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Development and Validation of an Athlete-Centered Baseball Training Guide

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DEVELOPMENT AND VALIDATION OF AN
ATHLETE-CENTERED BASEBALL TRAINING GUIDE

A Thesis

Presented to the

College of Graduate Studies and Teacher Education Research and
Institute of Physical Education, Health, Recreation, Dance and Sports

Philippine Normal University

Taft Avenue, Manila

In partial fulfillment

of the requirements for the Degree

Master of Arts in Education with specialization in Physical Education

By

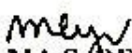
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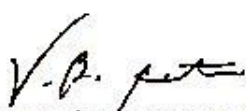
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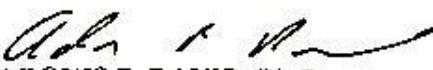
APPROVAL SHEET

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ABSTRACT

Name : Edelmar R. Servo

Title of Thesis : Development and Validation of an Athlete Centered Baseball Training Guide

Degree : Master of Arts in Education with Specialization in Physical Education

Key Concepts : Athlete-Centered Coaching Approach
: Baseball Training Guide

Advisers : Dr. Wilma S. Reyes and Prof. Julio Victor Santarin

The school limitation, including both human and material, causes difficulty in baseball coaching. This study led to the development of an athlete-centered inspired baseball training guide to address this concern. Five (5) PE teachers, four (4) national players, three (3) local coaches, nine (9) club coaches, and three (3) college baseball coaches took part in the study. The researcher used a descriptive developmental method with survey and interview approaches. The respondents positively perceived the objectives, contents, and presentation of activities with a high level of acceptance and usefulness in the profession. The conclusion drawn from the results included the following points. First, the aims clearly stated realistic, feasible, and attainable statements that remained consistent with the activities. Second, the contents sufficiently addressed the identified needs in clear, proper, suitable manners. Third, the activities and illustrations clearly presented the method of the athlete-centered approach. Finally, the training guide may serve as a supplemental learning material. This study recommends the use of this material for the facilitation of an athlete-centered baseball training.

Chapter 1

The Problem and Literature Review

Background of the Study

Baseball coaching continues as one of the most challenging tasks in sports (Diehl, 2017). The complex nature of baseball coaching, including one's lack of extensive background, makes it more challenging. With the fact that baseball demands excellent physical ability and skills, the athletes need to give extra effort to master this sport. Citing the needs to become a skilled baseball player, Stockton (1984) mentioned hitting, fielding, throwing, bunting, and pitching. Additionally, Pardeshi and Kadam (2016) posited that a series of complex and rapidly changing movements as in baseball & softball game contributes to a person's successful motor sequence. Noting these claims, it becomes clearer that teaching children and new coaches' skills for baseball games become harder and more challenging. The official New York Yankees website (2002) cited Gino Espineli, a Filipino-American and the former pitcher of the San Francisco Giants, for noticing the potential of baseball in the Philippines. As noted, the ability of young Filipino kids in playing baseball as a sport put Espineli in awe. However, Espineli likewise asserted the importance of facilities, equipment, and coaches, including the right training in helping the sport to grow. Tracing baseball history in the Philippines leads one back in the year 1898 where the Americans first introduced the said sports to the Filipinos. Calo (1984) through the Handbook Organization and Management of Athletic Meets stated that Manila schools were not the only places where students played baseball, but also in the nearby provinces as early as 1903. A year after that, the Bureau of Education, and the Southern Luzon Athletic Association

organized the first baseball athletic meet. The athletic meet gave birth to baseball associations and made baseball a regular sports event in any regional and national sports competitions.

Fidler (2012) posited that the golden age of Philippine baseball began in 1954, an era when the Philippines took home the first place in the first Asian Baseball Championships. Interestingly, during the 60's and 70's, baseball remained as the national past time in the country, however, in the later years, the Filipinos' interest in baseball declined due to several problems. As remarked by an internet site named mister-baseball (2012), the disappearing of parks where baseball took place, including the lack of television coverage, along with financial factors affected the growth of the sport in the Philippines. At present, the Department of Education runs the Palarong Pambansa that serves as the highest school-based athletic competition in the country. The champions hailed in respective regions in the Philippines compete as different teams in this sports event. The competition among schools applies a ladder-type tournament starting in the district level. The top team represents their district in the division level, then to the regional, and finally to the national level known as the DepEd Palarong Pambansa.

Despite the presence of baseball in this national sports event, the Filipinos' participation among schools especially in the lower meet or district level remains declining. One may consider several factors that brought the participation's decline in this sport. Such factors included the lack of facilities and financial constraint (Fidler, 2012), the lack of expertise of coaches and officials (Roderos, 1986), the inadequacy in coaching knowledge, and insufficiency of sports equipment (Culang, 1999), and the unavailability of books and other printed materials for sports and inadequate sports facilities (Ginete, 1993). These scholarly findings do not only reveal the reasons behind the slow growth and development of baseball but also the overall school sports program.

Giving much significance to the studies cited in the present study, the researcher attempted to respond to the problem, accurately, the scarcity of the printed material that guides the teachers and coaches in conducting baseball training. Consequently, the researcher developed the baseball training guide based on the training needs of the athletes and the training competency needs of the coaches. The researcher anchored the training guide on the athlete-centered approach specifically the questioning technique which encourages athletes to become involved in their learning and development. More importantly, the researcher hoped that the creation of the training guide would help coaches to effectively implement the athlete-centered coaching approach in baseball training, thereby developing the student-athletes' fundamental sports skills and game concepts for improvement of their athletic performances.

Literature Review

Anchored on the athlete-centered coaching approach, the researcher sought to develop a needs-based training guide in baseball. The literature review significantly helps in framing the study, thereby enables it to identify the gaps in the field and establish the present study's niche and relevance in the current time.

Coaching

Sports specialists have associated coaching with different professions because of its scope and nature of its functions. Whether a teacher, an educator, a guidance counselor, and a fitness trainer, to name a few, can be associated with coaching. With this fact, the researcher asserted that coaching did not function only for sports drilling and game planning with the objective of winning the matches, but also it served useful to other fields. Despite the variety of areas where coaching took place, the purpose of coaching remained faithful to all. In doing so,

not only sports coaching needs the teachers' passion and dedication, but also to the well-being of the athletes.

Martens (1997) remarked that successful coaching appeared as more important than just winning a game. Concerning successful coaching means helping the athletes to master their new skills, enjoying competing with others, and feeling good about themselves. Therefore, successful coaching pertains to developing individual skills, fostering sportsmanship, and improving self-esteem. Martens likewise defined successful coaches who became well-versed not only in their skills of their sports but also in teaching these skills to young people (1997). Correspondingly, Marten's *Successful Coaching* book in 1997 compared and equated good coaching to good teaching. This claim involved and defined coaches with the right philosophy, practical communication skills, understanding of athlete's motivation, and skillful behavior management.

With the same token, Yeagly (1994) emphasizes the needs for coaches in identifying players with leadership skill and making sure that leadership takes into place. Since Yeagly believed that coaching is a higher form of teaching, the two mentioned coaching qualities and tasks appeared significant to support the athlete development. Furthermore, he explained that with this opportunity, the coaches could influence a young person's behavior, thinking, and actions (Yeagly, 1994).

In the same fashion, Mitchel (2013) perceived coaching as a way of helping athletes to learn what works best for them. To educate serves as the primary purpose of coaching by providing the athletes with opportunities for personal growth and development for them to achieve their goals.

Indeed, using these cited studies, coaches play a significant role in the athlete's development. They not only teach sports skills as said, but they also model the skills needed.

Then again, coaching in an ideal perspective does not just about teaching the technical and tactical skills, but showing the life skills necessary for the individual to become successful in life. Vealy & Chase (2016) included physical competence (learning how to play a sport, be physically active), social competence (cooperation, communication, respect), cognitive competence (decision making skills), emotional competence (managing emotions), and behavioral competence (pursuing personal goals, productively contributing to one's community) in defining life skills.

This literature review concerning the basic principles of coaching served the covered topics of the present study, thereby concretizing its relevance and position to be read in the current time.

Training

Physical training refers to the athletes' performance of a disciplined routine of specialized procedures to condition their bodies. Improving the athlete's functional capacity to engage in physical activity or to be able to play their sport better serves as the purpose of any physical pieces of training (Vealy & Chase, 2016). As known by many, the participation in physical training provides many benefits for children. Like adults, children can adapt the load and stress during the activity. Vealy and Chase (2016) mentioned the following benefits that a person gets from training. First, training increases lean body mass while decreases fat. Second, physical training strengthens bones and leads to muscular strength, aerobic and anaerobic fitness.

Sports training on the other hand refers to a scientifically based and pedagogically organized process through planned and systematic, effect on the performance ability and performance readiness aims at sports perfection and performance improvement as well as at the contest in sports competition (Kumar, 2017). He mentioned that the main goal of sports training

is to prepare an athlete for a highest possible performance in a main competition in a particular sports or event. Further, it is aimed for the improvement of physical fitness, acquisition of motor skills, improvement of tactical efficiency, and improvement of mental capabilities. In this sense, sports specialists purposely engage their athletes in various physical conditioning and sport specific activities while recognizing that these activities foster better performance of the athletes. Supporting this claim, the Australian Sports Commission (2013) recognized the crucial role of a coach in taking time to plan each training session with the athletes to succeed. Goleman (2002) adheres to this claim while positing that coaching skills stay a vital part of every leader's toolkit, although the necessary skills come naturally to only a few.

Nevertheless, effective training and practice session improves technique, skills, and stamina among the athletes (skills - for – a – coach, 2013). What seems a problem that persists true in some sports organizations pertains to their leaders who became off-hand or did not have more personal training in sports. To address this concern, Grant and Hartley (2013) shared practical insights, strategies, and tips to help organizations to embed leadership coaching skills in the workplace following participation by executives and managers in ‘Leader as Coach’ development programs.

The focus of physical training or the so-called sports training in the present study served beneficial to young athletes whose age ranges from 11 to 12 years old. Before creating a physical training program, it is important to note that different principles of training must be substantially considered.

Vealy and Melissa (2016) presented the following basic principles for the training program that looked applicable in youth sport. First, among the principles mentioned, refers to the **Principle of Overload** that suggests the athletes must do more than what their bodies do.

The initial training must exceed the typical daily demand. As the body adapts to the increased load, more load should be added (Sharkey, 1997). Exceeding their current fitness ability causes fatigue and strain while induces their bodies to adapt to the increased demand. Determining the degree of overload appropriate for the athletes remains one of the difficulties of the coaches. If the overload is insufficient, no adaptation takes place. If the overload becomes excellent, the body becomes overwhelmed and fatigue sets in and causes an injury (Vealy & Chase, 2016).

The second principle refers to the **Principle of Progression** which suggests that to achieve adaptations, training must follow the principle of progression. When the training load increases too quickly, the body does not adapt, and it breaks down. Too much training likewise leads to mental and physical burnout and early retirement from the sport (Sharkey, 1997). To avoid increasing the training load of more than 10% from the earlier training session should be kept in mind. Otherwise, fatigue sets in and injury happens due to the so-called overtraining. The signs of overtraining include a decline in performance, increased muscle soreness, negative moods and irritability, decreased interest in training, and insomnia (Vealy & Chase, 2016). The third principle pertains to the so-called **Principle of Recovery** which goes hand in hand with overload. Any young athlete must be given enough time between training sessions to rest and restore their bodies. Without improvement, the body fails to adapt to the training stimulus. It is also suggested that coaches should build in active recovery time at the end of every training session. A 10-20 min low-intensity exercises such as jogging, walking and a 15-20 min exercise of large muscle groups. With equal significance, Vealy and Chase (2016) find the fourth principle named as the **Principle of Variation** that suggests that the coaches should vary physical training session-based on intensity. A light to moderate physical training coming from a hard-intensity procedure training allows the body to recover and adapt to the new training load. It

also means that coaches should be able to offer various training drills to avoid boredom such as cross training. The cross-training pertains to doing another sport to build fitness and can be used as a psychological boost and a fun break for the athletes. Lastly, the **Principle of Specificity** serves as the last principle that highlights the idea that any performance improves most when training becomes specific to the activity. When exercise becomes specific, specific training brings a particular result (Sharkey 1997). To train the energy systems serves the best way to develop physical fitness for the sport like aerobic and anaerobic and muscles as closely as possible to the way they are used in the competition (Vealy & Chase, 2016). In other words, athletes must not do over endurance training if the sport requires speed and power and vice versa. Although it suggested that a basic level of aerobic fitness remains helpful to all athletes, there should still be an emphasis that the athletes younger than 12 years old their training must serve for the development of their sports skills. Once good technique is mastered, training for strength, endurance, power, and speed or a combination of some becomes more important.

Training Guide

Developing a needs-based training guide in baseball serves as the purpose of this study. The said training guide pertains to a book-like instructional material designed for the coaches in aiding their baseball training.

In a nutshell, the term ‘guide’ refers to a document whose primary purpose relates to providing information or instructions. It becomes expected that it looks shorter, concise and more to the point than a manual. Similarly, Campbell (1999) defined the instructional materials as substantial trainee-oriented resources with instructional content. The instructional materials provide the user with the guidelines, instructions or necessary information for its use. They ease

the learning process by showing information necessary to learn and acquire skills. Both concepts have been used to describe the baseball training guide in this study.

Similarly, Nwike (2013) defined instructional materials as the different apparatus which a classroom teacher employs to facilitate teaching, and Adipo (2015) cited that the instructional materials refer to objects or devises which help teachers make the learning meaningful to the learner, and that a teacher who make use of appropriate instructional materials helps enhance student's creative thinking, as well as help them become enthusiastic. In this study, the instructional material is designed to be used by baseball coaches as guide to facilitate the baseball training.

Moreover, Morrison, Ross and Kemp (2001), stated that the development of instructional materials is the implementation of instructional design. Instructional design refers to a systematic method of planning, developing, evaluating, and managing the instructional process effectively to ensure the competent performance of the learners (Morrison, Ross & Kemp, 2001). According to the cited authors, one must consider how to accurately convey the information to the level of understanding of the learner. As such, the need to accurately identify the target audience is important to be able to design materials that are appropriate for their reading and skill levels.

In the present study, particularly the development of the training guide, the process of identification of its contents appears very necessary through the needs assessment procedure to acquire validity and reliability. Many experts agree that human learning, training, and performance improvement initiatives should begin with a need's assessment. Needs assessment is one of the processes identified in the development of the instructional materials. As cited by Morrison, Ross and Kemp (2001), needs assessment is described as a tool for identifying the

problem and then selecting an appropriate intervention. Therefore, to solve a performance problem, the designer must identify the training needs through the use of needs assessment, goal analysis, and or performance analysis.

Needs assessment also refers to a process of looking at and examining of the improvement opportunities and that, the need assessment can be a response to a problem, or it might be used in on-going learning or performance improvement efforts (Gufta, Sleezer & Ruzz, 2007). The cited authors stated that needs assessment can also be used to diagnose the learning and performance needs of individuals, teams, functional units and whole organization.

With the same notion, the Need Assessment Organization (2013) asserted that the Needs assessments identify strategic priorities, define results to be accomplished, and guide decisions related to correct actions. Similarly, Gufta, Sleezer, and Ruzz (2007) suggested that needs assessment determines and recognizes the gap or discrepancy that exists between the current and the desired condition. Moreover, they explained that learning or a performance gap exists between the current and the desired condition persists as a 'need,' and the needs assessment functions as a process for figuring out how to fill in learning or a performance gap (Gufta, Sleezer & Ruzz, 2007).

Not only business and human resource administration fields use the needs assessments but also the teaching and sports fields have given much importance to it. Employing the needs analysis serves as the first step in conducting the needs assessment. An assessment determines the activities needed to translate into performances. Listing the identified needs serves as the easiest way to create the needs analysis (Creating a needs analysis for sports training program, 2013).

The Needs Analysis in this study was done through a survey interview as an initial process on the development of the material.

Material Development

The training guide aimed to provide help for the coaches to learn the fundamentals of baseball and to acquire skills in conducting the baseball training. Several studies have been conducted that proved the significance of the development of instructional materials in the context of coaching competency.

Tarpinian (1996) designed his Essential Swimmer guidebook for the coaches, fitness swimmers, and swimming competitors to achieve a successful swimming program. The author highlights the step-by-step illustrations with skills and various drills that help and guide the coaches to understand the lesson better.

Baker and Cole (1989) developed a manual to help coaches in the organization of their training in all aspects of the game. The manual presented the drills through illustrations and diagrams for a better understanding. The cited authors claimed the importance of the exercises for the coaches to demonstrate them since they are the ones who teach the fundamentals of the game (Baker & Cole, 1989).

Stockton (1984) wrote Coaching Baseball Skills and Drills that greatly influenced the present study. Stockton guided baseball coaches in their training. Because of the book's greatness, the Houston Texas Baseball Coaches Associations used it. The results revealed that players, whose coaches used the book as coaching aid, produced the highest scores in a skill test. The findings showed the importance of a book and similar materials as a guide in achieving a higher coaching competency.

Many studies in the country and abroad focused on instructional material development. All these are found to be very useful and feasible in the field of education as supplemental for teachers in improving the teaching and learning processes. Garcia (2015) focused her study in developing an instructional supervisory practices guide for master teachers. The study employed a descriptive survey method and focused group discussion (FGD) to gather the data. The instructional guide was developed using four stages namely, planning, writing, evaluation and finalization. Natividad (2014) likewise focused her study in the development and validation of contextualized modules for grade 7 science teachers. The material serves as a supplementary instructional material to support the implementation of the K to 12 program of Manuel A. Roxas High School. The study employed a descriptive research conducted in four phases namely; the needs analysis phase, development and design phase, validation phase, and the revise and finalization phase. Most of the processes conducted in this study are similar to the present specifically the method of research used and the procedure to determine the content by employing the needs analysis.

Nwike (2013) studied the effects of use of instructional materials on student's cognitive achievement in agricultural science. He employed an experimental designed in his study. The study revealed that the students who were taught with instructional materials performed better compared to those who were taught without instructional materials. The present study recognizes the importance of instructional materials in the learning process and hopes to replicate the positive outcome of this study with the use of the developed training guide in baseball.

Balbio (2008) designed instructional material for teachers in basic swimming that was used in P.E. classes. The researcher designed the content based on the researcher's personal experience, inputs from swimming coaches and instructors, and his review of related literature.

Balbio developed the manual using four stages that follow: (1) design stage; (2) development stage; (3) try out stage; and, (4) validation stage (2008). Selected PE teachers, local and national coaches, and swimming trainers validated the study.

Soro (2006) designed the development and validation of the Sepak Takraw Manual for the use of coaches, PE teachers, and sports enthusiast. The researcher employed a descriptive survey type method that served similar to other studies reviewed by the present researcher. Soro likewise used illustrations to present several lessons for better understanding (2006). Selected teachers and some international referees validated the developed manual.

Torres (2005) developed a manual of supplementary activities for physical fitness, which highlighted various activities or exercises that developed or improved different components of fitness. The study also used a descriptive survey type of research following three stages (design, development, and validation) in the entire process. Forty (40) students participated in Torres' developed pre and posttests. While five (5) P.E. Professors at the Philippine Normal University in Manila validated the test questionnaires. Fifteen (15) Graduate students took part in the final stage that revealed presented activities in the manual are all valid and reliable.

Dela Cruz (2002) focuses on the development and validation of a needs-based training program for the enhancement of the competitive ability of female table tennis players. Identify the training needs of female table tennis players concerning the enhancement of competitive skills appears as one of the interesting objectives of the study. Thirty athlete-respondents took part in the study. From the pool of respondents, twenty-four plays as athletes, while the remaining six works as table tennis coaches. The study used questionnaires, interviews, and ocular observations to gather pertinent data. What made this study interesting refers to its

fostering of awareness on the importance of specialized training program towards the improvement of athletes' competitive abilities in the field.

Sevilleja (2002), on her studies, made the development and validation of a prototype manual in teaching track and field that also used a descriptive method. The study employed two phases. The first phase also called the development stage that gave much emphasis on the opinions and suggestions of track and field teachers and experts for the identification of its content. The evaluation of the manual through a survey questionnaire and rating scale happened in the second phase. To give an additional material to the existing resources that may stir the enthusiasm of the teachers, provide guides to address the teaching needs of teachers and to increase proficiency in coaching the sport served as the core of the study.

In comparison to this study, Dianna (1996) led the development and validation of the training manual in rhythmic sportive gymnastics. The study aimed to help the coaches in the formulation of their rhythmic sportive gymnastics teams. The manual likewise presented the lessons with illustrations and pictures that will help coaches better facilitate the training. Selected teachers and experts validated the content of the manual, which the gymnastic coaches found it to be beneficial and helpful.

Ocapan (1993) likewise conducted the preparation and evaluation of a laboratory manual in Agricultural Biology. Three stages for development completed the study. Selected teacher validated and evaluated the pilot-tested activities of the study. With the following relevant studies above; they significantly influenced the processes of validation, evaluation, and gathering of data of the present research.

The Department of Education (DepEd) through the Bureau of Physical Education and School Sports (BPSS) completed the teaching manual for grade six level titled "Manual ng

Guro sa Pagtuturo ng Edukasyon sa Pagpapalakas ng Katawan (1997)” by It offers dances, stunts, group games, and sports which served as enabling activities for the successful delivery of the subject matter. However, since the manual covers wider scopes which covers different disciplines, the featured lessons in baseball remained limited. With this inadequacy, the manual gave the researcher a good starting point to develop a material solely for the sport with plenty of drills and exercises that would develop baseball fundamentals.

All cited relevant studies, focusing on material development, have greatly influenced the present study. It should be noted that the current study employed processes that have been proven effective by the earlier studies. Such processes included the procedure in data collection, the research methods used, the steps in instrument development, and the stages undertaken in the development and validation of the material. More interestingly, the findings of the cited researches served as the basis in the development of content in this present study.

Many studies reviewed have developed instructional materials that served as content-driven and leading towards the use of direct instructions method. Through this fact, the present study becomes more relevant since it remains the only one yet to employ the athlete-centered approach in the context of a training guide. Therefore, the researcher’s desire to incorporate the athlete-centered coaching approach to the training guide persists as the focus of this study.

Athlete Centered Coaching

As a former athlete, the researcher had been under the tutelage of several coaches with unquestionable expertise in the field. With the way these coaches handled the team, one would quickly notice the similarities of their coaching styles which refers to the traditional coach-

centered approach. The researcher's prolonged exposure to this kind of coaching explains the way the researcher delivers and manages a baseball team in the field.

Mitchell (2013) believed that coaching style refers to how coaches work with players and direct their focus. They cover areas such as how much responsibility for decision making the coach allows the players and how much the coach focuses on the athlete's goal. He also explained that the style that the coach use will also depend on his philosophy, his understanding of how the athletes learn, how he was coached, and what his objectives are. According to him, there is a range of styles one could use, and he said that it is useful to think of these as working along a continuum.

In the study of Mitchel (2013), the said author presented the concept of coaching continuum to see the distinction between coach centered and athlete-centered coaching style. The listed ideas below explain the factors under the spoken coaching styles above.

Coach-centered coaching

- telling
- coach's goals
- win at all costs

Athlete-centered coaching

- questioning
- athlete's goals
- player development

Figure 1. Coaching Styles Continuum

On the one hand, the previously mentioned author above explained that the coach-centered functioned as an aid to achieve the objectives of the coaches, in which, the said objectives seemed to be results-based. The cited author above also claimed that the coach-centered style that encompasses the user controls and direct instructions produce attitudes to achieve the said coaching style further. On the other hand, the author mentioned above also cited the athlete-centered coaching style, in which, it caters the necessities of the athletes - at the

center of a coaching environment. The said coaching style focused on the athletes' development and sports independence creation (Mitchel, 2013).

In complement to the two cited coaching styles above, Mitchel (2013) also presented the universal characteristics of the coach-centered and athlete-centered approach. The current researcher mentioned the said general characteristics in the first table below.

Table 1 .General Characteristics of the Coach Centered Coach and the Athlete Centered Coach

Table 1

<i>General Characteristics of the Coach Centered Coach and the Athlete Centered Coach</i>	
Coach Centered Approach	Athlete Centered Approach
Instruct the athletes on what to do	Facilitates the athletes to set their own goals
Determine the direction and goals for the team	Focus on the development and the achievement of the athletes and team goals
Focus on the rate of wins and the achievements of the results	Develop the athletes' self-awareness, decision- making skills, and capability of correcting themselves regarding athletic errors
Manifest 'win at all costs' attitude	Try to develop the whole athletes' physical, mental, and social skills
View athletes as a collective with the same needs	View athletes as a collection of individuals with individual needs

In discussing the general characteristic of athlete-centered coaching approach, it abides the concept of unleashing the potentials of the athletes through - learning the idea of the athletic ownership, awareness, and self-responsibility. The said style of coaching encourages the coaches to ask questions to the athletes to fulfill the said athletic concept above (Johnson et al., 2011).

In addition to the asserted claims above, Mitchel (2013) suggested that coaches must pose questions and possible athletic problems towards the athletes instead of dictating the necessary

tasks. Also, the author above explained that the role of coaches needs to question the players, in which, the coaches help the athletes to draw out the learnings from each experience. Moreover, the said coaching style enables the coaches to guide the athletes in understanding the possible athletic matters that need development.

For the said reasons above, the cited author claims that athlete-centered coaching style promotes athletic enjoyment and provides a good learning environment towards the athletes. The purpose of the athlete-centered approach pertains to the athletes' awareness performance development through athletic performance (Taossoccer, 2016). The said awareness above encourages the athletes to obtain responsibility towards enhancing the skills and athletic performance necessary for achieving success (Kidman & Lombardo, 2010). With that being said the cited coaching approach enables the athletes to repeat that performance when required.

Similarly, De Souza and Oslin (2008) explained that an athlete-centered also supports the athletes' autonomy in which, the coaches implement various strategies intended to enhance the athlete's decision making ability during and after the gameplay. To contextualize the arguments mentioned above, teaching the players to become good decision makers increase the awareness and sense of ownership necessary for achieving good performance.

In detail, decision making refers to the player's ability to solve tactical problems during game play (De Souza, 2008, cited in, Mitchell, Oslin, & Griffin, 2005). Sheridan (2009) also explained that the said approach emphasizes the function of the coaches to give players' autonomy for making the decisions that entail the coaches' intention of empowering athletes to make choices.

In support the general characteristic of athlete-centered approach, the said above also mentioned the concept of developing the players' game understanding and skills of questioning. The two factors above under the cited approach above functioned as the two essential tools for an athlete-centered approach. In stressing the use of the questioning technique, the said author suggested that the coaches ask the players various questions to increase the use of experiential learning for both successes and mistakes. To also focus on the open issues which require the players to think and make decisions, the cited author above also explained that coaches that ask the players help the athletes to understand own performance better. Also, it also elevates the rate of athletes awareness. Moreover, the posited author above also argued that the said concept engages the athletes in the learning process of having wins and failures towards making decisions.

Likewise, Sheridan (2009) also explained that the motivated players through simple recreational activities tend to learn the process of taking the responsibility in achieving good performance instead to those players subjected towards practice drills, framed questions after the game, and excessive athletic challenges. In view of the competition, Mitchell (2013) likewise encouraged coaches also to maintain the athlete centered-approach during matches. The said author explains that the game provides players with the opportunity to learn and develop that functioned as the training extension of. Moreover, under the said coaching style, coaches must guide the athletes to obtain independence while performing. The supposed author also cited the importance of goal setting as a useful tool for the player's development. Mitchell stresses that the coaches' teams must structure goals to guide and motivate the players for the gaming season. Souza and Oslin (2008), cited from the article of the cited author above, explained the benefits of the player-centered approach. The researcher also consulted the view of several youths, elite

sports coaches, players, and multiple researchers towards the said approach (Kidman, 2001, 2005; Rizola, Souza, Scaglia, & Oliveria, 2001). The following arguments below explained the advantages of the athlete-centered approach.

1. Increases the player's engagement - Since the coaches encourage the encouraged to take part in the decision-making process, the players tend to take ownership towards own and team performances
2. Increases the athletic communication. Many of the strategies used in a PCA needs good communication among players as well as between coaches and players. The communication off the court tends to carry onto the court.
3. Increases the competence. Players felt the increase of the competence through provided opportunities in terms of taking control towards self-experiences as part of learning the active, self-constructed, and intentional process (Lambert & McCombs, 1998)
4. Increases motivation. Increase competence pertains to increase of motivation (Black & Weiss, 1992). In a concept, as players become more aware towards necessary tasks to accomplish in a certain game situations, the athletes more likely to practice the skills needed to improve their performance.

In further discussing the concept of athlete-centered approach, Taossoccer (2016) stated that coaches need to develop the athletes through the use of open and probing questions. The cited author suggested that coaches might use the GROW model (Taossoccer, 2016) to establish the types of questions to ask towards the athletes. The present researcher referred to the model presented below.

G - Goal - what is your goal? (what are you wanting to achieve?)

R - Reality – what is happening now?

O - Options – what options do you have?

W - Will – what will you do now? - what are you going to do? – etc.

During training session, the athlete centered coaching approach leads the coaches to:

- provide planned and structured environment based on shared goal short term/vision (long term)
- enables the athletes to “do” the skill or “practice” the tactics motivates the athletes to evaluate own performance

In that note, the researcher elucidated the synthesis concerning the cited studies above.

The following statement below discussed the comprehensive arguments mentioned in the earlier paragraphs of this chapter.

Synthesis

The researcher divided the cited related literature into five parts, namely: coaching, training, training guide, material development, and athlete-centered coaching. The studies described above discussed the importance of each component in the development of the material in which, the current researcher regards as the output of the present study.

The first discussion argued about the coaching and its role and influence in the totality processes towards athletes’ development. The paragraphs in the said discussion stressed that coaching pertains not only the method of teaching the technical and tactical skills but also, it also regards the teaching of life skills needed for the athletes to become successful athletic endeavors.

For the second discussion, the studies cited in this section explained the benefits of the physical training to young kids. Also, the current researcher discussed some training principles suitable for young athletes. The researcher used these training principles as the guide in the formulation of the training program for the young athletes.

For the next discussion, the third set of related studies focused on training guides, in which, the researcher also discussed the training guide definition as well as its importance in the sports field development. The researcher also presented a necessary framework for material development and needs assessment procedure that functioned as a guide to fulfill the objectives of the study and to assess the initial process for its development.

For the fourth discussion, the researcher cited studies regarding material development. The related studies in the said section provided evidence on the usefulness and effectiveness of the developed materials in the practice of the teaching and coaching professions. It also discussed the influence of the existing documents to the present study with regards on the processes employed, such as the procedure in data collection, research methods, instrument development, and stages undertaken in the development of the material.

Lastly, the related literature in the last section of this chapter discussed the importance of the athlete-centered approach to the learning process and athletes' development. The said approach encourages the learning of athletes through ownership, awareness, and responsibility. Likewise, the discussion above stated the aim of the said approach to developing the independence of the athletes that geared towards the development of critical thinking and good decision-making skills. Also, the last section of this chapter suggested some strategies with the use of the questioning technique, creation of game-like situational activities, and athletic drills

for further coaching the athletes using the said style above. Overall, the present study aims to develop and validate the training guide in baseball anchored on the athlete-centered approach. To fulfill the said goals above, the researcher used the questioning technique and game understanding. The researcher considered the studies above as significantly important to ensure the better knowledge and understanding in developing the athlete-centered based instructional material such as the ‘athletes centered-training’ guide of coaches in baseball training. The said instructional material also targets the Physical Education teachers in teaching the baseball fundamentals. The present researcher contributes to the existing body of knowledge in creating the said training guide. Furthermore, it shall serve as a supplementary reference material that functions to address the problem in the scarcity of the printed manual or instructional materials in baseball. To conclude the synthesis of the cited studies; the researcher stated the issue of the current research.

Conceptual Framework

The athlete-centered coaching approach highlights the coaches' use of questioning techniques in delivering the athletic instructions to engage the athletes in creating self-awareness and responsibility necessary for good athletic development. Central to its application is the commitment of the coach to apply the necessary behavior and coaching practices that will translate to learning and development. As explained, a committed coach is someone who understands the athletes holistically, recognizes the athlete's individual needs, and assists the athletes to become self-aware, independent, and responsible for their own learning and improvement (Penny & Kidman, 2016). In essence, the athlete centered coaching entails the understanding of the athlete as a person, and beyond athletic and sports training.

In detail, the athlete-centered approach based on the number of athletes' practices, learned concepts such as, leadership, empowerment, principles of learning, understanding the athlete, emotional intelligence, the inner game, and teaching games for understanding. Mitchel (2003) posited the importance of questioning and the development of the players' game understanding.

The method of questioning engages athlete in thinking critically to solve the problem, thus creating awareness, and the process of learning the game develops the athletes understanding that they utilize to make decisions on a given situation based on their understanding.

Asking questions or questioning is one of the critical components to an athlete-centered approach, this encourages athletes to be self – aware and learn about tactics and skills (Kidman, 2005), become involved in their improvement, performance, decision making, and problem-solving (Sheridan, 2009).

According to Mitchel (2003), to apply the athlete-centered approach, the coach should resist the temptation to tell the players what to do, and instead, pose questions and set problems for the players to try to solve. The role of coaches according to him is to draw out learning through questioning and to guide them to the understanding what else they could have done. As argued, the method of instructing (i.e., telling an athlete what to do) is not the most effective way of supporting athlete learning and development (taosoccer.com, 2016). The transition from coach centered coaching that usually employs “telling” or giving instructions to athlete-centered coaching which is more of “questioning” takes time and thought (Sheridan, 2009). And to be able to apply the Athlete Centered Approach, the coach must develop their questioning skills. As suggested, the use of the GROW model as a guide will help coaches develop the type of

questions to ask (taossoccer.com, 2016). It is also suggested to use questions that will promote higher-order thinking such as “how and why” to encourage more critical thinking, and lower-order thinking such as “what, where, or when” for learning the specific technique (Sheridan, 2009, cited from Kidman, 2001; 2005).

The athlete-centered approach empowers athletes to make choices (Sheridan, 2009). Empowerment includes that the athlete is responsible for discovering and assessing game needs, solving problems and responding with appropriate decisions and skills during gameplay (De Souza & Oslin, 2008). The formulation of personal/individual goal and of the team goal is another aspect and emphasized the application of the athlete-centered coaching approach. And as it suggests, athletes learn more effectively and develop their understanding when they are involved in solving a problem for themselves (Butler, 1997, Kidman, 2005).

Further, the said approach develops the independence of the athletes. Independent athlete means that they can critique their performance, make decisions and correct their mistakes without relying on the coach to do it for them (Mitchel, 2013). This coaching approach stresses that people can find solutions for themselves at their way and as such, will lead to higher levels of performance (taossoccer.com, 2016). In this view, the athlete centered coaching approach plays a vital role in the development of a high performing and an empowered athletes.

In summary, the benefits of the athlete-centered approach include the increase of players' engagement since athletes are encouraged to participate in the decision-making process. Also, it increases the communication among athletes and the coach, the competence due to the provided opportunity to take control of the learning, and the due to the nature of the said coaching style. (Souza & Oslin, 2008)

In that notion, many researcher, sports practitioner, and educators consider the vitality of athlete-centered approach. Thus, the researcher used the said concepts combined with the athletes' activities in addressing the identified training and competency development to enhance the training guide in baseball.

The said output training guide of the present research primarily be used as a learning tool to help the student-athletes improve athletic understanding to obtain better baseball performance. Likewise, the said framework also targets the baseball coaches to acquire baseball training concepts anchored on the athlete-centered coaching approach. Thus, the primary goal of the athlete centered baseball training guide is to develop a high performing and empowered student-athlete in baseball, as well as committed and competent baseball coaches. Figure 2 explicated the conceptual framework of the present study.

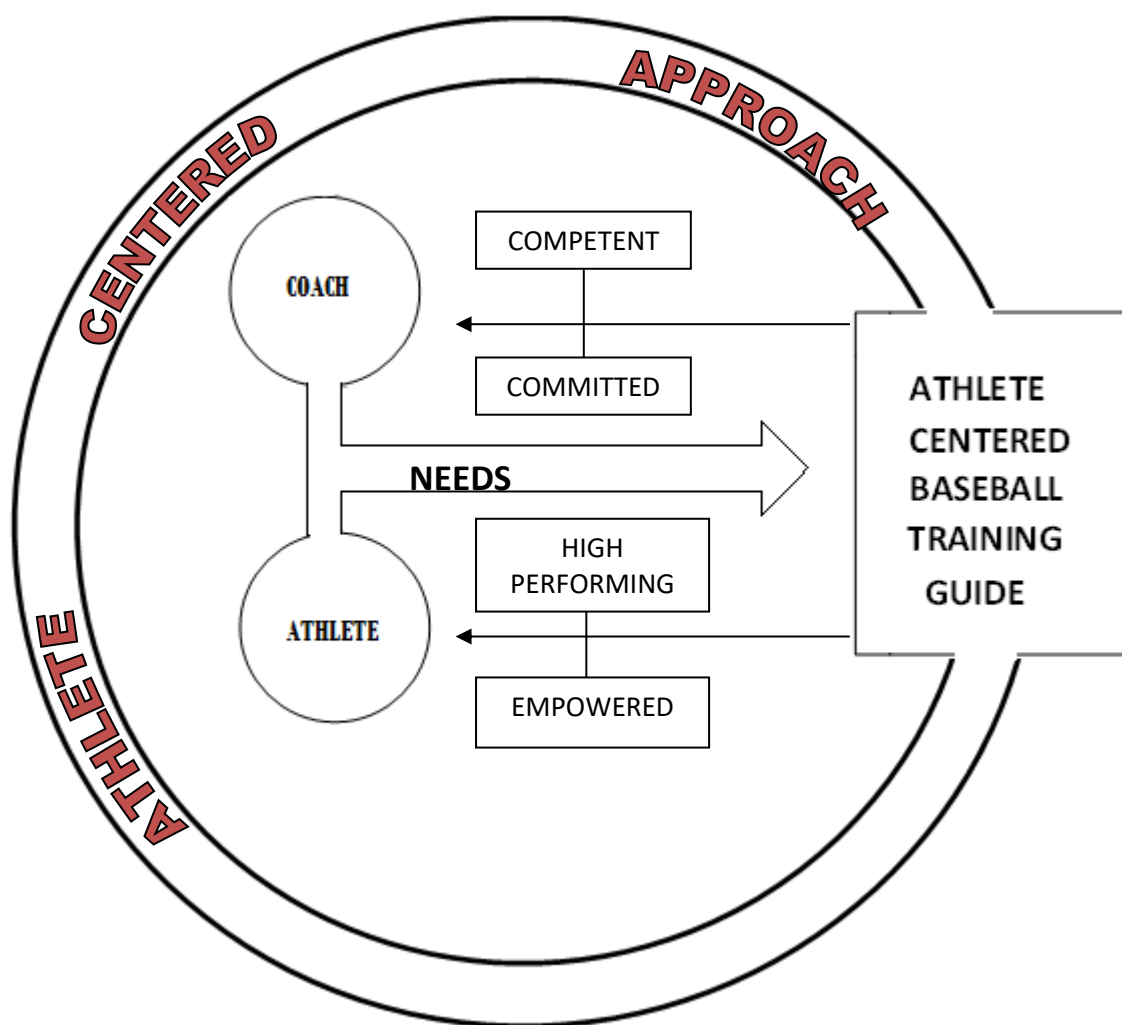


Figure 2. Conceptual Framework of the Study

Statement of Purpose

This study aims to develop and validate a baseball athlete-centered training guide. To realize this purpose, the present study sought to achieve the following specific objectives:

1. To determine the needs of student athletes and the competency needs of coaches in the conduct of baseball training.
2. To develop an athlete centered training guide in baseball based on the needs of student athletes and the training competency needs of coaches.
3. To validate the athletes centered training guide in baseball among PE teachers, coaches and experts.

Definition of Terms

The researcher operationally defined the following terms and concepts.

Athlete-centered baseball training guide

Athlete-centered baseball training guide pertains to the output of the study. It refers to the printed material that holds training activities in baseball anchored on the athlete-centered coaching approach.

Athlete-centered coaching approach

It refers to the style of coaching, in which, it entails the use of questioning method that encourages athlete to reflect to own learning process.

Coach-centered approach

It refers to the traditional style of coaching that entails the use of control and direct instructions.

Coaching competency

In this study, coaching competency pertains to the coach's general knowledge about baseball coaching. Moreover, it also refers to the coaches' ability to conduct effective baseball training.

Experts

It pertains to the individuals that possessed with appropriate and extensive qualification as national coaches, current or former member of the national baseball team, or currently coaching in one of the baseball clubs in the country.

Instructional materials

It pertains to the printed materials with instructional content such as books, manual or guide. The said materials provide guidelines, instructions or basic information. (Campbell, 1999)

Physical Training

It pertains to the routine of specialized procedures performed by athletes to condition their bodies.

Sports Training

The process of preparation of sportsman based on scientific and pedagogical principles aims at improving and maintenance of higher performance capacity. (Kumar, 2017)

Student-athletes needs

They encompass the needs of the athletes in terms of training.

Chapter 2

Methods

This chapter presents the research design, research locale, sampling and participants, instruments, procedures, statistical treatment, and a sample data analysis.

Research Design

This present study focused on the development and validation of the athlete-centered training guide in baseball. The researcher used the descriptive developmental method to reach the objectives of the study. Gay (1976) defined descriptive research as the method of involving the collection of data to test the hypothesis or to answer questions concerning the current subject status of the study. The objectives of the present study should not only focus on testing the hypotheses but also to develop a resource material to cater the student-athletes' and coaches' needs.

To reach the objectives of the study, the researcher adopted the steps of Torres (2005) in developing a manual. The present study divided the procedures into three stages/phases namely; Planning, Development, and Validation.

Research Locale

This study was conducted in the province of Laguna, particularly the city of Biñan, Los Baños, and Sta. Rosa, and some cities in Metro Manila such as Muntinlupa, Marikina, and Pasig. Common to these cities is the presence of the playing field and schools with playing area that can cater the baseball competition. The study was conducted at that time when several meets and baseball competitions were held in the above mentioned areas.

Sampling and Participants

The study used purposive sampling since the selection of the participants relied on the judgment of the researcher, and that the respondents were purposely selected and identified based on their special knowledge of the research topic (Jones, Brown, & Holloway, 2013).

There were three groups of participants in the study: The first group who participated in the pre survey interview was composed of seven (7) coaches. Two (2) are current national players, four (4) club coaches, and one (1) PE teacher. All the said participants played competitive baseball and are currently coaching in the different clubs and schools in Metro Manila. Table 2 presents the distribution of respondents in the pre survey interview.

Table 2

Pre Survey Distribution of Respondents

Respondents	Frequency	Percentage
PE Teachers	1	14.28%
Former or Current National Baseball Player	2	28.57 %
Baseball Club Coaches	4	57.14 %
Total	7	100%

The second group was composed of ten (10) coaches who participated in the needs assessments survey process. Two (2) are collegiate coaches, one (1) former national player, three (3) local coaches, and four (4) club coaches. The needs assessment survey was done to further validate the identified needs that surfaced in the pre survey interview done in the initial stage of the needs assessment process. Table 3 presents the distribution of respondents in the needs assessment survey.

Table 3

Needs Assessment Distribution of Respondents

Respondents	Frequency	Percentage
College Coaches	2	20%
Current National Baseball Player	1	10%
Baseball Club Coaches	4	40%
Local Coaches	3	30%
Total	10	100%

The third group was composed of twenty four (24) participants. The researcher selected the PE teachers and baseball coaches from the province of Laguna, the city of Muntinlupa, Pasig, Manila, and Quezon, and sixteen baseball experts as the participants in the validation phase of this study.

The researcher selected the baseball experts based on the qualifications either as former or current national player, as coach in any collegiate team, and as coach in any well recognized high school and grade school baseball clubs in the country. The following respondents are distributed as follows: Table 4 presents the distribution of respondents in the validation phase.

Table 4

Validation phase Distribution of Respondents

Respondents	Frequency	Percentage
PE Teachers	5	20.83%
Local Baseball Coaches	3	12.5%
Former or Current National Baseball Player	4	16.66%
Collegiate Baseball Coaches	3	12.5%
Baseball Club Coaches	9	37.5%
Total	24	100%

Instruments

In this study, the researcher used two analytical instruments. First, the 9-item Needs Assessment Survey Questionnaire for coaches. The said questionnaire underwent face and expert validation, with minor revisions and improvement made based on the suggestion by the thesis advisers. The survey questionnaire contains statements that pertain to the athletes' needs and the training competency needs of the baseball coaches during the pre-survey. The researcher rated each statement using the following scale with its numerical value including; (1) (ND - 1) Not Needed At All; (2) (LW - 2) Low Need; (3) (MN - 3) Moderate Need; and (4) (HN - 4) High Need.

For the second instrument, the current study used the Training Guide Evaluation Checklist to evaluate the validity of the said training guide. Various researchers used the checklist as guide in obtaining the validity of similar training guide, (Balbio, 2008), (Ocapan et al., 1993). The current researcher re-evaluated, revised and improved the said checklist to enhance its suitability to the current study. In further discussing the checklist, the researcher

divided it into four components, namely; (A) objectives, (B) contents, (C) mode presentation, and (D) general comments. The researcher evaluated each statement based on the Likert-Type Scale with its numerical value, such as; Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Procedure

The researcher conducted pre-survey interview to the selected coaches in gathering the feedbacks regarding the training competency needs of the coaches and athletes. The identified needs for both the athletes and coaches gathered using the pre-survey was imbedded in the final draft of the needs assessment survey questionnaire. The researcher administered the 9-item needs assessment survey questionnaire to the selected coaches. For the results, the present study used the results of the needs assessment as the basis in the content formulation for the athlete-centered training guide in baseball.

In assessing the other participants, this study used the validated 25-item evaluation checklist towards the PE Teachers, local baseball coaches, baseball club coaches, and baseball experts to evaluate the developed athletes-centered training guide in baseball.

The present study used a descriptive statistic particularly the weighted mean as central tendency to analyze the set of data gathered.

In addition, the researcher tallied the data from the needs assessment questionnaire and the training guide evaluation checklist.

1. The frequency was tallied and the weighted frequency was computed to determine the number of respondents who favored any of the given choices and the weight of the response based on the distribution of frequency in the needs assessment questionnaire and the training

guide evaluation checklist.

The researcher elucidated the formula below.

$$\text{weighted frequency} = f \times w$$

Where: f = frequency

w = weight of the response

2. In assessing the data collected from the respondents, the present study analyzed the weighted mean. It was used to interpret the results to find out which response has more weight. To get the weighted mean, the researcher elucidated the appropriate formula below.

$$\text{Weighted Mean} = \frac{\sum wf}{n}$$

Where: wf = weighted frequency

n = sample population

The following scales with the corresponding response categories were used in the study.

I. Needs Analysis

Scale	Response Category
3.50 – 4	High Need
2.50 – 3.49	Moderate Need
1.50 – 2.49	Low Need
1.00- 1.49	Not Needed at All

II. Training Guide Evaluation

Scale	Response Category
3.50 – 4	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00- 1.49	Strongly Disagree

Assessment Phase

The researcher followed the two procedures mentioned above to determine the contents of the training guide. In discussing the step during the assessment and pre-testing, the researcher administered the pre-survey aforesaid above to the selected baseball coaches to find out the training needs of the athletes and the training competency needs of the coaches.

The researcher interviewed the seven baseball coaches during the pre-survey process regarding the concepts of the athletes training needs and the training competency needs of the coaches. The study elucidated the below open ended - questions used in the pre survey interview.

1. What do athletes' needs in terms of training to become competitive in baseball?

(Ano ano ang mga pagsasanay na kinakailangan ng isang manlalaro para maging mahusay sa larong baseball?)

2. As a coach, what are your needs in the aspect of training to become a better or effective coach in baseball?

(Bilang isang coach, ano ano ang iyong mga pangangailangan sa aspeto ng pagsasanay upang maging epektibo sa larong baseball?)

Table 5 and 6 present the summary of responses of the selected coaches in the pre-survey interview with regards to the training competency needs of coaches and the training needs of athletes.

Table 5

Training Competency Needs of Coaches

Key Classification	Sample Responses
Knowledge on rules	Alam ang rules ng sport Knowledge sa rules ng game Alam nya ang playing rules
Knowledge on basic skills	Alam ang basic movement Mechanics ng throwing, catching, etc. Basic knowledge ng skills Proper mechanics of baseball skills
Knowledge on conditioning	Alam kung paano ikondisyon ang player Basic knowledge on strength and conditioning Conditioning drills Conditioning ng bata Knowledge sa strength training May alam sa conditioning
Knowledge on drills	Maraming alam na drills May idea sya sa ibat ibang drills Maraming alam na drills Baseball drills & situations Knowledge sa mga drills
Knowledge on situational drills	Different game situations Marunong mag infield and outfield practice routine Alam nya yung ibat-ibang situations sa laro
Knowledge on training program	Program sa training Design a training plan Training program Alam nya kung pano gumawa ng training program Marunong gumawa ng training program
Instructions	Marunong idemonstrate ang skills Alam nya kung pano iexecute yung skills para maituro nya Alam nya yung ibat-ibang situations sa laro para maituro ang tamang kilos ng player He can demonstrate the skills

Table 6

Training Needs of Athlete

Key Classification	Sample Responses
Knowledge on basic skills	Dapat maturuan ng proper throwing, etc. Training sa proper mechanics I train ng proper sa basic skills muna Mastery of basic skills Develop basic skills
Skills training drills	Bigyan ng maraming drills I expose sa drills More baseball drills Offensive and defensive drills/individual Skill drills & situations Pitching, batting, catching, baserunning drills Outfield and infield training Must be given baseball drills
Conditioning activities	Magpakondisyon Conditioning training Bigyan ng conditioning drills Speed, power, agility training Conditioning Sprinting, power, endurance training

The researcher employed the coding method in order to interpret the verbal data from the pre survey interview. A code according to Saldaña (2013) is most open a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data.

The process of the pre-survey interview elucidated the following training competency needs for the coaches. The knowledge on the fundamental skills; training program; skill drills ;baseball situations; conditioning activities; playing rules; and the coach's instructional skills.

In the same manner, the training needs of athletes were identified and classified into the following: the knowledge in basic or fundamental skills; skills and situational training drills; and conditioning activities.

The study utilized the gathered results in the formulation and development of the needs assessment survey questionnaire. The concepts of needs specifically related to the development of the training guide were considered and embedded in the questionnaire for the needs assessment. However, the concept of need with regards to the knowledge on the playing rules which surfaced in the process of the pre survey interview was not included since the training guide only focused on the training activities.

The researcher considered and identified nine needs that were extracted from the result of the pre-survey interview that formed the developed needs assessment questionnaire. The (1) knowledge on the fundamental skills; (2) knowledge on the development of the training program; (3) knowledge on baseball skill drills; (4) knowledge on common baseball situations; (5) knowledge on conditioning activities; and (6) instructional skill, formed the coaches competency needs, while (7) conditioning; (8) knowledge on the fundamental baseball skills; and (9) training drills; formed the athletes training needs.

Furthermore, the researcher-developed training needs assessment questionnaire had undergone the process of face and expert validation with the thesis advisers before proceeding to the process of needs assessment. Likewise, revision was made based on the comments and suggestions.

Finally, the researcher administered the developed 9-item questionnaire to the selected baseball coaches in the final process of the assessment, in which, the researcher tend to validate the training needs further.

Development Phase

The researcher designed the training guide based on the results of the needs assessment. Also, the researcher formulated the outline of the perceived training needs of both the coaches and the student-athletes.

However, the statement referring to the skills assessment, which initially not included in the items of the developed questionnaire, was incorporated in the topics forming the training guide. The said procedure surfaced and identified in the process of the needs assessment as essential item to include in order to enhance the coaching method and the learning process.

Furthermore, the study assured the parallelism of the training guide contents towards the athlete-centered coaching approach. The study also used the existing baseball books and similar sports manual as the guide in the overall preparation of the material. Moreover, the researcher also utilized the information and suggestions collected through interview with the experts, selected coaches, and the consultation on the cited literature above.

Also, the researcher presents the first draft to the thesis adviser for corrections and suggestions. Likewise, the present study carried out necessary revision based on the comments of the thesis advisers.

Validation Phase

Twenty four respondents participated in the evaluation of the material using the 25-item evaluation checklist, an evaluation tool which was adopted from the previous research study, Development and Validation of an Instructional Manual for Teachers in Basic Swimming (2008), conducted in the context of manual making. Likewise, the said tool had undergone

minor revision and improvement based on the comments and suggestions of the advisers to suit the present study.

Moreover, the respondents were requested to examine the developed-training guide as an essential process prior to the evaluation procedure. The developed training guide was evaluated on its three general components, its objectives, contents, and presentation, as well as for its overall validity as perceived by selected PE teachers, local baseball coaches, baseball club coaches, college coaches, and former or current national baseball players.

Lastly, the gathered data was analyzed and interpreted using the frequency distribution and the weighted mean.

Ethical Considerations

Participation in the study involved minimal risks on the part of the respondents since the researcher required no physical exertion. The teacher and coach respondents received a letter of information concerning the purpose and relevance of the study. Outlined in the letter of information was the assurance of confidentiality, as such, personal information regarding the participants were not required or removed. Likewise, the researcher informed that their participation entailed pure voluntariness.

All the data that were collected from the coach and teacher respondents were kept private and confidential.

In the same manner, the researcher sought a written permission from Mr. Alex Balbio, a researcher and a cited author of the manual evaluation checklist (2008), to use the evaluation tool that he developed as the major instrument to validate the training guide. The said evaluation tool was revised and improved with his approval to suit the present study.

Chapter 3

Results and Discussion

The present study attempted to address the scarcity of the printed material that served as the guide for the teachers and coaches. The content such as the baseball training guide was developed based on the training needs of the athletes and the training competency needs of the coaches and anchored on the athlete-centered coaching approach. The present study also aimed to gather evidence on the feasibility and effectiveness of the material using the perception of the pool of baseball coaches in the country. The researcher added the questioning technique under the athlete-centered coaching method in the activities mentioned above to guide the coaches in implementation and facilitation of the athlete-centered baseball training. The athlete-centered approach, specifically the questioning technique increased the awareness of the athletes and believed to help the athletes to become more independent and involve in the learning process in finding the athletes' solutions to the problems, thereby, enhances the player's decision-making ability.

The development of the material had undergone a series of stages which patterned from the previous studies of several educators that aimed to provide the learning tool for teachers and aspiring coaches. This section explains the results of the present study.

Results of the Pre-Survey

As revealed in the pre-survey conducted during the first stage of the process, (1) the present analysis identified and classified the training competency needs of coaches into the following; (1) knowledge on the fundamental skills, (2) knowledge on the development of the

training program, (3) knowledge on baseball skill drills, (4) knowledge on common baseball situations, (5) knowledge on conditioning activities, and (6) instructional skills. For the second results of the present study, (2) the current researcher identified and classified the athletes training needs into the following; (1) conditioning (2) knowledge on the fundamental baseball skills (3) and training drills

The table below pertains to the result of the pre survey interview conducted to seven baseball coaches.

Table 7

Coaches Competency Needs and Athletes Training Needs

Coaches Competency Needs	Athletes Training Needs
1. Knowledge on the fundamental skills	1. Conditioning
2. Knowledge on the development of training program	2. Knowledge on the fundamental baseball skills
3. Knowledge on baseball skill drills	3. Training drills
4. Knowledge on common baseball situations	
5. Knowledge on conditioning activities	
6. Good instructional skills	

The present analysis revealed that majority of the respondents agreed that the coaches should have a basic understanding of the correct pattern of movement of each baseball skill to be able to teach them, acknowledging the importance of the proper or accurate instruction as one of

the key components of successful and effective coaching. Further, they revealed during the interview that the baseball coaches must be able to demonstrate and explain the proper movement of the skills, the sequence of the drill, and all other related training activities including conditioning exercises. In response, the method of questioning in the athlete centered approach was integrated in the activities presented in the training guide to enhance the coaches' instructional skills.

It was also revealed that the respondent emphasized that drills and conditioning activities are essential part of training and that coaches must possess a certain level of understanding about sports and athletic training that will help the coaches enhance their knowledge in the concept of the training program development. Training program as suggested should address the needs of athletes in relation to the demand of the sport. To contextualize the results, the results posited that the training shall include the variety of baseball situations as a regular part of the training drill.

Moreover, it was cited during the pre-survey interview that the physical condition of the athlete greatly influences performance. In that note, the coaches in the study recognized the importance to improve this aspect as one of the priorities in the total training process.

The current results also emphasized the proper skill execution at the early stage of the athlete's development. As the present analysis revealed, the coaches should patiently monitor, provide drills/activities and correct even the tiniest details that may affect the correct pattern of movement. Further, providing drills to improve the sports-related skills was outlined in the result of the pre-survey. The researcher assumed that the material should be able to address the athletes' difficulties and weaknesses with the help and guidance of the coaches using thoroughly designed baseball drills. Bennett (1999) stated that the purpose of any baseball drill must

improve either a given skill or the general skill level of the player performing the training. He further explained that good drill should relate closely to the actual skill that will be used in live game action. This argument described above validates the need for the inclusion of situational drills (aside from skill drills) in the training guide as extracted from the pre-survey (under the need for activities) done with the coaches.

All these stated concepts were considered and used as basis in the development of the needs assessment questionnaire.

Assessment Phase Result

The researcher administered the needs assessment survey to ten coaches as the respondents in the needs assessment procedure. The current study rated each statement using the following scale with its numerical value, including; 1) (ND - 1) Not Needed At All; 2) (LN - 2) Low Need; 3) (MN - 3) Moderate Need; 4) and (HN - 4) High Need.

The result of the needs assessment survey with a total of ten (10) respondents revealed that all the identified needs of coaches and that of the athletes presented were all needed with all items received a grand mean of four (4) with a descriptive rating of “High Need” based on the set scale. The said argument above reflects the validity of the coaches perceived needs about training. This also suggests that the proposed training guide should be developed to respond to the identified needs mentioned above. The cited table in the next page pertains to the summary of needs assessment survey results.

Table 8

Needs Assessment Survey

n = 10

A. Coaching Competency Needs	WM	DI
Knowledge on the fundamental skills	4	high need
Knowledge on the development of the training program	4	high need
Knowledge on conditioning exercises	4	high need
Knowledge on various skill drills	4	high need
Knowledge on common baseball situational drills	4	high need
Good instructional skills	4	high need
B. Athletes Training Needs		
Conditioning	4	high need
Knowledge on the fundamental baseball skills	4	high need
Training skill drills	4	high need
C. Suggestions		
Include procedure for assessing the skills of athletes		

Table 8 suggests that the supposedly developed material must address the competency needs of coaches to support athlete's development. The book must contain lessons that aimed to enhance knowledge and understanding of the coach on; 1) fundamental baseball skills and its movement mechanics; 2) training program development; 3) conditioning activities specific to baseball; 4) baseball skill drills; and 5) baseball specific situational drills.

Furthermore, to include 6) the needs for the proper assessment of the skill level of the athletes surfaced in the needs assessment procedure as suggested by some coaches.

Hypothetically, the coaches posited that the said process enables the coaches to monitor and give necessary intervention for proper skill execution aimed to improve overall performance. About this, Delmonico (1996), a University of Tennessee baseball coach, suggested that coaches should develop a drill performance criteria to gauge the player's performance or improvement. The said process helps the coaches to determine the players' present skill level, skills to focus on, and necessary trainings.

The material hopes to provide coaches with useful information which can be utilized in training and improvement in the quality of instruction related to baseball training.

Development Phase

The researcher formulated the content outline based on the results of the Needs assessment survey. Likewise, the current study also used the feedback from the coaches and the examination of the related literature specifically baseball books and other printed materials as a guide for its content.

The researcher divided the outline into six parts namely; (Part 1) Goal Setting; (Part 2) Starting the Training; (Part 3) Offensive Aspects of Baseball; (Part 4) Defensive Aspects of Baseball; (Part 5) Application of ACA in Position- Specific Game Situations; and (Part 6) and Sample Training Plan.

Part 1 emphasizes the formulation of personal and team goals. Mitchel (2013) stated that the goal setting considers as an effective tool for player development. The researcher claimed that the said argument above pertains to the processes in order to effectively facilitate the athlete-centered approach in creating awareness on the part of the athletes, and goal setting that sets the mindset of the athletes to focus in achieving the individual and team's short term and long term

goal that enhances the responsibility to improve their own performance.

The present material adopted the GROW model in response to the need to formulate questions for an athlete-centered approach. Taossoccer (2016) claims that the GROW model provide the athletic sequence that the coaches use to develop the type of questions to ask. Also, the researcher used the GROW model using the questioning technique incorporated in the activity to facilitate the setting of individual and team goals.

In the second part, the present results highlighted the use of the active dynamic stretching exercises for the warm-up and physical conditioning activities. Active dynamic exercises pertain to the activities designed to prepare or to activate muscles using sports-specific motions. Based on the article of McLeod (2014), the dynamic warm-up refers to the first component to a well-designed athletic development/strength and conditioning program. Further, the said researcher also claimed that the said exercise raised the core body temperature, increasing blood flow to muscles, and improving flexibility, balance, and coordination. The researcher considered the said stretching activities above to develop the training guide in playing baseball.

In the third part, the present analysis presented the offensive aspects of baseball. The researcher discussed each skill through step-by-step mechanics with the purpose of simulating the actual teaching of a particular skill. Each of the lessons entailed with sample questions that the coaches might use in the integration of the athlete-centered approach. Several drills were also designed and presented with the purpose of improving the identified skills.

For the fourth part, the researcher presented the defensive aspects of baseball. Likewise, the discussion of skills is done through a step by step mechanics with the provision of skill drills and sample questions for each lesson leading to the integration of the athlete-centered approach.

The fifth part highlighted the integration of the athlete-centered approach in position-

specific game situations. The researcher presented several conditions that considered typical in a baseball game. These situations required specific responses based on the ability and acquired concepts and information of the athlete. With the use of the questioning technique, the coaches subject the athletes into the situation which requires them to think and analyze to come up with the correct responses, and hopefully to apply in a real game situation.

In the sixth part, the present analysis provides a sample training plan and explains some principles of training and its application to the development of the said training program. The current study also provided sample athlete-centered based questions in all the activities, and as suggested, self-assessment, as well as coach assessment in the form of checklist, were incorporated in each lesson to gauge the athlete's performance and learning. The exhibit cited above discussed the outline of the athlete-centered based training guide of the present study. Below is the outline of the athletes-centered training guide in baseball.

Introduction

Part 1 Goal Setting

Part 2 Starting the Training (warm up/conditioning activities)

Part 3 Offensive Aspects of Baseball

Lesson 1 – Batting and Drills

- Integration of the athlete centered approach
- Batting/Hitting Mechanics
- Hitting checklist
- Personal assessment of hitting mechanic
- Batting Drills

Lesson 2 – Bunting and Drills

- Integration of the athlete centered approach
- Bunting Mechanics
- Bunting checklist
- Assessment of my bunting mechanics

Lesson 3 – Baserunning and Drills

- Integration of the athlete centered approach

- Baserunning Concepts
- Assessment of my baserunning mechanics
- Baserunning Drills

Lesson 4 – Sliding and Drills

- Integration of the athlete centered approach
- Assessment of my sliding mechanics
- Sliding Drills

Part 4 Defensive Aspects of Baseball

Lesson 5 – Catching/Fielding Mechanics and Drills

- Integration of the athlete centered approach
- Catching Checklist
- Assessment of my catching and fielding mechanics
- Catching and Fielding Drills

Lesson 6 – Throwing Mechanics and Drills

- Integration of the athlete centered approach
- Throwing Checklist
- Assessment of my throwing mechanics
- Throwing Drills

Lesson 7 – Pitching Mechanics and Drills

- Integration of the athlete centered approach
- Pitching Checklist
- Assessment of my pitching mechanics
- Pitching Drills
- Overall Skills Assessment

Part 5 Integration of the Athlete Centered Approach for Position Specific Game Situations

- Catcher
- Pitcher
- First baseman
- Shortstop, 2nd baseman, and 1st baseman

Part 6 Baseball Training Plan

- Periodization
- Training Principles
- Speed and Power Development
- Training Plan
- Strengthening and Plyometric Exercises
- Sample one day training plan

The administration of the needs assessment during the first stage of the process gave the researcher a clear working knowledge on the formulation of its contents, and that, the method of the athlete centered approach was carefully crafted in the design of the activities and lessons provided in the material. The following paragraph summarized the integration of the identified needs to the lessons presented in the training guide.

The fundamental baseball skills which can be found in lessons 1 to 7 are presented in a step by step procedure in order to highlight the movement pattern of a skill during its performance. It hopes to give the coaches additional insights on the proper form and mechanics that will be taught and emphasized to the athletes.

The training principles, sample training plan, and sample conditioning activities are presented in part 6 of the training guide. These shall guide the coaches in their daily physical training activities and in the formulation of the training program.

The training guide also highlights the presentation of the different drills specific to baseball which can be found in lessons 1 to 7. In the same manner, the provision of baseball situational drills which designed to help the athletes practice their decision making skills is presented in part 5 of the training guide. These are supplementary activities aimed to improve the overall baseball performance.

The ability of the coach for good instruction covers the areas such as his general knowledge in the sport and his teaching methodology. However, the training guide offers a new method of coaching which highlights the use of questioning technique aimed to engage the athletes in the learning process. The use of questioning was integrated in all the lessons in parts 1 to 5 of the athlete centered training guide in response to this need.

Lastly, the skills assessment checklist which is designed to assess the skill performance of the athlete is presented in lessons 1 to 7 at the end of discussion of each skill. Personal checklist is also provided for the athletes aimed at creating awareness of their performance of the skill.

Table 9 shows the integration of the athlete centered training guide based on the identified needs.

Table 9

Integration of the Athlete Centered Training Guide Based on the Identified Needs

Needs	Response of the ACTG	Lessons
Knowledge on the fundamental skills	Presentation of step by step performance of skills	p.17-Batting, p.46 - Bunting, p.60 -Baserunning, p.78 - Sliding, p.92-Catching and Fielding, p.118-Throwing, p.134 - Pitching
Knowledge on the development of the training program	Principles of training and sample training plan	p.176-Periodization, p.177- Training principles, p. 178- Speed, Power, Strength, p. 179-Training Plan
Knowledge on conditioning exercises	Presentation of sample conditioning activities specific to baseball	p.182-Heavy rope, Plank, p.183-Elastic band work out, Wheel borrow, p.184- Alternating 1 hand push up balance position, 1 leg hurdle jump
Knowledge on various skill drills	Presentation of drills specific to baseball	pp.29-45-Batting drills, pp. 55-59- Bunting drills, pp.72-77- Base running drills, pp.86-89- Sliding drills, pp.100-117- Catching/fielding drills, pp. 126-133-Throwing drills, pp. 147-152 – Pitching drills
Knowledge on common baseball situational drills	Provision of situational drills for baseball with pictures and diagram	p.154-infield grounder, p. 156-fielder's choice, p. 157 – pitcher covering 1 st base, p. 159-pitcher covering home, p. 160-passed ball, p. 161- off target target throw to 1 st base, p. 163 -cut-off man
Good instructional skills	Facilitation of the questioning technique	Parts 1-5 Beginning of lessons
Assessment	Skills assessment checklist	p.24-hitting checklist, p.49-bunting checklist, p.68- baserunning checklist, p.82-sliding checklist, p.96-catching and fielding checklist, p.122-throwing checklist, p.143-pitching checklist

Figure 3 presents the sample lesson in the training guide.

Lesson: Swing

SWING

1. Watch the ball all the way and keep the head still.
2. Keep front shoulder down during the stride.
3. Start swinging by throwing the bat barrel towards the ball.
4. Twist the hips, pivot the back knee.
5. Roll wrists on contact.
6. Belly button turns toward the pitcher after the swing.



Figure 3: Batting/Hitting Skill

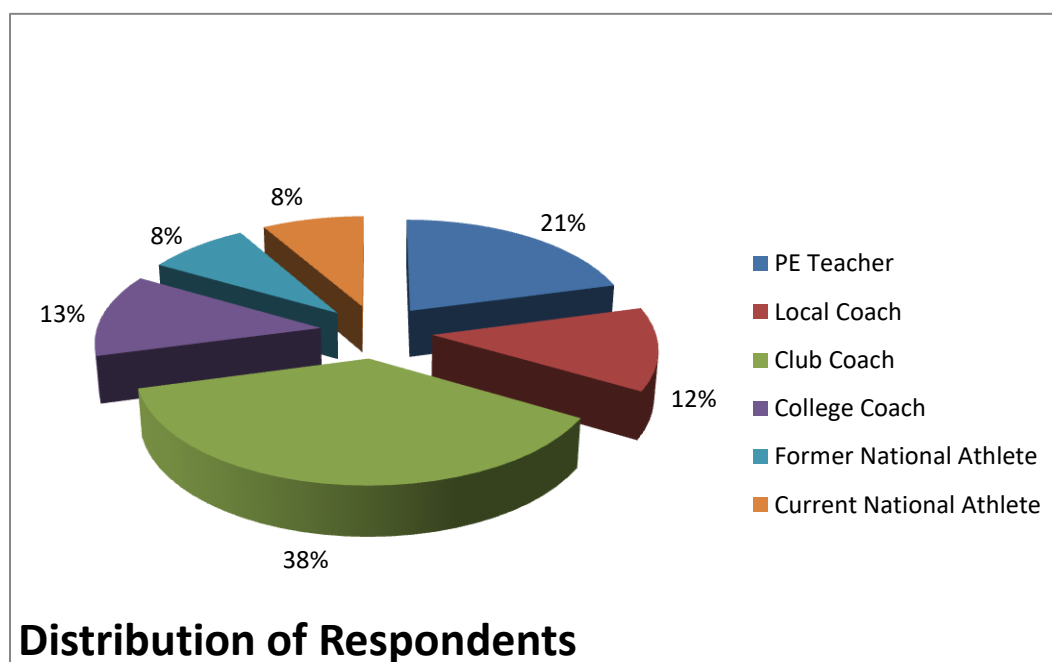
Sample questions focused on specific technique

1. What happens to your head during the swing?
2. What happens to your front shoulder during the stride?
3. What do you do with the bat barrel during the swing?
4. How do you achieve explosiveness using your hips and back knee when batting?
5. What do you do with your wrists to achieve bat speed in the swing?
6. Where should the belly button face after the swing?

Validation Phase

Twenty-four (24) respondents evaluated the said material namely; (1) five PE Teachers (20.83%); (2) three local baseball coaches (12.5%); (3) nine baseball club coaches (37.5%); (4) three college coaches (12.5%); (5) two former national baseball players (8.33%); (6) and two current national players (8.33%).

Table 10 presents the distribution of respondents.



The respondents evaluated the said material on its three general components, the objectives, contents, and presentation, and for its overall validity. This study rated each item using the following scale with its numerical value; namely; (1) Strongly Agree (SA – 4); (2) Agree (A – 3); (3) Disagree (D -2); (4) and Strongly Disagree (SD – 1). The succeeding paragraphs elucidated the summary of the research results.

Table 11 presents the training guide evaluation result.

Table 11

Training Guide Evaluation

n=24

A. OBJECTIVES

Item #	Statements	WM	DI
1.	The objectives are clearly stated	4	Strongly Agree
2.	The objectives reflect the goal of the training guide	4	Strongly Agree
3.	The objectives are consistent with the activities in the training guide	4	Strongly Agree
4.	The objectives are realistic, feasible and attainable	4	Strongly Agree
5.	The objectives are measurable	4	Strongly Agree
		$\bar{X} = 4$	Strongly Agree

Objectives as perceived by experts, PE teachers, and baseball coaches.

The study revealed that the objectives accompanied the training guide is valid as perceived by the respondents receiving a grand mean of 4 with a descriptive rating of Strongly Agree (SA) in all the criteria. This indicates that the respondents believed that the objectives in the material were clearly stated (SA), realistic (SA), feasible and attainable (SA). Likewise, the objectives are consistent with the activities and reflect the goal of the training guide (SA).

B. CONTENTS

Item #	Statements	WM	DI
6.	The contents are sufficient to cover the needs of coaches or teachers coaching the sport	3.92	Strongly Agree
7.	The contents are clear and provide comprehensive coverage of the subject matter	4	Strongly Agree
8.	The contents are appropriate to the objectives stated	4	Strongly Agree
9.	The contents are adequate for the requirements of the identified objectives	4	Strongly Agree
10.	The illustrations and drawings accompanying the training guide are suitable	4	Strongly Agree
11.	The illustrations of skills are accurately and proficiently correct which would facilitate teaching and learning the baseball skills	4	Strongly Agree
12.	Sample questions used in the material are clear and suitable which would facilitate an athlete centered coaching approach	4	Strongly Agree
13.	The contents are suitable to the needs of the student-athlete	4	Strongly Agree
		$\bar{X} = 3.99$	Strongly Agree

Contents as perceived by experts, PE teachers, and baseball coaches.

The criteria set to measure the sufficiency of the content of the training guide received a weighted mean of 3.92, the lowest among the established standards but would still fall under the descriptive rating of Strongly Agree (SA). In this item, two out of the 24 respondents or 8.33% have rated (A) or “Agree,” and the remaining 91.7 % respondents rated it as (SA) or “Strongly

Agree.” It indicates that the content of the manual needs some improvement as perceived by some coaches. As suggested, there is a need to develop more drills specific for each baseball skill. In General, it reveals that the respondents believed that the contents of the training guide are sufficient to cover the needs of the coaches (SA); that the contents are clear and could provide comprehensive coverage of the subject matter (SA); that the contents are appropriate to the stated objectives (SA); that the content is adequate for the requirements of the identified needs (SA); that the illustrations and drawings are suitable (SA); that the illustration of skills are accurate and correct that could facilitate teaching and learning (SA); that the sample questions used are clear and suitable which could facilitate an athlete-centered coaching approach (SA); and that the contents are suitable to the needs of athletes (SA), with all the criteria mentioned received a weighted mean of 4 with a descriptive rating of “Strongly Agree” (SA) from all the respondents. The results gathered from this evaluation proved the validity of the contents of the training guide.

C. MODE OF PRESENTATION/STYLE

Item #	Statements	WM	DI
14.	The presentation of contents is orderly and organized	4	Strongly Agree
15.	The activities are suitable for grades 5 and 6 students.	4	Strongly Agree
16.	The training drills and activities are sequenced that after going through them, the student athletes could perform the skills correctly	4	Strongly Agree
17.	The wordings are clear and suitable to the target user	4	Strongly Agree
18.	The illustrations are clearly presented	4	Strongly Agree
19.	The procedures and directions in conducting the different activities are clearly presented and easy to follow	4	Strongly Agree
20.	The activities reflect the athlete centered approach	4	Strongly Agree
		$\tilde{X} = 4$	Strongly Agree

Mode of presentation as perceived by experts, PE teachers, and baseball coaches.

The material functioned quite well for how it is presented based on the perception of all the respondents. All the set criteria received a weighted mean of “4” with a descriptive rating SA or “Strongly Agree” for its presentation. The respondents believed that the presentation of contents of the materials is orderly and organized (SA); that the wordings used in the material are clear and suitable for grade five and six students (SA); that the activities presented are also suitable to the target users (SA); that the illustrations are clear (SA); that the procedure and directions of the activities are clear and easy to follow (SA); that the sequence of the activities after going through them can help the students perform the skills correctly (SA) and that the

activities reflect the method of the athlete-centered approach (SA). This reflects that the respondents considered the appropriateness of the different activities presented in the training guide and indicates the general acceptability of the material.

D. GENERAL COMMENTS

Item #	Statements	WM	DI
21.	The athlete centered approach is effective in the enhancement of skills	4	Strongly Agree
22.	The training guide will help the coaches facilitate or implement an athlete centered coaching approach	4	Strongly Agree
23.	The coaches who will use the training guide as reference will be able to organize an athlete centered approach baseball training	4	Strongly Agree
24.	The training guide is feasible and can be used as a good substitute for text book	4	Strongly Agree
25.	I was able to learn a new approach that can help me become an effective or a better coach	4	Strongly Agree
		$\bar{X} = 4$	Strongly Agree

Effectiveness of the athlete centered approach and the training guide as perceived by experts, PE teachers, and baseball coaches

The researcher commended the athlete-centered coaching approach as notably effective in the enhancement of skills from the coaches' perspectives, PE teachers, and baseball experts receiving a weighted mean of "4" with a descriptive rating of strongly agree (SA). The respondents also agreed that the material arises as a good substitute for textbooks (SA) and useful as guide in the implementation and facilitation of the athlete-centered approach (SA). Thus, coaches who will use the athlete centered training guide as the reference will be able to

organize an athlete-centered baseball training (SA). Lastly, the respondents admittedly claimed after the evaluation that they learned a new approach in coaching that will help them to be more effective and become a better coach (SA). All the criteria received a weighted mean of 4 with descriptive rating SA or “Strongly Agree” from all the respondents.

Strengths, weaknesses, and suggestions of the respondents on the training guide.

The study revealed that the training guide’s provision for the process of skill evaluation, provision of the athlete centered inspired activities, as well as the position-specific drills, and its provision for conditioning activities are the strengths of the training guide based on the responses of some participants in the open ended questions. They also claimed that the study clearly identified the needs of both the coach and the athlete. The material’s only weakness however, based on the response of one participant is when the athlete loses interest.

Furthermore, the study revealed the need to develop and exhibit more drills for pitcher and catcher as they are recognized as the two most important positions in baseball. The compilation of the drills in an audio visual platform and the integration of statements that could capture the interest of the target users in the beginning of the lessons were also suggested by the respondents.

In general, the training guide received a high level of acceptance for its usefulness to the profession as reflected in the results of the evaluation with regards to its three general components, its objectives, contents and mode of presentation. This proves the effectiveness and the over-all validity of the material as perceived by the respondents of the study.

The succeeding paragraph elucidated the summary of the present study. Furthermore, it also explicated the conclusion and recommendation of the study.

Chapter 4

Summary, Conclusion and Recommendations

Summary of the Study

The study aimed to develop and validate a needs-based athletes centered baseball training guide to be used by teachers and baseball coaches in teaching and baseball training.

Specifically, the study sought to attain the following objectives:

1. To determine the needs of student athletes and the competency needs of coaches in the conduct of baseball training.
2. To develop an athlete centered training guide in baseball based on the needs of student athletes and the training competency needs of coaches.
3. To validate the athletes centered training guide in baseball among PE teachers, coaches and experts.

This study made use of descriptive developmental research which was conducted in three phases. Phase 1 - Planning, this covers the identification of needs of both the athlete and the coach through the pre-survey interview procedure which was participated by seven baseball coaches, and the needs assessment procedure with ten baseball coach-respondents; Phase 2 – Development, the process of development that covers the content formulation, which was based on the gathered data, and the integration of the athlete centered approach to the activities specifically the questioning method that embodied the athlete centered training guide; and Phase 3 – Validation, the final stage where the developed athlete centered baseball training guide was evaluated by five PE teachers, three local coaches, nine club coaches, three college coaches, and four former or current national players using the 25-item Training Guide Evaluation Checklist.

Summary of Results

The study revealed that the objectives accompanied the training guide were valid as perceived by the respondents. All the statements pertaining to the objectives of the training guide received a weighted mean of 4 with a descriptive rating of Strongly Agree (SA). The following are the statements pertaining to the objectives of the training guide with their corresponding weighted mean: the objectives are clearly stated, (4); reflect the goal of the training guide, (4); consistent with the activities in the training guide, (4); and, measurable, (4).

Content validity was also established in the evaluation of PE teachers and baseball coaches on the material. All the statements pertaining to the contents were rated Strongly Agree (SA). The following are the statements pertaining to the contents of the material with their corresponding weighted mean: Sufficient to cover the needs of coaches or teachers coaching the sport, (3.92); Clear and provide comprehensive coverage of the subject matter, (4); Appropriate to the objectives stated, (4); adequate for the requirements of the identified needs, (4); the illustrations and drawings are suitable, (4); the illustration of skills are correct, (4); the sample questions used are clear and suitable, (4); and, the contents are suitable to the needs of student-athletes, (4).

In the same manner, the material received a very positive feedback from all the respondents for how it was presented. The following are the statements pertaining to the material's mode of presentation with their corresponding weighted mean: the presentation of contents is orderly and organized, (4); the activities are suitable for students, (4); the training drills and activities are sequenced that after going through them, the students could perform the skills correctly, (4); the wordings are clear and suitable to the target user, (4); the illustrations are clearly presented, (4); the procedures and directions in conducting the different activities are

clearly presented and easy to follow, (4); and, the activities reflect the athlete centered approach, (4). All received a descriptive rating of Strongly Agree (SA).

The following are the statements pertaining to the general comments of the coaches and the PE teachers to the athlete centered baseball training guide: the athlete centered approach is effective in the enhancement of skills, (4); the training guide will help the coaches facilitate or implement an athlete centered coaching approach, (4); the coaches who will use the training guide as reference will be able to organize an athlete centered approach baseball training, (4); the training guide is feasible and can be used as a good substitute for text book, (4); and, I was able to learn a new approach that can help me become an effective or a better coach. All received a descriptive rating of Strongly Agree (SA).

Limitations of the Study

The discussion in the study is limited only to the integration of the questioning technique of the athlete centered coaching approach to the lessons in the training guide. As a consequence, other strategies that characterize the athlete centered coaching approach were not considered in the development of the material. It also focuses on skill development rather than on tactical coaching skill. Hence, the rules have not been thoroughly discussed. Nonetheless, the material received a remarkable rating for its general acceptability.

Furthermore, the study was conducted in areas where baseball field is present and there were twenty four respondents including the PE teachers during the validation phase. All the said participants were purposely selected because of their background in the sport.

Lastly, as the material only underwent the process of content validation, the need for field testing is recommended for future studies.

Conclusion

The needs assessment procedure done during the first phase of the study was crucial in the identification of the training competency needs of the coaches and the training needs of the athletes. As revealed, the importance on the level of the coaches' understanding in the aspect of basic skills execution, conditioning, training program development, and the facilitation of situational drills and skill drills were highlighted and identified as highly needed in the implementation of baseball training. The athlete's knowledge on the proper execution of the fundamental skills, conditioning training exercises, and skill training drills were likewise identified as highly needed to help the athlete become a better player. Further, the training guide was developed based on these identified needs.

The study also concludes that the variety of baseball drills and the coaching method used in the training guide are perceived to be useful and helpful as they addressed the needs of the athletes in developing the baseball skills, as well as the competency needs of the coaches in the conduct of the baseball training. The content, organization, and presentation were valid and generally commendable. Likewise, the athlete centered coaching approach is effective in the enhancement of skills and development of game understanding among the athletes as perceived by the group of respondents.

Recommendations

1. Since this study considers as the first attempt in this field, further research on the concept and the application of the athlete-centered approach may be done in other sports discipline. The need to explore other factors and strategies that characterize the athlete-centered coaching approach arises.
2. Actual field testing of the material may be done to determine its usefulness and validity in the practical training sessions.
3. The athlete centered baseball training guide maybe used by PE teachers in physical education classes specifically in teaching the fundamentals of baseball.
4. The athlete centered baseball training guide can be used by coaches in any level as a reference material in baseball training.

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APPENDICES

A.

LETTER OF REQUEST FOR VALIDATORS OF INSTRUMENTS

Date _____

Dear Sir,

I would like to seek your kind assistance in fulfilling my requirement for my research study entitled Development and Validation of an Athlete Centered Training Guide in Baseball. I am in the process of validating the questionnaire for coaches. Its purpose is to find out the contents of the training guide in reference to the training needs of athletes and the training competency needs of coaches.

In this regard, I would like to request your help and expertise to evaluate the survey questionnaire for baseball coaches.

Thank you very much for your help and support!

Sincerely,

SGD.
Edelmar R. Servo
Researcher

Approved by:

SGD.
Prof. Lordinio A. Vergara
Thesis Adviser

Date _____

Dear Madam,

I would like to seek your kind assistance in fulfilling my requirement for my research study entitled Development and Validation of an Athlete Centered Training Guide in Baseball. I am in the process of validating the questionnaire for coaches. Its purpose is to find out the contents of the training guide in reference to the training needs of athletes and the training competency needs of coaches.

In this regard, I would like to request your help and expertise to evaluate the survey questionnaire for baseball coaches.

Thank you very much for your help and support!

Sincerely,

SGD.
Edelmar R. Servo
Researcher

Approved by:

SGD.
Dr. Wilma S. Reyes
Thesis Adviser

Date _____

Dear Sir,

I would like to seek your kind assistance in fulfilling my requirement for my research study entitled “Development and Validation of an Athlete Centered Training Guide in Baseball”. I am in the process of validating the questionnaire for the study. The questionnaire was adapted from the Manual Evaluation Checklist used by Balbio (2008), Ocapan (1993), et. al. and revised to suit the present study.

Its purpose is to evaluate the training guide for its overall usefulness and validity.

In this regard, I would like to request your help and expertise to evaluate the questionnaire for its validity.

Thank you very much for your help and support!

Sincerely,

SGD.
Edelmar R. Servo
Researcher

Approved by:

SGD.
Prof. Lordinio A. Vergara
Thesis Adviser

Date _____

Dear Madam,

I would like to seek your kind assistance in fulfilling my requirement for my research study entitled “Development and Validation of an Athlete Centered Training Guide in Baseball”. I am in the process of validating the questionnaire for the study. The questionnaire was adapted from the Manual Evaluation Checklist used by Balbio (2008), Ocapan (1993), et. al. and revised to suit the present study.

Its purpose is to evaluate the training guide for its overall usefulness and validity.

In this regard, I would like to request your help and expertise to evaluate the questionnaire for its validity.

Thank you very much for your help and support!

Sincerely,

SGD.
Edelmar R. Servo
Researcher

Approved by:

SGD.
Dr. Wilma S. Reyes
Thesis Adviser

APPENDICES

B.

LETTER OF REQUEST TO SURVEY

Date _____

Dear Fellow Coaches,

Greetings!

I would like to seek your kind assistance in fulfilling my requirement for my research study entitled Development and Validation of an Athlete Centered Training Guide in Baseball. I am in the process of gathering information on the required training competency needs of coaches and the training needs of the athletes.

In this regard, I would like to request you to fill-out the attached needs survey. Your response will be used to assess the proposed contents of the training guide in reference to training needs of athletes and the training competency needs of coaches.

Rest assured that your personal information and all the data that will be gathered will be kept private and confidential.

Thank you very much for your help and support!

Sincerely,

SGD.
Edelmar R. Servo
Researcher

Date _____

Dear Sir/Madam,

The following is a checklist developed to evaluate the athlete centered baseball training guide which will be used by coaches as guide for their training.

Being a coach and authority in baseball, I would like to request your help in evaluating the said training guide. Your feedback, suggestions and comments will significantly help the researcher come up with a good material that is appropriate for coaches and athletes for improved performance in baseball.

Rest assured that your personal information and all the data that will be gathered will be kept private and confidential.

Thank you.

Respectfully,

SGD.
Edelmar R. Servo
Researcher

APPENDICES

C.

PERMISSION FROM THE PROPONENT



Edelmar Servo <edelmar.servo@dlsu.edu.ph>

Requesting permission to use the evaluation tool

2 messages

Edelmar Servo <edelmar.servo@dlsu.edu.ph>

Wed, Dec 12, 2018 at 5:55 PM

To: apbalbio@gmail.com

Dear Mr. Alex Balbio,

Good Day!

I am Edelmar R. Servo, currently enrolled in the Graduate Program in Philippine Normal University. I am working on my research entitled "Development and Validation of an Athlete Centered Training Guide in Baseball for Grade 5 and 6 Students. I came across with your research work which is in the repository of the university and used it as guide in my study.

I am writing this letter to ask permission from you to use the evaluation tool, "The Manual Evaluation Checklist" that you have used in your research. Please allow me also to modify and revise the said tool to enhance the suitability to my current study.

Thank you and hoping for a positive response from you.

Respectfully,

Edelmar R. Servo

Alex Balbio <apbalbio@gmail.com>

Mon, Dec 17, 2018 at 8:05 AM

To: Edelmar Servo <edelmar.servo@dlsu.edu.ph>

This is to allow the PNU Researcher, Mr. Edelmar R. Servo to use my Manual Evaluation Checklist in my M.A Thesis Entitled , Development and Validation of Instructional Manual in Swimming at the Philippine Normal University.

Noong Miy, Dis 12, 2018 nang 5:55 PM, sinulat ni Edelmar Servo <edelmar.servo@dlsu.edu.ph> ang:

[Quoted text hidden]

DISCLAIMER AND CONFIDENTIALITY NOTICE

The information contained in this e-mail, including those in its attachments, is confidential and intended only for the person(s) or entity(ies) to which it is addressed. If you are not an intended recipient, you must not read, copy, store, disclose, distribute this message, or act in reliance upon the information contained in it. If you received this e-mail in error, please contact the sender and delete the material from any computer or system. Any views expressed in this message are those of the individual sender and may not necessarily reflect the views of De La Salle University.

December 12, 2018

OK /ms Dec. 17, 2018
Mr. Alex P. Bulbio
De La Salle University -Dasmariñas
Senior High School Department
Dasmariñas, Cavite

Dear Sir,

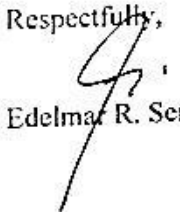
Good Day!

I am Edelmar R. Servo, currently enrolled in the Graduate Program in the Philippine Normal University. I am working on my research entitled "Development and Validation of an Athlete Centered Training Guide in Baseball for Grade 5 and 6 Students". I came across with your research work which is in the repository of the university and used it as guide in my study.

I am writing this letter to seek permission from you to use the evaluation tool, "The Manual Evaluation Checklist", which you have used in your research. Please allow me also to modify and revise the said tool to enhance the suitability to my current study.

Thank you and hoping for a positive response from you.

Respectfully,


Edelmar R. Servo.

CERTIFICATION

December 17, 2018

This is to CERTIFY that the undersigned permitted Mr. Edelmar R. Servo to use and revise the "Manual Evaluation Checklist" for his research study entitled Development and Validation of an Athlete Centered Training Guide in Baseball.


Mr. Alex P. Balboa
DUSU-Dasmariñas

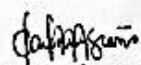
APPENDICES

D.

CERTIFICATION FOR LANGUAGE EDITING

CERTIFICATION

This is to certify that the thesis paper entitled **Development and Validation of an Athlete-Centered Baseball Training Guide of Edelmar R. Servo** in partial fulfillment of the requirements for the degree **Masters of Arts in Education with Specialization in Physical Education** has been reviewed and edited by the undersigned based on the minutes of the Final Defense.


CLARENCE R. ASCARD
Signature over Printed Name
Editor

Date Signed: March 13, 2019

APPENDICES

E.

TRAINING GUIDE NEEDS ASSESSMENT SURVEY QUESTIONNAIRE

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

ND – Not Needed At All

LD – Low Need

MD – Moderate Need

HD – High Need

COACHES COMPETENCY NEEDS	ND	LN	MN	HN
1. Knowledge on the fundamental skills <i>A coach must be familiar on the correct pattern of movements of each baseball skill.</i>				
2. Knowledge on the development of the training program <i>A coach must have a basic understanding on the development of the training program.</i>				
3. Knowledge on conditioning exercises <i>A coach must have a basic knowledge on the different training principles and activities that influence athletes overall physical condition.</i>				
4. Knowledge on skill drills <i>A coach must be equipped with variety of drills that develop each baseball skill.</i>				
5. Knowledge on common baseball situational drills <i>A coach must be able to provide lessons and activities in reference to the different baseball situations.</i>				
6. Good instructional skills <i>A coach must be able to explain and demonstrate the proper execution of skills, training routine and other related training activities.</i>				
ATHLETES TRAINING NEEDS	ND	LN	MN	HN

7. Conditioning <i>Athletes must undergo conditioning training in reference to the demand of the sport.</i>				
8. Knowledge on the fundamental baseball skills <i>Athletes must be familiarized with the correct pattern of movements of the baseball skills at the early stage of development. Training should be focused on the proper execution of the fundamental skills in baseball.</i>				
9. Training drills <i>Athletes must be exposed to a variety of drills/activities to develop their baseball skills.</i>				

Open Ended Statement

You may write your suggestions or add other needs on the space provided below.

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

ND – Not Needed At All

LD – Low Need

MD – Moderate Need

HD – High Need

COACHES COMPETENCY NEEDS	ND	LN	MN	HN
1. Knowledge on the fundamental skills <i>A coach must be familiar on the correct pattern of movements of each baseball skill.</i>				☒
2. Knowledge on the development of the training program <i>A coach must have a basic understanding on the development of the training program.</i>				☒
3. Knowledge on conditioning exercises <i>A coach must have a basic knowledge on the different training principles and activities that influence athletes overall physical condition.</i>				☒
4. Knowledge on skill drills <i>A coach must be equipped with variety of drills that develop each baseball skill.</i>				☒
5. Knowledge on common baseball situational drills <i>A coach must be able to provide lessons and activities in reference to the different baseball situations.</i>				☒
6. Good instructional skills <i>A coach must be able to explain and demonstrate the proper execution of skills, training routine and other related training activities.</i>				☒

ATHLETES TRAINING NEEDS	ND	LN	MN	HN
7. Conditioning <i>Athletes must undergo conditioning training in reference to the demand of the sport.</i>				/
8. Knowledge on the fundamental baseball skills <i>Athletes must be familiarized with the correct pattern of movements of the baseball skills at the early stage of development. Training should be focused on the proper execution of the fundamental skills in baseball.</i>				/
9. Training drills <i>Athletes must be exposed to a variety of drills/activities to develop their baseball skills.</i>				/

Open Ended Statement

You may write your suggestions or add other needs on the space provided below.

Include procedure for assessing the skills of athletes

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

ND – Not Needed At All

LD – Low Need

MD – Moderate Need

HD – High Need

COACHES COMPETENCY NEEDS	ND	LN	MN	HN
1. Knowledge on the fundamental skills <i>A coach must be familiar on the correct pattern of movements of each baseball skill.</i>				☒
2. Knowledge on the development of the training program <i>A coach must have a basic understanding on the development of the training program.</i>				☒
3. Knowledge on conditioning exercises <i>A coach must have a basic knowledge on the different training principles and activities that influence athletes overall physical condition.</i>				☒
4. Knowledge on skill drills <i>A coach must be equipped with variety of drills that develop each baseball skill.</i>				☒
5. Knowledge on common baseball situational drills <i>A coach must be able to provide lessons and activities in reference to the different baseball situations.</i>				☒
6. Good instructional skills <i>A coach must be able to explain and demonstrate the proper execution of skills, training routine and other related training activities.</i>				☒

ATHLETES TRAINING NEEDS	ND	LN	MN	HN
7. Conditioning <i>Athletes must undergo conditioning training in reference to the demand of the sport.</i>				✓
8. Knowledge on the fundamental baseball skills <i>Athletes must be familiarized with the correct pattern of movements of the baseball skills at the early stage of development. Training should be focused on the proper execution of the fundamental skills in baseball.</i>				✓
9. Training drills <i>Athletes must be exposed to a variety of drills/activities to develop their baseball skills.</i>				✓

Open Ended Statement

You may write your suggestions or add other needs on the space provided below.

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

ND – Not Needed At All

LD – Low Need

MD – Moderate Need

HD – High Need

COACHES COMPETENCY NEEDS	ND	LN	MN	HN
1. Knowledge on the fundamental skills <i>A coach must be familiar on the correct pattern of movements of each baseball skill.</i>				✓
2. Knowledge on the development of the training program <i>A coach must have a basic understanding on the development of the training program.</i>				✓
3. Knowledge on conditioning exercises <i>A coach must have a basic knowledge on the different training principles and activities that influence athletes overall physical condition.</i>				✓
4. Knowledge on skill drills <i>A coach must be equipped with variety of drills that develop each baseball skill.</i>				✓
5. Knowledge on common baseball situational drills <i>A coach must be able to provide lessons and activities in reference to the different baseball situations.</i>				✓
6. Good instructional skills <i>A coach must be able to explain and demonstrate the proper execution of skills, training routine and other related training activities.</i>				✓

ATHLETES TRAINING NEEDS	ND	LN	MN	HN
7. Conditioning <i>Athletes must undergo conditioning training in reference to the demand of the sport.</i>				✓
8. Knowledge on the fundamental baseball skills <i>Athletes must be familiarized with the correct pattern of movements of the baseball skills at the early stage of development. Training should be focused on the proper execution of the fundamental skills in baseball.</i>				✓
9. Training drills <i>Athletes must be exposed to a variety of drills/activities to develop their baseball skills.</i>				✓

Open Ended Statement

You may write your suggestions or add other needs on the space provided below.

APPENDICES

F.

TRAINING GUIDE VALIDATION SURVEY INSTRUMENT

Training Guide Evaluation Checklist

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

- 4** - **Strongly Agree**
3 - **Agree**
2 - **Disagree**
1 - **Strongly Disagree**

	A. OBJECTIVES	4	3	2	1
1	The objectives are clearly stated.				
2	The objectives reflect the goal of the training guide.				
3	The objectives are consistent with the activities in the training guide				
4	The objectives are realistic, feasible and attainable.				
5	The objectives are measurable.				
	B. CONTENTS	4	3	2	1
6	The contents are sufficient to cover the needs of coaches or teachers coaching the sport.				
7	The contents are clear and provide comprehensive coverage of the subject matter.				
8	The contents are appropriate to the objectives stated.				
9	The contents are adequate for the requirements of the objectives identified.				
10	The illustrations and drawings accompanying the training guide are suitable.				
11	The illustrations of skills are accurately and proficiently correct which would facilitate teaching and learning the baseball skills.				
12	The sample questions used in the material are clear and suitable which would facilitate an athlete centered coaching approach.				
13	The contents are suitable to needs of the student athletes.				
	C. MODE OF PRESENTATION/STYLE	4	3	2	1
14	The presentation of contents are orderly and organized.				

15	The activities are suitable for grade 5 and 6 student athletes.				
16	The training drills and activities are sequenced that after going through them, student-athletes could perform the skills correctly.				
17	The wordings are clear and suitable to the target user.				
18	The illustrations are clearly presented.				
19	The procedures and directions in conducting the different activities are clearly presented and easy to follow.				
20	The activities reflect the method of the athlete centered approach.				
	D. GENERAL COMMENTS	4	3	2	1
21	The athlete centered approach is effective in the enhancement of skills.				
22	The training guide will help the coaches facilitate or implement an athlete centered coaching approach.				
23	The coaches, who will use the training guide as reference will be able to organize an athlete centered approach baseball training.				
24	The training guide is feasible and can be used as a good substitute for text books.				
25	I was able to learn a new approach that can help me become an effective and a better coach				

Open Ended Statement

1. What would you identify as the strengths of the training guide?

2. What would you identify as the weaknesses of the training guide?

3. Are there any suggestions you may have for improving the training guide?

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

- 4 - Strongly Agree
 3 - Agree
 2 - Disagree
 1 - Strongly Disagree

Training Guide Evaluation Checklist

A. OBJECTIVES		4	3	2	1
1	The objectives are clearly stated.	4			
2	The objectives reflect the goal of the training guide.	4			
3	The objectives are consistent with the activities in the training guide	4			
4	The objectives are realistic, feasible and attainable.	4			
5	The objectives are measurable.	4			
B. CONTENTS		4	3	2	1
6	The contents are sufficient to cover the needs of coaches or teachers coaching the sport.	4			
7	The contents are clear and provide comprehensive coverage of the subject matter.	4			

8	The contents are appropriate to the objectives stated.	4			
9	The contents are adequate for the requirements of the objectives identified.	4			
10	The illustrations and drawings accompanying the training guide are suitable.	4			
11	The illustrations of skills are accurately and proficiently correct which would facilitate teaching and learning the baseball skills.	4			
12	The sample questions used in the material are clear and suitable which would facilitate an athlete centered coaching approach.	4			
13	The contents are suitable to needs of the student athletes.	4			
	C. MODE OF PRESENTATION/STYLE	4	3	2	1
14	The presentation of contents are orderly and organized.	4			
15	The activities are suitable for grade 5 and 6 student athletes.	4			
16	The training drills and activities are sequenced that after going through them, student-athletes could perform the skills correctly.	4			
17	The wordings are clear and suitable to the target user.	4			
18	The illustrations are clearly presented.	4			
19	The procedures and directions in conducting the different activities are clearly presented and easy to follow.	4			
20	The activities reflect the method of the athlete centered approach.	4			
	D. GENERAL COMMENTS	4	3	2	1
21	The athlete centered approach is effective in the enhancement of skills.	4			
22	The training guide will help the coaches facilitate or implement an athlete centered coaching approach.	4			
23	The coaches, who will use the training guide as reference will be able to organize an athlete centered approach baseball training.	4			
24	The training guide is feasible and can be used as a good substitute for text books.	4			
25	I was able to learn a new approach that can help me become an effective and a better coach	4			

Open Ended Statement

1. What would you identify as the strengths of the training guide?

- INFORMATIVE
- SKILL BASED TRAINING GUIDE
- THERE IS A PROVISION FOR EVALUATION AND PERSONAL
IMPROVEMENT OF THE PLAYERS

2. What would you identify as the weaknesses of the training guide?

3. Are there any suggestions you may have for improving the training guide?

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

- 4 - Strongly Agree
 3 - Agree
 2 - Disagree
 1 - Strongly Disagree

Training Guide Evaluation Checklist

A. OBJECTIVES		4	3	2	1
1	The objectives are clearly stated.	/			
2	The objectives reflect the goal of the training guide.	/			
3	The objectives are consistent with the activities in the training guide	/			
4	The objectives are realistic, feasible and attainable.	/			
5	The objectives are measurable.	/			
B. CONTENTS		4	3	2	1
6	The contents are sufficient to cover the needs of coaches or teachers coaching the sport.	/			
7	The contents are clear and provide comprehensive coverage of the subject matter.	/			

8	The contents are appropriate to the objectives stated.	/			
9	The contents are adequate for the requirements of the objectives identified.	/			
10	The illustrations and drawings accompanying the training guide are suitable.	/			
11	The illustrations of skills are accurately and proficiently correct which would facilitate teaching and learning the baseball skills.	/			
12	The sample questions used in the material are clear and suitable which would facilitate an athlete centered coaching approach.	/			
13	The contents are suitable to needs of the student athletes.	/			
	C. MODE OF PRESENTATION/STYLE	4	3	2	1
14	The presentation of contents are orderly and organized.	/			
15	The activities are suitable for grade 5 and 6 student athletes.	/			
16	The training drills and activities are sequenced that after going through them, student-athletes could perform the skills correctly.	/			
17	The wordings are clear and suitable to the target user.	/			
18	The illustrations are clearly presented.	/			
19	The procedures and directions in conducting the different activities are clearly presented and easy to follow.	/			
20	The activities reflect the method of the athlete centered approach.	/			
	D. GENERAL COMMENTS	4	3	2	1
21	The athlete centered approach is effective in the enhancement of skills.	/			
22	The training guide will help the coaches facilitate or implement an athlete centered coaching approach.	/			
23	The coaches, who will use the training guide as reference will be able to organize an athlete centered approach baseball training.	/			
24	The training guide is feasible and can be used as a good substitute for text books.	/			
25	I was able to learn a new approach that can help me become an effective and a better coach	/			

Open Ended Statement

1. What would you identify as the strengths of the training guide?

THE ATHLETE WILL SURELY GAIN STRENGTH.

2. What would you identify as the weaknesses of the training guide?

IF THE ATHLETE IS NOT INTERESTED

3. Are there any suggestions you may have for improving the training guide?

NO COMMENT

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

- 4 - Strongly Agree
 3 - Agree
 2 - Disagree
 1 - Strongly Disagree

Training Guide Evaluation Checklist

	A. OBJECTIVES	4	3	2	1
1	The objectives are clearly stated.	✓			
2	The objectives reflect the goal of the training guide.	✓			
3	The objectives are consistent with the activities in the training guide	✓			
4	The objectives are realistic, feasible and attainable.	✓			
5	The objectives are measurable.	✓			
	B. CONTENTS	4	3	2	1
6	The contents are sufficient to cover the needs of coaches or teachers coaching the sport.	✓			
7	The contents are clear and provide comprehensive coverage of the subject matter.	✓			

8	The contents are appropriate to the objectives stated.	✓				
9	The contents are adequate for the requirements of the objectives identified.	✓				
10	The illustrations and drawings accompanying the training guide are suitable.	✓				
11	The illustrations of skills are accurately and proficiently correct which would facilitate teaching and learning the baseball skills.	✓				
12	The sample questions used in the material are clear and suitable which would facilitate an athlete centered coaching approach.	✓				
13	The contents are suitable to needs of the student athletes.	✓				
	C. MODE OF PRESENTATION/STYLE	4	3	2	1	
14	The presentation of contents are orderly and organized.	✓				
15	The activities are suitable for grade 5 and 6 student athletes.	✓				
16	The training drills and activities are sequenced that after going through them, student-athletes could perform the skills correctly.	✓				
17	The wordings are clear and suitable to the target user.	✓				
18	The illustrations are clearly presented.	✓				
19	The procedures and directions in conducting the different activities are clearly presented and easy to follow.	✓				
20	The activities reflect the method of the athlete centered approach.	✓				
	D. GENERAL COMMENTS	4	3	2	1	
21	The athlete centered approach is effective in the enhancement of skills.	✓				
22	The training guide will help the coaches facilitate or implement an athlete centered coaching approach.	✓				
23	The coaches, who will use the training guide as reference will be able to organize an athlete centered approach baseball training.	✓				
24	The training guide is feasible and can be used as a good substitute for text books.	✓				
25	I was able to learn a new approach that can help me become an effective and a better coach	✓				

Open Ended Statement

1. What would you identify as the strengths of the training guide?

The contents clearly specify the needs of the trainee in terms of learning baseball.

2. What would you identify as the weaknesses of the training guide?

I think this is a very good guide & I can't identify any weakness.

3. Are there any suggestions you may have for improving the training guide?

Maybe add some facts or "Did you know..."s at the start of every lesson just to gain the interest of the trainees.

Directions:

Please rate the following using the rubric below. Put a check ☒ on appropriate column that corresponds to your answer.

Legend:

- 4 - Strongly Agree
 3 - Agree
 2 - Disagree
 1 - Strongly Disagree

Training Guide Evaluation Checklist

A. OBJECTIVES		4	3	2	1
1	The objectives are clearly stated.	✓			
2	The objectives reflect the goal of the training guide.	✓			
3	The objectives are consistent with the activities in the training guide	✓			
4	The objectives are realistic, feasible and attainable.	✓			
5	The objectives are measurable.	✓			
B. CONTENTS		4	3	2	1
6	The contents are sufficient to cover the needs of coaches or teachers coaching the sport.		✓		
7	The contents are clear and provide comprehensive coverage of the subject matter.	✓			

8	The contents are appropriate to the objectives stated.	✓			
9	The contents are adequate for the requirements of the objectives identified.	✓			
10	The illustrations and drawings accompanying the training guide are suitable.	✓			
11	The illustrations of skills are accurately and proficiently correct which would facilitate teaching and learning the baseball skills.	✓			
12	The sample questions used in the material are clear and suitable which would facilitate an athlete centered coaching approach.	✓			
13	The contents are suitable to needs of the student athletes.	✓			
	C. MODE OF PRESENTATION/STYLE	4	3	2	1
14	The presentation of contents are orderly and organized.	✓			
15	The activities are suitable for grade 5 and 6 student athletes.	✓			
16	The training drills and activities are sequenced that after going through them, student-athletes could perform the skills correctly.	✓			
17	The wordings are clear and suitable to the target user.	✓			
18	The illustrations are clearly presented.	✓			
19	The procedures and directions in conducting the different activities are clearly presented and easy to follow.	✓			
20	The activities reflect the method of the athlete centered approach.	✓			
	D. GENERAL COMMENTS	4	3	2	1
21	The athlete centered approach is effective in the enhancement of skills.	✓			
22	The training guide will help the coaches facilitate or implement an athlete centered coaching approach.	✓			
23	The coaches, who will use the training guide as reference will be able to organize an athlete centered approach baseball training.	✓			
24	The training guide is feasible and can be used as a good substitute for text books.	✓			
25	I was able to learn a new approach that can help me become an effective and a better coach	✓			

Open Ended Statement

1. What would you identify as the strengths of the training guide?

BE AWARE THAT A MORE NUTS-AND-BOLTS GUIDE IS COMING
(HOW TO ACTUALLY PLAN OUT YOUR DRILLS) AS WELL. THIS GUIDE
IS JUST MEANT TO GIVE YOU AN OVERVIEW OF THE IMPORTANT
FACTORS AND PRINCIPLES IN PLAY.

2. What would you identify as the weaknesses of the training guide?

- NONE -

3. Are there any suggestions you may have for improving the training guide?

YES! COMPILATION OF THE DRILLS IN CD/DVD.

APPENDICES

G.

SUMMARY OF OPEN ENDED EVALUATION QUESTIONS RESPONSES FROM THE RESPONDENTS

1. What would you Identify as the strength of the training guide?

Respondent 1 – Informative, skill based training guide, there is a provision for evaluation and personal assessment of the players

Respondent 2 – 100%

Respondent 3 – The part 5: application of the athlete centered approach for position specific game situation

Respondent 4 – Be aware that a more nuts-and-bolts guide is coming (how to actually plan out your drills) as well. This guide is just meant to give you an overview of the important factors and principles in play.

Respondent 5 – The contents clearly specify the needs of the trainee in terms of learning baseball.

Respondent 6 – The athlete will surely gain strength

2. What would you identify as the weaknesses of the training guide?

Respondent 1 – none

Respondent 2 – none

Respondent 3 – none

Respondent 4 – none

Respondent 5 – I think this is a very good guide & I can't identify a weakness.

Respondent 6 – If the athlete is not interested

3. Are there any suggestions you may have for improving the training guide?

Respondent 1 – none

Respondent 2 - none

Respondent 3 – More drills for catching and pitching, because those positions are the most important

Respondent 4 – Yes! Compilation of the drills in CD/DVD

Respondent 5 – Maybe add some facts or “Did you know....”s at the start of every lesson just to gain the interest of the trainees.

Respondent 6 – No comment

APPENDICES

H.

CURRICULUM VITAE

CURRICULUM VITAE



EDELMAR R. SERVO

October 23, 1973

Blk. 24 Lt. 2, Isuzu St. Garden Villas Subd. Brgy. Labas, Sta. Rosa, Laguna

E-mail (edelmar.servo@dlsu.edu.ph). Mobile (0917-501-42-34)

Education

2015 – 2018	Philippine Normal University Thesis Writing
1996-1998	M.A., Philippine Normal University Major in PE with 36 units
1991-1995	BSE Degree, University of Sto. Tomas Major in Physical Education

Employment

2013-present	De La Salle University Integrated School Sports Coordinator
2005-present	De La Salle University Integrated School PE Teacher
2009 1 st semester	Pamantasan ng Muntinlupa (University of Muntinlupa), Part time PE Instructor
2004-2005	West Bay College Part time PE Instructor
1995-2005	Southridge School for Boys PE Teacher and Baseball Coach

Accreditation

1995	Civil Service – Pro
1994	Sub-pro
1995	PBET

Playing Experience

2016-Present	Member – Makati Bulls Baseball Club (Titans League)
2017	Member – Binan Softball Team (CALABARZON Open)
2016-2017	Member – Quezon Province Softball Team (National Open)
2013-2015	Member – Pasig Baseball Club (Titans League)
2013	Member – Pasig Softball Team (Softball National Open)
2011	Member – Dumaguete Unibikers Baseball Club (Semi-Pro Baseball)
2010	Member – Dasmaringas Cavite Softball Team (National Open)
2010	Member – Manila Sharks Baseball Club (Semi-Pro Baseball)
2008-2009	Member – Dumaguete Unibikers Baseball Club (Semi-Pro Baseball)
2007 2 nd conference	Member – Manila Sharks Baseball Club (Semi-Pro Baseball)
2007 1 st conference	Member – Makati Mariners Baseball Club (Semi-Pro Baseball),
(2005-2007)	Member – Meralco Slo-pitch Softball Club
1991-1993	Member – Philippine National Softball Youth,
1993	Member – Philippine National Team, ASIAN Baseball Championship, (Australia)
1991-1996	Member - University of Sto. Tomas Baseball Varsity
1990	Member – NCR High School Baseball Team, Palarong Pambansa, Pampanga

Coaching Experience

Laguna Province Elem. Baseball Team, STCAA (Regional Meet), 2017

Laguna Province Elem. Baseball Team, STCAA (Regional Meet), 2016

Region 4A CALABARZON Baseball Team, Palarong Pambansa (National Meet), 2015

Region 4A CALABARZON Baseball Team, Palarong Pambansa (National Meet), 2014

Laguna Province Baseball Team, 2015 STCAA

Laguna Province Baseball Team, 2014 STCAA

Laguna Province Baseball Team, 2013 STCAA

Laguna Province Baseball Team, 2012 STCAA

De La Salle University Integrated School Baseball Team, (Guam Youth Games) 2010

De La Salle University Integrated School Baseball Team, 2008-present

Southridge Baseball Team, 1995-2005

Woodrose Softball Team, 1998

Southridge Grade school Football Team, 2006

NCR Baseball Coach, 05' Palarong Pambansa, (Ilo-Ilo City), May 2005

Alabang Baseball Club, 2004

Southridge-Philippines Grade School Baseball Team, (Singapore), August 2003

NCR Baseball Coach, Palarong Pambansa (National Meet), (Bicol), April 1997

Baseball & Softball Officiating Experience

12' Guam Youth Games, Guam, USA, October 2012

11' Palarong Pambansa (National Meet), Dapitan City, Zamboanga Del Norte, April 2011

09' Palarong Pambansa (National Meet), Tacloban City, April 2009

08' Palarong Pambansa (National Meet), Puerto Princesa City, Palawan, April 2008

08' STCAA Regional Meet, Batangas City, February 2008

98' Palarong Pambansa (National Meet), Bacolod City, April 1998

97' Palarong Pambansa (National Meet), Camarines Sur, April 1997

Seminars Attended

As Baseball/Softball Resource Speaker

- SPS Training for Level 3 Coaching Workshop – DepEd Bureau of Secondary Education – October 23-27, 2017 (Lingayen, Pangasinan)
- SPS Training for Level 2 Coaching – DepEd Bureau of Secondary Education – 2016 (Lingayen, Pangasinan)
- DepEd Division of Zamboanga Del Norte (Region 9) -
Regional Seminar Workshop on Selected Sports Events, (Dipolog City), August 2010
- DepEd Central Office, Task Force on School Sports (TFFS) -
National Accreditation Course for DepEd School Sports Officiating Officials, Bagio City, December 2009
- DepEd Central Office –
National Training on the Second Level Coaching for DepEd School Sports Coaches, Baguio City, November 2009
- DepEd Region IVA –
Regional Training and Accreditation for School Sports Officiating Officials, Sta.Rosa City, November 2009

- DepEd Central Office, Bureau of Secondary Education – Capacity Building of Schools Implementing the Special Program in Sports by Dep.Ed Bureau of Secondary Education, Baguio City, May 2009
- DepEd Central Office, Bureau of Secondary Education – Training in Coaching Team Sports of the Special Program in Sports, Baguio City, May 2008
- DepEd Central Office – National Accreditation Course for DepEd School Sports Officiating Officials for Luzon Cluster, Baguio City, December 2007
- DepEd Central Office – National Training of Dep.Ed School Sports Coaches, Baguio City, May 2006
- DepEd Region I – Ilocos Regional Sports Training, Laoag City, March 2006
- DepEd Central Office, Bureau of Secondary Education – Skills Enhancement Training for Teachers and Sports Coordinator of the SPS by Dep.Ed Bureau of Secondary Education, Baguio City, May 2005
- DepEd Region IVB - MIMAROPA Regional Sports Coaching and Officiating Training Seminar for PE teachers and School Sports Personnel, Palawan City, September 2005
- DepEd Bureau of Physical Education & Sports Development, Cotobato City – 2004 Regional Sports Training and Accreditation Seminar of Technical Officials and Coaches for the 2005 Palarong ARMMAA (Autonomous Region in Muslim Mindanao), Lamitan, Basilan, December 2004
- Alabang Baseball and Softball Club – ABSC 2004 Summer Clinic, Muntinlupa, 2004
- DepEd Central Office, Bureau of Secondary Education – Teaching Skills Enhancement Training for Secondary Physical Education Teachers, Bagio City, December 2003
- DepEd Central Office, Bureau of Physical Education and School Sports - Dep.Ed. National Trainers Convention, Baguio City, September 1998
- DepEd Region VII - Seminar Workshop in Softball in Region VII- May 1998 (Cebu City)

As Participants

- Major League Envoy Baseball Clinic, Lipa City, July 2010
- National Accreditation Course for DepEd School Sports Officiating Officials for Luzon Cluster, Baguio City, December 2007
- 2006 PABSUA Umpires Clinic, Alabang, August 2006
- Student Centered Approach in Teaching, De La Salle Canlubang, Binan, 2006
- Softball Clinic, UP Los Banos, June 2004

- Regional Training of Private School Teacher-Trainer on Sports Talent Identification System for Palaro Excellence Using the Revised Physical Fitness Test, Quezon City, June 2004
- ISF-Softball Confederation Asia Umpires Clinic, Manila, November 2003
- National Volleyball Referees and Coaching Course, Baguio City, April 2003
- Eight Annual Convention “Endurance Sports” – Sports Medicine Association of the Philippines, Manila, March 1999
- 6th Regional Conference of Educators (Gearing Up for the 3rd Millennium), Pasig City, January 1999
- PABA and Major League Baseball International 5-day Baseball Clinic, UP Los Banos, June 1997
- Second Asian Congress of Sports Medicine, Manila, January 1996
- Seminar-Workshop Series I on Basic Sport Psychological Skills and Their Application During Sports Training and Coaching, Manila, July 1995