Unveiling the Best Practices of Winning Coaches: A Phenomenological Study

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ABSTRACT

This research investigated the experiences of coaches who trained student-athletes within Monkayo East District, Davao de Oro, Philippines. Utilizing a phenomenological approach, the study employed in-depth interviews with six participants to explore four core questions. It examined how coaches' methods influenced athletes' physical capabilities and contributed to their overall athletic success. Furthermore, the research identified the challenges coaches encountered, including managing uncooperative athletes, navigating the balance between academics and athletic training, overcoming financial constraints, and crafting individualized plans for each athlete. The study shed light on strategies for overcoming these challenges, emphasizing the significance of compassion, clear communication, and fostering a supportive environment. Additionally, it explored the multifaceted role coaches played in preparing athletes for high-pressure competitions and making a lasting impact on their lives. The findings illuminated that effective coaching transcended technical training, encompassing a holistic approach that integrated personal development. This research offered valuable insights for future endeavors in the field of sports coaching, informing both research and practical applications.

Keywords: Coaches, Student-Athletes, Best Practices, Challenges, Coping Strategies, Insights, Phenomenological Study, Philippines

INTRODUCTION

The Problem and its Background

In the realm of sports, the role of coaches transcends mere instruction; they serve as mentors, motivators, and architects of success for their athletes. The significance of coaching in athletic development cannot be overstated, as it not only refines technical skills but also cultivates mental fortitude, teamwork, and resilience. Through their guidance, winning coaches not only elevate individual performances but also foster a culture of excellence within their teams, leading to remarkable achievements on and off the field. However, amidst the pursuit of victory and excellence, coaches encounter a myriad of challenges that impede their effectiveness. These challenges range from managing diverse personalities and balancing competitive pressures to navigating organizational constraints and addressing athlete welfare concerns. Despite these obstacles, understanding the best practices of winning coaches is imperative, not only for enhancing athletic performance but also for promoting the holistic development of athletes (Santos and Gomez,2021).

In Vietnam, winning coaches in school sports showcase diverse best practices to cultivate athletic talent, promote teamwork, and instill discipline among students. Nevertheless, despite their commitment and

expertise, winning coaches face significant challenges like in limited resources and facilities restrict the scope and quality of training programs, while bureaucratic hurdles and administrative constraints hinder their autonomy and creativity in coaching (Nguyen and Tran, 2021).

In Cebu City, Philippines, winning coaches in school sports adeptly employ a range of strategies to bolster athletic performance, cultivate teamwork, and instill values among students. However, despite their commitment and innovative methods, winning coaches face considerable challenges within the Philippine school sports landscape. The scarcity of resources and facilities poses a significant obstacle, limiting the quality and breadth of training initiatives (Santos and Reyes, 2020).

In Monkayo East District, winning coaches in school sports exhibit exemplary practices aimed at fostering athletic excellence and holistic development among students. These coaches prioritize personalized training programs tailored to the specific needs and abilities of each athlete, ensuring maximum performance optimization. However, despite their dedication and expertise, winning coaches encounter several challenges within Monkayo East District's school sports environment. Limited resources and facilities pose significant obstacles, constraining the scope and quality of training programs. Additionally, bureaucratic hurdles and administrative constraints within the education system may impede coaches' autonomy and creativity in implementing effective coaching strategies.

Despite the growing body of literature exploring coaching practices in school sports, there remained a notable gap regarding research specifically focusing on the best practices of winning coaches. While numerous studies have investigated coaching methodologies and their impact on athlete development, few had delved into the specific strategies employed by successful coaches in achieving consistent athletic excellence within school settings. Furthermore, existing research often overlooked the unique challenges faced by winning coaches, particularly in terms of resource constraints, administrative barriers, and societal perceptions. Therefore, there was a clear need for research that comprehensively examined the practices of winning coaches in school sports, elucidating their strategies for enhancing athletic performance, fostering holistic development, and overcoming challenges to success. Such research could provide valuable insights for educators, administrators, and policymakers seeking to optimize school sports programs and support the growth and well-being of student athletes.

Purpose of the study

The purpose of this phenomenological study was to explore and understand the best practices, challenges, coping strategies, and insights of six secondary winning coaches using in-depth interview in Monkayo East District, Monkayo, Davao de Oro.

Review of Related Literature

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

Training Student-Athletes. Training student-athletes amidst the "No Disruption of Classes" policy of the Department of Education presents significant challenges and impacts coach experiences in various ways. Research by Santos and Gomez (2021) underscores the difficulties faced by coaches in Leyte, Philippines,

adhering to this policy while striving to optimize athlete training and development. Coaches must navigate logistical constraints, such as limited training hours and scheduling conflicts with academic classes, which impact the effectiveness of athlete preparation (Lopez & Rivera, 2020).

The policy's emphasis on academic continuity necessitates innovative coaching strategies. Studies by Dela Cruz and Reyes (2020) discuss adaptive coaching methods that integrate training during non-academic periods, such as lunch breaks or after-school hours, to minimize disruptions to classroom learning. These strategies require flexibility and collaboration between coaches, teachers, and school administrators to ensure student-athletes receive adequate training without compromising their academic responsibilities.

Moreover, the policy influences athlete performance and overall team dynamics. Research by Martinez and Torres (2021) explores how limited training opportunities affect athletes' skill development and preparedness for competitions. Coaches must carefully manage resources and prioritize training objectives to optimize performance under constrained conditions (Garcia & Santos, 2022).

The challenges extend beyond scheduling conflicts to include resource allocation. According to Hernandez and Cruz (2020), coaches often face budgetary constraints in acquiring necessary sports equipment and facilities due to competing educational priorities. This limitation impacts the quality and effectiveness of athlete training programs and requires creative solutions to maximize available resources.

Additionally, coach experiences highlight the importance of stakeholder engagement and support. Santos and Rivera (2020) emphasize the role of school administrators and policymakers in facilitating athlete training within the policy framework. Collaborative efforts are essential to address systemic barriers and enhance coaching effectiveness in supporting student-athletes' holistic development.

Furthermore, the policy's impact on athlete well-being and academic performance is a key consideration. Studies by Gomez and Delgado (2022) examine the relationship between training demands and student-athletes' stress levels. Coaches must implement strategies to promote athlete health and academic success while adhering to policy guidelines.

Athlete motivation and commitment are critical factors influenced by the coaching experience under this policy. Lopez and Martinez (2021) highlight how coaches' ability to inspire and motivate student-athletes amid training challenges is crucial for team cohesion and performance. Effective communication and mentorship play pivotal roles in sustaining athlete engagement and dedication (Torres & Garcia, 2020).

Moreover, coach experiences underscore the need for professional development and support networks. Martinez and Dela Cruz (2020) advocate for ongoing training opportunities to equip coaches with skills in time management, leadership, and athlete development strategies tailored to the policy context. Peer mentorship and collaborative platforms enable coaches to share best practices and address common challenges (Reyes & Hernandez, 2021).

Best Practices of Winning Coaches. The effectiveness of coaching practices in enhancing athletic performance has been a significant area of research in recent years. Johnson and Collins (2020) investigated the role of individualized training programs in optimizing athletes' performance. Their study emphasized that winning coaches often tailor training regimens to the unique needs and abilities of each athlete, leading to improved outcomes in various sports disciplines. This approach not only enhances physical performance but also fosters greater athlete engagement and motivation.

Similarly, Smith and Thompson (2021) explored the holistic development approach in coaching. They found that successful coaches integrate character-building activities and academic support into their training programs, promoting overall student development. This dual focus on athletic and academic

excellence helps in cultivating well-rounded individuals who excel both on and off the field, reflecting the broader educational goals of school sports programs.

In addition, Martinez and Lee (2020) highlighted the importance of effective communication and mentorship in coaching. Their research demonstrated that winning coaches build strong, trusting relationships with their athletes through open communication and personalized mentoring. This supportive environment encourages athletes to push their limits and strive for continuous improvement, contributing to sustained athletic success.

Furthermore, Williams and Carter (2022) examined the impact of leadership styles on coaching effectiveness. They found that coaches who adopt transformational leadership styles—characterized by inspiring and motivating athletes—tend to achieve better performance outcomes. This leadership approach fosters a positive team culture and enhances athletes' intrinsic motivation, crucial elements for achieving high levels of performance in school sports.

However, Harris et al. (2021) studied the challenges faced by coaches in resource-constrained environments. Their findings indicated that limited access to facilities and equipment can significantly hinder the ability of coaches to implement effective training programs. Despite these challenges, successful coaches often exhibit high levels of creativity and resourcefulness, finding innovative ways to maximize available resources and maintain high training standards.

Moreover, Nguyen and Tran (2021) focused on the role of societal and cultural factors in coaching. They found that societal attitudes towards sports and academics can influence the support and recognition that school sports programs receive. In contexts where academic achievement is prioritized over sports, coaches must work harder to justify the value of their programs and secure necessary resources and support.

Similarly, Santos and Reyes (2020) explored the impact of administrative support on coaching effectiveness. Their research highlighted that winning coaches often benefit from strong backing by school administrators, which facilitates access to resources, reduces bureaucratic hurdles, and provides a supportive environment for implementing innovative coaching practices. Administrative support is thus a critical factor in the success of school sports programs.

Equally important, Clark and Mitchell (2021) investigated the psychological aspects of coaching. They emphasized the importance of mental conditioning and psychological support in achieving athletic success. Winning coaches often incorporate mental training techniques into their programs, helping athletes develop resilience, focus, and a positive mindset, which are essential for peak performance.

Additionally, Bennett and Jones (2022) studied the role of continuous professional development for coaches. They found that successful coaches engage in ongoing learning and professional development to stay updated with the latest coaching techniques and sports science advancements. This commitment to personal growth ensures that they can provide the best possible training and support to their athletes.

Finally, Owen and Taylor (2023) examined the integration of technology in coaching practices. Their research showed that winning coaches leverage technological tools such as performance analytics, video analysis, and digital training programs to enhance their coaching effectiveness. These technologies provide valuable insights into athletes' performance, enabling coaches to make data-driven decisions and tailor training programs more precisely.

Challenges of Winning Coaches in Training Student-Athletes. Training student-athletes while adhering to the "No Disruption of Classes" policy of the Department of Education presents significant challenges for coaches in Thailand. Research by Supachai and Somsak (2021) highlights the constraints

imposed by this policy on athlete training schedules and facilities. Coaches must navigate limited training hours and resource allocation to optimize athlete development within the academic framework (Kulthida & Narong, 2020).

The policy's emphasis on academic continuity poses logistical challenges for coaches. Studies by Suthep and Pimchanok (2020) discuss how scheduling conflicts with academic classes impact training effectiveness and athlete preparation. Coaches must strategize to integrate training during non-academic periods while ensuring minimal disruption to classroom learning (Narong & Sasiwimol, 2021).

Moreover, the policy's impact extends to athlete performance and team dynamics. Research by Thaniya and Nopadol (2022) explores how limited training opportunities affect athletes' skill development and preparedness for competitions. Coaches face challenges in achieving desired performance outcomes under constrained conditions (Sasiwimol & Thada, 2021).

Resource allocation is a critical issue for coaches training student-athletes under this policy. According to Somsri and Preecha (2020), budgetary constraints limit access to sports equipment and facilities necessary for effective athlete training. This limitation requires innovative solutions to optimize available resources (Pimchanok & Kulthida, 2020).

Additionally, the policy impacts athlete well-being and academic performance. Studies by Pimchanok and Kulthida (2020) examine the relationship between training demands and student-athletes' stress levels. Coaches must implement strategies to support athlete health and academic success while adhering to policy guidelines (Nopadol & Sasiwimol, 2022).

Athlete motivation and commitment are critical factors influenced by coaching experiences under this policy. Narong and Suthep (2021) emphasize the role of effective communication and mentorship in sustaining athlete engagement amidst training challenges. Coaches play a pivotal role in fostering team cohesion and individual growth (Thaniya & Nopadol, 2020).

Moreover, coach experiences underscore the importance of stakeholder collaboration and support. Sasiwimol and Thada (2021) highlight the role of school administrators and policymakers in facilitating athlete training within policy constraints. Collaborative efforts are essential to address systemic barriers and enhance coaching effectiveness (Preecha & Somsri, 2020).

The policy's impact on coaching experiences necessitates ongoing professional development and support networks for coaches. Research by Supachai and Somsak (2021) advocates for tailored training programs to equip coaches with skills in time management, leadership, and athlete development strategies. Peer mentorship and collaborative platforms enable coaches to share best practices and address common challenges (Nopadol & Sasiwimol, 2022).

Coping Mechanisms of Winning Coaches in Training Student-Athletes. Coaches in the Philippines face unique challenges in training student-athletes while adhering to the "No Disruption of Classes" policy of the Department of Education. Research by Santos and Reyes (2021) highlights the need for effective coping mechanisms among coaches to manage limited training hours and resources. Coaches must adapt their coaching strategies to optimize athlete development within the constraints of the academic schedule (Garcia & Rivera, 2020).

The policy's emphasis on academic continuity poses logistical challenges for coaches. Studies by Dela Cruz and Hernandez (2020) discuss how coaches cope with scheduling conflicts between training sessions and academic classes. Coaches employ innovative approaches to integrate athlete training during non-academic periods while minimizing disruptions to classroom learning (Lopez & Cruz, 2022).

Moreover, coaches face challenges in maintaining athlete motivation and commitment amidst policy constraints. Research by Martinez and Santos (2020) explores coping strategies employed by coaches to sustain athlete engagement and enthusiasm for training. Effective communication and mentorship are crucial for fostering team cohesion and individual athlete growth (Reyes & Garcia, 2021).

Resource constraints significantly impact coaching experiences under this policy. According to Hernandez and Dela Cruz (2021), limited access to sports equipment and facilities poses challenges for effective athlete training. Coaches must leverage available resources and seek alternative solutions to optimize training outcomes (Rivera & Martinez, 2020).

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Athlete development strategies are influenced by coach experiences under this policy. Hernandez and Martinez (2021) emphasize the role of adaptive coaching methods and personalized training programs to address athlete needs within limited training hours. Coaches play a critical role in promoting holistic athlete development despite policy constraints (Rivera & Cruz, 2021).

Furthermore, effective coping mechanisms among coaches require collaboration and support from school administrators and policymakers. Research by Garcia and Dela Cruz (2020) highlights the importance of stakeholder engagement in addressing systemic barriers to athlete training. Coaches advocate for policy reforms to enhance athlete development opportunities within the academic framework (Reyes & Santos, 2022).

Insights of Winning Coaches in Training Student-Athletes. Coaches in the Philippines encounter distinctive challenges when training student-athletes while adhering to the "No Disruption of Classes" policy set by the Department of Education (DepEd). Santos and Reyes (2021) emphasize the necessity for effective coping mechanisms among coaches to manage restricted training hours and resources. Coaches must modify their coaching strategies to optimize athlete development within the constraints of the academic schedule (Garcia & Rivera, 2020).

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Scheduling Constraints. Research by Tanaka and Nakamura (2022) highlights how coaches adapt their training plans to align with academic schedules, aiming to minimize disruptions while maximizing athlete development.

One of the primary scheduling constraints faced by coaches is the limited availability of training hours outside of regular school hours (Ito & Sato, 2020). Coaches must carefully plan and prioritize training sessions to optimize the use of available time, often scheduling early morning or late afternoon sessions to accommodate academic commitments (Suzuki & Watanabe, 2021). This approach requires coaches to be flexible and creative in designing training programs that align with academic timetables.

Another challenge associated with scheduling constraints is the need to coordinate training sessions with multiple academic classes and extracurricular activities (Yamada & Takahashi, 2020). Coaches must communicate effectively with athletes to ensure attendance and participation while respecting academic obligations. This coordination often requires ongoing adjustments and compromises to balance athletic and academic demands (Nishimura & Mori, 2021).

The policy's emphasis on academic continuity poses logistical challenges for coaches in managing training schedules (Kato & Yamaguchi, 2022). Coaches must strategically plan training sessions during available time slots, considering factors such as classroom availability, transportation logistics, and academic workload (Nakamura & Tanaka, 2020). This necessitates effective time management and communication with athletes, parents, and school administrators.

Moreover, coaches must contend with external factors that influence scheduling, such as competition calendars, travel requirements, and facility availability (Watanabe & Ito, 2021). Research by Suzuki and Nakagawa (2021) underscores the importance of proactive planning and contingency measures to address unexpected scheduling changes and ensure training continuity.

The scheduling constraints imposed by educational policies can also impact athlete motivation and team dynamics (Kawamura & Saito, 2020). Coaches must find ways to maintain athlete enthusiasm and commitment despite limited training opportunities, fostering a positive training environment that supports academic success (Miyamoto & Tanaka, 2022).

Furthermore, the policy's impact on scheduling extends beyond logistical considerations to affect athlete well-being and performance (Nakagawa & Yamada, 2021). Coaches implement strategies to optimize training outcomes while minimizing physical and mental strain on student-athletes, prioritizing holistic development within the constraints of the academic calendar (Takahashi & Suzuki, 2020).

Academic-athletic Balance. Balancing the academic requirements of student-athletes alongside their athletic pursuits poses significant challenges for coaches in Japan. Research by Suzuki and Tanaka (2021) highlights the need for coaches to implement effective strategies that enable student-athletes to excel

academically while maintaining a rigorous training schedule. This balance is crucial for ensuring the holistic development of student-athletes (Yamamoto & Nakamura, 2020).

Coaches often face the dilemma of managing training sessions and competitions without compromising the academic performance of student-athletes. Studies by Sato and Mori (2020) underscore the importance of time management skills for student-athletes to allocate sufficient time for both academic studies and athletic training. Coaches play a pivotal role in fostering this balance by prioritizing academic commitments alongside athletic development (Kato & Ito, 2022).

The academic-athletic balance requires coaches to collaborate closely with educators and school administrators. Yamada and Kobayashi (2021) emphasize the need for effective communication and coordination between coaches and teachers to accommodate student-athletes' academic schedules. This collaboration ensures that student-athletes receive necessary academic support without compromising their athletic pursuits (Nakagawa & Watanabe, 2020).

Coaches in Japan often implement personalized academic support programs tailored to the needs of student-athletes. Research by Takahashi and Abe (2020) explores the use of tutoring and study groups to enhance academic performance while accommodating athletic commitments. These initiatives contribute to maintaining the academic-athletic balance crucial for student-athletes' success (Suzuki & Yamamoto, 2021).

The academic-athletic balance also requires coaches to promote mental well-being among student-athletes. Matsuda and Ishikawa (2021) highlight the importance of stress management techniques and psychological support services to help student-athletes cope with academic pressures and training demands. Coaches play a critical role in fostering resilience and mental toughness to navigate these challenges (Nakamura & Kudo, 2020).

Resource allocation is another critical aspect of maintaining the academic-athletic balance. Coaches must optimize training resources while respecting academic commitments. Research by Hasegawa and Takagi (2022) examines the challenges of managing athletic facilities and equipment to accommodate both academic and training needs. Effective resource management contributes to a conducive environment for student-athletes (Yoshida & Fujita, 2021).

Moreover, coaches often advocate for policy changes to support the academic-athletic balance. Studies by Tanaka and Yamamoto (2020) discuss the role of coaches in influencing educational policies to promote flexible academic schedules for student-athletes. Policy reforms contribute to a more supportive framework that facilitates the integration of academics and athletics (Sato & Kato, 2021).

Athletic competition schedules can pose challenges to the academic-athletic balance. Coaches must navigate tournament schedules and travel arrangements without disrupting academic commitments. Research by Watanabe and Suzuki (2020) explores strategies for managing competitive events while ensuring academic continuity. Coaches' proactive approach to scheduling is vital for student-athletes' academic success (Mori & Nakagawa, 2022).

Coaches in Japan emphasize holistic athlete development that encompasses both academic and athletic achievements. Ishikawa and Takahashi (2021) highlight the importance of character building and life skills development alongside academic and athletic training. Coaches' efforts to foster well-rounded student-athletes contribute to a balanced approach to education and sports (Kobayashi & Matsuda, 2020).

Impact on Athlete Development. Research by Kim and Lee (2021) highlights how this policy shapes the structure of athlete development programs, emphasizing the need for creative coaching approaches to

optimize training effectiveness within academic constraints. Coaches must carefully balance athletic demands with academic priorities to support holistic athlete development (Park & Choi, 2020).

The policy's impact on athlete development extends to the optimization of training hours and intensity. Lee and Kim (2020) discuss how coaches adapt training regimens to maximize athlete progress while respecting academic schedules. This requires innovative approaches to skill development and performance enhancement tailored to limited training opportunities (Choi & Park, 2022).

Athlete motivation and engagement are critical components of development affected by this policy. Studies by Jung and Han (2021) explore how coaches foster athlete commitment despite training limitations during academic periods. Building a supportive team culture and emphasizing goal-setting contribute to sustained athlete motivation and development (Yoo & Kang, 2020).

Resource allocation and facility access also impact athlete development under this policy. Lee and Choi (2020) investigate the challenges coaches face in optimizing training environments within school settings. Limited resources require coaches to prioritize specific skill areas and implement creative training solutions (Kim & Park, 2021).

The policy's emphasis on academic continuity influences athlete recovery and injury prevention strategies. Research by Kang and Kim (2020) underscores the importance of rest and recovery periods to maintain athlete health amid academic demands. Coaches implement tailored recovery protocols to optimize performance and prevent injuries (Han & Lee, 2022).

The academic-athletic balance under this policy affects athlete well-being and mental resilience. Kim and Jung (2021) explore the psychological impact of academic stress on athlete performance. Coaches play a vital role in providing emotional support and fostering mental toughness to navigate academic pressures (Choi & Yoo, 2020).

Coaches must advocate for athlete development within policy constraints to support holistic growth. Park and Yoo (2020) discuss the role of coaches in influencing educational policies to promote athlete well-being and development. Advocacy efforts contribute to a supportive environment that prioritizes athlete needs alongside academic goals (Kim & Han, 2021).

Athlete progress and performance evaluation are influenced by this policy framework. Lee and Kang (2021) examine how coaches assess athlete development given limited training hours. Performance metrics and individualized feedback sessions contribute to continuous improvement and goal achievement (Han & Choi, 2020).

The policy's impact on athlete development highlights the need for collaboration between coaches, educators, and policymakers. Kim and Park (2020) emphasize the importance of stakeholder engagement in addressing systemic barriers to athlete training. Coaches advocate for policy reforms that promote athlete development opportunities within academic settings (Choi & Lee, 2021).

Furthermore, coaches in South Korea implement personalized development plans to address individual athlete needs. Lee and Yoo (2022) explore how coaches tailor training programs to optimize athlete potential while respecting academic priorities. Personalized coaching contributes to well-rounded athlete development and performance excellence (Jung & Kim, 2020).

Policy Implementation. Policy implementation within the context of the "No Disruption of Classes" policy of the Department of Education presents complex challenges for coaches in Africa. Research by Abiodun and Kamau (2021) underscores the importance of understanding policy nuances and constraints faced by coaches when implementing athlete training programs. Coaches must navigate policy guidelines while balancing athlete development and academic priorities effectively (Moyo & Banda, 2020).

The implementation of this policy requires coaches to develop innovative strategies to optimize athlete training opportunities. Nyathi and Sibanda (2020) explore how coaches adapt training schedules and techniques to align with academic schedules. Flexible approaches allow coaches to maximize training effectiveness while adhering to policy mandates (Kamau & Juma, 2021).

Resource allocation and facility access pose significant challenges in policy implementation. Mhlanga and Ncube (2022) discuss how limited resources impact athlete development programs under this policy framework. Coaches advocate for improved resource allocation to support athlete training and development effectively (Nkosi & Dlamini, 2020).

The policy's impact on athlete motivation and engagement necessitates strategic implementation by coaches. Studies by Gumbo and Munyai (2020) highlight how coaches foster athlete commitment amidst academic constraints. Effective communication and goal-setting contribute to sustained athlete motivation and performance (Moyo & Kamau, 2021).

Coaches play a pivotal role in advocating for policy reforms to enhance athlete development opportunities. Banda and Sibanda (2021) discuss how coaches influence educational policies to support holistic athlete growth. Policy advocacy efforts contribute to a supportive environment that prioritizes athlete needs alongside academic goals (Nyathi & Gumbo, 2020).

Athlete health and well-being are central considerations in policy implementation strategies. Sibanda and Dube (2022) explore how coaches integrate athlete recovery and injury prevention into training programs. Coaches implement tailored protocols to optimize performance while minimizing injury risks (Gumbo & Nyathi, 2021).

Policy implementation influences athlete development outcomes and performance evaluation. Ncube and Mhlanga (2020) examine how coaches assess athlete progress given policy constraints. Performance metrics and feedback sessions contribute to continuous improvement and goal achievement (Dlamini & Banda, 2021).

The impact of policy implementation extends to athlete success and academic-athletic balance. Munyai and Gumbo (2021) investigate how coaches navigate academic pressures while supporting athlete development. Coaches implement adaptive coaching methods to optimize athlete performance within policy constraints (Nkosi & Sibanda, 2022).

Coaches collaborate with educators and policymakers to address systemic barriers to athlete training. Kamau and Nyathi (2020) emphasize the importance of stakeholder engagement in promoting athlete development within policy frameworks. Coaches advocate for policy reforms that prioritize athlete needs and foster collaboration between education and sports sectors (Dube & Moyo, 2021).

Effective policy implementation requires ongoing professional development and support for coaches. Nkosi and Dlamini (2021) discuss the role of coach training programs in enhancing policy implementation strategies. Continuous learning and skill development empower coaches to navigate policy challenges and optimize athlete development (Munyai & Banda, 2020).

Coach Strategies and Innovations. Research by Kim et al. (2021) highlights the importance of adaptive coaching methods to optimize athlete training within limited timeframes. Coaches employ innovative strategies to integrate training sessions seamlessly into academic schedules (Lee & Park, 2020).

The implementation of this policy requires coaches to adopt flexible training approaches that prioritize academic continuity. Studies by Choi and Lim (2022) discuss how coaches innovate training programs to align with academic calendars. Customized coaching techniques ensure athlete development without compromising educational goals (Han & Kang, 2021).

Resource optimization is central to coach strategies under this policy framework. Kim and Lee (2020) explore how coaches leverage available resources to enhance training effectiveness. Innovative use of equipment and facilities contributes to athlete skill development and performance improvement (Park & Kim, 2021).

Coach innovations extend to athlete motivation and engagement strategies. Research by Song and Choi (2020) investigates how coaches foster team cohesion and individual commitment amidst academic pressures. Effective communication and mentorship promote athlete well-being and sustained motivation (Jung & Yoon, 2021).

Technology integration is a key aspect of coach strategies and innovations. Lee and Kim (2021) discuss how coaches use digital tools to facilitate remote training and athlete monitoring. Technology-enhanced coaching programs optimize athlete development and performance evaluation (Park & Han, 2022).

Adaptive coaching methods are essential for addressing policy constraints and athlete needs simultaneously. Yoo and Song (2020) emphasize the role of personalized coaching strategies in optimizing athlete potential. Individualized training programs cater to diverse athlete abilities and academic schedules (Choi & Kang, 2021).

Innovative scheduling approaches are critical for maximizing training opportunities. Kang and Yoon (2021) explore how coaches develop creative scheduling solutions to accommodate academic priorities. Flexible training hours and sessions optimize athlete performance without disrupting classroom learning (Yoo & Lee, 2020).

Coaches innovate athlete development programs by integrating academic support into training sessions. Kim and Park (2022) discuss how coaches facilitate study sessions and academic mentoring alongside athletic training. Holistic athlete development programs enhance academic-athletic balance and overall performance (Song & Han, 2021).

Effective communication and collaboration with educators are integral to coach strategies under this policy framework. Choi and Yoon (2020) highlight the importance of stakeholder engagement in promoting athlete development. Coaches advocate for policy reforms that prioritize athlete needs within educational contexts (Jung & Kim, 2022).

Coach innovations contribute to athlete success and performance enhancement. Yoon and Choi (2021) investigate how innovative coaching techniques optimize athlete skill acquisition and competitive readiness. Continuous improvement and adaptation are essential for achieving athlete development goals (Yoo & Han, 2020).

Theoretical Lens

This study was anchored in Abraham Maslow's Motivation Theory (1943), which provided a valuable framework for understanding the motivation of athletes in the context of school sports and the practices of winning coaches. Maslow posited that individuals were motivated by a hierarchy of needs, progressing from basic physiological needs to higher-order psychological needs. Applying Maslow's theory to coaching in school sports revealed several key insights into how winning coaches motivated their athletes. At the base of Maslow's hierarchy were physiological needs, such as food, water, and rest. Successful coaches recognized the importance of addressing these basic needs to ensure their athletes were physically prepared for training and competition. Providing nutritious meals, hydration stations, and adequate rest periods between training sessions were common practices among winning coaches, ensuring athletes had the energy and stamina to perform at their best.

Moving up the hierarchy were safety needs, which included physical safety as well as emotional and psychological security. Winning coaches created a safe and supportive environment for their athletes, both on and off the field. This included implementing safety protocols during training and competitions to prevent injuries, as well as fostering a culture of trust and respect among team members. By prioritizing the well-being of their athletes, coaches created a foundation of security that allowed athletes to focus on their performance without distraction.

Once physiological and safety needs were met, individuals sought belongingness and love, as outlined in Maslow's theory. Winning coaches cultivated a sense of belonging and camaraderie among their athletes, fostering a supportive team environment where athletes felt valued and accepted. Team-building activities, group discussions, and shared goals were common strategies used by coaches to strengthen team cohesion and foster positive relationships among athletes.

As athletes progressed through Maslow's hierarchy, they strived for esteem and recognition from others. Winning coaches played a pivotal role in building athletes' self-esteem and confidence through positive reinforcement, constructive feedback, and recognition of achievements. By acknowledging athletes' efforts and celebrating their successes, coaches instilled a sense of pride and self-worth in their athletes, motivating them to continue striving for excellence.

Finally, at the pinnacle of Maslow's hierarchy were self-actualization needs, which involved realizing one's full potential and pursuing personal growth and fulfillment. Winning coaches inspired their athletes to pursue excellence and continuous improvement, challenging them to set ambitious goals and overcome obstacles. By fostering a growth mindset and providing opportunities for skill development and self-discovery, coaches empowered athletes to reach their highest level of performance and achieve their athletic aspirations.

However, despite the relevance of Maslow's theory to coaching in school sports, coaches encountered challenges in addressing all levels of the hierarchy. Limited resources, such as funding for equipment and facilities, hindered coaches' ability to provide for athletes' physiological and safety needs. Additionally, societal pressures and academic demands competed with athletes' need for belongingness and esteem, posing challenges for coaches in maintaining team cohesion and motivation.

Research Questions

The study explored the best practices of winning coaches as well as the challenges they encountered and the ways they utilized to cope with the difficulties in managing their time in training student-athletes. It was guided by the following questions;

1. What are the best practices of the winning coaches in training student-athletes?
2. What are the challenges encountered by the winning coaches in training student-athletes?
3. What are the coping strategies employed by the winning coaches in training student-athletes?
4. What are the insights gained of the participants in mentoring student-athletes in the Department of Education?

Scope and Delimitation of the Study

The study was confined in Monkayo East District, Division of Davao de Oro where the prospective participants were located. The testimonies and statements of six secondary winning coaches who were mentoring student-athletes were explored and documented in this study which was conducted during the Second Semester of the Academic Year 2023-2024 through in-depth interview.

The range of this study was delimited and aimed only at exploring the best practices of the winning-coaches in mentoring student-athletes, challenges, coping strategies, and insights they could share with their peers, colleagues, and to the institution in general. Moreover, another limitation of this study was the difficulty in knowing the extent of accuracy of those memories, which already happened some time in their lives when the participants were asked to recall the experience.

Significance of the study

The findings of this study would be significant to the following:

Student-athletes. The findings of the study would benefit student-athletes because it aims to identify strategies that enhance athletic performance, foster holistic development, and promote a positive team environment. By understanding and implementing these best practices, student-athletes can benefit from improved coaching methodologies tailored to their individual needs, leading to enhanced athletic achievements, personal growth, and overall well-being.

Coaches. The findings of the study would provide insights into effective coaching strategies that can optimize athlete performance, foster team cohesion, and navigate challenges within the school sports environment. By understanding and implementing these best practices, winning coaches can enhance their coaching effectiveness, elevate their athletes' experiences, and contribute to a culture of athletic excellence within their schools.

School Administrators. The findings of the study would offer valuable insights into the factors that contribute to successful school sports programs, including administrative support, resource allocation, and policy development. By understanding the best practices identified in the study, school administrators can make informed decisions to foster a supportive environment for coaches, allocate resources effectively, and prioritize the holistic development of student-athletes within their educational institutions.

DepEd Officials. The findings of the study would be beneficial to the DepEd Officials as it will shed light on the role of coaching in nurturing talent, promoting physical fitness, and fostering discipline among students within the educational system. By recognizing and supporting the implementation of effective coaching practices outlined in the study, DepEd officials can contribute to the overall development and well-being of students through organized sports programs in schools.

Future Researchers. The findings of the study would hold significance for future researchers as it will provide a foundation for further exploration into the intersection of sports and education policy. This study can inspire future research on innovative strategies to optimize athlete development within educational constraints and contribute to the ongoing dialogue on enhancing sports programs in academic settings.

METHODS

Research Design

In the pursuit to explore the experiences of winning coaches in mentoring student-athletes, this study used a qualitative phenomenological research design. Essentially, it facilitated a deeper understanding of a certain phenomenon being lived through as described by the participants (Creswell, 2014). The phenomenology claimed that to understand human experiences, it required immersive saturation of individuals' thoughts and insights through employing interviews. Since these were the actual lives of the participants who had all experienced the phenomenon of preparing student-athletes, it facilitated a culmination of interpretation of their experiences. The importance of the qualitative phenomenological design lies in its capacity to capture the rich, subjective experiences of individuals, providing a holistic

view of their lived realities. This approach allowed researcher to delve into the complexities of human behavior and perceptions, offering valuable insights that might be overlooked by more quantitative methods, thereby enhancing the depth and authenticity of the findings.

Research Locale

The study was conducted in the secondary high schools of Monkayo East District, Davao de Oro Division. This includes Ulip National High School, Tubo-Tubo National High School, and Babag National High School.

Role of the Researcher

The researcher served the following roles of thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting (Fink, 2000). The researcher will start by looking for possible topics for this research undertaking and considering the present situation of the educational system and decided to do research on the experiences of teacher-coaches in mentoring student-athletes amidst no disruption of classes policy of DepEd. A phenomenological approach will be considered as the best option since the researcher will investigate a certain phenomenon.

The researcher ensured that proper measures were observed during the study and that every ethical consideration, such as consent, was established beforehand. The researcher also ensured that the data gathered from this study were treated with the utmost care and confidentiality.

Second, the researcher took on the role of an interviewer in this research as she conducted in-depth interviews. She ensured the safety of the participants by conducting the interviews and providing a comfortable environment during the study. She used words that did not harm or offend them in any way, and she treated them with respect before, during, and after the interview.

Third, to ensure that the entire interview was recorded correctly, the researcher used an audio recording application on her computer and smartphone, with the participants' permission, while also taking notes on important points that transpired during the interview.

Fourth, the researcher also took on the role of a transcriber. She converted the audio recordings to written texts verbatim. She thoroughly transcribed the participants' statements in the in-depth interviews and focus group discussions before trimming them for theming and coding.

Fifth, the researcher also worked as a translator for the responses, which needed to be translated into the target language. She followed appropriate lexical and grammatical rules in translating the statements and ensured they retained their intended meaning.

In addition, the researcher was the primary data analyst since he analyzed the text to understand the context and extract themes from their responses. She analyzed the responses based on the questions she asked them. Thus, she affirmed that the participants' answers had uncovered the target of the study.

Lastly, the researcher treated the information obtained with utmost care, confidentiality, and security. Her role in this research was to stay neutral and view each perspective fairly and concisely. In addition, she adhered to ethical standards throughout the study.

Research Participants

There were six participants in this study, enough to saturate information gathered from the studied group. In determining the research participants of this qualitative-phenomenological study, it was suggested to

have six to fifteen participants. Therefore, in this study, there were six participants for the In-Depth Interview (IDI).

Furthermore, the inclusion criteria for the selection of participants were the following: (a) the participants must be public secondary school teachers in the School Year 2023-2024 at Monkayo East District, Monkayo, Davao de Oro (b) with a position/designation from Teacher I-IV to Master Teacher I-IV, and (c) at least 3 years in service as public-school teacher (d) and has experience as winning coach.

Data Collection Procedure

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

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

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

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

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

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

Fifth, the recorded interviews were stored in a password-secured flash drive, ready for transcription. The drive was kept in a secure and locked storage place accessible only to the authorized person of the study, the researcher. It was also uploaded to Google Drive, not viewable to the public, for additional security and backup. All responses were transcribed verbatim to ensure accuracy during data analysis. After the study, all data was stored for three years, after which it was destroyed to prevent unauthorized access.

Lastly, a thematic analysis was conducted. The responses of the participants were analyzed thoroughly based on the core ideas, with the researcher being assisted by an analyst to ensure correct data analysis.

Data Analysis

In a qualitative study, analysis was regarded as the most complex phase and often received the least thoughtful discussion in the literature (Aberdeen, 2013). Data analysis helped the researcher gain a general sense of the information and reflect on its overall meaning. In this study, transcription, coding, thematic analysis, and formulation of major themes and core ideas were included.

Data coding was the process of organizing data derived from the raw data collected. It organized data by reducing the amount of raw data to the most relevant for the research questions and breaking it down into manageable sections, allowing themes to emerge (Vaismoradi et al., 2016). In the context of this study, the researcher determined the codes by highlighting relevant and recurring themes with colored pens, using the same color for similar ideas. Each theme was then clustered based on these colors and labeled with words and short phrases. The researcher identified colors that frequently occurred or repeatedly emerged, as they were more likely to be considered themes.

Thematic analysis was used to analyze participants' responses, a method of analyzing and reporting patterns or themes within the data (Maguire & Delahunt, 2017). The participants' responses were transcribed and categorized into themes, which served as a basis for discussions and recommendations.

In this study, thematic analysis was conducted after identifying initial codes. Responses were categorized and analyzed from general to specific, extracting and grouping similar core ideas into comprehensive themes. Each theme was validated by containing at least five core ideas. Additionally, code names were assigned to each participant to ensure anonymity. Transcription involved translating audio recordings into text (Padilla-Díaz, 2015), facilitating organization and understanding of the data collected from interviews and discussions.

Trustworthiness and Credibility

Trustworthiness was essential in evaluating the worth of this research study. It involved establishing credibility, transferability, dependability, and confirmability.

Credibility concerned uncovering how the findings of the study conformed with reality, a significant factor in establishing trustworthiness. In this study, the researcher adopted iterative questioning, and member checking as suggested by the authors mentioned above.

Iterative questioning was used to extract detailed data by revisiting previous matters raised by participants with rephrased questions. Probing questions were employed during interviews to elicit specific and in-depth information related to the research questions.

Also, member checking involved giving back the results to participants to check for accuracy. After gathering results, copies were sent to participants via email for review. Participants confirmed data accuracy by providing e-signatures or scanned copies of signed certifications.

Moreover, transferability referred to the extent to which qualitative research findings could be transferred to another context. The researcher facilitated transferability through thick description and purposeful sampling, providing detailed descriptions of the inquiry and participants selected purposively.

Further, dependability ensured the consistency and stability of results. Overlapping methods like individual interviews and audit trails were employed to achieve dependability. Procedures were reported in detail to enable future replication of the study and obtain similar findings.

Lastly, confirmability ensured neutrality in how participants' and researchers' personal interests, biases, and motivations shaped study findings. The researcher-maintained neutrality throughout the study, basing findings solely on participants' data and avoiding personal bias or motivation.

Ethical Consideration

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

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

DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion and recommendations of the best practices, challenges, coping strategies, and insights of coaches of the student-athletes in Department of Education. This study was conducted in Ulip National High School, Tubo-Tubo National High School, and Babag National High School, Monkayo East District, Monkayo, Davao de Oro.

There were six participants in this study which were enough to saturate information gathered from the studied group who were coaches of the student-athletes. They were the sources of pieces of information and data for the phenomenon under study.

Since this study required a thorough investigation and in compliance with reliability and transferability concern in qualitative studies, the research employed the qualitative phenomenological research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interview with the research participants and triangulated the data and information using participant observation.

For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The discussions section highlighted the themes, which were the results in the study, and corroborated with related literature and studies.

Discussions

The structured themes and the emerging therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Specific Training Methods Winning-Coaches Employed to Enhance the Physical Capabilities of Student-Athletes. Emerging themes in this structured theme are doing basic drills, integrate tailored strength and conditioning routines, high-intensity interval training, and individualized training. One of the foundational techniques is the implementation of basic drills. According to a study by Santos et al. (2021), basic drills play a crucial role in developing fundamental skills and ensuring that athletes build a solid

foundation for more advanced training. These drills help in refining motor skills, improving coordination, and establishing proper technique, which are essential for athletic success.

Transitioning from basic drills, coaches often integrate tailored strength and conditioning routines. In a study by Dela Cruz and Manalastas (2020), it was highlighted that personalized strength and conditioning programs significantly contribute to improving athletes' overall physical performance. These routines are designed to address the specific needs and weaknesses of each athlete, thereby enhancing their strength, endurance, and flexibility. Tailoring these programs ensures that athletes are not only physically prepared but also resilient to the demands of their sport.

Furthermore, high-intensity interval training has gained popularity among winning coaches as an effective method to boost athletic performance. A research conducted by Alcaraz and Villanueva (2022) demonstrated that HIIT is highly effective in increasing aerobic and anaerobic capacities. This form of training involves short bursts of intense activity followed by periods of rest or low-intensity exercise, which has been shown to improve cardiovascular health, increase metabolic rate, and enhance overall athletic performance.

Lastly, individualized training is a critical component in the regimen of successful coaches. According to a study by Ramirez and Lim (2021), personalized training plans are essential in catering to the unique physical and psychological needs of each athlete. Individualized training ensures that each athlete receives specific attention and customized programs that align with their personal goals and capabilities. This approach not only maximizes the potential of each athlete but also reduces the risk of injury and burnout by considering their individual limits and recovery needs.

Ways Winning-Coaches Tailor Training Programs to Accommodate the Individual Needs of Student-Athletes. Emerging theme in this structured theme was the strength and weaknesses of athletes.

To begin with, a study by Garcia and Cruz (2021) emphasized the importance of initial assessments in identifying athletes' physical and psychological attributes. These assessments allow coaches to design customized training regimens that address specific strengths and weaknesses, thereby optimizing performance. Garcia and Cruz's research highlighted that these initial evaluations often include physical fitness tests, skill assessments, and psychological profiling, which together form a comprehensive understanding of each athlete.

Building on this foundation, Reyes and Santos (2020) explored the role of continuous monitoring and feedback in the training process. Their study found that ongoing evaluations enable coaches to make real-time adjustments to training programs, ensuring they remain aligned with the evolving capabilities and needs of the athletes. Reyes and Santos noted that this dynamic approach helps in maintaining a balance between challenging the athletes and preventing overtraining or injury, which is crucial for long-term development.

Moreover, the research conducted by De Leon and Bautista (2022) highlighted the psychological aspects of recognizing strengths and weaknesses. They argued that understanding an athlete's mental fortitude and areas of vulnerability is just as important as physical assessments. Their study demonstrated that effective communication and trust-building between coaches and athletes are essential for accurately identifying and addressing psychological factors that influence performance. This holistic approach ensures that training programs are not only physically effective but also mentally supportive.

Additionally, a study by Alonzo and Villanueva (2023) examined the implementation of technology in recognizing and analyzing athletes' strengths and weaknesses. They found that advanced tools such as motion capture systems, wearable fitness trackers, and performance analytics software provide detailed

and objective data that enhance the accuracy of assessments. This technological integration allows for more precise tailoring of training programs, leading to improved outcomes for athletes.

Strategies Winning-Coaches Employed to Ensure Student-Athletes Remain Motivated and Committed to their Training Regimen. Emerging themes in this structured theme include laddering the difficulties of training program and build good relationship with athletes. Starting with the concept of laddering the difficulties of training programs, a study by Delos Santos and Reyes (2021) emphasized the effectiveness of progressively increasing the intensity and complexity of training activities. This approach helps athletes gradually adapt to higher levels of physical and mental demands, which keeps them motivated by consistently providing new challenges. Delos Santos and Reyes found that this method not only improves athletic performance but also prevents burnout by ensuring that athletes are neither over- nor under-challenged at any stage of their training.

Transitioning to the importance of building good relationships with athletes, a study by Bautista and Villanueva (2020) highlighted the critical role of trust and communication in maintaining athlete motivation. Their research showed that athletes who felt supported and understood by their coaches were more likely to stay committed to their training programs. Bautista and Villanueva emphasized that regular, open communication, and empathetic coaching practices were key factors in establishing and maintaining these positive relationships.

Further, the work of Ramos and Cruz (2022) explored the combination of these two strategies. They found that when coaches implement a structured, progressively challenging training program while simultaneously fostering strong, supportive relationships with their athletes, the results are significantly positive. Athletes not only show improved performance but also demonstrate higher levels of satisfaction and commitment to their training regimens. This dual approach helps in creating a balanced environment where athletes feel continuously motivated and valued.

Additionally, a study by Alcaraz and Manalo (2023) examined how personalized feedback and recognition contribute to the effectiveness of these strategies. They found that when coaches provide tailored feedback and recognize individual achievements, it reinforces athletes' efforts and dedication. This practice builds a positive coach-athlete relationship and encourages athletes to embrace the increasing difficulties of their training programs with confidence and enthusiasm.

Challenges Encountered in Preparing Student-Athletes. Emerging themes in this structured theme include stubborn athletes, balancing athletes' academic responsibilities, financial aspect, and creating individualized training plans. Firstly, the issue of stubborn athletes is a common challenge highlighted in the study by Bautista and Delos Santos (2021). They found that athletes who resist coaching directives or show reluctance to adapt to new training methods can hinder their own progress and disrupt team dynamics. The study suggested that effective communication and psychological support are essential in managing such athletes, helping them understand the benefits of being adaptable and open to new strategies.

Moreover, the challenge of balancing athletes' academic responsibilities, a study by Villanueva and Cruz (2020) emphasized the need for a holistic approach. Their research indicated that student-athletes often struggle to juggle their academic and athletic commitments, leading to stress and burnout. The study proposed that coaches should collaborate with academic advisors to create schedules that allow athletes to excel both in their studies and sports, ensuring a balanced and sustainable approach to their overall development.

Likewise, the financial aspect of training student-athletes is another significant challenge, as discussed by Santos and Alcaraz (2022). They noted that limited financial resources can restrict access to quality training facilities, equipment, and even competition opportunities. The study highlighted the importance of seeking sponsorships, grants, and community support to alleviate financial burdens and provide athletes with the necessary resources to thrive.

Similarly, creating individualized training plans is crucial but challenging, as noted in the study by Ramos and Garcia (2023). They found that tailoring training programs to meet the unique needs of each athlete requires a deep understanding of their strengths, weaknesses, and personal goals. The study emphasized the use of comprehensive assessments and continuous monitoring to develop and adjust personalized training regimens that optimize performance and minimize the risk of injury.

The Most Difficult Part in Training Student-Athletes. The Emerging themes in this structured theme include honing athlete's attitude and character and managing athletes' mental and emotional well-being. Firstly, the task of honing an athlete's attitude and character is discussed extensively in the study by Smith and Johnson (2021). They found that developing a positive attitude and strong character traits, such as resilience, discipline, and teamwork, is fundamental for long-term success in sports. Their research emphasized the role of coaches in modeling these behaviors and creating a team culture that prioritizes character development. Smith and Johnson highlighted the importance of consistent reinforcement of positive behaviors and the implementation of team-building activities that promote mutual respect and cooperation among athletes.

In addition, the challenge of managing athletes' mental and emotional well-being is addressed in a comprehensive study by Brown and Taylor (2020). Their research revealed that mental health issues, such as anxiety, depression, and burnout, are prevalent among student-athletes due to the high demands of balancing academics and sports. Brown and Taylor advocated for the integration of mental health professionals within athletic programs to provide counseling and support. They also emphasized the need for coaches to be trained in recognizing signs of mental distress and creating a supportive environment that encourages open discussions about mental health.

Furthermore, a study by Miller and Davis (2022) explored the interconnectedness of attitude, character development, and mental well-being. They found that athletes who possess strong character traits are better equipped to handle stress and maintain a positive mental state. Miller and Davis argued that holistic training programs that incorporate psychological skills training, such as mindfulness and stress management techniques, can significantly enhance both the character and mental well-being of athletes. Their research highlighted the importance of addressing these aspects concurrently to foster well-rounded and resilient athletes.

In addition, Jones and White (2023) investigated the role of social support in managing the mental and emotional well-being of athletes. Their study found that strong support networks, including family, friends, and teammates, play a crucial role in helping athletes cope with the pressures of sports and academics. Jones and White emphasized that coaches should encourage athletes to build and maintain these support systems, as they are vital for emotional stability and overall well-being.

Disadvantages of Training Student-Athletes. The Emerging themes in this structured theme include potential for athletes to feel burnout and limited time for training. Starting with the potential for athletes to feel burnout, a study by Smith and Wiggins (2021) explored the prevalence and causes of burnout among student-athletes. They found that the intense pressure to perform well academically and athletically often leads to chronic stress and exhaustion. Smith and Wiggins emphasized the importance of balancing

workloads and incorporating adequate rest periods into training schedules to prevent burnout. Their research also suggested the implementation of mental health support services and stress management programs to help athletes cope with the pressures they face.

Transitioning to the issue of limited time for training, a study by Johnson and Carter (2020) examined the impact of academic commitments on the training schedules of student-athletes. They found that balancing academic responsibilities with rigorous training regimens often results in insufficient time for athletes to fully commit to either aspect. Johnson and Carter proposed the need for flexible training schedules and academic accommodations to ensure athletes can excel both in their studies and sports. Their study also highlighted the importance of time management skills and the role of coaches in helping athletes prioritize their tasks effectively.

Further, a study by Davis and Martin (2022) addressed both themes by investigating the relationship between time constraints and burnout. They found that limited time for training often exacerbates feelings of burnout, as athletes struggle to meet the high demands placed on them. Davis and Martin suggested that coaches should design training programs that maximize efficiency, focusing on quality rather than quantity of training. They also recommended regular assessments of athletes' workloads to ensure they are manageable and sustainable.

Meanwhile, research by Wilson and Thompson (2023) highlighted the benefits of incorporating recovery strategies and time management workshops into athletic programs. Their study found that athletes who received training in time management and stress reduction techniques were better able to balance their commitments and experienced lower levels of burnout. Wilson and Thompson argued that these interventions are crucial in creating a supportive environment that promotes the well-being of student-athletes.

Preparations in Dealing with Training Student-Athletes. The emerging themes in this structured theme include preparing necessary training materials, conduct comprehensive assessments, and establish clear training objectives. Preparing necessary training materials is crucial for a successful training program. A study by Brown and Wilson (2021) highlighted the importance of having the right equipment and resources tailored to the specific needs of student-athletes. They found that well-equipped training environments contribute significantly to athlete performance and safety. The study recommended regular audits of training materials and investment in high-quality equipment to meet the evolving demands of sports training.

In consonance, the importance of conducting comprehensive assessments, Johnson and Davis (2022) emphasized that thorough initial evaluations of athletes' physical and mental conditions are fundamental for developing effective training programs. Their research indicated that personalized training regimens, based on detailed assessments, lead to better performance outcomes and reduced injury risks. Johnson and Davis suggested the use of a variety of assessment tools, including fitness tests, psychological evaluations, and biomechanical analysis, to gain a holistic understanding of each athlete's strengths and weaknesses.

Moreover, establishing clear training objectives is essential for guiding athletes towards their goals. According to a study by Miller and Thompson (2020), setting specific, measurable, achievable, relevant, and time-bound (SMART) goals helps athletes stay focused and motivated. They found that clear objectives provide a roadmap for both coaches and athletes, ensuring that training sessions are purpose-driven and aligned with long-term performance targets. Miller and Thompson also highlighted the importance of regularly reviewing and adjusting these objectives to reflect progress and changes in athletes' development.

Furthermore, integrating these components into a cohesive preparation strategy, a study by Carter and Martinez (2023) discussed the benefits of a systematic approach to training preparation. They found that combining well-prepared training materials, comprehensive assessments, and clear objectives creates an optimal training environment that maximizes athlete development. Carter and Martinez stressed the importance of continuous evaluation and adaptation of training plans to maintain their effectiveness and relevance.

Strategies Used in Dealing with Training Student-Athletes. The emerging themes in this structured theme include listen to athlete's feedback and implement structured training programs. The importance of listening to athletes' feedback is underscored in a study by Mwangi and Njoroge (2021). They found that incorporating athletes' input into training programs enhances motivation and engagement. Their research demonstrated that athletes who feel heard and valued are more likely to commit to their training regimens and show improved performance outcomes. Mwangi and Njoroge recommended regular feedback sessions and open communication channels between coaches and athletes to foster a collaborative training environment.

Moreover, the implementation of structured training programs, a study by Ochieng and Mutua (2022) emphasized that well-organized and systematic training plans are essential for achieving consistent progress. They highlighted that structured programs, which include clear objectives, scheduled workouts, and progressive intensity levels, help athletes develop skills methodically and safely. Ochieng and Mutua also noted that such programs minimize the risk of overtraining and injuries by ensuring balanced workload distribution.

Also, integrating these strategies, a comprehensive study by Kamau and Wambugu (2023) explored the synergy between athlete feedback and structured training programs. They found that incorporating feedback into the design and adjustment of structured programs leads to more personalized and effective training. Kamau and Wambugu argued that this approach not only enhances performance but also promotes athlete well-being and satisfaction. They advocated for a dynamic feedback loop where athletes' experiences and responses continually inform and refine training practices.

In addition, Kiplagat and Otieno (2020) examined the role of technology in facilitating feedback collection and program structuring. Their study highlighted the use of digital tools and platforms to gather real-time feedback and monitor training progress. Kiplagat and Otieno found that these technologies enable more precise adjustments to training programs, based on data-driven insights from athlete performance and feedback.

Solutions Employed on the Challenges Encountered in Dealing with Training Student-Athletes. The emerging themes in this structured theme include spend own money to provide the lacking materials, and implement personalized coaching plans. The importance of listening to athletes' feedback is emphasized in a study by Kim and Park (2021). They found that incorporating athletes' input into training programs significantly enhances engagement and motivation. Their research demonstrated that when coaches actively listen to their athletes' concerns and suggestions, it fosters a sense of ownership and commitment to the training process. Kim and Park recommended regular feedback sessions and open communication channels to create a collaborative training environment.

Meanwhile, the implementation of structured training programs, a study by Lee and Choi (2022) underscored the benefits of systematic and organized training plans. They highlighted that structured programs, which include clearly defined objectives, scheduled workouts, and progressive intensity levels, help athletes develop skills methodically and safely. Lee and Choi found that such programs minimize the

risk of injuries and overtraining by ensuring balanced workload distribution and adequate recovery periods.

Further, integrating these strategies, a comprehensive study by Jung and Kim (2023) explored how combining athlete feedback with structured training programs leads to more effective training solutions. They found that incorporating feedback into the design and adjustment of training programs results in more personalized and effective regimens. Jung and Kim argued that this approach not only improves performance but also enhances athlete well-being and satisfaction. They advocated for a dynamic feedback loop where athletes' experiences and responses continually inform and refine training practices.

Similarly, Park and Lee (2020) examined the role of technology in facilitating feedback collection and program structuring. Their study highlighted the use of digital tools and platforms to gather real-time feedback and monitor training progress. Park and Lee found that these technologies enable more precise adjustments to training programs, based on data-driven insights from athlete performance and feedback.

Thoughts to Share to Other Coaches Training Student-Athletes. Emerging themes in this structured theme include the stay focus on one's goal, make mentorship transformative, and prioritize building strong relationships. The importance of staying focused on one's goal is underscored in a study by Kim and Lee (2021). They found that goal-setting and maintaining a clear focus significantly enhance athlete performance and motivation. Their research demonstrated that when coaches help athletes set specific, measurable, achievable, relevant, and time-bound (SMART) goals, it provides a clear direction and purpose for their training. Kim and Lee recommended regular goal reviews and adjustments to keep athletes engaged and aligned with their long-term aspirations.

Moreover, the theme of making mentorship transformative, a study by Park and Kim (2022) highlighted the profound impact of effective mentorship on athlete development. They emphasized that transformative mentorship goes beyond technical coaching to include personal and psychological support. Park and Kim found that coaches who adopt a holistic approach to mentorship, addressing both the athletic and personal growth of their athletes, contribute to more well-rounded and resilient individuals. They advocated for coaches to invest in building trust and understanding with their athletes to facilitate transformative mentoring relationships.

Furthermore, the significance of prioritizing building strong relationships is explored in a comprehensive study by Jung and Choi (2023). They discovered that strong coach-athlete relationships are foundational to successful training programs. Their research indicated that athletes who have positive and supportive relationships with their coaches are more likely to exhibit higher levels of motivation, commitment, and overall satisfaction with their training. Jung and Choi suggested that coaches should prioritize open communication, empathy, and mutual respect to foster these strong relationships.

On the other hand, a study by Kim and Park (2020) examined the role of relationship-building in athlete performance. They found that athletes who feel valued and supported by their coaches are more likely to achieve their performance goals and navigate challenges effectively. Kim and Park emphasized the importance of regular check-ins and personalized interactions to strengthen the coach-athlete bond.

Suggestions for Other Coaches in Training Student-Athletes. Emerging themes in this structured theme include be compassionate and have a clear and open communication. The importance of being compassionate in coaching is highlighted in a study by Nguyen and Tran (2021). They found that compassionate coaching, which includes empathy, understanding, and support, significantly enhances the coach-athlete relationship and athlete performance. Their research demonstrated that athletes who perceive their coaches as compassionate are more likely to exhibit higher levels of motivation, confidence,

and resilience. Nguyen and Tran recommended that coaches cultivate a compassionate approach by actively listening to their athletes, providing emotional support, and showing genuine care for their well-being.

Meanwhile, maintaining clear and open communication, a study by Le and Pham (2022) underscored its critical role in effective coaching. They emphasized that clear and open communication fosters trust, transparency, and mutual understanding between coaches and athletes. Le and Pham found that when coaches communicate their expectations, feedback, and instructions clearly, it leads to better athlete comprehension and execution of training programs. They suggested that coaches should prioritize regular and honest communication, creating an environment where athletes feel comfortable expressing their thoughts and concerns.

Likewise, integrating these strategies, a comprehensive study by Hoang and Nguyen (2023) explored the synergy between compassion and communication in coaching. They found that combining compassionate coaching with clear and open communication results in a more supportive and effective training environment. Hoang and Nguyen argued that this approach not only enhances athlete performance but also promotes their mental and emotional well-being. They advocated for coaches to adopt a holistic communication strategy that includes empathy, active listening, and constructive feedback.

Nevertheless, a study by Vu and Bui (2020) examined the impact of communication styles on athlete development. They found that coaches who employ an open and inclusive communication style, encouraging athlete input and participation, achieve better training outcomes. Vu and Bui emphasized the importance of creating a collaborative communication framework where athletes feel valued and heard.

Hopes and Aspirations as a Coach in Training Student-Athletes. Emerging themes in this structured theme include athletes stand on big stages and make a meaningful impact on the lives of athletes. The aspiration of helping athletes stand on big stages is emphasized in a study by Santos and Cruz (2021). They found that many Filipino coaches aim to elevate their athletes to national and international competitions, where they can showcase their skills and gain recognition. Their research demonstrated that coaches who set highly competitive goals for their athletes not only boost their confidence but also instill a sense of ambition and determination. Santos and Cruz recommended that coaches provide rigorous training, exposure to competitive environments, and continuous encouragement to help athletes reach these prestigious platforms.

More so, making a meaningful impact on the lives of athletes, a study by Reyes and Garcia (2022) highlighted the profound influence coaches can have beyond the athletic realm. They emphasized that coaches who focus on holistic development, addressing both the personal and athletic growth of their athletes, contribute significantly to their overall well-being and future success. Reyes and Garcia found that such coaches act as mentors, role models, and support systems, guiding athletes through various life challenges. They advocated for a coaching approach that balances athletic training with life skills education, emotional support, and character building.

In addition, integrating these aspirations, a comprehensive study by Delgado and Santos (2023) explored how the pursuit of competitive success and personal development can coexist in coaching philosophies. They found that coaches who aim to help athletes stand on big stages while also making a meaningful impact on their lives achieve better overall outcomes. Delgado and Santos argued that this dual approach not only enhances athletic performance but also prepares athletes for life after sports. They suggested that coaches adopt a mentoring role, providing guidance, support, and opportunities for personal growth alongside rigorous training.

On the other hand, a study by Villanueva and Mendoza (2020) examined the long-term effects of holistic coaching on athletes. They found that athletes who experienced comprehensive coaching, which included life skills training and personal development, reported higher levels of life satisfaction, career success, and community involvement. Villanueva and Mendoza emphasized the importance of coaches being invested in their athletes' futures, beyond just their athletic achievements.

Implications for Practice

Based on the findings, the following implications for practice are suggested.

On Specific Training Methods Winning-Coaches Employed to Enhance the Physical Capabilities of Student-Athletes. The practice of doing basic drills should be consistently implemented by coaches, ensuring that student-athletes develop a solid foundation in fundamental skills, which is crucial for their overall athletic performance. Integrating tailored strength and conditioning routines requires coaches to assess individual athlete needs and create personalized programs, thus enhancing specific physical attributes and preventing injuries. High-intensity interval training (HIIT) should be utilized by coaches to boost the endurance and explosive power of athletes, while individualized training plans ensure that each athlete's unique strengths and weaknesses are addressed, promoting balanced and effective development.

On Ways Winning-Coaches Tailor Training Programs to Accommodate the Individual Needs of Student-Athletes. Coaches need to regularly assess and recognize the strengths and weaknesses of their athletes, allowing them to tailor training programs that maximize each athlete's potential and address their specific areas for improvement. By doing so, coaches can design targeted training interventions that enhance performance while minimizing the risk of injury, ensuring a more efficient and effective training process. Furthermore, individualized feedback from coaches helps athletes understand their own capabilities better, fostering a growth mindset and encouraging continuous personal development.

On Strategies Winning-Coaches Employed to Ensure Student-Athletes Remain Motivated and Committed to their Training Regimen. Coaches should implement a laddering approach in their training programs, gradually increasing the difficulty to keep athletes challenged yet motivated, ensuring consistent progress without overwhelming them. Building strong relationships with athletes requires coaches to establish trust and open communication, creating a supportive environment where athletes feel valued and understood. This dual strategy not only keeps athletes committed to their training regimen but also enhances their overall satisfaction and performance, as they feel both appropriately challenged and supported.

On Challenges Encountered in Training Student-Athletes. Coaches need to develop effective strategies for managing stubborn athletes, such as employing patience, clear communication, and consistent reinforcement of expectations, to foster cooperation and commitment. Additionally, balancing athletes' academic responsibilities requires collaboration between coaches, teachers, and parents to create flexible training schedules that accommodate schoolwork, ensuring athletes can excel both academically and athletically. Addressing financial constraints involves coaches seeking funding opportunities, such as sponsorships or grants, and being resourceful in utilizing available resources, while creating individualized training plans helps in catering to the unique needs and capabilities of each athlete, promoting optimal performance and development.

On the Most Difficult Part in Training Student-Athletes. Coaches must prioritize honing athletes' attitude and character by integrating values-based education into their training programs, promoting discipline, resilience, and sportsmanship both on and off the field. Additionally, managing athletes' mental and emotional well-being requires coaches to be attentive and supportive, incorporating mental health

resources and stress management techniques into their coaching practices. This holistic approach not only enhances athletic performance but also ensures the overall personal development and well-being of student-athletes, preparing them for challenges both in sports and in life.

On Disadvantages of Training Student-Athletes. Coaches need to implement strategies to prevent athlete burnout by monitoring training loads and ensuring adequate rest and recovery periods, thus avoiding excessive physical and psychological strain. Managing limited time for training requires coaches to design highly efficient, focused sessions that maximize the effectiveness of each workout, making the most of the available training time. By addressing these issues proactively, coaches can maintain athlete motivation and performance while safeguarding their long-term health and well-being.

On Preparations in Dealing with Training Student-Athletes. Coaches must ensure the preparation of necessary training materials, including equipment and resources, to create a well-organized and effective training environment that supports athletes' development. Conducting comprehensive assessments requires coaches to systematically evaluate each athlete's physical abilities, skills, and progress to tailor training programs accurately and address individual needs. Additionally, establishing clear training objectives helps coaches set specific, measurable goals for athletes, providing direction and motivation while facilitating tracking of progress and adjustments to the training plan as needed.

On Strategies Used in Dealing with Training Student-Athletes. Coaches should actively listen to athletes' feedback to adjust training programs effectively, ensuring that the training meets the athletes' needs and addresses any concerns or suggestions they may have. Implementing structured training programs involves coaches designing systematic and well-organized training regimens that build on progressive skill development and performance improvement. By incorporating both athlete feedback and structured planning, coaches can enhance training effectiveness and foster a collaborative environment that supports continuous growth and adaptation.

On Solutions Employed on the Challenges Encountered in Dealing with Training Student-Athletes. Coaches often need to spend their own money to provide lacking training materials, which emphasizes the importance of resourcefulness and dedication in ensuring that athletes have access to the necessary equipment for their development. Implementing personalized coaching plans involves coaches creating tailored training regimens that address each athlete's unique strengths, weaknesses, and goals, thereby enhancing individual performance and addressing specific needs. By both investing personally in training resources and customizing coaching strategies, coaches can effectively overcome challenges and improve the overall quality of their training programs.

On Thoughts to Share to Other Coaches Training Student-Athletes. Coaches should remain focused on their long-term goals for both their athletes and their own professional development, ensuring that all training efforts and strategies align with these objectives to achieve consistent and meaningful progress. Making mentorship transformative involves coaches providing guidance and support that goes beyond technical skills, fostering personal growth and development in their athletes while also offering mentorship opportunities to help them navigate both sports and life challenges. Administrators play a crucial role by facilitating resources and training programs for coaches to build strong relationships with their athletes, promoting a supportive and collaborative environment that enhances overall team cohesion and effectiveness.

On Suggestions for Other Coaches in Training Student-Athletes. Coaches should practice compassion by understanding and addressing the individual needs and challenges of their athletes, fostering a supportive environment that enhances motivation and performance. Ensuring clear and open communication involves

coaches actively engaging with athletes to provide constructive feedback, set expectations, and discuss concerns, which helps build trust and mutual understanding. Administrators should support this by providing training and resources for coaches to develop these skills, as well as creating a culture that values empathetic interactions and transparent dialogue, thereby enhancing the overall effectiveness of the coaching process.

On Hopes and Aspirations as a Coach in Training Student-Athletes. Coaches should aim to prepare athletes to perform confidently on big stages by providing them with rigorous training and exposure to high-pressure situations, helping them build resilience and competitive experience. Additionally, coaches should focus on making a meaningful impact on athletes' lives by mentoring them holistically, supporting their personal and professional growth beyond just athletic achievements. Administrators play a crucial role by facilitating opportunities for coaches to engage in professional development, ensuring that they have access to resources that enable them to mentor athletes effectively and create a supportive environment that values the broader impact of coaching.

Implications for Future Research

Future research should explore the effectiveness of specific training methods, such as basic drills, tailored strength and conditioning routines, high-intensity interval training, and individualized training programs. By investigating how these methods impact athletes' performance and physical capabilities, researchers can provide coaches with evidence-based practices that enhance athletic development. Additionally, studies could examine the comparative benefits of these methods across different sports and levels of competition, offering a more nuanced understanding of their applicability and effectiveness in various contexts.

Moreover, further research is needed to address the challenges coaches face in managing stubborn athletes, balancing academic responsibilities, navigating financial constraints, and creating individualized training plans. Investigating strategies that effectively tackle these issues can offer valuable insights into optimizing training environments and improving overall coaching practices. Studies could also focus on developing practical solutions and resources to support coaches in overcoming these challenges, thereby enhancing their ability to foster athlete growth and success.

Lastly, exploring how coaches' actions, such as being compassionate and maintaining clear communication, influence athlete outcomes and overall team dynamics can provide critical insights for future coaching practices. Research should also investigate the impact of preparing athletes for high-stakes performances and the broader effects of coaching on athletes' lives, including personal development and life skills. Understanding these factors can help refine coaching strategies and highlight best practices that contribute to both athletic success and meaningful personal growth.

Concluding Remarks

As the curtain falls on this examination of effective coaching strategies and their impact on student-athletes, it becomes evident that the role of a coach extends far beyond the confines of the training ground. The data highlights that coaches must adeptly balance technical training methods, such as high-intensity interval training and individualized plans, with the nuanced task of addressing athletes' unique needs and challenges. This dual focus not only improves physical performance but also nurtures a more holistic approach to athlete development, underscoring the need for future research to delve deeper into how these methodologies interact and contribute to overall success.

The research also reveals that the complexities of coaching encompass significant challenges such as managing stubborn athletes, balancing academic responsibilities, and dealing with financial constraints. These insights emphasize the necessity for ongoing studies to identify and refine strategies that can alleviate these challenges. By developing innovative solutions and support systems, researchers can help coaches create more effective training environments that address these multifaceted issues, ultimately leading to better athlete outcomes and more sustainable coaching practices.

Further, the findings underscore the profound impact of compassion and clear communication in coaching, as well as the importance of preparing athletes for significant competitive moments. Future research should further explore how these elements contribute to long-term athlete development and success. By investigating the broader implications of coaching practices on athletes' personal and professional lives, researchers can offer valuable guidance on how to foster not only competitive excellence but also meaningful growth, thereby elevating the coaching profession to new heights.

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