

STRATEGIES IN VOLLEYBALL: ENHANCED COACHING CAPABILITIES OF A COACH

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Abstract: Sports is very useful to all mankind. Sport builds the foundation and the relationship of different individuals. They learn how to fight as one. They have one aim and goal to achieve. As defined, sports are usually competitive physical activities or games which through casual or organized participation, aim to use and maintain physical ability skills while providing enjoyment to participants and in some cases entertainment for spectators according to the book of coaching youth volleyball. Most of the Filipinos, nowadays are involved in any sports activity even actors, actresses, models, politicians and ordinary persons. They use this as their way in coping stress and enjoying their free time and most importantly is to keep their body healthy and stay in shape. Sports include medical management of medical problem associated with physical activity and exercises. Persons who are engaged in different sports have the high percentage to achieve a good and healthy body. Sports are activity involving physical exertion and skills in which an individual or team competes against each other. There are two kinds of sport the individual dual and team sport. Individual sports are played by one person like athletics and arnis, badminton, chess, table tennis, lawn tennis and athletics while the team sports are those games that are played by two or more person like football, basketball and volleyball. The researcher selected the coaching strategies in volleyball to identify the coaches' contributions to athletic development. The researcher believes that some of the coaches especially in the secondary schools are not capable in teaching volleyball but still appointed to coach the game. In addition, the researcher also believes that sports in the present time should be considered as one of the tools in identifying athletic development. According to the Stacy Zeiger (2010) being a teacher and a coach requires a lot of time and sacrifices. When you coach you can have the opportunity to interact with students differently that you interact with them in the classroom. Sometimes when you are a teacher and a coach you are focusing in teaching rather than in coaching especially when you are not interested into sports or the teacher - coach has different roles and have a lot of works to do so that he can't focus on sports itself. The researcher conducted this study to identify if the teacher - coach in secondary schools in Cabanatuan City are effective especially in sports' coaching. The researcher believes that a specific and well-planned practice, training, competition and recovery regime will ensure optimum development throughout an athlete's career. Ultimately, sustained success comes from training and performance of the athletes over the long-term rather than winning in the short-term. There is no shortcut to success in athletic preparation. Over emphasizing competition in the early phases of training will always cause shortcomings in athletic abilities later in an athlete's career. (Balyi, Hamilton, 2007) Hence, this study was conducted. In order to measure the relationship of coaching capabilities of coaches and the perception of athletes in their coaching strategies, 63 are athletes and 15 selected coaches of volleyball were considered respondents. The descriptive method of research was used as the method of research. All the findings are not significantly related to the assessment of coaches assessed by themselves and by their athletes. The coaches represent many different impacts on the sports system. Coaches are teacher, sports administrators, mentors, role models, friends and leaders in volleyball community.

Keywords: Enhance Coaching Capabilities, Strategies in Volleyball.

I. INTRODUCTION

Most of Filipinos nowadays are involved in many different sports activities even actors, actresses, models, politicians and ordinary persons. They use this as their way in coping with stress and enjoying their free time and most importantly, keeping their body healthy and stay in shape. A sport is very useful to all mankind. Sport builds the foundation and the relationship of different individuals. They learn how to fight as one and have one goal to achieve. As defined, sports are

all forms of usually competitive physical activities or games which through casual or organized participation, aim to use, maintain physical ability skills while providing enjoyment to participants and in some cases entertainment for spectators according to the book of coaching youth volleyball Jakl P. (2008).

Moreover, sports have its benefits, one of which is medical management for health problem associated with physical activities and exercises as Walter R. Frontera (2007) stated. Persons who are engage in different sports have the high percentage to achieve a good and healthy body. Frontera (2007) added that in sports there are two kinds: individual and dual/team sport. Individual sport is played by one person like athletics, arnis, badminton, chess, table tennis, lawn tennis and other physical form of competition while the team sports are those games that played by two or more person like football, basketball and volleyball.

Article XIV, section 19 of the 1987 constitution of the Republic of the Philippines states that it shall promote physical education and must encourage sports programs, league competitions and amateur sports, including training for international competition to foster discipline, team work and excellence for the development of healthy citizenry. Volleyball is one of the areas of concern in Physical Education. According to Long-Term Athletic Development of Canada (LTAD-2007) Physical activity is essential for healthy child development. They also give emphasis to the other benefits of physical activity to children like it enhancing the development of the brain function, coordination, social skills, gross motor skills, emotions, leadership and imagination. So when you are developing an athlete you are not just developing their skills but also their whole being. And also you are helping to build self-confidence and positive self. The child must have proper training to be able to be the best in a specific field but training is usually considered one of the most critical elements in athlete development. An athlete must have regular, appropriate and high quality training over a period of many years; it is almost certain that they will fall short of achieving their ultimate potential and not receive maximum benefit from their sporting experiences based on Core Concept and Labs in Physical Fitness and Wellness (2009).

According to Professor Julio B. Santarin (2010) that coaching is the most frequently utilized to include a wide range of activity, usually to help somebody to prepare for something. In sports, coaching is helping and developing athletes to boost their talent. It is also recognizing, understanding and supplying for the other needs of the athletes such as social and emotional as well as more apparent needs related to sports and competitions. As Manto and Mayor (2013) wrote that coaching is a craft that is best learn through practical experience, developing effective relationship with athletes and by application of knowledge. In addition, based on the concept of James Walters (2010) stated the six coaching strategies that has a large effect on the development of the athlete this are the following; a. Have a game plan b. Associate game plan with individual's goals c. Do drills d. Put people in roles that suits their aptitude e. Use appropriate communication modes and content and f. celebrate.

Coaches represent many different roles to many different people and have a significant impact on the sport system. It might be the teachers, sport administrators, mentors, role models, friends, and leaders in the volleyball community. They usually have the most direct contact with the participant and the most influence on their development in sports. Coaches contribute significantly to the development of the athlete. Good coaching is fundamental to a successful sport system by becoming a valued member of the community; good coaches can share the positive aspects of an active lifestyle. They must be equipped with the necessary coaching and personal skills to develop players to their full potential.

Coaches might be classified into matching coach and developmental coach. The main objective of match coaching is to win the match by managing a team's strategy; the coach constructs drills that stimulate match situations while the developmental coaching emphasizes player's development through the reinforcement of basic skills during exercise known as drills. The developmental coach is the one responsible for making a player more skilful and knowledgeable in their chosen sports. The player undergoes series of training on the following phases: off- season, pre- season, on- season and transition.

The researcher believes that a specific and well-planned practice, training, competition and recovery regime will ensure optimum development throughout an athlete's career. Ultimately, sustained success comes from training and performance of the athletes over the long-term rather than winning in the short-term. There is no shortcut to success in athletic preparation. Over emphasizing competition in the early phases of training will always cause shortcomings in athletic abilities later in an athlete's career. (Balyi, Hamilton, 2007) Hence, this study was conducted.

2. RESEACH METHOD

The descriptive survey method was applied in this study to provide descriptive information about the coaching strategies in volleyball; the relationship of the profile variables of coaches in volleyball in the division of Cabanatuan City; and the respondents knowledge in the game volleyball will be enriched that will benefit the athlete.

According to Shields and Rangarjan (2013), descriptive research is used to describe characteristic of population or phenomenon being studied. It does not answer questions about how/ when/ why the characteristics occurred. Rather it addresses the "what" question. Researchers conducted descriptive study to be close to their data and to the surface of words and events. Descriptive design typically is an eclectic but reasonable combinations sampling, data collection, and analysis and re- presentation techniques.

3. THEORETICAL FRAMEWORK

It is very important to understand the significance and implications of strategic plan. The Ontario Volleyball Association of Canada, (OVA 2010) began to renew strategic planning and implementation and review of governance structure in May 2010. In order to fulfil its mandate, the OVA retained the executive- consulting firm management strategies group, to lead it through this process and sought wide input from its stake holders.

Based on the concept of James Walters (2010) stated the six coaching strategies that has a large effect on the development of the athlete this are the following;

a. Have a game-plan: A clear vision and action plan ensure that all "athletes" are focused on the same end-result. As the coach, this will help you more quickly see when the group is off-course and needs to re-calibrate its efforts. What happens if you lack a vision and action plan? Just imagine a football coach trying to coordinate each player's movements without a predetermined play.

b. Associate the game plan with individuals' goals: A personal coach is only as effective as the athlete is motivated. A coach can recommend approaches and tools

until he is not right for the position, but if the client isn't genuinely foc used on attaining the expressed goals (rather, his boss told him to go to the coach), little change will be made.

c. Do drills: Isolate the key skill is required to succeed, and develop exercises that hone those specific skills through practice. For example: Rarely (if ever!) will someone give a presentation in front of a mirror. And yet, isolating the skill to "wear" a comfortable expression and posture, and practicing in front of a mirror, builds those talents for real presentations.

d. Put people in roles that suit their aptitude: Discuss natural propensities with your employees. Learn what they like to do and why. Suggest new or modified roles for individuals. Fill talent voids in your organization, as opposed to filling an open job title. Don' t be afraid to give someone new responsibilities or roles if he demonstrated traits, A vocal coach, for example, will shift a student with a low singing voice out of the soprano section and into the alto section. Singing out of range damages the student's voice and reduces the quality of the chorus' sound.

e. Use appropriate communication modes and content: The best coaches in any arena know how to mold their communication style and content to befit the person they are coaching -- leading to greater understanding, better rapport, and longer retention. This applies to word choice, voice tone, personal space boundaries, and the way you explain required actions and expectations. For example: When explaining how to cup your hands properly when swimming, a coach might toss out all explanations and visuals directly relating to swimming and instead say, "Pretend you're petting a cat." Since they have stroked a cat before, the person will better understand how to use the correct swimming form.

f. Celebrate: Achieving goals and surpassing milestones deserve credit. Celebrating these accomplishments underscores the value that each person brings to the table and confirms expected behaviours, all while serving as motivators for future learning.

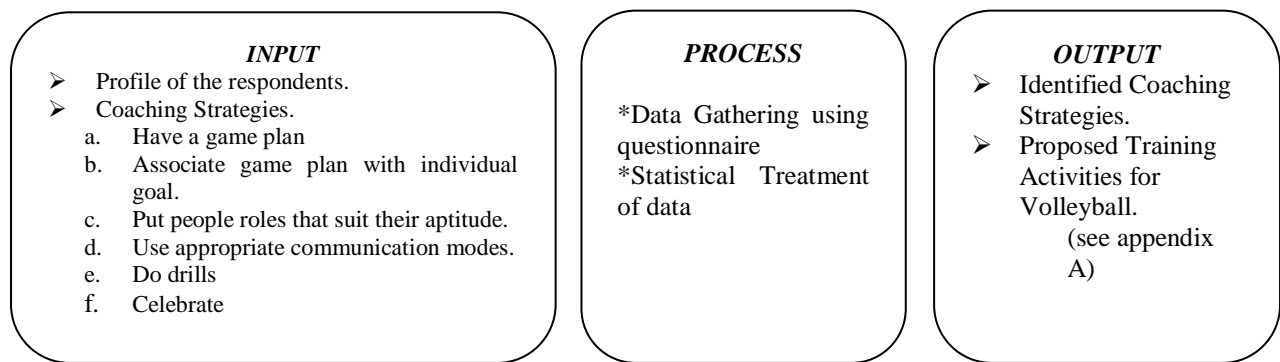


Figure I: Research Paradigm

Respondents of the Study

The respondents of this study are the athletes and coaches in the selected secondary schools in Cabanatuan City. The said respondents are composed of 15 coaches and trainers. Each coach will be asked to answer the questionnaire. The researcher will use total enumeration procedure. Specifically, the researcher will identify the respondents according to their schools that they represent.

Statistical Treatment of Data

The data to be gathered in this study was tabulated and analysed using the frequency and percentage distribution of the result in the answers of the respondents. The researcher used the following statistical tools to treat the data gathered in order to answer the questions identify in the study. Microsoft Excel was used in tallying the data gathered from the questionnaires. To describe the profile of the respondents, frequency count and percentages were used. For the assessment of the coaching strategies of the coaches, weighted mean was used and the following Likert scale was used:

Weighted Mean	Verbal Description
3.40 – 4.00	Always
2.60 – 3.39	Often
1.80 – 2.59	Sometimes
1.00 – 1.79	Never

To determine, if there is significant difference between the responses of the coaches on their coaching strategies and how they were assessed by their athletes, t-test was used. To determine if there is relationship between the profile of the coach-respondents and their assessment of their coaching strategies, Spearman rho was used.

The Spearman Rho- SPSS (Statistical Package for Social Science), a non- parametric test was used to determine the significant relationship between the profile of the respondents and the cycle of training. Since the researcher's study involved 15 coaches from different colleges and universities in Nueva Ecija, they answered questions regarding the coaching strategies and training program in the cycles of training. The data were nominal, simple statistical tools like the frequency counts, percentage, weighted mean, spearman rho and the ranking system was used in the presentation, analysis and interpretation of data.

4. LITERATURE REVIEW

According to Long-Term Athletic Development of Canada (LTAD-2007) Physical activity is essential for healthy child development. They also give emphasis to the other benefits of physical activity to children like it enhancing the development of the brain function, coordination, social skills, gross motor skills, emotions, leadership and imagination. So when you are developing an athlete you are not just developing their skills but also their whole being. And also you are helping to build self-confidence and positive self. The child must have proper training to be able to be the best in a specific field but training is usually considered one of the most critical elements in athlete development. An athlete must

have regular, appropriate and high quality training over a period of many years; it is almost certain that they will fall short of achieving their ultimate potential and not receive maximum benefit from their sporting experiences based on Core Concept and Labs in Physical Fitness and Wellness (2009).

They need always to be encouraged and be involved in the physical development of their children as well as educated them on its concept. Officials perform a vital role in sport and with the growth in the popularity of volleyball the demand for officials and coaches is increasing. We need to place an emphasis on recruiting new, young officials into the system, retain those who are in the system, and improve recognition programs to create better awareness for the vital service they provide within the volleyball. On the other hand, few structured training opportunities exist for athletes and most athletes are left on their own to plan, organize, and deliver their own training. In many regions, the pick-up game has become the primary means of training and preparation for competition. These training preparations for competition are done through coaching.

According to Professor Julio B. Santarin (2010) that coaching is the most frequently utilized to include a wide range of activity, usually to help somebody to prepare for something. In sports, coaching is helping and developing athletes to boost their talent. It is also recognizing, understanding and supplying for the other needs of the athletes such as social and emotional as well as more apparent needs related to sports and competitions. As Manto and Mayor (2013) wrote that coaching is a craft that is best learn through practical experience, developing effective relationship with athletes and by application of knowledge.

In addition, based on the concept of James Walters (2010) stated the six coaching strategies that has a large effect on the development of the athlete this are the following; a. Have a game plan b. Associate game plan with individual's goals c. Do drills d. Put people in roles that suits their aptitude e. Use appropriate communication modes and content and f. celebrate. Coaches represent many different roles to many different people and have a significant impact on the sport system. It might be the teachers, sport administrators, mentors, role models, friends, and leaders in the volleyball community. They usually have the most direct contact with the participant and the most influence on their development in sports. Coaches contribute significantly to the development of the athlete. Good coaching is fundamental to a successful sport system by becoming a valued member of the community; good coaches can share the positive aspects of an active lifestyle. They must be equipped with the necessary coaching and personal skills to develop players to their full potential.

Coaches who are open- minded and embraced new ideas and giving his time to keep with fact- based finding and developments are more likely to enjoy the long-term continuous development of their athlete. They need to have the right qualifications and training in order to effectively deliver their services especially when young people are involved and if we wish to optimize their impact on the sport system. Coaches may continue their master's degree for their professional growth and aside from professional growth studies shows the higher the educational degree the higher the vocational self-esteem he/she has. Efficient management demands full understanding of the person itself and belief in the objective of the athlete. Today's strategies are developed that may help an athlete. That is the time we need a well-educated person and they are known as the coach.

The coach is the one who motivates the athletes. Being a great athlete, he must learn how to behave and discipline himself. Every event and game participation is a recreational activity that requires a change for one's daily routine work. For young, it is the most enjoyable activity after class hour. Effective administrators and volunteers play an essential and pivotal role in successful organizations, clubs, and events. Improved recognition for their efforts is crucial long-term if we want to continue to attract and retain good administrators and volunteers.

If we are going to design a training program, the movements can be performed according to your training module not just an activity, we can based it on what skills you want to develop among the athlete. The athlete can develop a personal style that is efficient. Personal interpretation of movements or personal movements can be combined by the coach or athlete into unique patterns. Whatever the coach might be, they must know the different duties and respective responsibilities.

Coaches might be classified into matching coach and developmental coach. The main objective of match coaching is to win the match by managing a team's strategy; the coach constructs drills that stimulate match situations while the developmental coaching emphasizes player's development through the reinforcement of basic skills during exercise

known as drills. The developmental coach is the one responsible for making a player more skillful and knowledgeable in their chosen sports. The player undergoes series of training on the following phases: off- season, pre- season, on- season and transition.

Physical activity is essential for healthy child's development. The coaches develop training where the training program should be on the energy sources needed for the particular structure and requirement in each sport. The Long-Term Athletic Development of Canada (LTAD- 2007 states that the parents play a vital role in many aspects of their children's development in volleyball. It is essential that parents understand their role in assisting children to achieve their full potential in sports. In addition, the identified nine stages based on Long Term Athletic Development (LTAD 2007) are the following: Stage feature, overall goal, chronically age, focus, skills development, goals, discipline integration, periodization, and training to competitions ratio. These eight factors help them to build on much of the existing good practice within volleyball's development programs and essentially are an evolution of the system, rather than a revolution, but will undoubtedly challenge some of the existing practices and structures.

5. DISCUSSION

Profile of Coach- Respondents

Sex

Nine of the respondents were males (60%) while six of the respondents are females (40%). The findings imply that majority of the coach-respondents were males. Over the last several decades coaches are more competitive, commonly accepted and long- term profession at the collegiate and professional level. The world of sports is always dominated by men from the level of player all the way to franchise owners Shannel Blackshear (2016) stated. He also added that being a male in the world of coaching is competitively different experience that it is for a female.

According to Sartore and Cunningham (2007) men are often associated with stereotypes that describe them as being strong, confident, assertive and independent.

These attitudes make them qualify to be the head coach of a team. Qualifications that is very rare to be seen in women and badly needed in the field of sports. The Title IX has passed. This law gave permission for women to coach and to be an athlete.

Civil Status

Five of the respondents were single (33%) while ten of them were married (66%). According to Linda Carpenter (2014) when the director wants to find new coach, he will hire a male coach from other school but won't do the same for women. The result is the male get paid top while women's salary continue to be depressed. Since the result of this is that men get paid top, many men applied to be the coach for the same reason.

Many male married teacher- coaches need the what we called extra income for their families, that's why some of them applied to be a coach because a coach is highly in demand and well paid. In can help them in increasing their income as they family gets bigger. Coaches tend to make a living using coaching as an occupation not a recreation.

Religion

Ten of the respondents were Roman Catholics (66%), one were Iglesia ni Cristo (6%), one Born Again Christian (6%), one Methodist (6%) and two of them were Baptists and Evangelical Christians (13%). According to Sean price in his book Teaching Tolerance (2013) the coach will stand off to the side Then the minister would finish and we'd get up and go practice. Religious minorities in public schools face situation like this every day and student athletes face them more often than most. In part of religion, because of the conservative culture of many athletic programs is slow to accept legal changes or the increasing religious is good and the only way to bring out the best qualities in young athletes. Typically, the coach may impart knowledge to the religious belief of the athletes. In our country, many of the population are Roman Catholics. But as a coach, you must respect and understand the beliefs of your athletes.

Age

Two of the respondents belonged to ages 21- 25 years old (13%), two respondents belonged to ages 26-30 years old (13%), five belonged to 31-35 years old, two of the respondents belonged to 36- 40 years old (13%) and four of the respondents belonged to ages 41 years old and above (26%). In the oral presentation of Anahtar Kelimele (2010), he stated that the difference was between the coaches aged 31-35 and that aged 26- 30. It was found out that vocational self-esteem of coaches aged 31-35 was significantly higher than those aged 26-30.

Sayin (2005) demonstrated that the candidate teachers aged 20 and older had higher mean which interpreted that they love teaching profession more with the age advancement and the value they attributed to the teaching profession increased. In this way, the aged 26 and older are more capable and more confident on what profession to take. They have decided to focus and give emphasize on what they choose to be or what to be.

Years in Coaching

Eight of the respondents were teaching volleyball for 1- 3 years (53%), three of them were teaching volleyball for 4-6 years (20%), three of them teaching volleyball for 7-9 years (20%) and one of them teaching volleyball for 10 years and above (6%). Based on the statement of John O` Sullivan (2014), great coaches are becoming endangered species. Some great coaches resigning due to parents complaints over things like playing time and many others. There are millions of coaches who take the field each and every year yet only tiny percentage make a living wage from it.

Coaching is one of the toughest jobs in the world. You have to exert your time and all your efforts to gain the objectives that you want to achieve. After several years in coaching, loosing and winning coaches think about ending their task with many reasons behind. A new batch of aspiring coaches showed up. These changes may affect the performance of every athlete in any sport. However, the process of changing the coaches to new one has many advantages in terms of new develop and new studies about coaching volleyball.

Highest educational Attainment

Two of the respondents took master`s degree (13%), eleven of them got masteral units (73%), one of them was a college graduate(6%) and one of them was college undergraduates (6%). In the 6th Continental Coaching Conference held in December 2010, Yildirim et. Al (2010) reported in the research article titled as "Evaluation of Vocational Self- Esteem Levels of Teacher of physical Education and Sports" That the examined correlation between the total scores of vocational self- esteems of coaches and their educational status. The vocational self- esteem of the coach with high school degree was significantly higher than those with master`s degree. Again, the vocational self- esteem of coaches with graduate degree was significantly higher than those with master`s degree.

Position/ Designation

Thirteen of the respondents were teacher- coaches (86%) while two of them were trainers (13%). As J. Killion (2012) states that a prerequisite for becoming a coach is having demonstrated as expert that like a classroom teacher. Teachers who view coaches as successful teachers are more often to do coaching. Effective coaches are able to reflect on their practices and articulate how they make decisions about implementing the practices they choose, modelling these skills for teachers as they help teachers to achieve the same level. They also added that effective school- based coaches` shares core beliefs that influenced their approach in working with others as well as having expertise, coaching skill, relationship skills, content expertise and leadership skills.

Seminars Attended

Five of the respondents attended national coaching seminars (33%), seven of them attended coaching (46%) and mentoring course and three of them did not attend to any seminars (20%). According to B. Showers (2010), the training of coaches is a continuing activity as is coaching itself. The training component however, becomes less prominent than the coaching process as teachers develop skills in coaching each other. Nevertheless, periodic session in which coaches` review their self- help strategies are useful.

6. ASSESSMENT OF COACHING STRATEGIES OF COACHES IN VOLLEYBAL

Table 1. Shows the coaches game plan

GAME PLAN		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I set a game plan before and after the competition.	3.80	Always	3.83	Always
2	I set the play based on the game plan of the team.	3.93	Always	3.76	Always
3	I set a game plan that is accurate or based on the level of the opposing team?	3.67	Always	3.78	Always
4	I give appropriate activity in specific skills that my players want to develop.	3.87	Always	3.83	Always
5	I use appropriate warm- up and cooling- down exercises undertaken by all athletes.	3.80	Always	3.86	Always
6	I regularly inspect for health and safety of the athlete.	3.80	Always	3.70	Always
7	I share personal experiences in playing the sports.	3.80	Always	3.70	Always
8	I am well prepared and organized in every training session.	3.53	Always	3.84	Always
9	I keep the participant`s level of maturity in mind when planning the sessions.	3.53	Always	3.86	Always
10	I am prompt in arriving at training/ competition.	3.73	Always	3.76	Always
11	I make sure that all the equipment is organized and the session runs smoothly.	3.53	Always	3.78	Always
12	I set training sessions that are varied and interesting so that it challenge all participants and develop their confidence.	3.60	Always	3.84	Always
13	I demonstrate where in everyone could see and understand the instruction.	3.80	Always	3.86	Always
14	I am able to assist the athletes to correct errors that occur.	3.73	Always	3.84	Always
15	I make sure that the participants have a chance to play with maximum guided instruction.	3.60	Always	3.79	Always
16	I use a variety of teaching/coaching methods.	3.80	Always	3.84	Always
17	I give constructive and specific feedback to the athletes.	3.67	Always	3.83	Always
18	I tell instructions to my athletes match my actions towards them.	3.67	Always	3.90	Always
19	I do over- coaching during training/game by giving too many instructions.	3.33	Often	3.51	Always
Average Weighted Mean		3.69	Always	3.79	Always

Game Plan

For coaches, item 2 “I set the play based on the game plan of the team” obtained the highest weighted mean of 3.93 described as always while item 19 “I do over- coaching during training/game by giving too many instructions” acquired the lowest weighted mean of 3.33 described as often. Overall, the coaches rated themselves in terms of game plan with an average weighted mean of 3.69 described as always. For athletes’ assessment of their coach, item 18 “I tell instructions to my athletes match my actions towards them” was given the highest weighted mean of 3.90 described as always while item 19 “I do over-coaching during training/game by giving too many instructions” was given the lowest weighted mean of 3.51 described as always. Overall, the athletes assessed their coaches in terms of game plan with an average weighted mean of 3.79 described as always.

Associating Game Plan with Individual Goal**Table 2. Coaches` Associating Game Plan**

ASSOCIATING GAME PLAN WITH INDIVIDUAL GOAL		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I check the athlete's experiences.	3.80	Always	3.62	Always
2	I give appropriate activity in specific skills that my players want to develop.	3.73	Always	3.89	Always
3	I group the athletes appropriately and I give everyone a chance to develop their skills.	3.80	Always	3.92	Always
4	I match my athletes according to ability in drills where athletes are working as a team or as small groups.	3.47	Always	3.75	Always
5	I monitor my athlete's regular practice.	3.60	Always	3.56	Always
6	I establish the baseline training areas of the athletes.	3.53	Always	3.79	Always
7	I measure the athlete's progression in everyday training.	3.67	Always	3.78	Always
8	I regularly consider the athletes performances and skills.	3.73	Always	3.89	Always
9	I check the athletes profile based on previous achievements.	3.67	Always	3.73	Always
10	I monitor the athletes individual skills based on the progress card.	3.47	Always	3.71	Always
Average Weighted Mean		3.65	Always	3.76	Always

For coaches, item 1 "I check the athlete's experiences" and item 3 "I grouped the athletes appropriately and I give everyone a chance to develop their skills" the highest weighted mean of 3.80 described as always while item 4 "I match my athletes according to ability in drills where athletes are working as a team or as small groups" and item 10 "I monitored the athletes individual skills based on the progress card acquired the lowest weighted mean of 3.37 described as always. Overall, the coaches rated themselves in terms of individual goals with an average weighted mean of 3.65 described as always.

For athletes' assessment of their coach, item 3 "I grouped the athletes appropriately and I give everyone a chance to develop their skills" was given the highest weighted mean of 3.92 described as always while item 5 "I monitor my athletes regular practice was given the lowest weighted mean of 3.56 described as always. Overall the athletes assessed their coach in terms of individual goal with an average weighted mean of 3.76 described as always.

Roles of Coaches

For coaches, item 1 "I position the athletes based on their skills" and item 12 "I'm enhancing the self- confidence of the athlete" obtained the highest weighted mean of 3.87 described as always while item 6 "I encourage athletes to keep warm between activities" acquired the lowest weighted mean of 3.53 described as always. Overall, the coaches assessed themselves with an average weighted mean of 3.70 described as always.

For the athletes' assessment of their coach, item 12 "I'm enhancing the self- confidence of the athlete" was given the highest weighted mean of 3.90 and item 5 "I monitor my athletes onset injury" described as always while item 7 "I encourage them to drink water and other energy drinks to replace lose fluids was given the lowest weighted mean of 3.76 described as always. Overall, the athletes assessed their coaches in terms of roles of coaches with an average weighted mean of 3.83 described as always.

Table 3. Roles of Coaches

ROLES OF COACHES		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I assign the athletes based on their skills.	3.87	Always	3.81	Always
2	I pass on the information about what player must do for each skill.	3.67	Always	3.83	Always
3	I am aware of the rules and code of conduct for the activity.	3.73	Always	3.89	Always
4	I give feed backs on their performances.	3.73	Always	3.78	Always
5	I monitor my athletes on set injury.	3.73	Always	3.90	Always
6	I encourage athletes encourage to keep warm between activities.	3.53	Always	3.83	Always
7	I encourage them to drink water and other energy drinks to replace lose fluids.	3.67	Always	3.76	Always
8	I let my athletes enjoy each session.	3.80	Always	3.81	Always
9	I teach them to respect and trust the coach.	3.80	Always	3.83	Always
10	I explain to them the objectives that the athletes have to achieve.	3.33	Always	3.78	Always
11	I do counselling in my athletes if necessary.	3.60	Always	3.83	Always
12	I'm enhancing the self-confidence of the athletes.	3.87	Always	3.90	Always
13	I show enthusiasm while coaching.	3.73	Always	3.81	Always
14	I personally demonstrate good sporting behaviour.	3.73	Always	3.83	Always
15	I motivate the athletes to give their best in every game.	3.73	Always	3.84	Always
Average Weighted Mean		3.70	Always	3.83	Always

Communication Modes

For coaches, item 12 ‘I encourage the athletes to have an input into the team decisions and I listened to them when they had something to say’ obtained the highest weighted mean of 3.93 described as always while item 13 ‘I exercise self-control in situation than made me angry’ got the lowest weighted mean of 3.47 described as always. Overall, the coach rated themselves in terms of communication modes with an average weighted mean of 3.72 described as always.

For athletes, item 7 ‘Expand the athletes’ knowledge about the sports’ obtained the highest weighted men of 3. 86 described as 3 ‘I am able to bridge the gap between players and other coaches was given the lowest weighted mean of 3. 63 described as always. Overall, the athlete assesses their coaches in terms of communication modes with the average weighted mean of 3.76 described as always.

Table 4. Coaches Communication Modes

COMMUNICATION MODES		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I use appropriate language to direct players to improve performance.	3.73	Always	3.76	Always
2	I provide further information that helps in organizing the team.	3.87	Always	3.73	Always
3	I am able to bridge the gap between players and other coaches.	3.67	Always	3.63	Always
4	I am informing the athletes about their performance.	3.80	Always	3.65	Always

5	I give brief orientation about basic fitness training and health	3.60	Always	3.71	Always
6	I explain rules and regulations of the game.	3.73	Always	3.67	Always
7	I expand the athletes' knowledge about the sports.	3.60	Always	3.86	Always
8	I inform the athletes of the session content and aim in their understanding.	3.67	Always	3.78	Always
9	I give clear instructions to the athletes.	3.87	Always	3.83	Always
10	I give positive feedback and appropriate corrective action to each athlete.	3.67	Always	3.78	Always
11	I smile, praise and encourage reinforcing the actions of the athletes when they perform correctly.	3.87	Always	3.78	Always
12	I encourage the athletes to have an input into team decisions and did I listen to them when they had something to say.	3.93	Always	3.81	Always
13	I exercise self- control in situations that made me angry.	3.47	Always	3.81	Always
14	I change my communication methods to suit the needs of the athletes.	3.60	Always	3.79	Always
Average Weighted Mean		3.72	Always	3.76	Always

Doing Drills

For coaches, item 3 "I plan activities that could enhance self confidence among my athletes" obtained the highest weighted mean of 3.73 described as always while item 2 "I plan for athletes goal setting and performance profiling" acquired the lowest mean of 3.47 described as always. Overall, the coaches rated themselves in terms of doing drill and mastery of skills with an average weighted mean of 3.62 described as always.

For athletes, assessed their coaches, item 1 "I design activities that will enhance the psychological skills training of my athletes" was given the highest weighted mean of 3.92 described as always while item 5 "I reinforce team rules fairly and consistently" was given the lowest weighted mean of 3.70 described as always. Overall, the athletes assessed their coaches in terms of doing drill and mastery of skill with an average weighted mean of 3.80 described as always.

Table 5. Coaches Drills and Mastery of Skill

DOING DRILLS AND MASTERY OF SKILLS		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I design activities that will enhance the psychological skills training of my athletes.	3.60	Always	3.92	Always
2	I plan for athletes' goal setting and performance profiling.	3.47	Always	3.89	Always
3	I plan activities that that could enhance self confidence among my athletes.	3.73	Always	3.84	Always
4	I am consistent and fair in my treatment of all athletes.	3.67	Always	3.75	Always
5	I reinforce team rules fairly and consistently.	3.67	Always	3.70	Always
6	I conduct poise and emotion management training for my athletes.	3.67	Always	3.78	Always
7	I set a tune up games for my athletes before each competition.	3.53	Always	3.73	Always
Average Weighted Mean		3.62	Always	3.80	Always

Celebrating

For coaches, item 1 “I evaluate the overall performance of the team”, item 3 “I assist and correct the errors that athletes that occur and item 4 “I give everyone a chance to develop their skill” obtained the highest weighted mean of 3.93 described as always while item 2 “I ask the athlete if they have fun during the game” acquired the lowest weighted mean of 3.60 described as always. Overall, the coaches assessed themselves in terms of celebrating with an average weighted mean of 3.79 described as always.

Table 6. Coaches Celebrating

CELEBRATING		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I evaluate the overall performance of the team.	3.93	Always	3.86	Always
2	I ask the students if they have fun during the game.	3.60	Always	3.78	Always
3	I assist and correct the errors the athletes that occur.	3.93	Always	3.81	Always
4	I give everyone a chance to develop their skills.	3.93	Always	3.87	Always
5	I give constructive and specific feedback.	3.87	Always	3.76	Always
6	I evaluate the self- confidence and self- esteem and competence of in sports.	3.80	Always	3.76	Always
7	I recognize players for winning a game.	3.80	Always	3.68	Always
8	I give encouragements for non-participating players.	3.73	Always	3.78	Always

Table 7. Assessment of Coaching Strategies

ASSESSMENT OF COACHING STRATEGIES		Coaches		Athletes	
		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	Game Plan	3.69	Always	3.79	Always
2	Associating Game Plan with Individual Goals	3.65	Always	3.76	Always
3	Roles of Coaches	3.70	Always	3.83	Always
4	Communication Modes	3.72	Always	3.76	Always
5	Doing Drills and Mastery of Skills	3.62	Always	3.80	Always
6	Celebrating	3.79	Always	3.79	Always
Average Weighted Mean		3.70	Always	3.79	Always

Table 7 shows the summary of coaches’ assessment of themselves and by the athletes. For coaches, item 6 “Celebrating” obtained the highest weighted mean of 3.79 described as always while item 5 “doing drills and mastery of skills acquired the lowest weighted man of 3.62 described as always. Overall the coaches assessed themselves with an average weighted mean of 3.70 described as always. For athletes, item 3 “Roles of coaches” obtained the highest weighted mean of 3.83 described as always while item 2 “associating game plan with individual goal and item 4 “Communication modes” obtained the highest weighted mean of 3.76 described as always. Overall the athletes assessed their coaches with the average weighted mean of 3.79 described as always.

Relationship between the Profile of the Respondents and their coaching strategies Position of the Respondents

Table 8: Distribution of the Coach-Respondents according to Position

POSITION	Frequency	Percentage(%)
Teacher-Coach	13	86.7
Coach	2	13.3
Total	15	100%

Table 8 shows the distribution of the coach-respondents according to position. It can be seen in the table 8 that 13 or 86% of the respondents are teacher- coach while 2 or 13% are trainer.

As J. Killion (2012) states that a prerequisite for becoming a coach is having demonstrated as expert that like a classroom teacher. Teachers who view coaches as successful teachers are more often to do coaching. Effective coaches are able to reflect on their practices and articulate how they make decisions about implementing the practices they choose, modelling these skills for teachers as they help teachers to achieve the same level.

They also added that effective school- based coaches' shares core beliefs that influenced their approach in working with others as well as having expertise, coaching skill, relationship skills, content expertise and leadership skills.

Coaching just as the classroom teacher is expected to believe that every child can learn and discover how to motivate and work with all learners; effective coaches believe that every teacher can learn, they will work to find ways to influence and engage teachers as learners and as coach. Finally, coaches who have deep knowledge about coaching and with strong skills in classroom organization and management are more likely to be more effective in creating productive learning environment.

Seminars Attended by the Respondents

Table 9: Distribution of the Coach-Respondents according to Seminars Attended

SEMINARS ATTENDED	Frequency	Percentage(%)
National	5	33.3
Coaching and Mentoring Course	7	46.7
No Seminars/Trainings Attended	3	20.0
Total	15	100%

Table 9 shows the distribution of the coach-respondents according to seminars attended. It can be seen in the table 9 that 5 or 33% of the respondents have attended national seminars, 7 or 46% have attend coaching and mentoring courses and 3 or 20% didn't attended any seminars.

According to B. Showers (2010), the training of coaches is a continuing activity as is coaching itself. The training component however, becomes less prominent than the coaching process as teachers develop skills in coaching each other. Nevertheless, periodic session in which coaches review their self- help strategies are useful.

Table 10: Coaches' Game Plan as Assessed by themselves and by their Athletes

GAME PLAN		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I set a game plan before and after the competition.	3.80	Always	3.83	Always
2	I set the play based on the game plan of the team.	3.93	Always	3.76	Always
3	I set a game plan that is accurate or based on the level of the opposing team?	3.67	Always	3.78	Always
4	I give appropriate activity in specific skills that my players want to develop.	3.87	Always	3.83	Always
5	I use appropriate warm- up and cooling- down exercises undertaken by all athletes.	3.80	Always	3.86	Always
6	I regularly inspect for health and safety of the athlete.	3.80	Always	3.70	Always
7	I share personal experiences in playing the sports.	3.80	Always	3.70	Always
8	I am well prepared and organized in every training session.	3.53	Always	3.84	Always
9	I keep the participant`s level of maturity in mind when planning the sessions.	3.53	Always	3.86	Always
10	I am prompt in arriving at training/ competition.	3.73	Always	3.76	Always
11	I make sure that all the equipment is organized and the session runs smoothly.	3.53	Always	3.78	Always
12	I set training sessions that are varied and interesting so that it challenge all participants and develop their confidence.	3.60	Always	3.84	Always
13	I demonstrate where in everyone could see and understand the instruction.	3.80	Always	3.86	Always
14	I am able to assist the athletes to correct errors that occur.	3.73	Always	3.84	Always
15	I make sure that the participants have a chance to play with maximum guided instruction.	3.60	Always	3.79	Always
16	I use a variety of teaching/coaching methods.	3.80	Always	3.84	Always
17	I give constructive and specific feedback to the athletes.	3.67	Always	3.83	Always
18	I tell instructions to my athletes match my actions towards them.	3.67	Always	3.90	Always
19	I do over- coaching during training/game by giving too many instructions.	3.33	Often	3.51	Always
Average Weighted Mean		3.69	Always	3.79	Always

Table 10 shows the coaches' game plan as assessed by themselves and by their athletes. For coaches, item 2 "I set the play based on the game plan of the team" obtained the highest weighted mean of 3.93 described as always while item 19 "I do over-coaching during training/game by giving too many instructions" acquired the lowest weighted mean of 3.33 described as often. Overall, the coaches rated themselves in terms of game plan with an average weighted mean of 3.69 described as always.

For athletes' assessment of their coach, item 18 "I tell instructions to my athletes match my actions towards them" was given the highest weighted mean of 3.90 described as always while item 19 "I do over-coaching during training/game by giving too many instructions" was given the lowest weighted mean of 3.51 described as always. Overall, the athletes assessed their coaches in terms of game plan with an average weighted mean of 3.79 described as always.

Coaches must be able to plan a game before competition is about to start. Most of the time a coach preparing a game plan a year before the competition. It is easy to make adjustments if they know what their goal is. In part of the athlete, it is very important to know what the skills to be mastered.

2.2 Assessment of Coaching Strategies of Coaches in terms of Associating Game Plan with individual goal.

Table 11: Coaches' Associating Game Plan as Assessed by themselves and by their athletes.

ASSOCIATING GAME PLAN WITH INDIVIDUAL GOAL		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I check the athlete's experiences.	3.80	Always	3.62	Always
2	I give appropriate activity in specific skills that my players want to develop.	3.73	Always	3.89	Always
3	I group the athletes appropriately and I give everyone a chance to develop their skills.	3.80	Always	3.92	Always
4	I match my athletes according to ability in drills where athletes are working as a team or as small groups.	3.47	Always	3.75	Always
5	I monitor my athlete's regular practice.	3.60	Always	3.56	Always
6	I establish the baseline training areas of the athletes.	3.53	Always	3.79	Always
7	I measure the athlete's progression in everyday training.	3.67	Always	3.78	Always
8	I regularly consider the athletes performances and skills.	3.73	Always	3.89	Always
9	I check the athletes profile based on previous achievements.	3.67	Always	3.73	Always
10	I monitor the athletes individual skills based on the progress card.	3.47	Always	3.71	Always
Average Weighted Mean		3.65	Always	3.76	Always

Table 11 shows the individual goal as assessed by themselves and by their athletes. For coaches, item 1 "I check the athlete's experiences" and item 3 "I group the athletes appropriately and I give everyone a chance to develop their skills" the highest weighted mean of 3.80 described as always while item 4 "I match my athletes according to ability in drills where athletes are working as a team or as small groups" and item 10 "I monitor the athletes individual skills based on the progress card" acquired the lowest weighted mean of 3.37 described as always. Overall, the coaches rated themselves in terms of individual goals with an average weighted mean of 3.65 described as always.

For athletes' assessment of their coach, item 3 "I grouped the athletes appropriately and I give everyone a chance to develop their skills" was given the highest weighted mean of 3.92 described as always while item 5 "I monitor my athletes regular practice" was given the lowest weighted mean of 3.56 described as always. Overall the athletes assessed their coach in terms of individual goal with an average weighted mean of 3.76 described as always. Effective goals focus on performance, not outcome. Performance is what the athlete controls. Outcome frequently control by others according to principles of coaching (2010)

The ability of the athlete to change his performance is motivated by the coach. As a coach you must give the athlete the time to identify what skills they want to develop and direct or help them achieve the specific skills they want to develop.

The game plan is good if the team wins every game. The coach must base the game plan on the capabilities and level of competition the team is joining. If the level of competition is higher, the more the game plan must be well prepared and planned. If in case the team didn't win any matches, there is a problem with the game plan. So the coach must make an adjustment into his/her game plan. The coach can still use the same game plan but he must make it sure that he can adjust any moment in any competition and in any game if it is necessary.

2.3. Assessment of Coaching Strategies of Coaches in terms of Roles of Coaches

Table 12: Roles of Coaches as Assessed by themselves and by their Athletes

ROLES OF COACHES		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I assign the athletes based on their skills.	3.87	Always	3.81	Always
2	I pass on the information about what player must do for each skill.	3.67	Always	3.83	Always
3	I am aware of the rules and code of conduct for the activity.	3.73	Always	3.89	Always
4	I give feed backs on their performances.	3.73	Always	3.78	Always
5	I monitor my athletes on set injury.	3.73	Always	3.90	Always
6	I encourage athletes encourage to keep warm between activities.	3.53	Always	3.83	Always
7	I encourage them to drink water and other energy drinks to replace lose fluids.	3.67	Always	3.76	Always
8	I let my athletes enjoy each session.	3.80	Always	3.81	Always
9	I teach them to respect and trust the coach.	3.80	Always	3.83	Always
10	I explain to them the objectives that the athletes have to achieve.	3.33	Always	3.78	Always
11	I do counselling in my athletes if necessary.	3.60	Always	3.83	Always
12	I'm enhancing the self-confidence of the athletes.	3.87	Always	3.90	Always
13	I show enthusiasm while coaching.	3.73	Always	3.81	Always
14	I personally demonstrate good sporting behavior.	3.73	Always	3.83	Always
15	I motivate the athletes to give their best in every game.	3.73	Always	3.84	Always
Average Weighted Mean		3.70	Always	3.83	Always

Table 12 shows the roles of coaches as assessed by themselves and by their athletes. For coaches, item 1 "I position the athletes based on their skills" and item 12 "I'm enhancing the self- confidence of the athlete" obtained the highest weighted mean of 3.87 described as always while item 6 "I encourage athletes to keep warm between activities" acquired the lowest weighted mean of 3.53 described as always. Overall, the coaches assessed themselves with an average weighted mean of 3.70 described as always.

For the athletes' assessment of their coach, item 12 "I'm enhancing the self- confidence of the athlete" was given the highest weighted mean of 3.90 and item 5 "I monitor my athletes onset injury" described as always while item 7 "I encourage them to drink water and other energy drinks to replace lose fluids" was given the lowest weighted mean of 3.76 rated as always. Overall, the athletes assessed their coaches in terms of roles of coaches with an average weighted mean of 3.83 described as always.

2.4. Assessment of Coaching Strategies of Coaches in terms of their Communication Modes**Table 13: Coaches' Communication Modes as Assessed by themselves and by their Athletes**

COMMUNICATION MODES		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I use appropriate language to direct players to improve performance.	3.73	Always	3.76	Always
2	I provide further information that helps in organizing the team.	3.87	Always	3.73	Always
3	I am able to bridge the gap between players and other coaches.	3.67	Always	3.63	Always
4	I am informing the athletes about their performance.	3.80	Always	3.65	Always
5	I give brief orientation about basic fitness training and health	3.60	Always	3.71	Always
6	I explain rules and regulations of the game.	3.73	Always	3.67	Always
7	I expand the athletes' knowledge about the sports.	3.60	Always	3.86	Always
8	I inform the athletes of the session content and aim in their understanding.	3.67	Always	3.78	Always
9	I give clear instructions to the athletes.	3.87	Always	3.83	Always
10	I give positive feedback and appropriate corrective action to each athlete.	3.67	Always	3.78	Always
11	I smile, praise and encourage reinforcing the actions of the athletes when they perform correctly.	3.87	Always	3.78	Always
12	I encourage the athletes to have an input into team decisions and did I listen to them when they had something to say.	3.93	Always	3.81	Always
13	I exercise self- control in situations that made me angry.	3.47	Always	3.81	Always
14	I change my communication methods to suit the needs of the athletes.	3.60	Always	3.79	Always
Average Weighted Mean		3.72	Always	3.76	Always

Table 13 shows the coaches' communication modes assessed by themselves and by their athletes. For coaches, item 12 "I encourage the athletes to have an input into the team decisions and did I listen to them when they had something to say" obtained the highest weighted mean of 3.93 described as always while item 13 "I exercise self- control in situation than made me angry" got the lowest weighted mean of 3.47 described as always. Overall, the coach rated themselves in terms of communication modes with an average weighted mean of 3.72 described as always.

For athletes, item 7 "Expand the athletes' knowledge about the sports" obtained the highest weighted men of 3. 86 described as 3 "I am able to bridge the gap between players and other coaches was given the lowest weighted mean of 3. 63 described as always. Overall, the athlete assesses their coaches in terms of communication modes with the average weighted mean of 3.76 described as always.

2.5. Assessment of Coaching Strategies of in terms of doing Drills and Mastery of Skills**Table 14: Coaches' Doing Drills and Mastery of Skills as Assessed by themselves and by their Athletes**

DOING DRILLS AND MASTERY OF SKILLS		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I design activities that will enhance the psychological skills training of my athletes.	3.60	Always	3.92	Always
2	I plan for athletes' goal setting and performance profiling.	3.47	Always	3.89	Always
3	I plan activities that that could enhance self confidence among my athletes.	3.73	Always	3.84	Always

4	I am consistent and fair in my treatment of all athletes.	3.67	Always	3.75	Always
5	I reinforce team rules fairly and consistently.	3.67	Always	3.70	Always
6	I conduct poise and emotion management training for my athletes.	3.67	Always	3.78	Always
7	I set a tune up games for my athletes before each competition.	3.53	Always	3.73	Always
Average Weighted Mean		3.62	Always	3.80	Always

Table 14 shows the coaches doing drill and mastery of the skills assessed by themselves and by their athletes. For coaches, item 3 “I plan activities that could enhance self-confidence among my athletes” obtained the highest weighted mean of 3.73 described as always while item 2 “I plan for athletes goal setting and performance profiling” acquired the lowest mean of 3.47 described as always. Overall, the coaches rated themselves in terms of doing drill and mastery of skills with an average weighted mean of 3.62 described as always.

For athletes, assessed their coaches, item 1 “I design activities that will enhance the psychological skills training of my athletes” was given the highest weighted mean of 3.92 described as always while item 5 “I reinforce team rules fairly and consistently” was given the lowest weighted mean of 3.70 described as always. Overall, the athletes assessed their coaches in terms of doing drill and mastery of skill with an average weighted mean of 3.80 described as always.

2.6. Assessment of Coaching Strategies in terms of Celebrating

Table 15: Coaches’ Celebrating as Assessed by themselves and by their Athletes

CELEBRATING		Coaches		Athletes	
As a coach...		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	I evaluate the overall performance of the team.	3.93	Always	3.86	Always
2	I ask the students if they have fun during the game.	3.60	Always	3.78	Always
3	I assist and correct the errors the athletes that occur.	3.93	Always	3.81	Always
4	I give everyone a chance to develop their skills.	3.93	Always	3.87	Always
5	I give constructive and specific feedback.	3.87	Always	3.76	Always
6	I evaluate the self- confidence and self- esteem and competence of in sports.	3.80	Always	3.76	Always
7	I recognize players for winning a game.	3.80	Always	3.68	Always
8	I give encouragements for non-participating players.	3.73	Always	3.78	Always
9	I encourage my athletes to have a reflection on their performances.	3.67	Always	3.79	Always
10	I emphasize and reward things when the athletes are doing well.	3.67	Always	3.79	Always
Average Weighted Mean		3.79	Always	3.79	Always

Table 15 shows the coaches celebrating as assessed by themselves and by their athletes. For coaches, item 1 “I evaluate the overall performance of the team”, item 3 “I assist and correct the errors that athletes that occur and item 4 “I give everyone a chance to develop their skill” obtained the highest weighted mean of 3.93 described as always while item 2 “I ask the athlete if they have fun during the game” acquired the lowest

weighted mean of 3.60 described as always. Overall, the coaches assessed themselves in terms of celebrating with an average weighted mean of 3.79 described as always.

For athletes, item 4 “I give everyone a chance to develop their skill” was given the highest weighted mean of 3.87 described as always while item 5 “I give constructive and specific feedback” and item 6 “I evaluate the self- confidence and self-esteem and competence in sports” was given the lowest weighted mean of 3.76 described as always. Overall, the athletes assessed their athletes in terms of celebrating with an average weighted mean of 3.79 described as always.

2.7 Summary of Coaches Assessment of Coaching Strategies of coaches and their athlete

Table 16: Summary of the Coaches' Assessments of themselves and of their Athletes

ASSESSMENT OF COACHING STRATEGIES		Coaches		Athletes	
		Weighted Mean	Verbal Description	Weighted Mean	Verbal Description
1	Game Plan	3.69	Always	3.79	Always
2	Associating Game Plan with Individual Goals	3.65	Always	3.76	Always
3	Roles of Coaches	3.70	Always	3.83	Always
4	Communication Modes	3.72	Always	3.76	Always
5	Doing Drills and Mastery of Skills	3.62	Always	3.80	Always
6	Celebrating	3.79	Always	3.79	Always
Average Weighted Mean		3.70	Always	3.79	Always

Table 16 shows the summary of coaches' assessment of themselves and by the athletes. For coaches, item 6 "Celebrating" obtained the highest weighted mean of 3.79 described as always while item 5 "doing drills and mastery of skills acquired the lowest weighted man of 3. 62 described as always. Overall the coaches assessed themselves with an average weighted mean of 3.70 described as always.

For athletes, item 3 "Roles of coaches" obtained the highest weighted mean of 3.83 described as always while item 2 "associating game plan with individual goal and item 4 "Communication modes" obtained the highest weighted mean of 3.76 described as always. Overall the athletes assessed their coaches with the average weighted mean of 3.79 described as always.

3. Relationship Between The Profile Of The Respondents And Their Coaching Strategies

Table 17: Correlation Analysis between the Profile of the Coach-Respondents and their Coaching Strategies in Volleyball

PROFILE VARIABLES		COACHING STRATEGIES IN VOLLEYBALL						
		HGP	AGPIG	RC	CM	DD	CEL	OVERALL
SEX	Correlation Coefficient	.143	.323	.112	-.271	.096	-.117	.094
	Sig. (2-tailed)	.612	.241	.691	.328	.734	.679	.738
	N	15	15	15	15	15	15	15
CIVIL STATUS	Correlation Coefficient	-.263	-.168	-.167	.182	.083	.138	.033
	Sig. (2-tailed)	.343	.550	.553	.515	.769	.623	.908
	N	15	15	15	15	15	15	15
RELIGION	Correlation Coefficient	-.123	.004	-.270	-.086	-.303	.215	-.187
	Sig. (2-tailed)	.662	.988	.331	.760	.272	.442	.504
	N	15	15	15	15	15	15	15
AGE	Correlation Coefficient	.179	.461	.178	.011	.110	.200	.243
	Sig. (2-tailed)	.524	.084	.526	.968	.696	.474	.383
	N	15	15	15	15	15	15	15
YEARS IN COACHING	Correlation Coefficient	.064	.259	-.088	.132	-.091	.318	.002
	Sig. (2-tailed)	.821	.351	.754	.640	.747	.248	.994
	N	15	15	15	15	15	15	15
HIGHEST EDUCATIONAL ATTAINMENT	Correlation Coefficient	-.295	-.040	-.202	-.486	-.270	-.370	-.471
	Sig. (2-tailed)	.285	.888	.470	.066	.331	.175	.077
	N	15	15	15	15	15	15	15
POSITION	Correlation Coefficient	-.160	.046	-.069	-.506	-.414	-.384	-.409
	Sig. (2-tailed)	.570	.869	.806	.054	.125	.158	.131
	N	15	15	15	15	15	15	15
SEMINARS ATTENDED	Correlation Coefficient	.222	.175	.050	-.201	-.025	-.109	.122
	Sig. (2-tailed)	.487	.586	.878	.531	.938	.735	.705
	N	12	12	12	12	12	12	12

LEGEND:

1. HGP – Having a Game Plan
2. AGPIG - Associating Game Plan in Individual Goals
3. RC - Roles of Coaches
4. CM - Communication Modes
5. DD - Doing Drills or Mastery of Skills
6. CEL - Celebrating

Table 17 shows the results of the correlation analysis between the profile of the respondents and their coaching strategies in volleyball. As presented in the table, there is no value less than 0.05 in the significance level, therefore, there is no relationship among all profile of the coach-respondents and their coaching strategies in volleyball.

4. Difference between the Assessments on the Coaching Strategies in Volleyball.

Table 18: Summary Result of Test of Difference between the Assessments on the Coaching Strategies in Volleyball by the Coaches themselves and by their Athletes

COACHING STRATEGIES IN VOLLEYBALL	Average Weighted Means		Critical Value at $\alpha = 0.05$	Computed t-Value	Decision
	Coaches	Athletes			
Having a Game Plan	3.69	3.79	1.992	-1.696	Do not reject Null Hypothesis
Associating Game Plan with Individual Goals	3.65	3.76	1.992	-1.561	Do not reject Null Hypothesis
Roles of Coaches	3.70	3.83	1.992	-2.362	Reject the Null Hypothesis
Communication Modes	3.72	3.76	1.992	-0.534	Do not reject Null Hypothesis
Doing Drills or Mastery of Skills	3.62	3.80	1.992	-2.749	Reject the Null Hypothesis
Celebrating	3.79	3.79	1.992	0.100	Do not reject Null Hypothesis
OVERALL ASSESSMENTS	3.70	3.79	1.992	-2.021	Reject the Null Hypothesis

Table 18 shows the summary result of test of difference between the assessments on the coaching strategies in volleyball by the coaches themselves and by their athletes. Using the t-Test, if the absolute value of the computed t value data is less than the critical value which is 1.992, then the null hypothesis is rejected but if absolute value of the computed t value which is 2.021 is greater than the critical value then the null hypothesis is not rejected. Therefore, there is no significant difference between the assessments on having a game plan, associating game plan to individual goals, communication modes and celebrating as assessed by the coaches themselves and by their athletes. On the other hand, there is significant difference between the assessments on roles of coaches and on doing drills and mastery of skills as assessed by the coaches themselves and by their athletes. Overall, the computed t-value $|-2.021|$ or 2.021, is greater than the critical value 1.992, therefore, there is significant difference between the assessments on the coaching strategies as rated by the coaches and by their athletes.

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