

# Coaching in Paralympics: The Case of Paralympic Coaches in South Cotabato Division

Jestoni P. Penetrante<sup>1</sup>, Wilter C. Frialess<sup>2</sup>

<sup>1</sup>Notre Dame of Marbel University, Master of Arts in Education major in Physical Education

<sup>2</sup>PhD, Professor, Notre Dame of Marbel University, City of Korondal Philippines

## Abstract

This study, Coaching in Paralympics: The Case of Paralympic Coaches of South Cotabato Division, is a single holistic case study aimed to explore significant experiences of Paralympic coaches specifically their journey in coaching, their challenges in coaching, and their coping mechanisms. The primary data collection was in-depth interview. The data was coded, analyzed and interpreted.

The discussion and analysis of the data are presented into nine parts. The first part describes the experiences of the participants on becoming Paralympic coaches. The second part describes the experiences of the participants being Paralympic coaches and the third is their experiences in coaching Paralympic athletes that includes on how they teach the sports skills, motivating the athletes and instilling discipline. The fourth part is the support being received by the Paralympic coaches and athletes and lastly, the challenges and coping mechanisms of the Paralympic coaches.

The data from in-depth interview which were analyzed through thematic coding and transcript categorizing revealed twenty-seven (27) emergent themes that describes the experiences of Paralympic coaches of South Cotabato Division and nine (9) emergent themes for the challenges and coping mechanisms of Paralympic coaches. These emerging themes are affirmations of the distinct practices of the Paralympic coaches of South Cotabato Division.

**Keywords:** Coaching, Paralympics, Coaching in Paralympics, Single Holistic Case Study

## Introduction

In support of Republic Act 7277, a special event for Students with Disabilities in Palarong Pambansa was established under the Implementing Rules and Regulations (IRR) of RA No. 10588, also known as the Palarong Pambansa Act of 2013. This law aims to promote physical education, encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence, contributing to the development of a healthy and alert citizenry. The Palarong Pambansa has been institutionalized as the country's premier national sporting event. Furthermore, the Paralympics are defined as sporting events participated in by Students with Disabilities (SWDs).

Existing studies reveal that learners with disabilities are inclined to engage in sports compared to the typical ones as shown in the study conducted by Geidne and Jerlinder (2016). However, according to them, there are several barriers that prevent these young individuals with disabilities in participating sports-related activities. Meanwhile Davey (2014) emphasized that lack of physical activity offers a severe

concern especially when considering that people with disabilities tend to have inferior health and experience higher degrees of social isolation than those without disabilities. He also noted that several barriers hinder the successful participation of individuals with disabilities in community-based physical activity programs. However, in today's world of Paralympic games, disabilities seem to be no longer a problem. In the Schools Division of South Cotabato, there is an increasing number of schools (68 schools) that offer Special Education (SPED) which caters learners with disabilities, hence, there is an increasing number of learners with disabilities who would want to join in sports-related activities provided with the support they need and guardians' scaffolding as well. This gives the researcher the drive to pursue this study to explore the experiences of the coaches specifically in handling the participation of learners with disabilities in Paralympics.

The nature of Paralympic games has been viewed as an activity that needs the collaboration of specialized trainers and experts to handle the athletes with disabilities. It was revealed in the study conducted by Vanlandewijck & Thompson (2016) where they investigated that Paralympic sport comprises physical, visual, and intellectual impairments. It is the physical, visual, and intellectual determinants of performance in various sports which need scientists that are trained to cater the key interests of these athletes in relation to developing evidence-based systems of classification of sports for every type of disability. They also emphasized that there is still a scarcity of scientific literature and this activity needs roundtable expert meetings with other Paralympic athletes, sports scientists, classifiers, and coaches can provide researchers with a time-efficient, multi-professional indication of the key determinants for a specific sport. Meanwhile, Duffy and Bales (2011) believed that coaching does not really require a college degree in order to work in it. Therefore, this study would like to also explore the possibility that teacher-coaches can be that scaffold without having a formal education in coaching sports can scaffold the learners with disabilities in providing meaningful experiences especially in joining in the Paralympics.

The Department of Education's awareness program aims to improve the kids' physical education and skills, and there are individuals who are responsible and contributory to their achievement, namely their "Coach". Coaches play a vital role in sports performance and development (Erickson et al., 2008; Martin and Whalen, 2014). They serve as facilitators, inspirers, and directors of participation. For elite athletes with disabilities, coaching becomes even more critical particularly in helping them improve their skills (Kean et al., 2017). Tawse et al. (2012) pointed out that coaching athletes with disabilities demands additional skills, including recognizing biomechanical adaptations, addressing accessibility concerns, promoting independence, and offering social support. These aspects complement the more general coaching functions like goal setting, feedback provision, and skill development, applicable to all athletes.

Coaches in Paralympic face extra struggles since they are handling differently abled individuals that require them to give extra effort and patience. There are numbers of researches on the importance of quality coaching in producing high caliber athletes; however, research on handling and coaching disabled athletes is still lacking compared to coaching regular athletes.

The Schools Division of South Cotabato has been very active in the Paralympic Games since it started to become a part of special events in Palarong Pambansa. Paralympic Games provide avenue for the learners with disabilities within the Division to showcase their skills and abilities outside the four corners of the classroom. The Division of South Cotabato has established an outstanding record in terms of Paralympics in the SOCCSKSARGEN Meet and Palarong Pambansa.

Hence, this study aimed to explore and understand the experiences of Paralympic coaches, their challenges and coping mechanisms in the Division of South Cotabato specifically those participating in regional and national meet.

## **Review of Related Literature**

### **Coaching in Paralympics**

Whitmore (2008) as cited in Stanescu (2015) said that coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. While good coaches are convinced that each person always knows the solution to his own difficulties, he also recognizes that sometimes he may need assistance. Fundamentally, coaching involves the coach assisting the individual in learning a new skill or improving his own performance.

The widely acknowledged consensus now is that engaging in sports, as a means of consistent physical activity and training, can contribute to enhancing both physical and mental well-being for participants. Paralympic sports, by offering individuals with disabilities the chance to become amateur or elite athletes, hold the potential to fulfill this vital role for a segment of society that often receives insufficient attention.

### **Becoming and Being a Paralympic Coach**

Researchers in the field of disability sport propose enhancing coaches' knowledge by incorporating disability sport-specific content into coaching courses and introducing a mentoring element in coach education programs. They also recommend complementing able-bodied sport training with general information on disability sport. Furthermore, they emphasized that the creation of specialized coaching manuals and the provision of accessible clinics and workshops are essential for the improved development of disability sport coaches (Dorogi, Bognar, & Petrovics, 2008; Sawicki, 2008; Cregan et al., 2007).

Sherlock-Shangraw (2013) as cited in Siebert (2018) highlighted the inadequate preparation for working with disabled athletes that can have adverse consequences. In community settings where volunteer coaches are common, there is a notable lack of knowledge and expertise in handling athletes with disabilities and learning challenges. Coaches who are ill-prepared to support athletes with hidden disabilities like Autism and Attention Deficit Hyperactivity Disorder (ADHD) may lead to negative outcomes for both the athletes and the coaches themselves.

### **Coaching Paralympic Athletes**

Celenk (2021) highlighted the positive role of sports in motivating individuals with disabilities to engage in physical activity and improve their life skills. Moreover, sports are believed to provide benefits beyond physical engagement, facilitating various cognitive learning processes. This increased drive to assist those with disabilities leads to greater involvement and acceptance within society.

Training individuals with disabilities necessitates many of the identical abilities as coaching athletes without disabilities. These shared skills encompass aspects like establishing objectives, formulating skill advancement strategies, and delivering steady and fitting input (Cregan et al., 2007) as cited in (Siebert, 2018).

Martin and Whalen (2014) pointed out a critical issue in coaching athletes with disabilities: the search for reliable resources. Specialized and individualized training for disabled athletes plays a pivotal role in achieving a high-quality coaching process (Cregan et al., 2007). Coaches lacking prior experience

with individuals with disabilities or in disability sports may encounter difficulties as a consequence. The scarcity of resources for training athletes with disabilities poses a challenge, necessitating coaches to be knowledgeable about each athlete's specific training needs (Cregan et al., 2007).

Moreover, coaching athletes with disabilities requires distinct considerations compared to coaching able-bodied athletes, demanding additional attention in the coaching process and coach development. Elements such as "recognizing biomechanical adjustments, addressing accessibility concerns, fostering independence, and providing social support" are additional factors that influence coaching actions in the context of parasport (Wareham et al., 2018). Similarly, enhancing coaches' knowledge of the specific sport's requirements and how to adapt training strategies to meet individual athlete needs within parasport facilitates a deeper comprehension of coaching within this context (Cregan et al., 2007).

Paralympic athletes expressed a preference for coaches who could adapt to their individual needs, possessed comprehensive knowledge of their sport, engaged in effective communication, and challenged them to reach their potential (Alexander, 2017). Additionally, Carrera (2021) emphasized the importance of coaches understanding the struggles faced by students with disabilities during extracurricular activities, as this understanding is crucial for both successful coaching and the development of the students. The principles of adaptability differ between able-bodied and disabled physical and sporting activities. Coaches should take these differences into account to optimize training for better usefulness and effectiveness (D'Isanto, 2016).

### **Support to Paralympic coaches**

To provide optimal support to athletes in the realm of disability sport, individuals such as coaches, sport psychologists, teammates, and even spouses should possess a comprehensive understanding of the disability world, sport psychology, and the distinctions between disability sport and able-bodied sport. Being well-informed about the disability paradox, coping mechanisms related to disabilities, disability stereotypes, and disability culture is crucial for effective support. Additionally, considering factors like self-esteem, confidence, efficacy, coping strategies, stress, anxiety, and mood states in research can yield insights that often align with findings from studies involving able-bodied athletes (Vanlandewijck & Thompson, 2016).

In order for disability sport to expand in the coming years, a dedication to increasing the presence of volunteers and additional personnel is essential. These individuals would not only aid in coaching but also contribute to the organizational aspects of disability sport programs. Enabling coaches to delegate programming responsibilities or even engage in playing activities alongside coaching would significantly enhance the job contentment of disability sport coaches. This, in turn, would enable coaches to channel their enthusiasm towards sports and assisting others, without being burdened by administrative tasks (Siebert, 2018)

Furthermore, for organizations dedicated to disability sports to experience expansion, a heightened allocation of financial resources becomes imperative. In order to facilitate growth, these organizations require increased financial support to develop and enhance their programs, facilities, and services. This financial backing can contribute to expanding outreach, offering advanced training, improving infrastructure, and ultimately creating more inclusive and impactful opportunities for individuals with disabilities to engage in sports (Siebert, 2018).

## Challenges and Coping Mechanisms of Paralympic Coaches

Coaching athletes with disabilities presents its challenges. To effectively handle the complexities that may arise while working with participants in disability sports, it is crucial for coaches to undergo organized education and professional development in this field. This preparation equips coaches with the necessary skills to navigate difficult situations and establish effective communication when interacting with individuals involved in disability sports. Khotimah and Ashadi (2020) emphasized the significance of qualities like listening, problem-solving, and communication when working with athletes with disabilities. Coaches encounter an additional difficulty in the form of sharing their expertise with fellow educators (Cybulski et al., 2016). This challenge arises because these educators and support teams frequently engage in direct communication with athletes, alongside the coaches. Given that athletes with intellectual disabilities possess individual differences, Special Olympics coaches confront the task of comprehending each athlete's unique characteristics and adjusting their coaching approach to cater to individual requirements (Cybulski et al., 2016).

Furthermore, Dehghansai, Pinder, Baker, and Renshaw I (2021) underscored the challenges participants encountered both in their personal lives and in their sports endeavors. These difficulties encompass financial constraints, varied experiences due to decentralization, and the presence of athletes with diverse impairments. Additionally, uncertainties like COVID-19, qualifications, and accreditations added to the complexities. To overcome these obstacles, participants adopt "anticipate and prepare" strategies, involving thorough preparation, effective communication, and contingency plans. They also practice "manage expectations," which involve understanding specific roles and boundaries, as well as emphasizing the process (i.e., putting effort over results).

Individuals with disabilities encounter numerous challenges when interacting with others, leading them to avoid engaging in physical activity. Shyness, helplessness, a sense of inadequacy, and a lack of ability are some of the negative factors contributing to this avoidance. For them, the concept of motivation (Cottingham et al., 2014) poses a particular issue, as they struggle to self-motivate for physical activity and often require assistance from others in this regard. Increasing sports participation in people with physical disabilities has been recognized as a psychosocial goal (Miller et al., 2019). However, despite these recommendations, there is a lack of research on the factors influencing motivation and perceived social support for individuals with physical disabilities participating in sports and living their lives. Motivation is crucial for individuals with disabilities who need additional support to engage in sports activities.

When individuals with disabilities recognize their athletic abilities and participation in physical activities, they become encouraged to join their disabled and non-disabled peers in sports and leisure activities (Menear & Shapiro). This inspiration drives them to engage in sports and physical activities as a means to maintain a healthy body and mind. Interaction with others allows them to share their skills and further improve their knowledge gained through physical activity.

Research has shown how coaches can influence athletes with impairments and contribute to their development (Bentzen et al., 2021). Previous studies have also highlighted the significant impact of coaching methods on athletes' experiences and outcomes (Côté & Gilbert, 2009).

Loftus et al. (2022) conducted a study on coping measures used by Olympic and Paralympic coaches to mitigate stress effects. The measures included self-determination, stress education, community of practice, and recovery techniques. Interestingly, coaches working with athletes in the Tokyo Paralympics, who were interviewed for the study, viewed stress as a positive force that could aid athletes

in focusing their attention and making quicker decisions. This reframes the common perception of stress as mostly negative, recognizing its presence as a natural aspect of their profession and appreciating its physiological and psychological impact (Norris et al., 2017). Such reframing could be seen as a coping strategy that highlights the link between stress and improved performance (Didymus, 2016).

### **Statement of the Problem**

This study aimed to describe coaching in Paralympics as experienced by coaches of South Cotabato Division. Specifically, this study aimed to answer the following questions:

1. How may coaching in Paralympics as experienced by coaches of South Cotabato Division be described in view of the following:
  - 1.1 Experience of becoming and being a Paralympic coach;
  - 1.2 Experience of coaching Paralympic athletes; and
  - 1.3 Experience of support being Paralympic coaches?
2. What are the challenges encountered by the participants in coaching Paralympics and their coping mechanisms?

### **Method**

This part of the study contains the details of the research approach that was used in exploring the process of experiences of coaching Paralympics as described by the coaches of South Cotabato Division, such as the research design, locale, participants, instrumentation, data gathering procedure, and data analysis.

### **Research Design**

The study employed a single holistic case study to intensively investigate the case of the Paralympic coaches specifically their experiences as a coach, their challenges in coaching, and their coping mechanisms to overcome their challenges. Using a single case design, a holistic and in-depth explanation was utilized. Holistic approach was used in this study to have a rich and deep exploration on the general individual experiences of Paralympic coaches coaching in Paralympics. It delved on their journey in becoming Paralympic coaches, the supports they have received in their coaching experiences and the challenges they have encountered and their coping mechanisms.

### **Locale of the study**

The study was conducted in the province of South Cotabato, Region XII where the research participants are engaged as teachers. Only schools in South Cotabato offering Special Education for Learners with Disabilities were the sites of the study. Libertad National High School, Surallah Central Elementary School and Koronadal National Comprehensive High School were the identified locale of the study since they consistently participate in Regional Meet and Palarong Pambansa and maintain an excellent record in the Paralympic games for the past few years when Paralympics has been included in the Palarong Pambansa as a Special event. Paralympics is annually conducted in the different municipalities in the province of South Cotabato following the host municipality of the Provincial Meet. The Schools Division of South Cotabato was chosen as the locale of the study because of its exemplary performance in Paralympics for the past years since it was included as part of the special event in Palarong Pambansa. Consistently, Paralympic athletes and coaches bring honor and pride to the Division of South

Cotabato by bagging number of medals every year in SOCCSKSARGEN Athletic Meet and Palarong Pambansa.

The Schools Division of South Cotabato offers Special Education Program for learners with disabilities to forty-six (46) elementary schools and twenty-two (22) national high schools in the entire Division. This only means that the said Division is aware and recognize these kind of learners to be given equal opportunities like the regular learners.

The South Cotabato Province is composed of one (1) city, the City of Koronadal and eight (10) municipalities; namely, Banga, Lake Sebu, Norala, Polomolok, Sto. Nino, Surallah, Tampakan, Tantaran, T'boli, and Tupi.

### Participants

The participants of this study were the Special Education for Learners with Disabilities teachers. They were the teacher-coaches of South Cotabato Division. They were chosen as the Paralympic coaches due to their designation as SPED teachers. Basically, regular teachers are not allowed to handle and coach Paralympic athletes because only SPED teachers undergo series of capacity building in handling SPED learners.

Coach A is teaching learners with disabilities for seventeen years and started coaching in Paralympics in the year 2012. She coached Special Olympics in Cagayan De Oro City in 2013 and they bagged second place in athletics. In the year 2019 she was qualified in Palarong Pambansa that was held in Davao City. In the following year, she successfully qualified for Palarong Pambansa that was supposed to be held in Marikina City but it was not realized because of the Pandemic. Recently, her team bagged gold and silver medals in the SOCCSKSARGEN Athletic Meet and she will be coaching in the upcoming Palarong Pambansa.

Coach B is from Libertad National High School and she coached Paralympics in the year 2017 and eventually qualified for Palarong Pambansa in Vigan City, Ilocos Sur. In the year 2019 she coached in Palarong Pambansa in Davao City and bagged gold medal for athletics girls. She was also able to qualify as a coach in the 2020 Palarong Pambansa in Marikina City. Coach B is handling intellectually disabled athletes for Bocce and athletics. In the recently concluded SOCCSKSARGEN Athletic Meet and her team got gold medal in athletics intellectually disabled athletes and qualified for 2023 Palarong Pambansa in Marikina City.

Coach C is currently teaching at Koronadal National Comprehensive High School. He is handling visually impaired and intellectually disabled athletes for athletics events. He started coaching in Paralympics in 2017 and he qualified for Palarong Pambansa in 2018 at Vigan City, Ilocos Sur; Davao City in 2019 and he will be participating in the 2023 Palarong Pambansa to be held at Marikina City. In the last SOCCSKSARGEN Athletic Meet, his team was declared as the over-all champion in Paralympics.

The fixed selection criteria for the qualified respondents ensured that there was no trace of coercion in asking the target respondents to participate in the study.

### Instrumentation

The researcher utilized the *in-depth interview guide questions* in gathering information from the participants. The guide questions were open-ended questions formulated in why and what questions, which were aligned with the statements of the problem of the study. The questions were about the participants'

experiences in coaching as described by the coach-participants; their challenges in coaching; and their coping mechanisms.

Before the conduct of the actual in-depth interview with the participants, the researcher submitted the questionnaire for the validation of experts. Members of the panel were also the validators of the interview guide questionnaire to check thoroughly if it is appropriate in answering the research objectives. One of the validators recommended to specify the term “skills” into “sports skills” in objective 2.1. The rest of the validators did not have any suggestions and recommendations on the interview guide questions. After integrating the suggestions and recommendations from the validators, the researcher conducted a pilot-test through dry-run with one of the coaches who would no longer be a part of the study. The dry-run was meant to find out if there were ambiguities in the interview guide. This was also one way of familiarizing the items of the interview guide, and establishing an appropriate approach on how to raise the questions to the participants during the actual interview.

### **Data Collection**

At first, the researcher asked permission and endorsement from Schools Division Superintendent of the Division of South Cotabato for the conduct of the study among the Paralympic coaches in the Division. When the permit from the Schools Division Superintendent was granted and it was endorsed to the principals of the school where the teacher-coaches concerned were located and then the researcher asked an appointment with the coaches at their most convenient time.

Prior to the interview, informed consent form was presented to the participants and signed as an agreement of their participation in the study. Also, the objectives of the study and the mechanics of the interview were explained to them. Then, they were asked if they were willing to participate in the study and to commit themselves in case there is a need for another or series of interview for clarification or validation purposes. When they accepted the invitation to become participants of the study, the researcher assured that their identity will be kept with utmost confidentiality and the information gathered from them will strictly be used for the purpose of the study only. Ethical considerations were also explained before the conduct of the interview.

During the interview proper, the participants were asked with open-ended questions aligned with the statement of the problem. Their statements were recorded for transcription and deleted after completing the hard bound copies. Aside from the recording of their statements, the researcher jotted down some important key words occasionally in the memo sheet. Probing questions were asked for direction and clarification of some vague statements of the participants.

The first participant was interviewed on April 5, 2023 in her classroom during breaktime and the interview lasted for thirty-seven (37) minutes. The second participant was scheduled the same day with the first participant which was April 5, 2023 during lunch break and the interview lasted for forty-four (44) minutes. The last participant was interviewed through Google Meet because of the hectic schedule of the said participant since his team was preparing for the SOCCSKSARGEN Athletic Meet. It was done in the evening where there were no trainings and practices of the athletes. The virtual interview took about forty-seven (47) minutes.

Lastly, the whole duration of the interview was recorded with the consent of the participants. Recordings were kept in the mobile phone of the researcher and were saved p.



## Data Analysis

The analysis of the qualitative data were based on categories, themes and concepts using Modified Matrix for Case Study adopted from the study of Gio (2021) entitled “Successful Coaching: A Case Study of the Division of South Cotabato”. Hence, prevailing categories to create theme and formed concepts described the preparation, implementation, issues and concerns, and responses to address the issues and concerns of the respondents. The following steps were followed: Each transcript was read several times to gain a sense of the whole content. Significant statements and text segments pertaining to each question were extracted from the transcript and it was presented using table presenting the concepts that were formulated from the text segments. Each underlying concept was coded in one category. After the formulating the concepts, the process of grouping all the formulated concepts into themes were initiated. Similar concepts were grouped according to categories integrating the analysis of Coach A, B and C, adding only the themes not found in the previous case.

## Results and Discussion

This section presents the results of the analysis and discussion of the study on Coaching in Paralympics: The Case of Paralympic Coaches in South Cotabato Division.

### I. Experiences of coaches coaching in Paralympics

The first objective of this study was to determine the experiences of Paralympic Coaches in South Cotabato Division. This objective is divided into three parts which are coaching in Paralympics as experienced by coaches of South Cotabato Division be described in view of the following: experience of becoming and being a Paralympic coach, experience of coaching Paralympic athletes, and experience of support being Paralympic coaches. The experiences of becoming and becoming a Paralympic coach are shown in this section of the study.

### Experience of becoming and being a Paralympic coach

#### a. Opportunities

The first theme that emerged as experience of participants of becoming a Paralympic coach is the opportunities. Under this theme, there are sub-themes drawn. Coach A became a Paralympic coach when Paralympic Games was included as Special Event in Palarong Pambansa. Paralympics is basically an exclusive event for the learners enrolled in SPED Program. This is to ensure that all the learners in the Department of Education have the equal access to different programs and activities especially in sports and physical education.

According to her, there were three learners in her class that were qualified to play in Paralympics that made her as an official coach of those Paralympic athletes.

*I became a Paralympic coach when the Para games was included in the athletic meet (coach A)*

Coach B also pointed out that the Division Supervisor in SPED requested her to take the coaching role for the Paralympic athletes and she added that it was their chance to coach their learners and participate in different athletic meets.

*Ah of course, sir, kasi when our Division Supervisor asked us to join, so sabi naming it is also the chance for us to coach, so yun nga (coach B)*

Furthermore, Coach A added that what made her a Paralympic coach was because regular teachers were not allowed to handle Paralympic athletes. Through that instance, coach A expressed that she went trainings to handle Paralympic athletes.

*Kasi we don't have the choice wala kasi ibang teacher na maghandle sa kanila except for us SPED teachers, so , in other words sa school namin trained ako for the goalball, yung isa naming teacher trained for the bocce, and yung dalawang teachers are trained for the athletic events, so yun siya.(coach A)*

#### **b. Personal reasons**

Based on the narratives of the participants, they became a Paralympic coach because of personal reasons. Under this category, the main reason that they involved in Paralympic coaching is their passion. These participants pointed out that aside from that their selection and designation by their supervisors, it is their will to take part in handling their learners to engage in sports.

Coach A declared that even that there are leaved with no choice of becoming a coach because of their designation as SPED teachers. However, it is their passion to provide more opportunities to their SPED learners in different activities like sports events.

*Second is, yun personal choice, number 1 talaga kasi it leave us no choice kasi hindi man pwede ang regular nga magcoach, pero actually it is indeed our ano talaga, parang parang passion to to serve and provide these learners mga opportunities na ganyan (coach A)*

Just like Coach A, Coach B engaged in Paralympic coaching because of personal interest. She highlighted that it needs interest in coaching Paralympics for you to be driven and to be an effective coach to the Paralympic athletes.

*Masasabi din naming na we also have our personal interest in coaching kasi kung hindi ka interesado kahit may makita ka pa na qualified and then potential na athletes parang wala ka ring drive to push through. Ayun sir (coach B)*

On top of that, coach A also stated that as SPED teachers they are willing to extend their service even outside the four corners of the classroom to give meaningful opportunities to their learners because they see Paralympic games as an avenue for them to make their learners enjoy their stay in school despite of the challenges that they encounter.

*So para sa amon, although there are a lot of challenges on our part, willing kami to extend more kay Diyos ko, ano man lang ang kalipay sang bata nganong ideprived naton sila sang amo na nga opportunities. (coach A)*

Another concept under this theme is the willingness to train SPED learners. Coach C stated that as part of his responsibilities as a SPED teacher is to carry out his duties including training his learners in sports and made them excel in their respective events.

*Na kahit anong ano basta ah kaya kong gampanan ang ano ni ang trabaho especially pagtrain sa mga special ed no, (coach C)*

Coach C added that he was involved in Paralympic coaching because he sees that SPED learners have lot of potentials in terms of sports that these children has a lot to show the world despite of their

different disabilities. He believes that Paralympics is a very good platform where these kids can exhibit their exceptionalities and be more proud of what else they can do.

*And the reason na isa gid sa mga kwan ko ang Paralympic kay nakita ko nga this way it can help them to show the world na kahit they are special meron din sila na pwede ipagmalaki sa iban ng tao nga inspite if their disabilities, so amo na siya. (coach C)*

### c. Preparation

The third category that emerged on the experiences of participants to become a Paralympic coach is their preparations. Under this category, there are concepts drawn that describe the preparations of the participants to become a Paralympic coach. The first concept is capacitating wherein participants shared similar experiences in terms of capacitating themselves to become a Paralympic coach, according to their accounts.

When Paralympics was officially included in the special events of the athletic meet, it was also the time that the participants underwent series of sports trainings in the national level down to school level. Moreover, according to their experiences, sports trainings are pre-requisite to become a coach in different level of athletic meets.

*I became a Paralympic coach when the Para games was included in the athletic meet, and for us to coach different Para games events nag undergo kami sang training, ako I attended national training on goalball aside from this, kaming mga SPED teachers lahat kami almost of us were trained on a particular sports event in Para games (coach A)*

Coach A also added that after the training in the National level there were also trainings in the regional level down to school level which were being reechoed to other coaches and applied what has been learned in the higher level of trainings.

*Okay, nag undergo gid kami sang training sa National and then from the National meron ding regional training, division training and then pag abot sa school is more on application na of the skills na na learn doon. (coach A)*

Furthermore, as shared by coach B, to prepare for higher meets, attending sports trainings and seminars are also needed to be more capacitated as a Paralympic coach.

*We have to prepare for the higher meets and then so ang nangyari, we attended the seminars (coach B)*

Coach C also highlighted that becoming a coach, theories are not enough but joining sports with the regular coaches like in Kids Athletics and PATAFA is also significant.

*Kaya ako hindi lang theories theories on my own, but I joined different kind of trainings noh, coaching Special Ed and nagjoin din ako sa mga training sang mga regular coaches noh, sa mga World athletics noh, ahh kids athletics, sa PATAFA, nagjoin ako sa mga training nila (coach C)*

Another concept that was drawn under capacitating is attending academic training to understand SPED learners. Coach C mentioned about training academically to learn theories in understanding the nature of SPED children.

*Okay, ahmm, academically I was trained to understand hehe ang mga special children natin kay budlay man nga aton aton lang nga pag intindi, dapat may mga theories. So, ang experience ko is, even nga special children sila hindi ko gin stop ang sarili ko, hindi ko ginlimit ang sarili ko just this but I open wide more, expand more. (coach C)*

Also, one of the concepts that emerged under this theme is interviewing coaches and observing Paralympic trainings and games that was shared by Coach B, according to the her one way of capacitating to become a Paralympic coach is to ask ideas from other coaches how the Paralympic games is done by witnessing actual event games.

*So yun, through interview, through observation also and through trainings, yun ang preparations namin. (coach B)*

The last concept in this theme as part of capacitating is body conditioning of the coaches. Coach B highlighted that one of their preparations for the Paralympic games is their physical body, since Paralympic games is usually held outdoor, the coaches condition heir bodies to be more efficient in coaching the Paralympic athletes and it is one of the requirements to become a Paralympic coach.

*So aside from that, physically ang preparations namin of course we also prepared ourselves physically, kasi nga mapapasabak ka sa mainit na ano , ano tawag dito, mainit na environment, (coach B)*

#### **d. Learning the nature of Paralympic Games**

According to the shared experiences of the participants of their becoming a Paralympic coach, they learned the nature of Paralympic Games. Since Paralympic games is different from regular sporting events there are mechanics that are only intended for this kind of Special Event. Coaches mentioned that understanding these mechanics would qualify the learners to play in Paralympics.

*Iba kasi ang ano, iba kasi ang although the same event lang like sa athletics, the same lang sa norms pero may mga mechanics na iba when it comes to to Paralympics yun siya, so dapat alam ng coach yung mga process na yun. (coach A)*

Coach A also added that a child's disability should be considered to fit with the sports event because there are SPED learners with multiple disabilities. There is a specific event for specific disability of the athlete. So, the coach must be aware and careful in assigning learners to a particular event.

*Intellectual disability sila pero coupled with slight hearing impairment parang ganun dapat we have to make sure na dapat ang bata is fitted for that certain event. (coach A)*

Moreover, Coach A shared that there is a certain Intelligence Quotient requirements for Paralympic games under Intellectually Disabled athletes. She mentioned that the IQ level of ID athletes must be below 70 for them to be qualified Paralympic athletes. The Intelligence Quotient of the athletes is measured through a psychological test that the athletes must undergo to qualify for the game events.

*And then ah, sa mga requirements naman sir, magkaiba kasi ang requirements for learners with intellectual disability is number one, dapat may assessment, yung assessment dapat yung IQ nila is below 70. (coach A)*

#### **e. Understanding Paralympic athletes**

Coaches shared that one of the important factors to become a Paralympic coach is to understand the athletes. Learn how the SPED learners acquire skills before giving them appropriate training. They also shared that as a coach, one has to identify the limitations of the SPED learners so that the coach could adjust his/her instructions during training.

Under this theme, coaches pointed out the nature of training as part of understanding the Paralympic athletes. Coach A and C highlighted the importance of establishing routines to the learners, before being a coach and as SPED teachers, learners are trained in a routine manner for them to easily familiarize the skills that need to be learned though as emphasized by Coach C, routines are rarely familiarized by the athletes.

*Okay so when it comes naman sa preparations naman as coaches, to be specific sa ID ko ha, magfocus ta anay sa ID, dapat ma establish mo sa ila ang routine (coach A)*

*So amo na siya nga, routine para memorize pero miracle na gid kung ma memorize nila kung ano ang ginahatag mo sa ila, (coach C)*

Coach A specified that understanding the athletes' capacity to learn would help the coaches to successfully teach the needed skills to the Paralympic athletes. She also highlighted that the use of task analysis and principles of repetition are needed for the athletes to absorb the skills being taught to them.

*Una when it comes to training sa regular kasi pagmagbigay ka ng instructions nga okay you do this and that, makuha, where as sa sa para games, iba, ahh pagmagbigay ka ng instructions kinahanglan mo siya gamitan sang task analysis or itask analyze mo or constant repetition para ma absorb (coach A)*

Coach C enrolled in a university and became a scholar to better understand the nature of the athletes and prepare in becoming a Paralympic coach. In that case, he mentioned that he became more knowledgeable in understanding the special learners and got the concept on how to deal with these kind of disabilities for him to become an effective coach and mentor.

*So may mga informations, I was a scholar of DepEd, 2013 and 2014 no sa USEP Davao, so dgto ko naintindihan noh ang mga special, so that way na prepare ko na ang sarili ko, (coach C)*

### **Experiences of participants being Paralympic coaches.**

#### **a. Unique experience**

The first main theme on the experiences of the participants being a Paralympic coach is their unique experience. Under this main theme, a sub-theme emerged, described by coach A as surprising experience. She elaborated that being with Paralympic athletes is a different and unique experience compared to regular athletes. This is because how the athletes are being trained and coached is totally different from the regular athletes she added. Paralympic athletes shows a lot of surprising unexpected moments like performing the skills which are not expected from them.

*speaking about experience, I can say that parang it is full of surprises kasi iba pala yung yung yung maexperience mo being with a Paralympic athlete compared to the regular, (coach A)*

Another concept also that made the experiences unique and surprising is Paralympic coaches use different approaches and strategies in training the athletes. She said regular athletes can easily absorb all the learnings in one instructions without repetition, unlike Paralympic athletes one has to employ varied strategies if one is not effective. She also highlighted the use of task analysis in training the athletes and it is her strategy for the Para athletes to grasp the skills. It is breaking down the complex skills into smaller and manageable steps.

*Una when it comes to training sa regular kasi pagmagbigay ka ng instructions nga okay you do this and that, makuha, where as sa sa para games, iba, pagmagbigay ka ng instructions kinahanglan mo siya gamitan sang task analysis or itask analyze mo or constant repetition para ma absorb (coach A)*

Coach A and B added that Paralympic athletes focus on fun rather than competition. There are times that athletes act differently if they are in different setting or venue. They also tend to show their fun side to get the attention of the audience and that is why coaches really have to guide them in their games. Coach A and B mentioned clearly the following:

*Kay one of my experience prior to SRAA nagpractice kmi sa South Cotabato, naghambal gid ako sa officiating official nga siling ko sir patestinga kmi sang inyo lupok lupok kay sang time sang gingamit nila kay daw tung gun, my goodness, ang experience is pag ready, get, set, paghambal nga “go” ang akon bata wala nagdalagan, siling niya “ahhgg naigo ko naigo ko” nagpapatay patay siya ya kay naigo siya sang pusil (coach A)*

*Yun ang masaya sir sa Paralympics, kasi during the game kasi sinasabi ang coach hindi pupunta, hindi lalapit pero may time talaga sir na kailangan yung guidance andun ka. (coach B)*

*Sa bocce naman, ang saya, ahh parang nagpapasikat yung iba, so kailangan constant ka “oh diritso lang, oh ganun” “concentrate” yung mga ganun. (coach B)*

## **b. Fulfillment**

The second theme that came out from the experiences of the participants being a Paralympic coach is fulfillment. Under this main theme a sub-theme also emerged. According to the shared experiences of the participants, coaching in Paralympics is life changing. Coach B revealed that being with the Paralympic athletes create a different feeling compared to the regular ones.

She also elaborated that being with the Paralympic athletes one feels varied emotions like patience will be tested but there is happiness and the fulfillment seeing Paralympic athletes able to do the task that they needed to execute.

*I must say, very fulfilling and kung бага ano siya sir, life changing, life changing na experience because iba kasi yung case ng mga Paralympics na athletes compared to the regular. (coach B)*

Coach B also added that there is a great fulfillment realizing that the Paralympic athletes are rewarded with their achievements in sports. She feels that she is part of the achievements of the athletes because of their training journeys as coaches and at the same time as a trainer.

*So ano siya sir, parang mixed kasi siya sir eh, andun yung fulfillment mo, andun yung kung bag ma sestretch yung patience mo at andun din yung happiness mo kasi makikita mo yung students mo despite of their disabilities or difficulties meron silang na achieve parang ganun. (coach B)*

Another sub-theme under fulfillment is satisfying experience in coaching. Satisfaction of coaches in Paralympics is when the athletes can successfully perform all the instructions and learned skills in the trainings and actual games. Coach C mentioned that there is a priceless joy when he sees that his athletes are performing what has been taught to them.

*Pero ang kalipay bala nga makita mo nga gaperform sila nga bisan amo na sila maperfect nila ang imo ginahatag sa ila nga instruction, amo na siya noh (coach C)*

The third sub-theme is rewarding experience. Coach A stressed that being a Paralympic coach is tremendously rewarding in a sense that she has the capacity to empower the Paralympic athletes in championing their disabilities through overcoming their difficulties and challenges and to reach their ultimate goal and that is winning in every event that they are participating with.

*I can describe my over-all experience, it is tremendously rewarding, rewarding experience because it involves how we empower our athletes, how we overcome the challenges, how we achieved our goals, of course, of winning. (coach A)*

Besides, coach C also shared that it is rewarding experience when he is with Paralympic athletes. Their togetherness on and off training gave him that feeling.

*Actually, ako sir no kuwan siya eh, rewarding experience siya eh, very rewarding experience to be with the children like them (coach C)*

The last sub-theme is being a Paralympic coach is promoting awareness and inclusivity for learners with disabilities through Paralympics. She mentioned that Paralympics gave them the doors of giving awareness to people about disability sports wherein these kind of learners will feel that they are included in the society and given equal opportunities and recognition. As coach A stated the following narratives below:

*And siguro, isa din sa magandang experience that I'd like to share with you is, through sports we were able to promote inclusivity, we were able to raise awareness about disability sports (coach A)*

*And of course ang pinaka the best outcome we were able to fight for the equal opportunities and recognition for learners with disabilities. (coach A)*

### **Experience of coaching Paralympic athletes**

This objective is divided into three areas which are teaching the skills, instilling discipline, and motivating athletes. The experiences of Paralympic coaches in coaching Paralympic athletes are shown in Table 6.

### a. Orientation

In terms of teaching the skills to the Paralympic athletes, the first thing that Coach B is doing is that she starts with the orientation of the basic knowledge of the game. She introduce first the basic equipment of the game like the ball that they use since equipment in Paralympic games are totally different from the regular sport events. She also added by presenting what kind of event they will participate with, its rules, mechanics and how to play the game. Paralympics has distinct sports event like Bocce and it uses different kind of equipment and facilities. Coach B also said that she do it in a gradual manner for the Paralympic athletes to processed basic knowledge of the game.

*So gradual lang sir, ngayong araw halimbawa ganito yung, ating game, so ito yung ating mga equipment, ito yung ating bola (coach B)*

*Tapos iorient mo sila sir sa rules, iorient mo sila sa, yung sa amin sa Bocce ginaorient namin sila sa court, ganito yung ating gagawin, so ganito yung mechanics, ganito yung rules, so ganito yung paglaro, gradual... (coach B)*

### b. Routines

The next theme that emerged in teaching the skills to the athletes is establishing the routines. Coaches start the training through warm-up exercises, it is true to all basic training routines. This is to ensure that the body of the athletes are ready for any physical activities that they will do during the training. All of the participants mentioned that warm-up exercises are very essential in their training sessions with the athletes.

*Okay, skills, sige ma focus ta sa ano ha, ID athletics muna, okay, basically just like sa ginahimo sang regular, may ara na sila sang warm-up (coach A)*

*Yes sir, and then dapat magcreate ka ng routine, talagang magcreate ka ng routine, yung aming ginagawa, before ng practice, warm-up. (coach B)*

*Of course ang aton, the same with the regular we prepared them sa ano noh sa of course, preparations, exercise, sa mga ano nila (coach C)*

### c. Demonstration

One important thing in teaching the skills to the Paralympic athletes is to demonstrate first the skills to the athletes. In demonstration, the coach models how to perform the skills together with the step by step instructions of the proper positions of the body. In this way, the athletes have the concrete idea of the actions is being done. Coach A makes sure that every step is done appropriately. This is evident in her statement below:

*Pero during sa pagtudlo sang skills, atong ginhambal ko kaina nga unahan mo gid, iexecute mo gid kung paano himuon halin sa pagpungko nga position, proper position, hindi mo siya hambalan nga "oh pungko na, ready na nga amo sini, hindi gid, pangkay uhon mo pa ng ila mga tiil, "ini forward gamay, ini backward gamay... (coach A)*

Synchronization in executing the skills with the athletes is the next sub-theme under demonstration. Paralympic athletes find it difficult to catch-up with the instructions of the coach thus performing the sports skills with the athletes is very important. Coach A shared that for the athletes to do the skills properly, the coach should always on the side of athletes to guide them.



*Tung ginhambal ko sa imo nga sabayan mo gid sila dalagan nga hindi sila magawas sa ila nga lane, kay bisan ano mo da ka singgit singgit “nga hindi magliko” hindi nila maano makuha... (coach A)*

Additionally, coach A mentioned that one has to instruct the athletes specifically during the training and game proper. This is to ensure that the athletes are doing the skills properly. Coach A closely monitors her athletes during their training and actual game and guide them to perform correctly.

*Pero, pero kung ara ka nga “okay diri ka lang gid sa sulod ha hindi ka mag gwa sa ini nga linya” amo ng ginahambal ko nga task analysis, isa isahon mo gid from ano gid siya hehe para gd makuha nila... (coach A)*

#### **d. Repetition**

One of the important principles in teaching skills is repetition. It is one way of mastering the skills and perform it flawlessly. One of the concepts under this theme is constant practice. Coach A sees this strategy as beneficial to teach the skills to the athletes. Consistent practice enables the athletes to execute actions more efficiently and effectively during actual events.

*Amo na siya constant gid nga balik balik kay para bag o nila makuha gid ang tama nga position kay sa pagpadalagan mo (coach A)*

Coach B also added the importance of repetitive practice of their routine, that is why she gives exact and specific instructions every training. She mentioned that through that strategy, mastery of the skills is achievable.

*Then after that, oh gawa tayo ng court, ganyan, kailangan routine talaga sir, establish mo talaga na ganito yung gagawin first, second, then third. Paulit-ulit lang yan, paulit-ulit hanggang ma master nila. (coach B)*

Also, showing patience and gradual teaching of skills is one of the concepts in this theme. Patience is very important in teaching the skills to the Paralympic athletes, considering the nature of the SPED learners, a coach should have a long patience during training because of the gradual process of teaching the athletes.

Coach C elaborated that his athletes find it difficult in doing the relay but he always make sure that there is no room for disappointment rather he always show to his athletes that he is eager to teach them for them to get going.

*Sa relay pa lang mabudlayan na sila pero amat amat, hindi mo gid ipakita sa ila nga ng disappointed, gapangakig ako pero wala ko ginapakita nga surrender, noh amo na siya. (coach C)*

#### **e. Monitoring of progress**

Monitoring of progress of the athletes gives the coach a concrete idea of athletes' improvement. It helps the coach identify the strengths and weaknesses of the athletes based on their performance; in that way, coaches can work on the areas to be improved.

Coach A and C use time trial as this is useful in the running events participated by the Paralympic athletes. Both coaches constantly compare the time performances of their athletes every practice. This is to monitor and make sure that the speed of their athletes is improving.

*Tapos nagahatag pud kami sang time “oy naka 5 minutes ka, oy dapat maka 4 minutes ka” amat amat mo siya anhon sang time asta nga magdasig sila...*

*(coach A)*

*Sila sila lang ang galaban during our training, so kinukuha naming yung time para at least every time na magakaron ng time trial, makita nila kung ga improve sila o wala ga improve or naga worse ba ng performance...*

*(coach C)*

Coach C also lets his athletes train with the regular athletes. This is to compare the speed of both athletes and let the Paralympic players realize that there are faster runners than them. In that way, they will strive and train harder to cope with those athletes.

*But sometimes kami nga mga Para games naga, naga time trial sa mga regular so para ma compare namon ang speed nila with the regular, para makita nila nga abi nila sila na ang paspas may ara pa gid nga paspas gali...*

*(coach C)*

## Experiences of coaching Paralympic athletes in terms of instilling discipline

### a. Firm decisions

The first main theme that emerged on the experiences of Paralympic coaches in instilling discipline to their athletes is establishing firm decisions. Disciplining athletes is one of the challenging part of coaching and training. It involves discipline on time, diet, behavior and attitudes during actual games.

Sub-theme under this is setting clear boundaries to the athletes. As what coach A shared during the interview, one principle that is very effective in disciplining Paralympic athletes is that when a coach says “no” it is always a “no”. This is to ensure that Paralympic coach has the ability to “hold” the athletes during their tantrums and misbehavior.

*Okay, amo na siya ang ginahambal Sir Jes nga, we need to establish pagmaghambal ka nga no, no is always a no... (coach A)*

Another concept in this theme is showing seriousness in instilling discipline to the athletes. Coach C narrated that even before the training for Paralympic games, he already disciplines his athletes inside the classroom. In that manner, the student-athletes have already an idea that their coach is serious about the training especially in the field.

*Mag instill discipline kay sa school pa lang kabalo na sila kung seryoso ako o hindi ako seryoso noh. So during the practices noh, especially sa field, may time gid nga seryoso ako... (coach C)*

He even added that he is openly communicating his real feelings to his athletes. He shows when is angry and disappointed about the behavior and performance of the athletes. So every time he is showing his feelings to his athletes, the athletes already know how to behave.

*So amo na siya, so in general, ginapahibalo ko lang sa ila kung akig na ako, na disappointed ako, kag mabal’an nila nga that way seryoso na ko. (coach C)*

Lastly, another concept in this theme is constant reminding of the do’s and don’ts. As a coach one has to be clear with the things that the athletes are allowed to do and not to do. Since they are special athletes, constant guidance and reminders are needed. This is evident on the transcript from coach B below:

*Once na naestablish mo na yan sa kanila, yung mga gusto mong mangyari, constant reminder lang sir, constant reminder lang na hindi dapat kayo mag ganito, dapat ganito yung gagawin niyo... (coach B)*

## b. Communication

Additional theme that was drawn on disciplining Paralympic athletes is the use of communication. Proper and effective communication helps the coaches and athletes know their mistakes and properly address it. Coaches immediately talk to their athletes if they constantly misbehave during their training and in the game.

Coach A calls the misbehaving athletes and talk to them appropriately especially those athletes who do not follow instructions and stubbornly disobey their coach.

*Halimbawa ang bata hindi siya magfollow, syempre may ara kami nga istoryahon mo siya... (coach A)*

Moreover, coach C shared that he does not find it challenging to discipline his athletes because they are just intellectually disabled. One thing he always do is to adjust to the level of his athletes and talk in their language. He also highlighted that in doing such intervention Paralympic athletes could easily understand what their coach want them to do.

*Actually hindi man gid sila budlay disiplinahon gid kay they are just intellectual disability so we can talk in their own language para atleast hehe mas dali nila maintindihan. (coach C)*

Coach B shared that another concept under this theme is establishing rapport with the athletes. She shared her experiences on how rapport help the coaches to discipline their athletes. Paralympic athletes always feel comfortable with the people they are always with, thus, coaches should always make sure that their presence is being felt by their athletes. Through that, disciplining Paralympics athletes is way easier because there is connection between the coach and the athletes.

*Pero yung mga intellectually disabled natin, kung hindi sila sanay sa teachers na yun or kung бага hindi nila always nakasalamuha, medyo aloof din sila, dun lang sila sa teachers na always nila nakakasama. (coach B)*

Furthermore, coach B stated that building mutual trust is very important. Coaches should build trust to their athletes and the same way with the athletes to their coaches. That mentioned strategy in instilling discipline will give both parties the confidence that they assure in every training and game that they do.

*So yun yung nasabi ko kanina, to instill discipline, kailangan ma build nila yung trust nila sayo, ganun din ka sa kanila, mabuild mo din yung trust sa kanila. (coach B)*

Another salient concept in instilling discipline to the Paralympic athletes is showing appreciation to them. Coach C appreciates his athletes after every their performance and he realized that it is effective so that his athletes will not misbehave and follow the instructions the next time.

*But after that kung siya na magperform of course, I need to appreciate kung ano man ang iperform niya atleast later on hindi na siya mag misbehave na. (coach C)*

He also added that love for the Paralympic athletes is really a pre-requisite to becoming an effective Paralympic coach. By showing his love to his athletes it helps him to handle this kind of athletes properly.

Paralympic athletes should be feel loved by their coach despite of their disabilities and they should not feel that they are different from others. Coach C heartily shared that when these kids feel loved they will obey and behave accordingly.

*So amo ng part sang preparation ko nga dapat ini nga mga bata, ilove mo gid sila bisan ano ang mga disabilities nila para atleast mas lalo nga mamati sila sa akon kag mag ano ni, magsunod sa tanan nga mga instructions ko. (coach C)*

### c. Punishment

Additional category in disciplining Paralympic athletes is employing punishment. Some coaches are giving punishments to their misbehaving athletes to give them lessons and to let them realize that they are doing the wrong thing. Coach C explained that if there is misbehaving athlete, he does not allow that athlete to perform; instead, he just let that particular individual to just stay on one side and observe his teammates doing the skills.

*Actually ang ginakwan ko kapag nagmisbehave siya actually siya ang last nga ipaperform ko “you need to observe, stay for awhile, stay for awhile, look at the group, look at your friends na they will perform”. Everytime nga may nagmisbehave, yung nagmisbehave always last nga magperform. (coach C)*

He also conveyed that Paralympic athletes always want to be the first to perform the skills to show that they are the best athletes among their teammates, so, if there are misbehaving athletes they will lose their turn and they will feel disappointed and they realize the consequences of their misbehavior during training.

*Kay sila na gusto man na nila magperform, unahay man na sila kay gusto nila ipakita nga best sila, so ang magmisbehave usually last nga ga perform. So garalain na siya kay gusto niya gd na magperform pero kay nagmisbehave ka, you stay. (coach C)*

### d. Goal setting

The last theme that emerged is goal setting. Coach C elaborated the reason why he does not find it very difficult to instill discipline to his athletes. This is through motivating the athletes by always reminding his athletes of their ultimate goal why they join Paralympics and what the purpose of their daily training is.

He testified that if Paralympic athletes have clear direction and reminded of their goal, they will have discipline during training and they will do their very best to win and be qualified for higher meets.

*Actually wala gid man ako nabudlayan magdiscipline sa ila kay they know, first is they are motivated, actually, in the future amo ni ang goal ta “sin’o gusto sang gold? Sin’o gusto sang Palaro?” so ina ma motivate na sila and they need discipline in sports para at least to reach that goal they need discipline no, discipline sa pagperform, discipline sa mga practices para at least dali lang ma reach ang goal naton nga magkaroon ng gold at makajoin sa Palaro. (coach C)*

## Experiences of coaching Paralympic athletes in terms of motivating the athletes

### a. Extrinsic motivation

One of the basic forms of motivation of the coaches is extrinsic motivation. All coaches-participants stated evidently that using of reward system to the Paralympic athletes is very useful and effective. Coach A emphasized the role of reward system in their motivation process as athletes are more interested in reward system rather than verbal recognition and appreciation alone. Below is the transcript of coach A:

*At hindi madula sir jes ang motivation. Kabalo ka man sang motivation, "oh pagmakuha mo ang amo sini nga time, mapa canteen ta, mamerinda ta" ng may reward, hindi gid madula ang reward system kay or else pag wala ang motivation, bahala timu dira, may mga amo gid sina nga mga cases. (coach A)*

Coach A also added that giving of stars to the athletes after performing the skills correctly doesn't have an impact to their motivation especially to those intellectually disabled athletes. She emphasized that you have to give them something tangible for them to keep motivated and do well in the training and in the game proper.

*Kung sa ID laban laban amo gd na, amo gd na basically ang ila motivation, oo. Kung maghambal ka abi tagaan taka 5 stars or amo sina, wala na pero kung something nga maano nila. (coach A)*

This is supported by coach B and said that they use to treat the kids with their favorite meals and snacks after achieving their goals. It serves as the prize for their hard work and persistent training so that they will do the same in the next event.

*Maliban dyan magblow out tayo sa Jollibee, ganun, yung parang reward system... (coach B)*

Additional concept in this category is enlightening of the athletes of the medals they will get if they will do their best in the competition. Coach C said he motivates his athletes through the possible awards and medals they will have when they win in their respective events. Couple with reminding their goals in the competition he proved it effective in motivating the Paralympic athletes.

*Ah okay ang motivation ko talaga is ah medals na makuha sa SRAA or sa sports or sa event nga kadtuan namon like SRAA or Palaro noh... (coach C)*

Coach C uses the cash incentives that will be received by the athletes if they can bring home medals. The Local Government of South Cotabato gives cash incentives to the winning athletes with corresponding amount, 3,000 pesos for the gold medalists, 2,000 pesos for the silver medalists and 1,000 for the bronze medalists. In this way, Paralympic athletes get more motivated to win a medal during their game.

*And then ang ginagawa talaga namin parang motivation sa kanila, gina conditon naming, ginacondition namin sila na kapag manalo ka, kapag ginalingan mo yung practice meron kang prize... (coach B)*

### b. Keeping promises

Paralympic athletes have different emotional state compared to the regular athletes due to their disabilities. Coaches A and B admitted that everytime they make a promise to their athletes they keep it. Paralympic athletes tend to sulk everytime their coaches do not keep their promises. Therefore, Paralympic

coaches should always make sure that their promises are achievable to avoid the misbehavior and tantrums of their athletes. It shows in the statement below:

*Pwede siya pero careful ka dira, kay once hindi mo siya ma met, halimbawa wala siya nagdaog, ang iya mindset sina madaog o hindi malakat na, pag hindi bantay ka kay hahahaha its either sunggudan ka or magtantrum ba na siya or “tikalon ka teacher, siling mo..., hindi nko magliwat liwat” may mga scenario nga amo sina, that’s why kung maghatag man kami kaisa sang condition, gina see to it man namon nga condition nga ma achieve lang, oo, or else kung hindi gid siya ma achieve basi amo ng turning point man nila nga mag oo. (coach A)*

*Kailangan talagang ibigay mo sir kaya nga ang promise talaga namin, yun lang reward na medal or blow-out. So kapag sinabi mo na iblow-out mo sila, kailangan talagang tuparin mo, hindi pwd na hindi sir. (coach B)*

### c. Intrinsic Motivation

Intrinsic motivation is priceless and plays a significant part in keeping the fire burning within the Paralympic athletes to be better everyday. Intrinsic motivation has been proven to be as effective as extrinsic motivation. Coaches focus more on this kind of motivation to establish personal enjoyment, interest and satisfaction on the part of Paralympic athletes. They keep on doing this to sustain the engagement of these children into sports.

Intrinsic motivation may come in different forms and individuals. In the case of coach B, she narrated that her athletes feel very encouraged when there are people cheering to them. They feel that those people are believing in their capacities and they feel that they are accepted in the society. That gives them inspiration and continue to perform in their events.

*So far sa kanila sir parang ano kasi sa kanila kung baga naging avenue yan sa kanila na makalabas sa kanilang shell and then parang na feel nila na accepted sila socially kasi nga marami yung naga cheer sa kanila, so yung feeling siguro sa kanila naiiba din kaya nga parang walang discouragement, para talagang encourage na encourage sila, inspired talaga sila na tumakbo. (coach B)*

Coach B also revealed another concept which is continuous support and encouragement for the athletes. She mentioned that even the athletes are not leading the race it is the role of the coach to keep on cheering them to show them support and recognize their effort for doing their best. This is to ensure that no athletes will be discouraged causing him/her to stop from participating in Paralympic games.

*Alam mo kasi sir sa Paralympics kahit mabagal yung takbo ng bata kahit natalo siya kailangan talaga icheer mo “hayyy ang galing galing mo, sige next time naman” ganyan. (coach B)*

She followed-up it with another concept, keeping the positive mindset. Establishing this idea to the athletes make them more motivated and will try harder to be more skilled athletes.

*Positive talaga sir, so far, wala akong na encounter na nadiscourage na athletes sa Paralympics. (coach B)*

Coach C added that he avoids negative comments to the athletes for them not to be hopeless. Paralympic athletes tends to have lower self-esteem if they do not get their goal in every game. He always

tell his athletes the brighter side of every result of their game. Highlighting the importance of not giving-up is a vital role of the coach that should be reflected to the athletes.

*Actually sila very low gid na sila kung hindi nila makuha ang gusto nila, pero usually mahambal ko “okay don’t worry, you did your best noh, you did your best, next time meron pa tayong next year, so next year atin na yan, okay? For now, I’m happy you performed well.” Amo gid na, wala sang negative nga comment sa ila, always positive na kay of course ginhimo man nila ang kakayanan nila then the other group nagprepare man gid sila sang mayo, so wala ta mahimo. (coach C)*

The last concept in motivating the athletes was revealed by coach C, the presence of the parents of the athletes. Prior to the game proper, athletes are exclusively trained through lived-in training. They are with their coach and other athletes for couple of weeks in preparation for their events. They seldom see their parents during that period, but coach C sees the importance of the role of their parents to keep them motivated.

He usually asks the parents to visit and give encouraging words to their children. Motivating Paralympics athletes is a partnership role of the parents and the coaches for them to effectively make these children keep pushing to the very best that they can be.

*Kay tungod they are in a lived-in training, I usually ask the parents to visit them, noh, at least ma motivate sila nga magpractice more. Tapos before magmeet ang parents sa ila mga bata, may script na kami sina, natudluan ko na ang parents, para at least sila mismo makabulig sila to motivate my players. So amo ng ways ko paano ma motivate ang mga bata ko. (coach C)*

## 1.1 Experience of Support

The third part of the first objective is the support given to the Paralympic coaches and athletes. In this sub-objective there were two main categories of support that were drawn out, the external support and internal support.

### Experience of support being a Paralympic coach

#### a. Financial support

The first support that is given to the Paralympic coaches is financial support from the school. Allocation of budget from the school is quite challenging as there is what we is called School Improvement Plan (SIP) which is designed before the school year starts. In this plan, all the future projects, programs and activities that needs to be allocated with funds must be presented and included. As coach A, being the SPED coordinator, she always make sure that all activities under her program are included in the SIP. This is to ensure that they will receive budget when they will implement their programs and activities.

This is approved by their school principal and the main source of fund utilize by the Paralympic coaches during their activities.

*Okay number 1, as SPED coordinator, ang ginahimo ko sir sa pagprepare pa lang sang action plan for special ed, ginabutang ko na nga daan da ang budget for sports, kag siguraduhon ko gid nga makasulod gid siya sa SIP, okay para kung if ever may needed support para sa ila may kwaan ka,*

*usually wala gid na kami sang source kung hindi mo siya mapasok sa SIP.  
(coach A)*

Coach B supported this concept because she mentioned that their school is supporting the Paralympic athletes 100%. She mentioned that everytime she needs the support from the school it immediately provides with no excuses. They are allocated with their needed budget for their programs and activities.

*Dito sa school, walang problema dito sir kasi umpisa na nakikita nila na during meet andun na yung presence ng Paralympics hindi na namin na fefeel na naiiba kami, may allocation talaga ng budget para sa amin...  
(coach B)*

Coach C added that the school is willing to support the Paralympics given that all the request must be properly documented. It is for auditing and verifying if the allocated funds are utilized properly.

*So once sa sports na “okay” basta with all the papers na and documents, documented gid na tanan para atleast kung ano matabo, may ara kita ipakita noh kung diin naglakat ang kwarta, amo na noh. (coach C)*

Co-teachers of the coaches show also their full support to Paralympics as coach B attested that everytime they have sporting events and they lack some of their needs, she often seek help from her co-teachers to supplement their needs especially their need of finances for the events.

*So before kami aalis, so ang ginagawa ko last time at gagawin ko ngayon, marami tayo na mga friendship dito na mga teachers, mang solicit naman si teacher, si coach... (coach B)*

The next concept under this theme is the financial support from private individuals. Coach A mentioned that sometimes there are private individuals who are extending their arms in helping the Paralympic athletes especially those who cannot afford to provide their own needs.

*Aside from that, sometimes, may mga private individuals man nga nagahatag for additional nga allowance nila...(coach A)*

The school alumni also show its support to the Paralympic coaches and athletes. A number of successful alumni are returning back the favor to their alma mater by extending their assistance to whatever the activities of the school have. Some of these alumni are now seafarers, engineers and other professionals. They usually give allowances and financial for the clothing of the athletes and coach B is overwhelmed with the support of the alumni to them.

*So marami kami na na tap na dati na mga estudyante dito na mga ano ngayon, seaman, yung iba naman mga engineer, pag sinabi mo na ganun yung kailangan mo, “pwede nga tagaan ta sila pang allowance lang, or pangbakal lang sang bayo” ano sir, nagbibigay sila. Walang problema sa support, overwhelming talaga. (coach B)*

## **b. Supplementary support**

Another support that is given to the Paralympic coaches and athletes are supplementary supports that are needed by the Paralympic athletes. These are supports given by partner agencies, private individuals and parents to realize the goals and aspirations of Paralympic coaches and athletes.



The first sub-theme under this support is assistance from the Local Government Unit. Before the conduct of the Paralympic games, coaches make sure that their athletes are qualified to play in their respective events, one of the requirements is the physical health of the athletes. Coaches are establishing partnership with LGU and South Cotabato Pediatric Association to secure the check-ups and other health benefits of the athletes. Doctors and nurses from the Municipal Health office willingly extend their help to the Paralympic athletes by other medical check-ups needed by the athletes.

*Amo tu ginhambal ko gaina nga may mga partnership kami, partnership with South Cotabato Pediatric Association halimbawa kung needed namon ang support sang mga check-up and everything sa LGU nga health center, sila Doc, gaprovide sila sang support... (coach A)*

Coach B also receive different provisions from the Local Government Unit just like the sports uniform and other supplies that they use during their live-in training and actual events. She commends how the LGU is supporting them in all their activities.

*Ganun din sir, complete din kami. Ngayon lang na kakatapos na Provincial Meet, complete din kami, complete uniform kahit na yung supplies kahit shampoo, pati toothpaste lahat yan kumpleto. Oo ganun ka supportive ang aming LGU. (coach B)*

The third sub-category under external support is the support from the Department of Social Work and Development. This agency has been very supportive of the endeavors of SPED program. It usually provides transportation for the coaches and athletes everytime they have games and events. And if it cannot provide vehicle for the participants they convert it in fuel to be used for the travel of coaches and athletes. They also provide meals and snacks for the athletes.

*Then ang DSWD, nagaprovide man sila sang support nga kinahanglan namon, hindi lang about sa sports but some other supports like, gaprovide sila mga school supplies, kung sa sports naman kung kaisa kung wala kami salakyan, malakat kami dgto tagaan nila kami sang fuel para sa ano kung kaisa may mga training training mga bata ahhh gahatag sila...(coach A)  
Kung hindi man fuel or mga amo sina sometimes nagaprovide sila sang food packs for our kids. (coach A)*

### c. Moral support

The last form of support that the Paralympic coaches and athletes receive is the moral support. It is a form of support that focuses on offering empathy, positive reinforcement, and a sense of being understood and cared for.

The first sub-theme under this is the moral support from the parents. Basically, parents' support is always present during the participation their children. If there will be someone any prouder of the athlete's achievement it should be their parents. Coach A narrated that parents' support is always there yet not all the needs of their children are provided because of the parents' social status. Not all of them are rich or capable of financial support for their children.

*Usually, ara gid na ang support sang mga parents, sir jes no pero inang amo ng ginhambal ko kagaina, hindi ka maka expect nga tanan nga need sang bata maprovide sang parents kasi mag depende man siya sa status sang siyempre status sang pamilya. (coach A)*

Another coach-participant also said that their principal shows no second thought or hesitation in extending help to his Paralympic team because of how sport-minded their principal is. On that line, coaches do not have any problem in seeking support from their administrators and principal. In addition, parents' moral support to their children is very evident as expressed by the statement below:

*Pag once sa sports kay ang principal namon grabe ka sports-minded gid ng principal namon. (coach C)*

*Ang support, including my principal, including my department head and plus of course the parents itself noh nga willing sila nga ihatag sa akon ang bata nila, ipatrain para sa upcoming events. (coach C)*

The last concept under this theme is the moral support from the co-teachers and colleagues. Because of the awareness of the school in terms of Paralympic games, there is a culture of equal support for all kinds of athletes. Coach B expressed that whatever benefits the regular athletes are receiving, the same benefits the Paralympic athletes are receiving too. The school provides the same supplies for the regular and Paralympic athletes. This helps the coaches in providing easily the needs of the athletes during training and game proper.

*Kasi nga kung ano yung support nila sa regular athletes ganun din yung natatanggap namin, so ganun ang kagandahan dito sa Libertad kasi nga aware na yung institution, aware na yung environment na meron kaming SPED, so pagdating ng Paralympics team, wala ng distinction... (coach B)*

## 2. Challenges and coping mechanisms encountered by the Paralympic coaches

The second objective of this study talks about the challenges and coping mechanisms of the Paralympic coaches in coaching Paralympics. Challenges with corresponding coping mechanisms are presented and discussed in every table below.

### a. Unavailability of sports equipment

One of the main challenges of the coaches in coaching Paralympics is the unavailability of sports equipment in. Some of the Paralympic events use specialized equipment for Bocce and Goalball and the prices of the equipment for these are basically expensive. Thus, coaches find it hard to procure such equipment to be used in their trainings.

All the participants shared a common sentiment on their problem in terms of the lack of equipment for their respective games. Using of exact and appropriate sports equipment is vital for the athletes to perform the skills properly. All coaches mentioned the following:

*Ang una gid talaga nga obstacle or challenges sa pagcoach mo sa Paralympics is ang provision sang gamit para sa ila... (coach A)*

*Isa sa mga problems namin sir hindi ko na mention kanina, sa resources, kulang kami ng equipmet, kulang yung sa mga bata. (coach B)*

*Sa coaching Paralympic athletes kulang ang mga materials no nga ginagamit for ano na for training... (coach C)*

### b. Improvisation

Due to the expensive prices of the special equipment for the Paralympic games, the only option that the coaches do is to improvise materials to be used in their trainings. All the participants mentioned that they utilize available materials and improvised to be look like the actual equipment.

Coach A who is coaching Bocce players use cement to form it as a ball and color it like the exact colors of the ball. There are really differences in terms of the weight of the improvised and actual sports equipment and that affects the performance of the athletes during the actual game.

*So ginhimo namon, naghimo kami sang bola made of sement, anom man kabilog ang bola sang bocce, so wala kami ya sang 17,000 nga pambakal sina, (coach A)*

*Later naka innovate kami sang semento nga ginpabilog bilog amo tu ginhimo namon nga bola sang bocce. (coach A)*

Relative response also was mentioned by coach C. In her case, the parents are helping her in improvising sports equipment. They usually use plastic balls and fill it with cement then close it. Both coach A and C are coaching the same event which is Bocce which require a huge amount of money to procure the needed equipment.

*So isa sa mga coping mechanisms namin kung baga, naga innovate kami ng aming equipment just like ginawa namin sa aming Bocce set, so bumili ang parent ng bola, nilagyan ng isang parent ng semento, so nangyari parang meron na kaming bocce balls, so ganun. (coach B)*

On the experience of coach C's coping mechanism, he uses PVC pipe to be used as an alternate to the baton for relays. Coach C is handling running events and Bocce that require equipment in the game. For the Bocce ball, he uses plastic balls then opens them and put sand to on it to have the ideal weight of the actual balls. Then they are wrapped with packing tape to close them and then color them. Resourcefulness of the coaches are really vital in providing the best for the athletes.

*Actually ang akon is of course improvised baton, improvised baton. Nagapakwa ko sang mga PVC noh, PVC pipe the same size with the baton, of course. (coach C)*

*Sa bocce naman we improvised gamit ang plastic ball, ang plastic ball buk'on namon na ginabutangan sang mga balas sa sulod kag iwrap sang packing tape, noh kag icoloran, sa bocce ng ginahaboy haboy sang bola bala haw... (coach C)*

### c. Provision of sports equipment

The second theme on the coping mechanisms of the coaches on lack of sports equipment is to seek provision from the Supervisors and the school. Coach C mentioned above how supportive to sport his principal is and therefore the school as approved by the principal provides all the lacking materials in the Paralympics. Coach C has been a consistent Palarong Pambansa qualifier since the Paralympics was included in the Special Event. For that reason, the school has been showing their full support to their Paralympic team.

*So sometimes nagabargain ako sa amon nga supervisor sa sports to provide the following materials para sa practices sang mga bata. So, happy to know na this year, ihatag nila tanan plus ang school mahatag kung ano ang kulang para sa Para games... (coach C)*

He also added that he has set of personal sport equipment which he uses during their training. Due to his participation to different sports training and workshop he was able to invest and collect sports equipment which is beneficial for his athletes.

*Plus my own materials nga ginatago na nga ginagamit ko na sa World Athletics kag Kids athletics so naka store na na siya... (coach C)*

Aside from the coping mechanisms mentioned above, coach C also borrows sports equipment from regular coaches especially in the shot put event. Shot up in Paralympics and in regular event are similar as they are using the same mechanics, rules and equipment thus it is way easier for the participant to source out their lacking equipment in that event.

*Pero sa shot put namon, kung wala, kung hindi ako makaprovide nagahulam gid kami sa regular after na magamit nila, noh, ang ila nga shot put, so amo na siya. (coach C)*

#### **d. Financial**

The second main theme in terms of the challenges of the Paralympic coaches is the financial resources. Paralympic athletes especially those who are intellectually disabled learners are required to undergo psychological assessment for them to be qualified as official athletes. Coach A shared that it needs a big amount of money to undergo the said test. Some parents of the athletes cannot afford the psychological assessment and the coach cannot cover all the expenses that test.

*Pangalawa, provision sang budget for, imagine ka bala, kung ikaw parents ara ka lang sa normal nga level sang pangabuhi and ang assessment mag range siya 3,500 to 6,000... (coach A)*

Coach B also added that the assessment is not available in their school and they need to travel just to take the test which will need again money for the transportation.

*Then another challenge is that, isa sa mga requirements namin is yung psychological assessment ng mga bata, ng mga athletes namin, so medyo kasi, medyo may kamahalan kung doon kami sa Gensan magpa assess... (coach B)*

Another concept that was drawn under financial problem of the coaches is the economic status of the family or the parents of the athletes. Coach A admitted that there were some parents who explained that they rather spend their money on basic commodities than comply the requirements for Paralympics and other expenses that their children might need in the game. She also mentioned that she do not have sufficient resources to shoulder everything for the athletes.

*Oh ikaw syempre mahambal ang parent nga, "mam unahon ko ya ang amon pamugas mugas kumpara sina" so isa man ka challenge pag ikaw, syempre hindi mo man kaya ishoulder tanan2 kay dako siya. (coach A)*

Parents of the athletes are struggling financially but they show willingness and excitement for their children to join in Paralympics. There are parents who are able to provide the basic needs of their children for the special event but it cannot be denied that there are some who unfortunately cannot. Coach A testified it based to the transcript below:

*Another is, support also sa parents, kasi there some parents na excited sila nga magjoin ang ila nga bata, syempre pagmag join baklan mo sang mga gamit kahit papaano, but there were some parents nga kung kapigado gid pero willing sila... (coach A)*

*Yun nga lang hindi lang gid nila maprovide and tanan nga need sang bata... (coach A)*

It is one of the challenges of coach B especially when the parents of her athletes belong to the struggling family. She finds it hard to source out for the needs of her athletes. It is given that when the learners are selected to be part of the Paralympics team the parents should be prepared of complying to the requirements especially the financial support for their children.

*So yun po ang mga challenges natin, isa doon is halimbawa ang bata na ma select is ah talagang kung бага na belong sa ano sa medyo mahirap na pamilya... (coach B)*

The next concept under this theme is when the parents of the athletes refuse to let their children to join in the Paralympics because of the financial requirement that they need to supply. Most of the athletes of coach C work in the market to help their parents in providing their daily needs. It is the problem of the coach when the parents choose to let their children help them in selling rather than joining in Paralympics.

He even added that when these children are training for Paralympics nobody help their parents in working that leads to loss of income and they cannot provide for their needs at home.

*Mag-refuse, may some parents nga magrefuse, for example ang bata nagatrabaho sa palengke. For example noh sa palengke, pag once ang bata nagatrabaho sa palengke, sa ila pag once nga day to day nila kag magjoin ang bata wala sila sang pang adlaw-adlaw nga income noh or wala sang dagdag sang ila nga income tungod nga nasa training ang bata... (coach C)*

#### e. Linkages

The first theme emerged on the coping mechanisms of the coaches in terms of their financial challenges is establishing linkages. As what coach A and B have mentioned, one of the biggest financial requirement is the psychological assessment of the athletes. Considering the numbers of athletes that the coach are handling multiplied by the cost of the assessment it would be impossible for the coach alone to cover it. One solution that the coach does is look for potential partners who will provide for the psychological assessment. Fortunately, coach A and the school have a very supportive Local Government Unit that is willing to support and help them with their needs.

*So, mangita ka gid sang partner, partnership asta lang gid nga ini nga mga bata mapadala for assessment para maka intra sa hampang, yun yung hindi lang siya gamay challenges actually hehe ano gid oo. (coach A)*

Another coping mechanism of coach B in providing for the psychological assessment of the athletes is tapping parents' support. Basically parents has a huge part in fulfilling the requirements of their children. Coach B shared that she insistently talked to the parents of the athletes of the need for the assessment and they work together in order to cope with the fees. Good thing about the parents of the athletes, they are very proactive in the participation of their children in Paralympics.

*Last time sir personal talaga na ginshoulder ng parents, kinausap talaga naming ang parents na kailangan talaga natin na magspend ng ganito kasi kailangan ng anak ninyo. (coach B)*

Coach B also added when there is scarcity of funds for the personal needs of her athletes she immediately ask assistance from other stakeholders of their school. She usually ask donations from private individuals, barangay officials and other partners that she knows that can help her. These groups are the regular donors of her athletes and therefore everytime she needs help for the necessities of the athletes she has the support system that helps her.

*And then so ano, when it comes naman sa mga bata, yung mga resources na kailangan nila sa kanilang personal needs, so yun ang ginagawa namin, pumupunta kami sa aming mga stakeholders nagsosolicit ganun. (coach B)*

#### **f. Benefits of Paralympics**

The coping mechanism of coach A on the refusal of the parents in letting their children in joining Paralympics is enlightening them of the benefits they can get in joining Paralympics. There are several benefits that the school athletes are receiving especially if they performs well and receive awards.

In the SOCKSARGEN Meet, medals that are won by the athletes have equivalent amount. Coach C is handling individual events where there are numbers of medals at stake. If an athlete gets three gold medals that is equivalent to 9,000 pesos since one (1) gold medal is 3,000 pesos. That benefits inhibit the parents of the athletes to pull out their children in training because they realize the possible monetary incentives which are more than what they earn in the market.

*So nagasugot sila kay makita nila nga may income gyapun ang bata dgto noh pero pag once nga hampang hampang lang tungod sa kapobrehon mabudlayan sila irelease ang bata nila to join sa Para games. (coach C)*

#### **g. Athlete's behavior**

Special Education Learners or Learners' with Disabilities have different pattern of behaviors compared to regular learners. They tend to show tantrums and their special characteristics everytime they are with other people or they cannot get what they are expect to have.

Coach A highlighted that when one is with Paralympic athletes he or she is expected to extend his/her patience as much as he/she can. This is due to the emotional state of these children. Coaches in Paralympics find it challenging in dealing with the different behaviors of their athletes. Coach A mentioned the following below:

*Pag abot naman sa training, ang challenges lang is yun nga as coaches we need to have ano gid ma stretch gid ang amon patience kasi iba sila from the norm... (coach A)*

Coach A also added a particular scenario where her patience was tested by her athlete. There were times that she had problems in managing the behaviors of her athletes. Some athletes do not follow the instructions by their coaches even how many times they are reminded. It is the responsibility of the coach whatever happens to their athletes under their supervision. Coaches should always make sure that even how stubborn the Paralympic athletes are, closed monitoring is always needed.

*May isa ko ka bata gacadula gid,, bisan ano mo na ka hambal sa iya nga "kung madula ka kag hindi taka makita, hindi ka na kapuli" wala siya nahadlukan, ikaw ang hadlukan kay basi tuod madula kag hindi mo makita syempre liable ka... (coach A)*

Another situation also where coach A was challenged by the behaviors of her athletes when there is physical infliction between her athletes. According to her, these kind of children do not think of the impact of their actions and behavior even when they are with other people. Based on the shared experience of coach A, they act according to what they feel without thinking of the consequences.

*Actually ang mga ID hindi man gid, ay behavior during SRAA sa may Koronadal, some of our athletes nag guramusay gid tungod sa crush2 kay*

*ang crush ko gin crush niya amo sina, to the extent nga nag guramusay gid (coach A)*

Another participant also shared that one of her challenges is handling the athlete's behavior and addressing it properly. Setting the behavior of the Paralympics properly and orderly during their training is fundamentally important. It helps the coaches in training the athletes efficiently and effectively.

She added that she train her athletes to behave just like the regular athletes and act like the regular ones. Holding the attention of these kind of children is really challenging due to their behaviors.

*And then isa din sa mga challenges, is of course yung pag handle mo sa kanila properly and then kung paano mo mapanatili yung proper and order kung baga yung pagpano talaga sa kanila ng behavior nila na kung baga magbehave sila just like the regular athletes. (coach B)*

Paralympic athletes also show different behaviors when they are in other places or with other people. Some athletes try to impress other people and some show shyness. These make it challenging because it affects their performance. Coach B noted that usually, that kind of attitude of her athletes leads to low performance.

*Na kapag may nakikita sila ng maraming tao, parang iba yung kanilang mga characteristics, yung kanilang attitude kasi may mga iba kasi na medyo nagpapasikat, may iba naman na masyadong mahiyain parang ganon... (coach B)*

The last concept in this theme is the difficulty in teaching the skills to the athletes. Coach C revealed that some of his athletes keep on requesting him to perform for several times the skills as sometimes they have problem in learning it. This is because of the intellectual state of the athletes. Basically, Paralympic athletes need to be given instructions in a gradual manner as what the coaches mentioned in the previous transcript. This is to ensure that all the skills presented and taught will be learned by the athletes effectively.

*Ginapa perform sa akon, "ano na sir? Ano ginahambal mo sir?" kay mga non-reader gani, hindi sila kabalo sang ginahambal naton... (coach C)*

## **h. Proper handling of behaviors**

One of the most challenging part of being a Paralympic coach is dealing with the behavior of the Paralympic athletes. Since they are different from the norm it is a huge responsibility of the coach to establish acceptable behavior during the training and in the game proper.

Coach A mentioned that her coping mechanism on the misbehavior of the athletes is to closely monitor each of her athletes. Every athlete she handles has different attitudes and tantrums thus she always make sure how to deal with them individually and to secure that they are attended from time to time.

*So ano gid siya sir jes, ng ano permi all eyes gid, oo, ang duwa ko okay lang pero ang isa ya bantay sarado gid. (coach A)*

She added that her Paralympic athletes do not think of the implications of their actions as long as they can express what they think and what they feel. Therefore, guidance and constant monitoring of every athlete is very important to avoid problems that their behavior may bring.

*Kaya gani akon ginahambal nga dapat all eyes, closely monitored mo gid ang bata, kay sila baya wala na sila gaisip sang implications sang ila nga action basta kung ano nabatyagan nila amo lang tu siya. (coach A)*

The second sub-theme under this is the interference of the parents in managing the behaviors of the athletes. There are times that the coaches cannot manage how the athletes behave and for some reason because of the numbers of athletes they have, there were times that they need the help of the parents. Coach A shared her encountered with one of her athletes who refused to negotiate with her. What she did was call the attention of the father of that particular athlete and asked the father to talk to her child. After that scenario, the athlete behaved accordingly and followed the instruction of the coach.

*May ara man kmi one time nga bata nga medyo hindi siya manageable so ang coach gid nga under sa iya ginpaistorya sa parents, so medyo nagbehave na ang bata after istorya sa parent, nahadlukan guro sa tatay niya amo sina... (coach A)*

Coach A also added that in managing the behaviors of the Paralympic athletes partnership of the coach and the parents is really important. Both parties have a huge part in the development of the athletes, they know each athletes' special characteristics and behavior thus it would be easier for them to handle the athletes if they will work together.

She mentioned that collaboration between parents and coaches is significant in dealing with learners, not only in managing behaviors but in teaching them in holistically.

*So, in dealing with parents, in dealing with learners, partnership gid ang coach and parents dapat magkaroon gid sang partnership and then collaboration gid always. (coach A)*

Another sub-theme also emerged under this category is orientation of proper behavior to the athletes. According to coach B, misbehavior of the athletes is avoided when the athletes know what are the dos and don'ts during the training and the actual game. Through this, the Paralympic athletes are aware if they are displaying the wrong behavior or not. It is proper conditioning that helps coach C in making the Paralympic athletes behave appropriately.

*So ganun na sa paghandle ng athletes, so kailangan talaga icondition sila na ganito dapat ha yung pag uugali ninyo. (coach B)*

The same coach mentioned that if the strategy she employs is not effective anymore, she thinks of other ways for them to control and manage their behavior. Long patience is needed in handling these kind of athletes and training them in an effective way. Coach B highlighted that there is no single effective strategy in managing the behaviors of the Paralympic athletes. One has to be creative and analytical in employing effective strategies.

*Ano lang think naman ng strategy, kung ano naman ang diskarte na mapaano, mapa tame sila at saka, yun nga kailangan talaga maximum level talaga yung pagstretch ng patience mo. (coach B)*

Another concept also that coach B emphasized is showing maximum tolerance in handling behavior of the athletes. Coaches of Paralympics should have the strong personality in adapting to the nature of the Paralympic athletes and how they behave inside and outside the classroom.

*Maximum tolerance talaga na maghanap ka ng, hindi mag work nga intu intuon ko siya kailangan pahugpahugon ko naman ni... (coach B)*

The next concept is drawing inspiration, coach B always remind her athletes to be inspired by the previous Palarong Pambansa players who experienced meaningful things and received various benefits because of their hard work and dedication in their trainings and games.



Coach B asks some of those players to talk with her Paralympic athletes to let them realize the beautiful things that awaits them if they take the trainings seriously. In that manner, the athletes would have the picture of the benefits they could get if they will follow the instructions of their coaches and take the trainings and games religiously.

*Kung hindi naman siya madala sa pahog pahog, sa istorya naman sang “nakita mo si ano, nakalab ot na ina siya sa Palaro, nakasakay na siya sa eroplano, dali kay maistorya ta sa iya” so ganun ang ginagawa namin sir, ginapaistorya sa mga Palaro players dati, mga ganito “sabihin mo nga kung ano na experience mo doon, diba maganda doon, may ganito ka na mareceive”...(coach B)*

The last concept in this category is to instruct and perform the skills that the athletes have difficulties in following it. Coach C mentioned that he is the coach at the same time the trainer in which he demonstrate the skills to the athletes but sometimes it's very challenging because of how the athletes grasp in learning the skills. He also shared that he did not consider athletes' behavior as a challenge since he already established their behavior prior to the training.

*So, ihambal kag iperform, amo gid na ang number 1 nga mga challenges namon pero sa behavior daw wala gid kayo... (coach C)*

### **i. Sports skills**

Another theme on the challenges of the coaches in coaching Paralympics is the lack of training for the sports skills that are needed in training the athletes. Knowledge and expertise of the sports skills in coaching play a crucial role in producing high quality athletes. It is also essential for providing effective training, guidance, and support to athletes.

Although there are available sports training for the coaches in all levels, some of them are not given the chance of attending those different trainings that resulted to lack of skills and the technical assistance they can give to their athletes to better their performance. Coach B stated that although she has trainings but it is limited only to one event which they as a coach are expected to handle different events that also require different set of skills. It was only coach B who mentioned this challenge being a Paralympic coach.

*And then training sa mga bata, kasi may time din na limited din yung mga knowledge namin with the particular event, so hindi kasi lahat ng event na train kami, oo, so ang challenge dyan hindi namin maibigay ang tamang technique, hindi namin maibigay kung бага yung proper na technical assistance na dapat kasi nga kulang din kami sa training. (coach B)*

Due to that challenge, coach B mentioned that they cannot participate in all Paralympic events. There is limitations of their participation due to lack of trainings and seminars. Knowledge in sports skills can make a significant impact on an athlete's development, performance, and overall experience in sports they are participating.

*So parang limited yung trainings mo sa lahat ng events kaya hindi lahat ng events kaya naming salihan kasi yun isa sa mga challenges namin. (coach B)*

### j. Capacitating

Due to the lack of opportunities in attending various training for Paralympic coaching, coach B revealed that she finds it challenging in training the Paralympic athletes with the sports skills that they need in the game.

She revealed that there were available trainings in the regional level where her colleagues attended. It is also her chance to learn from them by attending capacitating of skills in the school level. This makes her cope with the lack of skills she needed in teaching her athletes. The specialized training conducted by the Department of Education Regional Office has been very beneficial to those coaches who cannot attend in the higher level of trainings. Re-echoing of what has been learned is also vital for those who needed it to become more effective coaches in Paralympics.

*So ang training, hehe, gradually pasalamat kami kasi may ginaconduct nga training yung region. Last time, may isa kaming kasamahan dito na nagtrain sa Bocce, so ano may mga natutunan siya dun, so yun ang inapply niya. (coach B)*

She also added that attending trainings and workshop is not enough. Another concept drawn was interviewing of other seasoned coaches in the field of sports. These coaches are consistent Palarong Pambansa qualifiers, coach B took the advantage to ask and interview them of their styles and techniques in training their athletes. Through that she has the idea of the effective coaching and training the athletes. Coach B also ask the technical assistance of these expert coaches and regular athletes in teaching the skills to the athletes.

*Pero to address that doon naman pumapasok yung pagkamarites ng teacher kung minsan, so interview interview, mag ask sa mga regular athletes, “so ano yung style, ano ba yung ano mechanics sa swimming?” mga ganun, magtanong ka “sa athletics, ano ba ang dapat gawin, ano baa ng proper na paghawak ng bola?” (coach B)*

Since their school is producing quality athletes and are participating in the Palarong Pambansa, she is always seeking the help of those regular athletes to help her in training her athletes and good to know that these regular athletes are willingly helping the Paralympics to improve their skills and performance. These athletes are training with the Paralympic athletes to regularly check on them if they are doing the right thing in performing the skills. Basically, sporting events in their school is really a big deal because of how the school community help and assist each other to bring recognition to their institution.

*Nagpapatulong kami dito sir kasi ang maganda lang dito sa Libertad may mga athletes dito na willing tumulong, last time nagapRACTICE kami doon, may athletes na ilang taon na nadala sa SRAA saka Palaro, so nakita niya kami na medyo mali yung paghawak naming ng shot put, pinuntahan niya kami saka tinuruan, yung mga proper na mga footworks, proper na position ng katawan, ng mga paa, tinuruan niya kami... (coach B)*

**CONCEPTUAL FRAMEWORK OF COACHING IN PARALYMPICS: THE CASE OF PARALYMPIC COACHES IN SOUTH COTABATO**

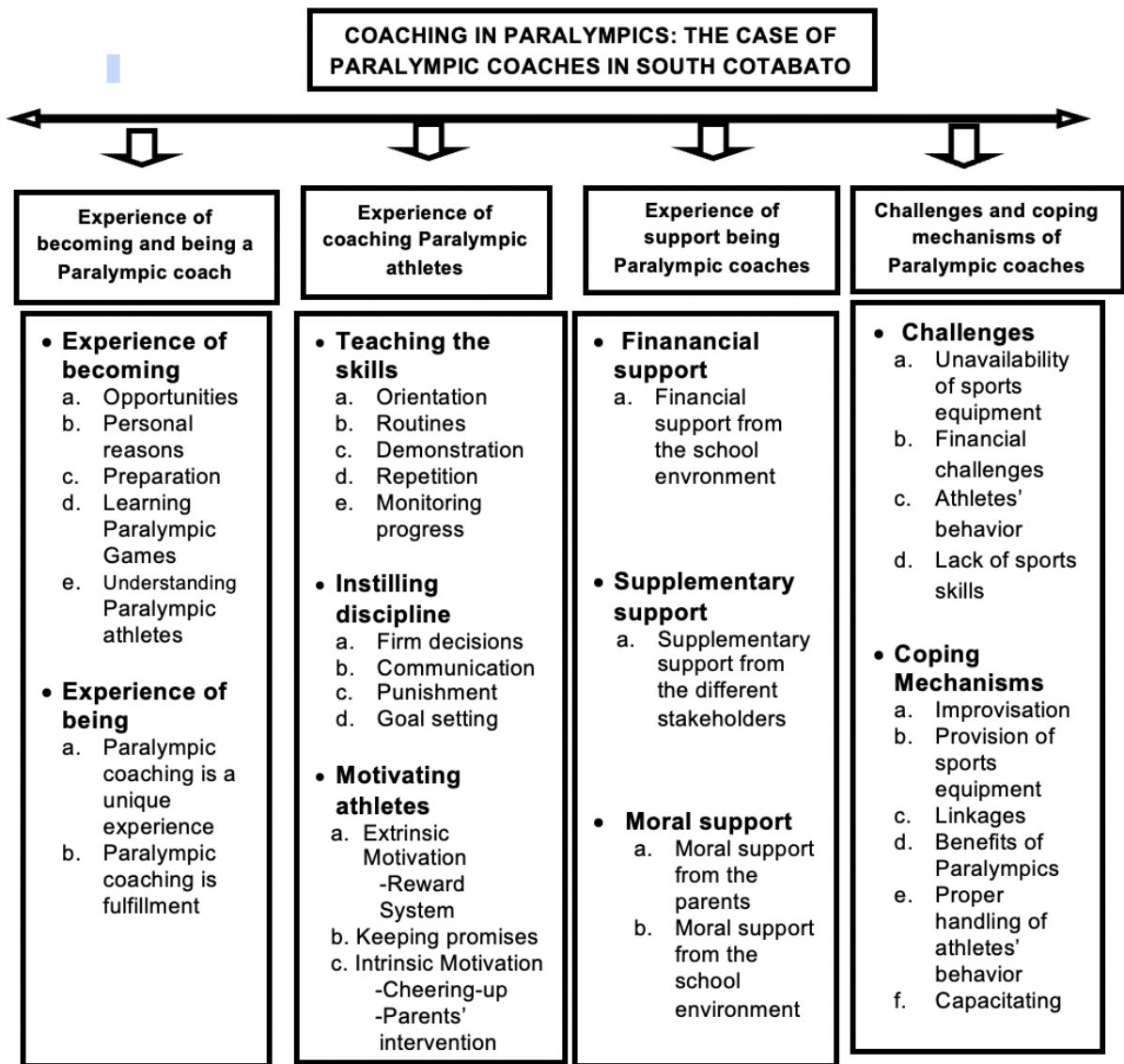


Figure 3. Conceptual Framework on Coaching in Paralympics

**Insights**

This study on the experiences of Paralympic coaches in coaching Paralympics aimed to explore and discover the experiences of Paralympic coaches on becoming and being Paralympic coaches, their experiences in coaching Paralympic athletes specifically how they teach the skills, instill discipline and motivate the athletes. This study also dealt with the different supports that the Paralympic coaches have received and identified the challenges met and their coping mechanisms in coaching Paralympics.

The insights regarding how participants became Paralympic coaches shed light on their journey, motivations, and preparation.

The participants in this context had opportunities to become Paralympic coaches through various avenues. One such opportunity was the inclusion of Paralympic Games as part of the Special Event in

Palarong Pambansa, which provided a platform for coaches to work with Paralympic athletes. Additionally, the participants were identified by their supervisors, likely from educational institutions, to handle Paralympic athletes. Their designation as Special Education (SPED) teachers made them suitable candidates to support and coach athletes with disabilities. Participants' passion for working with SPED learners seems to be a significant factor, indicating that these coaches genuinely care about providing opportunities for this specific group of learners. Their desire to make a difference and create diverse opportunities for SPED learners likely played a crucial role in their decision to become Paralympic coaches.

Before becoming Paralympic coaches, preparing and capacitating of participants were relevant which included various trainings and programs designed to equip them with the necessary skills and knowledge to handle Paralympic athletes effectively. This shows the commitment of the coaches in enhancing their abilities to provide the best support to the athletes they are working with. An essential aspect of becoming a Paralympic coach was learning and understanding the mechanics and ground rules of the different events in the Paralympics. Coaches needed to familiarize themselves with the specific adaptations and considerations required for athletes with disabilities to participate in various sports events. As part of their preparation, coaches emphasized understanding Paralympic athletes on an individual level. This involved tailoring training styles and approaches that were appropriate for each athlete's unique needs and abilities, recognizing that coaching approaches may differ from coaching able-bodied athletes.

Paralympic coaches' passion for working with SPED learners, combined with proper preparation and understanding of the Paralympic Games, underscores their dedication to empowering athletes with disabilities and fostering inclusivity in sports.

Coaches in the Paralympics find their journey to be unique and surprising due to the distinctive experiences they encounter while working with Paralympic athletes. These experiences are different from coaching able-bodied athletes and may challenge preconceived notions about disability and sports. The coaches' initial surprise evolved into a deep appreciation for the resilience, determination, and abilities of the Paralympic athletes they work with.

For many coaches, being a part of the Paralympics has a profound impact on their lives. Working closely with athletes with disabilities opens their eyes to the strength and potential of individuals facing challenges. This perspective shift can be transformative for coaches and may extend beyond their coaching roles. The satisfaction derived from coaching Paralympic athletes comes from witnessing the athletes' progress and achievements. Coaches take pride in the growth and development of their athletes, knowing that they have played a significant role in their journey. The rewards of coaching in the Paralympics go beyond tangible outcomes. Coaches experience a sense of fulfillment and pride in contributing to the success and well-being of their athletes. The joy of seeing their athletes perform and achieve their goals is a gratifying experience.

Paralympic coaching aligns with the promotion of inclusivity in sports. Coaches play a pivotal role in creating an inclusive environment where athletes with disabilities are given equal opportunities to participate and excel. This aspect of coaching brings a sense of purpose and meaning to their work.

The experiences of coaches in the Paralympics are marked by their unique and surprising nature, leading to a fulfilling journey. The personal growth, satisfaction, and sense of reward that coaches derive from their roles in coaching Paralympic athletes demonstrate the transformative power of inclusive sports and the immense value of providing opportunities to learners with disabilities. These insights illustrate the

positive impact that Paralympic coaching can have on both the athletes and the coaches involved, fostering a more inclusive and supportive sports community.

In terms of teaching the skills, coaches begin the orientation process by presenting the basic knowledge of Paralympic games and sports events to the athletes. This includes providing information about the various sports categories, competition formats, rules, and regulations specific to the Paralympic Games. This orientation is essential for athletes to understand the context and expectations of their participation. Coaches create teaching routines for the athletes, which likely involve a systematic approach to skill development. A crucial aspect of this process is body conditioning, where athletes undergo training similar to that of regular athletes to improve their physical fitness and athletic abilities. Coaches play a hands-on role in teaching the skills to the athletes. They demonstrate the specific techniques and movements required for the sport. By modeling and executing the skills themselves, coaches provide a clear example for the athletes to observe and learn from. Coaches emphasize the importance of repetition in learning and mastering sports skills. Consistent practice is vital to improving proficiency, and coaches likely encourage athletes to engage in regular training sessions to enhance their abilities. To track the athletes' progress, coaches use time trials as a method of assessment and provides a tangible measure of progress, motivating athletes to work towards bettering their personal records. Coaches facilitate an inclusive training environment by involving regular athletes in the process. This integration fosters a sense of camaraderie and motivation among all athletes, regardless of ability levels.

These insights demonstrate the structured and hands-on approach taken by coaches in preparing Paralympic athletes. By providing orientation, establishing routines, using demonstrations, emphasizing repetition, and implementing time trials, coaches ensure that the athletes receive comprehensive and effective training. The inclusion of regular athletes in the training process also promotes a positive and supportive atmosphere, fostering an inclusive and conducive learning environment for all participants.

On the methods and strategies used by the coaches to instill discipline in Paralympic athletes, coaches set clear boundaries for the athletes, ensuring they understand the expectations and standards of behavior during training and competition. Demonstrating seriousness during training sessions conveys the importance of discipline and commitment to the athletes. Consistently reminding the athletes of the dos and don'ts during the training and game proper, emphasizing the importance of behaving properly helps reinforce the expected conduct and fosters a culture of discipline within the team.

Coaches use communication as a tool to instill discipline. By discussing these matters openly, coaches can help athletes understand the impact of their actions and guide them toward better behavior. Effective communication requires coaches to consider the athletes' individual needs and level of understanding. Adjusting their approach ensures that the messages are clear and comprehensible to each athlete. Coaches build rapport with the athletes, fostering a positive and supportive coach-athlete relationship. Showing love and appreciation for their efforts and achievements can reinforce the importance of discipline while maintaining a caring and nurturing environment. In cases where athletes misbehave, coaches may use punishment as a disciplinary measure. For instance, athletes may lose their turn to perform skills or participate in certain activities during training. The consequence reinforces the significance of adhering to rules and guidelines. Coaches keep athletes focused on their goals and the reasons they are preparing for the Paralympic Games. Regularly reminding athletes of their objectives helps maintain their motivation and commitment to training, aligning their actions with their aspirations.

Coaches use a multi-faceted approach to instill discipline in Paralympic athletes. This includes setting clear boundaries, open communication, building rapport, using punishment judiciously, and

continually reminding athletes of their goals. By creating a supportive yet disciplined training environment, coaches help athletes develop the necessary behaviors and attitudes for success in both sports and life.

There are two primary motivational approaches used to encourage Paralympic athletes: extrinsic motivation and intrinsic motivation. Extrinsic motivation involves motivating athletes through external rewards or incentives. In the context of Paralympic coaching, this can include the use of a reward system where athletes receive treats, snacks, or other small rewards for their efforts and achievements. Additionally, coaches may offer medals or cash incentives to athletes as a motivating factor for winning competitions or achieving specific performance goals. These rewards serve as external reinforcements and can be effective in driving short-term performance and behavior. Another aspect of extrinsic motivation is the use of promises made by the Paralympic coaches. Coaches may commit to specific rewards or benefits if athletes achieve certain goals or milestones. To maintain motivation, it is crucial for coaches to ensure that the promises are realistic and attainable. Setting achievable goals increases the athletes' belief in their abilities, which enhances their motivation to work towards those objectives.

Speaking of intrinsic motivation, it refers to motivating athletes from within, driven by their own interests, passion, and personal enjoyment of the sport. Coaches can foster intrinsic motivation by creating a positive and supportive training environment. Cheering up the athletes, providing positive feedback, and celebrating their successes can contribute in enhancing their intrinsic motivation. When athletes genuinely enjoy the sport and feel supported, they are more likely to stay motivated and dedicated to their training and events.

The involvement of parents can significantly impact the motivation of Paralympic athletes. Supportive and encouraging parents can be powerful sources of motivation for their children. When parents cheer on their children, show interest in their progress, and offer encouragement during challenges, they bolster the athletes' self-confidence and intrinsic motivation.

Both extrinsic and intrinsic motivational approaches play essential roles in motivating Paralympic athletes. Extrinsic motivation through reward systems and achievable promises offer short-term motivations for performance. Meanwhile, fostering intrinsic motivation through positive reinforcement, a supportive environment, and parental encouragement can lead to sustained dedication and passion for the sport. A well-balanced combination of both approaches can help athletes maintain their drive and enthusiasm throughout their training and competitions.

Various sources of support received by Paralympic coaches to facilitate the training and success of the athletes came from both the school environment and external sources. The school budget allocation helps cover various expenses related to Paralympic coaching and athlete needs. The Department of Education provides for the needs of the athletes, which can include equipment, training materials, and other necessities required for their participation in Paralympics. The school's supervisors, principal, and co-teachers play a crucial role in supporting the Paralympic coaches. Their encouragement and understanding foster a conducive environment for coaching and athlete development.

**Local Government Unit (LGU) Support:** The LGU provides external support to Paralympic coaches and athletes through various means. These include providing sports uniforms, facilitating free check-ups, and covering other needs like toiletries, helping athletes maintain their physical well-being. The Department of Social Work and Development extends support by providing transportation, fuel, snacks, and meals to the Paralympic coaches and athletes. These provisions help ensure that the athletes can participate in training and competitions without hindrance. NGOs and private individuals contribute

to Paralympic coaching and athlete development in multiple ways. They offer services, organize trainings, and provide materials to enhance coaching skills and improve athlete performance. Additionally, they offer various necessities like socks, towels, and other supplies essential for training and competitions. Financial support in the form of allowances and clothing is also provided by these groups including the school alumni. Likewise, parents play a vital role in supporting their children's participation in Paralympics. They provide both financial and moral support, which include covering expenses related to training and competitions, as well as offering encouragement and motivation to their children.

The collaboration between various support systems, both within the school environment and external sources, contributes significantly to the development and success of Paralympic coaches and athletes. This collective support helps create a conducive and empowering environment for athletes to excel and showcase their abilities on the Paralympic stage.

Significant challenges were faced by Paralympic coaches in their efforts to train and support athletes with disabilities. The lack of proper sports equipment poses a considerable challenge for Paralympic coaches. Having the appropriate equipment is crucial for athletes to develop their skills effectively and compete at their best. Paralympic coaches often encounter financial hurdles, particularly in covering the costs associated with the Psychological Assessment fee of the athletes. The financial status of parents and families can also be a challenge, as some may struggle to provide the necessary support and resources for their children to participate in Paralympics. Furthermore, handling the behaviors of Paralympic athletes can be equally challenging for coaches. Additionally, some athletes may switch their behavior when interacting with different people, making it important for coaches to adapt and maintain consistency in their coaching approach. Some Paralympic athletes may face difficulties in following instructions due to their disabilities. Coaches must find effective ways to communicate and convey instructions tailored to the individual needs and abilities of each athlete. Paralympic coaches also need to possess sufficient sports skills and technical knowledge to provide proper training and assistance to the athletes. Having a comprehensive understanding of the specific sports and adapting training methods to accommodate various disabilities is crucial for the athletes' development and success.

Addressing these challenges requires a collaborative effort from various stakeholders, including educational institutions, government agencies, non-government organizations, and the community. Providing adequate financial support, ensuring the availability of sports equipment, and offering training opportunities for coaches can help overcome these obstacles and create a more inclusive and supportive environment for Paralympic coaches and athletes. Additionally, continuous education and training for coaches can improve their coaching skills and enhance the overall training experience of the Paralympic athletes.

Lastly, the resourceful coping mechanisms employed by Paralympic coaches to overcome various challenges they face in their coaching journey, Paralympic coaches demonstrate their adaptability by using improvised materials when official sports equipment are unavailable. Additionally, coaches explore avenues to acquire proper sports equipment by seeking support from their school and supervisors. They may also utilize their personal sports equipment acquired from previous trainings and borrow materials from regular coaches who have similar sports events. To address financial challenges, Paralympic coaches establish linkages and partnerships with the Local Government Unit and other stakeholders. These partnerships can help secure financial support and resources for the athletes' needs. Coaches also leverage the benefits of participating in the Paralympics as a motivator for parents, emphasizing the financial benefits that their children can gain by being involved in the sport. Managing the behavior of Paralympic

athletes requires specific coping mechanisms. Coaches adopt closed monitoring practices to observe and understand their athletes' behaviors better. Parents' interference and involvement can also play a significant role in ensuring positive behavior. Coaches provide orientation on appropriate behavior and implement diverse strategies to manage the athletes' behavior effectively. Drawing inspiration from other athletes and using techniques like "instruct and perform" contribute to positive behavioral outcomes. To address the lack of sports skills, Paralympic coaches focus on capacitating themselves through various training opportunities. Seeking technical assistance from expert coaches and consistent Palarong Pambansa qualifiers helps enhance their coaching knowledge and skills.

Coping mechanisms exemplify the resilience and determination of Paralympic coaches in providing the best possible support for their athletes despite the challenges they may encounter. By being resourceful and proactive, coaches play a vital role in empowering Paralympic athletes and creating an inclusive and supportive environment for their growth and success.

### **Implications**

This study focused on the experiences of Paralympic coaches in coaching Paralympics in South Cotabato. Considering the results of this study, the following implications were drawn:

The work of dedicated Paralympic coaches can serve as an inspiration to future generations of coaches, athletes, and sports enthusiasts. Their dedication to inclusivity and empowerment can motivate others to follow suit, leading to a broader and more diverse participation in sports for individuals with disabilities. The implication of Paralympic coaches' passion, preparation, and understanding of the Paralympic Games is a positive one. It has the potential to transform lives, challenge societal norms, and promote a more inclusive and compassionate world of sports.

The experiences of being Paralympic coaches demonstrate the profound impact of inclusive sports on both the athletes and coaches involved. They show that Paralympic coaching not only leads to personal fulfillment and growth for coaches but also empowers athletes with disabilities, fostering a more inclusive and supportive sports community at large. These encourage the promotion and expansion of opportunities for learners with disabilities to participate in sports and showcase their remarkable abilities.

The structured and hands-on approach of coaches in preparing Paralympic athletes has far-reaching implications. It leads to comprehensive and effective training, enhanced performance, and a positive, inclusive learning environment. Through this approach, athletes with disabilities can develop their skills, gain confidence, and thrive in their chosen sports, while also fostering a supportive and inclusive sports community that values the abilities of all participants.

The multi-faceted approach used by coaches to instill discipline to Paralympic athletes has wide-ranging implications. It not only leads to improved sports performance but also facilitates personal growth, responsibility, and transferable life skills. By creating a supportive yet disciplined training environment, coaches contribute to the holistic development of athletes, preparing them for success both in sports and in various aspects of their lives.

The implications of using both extrinsic and intrinsic motivational approaches for Paralympic athletes are varied. By understanding and maximizing the power of both types of motivation, coaches and support systems can effectively inspire athletes, enhance performance, and promote sustainable dedication and passion for the sport throughout their athletic journeys.

The collaboration between various support systems is essential for the development and success of Paralympic coaches and athletes. It creates a conducive and empowering environment where athletes



can thrive, showcasing their abilities on the Paralympic stage. The collective efforts of different stakeholders contribute to the holistic growth and sustainable development of the Paralympic movement, promoting inclusivity and fostering a culture of support and celebration for athletes with disabilities.

Addressing the challenges faced by Paralympic coaches and athletes requires a collaborative effort from various stakeholders. By providing financial support, ensuring access to sports equipment, and offering training opportunities for coaches, barriers to participation can be reduced, and a more inclusive and supportive environment can be created. Continuous education for coaches can enhance their skills, leading to better training experiences for athletes. Overall, collaborative efforts contribute to the growth and success of the Paralympic movement, promoting inclusivity, equal opportunities, and the celebration of athletes with disabilities.

The implications of coping mechanisms demonstrated by Paralympic coaches are far-reaching and beneficial for athletes, coaches, and the sports community as a whole. Through resilience, determination, and resourcefulness, coaches create an environment where Paralympic athletes can thrive, empowering them to overcome challenges and achieve success. The positive impact of these coping mechanisms extends beyond sports, fostering personal growth, inclusivity, and support within the sports community.

## References

1. Alexander, D. (2017). Female Paralympic Athlete Preferences of Effective Coaching Practices. McGill University. 78-79
2. Ambag, S. and Camarador, R. (2018), "The Lived Experiences of the Coaches of Various Sports Event in Polytechnic University of the Philippines" in 4th International Research Conference on Higher Education, *KnE Social Sciences*, pages 1135–1141. DOI 10.18502/kss.v3i6.2441
3. Anderson, C. B. (2003). When More is Better: Number of Motives and Reasons for Quitting as Correlates of Physical Activity in Women. *Health Education Research*, 18(5), 525-537.
4. Bentzen, M., Alexander, D., Bloom, G. A., & Kenttä, G. (2021). What Do We Know About  
a. Research on Paraspport Coaches? A Scoping Review. *Adapted Physical Activity Quarterly*, 38(1), 109–137. Doi:10.1123/apaq.2019-0147  
b. *Quarterly*, 38(1), 109–137. Doi:10.1123/apaq.2019-0147
5. Bentzen, M., Kenttä, G., Karls, T., Fagher, K. (2022). Monitoring mental distress in Para athletes in preparation, during and after the Beijing Paralympic Games 2022: A 22 Week Prospective Mixed-Method Study. *Frontiers in Sports and Active Living*, 4: 945073
6. Beyer, R., Flores, M. M., & Vargas-Tonsing, T. M. (2008). Coaches Attitudes Towards Youth Sport Participants With Attention Deficit Hyperactivity Disorder. *International Journal of Sports Science & Coaching*, 3(4), 555-563
7. Blauwet, C., (2005). Promoting the Health and Human Rights of Individuals with a Disability through the Paralympic Movement. *Paralympic International Committee*. 4
8. Brink, R. (2018). A Multiple Case Design for the Investigation of Information Management Processes for Work-Integrated Learning. *International Journal of Work-Integrated Learning*, Special Issue, 2018, 19(3), 223-235
9. Carrera, J.A., (2021). Coaches' and Athletic Directors' Inclusion Practices for High School Student-Athletes with Disabilities. Walden University Scholar Works. 3-5
10. Clayton, MJ. (1997). Delphi: A Technique to Harness Expert Opinion for Critical Decision-Making in Tasks in Education. *Educational Psychology*, 17, 373-386

11. Celenk, C. (2021). Motivation Affects Sports and Life Skills in Physical Disabled People. *Propósitos y Representaciones*, 9 (SPE3), e1161. doi:10.20511/pyr2021.v9nSPE3.1161
12. Côté, J. and Gilbert, W. (2009). An Integrative Definition of Coaching Effectiveness and Expertise. *International Journal of Sports Science and Coaching*, 4(3), pp. 307-323
13. Cottingham, M., Carroll, M. S., Phillips, D., Karadakis, K., Gearity, B. T., & Drane, D. (2014). Development and Validation of the Motivation Scale for Disability Sport Consumption. *Sport Management Review*, 17(1), 49-64. doi:10.1016/j.smr.2013.11.001
14. Cregan, K., Bloom, G. A., & Reid, G. (2007). Career Evolution and Knowledge of Elite Coaches  
a. of Swimmers with a Physical Disability. *Research Quarterly for Exercise & Sport*, 78(4),  
b. 339–350. doi: /10.5641/193250307X13082505158147
15. Cybulski, S., Culver, D. M., Kraft, E., & Formeris, T. (2016). Special Olympics Coaches:  
a. Examining the Strategies They Use to Encourage Their Athletes to Develop Life Skills. *International Journal of Coaching Science*, 10(2), 3-23
16. Davey, J. (2014). How do Novice Paraspport Coaches Develop Their Knowledge? A Look at the Experiences of Para Sailing Coaches. 5-6
17. Department of Education.(2016). Implementing Rules and Regulations (1RR) of RA No. 10588, otherwise known as the Palarong Pambansa Act of 2013.*DepEd Order No. 43, s. 2016*).[http://www.deped.gov.ph/sites/default/files/RO7\\_RM\\_s2016\\_0391.pdf](http://www.deped.gov.ph/sites/default/files/RO7_RM_s2016_0391.pdf)
18. Dehghansai, N., Pinder, RA., Baker, J., Renshaw, I. (2021). Challenges and Stresses Experienced by Athletes and Coaches Leading up to the Paralympic Games. *PLoS ONE*, 16(5): doi.10.1371/0251171
19. Dorogi, L., Bognar, J., & Petrovics, L. (2008). Introducing Disability Issues Into the Education of  
20. Coaches. *Physical Education and Sport*, 52, 39-45.
21. DePauw, K., Gavron, S.J. (1995). Disability and Sport; Human Kinetics: Champaign, Illinois, USA.
22. Didymus, F. F. (2016). Olympic and International Level Sports Coaches' Experiences of Stressors, Appraisals, and Coping. *Qualitative Research in Sport, Exercise and Health*, 9(2), 214-232. doi.10.1080/2159676x.2016.1261364
23. Dymond, S. K., Rooney-Kron, M., Burke, M. M., & Agran, M. (2019). Characteristics of Secondary Age Students with Intellectual Disability who Participate in School Sponsored Extracurricular Activities. *The Journal of Special Education*, doi: 10.1177/0022466919851194
24. D'Isanto, T. (2016). Pedagogical Value of the Body and Physical Activity in Childhood, *Sport Science*,  
9,  
a. 13-18.
25. Erickson, K., M. W. Bruner, D. J. MacDonald, and J. Cot ^ e. 2008. "Gaining Insight into Actual and Preferred Sources of Coaching Knowledge." *International Journal of Sports Science and Coaching* 3 (4): 527–538.
26. Geidne, S. & Jerlinder, K. (2016). How Sports Clubs Include Children and Adolescents with Disabilities in their Activities. A Systematic Search of Peer-reviewed. *Sport Science Review*, vol. 25, 1-2, 2016, 29-52.DOI:10.1515
27. Gio, N. R. (2021). Successful Coaching: A Case Study of the Division of South Cotabato.
28. Harada, C. M., & Siperstein, G. N. (2009). The Sport Experience of Athletes with Intellectual Disabilities: A National Survey of Special Olympics Athletes and Their Families. *Adapted Physical Activity Quarterly*, 26(1), 68-85.

29. Hodgson, L., Butt, J., & Maynard, I. (2017). Exploring the Psychological Attributes Underpinning Elite Sports Coaching. *International Journal of Sports Science & Coaching*, 12(4), 439-451.
30. Jones, R. L., Potrac, P., Cushion, C., and Ronglan, L. T. (Eds.). (2010). *The Sociology of Sports Coaching*. Routledge.
31. Kean, B., M. Gray, M. Verdonck, B. Burkett, and F. Oprescu. 2017. "The Impact of the Environment on Elite Wheelchair Basketball Athletes: A Cross-case Comparison." *Qualitative Research in Sport, Exercise and Health* 9: 485–498.
32. Khotimah, K. & Ashadi, K., (2020). An Introductory Book for Coaching Athletes with a Disability. 1-7.
33. Loftus, Simon, Taylor, David, R. Grecic, David and Harper, Damian. (2022) Olympic and Paralympic Coaches Living With Stress—Is It Such a Problem? Potential Implications for Future Coach Education in Sport. *International Sport Coaching Journal*.1-13
34. Macías, M., Fuentes-Guerra, F.J.& Abad Robles, M.T. (2022). The Sport Training Process of Para-Athletes: A Systematic Review. *International Journal of Environmental Research and Public Health*, 19 .doi: 10.3390/ijerph19127242
35. Martin, J. J., & Whalen, L. (2014). Effective Practices of Coaching Disability Sport. *European Journal of Adapted Physical Activity*, 7(2), 13-23.
36. Menear, K. S., & Shapiro, D. R. (n.d). Let's Get Moving! Physical Activity and Students with Physical Disabilities. 23(1), 9-18.
37. Miller, M. J., Jones, J., Anderson, C. B., & Christiansen, C. L. (2019). Factors influencing Participation in Physical Activity After Dysvascular Amputation: A qualitative meta-synthesis. *Disability and Rehabilitation*, 41(26), 3141-3150.
38. Moran, T., Taliaferro, A., & Pate, J. R. (2014). Confronting Physical Activity Programming Barriers for People with Disabilities: The Empowerment Model. *Quest*, 66(4), 396–408.
39. Norris, L. A., Didymus, F. F., & Kaiseler, M. (2017). Stressors, Coping, and Well-Being among Sports Coaches: A Systematic Review. *Psychology of Sport and Exercise*, 33, 93-112. doi.10.1016/2017.08.005
40. Rimmer, J.H., Riley, B., Rauworth, A., Jurkowski, J. (2004). Physical Activity Participation Among Persons with Disabilities! Barriers and Facilitators. *American Journal for Prev. Med.*, 419–425.
41. Sawicki, O. (2008). Reflections on the 2008 Beijing Summer Paralympic Games – A Canadian a. Paralympic Committee perspective. *Coaches Plan*, 15(3), 37-39.
42. Shields, N., Synnot, A.J., Barr, M. (2012). Perceived Barriers and Facilitators to Physical Activity for Children with Disability: A Systematic Seview. *Br. J. Sports Med.*, 2012, 989–997.
43. Siebert, E. (2018). Factors Influencing Involvement in Disability Sport. *Fisher Digital Publications*. 12 (17, 23-24
44. Sikorska, I., Gerc, K. (2018). Athletes with Disability in the Light of Positive Psychology. *Baltic Journal Health Physical Activity*. 10 (1), 64-76. doi: 10.29359/BJHPA.10.1.07
45. Stanescu, M. (2015). Effective Coaching: Key-Factors that Determine the Effectiveness of a Coaching Program. *Managing Intellectual Capital and Innovation for Sustainable and Inclusive Society*. 375-382.
46. Tawse, H., Bloom, G. A., Sabiston, C. M., & Reid, G. (2012). The Role of Coaches of Wheelchair Rugby in the Development of Athletes with a Spinal Cord Injury. *Qualitative Research in Sport, Exercise and Health*, 4, 206-225.

47. Taylor, S. Werthner, P. and Culver, D. (2014). A Case Study of a Paraspport Coach and a Life of Learning. *International Sports Coaching Journal*. 1, 127-138. doi:10.1123/2013-0005
48. Teatro, C., Thompson, M., Kulinna, P. H., Mars, H. V., & Kwan, J. (2017). Coaching Behaviors and Stakeholders' Views of Coaches' Efficacy. *International Journal of Sports Science & Coaching*, 12(4), 452-460.
49. Thelwell, R. C., Wagstaff, C. R., Chapman, M. T., & Kenttä, G. (2016). Examining Coaches' Perceptions of How Their Stress Influences the Coach–Athlete Relationship. *Journal of Sports Sciences*, 35(19), 1928-1939. doi:10.1080/02640414.2016.1241422
50. Top, E., & Akil, M. (2021). Intermediary Role of Motivation and Social Support for Male Athletes with Physical Disabilities. *Kinesiology an Online Peer-reviewed Research and Practice Journal*, 18 (1), 4-5
51. Townsenda, R., Huntley, T., Cushion, C. and Culver, D. (2021). Infusing Disability into Coach Education and Development: A Critical Review and Agenda for Change. *School of Sport and Exercise Sciences*. 5-6
52. Trudel, P., Culver, D., & Werthner, (2013). Looking at Coach Development from the Coach Learner's Perspective: Considerations for Coach Development Administrators. *Routledge Handbook of Sports Coaching*. pp. 375-387
53. Tuzer, B., Demirel, H. (2022). Sports Participation Motivation in Disabled Individuals. *Turkish Journal of Sport and Exercise*. 24 (3).254-263
54. Uebelacker, L. A., Sillice, M. A., Epstein-Lubow, G., Battle, C. L., Anderson, B., Caviness, C., Miller, I. W., & Abrantes, A. M. (2020). Combined Intervention Approaches for Initiating and Maintaining Physical Activity in Depressed Individuals: Design and Rationale of the Project MOVE Randomized Clinical Trial. *Contemporary Clinical Trials*, 91, 105974.
55. Vanlandewijck, Y., & Thompson, W. (2016). Training and Coaching Paralympic Athlete. *Library of Congress Cataloging-in-Publication Data*. (7). 131
56. Vallée, C. N., Bloom, G. A. (2005). Building a Successful University Program: Key and Common Elements of Expert Coaches. *Journal of Applied Sport Psychology*, 17, 179-196. doi:10.1080/10413200591010021
57. Wareham, Y., Burkett, B., Innes, P. & Lovell, G. (2018). Sport Coaches' Education, Training and Professional Development: The Perceptions and Preferences of Coaches of Elite Athletes with Disability in Australia. *Sport in Society*. 21. 1-20.
58. Werthner, P., Culver, D., & Trudel, P. (2012). An Examination of a Largescale Coach Education Program from a Constructivist Perspective. *Sport Psychology Insights*, 337-355.
59. Whitmore, J. (2008). Coaching Pentru Performanță.[Coaching for Performance]. *Editura Public*, Bucharest, Romania.