

# Skills of Secondary Volleyball Coaches in Tarlac City Division

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*Abstract*— This study determined the extent of skills competency of secondary volleyball coaches in Tarlac City division, the significant differences and relationships between and across the variables. The study found out that respondent-coaches predominantly belong to the youngest generation of teachers, 21-30 years old with some units leading to a Master's degree and within 1-3 years of playing as a team and as coach. Majority of the respondent-coaches are Teachers I-III with 1-2 relevant trainings in sports or volleyball. The study also found out that there is a high extent of skills competency of secondary volleyball coaches along precision and naturalization. There is a very high extent of skill competency of secondary volleyball coaches along articulation. The extent of training implementation in tarlac City division is very high. There is a significant difference on the skills competency along articulation of the respondent coaches with respect to the profile variable, age and years of playing as a team. There is a significant relationship between the skills competency of the secondary volleyball coaches in Tarlac City division along precision, articulation and naturalization, and the extent of training implementation in the division.

*Keywords* — *Skills, Competency, Precision, Articulation, Naturalization*

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## I. Introduction

Sports is one of the most celebrated events in the Department of Education. It is a year-round activity of athletes and coaches starting from the school-based competition then to the division and regional levels up to the Palarong Pambansa event (DO 43, 2016). Preparations for all these competitions need an ample amount of time, money and effort.

Volleyball is one of the events that is being well watched in sports competitions. Its history in the Philippines dates back to 1910 where people began to play volleyball as a backyard sport (Weiblat, 2011). Even, nowadays, it is a common game for boys and girls, young and adults in the rural and urban areas.

The skills in volleyball is an important aspect that should be given enough focus during trainings. The extent of skills competency of the team will determine the winning and losing in every competition. This will also help coaches and athletes hurdle the challenges in matches and to direct themselves to the goal of winning. The training program then for volleyball events must not be reliable on thorough understanding of the skills of the team. The skills of the team will be a baseline in creating the routines and necessary focus of practice in order to achieve predetermined goals of the team. Bagsit et al. (2014) discussed that sports competition is the triumph of the human spirit to pursue excellence in sports. It is a continuous attempt to achieve higher level of skills in

various areas of performance that can be compared to life's challenges and opportunities. It is learning the essence of individual's skills as it discovers the utmost capabilities of the athletes while enhancing their abilities in their chosen field of competition.

As per record of the Division of Tarlac City, it is one among the competitive divisions in Region III. It maintains to be a top performing division in the volleyball event for the past three years in its annual Regional Athletic Meet. It maintains to be the top performing division in terms of winnings in the secondary volleyball event. The athletes and coaches of the division follows a training activity imposed by the sports officials. They follow a routine to enhance the athletes' volleyball skills. The existing situation of Tarlac city division in volleyball event is a record high that should be maintained and enhanced for the coming years. The skills of the coaches are big factor that could influence the performance of the athletes. Coaches should then find ways to identify the necessary skills in order to maximize their own potentials and of their athletes. The extent of implementation of training program of the schools and of the division is another factor that needs full attention. These two factors must be managed well to get the best results in competition.

Sports like any other fields need the application of necessary skills to achieve predetermined goals and objectives. The implementation of training activities as well to further these skills is an important combination to improve the overall performance of the team. These two are necessary factors that could lead an individual or a group towards success.

The study of Uzum (2018) found out that there were statistically significant differences between male and female athletes in both dimensions of characteristic features of coaches' knowledge and skills. Correlational analysis revealed that there was negatively significant correlation between age of the coaches and knowledge and skills dimension.

Sozen (2012) based on the results of his study, concluded that volleyball training excluding physical education to high-school aged individuals, have a positive effect on the students' physical features such as their body-muscle endurance, functional strength, speed and coordination skills, elasticity and balance.

Kumar (2016) in his study to find out the effect of training program on volleyball skills of inter-university level volleyball players, found out that the effectiveness of the training program is evident in the improvement of performance which is clearly indicated by positive change in the mean scores of Brady's volleyball test and volleyball skills chosen in the study. The skills included in the study were spiking, blocking, digging and first pass, and service.

Pena et al (2013) determined which skills and factors better predicted outcomes of regular season volleyball and the results showed that variables of team category, points obtained in the break point phase, number of reception errors, and number of blocked attacks by the opponent were significant predictors of winning or losing volleyball matches.

In examining the different skills performance in a volleyball match, Castro et al. (2011) revealed a significant influence of serve and attack efficacy on the match outcome. However,

Busca and Ferrer (2012) has proven that in elite teams, error in some skills may indicate a higher level of risks taken rather than technical problems.

Mendoza (2019) found out in his study that the teachers show instructional videos in demonstrating different skills and give more emphasis on application of skills that assessed to develop the sports skills of the students. It was also found out that inadequate facilities and equipment served as the most commonly encountered problem in the development of sports competencies of Junior high school students at San Pascual District.

The study of Yanik (2018) examined the attitude levels of students receiving education revealed that the participants' attitude levels regarding sport were average. By conforming in the basic principles of contemporary education, it is possible to raise individuals in all senses by educating them physically alongside their intellectual education. Sports is environment affected especially for university students starting a new life. This will be possible only with positive attitude.

The development of attitude depends on many factors. It could have been influenced by the people and the environmental setting a person resides, or could also be influenced by the beliefs and practices done in the surroundings. Attitudes may show a number of changes during the course of our lives. While an individual's immediate surroundings are effective in forming his or her attitudes, especially in the first years of life, these attitudes may undergo a series of changes according to the individual's level of knowledge, socialization processes and life experiences (Inceoglu, 2010).

Attitude has been the subject of many research studies from several viewpoints, such as how it forms, how it changes, and how it affects the individual and society (Tekkursun, Demir, Ilhan and Arslan, 2017). In some of the studies made, attitude is evaluated as a multifaceted concept.

Silva et al. (2014) found out in their study that service points, reception errors and blocking errors were the discriminating variables that identify the final outcome of the match in volleyball. Moreover, service points were the major variable most likely associated with match success.

The study of Durai (2016) indicated that there was a significant improvement on passing, service and spiking skills in volleyball among Physical Education students due to visual feedback. Further, the study of Palaoa et al. (2012) assessed the effectiveness of the use of video feedback on student learning in physical education, while also examining the teacher's responses to the innovation. The study compared the use of video feedback (either from the teacher or from peers) with no video. The 'video and teacher feedback' condition provided the most positive overall results, with statistically significant improvements in skill execution, technique, and knowledge learning, as well as the highest level of practice.

Suarez (2020) assessed the association between the category of play and the factors athletes use to make appropriate decisions (for five game actions in volleyball: serve, reception, setting, attack and block) and found out that among under-14 category, and sometimes in the under-16

category, it was more frequent than the expected random frequency that appropriate decisions were of low tactical complexity, focused on the performance of the skill, with an attentional focus on close elements, of low risk, and with actions of reduced difficulty and precision. For the under-19 category, it was more frequent than the expected random frequency that decisions were of greater tactical complexity, with an attentional focus on the opposing team, considering more relevant stimuli, with greater risk, and with greater time pressure. Further, they concluded that there is a need for coaches to understand the decision-making skills of athletes from early on, as this will allow them to develop tasks and apply cognitive strategies that are adapted to the level of the athlete and that can ultimately improve decision-making further.

### **Literature Review**

The related literature and studies provided the researcher with insights and ideas into the relationship and differences of the present study; Skills of Secondary Volleyball Coaches of Tarlac City division. There are similarities found in the variables involve in the study where the main focus is the skills of the coaches and the training program implemented. The Division of Tarlac City is considered as one of the promising divisions in the Region III in its annual Regional Athletic Meet. It maintains to be one of the top performing divisions in the field of sports in terms of winnings and/or accomplishments. In the secondary volleyball event, it remained number one for the past years.

In view of the foregoing scenario, the researcher conceived to conduct a study that focused on the skills competency of secondary volleyball coaches in Tarlac City division. This study pre-determined the skills of the secondary volleyball coaches that could have led to their winning performance. This is one of the factors that might have played a vital role on their winnings streaks in different volleyball competitions. The result of this study will serve as the basis for a division training program that will enhance the capability of the volleyball teams in acquiring the necessary knowledge, skills and attitude needed in playing volleyball.

This study focused on the extent of skills competency of secondary volleyball coaches of Tarlac City division. These competencies are inevitable and critical in achieving the quality performance and success. The study was conducted in the division of Tarlac City based on a three-year performance, 2017-2019. It will also include the extent of implementation of trainings to the secondary volleyball teams in Tarlac City. The respondents to this study are all from secondary volleyball teams. The analysis will be limited to the determination of differences and relationships.

This study was anchored on the Achievement Goal Theory in Sports (Dweck, 1986) as cited by Hardwood (2015). According to the theory, attributes of the self, other people, places and the world in general can be conceived as fix, uncontrollable factors, or alternatively as malleable and controllable factors that are open to development. In here, there are two approaches termed entity theory and incremental theory. In achievement settings such as education or sport/PE, performance goals serve to demonstrate or prove the adequacy of one's stability. Learning goals on the other hand, serve to develop one's unstable, malleable ability. Goals and implicit theories

combine to determine achievement-related cognitions, affect and behaviour. Thus, individuals can interpret the achievement setting quite differently depending on underlying variables and their concern with proving, relating to improving, and competence in that setting.

The reviewed theory is related to this study as it involves action and behaviour which is also a basis for the problems of this study. It specifically tried to determine the skills of secondary volleyball coaches of Tarlac city division and their performance. It also tackled the extent of implementation of the training program of the division and what further enhancement can be proposed based on the results of the study.

## II. Methodology

This chapter presents the method and procedure to be undertaken in the conduct of this study. It deals with the research design used, location of the study, respondents, data gathering procedure and instrument, and statistical treatment of data.

## III. Results and Discussion

### Table 1- Profile of the Respondents

Tables 1 presents the data on the profile variables, age, highest educational attainment, number of years playing as a team, number of years as coach, position, and relevant trainings attended

Age. The respondent-coaches are mostly 21-30 years old, 50 percent or 20 of them. Followed by 27.5 percent of the coaches belonging to 31-40 years old. Only one (1) belongs to 51 years old and above.

This is a typical situation in the sports activities which is mostly dominated by the young generation because of the ruling made in the past few years where those belonging to ages 50 years old and above are no longer a priority for coaching due to health reasons.

Variable	Variable Category	Frequency	Percent
Age	21-30 years old	20	50.0
	31-40 years old	11	27.5
	41-50 years old	8	20.0
	51 years old & above	1	2.50
	Total	40	100.0
Highest Educational Attainment	BS/AB	14	35.0
	Master's Unit Earner	17	42.5
	Master's Degree Holder	4	10.0
	Doctorate Unit Earner	3	7.5
	Doctorate Degree Holder	2	5.0

	Total	40	100.0
Years of Playing as a Team	3 years & below	35	87.5
	4-6 years	1	2.5
	7-9 years	3	7.5
	10 years and above	1	2.5
	Total	40	100.0
Number of Years as Coach	3 years & below	14	35.0
	4-6 years	11	27.5
	7-9 years	3	7.5
	10 years and above	12	30.0
	Total	40	100.0
Position	Teacher I-III	18	45.0
	Master Teacher I-II	9	22.5
	Head Teacher I-VI	4	10.0
	Principal I-IV	9	22.5
	Total	40	100.0
Relevant Trainings Attended	2 & below	19	47.5
	3-4	7	17.5
	5-6	5	12.5
	7 and above	9	22.5
	Total	40	100.0

**Highest Educational Attainment.** The majority of the respondents, 17 of them or 42.5 percent have some units leading to a Master's degree. There are 17 or 35 percent of the respondents who are Bachelor's degree holders. The least of the respondents are Doctoral unit earners and Doctoral Degree holders. The result only implies that the respondent-coaches had just started continuing for their professional development as it can be seen that majority of them have master's degree unit earners.

**Years of Playing as a Team.** Majority of the respondents, 35 or 87.5 percent have 3 years and below of playing as a team. The remaining respondents were distributed to the rest of years of playing as a team. The result implies that majority of the coaches are young and had just started building their relationships with their teams.

**Number of Years as Coach.** Majority of the respondent-coaches, 14 of them or 35 percent belong to 3 years and below as a coach. There are also 12 or 30 percent who had been coaching for 10 years and above. It is followed by 11 or 27.5 percent with 4-6 years as coach and only 3 or 7.5 percent have 7-9 years as coach.

The result implies that the respondents had distributed experience as a coach although most of them belong to the 3 years and below as coach.

Position. Majority of the respondents, 18 or 45 percent are Teachers I-III and 9 or 22.5 percent are Master Teachers I-II. There are 4 or 10 percent belonging to the Head Teacher I-VI category and 9 or 22.5 percent are Principal I-IV.

The data shows that majority of our coaches belong to the teachers category more than the administrators category. This only implies that our coaches belong to the teaching position and mostly are Teachers I-III. Trainings Attended. Majority of the respondents, 19 or 47.5 percent have 2 or less relevant trainings. There are 7 or 17.5 percent with 3-4 relevant trainings, 5 or 12.5 percent with 5-6 trainings, and 9 or 22.5 percent with 7 and above relevant trainings.

### **Table 2- Extent of Skill Competency of Secondary Volleyball Coaches along Precision**

Table 2 shows the extent of skills competency of secondary volleyball coaches in Tarlac city division along precision.

Presented in the table that indicators 1 “passing (forearm underhand)”, and 2 “service and scoring” had a very high extent of skill competency of secondary volleyball coaches along precision. The rest of the indicators have a high extent of skill competency. The overall weighted mean indicates that there is a high extent of skill competency among the secondary volleyball coaches in Tarlac City division along precision.

The result implies that the respondent-coaches in secondary volleyball teams have a high extent of skill competency along precision. Most likely, this is one reason of the winning accomplishments of the division in the Regional Athletic competitions. This result goes with the study of Suarez (2020) that the association between the category of play and the factors athletes use to make appropriate decisions (for five game actions in volleyball: serve, reception, setting, attack and block), it was more frequent than the expected random frequency that appropriate decisions were of low tactical complexity, focused on the performance of the skill, with an attentional focus on close elements, of low risk, and with actions of reduced difficulty and precision.

*Table 2 - Extent of Skill Competency of Secondary Volleyball Coaches along Precision*

A. PRECISION	Mean	Interpretation
I possess the following fundamental skills needed in volleyball such as...		
1. Passing (forearm underhand)	3.40	Very High
2. Service and scoring	3.40	Very High
3. Passing (overhand, overhead or setting)	3.25	High
4. Digging	3.20	High
5. Playing patterns (footwork skills)	3.20	High
6. Attack (hitting options)	3.15	High
7. Defensive skills (rolling and sliding)	3.15	High
8. Blocking (attack-defend)	3.13	High
9. Transitions and game sequence	3.10	High
10. Pass play and set-up play	3.08	High
Overall Weighted Mean	3.21	High

Legend: 3.26 – 4.00      Very High

2.51 – 3.25      High

1.76 – 2.50      Low

1.00 – 1.75      Very Low

**Table 3- Extent of Skill Competency of Secondary Volleyball Coaches along Articulation**

Table 3 shows the extent of skill competency of secondary volleyball coaches in Tarlac city division along articulation.

Table 3 shows that there are five (5) indicators wherein the respondents perceived with very high extent of skill competency and also five (5) indicators with high extent of skill competency along articulation. The overall weighted mean, 3.28 shows a very high extent of skill competency of secondary volleyball coaches in Tarlac City division along the fundamental skills needed in articulation.

The result implies that the respondent-coaches have a very high extent of skill competency along articulation. This only shows that the coaches are taking their skills competency with commitment to attain better performance. Further, this result confirms the idea of Bagsit et al. (2014) that sports competition is the triumph of the human spirit to pursue excellence in sports. It is a continuous attempt to achieve higher level of skills in various areas of performance that can



be compared to life’s challenges and opportunities. It is learning the essence of individual’s skills as it discovers the utmost capabilities of the athletes while enhancing their abilities in their chosen field of competition.

*Table 3 - Extent of Skill Competency of Secondary Volleyball Coaches along Articulation*

ARTICULATION	Mean	Interpretation
I possess the following fundamental skills needed in volleyball such as...		
1. Reception and defense	3.40	Very High
2. Stand and body balance	3.40	Very High
3. Stretch and outstretched arms	3.38	Very High
4. Hand to eyes coordination	3.33	Very High
5. Passing skills	3.28	Very High
6. Service in different ways	3.25	High
7. Feet movement and speed	3.25	High
8. Set-up plays	3.23	High
9. Spike, hit and kill	3.13	High
10. Rolls and slides in tempo	3.10	High
Overall Weighted Mean	3.28	Very High

Legend:      3.26 – 4.00      Very High  
                   2.51 – 3.25      High  
                   1.76 – 2.50      Low  
                   1.00 – 1.75      Very Low

**Table 4- Extent of Skill Competency of Secondary Volleyball Coaches along Naturalization**

Table 4 shows the extent of skill competency of secondary volleyball coaches in Tarlac city division along naturalization.

Table 4 shows that there are five (5) indicators wherein the respondents perceived that the secondary volleyball coaches to have a very high extent of skill competency and five (5) also with high extent of skill competency along naturalization.

The overall weighted mean, 3.27 indicates that generally, the respondents perceived that the secondary volleyball coaches have a very high extent of skill competency along the fundamental skills of naturalization.

The result implies that the coaches put their best foot forward in the achievement of their goals in the development of their skills as coach and their athletes as their players. They have developed most of the skills competently but there are still areas where they could be better and maximize their skills. Further, this result is supported by Suarez (2020) who concluded that there is a need for coaches to understand the decision-making skills of athletes from early on, as this will allow them to develop tasks and apply cognitive strategies that are adapted to the level of the athlete and that can ultimately improve decision-making further.

*Table 4 - Extent of Skill Competency of Secondary Volleyball Coaches along Naturalization*

NATURALIZATION	Mean	Interpretation
I possess the following fundamental skills needed in volleyball such as...		
1. realistic in setting goals for the benefit of the team	3.40	Very High
2. dealing with teammates and opponents by possessing social intelligence	3.40	Very High
3. managing stress and anxieties not to affect the performance of the team	3.38	Very High
4. seeing disadvantageous situations to advantageous	3.35	Very High
5. pushing each one to their limits and go beyond their potentials	3.28	Very High
6. maintains concentration and focus when in trainings and competition	3.25	High
7. builds teamwork and cooperation to come up with strong connections	3.25	High
8. possess self-motivation in attaining goals and objectives of the team	3.23	High
9. thinking positively about obstacles and challenges as opportunities to improve performance	3.13	High
10. believes in the abilities and capabilities of each member of the team	3.10	High
Overall Weighted Mean	3.27	Very High

Legend:      3.26 – 4.00      *Very High*  
                   2.51 – 3.25      *High*  
                   1.76 – 2.50      *Low*  
                   1.00 – 1.75      *Very Low*

**Table 5- Extent of Implementation of the Trainings to the Secondary Volleyball Coaches**

Table 5 shows the extent of implementation of the trainings in secondary volleyball in Tarlac city division.

It can be easily gleaned in Table 5 that all the indicators have been perceived by the respondents to have a very high extent of implementation of the trainings to the secondary volleyball in the school and division levels.

*Table 5 - Extent of implementation of the trainings in secondary volleyball*

Indicator Statements	Mean	Interpretation
1. Check and monitors players' performance	3.43	Very High
2. Attend seminars and trainings for individual and team improvement	3.42	Very High
3. Make a follow through of the team performance even after the training to ensure quality performance	3.42	Very High
4. Follow a school training program	3.40	Very High
5. Follow a schedule of practice and strictly checks attendance	3.40	Very High
6. Maintain same level of interest and support when a participant is sick or injured.	3.40	Very High
7. Report to higher authorities in case of problems met during the practice	3.40	Very High
8. Implement the school sports program effectively and efficiently	3.35	Very High
9. Implements a division based sports development program for training	3.25	High
10. Promote safe and correct practice to avoid issues and concerns	3.23	High
Overall Weighted Mean	3.38	Very High

Legend:      3.26 – 4.00    *Very High*  
                   2.51 – 3.25    *High*  
                   1.76 – 2.50    *Low*  
                   1.00 – 1.75    *Very Low*

This result only shows that the training implementation in Tarlac City division has been given importance and priority by the coaches and officials of the schools and of the division. This

implies then that there is a rigid training as well as expected winnings during competitions. This aligns to the study of Kumar (2016) to finding out the effect of training program on volleyball skills of inter-university level volleyball players, found out that the effectiveness of the training program is evident in the improvement of performance which is clearly indicated by positive change in the mean scores of Brady's volleyball test and volleyball skills chosen in the study. The skills included in the study were spiking, blocking, digging and first pass, and service. Thus, it only shows that an enhancement in the implementation program is also necessary in Tarlac city division.

**Table 6- Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Age**

Table 6 presents the ANOVA results on the mean differences on the extent of skills competency of volleyball coaches across the variable, age.

*ANOVA Results on the Mean Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Age*

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Precision	Between Groups	1.565	3	.522	2.170	.109
	Within Groups	8.654	36	.240		
	Total	10.219	39			
Articulation	Between Groups	2.818	3	.939	3.613*	.022
	Within Groups	9.362	36	.260		
	Total	12.180	39			
Naturalization	Between Groups	1.329	3	.443	2.067	.122
	Within Groups	7.715	36	.214		
	Total	9.044	39			

*\*Significant at 0.05 level*

The  $F=3.613$  yielded a .022 level of significance for fundamental skills along articulation as perceived by the respondent-coaches, across the variable, age. The hypothesis, "there is no significant difference in the extent of skill competency of the secondary volleyball coaches Tarlac City division across the respondents' profile variables" set at the start of this study is rejected. The result shows that there is a significant difference on the extent of skills competency of secondary

volleyball coaches along the variable, age since the computed level of significance is below the .05 level of significance.

This implies that there are indicated differences or whatsoever on the skills of the secondary volleyball coaches along fundamental skills in articulation across the profile variable, age.

***Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Educational Attainment***

Table 7 presents the ANOVA results on the mean differences on the extent of skills competency of volleyball coaches across the variable, educational attainment.

The  $F=1.264$ ,  $.878$ , and  $.079$  computed value for the extent of skills competency yielded a level of significance higher than the .05 level across the profile variable, educational attainment. Therefore, the hypothesis “there is no significant difference in the extent of skill competency of the secondary volleyball coaches in Tarlac City division across the respondents’ profile variables, educational attainment,” is accepted.

This means that there are no differences on the extent of skills competency of secondary volleyball coaches when grouped according to their educational attainment. This implies that the educational attainment of the respondent coaches do not affect the extent of skills competency of the secondary volleyball coaches.

Table 7

***ANOVA Results on the Mean Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Educational Attainment***

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Precision	Between Groups	1.290	4	.322	1.264	.303
	Within Groups	8.929	35	.255		
	Total	10.219	39			
Articulation	Between Groups	1.111	4	.278	.878	.487
	Within Groups	11.069	35	.316		
	Total	12.180	39			
Naturalization	Between Groups	1.875	4	.469	2.289	.079
	Within Groups	7.169	35	.205		
	Total	9.044	39			

*\*Significant at 0.05 level*

***Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Number of Years Playing as a Team***

Table 8 presents the ANOVA results on the mean differences on the extent of skills competency of volleyball coaches across the variable, number of years playing as a team.

The  $F=1.243$  computed value for the extent of skill competency along articulation yielded a .038 level of significance by the respondent-coaches across the profile variable, number of years playing as a team, is significant at 0.05 level. Hence, the hypothesis of the study, “there is no significant difference in the extent of skill competency of the secondary volleyball coaches in Tarlac City division across the respondents’ profile variable, number of years playing as a team,” is rejected.

This implies that there are differences on the extent of skills competency of the secondary volleyball coaches along the fundamental skills on articulation across the profile variable, number of years playing as a team.

Table 8

**ANOVA Results on the Mean Differences Extent of Skills Competency of Volleyball Coaches across the Variable, Number of Years Playing as a Team**

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Precision	Between Groups	1.205	3	.402	1.605	.205
	Within Groups	9.014	36	.250		
	Total	10.219	39			
Articulation	Between Groups	1.143	3	.381	1.243*	.038
	Within Groups	11.036	36	.307		
	Total	12.180	39			
Fundamental Skills	Between Groups	.910	3	.303	1.343	.276
	Within Groups	8.134	36	.226		
	Total	9.044	39			

*\*Significant at 0.05 level*

***Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Number of Years as Coach***

Table 9 presents the ANOVA results on the mean differences on the extent of skills competency of volleyball coaches across the variable, number of years as coach.

The  $F=1.164, 2.050, \text{ and } 1.420$  computed value for the extent of skills competency yielded a level of significance higher than the .05 level across the profile variable, number of years as coach. Therefore, the hypothesis “there is no significant difference in the extent of skill competency of the secondary volleyball coaches in Tarlac City division across the respondents’ profile variables, number of years as coach,” is accepted.

This means that there are no differences on the extent of skills competency of secondary volleyball coaches when grouped according to their number of years as coach. This implies that the number of years as coach of the respondent coaches do not affect the extent of skills competency of the secondary volleyball teams.

Table 9

**ANOVA Results on the Mean Differences Extent of Skills Competency of Volleyball Coaches across the Variable, Number of Years as Coach**

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Precision	Between Groups	.904	3	.301	1.164	.337
	Within Groups	9.315	36	.259		
	Total	10.219	39			
Articulation	Between Groups	1.777	3	.592	2.050	.124
	Within Groups	10.403	36	.289		
	Total	12.180	39			
Naturalization	Between Groups	.957	3	.319	1.420	.253
	Within Groups	8.087	36	.225		
	Total	9.044	39			

*\*Significant at 0.05 level*

***Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Position***

Table 10 presents the ANOVA results on the mean differences on the extent of skills competency of volleyball coaches across the variable, position.

The  $F=.121$ ,  $1.574$ , and  $1.410$  computed value for the extent of skills competency yielded a level of significance higher than the  $.05$  level across the profile variable, position. Therefore, the hypothesis “there is no significant difference in the extent of skill competency of the secondary volleyball coaches in Tarlac City division across the respondents’ profile variables, position,” is accepted.

This means that there are no differences on the extent of skills competency of secondary volleyball coaches when grouped according to their position. This implies that the position of the respondent coaches do not affect the extent of skills competency of the secondary volleyball coaches.

Table 10

**ANOVA Results on the Mean Differences Extent of Skills Competency of Volleyball Coaches across the Variable, Position**

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Precision	Between Groups	.102	3	.034	.121	.947
	Within Groups	10.117	36	.281		
	Total	10.219	39			
Articulation	Between Groups	1.412	3	.471	1.574	.213
	Within Groups	10.768	36	.299		
	Total	12.180	39			
Naturalization	Between Groups	.951	3	.317	1.410	.256
	Within Groups	8.093	36	.225		
	Total	9.044	39			



***Differences on the Extent of Skills Competency of Volleyball Coaches across the Variable, Relevant Trainings Attended***

Table 11 presents the ANOVA results on the mean differences on the extent of skills competency of volleyball coaches across the variable, relevant trainings attended.

The  $F=.295$ ,  $.591$ , and  $1.207$  computed value for the extent of skills competency yielded a level of significance higher than the  $.05$  level across the profile variable, relevant trainings attended. Therefore, the hypothesis “there is no significant difference in the extent of skill competency of the secondary volleyball coaches in Tarlac City division across the respondents’ profile variables, relevant trainings attended,” is accepted.

This means that there are no differences on the extent of skills competency of secondary volleyball coaches when grouped according to their relevant trainings attended. This also implies that the trainings attended by the respondents do not affect the extent of skills competency of the secondary volleyball coaches.

Table 11

**ANOVA Results on the Mean Differences Extent of Skills Competency of Volleyball Coaches across the Variable, Relevant Trainings Attended**

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Precision	Between Groups	.245	3	.082	.295	.829
	Within Groups	9.974	36	.277		
	Total	10.219	39			
Articulation	Between Groups	.572	3	.191	.591	.625
	Within Groups	11.608	36	.322		
	Total	12.180	39			
Naturalization	Between Groups	.826	3	.275	1.207	.321
	Within Groups	8.218	36	.228		
	Total	9.044	39			

***Relationships between the Extent of Skills Competency of Volleyball Coaches and the Extent of Training Implementation***

Table 12 below presents the Pearson r Coefficients of Correlations between the extent of skills competency of volleyball coaches and the extent of training implementation in Tarlac City division.

The data indicate that there is a significant relationship between the extent of skills competency of the secondary volleyball coaches in Tarlac City division and the extent of training implementation in the schools and in the division. The computed r-values, .649, .748, and .783 all yielded a .000 level of significance. The significant level of the Pearson r coefficient of correlation is below the significance level of 0.05 set at the start of this study. Therefore, the null hypothesis which states, “There is no significant relationship between the extent of skills competency of the secondary volleyball coaches and the extent of implementation of the trainings in secondary volleyball in Tarlac City division,” is rejected.

The result means that there is an indicated association between the dependent and the independent variables, whatsoever in the schools and division level. In this result, it implies that the skills competency of the secondary volleyball coaches have an indicated association on the extent of training implementation at the schools and division level.

Table 12

**Relationships between the Extent of Skills Competency of Volleyball Coaches and the Extent of Training Implementation**

Independent Variables	Pearson Correlations	Training Implementation
Precision	r-Value	.649**
	Sig. (2-tailed)	.000
Articulation	r-Value	.748**
	Sig. (2-tailed)	.000
Naturalization	r-Value	.783
	Sig. (2-tailed)	.000**

\*Significant at 0.05 level

\*\*Significant at 0.01 level

to win. For the communication code, the coach and team rapport is emergent. And in the last code, the skills, the coaches would go further up to optimum performance.

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