

Developing Competencies in Volleyball through Instructional and Apprenticeship Experiences

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Received: April 22, 2019; **Accepted:** April 29, 2019; **Published:** May 3, 2019

Abstract: This study aimed on the development of competencies of MAPEH major students in volleyball through instructional and apprenticeship activities. Specifically, it covered assessments of students and teachers on competencies in volleyball as to how it is played, it's coaching and officiating. The significant relationship between student's experiences and competencies was sought, while significant difference in the assessments of the students and teachers on competencies was also done. The descriptive type of research design was primarily used in the study. It involved two groups of respondents, 17 MAPEH teachers and 65 fourth year MAPEH students of the College of Teacher Education. A self-structured questionnaire was used as a main data gathering instrument. The data gathered from the questionnaire were treated with the use of weighted mean, and as statistical tools. The findings of the study revealed that the respondents are agreed that instructional and apprenticeship experiences gave them a relevant knowledge on playing volleyball and likewise agreed they developed competencies in volleyball in terms of coaching. Playing and officiating. There was a significant relationship between the experiences and competencies in volleyball. Moreover, there were no significant differences in the assessments of respondent/groups as to how student's competencies in volleyball. From the findings the researchers recommended that MAPEH teachers and students of the College of Teacher Education are encouraged to utilize the prepared outside school activities to develop their competencies. School administrators are requested to support the different outside school activities such as summer sports clinic, seminars, and open leagues. Lastly similar study can be conducted in other schools in the Division of Batangas City to develop more the competencies of students in volleyball.

Keywords: MAPEH major, Competencies, Volleyball.

Citation: Robeto B. Abas Jr. 2019. Developing Competencies in Volleyball through Instructional and Apprenticeship Experiences. International Journal of Recent Innovations in Academic Research, 3(5): 1-17.

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Introduction

Teaching has always been looked up to as an important link to the development of skills, competencies, and values. It is used by the government as a complementary partner in ensuring that the individuals who receive quality education will be an asset to the government: individuals who will be mentally and physically healthy imbued with good

morals, work, ethics, technologically equipped and have good positive attitudes. Such qualities may make them relevant to the difficult job of nation-building. The tasks of delivering these responsibilities are laid on teachers. Expectedly, they should be imbued with not only knowledge and skills but they should be able to teach students well so that their students will be ready to face the challenges of life and work. Teachers then should have adeptness and creativity to carry on the task of instruction to their students. They should have the abilities to transfer their learned skills and have the capabilities to shape the learners as to their derived competencies. As such, it is important that the future teachers be trained to be quality teachers. As future teachers in the field, they should have the methodologies, approaches aside from instructional competencies which they learn from their learning institution.

The College of Teachers Education of Batangas State University takes vigorous efforts in the development of future teachers who will respond to the needs of the learners and communities these learners will secure in the future. This it does by offering relevant programs both for elementary and secondary levels. One of these is the Bachelor of Secondary Education program with major in music, arts, physical education and health. It is one of the courses that need a lot of disciplinary and instructional training due to the leadership skills that should be acquired by the students who wish to take this course.

Although wrongly perceived as an easy course, among all the causes the BSED-MAPEH is the hardest ones because in these specializations, students need to deal with a lot of things, so that they may be able to how to be able teach the areas in the proper and appropriate time and manner. This means students have to be taught how to be adept teaching of the inclusive areas. Also one concern, the study focused on one aspect in physical education covering a particular sport, volleyball. The study wanted to assess the status of instruction and competencies developed among MAPEH major students. From the assessments that would be taken, objective data on what were taught and apprenticeship experience would be highlighted, thus giving leeway towards improving how the subject should be taught. As it is, to maximize qualities of future MAPEH teachers, they are provided instruction on how to handle the area of specialization and giving apprenticeship activities so that they are exposed to the real world of teaching and observe firsthand how knowledge and themes are transferred to learners.

In this particular study, the researcher focused on volleyball. This is an activity that is governed by a set of rules or customs and is often engaged in competitively. More importantly, the researcher perceive that this sport can also be used as a mind and motor sport where both activities will teach students aspects of leadership, decision-making, sportsmanship, team-unity which are relevant to character-building. It is the belief of the researchers that the benefits of the game can only be attained if teachers handling it know the dynamics of the game. It is not enough to just know the rules and mechanics of officiating, or know how it is coached or played.

Teachers and MAPEH future teachers, should realize that volleyball always requires more mental energy, self-confidence, and self-worth. It is expected that in order to teach the sport, MAPEH teachers and future teachers as well have the competencies in playing, officiating and coaching the game. It requires knowing the sport, the rules and how to officiate the games effectively. Volleyball would require skills of teachers to learn how to handle calls, respond to challenging situations, o learn and apply knowledge and manifest positive attitudes and values experienced when engaged in the game sport.

Considering the many vantage points that good volleyball learning carries to both teachers and learners, the researcher then decided to conduct this study. This was undertaken to prepare MAPEH major students on the attributes and relevance of the game and prepare them well via quality instruction and apprenticeships experiences. On the other hand, the study may be contributing partner to better volleyball instruction and playing competencies through the researchers suggested outside school activities. These concerns served as the rationale of the study.

Methodology

The descriptive type of research design was primarily used in the study. It involved two groups of respondents, 17 MAPEH teachers and 65 fourth year MAPEH students of the College of Teacher Education. A self-structured questionnaire was used as a main data gathering instrument. The data gathered from the questionnaire were treated with the used of weighted mean, and as statistical tools.

Results

1. Assessment on the School Instructional and Apprenticeship Experiences

Instructional experiences: These are previous experiences which are provided to interpret information and events within the learning environment. Table 1 contains the assessment on the instructional experiences to MAPEH students.

Table 1. Assessment on the Instructional Experiences of the Students

Indicators	Weighted mean	Verbal Interpretation
1. execute different drills to my players.	3.48	Agree
2. can be communicative and approachable	3.46	Agree
3. make them understand the principles of basic to more complicated volleyball skills.	3.46	Agree
4. develop technique starting lines-ups and substitution plans.	3.42	Agree
5. make sure everyone in my class understands the game. (history, terminologies, equipment, skills, rules of the game, mechanics)	3.40	Agree
6. provide a safe practice environment.	3.37	Agree
7. incorporate dynamic stretches.	3.37	Agree
8. use "I" and "we" rather than "you", which put them on the defensive.	3.37	Agree
9. coach democratically. (includes players in decision builds trust and encourages students to think critically about the game)	3.35	Agree
10. coach socratically. (uses questions to get players to think critically on their own)	3.25	Agree
Composite Mean	3.39	Agree

From the table, it can be gleaned that the respondents agreed that the instructional experiences were observed as obtained in composite mean of 3.39. The result implies that the students believe that instructional experiences were provided which substantiated better learning about volleyball.

As shown on the table, majority of the respondents agreed that they were taught how to execute different drills to players. This had highest weighted mean of 3.48. Giving different drills enable the players freedom of thoughts and movement. As a result the drill eventuate the players skills in playing the game. They get a feeling of pride in what he has achieved, thereby retaining and encouraging their keenness to improve their skills.

The results infer they have gained skills on varied drill patterns which are relevant to game development. The respondents agreed that they can be communicative were taught and approachable modes and make them understand the principles of basic to more complicated volleyball skills expressed in weighted mean of 3.46. According to West (2016) in coaching, communication should be positive. They should listen from the athletes, know he athletes well, be sensitive to emotional and psychological issues and have awareness of the consequences of the message sent. This means use of appropriateness verbal and non-verbal expression in their words, tones and gestures. The coach should communicate in a positive way and should show that the best interests of the players are of interest. The coach should also teach part on the learning experiences in to the tactics and skills of volleyball and teach its rules. Students should be taught to understand it's important for players to know volleyball rules and observe to rules to make playing the game much easier. Not knowing the rules can make the team lose points.

MAPEH students agreed they had been taught to develop technique, starting line-ups and substitution plan expressed in weighted mean of 3.42. Evidently, as future volleyball teachers, they should know the team composition which includes the players and captain together with their roles and functions. They should also know what's going on inside the court; ho team can score, players position, violation and faults, and strategies on how to win the game.

From these results it can be noted that the MAPEH students had been provided institutional experiences in learning the game. The respondents also agreed that they were taught the history, terminologies, equipment, skills, rule of the game and mechanics, as cited in the weighted mean of 3.40. This means that MAPEH students has the corresponding ability, knowledge and skill in teaching the subject, in making sure that the learners can learn, will learn and has learned about the subject.

The weighted mean of 3.37 also indicated the respondents agreed that they were taught to use "I" or "we" rather than "you" which put them on the defensive. Moreover, they were taught the importance of safe practice environment and incorporate dynamic stretches. According to Apruebo, one should remain sensitive to individual differences in his athletes and never lose sight of the fact that the team personality is very likely to be a reflection of one's own personality. There is need to demonstrate to players how to believe in themselves and in what they are doing. And each player should be helpful to develop mind, body and spirit, not just in volleyball skill development.

Parts of the instructional experiences is to know the playing zone in volleyball: the court and free zone. The free playing space is the space above the playing area which is free from any obstructions. The surface must be flat, horizontal and uniform. It must not represent any danger of injury to the players. Boundary lines are the side lines and end lines are drawn inside the dimension of the playing court. On each court the front zone is considered to extend beyond the side lines to the end of the free zone. The volleyball zones are important to the game and should be taught to MAPEH students.

The respondents agreed that students should be provided instructional experiences on coaching which democratically includes players in decision builds trust and encourages students to think critically about the game. This indicator had highest weighted mean of 3.35. The key to understanding the players' motivation is to understand each of their needs. The coach plays an important role in determining whether an athlete needs assistance in the play. Coaches should be innovative, not imitative but more important must be involved in the students process in learning the game. One key goal of volleyball is to involve the player in problem solving. The team and the player will benefit more from such a standard of coaching.

The respondents agreed that they had been taught how to use questions to get players to think critically on their own. This had weighted mean of 3.25. Coaching is an on-going professional relationship that helps people produce extraordinary results in their lives, career, business or and organizations. Effective coaching utilizes instruction, modeling, and questioning to help the athlete focus on the task. The MAPEH teachers as a future coach should be in constant pursuit of improvement searching for more innovative and effective techniques to enhance the quality of training sessions. MAPEH teachers should be taught their major role is to inform, involve and inspire and learn coach-athlete relationship involves motivations which play an important role to develop trust, respect and understanding. MAPEH teachers should be taught how to give athletes support and interest, assisting them to build character, and demonstrating an effective coach-athlete relationship.

Apprenticeship experience: These are experiences provided to develop skills of MAPEH teachers the one who learns a skill by working. Table 2 contains the assessment on the student apprenticeship experience.

Table 2. Assessment on the Instructional Experience of the Students

Indicators	Weighted mean	Verbal Interpretation
1. apply the rules and regulations of volleyball.	3.45	Agree
2. give moral support and guidance to the athletes.	3.35	Agree
3. assist the head coach in the selection of volleyball team.	3.34	Agree
4. assist the players during training and skills development activities.	3.32	Agree
5. act as sports officials during school intramurals.	3.32	Agree
6. officiate the volleyball during practice and tune-up games	3.32	Agree
7. evaluate the result after the game to determine the strengths and weakness of the players.	3.28	Agree
8. initiate training program, techniques and strategies for the players.	3.23	Agree
9. act as coach in the absence of the head coach during training day.	3.35	Agree
10. communicate with parents/athletes relative to the schedule of training and tune-up games.	3.25	Agree
Composite Mean	3.27	Agree

From the table, it can be gleaned that the respondents agreed that the following apprenticeship experience were being provided as obtained in composite mean of 3.37. The result implies that the students believe that their apprenticeship experiences were provided which helped develop skills in volleyball. As shown on the table, majority of the respondents agreed that they were taught on how to apply the rules and regulations of the volleyball. It obtained a mean of 3.45.

According to Halterman (2000), as with any game, volleyball follows rules as it is played. The basic rules of volleyball involves that playing the game is as follows: it is played by two teams of six players on a court divided by a net. The goal of the game is to send the ball over the net so that the opposing team cannot return the ball or prevent it from hitting the ground in their court. In the game each team has three hits to attempt to return the ball. The ball is played by a serve hit by the server over the net to the opponent. When the receiving team wins a hit by the server over the net to the opponent. When the receiving team wins a volleyball, the group has the right to serve, and the players rotate one position clockwise. For every volley won, the team wins a point and the right to continue serving. The game is played to 21 points with the winning team having won the best two out of three games. Knowing the rules and regulations in playing volleyball will make students join and compete internationally. This will allow students to learn how to move in response to feedback, to repeat and perform tasks/skills, and to recognize/describe correct form/skills.

As future physical educations who may teach volleyball as one of the sports, the apprenticeship learning may be put to good use so that the students may better play the game and enjoy the play with fellow classmates. Not knowing the rules and play may invite disagreements among thus not meeting the purpose. The respondents agreed that in the apprenticeship experiences, they learned importance of giving moral support and guidance to the athletes. It obtained a mean of 3.35 which means MAPEH students know that athletes look to them, for guidance and suggestions to improve their performance and in return they should be objective, instructive, and non-restrictive so the players own individual flair is encouraged, never restricted.

MAPEH students agreed they developed know how to assist the head coach in the selection of the volleyball team; this had the weighted mean of 3.34. This suggest the MAPEH students having taken sports subject (athletics, individual or dual) most of them have developed skills in different sports so they could now assist the coach during players training. The weighted mean of 3.32 also indicated the respondents agreed that the apprenticeship experiences taught them on how to assist the players during training and skills development activities and act as sport official during school intramurals. These are athletic competitions within the four walls of school. As future MAPEH teachers they may be assigned to be involved in playing and officiating which will contribute to the successful management of school sports intramurals. Thus, apprenticeship experiences are relevant to MAPEH students.

The apprenticeship experiences gave them skills in officiating the volleyball during practice and tune-up games and evaluate the result after the game to determine the strength and weaknesses of the players. This got a weighted mean of 3.28, agreed on by the respondents. Officiating is part of the major subject of the MAPEH students so that they have working background about officiating the game as this have something to do on enhancing this skill to successfully become a game officiator. As stated in the table, the students that the apprenticeship experiences gave the capability to initiate training program, techniques and strategies for the players expressed in weighted mean of 3.23. This infers that majority of the

respondents have adequate knowledge skills, methods and strategies required in volleyball. Pill (2000) mentioned that to be successful in game play requires players to do more than execute sport-specific movement skills well. Players must be able to read the game situation of the ball, respond with appropriate movement to relocate themselves for the advantage of their team or self, react to produce appropriate skill execution, and recover with off-the-ball movement to set up further game involvement. These skills are best taught during apprenticeship training on MAPEH students.

The respondents agreed that with apprenticeship training they could act as coach in the absence of the head coach during their training. This supported weighted mean of 3.12. A leader is a person who significantly influences the thoughts, behavior and feelings of others, guides the member to achieve goals and objectives. The coach is associated with a leader in that the coach ensures that each athlete must attain team success by monitoring the team members daily sport activities, motivation and realization of goals. Team members need a leader who is confident, self-controlled, disciplined, trusting, credible, knowledgeable, decisive, understanding, and communicative. Results show that the apprenticeship experience have developed such leadership and MAPEH students.

The indicator, communicate with parents/ athletes relative to the schedule of training and tune up game had the weighted mean of 3.05. The respondents agreed these they gained via the apprenticeship activities. Tune-up games and trainings are beneficial in improvement of the skills, knowledge and strategies in playing volleyball game. When the rubber meets the road, there are other things athletes and their supporters are at home need to know about. These include things like the locations and time of practices and games; team requirements such as a training, equipment, and off conditioning.

2. Teachers and Students Assessments on MAPEH Major Competencies in Volleyball

Assessment of the teachers and students competencies in volleyball. These refers to the action of taking part in game or sport or other recreation and refers to the mechanics of engagement in volleyball as a sport.

2.1 Playing: Table 3 contains the assessment of teachers and students on the competencies in volleyball in terms of playing.

Table 3. Competencies in Playing

Indicators	Students		Teachers	
	WM	VI	WM	VI
1.do warm-up exercises such as plyometrics, static and non-static drills.	3.37	Agree	3.76	Strongly agree
2.follow the different strategies and technique given instructed by the coach.	3.45	Agree	3.53	Strongly agree
3.use flat ball to give pressure from the receiver.	3.14	Agree	3	Agree
4.spike cross-court to avoid the receiver.	3.15	Agree	3.06	Agree
5.dodge the blockers and hit down the line.	3.09	Agree	3	Agree

6.be a solid hitter who can kill a perfect set.	3.15	Agree	3.06	Agree
7.demonstrate leadership and sportsmanship on and off the court.	3.45	Agree	3.76	Strongly agree
8.provide team drills for offense and defense.	3.26	Agree	3.41	Agree
9.work with an off the net or over the shoulder set.	3.26	Agree	3.18	Agree
10.develop game competence rather than isolated skills.	3.26	Agree	3.18	Agree
11.apply knowledge and skills in a standard motion or changing game situation.	3.43	Agree	3.41	Agree
12.undersrand different playing combinations to deceive the opponents.	3.28	Agree	3.24	Agree
Composite mean	3.27	Agree	3.3	Agree

From the table, it can be gleaned that both groups of respondents agreed that competencies in playing volleyball were developed as shown in a composite mean of 3.27 for the student-respondent and 3.30, for the teacher-respondents. The result implies that both groups of respondents believe that these competencies in playing the game were developed.

On the teachers assessment of the students competencies in playing, the teachers revealed that the students learned competencies to do warm-up exercises such as plyometrics, static and non-static drills ad developed skills in leadership and sportsmanship on and off the court, strongly agreed with the weighted mean of 3.76. It indicated that the MAPEH major students were seen by their teachers to have the proper form of exercise. This means they were seen by their teachers to have the proper form of exercise. This means they were seen by their teachers to have the proper form of exercise. This means they were trained to elevate their competency on conduct of warm-up exercises.

Teachers agreed that MAPEH students followed the different strategies and techniques or given instructed by the coach as affirmed in weighted mean of 3.53. This indicated that for teachers, the MAPEH major students followed and applied instruction and therefore learned different tactics to defeat the opponent team. This conforms with the idea of Oppod (2003) that volleyball team is closely related to its coaches who play important role in the evolving of a team style, the cultivation of its technical skills an even in achieving the final results. However, the function of a coach varies according to the level of a team. With the improvement of the teams technical level, the key players become more and more important but nothing can deny that the leading function of a coach in a team.

Considering that MAPEH students may take the functions of coaches their developed skills will help. Revealed with the findings, team drills for offense and defense and applying knowledge and skills in a standard motion or changing game situation were also among MAPEH students which was related in weighted mean of 3.41, agreed on by teacher. This indicated that the teachers assessment in providing them drills and applying knowledge and skills are more applicable for the students. The teachers assessment on the students competencies in playing reflected in weighted mean of 3.24 agree on by the teachers. This

competency includes understanding different playing combination to deceive the opponents. This implies that the use of tactical games approach helps to facilitate the development of players understanding of totality of this game play. The competency of delivering deeper in teachers assessment about students competency of working with an off the net or over the shoulder set and developing game competence rather than isolated skills was cited developed among MAPEH students which had weighted mean of 3.18 which is agreed on by teachers. This means that the ability of the students is more enhanced when it comes with an off the net or over the shoulder set and developing game competence rather than isolated skills.

The teachers agreed that competency of spiking cross-court to avoid the receiver and being a solid hitter who can kill a perfect set was developed as cited in weighted mean of 3.06. For teachers, students have the ability to earn points with the use of spiking cross-court and a solid hitter can help to increase the difficulties of the play in the game. Results infer such competency has been strengthened among MAPEH students.

In the teachers assessment, they agreed the MAPEH students has developed competencies using flat ball to give pressure from the receiver and dodging the blockers and hit down the line reflected in the weighted mean of 3.0. This indicated that the students had developed the skills of blocking the opponents capability to hit the ball.

On the other hand, the data revealed that the students assessed they developed their competencies in playing volleyball and attained the weighted mean of 3.45. This indicated they agreed on it. From this, it can be inferred that the students followed the different strategies and technique given or instructed by the coach. This means they have learned the work of the coach to motivate the student to play with the right mental attitude. During the practice, the coach serves as the teacher while in the game; they serve as strategist who import their philosophies of the game to their players for them to win. These skills relevant to coaching responsibilities of MAPEH teachers who may served as a coach later on.

The table shows that the students agreed that they developed sportsmanship on and off the court and leadership given in weighted mean of 3.45. And is was verbally interpreted as agree. As revealed by Garner, coaches influence the thoughts behavior, and feelings of others. In volleyball players need a leader who is confident, self-controlled, disciplined, trusting, credible, knowledgeable, decisive, understanding, and communicative so that each athlete must attain team success. As such, it is good MPAEH students have developed such competencies. MAPEH students agreed they could covered apply the knowledge and skills of volleyball in a standard motion or changing game situation. This got the weighted mean of 3.00. They believed that the players must have self-confidence and on must develop their mind, body, and spirit , not just in volleyball but into surviving on the possible changes of the game situation.

On the other hand, the students agreed they learned to do warm-up exercise and plyometric and non-static skills and understood different playing combinations. Mastery of the technical skills of volleyball is important, but athletes must also learn the tactics of the game. Tactical skills are decisions and actions of players in the contest to gain an advantage over the opposing team or players. MAPEH teachers should know these as future coaches.

Moreover, MAPEH students agreed they learned team drills for offense and defense, and working with an off the net or over the shoulder set, and developed game competence when it comes a game proficiency due to apprenticeship activities.

The students also developed skills in spiking necessary for a kill spike cross-court to avoid the receiver and be a solid hitter who can kill a perfect set this got the weighted mean of 3.15 and it was rated as agreed that they learned how to earn points with the use of spiking cross-court and solid hitter.

Apprenticeship experiences developed skills in using a flat ball to give pressure from the receiver which got a weighted mean of 3.14. This only shows that the MAPEH students had learned skills on making it difficult for the opponent to get a point.

In volleyball, dodging the blockers and hitting down the line is challenging. But this got the weighted mean of 3.09 and rated as agreed. This means the students were capable to hit down the line the ball so that they can earn points or it will be hard for the opponent to receive the ball. According to Pill (2000), players must be able to read the game situation of the ball, respond with appropriate movement to relocate themselves for the advantage of their or self, react to produce appropriate skills execution and recover with the off-the-ball movement to set up further game involvement. As showing the results, MAPEH students have gained such competency.

2.2 Coaching: Table 4 contains the assessment of teachers and students on the competencies in volleyball in terms of coaching.

Table 4. Competencies in Coaching

Indicators	Students		Teachers	
	WM	VI	WM	VI
1.communicate using body language and hand signals to motivate the players inside the court.	3.31	Agree	3.65	Strongly Agree
2.develop oneself to be a good sport and abide by the rules of sportsmanship, no matter what the outcome of the game is.	3.4	Agree	3.53	Strongly Agree
3.help my athletes to enhance teamwork before and after the game.	3.32	Agree	3.65	Strongly Agree
4.assist the coach in training athletes the different skills and strategies in playing volleyball.	3.29	Agree	3.47	Agree
5.communicate effectively with peers, officials and players.	3.34	Agree	3.53	Strongly Agree
6.encourage players to perform well to achieve the goals.	3.42	Agree	3.65	Strongly Agree
7.praise players to the skill for progress and accomplishment after the competition.	3.31	Agree	3.59	Strongly Agree
8.provide appropriate feedback on players performance.	3.35	Agree	3.41	Agree
9.organize and conduct training sessions appropriate to the needs of my athletes.	3.35	Agree	3.53	Strongly Agree

10.analyze competitive performance and execute the game plan.	3.29	Agree	3.24	Agree
11.evaluate achievement of the objectives of the training, sessions, and competition.	3.28	Agree	3.29	Agree
12.set the right kind of goals for the team.	3.24	Agree	3.35	Agree
Composite mean	3.33	Agree	3.49	Agree

From the table , it can be gleaned that both groups of respondents agreed that the following competencies in coaching volleyball were developed as obtained shown in composite mean of 3.33 for the students-respondents and 3.49 for the teachers-respondents. The result implies that both groups of respondents believe that these competencies in coaching were developed enabling them to be future coaches when already in the field.

The teachers strongly agreed that they developed coaching competency in communicating using body language and hand signals to motivate the players inside the court, helped the athletes to enhance teamwork before and after the game, and encouraged the players to perform well to achieve the goals. The study conducted by Orlanda (2003) emphasized the mechanics of coaching mentioning it is a behavioral control technique used by the coaches to give on-going guidance and instruction. It may be informal with day-to-day going instructing of the athletes or formal with training day-to-day which develop competence, high performance, commitment, and cooperative behavior.

Teachers also strongly agreed, expressed in weighted mean of 3.59 that students learned praising players for their accomplishment after the competition is a coach-athlete relationship giving a professional relationship or partnership between coach and athlete. Results infer the MAPEH students were aware of the need to develop trust, respect and understanding. Coach must show the athletes support and interest. Assist them in building their character, and demonstrate effective coach-athlete relation. Other competencies in coaching developed were abiding the rules of sports man ship, learning to communicating effectively with peers, officials and player, and organizing and conducting training sessions appropriate to the needs of the athletes. These weighted mean of 3.53 and strongly agreed bon by teachers. Communicating involves not only players, but also parents and volleyball referees.

The findings also revealed that based on teachers assessment, MAPEH students learned how to assist the coach in training athletes of the different skills and strategies in playing, weighted mean of 3.47 and agreed on by teachers. This is important because the coach is the father of the players during the training and game and his words are respected and followed. Therefore, future coaches should be knowledgeable on roles of coaches.

Teachers agreed that they learned how to give appropriate feedback on players performance as expressed in weighted mean of 3.41. This indicated that for the teachers the MAPEH major students and developed communication skills on how to foster positive mental attitude and feelings of energy towards the players. This is good as they may teach students how to enjoy the game. Moreover, they had skill of setting the right kind of goals for the team. This got the weighted mean of 3.35 which inferred that they may be now ready to be coaches. As cited by Orlanda (2003) coaches help the athletes achieve the desired goals and objectives on daily basis.

In the teachers assessment, MAPEH students had also developed skills of evaluating achievement of the objectives of the training sessions, and competition which were agreed on and had the weighted mean of 3.29. This indicated that the students now understand the value of their training and competition.

Teachers likewise agreed MAPEH students had developed skills in analyzing competitive performance and executing the game plan got the lowest result and learned how to determine starting line-ups and a substitution plan, making tactical decisions during the game, and communicating with opposing coaches and players. For the students assessment, they agreed that they learned how to encouraged players to perform well to achieved the goals. This got the highest result with the weighted mean of 3.42. Coaches should be innovative, not imitative. This means MAPEH students have learned how to make volleyball a game of involvement where players get involved in problem solving. This skill is needed by MAPEH students who later on may be a volleyball coach.

It is noted from the table that the students agreed that they have learned how to develop oneself to be a good sport and abide by the rules of sportsmanship, no matter what the outcome is. This had the weighted mean of 3.40. Therefore, students are aware of the rules of the game and develop sense of fair play. In this way, they can make themselves and their future students enjoy the game. The weighted mean of 3.35 showed students agreed that they learned giving appropriate feedback on players performance and organize and conduct training sessions appropriate to the needs of players. The key for understanding the athletes motivation is to understand each of their needs. The role of the coach is to determine whether an athletes need is fulfilled. Motivation becomes stronger and young athletes will persist in a sport if needs are met by the sport.

Results from the table showed with the weighted mean of 3.34 that the students agreed they could communicate effectively with peers, officials and players, and could set the right kind of goals for the team. Coaches help the athletes achieve the desired goals and objectives on daily basis. Thus, as future coaches, MAPEH students should have such skills. With good coaches, participants learn respect, they work and play with teammates, coaches, officials and opponents from varied social, cultural and ethnic background. It is the nature of the sport to "level the playing field" for all participants. As future coaches, MAPEH students should know the meaning of being fair with everyone subject to the same rules.

It was also evident from the table that the students could assist the coach in training athlete the different skills and strategies in playing volleyball, analyze competitive performance and execute the game plan. Students agreed they developed these skills as evident in the weighted mean of 3.34. This means they could determine starting line-up and substitution plan, know how to make tactical decisions during the game and communicate with opposing coaching and playing. Students agreed that they learned how to enhance teamwork before and after the game. As it is, players look at the coach for guidance and suggestions to improve their performance. This is important to give players freedom of thought and movement. Having such skills, MAPEH students could encourage their own students to improve their skills. Students also agreed that they learned how to communicate using body language and hand signals to motivate the players inside the court, praise the players of their performance, weighted mean of 3.31. Character development includes caring, honestly, respect and responsibilities. MAPEH students should realize the importance of positive communication to build confidence among players. The competency on evaluating achievement of the objective of the training sessions and competition got the lowest result showed in weighted

mean of 3.28, agreed on by MAPEH students. The students should develop the right conditioning for volleyball so they can play the game safely and successfully. Players should also understand the value of fitness and enjoy conditioning for volleyball. Along his concern, there is need for MAPEH teachers to improve on this.

2.3 Officiating: One of the competencies of MAPEH students in officiating is on how to referee in volleyball game following rules of play. Table 5 contains the assessment of teachers and students on the competencies in volleyball in terms of officiating.

Table 5. Competencies in Officiating

Indicators	Students		Teachers	
	WM	VI	WM	VI
1.act as a referee in volleyball games.	3.28	Agree	3.41	Agree
2.perform competitively the task of being a table officials such as score sheets.	3.37	Agree	3.35	Agree
3.be consistent all the time in officiating.	3.45	Agree	3.24	Agree
4.show alertness and consistency in line judging during the game.	3.45	Agree	3.47	Agree
5.be a student assistant during school intramurals and other sport events.	3.40	Agree	3.47	Agree
6.effectively interpret and use appropriate volleyball officiating hand signals.	3.43	Agree	3.29	Agree
7.demonstrate leadership and decision-making skills when making calls.	3.40	Agree	3.29	Agree
8.maintain good posture all the time in officiating.	3.28	Agree	3.29	Agree
9.resolve disputes between athletes, coaches and officials relating to rules and competition.	3.43	Agree	3.29	Agree
10.proper use of game mechanics in hand signals showing excellent assimilation in all facets of the game, especially as a 1 st and 2 nd referee.	3.28	Agree	3.24	Agree
11.provide a safe combination environment and well organized schedule of the game.	3.38	Agree	3.47	Agree
12.apply legal and risk management principles when officiating.	3.28	Agree	3.29	Agree
Composite mean	3.37	Agree	3.34	Agree

From the table, it can be gleaned that both groups of respondents agreed that the competencies in officiating were developed as reflected in composite mean of 3.37 for the student-respondents and 3.34 for the teacher-respondents. The result implies that both groups of respondents believe that these competencies on officiating were imbibed by the MAPEH students via instructional and apprenticeship activities.

As shown on the table, the teachers agreed that the students showed alertness and consistency in line judging during the game, could be a student assistant during school intramurals and other sport events, and provide a safe competition environment and well organized schedule of the game. These got the weighted mean of 3.47. The results infer that students had developed skills as future coach who knows how to keep control during adversity. This means they could decide and apply the rules correctly.

As reflected in the data, the teachers agreed that the MAPEH students had developed competency in officiating a volleyball game, weighted mean of 3.41 indicating the teachers agreed because the students could execute the task of being the first or a second referee. The first official gives the signal to start the game by whistling and has the authority to overrule any other officials' decision. The second official is responsible for keeping track of time, administering the substitutes and communicating with the coaches or teams effectively as well as assisting the first official. These are basic roles of future coaches.

It is also indicated at the table that MAPEH students could effectively interpret and use appropriate volleyball officiating hand signals, demonstrate leadership and decision-making skills when making calls, and maintain good posture all the time in officiating. They also learned legal and risk management principles when officiating, and knew how to resolve disputes applying rules in and competition which got the weighted mean of 3.29. The teachers agreed that students know the use of hand signals. As a future referee, they should know the dynamics of hand signals.

Teachers agreed students could use game mechanics in hand signals and were consistent all the time in officiating. This got the lowest weighted mean of 3.24 agreed on by teachers. This finds similarity to the study of Macatangay *et al.*, (2015) Which cited MAPEH students of Batangas State University Main I were aware to a great extent on the new rules and regulation in volleyball as to hand signal, time out players and officiating. In officiating, they were aware to a great extent on crossing space faults, balls touched an outside object or foot fault by any player during service.

As shown on the table, teachers agreed students had developed skills in being consistent all the time in officiating and showing alertness and consistency in line judging which had a weighted mean of 3.45. This shows that to be a volleyball official, one has a number of different responsibilities, referees keep a watchful eye on every point for the duration of the match.

For teachers, the MAPEH students had developed skills of being a student assisting during school intramurals and other sport events and had developed leadership and decision-making when making calls both of which got the weighted mean of 3.40. On the other hand, the students agreed that they had developed skills in interpreting and using appropriate volleyball officiating hand signals and resolving disputes which got the weighted mean of 3.43. This means the MAPEH students know that in officiating they should be alert especially in line judging so that they will not be blamed if they got a wrong call.

The weighted mean of 3.38 indicated students agreed they learned that a safe competition environment is and could prepare a well-organized schedule of the game. Student agreed that having a safe and conducive learning environment will enhance their skills and knowledge more in officiating volleyball.

Moreover, students agreed they could perform competitively the task of being a table official and could act as a referee in volleyball games. They had developed competency in use of hand signals and could handle act a referee in volleyball games. They had developed competency in use of hand signals and could handle work of first or second referee. This had weighted mean of 3.37 and 3.28. Volleyball is part of the MAPEH students' subject so that they know the different violations of the game, the mechanics in hand signal of the first and second referee, on the proper posture needed when officiating and handling risks.

3. Significant Relationship between Instructional and Apprenticeship Experiences and Competencies

The hypothesis of no significant relationship between instructional experiences and competencies was tested results are shown in table 6.

Table 6. Relationship between Instructional experience and competencies

Competencies	p-values	Computed r-values	Decision on Ho	Verbal interpretation
Playing	0.000	0.49	Reject	Significant
Coaching	0.000	0.668	Reject	Significant
Officiating	0.000	0.48	Reject	Significant

As shown in Table 6, significant relationship was computed in the instructional experiences and competencies as shown in p-value of 000 in which values of all competencies were smaller than the computed r-values which ranged from 49-48 for competencies of playing, coaching, and officiating. This led to the rejection of the null hypothesis. This means the instructional experiences have importance to the competencies of students in volleyball. The training that they received in their instructional sessions such as executing different drills to the players, teaching the players how to coach democratically and socratically, all are related to playing, coaching and officiating competencies. The richer the experiences, the better the development of competencies.

The hypothesis of significant relationship between apprenticeship experiences and competencies was tested results are shown in table 7.

Table 7. Relationship between Apprenticeship Experience and Competencies

Competencies	p-values	Computed r-values	Decision on Ho	Verbal interpretation
Playing	0.000	0.485	Reject	Significant
Coaching	0.000	0.573	Reject	Significant
Officiating	0.000	0.599	Reject	Significant

As shown in table 7, significant relationship was computed in the apprenticeship experiences and competencies as shown in p-value of 000 in which all competencies value were smaller than the computed values which ranged the rejection of the null hypothesis. This means the apprenticeship experience have importance to the competencies of students in volleyball. The training that they received in their apprenticeship sessions such as acting as sport officials

during school intramural, officiating volleyball game during practice and tune up games, and assisting the players during training and skills development activities, all are related to playing, coaching, and officiating competencies. The more the experiences, the higher chance of the development of competencies.

4. Differences on Assessment between Teachers and Students on Students' competencies

Table 8 shows the difference on the assessments by the two group of respondents on students' competencies.

Table 8. Difference between Teachers' and students' Assessment

Competencies	p-values	Computed r-values	Decision on Ho	Verbal interpretation
Playing	0.85	0.19	Failed to Reject	Not Significant
Coaching	0.17	1.38	Failed to Reject	Not Significant
Officiating	0.86	0.18	Failed to Reject	Not Significant

There were no significant differences between the assessment of teachers and students on the competencies of MAPEH students in playing, coaching and officiating as shown in Table 8. This means both teachers and students agreed that the MAPEH students had developed competencies in playing, coaching and officiating. For instances, in playing, they know how to follow different strategies and technique given or instructed by the coach, understand different playing combinations to deceive the opponents and demonstrate leadership and sportsmanship on and off the court. In coaching, they could help the athletes in enhancing teamwork before and after the game, assist the coach in training the athletes the different skills and strategies in playing volleyball, and they could set the right kind of goals for the team. And in officiating, the MAPEH students could act as a referee in volley games, be consistent all the time when making and could apply leg and rusk management principles when officiating.

To sum it up, the findings of the study revealed that the respondents are agreed that instructional and apprenticeship experiences gave them a relevant knowledge on playing volleyball and likewise agreed they developed competencies in volleyball in terms of coaching. Playing and officiating. There was a significant relationship between the experiences and competencies in volleyball. Moreover, there were no significant differences in the assessments of respondent/groups as to how student's competencies in volleyball. From the findings the researchers recommended that MAPEH teachers and students of the College of Teacher Education are encouraged to utilize the prepared outside school activities to develop their competencies. School administrators are requested to support the different outside school activities such as summer sports clinic, seminars, and open leagues. Lastly similar study can be conducted in other schools in the Division of Batangas City to develop more the competencies of students in volleyball.

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