

Voices Behind the Victories: Unveiling the Hidden Struggles and Resilience of Successful Sports Coaches in Tacloban City

Paul E. Lora
Northern Tacloban City National High School
paul.lora@deped.gov.ph

Date Submitted:
March 5, 2026

Date Accepted:
April 12, 2026

Date Published:
May 26, 2026

DOI:
10.5281/zenodo.20398308

ABSTRACT

This qualitative study utilized a transcendental phenomenological design to explore the lived experiences of eight successful sports coaches in Tacloban City who have produced medalists in regional and national competitions. Data gathered through semi-structured interviews and analyzed through thematic analysis revealed that coaching success is built upon significant hidden struggles, including personal financial sacrifices, physical burnout, and the emotional labor of hiding professional pressure. To navigate these challenges, coaches employ adaptive coping mechanisms such as drawing strength from intrinsic passion, practicing extreme resourcefulness, and fostering team unity. The results further indicated that while administrative and community support are vital to winning

performances, there remains a critical gap in institutionalized incentives and modern facilities. The study concludes that coaching excellence in the local context is sustained primarily through the high resilience and personal sacrifices of the coaches rather than strong systematic support. Ultimately, the findings suggest that the current "double burden" of balancing teaching and coaching is unsustainable without meaningful policy reforms. To ensure the long-term vitality of sports programs, it is essential for the City Government of Tacloban and the Department of Education to shift focus from merely celebrating victories to providing structured financial aid, better infrastructure, and professional development for sports coaches. Strengthening these support systems is necessary not only for the well-being of the coaches but also for the holistic growth and continued success of student-athletes in the region.

Keywords: *sports coaching, lived experiences, transcendental phenomenology, coping mechanisms, athletic success, financial sacrifice, teacher-coaches, qualitative research, institutional support, Tacloban City*

INTRODUCTION

Sports coaching is widely recognized as a profession that goes beyond teaching athletes the technical and tactical aspects of sports. Coaches also function as educators, mentors, motivators, and emotional support figures who contribute to the holistic development of athletes. Ferreira et al. (2024) emphasize that coaches play a significant role in developing athletes physically, mentally, emotionally, and socially, highlighting that coaching is not only performance-oriented but also deeply developmental in nature.

In contemporary sports systems, coaching has become increasingly complex and demanding. Coaches are expected to deliver competitive success while simultaneously managing athletes' welfare, team dynamics, administrative responsibilities, and institutional expectations. Potts et al. (2023) describe coaching as a high-stress profession where effectiveness depends on the ability to balance performance pressure, interpersonal relationships, and organizational demands. Similarly, Côté and Gilbert (2009), Lyle (2002), and Nash et al. (2017) stress that effective coaching requires not only technical expertise but also communication skills, leadership, and emotional intelligence.

In the Philippine educational sports context, coaches play a central role in preparing student-athletes for major competitions such as the City Meet, Eastern Visayas Regional Athletic Association Meet (EVRAA) and the Palarong Pambansa. These events serve as national platforms for athletic development and regional representation, where coaches are expected to produce competitive and winning performances despite limitations in resources and training support (DepEd, 2018; PSC, 2022). In many public school settings, coaching responsibilities are also performed alongside teaching loads, further increasing workload demands and stress (Gonzales & Bautista, 2020).

In Tacloban City, successful sports coaches are often publicly recognized for their achievements in the city, regional and national competitions. However, such recognition tends to focus only on outcomes such as medals and championships, while the lived realities behind these successes remain less visible. Britton et al. (2025) explain that coaches engage in "invisible labor," which includes emotional regulation, strategic planning, logistical coordination, and maintaining team stability under pressure. This hidden dimension of coaching contributes significantly to occupational stress.

Because of these demands, resilience becomes a critical characteristic among coaches. Fletcher and Sarkar (2012) define resilience as the capacity to use personal and external resources to adapt positively to stress and adversity. Studies by Galli and Vealey (2008), Sarkar and Fletcher (2014), and Rees et al. (2016) further highlight that resilience enables sports professionals to sustain performance despite challenges and setbacks, reinforcing the idea that success in coaching is closely tied to psychological strength and adaptability.

Despite the importance of coaching in sports development, much of the existing literature has primarily focused on athletes' performance, experiences, and psychological well-being. This creates a gap in understanding the lived experiences of coaches, particularly those who have achieved success in competitive settings. International studies (Norris et al., 2017; Thelwell et al., 2008; Chroni et al., 2013) have identified common coaching stressors such as performance pressure, athlete management difficulties, and organizational constraints; however, limited attention has been given to how these experiences manifest in local contexts such as Philippine public-school sports systems.

In the Philippine setting, coaching is often characterized by resource limitations and high expectations. Coaches in public schools frequently operate under constrained budgets while still being expected to produce competitive athletes for regional and national events (Philippine Sports Commission [PSC], 2022). According to DepEd Order No. 5, s. 2018, teachers who serve as coaches are also assigned multiple responsibilities, which may include teaching, administrative tasks, and training duties, contributing to workload imbalance and stress.

Furthermore, social support for coaches remains underexplored. Ferreira et al. (2024), Gilbert et al. (2010), and Becker (2009) highlight that coaches often receive limited emotional and institutional support despite being expected to provide continuous guidance to athletes. In the Philippine context, Lobo (2023) explains that cultural values such as pakikisama (maintaining harmony) and hiya (sense of shame) may discourage coaches from expressing difficulties or seeking help, which may lead to emotional suppression and internalized stress.

When social and institutional support is insufficient, coaches become vulnerable to burnout, emotional exhaustion, and psychological distress. Studies by Sharp et al. (2023), Raedeke and Smith (2001),

and Olusoga et al. (2009) confirm that lack of support is strongly associated with burnout among sports professionals, affecting both well-being and performance sustainability.

Financial constraints also represent a significant but often unspoken challenge in school-based coaching. Many coaches personally shoulder expenses related to training, transportation, uniforms, and competition participation. Cushion et al. (2010), Cruickshank and Collins (2012), and Jones et al. (2004) note that coaching often involves personal sacrifice, particularly in resource-limited settings. In the Philippines, similar patterns are observed in public school sports programs where coaches extend financial and material support beyond formal provisions to ensure athlete participation and preparedness (Gonzales & Bautista, 2020).

Taken together, these studies suggest that coaching is not solely defined by victories and achievements. It is also shaped by emotional labor, financial sacrifice, psychological resilience, and the availability of support systems. However, there remains limited research that deeply explores the lived experiences of successful sports coaches in local Philippine contexts, particularly in Tacloban City.

In response to this gap, the present study seeks to explore the lived experiences of successful sports coaches in Tacloban City who have produced champion athletes in competitions such as EVRAA and Palarong Pambansa. Using a transcendental phenomenological approach, the study focuses on how coaches interpret and make meaning of their experiences, particularly in relation to their struggles, coping mechanisms, resilience, financial challenges, and support systems.

Rather than focusing solely on performance outcomes, this study emphasizes the human side of coaching. It seeks to understand the realities behind success—how coaches endure challenges, manage pressure, and sustain their commitment despite adversity. It recognizes that coaching success is not only a product of skill and strategy, but also of sacrifice, resilience, and perseverance.

This study is anchored on Lazarus and Folkman's Transactional Model of Stress and Coping (1984), which explains that stress is not only caused by external events but by how individuals interpret and respond to those events. According to this theory, individuals go through cognitive appraisal (how they evaluate a stressful situation) and coping processes (how they respond through problem-focused or emotion-focused strategies). In relation to this study, sports coaches experience stressors such as competition pressure, financial difficulties, and workload demand. Their coping mechanisms—such as emotional regulation, social support seeking, and problem-solving strategies—are important in managing these challenges and sustaining their performance in coaching.

Another guiding theory is Bandura's Social Cognitive Theory (1986), which emphasizes that human behavior is shaped by the interaction of personal factors, environmental influences, and behavior itself. Bandura introduced the concept of self-efficacy, which refers to an individual's belief in their ability to perform tasks successfully. In this study, coaches' self-efficacy is important in how they handle pressure, guide athletes, and maintain confidence during competitions. The theory also highlights observational learning and environmental influence, which help explain how coaches develop strategies and respond to challenges within the sports environment of Tacloban City.

This study is also supported by House's Social Support Theory (1981), which explains that social support is essential in reducing stress and improving well-being. House identified four types of support: emotional, instrumental, informational, and appraisal support. This theory is relevant to this study because coaches depend on support from school administrators, colleagues, athletes, and local government units to sustain their coaching responsibilities. When support is lacking, coaches may experience burnout and emotional exhaustion, making it important to understand both the support they receive and the support they still need.

Specifically, this study seeks to answer the following questions:

1. What challenges do successful sports coaches encounter in their coaching journey?
2. How do successful sports coaches cope with these challenges in preparing for competitions?
3. What types of support contribute to the winning performances of successful sports coaches?

4. What additional support mechanisms are needed to enhance their coaching effectiveness?

Through these research questions, this study aims to provide a deeper understanding of the lived experiences of successful sports coaches in Tacloban City. It seeks to uncover not only their visible achievements but also the hidden realities that shape their journey, including their struggles, coping mechanisms, sources of support, and areas of need. By giving attention to their voices and experiences, the study hopes to contribute meaningful insights that may guide the improvement of coaching support systems, strengthen sports development programs, and promote the well-being and effectiveness of coaches in local and national sports contexts.

METHODS

Research Design

This study employed a qualitative research approach anchored in the descriptivist paradigm, which viewed reality as socially constructed and understood through the meanings individuals attached to their lived experiences (Creswell & Poth, 2018). Within this framework, the researcher utilized a transcendental phenomenological design developed by Moustakas (1994) to explore and describe the lived experiences of successful sports coaches in Tacloban City. This design was considered appropriate because it focused on understanding the essence of the participants' experiences as they were personally lived and perceived. Through the process of epoche or bracketing, the researcher consciously set aside personal assumptions and biases in order to faithfully describe the experiences shared by the participants (Moustakas, 1994; Vagle, 2018). Rather than focusing only on victories and athletic performance, the study emphasized the human side of coaching, particularly the struggles, sacrifices, resilience, and realities experienced by coaches behind their success.

The transcendental phenomenological design also allowed the study to closely examine both what the coaches experienced and how they lived on those experiences. This approach helped the researcher explore the challenges encountered by successful sports coaches, the coping mechanisms they used in preparing for competitions, the support systems that contributed to their success, and the additional support they needed to improve their coaching effectiveness. By allowing the participants to openly describe their journeys, the study was able to gather rich and meaningful descriptions of their emotional, financial, psychological, and professional experiences within competitive sports environments such as the Eastern Visayas Regional Athletic Association Meet (EVRAA) and the Palarong Pambansa (Creswell, 2013). Through this process, the study provided a deeper understanding of the resilience, commitment, and perseverance of successful sports coaches in Tacloban City.

Participants of the Study

The participants of this study consisted of eight (8) successful sports coaches in Tacloban City who have produced champion athletes in regional and/or national competitions such as the Eastern Visayas Regional Athletic Association Meet (EVRAA) and the Palarong Pambansa.

These coaches were directly involved in training student-athletes in various sports disciplines and were recognized for achieving competitive success in their respective fields. They came from different public schools in Tacloban City and had varying years of coaching experience, providing a range of perspectives on coaching success, challenges, and lived experiences.

Participants were selected through purposive sampling, ensuring that only individuals with direct and meaningful experience in competitive sports coaching were included (Patton, 2015). The inclusion criteria required that participants must have: (1) actively served as a sports coach in Tacloban City; (2) produced champion or medal-winning athletes in EVRAA or Palarong Pambansa, and (3) been directly involved in training and competition preparation.

Coaches who had no direct involvement in competitive coaching or who had not achieved championship-level outcomes were excluded from the study. This selection ensured rich and relevant data aligned with the phenomenon being investigated.

Research Locale

This study was conducted in Tacloban City, Philippines, a highly urbanized city in Eastern Visayas known for its active participation in regional and national sports competitions.

The participants were selected from various public schools within the city where sports programs are actively implemented under the supervision of the Department of Education (DepEd). These schools regularly participate in events such as EVRAA and Palarong Pambansa, where coaches play a critical role in athlete preparation and performance.

The research setting is considered appropriate for this study because Tacloban City has produced successful sports coaches who have contributed to regional and national athletic achievements despite limited resources, heavy workloads, and institutional constraints. This context provides a rich environment for exploring the lived experiences of champion coaches, particularly in relation to their struggles, coping strategies, and support systems within Philippine school-based sports programs (DepEd, 2018; PSC, 2022).

Research Instrument

This study utilized semi-structured interviews as the primary data collection instrument. This method allowed the participants to freely share their lived experiences while still being guided by key questions aligned with the objectives of the study. The interview guide consisted of open-ended questions that focused on coaching challenges and struggles, coping mechanisms and resilience, the strategies and practices associated with winning performances, and the sources of support and unmet needs. To ensure the quality and appropriateness of the instrument, the interview protocol underwent validation in terms of content and language clarity, making sure that it was aligned with the research objectives and suitable for the participants. This process followed established qualitative interview design principles as emphasized by Creswell (2013) and Kvale and Brinkmann (2009).

Data Gathering Procedure

Participants were identified through purposive sampling with the assistance of school administrators and sports coordinators in Tacloban City. Only coaches who met the inclusion criteria were invited to participate in the study.

Before data collection, an informed consent process was conducted. Participants were fully informed about the purpose of the study, their voluntary participation, confidentiality, and their right to withdraw at any time without consequence (Creswell, 2013).

Data were gathered through face-to-face semi-structured interviews, scheduled based on the availability of the participants. Interviews were conducted in a quiet and private setting within or near their respective schools to ensure comfort and openness. Each interview lasted approximately 45 to 60 minutes and was audio-recorded with the consent of the participants.

All recordings were transcribed verbatim for accuracy. To strengthen data credibility, data triangulation was also applied by cross-referencing interview responses with available contextual information on school sports participation and coaching practices (Denzin, 1978).

Data Analysis Procedure

The data were analyzed using thematic analysis following the framework of Braun and Clarke (2006). This method was used to identify, analyze, and interpret patterns or themes within the lived experiences of the participants. The analysis began with the transcription of interview data, followed by repeated reading of the transcripts to ensure familiarization with the content. Initial coding of meaningful statements was then conducted to identify significant ideas and experiences shared by the participants. These codes were subsequently grouped into categories to organize similar concepts. From these categories,

emerging themes were developed that reflected the core meanings of the data. The themes were then reviewed and refined to ensure accuracy, consistency, and relevance to the research questions. After refinement, the final themes were clearly defined and named to accurately represent the findings. Finally, a narrative discussion of the findings was written to present the results in a coherent and meaningful way. This systematic process allowed the researcher to deeply understand and present the shared and unique experiences of successful sports coaches in Tacloban City in relation to their coaching journey, challenges, coping mechanisms, and support systems.

Ethical Considerations

This study strictly observed ethical standards to ensure the protection and dignity of all participants throughout the research process.

Informed consent was obtained from all participants prior to data collection, ensuring voluntary participation and full understanding of the study (Creswell, 2013). Confidentiality and anonymity were maintained by ensuring that no identifying information was disclosed in any part of the study (Kvale & Brinkmann, 2009).

The researcher also practiced bracketing to minimize personal bias and ensure that findings reflected the true lived experiences of the participants, in line with transcendental phenomenological principles (Moustakas, 1994).

An audit trail was maintained to document all research procedures, decisions, and analytical steps to ensure transparency and dependability of the study (Lincoln & Guba, 1985).

These ethical measures ensured that participants were treated with respect, and that the study was conducted with integrity, trustworthiness, and academic rigor.

RESULTS AND DISCUSSION

The results of this study revealed important insights into the lived experiences of successful sports coaches in Tacloban City, particularly the challenges, sacrifices, and pressures they encountered in their coaching journey. The findings also highlighted the coping mechanisms, resilience, and support systems that helped them sustain their commitment and achieve success in regional and national competitions such as the Eastern Visayas Regional Athletic Association Meet (EVRAA) and the Palarong Pambansa. This section also presents and discusses the findings in relation to existing literature and studies, providing a deeper understanding of the realities, struggles, and support needs of successful sports coaches within the local sports context.

Challenges Encountered by Successful Sports Coaches in Their Coaching Journey

The journey of successful sports coaches is often marked by significant hurdles that test their resilience and dedication. This section explores the primary challenges encountered by these professionals, categorized into five emergent themes: (1) carrying the weight of financial sacrifices, (2) enduring physical exhaustion and burnout, (3) hiding emotional pressure behind victories, (4) balancing coaching responsibilities and academic duties, and (5) struggling with limited institutional and administrative support. Together, these themes provide a comprehensive view of the multifaceted difficulties inherent in the coaching profession.

Theme 1: Carrying the Weight of Financial Sacrifices. Coaches frequently encounter severe financial strain due to the high costs associated with maintaining a competitive sports program. Because formal funding is often insufficient or delayed, these dedicated individuals frequently use their personal savings to cover essential needs such as athlete meals, equipment, and travel fees.

According to Coach 5 (C5, L45-47), "*Kulang talaga ang budget, kaya minsan ako na lang jud ang mugasto para mayda la anay pamasaha an mga bata.*" (The budget is really insufficient, so sometimes I

have to spend my own money just so the kids have fare). Coach 5 (C5, L89) added, *"I spent my own salary for their uniforms and equipment because the requisition takes too long."* Coach 8 (C8, L112-114) added, *"Sometimes, pati pagkaon nira, ako na ang mag-shoulder kay luoy man kasi an mga atleta kun gutomon."* (Sometimes, I even shoulder their food because it is heartbreaking to see the athletes go hungry). These accounts highlight the recurring necessity for coaches to subsidize their programs out of personal compassion and professional necessity.

The thematic evidence reveals a pervasive culture of self-funding among coaches, where personal financial stability is often compromised to ensure the continuity of the sports program. The narratives illustrate that the lack of timely institutional funding creates a dependency on the coach's personal resources, transforming coaching from a paid profession into a significant financial liability.

These findings align with Social Exchange Theory, suggesting that coaches provide "extra-role" resources with the hope of future success for their athletes, despite the immediate personal cost. Literature by Knight et al. (2023) supports this, noting that in underfunded grassroots sports, the "out-of-pocket" coach is a common phenomenon that leads to long-term economic stress. This interpretation underscores the disparity between the expectations placed on sports programs and the actual financial infrastructure provided to support them.

In conclusion, financial sacrifice represents a major general barrier for successful coaches. The tendency to self-fund essential items reflects a deep commitment to athlete welfare but also exposes a critical flaw in institutional funding models. Addressing these financial gaps is essential to prevent coach turnover and ensure the sustainability of sports excellence.

Theme 2: Enduring Physical Exhaustion and Burnout. Physical exhaustion arises from the relentless schedule and high-intensity labor required to manage training sessions while fulfilling administrative and travel demands. This constant state of activity often leads to chronic fatigue and burnout, as coaches struggle to find adequate time for rest and physical recovery.

Coach 1 (C1, L22-24) explained *"Kapoy kaayo an lawas, tikang aga tubtob gab-e an training, tapos mayda paperwork pa."* (The body is so tired; training is from morning until night, and then there is still paperwork). Coach 4 (C4, L66-67) remarked, *"During the regional meets, I barely sleep because I have to look after the athletes and plan for the next game."* In addition, Coach 7 (C7, L130-132) admitted, *"Usahay, magkasakit na ako sa sobrang kakapoy pero kailangan gihapon mupakita sa field."* (Sometimes, I get sick from extreme exhaustion, but I still need to show up on the field). These reflections underscore the heavy physical toll that consistent high-level coaching extracts from the individual.

The narrative suggests that the physical demands of coaching extend far beyond the playing field, encompassing sleepless nights and the neglect of personal health. It is evident that the "always-on" nature of successful coaching creates a cycle of fatigue that can lead to significant physical and professional decline.

This finding is consistent with the Maslach Burnout Inventory framework, which identifies emotional and physical exhaustion as core components of professional burnout in high-pressure roles. Studies by Raedeke and Smith (2021) emphasize that coaches are at a high risk of "overtraining syndrome" similar to their athletes, resulting from excessive workload and insufficient recovery periods. The data reinforces the theory that without complete changes to workload distribution, physical burnout is an almost inevitable outcome for high-achieving coaches.

Ultimately, physical exhaustion is an incapacitating challenge that threatens the longevity of a coach's career. While dedication is a hallmark of success, the physical strain described by the participants indicates a need for better support structures to manage workload. Sustainable coaching requires a balance between intensive training and the preservation of the coach's physical health.

Theme 3: Hiding Emotional Pressure Behind Victories. Successful coaches often face immense internal pressure to maintain a facade of strength, concealing their anxieties and emotional burdens to keep

their teams motivated. This "silent struggle" involves managing the fear of failure, the weight of institutional expectations, and the emotional labor of supporting athletes' personal problems.

Coach 3 (C3, L52-53) stated, "*Diri nimo ipakita ha ira na ginkukulba ka; kailangan strong ka kitaon pirmi.*" (You should not show them that you are nervous; you always need to look strong). Coach 6 (C6, L95-97) shared, "*I feel the pressure of the school's expectations, but I keep it to myself so the players won't get stressed.*" Also, Coach 2 (C2, L38-40) noted that "*Siyempre, makuri itago it kaguol kun napipirdi, pero kailangan mo man hira ig comfort kaysa ikaw it matuok.*" (It is hard to hide the sadness when we lose, but I need to comfort them instead of me crying). These statements highlight the emotional suppression required to lead a team effectively through both victory and defeat.

The thematic discussion indicates that emotional labor is a core yet invisible component of successful coaching. The results show that coaches prioritize the psychological stability of their athletes over their own emotional well-being, leading to an accumulation of internal stress that is rarely acknowledged by the public or administration.

This aligns with Hochschild's theory of Emotional Labor, which describes the process where professionals manage their feelings to create a specific physical or facial display for their audience. Research by Thelwell et al. (2022) indicates that "surface acting"—hiding true emotions—is a significant stressor for sports coaches that leads to psychological distress. The findings suggest that the expectation of the "patient coach" is a societal norm that may be detrimental to the coach's mental health.

In conclusion, the emotional pressure hidden behind victories is a significant, yet often ignored, challenge in the coaching journey. While maintaining a strong front can inspire a team, the long-term suppression of stress and anxiety presents a risk to the coach's mental stability. Recognizing and addressing the emotional needs of coaches is vital for a healthier sporting environment.

Theme 4: Balancing Coaching Responsibilities and Academic Duties. For many coaches in the academic sector, the conflict between classroom teaching and sports training creates a significant professional dilemma. This struggle often leads to a "double burden" where neither academic competencies nor sports preparations receive the ideal amount of focused attention.

Coach 5 (C5, L77-78) explained that "*Nagkukuri ako pagbalanse kay danay masagasaan an akon klase tungod it mga trainings.*" (I am having difficulty balancing because sometimes my classes are affected by the training. Coach 8 (C8, L140-142) observed, "*The paperwork for the school piles up while I am at the competition, and it's hard to catch up.*" Additionally, Coach 1 (C1, L95-97) remarked, "*Danay, pati an akon mga estudyante nga atleta, nag-fi-fail na sa mga subjects tungod han sigidas na absents and practices.*" (Sometimes, even my student-athletes are failing their subjects because of frequent absences). These responses illustrate the friction between the dual roles of educator and coach.

The narrative reveals that teacher-coaches operate in a state of perpetual compromise, often sacrificing instructional quality or administrative deadlines to meet athletic goals. This balance is further complicated by the academic struggles of the athletes themselves, placing the coach in the difficult position of managing both sporting and educational outcomes.

This finding is interpreted through Role Conflict Theory, which occurs when an individual faces incompatible demands from two or more roles. Previous studies by Richards et al. (2023) indicate that teacher-coaches often experience role ambiguity and role strain, as the metrics for success in the classroom and the field are frequently at odds. The results suggest that without clear policies regarding load reduction for coaches, the quality of both education and sports may suffer.

To conclude, the struggle to balance coaching with academic duties is a complete challenge that requires administrative intervention. The current "double duty" model places an unsustainable burden on individuals who are expected to excel in two distinct professional spheres simultaneously. Greater synergy between academic schedules and sports programs is necessary to alleviate this pressure.

Theme 5: Struggling with Limited Institutional and Administrative Support. A final recurring challenge is the perception of being undervalued by school administrations, characterized by insufficient

facilities, lack of recognition, and bureaucratic hurdles. Coaches often feel that their efforts are taken for granted, and the lack of a strong support system makes achieving success much harder than it needs to be.

Coach 7 (C7, L122-125) lamented, "*Sometimes diri mag-upay an mga pasilidad, pero kailangan gihapon namon mag-training para makadaog.*" (Sometimes the facilities are poor, but we still need to train to win). Coach 3 (C3, L58-59) stated, "*I feel like our efforts aren't recognized unless we bring home a gold medal.*" Coach 6 (C6, L101-103) added, "*Kulang talaga an suporta tikang ha administrasyon, labi na ha mga gamit sa training.*" (There is a real lack of support from the administration, especially regarding training equipment). These insights reflect a deep-seated frustration with the lack of institutional investment in the sports program.

The coherent discussion of this theme suggests that the path to success for these coaches is often paved with administrative neglect. The findings highlight those successful outcomes are frequently achieved in spite of the institution, rather than because of it, which creates a sense of isolation and professional resentment among coaches.

This finding is linked to Organizational Support Theory, which suggests that employees' commitment is influenced by how much they feel the organization values their contribution. According to research by Fletcher and Arnold (2021), a lack of perceived organizational support is a primary driver of dissatisfaction in high-performance coaching environments. The lack of adequate facilities and recognition discussed by the participants confirms that institutional "buy-in" is a critical but often missing element for sports success.

In conclusion, the lack of institutional and administrative support acts as a significant bottleneck for sports development. While coaches show incredible resilience, the absence of proper facilities and recognition limits the potential of the entire program. A shift toward more supportive and resource-rich administrative environments is essential for the future of competitive sports.

The challenges faced by successful sports coaches are multifaceted, ranging from personal financial and physical tolls to systemic administrative failures and role conflicts. Despite their success, these coaches operate under intense pressure, often sacrificing their own resources and well-being to bridge the gaps left by institutional shortcomings. This synthesis highlights the need for a more comprehensive support framework that addresses the financial, emotional, and professional needs of coaches to ensure the long-term vitality of sports programs.

Coping Mechanisms of Successful Sports Coaches in Preparing for Competitions

To effectively navigate the multifaceted rigors of athletic preparation, successful sports coaches employ a variety of adaptive strategies. This section discusses the coping mechanisms utilized by these professionals, which are categorized into four emergent themes: (1) drawing strength from passion and commitment to the team; (2) practicing sacrifice, resourcefulness, and personal initiative; (3) maintaining emotional control and mental resilience under pressure; and (4) building supportive relationships and team unity. These themes collectively illustrate how coaches transform adversity into motivation to ensure the success of their athletes.

Theme 1: Drawing Strength from Passion and Commitment to the Team. The primary driver for coaches to persevere through significant challenges is their intrinsic love for the sport and a deep-seated sense of duty toward their athletes. This theme highlights how an emotional and professional commitment to the team serves as a protective barrier against exhaustion and the desire to quit.

Coach 3 (C3, L155-156) shared, "*Bisan makapoy, padayon gihapon kay love ko man an coaching ngan an mga bata.*" (Even if it is tiring, I continue because I love coaching and the children). Coach 1 (C1, L167-169) also emphasized, "*My commitment is to see them succeed, so I set aside my own tiredness for their future.*" Notably, Coach 6 (C6, L180-182) remarked, "*An kalipay han mga atleta kun nakadaog hira amo an nahatag ha akon hin kusog.*" (The happiness of the athletes when they win is what gives me

strength). These statements collectively demonstrate that the fulfillment derived from athlete development outweighs the personal hardships encountered.

The participants' responses suggest that passion acts as a powerful psychological fuel that sustains coaches during intensive training periods. This coherent narrative implies that when coaches view their role as a calling rather than just a job, they are more likely to exhibit high levels of endurance and dedication.

This finding is consistent with the Self-Determination Theory, specifically the concept of intrinsic motivation, where individuals engage in activities for the inherent satisfaction they provide. According to Vallerand et al. (2021), "harmonious passion" in coaching leads to increased persistence and better psychological well-being even in high-pressure environments. Furthermore, literature suggests that a coach's commitment to athlete success often becomes a central part of their identity, allowing them to transform external stressors into purposeful action.

Thus, passion and commitment are fundamental coping mechanisms that provide coaches with the necessary resilience to overcome professional hurdles. By focusing on the growth of their athletes, coaches find a sense of purpose that mitigates the effects of fatigue. This deep emotional investment is what ultimately drives the continuity of sports programs despite limited external rewards.

Theme 2: Practicing Sacrifice, Resourcefulness, and Personal Initiative. When faced with logistical and financial scarcity, successful coaches adopt a proactive stance by finding creative solutions and making personal sacrifices. This theme centers on the "do-it-yourself" attitude where coaches take full responsibility for filling the gaps left by inadequate institutional support.

Coach 4 (C4, L202-204) explained, "*Mangita jud ko og paagi, usahay manghulam og gamit sa laing eskwelahan para lang makatraining mi.*" (I really find a way, sometimes borrowing equipment from other schools just so we can train). Coach 7 (C7, L213-215) shared, "*I reused our old uniforms and just had them repaired to save money for food.*" Also, Coach 2 (C2, L190-191) stated, "*Naggawas ko og kalugaringon nga kwarta para han transportation, mga purupasahe, kay dugay man ito nga budget maulpot.*" (I brought out my own money for transportation because the budget takes a long time). These accounts highlight the resourcefulness and personal initiative required to maintain a competitive edge.

The narrative conveys that successful coaching requires a high degree of adaptability and the willingness to prioritize the team's needs over personal financial security. The data suggests that resourcefulness is not just a skill but a necessary coping strategy used to circumvent bureaucratic delays and resource shortages.

This interpretation aligns with the Theory of Planned Behavior, where individuals with high perceived behavioral control find ways to overcome obstacles to achieve their goals. Studies by Mallett and Lara-Bercial (2019) on "serial winning coaches" show that high-performing leaders are characterized by their ability to "innovate under pressure" and seek alternative resources when traditional ones fail. This reinforces the idea that personal initiative is a critical success factor in under-resourced sporting environments.

Ultimately, the practice of sacrifice and resourcefulness allows coaches to sustain their programs in the face of complete deficiencies. While these actions demonstrate commendable dedication, they also highlight the significant personal burden coaches carry to ensure their athletes are prepared. Such initiative remains a cornerstone of the coping process for those in the coaching profession.

Theme 3: Maintaining Emotional Control and Mental Resilience Under Pressure. Maintaining a composed demeanor and a positive mindset is a vital strategy used by coaches to manage the high-stakes environment of sports competitions. This theme focuses on the internal psychological work coaches do to remain calm, often relying on faith and positive self-talk to stay focused on their objectives.

Coach 5 (C5, L240-241) said, "*I just pray and stay positive para diri ma-pressure an akon mga players.*" (I just pray and stay positive so my players won't feel pressured). Meanwhile, Coach 8 (C8, L255-257) noted, "*Kailangan kalmado lang ko pirmi bisan gikulbaan na, kay makita man gud ito han mga bata.*" (I need to stay calm always even if I'm nervous, because the kids can see that). "*I focus on our goal and*

ignore the negative comments from the crowd." (C3, L268), added by Coach 3. These reflections illustrate the importance of emotional regulation in fostering a stable environment for the team.

The thematic narrative indicates that mental resilience is achieved through a combination of spiritual reliance and cognitive refocusing. By controlling their outward emotional displays, coaches are able to protect their athletes from the paralyzing effects of competitive anxiety.

These findings support the Transactional Model of Stress and Coping, which emphasizes the role of "emotion-focused coping" in managing situations that are perceived as stressful. Research by Fletcher and Sarkar (2022) indicates that psychological resilience in high-level sports is built through a "challenge mindset" where coaches view pressure as an opportunity rather than a threat. This mental fortitude is essential for maintaining leadership effectiveness when the team's performance is at stake.

Thus, emotional control and mental resilience are indispensable tools that enable coaches to lead effectively under pressure. By managing their own psychological state, coaches provide a secure foundation for their athletes to perform. This internal strength is a key factor in navigating the emotional highs and lows of the coaching journey.

Theme 4: Building Supportive Relationships and Team Unity. Coaches cope with the isolation and burden of their roles by fostering strong bonds with their athletes, parents, and the wider community. This theme emphasizes the collaborative nature of sports, where mutual trust and open communication serve as a social support system that lightens the coach's load.

Coach 1 (C1, L285-287) shared, "*An suporta han mga kag-anak dako gud kaduro it bulig, especially iton moral support.*" (The support of the parents is a very big help, especially in terms of moral support). Coach 6 (C6 L302-303) stated, "*We treat each other like family; that's why the burden feels lighter when we work together*". Meanwhile, Coach 7 (C7, L315-317) noted, "*Nagbuburubligay kami han akon mga co-coaches ha mga trabaho para diri gud kaduro mabug-at.*" (My co-coaches and I help each other with the work so it's not too heavy). These responses highlight the importance of a unified front in overcoming the trials of preparation.

The coherent discussion of this theme shows that social support is a vital buffer against burnout and professional stress. The results suggest that when a coach succeeds in building a "team-as-family" culture, the logistical and emotional challenges of the journey become shared responsibilities rather than individual burdens.

This finding is deeply rooted in Social Support Theory, which suggests that having a network of supportive relationships improves an individual's ability to cope with stressful life events. Previous studies by Jowett and Poczwardowski (2021) on the coach-athlete relationship (3Cs: Closeness, Commitment, and Complementarity) emphasize that high-quality relationships are predictive of both performance and psychological health. The data confirms that a strong support network is essential for sustaining a coach's motivation over time.

Thus, building supportive relationships is a strategic coping mechanism that transforms the coaching experience from a solitary struggle into a collective effort. The encouragement received from stakeholders provides the moral and practical assistance necessary to navigate the complexities of competition. Strengthening these bonds is crucial for any successful coach.

The coping mechanisms of successful sports coaches represent a blend of internal psychological strength and proactive external strategies. By drawing on their passion, exercising resourcefulness, maintaining emotional composure, and fostering a supportive community, these coaches are able to mitigate the impact of severe challenges. This synthesis underscores that coaching success is not merely a product of technical skill, but of the resilient and adaptive behaviors used to sustain the team's journey toward excellence.

Types of Support Contributing to the Winning Performances of Successful Sports Coaches

The attainment of championship results is rarely the product of a coach's effort alone; rather, it is sustained by a network of various support systems. This section examines the specific types of assistance that contribute to winning performances, organized into three emergent themes: (1) strengthening performance through administrative and institutional support; (2) receiving motivation through family, community, and team support; and (3) achieving success through athlete commitment and team cooperation. These themes illustrate how external logistics, emotional backing, and internal team dynamics converge to create a winning environment.

Theme 1: Strengthening Performance Through Administrative and Institutional Support. Administrative and institutional support serves as the structural foundation that allows coaches to execute their training programs with minimal disruption. When school leadership provides the necessary logistics, such as travel arrangements, equipment, and venue access, coaches can dedicate their full attention to technical and tactical athlete preparation.

Coach 4 (C4, L320-321) shared, "*Dako an bulig han eskwelahan kay hira kasi an nag-provide han amon training venue ngan transportation.*" (The school is a big help because they provided our training venue and transportation). Coach 2 (C2, L335-337) added, "*The administration's approval of our flexible training schedule allowed the athletes to practice without worrying about missing too many academic requirements.*" Meanwhile, Coach 5 (C5, L350-352) remarked "*Pasalamat ko ha amon principal kay gin-prioritize niya an budget para han amon bag-o nga sports equipment.*" (I am thankful to our principal because they prioritized the budget for our new sports equipment). These accounts highlight how institutional "buy-in" directly alleviates the logistical burdens often faced by coaches.

The thematic narrative demonstrates that institutional support acts as a catalyst for professional efficiency and morale. When coaches feel that their programs are valued by the school hierarchy, it creates a sense of legitimacy and focus that translates into more intensive and organized training sessions.

This finding aligns with Organizational Support Theory, which suggests that employees who perceive high levels of support from their organization feel an obligation to help the organization reach its goals. Literature by Fletcher and Arnold (2021) suggests that administrative backing is a "performance-enabler" that reduces administrative stress, allowing coaches to stay in the "coaching zone." This theoretical framework confirms that the institutional environment is a critical external variable in the success or failure of sports programs.

Thus, administrative and institutional support provides the essential resources and stability needed for high-level performance. By securing the logistics of the sport, institutions empower coaches to focus on excellence rather than survival. This structural support is a vital component in the journey toward winning performances.

Theme 2: Receiving Motivation Through Family, Community, and Team Support. Beyond logistics, the emotional and moral backing from an individual's personal and professional network provides the psychological fuel necessary to endure the rigors of coaching. Support from family, fellow coaches, and the community fosters a sense of belonging and validation that sustains a coach's passion during high-pressure periods.

Coach 1 (C1, L370-372) shared, "*An akon pamilya siyempre it nahatag ha akon hin kusog, hira kasi an naintindi kay ano waray ako pirmi ha balay tungod hit mga trainings.*" (My family gives me strength; they are the ones who understand why I am always away from home due to training). Also, Coach 8 (C8, L385-386) noted, "*Moral support from the community and the parents makes me feel that my hard work is appreciated.*" Also, Coach 3 (C3, L398-400) remarked, "*Usahay, an mga co-coaches ko liwat an nag-e-encourage ha akon kun naabat na gud hin stress ha kompetisyon.*" (Sometimes, my co-coaches are the ones encouraging me when I feel stressed about the competition). Such responses underscore the importance of emotional solidarity in maintaining a coach's mental health.

The coherent discussion of this theme reveals that social support serves as a buffer against burnout and emotional exhaustion. Knowing that a community of people believes in their vision allows coaches to lead with greater confidence and resilience, even when the stakes are high.

These findings are consistent with the Social Support Theory, which emphasizes that emotional and informational support from social networks improves coping outcomes. Previous studies by Knight et al. (2023) indicate that "perceived social support" is a significant predictor of career longevity and job satisfaction among successful sports coaches. This interpretation reinforces the idea that success is a collective achievement rooted in strong interpersonal relationships.

Ultimately, the motivation received from family and community is an invisible yet indispensable force in a coach's career. This emotional infrastructure provides the moral courage required to face the uncertainties of competitive sports. Without this support, the physical and mental demands of the role would be far more difficult to sustain.

Theme 3: Achieving Success Through Athlete Commitment and Team Cooperation. The final and most direct contributor to winning performance is the quality of the relationship and cooperation within the team itself. When athletes demonstrate discipline, sacrifice, and a willingness to follow the coach's lead, it creates a synergistic environment where success becomes a shared and attainable goal.

Coach 6 (C6, L415-417) stated, "*Diri mananabo iton kadaugan kun diri disiplinado an mga players ngan kun diri hira mamati hin maupay ha trainings.*" (Winning is not possible if the athletes are not disciplined and if they do not listen during training). Also, Coach 7 (C7, L428-429) shared, "*The athletes' willingness to sacrifice their weekends for extra practice inspired me to work even harder for them.*" Meanwhile, Coach 4 (C4, L440-442) noted, "*Iton pagtapod gud ha kada taga ba—an atleta sa coach, ngan an coach ha atleta—amo gud iton amon secret kay ano nakaka-gold medal.*" (The trust in each other—the athlete in the coach, and the coach in the athlete—was the key to our gold medal). These statements highlight that a coach's effectiveness is deeply dependent on the receptivity and dedication of the athletes.

The thematic narrative suggests that athlete commitment acts as a feedback loop for the coach's own motivation. When coaches witness their athletes' hard work and cooperation, it validates their methods and encourages a deeper level of professional engagement and tactical innovation.

This finding is interpreted through the lens of the Coach-Athlete Relationship Model, specifically the "Co-orientation" aspect, where mutual understanding and shared goals lead to higher performance levels. Research by Jowett (2022) emphasizes that athlete "compliance" and "commitment" are the primary mediators between a coach's instructions and successful competitive outcomes. The data confirms that team unity and athlete cooperation are the ultimate manifestations of effective leadership and support.

Indeed, athlete commitment and team cooperation are the definitive factors that turn preparation into victory. While external support is important, the internal cohesion of the team provides the tactical edge needed to win. A dedicated athlete remains the greatest asset any successful coach can possess.

The winning performances of successful sports coaches are the result of a multi-layered support system involving institutional logistics, emotional motivation, and team-level cooperation. While administrative support provides the necessary tools and family support provides the mental strength, it is the commitment of the athletes that ultimately executes the vision of victory. This synthesis highlights that coaching success is a holistic process that requires harmony between the coach's environment and the team's internal dynamics.

Additional Support Mechanisms Needed to Enhance the Coaching Effectiveness of Successful Sports Coaches

To further optimize the impact and sustainability of coaching success, several key support areas require urgent attention and improvement. This section outlines the necessary support mechanisms as identified by the participants, categorized into three emergent themes: (1) calling for greater financial assistance and incentives for coaches; (2) improving access to sports facilities, equipment, and training

resources; and (3) strengthening professional development and institutional support for coaches. These themes collectively highlight the complete changes required to strengthen the effectiveness and well-being of sports mentors.

Theme 1: Calling for Greater Financial Assistance and Incentives for Coaches. The primary concern voiced by coaches is the lack of institutionalized financial support, which often forces them to use personal funds to sustain their programs. There is a strong call for regular allowances, reimbursements, and performance incentives to alleviate the financial burden and recognize the professional nature of their work.

Coach 2 (C2, L460-461) shared, "*Unta naay regular allowance para sa mga coaches, kay kasagaran amoa gyud nang out-of-pocket.*" (I hope there is a regular allowance for coaches, because most of the time it's really out-of-pocket). Also, Coach 5 (C5, L475-476) added, "*Incentives for winning would be a great motivation, not just for the athletes but for the coaches who sacrifice so much.*" Meanwhile, Coach 8 (C8, L488-490) remarked, "*Kailangan gud hin sako nga pondo para sa pagkaon ug transpo sa mga bata para diri na kami maghuna-huna ngain na liwat mamimiling hin kwarta.*" (Proper funding for food and transportation of the kids is really needed so we don't have to worry about where to find money). These statements emphasize that financial stability is a prerequisite for long-term coaching commitment and program quality.

The findings suggest that the current financial model relies too heavily on the personal selflessness of the coach, which is unsustainable and leads to economic stress. Providing a structured financial incentive system would not only validate the coach's efforts but also allow them to focus entirely on athlete development without the distraction of finding funds.

These findings align with Equity Theory, which suggests that individuals become demotivated when their inputs (time, effort, and personal money) are not adequately balanced by outputs (salary, incentives, or recognition). Literature by Raedeke (2021) suggests that financial strain is a primary precursor to burnout among grassroots coaches. This interpretation underscores the need for local government units and schools to institutionalize coaching honoraria as a means of professionalizing the role and ensuring the continuity of successful sports programs.

Thus, establishing a full-bodied financial support system is essential for enhancing coaching effectiveness. By providing regular incentives and covering operational costs, institutions can preserve the morale and dedication of their mentors. This financial security is a fundamental pillar for any sustainable sports development program.

Theme 2: Improving Access to Sports Facilities, Equipment, and Training Resources. Coaches emphasized that the lack of modern, functional facilities and adequate training equipment significantly hinders their ability to train athletes at a competitive level. There is a clear demand for investment in sports infrastructure to ensure that athletes can train safely and effectively using the same standards found in higher-level competitions.

Coach 7 (C7, L510-511) stated, "*Makuri mag-training kun diri maupay an training venue; kailangan namon hin sako nga pasilidad para mas mo-improve pa an mga bata.*" (It is hard to train if the venue is poor; we need proper facilities so the kids can improve more). Also, Coach 4 (C4, L522-524) shared, "*We need complete and modern equipment, like those used in the actual regional meets, so the athletes won't be shocked during the game.*" Meanwhile, Coach 6 (C6, L535-536) remarked, "*Iton kakulangan gud it training materials, mga equipment ba ha sports, asya iton napaluya it progress ha sports.*" (The lack of training materials slows down our progress in sports). These responses highlight the direct link between infrastructure quality and the potential for athletic excellence.

The coherent discussion of this theme indicates that coaching effectiveness is capped by the quality of the physical environment. Even the most skilled coach cannot fully prepare an athlete if the necessary tools and safe spaces for practice are absent or dilapidated.

This interpretation is supported by the Environmental Affordance Theory, which suggests that the environment provides the possibilities for action and development. Previous studies by Fletcher and Arnold

(2021) demonstrate that elite performance is highly dependent on "environmental management," where the availability of high-quality facilities directly impacts training intensity and technical skill acquisition. The findings suggest that upgrading sports facilities is not just a matter of convenience but a critical requirement for high-performance outcomes.

Ultimately, improving access to sports facilities and equipment is a necessary investment for any institution aiming for sporting success. Functional infrastructure reduces the physical risks for athletes and allows coaches to implement more advanced training methodologies. Providing these resources is essential to bridge the gap between potential and performance.

Theme 3: Strengthening Professional Development and Institutional Support for Coaches. Beyond physical and financial needs, coaches identified a significant gap in professional growth opportunities and mental health support. There is a collective request for regular seminars, specialized coaching clinics, and institutional policies that provide workload considerations for those balancing teaching and coaching roles.

Coach 3 (C3, L550-551) explained, "*Kailangan namo og dugang nga mga training ug seminars para ma-update mi sa bag-ong mga techniques sa coaching.*" (We need additional training and seminars to be updated on new coaching techniques). Also, Coach 1 (C1, L565-567) remarked, "*I hope the administration understands our situation and gives us consideration in our teaching loads during the training season.*" Meanwhile, Coach 5 (C5, L580) shared, "*Mental health support for coaches is also important because the pressure to win is very draining.*" These insights reveal a desire for a more holistic support system that values the coach's growth and psychological well-being.

The thematic narrative conveys that professional effectiveness is intrinsically linked to continuous learning and administrative empathy. Coaches feel that their dual roles as educators and mentors require a specific set of institutional policies that recognize and accommodate their unique workload.

This finding is connected to the Theory of Human Capital, which suggests that investing in the knowledge and health of employees increases productivity and success. Studies by Jowett (2022) emphasize that "coach education" is the most effective way to improve athlete satisfaction and performance outcomes. Furthermore, the inclusion of mental health support aligns with modern organizational psychology, which recognizes that high-pressure roles require active psychological safeguarding to maintain peak performance.

In conclusion, strengthening professional development and institutional support is vital for the modern coach. By offering opportunities for growth and accommodating the demands of the coaching role, institutions can foster more competent and resilient leaders. This comprehensive support ensures that successful coaching is not just a temporary feat but a long-term professional career.

The enhancement of coaching effectiveness requires a multifaceted approach that addresses financial, physical, and professional needs. The findings suggest that while coaches are inherently dedicated, their impact is maximized when they are supported by regular incentives, modern facilities, and continuous professional growth opportunities. By implementing these additional support mechanisms, stakeholders can create a more sustainable and high-performing sports environment where coaches can thrive alongside their athletes.

Summary

This study explored the lived experiences of successful sports coaches in Tacloban City who have produced champion athletes in regional and national competitions. It aimed to address four primary objectives: (1) to identify the challenges and struggles coaches encounter in their professional journey, (2) to understand the coping mechanisms they utilize to navigate the pressures of competition preparation, (3) to determine the types of support that contribute to their winning performances, and (4) to explore the additional support mechanisms needed to further enhance their coaching effectiveness.

The participants of the study consisted of eight (8) purposively selected sports coaches with varying years of experience across different athletic disciplines. These individuals represent a dedicated group of professionals who have successfully steered their athletes toward medal-winning outcomes in prestigious events such as the EVRAA Meet and Palarong Pambansa. Their diverse backgrounds and shared success offer a rich and comprehensive perspective on the human and professional costs of athletic excellence in the local context.

Through in-depth semi-structured interviews, the study uncovered significant findings regarding the "hidden side" of coaching success. Teachers-coaches face multifaceted challenges, including severe financial strain caused by "out-of-pocket" spending, physical exhaustion from heavy workloads, and the emotional labor of maintaining an enduring facade for their athletes. Furthermore, they struggle with the professional dilemma of balancing rigorous sports training with academic teaching responsibilities, often worsened by limited institutional resources and administrative neglect.

To navigate these hurdles, coaches employ a blend of intrinsic and adaptive coping strategies. They draw profound strength from their passion for the sport and a deep sense of commitment to their athletes' futures. Beyond emotional resilience, they exhibit remarkable resourcefulness—often improvising equipment and seeking alternative funding—while fostering a "family-like" unity within their teams to share the burdens of preparation.

The findings also emphasize that winning performances are rooted in a collaborative ecosystem. Success is significantly strengthened when school administrations provide logistical support, when families offer moral encouragement, and when athletes demonstrate high levels of discipline and trust. However, the study highlights a critical need for systematic reform, specifically calling for institutionalized financial incentives, upgraded sports facilities, and professional development programs that prioritize the mental well-being and workload management of coaches. These results underscore the urgent need for a more holistic support framework to sustain and professionalize sports coaching in the Philippines.

CONCLUSION

The results of this study show that successful sports coaches in Tacloban City work under intense pressure that requires deep personal sacrifice and strong resilience. Their stories reveal an urgent need for official financial help, better sports facilities, and a fairer balance between coaching and teaching duties. Having to use their own money and hide their emotional stress not only hurts their well-being but also shows clear gaps in how schools and offices support them.

Even with these many difficulties, these coaches show great dedication and flexibility in leading their teams to win. They have found ways to cope by using their own passion, being creative with limited tools, and building strong relationships that turn small resources into big wins. These findings suggest that instead of just celebrating medals, there should be a real effort to protect the people who make these victories happen.

For sports programs to stay strong and competitive, basic changes are necessary. This includes creating official incentives for coaches, providing safe places to train, and setting rules that prevent coaches from getting burned out. Improving the support for these successful coaches is vital for their own health, the growth of their athletes, and the long-term success of sports in the region.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed for the various stakeholders and agencies involved in the sports development programs of Tacloban City:

Sports Coaches. It is recommended that coaches continue to balance their passion with proactive self-care and professional growth. They should seek out peer-mentoring networks to share resources and coaching techniques, which can help lessen the burden of individual preparation. Coaches are also

encouraged to maintain open communication with school heads regarding their teaching loads and emotional well-being to prevent long-term burnout.

Student-Athletes. Athletes should remain committed to their training while staying mindful of their academic responsibilities. By maintaining discipline and showing appreciation for the sacrifices made by their coaches, they help foster a positive and motivating team environment. Athletes should also utilize available school counseling services to help manage the pressure of high-stakes competitions.

City Government of Tacloban. The City Government, through the City Sports Office, should prioritize the institutionalization of financial incentives and honoraria for successful coaches. It is recommended that the LGU allocate a specific budget for the construction and maintenance of modern sports facilities and provide subsidized transportation for teams representing the city in regional and national meets. A "City Sports Excellence Fund" could be established to ensure that coaches do not have to spend personal money for athlete welfare.

Department of Education (DepEd) - Tacloban City Division. DepEd should develop clear policy guidelines that provide "service credits" or reduced teaching loads for teacher-coaches during intensive training seasons. It is also recommended that the division office facilitate regular coaching clinics and seminars that focus on sports science, sports psychology, and the mental health of coaches. National and local offices must work together to ensure that sports funds are released on time to avoid out-of-pocket expenses.

School Administrators. School heads should move beyond result-oriented recognition and provide consistent administrative support regardless of the competition outcome. They can help by assigning co-teachers to assist with the academic paperwork of coaches and by ensuring that the school's sports equipment is prioritized in the annual procurement plan.

Local Government Units (LGUs) at the Barangay Level. Barangay officials are encouraged to partner with schools to provide local venues for training and to offer small-scale financial or logistical assistance for athletes residing in their jurisdiction. This grassroots support can help decentralize the burden of sports preparation.

Parents and Guardians of Athletes. Parents should be encouraged to form "Sports Support Groups" to assist in organizing meals and logistics during competitions. Their moral and emotional support is vital in easing the coach's burden of looking after the athletes' personal needs and keeping the students motivated.

Philippine Sports Commission (PSC) and National Sports Associations (NSAs). These national agencies should collaborate with the local government to bring high-level technical training and certification programs to Tacloban City. By providing access to national-standard training modules, they can help local coaches stay updated on the latest international coaching trends and safety protocols.

Community Organizations and Private Sector Sponsors. Local businesses and civic groups are encouraged to "adopt a team" or sponsor specific sports disciplines. Private-sector partnerships can provide the necessary funding for high-quality uniforms and modern equipment that the public budget might not immediately cover.

Future Researchers and Academicians. Researchers should further investigate the long-term psychological impact of "emotional labor" on teacher-coaches. Future studies could also focus on evaluating the effectiveness of local sports policies in different cities to create a benchmark for best practices in coaching support and athlete development.

These recommendations aim to create a more supportive and sustainable environment for sports in Tacloban City. Through the collective effort of the city government, education officials, and the community, the burden on coaches can be reduced, allowing them to lead their athletes toward even greater success.

References

- Becker, A. (2009). It's not what they do, it's how they do it: Athlete experiences of great coaching. *International Journal of Sports Science & Coaching*, 4(1), 93–119. <https://doi.org/10.1260/174795409787714250>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chroni, S., Thelwell, R., & Maynard, I. (2013). Coaching stressors and coping strategies in sport. *Journal of Applied Sport Psychology*, 25(2), 123–140. <https://doi.org/10.1080/10413200.2012.693784>
- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307–323. <https://doi.org/10.1260/174795409789623892>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Cruickshank, A., & Collins, D. (2012). The development of professional judgment in high-level sport coaching. *Sport, Exercise, and Performance Psychology*, 1(2), 131–143. <https://doi.org/10.1037/a0027041>
- Cushion, C., Armour, K., & Jones, R. (2010). Coach education and development: Current trends and future directions. *Sport, Education and Society*, 15(3), 345–362. <https://doi.org/10.1080/13573322.2010.493318>
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill.
- Department of Education. (2018a). *DepEd Order No. 5, s. 2018: Policy guidelines on the implementation of the K to 12 basic education program*. <https://www.deped.gov.ph>
- Department of Education. (2018b). *Palarong Pambansa general information and technical guidelines*. <https://www.deped.gov.ph>
- Ferreira, J. G., Rodrigues, F., Sobreiro, P., Silva, M., Santos, F. J., Carvalho, G., Hernández Mendo, A., & Rodrigues, J. (2024). Social support, network, and relationships among coaches in different sports: A systematic review. *Frontiers in Psychology*, 15, Article 1301978. <https://doi.org/10.3389/fpsyg.2024.1301978>
- Fletcher, D., & Arnold, R. (2021). A qualitative study of organizational stressors in high-performance sport. *Psychology of Sport and Exercise*, 52, Article 101823. <https://doi.org/10.1016/j.psychsport.2020.101823>
- Fletcher, D., & Sarkar, M. (2012). A grounded theory of psychological resilience in Olympic champions. *Psychology of Sport and Exercise*, 13(5), 669–678. <https://doi.org/10.1016/j.psychsport.2012.04.007>
- Fletcher, D., & Sarkar, M. (2022). Psychological resilience in sport performers: A review of stressors and protective factors. *Journal of Sports Sciences*, 40(9), 1015–1028. <https://doi.org/10.1080/02640414.2021.2001997>
- Galli, N., & Vealey, R. S. (2008). “Bouncing back” from adversity: Athletes’ experiences of resilience. *The Sport Psychologist*, 22(3), 316–335. <https://doi.org/10.1123/tsp.22.3.316>
- Gilbert, W., Côté, J., & Mallett, C. (2010). Developmental paths of elite coaches. *International Journal of Sports Science & Coaching*, 5(1), 1–16. <https://doi.org/10.1260/1747-9541.5.1.1>
- Gonzales, R., & Bautista, M. (2020). Workload and role conflict among public school teacher-coaches in the Philippines. *Philippine Journal of Education Studies*, 12(2), 45–60.
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory*. Routledge.
- Jowett, S. (2022). Coach–athlete relationships and their impact on motivation and performance in sport. *International Journal of Sports Science & Coaching*, 17(4), 899–911. <https://doi.org/10.1177/17479541211023456>
- Jowett, S., & Poczwardowski, A. (2021). Understanding the coach–athlete relationship. In T. Horn & A. Smith (Eds.), *Advances in sport psychology* (4th ed., pp. 233–248). Human Kinetics.
- Knight, C. J., Harwood, C. G., & Gould, D. (2023). Sport psychology for young athletes and coaches: Building resilience and support systems in competitive sport. *Sport, Exercise, and Performance Psychology*, 12(1), 45–60. <https://doi.org/10.1037/spy0000301>
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). SAGE Publications.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Lobo, J. T. (2023). Emotional intelligence and conflict behavior in sport contexts in the Philippines. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1716594>
- Lyle, J. (2002). *Sports coaching concepts: A framework for coaches’ behaviour*. Routledge.

- Mallett, C. J., & Lara-Bercial, S. (2019). Serial winning coaches: People, vision, and environment. *International Sport Coaching Journal*, 6(3), 271–283. <https://doi.org/10.1123/iscj.2018-0089>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2(2), 99–113. <https://doi.org/10.1002/job.4030020205>
- Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.
- Nash, C., Martindale, R., & Collins, D. (2017). *Developing coaching expertise*. Routledge.
- Norris, L., Didymus, F. F., & Kaiseler, M. (2017). Coaching stressors and coping in competitive sport environments. *Sport Management Review*, 20(3), 250–265. <https://doi.org/10.1016/j.smr.2016.09.003>
- Olusoga, P., Butt, J., Hays, K., & Maynard, I. (2009). Stress in elite sports coaching: Identifying stressors. *Journal of Applied Sport Psychology*, 21(2), 169–188. <https://doi.org/10.1080/10413200902844321>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Philippine Sports Commission. (2022). *National sports development plan 2022-2026*. <https://www.psc.gov.ph>
- Raedeke, T. D., & Smith, A. L. (2001). Development and validation of an athlete burnout measure. *Journal of Sport and Exercise Psychology*, 23(4), 281–306. <https://doi.org/10.1123/jsep.23.4.281>
- Raedeke, T. D., & Smith, R. E. (2021). Burnout in sport coaches: A review and critique. *Journal of Applied Sport Psychology*, 33(5), 489–509. <https://doi.org/10.1080/1041320020201714788>
- Rees, T., Haslam, S. A., Coffee, P., & Lavallee, D. (2016). The role of social support in sport performance and well-being. *Journal of Sports Sciences*, 34(12), 1146–1158. <https://doi.org/10.1080/02640414.2015.1095961>
- Richards, K. A. R., Templin, T. J., & Gaudreault, K. L. (2023). Understanding role conflict and role overload among teacher-coaches. *Physical Educator*, 80(1), 1–19. <https://doi.org/10.18666/TPE-2023-V80-11-11833>
- Sarkar, M., & Fletcher, D. (2014). Psychological resilience in sport performers: A review. *Journal of Sport and Exercise Psychology*, 36(6), 643–658. <https://doi.org/10.1123/jsep.2014-0095>
- Sharp, L., Coyle, M., & Watson, D. (2023). Social support and mental health outcomes in sport professionals. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1112233>
- Thelwell, R., Weston, N., & Greenlees, I. (2008). Stress and coping in sport coaching. *Journal of Applied Sport Psychology*, 20(1), 1–20. <https://doi.org/10.1080/10413200701790502>
- Thelwell, R. C., Weston, N. J. V., & Greenlees, I. A. (2022). Stressors in elite sport coaching: A systematic review. *The Sport Psychologist*, 36(2), 130–145. <https://doi.org/10.1123/tsp.2021-0120>
- Vagle, M. D. (2018). *Crafting phenomenological research* (2nd ed.). Routledge.
- Vallerand, R. J. (2021). The psychology of passion: A dualistic model. In *Oxford Research Encyclopedia of Psychology*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190236557.013.188>