

# Triumphs and Challenges of Former Athletes in Coaching Sports Events

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## ABSTRACT

This phenomenological study explored the triumphs, challenges, coping strategies, and insights of former athletes who are now serving as coaches in sports events. Anchored on Self-Determination Theory, Experiential Learning Theory and Situated Learning Theory, the study involved fifteen (15) former athletes from the Municipality of New Bataan, Davao de Oro, who are now DepEd teachers with at least two years of coaching experience and participation in district-level or higher sports competitions. Data were collected through In-Depth Interviews (IDI) with eight participants and Focus Group Discussions (FGD) with seven participants and were analyzed using thematic analysis. Findings revealed six major themes on lived experiences: difficulty in juggling multiple roles, limited financial resources, challenges in accessing sports equipment and facilities, dealing with athletes' behavior and health conditions, reaching higher athletic meets, and teaching positive attributes to student-athletes. Six coping strategies also emerged, namely open communication, self-motivation and self-care, engagement in trainings and personal services, prioritization of personal and team needs, resilience in setbacks, and faith and spirituality. Moreover, five themes were generated from the participants' insights, including redefining success and athlete development, valuing principles of sports and coaching, recognizing the importance of institutional and community support, celebrating wins, and emphasizing the provision of adequate equipment and experienced coaches. Overall, the study underscores how former athletes past experiences significantly shape their coaching practices and highlights the need for strengthened institutional support to enhance the quality of coaching sports events.

**Keywords:** former athletes, coaches, triumphs and challenges, lived experiences, sports coaching

## INTRODUCTION

The shift from player to coach involves unique challenges, as retired players need to transition from the physical demands of play to the relational nuances of mentorship. However, while the experience of being an athlete provides a sound foundation for coaching, the role of mentorship requires additional attributes that are not always developed on the playing field. Felton et al. (2022) demonstrated that former athletes often face challenges in turning their own experiences into teaching lessons, as their successful methods do not necessarily translate to a next generation of players with unique needs, goals, and learning styles. Davis et al. (2019) asserted that the first issue is translating their experience in the sport into methods that effectively tutor up-and-coming athletes.

The transition of the athlete to coach is a global challenging phase that requires the transition from personal performance to others' development, requiring patience, empathy, and adaptability (Banwell & Kerr, 2016). In the United States, Mason et al. (2020) pointed out that among the largest obstacles to former athletes becoming coaches is the emotional shift from competition to guidance because they were used to personal excellence. Similarly in Great Britain, Leeder and Beaumont (2023) pointed out that veteran athletes will struggle to cope with expectations, particularly as mentees are unable to demonstrate the same level of effort or enthusiasm and therefore it's difficult to incorporate high ideals into workable goals. These issues extend beyond the elite athlete because primary school PE is also an important forum for life skill development, but its achievement is

dependent on the behavior, knowledge, and actions of the coach (Nolan et al., 2025). This puts the broader context of the shift from athlete to coach into focus, as individuals who are unable to make this transition can struggle with building a positive and constructive learning environment for youth athletes.

Ambag and Camarador (2019) found that in the Philippines, in Quezon City, the intergenerational gap between retired athletes and younger players could impede communication and mentoring. Cruz (2022) in Pangasinan said that contemporary youth players-turned-coaches who are frequently exposed to quick-changing socioeconomic, technological, and cultural forces that hinder the development of personal relationships between former players and young players. Contemporary athletes may have varying expectations regarding criticism, rewards, and control. In Metro Manila, younger generations will likely be more accepting of positive reinforcement and group input rather than the authoritarian coaching that most of the former players underwent (Rosario, 2024). With this, mentoring present players as former players transition into being coaches requires the management of attitude shifts and developing shared understanding, both significant and challenging. Additionally, Micua et al. (2024) highlighted that while players significantly initiate positive social support and good training environments, a need for specialized coaching techniques that address the particular requirements of different sports and athlete groups, emphasizing the necessity for adaptable and comprehensive coaching methods to enhance their overall experience.

Moreover, in Davao City, studies show that coaching behaviors highly influence athletes' motivation and conduct, affecting their overall progression and performance (Potenciando, et al., 2024). Supportive, ethical, and science-based coaching practices are presented by coaches who ensure stronger athlete-coach relationships, leading to enhanced physical performance and psychological resilience. Nonetheless, in Montevista, certain challenges like scarce resources and bureaucratic hindrances can weaken the performance of such coaching practices, affecting ultimately the outcomes of the athletes during significant events like the District and Provincial Meet (Ansuban & Escote, 2024). This piece of research is socially significant since it brings attention to the key contribution former athletes make towards coaching, providing important information toward sports development.

Their special experience in competitive sport gives them vital skills of discipline, teamwork, and resilience, which are valuable in mentoring up-and-coming athletes. Once again, however, moving into coaching poses challenges in leadership adjustment and updating training systems. Improved coaching practice gives young athletes better guidance, improving performance, character formation, and well-being. This, in turn, helps develop a more disciplined and target-oriented youth, healthier sports communities, and a healthier society. These successes and setbacks help better coaches' practices and encourage a positive influence on sports communities. The present literature on mentorship in sport is primarily focused on the benefits of coaching for sports performance and qualities of quality coaches (Belleza, 2021; Kraaijenbrink, 2021; Labarda, 2021). Nevertheless, little research has been conducted to explore the influence of the transition from athlete to coach on mentoring approaches and strategies. Current literatures are primarily focused on the traits of effective coaches and their impact on athletes' performance, but not much is understood about how retired athletes adapt their mentoring style, communication, and approach to mentoring when they transition into coaching. Understanding how retired athletes share their skills to mentor and coach effectively may enhance coaching development programs and solidify support networks for rookie athletes. Additionally, examining the unique challenges faced by retired athletes in their new careers can identify areas requiring more training and assistance, thus improving coaching results.

The aim of this research is to explore the mentoring function of past athletes and their coaching practices for next generations in New Bataan District, Division of Davao de Oro. This study investigates the experience of retired athletes turned coaches to explain how they influence the athletic as well as personal growth of young athletes. The research findings can improve coaching practice, develop mentorship programs, and strengthen support networks for athletes moving to a coaching career. This research contributes to the literature on sports mentorship and offers important insights into the long-term influence of athletic experience on future generations.

The findings from the study will be shared through presentation and publication to encourage substantial dissemination. A formal briefing was submitted to scholarly and professional communities in order to reach

educators, student-athletes, and coaching experts. Further, the research was being considered for publication in specialized journals, institutional research archives, and relevant online platforms. This dissemination allowed the stakeholders to get accustomed to the experience and achievement of retired sportspeople who went into coaching, thereby enriching the library of works in sports education and pedagogy of coaching.

### **Purpose of the Study**

The purpose of this phenomenological study is to explore and understand the triumphs and challenges encountered by former athletes as they transition into coaching sports events in schools of New Bataan District, Davao de Oro.

At this stage in research, the triumphs and challenges of former athletes in coaching sports events will be generally defined as the personal experiences, successes, and difficulties that former athletes encounter as they assume coaching responsibilities, focusing on their adaptation, leadership strategies, and application of athletic knowledge to mentoring roles

### **Research Questions**

1. What are the lived experiences of coaches who are former athletes in triumphs and challenges of coaching sports?
2. What are the coping strategies of coaches who are former athletes on challenges of coaching sports?
3. What are the insights of former athletes who are coaches that they can share from their lived experiences with regard to coaching sports?

### **Theoretical Lens**

This study is anchored in Self-Determination Theory (Deci & Ryan, 1985), Kolb's Experiential Learning Theory (Kolb, 1984), and Situated Learning Theory (Lave & Wenger, 1991) to examine distinct but complementary dimensions of the athlete-to-coach transition. Together, these frameworks provide a comprehensive lens for understanding how former athletes adapt motivationally, cognitively, and socially to mentoring roles.

Self-Determination Theory (SDT) explains the motivational shifts that occur as athletes transition from performance-centered roles to mentoring others. SDT posits that human motivation is governed by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the capacity for self-directed decision-making, competence involves the development and mastery of skills, and relatedness concerns the formation of meaningful interpersonal connections. During their athletic careers, individuals are often motivated by personal achievement and performance outcomes. However, coaching requires a reorientation of motivation toward supporting the development, learning, and well-being of others.

Within this study, SDT provides insight into the psychological challenges retired athletes face as they redefine their sense of purpose and identity. The transition to coaching necessitates moving from self-referential performance goals to externally oriented mentoring goals. Relatedness becomes particularly salient, as effective coaching depends on building supportive relationships with athletes who may differ in age, motivation, and learning styles. SDT thus helps explain how motivational realignment influences former athletes' adjustment to coaching roles.

Kolb's Experiential Learning Theory (ELT) addresses how prior athletic experiences and reflective practice contribute to the development of coaching competence. ELT conceptualizes learning as a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learning is most effective when individuals actively engage in experiences, reflect upon them, derive meaning, and apply new insights to future situations. This framework is especially relevant in sport contexts, where learning is deeply embedded in practice and performance.

For former athletes, ELT explains how experiences accumulated during competitive careers inform coaching approaches. However, possessing sport-specific expertise does not automatically translate into effective coaching. Coaching requires an additional layer of experiential learning that emphasizes reflection, adaptation, and pedagogical decision-making. Many former athletes must learn to transform tacit, experience-based knowledge into structured training strategies that address diverse athlete needs. Engagement in new learning experiences—such as observing experienced coaches, participating in mentorship programs, or attending professional development workshops—supports this reflective and adaptive learning process.

Situated Learning Theory (SLT) highlights the social and contextual dimensions of learning during the athlete-to-coach transition. SLT posits that learning occurs through participation in communities of practice, where knowledge is constructed through social interaction and engagement in authentic activities rather than through formal instruction alone. From this perspective, learning is inseparable from the environment and relationships in which it takes place.

In the context of coaching, SLT underscores how retired athletes develop coaching competencies through immersion in coaching communities, collaborative practice, and observational learning. Former athletes often acquire coaching knowledge by working alongside experienced coaches, interacting with peers, and navigating real-world coaching situations. However, this transition can be complicated when previously internalized coaching models—particularly those rooted in hierarchical or authoritarian traditions—conflict with contemporary, athlete-centered approaches. This study therefore examines how participation in mentorship structures, peer learning, and situated practice supports former athletes in adopting effective and contextually responsive coaching practices.

### Scope and Limitations

This research was conducted with 15 former athletes who are now DepEd teachers actively coaching sports competitions. The study was carried out in schools within the New Bataan District, Davao de Oro Province. It was done from January to March of the 2024–2025 academic year.

The research included in-depth face-to-face interviews that uncovered the experiences of former athletes who were coaching sports activities in the New Bataan District. It specifically explored how their sporting history influenced their strategies, approaches, and coping strategies, as well as the challenges and learnings they experienced in mentoring.

### Importance of the Study

This study underscores the significance of understanding how former athletes, now serving as teacher-coaches, translate their sporting experiences into effective mentoring practices.

As such, the findings of this study may provide **coaches of sports events** with the appropriate coaching strategies and techniques for sports events. Furthermore, it encourages coaches to maintain a high level of learning interest in the sports by providing them with the findings and recommendations of the study.

Moreover, this study helps **athletes** adapt to the various coaching strategies that coaches use when coaching them during sports events. Additionally, it increases students' motivation to engage in sports, while simultaneously developing the students' learning comprehension about sports. Furthermore, this study helps students adapt to the different coaching methodologies that coaches use.

In addition, this research offers advice and insights to the **school administrators** regarding the sports development and strategic plan of their schools. The information and knowledge that is offered in this study would be of great assistance to schools in properly planning the effective techniques that will be employed in coaching and sports events. Additionally, it would improve the performance of both athletes and coaches in sports events.

Meanwhile, the results of this study will be beneficial to **DepEd officials** particular suggestions that can be used as reference data in further research. This research has the potential to gather information that can serve as the foundation for a more extensive research endeavor.

Consequently, this study will be of use to **future researchers** because it will act as a guide and reference for the conduct of research investigations that are comparable to this one. They could utilize the findings of this study as a basis for conducting their own research on the many different aspects of coaching the athletes of today.

## Definition of Terms

The following terms are operationally defined as they are used in the study:

**Triumphs and Challenges.** Triumphs are those awesome wins and big successes we get in life. Challenges are just the tough stuff we've got to get through to reach our goals. In this study, triumphs are what former athletes feel is a win when they're coaching—like getting their team to be super successful or helping their players grow. Challenges are the hard parts, such as balancing teaching and coaching, or trying to meet all the different needs of the athletes they teach.

**Former Athletes.** Former athletes are people who used to play sports competitively but don't anymore. In this study, former athletes refer to DepEd teachers in the New Bataan District who competed in sports before and now coach student-athletes in school sports.

**Coaching Sports Events.** Coaching sporting events refers to directing, training, and guiding athletes or teams as they prepare to play games and while actually playing. In this research, it is what ex-athletes turned educators do, which is guide and prepare students for sporting competitions at school. This involves creating strategies, enhancing skills, and overseeing the team.

## Organization of the Study

This research study is structured into five chapters, from Chapter 1 to Chapter 5.

Chapter 1 of the study provided the thorough groundwork by presenting the introduction and establishing the background and context of the study. It discussed the aim of the study by outlining its objectives and provided the introduction to the research questions that were employed to guide the inquiry. The chapter also included the theoretical framework that led the study, scope and delimitation that identified its boundaries, significance of the study that justified why it was relevant, and definition of terms to ensure clarity and uniformity in the interpretation of the key concepts.

Chapter 2 had given a literature review relevant to the research field. It had discussed earlier theories, methodologies, and research evidence that were relevant to the research field. This chapter evaluated scholarly sources critically in order to improve understanding and identified gaps which the present study aimed to fill. It placed the study within the broader academic literature and justified it.

Chapter 3 presented the methodology of the research in the study, the research design which communicated the overall approach, and the research participants engaged. It also explained the researcher's role, the sources of data which were utilized, and the data collection and analysis methods utilized. It also addressed the trustworthiness of the study to ensure rigor and reliability and the ethical concerns which safeguarded the rights and well-being of the participants.

Chapter 4 answered the research questions by providing responses based on the findings derived from the data acquired through in-depth interviews and focus group discussions. The chapter narrated in an orderly fashion and in a clear manner the main themes and patterns that emerged from the responses. These findings were articulated in a way that differentiated most relevant insights, thereby giving final answers to the research questions and paving the way for interpretation in chapter seven.

Chapter 5 discussed pedagogical implications of the findings and offered recommendations to teachers. It also offered future research guidance by indicating areas of investigation. The chapter ended the book by offering an overview of key findings and a reflective conclusion of what the findings imply.

## REVIEW OF RELATED LITERATURE

This chapter includes a literature review that gives the researcher with insights and provides context for the current investigation.

### School Sports Program

A school sports program is a structured educational initiative within the school system that supports students' holistic development through organized physical activities and competitive sports. These programs are designed not only to enhance physical fitness but also to contribute to students' emotional, cognitive, and social growth (Ockta & Hardiansyah, 2023; Pitnawati et al., 2023; Safitri et al., 2023). As part of the educational framework, school sports programs serve as intentional learning experiences rather than purely recreational activities.

School sports initiatives provide students with scheduled opportunities for physical activity and competition that contribute to both health promotion and character development. According to Ferdian et al. (2023), participation in structured sports activities helps students develop discipline, teamwork, and perseverance through guided practice and regulated competition. Safitri et al. (2024) similarly emphasized that these life skills are strengthened through consistent involvement in organized sports, underscoring the educational value of school sports programs.

One common component of school sports programs is the establishment of school-based sports clubs that operate under institutional supervision and serve enrolled students. These clubs typically offer a range of sports activities to accommodate students' interests and developmental needs (Pochstein et al., 2023). According to Varmus et al. (2023), participation in such programs promotes cooperation, fair play, and a sense of belonging, which supports broader educational and social objectives within the school community.

Beyond the formal curriculum, extracurricular sports activities conducted outside regular class hours play an important role in students' overall development. Participation in school-based sports has been associated with improved self-esteem, mental health, and social interaction among students (Al Zaki et al., 2023; Insani et al., 2024; Rambe et al., 2024). These findings suggest that school sports programs contribute to students' well-being by fostering positive peer relationships and emotional support systems.

Schools provide a strategic environment for implementing interventions that support students' life skills development and well-being. According to Cronin et al. (2020), the school setting allows for the systematic delivery of programs that help students develop coping skills and resilience alongside academic learning. In addition, Rabiei et al. (2023) noted that school sports programs offer opportunities for identifying athletic potential while also strengthening students' psychological resilience through structured challenges and goal-oriented participation.

The successful implementation of school sports programs depends on the availability of qualified personnel, adequate facilities, and sustained institutional support. According to Hassan et al. (2024), well-trained physical education teachers and coaches are essential for organizing safe and developmentally appropriate sports activities. Furthermore, the effectiveness of school sports initiatives is influenced by financial resources, infrastructure, and social support systems (Olatunji et al., 2022; Ibrahim & Mohammed, 2023; Nwankwo et al., 2023), highlighting the need for a comprehensive approach to program planning and sustainability.

### Coaching Competencies Derived from Athletic Experience

Coaching competence among former athletes is often grounded in experiential knowledge gained through prolonged participation in competitive sports. Research indicates that prior athletic experience enhances coaches' technical understanding, situational awareness, and reflective decision-making, which are essential

components of effective coaching practice. Mu'ammal et al. (2022) found that former athletes possess advanced game-specific knowledge that enables them to design training drills aligned with actual performance demands. Similarly, Baumgartner (2022) reported that skills developed under competitive pressure—such as decision-making and emotional regulation—translate into more effective coaching strategies. Callary et al. (2023) further emphasized that coaches with athletic backgrounds tend to adopt athlete-centered approaches, encouraging reflection and autonomy through guided questioning during training sessions.

In addition to technical expertise, former athletes often demonstrate strong interpersonal and emotional competencies that contribute to positive coaching environments. According to Liu (2024), experiences of both success and failure in sport shape coaches' motivational strategies, communication clarity, and emotional stability, all of which influence athlete development. MacIntyre et al. (2019) highlighted the importance of emotional awareness in coaching, particularly the ability to recognize and manage athletes' anxiety in high-pressure situations. However, Boyatzis et al. (2024) cautioned that while interpersonal sensitivity and adaptability may stem from athletic experience, these competencies require further refinement through formal education and professional development to consistently influence athlete behavior. Ryou et al. (2025) therefore recommended structured mentoring and continuous evaluation to support former athletes as they transition into coaching roles.

Coaching competence has a significant influence on athlete satisfaction, trust, and engagement in training programs. Athletes are more likely to exhibit confidence and commitment when they perceive their coach as technically capable and effective in leadership (Jin et al., 2022). Conversely, inadequate leadership skills and low coaching competence may weaken coach–athlete relationships and reduce athlete motivation. Rozaidi et al. (2023) emphasized that effective motivation, goal setting, and constructive feedback are critical for creating an optimal training environment that supports athlete progression. Nonetheless, Hammad et al. (2024) noted that reliance on experience alone may be insufficient, as gaps in formal education can limit coaching effectiveness. These findings collectively suggest that coaching competence is most effectively developed through the integration of athletic experience and targeted professional training.

### **Transition from Athlete to Coach**

The transition from athlete to coach is a common pathway in sports; however, not all athletes are able to successfully transfer their competitive expertise into effective coaching practice. According to Yukhymenko-Lescroart (2024), former athletes often encounter difficulties in reshaping their personal and professional identities as they move away from performance-oriented roles. Chroni et al. (2020) reported that athletes entering coaching frequently struggle to adapt their identity and competencies to the distinct demands of coaching. Although experienced athletes possess extensive technical knowledge, they often need to develop leadership, communication, and conflict management skills, which are not automatically acquired through athletic participation. Blackett et al. (2020) further explained that this transition requires a shift from self-focused performance goals to a broader developmental orientation centered on athlete growth, a process that may lead to identity confusion among athlete-coaches.

Motivation to remain involved in sport plays a significant role in athletes' decisions to pursue coaching careers. Ronkainen et al. (2021) found that retired professional athletes often view coaching as both a vocation and a means of giving back to their sporting communities while achieving personal fulfillment. Despite this intrinsic motivation, Chroni and Dieffenbach (2022) noted that the transition into professional coaching is accompanied by immediate pressures related to performance expectations and organizational demands. Blackett et al. (2020) observed that former athletes' firsthand experience can enhance relatability and credibility with athletes, which may support effective communication. Similarly, Campbell and Waller (2020) emphasized that athletic experience enables former players to design creative coaching strategies and engage in mentoring relationships that support athlete development.

While a strong athletic reputation may initially benefit former athletes in coaching roles, research suggests that credibility alone is insufficient for long-term coaching effectiveness. Campbell and Waller (2020) noted that successful athletic careers often command respect and authority within teams. However, McMahan et al. (2020) emphasized that former athletes must engage in formal coaching education to develop appropriate

methodologies and pedagogical competence. Research conducted by Cheng et al. (2024) on school sports coaching in China highlighted the importance of integrating both sports experience and educational training in coaching development. Similarly, Mukherjee et al. (2024) demonstrated that newly trained coaches experience internal transformations marked by increased self-awareness and commitment to continuous professional learning.

To address the challenges associated with the athlete-to-coach transition, systematic education and certification programs play a critical role in supporting former athletes' professional development. Dieffenbach (2019) emphasized that coaches must acquire the ability to organize and conduct well-structured sessions using pedagogically appropriate approaches. McMahon et al. (2020) further stressed the importance of psychological preparedness, stress management, and contemporary coaching strategies, including the use of sports technology and inclusive team cultures. Li et al. (2025) expanded this perspective by highlighting that effective coaching also depends on coaches' attitudes and behaviors, which shape the sporting climate and influence young athletes' experiences. These findings underscore the necessity of formal education and certification in enabling former athletes to develop the competencies required to establish positive and effective coaching environments.

### **Challenges Encountered in Coaching**

The transition from athlete to coach involves multiple psychological, professional, and contextual challenges that require significant adjustment. Former athletes must shift from performance-oriented roles to developmental responsibilities, which often demands new perspectives and competencies. Kim et al. (2020) identified the difficulty of balancing a competitive mindset with the patience required for long-term athlete development, noting that many transitioned athletes struggle to move beyond immediate performance outcomes. Similarly, Silver (2021) observed that inadequate preparation and mentoring may limit coaching effectiveness, indicating that athletic experience alone is insufficient without formal education in areas such as sports science, pedagogy, and administration.

Coaches in team sports also face operational challenges that directly affect training consistency and athlete development. Inconsistent player availability due to injury, illness, or personal commitments disrupts planned training progressions and limits continuity in skill development. According to Duncan et al. (2023), such disruptions complicate macrocycle planning and require coaches to frequently adjust training loads and objectives. Andrin et al. (2024) further emphasized that adaptive planning and contingency strategies are necessary to maintain training effectiveness amid fluctuating team rosters.

External demands related to competitions, tournaments, and travel schedules further constrain coaches' planning flexibility. These factors often dictate the structure and timing of training cycles, reducing opportunities for gradual progression and recovery. Cipriano et al. (2024) noted that rigid competition calendars may interfere with systematic preparation, requiring coaches to carefully manage training intensity. Rabie (2022) highlighted the importance of balancing competitive readiness with athlete welfare, emphasizing that excessive workloads during congested seasons increase the risk of fatigue and injury.

Resource limitations present additional challenges, particularly in settings with restricted access to facilities, equipment, and support staff. Kornaros (2022) reported that inadequate equipment can compromise training quality and limit the specificity of skill development. Furthermore, staff shortages may prevent individualized coaching approaches, reducing the effectiveness of training programs. Bugtai et al. (2024) suggested that coaches in such contexts must employ creative and adaptive strategies to maximize available resources while maintaining program objectives.

Personal athletic experiences strongly influence how former athletes construct their coaching philosophies, though reliance on experience alone can be problematic. Haslam et al. (2021) found that positive, athlete-centered coaching experiences often translate into supportive coaching practices later in life. However, Esopenko et al. (2020) cautioned that uncritical application of past experiences may result in rigid coaching approaches that fail to address evolving athlete needs and changes within the sport environment.

Gender and cultural factors further shape the challenges encountered during the coaching transition. Coleman and Roberts (2021) noted that female coaches often face structural barriers, including gender stereotypes and limited leadership opportunities, which complicate career progression. Additionally, Mannes et al. (2019) highlighted that cultural differences influence communication styles, leadership expectations, and team dynamics, requiring coaches to develop cultural sensitivity and adaptability to foster inclusive environments.

Balancing teaching and coaching responsibilities also add complexity to the transition process, particularly in educational settings. Domfeh and Kwamena (2018) described the tension between pedagogical objectives and competitive demands, noting that teaching and coaching, while interconnected, require distinct skill sets. Mulcahey et al. (2021) observed that although some individuals achieve proficiency in both roles, the extensive time and effort required may hinder excellence in either domain. Collectively, these challenges underscore the need for structured support systems and inclusive professional development to facilitate successful transitions from athlete to coach.

### **Strategies for Coaching Challenges**

Effective coaching strategies combine instructional methods, motivational approaches, and systematic planning to address the multifaceted challenges encountered by athletes and coaches. Demonstration and guided practice remain central to teaching physical skills, as they enable learners to comprehend complex movements and refine their techniques (Amaly, 2021). Feedback, whether immediate or delayed, reinforces correct execution and supports skill acquisition (Bloomberg, 2022). Motivation is also critical; Deci and Ryan's (1985) Self-Determination Theory continues to provide a foundational framework for fostering intrinsic motivation, which sustains long-term engagement in physical activity. Eastman (2009) highlights complementary strategies, including goal-setting, autonomy support, and creating a supportive environment, which collectively encourage active participation and personal growth.

Coaching methods must be tailored to optimize both the physical and mental development of athletes. Rubiyatno et al. (2023) note that training effectiveness directly influences athletic growth, while Pelamonia and Puriana (2023) and Suryadi et al. (2023) emphasize the importance of progressive, systematic programs that integrate skill, strategy, fitness, and mental preparedness. Hardinata et al. (2023) and Rozi et al. (2023) further stress that structured periodization ensures that training aligns with the demands of sport and competition, preventing burnout and promoting peak performance. Kinnerk (2024) underscores the value of active engagement through diversified questioning and video analysis, which foster athlete autonomy and reflection despite limitations in on-field consistency.

The development of coaching competence also relies on formal and informal education, mentoring, and adaptability to individual athlete needs. Douglas et al. (2025) argue that high-quality coaching requires expertise and responsiveness to diverse athlete profiles. Newman et al. (2024) recommend that coach education include training in life skills, mental health awareness, and holistic athlete development. Similarly, Lynden et al. (2024) advocate for mentoring and professional development programs to mitigate work-related stress and prevent burnout among coaches, reinforcing the link between coach well-being and athlete outcomes.

Relational strategies that build positive coach-athlete interactions complement technical and pedagogical approaches. Jandongan (2022) observed that autonomy-supportive coaching enhances athletes' sense of control over their development, reducing anxiety and fatigue. In addition, technology serves as an adjunct to relational strategies by enabling personalized monitoring, feedback, and engagement. Katal et al. (2021) noted that fitness trackers, mobile applications, gamified platforms, and exergaming allow coaches to track progress, tailor instruction, and increase interest in exercise. Together, these relational and technological strategies foster a supportive and responsive coaching environment, addressing both performance and well-being challenges.

Furthermore, Reena (2020) also supports differentiated instruction and cooperative learning approaches, and Simpson (2020) demonstrates that an emphasis on effort and progress over natural ability increases students' engagement. However, large class sizes and limited resources can be obstacles for physical education teachers. According to Tierney (2020), adaptive coaching such as peer instruction and small-group activities are needed

to break through these obstacles. The current trend of successful physical education programs remains influenced by combining strict teaching, motivation, technology, and inclusion. Additionally, Schneider et al. (2022) found that online training sessions are an efficient method of retaining physical activity especially during periods of isolation.

These training sessions are possible to have the athletes and coaches participate in physical fitness activities in remote locations; hence, these allow both exercising of the body and developing their skills. Also, online channels give a ground for the improvement of coaches and athletes' competencies and learn new things. The use of the internet has become an integral part of training procedures to facilitate learning processes, as asserted by Martins et al. (2022). Real-time data sharing and analysis improve also remote coaching through monitoring of athletes' training progress. This allows coaches to provide instant feedback and support, thus assuring their effective guidance and change in training strategies (Dobiasch et al., 2022).

Verbal communication is a significant factor in the relationships that exist between teachers and students as well as between coaches and athletes. It is the primary way through which the people involved in the training process get the necessary information, feedback, and emotional support (Kasim & Joseph, 2022). Communication of high quality is a basic requirement not only in giving directions but also in the process of inspiring and motivating people, whereby strong and positive relationships are established. Many research studies have shown that teachers' verbal and non-verbal communication behaviors are the factors that make students either feel motivated or unmotivated and perceive the teacher as either competent and professional or unprofessional (Pishghadam et al., 2021). In physical education and sports settings, effective verbal communication must be characterized by clarity, timeliness, and appropriateness for the individual's needs (Oomen et al., 2022). Consequently, the communication strategies in coaching have to be devised in such a way that the information being communicated has a positive and motivating impact while the challenge in coaching is kept at a distance.

The effectiveness of coaching at the school level can be improved significantly by the teachers who are assigned coaching roles being more actively involved in the practice (Martens, 2023). Instructional coaching is another major tactic in tackling coaching challenges. In the opinion of Knight and Aguilar (2013), instructional coaches can play a very important role in the development of teachers' knowledge, skills, motivation, and collaboration. This will then have a positive impact on teacher efficacy, especially when it comes to student learning. Research conducted by Kraft et al. (2018) shows that instructional coaching not only increases the ability of teachers to engage students but also results in higher teacher retention rates, particularly in urban contexts, which is also claimed by De Jong and Campoli (2018).

The role of instructional coaching in enhancing the teachers' effectiveness has always been a topic to research. The researches indicated that besides helping instructors recognize the resources available, coaching also gave them constructive criticism and opened the door to reflective practice which in the end led to increased teaching effectiveness (Simpson, 2020). An instructional coach, being a specialist in instructional methods, provides different approaches to meet the different students' needs thereby granting the teachers to refine their teaching skills (Knight, 2019).

The ability to apply the teaching strategies will vary in meeting the different needs and abilities of students in physical education. According to Albutra (2023), a spectrum of teaching styles ranges from command style teacher-directed approaches to guided discovery as a student-led technique. In the same sense, Adalberon (2021) postulates that using both techniques enhances both skill learning and student engagement for a more dynamic and responsive approach to coaching.

### **Insights Gained from Former Athletes Coaching Experience**

Former athletes transitioning to coaching bring valuable insights derived from their competitive experience, but effective transfer of knowledge requires a shift from outcome-focused to athlete-centered development. Silva et al. (2020) found that mentoring enables former athletes to extend their influence beyond technical instruction, promoting resilience, professionalism, and life skills in players. Breslin et al. (2022) further noted that years of accumulated technical and tactical knowledge provide a foundation for strategic planning and

understanding athletes' psychological needs. Deghansai et al. (2021) highlighted that direct involvement in training design, injury management, and competition planning positions ex-athletes to enhance team performance, provided they can balance these responsibilities with a holistic developmental focus.

Transitioning athletes must navigate external pressures and organizational constraints that influence coaching effectiveness. Rahaman et al. (2024) identified that conflicts often arise from unclear roles, performance expectations, and stakeholder demands. Facility limitations, logistical challenges, and administrative restrictions further complicate the coaching environment. Glazzard (2024), drawing on research in educational leadership, emphasized that external professional support is critical for maintaining resilience and mental wellness, suggesting that similar support mechanisms are necessary for former athletes assuming coaching responsibilities.

While athletic expertise provides a strong technical foundation, additional competencies in leadership, communication, and organization are necessary for effective coaching. Ambag and Camarador (2018) emphasized that coaching requires skills beyond athletic proficiency, including the ability to manage teams and structure training sessions. Monteiro et al. (2021) highlighted the importance of continuous professional development to cultivate leadership traits, and Madonna et al. (2020) stressed that athlete-centered approaches are highly motivating for players, particularly when coaches leverage their experiential understanding to engage participants. Nevertheless, Wijayanti et al. (2024) caution that individualized coaching strategies may be necessary, as athlete-centered methods are not universally effective for all learners due to differing motivational and psychological needs.

Former athletes' coaching experiences are also shaped by resilience and coping strategies developed during competitive careers. Christensen and Smith (2018) and Sarkar and Page (2022) observed that elite athletes' capacity to manage pressure and setbacks contributes to effective coaching practices. Cormier et al. (2023) noted that self-compassion is a key coping strategy for sustaining performance, while Rego et al. (2024) highlighted that empathetic leadership positively influences athlete motivation and engagement. Contextual factors, such as training environments and the broader sports ecosystem, further affect coaching outcomes, with Henriksen et al. (2023) and Purcell et al. (2022) underscoring the role of physical and social settings in shaping performance dynamics.

Motivation and recognition are central to optimizing athlete development in sports such as basketball. Agung Prabowo et al. (2023) identified factors influencing student motivation, including needs, values, goals, self-confidence, and external drivers. Coaching strategies, including goal-setting, positive reinforcement, and acknowledgment of achievements, can significantly enhance motivation and performance (Cahyadi & Susanti, 2021; Oliver, 2021). Agustina (2021) cautioned that incentives must be carefully managed to support learning without undermining holistic growth. Attentive coaches who integrate athletes' interests into learning strategies can foster engagement, skill development, and intrinsic motivation (Silva, 2021).

Finally, collaboration and teamwork play a critical role in fostering both performance and social cohesion among athletes. Bobby and Barus (2021) emphasized that team-centered approaches enhance peer support, strengthen group cohesion, and create a sense of belonging, enabling athletes to contribute to collective goals. Former athletes, leveraging their understanding of team dynamics and motivational strategies, can effectively promote both individual and group development, demonstrating how their prior playing experience informs coaching practices while addressing the multifaceted challenges of athlete-centered development.

## **METHODOLOGY**

This section presents the research design, research participants, role of the researcher, data sources, data collection procedure, data analysis, trustworthiness of the study, and ethical consideration.

### **Research Design**

This study employed a qualitative research design with the phenomenological method in analyzing former athletes' successes, setbacks, coping mechanisms, and learnings when they transitioned to coaching. Creswell

(2022) defined qualitative research as a strategy that explored human beliefs, behavior, values, and perceptions in their social or environment contexts. This research design allowed open-ended questions so participants not only provided their views but the reasons why they have experienced certain things.

Phenomenological research, as noted by Creswell (2022), sought to uncover grand themes from individuals' lived experiences in order to explain a phenomenon in its entirety. Phenomenological method was performed in the current study through conducting in-depth, semi-structured interviews where former athletes recounted their personal life stories, such as the successes they faced, the challenges they overcame, and the coping mechanisms they employed. Alhazmi and Kaufmann (2022) highlighted that phenomenological study was most helpful in educational and social science research, as it illumined more human experience via flexible mechanisms of data collection. The study then applied epoché (bracketing) to ensure the researcher intentionally put aside one's presuppositions in an effort to pay attention solely to participants' lived experiences.

The study was driven by a phenomenological research process. The researcher first created the phenomenon under study, that is, player-to-coach transition. Data were later gathered using descriptive interviews, where the participants openly discussed their transition. The researcher analyzed the data for commonalities and repeated themes among participants' accounts using the Creswell (2022) structured phenomenological analysis model. Finally, findings were interpreted and presented, being careful to make sure that they truly represented the collective experiences of the participants.

### **Research Participants**

There were 15 participants from the Municipality of New Bataan, Davao de Oro, who were former athletes who transitioned into teaching roles under DepEd with a minimum of two years of coaching background and involvement in district-level or higher sports competition. Of these, eight participants were selected for In-Depth Interviews (IDI) to obtain rich personal narratives, and seven participants participated in Focus Group Discussions (FGD) to obtain commonalities of experience and views.

To guarantee that the participants selected were appropriately aligned with the objectives of the study, inclusion criteria were established. The participants needed to be former athletes currently employed as DepEd teachers in New Bataan, Davao de Oro, and had over two years of experience as coaches. Participants were required to have coached in district-level or above sports competitions. On the other hand, excluded participants included those who were not former athletes, did not have direct coaching experience, had less than two years of coaching experience, had never joined as coaches in district-level or higher sporting competitions, or were not DepEd teachers in New Bataan, Davao de Oro.

The researcher employed purposive sampling to recruit participants. As noted by Nyimbili and Nyimbili (2024), purposive sampling facilitated the deliberate selection of participants based on predefined criteria to collect rich and detailed data on the difficulties and experiences of former athletes transitioning to coaching. This enabled the researcher to collect meaningful data and gain a holistic understanding of the phenomenon under investigation.

### **Role of the Researcher**

In qualitative studies, participation was the responsibility of the researcher since they were the only one collecting, analyzing, and compiling the data (Creswell, 2022). In this study, the researcher served multiple roles, who collected primary data through interviews, was the transcriber/translator transcribing and translating answers, and was the coder responsible for systematically analyzing the information to determine emerging themes and observations.

The researcher established rapport with the participants one day before interviews to create mutual trust and make the participants feel at ease and ready to reveal their actual experiences. Confidentiality of the participants was given the highest priority, and their identities were concealed and all personal details handled confidentially. The goals, the extent, and the methodology of the investigation were communicated to the participants through a detailed informed consent document, which they signed prior to their involvement. The

researcher assumed the position of the primary interviewer and posed probing reflective questions so as to gain a deeper comprehension of the beliefs of the former athletes coaching.

The researcher in the data gathering stage, conducted the transcription of participants' hearing three times to ensure their accuracy. The transcriptions were done manually by the participants from video recordings to enable precise analysis and to eliminate the possibility of misinterpretation. The researchers made translations of the responses from colloquial language to standard English if it was the case so as to make the findings accessible to a wider audience. Participant anonymity was ensured through assigning each one a unique code, and then the transcribed and translated data were sent back to them for accuracy checking during the member-checking phase. The collected data was therefore considered reliable, valid, and authentic throughout the research process.

The researcher relied on audio recorders for his transcription work in In-depth interviews and received informed consent from each participant beforehand in order to comply with the ethics imposed in the study. The researcher took full responsibility for the confidentiality and security of all data and protected it during the entire course of the research.

The researcher, beside data collection, was a co-data analyst. They read the results carefully and analyzed them, coding the main data points to find the themes that represented the participants' experiences. The analysis was the process of understanding the retired athletes' coaches' victories, difficulties, and coping strategies. Through thematic analysis, the common experience was recognized and practical solutions for challenges found during the study were also created. Moreover, the findings were given back to the research setting to not only clarify the participants' experience better but also to help change the environment so that it becomes conducive to the participants.

## **Data Sources**

Various forms of data sources were utilized in the qualitative, phenomenological research, which included interviews, focus group discussions, observation, and physical artifacts. The virtual in-depth interview transcripts with participants and their key informants were the primary data source in this study. This method of data collection was used for capturing the lived experiences of the former athletes in the evolution of becoming coaches for sports. These narratives formed the basis upon which the research phenomenon was understood.

Stolz (2022) emphasizes that individual interviews and focus group discussions were the main tools for uncovering individual and group knowledge. In this manner, the researcher resorted to both individual interviews and focus group discussions to get to know the participants' individual and shared experiences. Thus, the approach ensured that the data collected were rich and complete, which in turn opened up the possibilities for thematic pattern discoveries.

Ethicality was a central concern in the data generation process. Dahal (2024) states that qualitative research was very much attentive to cultural humility, participant autonomy, and ethical handling of intangible data such as feelings and values. Adopting these values made it certain that the participants' voices were not only authentic but also respectful throughout the process.

The data were analyzed by systematic coding process to identify themes and patterns to represent the phenomenon. This included the study systematically analyzing both individual narratives and group processes to obtain a deeper and more sophisticated comprehension of the former athletes' experiences during the transition to coaches.

## **Data Collection Procedure**

Before the research was finalized, the qualitative researcher performed a number of very important steps in data collection. The step-by-step process was followed by the researcher in order to collect the data systematically.

Ethical clearance was initially secured from the Research Ethics Committee of St. Mary's College of Tagum, Inc., and formal approval was obtained from the Dean of the Graduate School. Following this, permission letters were distributed to designated gatekeepers to facilitate access to the participants.

An orientation session was conducted in order to inform the participants about the purpose, objectives, and methods of the study, as well as to inform them about the matter of confidentiality and their right to withdraw at any time. Informed consent forms were signed by the participants and returned as proof of voluntary participation.

The author carried out in-depth interviews (IDI) and focus group discussions (FGD) with a total of 15 former athletes who were coaching in the New Bataan District. The interview questions were adapted to the participants' language of choice in order to facilitate their easier and more comfortable answering. Transcripts were produced, translated if necessary, and validated through member checking, where the participants confirmed and authorized what they said.

All data were treated with strict confidentiality and processed with utmost care, thereby safeguarding participants' personal information and ensuring both the authenticity and reliability of the research findings.

### **Data Analysis**

This research has thematic analysis as the primary method for qualitative data analysis. Thematic analysis, as stated by Braun and Clarke (2022), was a method that was systematic but also very flexible which permitted the researcher to discover, examine, and to write about the patterns or themes in data. To be more precise, this research has employed the reflexive thematic analysis technique where the interpretative role of the researcher was made clear and the development of themes was iterative and flexible.

The coding process was also based on Braun and Clarke's (2022) six-phase coding method. The first step for the researcher was to get acquainted with the data through transcription of interview recordings and making of observational notes. This was done to ensure accuracy in getting the answers of the participants. If the answers were given in Filipino or other local languages, they were translated into English and then transcribed for analysis and interpretation. The researcher conducted many readings and close analysis of the transcripts to become fully immersed in the data. At this point, the early codes were generated by means of a systematic breakdown of the data into smaller, meaningful parts. This process included the identification of major patterns, ideas, or the most common answers in the dataset. When coding was done, the researcher proceeded to look for themes by grouping similar codes into broader categories that were capturing the main insights from the participants' lives.

Once the themes had been identified, a comparison with the original data for consistency was made. The type of questioning that was used here was more like a process of cross-examination where themes were compared with the dataset to establish and if necessary the attributions were adjusted. The researcher then proceeded to define and name the themes unambiguously, situating each theme in the research question context. Finally, the researcher prepared the final report, using direct quotations from the participants who were the source of the themes to illustrate them. For the purpose of increasing the validity and credibility of the research, member checking was conducted by offering the participants the opportunity to read and confirm the themes that had been interpreted. Peer debriefing with experts in the field and a data analyst was also done to ensure the reliability and validity of the findings.

### **Trustworthiness of the Study**

Trustworthiness was crucial in shaping the researcher's qualitative inquiry approach overall, and thus giving the methodology and results a reliability and validity (Guba & Lincoln, 1982). The objective and systematic evaluation processes lessened biases and at the same time built the confidence in the findings of the study. According to Guba (1981), credibility was an equivalent for validity and reliability in naturalistic research. This research addressed trustworthiness through a measure of credibility, confirmability, transferability, and dependability, according to the standards set by Devault (2018).

**Credibility.** In qualitative research, credibility was understood as the confidence in the study's findings and their believability. It guaranteed that the study represented the participants' perception and experience precisely. The techniques used to gain credibility were prolonged engagement, persistent observation, member checking, and triangulation, all of which contributed to the study's validity and reliability (Lincoln & Guba, 1981; Shenton, 2004). This concept was important because it determined the credibility of the researcher's findings and conclusions.

The study kept on being credible thanks to the participant's active involvement in the research process and the application of different validation methods. After the interviews and focus group discussions, the researcher transcribed the data collected and returned the transcripts to the participants for member checking. This allowed the participants to have a look at their statements, verify the content, and change any misrepresentations. This helped to keep the authenticity of their narratives and that their true intentions and meanings were correctly interpreted.

In order to enhance credibility, the researcher resorted to triangulation, that is, the approach of using different methods for the same study, by means of individual interviews and group discussions data verification, thus the similar patterns were not just discovered but corroborated across different points of view. This cross-validation therapy acted as bias-reduction measure and also as a credibility enhancer of the results. Secondly, the researcher facilitated prolonged participant engagement through rapport, open communication, and follow-ups when necessary. This interaction of the long-term type opened the room for conversations and trust which enabled the participants to give their sincere and real insights the outcome of which was more profound and accurate knowledge of their lived experiences.

**Transferability.** Transferability in qualitative research referred to the extent of the applicability of the research findings to different situations, populations, and contexts. This was made possible through the use of rich descriptions of the contexts, participants, and the methods of the study which the researchers claimed that others could be the judges of the applicability of the conclusions to their context (Lincoln & Guba, 1981; Polit & Beck, 2010). The purpose of transferability was to provide the qualitative outcomes with less richness and more semantics so that the readers could relate them to equivalent groups or settings in a trendy manner.

The researchers made the study even more transferable by providing a rich, contextualized account which allowed readers to get the full picture of the research context, participants involved and the conditions under which data were collected. The study included a detailed description of New Bataan, Davao de Oro—the setting where the study was conducted—in order to give a clear picture of the setting where the subjects lived and worked. The authors provided comprehensive data on the participants, who were all retired athletes turned coaches under the Department of Education. They thoroughly documented their backgrounds, such as years of coaching, and sports experience, and degrees to emphasize the variety and universality of their opinions. The research design, data collection methods, and interactions with participants were also described in detail so that the readers would be aware of the specific conditions under which the results were obtained. Rich descriptions from in-depth interviews and discussions brought to light the depth of the participants' experiences and roles. Thus, the researcher provided enough contextual information so that others could decide whether the findings could be applied to other similar educational systems, municipalities, or coaching settings.

**Dependability.** In qualitative research, dependability referred to the consistency and stability of the study's results over time. It implied that if the same research were to be conducted again and again under the same conditions, the same results would be obtained each time. The process of dependability was furthered by the fact that the researchers were transparent throughout the research and by the comprehensive documentation of all the actions and decisions taken (Guba & Lincoln, 1981; Morse et al., 2002). This was the way to prove that the methods employed were consistent throughout the study, and thus the overall consistency of the research was guaranteed.

The researcher ensured the dependability of the study by establishing an explicit and comprehensive audit trail that monitored every crucial stage and decision made in the research process. The whole procedure was documented from design and data collection through analysis and interpretation to create transparency and allow others to follow how the results were obtained. The reasoning for the important choices—participant

choice, data-gathering tools selection, and any adjustments to the research approach—was thoroughly documented to show logical step-by-step and consistency. This comprehensive documentation proved that the research process was rigorously conducted and could be replicated under similar conditions. To add further, the researcher sought and received frequent input and validation from a research advisor, who examined the research design, data interpretations, and methodological selections. The advisor's feedback not only helped to ensure that the procedures followed were up to recognized academic standards but also ensured that the results were not solely reflective of the researcher's personal point of view.

**Confirmability.** In qualitative research, confirmability referred to the extent to which the findings of the study were grounded on the participants' genuine experiences rather than on the researcher's assumptions or personal biases. It assured that the interpretations made were directly derived from the data collected and not through the researcher's subjective perception (Lincoln & Guba, 1981; Koch, 2006). Confirmability was indispensable for maintaining objectivity and for demonstrating that the findings were the participants' opinions and not the researcher's impression.

Confirmability was guaranteed by setting up a very strict record-keeping system that made possible to follow the findings directly to the data. The entire records—consisting of interview transcripts, coding choices, analytic memos, and field notes—were kept over the entire study period. These were clear proof that the conclusions and interpretations were based on the opinions of the participants. To strengthen the objectivity even more, the researcher practiced reflexivity by continuously identifying and reflecting on personal assumptions, beliefs, and potential biases that might influence the interpretation of data. This self-awareness kept the subjective influence at the lowest level, and the accurate representation of the participants' voices was the focus. Besides that, peer debriefing was used, in which skilled peers assessed and commented on the research process. Their external viewpoints were helpful in identifying any inconsistencies or researcher-influenced interpretations, and this again contributed to the objectivity and reliability of the findings. Through these various methods, the researcher was able to improve the confirmability of the study and ensure that the conclusions reflected the participants' lived experiences and could be verified by others.

## Ethical Considerations

Validity and ethical conduct in research were guaranteed by complying with ethical standards in the National Ethical Guidelines. The guidelines included social value, informed consent, research participants' vulnerability, risks, benefits, and safety, privacy and confidentiality of data, justice, transparency, researcher's qualification, adequacy of the facility, and community participation.

**Social Value.** Social value in research refers to the extent to which a study produces knowledge that meaningfully benefits society by addressing important questions and improving collective well-being. According to Wenner (2021), the ethical requirement of social value is widely accepted in contemporary research ethics, particularly in clinical and health-related research, where studies must have the potential to generate results that inform practice, policy, or understanding in ways that benefit individuals and communities. The principle of social value ensures that research is not conducted merely for academic interest but serves as a purpose that justifies involving human participants and exposing them to potential risks.

The researcher ensured the social relevance of the research by focusing on challenges faced by retired athletes who transitioned into coaches in New Bataan, Davao de Oro, when they began their coaching career. By studying these challenges, the researcher hoped to create knowledge that would enhance support systems for sport coaches, optimizing coaching practices and mentoring programs. The results were disseminated among local schools and identified sports development stakeholders whose cooperation could result in the creation of more effective policies and interventions for the benefit of coaches and athletes.

**Informed Consent.** Informed consent is one of the essential ethical principles in research that safeguards and empowers participants by ensuring that they are adequately informed before deciding whether to take part in a study. According to Arellano, Alcubilla, and Leguizamo (2023), the informed consent process involves providing participants with clear and sufficient information about the nature of the research, including its purpose, procedures, potential benefits, and possible risks. This process enables participants to fully

understand what their participation entails and supports their ability to make autonomous and informed decisions.

The researcher was likewise able to obtain informed consent from each of the subjects by presenting to them a clear and comprehensive Informed Consent Form (ICF) which specified the research's aim, methods, possible risks, and advantages. The document highlighted that it was an open door policy and subjects could take their exit anytime without being punished. The researcher made it a point to have the subjects understand all the details by giving them chances to ask questions and get clarifications before he sought their signatures, thus, facilitating ethical transparency.

**Vulnerability of Research Participants.** Vulnerability of research participants is a key ethical consideration, especially when individuals may be at a heightened risk of harm or exploitation due to contextual or personal factors such as limited autonomy, health challenges, or socioeconomic circumstances. Research involving vulnerable populations require special ethical reflection because standard protections may be insufficient to address the unique risks these participants face in the research process. According to Massey, Murray, Chiang, Russell, and Yudell (2023), ethical guidelines must evolve to ensure that vulnerability is thoughtfully considered and that research involving such participants does not inadvertently cause harm or exacerbate existing disadvantages.

The sample selected for this research was made up of former sports athletes turned coaches. This group was considered vulnerable due to their previous sports involvement and current career issues. The researcher treated these individuals with kindness and consideration, acknowledging their past difficulties and assuring their emotional support during the data collection phase. The researcher instantly honored the choice of any participant who was discomforted or wished to leave the study and also did not apply any punishment.

**Risks, Benefits, and Safety.** Risks, benefits, and safety are central ethical considerations in research involving human participants, as researchers must carefully assess and balance potential harms against possible disadvantages. Hosseini, Wiczorek, and Gordijn (2022) noted that risks may arise not only from the research procedures themselves but also from unintended consequences of data use, interpretation, and dissemination, which can affect both individuals and communities if not properly anticipated and managed. These risks include psychological discomfort, breaches of confidentiality, or social harms that may stem from how data are collected or reported.

The researcher reduced the risk to the participants by the interviews being held in a nice and safe place where the participants felt comfortable. Any psychological discomfort coming from the delicate topic was prevented by an empathetic and attentive atmosphere being created. The participants were also informed about the counseling or support services available in case they felt uncomfortable. The researcher also pointed out the positive side of the study, such as increased comprehension of the transition from athlete to coach and the possible impact on policy development in the field of sports education.

**Data Privacy and Confidentiality.** Data privacy and confidentiality are core ethical principles in research that safeguard participants' personal information from unauthorized access, use, or disclosure. Research on the importance of these principles in survey and qualitative studies highlights that maintaining confidentiality is essential for building trust, protecting participant privacy, and upholding the credibility of research findings (Kang & Hwang, 2023). Ensuring that personal data are handled responsibly and that participants' identities are protected helps prevent social, psychological, or reputational harm that could result from breaches of confidentiality.

Among all the researchers, anonymously only the public information involved in the process and names, identifiers, and sensitive data of the participants were deleted. The data stored by the researcher during the research were kept in a very secure place and were accessible only to the researcher and the authorized people. The researcher observed the provisions of the Data Privacy Act of 2012, under which the participants' data were encrypted to ensure privacy and kept for no more than three years. After three years, the data were disposed of in such a way that no form of unauthorized access or use is possible.

**Justice.** Justice in research refers to fairness in the selection of participants and the equitable distribution of the burdens and benefits associated with the study. London (2021) explained that justice requires researchers to ensure that no group is unfairly targeted for participation because of vulnerability, convenience, or marginalization, nor excluded from potential benefits without ethical justification. This principle emphasizes that participant selection must be guided by the goals of the research and grounded in fairness and respect.

The researcher was just by using clear and objective criteria which were directly linked to the study goal for recruiting participants. The variety of the participants was wide enough to include all the possible groups with the experiences related to the research. The researcher made it sure that the benefits of the research were given to all the participants, especially through providing them with the insights and practical recommendations that were thought likely to support and enhance their coaching practice.

**Transparency.** Transparency in research refers to the extent to which the researcher openly and clearly reports all stages of the research process, including data collection, data analysis, and interpretation of findings. Hardwicke et al. (2020) emphasized that transparent reporting allows other researchers to examine methodological decisions, assess potential biases, and evaluate the credibility of research outcomes. Openness in documenting research procedures strengthens accountability and supports the responsible production of knowledge.

The researcher's transparency entailed careful documentation of each step of the research process, including the application of methods for collecting, analyzing and interpreting the data. The study's results were presented accurately and honestly; thus, the researcher was not allowed to impose any kind of bias or subjective interpretation. Any changes or alterations that occurred during the research were comprehensively explained to the audience so that they could either the research or confirm its findings.

**Qualification of the Researcher.** Qualification of the researcher refers to the professional competence, ethical awareness, and the methodological expertise required to conduct research responsibly and with integrity. Tammehleht, Lofstrom, and Rajando (2024) emphasized that the development of research ethics and integrity competencies is a fundamental part of preparing researchers to undertake ethical research and navigate complex ethical challenges effectively. Their study highlights that ethical competence includes both knowledge of ethical norms and the ability to apply these principles in real research contexts, which is essential for maintaining research quality and protecting human participants.

The researcher, who had a Bachelor of Secondary Education specifically in MAPEH, was also pursuing a Master of Education degree in Physical Education. The researcher who was a physical education instructor and a coach was able to demonstrate through her academic and professional credentials that she was capable of conducting the study with both competence and integrity. Throughout the research process, the researcher was continuously consulting expert faculty members and research advisers for guidance and support in order to ensure high standards of methodology and ethical practice.

**Adequacy of Facilities.** Ethical research involving human participants requires not only sound methodology but also an environment equipped with sufficient physical, technical, and human resources to support ethical standards and participant well-being. These includes appropriate facilities, tools, equipment, and resources that enable safe and effective data collection, protect participant confidentiality, and support the rigorous implementation of the research protocol. Ensuring these resources helps uphold ethical obligations to protect subjects from harm and contributes to the overall integrity of the research process (Knight et al., 2023).

The researcher planned the data collection in such a way that the researcher hired the proper locations for conducting interviews and data collection, e.g., classrooms or separate offices. When face-to-face interviewing was not possible because of unforeseen circumstances, the researcher resorted to safe online environments where the participants could always be contacted. The necessary tools such as recording devices, note-taking supplies, and data storage devices were all provided to make it easier for the researchers to carry out the study smoothly.

**Community Involvement.** Community involvement in research refers to the meaningful participation of local stakeholders, including participants, community leaders, and relevant organizations, throughout various stages of the research process-- from planning and implementation to dissemination of findings. According to Eder (2023), community-engaged and participatory research approaches emphasize partnerships between researchers and community members, enabling shared decision-making, increased relevance of research questions, and improved ethical conduct that aligns with community principles and values. Such involvement helps ensure that research does not merely study communities but respects and reflects their perspectives, needs, and cultural contexts.

The researcher took along with him the local stakeholders such as the teachers, school administrators, and retired sportsmen-turned-coaches' involvement during the research. Their feedback played a big role in pointing out the study's focus so that it could be more accurately based on the true needs of the community. The research results were shared not only with local schools but also at several academic and professional conferences as a way of encouraging broader discussions about the implications of the findings for coaching practice and sports development.

## RESULTS

The findings of the research on the former athletes' coaching sports events successes and difficulties are outlined in this chapter. It includes the participants' responses from the interviews that were carefully transcribed, analyzed, and validated by experts' assistance. From these responses, the main ideas were extracted and the themes were generated to answer the research questions. The findings depict the experiences of former athletes now coaches in terms of expressing the delightful and the hard parts of coaching, the strategies they used to cope, and the realizations they got through the whole process. The themes uncover the influences of the participants' past on their coaching styles and the extent to which these influences determine the quality of their overall coaching experience.

### Lived Experiences of Coaches who are Former Athletes in Triumphs and Challenges of Coaching Sports

The six essential themes were the following: (a) experiencing difficulty in juggling multiple roles, (b) experiencing limited financial resources in coaching, (c) experiencing challenges in accessing sports equipment and facilities, (d) dealing with athletic behavior and health condition, (e) reaching higher athletic meets, and (f) teaching positive attributes to student-athletes. All these themes point out that former athletes have a lot of difficulties and at the same time, they are very much skillful in the process of making their way from being athletes to being capable and devoted coaches.

Presented in Table 1 are the essential themes and core ideas related to the former athletes' life experience in coaching sports events. It visually summarizes the struggles and victories that the athletes-turned-coaches experienced during their transition from being athletes to educators.

Table 1 Essential Themes and Core Ideas on the Lived Experiences of Coaches who are Former Athletes in Triumphs and Challenges of Coaching Sports

Essential Themes	Core Ideas
Experiencing Difficulty in Juggling Multiple Roles	<ul style="list-style-type: none"> <li>• Difficulty in balancing responsibilities as a teacher and coach.</li> <li>• Being pressured from heavy workloads and administrative tasks.</li> <li>• Managing the demanding roles of teaching and coaching designations</li> <li>• Facing trouble in coaching and parental roles</li> <li>• Navigating family challenges while fulfilling coaching responsibilities</li> </ul>
Experiencing Limited Financial Resources in Coaching	<ul style="list-style-type: none"> <li>• Engaging in resource generation of soliciting financial support</li> <li>• Spending personal money for student-athletes' training</li> </ul>

	<ul style="list-style-type: none"> <li>• Financial challenges in implementing training of the coach</li> <li>• Using of personal money in paying trainers</li> </ul>
Experiencing Challenges in Accessing Sports Equipment and Facilities	<ul style="list-style-type: none"> <li>• Experiencing difficulty of finding standard courts and equipment</li> <li>• Dealing with lacking sports equipment and facilities</li> <li>• Limited access of sports equipment and facilities.</li> </ul>
Dealing with Athletes' Behavior and Health Condition	<ul style="list-style-type: none"> <li>• Dealing with athletes' tardiness.</li> <li>• Managing different personalities and emotional needs.</li> <li>• Addressing student-athletes' impatience and laziness</li> <li>• Coping with athletes' health conditions.</li> <li>• Handling undisciplined and ill-mannered athletes</li> </ul>
Reaching Higher Athletic Meets	<ul style="list-style-type: none"> <li>• Experiencing regional athletic meet in badminton for girls</li> <li>• Creating significant participation in DAVRAA Meet for Soccer</li> <li>• Nailing two years consecutive Volleyball championship in New Bataan</li> <li>• Achieving as a DepEd provincial meet qualifier</li> <li>• Qualifying DepEd provincial athletic meet in Badminton</li> <li>• Attaining division athletic meet</li> <li>• Achieving greater milestones in winning</li> </ul>
Teaching Positive Attributes to Student-athletes	<ul style="list-style-type: none"> <li>• Passing good values to student-athletes in training</li> <li>• Molding student-athletes in character and skills</li> <li>• Inculcating discipline as a vital part of sports</li> <li>• Sharing personal experiences in inspiring student - athletes</li> <li>• Integrating personal experiences in coaching student-athletes</li> </ul>

### Experiencing Difficulty in Juggling Multiple Roles

Handling many workloads is not an uncommon thing; especially, the ones who told their stories of being a teacher and a coach at the same time. The majority of them revealed the continuous struggle of managing time and energy among teachers' duties, coaching of sports, and family or personal obligations. The double role tended to cause stress, exhaustion, and overwhelming feelings. Along with this, participants had several reasons that shed light on the reality of this theme.

This is further supported by FGD-01, who expressed the difficulty of fulfilling responsibilities in the classroom while simultaneously serving as a coach;

*“Another challenge I faced was the little trouble between my roles as a teacher and a coach. I was frequently forced to choose one over the other, which put me in a challenging situation.”*

On the pressure brought by heavy workloads and administrative tasks, FGD-02 mentioned:

*“As a coach at the same time a classroom teacher, I face several challenges that has an impact on the effectiveness of my coaching. Some of those are: firstly, overloaded workload. It's difficult to manage excessive paperwork and other responsibilities beyond teaching and coaching duties.”*

(As a coach and a classroom teacher at the same time, I face several challenges that affect the effectiveness of my coaching. One of these is an overloaded workload. It is difficult to manage the excessive paperwork and other responsibilities beyond my teaching and coaching duties.)

FGD-01 elaborated on the pressure that comes with holding concurrent teaching and coaching designations:

*“Another challenge I faced was the little trouble between my roles as a teacher and a coach. I was frequently forced to choose one over the other, which put me in a challenging situation. Stress was further increased by*

*the substantial workload. Along with coaching, I also had to attend meetings, manage paperwork, and carry out my teaching duties. It became quite difficult at times to manage all of these responsibilities at once”*

Moreover, IDI-01 highlighted the strain of simultaneously performing as a coach and parent:

*“For example, karun, I will be gone for almost a month, niya wala nay uliyay kay gikan sa training up to DAVRAA meet deretso – dretso gyud na kay sir Allan will not allow to the coaches and athletes to go home. So, there is no break. Mao na siya, ang guidance nako sa akong mga anak dili ko makakuyog sa ilaha sa tulog, kaon, niya anad baya ko ana. Mao pud na sa struggle gyud nako. So, I guess kana man siguro time nga mawala ko sa ilaha og kaning financial kay wala man”*

(For example, right now, I will be away for almost a month, and there will be no going home because from the training up to the DAVRAA meet, it will be continuous—Sir Allan will not allow the coaches and athletes to go home. So, there is no break. That means I won’t be there to guide my children, to be with them when they sleep and eat, and I’m really used to doing that. That’s one of my real struggles. I guess the time I’ll be away from them, along with the financial concerns, are the biggest challenges I face.)

This finding is reinforced with FGD-06, who articulated the challenges of sustaining effective coaching performance and ongoing family difficulties:

*“I faced challenge when I am away from home and my family for a month accompanying my athletes training for DAVRAA”*

In a way, the participants' experiences indicate that blending teaching and coaching duties usually results in such great demands that the teachers have to struggle for time, energy, and attention.

### **Experiencing Limited Financial Resources in Coaching**

According to the respondents, insufficient funding was a major challenge. A number of the former sportsmen-turned-coaches articulated challenges they faced in organizing training sessions, attending competitions, and availing resources for their teams because of inadequate funding. These limited funds usually forced them into schemes to support their coaching roles, and this is the foundation upon which this theme was generated.

This theme is emphasized by IDI-02, who described actively engaging in resource generation efforts and soliciting financial support training activities:

*“By envisioning the future of my athletes out of their event or chosen event and doing some solicitation letters to defray our expenses.”*

IDI-06 highlighted the personal commitment involved in coaching, particularly the decision to allocate personal money for the benefit of student-athletes:

*“One of the challenges is the financial aspect. There are times that I need to spend my own money to support my athletes’ needs.”*

Furthermore, this concern is further illustrated by IDI-02, who discussed the financial constraints encountered in implementing training programs:

*“One of them is how to allocate the huge amount, ah, yes to defray expenses for the whole duration of the training, especially in our event in volleyball that it is a must, like at a systematic and strategic conduct of tune-up games. In which, it really needs budgets. Somehow give the opponent snacks and water. Thing like that incurred expenses ma’am.”*

(One of the strategies is figuring out how to allocate the large amount needed to cover expenses for the entire duration of training, especially for our volleyball events, which require a systematic and strategic conduct of

tune-up games. This includes providing the opponents with snacks and water, and other similar costs that incur expenses, ma'am.)

IDI-03 further emphasized the depth of personal investment in coaching by sharing the experience of paying trainers out of personal resources:

*“The parents, and the teacher/coach’s personal money is used for training fee of the trainer since the coach could not focus on the training, therefore, the coach hires a trainer for the players.”*

### **Experiencing Challenges in Accessing Sports Equipment and Facilities**

Limited access to fundamental resources was a shared issue among the participants. Some of the former athletes who are now coaches narrated their challenges in carrying out proper training sessions with the absence of adequate sports equipment, limited financial allocations, and a lack of facilities. Such instances would lead them into seeking alternative solutions just to meet the needs of their teams, which is anchored to this identified theme.

This challenge is highlighted by IDI-03, who described the difficulty of finding adequate equipment necessary for effective training:

*“As a coach, the lack of sports equipment is always been the struggle of the team particularly during training. Equipment is always lacking hindering a successful training of the athletes.”*

(As a coach, the lack of sports equipment has always been a struggle for the team, particularly during training. The shortage of equipment hinders the athletes from having successful training sessions.)

Additionally, FGD-01 articulated the challenges of conducting training sessions amid inadequate sports facilities and essential equipment:

*“Lack of sports equipment was one of the hardest things I had to deal with as a coach. It was difficult to train athletes effectively when we didn’t have the proper gear or facilities. During training, we frequently had to improvise, which hinders the athletes’ ability to reach their maximum potential.”*

This concern is reinforced by IDI-08, who shared experiences regarding restricted access to sports equipment and training facilities:

*“Since we are in rural areas and badminton is an indoor event, looking for standard court and shuttlecock were one of the challenges “*

### **Dealing with Athletes’ Behavior and Health Condition**

Guiding student-athletes is also a challenge in itself, particularly when it comes to handling their behavior, attitude, and well-being. The teacher-coaches mentioned that dealing with lazy attitudes, untrained athletes and different attitudes from the sportsmen had made the training sessions difficult and drained them emotionally. Besides, some of them mentioned that the health problems of some players and the necessity of arranging their education around sports—yet another aspect making their work as trainers hard—was another problem they had to face.

FGD-07 highlighted the impact of habitual tardiness of athletes on the flow and effectiveness of practice activities:

*“When the athletes are tardy and influenced by outside factors, that’s when I encounter challenges.”*

Moreover, IDI-08 articulated the challenge of fostering team cohesion while accommodating individual differences in attitude and behavior:

*“Aside from the technical side, another challenge is the behavior of the athletes since I’d dealt with various individuals being raised in a different environment”*

FGD-01 underscored the difficulty of maintaining discipline and enthusiasm within the team:

*“Dealing with the impatience and laziness of athletes, even when they clearly had the skills and potential to excel. It can be frustrating to see young athletes with natural talent fail to reach their full potential simply because they lack the discipline or mental drive to commit to consistent training and development”.*

On the other hand, IDI-07 emphasized the responsibility of ensuring athletes’ safety while sustaining competitive performance:

*“I faced a lot of challenges being a coach such as; health conditions of athletes in time of training and during the game, behavior aspect, time allotment for practices, lack of apparatus and support from parents and administrator.”*

IDI-04 highlighted the importance of instilling proper behavior and sportsmanship within the team:

*“Pinaka-importante gyud pud ang, ang dili lang ang discipline but also ang attitude as an athlete. So, attitude akong problema especially ahm, ahm, mostly sakong na-coach nga athlete mga kiati kaayo, mga hyper”*

(The most important thing is not only discipline but also the athlete’s attitude. So, attitude has been my main concern, especially because most of the athletes I coach are very energetic and hyperactive.)

### **Reaching Higher Athletic Meets**

Aspiring to higher-level competitions became a major theme amongst the participants. Various previous sportsmen and women who are now coaches discussed their experiences in the process of qualifying their teams for regional and provincial competitions, and they shared the respective successes and difficulties encountered during that period. These experiences speak of their dedication to achieving high standards in sport and nurturing athletes for the competition, which is the basis of this theme recognized.

This achievement is highlighted by IDI-01, who shared the experience of participating in a regional athletic meet in girl’s badminton:

*“I love badminton and my students or my athletes really want me that I will be their coach and also, I want to make my athletes go to higher meets and, ahm meet their dreams and also because I want to see them happy and doing that sports or playing that sport. Ahm, since 2022, the highest meet that I joined was the DAVRAA (DAVAO REGIONAL ATHLETIC ASSOCIATION MEET) and I’ve been there for 3 years until this year (2025) because this year we are also going to DAVRAA Meet, in secondary... Yes, that is a Regional Meet and again that’s ah for badminton, badminton secondary girls”*

FGD-06 emphasized the team’s notable participation in the DAVRAA Meet for soccer, marking a significant milestone in their coaching journey:

*“Opting to coach sports is my personal choice based on a blend of enthusiasm, intent, and the wish to create a significant influence to my young athletes...DAVRAA MEET is my highest Deped tournament that I’ve participated in”*

Moreover, IDI-02 highlighted the pride and fulfillment derived from sustaining championship performance over two successive years:

*“I can say that we triumph in coaching because I was able mold and change the undesirable characteristics of some of my ah volleyball players. And with that, we were able to get the two-championship title for...or two consecutive years”*

The progression to the provincial level is clearly reflected in the statement of IDI-04:

*“Ang school is nangita sila mga coaches since bag-o nila gi-adopt ang gymnastics diri sa New Bataan National High school so need man nilag coaches that’s why nagcoach na lang ko and I chose gymnastics kay mao akong gusto. Ang pinakalayo nga DepEd tournament nga akong naapilan is provincial meet”*

(The school was looking for coaches since they had recently adopted gymnastics here at New Bataan National High School, so they needed coaches. That’s why I decided to coach, and I chose gymnastics because it’s what I like. The farthest DepEd tournament I’ve participated in was the provincial meet.)

Similarly, IDI-05 shared the achievement of qualifying for the DepEd provincial athletic meet in badminton:

*“So, it is fulfilling to watch them grow stronger as their coach. Also they, builds more confidence to them, and more focused, both in sports and in life. And as to the question what’s the furthest DepEd tournament I’ve reached as a coach is, ahm, I think it’s provincial meet lang pa lang as of now”*

(It is fulfilling to watch them grow stronger as their coach. It also helps build their confidence and focus, both in sports and in life. As for the question about the farthest DepEd tournament I’ve reached as a coach, I think it has only been the provincial meet so far.)

In addition, the advancement to the division level is emphasized by IDI-08 as a reflection of collective effort and perseverance:

*“Para nako ma’am, passion for sports and playing badminton...The furthest DepEd tournament I participated in was the division meet”*

(For me, ma’am, it is my passion for sports and playing badminton... The farthest DepEd tournament I have participated in was the division meet.)

In the pursuit of greater milestones in winning, this is reflected in the statement of IDI-07:

*“I can say that I triumphed in coaching when I finished the game not just when my team wins games, but when deeper, more meaningful milestones are achieved.*

### **Teaching Positive Attributes to Student-Athletes**

The imprinting of positive values and attitudes was a strong theme among the participants. Former-athletes-turned-coaches stressed that apart from building skills and discipline, coaches should also instill confidence, concentration, teamwork, and resilience in their athletes. These experiences point towards the central role of coaches in affecting not just the athletic development but also the personal development of their students, which is the cornerstone of this identified theme.

This theme is illustrated by IDI-02, who described how instilling values helps shape athletes beyond their sports performance:

*“I am passing the best attributes of being a former athlete and now a coach are being an open-minded, being resilient and being gritty”*

IDI-03 highlighted the dual focus coaching, which involved developing both the character and athletic skills of student-athletes:

*“I always see to it that the players are well mannered both inside and outside from the court. Because ma’am, for me, values is more important in my coaching aside from developing and honing their skills in the sports they want” (IDI – 03).*

Similarly, IDI-04 shared how discipline is instilled as a core component of sports:

*“Sakong experience, pinaka-importante gyud ang discipline. So, akong na tun-an as former athlete mao gyud na ang gitudlo sa amoang coach. Mao sad na akong gitudlo sakong mga estudyante”*

(From my experience, the most important thing is discipline. What I learned as a former athlete was exactly what our coach taught us. That is also what I now teach my students.)

Though personal narratives, IDI-05 highlighted the impact of mentorship in inspiring athletes to achieve both personal and team goals:

*“I know what it’s like to be on the mat, kulba, kapuy sa training, and sometimes doubting myself kung kakaya ba nako especially kung maka-atubang nakag kanang dagko nga kalabang nga feeling nimo nga mas kusgan sa imuha. I carry those memories with me as a coach, and they help me connect with my athletes in a real way. So, gina-inspire nako sila base my experiences before. I know when to push them and when to simply listen. I share my wins and losses with them not to show off, but to let them know that growth comes with both success and failure”*

(I have the experience of being on the mat—being nervous, feeling the fatigue of training, and sometimes having self-doubts, especially when matched against opponents that appear to be more powerful than me. As a coach, I keep those memories with me, and they enable me to communicate with my athletes in a significant way. I motivate them through my past experiences. I discern the moments to push them hard and the moments just to listen. However, I do not compete with them in terms of sharing my wins and losses; rather I do it to convey that progress is made through both victory and defeat.)

Additionally, IDI-05 emphasized that blending personal experience with training practices helps create relatable lessons and fosters stronger connection with student-athletes:

*“What motivated me to continue coaching in sports like taekwondo is that naa siya’y powerful impact it just...not just on the athletes, but also sa akoang self as a mentor. Seeing my students grow in discipline, and confidence, and also, they have resilience it gives me sense of fulfillment. So, every training session namo, win or lose, there is a chance to build a character and inspires the young athletes to push their limits gane nga ma discover pa gane ilang full potential as an athlete”*

(What motivated me to continue coaching sports like taekwondo is the powerful impact it has—not just on the athletes, but also on myself as a mentor. Seeing my students grow in discipline, confidence, and resilience gives me a sense of fulfillment. Character can be built and the young athletes’ pushing their limits can be inspired through every training session, no matter if it is a win or a lose, as they go on discovering their full potential as athletes.)

The experiences of the participants make it very clear that dealing with the assorted behaviors, emotional needs, and academic responsibilities of student-athletes is an undeniable factor that considerably complicates their coaching roles.

### **Coping Strategies of Former Athletes on Challenges of Coaching Sports**

To the different coaching challenges the participants shared various strategies that they were able to use to adapt and cope. Their individual approaches mirrored both personal strength and a promise to constant growth as a coach. After analyzing their responses, six essential themes emerged: (a) allowing open communication, (b) providing self-motivation and care, (c) engaging in personal services and trainings, (d) knowing personal priorities and team needs, (e) inculcating resilience in setbacks, and (f) embracing faith and spirituality.

Highlighted in Table 2 are the essential themes and core ideas of athletes who cope with the problems of coaching sport.

Table 2 Essential Themes and Core Ideas on the Coping Strategies of Former Athletes on Challenges of Coaching Sports

Essential Themes	Core Ideas
Allowing Communication Open	<ul style="list-style-type: none"> <li>• Promoting open communication to resolve team or athlete conflicts.</li> <li>• Giving motivational or “pep talks” to student-athletes.</li> <li>• Valuing respectful team communication</li> <li>• Resolving misunderstanding in dialogues</li> </ul>
Providing Self-Motivation and Care	<ul style="list-style-type: none"> <li>• Staying focused and composed under pressure.</li> <li>• Practicing self-care to maintain well-being.</li> <li>• Connecting with other coaches and prioritizing personal well-being</li> <li>• Prioritizing self-health</li> <li>• Guiding student-athletes overcome destructions</li> </ul>
Availing in Professional Services and Trainings	<ul style="list-style-type: none"> <li>• Hiring skillful trainer</li> <li>• Studying training routines and staying updated on best practices.</li> <li>• Staying updated with best practices in coaching</li> </ul>
Practicing Time Management and Priority Setting	<ul style="list-style-type: none"> <li>• Identifying crucial tasks</li> <li>• Practicing time management and personal boundaries</li> <li>• Finding balance time with the family</li> <li>• Balancing priorities using time management and goal setting</li> <li>• Promoting time management for coaches and student-athletes</li> </ul>
Inculcating Resilience in Setbacks	<ul style="list-style-type: none"> <li>• Valuing building of resiliency</li> <li>• Embracing defeat and striving to comeback stronger</li> <li>• Accepting defeat graciously and develop self-discipline</li> <li>• Coaching with words of strength and gesture of support</li> <li>• Instilling accountability through guidance</li> <li>• Staying motivated in achieving goals and purpose</li> </ul>
Embracing Faith and Spirituality	<ul style="list-style-type: none"> <li>• Managing stress through mindfulness, calmness, and prayers</li> <li>• Leading student-athletes with empathy, respect, and faith to God</li> <li>• Instilling discipline, trust, and faith in athletic journey of student-athletes.</li> </ul>

**Allowing Open Communication**

One of the most important ways for the participants to deal with challenges was communication. Athletes turned coaches encouraged student-athletes to engage in open communication about their feelings to avoid misunderstandings. They claimed that keeping the lines of communication open and being truthful with the players were particularly vital during conflicts or at times of disappointment. Trust, collaboration, and even the timely resolution of misunderstandings were made possible through this method.

FGD-05 emphasized the importance of fostering open communication as a strategy to resolve conflicts within the team:

*“Active listening, open communication, giving them a safe to express themselves, listen and understand.”*

In relation, IDI-02 highlighted the role of pep talks in boosting the morale and confidence of student-athletes:

*“Oh. Every day, we, ah, always have this PEP talk. It is a short version of conversation in which we are going to talk all the situations that had happen in that particular day through a diplomatic conversation “*

(Oh, every day, we always have a pep talk. It’s a short conversation where we discuss everything that happened during the day through a calm and respectful dialogue.)

Moreover, IDI-01 discussed the importance of communication between athletes and coaches as a means of addressing challenges. He stated:

*“Ang solosyon namo is conversation or communication between the athlete and the coach, then akong ginangon sa ilaha ma’am, when someone or somebody speaking, you listen. Lain mangud ng mo-estorya ang isa, mo-estorya pud ang isa. So, walay proper communication but not only hearing, kanang listen dapat..Dili ng hearing nimo. Mo-ingon mangud kag hearing, O nakadungog ko. Nindot mangud ng listen kay when we say listen kay kanang imong ginasabot kung unsa iyang gina-estorya. Dapat kung nay conflict naa gyuy proper communication and I will not allow my athlete nga matulog nga dili jud ma solve ang problema kay pila mi ka adlaw mag-uban...Dili lang man sila ang ma-apektuhan ang tibook man nga team. So maonang naa gyud dapat proper communication then dili dapat e-allow nga dili ma-settle within that day. Dili na paabtan dugay...Dili na pa-ugmaan. Mura rapud gud na sa atong minyo” (IDI – 01)*

(Our solution is conversation or communication between the athlete and the coach. I tell them, ma’am, ‘When someone is speaking, you listen.’ If one person speaks and the other also speaks at the same time, there is no proper communication. It’s not just about hearing, but truly listening. Hearing is just ‘Oh, I heard,’ but listening means understanding what the person is saying. Whenever there is a conflict, there must be proper communication, and I will not allow my athletes to go to bed without the problem being resolved, especially since we spend so many days together. It doesn’t just affect them, it affects the whole team. That’s why proper communication must happen, and issues should be settled on the same day, not delayed. It’s almost like a marriage.)

IDI-07 discussed the strategy of resolving misunderstanding by engaging in open and constructive dialogues with student-athletes:

*“I handled conflict to athletes with misunderstanding to listen to both sides, give feedbacking, and reflection to their actions. Then, apply the “giving and forgiving.” Mas mayo nga e-resolve dayon.”*

(I handle conflicts by listening to both sides, providing feedback, and encouraging reflection on their actions. Then, I apply the principle of ‘giving and forgiving.’ It is better to resolve issues immediately.)

### **Providing Self-Motivation and Care**

In addition to extrinsic approaches, most participants underscored the need for self-improvement and personal management in dealing with the pressures of coaching. They pointed out how remaining calm in stressful situation and engaging in self-pampering to stay effective and balanced in their work.

This theme is illustrated by IDI-05, who described strategies for staying calm and making clear decisions despite stress or challenge:

*“One technique I use to stay motivated is, ahm, reminding myself of my ‘why’, the reason I started coaching in the first place. I focus on the bigger picture: the growth and development of my athletes, not just their wins or losses.”*

(One technique I use to stay motivated is reminding myself of my ‘why’—the reason I started coaching in the first place. I focus on the bigger picture: the growth and development of my athletes, not just their wins or losses.)

In addition, FGI-01 highlighted the role of self-care in sustaining overall well-being while managing coaching responsibilities:

*“For me, taking care of myself is the first step in managing stress, so I make sure to get enough sleep, eat healthily, and schedule time for hobbies outside of coaching.”*

IDI-06 discussed the importance of building supportive relationships with fellow coaches while emphasizing personal well-being:

*“I talk to them calmly, listen to their side, and try to understand their feelings before giving advice or correcting them. Also, I make time for rest, stay organized with my schedule, and sometimes talk to fellow coaches for support.”*

IDI-05 further emphasized that prioritizing personal health is a crucial component of sustaining long-term coaching effectiveness:

*“After 5 years of coaching is to not dwell with everything; some sort of realization that time will come, so, the players may lose their interest on training and playing. So, what I did was, I don’t have to force them since they have no more interest, or wala na silay interest to play ma’am ba. So, I have already proven myself before. So, nowadays my priority is my health. One technique I use to stay motivated is reminding myself of my ‘why’, the reason I started coaching in the first place. I focus on the bigger picture: the growth and development of my athletes, not just their wins or losses”*

(After five years of coaching, I realized I shouldn’t dwell on everything. There are times when players may lose interest in training or playing. What I do is not force them when they no longer have interest, as I have already proven myself before. Nowadays, my priority is my health. One technique I use to stay motivated is reminding myself of my ‘why’—the reason I started coaching in the first place. I focus on the bigger picture: the growth and development of my athletes, not just their wins or losses.)

Moreover, IDI-07 shared strategies for helping student-athletes remain focused by managing distractions both on and off the field:

*“Some athletes nowadays are not really passionate but actually have the potential. All that is needed is to give them a reason to train and help them to do so, then they won’t lose their focus. Outside factors such as toys and romantic relationships can be some of the reasons that affect their focus. Unlike athletes in the past, distractions from training do not come from gadgets (cellphones) and usually at our young age, we don’t have boyfriends and girlfriends.”*

### **Availing in Professional Services and Trainings**

One of the main responses of the participants in this regard was that they relied on strategic planning and continuous development through the latter as key coping mechanisms. Many of them were telling about how the setting of realistic goals, proper time management, and acquaintance with the latest coaching techniques made it easier for them to deal with their roles better. These statements indicate that careful planning and the readiness to learn are the main conditions for the coaches to continue their practices, which in turn would lead to athlete development.

IDI-03 mentioned hiring a skillful trainer to ensure that athletes receive proper guidance and quality coaching:

*“As a busy coach, I hire a trainer for the players”*

Additionally, IDI-04 discussed the significance of regularly studying training routines:

*“So, ang akong technique gyud is mag-study gyud ko sa mga routine nga dapat e-perform sakong mga athlete since naa mana silay mga routine.”*

(My technique is to study my athletes’ training routines.)

Similarly, FGD-02 underscored the necessity of staying informed about the modern coaching strategies to enhance team performance:

*“I always attend sports clinic, workshops and conferences to stay updated with the latest techniques and strategies. Lastly, embracing technology. It is significant to learn to use online resources to enhance coaching, such as video analysis software or online training platforms”*

## Practicing Time Management and Priority Setting

The participants stressed the necessity of knowing the activities that require immediate attention—both in their own and coaching work. They could better manage their time by identifying the most important priorities and not get stuck in conflicting demands. The majority of them also highlighted the organizational benefits drawn from effective time management, the ability to meet deadlines, and the focus on team building. These remarks underscore how prioritizing, and being wise about time use, are essential to being good coaches, and more importantly indulging the selves in good health.

According to FGD-01, pinpointing important tasks enables coaches to allocate time and resources efficiently:

*“Each day, I establish clear priorities by determining the most crucial tasks for both my athletes and my personal life.”*

In lined with this, FGD-05 highlighted the importance of practicing time management and setting personal boundaries:

*“I manage stress and maintain work-life balance as a coach through effective time management and by setting clear personal boundaries.”*

IDI-01 discussed the importance of balancing family and work life for overall well-being and sustained professional performance:

*“Dili ko gusto nga kanang makit-an ko nga kanang guol gud..Ang akua lang gyud gina-pray unya molaag jud ko ma'am. Mangita kog way nga ma-unwind ko, pareha anang moingon ko sa akong husband nga kanang magdate ta. Naa koy ``me time`` akua lang. Naa pud mi time sa akong husband. Naa pud mi time sa akong family. So, ana ra jud na siya kay kung dili pud gud nako e balance ang tanan naa baya koy sakit sa heart, so balik ra gihapon sa akua.”*

(I don't want to appear worried or stressed. What I do is pray and try to stay positive, ma'am. I find ways to unwind, like telling my husband, 'Let's go on a date.' I make sure to have my 'me time,' as well as time with my husband and my family. That's how I balance everything, because if I don't, it could affect my health. Ultimately, it always comes back to me taking care of myself.)

Furthermore, IDI-02 narrated that clear objectives and effective scheduling are key to maintaining equilibrium across multiple roles:

*“Kanang stress permi gyud na siya and to cope with it, ahm, dili nalang jud dibdibon kay tanan trabaho pwede rajud nato i-balance. Time management lang gyud and mag set ug goal nga dapat mahuman tanan ang trabaho.”*

(Stress is always present, and to cope with it, I don't overthink things. All tasks can be managed with proper balance. It's really about time management and setting goals to ensure that all work gets accomplished.)

In addition, IDI-07 stated the importance of promoting time management skills to enhance both coaches' and student-athletes' performance:

*“By having time management and proper prioritizing. It is essential to stay effective and avoid burnout. I also consider the life of my family and the athletes; they also need time for their personal life.”*

## Inculcating Resilience in Setbacks

Development of resilience was a major theme that appeared among the participants. Previous athletes-turned-coaches were concerned about teaching their athletes how to confront obstacles, endure failures, and bounce back from adversity both in sport and in life. These experiences point to the function of coaches as not just developing sports skills but as well cultivating mental toughness and grit, which is the foundation of this explored theme.

This theme is illustrated by IDI-03, who highlighted the importance of building resilience:

*“The most valuable lesson as a coach is building resiliency among individuals.”*

Similarly, IDI-01 shared that learning from losses strengthens character and inspires renewed effort in training and competitions:

*“...kanang normal ra na nga mapildi, normal ra na nga ma-failed ka. Niya ang importante daw mobawi. Bawilang gyud. Dili mani siya ingon nga kanang mapildi ka wala nay kanang kuan dili naka good nga athlete. Kay duha raman gud padulngan anang athlete, modaog ka, mapildi ka. So, mao na siya ma'am.”*

(It's normal to lose, and it's normal to fail. What's important is to bounce back and make up for it. Losing doesn't mean you're no longer a good athlete. There are only two possible outcomes for an athlete: you either win or lose. That's it, ma'am.)

IDI-04 emphasized that accepting defeat with grace is closely tied to cultivating self-discipline among student-athletes:

*“Pinaka-importante gyud that we have to learn, to ah, we have to learn to accept defeat and self-discipline. Dapat modawat gyud ta kung mapildi ang atoang mga athlete.”*

(The most important thing we have to learn is to accept defeat and practice self-discipline. We must truly accept it when our athletes lose.)

In addition, IDI-03 noted that words of strength and gestures of support foster trust and a positive team environment:

*“I motivate players despite setbacks in coaching, the words of encouragement to fight and always enjoy the play. By these, players may calm their selves during the game. Tapping or patting the head and shoulder is of great help to the players showcasing that they have their, ah, ah, I can show my full support, ma'am.”*

(I motivate players despite setbacks in coaching by giving words of encouragement to fight and to always enjoy the game. Through these, players can calm themselves during play. Simple gestures like tapping or patting their head and shoulders are also helpful, as they show that I am giving my full support, ma'am.)

IDI-05 shared that structured guidance fosters a sense of responsibility, helping athletes grow both on and off the field:

*“If naay mga conflicts or misunderstanding gina-resolved jud nako dayun and always reprimand the athlete everytime nga naa silay mabuhat nga mali kay dapat makabalo man sila nga kato ilang gibuhat mali gyud to siya, unya dapat gyud to nila nga usbon.”*

(Whenever there are conflicts or misunderstandings, I make sure to resolve them immediately. I also always reprimand the athletes whenever they do something wrong so they understand that what they did was indeed a mistake and that they need to correct it.)

Meanwhile, IDI-07 reinforced that a strong sense of purpose drives consistent effort and commitment:

*“Staying motivated as a coach despite setbacks, I continuously used the intentional mindset strategies and emotional resilience in order to pursue what you have started and always think to reconnect the goals being set and focus on the “Why”. Atoa gyud iparealized sa ilaha ang ilang mga struggles og ilang goal.”*

(I continuously use intentional mindset strategies and emotional resilience to pursue what I have started. I always remind myself to reconnect with the goals that were set and focus on the 'why.' I make sure to help the athletes realize their struggles and their goals as well.)

## Embracing Faith and Spirituality

Spirituality and faith turned out to be significant topics for discussion among the participants who were considering how one's personal convictions help to alleviate the pressure of coaching. The coaches pointed out that prayer, self-reflection, and reliance on spiritual guidance were the means through which they managed to keep their concentration, deal with the stress, and find value in their occupation. These events show that if one is willing to accept faith it will not only benefit the coach's health but also positively influence his temperament towards directing and energizing athletes which is the base of the highlighted theme.

This is highlighted as IDI-01 stated that managing stress through calmness and spiritual practices enables coaches to remain focused and resilient:

*"Kanang akong madungog nga mga something, mga problema dili jud ko ingon ma'am nga ako silang ginadibdib. Ang akong ginahimo is kung ma-stress ko akoo gyud na siyang kanang moginhawa kung lalom then pagkahuman mohangad ko then mangayo og guidance kay God. Lord, kanang murag puno najud kayo Lord, hangak na kayo. Labi nay mag-abot atong problema baya ma'am sa school, sa family, niya sa coaching pa jud. Naa gyud na. Grabi murag everyday gyud atong stress..Seguro akoo mamanan nako siya kay jolly mangud ko ma'am."*

(When I hear about problems or difficulties, I don't internalize them. What I do when I feel stressed is take deep breaths, sigh, and then seek guidance from God. I pray, especially when problems pile up—from school, family, and coaching—it can be overwhelming. I try to manage it because, ultimately, I want to stay cheerful and positive, ma'am.)

Furthermore, FGD-06 noted that empathy and respect, grounded on faith, are essential for nurturing both the personal and athletic growth of student-athletes:

*"My most valuable lessons that I have developed from being a coach is being emphatic, respectful, resilient, humble and God-fearing. We must a model of values, discipline, and professionalism because our athletes mirror our behavior."*

(The most valuable lessons I have developed from being a coach are being empathetic, respectful, resilient, humble, and God-fearing. We must be models of values, discipline, and professionalism because our athletes mirror our behavior.)

According to FGD-07, instilling discipline and trust, along with encouraging faith, contributes to both personal growth and team cohesion:

*"I always have feedback and self-reflection every after training. Also, I always instill to them that they are family and always putting in to their minds that there is no big problem if you have a bigger God."*

(I always provide feedback and encourage self-reflection after every training. I also instill in them that they are like a family and remind them that no problem is too big if you have a greater God.)

## Insights of Coaches who are Former Athletes with Regard to Coaching Sports

By means of reflections on their lives, the participants were able to convey noteworthy ideas which significantly influenced their values and views in coaching. These notions not only point out their transformation from sportsmen and women but also draw attention to their dedication to nurturing athletes in all aspects. From their responses, five essential themes emerged: (a) focusing in the holistic and character development of student-athletes, (b) values-driven and empathetic leadership in sports coaching, (c) intensifying institutional and community support, (d) celebrating triumph and fulfillment in student-athlete development, and (e) provision of equipment and experienced coaches.

Presented in Table 3 are the essential themes and core ideas on the insights of coaches who are former athletes with regard to coaching sports.

Table 3 Essential Themes and Core Ideas on the Insights of Coaches who are Former Athletes with Regard to Coaching Sports

Essential Themes	Core Ideas
Focus in the Holistic and Character Development of Student-Athletes	<ul style="list-style-type: none"> <li>• Finding fulfillment in student athletes’ overall growth</li> <li>• Emphasizing student-athletes’ holistic development</li> <li>• Shaping well-mannered and respectful athletes</li> <li>• Celebrating triumph in the progress of student-athletes</li> </ul>
Employ Values-Driven and Empathetic Leadership in Sports Coaching	<ul style="list-style-type: none"> <li>• Encouraging continuous learning and collaboration with others</li> <li>• Integrating of moral and life values in sports coaching</li> <li>• Supporting athlete with empathy and inspiration</li> <li>• Leading through patience and empathy</li> </ul>
Intensify Institutional and Community Support	<ul style="list-style-type: none"> <li>• Balancing academics and sports through flexible time allocation</li> <li>• Recommending for partnerships with clubs or organizations</li> <li>• Needing for special programs for athlete development</li> <li>• Strengthening academics through support for student-athletes</li> <li>• Gaining support fund from LGU</li> <li>• Strengthening sports programs via local sport clubs, academe, and the community partnership</li> <li>• Collaborating with academe and LGU to build a strong coaching program</li> </ul>
Celebrate Triumph and Fulfillment in Student-Athlete Development	<ul style="list-style-type: none"> <li>• Recognizing progress and giving oneself intrinsic rewards</li> <li>• Finding triumph in student-athletes growth and confidence</li> <li>• Finding fulfillment in student-athletes’ progress and growth</li> <li>• Experiencing triumph when student-athletes show progress and sharing</li> <li>• Celebrating small wins of student-athletes</li> </ul>
Provision of Equipment and Experienced Coaches	<ul style="list-style-type: none"> <li>• Enhancing sports training by experienced coach and support</li> <li>• Equipping coaches through trainings, workshops, and practical mentorship</li> </ul>

**Focus in the Holistic and Character Development of Student-Athletes**

Accounts from the participants reflect that their success lies in knowing they have contributed to the holistic growth of the students, influencing athletes to become respectful individuals, and understanding that winning is not the primary focus, but the athletes’ development is.

FGD-03 highlighted the sense of fulfillment derived from witnessing overall growth of student-athletes:

*“When seeing athletes improve their skills, confidence and overall performance.”:*

On prioritizing holistic development, IDI-05 stressed the importance of ensuring that athletes grow into well-rounded individuals both on and off the field:

*“The most impactful coaching strategies I’ve found focus on a holistic approach-developing not only their athletic skills but also character and life skills”*

(The most impactful coaching strategies I’ve found focus on a holistic approach—developing not only athletes’ physical skills but also their character and life skills.)

Additionally, IDI-02 highlighted the role of coaching in developing athletes who are not only skilled but also well-mannered and respectful:

*“To have an improved and well-mannered athletes, ah, respectful to the demeanor of their fellow athletes and these can be. Yes ma’am.”*

(To have improved and well-mannered athletes who are respectful toward their fellow athletes. Yes, ma’am.)

This is also highlighted by IDI-07 who noted the joy and pride experienced when celebrating the progress of student-athletes:

*“Every time I saw the performances of gymnasts and their willingness, dedications, determination, and discipline aspect, I could say that I reached the victory of being a coach.”*

(Every time I see the performances of the gymnasts—their willingness, dedication, determination, and discipline—I can say that I have reached the true victory of being a coach.)

### **Employ Values-Driven and Empathetic Leadership in Sports Coaching**

The participants shared that coaching involves not only the transfer of skills and strategies but processing the strong values and leading the athletes with integrity as well. They emphasized that the concepts of discipline, patience, empathy, optimism, and respect are the ingredients of both the coach’s leadership and the athlete’s character. These values, often rooted in their own experiences as former athletes, serve as the foundation of their coaching philosophy.

This is evident as FGD-02 emphasized the importance of continuous learning among coaches to improve skills and strategies:

*“The most valuable lessons I learn from being a coach is the continuous learning. What I learned yesterday, might not be applicable today so it is best to stay up-to-date with best practices, new techniques, and technologies to improve coaching.”*

(One of the most valuable lessons I’ve learned from being a coach is the importance of continuous learning. What I learned yesterday might not be applicable today, so it’s best to stay up-to-date with best practices, new techniques, and emerging technologies to improve my coaching.)

IDI-07 expressed the role of incorporating moral and life values into coaching to guide athletes’ behavior:

*“As a coach, I learned the lesson of being consistent in having a positive mindset, goal setting, training design, discipline and resilience.”*

Moreover, IDI-05 added the importance of providing empathetic support and inspiration to motivate student-athletes:

*“One of the most valuable lessons I’ve learned from being a coach is the importance of having a patience, and of course, growth and progress that takes time, and every athlete develops at their own pace, so, wala...dili nato sila dapat ginadali-dali. Ahm, I’ve also learned that leadership is about service, not authority, not all the time kung unsay imong gusto mahitabo as a coach mao jud ang matuman. Of course I should consider my athletes; it’s about inspiring and supporting others rather than just giving instructions.”*

(One of the most valuable lessons I’ve learned from being a coach is the importance of patience, and understanding that growth and progress take time. Every athlete develops at their own pace, so we shouldn’t rush them. I’ve also learned that leadership is about service, not authority. It’s not always about having things happen exactly as I want as a coach. I must consider my athletes and focus on inspiring and supporting them rather than just giving instructions.)

IDI-06 highlighted the significance of exercising patience, empathy, and consistency as key leadership qualities:

*“Patience, empathy, and the importance of consistency in guiding others.”*

### **Intensify Institutional and Community Support**

Certain participants expressed that the individual coach-athlete dynamic is just one of the support systems, and there are others, which are much more important. They told that the cooperation with educational institutions,

the sports sector, and the local communities is a key factor in making coaching effective. This includes the establishment of special programs, partnerships with experienced mentors, and providing flexible time arrangements to help student-athletes balance academics and training.

On balancing academics and sports through time allocation, IDI-01 shared:

*“So siguro, mas better ana is kanang ang mga teachers’ pud tagaan nilag lugway ba ang athlete, ma-meet pud kung unsa ang ilaha mga projects ba. Dili kay ederetso gud nila babaan gud dayon ilang mga grades kay disturb”*

(It would be better if teachers gave extra or ample time for student-athletes to complete their projects or other requirements, instead of immediately giving them a low mark.)

Moreover, FGD-02 narrated the value of establishing collaborations to provide additional resources, opportunities, and support for athletes:

*“To better align sports coaching curriculum with real-world challenges and needs, the academe can collaborate with sports organizations, teams, and coaches to gain insights into current trends and challenges”*

In addition, IDI-02 remarked the necessity of implementing specialized programs aimed at developing athletes’ skills and potential:

*“To make it realistic ma’am, I highly suggest to put up a Special Program for Sports to syste... to systematically and strategically cater and address such challenges and needs.”*

(To make it more realistic, ma’am, I highly suggest establishing a Special Program for Sports to systematically and strategically cater to and address the challenges and needs of student-athletes.)

Aligned with academic support towards empowering student-athletes, IDI-03 added:

*“The academe could not build a strengthened curriculum which aligns with the sports if the academe does not support the student-athletes sport equipment’s and other facilities to be used. So, importante gyud ma’am nga mo support gyud sila sa mga students-athletes especially sa mga equipment.”*

(The academe cannot develop a strengthened curriculum that aligns with sports if it does not support student-athletes with sports equipment and other facilities. It is really important that they provide support to student-athletes, especially with the necessary equipment.)

In relation, IDI-04 stated the role of local government units in providing financial support:

*“Bisag mga 1hour naay time ang mga athlete nga mag training with kanang proper trainers gyud and equipments nga funded unta sa school or LGU”*

(Even if the athletes have just one hour of training, it is important that they train with proper trainers and equipment, which should ideally be funded by the school or LGU.)

Moreover, IDI-05 expressed that partnerships create a network of resources and mentorship for athletes:

*“To better align sports coaching curriculum with real-world challenges, the academe should integrate practical, hands-on experiences alongside theo-theoretical learning. So, this can be done by partnering with local sports clubs, schools, and community programs to provide student coaches with internships or mentorship opportunities, and exposing them to the day-to-day realities of coaching diverse athletes.”*

In relation to joint efforts between the academe and LGU, FGD-04 highlighted:

*“The academe and local government should work together to hire actual trainers with real coaching experience to ensure that sports programs address real-world challenges effectively while the teacher-coach focuses on balancing teaching students, and training and developing athletes.”*

Coaching tends to be more productive through shared responsibility between the school and the community and by means of structured patterns.

### **Celebrate Triumph and Fulfillment in Student-Athlete Development**

Acknowledgments' recognition and appreciation for the spirit of an accomplishment existed as a powerful theme among participants. Previous athletes-turned-coaches all stressed the significance of acknowledging not just success in competition, but also the minor, important milestones that signify improvement, effort, and growth. All these show how rewards for winning breed motivation, confidence, and a positive culture for athletes, which serves as the foundation of this noted theme.

This is evident as IDI-01 highlighted that self-recognition motivates continuous effort and personal growth:

*“So mao na akong na realized ba nga kita as a teacher and as a coach kanang e try daw nato nga e-lived nga mura pud kag athlete ba, kay sa atua mangud karun nga daghan tag stress pero dapat one step at a time lang gyud ta. Then, butang ta puno kayo atong utok, butang nato nga kaning isa ma-solve. Dapat malipay ka niya tagaan gyud nimog reward imong kaugalingon. Dili reward materially. Maski e-tap lang gud nimo imuhang kaugalingon, “Uy lab, good job ka karon. Kay theres no other person mangud nga maka-uplift sa imuha. Lisud pud na kung pangitaon nato sa lain tao, kay kung dili na nila mahatag sa atoa ma-down manta. Wala may lain gyud nga kanang mo-ingon sa imong kaugalingon nga kaya rana, okay rana.”*

(What I realized is that as a teacher and a coach, we should try to live like an athlete ourselves. We face a lot of stress, but we must take things one step at a time. Focus on solving one problem at a time, and make sure to give yourself some form of reward—not materially, but even just a small gesture, like tapping yourself and saying, ‘Good job today.’ There’s no one else who can truly uplift you. It’s difficult to rely on others because if they cannot provide it, it can bring you down. You are the only one who can tell yourself, ‘You can do this, it’s okay.’)

Moreover, emphasizing the sense of triumph experienced by coaches when observing student-athletes’ growth, IDI-05 added:

*“I feel I’ve triumphed when my athletes improve, win games, or simply gain confidence in themselves.”*

In relation, IDI-06 expressed the fulfillment derived from witnessing the continuous development and progress of student-athletes:

*“It motivates me as a coach to see the gymnasts improving and enthusiast in performing the routine. Their achievement is my fulfillment. Ma-happy gyud ko, ma’am.”*

(It motivates me as a coach to see the gymnasts improving and enthusiastic in performing their routines. Their achievements give me a sense of fulfillment. It truly makes me happy, ma’am.)

Similarly, IDI-07 reinforced the joy as a coach in recognizing progress of the team:

*“When I see my athletes improving and growing in their respective fields and areas and sharing their learnings with others.”*

*“I always point out to them their progress even if it is small or shallow, I always tell them they did a great job. During trainings also, I give them rewards like a good snack or materials essential for them. In that way, I also observed my athletes striving hard and working hard”*

Moreover, IDI-08 shared that acknowledging minor accomplishments helps athletes stay engaged and motivated toward long-term goals:

*“Leadership because I am leading, ya...young athletes towards the goal they want to achieve. Self-Awareness and continuous learning because it helps me to reflect on my performance, skills and character as, character as well. Celebrating small wins.”*

(Leadership is important because I am guiding young athletes toward the goals they want to achieve. Self-awareness and continuous learning help me reflect on my performance, skills, and character. I also make it a point to celebrate small wins.)

### **Provision of Equipment and Experienced Coaches**

Access to the right sporting equipment and seasoned coaches became a significant theme among the subjects. Coaches stressed that good resources and skilled mentorship are key to successful training, skill improvement, and total athlete performance. Such experiences point to how the academe, local government, and professional personnel support increasingly contribute to the success of sports programs, which constitutes the foundation of this major theme discovered.

This theme is illustrated by IDI-04, who highlighted the importance of adequate facilities and trained coaches to support the student-athletes' needs:

*“Dapat jud naay proper training and equipments especially sa gymnastics nga sports daghan kaayo mig mga equipments nga ginagamit so dapat naa gyud mga equipment and dapat as coach naa kay experience sa ah imong sports nga gi handle.”*

(There should definitely be proper training and equipment, especially in gymnastics, where we use a lot of different equipment. Coaches should also have experience in the sport they handle.)

Furthermore, FGD-01 reflected that continuous professional development strengthens coaching practices:

*“Making also lots of symposium and workshops in different experienced coach so that students can really see what coaching really like. In this way, future coaches will be ready to handle both skills and challenges of coaching.”*

(It is important to conduct many symposiums and workshops with experienced coaches so that students can truly understand what coaching is like. In this way, future coaches will be prepared to handle both the skills and challenges of coaching.)

## **DISCUSSIONS**

This chapter discussed and summarized the conclusions based on the research findings of the study titled “Triumphs and Challenges of Former Athletes in Coaching Sports Events” through the phenomenological approach. It contains a thorough discussion on the essential themes gleaned from the lived experiences of the participants, reinforced with relevant literature and existing scholarly publications. In addition, in this chapter, the implications of the findings for teaching and coaching practice are presented, as well as recommendations for future sports coaching and athlete development research.

### **Lived Experiences of Coaches who are Former Athletes in Triumphs and Challenges of Coaching Sports**

The lived experiences of former athletes who are now coaching revealed several recurring challenges. After analyzing the participants' responses, six essential themes emerged: (a) experiencing difficulty in juggling multiple roles, (b) experiencing limited financial resources in coaching, (c) experiencing challenges in accessing sports equipment and facilities, (d) dealing with athletic behavior and health condition, (e) reaching higher athletic meets, and (f) teaching positive attributes to student-athletes.

## **Experiencing Difficulty in Juggling Multiple Roles**

Retired athletes becoming coaches experience one of the most significant difficulties in doing the teacher and sports mentor roles simultaneously. Some of the participants said that dividing attention and physical exhaustion is the inevitable output when teaching is taking place at the same time with coaching, especially when their timetables are not synchronized. They are also expected to be in excellent shape during both training and competitions and thus find it very hard to carry out their classroom duties while attending to the requirements of training and competitions. Moreover, the participants named the pressure coming from heavy workloads and administrative work such as paperwork, school functions, and meetings as the main negative factors affecting them. These activities are obligatory and consume lots of their time and energy, leaving them drained and ineffective in their coaching work. Without the necessary support and an appropriate scheduling system, this double workload becomes unrealistic and can negatively affect one's academic performance and athletic development simultaneously.

The findings of the study is supported with the findings of Kumar (2022) who characterized role conflict faced by educators as occurring when demands or expectations from different roles that are not compatible come together. This predicament usually results in stress and anxiety, particularly in case one such role is coaching student-athletes (Falcis, 2025). Teacher-coaches, on one hand, are required to conduct their teaching activities within the school hours and on the other hand, take control over sports activities outside the class hours making conflicting demands and not allowing sufficient recovery time. Moreover, Van Droogenbroeck et al. (2021) pointed out that teaching-related workloads are the leading cause of emotional burnout among teachers, especially in this position where one has to balance work with personal life. It is particularly tough and exhausting for those involved in long scheduled extracurricular activities like sports coaching.

## **Experiencing Limited Financial Resources in Coaching**

The unavailability of resources was one of the main problems faced by the participants, particularly the limited access to proper training equipment and facilities. Some coaches expressed concern over outdated or insufficient equipment, poor practice areas, and the lack of organizational support, which hinder effective training and caused frustration among both coaches and players. In addition, several participants highlighted the financial struggles of student-athletes who could not afford equipment, transportation, or other sports-related needs. In the absence of school or community sponsorship, coaches sometimes relied on donations or personal funds, which added to their burden and negatively affected athletic development.

To further support this claim, Merxhani and Ibraimi (2024) support this viewpoint, indicating that the lack of sports facilities at schools not only obstructs the education process but also pushes the physical education teachers and trainers to rely on very inconvenient methods to accomplish their tasks. Similarly, Bates et al. (2024) have observed that inadequate sports facilities greatly lower the training and coaching efficiency, thus, affecting the athlete's performance during the practice and competitions. These challenges represent the situation of the participants in this study, who constantly have to deal with lack of equipment and facilities or even none at all. Moreover, Rahmani et al. (2024) argued that money is a major factor in the development of the athlete because it allows for access to quality training, recovery, and mental health services. Without such support, student-athletes become more anxious and their performance is more limited. The financial burden is also passed on to the coaches who have no alternative but to recruit external help or pay from their own pockets.

## **Experiencing Challenges in Accessing Sports Equipment and Facilities**

The lack of good sports equipment and facilities is one major obstacle for ex-players to get into coaching. The participants mentioned that they have to train in poorly equipped or crowded places, and basic supplies like balls, nets, and uniforms are either not available or just a little stocked. This situation forces the trainers to modify the exercises, lessen the amount of activity, or even pay from their own pockets to help the athletes and reduce their frustrations. This situation impacts not only the development of the athletes' skills but also the overall positive atmosphere in the barracks, hence the change in the level of motivation, particularly when compared to more fortunate teams.

The findings are corroborated with the study of Sahabuddin et al. (2023) which indicated that the problems related to poor sports infrastructure in schools are still there and thus, the effectiveness of physical education is lower than it could be. In a similar way, Rosario (2024) pointed out that public school facility shortages are among the reasons that lead to the destruction of sports development negatively affecting the performance of coaches and student-athletes alike. Pan et al. (2022) remarked that such barriers as poor access and non-existent well-maintained facilities are huge constraints in sports activities and public participation in them in China. Moreover, Arazpour et al. (2025) reported that both educators from the Kurdistan Region and Finland identify insufficient facilities and schoolyards as major limitations in carrying out effective physical education lessons. All these studies cast light on the fact that equipment and facilities are the core preconditions for regular training, quality coaching, and fair participation in the sport arena.

### **Dealing with Athletes' Behavior and Health Condition**

The coaches also identified several athlete-related challenges that made their work more demanding. Common issues included tardiness and poor attendance during practice, which slowed the team's overall progress. They also struggled with managing athletes who had different temperaments, emotional needs, and levels of commitment, requiring strong communication and interpersonal skills. In addition, balancing academics, health concerns, and sports responsibilities further complicated the coaching process and required coaches to carefully balance discipline and understanding.

The present findings support the claims made by Jowett et al. (2023), who emphasized that affective abilities and quality of connections between coaches and players are decisive factors in satisfaction and team performance as a whole. This is in line with the current study's findings, where coaches pointed out that they have to mix discipline with patience while dealing with behavioral and emotional issues. Additionally, Amaranto (2025) found that academic pressure is a major reason for inconsistency in training and distraction of student-athletes at the same time. Similarly, Yang et al. (2024) reported that competitive anxiety and concentration disruption were significantly related to athlete burnout in college athletes, demonstrating how psychological stressors connected to sport performance can negatively influence overall athlete well-being and functioning. The need to meet academic demands often results in the students being late or absent at practices which adds more stress to the coaches who have to re-organize and keep the team together.

### **Reaching Higher Athletic Meets**

In most cases, ex-athletes who turned professional coaches have a hard time leading their teams to competitions of the highest level. The participants pointed out that although events like DAVRAA (Davao Region Athletic Association) and provincial athletic meets are opportunities for promotion, the whole process of getting to the competitions is full of obstacles. One of the coaches said that limited access to good training facilities, shortages of equipment, and lack of support systems are the major factors that hold back the preparation and performance of their athletes. The coaches' and athletes' resistance and determination to seek excellence despite the obstacles are well captured in the fact that there were such teams that qualified for the DepEd provincial badminton meet and were crowned champions in the sport of volleyball in New Bataan consecutively.

The study further supports the findings of Palwasha et al. (2022), it was found that that provision of sports facilities has a very powerful influence on athlete's motivation for college games, thus supporting the argument that proper infrastructure is a necessity for area of physical activities. In a similar way, a research by Flechero (2023) indicated that inadequate sports facilities and equipments in college schools are obstructing development in sports and consequently the academic success of the students thus pointing out the coexistence of physical and academic health. Besides, a research by Khan et al. (2022) reported that students' participation and performance in sports are negatively affected by the lack of sports equipment and facilities which implies that the infrastructure is the key for the development of sports. While these various studies differ in their specific findings, they all agree on the major significance of facilities and equipment for ensuring training of uniform quality, good coaching and fair access to sports..

## Teaching Positive Attributes to Student-Athletes

Coaches that were once athletes themselves usually put more emphasis not just on the acquisition of skills but also on training in positive character traits as the most important role of a coach. The players said that the values transfer during practice—discipline, respect, and perseverance—and sharing personal stories help build both the athletes' skills and the character of student-athletes. Teaching discipline is seen as an absolute need, not just for competitive sports but for gradually molding personality that is good enough in every aspect of life—the discipline acquired in sports carries over to the rest of the person's life. The coaches said that when they share their personal stories and experiences, the athletes get inspired, and with that, they get stronger and more accountable, which in some cases is even more valuable than winning the games.

These outcomes are in line with the study of Nascimento Jr. et al. (2021) which pointed out that sport-related life skills champions are more likely to be socially positive. Also, Corti et al. (2023) noted that the leadership styles of coaches impacted the social and personal skills of young athletes a lot, especially when the styles matched the personal values of the athletes. In addition, Avilés-Dávila et al. (2023) pointed out that mentoring approaches are crucial to the personal and social competences development of teenagers. Collectively, these findings affirm that trainers are the models who not only shape the technical aspect of sportsmen but also their ethical standards through the influence of their conduct.

## Coping Strategies of Former Athletes on Challenges of Coaching Sports

The responses of former athletes who are now coaching sports revealed various strategies they use to cope with the challenges of their dual roles. After analyzing, six essential themes emerged: (a) allowing open communication, (b) providing self-motivation and care, (c) availing in personal services and trainings, (d) practicing time management and priority setting, (e) inculcating resilience in setbacks, and (f) embracing faith and spirituality.

### Allowing Open Communication

It is no surprise that good communication is the major pillar of conflict resolution in the relationship of the retired athlete-coach and team members or individual athletes in general. Participants referred to active listening and conflict resolution employing respectful communication as conducing to the avoidance of misunderstandings and thereby establishing trust between athletes and coaches. In this way, they create a culture of respect and support where athletes are appreciated, heard and feel secure to express their opinions. This kind of environment does not only strengthen the ties of the team but also fosters their mutual cooperation in the training sessions. Besides, some coaches admitted that they also provide motivation or “pep talks” from time to time to lift the spirits of the athletes especially when they are feeling down, or have to deal with personal or team setbacks, etc. These moments of building confidence do not only create an atmosphere of positivity and emotional resilience, but also keep the players aligned and inspired to confront academic and athletic challenges.

Karafil and Ulas (2024) pointed out that effective communication between the coach and the player is of paramount importance to performance enhancement, team unity, and prevention of miscommunication. They noticed that poor communication is most often the reason for fights, decrease of motivation, and ineffective teamwork—the issues that most of the participants in this study have actually experienced. Communication skills were found to have a substantial effect on competitive performance by facilitating coordination and motivation among team members (Bedir et al., 2023). Accordingly, Khan et al. (2022) recommend that the use of appropriate communication skills, as in the case of motivational dialogue, by the coaches and trainers should become a daily practice aimed at improving players' performance and participation in the team as a whole.

### Providing Self-Motivation and Care

Another coping strategy identified by the participants was self-motivation and self-care. Retired athletes who are coaches underlined the importance of staying calm and maintaining mental toughness, when especially facing pressure, setbacks, or emotional difficulties. A majority of them mentioned that they intentionally

indulge in self-management, such as setting limits, developing healthy habits, or taking breaks when needed, to avoid burnout and be the most effective in their dual roles. Some others pointed out the necessity of self-control in one's own emotions during time of extreme pressure and opting to react with coolness and thoughtfulness rather than with frustration. All this self-regulation enables them to keep their professionalism, the athletes learn from them in terms of discipline to follow, and issues are dealt with even-handedness. Personal growth here takes the form of not only a better coach but also always changing maturity and mentality that can cope with the intensity of the setting and therefore excel.

These results are consistent with those of Corrie and Kovacs (2022), who maintain that coaches need to be psychologically and emotionally well-resourced if they are to be able to practice effectively and ethically. They found that those coaches who self-monitor and give priority to their own mental well-being are the ones that are best prepared to deal with difficult professional relationships. Furthermore, Baquero & Moneo (2021) affirmed that coaching processes coincide to a great extent with self-regulation processes—goal-setting, reflective monitoring, and emotional regulation—implying that successful coaches unavoidably acquire the fundamental self-management skills. In addition, Frost et al. (2024) found that protective psychological factors, including self-care, emotion regulation, and coping skills, are associated with better mental health and coaching effectiveness in elite-level coaches, supporting the importance of intentional self-management practices. These findings support the value of participant's strategy and reveal that personal development and self-regulation are not luxuries, but rather essential tools for the practice of effective coaching.

### **Availing in Professional Services and Trainings**

A systematic-planning-and-developmental-models method is another prominent coping mechanism that retired athletes turned coaches employed. Most of the participants highlighted their learning from coaching practices and keeping themselves updated with the latest coaching practices as ways to make their sessions more effective. By continuous learning and development, they make sure that their athletes get the cutting-edge and the relevant training. Moreover, they have also taken up the new technologies and the techniques to super charge their performance, communication, and team management—showing their flexibility in rapid changes of the sports environment. The management of time was also a major topic of discussion since the coaches insisted on the need to have effective planning of the schedules and at the same time set objectives that are realistic and measurable for themselves as well as for the players. These planning-based techniques allow the coaches to be proactive, creative, and harmonious in the performance of their tasks.

The teaching methods used by Hobbs and Ricketts (2024) were consistent with the above-mentioned theories since they said that goal setting is a fundamental tool for coaches which that serves to make clear expectations, to keep the players more excited and to advance, the overall progress of the team during the season. In addition, Ihsan et al. (2025) in their recent work, discussed the application of technology in sports coaching and suggested that such technologies as wearing sensors, mobile applications for video-feedback, and data analytics are very useful in the process of training enhancement, evaluation of performance, and athletes' monitoring—but they should be used only under a proper support. Similarly, Brewer et al. (2025) found that integrating digital technologies into coaching practices, including decision-support tools and performance analytics, enhances coaches' ability to plan, communicate, and manage athlete development in real-world sport settings. These studies back up the participants' experience confirming that careful planning, best practice uptake, and technological innovation are the main methods for coping with the difficult challenges of modern coaching.

### **Practicing Time Management and Priority Setting**

Another coping mechanism that the athletes who became coaches applied in coaching is knowing their personal priorities and setting the team's needs in accordance with those priorities. What was shared is that in knowing what activities are of utmost importance- whether for the individual's well-being, schooling, or coaching- they were able to manage their time and keep a balance better. By classifying tasks according to their importance, they could schedule practice time, relaxation time, and personal duties in such a way that only a little stress would be left behind. Most participants emphasized the necessity of giving priority to personal care, making time for getting ready, and having expectations that are only slightly high for self and

team. This awareness and routine helped them to avoid being overworked while carrying out both of their responsibilities and to guide their teams with the same level of clarity and constancy as before.

The research of Yasser (2023) gave credence to these results since he found a significant and positive link between the major coaches' time management skills and their mental health. A stress reduction process was experienced by those coaches who highlighted the minor tasks. Moreover, an analytical study of teacher-coaches brought to light that such time management methods as blocking and prioritizing—e.g., specifying times for coaching, teaching, and personal activities—are a source of role efficiency combined with a decrease in burnout risk (Arsenas, et al., 2025). Likewise, research indicates that sport coaches who effectively balance personal and professional priorities through deliberate work-life strategies report improved well-being, reduced stress, and greater overall effectiveness in their coaching roles (Hinojosa-Alcalde et al., 2023). It can be said that the studies, highlighting their participants' crippling of priorities, deliberate planning of assignments, and wise usage of time, not only confirm but also empirically prove these strategies as the most important ones for facilitating the effectiveness of coaching and the resilience of the individual.

### **Inculcating Resilience in Setbacks**

Coaches who once played professionally, when asked about the process of students dealing with losses, often highlight the most important step as the acquiring of the trait called resilience. They talk about the main positive aspect of the basketball game, teaching the players to accept defeat with dignity, working out a comeback, and imparting self-discipline. In a similar way, the coaches listed using of the same positive language and body movement, making the players responsible for their actions, and keeping the focus of attention on the goals as the main factors of a mindset switch from fixed to growth. Winning and losing in that way are not the same; the former is a chance to learning; the latter is a part of the life cycle of resiliency that gets to be people's self-image and their response to problems.

The above-mentioned issues are well-supported by present-day evidence. To cite an example, Llanos-Muñoz et al. (2023) found out that the interpersonal support coaching technique not only builds individual resilience but also facilitates the team's will to stick to training; Sullivan et al. (2023) revealed that college student-athletes involved in a resilience training program had their intention to use adaptive coping strategies increased. Furthermore, Tutte-Vallarino et al. (2022) provided evidence that resilience levels are negatively correlated with the incidence of burnout among athletes, thus revealing that resilient athletes are less likely to be burnt out and quit.

### **Embracing Faith and Spirituality**

Retired sportspeople become coaches and usually agree on one thing – the importance of bringing faith and spirituality into the lives and practices of the athletes to lead them. They share their experiences of dealing with stress through mindfulness, calmness, prayer, and journaling. Their teaching principles are based on empathy, love, and trust in God while including discipline and faith in the sports process. The inner strength development of student-athletes leads them to be resilient, and their training and performance have a strong purpose through these spiritual and faith dimensions.

The application of these concepts can be seen in the latest studies. Noh et al. (2023) found that religious affiliation not only eases but also allows one to better manage competition stress, thereby increasing the psychological fitness of the athlete. Upenieks et al. (2024) reported the strong association of the securely attached God concept with low levels of anxiety and depression and high self-esteem among college athletes. Ellison et al. (2022) revealed that the connection between religiosity and spiritual well-being was particularly strong with motivation and discipline if religious coping strategies were used during stressful times by athletes. The results, when put together, are the ones that confirm the conviction that faith and spirituality, when thoughtfully implemented by coaches, constitute the considerable plus to student-athletes' mental health as well as athletic development.

### **Insights of Coaches who are Former Athletes with Regard to Coaching Sports**

The insights shared by coaches who were once athletes themselves offered meaningful reflections shaped by both their past experiences and current responsibilities. After analyzing their responses, five essential themes

emerged: (a) focusing in the holistic and character development of student-athletes, (b) values-driven and empathetic leadership in sports coaching, (c) intensifying institutional and community support, (d) celebrating triumph and fulfillment in student-athlete development, and (e) providing of equipment and experienced coaches.

### **Focus in the Holistic and Character Development of Student-Athletes**

The one thing that former athlete, who are now coaches highlighted is the significance that winning is not everything in sports. Most of the participants shared that the victories are the main issue but they are not the only factors of success. They shared that success is bringing in moral values, making discipline a habit, and having a great development of their athletes. This philosophy makes them focus not only on the performance but on the whole experience of their athletes. In this respect, they pointed out the importance of thorough development – boosting not only the physical abilities but also emotional strength, honesty, and responsibility. These coaches do not consider themselves just trainers; they see themselves as guides who are shaping young people with these values and the values will then go with them to the field or court and life.

This is in line with Yukhymenko-Lescroart and Gilbert (2021), who emphasized that coaching purpose that prioritizes athlete-centered outcomes is associated with positive growth in these broader areas, demonstrating that redefining success to include athlete well-being and long-term development is key to effective coaching. Besides, Quinaud et al. (2022) also pointed out that the environments for the development of talent need to merge athletic, psychosocial, and educational processes to really enhance the overall growth of youth athletes. Similarly, Llanos-Muñoz et al. (2023) found that coaches' interpersonal coaching styles- especially those that support autonomy, respect, and psychological resilience, positively predict young athletes' individual resilience and intention to remain engaged in sport, showing that coach behaviors focused beyond winning contribute to broader athlete development outcomes. The studies echo the responses of the participants in this study, repeating the that reversing the idea of success in coaching—changing the success from winning to developing the whole athlete—is the main factor in getting long-term, positive results on and off the field.

### **Employ Values-Driven and Empathetic Leadership in Sports Coaching**

The participants were all in agreement that values and principles are the cornerstones of their coaching philosophy. They claimed that morals were totally involved in coaching when teaching virtues like self-control, kindness, positivity, and the like. The values that came from their past experiences as athletes, were the ones directing their activities—from promoting respectful ways of communicating to modeling ethics while training and competing. Their value instilling efforts are not limited to making skilled players only, but also teaching good people with integrity [to be] on and off the pitch.

The findings are in line with the research findings of Crossan, Copeland, and Barnhart (2021) who discovered that in NCAA Division I basketball coaches, the clergy, moral, servant and transformational leadership styles facilitated the moral development of their teams as well as unity. Additionally, Mills and Mayglothling (2021) suggested values-based coaching focused on ethicality, excellent character, and empowerment; this is empowering the coaches to create morally correct and supportive places. Recent evidence further supports this view, Koh et al. (2024) found that coach education programs emphasizing values and principles significantly enhance coaches' ability to promote ethical behavior, character development, and holistic sport environments that balance competitive success with personal growth. Taken together, these papers are supportive of the participants' position on value-based coaching and they already mentioned moral leadership as conditioning the whole athlete's development and the team culture sustainability.

### **Intensify Institutional and Community Support**

Another key takeaway from the participants' answers is the demand for more institutional and social support for sports coaching. The ex-players who are now coaching pointed out that although personal dedication is very important, the presence of supporting structures such as school programs, sport organizations, and community involvement, has a greater impact on the quality of their work. By establishing special sports programs in academic schools, some even suggested that both the logistical and recognition issues could be

overcome. Others indicated the necessity to partner with the local clubs or to provide the athletes with qualified mentors. Moreover, they mentioned the advantage of flexible academic schedules which allow the student-athletes to manage their time and duties effectively. Clearly, these observations illustrate that coaching success is not only a matter of individual work but also a matter of the systems that foster and sustain athletic growth.

These viewpoints find support from Dieffenbach et al. (2025), whose research showed that reflective community-based programs and mentorship networks result in a considerable increase in coaches' adaptability and self-assurance. In addition, Henriksen and Stambulova (2023) pointed out that one of the possible factors that lead to athlete success is the coaching resilience provided by Athletic Talent Development Environments (ATDEs) which are comprised of schools, families, sports organizations, and community stakeholders working together. Finally, Ferreira et al. (2024) conducted a systematic review demonstrating that strong social networks of support at all organizational levels decrease coach burnout and increase the long-term commitment of coaches.

### **Celebrate Triumph and Fulfillment in Student-Athlete Development**

Coaches that used to be professional athletes will usually highlight that recognizing wins—both major and minor wins—is very important in the growth of a student-athlete. They consider recognizing advancement, either through external rewards or just supportive remarks, as the most important factor in building self-esteem and inner drive. For them, satisfaction does not come from victory in competition, but from seeing skills improve, mindset expand, and self-esteem lift in their athletes. If athletes feel their work is seen and appreciated, they are more inclined to disseminate their achievements and keep improving.

These concepts are maintained by current research. Kovács et al. (2022) discovered that coping mechanisms and recognition in the sport context enhance intrinsic motivation and persistence among athletes in a positive way. McCann et al. (2022) demonstrated that the subjective beliefs regarding motivational influence (by coaches, peers, and parents) are associated with the values that student-athletes place on progress and reward. In addition, Krasnik (2024) indicated that self-realization (competence and confidence growth) among athletes is correlated with internal satisfaction as well as external recognition. Collectively, these studies emphasize that win celebrations—via recognition, feedback, or reward—foster continued motivation, self-confidence, and long-term athletic development.

### **Provision of Equipment and Experienced Coaches**

Former athletes who become coaches underline the importance of providing not just competitive equipment but also experienced mentors as crucial elements in the development of sport training. They argue that good quality equipment is necessary to develop the technical skills of the student-athletes, while learned coaches play a vital role in supporting, motivating, and polishing their performance. The participants further stress the need for continuous improvement through workshops, training, and mentoring, which allow them to refresh their skills and meet the evolving demands of sports competitions. With these support systems in place, student-athletes are likely to be maximize their performance and to grow in all sports aspects.

There are similar conclusions reached by other studies. Woods et al. (2020) stressed that models of preparation relying on sufficient resources and skillful coaching are essential for the athletes' success. Conversely, Erikstad et al. (2021) were also successful in showing that coaches' transformational leadership leads to individual and team improvement and that mentorship and experience are the main factors. Haugen et al. (2020) also mentioned that a coach's positive behavior very much influences an athlete's satisfaction and development, especially when the support comes from good training conditions. The studies generalize that the allocation of equipment and the presence of proficient coaches are necessary for a steady athletic growth.

### **Implication for Teaching Practice**

The retired athletes' experiences of the research findings due to the coaching practice in the same sport profession have been identical in the study's results. Their difficulties and resources reflected the complications of being in two places at once—an instructor and a sports coach. From these findings, it can be

suggested that institutional support, coaching practice, and the overall development of student-athletes can be improved. The latter are the implications that will be elaborated upon in the following paragraphs.

Research has revealed time management, stress management, and effective communication as the main skills required by teacher-coaches. The “teachers-turned-coaches” must not only be skilled technically but also possess good personal skills and emotional strength to be able to perform both parts well. Self-care, goal-setting, and adaptive planning can support teacher-coaches to stay effective and not experience burnout.

According to the institutions, the findings indicate the need to revise the policies that affect teacher-coaches in the school. The measures that help teachers manage their dual roles during the sports seasons such as rescheduling classes, providing coaching stipends, and making sure there are adequate facilities and resources are important. Institutional support is the key to keeping the motivation of these individuals high, thus, they will be able to provide quality teaching and coaching.

The findings for the schools and communities are that the collaboration between agencies should be expanded to include schools, neighborhood sports clubs, and other community partners. Student-athlete development can be optimized when proper resources are provided through strong collaboration and partnerships, thereby making it more comprehensive in terms of both skill and character.

To the next generation of educators and researchers, this research is a reminder that teaching is not confined within the four walls of the classroom. Discipline, values, and leadership can also be fostered in sport. Appreciation of the actual working lives of teacher-coaches has the potential to provide valuable directions for future research as well as for the design of responsive teacher education programs.

### **Recommendation for Future Research**

It has been observed that this research study was able to achieve its primary aim, which is to investigate the lived experiences of retired athletes turned sports event coaches, focusing on their achievements they experienced, the problems they faced, the coping mechanisms they used, and the insights they learned along the way. This is reflected by the themes that were derived from the study, which were capable of fully describing and explaining the underlying phenomena under investigation.

In any case, it must be mentioned that this research is not the final or definitive point of information about the experiences of ex-athletes as coaches. As the researcher, I respectfully admit that the outcomes of this research are not intended for generalization, but as contextualized accounts bounded within the 15 participants only who volunteered their personal histories. These results and their interpretations are relevant only from the perspectives of their own authors and may differ in other populations and contexts.

The author of the paper recommend that the future studies focus on a wider sampling for the participants by including ex-athletes from different sports, levels of competition, and areas. Besides, a quantitative or mixed-methods study might be done to confirm the results and also investigate if there is any relationship between challenges and performance scores. Another suggestion that the author made is to look at the school staff, current student-athletes, and even parents’ perspectives in order to get a more complete picture of the coaching culture. Lastly, it was mentioned that longitudinal studies might be useful to see how the coaching experiences of ex-athletes change over time especially when they have to deal with new challenges and changes in the institutions they are connected to.

### **Concluding Remarks**

During the last stages of this research, I found myself not only to be the one gathering the data but also to be the one getting educated about the world of schooling and coaching in a different light. Listening to the stories of the former players who took the role of the coach made me conscious of the invisible difficulties and the great victories that come along with management of others. The very first thing that came up in my mind

during their relating to me the situation of winning, losing, and coaching at all, was the fact that coaching is more than influencing values, teaching life lessons, and leading with purpose—however, their passion brought back to me the very reason why I selected this career as an educator in the future, even if it was through the hard times.

On a personal level, this study made me more disciplined, patient, and self-reflective. I had doubts at different times throughout the phases of data collection and analysis, but every step reminded me to trust the process and stay close to the voices of my participants. I learned that qualitative research is not merely a question-and-answer affair—it is a matter of getting people. To this extent, I have grown in both academic and emotional realms, and I now feel even more respectful towards those who manage to juggle multiple tasks just to support their students and athletes.

After all, turning in the research has not been just an obligation but an experience of understanding and connecting. It has strengthened my commitment to being a teacher who not only measures the learning outcome but also the human narrative. I wish that the discovery of this research is in some manner a contribution to the processing and supporting of the significant role of teacher-coaches in building up both mind and character.

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## APPROVAL SHEET

This thesis entitled "**TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS**", prepared and submitted by **JESSA M. MANGARON**, in partial fulfillment of the requirements for the degree, **Master of Arts in Education major in Physical Education**, has been examined and hereby recommended for approval and acceptance.

**ROQUE N. LANGCOY II, ED.D.**

Adviser

### THESIS REVIEW PANEL

**APPROVED** by Committee on Oral examination with the grade **PASSED**.

**RACHEL ANNE T. RAMOS, Ph.D.**

Chairperson

**NEIL RYAN B. ADO, Ph.D.**

Member

**DAPHNE M. LEGASPINO, Ph.D.**

Member

**RYAN, A. JANCINAL, Ph.D.**

Member

**PORFERIA S. PORALAN, Ph.D.**

External Member

**ACCEPTED AND APPROVED** in partial fulfillment of the requirements for the degree, **Master of Arts in Education major in Physical Education**.

**Comprehensive Examination: PASSED**

**Oral Examination: January 22, 2026**

**Neil Ryan B. Ado, Ph.D.**

Dean of Graduate Educat

## APPENDIX A

### Endorsement Letter From The Dean



#### ST. MARY'S COLLEGE OF TAGUM, INC.

GRADUATE EDUCATION PROGRAM

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

*Quality Transformative Ignacian Marian Education*



May 10, 2025

**SHIRLEY JEAN V. SUGANO, Ed.D**

Public School District Supervisor

New Bataan District

New Bataan, Davao de Oro

#### ENDORSEMENT LETTER

Ma'am:

This is to respectfully endorse to your good office the permission to conduct the study of **JESSA M. MANGARON** with a thesis titled: **"TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS"** as a partial requirement for the degree, Master of Arts in Education Major in Physical Education of St. Mary's College of Tagum, Inc.

Further, the research title above has been examined by the Research Ethics Committee as **expedited** and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

For your perusal and approval. Thank you very much!

Respectfully yours,

  
PERLA C. PADRO, Ph.D.

Dean of Graduate Education Program

## APPENDIX B

### Permission Letter To Conduct The Study



Republic of the Philippines  
**Department of Education**  
REGION XI  
**SCHOOLS DIVISION OF DAVAO DE ORO**

Office of the Schools Division  
Superintendent

July 1, 2025

**JESSA M. MANGARON**  
Researcher  
St. Mary's College of Tagum, Inc.  
Tagum City

Dear **Ms. Mangaron:**

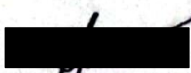
This has reference to your letter requesting permission to conduct a study to the selected public schools in the Davao de Oro Division to gather data for your Thesis entitled "Triumphs and Challenges of Former Athletes in Coaching Sports Events."

It is informed that this Office has no objection to your request provided that the following requirements are properly complied with, to wit

1. The Section Head/ School Head of the school where you intend to conduct your study, at least two weeks ahead, to ensure that no classes/activities will be disrupted;
2. Strict adherence to the Inter-Agency Task Force (IATF) COVID-19 protocols and health guidelines as implemented by this Office;
3. No instructional time shall be utilized for the purpose;
4. Action Research shall be conducted as an upshot of this study;
5. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action.
6. The Data Privacy Act shall not be infringed.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

Very truly yours,

  
**PHOEBE GAY L. REFAMONTE, CESO VI**  
OIC - Schools Division Superintendent

PN: 07012025-243



Address: Capitol Complex, Brgy. Cabidanan, Nabunturan, Davao de Oro



**Republika ng Pilipinas**  
**Kagawaran ng Edukasyon**  
 Rehiyon XI  
 Sangay ng Davao de Oro  
**PUROK NG NEW BATAAN**

**Office of the Public Schools District Supervisor**

May 28, 2025

**JESSA M. MANGARON**  
 Researcher  
 St. Mary's College of Tagum, Inc.  
 Tagum City

Dear Ms. Mangaron:

This has reference to your letter requesting permission to conduct a study to the selected public schools in New Bataan District to gather data for your Thesis entitled "Triumphs and Challenges of Former Athletes in Coaching Sports Event".

It is to informed you that this Office interposes no objection to your request provided that the following requirements are properly complied with, to wit

1. The School Heads of the schools must be consulted prior to the conduct of the study;
2. Strict adherence to the Inter-Agency Task Force (IATF) COVID-19 protocols and health guidelines as implemented by this Office;
3. No instructional time shall be utilized for the purpose;
4. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action;
5. Action Research shall be conducted as an upshot of this study;
6. The Data Privacy Act shall not be infringed.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

Very truly yours.

  
**SHIRLEY JEAN V. SUGANO, EdD**  
 Public Schools District Supervisor



**New Bataan District**  
 New Bataan, Davao de Oro  
 newbataandistrict@email.com

**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION DEPARTMENT

National Highway, Maguipo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: graduateeducation@smctagum.edu.ph

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May 28, 2025

**CHARMAIN JAY A. REFUERZO, EdD**

Principal IV

New Bataan National High School

New Bataan, Davao de Oro

Ma'am:

Praised be Jesus and Mary! Now and Forever...

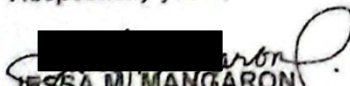
I am Jessa M. Mangaron, a second-year MAED-Physical Education student of St. Mary's College of Tagum, Inc., and I am currently conducting a study entitled: "**TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS**" as part of the course requirement for my Master's degree.

In line with this, I am humbly asking permission from your good office to allow me to conduct an in-depth interview and focus-group discussion with your selected teachers who are former athletes and now a teacher coach. Rest assured that I will follow proper protocols in the conduct of my study and that the information that will be gathered will be held with the utmost confidentiality.


Attached is the letter of approval to conduct this study signed by the Schools Division Superintendent of the Division of Davao de Oro as well as the Public Schools District Supervisor of New Bataan District.

Your positive response to this matter is highly appreciated. Thank you very much.


Respectfully yours,

  
**JESSA M. MANGARON**  
Researcher

Noted by:

  
**DR. ROQUE LANGCOY**  
Adviser

Approved:

  
**CHARMAIN JAY A. REFUERZO, EdD**  
School Principal IV

## APPENDIX C

### Informed Consent

**ST. MARY'S COLLEGE OF TAGUM, INC**  
 OFFICE OF THE RESEARCH ETHICS COMMITTEE  
 National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines  
 Email Address: smcti.rec@smctagum.edu.ph  
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**INFORMED CONSENT FORM**

**PARTICIPATION INFORMATION SHEET**

**DEAR PARTICIPANT/S:**

I, **JESSA M. MANGARON**, a graduate student of St. Mary's College of Tagum, Inc. taking up Master of Arts in Education Major in Physical Education. I am currently conducting my research study entitled **TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS**.

I am asking for your written and duly signed informed consent to this research study. The purpose of your participation in this research study is to help the principal investigator gain insights into the experiences, challenges, and successes of former athletes from New Bataan District, Division of Davao de Oro, who have transitioned into coaching sports events. This study aims to explore how their athletic background influences their coaching strategies, the obstacles they encounter, and the factors contributing to their success in the field. You are chosen as a possible participant in this research study based on the following criteria: (a) must be a former athlete who has transitioned into a coaching role with at least two years of coaching experience; (b) must have experience coaching sports events at district-level or higher sports meets; (c) must be willing to share your personal experiences, challenges, and triumphs in coaching; and (d) to take part in the study, participants must give written informed consent and agree to participate in a minimum of one focus group discussion or in-depth interview.

Please feel free to read the following information carefully and feel free to ask the above-named principal investigator if there is anything that is not clear to you or if you need more information and guidance. You must be eighteen (18) years of age or older to participate in this research study.

**SIGNATORY AND WITNESS/PROXY CONTENT**

There is nobody except you is required to sign the consent form to signify your participation in the research study. However, if you are unable to read and/or write, you may select somebody to accompany you during the reading and explanation of the informed consent form and sign the same in your behalf.

No witness is required in order for the consent form to be binding nor is a proxy content allowed. But if you are below eighteen (18) years of age, a parental informed consent from your parent or legal authorized representative and your informed assent are needed before you can fully participate in this research study.

**PURPOSE, OBJECTIVES & SIGNIFICANE OF THE STUDY**

The purpose of the study is to explore the experiences of former athletes from New Bataan District, Division of Davao de Oro, who have transitioned into coaching sports events. It aims to identify the challenges they face, the strategies they use to overcome them, and the successes



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they achieve in their coaching careers. By understanding their journey, this research seeks to highlight the impact of their athletic background on their coaching methods and decision-making.

### RESEARCH STUDY PROCEDURES

Before conducting this research study, the protocol was submitted to the Research Ethics Committee (REC) for review. Upon approval, the REC issued a certificate granting permission to proceed with the study. An endorsement was then secured from the Dean of the Graduate School and, for studies involving public schools, from the Department of Education (DepEd). To ensure the confidentiality of the data collected, a gatekeeper, enumerator, or expert debriefer was employed and signed a confidentiality agreement before engaging in any research activities. Additionally, all collected data will be made available to the REC and other regulatory bodies for verification purposes upon request, ensuring compliance with ethical and research integrity standards.

Participants will be recruited through various channels, including direct invitations via email, personal messages, and printed letters, as well as public announcements such as social media postings and flyers. This diverse recruitment approach will help ensure a broad and representative participant pool. Before securing consent, an orientation will be conducted to explain the research objectives, procedures, and ethical considerations. This orientation will allow potential participants to ask questions and seek clarifications before deciding whether to participate. To ensure privacy during the orientation, whether conducted online or face-to-face, the following precautionary measures will be implemented: (1) online orientations will require participants to use secure platforms with password-protected meeting rooms, and recording will only proceed with explicit consent; (2) face-to-face orientations will be held in a private setting to prevent unauthorized access and will maintain physical distancing if necessary to protect participant confidentiality. The orientation will also be recorded via audio or video, providing evidence that participants were fully informed before giving their consent.

Following the orientation, each participant will receive a copy of both the Informed Consent Form (ICF) and the Data Privacy Notice for Research Participants. The Data Privacy Notice will outline key components, including the purpose of data collection, the specific types of personal information gathered, how the data will be stored and protected, the duration of retention, the rights of participants regarding their data, and the contact details of the responsible research ethics committee. Participants will be required to sign and return the Data Privacy Notice, which will be securely stored and included as part of the study's appendix. The researcher will explain both documents in detail and address any concerns before participants sign the forms.

Once consent is obtained, the data collection process will commence, beginning with Individual Depth Interviews (IDI). Each IDI will last approximately 30–45 minutes, during which participants will share personal experiences, coping mechanisms, and insights related to the research topic. These interviews will be audio-recorded to ensure accuracy and facilitate transcription. After the IDI sessions, a Focus Group Discussion (FGD) will be conducted with a group of five participants, lasting approximately 60–90 minutes. The FGD will allow for interactive discussions, fostering a deeper exploration of the topic. This session will also be audio-recorded for detailed analysis.

To ensure data accuracy and uphold ethical research practices, the researcher will collect and process personal information, such as participants' full names, contact details, educational



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background, years of experience, professional position, and workplace location. The collection of this information is necessary to verify participant eligibility, enable follow-ups for clarification, and ensure the credibility of the study's findings. After transcription and thematic analysis, participants will have access to the initial findings to review, clarify, or elaborate on their responses. This collaborative approach will help minimize misinterpretation and researcher bias, ultimately enhancing the study's credibility and reliability.

### **VOLUNTARY PARTICIPATION AND ALTERNATIVE OPTIONS**

Your decision on whether or not to participate in this research study is completely voluntary. It is up to you whether or not you decide to participate. If you decide to participate, you will be required to sign this informed consent form. You have the right to withdraw your participation at any time and without providing a reason, even after signing the consent form. The relationship you have, if any, with the researcher will not be impacted if you decide to withdraw from this study. In the event that you withdraw from the study before data collection is completed, rest assured that your data will be returned to you or deleted or destroyed in a manner prescribed by law to prevent further processing, unauthorized access, or disclosure to any other party or the public, or jeopardize the rights of the participant/respondent.

Furthermore, in order to avoid coercion or undue influence, the principal investigator will allocate sufficient time to explain to you what the research study is all about and give you adequate time to consider the information before you can make a decision to participate or not.

### **RISKS, BENEFITS, REMUNERATION, AND REIMBURSEMENTS**

The risks are considered minimal as the primary method of data collection is through interviews and discussions centered on the lived experiences. While the research does not involve any physical risks or harmful interventions, there is a possibility that reflecting on the challenges and difficulties related to the evolving responsibilities may cause some emotional distress. There are no direct benefits to participation in this research study, however, your participation will help provide valuable insights into the experiences of former athletes from New Bataan District, Division of Davao de Oro, who transitioned into coaching. This research will contribute to a better understanding of the challenges and successes in sports coaching, which may help improve support systems and coaching development programs in the future. You will be given a simple token of gratitude for the time you spent as a participant in the study. You will also be recompensed of whatever expenses that you may have incurred in the conduct of the study such as Travel expenses (if any), meal expenses, and internet load.

### **PRINCIPAL INVESTIGATOR'S RESPONSIBILITY DURING ADVERSE SITUATIONS**

This study will be limited to former athletes who are now coaching sports events in New Bataan District, Division of Davao de Oro. As such, the findings and conclusions drawn from this research will be specific to the context of this locality and may not be directly applicable or generalizable to coaches in other divisions or regions. A total of eight (8) participants will take part in in-depth interviews (IDI), while seven (7) participants will be involved in a focus group discussion (FGD) to gather detailed insights into their experiences.

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To ensure the privacy and protection of participants, particularly those who may be considered vulnerable (e.g., members of the LGBTQI community, pregnant or nursing mothers, or individuals with sensitive backgrounds), specific measures will be implemented. During interviews and discussions, participants will have the option to conceal their identity by wearing face masks, caps, or other coverings. If sessions are conducted online, video recording will not be mandatory, and participants may choose to disable their cameras. For audio-recorded sessions, voice alteration technology or de-identification techniques will be employed to prevent participants from being easily recognized. Any personal information collected will be anonymized during transcription and reporting to further protect their identities.

To prevent unauthorized disclosure of information shared during the Focus Group Discussion (FGD), all participants will be required to sign a confidentiality agreement. The importance of maintaining confidentiality will be emphasized during the orientation, ensuring that participants understand their ethical responsibility to respect one another's privacy. Any unauthorized or unwarranted disclosure of research data obtained during the FGD will be addressed appropriately, and necessary measures will be taken to safeguard the integrity of the study.

The orientation and all research activities will be conducted in a safe, convenient, and comfortable environment free from disturbances. The chosen location will ensure privacy and allow participants to express themselves openly without fear of judgment or external interference. If the sessions take place in a public or institutional setting, necessary arrangements will be made to minimize distractions and unauthorized access to the discussions.

In the event of potential harm, I, as the principal investigator, will adhere to institutional ethical guidelines, promptly report any incidents to the ethics review board, and seek guidance on appropriate actions. Participants will be reminded of their right to withdraw from the study at any time without penalty, and strict confidentiality protocols will be upheld regarding all personal information shared. To prevent any form of psychological, emotional, or social harm, participants will be provided in advance with information on counseling services or relevant support organizations. If any interaction unintentionally causes harm, I will take full responsibility for addressing the issue and ensuring that appropriate support measures are in place.

**PRIVACY AND CONFIDENTIALITY**

Your privacy is of paramount importance. To ensure confidentiality, the research will be conducted in a private setting for face-to-face interactions, while online surveys or interviews will be secured using password-protected meeting rooms and encrypted communication channels. You have the right to withhold any personal information you do not wish to disclose, and participation in this study is entirely voluntary.

The data or information you provide will be treated with complete anonymity and the utmost confidentiality through discrete coding, ensuring that no personal identifiers are linked to the responses. No individual identities will be disclosed in any reports, presentations, or publications resulting from this research. All research data will be securely stored through strict protocols. Hard copy documents, such as signed consent forms and interview transcripts, will be kept in a locked, fireproof cabinet within a secure office, accessible only to the principal



## ST. MARY'S COLLEGE OF TAGUM, INC

OFFICE OF THE RESEARCH ETHICS COMMITTEE

National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines

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investigator and authorized research personnel. Electronic data, including transcriptions, recordings, and analyzed information, will be stored in an encrypted, password-protected cloud storage platform with multi-factor authentication. To prevent data breaches, storage on external devices such as flash drives or personal computers is strictly prohibited. Additionally, access to research data will be strictly controlled, with only the principal investigator having direct access. However, the Research Ethics Committee (REC) and other regulatory bodies may review the data solely for verification and validation purposes, ensuring compliance with ethical and confidentiality standards.

After the completion of the research study, all data will be retained for three years in accordance with ethical guidelines and legal requirements. Once the retention period lapses, data will be securely deleted and disposed of to prevent unauthorized access or misuse. Physical documents will be shredded using a cross-cut shredder to ensure complete destruction, while electronic files will be permanently erased using secure data-wiping software that prevents recovery. These measures are in place to safeguard your personal information, uphold research integrity, and ensure compliance with ethical and data protection standards.

### INFORMATION AND STUDY RESULTS

You have the right to access your own data used in this research. If you wish to be informed about the overall findings and results of the study after the data analysis is complete, you can request this information. Upon your request, a copy of the results will be provided to you at no cost.

### USE OF RESEARCH DATA

The data collected from this research study will be used solely for the attainment of the intended purposes. It may be presented at any research fora and/or published in journals or used for any other legitimate purposes, which St. Mary's College of Tagum considers proper in the interest of education, knowledge, or research.

### AUTHORSHIP

I am the principal author of this study and my thesis adviser, Dr. Roque N. Langcoy II, is the corresponding author for purposes of paper presentation in a public/scientific forum and publication in a peer-reviewed journal. I also declare that there are no ghost and gift authors in this study.

### CONFLICT OF INTEREST

I declare no conflict of interest.

### PUBLICATION

Results of the study may be submitted for publication. The study may be presented in a scientific forum or published in a journal, but in a manner where your personal identity will not be revealed.



## ST. MARY'S COLLEGE OF TAGUM, INC

### OFFICE OF THE RESEARCH ETHICS COMMITTEE

National Highway, Magupo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [smcti.rec@smctagum.edu.ph](mailto:smcti.rec@smctagum.edu.ph)

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### CONTACT INFORMATION

If you have questions about the study, please feel free to contact the above-named principal investigator by calling 0977-748-7871 or email him/her at [chatto.gladys@smctagum.edu.ph](mailto:chatto.gladys@smctagum.edu.ph). You can also contact the Chairperson of the SMCT Research Ethics Committee, Dr. Socorro L. Neri at [smcti.rec@gmail.com](mailto:smcti.rec@gmail.com) with any questions about your rights as a research participant or any related research concerns or contact the Data Protection Officer, Atty. Ailene H. Ponio at 09156205936 or email her at [ponioailene@gmail.com](mailto:ponioailene@gmail.com) or [smctagumdpc@gmail.com](mailto:smctagumdpc@gmail.com) for concerns regarding your data privacy rights.


Thank you very much!

## APPENDIX D

### Confidentiality And Non-Disclosure Agreement



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**OFFICE OF THE DATA PROTECTION OFFICER**  
 National Highway, Tagum City, 8100 Davao del Norte, Philippines  
 Website: [www.smctagum.edu.ph](http://www.smctagum.edu.ph)  
 Email Address: [smctagumdpc@smctagum.edu.ph](mailto:smctagumdpc@smctagum.edu.ph)  
 Tel. No.: (084) 216-6205; Telefax: (084) 655-9028  
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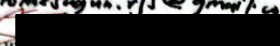



---

**PRIVACY NOTICE FOR RESEARCH PARTICIPANTS/RESPONDENTS**

**What Personal Data I/We Collect?**

I, JESSA M. MANGARON, a graduate student of St. Mary's College of Tagum, Inc., taking up Master of Arts in Education major in PHYSICAL EDUCATION may collect the following personal information from you directly, or via my/our gatekeeper/s or enumerator/s:

- Full name REV JEROME CAGAN
- Phone number 09606900420
- Email address myjeromecagan.ris@smcti.com
- Signature 
- Educational background 
- Years of experience 7 YRS
- Position/designation T-1
- Work location NEW BATAANNS

I may also collect and process sensitive personal information (such as race, ethnic origin, marital status, age, color, education, or gender) and/or privileged information (such as your story, experiences, ideas, and/or experiences) as considered necessary for the research study. In this case, I/we will obtain your explicit consent and provide a detailed description and explanation of how it will be used and stored.

**How I/We Collect Your Personal Data?**

I may collect your data in the following ways:

- the data collected from my/our gatekeeper/s or expert enumerator/s who have previously made contact to invite or recruit you to participate in the research study or to share your story, experiences, ideas, and/or opinions about the research study; and
- the data collected based on the information you provide during the course of my/our research study (story, experiences, ideas, and/or opinions in qualitative research and survey answers in quantitative research).

**Why We Use Your Data?**

I use your personal data to help with my/our research study and to bring key insights, stories, and testimonials to life. These activities include:

- recording your research responses or answers as either audio/video files or as text files, depending on the research study approach utilized;
- analyzing your research responses or answers in conjunction with those obtained from others to identify themes, core ideas, descriptions, or relationships; or
- using quotes, audio/video clips, descriptions, or correlations to emphasize a specific finding from the research study.

**Who We Disclose/Share Your Data With?**

I may disclose/share your personal data with:

- carefully chosen third parties (such as other researchers) to carry out additional data processing exclusively related to the research in which you have participated in; and
- the Research Ethics Committee and other regulatory bodies for purposes of verification and validation of the research participants and research data.



**ST. MARY'S COLLEGE OF TAGUM, INC.**

OFFICE OF THE DATA PROTECTION OFFICER

National Highway, Tagum City, 8100 Davao del Norte, Philippines

Website: [www.smctagum.edu.ph](http://www.smctagum.edu.ph)

Email Address: [smctagumdpc@smctagum.edu.ph](mailto:smctagumdpc@smctagum.edu.ph)

Tel. No. (084) 216-6205, Telefax: (084) 655-9028

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**What is the Lawful Basis for Collecting and Processing Personal Data?**

I process your personal data when necessary to pursue my/our legitimate interests in providing meaningful insights and analysis of the study to ensure the research objectives are met while respecting your rights and confidentiality. Additionally, this may be used to ensure that participants fit specific criteria for inclusion in the study and for follow ups and clarification of your responses in order to provide a valid, accurate and reliable findings of the study.

I rely on consent (as required under the Data Privacy Act of 2012) when: a) collecting sensitive personal information, b) using the output to engage a larger external audience than normal (e.g., on websites and social media platforms). In these situations, I/we will ask you directly for permission and require you to sign appropriate consent forms so that you understand the purpose of the research study completely.

**How Long Do I/We Store Your Personal Data?**

The personal data you provide to me/us is stored on cloud storage securely (e.g. Google Drive) and in the encrypted file folder of the local drive of my/our personal computer. Such data will be retained for three (3) years after the completion of the research study. This is to ensure that I/we can respond to any verification or validation requests from the Research Ethics Committee or Technical Panel and other regulatory bodies.

When the data is no longer needed for this research study, the institution's procedure will be followed to delete, destroy, or dispose of such data and/or as may be required by law to prevent unwarranted further processing or unauthorized use of the data by any third party or entity.

**What are Your Data Privacy Rights under RA 10173?**

You have the right to: (a) access your personal data that we collect and process; (b) obtain a copy of your personal data in an easy-to-access format, accompanied with a full explanation executed in plain language; (c) object to the processing of your personal data in certain ways; (d) have your personal data erased, blocked, or removed from the systems that I/we use to process your personal data; (e) rectify, correct, or change inaccuracies in the personal data that we hold about you; (f) claim compensation if you suffered damages due to inaccurate, incomplete, outdated, false, unlawfully obtained or unauthorized use of your personal data; (g) file a complaint with the National Privacy Commission if you feel that I/we misused, maliciously disclosed, or improperly disposed of the personal data that we hold about your; and (h) obtain and electronically move, copy, or transfer your personal data in a secure manner, for further use.

If you are not satisfied with how I handle your personal data, you may file a complaint with the Data Protection Officer of St. Mary's College of Tagum, Inc.

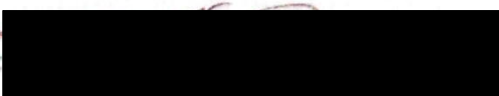
**Contact Us**

Please direct any questions, concerns, or issues regarding this Data Privacy Notice or the way I/we process your personal data to our Data Protection Officer using the contact information provided below:

Email : [ponioailene@gmail.com](mailto:ponioailene@gmail.com)

Mobile Phone : 09156205936

Conforme



(Printed Name and Signature of the Participant/Respondent)

Date & Place:

07/07/25



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
**GRADUATE EDUCATION DEPARTMENT**  
 National Highway, Magugpo East, Tagum City, 8100 Davao del Norte,  
 Philippines  
 Email Address: graduateeducation@smctagum.edu.ph

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**VALIDATION SHEET FOR INTERVIEW GUIDE  
 (FOR QUALITATIVE RESEARCHES)**

**Title of Research: TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING  
 SPORTS EVENTS**

**Name of Researcher: Jessa M. Mangaron/**

Rating: Number of Yes Marks

( ) 10 Very Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 8-9 Good

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>	/	
3. Script is included/built in so, interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

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Remarks:

Name and Signature of Validator:  A.S. PORALAN

Date of Evaluation: JAN 24, 2025

Educational Qualification: \_\_\_\_\_



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**VALIDATION SHEET FOR INTERVIEW GUIDE  
 (FOR QUALITATIVE RESEARCHES)**

**Title of Research: TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS**

**Name of Researcher: Jessa M. Mangaron**

Rating: Number of Yes Marks

( ) 10 Very Good

( / ) 8-9 Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.		
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research question, except for special cases.	/	

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**Remarks:** slight deletion and corrections specially in the introduction and some parts of the succeeding questions. Insert probing questions such as, asking what are the expectations, goals etc.. Please check and review. Good Luck! SQ is now ready for Distribution.

**Name and Signature of Validator:** DR. VLADIMIR D. SANTOS **Date of Evaluation:** JAN. 29, 2025  
**Educational Qualification:** Doctor of Education Major in Physical Education

# APPENDIX E

## Validation Form



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 Philippines  
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### VALIDATION SHEET FOR INTERVIEW GUIDE (FOR QUALITATIVE RESEARCHES)

Title of Research: **TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS**

Name of Researcher: **Jessa M. Mangaron**

Rating: Number of Yes Marks

( ) 10 Very Good

(✓) 8-9 Good

( ) 6-7 Fair (maybe upgraded or revised)

( ) 0-5 For revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item.

Items	Yes	No
<b>Ethics:</b>		
1. Introduction (purpose, confidentiality, duration of the interview, way of conduct) and closing components (additional comments) are provided.	/	
2. Consent form with conformity to ethical standards is included.	/	
<b>Artistry:</b>		
3. Script is included/built in so, interviewer can introduce, guide and conclude the interview in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of getting rich and detailed stories, narratives and descriptions.	/	
<b>Rigor:</b>		
5. Questions are open-ended to encourage in-depth responses, avoiding close ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probing questions are provided with clarity and grammatical correctness.	/	
8. Questions are logically ordered asking the highest priority questions first. Follow-up questions were appropriate and adequate.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes of interview, not exceeding five (5) open-ended items (probes excluded) for every research questions, except for special cases.	/	

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Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name and Signature of Validator: **DOMINIC M. DIZON** Date of Evaluation: February 5, 2025

Educational Qualification: EdD- Physical Education

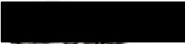
**APPENDIX F**

**Ethics Clearance For The Conduct Of The Study**

	ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	SMCTI-REC_FO_18
	<b>SMCTI-REC Clearance Letter for Implementation</b>	VERSION: 03
		Approval Date: December 20, 2022
		Effective Date: December 20, 2022

This is to certify that the study titled TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS of JESSA M. MANGARON, a candidate of Master of Arts in Education Major in PHYSICAL EDUCATION of St. Mary's College of Tagum, Inc. and has been examined by the St. Mary's College of Tagum, Inc. Research Ethics Committee as FULL BOARD for initial review and EXPEDITED for resubmission and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for the conduct of the study using the school's accepted scientific procedures and Internationally accepted ethical guidelines.

Given this 8<sup>th</sup> day of May 2025 at St. Mary's College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.

  
**SOCORRO L. NERI, Ph.D.**  
 Chair, Research Ethics Committee

## APPENDIX G

### Participant's Certification



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
GRADUATE EDUCATION DEPARTMENT  
National Highway, Maguppo East, Tagum City, 8100 Davao del Norte, Philippines  
Email Address [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)  
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## CERTIFICATION

To Whom It May Concern,

This is to certify that the information provided by the participant (whose signature appears below) during the In-depth Interview and Focus Group Discussion in relation to the study entitled "TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS" conducted by JESSA M. MANGARON of St. Mary's College of Tagum, Inc, has been verified and found properly transcribed.

Given this 3<sup>rd</sup> day of November, 2025 for whatever purpose/s this may serve him/her best.

PARTICIPANT



**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION DEPARTMENT

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)

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## CERTIFICATION

To Whom It May Concern,

This is to certify that the information provided by the participant (whose signature appears below) during the In-depth Interview and Focus Group Discussion in relation to the study entitled "TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS" conducted by JESSA M. MANGARON of St. Mary's College of Tagum, Inc, has been verified and found properly transcribed.

Given this 3<sup>rd</sup> day of November, 2025 for whatever purpose/s this may serve him/her best.

PARTICIPANT



**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION DEPARTMENT

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)

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Given this 3<sup>rd</sup> day of November, 2025 for whatever purpose/s this may serve him/her best.

  
PARTICIPANT



**ST. MARY'S COLLEGE OF TAGUM, INC.**  
GRADUATE EDUCATION DEPARTMENT  
National Highway, Maguipo East, Tagum City, 8109 Davao del Norte, Philippines  
Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)  
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## CERTIFICATION

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Given this 3<sup>rd</sup> day of November, 2025 for whatever purpose/s this may serve him/her best.

  
\_\_\_\_\_  
PARTICIPANT



**ST. MARY'S COLLEGE OF TAGUM, INC.**

GRADUATE EDUCATION DEPARTMENT

National Highway, Magugpo East, Tagum City, 8100 Davao del Norte, Philippines

Email Address: [graduateeducation@smctagum.edu.ph](mailto:graduateeducation@smctagum.edu.ph)

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## CERTIFICATION

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This is to certify that the information provided by the participant (whose signature appears below) during the In-depth Interview and Focus Group Discussion in relation to the study entitled "TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS" conducted by JESSA M. MANGARON of St. Mary's College of Tagum, Inc, has been verified and found properly transcribed.

Given this 3<sup>rd</sup> day of November, 2025 for whatever purpose/s this may serve him/her best.

PARTICIPANT

## APPENDIX H

### Audit Trail

#### Triumphs And Challenges Of Former Athletes In Coaching Sports Events

<b>AUDIT TRAIL</b>	
<b>THEMES</b>	<b>ARCHIVAL #</b>
<b>1. What are the lived experiences of coaches who are former athletes in triumphs and challenges of coaching sports?</b>	
<b>Experiencing Difficulty in Juggling Multiple Roles</b>	FGD- 01 FGD- 02 FGD- 01 IDI- 01 IDI- 06
<b>Experiencing Limited Financial Resources in Coaching</b>	IDI- 02 IDI- 02 IDI- 03
<b>Experiencing Challenges in Accessing Sports Equipment and Facilities</b>	IDI- 03 FGD- 01 IDI- 08
<b>Dealing with Athletes' Behavior and Health Condition</b>	FGD- 07 IDI- 08 FGD- 01 IDI- 07 IDI- 04
<b>Reaching Higher Athletic Meets</b>	IDI- 01 FGD- 06 IDI- 02 IDI- 04 IDI- 05 IDI- 08 IDI-07
<b>Teaching Positive Attributes to Student-Athletes</b>	IDI- 02 IDI- 03 IDI- 04 IDI- 05 IDI- 05
<b>2. What are the coping strategies of coaches who are former athletes on challenges of coaching sports?</b>	
<b>Allowing Open Communication</b>	FGD- 05 IDI- 02 IDI- 01 IDI- 07
<b>Providing Self-Motivation and Care</b>	IDI- 05 FGD- 01

	<p><b>IDI- 06</b>  <b>IDI- 05</b>  <b>IDI- 07</b></p>
<b>Availing in Professional Services and Trainings</b>	<p><b>IDI- 03</b>  <b>IDI- 04</b>  <b>FGD- 02</b></p>
<b>Practicing Time Management and Priority Setting</b>	<p><b>FGD- 01</b>  <b>FGD- 05</b>  <b>IDI- 01</b>  <b>IDI- 02</b>  <b>IDI- 07</b></p>
<b>Inculcating Resilience in Setbacks</b>	<p><b>IDI- 03</b>  <b>IDI- 01</b>  <b>IDI- 04</b>  <b>IDI- 03</b>  <b>IDI- 05</b>  <b>IDI- 07</b></p>
<b>Embracing Faith and Spirituality</b>	<p><b>IDI- 01</b>  <b>FGD- 06</b>  <b>FGD- 07</b></p>
<p><b>3. What are the insights of former athletes who are coaches that they can share from their lived experiences with regard to coaching sports?</b></p>	
<b>Focus in the Holistic and Character Development of Student-Athletes</b>	<p><b>FGD- 03</b>  <b>IDI- 05</b>  <b>IDI- 02</b>  <b>IDI- 07</b></p>
<b>Employ Values-Driven and Empathetic Leadership in Sports Coaching</b>	<p><b>FGD- 02</b>  <b>IDI- 07</b>  <b>IDI- 05</b>  <b>IDI- 06</b></p>
<b>Intensify Institutional and Community Support</b>	<p><b>IDI- 01</b>  <b>FGD- 02</b>  <b>IDI- 02</b>  <b>IDI- 03</b>  <b>IDI- 04</b>  <b>IDI- 05</b>  <b>FGD- 04</b></p>
<b>Celebrate Triumph and Fulfillment in Student-Athlete Development</b>	<p><b>IDI- 01</b>  <b>IDI- 05</b>  <b>IDI- 06</b>  <b>IDI- 07</b>  <b>IDI- 08</b></p>
<b>Provision of Equipment and Experienced Coaches</b>	<p><b>IDI- 04</b>  <b>FGD- 01</b></p>

**APPENDIX I**

**Ethics Clearance For Final Defense**

	ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE	<i>SMCTI-REC_FO_19</i>
	<b>SMCTI-REC Clearance Letter For Final Defense</b>	VERSION: 03
		Approval Date: December 20, 2022
		Effective Date: December 20, 2022

This is to certify that the study titled “**TRIUMPHS AND CHALLENGES OF FORMER ATHLETES IN COACHING SPORTS EVENTS**” of JESSA M. MANGARON, a candidate of Master Of Arts In Education Major in PHYSICAL EDUCATION, of St. Mary’s College of Tagum, Inc., has followed the protocol set by the St. Mary’s College of Tagum, Inc., Research Ethics Committee in adherence to internationally-accepted scientific procedures and ethical guidelines and is therefore, given CLEARANCE for FINAL DEFENSE.

Given this 21<sup>th</sup> day of January 2026 at St. Mary’s College of Tagum, Inc. Research Ethics Committee Office, Tagum City, Davao del Norte, Philippines.

**SOCORRO L. NERI, Ph.D.**  
 Chair, Research Ethics Committee

**APPENDIX J**

Certification From The Editor

**APPENDIX K**

Turnitin Similarity Index Report (Plagiarism Result &amp; Ai Result)

## CHAPTER 4-5 (No prelim-references-MAED-PE-MANGARON-MANUSCRIPT)2025.docx

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**2%**

SIMILARITY INDEX

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STUDENT PAPERS

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## \*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

### Caution: Review required

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

### Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

## Frequently Asked Questions

### How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

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The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

### What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.





# Jessa Mangaron

## CHAPTER 4-5 (No

## MANUSCRIPT)2025....

SMCTI Admin 1

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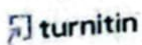
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**Curriculum Vitae**

	<p><b>ST. MARY'S COLLEGE OF TAGUM – RESEARCH ETHICS COMMITTEE</b></p>	<p><i>SMCTI-REC_FO_02</i></p>
	<p><b>Curriculum Vitae (For the Researcher)</b></p>	<p>VERSION: 03</p>
		<p>Approval Date: December 20, 2022</p>
		<p>Effective Date: December 20, 2022</p>

**Jessa M. Mangaron**



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**Educational Background:**

**Post-Graduate Studies:** N / A

**Graduate Studies:** ST. MARY'S COLLEGE OF TAGUM, INC. National Highway, Tagum City, Davao Del Norte Master of Education Major in Physical Education Ongoing

**Tertiary:** UNIVERSITY OF SOUTHEASTERN PHILIPPINES-EXTERNAL STUDIES PROGRAM Compostela, Compostela Valley Province Bachelor in Secondary Education Major in Music, Arts and Physical Education April 2016

**Secondary:** BANTACAN NATIONAL HIGH SCHOOL Bantacan, New Bataan, Davao De Oro March 2011

**Elementary:** BANTACAN ELEMENTARY SCHOOL Bantacan, New Bataan, Davao De Oro March 2007

**ELIGIBILITY:** Licensed Professional Teacher (September 2016)

**WORK EXPERIENCES:**

Inclusive Dates: September 20, 2017 - Present

Position Title : Teacher I

Company : DepEd – New Bataan National High School

**SEMINARS/TRAININGS ATTENDED:**

Title : Division Sports Clinic 2024

Date : December 11-13, 2024

Venue : Maragusan Sports Complex, Maragusan, Davao de Oro

Title : Master Classes In Service Training 2024

Date : November 25-29, 2024

Venue : Via Virtual Meeting at New Bataan National High School

Title : School-Based Training of Teachers (SBTT) On Matatag Curriculum

Date : August 16-20, 2024

Venue : Cabinuangan Central Elementary School, New Bataan, Davao de Oro

Title : Mid-year Performance Review and Evaluation and School-based In-service Training

Date : February 6-10, 2023

Venue : New Bataan National High School, New Bataan, DDO

Title : Regional MAPEH Enhancement Training for Grade 8 and Grade 9 Teachers

Date : June 22-24, 2022

Venue : Via Virtual Training Davao City, Philippines

Title : BASIC TRAINING COURSE FOR TROOP LEADERS

Date : January 19-20, 2019

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Venue : New Bataan National High School, Municipality of New Bataan  
Province of Compostela Valley



Title : A Division Capacity Building and Induction Program for Newly Hired Teachers of Dep-ed  
Compostela Valley

Date : January 15-16, 2019

Venue : Big 8 Corporate Hotel, Tagum city

Title : NCCA ORIENTATION & LOCAL CULTURAL DEVELOPMENT PLANNING  
WORKSHOP

Date : October 11-12, 2018

Venue : COMPOSTELA VALLEY PROVINCIAL CAPITOL

Title : REGIONAL MASS TRAINING OF TEACHERS ON CRITICAL CONTENT IN MUSIC &  
ARTS 7

Date : July 17-25, 2018

Venue : Apo View Hotel, Davao City

Title : MIXED METHOD RESEARCH: DESIGNS AND METHODS

Date : May 16-17, 2018

Venue : Bulwagan ng Karunungan, Davao del Norte Learning Institute, Capitol Complex, Tagum City

**JESSA M. MANGARON**

Name and signature of the researcher