

Level of Technical Coaching Skills of Sports Coaches in Davao Region, Philippines

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Abstract

This study aims to determine the level of technical coaching skills of sports coaches in the Davao Region, Philippines. It seeks to describe the profile of the respondents in terms of age, year level, and sex, and to assess their competencies in communication skills, decision-making skills, and sports management. A total of 52 sports coaches, purposively selected based on their recent coaching experience and professional background, participated in the study conducted within the active sports environment of Davao Region. The research employed a quantitative, descriptive-comparative design, utilizing a validated 30-item questionnaire adapted from previous studies, measured on a 5-point Likert scale. Data analysis involved calculating means and conducting inferential statistics such as T-tests and ANOVA to determine significant differences among groups. The study was anchored on the Three-Stage Model of Motor Learning theory of Fitts and Posner (1967), which emphasizes stages of cognitive, associative, and autonomous learning. For future research, it is recommended to explore other influencing factors such as psychological readiness, adaptability across sports disciplines, and the impact of mentorship, using qualitative approaches to provide deeper insights into the continuous development of coaching skills.

Keywords: technical coaching skills; communication skills; decision-making skills; sports management; sports coaches

Introduction

Technical coaching skills pertain to the ability of coaches to effectively teach, develop, and refine the fundamental technical skills required for athletes to perform at their best, and break down complex movements clearly and effectively (McCarthy, 2024). Certainly, studies reveal that sports coaches are perceived as less skilled at coaching technical skills towards athletes (McCalman et al., 2024). Meanwhile, in the college of education department, coaches undertake training in technical skills, which is observed as not perfect and has poor technical skills performance (Zhou, 2024).

In Latin America and Caribbean countries, there was a low level of technical coaching skills in knowledge and abilities on performing athletics and other sports events (Gibson et al., 2024). Consequently, the Department of Sport Sciences at the University of Jyväskylä in Finland highlights a relatively low level of technical coaching skills in soccer, like passing and centering the ball, and agility (Forsman et al., 2016). Likewise, the University of the Sunshine Coast, Australia, emphasizes a relatively poor level of technical coaching skills across all positional dynamics in sports (Couto et al., 2024). Further, in Singapore, a study shows that stakeholders and sports coaches handling sports subjects lack technical coaching skills (Tan et al., 2024).

Meanwhile, the issue of poor levels of technical coaching skills in the Philippines has been a subject of increasing concern. The University of Mindanao found relatively poor coaching technical skills during training and conditioning, mental preparation, goal setting, and competition strategies (Potenciando et al., 2024). Similarly, the school of Mindanao State University, Iligan Institute of Technology highlighted that the coaching technical skills among basketball players with high physical fitness have poor sports performance (Medina et al., 2024). In addition, the Department of Sports in the Philippines found poor knowledge of technical coaching skills with a lack of physical and mental conditioning (Blanco, 2016).

The widespread issue associated with poor technical coaching skills among sports coaches remains a challenge due to the lack of information on how coaches implement technical skills within training schedules, refining physical and technical abilities (Barros et al., 2024). Despite this understanding, research on targeted interventions to enhance technical coaching skills remains limited, particularly in understanding how this aspect is integrated into training programs. Therefore, there is a need to investigate the problem. Hence, this study was pursued.

Statement of the Problem

The purpose of this study is to describe the level of technical coaching skills of sports coaches in Davao Region, Philippines. Specifically, this study sought to answer the following:

1. To describe the demographic profile of respondents in terms of:
 - 1.1 age;
 - 1.2 year level; and
 - 1.3 sex.
2. To determine the level of technical coaching skills in terms of:
 - 2.1 communication skills;
 - 2.2 decision-making skills; and
 - 2.3 sports management.
3. To determine the significant difference in the level of technical coaching skills of Sports Coaches when analyzed according to Demographic Profile.
4. To determine the appropriate interventions based on the findings of the study.

Theoretical Framework

This study is anchored on the Three-stage Model of Motor Learning theory of Paul Fitts and Michael Posner (1967), which emphasizes the three interrelated levels of motor learning: cognitive, associative, and autonomous. The transition from level to level is associated with skill strengthening, continuity, and control, which can be achieved through various teaching techniques and an individual approach. This theory provides specific guidelines and actions for coaches to transfer acquired movement skills and promote continuous learning.

Conceptual Framework

The three-stage model of motor learning enhances technical coaching skills, assessing the progress and providing strategies to acquire skills in the shortest possible time. The dependent variable is technical coaching skills with three indicators: communication skills, decision-making skills, and sports management. Meanwhile, demographic profiles such as age, sex, and year level are conceptualized as independent variables that may significantly impact the levels of these coaching competencies. The technical coaching skills are

operationalized as dependent variables, quantitatively assessed through structured questionnaires. Furthermore, the model emphasizes the comparative nature of the study, positing that variations in technical coaching skill levels could exist across different demographic groups. This approach allows for the systematic examination of how specific demographic characteristics relate to and potentially influence the proficiency of coaches in key technical domains.

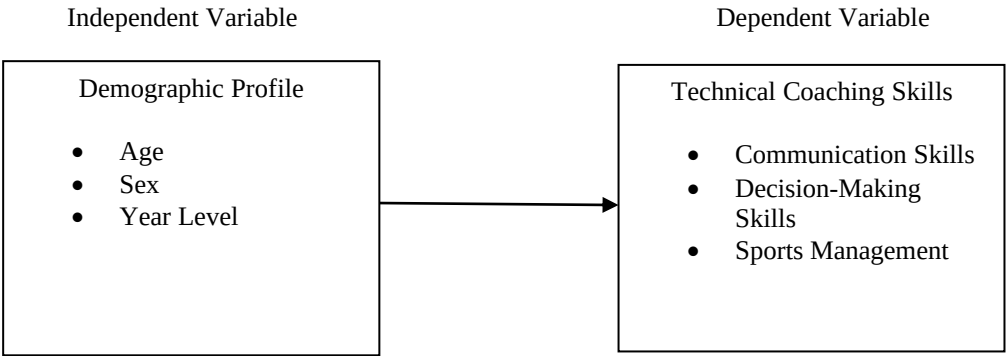


Figure 1. Level of Technical Coaching Skills of Sports Coaches in Davao Region, Philippines

Method

The study employed a quantitative, descriptive-comparative research design to assess and compare technical coaching skills among sports coaches. According to Creswell (2017), a quantitative research design is collecting and analyzing numerical data; it systematically investigates phenomena by gathering quantifiable data and performing statistical, mathematical, and computational techniques. A descriptive-comparative design aims to observe and describe the variations between different groups in a population without intentionally changing any factors (Villaabrille et al, 2024). The study aimed to identify and analyze variations in competencies related to communication, decision-making, and sports management by collecting numerical data through structured questionnaires. The Davao Region in the Philippines was chosen as the research locale due to its active sports environment, and 52 coaches were purposively selected based on criteria such as recent coaching experience and professional background to ensure relevant and reliable data.

To gather data, the researcher used a validated and pilot-tested 30-item questionnaire adapted from a previous study, measuring key indicators of coaching skills using a 5-point Likert scale. The data analysis involved computing the mean to summarize demographic profiles, while inferential statistics such as T-tests and ANOVA were applied to determine significant differences in coaching competencies between groups. This methodological framework ensured the study’s findings would be statistically sound and informative for improving coaching practices.

Results and Discussion

This chapter outlines the discussion of the results and the analysis of the data. By employing suitable statistical methods, the gathered information was examined to address the issues outlined in the introduction of this study. The discussion is organized according to the order of the research objectives. Related literature is integrated to support and provide context to the findings.

Table 1. Demographic Profile of the Sports Coaches for Age, Sex and Year Level Frequency

Category	Frequency	Percent (%)
Age		
48-53	2	4.0
42-47	3	6.0
36-41	5	9.0
30-35	15	29.0
24-29	27	52.0
Total	52	100.0
Sex		
Female	28	54.0
Male	24	46.0
Total	52	100.0
Year Level		
Bachelor's Degree	26	50.0
Master's Degree	22	42.0
Doctorate Degree	4	8.0
Total	52	100.0

The table highlights the demographic characteristics of the sports coaches, categorized by age, sex, and year level. The majority of respondents belong to the 24 to 29-year-old age group, representing fifty-two percent, followed by thirty to thirty-five years old at twenty-nine percent and thirty-six to forty-one years old at nine percent, with fewer proportions for other age groups. The sex distribution is uneven, with fifty-four percent female respondents and forty-six percent male. Regarding the year level, half of the respondents hold a bachelor's degree, comprising fifty percent. On the other hand, forty-two percent are master's degree, while the remaining eight percent possess doctorate degree. This demographic data highlights that most respondents are relatively young and predominantly hold at least a bachelor's or master's degree.

Table 2. Level of Technical Coaching Skills of Sports Coaches

Technical Coaching Skills	SD	Mean	Interpretation
Communication Skills	.67	4.47	Very High
Decision-Making Skills	.64	4.53	Very High
Sports Management	.6	4.53	Very High
Overall Mean	.63	4.51	Very High

Presented in table 2 are the descriptive statistics for the technical coaching skills of Sports Coaches, measured across three dimensions: communication skills, decision-making skills, and sports management, as well as the overall mean.

The overall technical coaching skills have a standard deviation of .63 and a mean of 4.51, which is interpreted as Very High, means that the technical coaching skills of the sports coaches are always demonstrated. This suggests that while sports coaches demonstrated well-established technical coaching skills, there is room for continuous professional development, and extensive experience among the coaches could benefit from ongoing training, exposure to new methodologies, and feedback from athletes and peers.

The result of this study supports the findings of Moreno (2020), which indicates that the sports coaches applying technical coaching skills demonstrated a very high level through supervising the process of athletes while acquiring technical abilities. Also, a study by Sgrò et al. (2018) indicates very high levels of technical coaching skills, which help to improve the efficiency and speed of the players. This enhancement is achieved through training.

In this variable, the indicator decision-making skills has a standard deviation of .64 and achieved the highest mean score of 4.53, categorized as Very High, which means that the technical coaching skills of the sports coaches are always demonstrated. This indicates that coaches are fully aware of every decision and its immediate consequences, and this decision can significantly impact the long-term development of the athletes.

In the study of Wilson and Kiely (2023) emphasized that within sporting contexts, decision-making skills hold very high levels. An effective heuristic, or simple rules of thumb, serves as a fast, efficient, and accurate decision-making guide for individuals who critically reflect on and actively engage with their experiences. Similarly, a study by Fiander et al. (2023) indicates that the decision-making demonstrated a higher level. The coach who is making the team selection decisions may believe that a set of favourable sport-specific skills is a prerequisite for the selection of players.

Further, sports management has a standard deviation of .60 and also achieved the highest mean score of 4.53, categorized as Very High, which means that the technical coaching skills of the sports coaches are always demonstrated. This indicates that coaches ensure they comply with the rules and make game results transparent.

Similarly, a study revealed that sports coaches have a very high level of sports management. The coaches need to be able to guide athletes and create an environment that can facilitate athletes' improving their skills and build strong relationships with their athletes to develop a trustworthy and socially integrated environment (Aronen et al., 2021). Consequently, a study found very high levels of sports management, where coaches should be aware of the importance of coaching style in leading teams, utilizing appropriate styles to suit their situations and needs (Kim et al., 2021).

Lastly, communication skills have a standard deviation of .67 and register the lowest mean score at 4.47, categorized as Very High, which means that the technical coaching skills of the sports coaches are also demonstrated. This implies that the coaches should be mindful of the skill level of the athletes and present information in a logical sequence during the meeting with the athletes. The findings point to the importance of instructing them on the dos and don'ts during the practices, valuing the feedback from the athletes, knowing when to speak, recognizing barriers, and keeping communication simple and specific.

Finally, a study by Purnomo et al. (2021) highlighted the importance of communication skills, which scored very high in this study that means that communication skills are essential in all areas of sports, including mental health, where relationships are an integral and most important source of a process and coaches hold themselves responsible for athlete development and emphasize the importance of athletes in building positive sports relationships. Additionally, a study by Wachsmuth and Jowett (2020) indicates a high level of communication, which coaches can use to mitigate the instances of conflict that can be difficult to overcome, especially when there are good communication skills.

Table 3. The Significant Difference in the Level of Technical Coaching Skills of Sports Coaches when analyzed according to Demographic Profile.

Demographic Profile	Technical Coaching Skills of Sports Coaches			
	F-value	P-value	Decision @ 0.05 Alpha Level	Interpretation
Age	0.789	.460	Accept null hypothesis	There is no significant difference.
Sex	3.069	.086	Accept null hypothesis	There is no significant difference.
Year Level	4.296	.019	Reject null hypothesis	There is a significant difference.

Presented in Table 3 are the results of the technical coaching skills of Sports Coaches. The ANOVA was used to assess differences in technical coaching skills based on age, while the T-test was applied to examine differences between sexes and year levels.

The analysis revealed that the p-value for age is 0.46, which is greater than the significance level of 0.05, accepting the null hypothesis. This result indicates that age does not have a significant difference in the technical coaching skills of the respondents. Regardless of whether the participants are younger or older, their technical coaching skills responses to the variables examined in the study appear consistent, suggesting that age is not a determining factor in shaping these outcomes.

This study supports the findings of Kramers et al. (2020), who found no significant differences between age and technical coaching skills. Technical coaching skills continue to develop through experiences and constant practice by the coaches, leading to the transfer of skills regardless of age. On the other hand, a study by Üzümlü (2018) revealed no significant difference in the technical coaching skills of sports coaches based on age. It determines the role in a coach's ability to acquire, practice, and implement technical coaching skills effectively.

In terms of sex, the result revealed a p-value 0.086, which also exceeds the threshold of 0.05 thus accept the null hypothesis. This implies that there is no significant difference in technical coaching skills between male and female respondents. The findings suggest that gender does not play a significant role in affecting the differences in how participants perceive or experience the technical coaching skills under study, indicating a uniformity in responses across sexes.

Furthermore, a study by Sørensen et al. (2022) found no significant differences between sexes and coaches on coaching technical skills in soccer, such as passing, heading, and shooting. Similarly, Pantano, K. J. (2017) found that there was no significant difference between the sexes and technical coaching skills of coaches within the high school coaches in and around the vicinity of Cleveland, Ohio.

The p-value for year level is 0.01, which falls below the threshold 0.05 significance level reject the null hypothesis. This result demonstrates that the year level of the respondents, whether they have a bachelor's degree, master's degree, and doctorate degree, has a statistical difference in their technical coaching skills. It reflects that the technical coaching skills vary depending on the year level of the coaches, potentially indicating that higher levels of experience or exposure to more advanced methodologies contribute to improved technical coaching skills.

This study supports the assumption of Anthi et al. (2024) that a year level and technical coaching skills do have significant differences, highlighting the level of professional coaches and the experience gained from years of coaching and athletic participation. Additionally, Campbell and Mogashana (2024) highlighted that there is a significant difference in the year level and technical coaching skills of sports coaches. Professional academic coaches, college-employed coaches, or full-time coaches tend to be more effective in the skill acquisition of athletes' success and well-being.

Finally, based on the results, communication skills have the lowest mean score of 4.47. Therefore, an intervention plan should focus on targeted programs that improve communication skills during training, such as coaching communication workshops, active listening training, and verbal/non-verbal skill enhancement. Besides, scenario-based role-playing can refine instruction delivery, while athlete-coach feedback sessions encourage open discussion and strategy adjustments. Lastly, peer coaching and mentorship further support skill development, strengthening communication in technical coaching.

Conclusion

The findings reveal that there is no significant difference in technical coaching skills in terms of the age and gender of respondents. However, the respondents' year level shows a statistical difference, with higher year levels and greater experience leading to more advanced methodologies that significantly enhance the technical coaching skills of sports coaches. The findings affirm the three-stage model of motor learning theory of Paul Fitts and Michael Posner, indicating that as coaches advance through the cognitive, associative, and autonomous stages, their technical competencies improve. The result suggests the critical role of experience and structured learning in developing coaching effectiveness, emphasizing that skill advancement is driven by experiences and training rather than demographic factors.

Recommendation

The findings of this study may contribute to the improvement, particularly in communication skills it is recommended that experienced coaches and sports organizations implement targeted workshops focused on enhancing verbal and non-verbal communication strategies of sports coaches. These workshops should be led by experienced coaches, coordinators, and communication experts to ensure a well-rounded approach. In addition, future investigations may explore other potential factors influencing technical coaching skills, such as psychological readiness, adaptability to different sports disciplines, and the impact of mentorship. A qualitative approach is encouraged to track the evolution of technical coaching skills across various sports,

examining the challenges coaches face and the strategies they employ to provide deeper insights into how coaches can continuously refine their methodologies in diverse sporting contexts.

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Appendix A. Survey Questionnaire

Research Title: Level of Technical Coaching Skills of Sports Coaches in Davao Region, Philippines

(Adapted from Sabillo et al., 2023)

General Instruction: Please check the corresponding numbers of each item in accordance with your personal observation. Part I deals with the profiles of the respondents and Part II deals with the technical coaching skills of sports coaches. Be truthful with your answers. Use the scale below to assess objectively.

The Likert scale below was used to analyze the result.

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	This indicates that the technical coaching skills of the coaches are always demonstrated.
3.40 – 4.19	High	This indicates that the technical coaching skills of the coaches are often demonstrated.
2.60 – 3.39	Moderate	This indicates that the technical coaching skills of the coaches are sometimes demonstrated.
1.80 – 2.59	Low	This indicates that the technical coaching skills of the coaches are rarely demonstrated.
1.00 – 1.79	Very Low	This indicates that the technical coaching skills of the coaches are never demonstrated at all.

Part I. Profile of respondents

Name (Optional): _____

Age: _____

Sex: _____

Year Level: _____

Part II. Technical Coaching Skills of Sports Coaches

A. Communication Skills	5	4	3	2	1
1. I am mindful of my audience's skill level when coaching technical skills in sports.					
2. I am communicating complete and accurate information about implementing rules and regulations before the competition.					
3. I am mastering the ability to interact successfully with athletes.					
4. I recognize barriers and keep communication simple and specific.					
5. I know when to speak about my assigned task.					
6. I always engage in discussions and value feedback from Coaches and athletes.					
7. I communicate ideas and concepts to an audience or instruct them on the do's and don'ts during practices.					
8. I am direct and concise when coaching skills in sports while avoiding unnecessary words or images.					
9. I present information in a logical sequence during meetings with athletes.					
10. I make sure that I communicate my point of view in a calm and athletes understand my perspective.					

B. Decision-Making Skills	5	4	3	2	1
11. I prepare the athlete's mind to react correctly to each movement, helping them make wise decisions in the moment.					
12. I observe the situation, make a judgment, and then make a decision that fits the time constraints.					
13. I am aware that good decisions lead to great knowledge or correct information.					
14. I make decisions based on the accepted and agreed-upon rules and regulations that were established during the solidarity meeting with fellow coaches.					
15. I am making decisions based on the national implementing rules and regulations.					
16. I am adhering to the most recent, up-to-date sports implementation rules and guidelines.					
17. I am fully aware that every decision I make has immediate consequences, and these decisions can significantly impact the long-term development of my athletes.					
18. I ensure my judgment is based on fair play, prioritizing impartiality and balance to foster a positive learning environment.					
19. I am making split-second decisions during intense training, based on all the stimuli I have received, observed, and analyzed during practice.					
20. I am collaboratively working with other coaches to achieve good results in training athletes.					
C. Sports Management	5	4	3	2	1
21. I focus on my breathing and work to drown out all other distractions, such as a crowded audience.					
22. I make sure that the facilities and equipment are prepared and ready either before or a day ahead of the practices.					
23. I maintain a healthy relationship with other coaches and athletes.					
24. I make sure to expose myself to a variety of knowledgeable sports which helps me grow and refine my understanding.					
25. I maintain peace and order during sports training.					
26. I surround myself with people who make wise decisions, especially in coaching endeavors.					
27. I work to pacify disputes among athletes or co-coaches with the minimum effort required by the situation.					
28. I can manage time pressure and the ambiguity of the situations during sports practices.					
29. I conduct orientation to athletes.					
30. I ensure that I comply with the rules and make game results transparent.					