

Article Identifier: <https://identifier.visnav.in/1.0002/ijabs-22i-01002/>

Karatedo coaching behaviours in Region III

Querubin A. Manumbali *, Jeniffer L. Amaranto, Loraine G. Baligat

Nueva Ecija University of Science and Technology, Philippines

* For correspondence: querubintaguilar@gmail.com

Received on: 1 September 2022

Published on: 13 November 2022

ABSTRACT

This study is an attempt to describe the coaching behaviors of karatedo coaches in Region III. The descriptive method of research was conducted in seven state universities and colleges in Region III where 13 coaches/ assistant coaches/ trainers and 86 student-athletes served as participants. Data were gathered using survey questionnaire. Results were tallied and analyzed using frequency, weighted mean, percentage, analysis of variance (ANOVA) and Result of Correlation Analysis. The study found out that coaches, assistant coaches and trainers are mostly married; male; aged 31-40 years old; 0-2 years coaching in karatedo; had zero to two (0-2) times winning the championship; graduated in college; and had been a player before and obtained coaching capabilities through seminars they participating. Majority of the respondents said that coaching behaviors in terms of Theory, Technical, Practical were assessed as "always". Moreover, the study determined that there is no significant relationship between the profile variables of the coaches and their coaching behaviors, and there is no significant difference between the perceptions of coaches/assistant coaches/trainers and student-athletes in terms of Theory, Technical, Practical.

Keywords: Coaching behaviors, karatedo, coaches, student-athletes

1. INTRODUCTION

Among the multiple combative sports, karatedo represents a real mainstay in improving man. Karatedo is one of the most representative sides of Japanese martial arts. It is permanently contributing to the biological, psychological, and social development of the student-athletes. It was demonstrated in the 2010 State Colleges University Athletic Association III (SCUAA III) at Bulacan State University (BulSU). In addition, starting 2012, SCUAA III at Ramon Magsaysay Technological University (RMTU), the game karatedo was officially on the list of events.

Many beginner athletes do not have the proper way to attain full potential on their performance in their respective events. One of the most effective ways is to have someone who will guide and lead an athlete to attain personal main goal: to be good, better and best athlete one can be. There is a need for someone to coach athletes. Closeness between the mentor competitor and instructor understudy connections, particularly the method of conveying and its impact on the competitor's inspiration and execution (known as the "Pygmalion impact" [e.g., Merton, 1948]) [1].

Early interest in leadership concentrated on the traits or abilities of great leader but since then, leadership research has evolved from an interest in the behaviors of leaders to the idea of situation-specific leadership [2]. A number of different personal attributes have also investigated in terms of their impact on coaches' expectations and behaviors [3].

Furthermore, Gould *et al.* (2012) concluded that supportive relationships with adults (e.g., coaches) are imperative in facilitating positive developmental outcomes in athletes [4].

Coaching has three distinct components – theory, technical and practical. Theory covers the basic principles of coaching including planning, sports safety, skills analysis, and development, mental preparation, training methodology and leadership [5]. Technical represents sport specific information on skills and drills, rules of play, equipment, training method and preparation for competition. Practical provides instruction on the actual “hands-on” aspect of coaching, providing coaches with input on how effective they are at working with the athletes. These three distinct components are based on National Coaching Certificate Program (NCCP) in Canada [6].

Being a coach a very important role in reaching maximum level of performance has a theoretical, practical, and technical training. Hence, this study attempted to describe the coaching behaviors of karatedo coaches in Region III in terms of theory, technical and practical [7]. Moreover, it also looked at the respondents' age, sex, civil status, and number of years coaching in karatedo, number of championship won, educational attainment, and sports training as karatedo coach. This also explored the significant relationship between the profile variables of the coaches and their coaching behaviors. Lastly, it

examined whether the perceived coaching behaviors of coaches differs significantly to the student-athletes.

2. METHOD AND MATERIALS

2.1. Research design

This is a descriptive research conducted in seven state universities and colleges in Region III, Philippines among 13 coaches/ assistant coaches/ trainers and 86 student-athletes. The data were gathered using survey questionnaire adopted from Revised Leadership Scale for Sports (RLSS) [8].

2.2. Data instrument

To interpret the responses of the respondents, the researchers used the following scale with the corresponding range values, and description rating: 5 = Always; 4 = Often; 3 = Occasionally; 2 = Seldom; and 1 = Never.

2.3. Data Analysis

The study used the statistical treatments like frequency, weighted mean, percentage, analysis of variance (ANOVA) and Result of Correlation Analysis.

3. RESULT AND DISCUSSION

3.1. Profile of Karatedo Coaches, Assistant Coaches, and Trainers

3.1.1. Age

There is one (1) or 7.69% in the age of 20–30 years while the age of 31–40 years old has 12 or 92.31%. Almost all of the respondents fall under age range 31-40 years old, which is middle age. It is important that the coaches, assistant-coaches, and trainers know how to interact with their student-athletes. The age of coaches could be a factor that meets their interest in the field of karatedo. Since karatedo was only introduced in SCUAA

Table 1. Factors that may lead to sexual activities

Number of Years Coaching In Karatedo	F	%
0 - 2 years	8	61.54
3 - 5 years	2	15.38
6 - 8 years	0	0.00
9 years and above	3	23.08
TOTAL	13	100

Table 2. Factors that may lead to sexual activities

No. of Championship Won	F	%
0 - 2 times	9	69.23
3 - 5 times	2	15.38
6 - 8 times	1	7.69
9 times and above	1	7.69
TOTAL	13	100

Table 3. Factors that may lead to sexual activities

Educational Attainment	F	%
College	9	69.23
Graduate Studies	4	30.77
TOTAL	13	100

Table 4. Factors that may lead to sexual activities

Sports Training as Karatedo Coach	F	%
Seminar	5	38.46
Player Before	5	38.46
Both Seminar and Player Before	3	23.08
TOTAL	13	100

III last 2012, young coaches may bloom but do not take for granted the experiences of old ones.

3.1.2. Sex

There are four (4) or 30.77% female and nine (9) or 69.23% male coaches. Majority of the respondents are male. Men are more interested in the sports karatedo because it is a combative sport and women have set their own limitations. Even if male are most coaches in different sports, it can be said that female coaches are not left behind in this kind of sports. The growing number of female coaches in this field is very evident because of strengthening gender fairness in almost all the sport events.

3.1.3. Civil Status

Four (4) or 30.77% of the respondents are single while nine (9) or 69.23% are married. Most of the karatedo coaches, assistant coaches and trainer respondents are married. In terms of marital status, even if coaches have a family they still manage to handle their respective student-athletes effectively by meeting and practice them regularly. Their commitment as coaches, assistant-coaches, and trainers has a great impact in coach student-athletes relationship.

3.1.4. Number of Years Coaching in Karatedo (since karatedo introduced in the Philippines)

Results revealed that eight (8) or 61.54% of the respondents has been coaching from 0-2 years. Two or 15.38% had 3-5 years of coaching, while three (3) or 23.08% of them coaching from nine (9) years and above.

Table 5. Result Karatedo Coaching Behaviors in Terms of Theory

Item Statement	Coaches, Assistant Coaches and Trainers		Student-Athletes	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Ask for the opinion of the athletes on strategies for specific competitions.	4.31	Always	4.36	Always
Get group approval on important matters before going ahead.	4.38	Always	4.43	Always
Let the athletes share in the decision-making.	4.38	Always	4.31	Always
Figure ahead on what should be done.	4.46	Always	4.38	Always
Feel pleasure in discovering new performance strategies.	4.46	Always	4.38	Always
Let the athletes set their own goals.	4.23	Always	4.51	Always
Ask for the opinion of the athletes on important coaching matters.	4.46	Always	4.21	Always
Give good reasons for doing sports.	4.54	Always	4.56	Always
Learn a lot of things which could be useful to me in other areas of my life.	4.46	Always	4.55	Always
Decide on plays to be used in every game.	4.69	Always	4.15	Often
Make complex things easier to understand and learn.	4.62	Always	4.48	Always
Use objective measurements for evaluation. (e.g. tune up, practices etc.).	4.62	Always	4.56	Always
Use my knowledge of the different elements of the sport (i.e. Technical, Tactical, Physical Fitness, Mental Preparation) as required for the various situations.	4.69	Always	4.44	Always
Disregard players' fears and dissatisfactions.	4.00	Often	4.31	Always
Clarify goals and the paths to reach goals for the players.	4.46	Always	4.52	Always
Average Weighted Mean	4.38	Always	4.42	Always

Majority of the coaches, assistant coaches and trainer respondents are in the early stage of coaching karatedo.

Most of the coaches are in the early stage of coaching karatedo. The number of years as a coach has an impact on developing student-athletes in their craft. Some of the coaches/assistant-coaches/trainers got their technical and practical skills through seminars. Whatever they have, they continue to enhance their knowledge, technical and practical capability through seminars. Nevertheless, the most eligible is having skills theoretically, practically and a kick of technical skills.

3.1.5. Number of Championship Won

There are nine (9) or 69.23% respondents won championships 0-2 times, two (2) or 15.38% respondents won a championship in the range of (3-5), one (1) respondent each or 7.69% won a championship in the range of six to eight (6-8) times and 9 times and above. Majority of the coaches, assistant coaches and trainer respondents got their championship at an early stage. It is also an edge in coaching because experienced coaches, assistant coaches, and trainers had gained maturity in handling student-athletes, game strategies, and personal relationship that can positively influence student-athletes. Furthermore, coaches whether they are young or experienced, they can achieve championship.

Table 6. Result Karatedo Coaching Behaviors in Terms of Technical

Item Statement	Coaches, Assistant Coaches, and Trainers		Student-Athletes	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
See to it that athletes work to their outmost capacity.	4.48	Always	4.66	Always
Feel learning training techniques that I have never tried before.	4.31	Always	4.49	Always
Explain to each athlete the techniques and tactics of the sport.	4.54	Always	4.62	Always
Execute certain difficult movements.	4.31	Always	4.38	Always
Instruct every athlete individually in the skills of the sport.	4.62	Always	4.43	Always
Do sports regularly.	4.69	Always	4.43	Always
Feel fulfill while improving someone's.	4.62	Always	4.41	Always
Search for new training techniques.	4.62	Always	4.50	Always
Let the athletes work at their own speed.	4.31	Always	4.27	Always
Feel fulfill in carrying a exciting experiences. (e.g. games, training, drills, team building, etc.)	4.00	Often	4.44	Always
Use a variety of drills for training. (e.g. punching drills, blocking drills, kicking drills etc.)	4.85	Always	4.71	Always
Stress the mastery of skills.	4.69	Always	4.56	Always
Conduct proper progression in teaching fundamentals.	4.85	Always	4.51	Always
Increase complexity and demands if the players find the demands are too easy.	4.15	Often	4.31	Always
Give the players freedom to determine the details of conducting drills.	4.15	Often	4.27	Always
Average Weighted Mean	4.50	Always	4.46	Always

3.1.6. Educational Attainment

Nine (9) or 69.23% respondents attained college degree while four (4) or 30.77% respondents reached graduate studies. Most of the coaches, assistant coaches and trainer respondents have a college level of education. Regardless of the degree that they achieved, the eagerness of the coaches in developing athletes in the field of karatedo during the competitions are observed. Although in developing student-athletes skills, the educational attainment is a big factor especially in understanding the behaviors of the student-athletes.

3.1.7. Sports Training as Karatedo Coach

Results revealed that there were five (5) or 38.46% of the respondents attained their coaching capabilities

through seminars they attended; likewise five (5) or 38.46% of the respondents had been players before while three (3) or 23.08% of the respondents attended seminars and had been players before. Most of the coaches, assistant coaches, and trainer respondents were players before. In addition to these, coaches with experienced in joining before will probably make an effort to transfer their practical skills through training and practices.

3.2. Karatedo Coaching Behaviors in Terms of Theory, Theoretical and Practical

3.2.1. Karatedo Coaching Behaviors in Terms of Theory

Table 7. Result Karatedo Coaching Behaviors in Terms of Practical

Item Statement	Coaches, Assistant Coaches, and Trainers		Student-Athletes	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Plan activities relative to the athletes.	3.85	Always	4.24	Always
Like the feeling of being totally immersed in the activity.	4.31	Always	4.40	Always
Make sure that the coach's function in the team is understood by all athletes.	4.92	Always	4.58	Always
Explain to every athlete what should be done and what should not be done.	4.92	Always	4.73	Always
Expect every athlete to carry out one's assignment to the last detail.	4.69	Always	4.33	Always
Point out each athlete's strengths and weaknesses.	4.62	Always	4.52	Always
Give specific instructions to each athlete on what should be done in every situation.	4.85	Always	4.56	Always
Explain how each athlete's contribution fits into the total picture.	4.54	Always	4.42	Always
Get input from the players during team meetings.	4.85	Always	4.43	Always
Experience satisfaction while the athlete is perfecting his/her abilities.	4.46	Always	4.52	Always
Use alternative methods when the efforts of the players are not working well in practice or in competition.	4.54	Always	4.48	Always
Alter plans due to unforeseen events.	4.08	Often	4.44	Always
Put the appropriate players in the line-up.	4.62	Always	4.58	Always
Assign tasks according to each individual's ability and needs.	4.62	Always	4.56	Always
Prescribe the methods to be followed.	4.46	Always	4.77	Always
Average Weighted Mean	4.55	Always	4.50	Always

Item 55 “disregard players’ fears and dissatisfactions” rated by the coaches, assistant coaches, and trainers got the lowest rating with a weighted mean of 4.00 and was verbally described as “often” while items 37 and 47 “decide on plays to be used in every game” and “use my knowledge of the different elements of the sport (i.e. Technical, Tactical, Physical Fitness, Mental Preparation) as required for the various situations” got the highest with a weighted mean of 4.69 and were verbally described as “always”. Item 37 “decide on plays to be used in every game” got the lowest assessment by student-athletes with 4.15 weighted mean and was verbally described as “often” while items 33 and 43 “give good reasons for doing sports” and “use objective measurements for evaluation (e.g. tune up, practices

etc.)” got the highest with 4.56 weighted and were verbally described as “always”. Both respondents had different verbal interpretation in items 37 and 55.

The results revealed that the average weighted mean of karatedo coaching behaviors in Region III in terms of Theory as observed by the coaches, assistant coaches, and trainers is 4.38 while by the student-athletes is 4.42. Most of the student athletes, coaches, assistant coaches, and trainers on the coaching behaviors in terms of Theory are mostly common. Coaching behaviors employed by the coaches in terms of Theory, Theory and Practical were effectively executed to the performances of the student-athletes. It means that if the coaches were knowledgeable enough in karatedo

then they will have the capability to train student-athletes [9].

3.2.2. *Karatedo Coaching Behaviors of Coaches in terms of Technical*

Item 38 “feel pleasure in living exciting experiences (e.g. games, training, drills, team building, etc.)” rated by the coaches, assistant coaches, and trainers got the lowest rating with a weighted mean of 4.00 and was verbally described as “often” while items 41 and 44 “use a variety of drills for training (e.g. punching drills, blocking drills, kicking drills etc.)” and “conduct proper progression in teaching fundamentals” got the highest with a weighted mean of 4.85 and were verbally described as “always”. Items 32 and 58 “let the athletes work at their own speed” and “give the players freedom to determine the details of conducting drills” got the lowest assessment by student-athletes with a weighted mean of 4.27 while item 41 “use variety of drills for training (e.g. punching drills, kicking drills etc.)” got the highest with 4.71 weighted mean. All of the perceptions of the student-athletes on coaching strategies in terms of technical verbally interpreted as “always”.

The result showed that the average weighted mean of coaching behaviors of coaches in terms of Technical as observed by the coaches, assistant coaches, and trainers is 4.50 while by the student-athletes is 4.46. Most of the student-athletes, coaches, assistant coaches, and trainers on the coaching behaviors in terms of Technical are mostly common. The technical capability of the coaches reflects when the student-athletes technically demonstrate the performance of their skills and technique [10].

3.2.3. *Karatedo Coaching Behaviors in terms of Practical*

Item number 6 “plan activities relative to the athletes” rated by the coaches, assistant coaches, and trainers got the lowest rating with a weighted mean of 3.85 and was verbally interpreted as “often”, while items 11 and 19 “make sure that the coach’s function in the team is understood by all athletes” and “explain to every athlete what should be done and what should not be done” got the highest with a weighted mean of 4.92 and were verbally described as “always”. Item number 6 “plan activities relative to the athletes” got the lowest assessment by student-athletes with a weighted mean of 4.24 while item 60 “prescribe the methods to be followed” got the highest with a weighted mean of 4.77. All of the student-athletes on coaching behaviors in terms of practical verbally interpreted as “always”.

The result showed that the average weighted mean of coaching behaviors in karatedo in terms of Practical as observed by the coaches, assistant coaches, and trainers is 4.55 while observed by the student-athletes is 4.50. The student athletes, coaches, assistant coaches, and trainers on the leadership and coaching behaviors in terms of Practical are mostly common. The coaches physically manipulate the student-athletes to demonstrate the proper execution of the skills. The performance of the student-athletes was probably motivated to the coaching behaviors of coaches, too.

3.3. *Relationship between Profile Variables of the Respondents and their Coaching Behaviors*

Results revealed that none of the correlation coefficients resulted to significance level less than or equal to 0.05. This means that not enough evidence was found to reject the hypothesis of the study. Therefore, there is no significant relationship between the profile variables of the coaches and their coaching behaviors. The demographic profile of the coaches does not affect their coaching behaviors. One possible reason is that coaches

focus on enhancing the skills of the students-athlete. Furthermore, the sports program of their respective universities and colleges guide coaches, assistant coaches, and trainers in dealing with their student-athletes. When it comes to sports there are no sex, age, or whatever status accomplish the goal but proper guidance and support of one another's needs. The most important thing is how coaching behaviors be appropriate and sustained a stable personality suited for the needs of the student-athletes [11].

3.4. Difference between the Perceptions of the Coaches/ Assistant Coaches/ Trainers and Student-Athletes Regarding Coaching Behaviors

The analysis revealed a t statistics of -.23 and is lower than the critical value at .05 level of significance ± 1.98 . The value compels the researchers not to reject the hypothesis of the study. There is no significant difference between the perceptions of coaches and athletes regarding the coaching behaviors employed by coaches.

Coaches and student-athletes agree in terms of effective coaching behaviors. It only suggests that if sports program of the universities and colleges will be properly coordinated, it will be their guides in training successful student-athletes. Sports programs should be planned thoroughly in each universities and colleges [12]. Through these sports programs, the coaches, assistant coaches, and trainers together with their respective students-athletes are working in achieving the goal of the universities and colleges.

4. CONCLUSION

The following conclusions are formulated based on the findings:

1. The coaches, assistant coaches and trainers are mostly married, male, aged 31-40 years old, 0-2

years coaching in karatedo, had zero to two (0-2) times winning the championship, graduated in college, and had been a player before and obtained coaching capabilities through seminars they participated.

2. Majority of the respondents shows that: leadership and coaching behaviors of coaches in Karatedo in region III in terms of Theory, Technical, Practical and Coaching Strategies were assessed as "always" by coaches, assistant coaches, trainers, and student-athletes.
3. There is no significant relationship between the profile variables of the coaches and their leadership and coaching behaviors.
4. There is no significant difference between the perceptions of coaches, assistant coaches, trainers, and athletes regarding the leadership and coaching behaviors of coaches employed by coaches in terms of Theory, Technical, Practical, and Coaching Strategies.
5. Sample activities for leadership and coaching behaviors of coaches is suggested for the management of all coaches, assistant coaches and trainers for them to become more efficient and effective throughout the developing and enhancing of the skills, performances and to train a new breed of student-athletes.

5. ACKNOWLEDGEMENT

NA

6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

7. SOURCE/S OF FUNDING

NA

8. REFERENCES

1. Karakovsky, L., DeGama, N., McBey, K. (2012). "Facilitating the Pygmalion effect: The overlooked role of subordinate perceptions of the leader".
2. Williams, J., Kenow, L., Jerome, G., Rogers, T., Sartain, T. & Darland, G. (2003). Factor structure of the coaching behavior questionnaire and its relationship to athlete variables. *the sport psychologist*, **17**: 16-34.
3. Cassidy, T. G., Jones, R. L., & Potrac, P. (2008). *Understanding sports coaching: The social, cultural and pedagogical foundations of coaching practice*. Routledge
4. Gould, D., Flett, R., & Lauer, L. (2012). The relationship between psychosocial developmental and the sports climate experienced by underserved youth. *psychology of sport and exercise*, **13**: 80-87.
5. Parsloe, E., & Leedham, M. (2009). *Coaching and mentoring: Practical conversations to improve learning*. Kogan Page Publishers.
6. Gowan, G. R. (1992). Canada's National Coaching Certification Program (NCCP)—Past, Present, & Future. *Journal of Physical Education, Recreation & Dance*, **63**(7), 50-54.
7. de D'Amico, R. L., & Canelón, M. (2021). Policy implications in rhythmic gymnastics judging: A case analysis. In *Sport Governance and Operations* (pp. 132-145). Routledge.
8. McCormack, P. (2007). *A study of the leadership and coaching behaviours of high level hurling coaches* (Doctoral dissertation, Waterford Institute of Technology).
9. Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational leadership*, **53**: 12-16.
10. Chiu, L. K., Mahat, N. I., Marzuki, N. A., & Hua, K. P. (2014). Student-Athletes' Evaluation of Coaches' Coaching Competencies and Their Sport Achievement Motivation. *Rev. Eur. Stud.*, **6**: 17.
11. Hollembeak, J., & Amorose, A. J. (2005). Perceived coaching behaviors and college athletes' intrinsic motivation: A test of self-determination theory. *Journal of applied sport psychology*, **17**(1): 20-36.
12. Siedentop, D., Hastie, P., & Van der Mars, H. (2019). *Complete guide to sport education*. Human Kinetics.