in the team, always	1	6	2	1	0	10	3.70	HC
5. Offensive and enthusiastic in his or her approach	1	1	7	1	0	10	3.20	MC
6. Challenge others and him,-or herself both athletes and other team members.	0	1	7	2	0	10	2.90	MC
						Sub-Mean	**3.60**	**HC**
						Grand Mean	**3.04**	**MC**

Legend:

5	4.51 – 5.00	Extremely Competent	EC
4	3.51 – 4.50	Highly Competent	HC
3	2.51 – 3.50	Moderately Competent	MC
2	1.51 – 2.50	Slightly Competent	SC
1	1.00 – 1.50	Not Competent at all	NC

Coaching Practices of the Respondents

This portion of the study discusses the coaching practices of the respondents before, during, and after the competition with respect to their specified sports being coached under individual, dual, and team sport.

Individual sports. Illustrated in Table 15 are the coaching practices of the respondents under individual sport.

It is gleaned from the result that for practices before the competition, two statements out of nine were labelled as "always practice". These were "Identify

Table 15

Coaching Practices of the Respondents under Individual Sports

Statements	5	4	3	2	1	Total	WM	Interpret-ation
Before								
1. Identify competitive athletes to be trained	10	4	1	0	0	15	4.60	AP
2. Establish goals and make training and competition plan	2	4	5	4	0	15	3.27	SP
3. Have the athletes thorough physical examination before the first practice and obtain parental and medical releases	3	3	5	3	1	15	3.27	SP
4. Conduct fitness and conditioning training.	6	4	3	1	1	15	3.87	OP
5. Make final check of all equipment and athlete's needs.	10	4	0	0	1	15	4.47	OP
6. Conduct warmed up, stretched in preparing for the competition.	10	2	2	0	1	15	4.33	OP
7. Check the proper shoes/attire for each event.	3	6	2	3	1	15	3.47	SP
8. Provide dietary plan for the athletes.	0	0	1	6	8	15	1.53	RP
9. Secure necessary requirements (parents' consent/ waiver, medical certificate, schools' credential and among others) before joining the competitions.	13	1	0	0	0	14	4.93	AP
						Sub-Mean	**3.75**	**OP**
During								
1. Encourage and support the athletes, but do not yell and scream.	8	6	1	0	0	15	4.47	OP
2. Keep calm and give positive reinforcement at the competition.	13	2	0	0	0	15	4.87	AP
3. Restrict coaching from the bleacher to positive comments that athletes can use at the time of competition.	3	9	2	0	1	15	3.87	OP
4. Tell parents to be supportive but not to coach athletes.	1	0	1	8	5	15	1.93	RP

Statements	5	4	3	2	1	Total	WM	Interpret-ation
5. Keep substitution simple. Have substitutes ready for relays in case of injuries or no-shows.	3	2	1	6	3	15	2.73	SP
6. Commit yourself to equal participation throughout the seasons.	12	3	0	0	0	15	4.80	AP
7. Give different athletes the chance to compete in new events for which they have trained.	3	5	4	0	3	15	3.33	SP
8. Be a coach who allows the athlete to progress a new levels.	13	2	0	0	0	15	4.87	AP
9. Make sure that the athletes have plenty of fluids.	6	3	5	1	0	15	3.93	OP
10. Assess athlete's performance through observing their offense and defense throughout the game for intervention purposes.	6	8	0	1	0	15	4.27	OP
						Sub-Mean	**3.91**	**OP**
After								
1. Says "well done" or "good effort" to all athletes when appropriate.	13	2	0	0	0	15	4.87	AP
2. Collect all the equipment from each athlete.	4	3	5	3	0	15	3.53	OP
3. Conduct Cool down exercise after competition to prevent soreness.	0	4	0	3	8	15	2.00	RP
4. Reviewing the athletes' performances and gives some useful comments for the improvement.	1	10	3	0	1	15	3.67	OP
5. Conduct debriefing after the competition.	1	6	5	2	1	15	3.27	SP
6. Provide incentives for the athletes who won the game.	0	1	0	9	5	15	1.80	RP
						Sub-Mean	**3.19**	**SP**
						Grand Mean	**3.61**	**OP**

Legend:

5	4.51 - 5.00	Always Practiced	AP
4	3.51 - 4.50	Often Practiced	OP
3	2.51 - 3.50	Sometimes Practiced	SP
2	1.51 - 2.50	Rarely Practiced	RP
1	1.00 - 1.50	Not Practiced at all	NP

competitive athletes to be trained" and "Secure necessary requirements (parents' consent/ waiver, medical certificate, schools' credential and among others) before joining the competitions" with weighted means of 4.60 and 4.93, respectively. Hence, grand mean was posted at 3.75 described as "often practiced". Whilst during competition, respondents specified their practices with three statements out of 10 tagged as "always practice. These were "Keep calm and give positive reinforcement at the competition", "Commit yourself to equal participation throughout the seasons" and "Be a coach who allows the athlete to progress a new level". However, one statement under this category was labelled as "rarely practiced". This was "Tell parents to be supportive but not to coach athletes". As a result, grand mean was pinned at 3.91 which correspond to the description "often practiced". On the other hand, for sports practices done after competition, only one statement was labelled as always practiced which was statement which states "Says "well done" or "good effort" to all athletes when appropriate". Conversely, two statements were tagged as "rarely practiced" which were "Conduct Cool down exercise after competition to prevent soreness" and "Provide incentives for the athletes who won the game". Hence, overall grand mean resulted to 3.61 with the corresponding description of "often practiced.

Dual sports. Presented in Table 16 are the coaching practices of the respondents under dual sports.

Table 16

Coaching Practices of the Respondents under Dual Sports

Statements	5	4	3	2	1	Total	WM	Interpret-ation
Before								
1. Identify competitive athletes to be trained	5	2	0	0	0	7	4.71	AP
2. Establish goals and make training and competition plan	1	2	2	2	0	7	3.29	SP
3. Have the athletes thorough physical examination before the first practice and obtain parental and medical releases	1	2	1	2	1	7	3.00	SP
4. Conduct fitness and conditioning training.	1	6	0	0	0	7	4.14	OP
5. Make final check of all equipment and athlete's needs.	2	4	1	0	0	7	4.14	OP
6. Conduct warmed up, stretched in preparing for the competition.	4	3	0	0	0	7	4.57	AP
7. Check the proper shoes/attire for each event.	1	2	3	1	0	7	3.43	SP
8. Provide dietary plan for the athletes.	0	0	1	2	4	7	1.57	RP
9. Secure necessary requirements (parents' consent/ waiver, medical certificate, schools' credential and among others) before joining the competitions.	6	1	0	0	0	7	4.86	AP
						Sub-Mean	**3.75**	**OP**
During								
1. Encourage and support the athletes, but do not yell and scream.	6	1	0	0	0	7	4.86	AP
2. Keep calm and give positive reinforcement at the competition.	4	3	0	0	0	7	4.57	AP
3. Restrict coaching from the bleacher to positive comments that athletes can use at the time of competition.	0	5	1	1	0	7	3.57	OP
4. Tell parents to be supportive but not to coach athletes.	1	1	0	1	4	7	2.14	RP

Statements	5	4	3	2	1	Total	WM	Interpret-ation
5. Keep substitution simple. Have substitutes ready for relays in case of injuries or no-shows.	1	1	2	1	2	7	2.71	SP
6. Commit yourself to equal participation throughout the seasons.	6	1	0	0	0	7	4.86	AP
7. Give different athletes the chance to compete in new events for which they have trained.	2	3	2	0	0	7	4.00	OP
8. Be a coach who allows the athlete to progress a new levels.	7	0	0	0	0	7	5.00	AP
9. Make sure that the athletes have plenty of fluids.	4	2	1	0	0	7	4.43	OP
10. Assess athletes' performance through observing their offense and defense throughout the game for intervention purposes.	2	5	0	0	0	7	4.29	OP
						Sub-Mean	**4.04**	**OP**
After								
1. Says "well done" or "good effort" to all athletes when appropriate.	7	0	0	0	0	7	5.00	AP
2. Collect all the equipment from each athlete.	1	2	2	2	0	7	3.29	SP
3. Conduct Cool down exercise after competition to prevent soreness.	1	1	1	0	4	7	2.29	RP
4. Reviewing the athletes' performances and gives some useful comments for the improvement.	1	5	1	0	0	7	4.00	OP
5. Conduct debriefing after the competition.	1	4	2	0	0	7	3.86	OP
6. Provide incentives for the athletes who won the game.	0	0	1	2	4	7	1.57	RP
						Sub- Mean	**3.33**	**SP**
						Grand Mean	**3.71**	**OP**

Legend:

5	4.51 - 5.00 Always Practiced	AP
4	3.51 - 4.50 Often Practiced	OP
3	2.51 - 3.50 Sometimes Practiced	SP
2	1.51 - 2.50 Rarely Practiced	RP
1	1.00 - 1.50 Not Practiced at all	NP

It is seen from the table that for practices done before the competition, three statements were specified as always practiced by the respondents. These were statements which states "Identify competitive athletes to be trained", "Conduct warmed up, stretched in preparing for the competition" and "Secure necessary requirements (parents' consent/ waiver, medical certificate, schools' credential and among others) before joining the competitions" with their corresponding weighted means of 4.71, 4.57, and 4.86. In contrast, one statement was admittedly tagged as "rarely practiced" by the respondents which was "Provide dietary plan for the athletes" with weighted mean of 1.57. For activities during the competition, respondents specified their agreement on most of the practices indicated with both four out of 10 were tagged as always practiced or often practiced. Some of the statements always practiced were "Be a coach who allows the athlete to progress a new levels" and "Encourage and support the athletes, but do not yell and scream". Moreover, as to practices done after the competition, only one statement was labelled as "always practiced" which was "Says "well done" or "good effort" to all athletes when appropriate". Hence, grand mean resulted to 3.33 describe as sometimes practice. The overall grand was then posted at 3.71 that corresponds to the description "often practiced".

Team sports. Illustrated in Table 17 are the coaching practices of the respondents under team sport.

Table 17

Coaching Practices of the Respondents under Team Sports

Statements	5	4	3	2	1	Total	WM	Interpret-ation
Before								
1. Identify competitive athletes to be trained	5	5	0	0	0	10	4.50	OP
2. Establish goals and make training and competition plan	1	3	4	2	0	10	3.30	SP
3. Have the athletes thorough physical examination before the first practice and obtain parental and medical releases	2	3	4	0	1	10	3.50	SP
4. Conduct fitness and conditioning training.	1	5	3	1	0	10	3.60	OP
5. Make final check of all equipment and athlete's needs.	4	3	1	2	0	10	3.90	OP
6. Conduct warmed up, stretched in preparing for the competition.	8	1	0	1	0	10	4.60	AP
7. Check the proper shoes/attire for each event.	2	5	2	1	0	10	3.80	OP
8. Provide dietary plan for the athletes.	0	0	1	4	5	10	1.60	RP
9. Secure necessary requirements (parents consent/ waiver, medical certificate, schools' credential and among others) before joining the competitions.	10	0	0	0	0	10	5.00	AP
						Sub-Mean	**3.76**	**OP**
During								
1. Encourage and support the athletes, but do not yell and scream.	8	2	0	0	0	10	4.80	AP
2. Keep calm and give positive reinforcement at the competition.	9	1	0	0	0	10	4.90	AP
3. Restrict coaching from the bleacher to positive comments that athletes can use at the time of competition.	0	8	2	0	0	10	3.80	OP
4. Tell parents to be supportive but not to coach athletes.	0	1	1	4	4	10	1.90	RP

Statements	5	4	3	2	1	Total	WM	Interpret-ation
5. Keep substitution simple. Have substitutes ready for relays in case of injuries or no-shows.	4	4	2	0	0	10	4.20	OP
6. Commit yourself to equal participation throughout the seasons.	7	3	0	0	0	10	4.70	AP
7. Give different athletes the chance to compete in new events for which they have trained.	1	3	5	1	0	10	3.40	SP
8. Be a coach who allows the athlete to progress a new levels.	9	1	0	0	0	10	4.90	AP
9. Make sure that the athletes have plenty of fluids.	4	3	3	0	0	10	4.10	OP
10. Assess athletes performance through observing their offense and defense throughout the game for intervention purposes.	2	8	0	0	0	10	4.20	OP
						Sub-Mean	**4.09**	**OP**
After								
1. Says "well done" or "good effort" to all athletes when appropriate.	7	2	0	0	0	9	4.78	AP
2. Collect all the equipment from each athlete.	2	3	2	1	1	9	3.44	SP
3. Conduct Cool down exercise after competition to prevent soreness.	0	0	2	2	5	9	1.67	RP
4. Reviewing the athletes' performances and gives some useful comments for the improvement.	0	7	2	0	0	9	3.78	OP
5. Conduct debriefing after the competition.	0	2	6	1	0	9	3.11	SP
6. Provide incentives for the athletes who won the game.	0	0	0	2	8	10	1.20	NP
						Sub- Mean	**3.00**	**SP**
						Grand Mean	**3.61**	**OP**

Legend:

5	4.51 - 5.00	Always Practiced	AP
4	3.51 - 4.50	Often Practiced	OP
3	2.51 - 3.50	Sometimes Practiced	SP
2	1.51 - 2.50	Rarely Practiced	RP
1	1.00 - 1.50	Not Practiced at all	NP

It is gleaned from the resulted table for practices done before the competition were mostly specified as either often practiced or always practiced which then evidenced in its grand mean of 3.76 with the same corresponding description. Mostly of the practices that is always done by the respondents were "Conduct warmed up, stretched in preparing for the competition" and "Secure necessary requirements (parents' consent/ waiver, medical certificate, schools' credential and among others) before joining the competitions" with weighted means of 4.60 and 5.00, respectively. Whereas, for practices done during the competition, similar proportion was observed with most of the statements were often to always practice. Some of the uppermost rated statements were "Be a coach who allows the athlete to progress a new levels" and "Keep calm and give positive reinforcement at the competition" with same weighted mean of 4.90. Furthermore, for practices done after the competition, similar description with the two classes was observed with its grand mean resulted to 3.00 which corresponds to "sometimes practiced". Thus, overall grand mean resulted to 3.61 equivalent to description "often practiced".

Correlation between Profile Variates and the Coaching Competency of the Respondents

Discussed in this section is the correlation result between variables: competency of the respondents under individual, dual and team sport as to

communication, leadership, pedagogy, sport specific, team building, and x factor; and their profile variates.

Coaching competency and profile. This presents the correlation values in the relationship between the coaching competency of the respondents and their profile variates. This is with respect to the three groups of respondents, as to individual sport, dual sport, and team sport.

Individual sports. Shown in Table 18 is the correlation result between coaching competency of the respondents and their profile variates.

As revealed from the result that all the outcome r values fall under 0.01 to 0.59 interpreted as moderate to negligible correlation. Hence, taking into account its corresponding p values, these were all found out to be statistically insignificant. This then resulted to the acceptance of the null hypothesis which states that "there is no significant relationship between the coaching competency of the respondents under individual sport and their profile variates enumerated in the objective of the study". This implies that the coaching competency as to communication, leadership, pedagogy, sport specific, team building and x factor of the respondents under individual sports has not something to do with their profile. The skills and abilities of a coach is much about how the coaches are supposed to appear within the team and a consequence, the appearance with the athletes and other team members (Kollasch, 2017).

Table 18

Correlation between Coaching Competency and Profile Variates of the Respondents under Individual Sports

Coaching Competency	r-value	p value	Evaluation	Decision
Communication				
Age	-0.470	0.077	Not Significant	Accept Ho
Sex	-0.255	0.360	Not Significant	Accept Ho
Educational Qualification	0.274	0.324	Not Significant	Accept Ho
Sports Experience as player	0.195	0.487	Not Significant	Accept Ho
Sports Experience as Coach	-0.374	0.169	Not Significant	Accept Ho
Awards Received as a Player	0.174	0.535	Not Significant	Accept Ho
Awards Received as a Coach	-0.344	0.209	Not Significant	Accept Ho
Sports being Coach	-0.218	0.435	Not Significant	Accept Ho
Training Attended in Coaching	-0.125	0.657	Not Significant	Accept Ho
Training Attended as Sports	0.133	0.636	Not Significant	Accept Ho
Membership in Organization	0.119	0.672	Not Significant	Accept Ho
Leadership				
Age	-0.200	0.475	Not Significant	Accept Ho
Sex	-0.008	0.977	Not Significant	Accept Ho
Educational Qualification	0.170	0.544	Not Significant	Accept Ho
Sports Experience as player	0.250	0.368	Not Significant	Accept Ho
Sports Experience as Coach	-0.074	0.792	Not Significant	Accept Ho
Awards Received as a Player	-0.095	0.737	Not Significant	Accept Ho
Awards Received as a Coach	-0.183	0.515	Not Significant	Accept Ho
Sports being Coach	-0.067	0.812	Not Significant	Accept Ho
Training Attended in Coaching	-0.451	0.091	Not Significant	Accept Ho
Training Attended as Sports	-0.214	0.443	Not Significant	Accept Ho
Membership in Organization	-0.119	0.673	Not Significant	Accept Ho
Pedagogy				
Age	-0.289	0.297	Not Significant	Accept Ho
Sex	-0.192	0.492	Not Significant	Accept Ho
Educational Qualification	0.336	0.221	Not Significant	Accept Ho
Sports Experience as player	0.017	0.951	Not Significant	Accept Ho
Sports Experience as Coach	-0.186	0.507	Not Significant	Accept Ho
Awards Received as a Player	0.222	0.427	Not Significant	Accept Ho
Awards Received as a Coach	-0.313	0.256	Not Significant	Accept Ho
Sports being Coach	-0.249	0.371	Not Significant	Accept Ho
Training Attended in Coaching	-0.197	0.482	Not Significant	Accept Ho
Training Attended as Sports	0.124	0.660	Not Significant	Accept Ho
Membership in Organization	-0.128	0.648	Not Significant	Accept Ho
Sport Specific				
Age	-0.293	0.289	Not Significant	Accept Ho
Sex	-0.053	0.850	Not Significant	Accept Ho

Coaching Competency	r-value	p value	Evaluation	Decision
Educational Qualification	-0.203	0.467	Not Significant	Accept Ho
Sports Experience as player	0.233	0.404	Not Significant	Accept Ho
Sports Experience as Coach	-0.160	0.569	Not Significant	Accept Ho
Awards Received as a Player	0.240	0.388	Not Significant	Accept Ho
Awards Received as a Coach	-0.274	0.324	Not Significant	Accept Ho
Sports being Coach	-0.024	0.933	Not Significant	Accept Ho
Training Attended in Coaching	-0.245	0.380	Not Significant	Accept Ho
Training Attended as Sports	0.217	0.438	Not Significant	Accept Ho
Membership in Organization	0.131	0.642	Not Significant	Accept Ho
Team Building				
Age	-0.410	0.129	Not Significant	Accept Ho
Sex	0.039	0.890	Not Significant	Accept Ho
Educational Qualification	0.024	0.932	Not Significant	Accept Ho
Sports Experience as player	0.195	0.486	Not Significant	Accept Ho
Sports Experience as Coach	-0.192	0.492	Not Significant	Accept Ho
Awards Received as a Player	0.270	0.330	Not Significant	Accept Ho
Awards Received as a Coach	-0.253	0.363	Not Significant	Accept Ho
Sports being Coach	-0.083	0.770	Not Significant	Accept Ho
Training Attended in Coaching	-0.201	0.472	Not Significant	Accept Ho
Training Attended as Sports	0.299	0.279	Not Significant	Accept Ho
Membership in Organization	0.159	0.571	Not Significant	Accept Ho
X Factor				
Age	-0.252	0.364	Not Significant	Accept Ho
Sex	-0.072	0.799	Not Significant	Accept Ho
Educational Qualification	0.127	0.653	Not Significant	Accept Ho
Sports Experience as player	0.177	0.528	Not Significant	Accept Ho
Sports Experience as Coach	0.024	0.932	Not Significant	Accept Ho
Awards Received as a Player	0.086	0.761	Not Significant	Accept Ho
Awards Received as a Coach	0.019	0.948	Not Significant	Accept Ho
Sports being Coach	-0.162	0.564	Not Significant	Accept Ho
Training Attended in Coaching	-0.337	0.220	Not Significant	Accept Ho
Training Attended as Sports	0.072	0.799	Not Significant	Accept Ho
Membership in Organization	-0.061	0.829	Not Significant	Accept Ho

df = 14, $\alpha = 0.05$, two-tailed

Dual sports. Presented in Table 19 are the correlation coefficients in the relationship between the coaching competency of the respondents under dual sport and their profile variates.

Table 19

Correlation between Coaching Competency and Profile Variates of the Respondents under Dual Sports

Coaching Competency	r-value	p value	Evaluation	Decision
Communication				
Age	-0.147	0.754	Not Significant	Accept Ho
Sex	-0.175	0.707	Not Significant	Accept Ho
Educational Qualification	0.149	0.751	Not Significant	Accept Ho
Sports Experience as player	0.665	0.103	Not Significant	Accept Ho
Sports Experience as Coach	-0.708	0.075	Not Significant	Accept Ho
Awards Received as a Player	0.299	0.515	Not Significant	Accept Ho
Awards Received as a Coach	0.314	0.493	Not Significant	Accept Ho
Sports being Coach	0.298	0.516	Not Significant	Accept Ho
Training Attended in Coaching	0.120	0.798	Not Significant	Accept Ho
Training Attended as Sports	0.120	0.798	Not Significant	Accept Ho
Membership in Organization	-0.048	0.919	Not Significant	Accept Ho
Leadership				
Age	0.579	0.173	Not Significant	Accept Ho
Sex	0.320	0.484	Not Significant	Accept Ho
Educational Qualification	-0.113	0.809	Not Significant	Accept Ho
Sports Experience as player	0.240	0.604	Not Significant	Accept Ho
Sports Experience as Coach	0.088	0.851	Not Significant	Accept Ho
Awards Received as a Player	0.091	0.846	Not Significant	Accept Ho
Awards Received as a Coach	-0.018	0.969	Not Significant	Accept Ho
Sports being Coach	-0.589	0.164	Not Significant	Accept Ho
Training Attended in Coaching	-0.219	0.638	Not Significant	Accept Ho
Training Attended as Sports	-0.219	0.638	Not Significant	Accept Ho
Membership in Organization	-0.408	0.364	Not Significant	Accept Ho
Pedagogy				
Age	-0.065	0.891	Not Significant	Accept Ho
Sex	-0.406	0.366	Not Significant	Accept Ho
Educational Qualification	0.676	0.096	Not Significant	Accept Ho
Sports Experience as player	0.406	0.366	Not Significant	Accept Ho
Sports Experience as Coach	-0.231	0.618	Not Significant	Accept Ho
Awards Received as a Player	0.669	0.100	Not Significant	Accept Ho
Awards Received as a Coach	0.658	0.108	Not Significant	Accept Ho
Sports being Coach	-0.370	0.414	Not Significant	Accept Ho
Training Attended in Coaching	0.584	0.168	Not Significant	Accept Ho
Training Attended as Sports	0.584	0.168	Not Significant	Accept Ho

Coaching Competency	r-value	p value	Evaluation	Decision
Membership in Organization	-0.860	0.013	Significant	Reject Ho
Sport Specific				
Age	0.251	0.588	Not Significant	Accept Ho
Sex	0.315	0.491	Not Significant	Accept Ho
Educational Qualification	-0.198	0.670	Not Significant	Accept Ho
Sports Experience as player	0.420	0.348	Not Significant	Accept Ho
Sports Experience as Coach	-0.277	0.547	Not Significant	Accept Ho
Awards Received as a Player	0.055	0.907	Not Significant	Accept Ho
Awards Received as a Coach	-0.026	0.957	Not Significant	Accept Ho
Sports being Coach	0.108	0.817	Not Significant	Accept Ho
Training Attended in Coaching	-0.222	0.632	Not Significant	Accept Ho
Training Attended as Sports	-0.222	0.632	Not Significant	Accept Ho
Membership in Organization	0.285	0.535	Not Significant	Accept Ho
Team Building				
Age	-0.263	0.569	Not Significant	Accept Ho
Sex	0.122	0.795	Not Significant	Accept Ho
Educational Qualification	0.947	0.0012	Significant	Reject Ho
Sports Experience as player	0.335	0.463	Not Significant	Accept Ho
Sports Experience as Coach	0.201	0.666	Not Significant	Accept Ho
Awards Received as a Player	0.874	0.010	Significant	Reject Ho
Awards Received as a Coach	0.831	0.020	Significant	Reject Ho
Sports being Coach	-0.024	0.960	Not Significant	Accept Ho
Training Attended in Coaching	0.954	0.0008	Significant	Reject Ho
Training Attended as Sports	0.954	0.0008	Significant	Reject Ho
Membership in Organization	-0.207	0.657	Not Significant	Accept Ho
X Factor				
Age	-0.402	0.372	Not Significant	Accept Ho
Sex	0.167	0.721	Not Significant	Accept Ho
Educational Qualification	0.629	0.131	Not Significant	Accept Ho
Sports Experience as player	0.611	0.145	Not Significant	Accept Ho
Sports Experience as Coach	0.024	0.959	Not Significant	Accept Ho
Awards Received as a Player	0.738	0.058	Not Significant	Accept Ho
Awards Received as a Coach	0.801	0.030	Significant	Reject Ho
Sports being Coach	0.258	0.576	Not Significant	Accept Ho
Training Attended in Coaching	0.608	0.147	Not Significant	Accept Ho
Training Attended as Sports	0.608	0.147	Not Significant	Accept Ho
Membership in Organization	-0.113	0.809	Not Significant	Accept Ho

df = 6, $\alpha = 0.05$, two-tailed

In this result, it was revealed that from all the computed r values, seven were pinned under the range of 0.60 to 0.99 which corresponds to the interpretation as moderate to high correlation. These were -0.860 for correlating coaching competency as to pedagogy and its profile as to membership in a sport organization, 0.947, 0.874, 0.831, 0.954 for coaching competency as to team building correlated to educational qualification, and awards received as a player and a coach, training as a coach and their specified sport, respectively, and coaching competency as to x factor and its profile variate as to the number of awards received as a coach with resulted r value of 0.801.

Considering academic education, under study demonstrates that coaches with higher education degrees (P.E. or others) perceive themselves as more competent than coaches with no high education. The academic environment, even if not sport specific, promotes the development of basic professional competences, for instance, related to communication, leadership, evaluation or finding solutions to problems, which support coaches' behaviors and, consequently, may enhance the perception of competence as founded (Santos et al., 2010). Hence, looking into to its p values, it all posted lower than the alpha of 0.05, with the confidence interval of 95.00 percent and degrees of freedom of 14. As a result null hypotheses were rejected. This implies that the aforecited variables were statistically significant or related from each other.

As to coaching competency in terms of pedagogy having a negative or inverse relationship, it signifies that as the respondents possess a highly competent coaching strategy in terms of pedagogy, they tend to minimize their involvement in any sports organization. Moreover, respondents having a high coaching competency in terms of team building more inclined to be found among coaching personnel who possess a high degree of educational qualification. No matter the level of competition, higher education experience is one of the most coach influential components to influence athletes. Because of this, it is essential to study and examine coaches overall profiles as their potential ability to impact athletes experience and outcomes (Boxil, as cited in Simon, 2013). Those personnel who were former athletes and received awards and those coaching personnel who got an award as a coach. Subsequent to involvement as an athlete directly involved in coach-related activities and participation as an athlete augments the development of skills necessary as an expert coach (Gilbert et al., 2006).

Further, such competency can also be found among coaching personnel who attended trainings on coaching and their specified sport. Lastly, coaching personnel who received more awards as a coach tend to be more highly competent in coaching strategy as to x factor.

Team sports. Displayed in Table 20 is the correlation result in the relationship between coaching competency of the respondents under team sport and their profile variates.

Gleaned from the resulted r values that similar number of seven from the precedent correlation was found, to wit: correlation between coaching competency in terms of leadership to sports being coached (as to the number of athletes), trainings received about coaching and trainings received for the specific sports as a coach with its correlation coefficients equal to 0.789, 0.853, and 0.803, respectively; coaching competency in terms of sport specific to trainings received about coaching with the corresponding r value of 0.633; coaching competency in terms of x factor to sports being coached (as to number of athletes), trainings received about coaching, and trainings received for the specific sport as a coach with the corresponding r values of 0.723, 0.787, and 0.799, respectively. It was all pinned under the range 0.60 to 0.99 interpreted as moderately high to high correlation.

Hence, at 0.05 level of significance, each of the corresponding p values of the aforecited correlation of variates registered lower than the α which then implied a statistically significant relationship. Null hypotheses were then rejected. This means that, as to coaching competency in terms of leadership, respondents having a good leadership skill as to coaching are

Table 20

Correlation between Coaching Competency and Profile Variates of the Respondents under Team Sports

Coaching Competency	r-value	p value	Evaluation	Decision
Communication				
Age	0.076	0.835	Not Significant	Accept Ho
Sex	0.354	0.316	Not Significant	Accept Ho
Educational Qualification	0.079	0.828	Not Significant	Accept Ho
Sports Experience as player	-0.217	0.548	Not Significant	Accept Ho
Sports Experience as Coach	-0.024	0.948	Not Significant	Accept Ho
Awards Received as a Player	-0.189	0.601	Not Significant	Accept Ho
Awards Received as a Coach	0.069	0.851	Not Significant	Accept Ho
Sports being Coach	0.334	0.345	Not Significant	Accept Ho
Training Attended in Coaching	0.326	0.358	Not Significant	Accept Ho
Training Attended as Sports	0.228	0.527	Not Significant	Accept Ho
Membership in Organization	-0.231	0.520	Not Significant	Accept Ho
Leadership				
Age	-0.213	0.555	Not Significant	Accept Ho
Sex	0.349	0.322	Not Significant	Accept Ho
Educational Qualification	0.293	0.411	Not Significant	Accept Ho
Sports Experience as player	-0.143	0.694	Not Significant	Accept Ho
Sports Experience as Coach	-0.099	0.785	Not Significant	Accept Ho
Awards Received as a Player	-0.219	0.542	Not Significant	Accept Ho
Awards Received as a Coach	0.026	0.943	Not Significant	Accept Ho
Sports being Coach	0.789	0.007	Significant	Reject Ho
Training Attended in Coaching	0.853	0.002	Significant	Reject Ho
Training Attended as Sports	0.803	0.005	Significant	Reject Ho
Membership in Organization	0.210	0.561	Not Significant	Accept Ho
Pedagogy				
Age	-0.062	0.864	Not Significant	Accept Ho
Sex	0.126	0.729	Not Significant	Accept Ho
Educational Qualification	-0.187	0.604	Not Significant	Accept Ho
Sports Experience as player	-0.377	0.284	Not Significant	Accept Ho
Sports Experience as Coach	-0.325	0.360	Not Significant	Accept Ho
Awards Received as a Player	-0.516	0.127	Not Significant	Accept Ho
Awards Received as a Coach	-0.196	0.587	Not Significant	Accept Ho
Sports being Coach	0.565	0.089	Not Significant	Accept Ho
Training Attended in Coaching	0.532	0.114	Not Significant	Accept Ho
Training Attended as Sports	0.449	0.193	Not Significant	Accept Ho
Membership in Organization	-0.521	0.122	Not Significant	Accept Ho
Sport Specific				
Age	0.187	0.604	Not Significant	Accept Ho
Sex	0.428	0.217	Not Significant	Accept Ho

Coaching Competency	r-value	p value	Evaluation	Decision
Educational Qualification	0.348	0.325	Not Significant	Accept Ho
Sports Experience as player	0.254	0.479	Not Significant	Accept Ho
Sports Experience as Coach	0.151	0.678	Not Significant	Accept Ho
Awards Received as a Player	0.269	0.453	Not Significant	Accept Ho
Awards Received as a Coach	0.142	0.696	Not Significant	Accept Ho
Sports being Coach	0.469	0.171	Not Significant	Accept Ho
Training Attended in Coaching	0.633	0.049	Significant	Reject Ho
Training Attended as Sports	0.580	0.079	Not Significant	Accept Ho
Membership in Organization	0.093	0.798	Not Significant	Accept Ho
Team Building				
Age	0.046	0.900	Not Significant	Accept Ho
Sex	0.197	0.586	Not Significant	Accept Ho
Educational Qualification	0.352	0.318	Not Significant	Accept Ho
Sports Experience as player	0.000	1.000	Not Significant	Accept Ho
Sports Experience as Coach	-0.026	0.942	Not Significant	Accept Ho
Awards Received as a Player	-0.206	0.568	Not Significant	Accept Ho
Awards Received as a Coach	-0.197	0.586	Not Significant	Accept Ho
Sports being Coach	0.334	0.345	Not Significant	Accept Ho
Training Attended in Coaching	0.490	0.150	Not Significant	Accept Ho
Training Attended as Sports	0.403	0.249	Not Significant	Accept Ho
Membership in Organization	-0.215	0.551	Not Significant	Accept Ho
X Factor				
Age	0.121	0.739	Not Significant	Accept Ho
Sex	0.445	0.197	Not Significant	Accept Ho
Educational Qualification	0.299	0.402	Not Significant	Accept Ho
Sports Experience as player	-0.036	0.921	Not Significant	Accept Ho
Sports Experience as Coach	0.220	0.541	Not Significant	Accept Ho
Awards Received as a Player	0.079	0.829	Not Significant	Accept Ho
Awards Received as a Coach	0.365	0.300	Not Significant	Accept Ho
Sports being Coach	0.723	0.018	Significant	Reject Ho
Training Attended in Coaching	0.787	0.007	Significant	Reject Ho
Training Attended as Sports	0.799	0.006	Significant	Reject Ho
Membership in Organization	0.467	0.174	Not Significant	Accept Ho

df = 9, $\alpha = 0.05$, two-tailed

more to be possessed by coaching personnel who have trained more athletes, those personnel who have received more trainings in terms of coaching and their specified sport being coached.

Research shows that every experienced coach who perceive themselves to be competent acknowledge that they have training needs (Santos, Mesquita, Grace & Rosado, 2010). Furthermore, respondents who possess competence in terms of coaching as to sport specific are to more to seen among coaching personnel who received more trainings about coaching. According to coaching profession Moen (2011), a coach must have trainings and involved more in the competitions based on knowledge about sports specific demands at the highest level and of basis theory in sports.

Additionally, respondents having high coaching competence in terms of x factor are evidenced more among personnel who have trained more athletes, and attended more trainings as to coaching and the specified sport being coached.

Coaching Practices and Profile Variates

This portion gives into the account the relationship between coaching practices of the respondents under individual sport, dual sport, and team sport to their profile variates as enumerated in the objective of the study.

Individual sports. Reflected in Table 21 are the correlation coefficients in the relationship between coaching practices done before, during, and after the competition and their profile variates.

Table 21

Correlation between Coaching Practices and Profile Variates of the Respondents under Individual Sports

Coaching Practices	r-value	p value	Evaluation	Decision
Before				
Age	0.050	0.859	Not Significant	Accept Ho
Sex	0.276	0.319	Not Significant	Accept Ho
Educational Qualification	-0.110	0.696	Not Significant	Accept Ho
Sports Experience as player	0.202	0.469	Not Significant	Accept Ho
Sports Experience as Coach	0.294	0.287	Not Significant	Accept Ho
Awards Received as a Player	-0.313	0.255	Not Significant	Accept Ho
Awards Received as a Coach	0.227	0.415	Not Significant	Accept Ho
Sports being Coach	0.001	0.998	Not Significant	Accept Ho
Training Attended in Coaching	-0.369	0.176	Not Significant	Accept Ho
Training Attended as Sports	-0.318	0.248	Not Significant	Accept Ho
Membership in Organization	-0.193	0.490	Not Significant	Accept Ho
During				
Age	0.084	0.765	Not Significant	Accept Ho
Sex	0.126	0.654	Not Significant	Accept Ho
Educational Qualification	-0.395	0.145	Not Significant	Accept Ho
Sports Experience as player	0.294	0.288	Not Significant	Accept Ho
Sports Experience as Coach	0.249	0.370	Not Significant	Accept Ho
Awards Received as a Player	0.425	0.114	Not Significant	Accept Ho
Awards Received as a Coach	0.276	0.320	Not Significant	Accept Ho
Sports being Coach	0.057	0.840	Not Significant	Accept Ho
Training Attended in Coaching	0.145	0.607	Not Significant	Accept Ho
Training Attended as Sports	0.428	0.112	Not Significant	Accept Ho
Membership in Organization	0.146	0.605	Not Significant	Accept Ho
After				
Age	-0.241	0.388	Not Significant	Accept Ho
Sex	0.140	0.619	Not Significant	Accept Ho
Educational Qualification	-0.140	0.619	Not Significant	Accept Ho
Sports Experience as player	0.146	0.603	Not Significant	Accept Ho
Sports Experience as Coach	-0.007	0.981	Not Significant	Accept Ho
Awards Received as a Player	0.231	0.407	Not Significant	Accept Ho
Awards Received as a Coach	-0.129	0.647	Not Significant	Accept Ho
Sports being Coach	-0.154	0.583	Not Significant	Accept Ho
Training Attended in Coaching	-0.204	0.466	Not Significant	Accept Ho
Training Attended as Sports	0.277	0.318	Not Significant	Accept Ho
Membership in Organization	0.070	0.804	Not Significant	Accept Ho

df = 14, $\alpha = 0.05$, two-tailed

Revealed from the result that after correlating the aforementioned variates all r values were registered under 0.01 to 0.59 interpreted as moderate to negligible correlation. All the corresponding p values were then posted lower than alpha of 0.05. Hence, null hypothesis which states that "there is no significant relationship between coaching practices of respondents under individual sport and their variates" was accepted. This then signified that the aforementioned correlation among variates is statistically insignificant and has not something to do with each other.

In this regard, Gordon (2012) showed that profile cannot affect the performance of athletes in terms of coaching. Coaching accelerates the implementation of innovative practice which leads to the intended outcomes for athletes.

Dual sports. Shown in Table 22 are the resulted r values in the relationship between coaching practices of the respondents under dual sport and their profile variates.

Majority of the resulted r values were found out to be statistically insignificant with their correlation coefficients pinned under moderate to negligible correlation as evidenced with their resulted r values under the range 0.01 to 0.59. While, two correlation coefficients posted moderately high to high correlation. Its corresponding p values of -0.837 and -0.756 leads to the evaluation of being significant at 0.05 level of significance and degrees of

Table 22

Correlation between Coaching Practices and Profile Variates of the Respondents under Dual Sports

Coaching Practices	r-value	p value	Evaluation	Decision
Before				
Age	0.428	0.338	Not Significant	Accept Ho
Sex	-0.228	0.623	Not Significant	Accept Ho
Educational Qualification	-0.108	0.818	Not Significant	Accept Ho
Sports Experience as player	-0.837	0.019	Significant	Reject Ho
Sports Experience as Coach	0.388	0.389	Not Significant	Accept Ho
Awards Received as a Player	-0.186	0.690	Not Significant	Accept Ho
Awards Received as a Coach	-0.357	0.432	Not Significant	Accept Ho
Sports being Coach	-0.601	0.153	Not Significant	Accept Ho
Training Attended in Coaching	-0.129	0.782	Not Significant	Accept Ho
Training Attended as Sports	-0.129	0.782	Not Significant	Accept Ho
Membership in Organization	-0.207	0.657	Not Significant	Accept Ho
During				
Age	0.740	0.057	Not Significant	Accept Ho
Sex	0.389	0.388	Not Significant	Accept Ho
Educational Qualification	-0.619	0.138	Not Significant	Accept Ho
Sports Experience as player	-0.730	0.063	Not Significant	Accept Ho
Sports Experience as Coach	0.587	0.166	Not Significant	Accept Ho
Awards Received as a Player	-0.577	0.175	Not Significant	Accept Ho
Awards Received as a Coach	-0.756	0.049	Significant	Reject Ho
Sports being Coach	-0.558	0.193	Not Significant	Accept Ho
Training Attended in Coaching	-0.625	0.134	Not Significant	Accept Ho
Training Attended as Sports	-0.625	0.134	Not Significant	Accept Ho
Membership in Organization	0.245	0.597	Not Significant	Accept Ho
After				
Age	0.625	0.133	Not Significant	Accept Ho
Sex	-0.173	0.711	Not Significant	Accept Ho
Educational Qualification	-0.367	0.418	Not Significant	Accept Ho
Sports Experience as player	-0.605	0.150	Not Significant	Accept Ho
Sports Experience as Coach	0.380	0.400	Not Significant	Accept Ho
Awards Received as a Player	-0.369	0.416	Not Significant	Accept Ho
Awards Received as a Coach	-0.581	0.172	Not Significant	Accept Ho
Sports being Coach	-0.402	0.371	Not Significant	Accept Ho
Training Attended in Coaching	-0.343	0.451	Not Significant	Accept Ho
Training Attended as Sports	-0.343	0.451	Not Significant	Accept Ho
Membership in Organization	0.353	0.438	Not Significant	Accept Ho

df = 6, $\alpha = 0.05$, two-tailed

freedom of six. Thus, hypotheses which states that "there is no significant relationship between the coaching practices done by the respondents before the competition under dual sport and experience as a former athlete; and the coaching practices done during the competition to the awards received as a coach" was rejected.

Hence, this implies that respondents who are having coaching practices before the competition are more to be exercise by respondents who were not former athletes or those who have lesser experience in sports. Many coaches decide to coach their loved playing sports because of their experiences as an athlete (Kollasch, 2017). Moreover, respondents who exercised coaching practices in time of the competition are more to be seen among respondents with lesser awards received as coach.

Team sports. Reflected in Table 23 are the r values in the correlation between coaching practices by the respondents under team sport and their profile variates enumerated in the objective of the study.

It can be seen from the result that three correlations among variates were uncovered to have a moderately high to high relationship. These were coaching practices done before the competition to educational qualification with resulted r value of -0.859 and coaching practices done during the competition to sex and educational qualification with 0.694 and -0.735, respectively. At 0.05 level of significance, its corresponding p values of 0.001, 0.026, and 0.015 leads to the

Table 23

Correlation between Coaching Practices and Profile Variates of the Respondents under Team Sports

Coaching Practices	r-value	p value	Evaluation	Decision
Before				
Age	-0.074	0.839	Not Significant	Accept Ho
Sex	0.469	0.171	Not Significant	Accept Ho
Educational Qualification	-0.859	0.001	Significant	Reject Ho
Sports Experience as player	-0.444	0.198	Not Significant	Accept Ho
Sports Experience as Coach	0.345	0.329	Not Significant	Accept Ho
Awards Received as a Player	0.178	0.623	Not Significant	Accept Ho
Awards Received as a Coach	-0.529	0.116	Not Significant	Accept Ho
Sports being Coach	0.068	0.852	Not Significant	Accept Ho
Training Attended in Coaching	-0.038	0.917	Not Significant	Accept Ho
Training Attended as Sports	-0.039	0.915	Not Significant	Accept Ho
Membership in Organization	-0.261	0.467	Not Significant	Accept Ho
During				
Age	0.290	0.417	Not Significant	Accept Ho
Sex	0.694	0.026	Significant	Reject Ho
Educational Qualification	-0.735	0.015	Significant	Reject Ho
Sports Experience as player	-0.269	0.453	Not Significant	Accept Ho
Sports Experience as Coach	-0.303	0.395	Not Significant	Accept Ho
Awards Received as a Player	-0.179	0.620	Not Significant	Accept Ho
Awards Received as a Coach	-0.579	0.080	Not Significant	Accept Ho
Sports being Coach	0.171	0.637	Not Significant	Accept Ho
Training Attended in Coaching	0.024	0.949	Not Significant	Accept Ho
Training Attended as Sports	0.053	0.885	Not Significant	Accept Ho
Membership in Organization	-0.343	0.332	Not Significant	Accept Ho
After				
Age	-0.075	0.837	Not Significant	Accept Ho
Sex	0.092	0.801	Not Significant	Accept Ho
Educational Qualification	0.491	0.149	Not Significant	Accept Ho
Sports Experience as player	0.067	0.853	Not Significant	Accept Ho
Sports Experience as Coach	0.235	0.513	Not Significant	Accept Ho
Awards Received as a Player	0.193	0.593	Not Significant	Accept Ho
Awards Received as a Coach	-0.021	0.955	Not Significant	Accept Ho
Sports being Coach	0.136	0.707	Not Significant	Accept Ho
Training Attended in Coaching	0.217	0.548	Not Significant	Accept Ho
Training Attended as Sports	0.206	0.568	Not Significant	Accept Ho
Membership in Organization	0.596	0.069	Not Significant	Accept Ho

df = 9, $\alpha = 0.05$, two-tailed

rejection of the null hypotheses in correlation among variates. This then implies that respondents who practice coaching activities before the competition is exercised by respondents in lower educational qualification.

Coach can be especially troublesome for athletes who are admitted with low academic qualification (NCAA, 2015). Further, such practices during competition was also seen/ observed among male coaching personnel and those with lower educational qualification. it is clear that coaches can potentially have substantial influence (positive or negative) on athletes' educational experiences and outcomes (Kollasch, 2017).

Coaching Competencies and Coaching Practices

This section reveals the existence or non-existence of relationship between coaching competency of the respondents and their coaching practices done before, during, and after the competition.

Individual sports. Displayed in Table 24 are the correlation coefficients in relationship between coaching competency and coaching practices among respondents under individual sport.

It is revealed from the result that six correlations among variates were found to be statistically significant. Its r values were posted at 0.534, 0.621, 0.707, 0.782, 0.848, and 0.635 interpreted as moderate to high correlation. Its corresponding p values registered lower than the alpha of 0.05. Thus, null

Table 24

Correlation between Coaching Competencies of the Respondents under Individual Sports and their Coaching Practices

Coaching Practices	r-value	p value	Evaluation	Decision
Before				
Communication	-0.070	0.803	Not Significant	Accept Ho
Leadership	0.365	0.181	Not Significant	Accept Ho
Pedagogy	0.039	0.891	Not Significant	Accept Ho
Sport Specific	0.391	0.149	Not Significant	Accept Ho
Team Building	0.349	0.203	Not Significant	Accept Ho
X Factor	0.534	0.040	Significant	Reject Ho
During				
Communication	-0.081	0.773	Not Significant	Accept Ho
Leadership	0.055	0.845	Not Significant	Accept Ho
Pedagogy	0.155	0.582	Not Significant	Accept Ho
Sports Specific	0.273	0.325	Not Significant	Accept Ho
Team Building	0.398	0.142	Not Significant	Accept Ho
X Factor	0.438	0.103	Not Significant	Accept Ho
After				
Communication	0.6213	0.0134	Significant	Reject Ho
Leadership	0.4907	0.0633	Not Significant	Accept Ho
Pedagogy	0.7068	0.0032	Significant	Reject Ho
Sport Specific	0.7822	0.0006	Significant	Reject Ho
Team Building	0.8475	0.0001	Significant	Reject Ho
X Factor	0.6346	0.0110	Significant	Reject Ho

df = 14, $\alpha = 0.05$, two-tailed

hypotheses among correlated variates were rejected. This means that respondents who exercised coaching activities before the competition are more to be observed among coaching personnel who are highly competent in coaching in

terms of x factor. Additionally, coaching personnel who are into coaching practices after the competition are more to be seen among respondents with high coaching competence in terms of communication, pedagogy, sport specific, team building, and x factor.

Communication skills are so important to success in sports (Moen & Fikse, 2011) before, during and after the competition. Skills in pedagogy are also supposed to bridge the potential gap between coaches and the athletes. It becomes the link between the coach and athlete and the actions which are carried out by themselves and their athlete. Coaches must establish functional teams that are beneficial for the athlete that must be the focus for all the activities and work within the game.

Dual sports. Detailed in Table 25 is the correlation result between coaching competency of the respondents under dual sport and their coaching practices.

It can be seen from the result that all the correlated variates were all posted below the confidence interval of 0.05. This then led to the acceptance of the null hypothesis. Hence, it can be concluded that no significant relation exists between coaching practices done before, during, and after by the respondents to their coaching competency as to communication, leadership, pedagogy, sport specific, team building, and x factor.

Table 25

Correlation Between Coaching Competency of the Respondents under Dual Sports and their Coaching Practices

Coaching Practices	r-value	p value	Evaluation	Decision
Before				
Communication	-0.396	0.379	Not Significant	Accept Ho
Leadership	0.132	0.779	Not Significant	Accept Ho
Pedagogy	0.039	0.933	Not Significant	Accept Ho
Sports Specific	-0.217	0.640	Not Significant	Accept Ho
Team Building	-0.128	0.785	Not Significant	Accept Ho
X Factor	-0.588	0.165	Not Significant	Accept Ho
During				
Communication	-0.392	0.384	Not Significant	Accept Ho
Leadership	0.299	0.515	Not Significant	Accept Ho
Pedagogy	-0.438	0.326	Not Significant	Accept Ho
Sport Specific	0.123	0.793	Not Significant	Accept Ho
Team Building	-0.537	0.214	Not Significant	Accept Ho
X Factor	-0.616	0.141	Not Significant	Accept Ho
After				
Communication	-0.073	0.877	Not Significant	Accept Ho
Leadership	0.083	0.859	Not Significant	Accept Ho
Pedagogy	-0.372	0.411	Not Significant	Accept Ho
Sport Specific	0.254	0.582	Not Significant	Accept Ho
Team Building	-0.316	0.490	Not Significant	Accept Ho
X Factor	-0.749	0.052	Not Significant	Accept Ho

df = 6, $\alpha = 0.05$, two-tailed

Team sports. Presented in Table 26 are the resulted r values in the relationship between coaching competency of the respondents under team sport and coaching practices done before, during, and after the competition.

Table 26

Correlation between Coaching Competency of the Respondents under Team Sports and their Coaching Practices

Coaching Practices	r-value	p value	Evaluation	Decision
Before				
Communication	-0.151	0.677	Not Significant	Accept Ho
Leadership	-0.170	0.639	Not Significant	Accept Ho
Pedagogy	0.002	0.996	Not Significant	Accept Ho
Sport Specific	-0.287	0.421	Not Significant	Accept Ho
Team Building	-0.286	0.424	Not Significant	Accept Ho
X Factor	-0.236	0.512	Not Significant	Accept Ho
During				
Communication	-0.310	0.383	Not Significant	Accept Ho
Leadership	-0.313	0.379	Not Significant	Accept Ho
Pedagogy	0.093	0.797	Not Significant	Accept Ho
Sports Specific	-0.416	0.231	Not Significant	Accept Ho
Team Building	-0.367	0.297	Not Significant	Accept Ho
X Factor	-0.381	0.278	Not Significant	Accept Ho
After				
Communication	0.291	0.414	Not Significant	Accept Ho
Leadership	0.430	0.214	Not Significant	Accept Ho
Pedagogy	-0.263	0.462	Not Significant	Accept Ho
Sport Specific	0.548	0.101	Not Significant	Accept Ho
Team Building	0.415	0.233	Not Significant	Accept Ho
X Factor	0.426	0.220	Not Significant	Accept Ho

df = 9, $\alpha = 0.05$, two-tailed

It was found out from the result that, similar with dual sport, no significant relationship was also found out in the correlation among variates. This means that coaching competency of the respondents under team sport has not something to do with their coaching practices.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn and the recommendations formulated based on the results of the study.

Summary of Findings

Based on the analyses and interpretation of the data gathered, the following results were obtained:

1. Majority of the respondents in individual sports were 36 to 40 years old, in dual sports majority of the respondents were 21 to 25 and between 31 to 35 years old. While there were 26 to 30 years old respondents for the team sports.

2. Most of the respondents both individual and dual sports were male with the proportion of 53.33 percent and 57.00 percent. However, there was an equal proportion of five out of 10 respondents under team sports.

3. For the educational qualification of the respondents, majority of individual, dual, and team sports are master's degree level.

4. With regard to sports experience as player, majority of the respondents from individual and team sports have no experience as player. However, respondents who have experience as player, reached regional level with four from individual out of seven, two from dual out of four and two from team sports out of two.

5. For sports experience as coach, only one respondent experienced national level from individual sports, while majority of them were athletes in the regional level.

6. Along highest received awards, four respondents from individual sports received awards with two from national level and one both from regional and provincial level. However, all of the awards from dual sports were taken from provincial level while both division and school level were garnered by the respondents in team sports.

7. For the awards received as coach, respondents from individual sports received an award in the national level while majority of the awards were from school level with 116 for individual sports, 18 for dual sports and 17 for team sports.

8. Out of 15 respondents from individual sports, two respondents coached arnis, chess, gymnastics and athletics while only one coached wrestling, billiards, swimming, wushu, archery, boxing and taekwondo. For seven respondents two coached dual sports such as table tennis, tennis, and badminton while one respondent was into dance sports. However, respondents under team sports two coaches were designated for each sports: sepak takraw, softball, basketball, volleyball and futsal.

9. Among the three classes of sports, most of the respondents attended trainings in the division level with 12 from individual sports out of 15, seven out of seven from dual sports and nine out of 10 from team sports.

10. With regard to the membership in sports organization of the respondents, majority of them are members in Samar Provincial Athletic Association (SPAA). While only three respondents are members of Sparkers with two from individual and one from team sports.

11. For the coaching competency of the respondents under Individual sports, most of the statements in communication, leadership, pedagogy and team building were labeled as moderately competent while slightly competent in sports specific. On the other hand, x-factor was labeled as highly competent. Overall results of the respondents showed a moderately competent in coaching.

12. For the coaching competency under dual sports, all of the statements under communication were labeled moderately competent while one statement under leadership was labeled slightly competent among four out of five statements labeled as moderately competent. However, one statement in pedagogy was also marked highly competent and the rest statements were slightly competent. For sports specific, it was labeled 'slightly competent' and x-factor as highly competent. Over all resulted to moderately competent.

13. Majority of the statements under communication, leadership, pedagogy and team building in coaching competency under team sports were marked moderately competent. However, slightly competent in sports specific and highly competent in x-factor. Overall results showed moderately competent scale.

14. For the coaching practices of the respondents under individual sports, statements under before and during the completion were labelled 'mostly

often practice' while marked 'slightly practice' after the competition. Hence, overall results showed 'often practice' scale.

15. Majority of the statements under before and during the competition for coaching practices in dual sports were marked 'often practice' and most of the statements in after the competition were labeled as slightly practice. However, overall results showed 'often practice' scale.

16. For coaching practices under team sports, the same results in individual and dual sports, and team sports were marked 'often practice' specifically before and during the competition. Likewise, statements after the competition were labeled slightly practice. Overall results exhibited 'often practice' scale.

17. For the correlation between coaching competency and profile under individual sports, there is no significant relationship between coaching competency and their profile variates as enumerated in the objectives of the study.

18. For the correlation between coaching competency and profile under dual sports, seven profile were interpreted as moderate to high correlation such as: membership in organization to pedagogy, educational qualification, awards received as player and as coach, trainings attended in coaching and as specific sports coach to team building, and awards received as coach to x-factor.

19. As to the correlation between competency and profile variates under team sports, similar number of seven from the precedent correlation was found, to wit: sports being coach, trainings attended in coaching and as specific sports as to

leadership; trainings attended in coaching to sports specific; sports being coach, trainings attended in coaching and as specific sports to x-factor.

20. Correlation between coaching practices of the respondents under individual sports among profile variates was found to be statistically insignificant and has not something to do with each other.

21. Majority of the results in the relationship between coaching practices of the respondents under dual sports and their profile variates were statistically insignificant. However two correlation coefficients posted moderately high to high correlation such as sports experience as player as to before the completion and awards received as coach during the competition.

22. For the correlation between coaching practices by the respondents under team sports and their profile variates, 3 correlations among variates have high relationship such as educational qualification to coaching practices done before the competition and coaching practices done during the competition to sex and educational qualification.

23. Along correlation between coaching competency and coaching practices in individual sports, six correlations among variates were found to be statistically significant. These are x-factor to coaching practices done before the competition and communication, pedagogy, sports specific, team building and x-factor to coaching practices done after the competition.

24. For the correlation between coaching competency of the respondents under dual sports and their coaching practices, all the correlated variates have no significant relationship exist.

25. Similar with dual sports, no significant relationship was also found out in the correlation among coaching competencies of the respondents under team sports with their coaching practices.

Conclusions

The result of this study shows that the coaches in Samar Division during EVRAA Meet 2018 was moderately competent in any sports discipline in terms of communication, leadership, pedagogy and team building and seemed often practice in their coaching practices before, during and after the competition.

It was also found out that coach's profiles in individual sports are clearly not related to their coaching competency. Membership in organization is important in pedagogy. Educational qualification, awards received and trainings attended are also significant to competency in terms of team building.

Coaching practices in individual sports and coaches' profile have no correlation relative to each other. In dual sports, having an experience in sports was significant in coaching before the competition. Coach awards are also important and give additional impact in the continuous improvement of the coach leading to better performance during the game. Educational attainment of coaches was significant in coaching athletes during team sports competition.

Thus, this study also indicates that having an x-factor is important in practicing skills before the competition. Likewise, competency in communication, pedagogy, sports specific and team building impact greatly in practicing skills after the competition in individual sports. Coaching practices done before, during and after the competition is clearly not connected to the coaching competency level of coaches in dual and team sports.

Recommendations

After reviewing the findings and analyses of the results, the researcher recommends the following to improve the competency and coaching practices of the coaches.

1. Coaches and athletes may have enough and sufficient budget especially during the first practice up to the time of competition.

2. Athletes may have a conducive venue for trainings purposes.

3. Coaches in different sports discipline of the division are encouraged to venture appropriate practices in coaching before, during, and after the competition to improve their performance in athletic competition for different levels, from lower to higher meet.

4. The division is encouraged to conduct seminar workshop on standards coaching competencies focusing on communication, leadership, pedagogy, sports specific, team building wherein the coaches were less competent.

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APPENDICES

Appendix A

LETTER TO THE PRINCIPAL

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, City

December 2, 2018

MS. MARITES B. DACLES
Secondary School Principal III
San Jorge National High School
San Jorge, Samar

Dear Ma'am,

The undersigned is a student of the College of Graduate Studies of Samar State University, Catbalogan, City. I am pleased to inform you that the undersigned will be conducting her study entitled "**SPORTS COACHING COMPETENCIES AND PRACTICES IN SAMAR DIVISION** ".

It is in this connection that the researcher is humbly asking permission from your good office to administer her study with the division coaches during the EVRAA 2018 that was held in Calbayog City, as the respondents of the study. In this matter, the researcher will conduct her study during the SPAA Meet 2018 December 3 to 5, 2018.

We are hoping for your favorable action on this matter.

Respectfully Yours,

REA B. DACANAY
Researcher

ENGR. ESTIBAN MALINDOG, Ph.D.
Dean, College of Graduate Studies

FELISA E. GOMBA, Ph.D.
VP for Academic Affairs

RONALD L. ORALE, Ph.D.
VP for Research and Extension

Noted:

MARILYN D. CARDOSO, Ph.D.
University President

Appendix B

LETTER TO THE EPS/SPORTS DIVISION OFFICER

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, City

December 2, 2018

MARIZA S. MAGAN, ED.D.,CESO V
Schools Division Superintendent
Division of Samar

THRU: BALDWIN CALADES, BABON
EPS/Sports Division Officer
Division of Samar

Ma'am/Sir,

The undersigned is a student of the College of Graduate Studies of Samar State University, Catbalogan, City. I am pleased to inform you that the undersigned will be conducting her study entitled "**SPORTS COACHING COMPETENCIES AND PRACTICES IN SAMAR DIVISION** ".

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We are hoping for your favorable action on this matter.

Respectfully Yours,

REA B. DACANAY
Researcher

ENGR. ESTIBAN MALINDOG, Ph.D.
Dean, College of Graduate Studies

FELISA E. GOMBA, Ph.D.
VP for Academic Affairs

RONALD L. ORALE, Ph.D.
VP for Research and Extension

Noted:

MARILYN D. CARDOSO, Ph.D.
University President

Appendix C

LETTER TO THE COACH-RESPONDENTS

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan, City

December 2, 2018

_____
Coach
Samar Division

Greetings!

Ma'am,

The undersigned is a student of the College of Graduate Studies of Samar State University, Catbalogan, City. I am pleased to inform you that the undersigned will be conducting her study entitled "**SPORTS COACHING COMPETENCIES AND PRACTICES IN SAMAR DIVISION** ".

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We are hoping for your favorable action on this matter.

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REA B. DACANAY
Researcher

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Dean, College of Graduate Studies

FELISA E. GOMBA, Ph.D.
VP for Academic Affairs

RONALD L. ORALE, Ph.D.
VP for Research and Extension

Noted:

MARILYN D. CARDOSO, Ph.D.
University President

Appendix D

Questionnaires

Part I – Profile of the Coaches Respondents

DIRECTION: Please fill out the needed information which described your profile by simply putting "x" mark in each bracket [x].

NAME:_____(Optional)

1. AGE: _____

2. SEX:

[ ] Male

[ ] Female

3. Educational Qualification

	Degree	Major
Doctorate Degree	_____	_____
Doctorate Level	_____	_____
Masters Degree	_____	_____
Masters Level	_____	_____
College Graduate	_____	_____

4. Sports Experiences as Player

	Specify what Sports	Years of Experience	Specify Years (from year to year)	
☐ International Level	_____	_____	_____	_____
	_____	_____	_____	_____

☐ National Level

☐ Regional Level

☐ Provincial Level

☐ Division Level

☐ School Level

☐ Others
(Please Specify)

☐ Hobby

5. Sports Experiences as Coach

	Specify what Sports	Years of Experience	Specific Year(s) (from year to year)	
☐ International Level				
☐ National Level				
☐ Regional Level				
☐ Provincial Level				
☐ Division Level				
☐ School Level				
☐ Others (Please Specify)				

6. Awards received as a Player (Please specify also the sports where you received medals/awards)

	No. of GOLD	No. of SILVER	No. of BRONZE	Others (Please Specify)
Example: 2 | Basketball				Example: 1 | MVP in basketball
☐ International Level	_|_____	_|_____	_|_____	_|_____
☐ National Level	_|_____	_|_____	_|_____	_|_____
☐ Regional Level	_|_____	_|_____	_|_____	_|_____
☐ Provincial Level	_|_____	_|_____	_|_____	_|_____
☐ Division Level	_|_____	_|_____	_|_____	_|_____
☐ School Level	_|_____	_|_____	_|_____	_|_____
☐ Others (Please Specify)	_|_____	_|_____	_|_____	_|_____

7. Awards received as a Coach

	No. of GOLD	No. of SILVER	No. of BRONZE	Others (Please Specify)
Example: 2 | Basketball				Example: 1 | MVP in basketball
☐ International Level	_|_____	_|_____	_|_____	_|_____
☐ National Level	_|_____	_|_____	_|_____	_|_____
☐ Regional Level	_|_____	_|_____	_|_____	_|_____
☐ Provincial Level	_|_____	_|_____	_|_____	_|_____
☐ Division Level	_|_____	_|_____	_|_____	_|_____

☐ School Level _|_____ __|_____ __|_____ _|_____

☐ Others _|_____ __|_____ __|_____ _|_____
(Please Specify)

8. Sports being coached this year, 2018

Specify what Sports	Since when You are Coaching	No. of Teams Coached	Total No. of Athletes Coached
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. Trainings received about coaching

	No. of times Attended	Total No. of hours	Level of Trainings (International, National, Regional, Division, School-Based, Others)
2018	_____	_____	_____
2017-2015	_____	_____	_____
2015-back	_____	_____	_____

10. Trainings received for the specific sports as a coach (please specify what sports _____)

	No. of times Attended	Total No. of hours	Level of Trainings (International, National, Regional, Division, School-Based, Others)
2018	_____	_____	_____
2017-2015	_____	_____	_____
2015-back	_____	_____	_____

11. List membership of sports organizations

	Type of Membership
_____	Adviser ☐ Officer ☐ Member ☐ Others ☐
_____	Adviser ☐ Officer ☐ Member ☐ Others ☐
_____	Adviser ☐ Officer ☐ Member ☐ Others ☐

Part II - RESPONDENTS COACHING COMPETENCY

Direction: Below are the indicators to determine the respondents' competency on Sports coaching by checking the opposite side of each indicator using the following scale:

5 - Extremely Competent (EC)

4 - Highly Competent (HC)

3 - Moderately Competent (MC)

2 - Slightly Competent (SC)

1 - Not Competent at all (NC)

SPORTS COACHING COMPETENCIES CHECKLIST

(Moen & Fikse, 2011)

SPORTS COACHING COMPETENCIES					
CUMMUNICATION	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Can communicate in a clear and evident manner					
2. Communicate in a constructive manner					
3. Listens to athletes and arrange for mutual interaction					
4. Encourage the athletes to ask questions for better understanding.					
5. Understand the athletes and shares experiences.					
TOTAL					

SPORTS COACHING COMPETENCIES					
LEADERSHIP	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Makes decision fast when the athletes has					

a problem during the game					
2. Establish performing teams which together have complementary skills					
3. Give task to others in the team when it is needed					
4. Be able to be clear with regard to goals, strategies and consequences					
TOTAL					

SPORTS COACHING COMPETENCIES					
PEDAGOGY	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Knows the sports they are coaching					
2. Prepares trainings to achieve learning					
3. Athletes are organized and works are well planned.					
4. Focuses on the important tasks in instructing the athletes while on game.					
5. Ensures excellent performance like making the athletes to the top.					
TOTAL					

SPORTS COACHING COMPETENCIES					
SPORTS SPECIFIC	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Develops a clear and evident philosophy for training.					
2. Have an experience from international level.					
3. Have the knowledge about the best athletes in the world and their trainings.					
4. Analyzes the athlete's performance both technically, physically and mentally.					
5. Understand the sports specific demands at an international level.					

SPORTS COACHING COMPETENCIES					
TEAM BUILDING	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Involves both athletes and other team member					
2. A role model for the team's value base and attitude					
3. Be able to have the athletes in focus through all their actions.					
4. Understands the total situation for the athletes					
5. Arrange mastery experiences within the team.					
6. Understands total situation for the athletes.					

SPORTS COACHING COMPETENCIES					
X-FACTOR	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
1. Honest and trustful in every occasions					
2. Self aware in the role about strengths and weaknesses of the athletes					
3. A positive energy in the team, always					
4. Enthusiastic in his or her approach					
5. Appear with a natural authority through his or her actions.					
TOTAL					

Part III. COACHING PRACTICES

Sport: _____ (Please Specify what sports)

Direction: Below are the indicators to determine the respondents' practices on sports coaching by checking the opposite side of each indicator using the following scale:

5 - Always practiced (AP)

4 - Often practiced (OP)

3 - Sometimes practiced (SP)

2 - Rarely practiced (RP)

1 - Not practiced at all (NP)

Before the Competition					
Coaching Practices	**5 (AP)**	**4 (OP)**	**3 (SP)**	**2 (RP)**	**1 (NP)**
1. Identify competitive athletes to be trained					
2. Establish goals and make training and competition plan					
3. Have the athletes thorough physical examination before the first practice and obtain parental and medical releases					
4. Conduct fitness and conditioning training.					
5. Make final check of all equipment and athletes needs.					
6. Conduct warmed up, stretched in preparing for the competition.					

7. Check the proper shoes/attire for each event.					
8. Secure necessary requirements (parents consent/ waiver, medical certificate, schools' credential and among others)before joining the competitions.					
9. Provide dietary plan for the athletes.					
10. Provide enough and regular time for athletes training.					
11. Provide enough time for athletes training.					
Others (*Please Specify*):					

During the Competition					
Coaching Practices	**5 (AP)**	**4 (OP)**	**3 (SP)**	**2 (RP)**	**1 (NP)**
1. Encourage and support the athletes, but do not yell and scream.					
2. Keep calm and give positive reinforcement at the competition.					
3. Restrict coaching from the bleacher to positive comments that athletes can use at the time of competition.					
4. Tell parents to be supportive but not to coach athletes.					
5. Keep substitution simple. Have substitutes ready for relays in case of injuries or no-shows.					
6. Commit yourself to equal participation throughout the seasons.					

7. Give different athletes the chance to compete in new events for which they have trained.					
8. Be a coach who allows the athlete to progress a new level.					
9. Make sure that the athletes have plenty of fluids.					
10. Assess athlete's performance through observing their offense and defense throughout the game for intervention purposes.					
Others (Please Specify):					
After the Competition					
Coaching Practices	**5 (AP)**	**4 (OP)**	**3 (SP)**	**2 (RP)**	**1 (NP)**
1. Says "well done" or "good effort" to all athletes when appropriate.					
2. Collect all the equipment from each athlete.					
3. Conduct Cool down exercise after competition to prevent soreness.					
4. Reviewing the athletes' performances and gives some useful comments for the improvement.					
5. Conduct debriefing after the competition.					
6. Provide incentives for the athletes who won the game.					

Others (*Please Specify*):					
TOTAL					

Appendix E

RUBRICS FOR EVALUATING THE COMPETENCIES OF COACH-RESPONDNDENTS IN SPORTS COACHING

COMMUNICATION					
Indicators	5 Extremely Competent(EC)	4 Highly Competent(HC)	3 Moderately Competent(MC)	2 Slightly Competent(SC)	1 Not Competent(NC)
1. **Can communicate in a clear and evident manner (e.g., giving instruction to the athletes specially before, during and after the competition with influencing skills)**	Consistently communicate clearly in giving instruction to the athletes specially before, during and after the competition with influencing skills	Regularly communicate clearly in giving instruction to the athletes specially before, during and after the competition with slightly influencing skills	Regularly communicate but sometimes not clear in giving instruction to the athletes specially before, during and after the competition with slightly influencing skills	Occasionally communicate clearly in giving instruction to the athletes specially before, during and after the competition without influencing skills	Fails or cannot communicate clearly in giving instruction to the athletes at all.
2. **Can communicate in constructive manner (e.g., encourage and helps the athletes to develop or improve something instead of upsetting and negative comments or feedback)**	Consistently communicate in constructive manner like encourage and helps the athletes to develop or improve something instead of upsetting and negative comments or feedback.	Regularly communicate in constructive manner like helping the athletes to develop or improve something instead of upsetting and negative comments or feedback.	Regularly communicate in helping the athletes to develop or improve something but sometimes upsetting and give negative comments or feedback.	Occasionally helps the athletes to develop or improve their skills but upset the athlete and give negative comments/ feedback.	Cannot help the athletes in improving their skills and give negative feedback to the athletes.
3. **Listens to athletes and arrange for mutual interaction (e.g., e.g., when there is a questions to be clarified by the athletes or asking a favor)**	Always listens to athletes, arrange conflict for mutual relation	Often listens to athletes and arrange conflict within the group but not all the time.	Sometimes listens to athletes, and arrange conflict for mutual relation but not all the time.	Rarely listens to athletes, but do not arrange conflict for mutual relation	Do not listen to athletes allows misunderstanding within the group
4. **Encourage the athletes to ask questions for better understanding.**	Always encourage the athletes to ask questions for clarification and understanding.	Often encourage athletes to ask questions for better understanding.	Sometimes encourage the athletes to ask questions and give answers but not clear.	Rarely encourage the athletes to ask questions but do not give clear answers.	Do not allow athletes to ask questions.
5. **Understand the athletes and shares experiences. (athletes situation, or needs)**	Displayed a clear effort to understand the athletes and shares experiences to achieve deep understanding about the situation.	Displayed a mostly good effort to understand the athletes and shares athlete's experiences.	Displayed some effort in understanding the athlete and sometimes shares athlete's experiences.	Barely understand the athletes and sometimes shares the athlete's experiences..	Displayed no effort in understanding the athletes and never shares the athlete's experience.
TOTAL					

LEADERSHIP					
Indicators	5 Extremely Competent(EC)	4 Highly Competent(HC)	3 Moderately Competent(MC)	2 Slightly Competent(SC)	1 Not Competent(NC)
1. **Makes decision fast and can solve immediate problem during the game (or before and after the game)**	Consistently makes decision fast than expected and can solve immediate problem during the game.	Consistently makes decision fast and Can slightly solve some of the problem during the game	Occasionally provides decision but can slightly solve the problem during the game	Sometimes makes decision fast but cannot solve problem during the game	Cannot make decision when there is a problem during the game.
2. **Establish performing teams which together have complementary skills**	Perfectly establish excellent performing teams which together have complementary skills	Establish performing teams which mostly have complementary skills.	Establish performing teams but with an average skills only.	Establish a slightly performing team with minimal complementary skill.	Establish a not performing teams and don't have the skills
3. **Give task to all members of the team when it is needed**	Give task to all members in the team when it is needed	Gives task in most of the member of the team when it is needed..	Gives task to some members of the team members but with encouragement.	Barely gives task to some member of the team who are only interested.	Coach does not give task to the athletes.
`` 4. **Be able to be clear with regard to goals, strategies and consequences**	Coach goals, strategies and consequences are perfectly clear to the athletes.	Goals, strategies and consequences are mostly clear	Goals, strategies are sometimes clear but athletes do not know the consequences.	Goals and strategies are slightly clear to the athletes.	Goals and strategies are not clear to the athletes.
TOTAL					

PEDAGOGY					
Indicators	5 Extremely Competent(EC)	4 Highly Competent(HC)	3 Moderately Competent(MC)	2 Slightly Competent(SC)	1 Not Competent(NC)
1. **Knows the sports they are coaching (e.g., have the mastery of the game)**	Have the mastery and knowledge of the sports they are coaching, and can coach the athletes.	Have some mastery of the sports they are coaching and can coach their athletes.	Have a limited knowledge of the sports they are coaching; can coach the athletes.	Minimal knowledge of the sports they are coaching; can coach the athletes but with the help of the expert.	Doesn't know the sports they are coaching. Cannot coach the athletes alone.
2. **Prepares trainings to achieve learning**	Prepares trainings and training matrix 3 months ahead before the competition and strictly follow the matrix for the athletes,	Prepares training and training matrix 1 month ahead before the competition but often follow the matrix.	Prepares training 1 month ahead before the competition but sometimes follow it.	Prepares training but do not follow the training matrix.	Does not have training matrix for the athletes.
3. **Athletes are organized and works are well planned.**	Athletes are consistently fully organized and the works are well planned	Athletes are consistently organized and the coach works are occasionally well planned.	Athletes are sometimes organized and coach work is sometimes planned	Athletes are rarely organized and not focus on their work and the coach work is not planned	Athletes are not organized and coach work is not planned
4. **Focuses on the important tasks in instructing the athletes while on game.**	Focuses always on the important task for the athletes in instructing during the game	Often focus on the important task for the athletes in instructing during the game	Sometimes focus on the important task for the athletes in instructing during the game	Rarely focus on the important task for the athletes in instructing during the game	Not focus on the important task for the athletes in instructing during the game.
5. **Ensures excellent performance like making the athletes to the top.**	Ensures that the athletes have a 100% excellence performance like being champion in the competition.	Ensures that the athletes have a 66%-99% performance but athletes' got the 2nd to 3rd place in the game.	Ensures that the athletes have a 33%-65% performance and athletes got a place or above 5th place in the competition.	Athletes have a 1% - 32% performance but do not win the game.	Athletes have a worst/failure performance in the competition.
TOTAL					

SPORT SPECIFIC					
Indicators	5 Extremely Competent(EC)	4 Highly Competent(HC)	3 Moderately Competent(MC)	2 Slightly Competent(SC)	1 Not Competent(NC)
1. **Develops a clear training plan for the specific sports and have the knowledge on the basic theory in sports.**	Consistently develops a clear training plan for the specific sports and very knowledgeable on the basic theory in sports.	Regularly develops a clear training plan for the specific sports and have some knowledge on the basic theory in sports.	Sometimes develops a clear training plan for the specific sports and have limited knowledge on the basic theory in sports.	Rarely develops a clear training plan for the specific sports and have a minimal knowledge on the basic theory in sports.	Do not have a clear training plan for the specific sports and knowledge on the basic theory in sports.
2. **Have an experience from international level**	Always participated in an international level of competition in sports sport, as an athlete and as a coach.	Often participated in an international level of competition in sports sport, as an athlete.	Sometimes participated in an international level of sports competition but as an reserve only.	Sometimes participated in an international level of sports competition but as an observer only.	Don't have experience from international level of sports competition.
3. **Have the knowledge about the best athletes in the world and their trainings**	Have the 100% knowledge about the all best athletes in the world and their trainings.	Have the knowledge about the 5 best athletes in the world but only 5 athletes and slightly knowledgeable their trainings.	Have the knowledge about the 3 best athletes in the world but slightly knowledgeable about their trainings	Have the knowledge about the 1 best athletes in the world but do not know their trainings	Don't have the knowledge about the best athletes in the world and their trainings.
4. **Analyzes the athletes performance both technically, physically and mentally**	Consistently analyze critically the performance in different areas like technical, physical, tactically and mentally.	Analyze occasionally the performance in different areas like technical, physical, and tactically.	Analyze rarely the performance of athlete areas both technical, and physical only.	Able to analyze rarely the performance technically only.	Never analyze the athletes' performance. Of athletes.
5. **Understand the sports specific demands at an international level.**	Understand the sports specific demands at an international level.	Slightly understand the sports specific demands in the international level.	Slightly understand the sports specific demands at an international level and do not mind it..	Understand the sports specific demands but in national level only.	Do not understand the sports specific demands at an international level.

TEAM BUILDING					
Indicators	5 Extremely Competent(EC)	4 Highly Competent(HC)	3 Moderately Competent(MC)	2 Slightly Competent(SC)	1 Not Competent(NC)
1. **Involves both athletes and other team member in the work within the team. (e.g., helping each other)**	Athletes and team members were always involved in the work within the team and all have given the opportunity to contribute with his/her knowledge to the team.	Athletes and team members were often involved in the work within the team and some have given the opportunity to contribute with his/her knowledge to the team.	Athletes and team members were sometimes involved in the work within the team but only few have the opportunity to contribute with his/her knowledge to the team.	Athletes and team members were rarely involved in the work within the team and only few have the opportunity to contribute with his/her knowledge to the team.	Never involve the athletes and other team members in the work within the team.
2. **A role model, for the team's value base and attitude (e.g., on time, right approach, sportsmanship)**	Consistent role model regarding the rules of the team and evidently shown during his/her actions.	Regularly role model for the team, value base and attitude but often saw in his/her actions.	Sometimes role model, for the team's value base and attitude and rarely saw in his/her actions.	Sometimes role model, for the team's value base and attitude but never seen in his or her actions.	Not a role model for the athlete and the team.
3. **Be able to have the athletes in focus through all their actions (e.g., focus while on the game or in practice or while the coach is talking)**	Consistently have the athletes in focus through all their actions.	Regularly have the athletes in focus through all their actions but sometimes distracted.	Occasionally have the athletes in focus and easily distracted through all their actions.	Rarely, the athletes have slightly focus and easily distracted through all their actions.	Not able to have the athletes in main focus in everything.
4. **Understands the total situation for the athletes (like education, family situation, and leisure needs).**	Gives extremely importance and understanding to the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of.	Gives importance and understand the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of	Gives moderately importance and understand the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of	Gives slightly importance and understand the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of	Do not give importance and do not understand the total situation of the athletes.
5. **Arrange mastery experiences within the team. (e.g., master of the rules and regulation of the game)**	Consistently arrange mastery experiences within the team.	Often arrange mastery experiences within the team.	Sometimes arrange mastery experiences within the team.	Arrange very little mastery experiences within the team.	Do not arrange mastery experiences within the team.
6. **Understands total situation for the athletes.**	Gives extremely importance and understanding to the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of.	Gives very importance and understand the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of	Gives moderately importance and understand the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of	Gives slightly importance and understand the athlete's total situation of the athletes like education, family situation, and leisure needs. Thus the athlete's situation must be taken care of	Do not give importance and do not understand the total situation of the athletes.

X-FACTOR					
Indicators	5 Extremely Competent(EC)	4 Highly Competent(HC)	3 Moderately Competent(MC)	2 Slightly Competent(SC)	1 Not Competent(NC)
1. **Honest and trustful in every occasions (e.g., true to his/her feelings,**	Completely honest and trustful in every occasions	Somewhat honest and trustful in some occasions.	Slightly honest and trustful but sometimes lie in some occasions.	Slightly honest but not trustful to the athletes.	Not honest and trustful to the athletes.
2. **Self aware in the role about strengths and weaknesses of the athletes**	Definitely aware in the role about strengths and weaknesses of the athletes all the time.	Probably aware in the role about strengths and weaknesses but to some athletes.	Probably aware in the role about strengths but not the weaknesses of the athletes.	Somewhat aware in the role about the strengths of athletes and not aware of the athletes weaknesses.	Not aware in the role about strengths and weaknesses of the athletes.
3. **A positive energy in the team, always**	Always a positive energy in the team.	Often, a positive energy in the team.	Sometimes, a positive energy in the team wins or loses but simply show discontentment.	Rarely positive energy in the team but to those winning moments only.	Always negative in the team.
4. **Enthusiastic in his or her approach**	Shows very strong excitement in his/her approach	Shows strong excitement in his/her approach	Shows excitement in his/her approach	Shows weak excitement in his/her approach	Shows unenthusiastic in his/her approach
5. **Appear with a natural authority through his or her actions (act determined and controlled in the role as a coach).**	Always appear with a natural authority through all his or her actions.	Appear with natural authority through some his or her actions	Appear with natural authority but not all his or her actions	Sometimes appear with natural authority and not all his or her actions.	Appears bossy in all his or her actions.
TOTAL					

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Rea Bardaje Dacanay
Age	:	30
Civil Status	:	Married
Birthday	:	December 22, 1987
Birth Place	:	Brgy. Igang-Igang, Sta. Rita, Samar
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Station	:	San Jorge National High School San Jorge, Samar
Teaching Experience	:	3 Years and 6 Months In Deped

EDUCATIONAL BACKGROUND

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SECONDARY	:	Igot National High School Igot, Villareal, Samar 2000-2004
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COURSE/MAJOR	:	BSED-MAPE 2008-2014
MASTERS CURRICULUM PURSUED:	:	Samar State University MAED-MAPE0 Catbalogan City, Samar 2016-2019

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