

BEYOND THE SCOREBOARD: EXPLORING THE JOURNEY OF COACHES IN PREPARING STUDENT-ATHLETES

Gladish N. Ansuban¹ and Maedel Joy V. Escote, PhD²

¹Faculty Member, Banglasan Elementary School, DepEd-Division of Davao de Oro, Philippines

²Faculty, Graduate School, Assumption College of Nabunturan, Davao de Oro, Philippines

ABSTRACT

The goal of this research was to describe the experiences of coaches in preparing student-athletes in Montevista District, Davao de Oro. Using a phenomenological approach with six participants, in-depth interviews addressed four fundamental questions. Findings reveal that coaches prioritize structured training plans tailored to individual athlete needs, fostering supportive environments that celebrate progress and achievement. Advantages include improved performance, injury prevention, and holistic skill development through integrated resilience techniques. However, challenges such as financial constraints and inadequate facilities highlight the need for sustainable funding models and community partnerships. Recommendations include enhancing support systems for coaches, integrating academic and athletic excellence, and prioritizing comprehensive athlete development. Additionally, emphasizing the importance of mental health resources and ongoing professional development for coaches can further enhance the training environment. By implementing these insights, educational policymakers and administrators can cultivate environments where student-athletes thrive academically and athletically, promoting their holistic growth and success within Philippine schools.

Keywords: coaches, student-athletes, experiences, challenges, coping mechanisms, insights, phenomenological study

1. INTRODUCTION

Coaches play a crucial role beyond wins and losses, serving as mentors for student-athletes' overall development. Their influence encompasses more than technical skills, impacting the holistic well-being of athletes. Despite the rewards, coaching presents challenges, from managing diverse personalities, lack of financial support, to balancing performance and well-being. Thus, understanding coaches' experiences in mentoring athletes is essential for addressing these challenges effectively.

In Myanmar, coaches serve as mentors in guiding the holistic development of their athletes both on and off the field. This mentorship involves instilling essential values such as discipline, perseverance, and teamwork, shaping the character and future endeavors of student-athletes (Tun & Win, 2020). However, Myanmar's sporting landscape presents a multitude of challenges as coaches grapple with managing diverse personalities within their teams, navigating cultural differences, and overcoming resource constraints in training facilities and equipment (Kyaw, 2021). Moreover, the pressure to deliver results amidst limited support and recognition poses a significant dilemma for coaches, impacting their overall effectiveness and well-being (Tun & Win, 2020).

Further, in Mindoro Philippines, coaches play multifaceted roles as mentors, educators, and motivators, shaping the holistic development of student-athletes (Garcia & Santos, 2020). However, coaches often contend with limited resources, including inadequate funding, outdated facilities, and insufficient training equipment.

Additionally, navigating the intricacies of bureaucracy and administrative hurdles poses significant barriers to effective coaching and athlete development (Lopez & Reyes, 2021).

In Montevista, Davao de Oro, coaches manage a special combination of experiences and difficulties when guiding student-athletes. Despite their commitment, coaches frequently struggle with a lack of resources, such as money for equipment and training facilities, which makes it difficult for them to give their athletes the best support possible. Their coaching journey is further complicated by having to overcome administrative obstacles and bureaucratic procedures, which calls for perseverance and flexibility. Further, these hampers the performance of the athletes during the District and Provincial Meet.

In consonance, the researcher had not read any local study and there remains a scarcity of research focusing on the holistic development and mentorship aspects of coaching, particularly in the context of student-athletes. This research was urgently needed to shed light on the unique experiences and challenges faced by coaches, especially in Montevista, Davao de Oro, where the sporting landscape may present distinct dynamics and obstacles. By delving into the intricacies of coaching beyond the scoreboard, this study sought to provide valuable insights that could inform coaching practices, athlete development programs, and policies aimed at fostering the holistic growth and well-being of student-athletes.

1.1 Research Questions

The study explored the experiences of coaches in preparing student-athletes as well as the challenges they encountered and the ways they utilized to cope with the difficulties. It was guided by the following questions;

1. What are the experiences of the coaches in preparing student-athletes in the Department of Education?
2. What are the challenges encountered by the coaches in preparing student-athletes in the Department of Education?
3. What are the coping mechanisms employed by the coaches in preparing student-athletes in the Department of Education?
4. What are the insights gained of the participants in preparing student-athletes in the Department of Education?

2. LITERATURE REVIEW

This section presented topics and literature related to the present concept under study; this was with the hope of giving the readers a clear view of the concept of the problems and challenges encountered by the coaches in dealing with concerns while preparing student-athletes in the Department of Education. The findings of the different research similar to this study were presented to provide us a better understanding and a clear view on what was being emphasized in this qualitative study. These were taken from various sources like manuals, journals, websites, and other reading materials.

Preparing Student-Athletes. Preparing student-athletes is a multifaceted endeavor that involves providing guidance, support, and encouragement to help them navigate the challenges of balancing academic and athletic commitments while promoting their holistic development. According to Smith et al. (2020), effective mentoring relationships play a crucial role in enhancing student-athletes' academic achievement, psychological well-being, and career readiness.

Experiences of Coaches in Preparing Student-Athletes. In the Philippines, the experiences of coaches in preparing student-athletes are influenced by various cultural, social, and institutional factors unique to the local context. Research by Santos et al. (2021) highlights the significance of the coach-athlete relationship in Filipino sports culture, where coaches are often viewed as mentors and authority figures. Coaches play a central role in guiding student-athletes not only in their athletic development but also in their personal and academic growth, reflecting the values of bayanihan (community spirit) and pagtutulungan (collaboration) deeply ingrained in Filipino society.

Challenges of Coaches in Preparing Student-Athletes. In the realm of preparing student-athletes, Thai researchers have shed light on the multifaceted challenges faced by coaches as they navigate their roles in guiding and supporting young athletes. Studies by Phongpisanthanee and Srisa-ard (2021) underscore the significant time constraints and workload pressures experienced by coaches, particularly in school-based sports programs where they often juggle coaching responsibilities with teaching duties. This dual role can lead to burnout and exhaustion, affecting coaches' ability to provide effective mentorship and support to student-athletes.

Coping Mechanisms of Coaches in Preparing Student-Athletes. One study by McNeill, Kerr, and Stirling (2021) investigated the coping mechanisms employed by high-performance coaches in managing the dual demands of coaching and mentoring. The study highlighted the importance of emotional regulation and social support networks. Coaches who maintained strong relationships with peers and mentors reported higher levels of job satisfaction and lower levels of burnout.

Insights of Coaches in Preparing Student-Athletes. Exploring the insights of coaches in preparing student-athletes is crucial for understanding the dynamics of coaching relationships and the factors that contribute to effective mentorship. African researchers have contributed valuable insights into the experiences, perspectives, and practices of coaches in preparing student-athletes. Studies by Ogunleye and Adeyemi (2021) have highlighted the importance of coach-athlete communication in fostering trust, rapport, and mutual understanding. Effective communication allows coaches to convey expectations, provide feedback, and support the holistic development of student-athletes both on and off the field.

Teacher-Student-Athlete Relationship Dynamics. Exploring the dynamics of teacher-student-athlete relationships is essential for understanding the complexities and nuances of preparing student-athletes. Research by Lee and Park (2021) has highlighted the significance of positive teacher-student-athlete relationships in fostering academic success, athletic performance, and personal development. Effective relationships built on trust, respect, and communication provide a supportive foundation for student-athletes to thrive academically, athletically, and personally.

Role of Mentoring in Student-Athlete Development. Mentoring plays a pivotal role in the development of student-athletes, encompassing various aspects of their academic, athletic, and personal growth. Scholars such as Smith et al. (2020) have highlighted the significance of mentoring relationships in promoting academic success, psychological well-being, and career readiness among student-athletes. Through personalized guidance and support, mentors assist student-athletes in navigating the challenges of balancing their academic responsibilities with their athletic commitments, fostering resilience and adaptability in the process.

Balancing Academic and Athletic Commitments. Balancing academic and athletic commitments is a significant challenge faced by student-athletes, requiring them to manage their time effectively and prioritize competing demands. Research by Lee and Park (2021) highlights the academic workload and time constraints faced by student-athletes, emphasizing the need for effective time management skills to excel both academically and athletically. Student-athletes must juggle attending classes, completing assignments, and studying for exams while also dedicating significant time to training, practice sessions, and competitions.

Impact of Mentorship on Academic Performance. Mentorship has been identified as a significant factor influencing student-athletes' academic performance, providing them with guidance, support, and resources to succeed both academically and athletically. Research by Jones et al. (2020) underscores the positive impact of mentorship programs on student-athletes' academic achievement, highlighting the role of mentors in providing personalized academic support, goal setting, and accountability. Mentorship relationships foster a sense of belonging and connectedness, empowering student-athletes to overcome academic challenges and reach their full potential.

3. METHODOLOGY

3.1 Research Design

In the pursuit to explore the experiences of coaches in dealing with concerns while preparing student-athletes, this study used a qualitative phenomenological research design. Essentially, it facilitated a deeper understanding of a certain phenomenon being lived through as described by the participants (Creswell, 2014). The

phenomenology claimed that to understand human experiences, it required immersive saturation of individuals' thoughts and insights through employing interviews. Since these were the actual lives of the participants who had all experienced the phenomenon of preparing student-athletes, it facilitated a culmination of interpretation of their experiences. The importance of the qualitative phenomenological design lies in its capacity to capture the rich, subjective experiences of individuals, providing a holistic view of their lived realities. This approach allowed researcher to delve into the complexities of human behavior and perceptions, offering valuable insights that might be overlooked by more quantitative methods, thereby enhancing the depth and authenticity of the findings.

3.2 Research Locale

The study was conducted in the elementary schools of Montevista District, Davao de Oro Division. This included Banagbanag Elementary School, Banglasan Elementary School, and New Dalaguete Elementary School.

Moreover, Montevista is a municipality located in the province of Davao de Oro, Philippines. Davao de Oro, formerly known as Compostela Valley, is part of the Davao Region in Mindanao. Montevista is one of the 11 municipalities in the province and serves as a significant area within the region.

Further, Montevista is situated in the southeastern part of Mindanao and is bordered by several other municipalities within Davao de Oro. The municipality is characterized by a mix of flatlands and hilly terrains, making it suitable for both agriculture and settlement. The population of Montevista, as per the latest census, is diverse, with a mix of indigenous groups and migrants from other parts of the Philippines.

On the other hand, Banagbanag Elementary School is located in the southeastern part of Montevista, Davao de Oro. The school was established in 1978 through the determination of barangay officials and the residents of the community, supported by the local government unit of Montevista. It is approximately 8 kilometers away from the national road of Barangay Magsaysay, Nabunturan and about 7 kilometers away from the provincial road of Barangay New Visayas, Montevista. It is accessible to any form of land vehicle. Most of the people's source of income comes from the rice farming because of its wide plain ground and surrounded by the rivers of Manat and Batoto. The school is known for its skilled Volleyball and Basketball Student-Athletes.

The second participating school is Banglasan Elementary School, located at Banglasan, Montevista, Davao de Oro. It is 18 kilometers away from the Poblacion of Montevista and it is accessible to the modified motorcycle vehicle commonly called skylab and other means of transportation. It has a land area of 1.9 hectares. This school was established on June 14, 1954 which is situated with rivers. On the southern and eastern part is the South River and on the western part and northern part is maputi river and manakong Creek. Banglasan Elementary School is also known for its competitive swimmers and runners.

Further, the third participating school is the home of Manguangan and Dibabawon Tribes, New Dalaguete Elementary School. The school was situated on the top of the hill, an isolated area of the barangay site. It is 7 kilometers Breathtaking skylab ride away from the Municipality of Montevista. It has a total enrollment of 180 learners. The school is known for its determined and disciplined Taekwondo and Arnis athletes. Shared responsibilities of all education stakeholders both in the school and community made education accessible to all school children in primary and intermediate grades. Thus, new delegate elementary school continuously aimed to provide conducive and convenient learning environment to ensure the efficacy of teaching and learning process scammer suitable learning materials to cater every learner's need and a pool of committed, versatile and globally competitive teachers who are extending undying efforts to give the best learning that the learners deserve to learn.

3.4 Research Participants

There were six participants in this study, deemed sufficient to saturate the information gathered from the studied group using In-Depth Interview (IDI).

Furthermore, the inclusion criteria for the selection of participants were the following: A public elementary school teachers in the School Year 2023-2024 at Montevista District, Montevista, Davao de Oro, who have at least three years' experience in preparing student-athletes.

3.5 Procedure

The researcher was involved in a series of undertakings in the process of data collection. The researcher made rigorous steps in the data collection procedure and engaged in a series of activities in the process of collecting data before arriving after the research study.

First, the researcher ensured that the study adhered to proper research protocols, thus submitted the research, and underwent review and was checked by the thesis adviser and the panel.

Second, the researcher asked the permission and consent of the Schools Division Superintendent of the Division Office of Davao de Oro, then before conducting the study, the paper underwent in the ethics review process in which the ethical aspect of this paper was examined. After attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and hold the accountability of all the procedures and activities associated with the protocol.

Then, the researcher asked the permission and consent from the Public-School District Supervisor, and School Principals, to conduct the study. The researcher prepared the materials and tools needed for the data gathering such as the interview guide, audio recorder, and field notes.

Third, participants were identified using the purposive sampling method. Some participants were recruited and contacted through the help of gatekeepers, who were asked to read and sign a confidentiality and non-disclosure agreement form. The researcher ensured that the selected participants met the criteria and had experience preparing student-athletes. The research objectives and the entire methodology were explained to the selected participants. Additionally, participants were sent informed consent forms via email and were asked to provide their e-signatures if they agreed to the conditions stipulated, ensuring their participation was voluntary and without coercion.

Fourth, individual in-depth interviews were held through virtual meetings or in-person at a specified time agreed upon by the participants after they had read and signed the consent letters. The guide questions for the interview were validated before the conduct of the study. The researcher established a series of scheduled meetings with the participants, following dates most convenient for them. Participants were sent meeting links at convenient times for interviews. Their roles and rights were thoroughly explained before the interview, and compensation was provided for their inconvenience. All proceedings were recorded to ensure validity and reliability. The researcher also asked permission from the participants to record the interviews. Throughout the interview, responses were noted down while being assisted by an audio recorder to compensate for any mishearing and aid transcription and coding later.

Fifth, the recorded interviews were stored in a password-secured flash drive, ready for transcription. The drive was kept in a secure and locked storage place accessible only to the authorized person of the study, the researcher. It was also uploaded to Google Drive, not viewable to the public, for additional security and backup. All responses were transcribed verbatim to ensure accuracy during data analysis. After the study, all data was stored for three years, after which it was destroyed to prevent unauthorized access. Lastly, a thematic analysis was conducted. The responses of the participants were analyzed thoroughly based on the core ideas, with the researcher being assisted by an analyst to ensure correct data analysis.

3.6 Ethical Consideration

The measures undertaken to ensure ethical considerations in this study were based on the principles of the Belmont Report in 1979. The researcher adhered to fundamental principles of ethical consideration: respect for persons, beneficence, and justice. Before conducting the study, the Ethical Review Committee (ERC) examined the ethical aspects of the paper, and their approval was sought prior to initiation. After obtaining ethical approval, the researcher ensured strict adherence to protocol, maintaining accountability for all procedures and activities.

In addition, the researcher strictly complied with the Data Privacy Act of 2012 (Republic Act 10173), which protects individuals from unauthorized processing of personal information. Anonymity was maintained wherever possible through the use of code names to conceal participants' identities. All data were securely stored in a locked cabinet inaccessible to unauthorized individuals. Access to the data was restricted to the researcher and

panel of experts involved in the study. Data protection measures were implemented to ensure the accuracy and security of the gathered information.

4. RESULTS AND DISCUSSION

This chapter presents the findings to the research questions that explored the experiences, challenges, coping mechanisms, and insights of coaches of the student-athletes in Department of Education, Montevista District, Montevista, Davao de Oro. The research participants were selected through purposive sampling technique. There were six participants in this study which were enough to saturate information gathered from the studied group who were coaches of the student-athletes.

4.1 What are the experiences of the participants in preparing student-athletes in the Department of Education?

This section presents the results to the first major research question; ‘What are the experiences of the participants in preparing student-athletes in the Department of Education?’ Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of coaches in preparing student-athletes in the Department of Education.

4.1.1 Experiences in Preparing Students-Athletes

The themes in this section were coming from the specific research question 1.1 ‘What are your experiences in preparing student-athletes?’ The responses generated five themes: provide training programs, experienced both hardships and joy, rewarding, make training plan, and enjoyed conducting training.

The participants highlighted the necessity of implementing targeted training programs to enhance the skills and performance of student-athletes. They emphasized that these programs not only improved athletic abilities but also fostered discipline, teamwork, and personal growth among the students.

Informant 1 pointed out that;

As a badminton coach for 8 years, I create training programs and at the same time, I train my student-athletes to improve their badminton skills, fitness, and mental strength. I also help them understand game strategies, build confidence, and work well with their teammates.

Experienced both Hardships and Joy. The participants recounted experiencing both hardships and joy while preparing student-athletes, often facing challenges such as limited resources and balancing academic and athletic commitments. Despite these difficulties, they found immense satisfaction and joy in witnessing their students' progress, achievements, and personal development through their training efforts.

Informant 2 narrated;

As a coach, I have experienced both joy and pain. Joy because we have helped our athletes become more skillful in the game, and pain because sometimes the support for us is lacking.

Rewarding. The participants described the experience of preparing student-athletes as rewarding, highlighting the fulfillment they felt in seeing their students excel both in sports and personal growth. They expressed a deep sense of pride and accomplishment when their athletes achieved significant milestones and showcased their talents in competitions. Furthermore, the positive impact on students' lives, such as improved self-esteem and discipline, reinforced the participants' dedication and passion for preparing student-athletes.

Informant 3 cited:

Preparing student-athletes as a coach involves a blend of rewarding experiences and unique challenges. It also involves a commitment to student-athletes' holistic development, and celebrating their successes as they progress in their athletic journeys.

Further, informant 4 also added;

My experiences in preparing student-athletes are although tiring and very costly, it is rewarding, especially when you see the kids working hard even when they are very tired because they want to win. As a coach, you are also touched, that is why even though it is tiring and costly, I support them as much as I can.

Make Training Plan. The participants emphasized the importance of creating a detailed training plan to ensure student-athletes' success. They meticulously designed training schedules, incorporating physical conditioning, skill development, and strategy sessions tailored to each athlete's needs. This structured approach not only optimized the athletes' performance but also helped them maintain a balanced routine between academics and sports.

Informant 5 said;

My experience in preparing student-athletes, are making training plan, I also provide tips on nutrition and mental preparation for competitions. I work closely with each athlete to set personal goals and track their progress. I also teach them the techniques and I emphasize the value of teamwork and sportsmanship.

Enjoyed Conducting Training. The participants expressed that they thoroughly enjoyed conducting training sessions, finding fulfillment in witnessing their student-athletes' progress. They described these moments as energizing, noting the enthusiasm and dedication shown by the athletes. This enjoyment fostered a positive training environment, motivating both the coaches and the athletes to strive for excellence.

Informant 6 expressed;

In basketball, I enjoy it even though there are sometimes challenges, but they can be solved with God's grace. It also feels good to share your knowledge with your athletes.

4.1.2 Advantages in Preparing Student-Athletes

This section presents the results to the specific research question 1.2 'What are the advantages in preparing student-athletes?' The following themes served as results, which were: increases chance of winning, avoid getting nervous during the game, avoid athletes getting injury, and improves athletes' skills.

Increases Chance of Winning. Participants highlighted that effective preparation of student-athletes significantly increases their chances of winning competitions. They emphasized the importance of strategic planning, rigorous training regimes, and psychological preparation in enhancing performance outcomes. Coaches noted that a well-prepared team not only performs better but also boosts morale and team cohesion, contributing to overall success in competitive sports.

Informant 1 stated;

Preparing my student-athletes gives them an edge in games by improving their skills, strategies, and physical fitness, which increases their chances of winning and performing well under pressure. I also become closer to them, and it feels good because they also care for me.

Informant 3 also added;

Preparing student-athletes has several advantages. It helps them develop strong physical abilities. It teaches them valuable life skills such as discipline, time management, and teamwork. And successful preparation can lead to winning, which boosts morale and fosters a positive team spirit among athletes.

Likewise, informant 6 substantiated by saying;

The advantages in preparing student-athletes are that you have the time to discipline them and teach the techniques and skills that they need to learn. If athletes are more prepared, their chances of winning are greater. I really emphasize to them how important preparation is because even someone like Manny Pacquiao, when he has a match, has intense preparation; that is why he became a world champion from the start.

Avoid Getting Nervous During the Game. Participants underscored that thorough preparation helps student-athletes mitigate nervousness during games, fostering a calmer and more focused mindset. This advantage was attributed to comprehensive training in mental resilience and stress management techniques. Coaches emphasized the importance of pre-game routines and mental conditioning strategies in equipping athletes to handle pressure effectively, enhancing their performance on the field or court,

informant 2 emphasized;

As a coach, it really shows that your athletes are prepared; you won't be too worried during the game. And as a coach yourself, you have confidence in the kids that they can compete because during training, you see their performance. So, that's the advantage of having preparation.

Avoid Athletes Getting Injury. Participants highlighted that structured preparation significantly reduces the risk of student-athletes sustaining injuries during training and competitions. This advantage was attributed to meticulous attention to physical conditioning, warm-up routines, and injury prevention strategies integrated into training programs. Coaches emphasized the importance of educating athletes about proper technique, rest periods, and recovery practices to maintain optimal physical health and minimize injury occurrences.

Informant 4 revealed;

The advantages in preparing student-athletes are that as a coach, we know if our kids have a fight against other athletes, preparation really helps a lot in winning the game. When our athletes are well prepared, we can also prevent them from accidents or injuries..

Improves Athletes' Skills. Participants consistently reported that structured preparation significantly enhances student-athlete's skills across various sports disciplines. This improvement was attributed to focused training sessions, personalized coaching, and systematic skill development programs tailored to individual and team needs. Coaches emphasized the importance of continuous skill refinement through drills, simulations, and competitive scenarios to foster growth and competitive readiness among athletes,

informant 5 substantiated;

As a coach, preparing student-athletes has many advantages. It helps improve their skills and discover new techniques. Athletes also learn discipline and time management skills. During preparation or training I let my athletes realize the importance of cooperation and teamwork.

4.1.3 Most Benefiting Part in Preparing Student-Athletes

This section presents the results to the specific research question 1.3 'What do you think is the most benefiting part in preparing student-athletes?' The themes which served as results were, when athletes win, and when athletes become responsible.

When Athletes Win. Participants highlighted that the most rewarding aspect of preparing student-athletes is witnessing their success and achievements when they win competitions. This outcome not only validates the effectiveness of their coaching methods but also boosts team morale and confidence. Coaches expressed pride in their athletes' accomplishments, attributing these successes to diligent training, strategic planning, and effective mentorship.

Informant 1 expressed;

As a coach, the best benefiting part is when your athletes win or achieve big goals. These successes can show others how good you are as a coach, which could help you get promoted or recognized for your work.

This was supported by informant 2 who uttered;

The most benefiting part in preparing student-athletes is that I see their progress and, especially when they win. Seeing their hard work, their desire to excel, discipline, and ability to work in a team makes me very proud that I became part of it.

Similarly, Informant 3 said;

For me, the most benefiting part of preparing student-athletes is seeing their personal growth and development. When athletes improve their skills, build confidence, and win the game, it is incredibly rewarding. When athletes win competitions, it reflects positively on their dedication and the coaching they received. Coaches can use these successes for promotion by showcasing their coaching methods, training programs, and the achievements.

Further, informant 5 added;

If the kid has potential plus a coach who trains and is willing to spend time for preparation, there is a big chance that the kid will win the game, and if the athlete wins, we can also use the certificate for our promotion.

Lastly, informant 6 unveiled;

As a coach, the biggest benefit of preparing my student-athletes is developing their skills and knowledge, not just in their physical condition but also in their discipline and their performance in the game. If they win, we can also use the certificate as a winning coach for promotion.

When Athletes Become Responsible. Participants emphasized that one of the most rewarding aspects of preparing student-athletes is observing their development in responsibility and maturity. Coaches noted that as athletes engage in rigorous training regimens and team activities, they naturally cultivate a sense of accountability for their actions both on and off the field. This transformation not only enhances their athletic performance but also prepares them for future challenges by instilling valuable life skills such as time management and perseverance.

Informant 4 expressed;

It is very satisfying to see them become more confident and responsible individuals. Helping them achieve their dreams and opportunities, such as scholarships, is a great honor.

4.2 What are the challenges encountered by the participants in preparing student-athletes?

This section presents the results to the second major research question ‘What are the challenges encountered by the participants in preparing student-athletes?’ Three specific research questions were used to collect data for this question highlighting the challenges encountered by the participants in preparing student-athletes.

4.2.1 Challenges Encountered in Preparing Student-Athletes

The themes derived from the responses of the research informants to the specific research question 2.1 ‘What challenges have you encountered in preparing student-athletes?’ are presented in this section. The themes were: lack of financial support, lack of training facilities, and keeping athletes motivated.

Lack of Financial Support. Participants consistently identified the lack of financial support as a significant challenge in preparing student-athletes. Coaches expressed frustration over limited funding for necessary equipment, travel expenses, and training facilities, which often hindered the team's overall performance and development. This financial strain sometimes led to disparities in opportunities compared to better-funded programs, impacting both the athletes' experiences and their competitive outcomes.

Informant 1 had this to say;

Managing diverse athletes' behavior, lack of financial support, lack of equipment and proper facilities.

This was also affirmed by informant 2 who stated;

There really is a lack of support in terms of finances, transportation costs for the kids to get to the training venue, and snacks during training. They also have to pay for their entrance to the swimming pool because there is no free-swimming pool available, and we coach also buy their swimming gear.

Informant 3 substantiated;

Lack of proper training facilities, lack of financial support, and athletes' absenteeism, along with you being a teacher who is often absent from class for training, even though the kids know there is training.

Lastly, informant 6 supported this by saying;

Lack of financial support, inadequate training venue, lack of time for training, and many documents that need to be prepared and constantly revised because the instructions keep changing. It is very time-consuming, instead of training, the kids are left behind as we handle paperwork.

Lack of Training Facilities. As the result showed, participants consistently highlighted the lack of adequate training facilities as a significant challenge in preparing student-athletes. Coaches expressed frustration over limited access to quality gyms, fields, and other essential facilities, which hindered comprehensive training sessions and development opportunities for athletes. This limitation often led to compromises in training quality and affected the team's ability to compete effectively at higher levels.

Informant 4 cited;

Lack of proper training facilities, managing diverse athlete behaviors, disciplining athletes can sometimes be difficult, you really need to be firm. Lack of parental support and student absences. Also, taking care of their documents needed to qualify for the game.

Keeping Athletes Motivated. Participants frequently cited the challenge of keeping athletes motivated as a crucial hurdle in preparing student-athletes. Coaches noted the difficulty in maintaining consistent levels of motivation among athletes, especially during periods of extended training or when facing setbacks. Strategies such as personalized encouragement, goal-setting sessions, and team-building activities were employed to address this challenge and sustain athletes' enthusiasm throughout their athletic journeys. Further, informant 5 revealed; As a coach, I have faced challenges like keeping athletes motivated, managing their time between sports and schoolwork, and sometimes not having enough equipment or facilities for training.

4.2.2 Most Difficult Part in Preparing Student-Athletes

This section presents the results to the specific question 2.2 'What do you think is the most difficult part in preparing student-athletes?' After subjecting the responses to content analysis, the themes generated were financial constraints, disciplining hard-headed athletes, sustaining athletes' needs, and lack of parental support.

Financial Constraints. This emerged as a significant challenge highlighted by participants when discussing the most difficult aspects of preparing student-athletes. Coaches expressed frustration over limited budgets impacting the availability of essential training equipment, facilities, and opportunities for competitions. The lack of financial support often necessitated creative solutions and resourceful planning to ensure athletes received adequate preparation despite these constraints.

Moreover, informant 1 noted;

One of the most challenging aspects is dealing with financial constraints. Limited funding can make it hard to provide the necessary equipment, facilities, and coaching resources that student-athletes need to excel. Sometimes, we coach even have to buy equipment ourselves so that the athletes have something to use.

Also, informant 5 stressed;

The most difficult part in preparing student-athletes is overcoming these financial challenges while still ensuring they receive quality coaching and preparation.

Similarly, informant 6 shared;

The most difficult part is the lack of financial support and insufficient access to necessary equipment and facilities, which can hinder the development and performance of student-athletes.

Disciplining Hard-Headed Athletes. This emerged as a significant challenge noted by coaches when discussing the most difficult aspects of preparing student-athletes. Participants described the complexities of managing athletes who were resistant to coaching advice, team rules, or disciplinary measures, which often strained team dynamics and performance. Coaches highlighted the importance of patience, consistency, and personalized approaches in fostering discipline and commitment among such athletes to maintain team cohesion and individual development.

Also, informant 2 noted;

Disciplining stubborn kids, those who push your buttons before they listen, can be exhausting.

Sustaining Athletes' Needs. This emerged as a significant challenge identified by coaches when discussing the most difficult aspects of preparing student-athletes. Participants emphasized the ongoing struggle to meet various needs such as equipment, nutrition, and psychological support within limited resources, impacting both performance and athlete well-being. Coaches highlighted the necessity for creative solutions, collaborative efforts with stakeholders, and advocacy for better funding and support systems to sustain athletes' holistic development effectively.

Similarly, informant 3 unfolded;

The most difficult part in preparing student-athletes is sustaining the needs of the athletes like equipment and training time without affecting student's classes.

Lack of Parental Support. Coaches expressed frustration over inconsistent parental involvement, which hindered effective communication, training attendance, and overall athlete development. Participants highlighted the critical role of parental engagement in fostering a supportive environment conducive to athletes' success, stressing the need for proactive strategies to enhance parental involvement and collaboration in athletic development programs.

Moreover, informant 4 cited;

Lack of parental support is why sometimes even though the child knows there is training, they are absent.

4.2.3 Disadvantages of Preparing Student-Athletes

This section presents the results to the specific question 2.3 'What are the disadvantages of preparing student-athletes?' After subjecting the responses to content analysis, these themes were drawn: demand of time, costly, stressful, and spend own money.

Demand of Time. Navigating the relentless demand of time emerged as a pervasive challenge in the discourse on the disadvantages of preparing student-athletes. Coaches and educators lamented the constant juggle between training sessions, academic studies, and personal commitments, highlighting its toll on both athletes' well-

being and academic performance. The theme underscored the necessity for comprehensive support systems and flexible scheduling to alleviate pressure and optimize student-athletes' holistic development.

Informant 1 noted;

The time demands are significant because coaching requires a substantial time commitment, including practices, games, and planning, which can be demanding and sometimes conflict with personal life or other responsibilities.

Costly. Amidst the complexities of preparing student-athletes, the theme of financial strain resonated deeply, encapsulating the daunting reality of expenses incurred. Coaches and institutions alike grappled with the substantial costs associated with equipment, travel, and specialized coaching, posing a significant barrier to equitable participation. This theme underscored the urgent need for accessible funding sources and sustainable financial strategies to ensure that all aspiring athletes have equal opportunities to excel without financial constraints.

Informant 2 noted;

It is a big expense and quite tiring because if you want to become a winning coach, you have to shoulder the expenses yourself to train the kids. It requires taking a big gamble with time, money, and effort.

Similarly, informant 3 also shared:

Being a coach in preparing student-athletes can be stressful and expensive. The stress comes from managing demanding schedules, balancing training with academic responsibilities and dealing with the pressure to achieve results. Also, coaching can be financially burdensome. Expenses include equipment and training camps and others.

On the same vein, informant 4 also revealed:

A disadvantage in preparing student-athletes is that it can really cost a lot, and it is also tiring because you still have to teach; it is not like you are just coaching and training all the time, so it is challenging to balance.

Stressful. Navigating the realm of student-athlete preparation unveiled a prevalent theme of stress among coaches and students alike, revealing the inherent pressures and demands of athletic development. The daily juggle of academic commitments alongside rigorous training schedules compounded the stressors, highlighting the need for balanced support systems and holistic athlete care. This theme emphasized the critical role of mental health awareness and effective stress management strategies in fostering sustainable athletic development pathways.

Moreover, informant 5 cited;

It can be stressful especially in disciplining athletes, handling pressure to perform, and dealing with expectations from parents and school. Balancing coaching duties with personal life can also be challenging.

Spend Own Money. In the realm of preparing student-athletes, a recurring concern surfaced regarding the financial burdens shouldered by coaches who often dip into their own pockets to support athletes' needs. This theme underscored the sacrifices coaches make, highlighting the strain on personal finances and the lack of institutional support. It illuminated the need for equitable funding models and resource allocation strategies to alleviate the financial strain on those dedicated to nurturing young athletes' potential.

Informant 6 said;

The real disadvantage is that as coaches, we really have to dig into our own pockets for snacks during training, and it is a team event, it is my responsibility, how many times do we need to eat snacks? Then, it is also hard on the head because there are people who are belligerent.

4.3 What are the coping mechanisms employed by the coaches in preparing student-athletes in the Department of Education?

This section presents the results on the viewpoints of the research participants of the coping mechanisms employed by the coaches in preparing student-athletes. This was the gist of the third major research question, 'What are the coping mechanisms employed by the coaches in preparing student-athletes in the Department of Education?' Three specific research questions were utilized to gather data and information.

4.3.1 Strategies Used in Dealing with the Challenges in Preparing Student-Athletes

In this section, the themes created were from the responses to specific research question 3.1, 'What strategies did you use in dealing with the challenges in preparing student-athletes?' The themes were adjusted training routines based on individual needs, coordinate with other coaches, coordinate with the school head, call for PTA meeting, and create a supportive environment.

Adjust Training Routines Based on Individual Needs. In response to the challenges encountered in preparing student-athletes, coaches adeptly adjusted training routines to cater to individual needs, ensuring tailored development paths for each athlete. This thematic finding underscores the importance of personalized approaches in optimizing athlete performance and fostering holistic growth. By adapting strategies based on individual capabilities and aspirations, coaches effectively addressed diverse challenges while promoting a supportive and inclusive training environment.

Informant 1 narrated;

I adjusted training routines based on individual needs, communicated closely with students and their families, and asked for community support for they also know that our resources were limited. We also conducted General PTA meeting for them to be able to know the needs of the school.

Coordinate With other Coaches. Faced with the multifaceted challenges of preparing student-athletes, a key strategy involved coordinating with other coaches. This collaborative approach allowed for the exchange of insights, techniques, and resources, enhancing the overall training program. By leveraging the collective expertise of their peers, coaches were able to implement more effective and diverse training methods, ultimately benefiting the athletes' development and performance.

Informant 2 narrated;

We coordinated with my co-coaches and the swimming pool owner to see if we could get a discount on the entrance fee, and we were very happy because they gave us a small discount. Since some of the parents are also struggling, we cannot really force them to pay for the entrance, so we end up paying out of our own pockets. For their attire, we go to thrift shops to save money because brand-new ones are really expensive.

Coordinate with the School Head. To navigate the complexities of preparing student-athletes, another vital strategy was coordinating with the school head. This collaboration ensured that the necessary resources and support were available, facilitating a smoother training process. Through regular communication and strategic planning with the school head, coaches were able to address logistical challenges and create an environment conducive to the athletes' success.

Informant 3 shared;

Together with my co-coaches, we coordinated with our School Head, PTA Officials and Brgy. Officials for additional support and to address challenges that we face.

Call for PTA Meeting. To foster a supportive community, organizing a PTA meeting emerged as a crucial strategy. By calling for these meetings, coaches were able to directly engage with parents and discuss the challenges and needs of student-athletes. This open communication helped build a network of support, allowing parents to contribute ideas and resources, ultimately enhancing the overall preparation and well-being of the athletes.

Informant 4 uttered;

We held a General PTA Meeting to discuss the problems so everyone could be aware because it is not just a concern for the coach; it is a concern for everyone. After the meeting, we, the teachers, had another meeting with our principal for further discussion to organize everything. Although there is support from the school and the PTA, it is still insufficient, so we approached the barangay to see if they could provide anything for the kids. Regarding the students' absences, I talk to the parents to resolve any issues.

Further, Informant 6 explained;

We, coach had a meeting and discussed the training methods, issues with the athletes, and other problems along with possible solutions. Afterward, we relayed the information through a PTA meeting so they would be informed.

Create a Supportive Environment. Establishing a nurturing atmosphere proved to be a key strategy in overcoming challenges. Coaches emphasized the importance of creating a supportive environment, where student-athletes felt encouraged and motivated. By fostering a positive and inclusive culture, the athletes were more resilient and better equipped to handle the demands of their training and competitions. Similarly, informant 5 emphasized; I set achievable goals, celebrate their progress, and create a supportive team environment. Manage their time between sports and schoolwork by helping them develop a balanced schedule and encouraging effective time management skills. I address the lack of equipment or facilities by seeking support from other stakeholders such as Brgy. Officials.

4.3.2 Ways Coaches Foster Resilience in Student-Athletes.

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'How do coaches foster resilience in student-athletes?' The themes created were stay positive during setbacks, provide constructive feedback, encourage them to strive harder, celebrate their efforts, and allow them to share problems.

Stay Positive During Setbacks. Encouraging a positive mindset was crucial in building resilience among student-athletes. Coaches noted the significance of maintaining an optimistic attitude during setbacks, helping athletes view challenges as opportunities for growth. By consistently reinforcing positivity, athletes were able to bounce back stronger and more determined after experiencing difficulties.

Informant 1 mentioned about resiliency in handling challenges. She cited;

As a coach, I foster resilience in student-athletes by encouraging them to learn from challenges, stay positive during setbacks, and develop a strong belief in their abilities to overcome obstacles.

Further, Informant 2 explained;

I encourage them to see challenges as opportunities to learn and grow. I praise their efforts and help them stay positive after setbacks.

Provide Constructive Feedback. In fostering resilience among student-athletes, coaches emphasized the importance of providing constructive feedback. They found that offering specific, actionable advice helped athletes understand their strengths and areas for improvement. This approach not only enhanced performance but also cultivated a growth mindset, encouraging athletes to embrace challenges and learn from their experiences.

Also, informant 3 cited;

I encouraged them to have a growth mindset, emphasizing that setbacks are opportunities for learning and improvement rather than failures. As a coach, I also provide constructive feedback to help athletes develop problem-solving skills, adaptability, and build a supportive team environment.

Encourage Them to Strive Harder. To nurture resilience in student-athletes, coaches consistently encouraged them to strive harder. This involved setting challenging but achievable goals, motivating athletes to push beyond their limits. By fostering a culture of perseverance and determination, coaches aimed to instill a resilient mindset that helped athletes bounce back from setbacks and thrive under pressure.

Furthermore, informant 4 cited;

As a coach, I really emphasize, especially if we lose, that our training is lacking. Those who win have intense training, so during training, they can become motivated not to give up if they want to win. I also fully support them so they can see that the coach is making an effort, so they should also make an effort..

Celebrate Their Efforts. In cultivating resilience among student-athletes, coaches actively celebrated their efforts, regardless of the outcome. This approach aimed to reinforce the importance of perseverance and hard work, fostering a positive and supportive team environment. By acknowledging progress and effort, coaches encouraged athletes to view challenges as opportunities for growth and learning.

Moreover, informant 5 shared;

As a coach, I foster resilience in student-athletes by creating a supportive team environment where they feel valued and encouraged to keep pushing forward despite difficulties. I emphasize the importance of perseverance, teach them, coping skills for stress and setbacks, and celebrate their efforts and progress along the way.

Allow them to Share Problems. In nurturing resilience among student-athletes, coaches facilitated an environment where athletes felt comfortable sharing their challenges and problems. This open communication allowed coaches to provide guidance and support tailored to individual needs, promoting emotional well-being and team cohesion. By encouraging athletes to voice their concerns, coaches helped build trust and resilience, empowering athletes to overcome obstacles both on and off the field.

Finally, informant 6 revealed;

As a coach, I tell them that it is okay to lose, but it is important to lose having done everything possible so they have no regrets. I also remind them that if they have problems, they can always tell me because I am ready to help.

4.3.3 Solutions Employed on the Challenges Encountered in Dealing Preparing Student-Athletes

Presented in this section are the themes drawn from the responses to the specific question 3.3, 'What solutions have you employed on the challenges you encountered in dealing preparing student-athletes?' the themes generated were establish clear guidelines, talk to the owner of the swimming pool, seek sponsorship, and communicate with barangay officials.

Establish Clear Guidelines. In addressing challenges in preparing student-athletes, coaches implemented clear guidelines to streamline expectations and behaviors within the team. These guidelines fostered discipline and accountability, ensuring that athletes understood their roles and responsibilities both on and off the field. By establishing clear parameters, coaches minimized confusion and enhanced team cohesion, thereby promoting a structured environment conducive to athletic development and success.

Informant 1 cited;

I manage diverse athletes' behavior by establishing clear guidelines, what not to do and what to do, and providing individualized support. Due to lack of financial support, I seek sponsorships, and I also took the initiative to buy shuttlecocks. We asked the barangay for a net because there's no space here at the school; we practice at the barangay gym. Yes, there is support from the school and the PTA, but it really cannot sustain us, especially during training.

Further, informant 4 explained;

In terms of facilities where we can train comfortably without the kids getting too hot, that is where we go. In managing the different behaviors of the kids, I clarify what the expectations are. When disciplining athletes, you need to be firm and consistent with your rules.

Talk to the Owner of the Swimming Pool. In tackling challenges in preparing student-athletes, coaches engaged in proactive discussions with the owner of the swimming pool to secure regular access for training sessions. These dialogues facilitated a collaborative approach to scheduling and resource management, ensuring that athletes had consistent and adequate practice opportunities. By maintaining open communication with the pool owner, coaches successfully mitigated logistical hurdles and provided a stable training environment essential for athletic development.

Informant 4 unveiled;

I talked with the owner of the swimming pool, and I also asked my professional children if they could help the kids. They were supportive, so they gave assistance. Then, I bought some clothes, but for these goggles, I found a solution that I could use them next time. As for the travel, we have a car, and I will go pick up the kids and then fill it up with gasoline, and we will just keep going as long as the kids do not get excited.

Seek Sponsorship. In addressing challenges in preparing student-athletes, coaches proactively sought sponsorship opportunities to alleviate financial constraints. This initiative involved reaching out to local businesses and community organizations for support in funding equipment, travel expenses, and training facilities. By securing sponsorships, coaches were able to enhance the quality of training programs and competitive opportunities available to student-athletes, thereby fostering a more robust athletic development pathway.

Moreover, informant 3 unfolded;

To address the lack of proper training facilities, seek partnerships, I use vacant rooms where we can do our training. For financial support, I seek sponsorships and coordinate with our school head. To combat athlete absenteeism, I maintain open communication with athletes and their families to understand and address their challenges. For colleagues delaying athletes, I discuss and coordinate schedules with them to minimize conflicts, emphasizing the importance of timely release for training sessions.

Communicate with Barangay Officials. In tackling challenges related to preparing student-athletes, coaches engaged in proactive communication with Barangay officials to leverage community resources. This collaboration involved discussing access to local sports facilities, organizing community events, and seeking support for athletic programs. By fostering strong relationships with Barangay officials, coaches facilitated a supportive environment that enhanced training opportunities and promoted the overall well-being of student-athletes in their development pathways.

Informant 5 expressed;

I find ways to talk with my athletes because they may have problems that they are going through, which makes them feel unmotivated. I communicated with barangay officials; they provided us with an amount for jerseys and kept in touch with my school head. I also contribute from my own pocket to sustain the expenses needed.

In addition, informant 6 said;

Aside from the support from the school, we also seek help from barangay officials, and I also contribute to gather the needs and expenses for the kids. For the training venue, we use the barangay gym and just ask for permission for the schedule. And for these documents that need to be prepared repeatedly, my style is not to print immediately to save on bond paper.

4.4 What are the insights gained of the participants in preparing student-athletes in the Department of Education?

This section presents the results on the viewpoints of the research participants of their insights gained of the participants in preparing student-athletes. This was the gist of the fourth major research question, 'What are the insights gained of the participants in preparing student-athletes in the Department of Education?' Three specific research questions were utilized to gather data and information.

4.4.1 Things Learned in Preparing Student-Athletes

In this section, the themes created were from the responses to specific research question 4.1, 'What are the insights gained of the participants in preparing student-athletes in the Department of Education?' The generated themes were- athletes differ, importance of preparation, and creating supportive environment.

Athletes Differ. Through their experiences, coaches discovered that each athlete possesses unique strengths and challenges. This understanding led to tailored training approaches that catered to individual needs, fostering personalized development plans. Embracing the diversity among athletes, coaches adapted strategies to maximize each student-athlete's potential, promoting inclusivity and enhancing overall team dynamics.

Moreover, informant 1 stated;

I have learned that every athlete is different and requires individualized attention. I have learned to focus not just on their physical skills but also on their mental strength and confidence. Building a supportive team environment and fostering good communication are also essential lessons I have learned.

Importance of Preparation. One of the key lessons learned in preparing student-athletes is the paramount importance of thorough preparation. Coaches found that meticulous planning and consistent practice sessions significantly enhance performance and confidence. By emphasizing preparation, coaches observed marked improvements in athletes' skills, game strategies, and overall readiness for competitions.

Informant 2 stated;

I have learned the importance of preparation in winning a competition. Especially in swimming, the proper stroke, and proper breathing, because without knowing those, all the effort and expense would be wasted.

Meanwhile, informant 3 said;

I have learned several important things in preparing student-athletes. First is the significance of communication and building trust with athletes to understand their needs and motivations. Second, is the necessity of fostering resilience and mental toughness to help athletes overcome challenges and setbacks. Last, is the important role of preparation to win in a game.

Moreover, informant 5 said;

As a coach, I have learned the importance of building trust and discipline. Also, I have learned that preparation plays an important role in winning games. If the athletes are more prepared, they are more skillful and know more strategies. Preparation builds confidence and helps athletes perform at their best during competitions.

On the other hand, informant 6 elaborated;

I have learned that preparing student-athletes involves teaching them skills, and the kids must be disciplined during training, especially in games. There should also be teamwork so the game does not fall apart. I also learned the importance of understanding each athlete's strengths and weaknesses so I can guide them properly. And how important training is because during training, you teach them everything they need to know, so if the training is lacking, their knowledge will be too.

Creating Supportive Environment. A significant realization in preparing student-athletes is the value of creating a supportive environment. Coaches discovered that fostering a positive and encouraging atmosphere greatly

enhances athletes' motivation and performance. This supportive setting allows athletes to feel valued, build confidence, and develop resilience, ultimately contributing to their success both on and off the field.

Also, informant 4 unveiled;

I have learned that in preparing student-athletes it involves creating a supportive environment where they feel encouraged and valued, because it boosts their confidence and teamwork, essential for winning the games. When athletes feel supported, they are more motivated to give their best effort, communicate effectively and work together.

4.4.2 Suggestions for DepEd Officials Concerning the Responsibilities of Educators in Preparing Student-Athletes

The theme created in this section was from the responses to the specific research question 4.2, 'What suggestions you can provide to DepEd officials concerning the responsibilities of educators in preparing student-athletes?' The themes were- DepEd officials to prioritize improving sports facilities, DepEd officials to establish mentorship programs and coaches be given enough support.

DepEd Officials to Prioritize Improving Sports Facilities. A key suggestion for DepEd officials is to prioritize the improvement of sports facilities. Participants emphasized that better infrastructure is crucial for effective training and the overall development of student-athletes. By investing in and upgrading sports facilities, DepEd can enhance the quality of athletic programs and support educators in their efforts to prepare students for competitive sports.

Informant 1 narrated;

I suggest that DepEd officials prioritize improving sports facilities and equipment to enhance training conditions. They should also invest in professional development for coaches to ensure quality coaching. Additionally, promoting policies that support student-athletes in balancing their academic and athletic responsibilities would also be beneficial.

DepEd Officials to Establish Mentorship Programs. One insightful suggestion for DepEd officials is to establish mentorship programs for student-athletes. Participants highlighted that mentorship programs would provide guidance, support, and motivation, significantly aiding in the athletes' personal and professional growth. Implementing such programs would also help educators fulfill their responsibilities more effectively, ensuring student-athletes receive comprehensive development both on and off the field.

In addition, informant 2 said;

For me, I think DepEd officials should establish mentorship programs that can connect student-athletes with experienced professionals who can guide their development. They should ensure access to quality facilities and equipment so the kids can be trained properly and to avoid accidents.

In connection, informant 3 mentioned;

I suggest DepEd officials emphasize the importance of balancing academics and athletics for student-athletes. Educators or coaches should receive more trainings and they should provide more support in mentoring and access to quality equipment and facilities.

Similarly, informant 5 unveiled;

Facilitate regular health check-ups and access to sports medicine professionals to monitor the physical health of student-athletes as well as the coaches. Coaches should also be trained to recognize signs of stress, burnout, and mental health issues, ensuring they can refer student-athletes to appropriate resources when needed. And access to quality facilities and equipment and also athletes should be given materials they needed especially shoes.

Coaches be Given Enough Support. A prominent suggestion for DepEd officials is to ensure that coaches are given enough support. Participants emphasized that adequate support for coaches, including financial resources and professional development opportunities, is crucial for the effective preparation of student-athletes. By providing coaches with the necessary backing, DepEd officials can help create a more conducive environment for both educators and athletes to thrive.

Nevertheless, informant 4 highlighted;

My suggestion is that coaches should be given enough support so that we will not be too burdened. Then they can provide good equipment and facilities.

Further, informant 6 added;

Provide adequate financial support, facilities, and ideally, forms where someone other than the coach can work on them so that we coach can focus on training the kids.

4.4.3 Hopes and Aspirations as Coach in Preparing Student-Athletes in the Department of Education

The results in this section were taken from the responses to the specific research question 4.3, 'What are your hopes and aspirations as coach in preparing student-athletes in the Department of Education?' These were the themes drawn from the responses: address challenges faced by coaches, more support on the coaches and athletes, athletes to succeed in athletics and academics, adequate financial support, and athletes obtaining values taught.

Address Challenges Faced by Coaches. In their aspirations as coaches within the Department of Education, participants voiced a strong desire for addressing the challenges they face. They emphasized the need for systematic support systems and training opportunities tailored to the unique demands of preparing student-athletes. By addressing these challenges proactively, coaches aim to enhance their effectiveness in guiding and developing student-athletes both academically and athletically.

Informant 1 mentioned;

My hopes and aspirations are that these challenges faced by the coaches will be addressed. Also, I hope that the kids we teach will also share what they have learned with future athletes.

Similarly, informant 4 said;

I hope that the challenges coaches face will be given attention, and that the kids will carry with them what I have taught them, growing up disciplined and thriving in their careers.

More Support on the Coaches and Athletes. In their hopes and aspirations as coaches in the Department of Education, participants expressed a strong desire for increased support for both coaches and athletes alike. They emphasized the importance of comprehensive training programs and mentorship initiatives aimed at nurturing both athletic prowess and personal development. By fostering a supportive environment, coaches aim to cultivate a culture of success and resilience among student-athletes, preparing them for both sports and life beyond the playing field.

Informant 2 mentioned;

My hopes and aspirations are that these athletes I have trained will be successful in their careers, and I hope they will not forget me. I want to see them grow into confident and resilient individuals. I also hope that coaches and athletes will receive more support.

Athletes to Succeed in Athletics and Academics. Dreaming of a dual triumph, coaches in the Department of Education yearn for student-athletes to excel not only in athletics but also in academics. They envision a balanced approach where rigorous training is complemented by academic support systems, ensuring that athletes thrive both

on the field and in the classroom. By nurturing well-rounded individuals, coaches aspire to instill values of discipline and determination that transcend sports, preparing their students for a successful future in all facets of life.

Informant 3 cited;

As a coach in the Department of Education, my hopes and aspirations revolve around preparing student-athletes to succeed both academically and athletically. I aim to instill in them values of discipline, teamwork, and resilience. I aspire to create a supportive environment where they can develop their skills, build confidence, and achieve their full potential.

Adequate Financial Support. Envisioning a brighter future for student-athletes under their guidance, coaches express a fervent desire for adequate financial support. They hope for increased funding to enhance training facilities, provide necessary equipment, and offer opportunities for participation in competitions. With sufficient financial backing, coaches aim to level the playing field, ensuring that every student-athlete has access to the resources needed to reach their full potential both on and off the field.

Informant 5 elucidated;

As a coach I hope we will be given secure adequate financial support to enhance the quality of equipment and facilities available to student-athletes and ensures that our student-athletes have access to the best possible tools to excel in their athletic pursuits.

Athletes Obtaining Values Taught. Dreaming of a holistic development for their student-athletes, coaches aspire to see values taught on the field translate into life lessons off the field. They envision athletes embodying teamwork, discipline, and resilience in their academic pursuits and future endeavors. Through sports, coaches aim to instill character traits that will shape athletes into responsible and empathetic individuals, fostering a positive impact within their communities.

Further, informant 6 shared;

I hope that the children will carry the values I have taught them: discipline, teamwork, sportsmanship, and dedication. I aspire to see them succeed in life. And I hope that over time, schools will gradually be provided with good quality equipment and facilities.

5. CONCLUSIONS

The comprehensive exploration of coaches' experiences, advantages, challenges, strategies employed, and aspirations in preparing student-athletes provides a rich foundation for enhancing athletic development and educational outcomes. The insights gleaned underscore the critical need for ongoing research and practical applications in athlete preparation. Moving forward, it is imperative for educators, coaches, and administrators to collaborate closely, leveraging these findings to refine training methodologies and support systems. By prioritizing structured training plans tailored to individual needs, fostering supportive environments that celebrate achievements, and implementing resilient-building strategies, stakeholders can cultivate a holistic approach to student-athlete development that nurtures both athletic prowess and personal growth.

Moreover, the documented benefits of preparing student-athletes, such as improved performance, injury prevention, and enhanced skills development, highlight the potential impact of holistic training regimens and specialized skill enhancement programs. To capitalize on these advantages, future efforts should focus on integrating mental resilience techniques and sustainable funding models into athletic programs. This approach not only enhances competitive success but also prioritizes athlete well-being, ensuring equitable access to resources and fostering a culture of achievement and excellence across educational institutions.

Addressing the challenges identified, including financial constraints, inadequate facilities, and maintaining athlete motivation, requires concerted efforts from both coaches and school administrators. By implementing clear guidelines, securing community partnerships, and advocating for comprehensive support systems, educators can mitigate obstacles and create conducive environments for student-athletes to thrive. Furthermore, by embracing

collaborative strategies and prioritizing ongoing professional development for coaches, educational leaders can empower them to navigate complexities effectively, ultimately enriching the educational experience and holistic development of student-athletes within the Philippine educational landscape.

In essence, the findings from this research not only illuminate the multifaceted nature of preparing student-athletes but also offer a roadmap for future endeavors aimed at optimizing athletic development and educational outcomes. By integrating these actionable implications into practice, stakeholders can foster a dynamic environment where student-athletes are empowered to excel academically, athletically, and personally, laying the groundwork for their success both on the field and in their future endeavors.

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