

## Competence of Sepak Takraw Coaches in the Division of Pangasinan II

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*Abstract* — This study assessed the competence of Sepak Takraw coaches among the schools in the 6th District of SDO Pangasinan II. It employed a descriptive method of research with a survey questionnaire. Specifically, it identified the level of competence of the coaches along philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communications, skills and tactics, organization and administration, and evaluation. Significant relationships and differences were identified. Findings show that the respondent coaches were predominantly females, 36-45 years old: Master's degree holders, Teacher III, 6-10 years in service, had 1-3 training related to Sepak Takraw or sports, and members of the national/regional/division association of Sepak Takraw coaches. The coaches' levels of competence were all highly proficient along the eight domains of coaching; philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, skills and tactics, organization and administration, and evaluation.

*Keywords* — *Competence, Domains of Coaching, Philosophy, and Ethics.*

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### I. Introduction

Sports development is one of the priority concerns of the government which is heightened in Section 17 of the 1987 Philippine Constitution, which mandates that: "The state shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate progress, and promote total human development." Further, RA 4440 or "The Revised Philippine Sports Commission Act of 2011" promotes the development of sports in the country. It envisioned that the declared policy might reasonably be achieved but also to give pride, honor, and glory to the country through a unified national sports promotion and development program.

Before the onset of the new normal caused by Covid-19, schools were preparing well for the regional and national sports competitions. These sports competitions keep all the coaches and players busy practicing and preparing in all aspects needed in the competition. These also brought

pressure and challenges to the athletes and sports officials but most especially to the coaches. It is usually equated that the performance of athletes is significantly accounted for by the competence of their coaches. It is then imperative for coaches to do their best in training their athletes and win in the different competitions.

There are existing factors that could affect the performance of athletes. One of which is the level of competence of the coach in charge of the team. Coaches find ways to cope with these factors to become the best at what they do and maximize the potential of their team. While many coaches attended training and seminars on how to improve their coaching competence, still one coach would always be better than the other. There will always be a loser and a winner. Losing or winning is always related to the competence of the coach. It was evaluated on how he had performed his role and duties as a coach. A coach is said to be competent if he wins in competitions.

As per the researcher's observation, there are problems faced by coaches, such as the delivery of training to athletes. Issues also arise when coaches are not an expert in the event. The schools and the division would instead hire trainers that would cater to the training needs of the athletes. Coaches then are left behind as assistants to the trainers, specifically on the preparation of documents and necessities of athletes such as training venues, sports supplies, and equipment. This leads to less respect for the coaches' capability most especially on the training side of the athletes. This situation would also lead to low morale on the part of the coaches. A coach plays the most vital role in defining the performance of their athletes. It is his duty to push his athletes to their best condition whether physically, mentally, spiritually, or emotionally to maximize their talents. The coach's negligence to perform such things would surely lead to failure. A coach is responsible for understanding the impact of his coaching competence on the performance of their athletes. The coaching competence of any coach results in either positive or negative effects on his team or athletes.

For two years now, sports events have been canceled because of the covid-19 pandemic. The new normal setting caused by the pandemic disabled the continuation of sports activities as well as many other face-to-face activities. This situation is indefinite, but surely, it will take more years before things can go back to the old normal. While these sports activities must still have to freeze, coaches should not stick to themselves but instead know their strengths and weaknesses and improve their coaching competence.

Given the previous scenario, the researcher conducted a study that focused on the competence of sports coaches, particularly Sepak Takraw coaches in the 6<sup>th</sup> district of SDO Pangasinan II. This study identified the level of competence of the coaches in the selected four domains of coaching. The result of this study served as a basis for future dealings of coaches concerning the improvement of their competence and performance in sports. An enhancement coaching program was proposed, which could be of use for coaches and technical officials in dealing with sports activities while improving the performance of their athletes. This is a ready reference for anyone inclined with sports coaching.

## Literature review

### Competence of the Sepak Takraw Coach

Competence is the quality or state of having sufficient knowledge, judgment, skill, or strength as for a particular duty or in a particular respect (Merriam-Webster). So, the success of any athlete can be anchored on how the coach manages his play. It can never be a one-person team. It is always teamwork between the coach and the athlete. It is also necessary that the relationship should have been tested with the correct combination of style and execution. Moen et al. (2014) noted the primary role of the coach is to help their athletes to improve their performance. In many situations, once an athlete has begun their journey of participating in competitive sport, they will spend most of their time with their coach. Not only does a coach have the responsibility of taking the traditional role over a team or group of athletes, teaching technical skills, and in most cases winning; they have the burden of motivating athletes, supporting them, and enabling them to fulfill their fullest potential (Hyun-Duck & Cruz, 2016).

Coaches play a vital role in the performance of their athletes. In the study of Panganiban et al. (2019) on the factors influencing the sports involvement of sepak takraw athletes found out that coaches were able to identify the weaknesses and strengths of the players and their needs. Thus, it has been recommended that the school may initiate seminars and training such as the Sepak Takraw sports clinic, not only for athletes but also for coaches. Further, the study of Chen et al. (2018) provided crucial insights into the physiological profile of sepak takraw players that could reinforce talent detection and identification, performance appraisal, and improvement metrics. This only shows that coaches should also be aware of such details to deliver the needed support to their athletes.

### Coaching Domains

The revised standards for Athletic Coaches are organized into eight (8) domains of coaching competencies and standards. It identifies the necessary skills and knowledge every coach needs to have, and it describes the significant coaching responsibilities (NASPE, 1995). Domain 1: Philosophy and Ethics reflect the reorganization and prioritization of standards that clearly articulate the importance of athlete-centered coaching philosophy and professional accountability for fair play. Domain 2: Safety and Injury Prevention maintains the core standards of coach responsibility for providing safe conditions and appropriate actions when emergencies arise. It also addresses the need for coaches to know how effectively participate as part of the sports team. Domain 3: Physical conditioning focuses on an updated and more behavioral description of coaching responsibilities in the areas of physiological training, nutrition, and maintaining a drug-free environment. The vital role of conditioning exercise plays in preventing and recovering from injuries. Domain 4: Growth and Development maintain the importance in the scope of coaching responsibilities which clearly identify developmental considerations in designing practice and competition to enhance the physical,

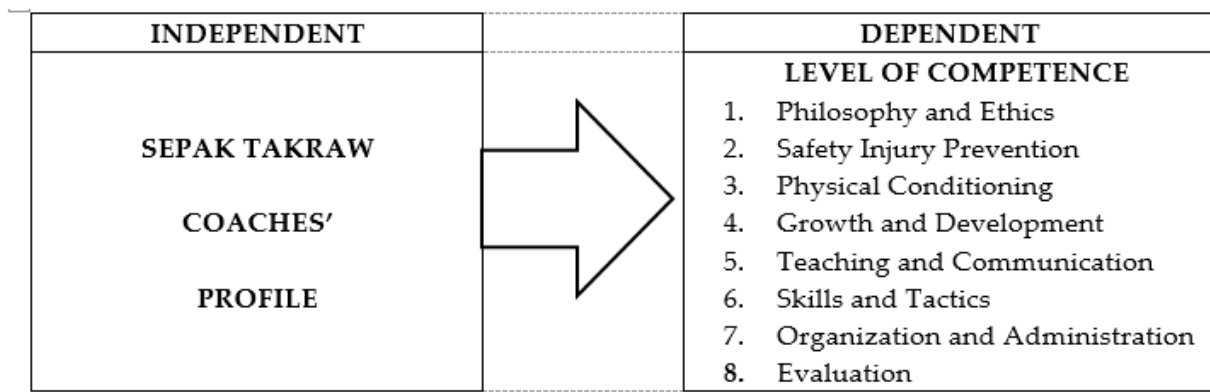
social, and emotional growth of the athletes. In this area, it identifies the coach's role in creating an elusive learning environment that leads all athletes to feel welcome and supported and to have experiences that foster leadership skills. Domain 5: Teaching and Communication identify standards for sound instructional strategies and interpersonal behavior of the coach. Emphasis was placed on individualizing instruction, empowering communication skills, and using good management techniques in designing practices. While effective instruction should enhance athlete motivation, additional attention was drawn to the critical influence coaching behavior plays in developing self-determined and satisfied athletes and making coaches aware of their role in mitigating bullying and harassment in the sports environment. Domain 6: Sports Skills and Tactics focus on the need for coaches to have basic sports knowledge and be able to apply it to the competitive environment. Emphasis was placed on planning that is age-appropriate, sequential, and progressive. It highlights coaches' role in making tactical and personnel decisions during competition and includes definitive expectations for scouting and game analysis. Domain 7: Organization and Administration identify how the coach provides resources in the daily operation and management of the sports program. It includes risk management responsibilities as well as effective use of human and financial resources. Coaches play an important role in sharing administrative duties with any number of other stakeholders in maximizing the sports experiences. Domain 8: Evaluation captures the numerous assessment skills necessary to be an effective coach. It also identifies the ongoing evaluation responsibilities of a coach in areas such as personnel selection, the on-time reflection of practice effectiveness, progress toward individual athlete goals, game management, and program evaluation. Creating a meaningful evaluation process for self-reflection and professional growth is also included in this area.

### **Theoretical framework**

This study was anchored to the Effective Coaching Model (Bennie and O' Connor, 2011) which states that the three overarching concepts of the model are the coach, coaching skills, and the environment. Each concept interacts continuously to produce effective coaching in which players learn and develop. The three concepts are subdivided into eight categories of effective coaching, but all are contingent on each other. The coach has two categories: personal coach characteristics and coach philosophy. The coach's features, technical/tactical knowledge, and philosophy provide a background to their beliefs. These emphasize the unique coach qualities, knowledge, and approach to coaching which dictate how a coach directs their team. The coach's personal characteristics, knowledge, and philosophy have a significant impact on the coach's perceived effectiveness because if the coach's beliefs and personal makeup do not resonate with the players' preferences, the players are likely to lose respect for the coach and render him ineffective.

The theory used by the researcher dealt with the competence of the coaches which is relevant to the present study. Both have a common purpose which is to determine the level of competence of Sepak Takraw coaches.

The paradigm below shows how the coaches of Sepak Takraw affect the level of competencies in the eight domains, namely, Philosophy and Ethics, Safety and Injury Prevention, Physical Conditioning, Growth and Development, Teaching and Communication, Sports Skills and Tactics, Organization and Administration, and 8) Evaluation.



## II. Methodology

This study used the descriptive method of research. According to Calmorin (2010) descriptive method is used when the study focuses on the present situation. The purpose is to find new truth. It is valuable in providing facts on which scientific judgment may be based in providing essential knowledge about the nature of objects and persons; for closer observation into practices, behavior, methods, and procedures; in playing a large part in the development of instruments for the measurement of many things; and in formulating policies in the local, national, or international level. This method of research involves comparison or contrast and attempts to discover significant differences and relationships between existing variables. The study employed a survey questionnaire. The questionnaire was uploaded as google forms. Frequency counts and percentages were used to determine the profile of the respondents. The weighted mean was used to determine the level of competence of sepak takraw coaches.

### III. Results and Discussion

#### Profile of the Coaches

The table below shows the data on the profile variables, sex, age, highest educational attainment, position, length of service, and the number of seminars or training attended.

Variable	Variable Category	Frequency	Percent
Sex	Male	25	35.7
	Female	45	64.3
	Total	70	100.0
Age	25 and below	5	7.1
	26-35	19	27.1
	36-45	36	51.4
	46 and above	10	14.3
	Total	70	100
Highest Educational Attainment	BS/AB	11	15.7
	Master's Unit Earner	28	40.0
	Master's Degree Holder	31	44.3
	Total	70	100.0
Length of Service	1-5 years	15	21.4
	6-10 years	27	38.6
	11-15 years	20	28.6
	16 years and above	8	11.4
	Total	70	100.0
Position	Teacher I	14	20.0
	Teacher II	4	5.7
	Teacher III	49	70.0
	Master Teacher I	3	11.4
	Total	70	100.0
No. of Seminars or Trainings Attended	1-3	25	35.7
	4-6	23	32.9
	7-9	5	7.1
	10 and above	17	24.3
	Total	70	100.0

**Sex.** The respondent coaches are predominantly females. There are 25 males or 35.7 percent and 45 females or 64.3 percent. This is not a typical situation in the sports activities which are mostly dominated by males. But still, it is also starting to change because female teachers are



now adapting to all the activities in sports. This can be easily seen in the difference in the number of male against female sports coaches in Sepak Takraw.

**Age.** More than half of the respondents belonged to the 36-45 years age bracket, 36 or 51.4 percent. There are 19 or 27.1 percent belonging to 26-35 years old, 10 or 14.3 percent under the 46 and above ages, and only 5 or 7.1 percent are 25 and below ages. This result implies that respondents are mature and have enough experience in teaching or in sports per se. Very few are neophytes considering that there is a small number belonging in the first years of education. This implies better outputs as coaches in sports, particularly in Sepak Takraw.

**Highest Educational Attainment.** The majority of the respondents, 31 of them or 44.3 percent, are Master's degree holders, 28 or 40 percent have some units leading to a Master's degree, and 11 or 15.7 percent are Bachelor's degree holders. The result only implies that the respondents aimed for their professional development as most of them have pursued post-graduate studies. The respondents look forward to improving themselves in their chosen field or career path, but they must continue their post-graduate studies by taking a doctoral degree.

**Position.** The majority of the respondent-teachers, 49 or 70 percent of them are Teacher III, 14 or 20 percent are Teacher I, 4 or 5.7 percent are Teachers II, and only 3 or 4.3 percent are Master Teacher I. The result shows that most of the respondents are still in the prime of their teaching career considering that majority belonged to the Teacher III position. These teachers are most likely prepared for ranking and waiting their time for promotion to master teacher positions once there are the opening items.

### Level of Competence of Sepak Takraw Coaches

Domains	Mean	Interpretation
Growth and Development	3.66	Highly Proficient
Teaching and Communication	3.64	Highly Proficient
Safety and Injury Prevention	3.64	Highly Proficient
Evaluation	3.61	Highly Proficient
Physical Conditioning	3.59	Highly Proficient
Organization and Administration	3.58	Highly Proficient
Philosophy and Ethics	3.56	Highly Proficient
Skills and Tactics	3.56	Highly Proficient
<b>OWM</b>	<b>3.61</b>	<b>Highly Proficient</b>
<i>Legend: 3.26 – 4.00 Highly Proficient</i> <i>2.51 – 3.25 Proficient</i> <i>1.76 – 2.50 Slightly Proficient</i> <i>1.00 – 1.76 Least Proficient</i>		

The above table shows that the level of competence of the Sepak Takraw coaches in the 6<sup>th</sup> District of SDO Pangasinan II are all highly proficient along the eight (8) domains of coaching competencies: Philosophy and Ethics, Safety and Injury Prevention, Physical Conditioning, Growth and Development, Teaching and Communication, Skills and Tactics, Organization and Administration, and Evaluation. This means that the coaches showed professionalism and mastery in the practice of their coaching. Hence, it is considered that the proficiency of coaches with respect to the eight domains reflected their overall performance in competitions. It then implies that the coaches were winners in competitions.

#### **IV. Conclusion**

This study has two conclusions. First, the respondent coaches are predominantly females, 36-45 years old: Master's degree holders, Teacher III, 6-10 years in service, had 1-3 training related to Sepak Takraw or sports, and members of the national/regional/division association of Sepak Takraw coaches. Second, the coaches' levels of competence are all highly proficient along the eight domains of coaching; philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communications, skills and tactics, organization and administration, and evaluation.

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