

Coaches' preferences toward badminton in the division of Nueva Ecija: A basis for training program

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ABSTRACT

This study attempted to identify and analyse the coaches' preferences toward badminton as to theory, technical, and practical as a basis for a training program. It is a descriptive research conducted in the different public secondary schools in the Division of Nueva Ecija of Nueva Ecija, Philippines among the 117 badminton coaches. The data were gathered through questionnaire. Frequency counts, percentage, analysis of variance (ANOVA), and weighted mean were used as the statistical treatments. The study found out that majority of the respondents are female, 31–40 years old, married, have units in their master's degree, Teacher I, had 4-6 years of experiences as badminton coach, have won 4-6 times championship in various levels of competition, and have attended related seminars or trainings in badminton coaching as the main qualification they possess for badminton coaches. Further, the data revealed that the area of theory, badminton technicality, and practical obtained an overall Weighted Mean of 3.66, 3.62, and 3.62, respectively with a verbal description of "Always." The findings also revealed that educational attainment is significantly related to the preferences of badminton coaches in terms of practical. However, no significant relationship was found to the rest of the profile of the coaches.

Keywords: Badminton coach, preference, technical, training program

1. INTRODUCTION

Participation in sports is not only considered as a form of recreational activity, but also provides modification from individuals' routinely work. It is a time for individuals to exhibit their skills not only to acquire recognition as a player but to improve their personality in order to become good examples to their colleagues or peers [1].

There are several factors needed in order to reach one's full potential. One of these factors is the designation of coach or teacher who will guide and lead the athletes to attain personal main goal which is to be become the best athlete [2]. Accordingly, the coach to athlete or teacher to student relationships is basically needed in the effective coaching of any sports. It serves as a means of communicating and

influencing the attainment of athletes' motivation and performance in the desired sports [3]. A coach is considered as a teacher or mentor. A coach is an expert in the chosen field, leader, role model, and may potentially become a parental figure. In addition, a coach is the trainer, counsellor, teacher, parent, and friend. Coaches are also leaders as well as listeners for their athletes, and at the same time, they are likewise their partners [4].

In support to this idea, Becker (2014) [5] noted that an exceptional coach is responsible for supporting the physical, mental, technical, and tactical development of the athletes in order for them to achieve their highest potentials. In addition, coaches are also expected to produce winnings and create exceptional athletes or players. Consequently, coaches who meet all of these expectations emerge from their peers as the superior coaches [6].

Realizing these, being a coach provides an important role in helping the athletes to reach their maximum level of performance and potential [7]. However, consideration should be made on the knowledge, competencies, and skills of coaches in relation to their preferences in coaching and how they applied and implement these preferences to their respective athletes. Hence, recognizing the coaches' preferences toward a specific sport can help lead them in the desired direction of the game necessary in achieving the desired goals and realizing the anticipated outcome [8].

Hence, this study attempted to identify and analyse the coaches' preferences toward badminton in the Division of Nueva Ecija as to theory, technical, and practical. Further, it also

looked at the respondents' sex, age, civil status, highest educational attainment, academic rank, number of years as coach in badminton and championship won, and their qualification as badminton coach. Lastly, it examined whether there is a significant relationship between the profile of the coaches and their preferences.

2. MATERIALS AND METHODS

2.1. Research Design

The research was based on various questions and surveys conducted on 117 badminton coaches (respondents). This is a descriptive research conducted in the different public secondary schools in the Division of Nueva Ecija, Philippines.

2.2. Parameters of research

Different parameters were considered like highest qualification attained by coaches, years of experience, total number of championship won, their different theoretical, practical and technical preferences.

To interpret the responses of the respondents, the researcher used the following scale with the corresponding range values, and description rating: 4 = Always; 3 = Usually; 2 = Seldom; 1 = Never.

2.3. Data Analysis

The study used the following statistical treatments: Frequency Counts, Percentage, Analysis of Variance (ANOVA), and Weighted mean by using the SPSS version 16.1. All the data was represented in frequency and percentage.

3. RESULTS AND DISCUSSIONS

The study was conducted on different badmintons coaches with various question based scenarios. As shown in table 1, About 74.40% of the total respondents have units in their master's degree, 12.00% completed their Master's degree and only 7.70% were having Bachelor's Degree. On the other hand, 3.40% of respondents have units in Doctoral Degree and only 2.60% have completed their Doctoral degree. It is important for coaches to shed light on their educational qualification from international point of view as it can help in exchanging good practices and opportunities from international collaboration [9]. There are other significant benefit attaining graduates and postgraduate programs in sports coaching which helps in creating interest in research in coaching [10]. The increased interest in research has led many coaches to refine their processes and attain ore higher education in coaching process, leading to professionalization of coaching in sports [11].

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	9	7.70
With Units in Master's Degree	87	74.40
Master's Graduate	14	12.00
With Units in Doctor's Degree	4	3.40
Doctoral Degree	3	2.60
Total	117	100.00

3.1. Number of Years as Coach in Badminton

As shown in Table 2, about 45.30% of the total respondents had approximately 4-6 years of experiences as badminton coach. 30.80% had 7-9 years of experiences whereas 17.10% have 1-3

Number of Years as Coach in Badminton	Frequency	Percentage
1-3 Years	20	17.10
4-6 Years	53	45.30
7-9 Years	36	30.80
10-12 Years	6	5.10
13-15 Years	1	0.90
16-18 Years	1	0.90
Total	117	100.00

years of coaching experiences. Furthermore, there were coaches with highly experience in this profession with 5.10% having to 10-12 years of experiences, 0.90% with 13-15 years of experiences and other 0.90% with 16-18 years of total badminton coaching experience.

The result suggests that majority of the respondents have short span of badminton coaching experiences which ranges from 1-9 years of experiences. The reason for coaches' short span experiences can be their physical fitness, administration issue or they are not meeting the certain guidelines [11-12]. This is accounted to the fact that majority of the respondents are newly hired teachers in the public secondary schools.

3.2. Number of Championship Won

Table 3 reveals that there were 35.00% respondents who won championship 4-6 times, followed by 30.80% who won championship 7-9 times. About 19.70% have more than 10 times and 14.50% have less than 3 times of championship won in badminton tournament. The data shows that there were more respondents who won the championship in the

Table 3. Number of Championship Won in 5 years

No. of Championship Won	Frequency	Percentage
0-3 times	17	14.50
4-6 times	41	35.00
7-9 times	36	30.80
10 and above times	23	19.70
Total	117	100.00

tournament at congressional district level, division level, regional level, and national level.

Winning the championships or events corresponds to coaches' vision, team, environment and facilities [13]. Therefore winning is just not an effective way to evaluate coaches' leadership and dedication with respect to their team's performance during the event [14]. The only difference was that winning teams were more satisfied with coaches' strategy than non-winning teams [15].

This result is attributed to the finding of Gabriel (2012) [16] who stressed that teachers who have attended numerous seminars or trainings related to their field of expertise have high performance in the chosen field or career. In this regard, they are capable of expounding ideas or concepts to the fullest as they have developed the essential competencies and skills that were developed when they participated in the seminar or training related to their role in the

school where they belong.

It is indeed possible that there will be a number of championship that coaches would bag in a single year because badminton is composed of various events such Singles (men, women), Doubles (men, women), and Mixed Doubles. Further, different competitions are possible to take place in a single School Year. This includes Intramurals (within the school premises), District Meet (inter-school in a city/municipality), Division Meet (in the province), Regional and National Meet. Aside from this, various badminton competitions were also held which were sponsored by different agencies or organizations.

3.3. Qualification as Badminton Coach

Table 4 shows that, about 49.57% have appointed as badminton coach with proper qualification and other 49.57% respondents attended seminars or trainings in badminton coaching. About 22.22% were former badminton players, 5.98% have received awards by organizations in badminton and only 1 respondent has received certification as professional badminton coach.

The data shows that there were more respondents who are qualified to become badminton coaches because of their qualifications needed in the field. As mentioned by Gabriel (2012) [16] coaches who have

Table 3.1. Specific Number of Championship Won

No. of Championship Won	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Total
0-3 times	4	2	3	1	--	1	2	--	1	3	17
4-6 times	2	5	3	3	5	3	3	4	6	7	41
7-9 times	1	2	2	4	3	4	4	5	6	5	36
10 and above time	2	--	2	2	--	4	2	4	5	2	23
Total	9	9	10	10	8	12	11	13	18	17	117

attended numerous seminars or trainings related to their field of expertise have high performance in the chosen field or career. In addition, the coaches who were formerly badminton players have the tendency to extend their experiences in full extend due to their experiences when they were badminton players in the past [17-20].

3.4. Coaches' Preferences toward Badminton

The following tables and discussions present the different leadership styles of the badminton coaches as perceived by the coaches themselves and the athletes. As shown in table 5, the gathered data of the researcher in terms of their preferences toward badminton in terms of theory. The area of theory obtained an overall Weighted Mean of 3.66 with a verbally described of "Always". Among the statements given, "use my knowledge of the different elements of the sport (i.e. Technical, Tactical, Physical Fitness, and Mental Preparation) as required for the various situations," garnered the highest weighted mean of 3.95 with a verbal description of "Always." In contrast, item 1.5, "point out to each athletes' strengths and weaknesses," got the lowest weighted mean of 3.31 with a verbal description of "Always."

In this regard, the respondents acknowledged that the following indicators were being

practiced in badminton coaching: plan activities relative to the athletes; look out for the personal welfare of the athletes; figure ahead on what should be done; express affection felt for the athletes; search for new training techniques; give good reasons for doing sports; make complex things easier to understand and learn; and put the appropriate players in the line-up. The findings suggest that the badminton coaches under this aspect normally use their knowledge of the different elements of the sport such as in the technical, tactical, physical fitness and mental preparation as required for the various situations in the game [21]. Coaches in this behavioural style exerted all their knowledge and learning's of their sport by extending it to their respective players [22]. Hence, the said behaviour is required in the effective management of the athletes because in this way they are being taught of the appropriate strategy suited in the enhancement of the athletes' skills in badminton. Such behaviour is necessary in the effective badminton coaching since they are being trained according to the needed standards.

In this case, it was noted that providing the theoretical aspect of the game to the athletes enable them to come up with the desirable and appropriate plans that are suited in the game and to their individual differences [23-24]. In

Table 4. Qualification as Badminton Coach

Qualifications as Badminton Coach	Frequency	Percentage
Attended related seminars or trainings in badminton coaching	58	49.57
Certification as professional badminton coach	1	0.85
Received awards by any award giving body related in badminton	7	5.98
Former badminton player	26	22.22
Appointed as badminton coach	58	49.57
Total	117	100.00

this manner, the athletes behave accordingly and properly as they were acquainted to the essential or important aspect of the nature of the desired sport. Hence, this results to the improved understanding of the game or sports. In table 6 it is observed that the area of badminton technicality obtained an overall Weighted Mean of 3.62 with a verbally description of "Always."

Among the provided statements, item 2.4,

"instructs every athlete individually in the skills of the sport," received the highest weighted mean of 3.94 and had a verbal description of "Always." In contrast, item 2.5, "do sports regularly," got the lowest weighted mean of 3.34 with a verbal description of "always."

It can be gleaned on the data that the respondents agreed that the following indicators were being practiced in badminton coaching: feel learning training techniques that have never

Table 5. Coaches' Preferences in terms of theory

	THEORY	Mean	Verbal Description
1.1	Plan activities relative to the athletes.	3.86	Always
1.2	Look out for the personal welfare of the athletes.	3.88	Always
1.3	Figure ahead on what should be done.	3.39	Always
1.4	Express affection felt for the athletes.	3.58	Always
1.5	Point out to each athlete's strengths and weaknesses.	3.31	Always
1.6	Search for new training techniques.	3.79	Always
1.7	Give good reasons for doing sports.	3.67	Always
1.8	Make complex things easier to understand and learn.	3.70	Always
1.9	Put the appropriate players in the line-up.	3.45	Always
1.10	Use my knowledge of the different elements of the sport (i.e. Technical, Tactical, Physical Fitness, and Mental Preparation) as required for the various situations.	3.95	Always
Overall		3.66	Always

Table 6. Coaches' Preferences in terms of Technicality

	TECHNICAL	Mean	Verbal Description
2.1.	Feel learning training techniques that I have never tried before.	3.71	Always
2.2.	Explain to each athlete the techniques and tactics of the sport.	3.85	Always
2.3.	Execute certain difficult movements.	3.43	Always
2.4.	Instruct every athlete individually in the skills of the sport.	3.94	Always
2.5.	Do sports regularly.	3.34	Always
2.6.	Specify in detail what is expected of athletes.	3.47	Always
2.7.	Use a variety of drills for training. (e.g. punching drills, blocking drills, kicking drills etc.)	3.74	Always
2.8.	Stress the mastery of skills.	3.88	Always
2.9.	Use objective measurements for evaluation. (e.g. tune up, practices etc.)	3.46	Always
2.10.	Supervise player's drills closely. (e.g. trainings, tune up, etc.).	3.35	Always
Overall		3.62	Always

tried before; explain to each athlete the techniques and tactics of the sport; execute certain difficult movements; instruct every athlete individually in the skills of the sport; specify in detail what is expected of athletes; use a variety of drills for training (e.g. punching drills, blocking drills, kicking drills etc.); stress the mastery of skills; and use objective measurements for evaluation (e.g. tune up, practices etc.)

The results imply that the badminton coaches train every athlete individually in the skills of the sport. This is accounted to the fact that badminton is played individually or in double where mastery of the skills, strategies, and techniques are important among the players. In addition, the coaches extend their abilities individually among the athletes by stressing the mastery of the game among the athletes and such mastery and skills needed in winning the game requires intensive and concentrated

Table 5. Coaches' Preferences in terms of theory

TECHNICAL		Mean	Verbal Description
3.1.	See to it that athletes work to their outmost capacity.	3.73	Always
3.2.	Like the feeling of being totally immersed in the activity.	3.68	Always
3.3.	See that the athletes are rewarded for a good performance. (e.g. bonus, allowances, tokens).	3.46	Always
3.4.	Show "ok" or "thumbs up" gesture to players.	3.91	Always
3.5.	Express appreciation when an athlete performs well.	3.38	Always
3.6.	See to it that the athletes 'efforts are coordinated.	3.54	Always
3.7.	use alternative methods when the efforts of the players are not working well in practice or in competition	3.76	Always
3.8.	Alter plans due to unforeseen events.	3.91	Always
3.9.	Feel pleasure in discovering new performance strategies.	3.49	Always
3.10.	Learn a lot of things which could be useful to me in other areas of my life.	3.33	Always
Overall		3.62	Always

Table 8. Relationship between the Profile of Badminton Coaches and their Preferences

Profile	N	Preferences		
		Theory	Technical	Practical
		117	117	117
Educational attainment	Correlation ^b	-0.074	-0.01	-.228*
	Sig. (2-tailed)	0.428	0.917	0.013
	N	117	117	117
Position	Correlation ^b	-0.063	0.045	-0.071
	Sig. (2-tailed)	0.499	0.631	0.445
	N	117	117	117
Years as badminton coach	Correlation ^b	0.004	0.087	0.026
	Sig. (2-tailed)	0.969	0.353	0.777
	N	117	117	117

training approach.

Many studies stressed that in any sports, mastery of the skills is an essential and outmost responsibility of the coach [4, 25-26]. The coach is tasked to provide the athletes the best possible means of adaption of appropriate strategies and techniques needed in a better performance of any sports. In this manner, the coach must stress the importance of obtaining appropriate skills among the athletes since individual or dual sports require rigid trainings. The behaviour or attitude of the coach in performing the task is necessary because it may improve or hamper the development of athletes' mastery of skills in the sports. In the table 7 it was observed that the area of practical obtained an overall Weighted Mean of 3.62 with a verbally description of Always.

Of all the items presented, item 3.4, "show "ok" or "thumbs up" gesture to players," received the highest weighted mean of 3.91 and had a verbal description of "Always". In contrast, item 3.10, "learn a lot of things which could be useful to me in other areas of my life," got the lowest weighted mean of 3.33 with a verbal description of Always. It is apparent that the respondents agreed that the following indicators were being practiced in badminton coaching: see to it that athletes work to their outmost capacity; like the feeling of being totally immersed in the activity; see that the athletes are rewarded for a good performance. (e.g. bonus, allowances, tokens); show "ok" or "thumbs up" gesture to players; see to it that the athletes' efforts are coordinated; use alternative methods when the efforts of the players are not working well in practice or in competition; alter plans due to

unforeseen events; and feel pleasure in discovering new performance strategies.

Further, the data suggested that the badminton coaches provided positive actions or gesture among the athletes by showing "ok" or "thumbs up" gesture as they play the game. These gestures provided connection between the coach and athletes that stress the trust and confidence entrusted to them in the game. The positive gestures provided the athletes the motivation to do their best in the game, improve their skills, and recognize and accept errors. In addition, badminton coaches stressed the importance of being totally engrossed in the game. In this case, the coach stresses the importance of being focus and attentive in the game in order for them to come up with the necessary strategies or techniques to be used as they play.

3.5. *Relationship between the Profile of Badminton Coaches and their Behaviour*

Table 8 reveals the relationship between the profile of badminton coaches and their preferences. The findings revealed that educational attainment is significantly related to the preferences of badminton coaches in terms of practical. However, no significant relationship was found to the profile of the badminton coaches in terms of their sex, age, civil status, position, and number of years as coach in badminton to their behaviour in terms of theory, technical, or practical.

The result implies that as the badminton coaches acquire or receive higher educational attainment, the level of practical among them decreases. In this case, if the badminton coach acquires a master's or doctor's degree, the

manner of how they behave and apply the indicators of practicality decreases. This may be accounted to the manner of how they rate themselves by exerting more effort in the technical and theory aspect rather than the practical.

In addition, the result of the study concludes that the profile of the respondents does not affect the behavioural styles being applied by the coaches to their respective athletes. The profile of the badminton coaches is not directly correlated on the manner of how they act, behave, and perform their skills in badminton among the athletes. The said result affirms the study that noted that the highest the educational background of the coaches, the more tendencies they are focused on theories of the sports and technicalities needed in the game [27]. They argued that since the coaches acquired rich educational background, the tendency or manner of being practical reduces due to the acquisition of the appropriate skills or knowledge in theory and technical aspect needed to excel or win the game rather than providing reinforcement (e.g. giving tokens or allowance to encourage the athletes to do their best) and positive gestures which are part of the practical aspect of behaviour.

4. CONCLUSIONS

Based on the findings of this study, it can be concluded that majority of the badminton coaches had units in Master's degree, mostly Teacher I, with 1-3 years of experiences as badminton coach, won the championship for 4-6 times, have attended related seminar or trainings in badminton coaching, and appointed as badminton coach. The preference of the badminton coaches is considered theoretical.

The higher the educational attainment of the badminton coaches, the level of behaviour in "practical" decreases.

5. CONFLICT OF INTEREST

NA

6. SOURCE/S OF FUNDING

No source of funding

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