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**THE LIVED EXPERIENCES OF SCHOOL COACHES TOWARDS
GENDER-SENSITIVE COACHING STANDARDS**

A Dissertation

Presented to

The Faculty of the College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

DOCTOR OF PHILOSOPHY

with Specialization in EDUCATIONAL MANAGEMENT

April, 2021

JUN C. ALAVE

09176665819

junalave97@gmail.com

APPROVAL SHEET

This dissertation entitled “**THE LIVED EXPERIENCES OF SCHOOL COACHES TOWARDS GENDER-SENSITIVE COACHING STANDARDS**” prepared and submitted by **JUN C. ALAVE** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy with Specialization in Educational Management**, is hereby recommended for approval and acceptance.



INERO V. ANCHO, PhD
Adviser

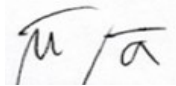
Approved in partial fulfillment of the requirements for the degree **Doctor of Philosophy with Specialization in Educational Management** by the Oral Examination Committee.



ARLYNE C. MARASIGAN, PhD
Chairperson



SALVE A. FAVILA, DEM, DPd
Member



GILBER S. ARRIETA, PhD
Member



RITA B. RUSCOE, PhD
Member

Accepted in partial fulfillment of the requirements for the degree **Doctor of Philosophy with Specialization in Educational Management**.

17 June 2021

Date



ANTRIMANY Y. ORLEANS, PhD

Dean,
College of Graduate Studies and
Teacher Education Research

ABSTRACT

Name:	JUN C. ALAVE
Title:	The Lived Experiences of School Coaches Towards Gender-sensitive Coaching Standards
Key Concepts:	Lived Experiences, Coaching Standard, Coaches
Degree:	Doctor of Philosophy in Educational Management
Adviser:	Inero V. Ancho, PhD

Coaching is a tough and demanding profession that plays a vital role in the development of student-athletes physically and psychologically. Coaches fulfill the roles of a teacher, parent, mentor, competitor, friend, and guidance counselor. It is a multi-task responsibility that helps coaches evolve to become more pedagogical, sensitive, and technical in the needs of the program and of the student-athletes. This study was conducted to describe the lived experiences of school coaches in coaching student athletes and in coming up with a gender-sensitive coaching standards. This study used a qualitative descriptive approach for data collection and analysis. Data was collected using a semi-structured interview questionnaire. In the course of the interview, eight (8) participants were engaged in a semi structured interviews which they described their personal experiences in sport coaching. The recorded interview was transcribed into texts and analyzed. From the analysis of transcribed texts, three (3) research questions (RQ) were characterized by emerging themes and sub-themes. RQ 1 has five main themes namely: (a) Coaching as a Display of Character: Be Yourself, (b) Coaching as a Challenging Profession: Challenges Out. . . Solutions In!, (c) Coaching as a Rewarding Profession: Beyond MVP, (4)

Coaching as an Embracing Profession: Self-discovery, (5) Coaching Towards a Successful Sports Program: Proactive

Moves. RQ 2 has four (4) main themes such as: (a) Coaching as Planning: For the Win, (b) Coaching as Leading: Shoot and Rebound, (c) Coaching as Organizing, Coaching as Controlling: Model the Model. RQ 3 has three (3) main themes, (a) Gender and Coaching: Holistic Approach, (b) Gender and Relationship: Finding Self-worth, (c) Gender and Discrimination: Foul Ball. Based on the themes, a coaching standard was proposed - Win-Win Strategy: A Gender Sensitive Coaching Standard.

The study concluded that the gender-sensitive coaching standards contains unique features that would help coaches become reliable and respectful in the field of sports. Likewise, management practices were highlighted and challenges were identified among women, openly gay and lesbian coaches. Furthermore, the study recommended the adoption of the gender-sensitive coaching standards of every school, private and public, basic education institutions and higher education institutions. This study can also be used by future researchers in conducting further studies that deal on gender equality in sports.

DEDICATION

To Almighty GOD

To my parents

To my brothers

To my sisters – in – law

To my nephews

To all my friends

J.C.ALAVE

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JUN C. ALAVE

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Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Coaches are front liners in the sports program. They are educators and that their role is to work with one or more athletes in order to elevate the players' performance to an improved level. Coaching is a demanding profession with important implications for the athletes' holistic development (Sundberg, 2016). Success in coaching is challenging as it is a complex and evolving industry with few guidelines on how to succeed. Athletic coaching is a complex practice that extends much further than simply training athletes (Vallée & Bloom, 2005). Szabo (2012) explains that the definition and role of an athletic coach is more extensive than just an instructor or teacher, as coaches are demonstrators, planners, advisers, motivators, and leaders. Trikojus (2003) also believe that the core meaning of coach is to change an individual from where they currently are to where they desire to go. The definitions of coaching above show how important it is in the life transformation of every athlete.

School sports program is an attractive environment among student-athletes where accessibility to sports contribute to their educational enrichment. School sports is another attraction among coaches where the realization of their coaching career come true. Coaches are central to a student-athlete's growth, welfare, and accomplishment at each step of their journey, in fact, literature shows that coaches have the most influence on determining the success and quality of a student-athlete's sport experience (Miller et al, 2012). However, to some coaches, their entry to school for a coaching job lies on qualifications and experience. School and local authorities employ coaches on the basis of their sexual preference, male coaches coached male

athletes, female coaches coached female athletes, and others prefer male coaches to emanate strong and masculine figure.

From its early beginnings, organized sport, specifically intercollegiate athletics, is defined as a male domain (Suggs, 2005). This seems to be the issue for gender bias in coaching. (Felton & Jowett, 2013) critiques sport as a patriarchal domain, one in which women have been sociohistorically positioned as physically inferior to men. It is believed that sports were created by men and for men as a way of transmitting certain values and physical capabilities. In the late 1800s intercollegiate athletic competition began for men and no female athletes in the Olympic Games until 1900s, Mediterranean Networks of Regulatory Authorities (MNRA, 2017). The existence of so-called “male-sports” such as football, and boxing are associated to power and strength (MNRA, 2017) which add more to the dominance of male coaches. Globally, figures reveal that one in ten accredited Olympic coaches are women (Norman, 2014). Currently, in Australia, no women positioned as national managers for any sport other than for gymnastics and netball. In Finland, a country known for its societal and political embrace of the notions of gender equality, men are in the majority of coaching (Norman & Rankin-Wright, 2018). In Canada, the percentage of women in both high-performance coaching and university head coaching roles is approximately 20% (Donnely & Kidd, 2011) which constitutes only a small portion of that of men coaches. Record clearly shows how men coaches dominates the coaching arena globally.

Subsequently, it was further believed that female coaches are a statistical minority in nearly all sports, at all levels across the Globe and because of this, they often endure and experience a number of a multitude of mental and physical barriers (Huyton, 2019). In America

alone (Acosta & Carpenter, 2010), women are greatly underrepresented in sports as a whole, women in men's sports are an anomaly. Women currently represent less than 3% of the coaching positions in men's sports, while men represent more than half of the positions in women's sports and roughly 97% of the position in men's sports. The presence of RA 9710 (Magna Carta for Women) in the Philippine Constitution, Title IX for America's civil rights law, and other women rights protecting bodies, made women find their spot in the coaching arena but eventually losses its spark in the limelight. Still women coaches remained subservient. According to Huyton (2019), it is well documented that these barriers can have an adverse effect on the well-being of these coaches with outcomes such as alienation, feeling highly visible, subject to scrutiny, having to perform to gain credibility, feeling pressure, and suffering an increased risk for gender discrimination in the forms of sexual harassment, wage inequalities, and limited opportunities for promotion.

Another group of coaches that gained title in the field coaching are the openly gay and openly lesbian coaches. The lesbian, gay population has become increasingly noticeable in the field of sports. Openly gay and lesbian coaches find their spots in the games that most suit their sexual orientation. Despite of this progress, prejudices about lesbian and gays is most expressed in the culture characterized by heterosexism. Anderson (2009) proves that many athletic departments are still characterized by cultures of heterosexism and individual expressions of sexual prejudice. Sartore and Cunningham (2009), support the idea of Anderson and Griffin, openly gay and openly lesbian coaches and athletes are routinely cast as "other", face negative stereotypes, and experience status loss within the sport context. Sexual minority coaches are very much affected by this system of treatment, effects of these were illustrated when, Krane and

Barber (2005) conducted a qualitative study with lesbian coaches. The study found out that lesbians had negative experiences in their athletic departments and within the coaching profession as a whole. According to the study of Iannotta and Kane (2002), they describe a sport climate that can be hostile for lesbians and documented occurrences of overt and covert discrimination towards lesbian athletes and coaches. Gay men, as well as heterosexual coaches, are also common victims of discrimination. In fact, Anderson (2009) states that, gay men, as well as heterosexual men, also consciously operate to avoid any suspicion of homosexuality. Namely, men avoid so called feminine activities to maintain their masculinity and, in turn, their heterosexuality. Sexual dominance is prevalent among coaches and players; Anderson (2009) explored LGB resistance in sports when he contends that LGB resistance results from how sport teaches boys to be men. This develops the idea of hegemonic, or traditional masculinity where it places heterosexual males on the top tier. This idea offshoots to male and female dominance in sports. Discrimination is also very clear among openly gays and lesbians in other fields of work endeavors. The experiences openly gays and lesbian coaches and trainers have put them in a minority status that made a powerful impact in all aspects of their lives. As a result of negative support with them, LGBTs completely disclose their sexual orientation in the sport environment (Krane, 1996), in addition to this, he reiterates that fear of discrimination and prejudice has led many lesbian coaches to remain silent and, in the closet, hiding their lesbian identity, attempting to pass as heterosexual, and/or avoiding any discussions about sexual orientation. It simply shows that structural diversity for openly gay and openly lesbian-related problems exists in many workplaces. In this context, many gay men and lesbians have fear of revealing their sexual orientation due to the fact that they might lose their jobs and reputation.

The issue on discrimination is one area that is gradually to address. Equality in sports program is one policy that most sports organizing body would like to achieve. During MNRA convention in 2017, Vassiliou on her speech on gender equality, she said, *“I am determined to promote gender equality in sport and also use the potential of sport for equality in its broadest sense. A gender-friendly climate should become a standard feature of sport institutions and I have no doubt that the sport world will be the first to reap the benefits.”* Every country exemplifies its desire for gender equality. America passed a civil rights law which is Title IX of the Education Amendments in 1972 which protects the right of every citizen regardless of sex in all benefits the country provides. The Philippines has its RA 9710 (Magna Carta for Women) which affirms the role of women in nation building equal to that of men. And recently, the GAD (Gender and Development) which equalize the status and condition of all gender orientations. Basically, GAD concerns the full development of women, but at present, LGBT group becomes part as subject for protection. Gender equality in sport is primarily the responsibility of national and local stakeholders and efforts should be made at a local level to address the role of men, women, LGBTs in the governing bodies of sport (Gender Equality in Sports, 2014).

The researcher himself is an active coach and sports head for more than a decade. It has been observed that the pool of coaches in local and national sports competitions in the country is dominated by men, a number of women, and several openly gays and lesbian coaches. The number speaks the dominance of one gender among the others. This observation has encouraged the researcher to find out the coaching practices employed by school coaches in handling their team, the challenges they faced in coaching and the manner of coping them, and the lived experiences of coaches in their coaching career. The presence National Standard for Sport

Coaches (NSSC) an American based-formulated sport coaching standard, International Sports Coaching Framework (ISCF), and the revised Comprehensive School Sports Program Manual of the Department of Education (DepEd) bear great help in developing the coaching practices of sports coaches. These two (2) coaching standards give a clear picture of sports coaching in general form. But no research exists that talk about a coaching standard that is gender sensitive. It is therefore important to apply the domains and standard of the programs in a gender-responsive context. The result of this study will be the basis in developing a gender sensitive coaching standard that would promote gender equality in sports coaching. In addition, this study will also help school leaders become gender-sensitive in selecting coaches to be part of the institution with standards at the helm.

LITERATURE REVIEW

Literature review presents related studies and research findings which support the present study. The presentation involves the sports management and sports practices, importance of coaching, leadership, challenges commonly encountered by coaches which give support to the delineations of this study.

Sport Coaching and its Importance

The word “coach” is defined in so many terms and concepts. Some defined it as tutor to prepare student for examinations, an instructor/trainer (Athanasopoulou & Dopson, 2015). In sports context, a coach is a person who trains or teaches an individual athlete or members of a team and is responsible for making decisions about how the team or athlete plays the game (Merriam-Webster). More than just a definition is the responsibility coaches have to play in the

lives of the athletes. Szabo (2012) explains that the definition and role of a coach is more extensive than simply an instructor/teacher. Vallée and Bloom (2005) state that coaching is a challenging and complicated practice that goes beyond just training athletes to compete. Szabo (2012) states the role of the coach is diverse; coaches are demonstrators, planners, advisers, motivators, leaders and decision makers and have a wealth of knowledge. Gould (1987) defines coaches as teachers, motivators, strategists and character builders. Miller et al. (2012) describe coaches as guides working towards helping young people become successful athletes and human beings. Coaches play a prominent role in teaching life skills through sports as they are facilitators who promote growth and development (Camiré et al., 2012). Trikojus (2003) describes a coach as a person is able to take individuals from where they currently are to where they desire to go. The definition for sport coaching is often simplified to that of an expert in the techniques of physical training to which (Lyle, 2002). disagrees with stating that it is too general. Lyle (2002) believes the definition of coach is to comprehend the cognitive, personal and planning aspects that make up the coaching process, while at the same time still ensuring emphasis on the delivery of skills (such as leading practice sessions, or organizing competitive events). According to Nash et al. (2011) coaching involves the compilation of complex variables that requires the use of the coach's skills and application of a coach's knowledge to determine the needed components for any situation.

It is therefore believed that coaches serve as a network between school's athletes and their participation in the different school's tournaments. Participation in different sports activities and competitions develop students' personal and social interaction and build a character of confidence and independence. Coaches become a guide and a role model in bringing success to

their career benefits. Coaches contribute to the development of athletes as people, teams as cohesive units and communities with a shared interest (ICCE, ASOIF, LMU, 2013).

Sport Coaching Practices and Sports Management

Sport management is considered as new in the field of research, the concern is the utilization of management techniques and theories in the aspects of strategic management, organizational structure, human resource management, leadership, organizational culture that are unique to the management of sports organization (Gilbert and Trudel, 2004). Sport management views the manager as a coach, and as a creator of a culture for coaching. Effective management describes good coaching as a way of creating good program and in turn produce sound result. Furthermore, they added that the culture for coaching is a new paradigm for management. By paradigm meaning, the set of assumptions, everyday truths, and conventional wisdom about people and how they work in organizations. This new paradigm gathers all the necessary ideas of the managers into formulation of best management practices that will guide the organization in general or team to soar high. We view coaching not as a subset of the field of management, but rather as the heart of management.

The success on athletes' performance is greatly credited to the best coaching practices employed by coaches on their teams. In many ways; coaches with their unique experiences in coaching have shaped the athlete's holistic persona in providing them pedagogical knowledge and experiences during training and games, high level of motivation for a positive view about sports, coaches' effective communication skills in giving verbal and non-verbal commands, and most importantly, the discipline that coaches responsibly adopt to the team. The challenge of

providing the four (4) elements in coaching can be extracted from the data through the responses given by the participants.

Coaching as pedagogy presents a unique concept. Gilbert and Trudel (2004) have also found that good coaches, like good teachers, constantly engage in much reflection, not only on what they do but why they do it. Pedagogy in itself speaks of knowledge, experience, and reflection which helps coaches become goal-driven – teaching their athletes the skills, technique and strategy in most unique and innovative ways. Indeed, coaches are likened to a teacher in terms of their practice on traditional pedagogies. Far from being rational, such theories are based on individual perceptions of the learner, the context and constant reflection on, and refinement of experience and knowledge.

Equally important to pedagogy are motivation and communication. The strength of coaches to influence the positive attitude in their athlete plays an important role in athlete's motivation. It is noted that positive attitude motivation is crucial in the success of the student-athletes. It one factor that helps athletes gain confidence and trust that leads to the success of the game. This is because motivation serves as a working instrument for athletes to be dedicated in their sport activities in order to be enthusiastic, determined and proud. In other words, motivation is seen as an essential element for athletes to perform in their sport activities. Coaches' behavior is also one factor that affects the motivation process. Some scholars identify certain factors which influence athletes' motivation this includes; character building (Gearity, 2010). Motivation comes from different forms, but communication is said to be one of the guiding factors for effective motivation (Sagar and Jowett, 2012) explain that the communication between a coach and athlete increases the likelihood of developing feelings of closeness and

improving the athlete's perception of the coach. Communication will also increase the satisfaction of their training and performance, physical self-concept, achievement goals, intrinsic motivation, and sustaining passion for the sport. Clear and precise communication increases better understanding of the role of the player, developing skills, and building a trusting relationship. This study will secure different perspectives coming from the LGB coaches on their unique way of enhancing character development among athletes towards sports situations.

Coaching as a Form of Leadership

Successful coaches order people “let's go” rather than “get going”. Successful coaches step ahead leading the way, have necessary technical skills in relating well to others, and able to adjust to the demands of the situation and respond to it with appropriate leadership behaviors. Chelladurai (1999) constructed a multidimensional model which focusses on three states of a leader behavior: required, preferred, and actual. These behaviors as the outcome variable determine the athletes' performance and satisfaction. The concepts of Chelladurai's study are the basis of Vallee and Bloom (2005) study on the elite coaches which display findings of successful athletic programs that comprised of four elements: coaches' attributes, individual growth, organizational skills, and vision. The findings determine that the above attributes enabled them to display favorable behaviors at different times, and coaches were more prone to display preferred and required behaviors in a specific situation. The Chelladurai *multidimensional model* and Hersey and Blanchard's *situational leadership theory* are the two best models where sports coaching is often based.

Chelladurai's Multidimensional Model has greatly benefited and influenced coaching research. Looking at it dimensionally, coaching success is not only dependent upon leadership skills, it is more influenced by leadership behaviors that respond to the demands of the situation.

Another interesting theory that contains an all-around impact is Bass's (1985) theory of transformational leadership (Bass, as cited in Charbonneau, Barling, & Kelloway, 2001). Coaches gave favorable attention to Bass's theory of transformational leadership because of its exhibited characteristics: championing ideals, performing as role models, showing concern for others (Charbonneau et al., 2001). Burns (2003) describes transformational leaders as having the ability to lead change and increase motivation and morality in followers. Transformational leadership has been studied in many organizational settings; however, it has received little attention in terms of promoting the welfare of athletes or predicting performance (Charbonneau et al., 2001). The desire to be a successful coach is backed up by the will to improve more the coaching styles. It is not acquired in a blink, it is a continuous effort which can gain help from attending sports clinic, seminars, readings, and experiences

Coaches as Sports Leaders

Coaches are considered to be the single most influential individuals for developing a safe environment for every athlete. More than anybody else, coaches are the ones who understand the plight of every player in quest for sports excellence. In the case of straight men, straight women, openly gay, and openly lesbian coaches, it is always their concern to be recognized in a team. In the world of sports, universally, men and women coaches dominate the sports training ground. Anderson (2009) contends that lesbian and gays resistance results from how sport teaches boys

to be men. Anderson (2009) adds that the trend in openly gay and openly lesbian acceptance in the community at large contributes to a new gender system which is inclusive masculinity. This gender formulation fully accepts women and those with divergent sexual orientations in a non-hierarchical structure where power is shared.

Leadership is about making a positive difference. Leaders always take the challenge of leading the group to where it should be. Coaches must have the ability to change, especially if what they are doing is not in line with the standard and protocol of the program. A good leader influences and moves members to follow whatever cause the program has. Mannie (2005) states that, leaders step-up; they take control and use their imaginations, analysis, enthusiasm, and experiences to take positive, meaningful, and powerful actions.

the power of being an effective leader has become very important to society for the past decade. People want something better in life. People want a leader who can greatly influence them, especially student-athletes' life, influence that will help the young athletes become successful in their chosen direction. Mannie (2005) mentions a coach must demonstrate he or she has courage when things are not going the way they should, great leaders know how to take risks and make decisions. Great leaders know not making a decision is a decision to do nothing, and doing nothing has never resulted in a victory.

Mack (1993) as cited by Tucker (2008), in his study, he recognized the effective leadership skills each leader must have. According to Mack (1993) he states that every individual is born with some leadership skills, but oftentimes individuals are not placed in a position in which they can demonstrate their leadership skills; this is the reason why there are so few leaders

in today's society. Mack (1993) proposed six characteristics every coach must contain to effectively apply their leadership commitment, namely: (a) a leader has to create a vision and commitment, (b) a leader must have integrity, (c) a leader must have the ability to lead by example, (d) a leader should have the ability to give credit when it is due and learn to accept responsibility for failure, (e) the ability to listen, (g) the ability to treat others the way one wants to be treated. Sport leaders such as head coaches, assistants, and student-athletes that the key of winning is the ability to show respect for everyone and to treat people the way one would want to be treated. Coaches should guarantee they treat everyone equally.

Coaching Challenges

The challenge of becoming a successful coach needs tough sacrifices, in personal and social life. Coaching tends to have high demands on an individual's time including long hours, competitions, weekend practices, travel during the season, and long trips for recruiting in the off season (Kilty, 2006). In addition, Miller et al. (2012) mentioned that not only do coaches have long hours, need to know the X's and O's, break down film, and win games, but also be able to mentor individuals to become successful human beings. Both coaches and athletes undergo the same challenges, and together they (Giges et al., 2004) must work towards continuously increasing their self-awareness. Krane and Barber (2005) explore the lesbian college coach experience and identity role confusion (coach vs lesbian). It was identified that many lesbian and gay coaches live a life of silence and fear because of the negative perception of homosexuals. Hebl et al. (2002) also found out that covert prejudices happen, in fact, it came out in his study as a result that gays and lesbians were subtly discriminated against during the hiring process. Swim et al. (1999) supported this fact saying that subtle forms of prejudices may also occur among

openly gay and openly lesbian coaches during interactions with non-heterosexuals through social distancing.

Coaching may never be that exciting and challenging without barriers that come across with it. Common challenges happen between male and female coaches, mostly comparison on who is who is competent and dominant. In the study of Kitty (2006) on external barriers that female coaches face is separated into four categories: unequal assumption of competence, hiring from a principal of similarity homophobia, and lack of female mentors (Kilty, 2006). In a sports community, it is very obvious there is an unequal assumption of competence where a male coach is automatically perceived as more competent than a female coach. A second challenge is the need to prove oneself as being proficient while a male coach is accepted based on his credentials alone. The second subcategory, hiring from a principle of similarity, is a form of employee discrimination (Kilty, 2006). Another external barrier the participants discussed was the issue of homophobia. If a female is a great coach, she may be labeled as not a real woman or perceived as a lesbian (Krane & Barber, as cited in Kilty, 2006). It is assumed that her performance does not carry as much weight because she has male oriented attributes (Kilty, 2006). Suggs (2005) seen women as visual image of weakness, he further added, a woman's social status further defines as one of subservience to men. Media also is a source of uneven treatment among women. MNRA (2017) reported that the unequal treatment that the media gives women on sports news and on TV programming is also tangible and remarkable problem, especially in these days, when social improvements and new policies aimed to guarantee overall equality between men and women are increasingly adopted.

Among openly gay and openly lesbian coaches, discrimination is the common issue. It all started in the workplace. This issue is universal among openly gay and openly lesbian workers, managers, among others. Discrimination in the workplace has evolved into a major topic in the increasingly growing literature surrounding vocational issues for individuals who do not identify as heterosexual. This discrimination does not limit only lesbians, this is also common among gays, bisexuals, and transgender. Hebl et al., (2002) found that gays and lesbians are subtly discriminated against during the employment process. This simply shows that organizational procedure even in hiring employees discriminately scrutinize applicant's sexual orientation. As a result, many opted not to continue their application. Those employees who live under sexual prejudices, their negative experiences hampering them to grow professionally. This issue on negative workplace experiences is parallel also to openly gay and lesbian coaches.

Openly gay and openly lesbian rights and citizen's awareness on these rights would be of great help to put openly gay and openly lesbian community in a safe ground. The realization of this should start on the workplace where these sexual minorities are found. Organizations who do not set sexual orientation policies set a place for an unwelcoming and hostile climate among openly gay and openly lesbian.

Openly gay and openly lesbian in Asia is taking a giant step in making unified policies on their rights. LGBT Executive Summary in Asia (2013) conducted a dialogue brought together 50 LGBT organizations representatives to discuss the human rights of LGBT people under the following themes: education, health, employment, family affairs, community, religion, media, sports and politics. With a focus on eight participating countries – Cambodia, China, Indonesia, Mongolia, Nepal, Philippines, Thailand and Vietnam – the effort examines LGBT lived

experience from a development and rights perspective. Executive Summary (2013) expands the idea of dialogue that encourages networking between LGBT people across the region, building a knowledge baseline, and developing an understanding of the capacity of LGBT organizations to engage in policy dialogue and community mobilization. Through this work, 'Being LGBT in Asia' promotes understanding of the inherent human rights of LGBT people and the stigma and discrimination faced by them regionally.

Sports Coaching in the Lens of Socio-cultural Context

Feminist Adrienne Rich in 1986, published a revolutionary essay, "Compulsory Heterosexuality and Lesbian Existence." Her published essay urged heterosexual feminists to examine heterosexuality in a different perspective. She challenges them to move away from viewing heterosexuality as simply a type of behavior or definition of attraction but, rather, as a social institution that controls human behavior and preserves gender and sex roles. Butler (1990) for example, explains how growing up in a society that classifies feelings, behaviors, and social roles in gender terms forces individuals to learn not only what gender is supposed to be but also what it means to act in gender-appropriate ways. She also adds, girls who act more masculine than feminine and boys who act more feminine than masculine are often labeled and treated as deviant because they are defying social norms. Furthermore, Butler emphasizes how the social construction and regulation of gender norms causes individuals to believe that gender lies at the core of one's identity. However, based on the research conducted by Aicher and Sagas (2010), they study the relationship of modern sexist beliefs to one's gender preference for a coach and the gender role stereotypes ascribed to head coaches among students participating in physical activity classes. The research revealed that there were no gender differences among participants

in ascribed leadership traits to head coaches. Thus, they added, attention to socio-cultural context is of importance in gender socialization since gender is constructed in a particular context and thus variables in composition and essence. In this light, various socio-cultural theories came out as a result of this enigma.

Theory on Gender Mainstreaming. Gender mainstreaming is a contested concept and practice. It is the re-invention, restructuring, and re-branding of a key part of feminism in the contemporary era. It is both a new form of gendered political and policy practice, and it is a new gendered strategy for theory development. As a practice, gender mainstreaming is intended as a way of improving the effectivity of pair policies by making visible the gendered nature of assumptions, processes, and outcomes. A theory that emerged is the role congruity theory which explains that men and women are motivated to live up to the ideal roles associated with their gender. Burton et al. (2009) as a result of his study states that both masculine and feminine traits are important to the role of the athletic managers, but off the record, men still dominated the field. In this context, women face possible difficulties in domains such as sport that classified them in the minority class. The lack of gender equality in sport is a missed opportunity for the sports sector. But on the other hand, European Commission in Sports (2014) sees the gender inequality as an opportunity, it was noted that; instead of considering gender issues to be irrelevant, or even a hindrance to the core policy goals in sport, stakeholders in sport should develop a more comprehensive understanding of the value of gender equality as a condition of social and economic progress.

Social constructivism. This theory shed light to several interpretations of gender. It gives distinction to sex as a biological category, sex as a social category which incorporates social sex

characteristics, and gender as a category which is constantly created and re-created out of human interaction. Social constructivists argue that the ideas of masculinity and femininity are artificial, being created and legitimized by social institutions through human interpretation (Keyes, 1998). On the other hand, human understanding puts negative into the context of gender interpretation, and the so-called conflict theory is likely to happen. Conflict theory is a societal struggle for dominance among social groups like men versus women, women versus lesbian, men versus gay that compete for scarce resources. Sociologist's point of view, men are considered dominant group while women, gay and lesbians belong to minority group.

In the critical work of Scraton and Flintoft (2013), they focused on gender and sport with engagement in sports feminisms, cross-examining how these sports feminisms contributed to the understanding of sport and its impact on policy and practice. They also added that gender and sport is influenced by social, political, and economic change and by developments both within and outside sport. They concentrated on the theory of Modern Liberal Feminism with the underlying assumption that all sport is fundamentally sound and represents a positive experience to which girls and women need access. Furthermore, discriminatory practices prevent women from having equal access to sporting opportunities including facilities and resources (Scraton and Flintoft (2013).

The dominance of men in the field of sports limits the presence of women, but in the Modern liberal feminism, women find solace on the organizations that promote women rights in all forms of social participation including sports. That women, also to include lesbians and gays are of vital parts of sports, physical education, and other forms of physical activities that men are entitled of participating. According to (Scraton and Flintoft (2013), this approach also

unquestioningly accepts men's sporting practices and organization, and defines women and their world, not sport itself, as the problem requiring change; the focus is very much on reform, rather than on a fundamental challenge to broader structural power relations.

Theoretical Framework

Sports Coaching Theories and Models

Models and theories in coaching are important guides in any practice because they help coaches understand more what they are doing based upon the theories they have read. The application of these models and theories are key factors in the improved performance of the athletes. The quest for a universally accepted theory has engaged educational researchers, psychologists, and practitioners. The following are theories that talk about school coaches and learning theories associated to coaching.

Keyes' Model of Social Well-Being. This model is best associated to the experiences of school coaches, how their experiences motivated them to become "well" and "organized" individual despite challenges related to their personal /gendered identity. Keyes' model is a multi-dimensional perspective of social well-being which guides every individual understands their function within the social world. The model is comprised of five (5) components namely: social integration, social acceptance, social contribution, social actualization, and social coherence. *Social Integration* as defined by Keyes (2005) is the assessment of the quality of one's relationship to their society and community around them. To feel belong, coaches need to experience feeling part of the society. This applies to all gender orientations, no setting of boundaries but feel integrated.

Social Acceptance is the second dimension which individuals feel secure and valued as part of a community that demonstrate trust, kindness, and believe in the qualities and capabilities of others (Keyes, 1998). Applying this concept to women coaches and openly gay and lesbian coaches based on their experiences, researches proved that discrimination and biases are likely to happen because of the expectations attached to their gender orientation. The society always give praises to men coaches as strong and capable leaders while women and lesbian and gay coaches are weaker genders who lack capabilities to lead as Kitty (2006) found participants reported an unequal assumption of competence compared to male colleagues.

Social Contribution is defined by Keyes (1998) as a belief that one is an integral member of that context with something of value to contribute. This dimension follows the idea that once a person feels belong and accepted, contribution will follow suit because a sense of social value is seen. Within the context of coaching, honoring the hard work and contribution is a great opportunity given to the undermined coaches. In the study of Norman (2013) about women coaches, he emphasized that the contribution that women could make to the coaching profession is often ignored and devalued even though women represent a motivated, engaged addition to the profession.

Social Actualization (Maslow, 2000) describes social actualization as individual's evaluation of the potential and trajectory of society. The attention and importance given to male coaches hampers the potential development of women and gay and lesbian coaches. Studies would always define women, gay, and lesbian coaches' "underdogs". Keyes (1998) used the phrase about women coaches that they have often described their profession and individuals

within their sporting institutions as “unsavoury” contexts in which to try to progress (Bruening & Dixon, 2007) this statement is also true about the treatment among lesbian and gay coaches.

Social Coherence (Norman, 2014) reiterates that to be socially well, individuals need to believe that the quality, organization and operation of their social world is organized (‘coherent’) and that they have a sense of meaning within their life. The feeling of social belongingness to a person is a way of finding sense of meaning and place. The key to an effective sport coaching is getting the support of everybody in the community.

Feminist Perspective Theory (Krane, 1996) states that gender is socially constructed; therefore, beliefs about traditional gender roles are dedicated by society. Krane presented assumptions related to lesbian experiences in sport: (a) negative perceptions of lesbians are perpetuated in the sport environment, (b) The institution of sport promotes compulsory heterosexuality. Heterosexuality is the only appropriate sexual orientation, (c) The previous conditions lead to the creation and maintenance of a hostile sport environment for lesbians. Sport is a patriarchal institution and is considered a masculine domain in American society.

Feminist Theory enables an individual to rethink gender assumptions by positioning gender at the center of the analysis with the intent to eliminate domination on the basis of gender. Patriarchal beliefs offer the concept of masculinity as more powerful than femininity, thus establishing social thought in gender roles (Whelehan, 1995).

The theory simply shows how lesbians in particular are being out casted in the field of sports coaching. The assumptions prove that the environment is very negative of lesbian coaches.

Coaching Leadership has also theories helpful to the coaching strategies of coaches and trainers in the field of sports. Most common among these models is the one of Chelladurai.

Multidimensional Model of Leadership (Chelladurai, 1981, 1990, 2001) he determines that athletes' performance and satisfaction were also dependent on three types of coaching behaviors: required behavior, actual behavior, and preferred behavior. Looking at the dimensionally, coaching success is not only dependent upon leadership skills, it is more influenced by leadership behaviors that respond to the demands of the situation. Coaching skills are most likely given to physical trainings and physical activities, but more than these are the proper behavior that serves as motivation to athletes to go further and eventually become loyal to the team they belong. Offshoot to this model are the inspired authors Smoll, Smith, and Hunt (1978) developed a cognitive behavioral model for coaching labelled as a mediational model. This model "emphasized the role of athletic perceptions as casually mediating relationships between overt coaching behaviors of athletes' reactions to their experiences". The authors used behavioral assessment methods to develop a system for coding that observed and recorded coaching behaviors during both practices and games.

Below are the research problems that would direct the study.

Research Problems

This study sought to describe the lived experiences of school coaches in coaching student athletes and in order to come up with a gender sensitive coaching standard.

To address the main purpose of this study, the researcher sought answers to the following corollary questions:

1. What are the participants' lived experiences as coaches as they relate to sports program?
2. How do coaches manage their coaching practices with respect to their own coaching standards?
3. What are the gender challenges and experiences of coaches related to coaching practices?
4. What gender sensitive coaching standard can be proposed based on the findings of the study?

Significance of the Study

The findings of this study will be beneficial to the women and openly gay and lesbian communities whose members are actively involved in the sports coaching arena be it in the private school, public school, or in an exclusive sports training centers with regards to the following: (1) the findings can be a source of guidelines that they can apply to further improve their craft as coaches, (2) data gathered can be utilized as the source of information for the best gender-sensitive coaching practices that can be applied by all coaches in the field of sports; and (3) its contribution to educational management, wherein findings could be the source for the possibility of formulating new style of coaching and adapting them as one best coaching strategies and practices in all public and private schools.

Definition of Terms

The following terms are operationally defined for better understanding of the study.

Coaching Standard. A set of standards designed and developed to provide coaches with knowledge and skills that serve as fundamental guidelines in helping them achieve coaching competencies. These standards also guide coaches on proper conduct and behavior to exercise while coaching and; these standards promote confidence among coaches to strive for personal and professional development.

Gender Sensitive Coaching Standard. A standard designed for coaches in providing knowledge for the development of an individual athlete regardless of gender orientation.

Heterosexual. A term used to describe sexual orientation toward people of another sex, typically males towards females and vice versa. In this study, “heterosexual” is referred to as “straight” male or female coach.

Homosexual. A term used to describe same-sex behavior or attraction, or people who are sexually attracted to others of the same sex. In the LGBT community, many see this term as having negative connotations.

Lived Experiences. The concept of lived experiences included a description of coaches’ identification of their sexual orientation as influenced by coaching challenges, coaching practices, peer relations associated with being a part of a particular sports program.

Openly Gay. A term used to describe sexual orientation toward others of the same sex and/or gender. The term is also used exclusively to describe men who are sexually attracted to men. In this study “gay” refers to a male coach who exhibited lady-like ways in all of his manners as seen in his coaching management

Openly Lesbian. A term used to describe the sexual orientation of women who are sexually attracted to women. Women who are sexually attracted to women may also identify as gay. In this study, “lesbian” refers to women coaches who have masculine attributes in their coaching management.

Chapter 2

METHODOLOGY

This chapter describes the procedures used to gather and analyze the data. It also discusses the research design, specific methodological approach used to include participant selection, data collection procedures, interview procedure, and the data analysis process used after each interview.

Qualitative Design and Research Method

This study used a qualitative descriptive approach for data collection and analysis. A qualitative approach will allow the researcher to gather data regarding sports coaching experiences from the perspectives of school coaches as participants in this study and ensure that the participant's voices will be heard through verbatim recording of their experiences via interview.

Qualitative research involves the collection and analysis of individual's thoughts, perceptions, and beliefs. Creswell (2007) defines qualitative research as: Qualitative research begins with the assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. Creswell (2007) also added that qualitative research gives us a comprehensive understanding of the problem being explored. It empowers individuals to share experiences and anecdotes and minimize the power relationships that can exist between the researcher and the study participant. This study presented the lived experiences of the school coaches and at the same time will identify the common themes as expressed by the participants during the interview process.

Likewise, this study used descriptive phenomenological approach as seen to be the most suited method in extracting data needed for analysis and interpretation. This approach aimed to explore the insights of school coaches by capturing the essence of their experiences. Phenomenological research attempts to explore and understand the common meaning of lived experiences of a concept or a phenomenon (Creswell, 2013). In addition, phenomenological approach examines the knowledge and understand individuals through their responses to the interviews. Thus, Creswell (2013) explains that phenomenologist then proceeds to capture data from individuals who have experienced the phenomenon and develops a detailed account of the essence of the experience for the individuals.

Research Site

This study was conducted in different levels of educational institutions, public and private schools. It included elementary and secondary public schools, elementary and secondary private schools, tertiary state universities and state colleges, and tertiary private colleges and universities. It covered selected areas in Metro Manila and regions of the country. Six (6) participants came from Metro Manila and two (2) participants came from Davao Region. In almost all schools in the country, either private or public, basic education and higher education, sports program is being capitalized. Better sports program by known schools show dominance as a “come on” strategy in attracting enrollees and taking a seat in sports supremacy.

Selection Criteria and Participants

This research study used purposeful sampling and snowball sampling to identify an initial number of school coaches to cover all significant dimensions of the phenomenon being researched. School coaches could be teachers who are directly handling the team or outside professional coaches who are directly involved in a schools' sports coaching program. During purposeful sampling individuals and locations are selected for the interview in order to purposefully develop an understanding of the research problem and central phenomenon of the study (Creswell, 2007). Snowball sampling method involves primary data sources nominating another potential primary data source to be used in the research which means the selection of participants is based from referrals from initial subjects to generate additional subjects. Therefore, using snowball sampling is a recruitment method via chain referral.

This study selected eight (8) school coaches specifically: two (2) male coaches, two (2) female coaches, two (2) openly gay coaches, and two (2) openly lesbian coaches. Participants will come from Metro Manila and other regions of the country as per identified and referred to. The selection of participant will be based on the following criteria:

- a. has a minimum of five (5) years of coaching experience at the school varsity program and handling team sport, individual and dual sport, and combative sport.
- b. has participated and won in the regional and national sports competitions.

This study invited and selected voluntary participants from an adult population. Participants are only limited to male, female, openly lesbian and openly gay coaches coming from private and public high schools, collegiate LG coaches, and independent coaches who reached the regional and national level competitions. Bisexuals and transgenders are excluded in

this study. Likewise, coaches with less than five (5) years of experience and have not won and participated in the higher meets or sports competitions are also not included in this study.

Table 1

Demographic Profile of Participants

Participants	Age	Gender Orientation	Number of Years Serving as a Coach
Participant 1	47 years old	Female	22 years
Participant 2	33 years old	Openly Gay	9 years
Participant 3	33 years old	Openly Gay	9 years
Participant 4	37 years old	Openly lesbian	15 years
Participant 5	32 years old	Male	7 years
Participant 6	53 years old	Female	20 years
Participant 7	38 years old	Male	15 years
Participant 8	42 years old	Openly Lesbian	13 years

Data Gathering Instruments

The following instruments were used to gather data:

1. Interview Guide

The researcher used the interview form where all questions were written to ensure that the same questions as procedure for interview is being followed during the interview process. The interview guide contains series of questions which are divided under four (4) research questions (RQ). Each RQ is supported with series of interview questions (IQ) to extract the information coming from the participants. The interview form also served as recording note to take down all answers of the interviewee. The researcher also utilized demographic questions to gather participant's basic information in drawing the depth of their experiences in coaching. Research questions were formulated to address the purpose in gathering data; sports management practices, challenges encountered, coping strategies on encountered challenges, and insights in coaching experiences.

Interview guides were given to the participants ahead prior to the interview. If in case participants would ask or clarify matters which are unclear to them as regards interview questions, follow-up questions would be given to clarify the participant.

Data Gathering Procedure

The data gathering procedure is divided into three (3) phases. Phase 1: Identifying possible participants, Phase 2: Communicating with the identified participants, Phase 3: Interview proper.

Phase 1. Gathering of data begins from identifying possible school coach participants. Possible participants were asked from different sources such as friends, school colleagues, fellow sports directors and coaches. The researcher will also attend and participate in the higher sports meets such as regional and national sports *palaro* to identify and invite possible school coaches as the respondents of the study. Prominent schools in sports will also be visited personally to scout for prospective participants. Recommended school coaches and personally identified by the researcher will be asked of their contact numbers, emails, and address for communication purposes. Choosing of participants in this plenary stage considers already the set criteria in order to facilitate a smooth sailing procedure in the interview process.

Phase 2. After identifying the participants, each prospective participant will be initially contacted through either electronic mail or an introductory telephone call. Once the participants accepted the invitation, a consent form for interview is sent to the participant via electronic mail or LBC. Participants are asked to give their contact information and schedule of personal interview for a certain month.

Phase 3. The conduct of interview is divided into two (2) phases: face-to-face interview and online interview. After confirming their intention and finalizing the schedule for interview whether face-to-face or online, the researcher will facilitate the venue where convenience favors the participants.

For the face-to-face interviews, the researcher needed to ensure participants were not hesitant to speak (Creswell, 2007). Participants in Metro Manila can be interviewed in their preferred location, while participants from far away regions will be interviewed using online platform like zoom, googlemeet, Microsoft teams, messenger. The onsite location was picked in

order to be convenient and comfortable for the participants to try and ensure they felt at ease to elaborate and contribute as they saw fit (Creswell, 2007).

During the one-on-one interview, important protocol is explained to the participants the flow of the interview.

- a. Participants were told the interview was semi-structured and the researcher might ask follow up questions to gain additional clarity and depth in the responses.
- b. The principal researcher discussed to the participants the purpose of interview and how their responses bring impact to the study.
- c. The interview is more or less one (1) hour.
- d. Note taking happened if the participant does not allow videotaping during the interview.

If it does, a video-camera is set to capture the conversation.

For online interviews, the researcher finalized the convenient time and day of the participants and the preferred online platforms to use; google.meet, zoom, messenger, Microsoft teams, among others. The researcher in this type of interview ensures the open and active participation of the participants through natural interview conversation set up.

Important protocol is explained to the researcher prior to the online interview. Interview protocol is sent to the participants through their email accounts along with other important documents needed for the interview.

- a. Participants were informed that the interview is semi-structured and follow-up questions are asked to get additional information and depth in the responses.
- b. The researcher discussed during the online interview the purpose of interview and how their responses bring impact to the study.

- c. Interview time is more or less one (1) hour.
- d. The online interview is recorded upon the agreement of the researcher and the participants. Once approved, the participants may opt to put off the camera or activate it during the course of the interview.
- e. If the internet connection failed during the interview, another set of interview schedule may be arranged.

At the end of each interview the participants received thank you and are asked to give approval for a follow-up telephone call for clarification of data, if necessary.

Methods of Validation

Validation method was consisted of four (4) parts namely: (a) validation of interview questionnaire, (b) validation of recorded video, (c) validation of transcribed data, (d) sighting of related literature alongside with the interpreted data.

The first part of the validation method was the validation of the interview questionnaire. The interview questionnaire was validated by eight (8) experts on educational leadership and management field and experts in Physical Education and Sports field. The experts were given set of research questions and interview questions, alongside with the questions were set of options where experts will validate if the questions have to be rejected, accepted, or revised. All remarks were recorded, consolidated, and finalized by the researcher and the adviser. The finalized output was the interview questionnaire used during the official interview. Validation of the interview questionnaire was conducted in the whole month of November.

The second part was the validation of the recorded video. The participants upon confirmation of taking part in the study, interview schedule was set. Participants residing in NCR were given an option on which kind of interview they are comfortable with; online or face-to-face. All NCR participants opted for a face-to-face interview. After the interview, each participant was given the chance to view and listen to the recorded video for validation. The participants were asked if there are parts of the interview that they want to delete or weed out which they find sensitive or not necessary to be included. They were also asked if they want to have a copy of the recorded interview, others said yes, others no.

After the recorded interview was done, the video was transcribed into text form, the third part of validation. The transcribed data was sent to the participants via their personal email account. The participants were again asked to read the interview data and validate the content of their responses during the interview. Should there be statements that need to be deleted, participants will inform the researcher by sending back the document with attached remarks. If there would be revisions on the transcribed data as per requested by the participant, the researcher will immediately edit the data and send it back to the participant for final validation.

The fourth part of the validation was the sighting of related literature alongside with the interpreted data. After all data was analyzed and interpreted into themes, related literature will validate the reliability of the data and give support to the responses of the participants.

Data Analysis

The data gathered from the interviews were analyzed using the steps as presented in the study of Sundberg (2016). The following steps for data analysis procedure are: data management; reading and memoing; describing, classifying, interpreting; representing and visualizing. Creswell (2007) considers this style as data analysis spiral. According to Creswell (2007) the data analysis spiral enables the researcher to enter with data and exit with an account or narrative.

Step 1. Data management. This is the first coding process where the researcher organized the data into computer files. The data is transcribed from its recorded audio material into word document. This process enables the researcher to have easy access on the files during the data analysis period.

Step 2. Reading, Memoing. This coding process allows the researcher to gain an understanding of the data as a whole. The collected notes from the interviews are transcribed and read several times to ensure a holistic understanding on the content of the interview. Phrases and notes extracted from the interview are also synthesized to make the data more comprehensive.

In this stage of data analysis, interview transcripts highlighted statements and quotes of the participants that provided an understanding of their coaching experiences. As the transcript is being read several times, the researcher used the pen marker to highlight what is interesting about what the participant has been related. According to Smith (2012) the researcher may focus on the content (what is being discussed), language use (features such as metaphors, symbols and pauses), context and initial interpretative comments.

Reading the context several times and also listening to the recorded video, the researcher gets enough insights on their experiences that gives substance to the study.

Step 3. Describing, classifying, and interpreting. In this coding process, common themes are classified through classifying the common coaching experiences described by the participants during the interview. In the series of research questions, each RQ has several interview questions (IQ) which answer the latter. From the large-scale data, all common ideas are grouped together to come up with a coaching practices and experiences common among participants.

In this step, the researcher prepared a recorded note on a separate sheet of paper that transforms all necessary statements and quotes into concise phrases that capture the essential quality of what was found in the transcribed data. The recorded notes were able to capture and extract significant statements needed for analysis and interpretation. The very purpose of the recorded notes is to lay down all statements and transform them into emerging themes. This process is more of sorting out valuable statements, comparing them, and finding connections between and among for theming.

A clear representation of classification was done through sorting out of necessary statement and quotes through a tabular representation under to which participant each statement belongs. Statements and quotes were arranged and enclosed according to research questions and interview questions. After which, common themes emerged were grouped together, Smith (2012), emerged themes are grouped together according to conceptual similarities and providing each cluster with descriptive labels. In this study, every unique statement that is revealed by one participant which is not common to all but found exceptional was included in the cluster of

theming. Again, the process of theming was done manually through a traditional paper and pencil method.

After the major themes were enumerated, sub-themes also emerged as the key elements in understanding deeply each major themes. The researcher assembled themes for the whole transcripts and looked for connections and clusters. Each cluster of themes was given unique representation to highlight its meaning.

Step 4. Representing, Visualizing. In this coding process, all data gathered through text will be presented in tables, graphs, and other representations for a better interpretation of data. This enables the essence of the experience to be seen in a more visual manner (Creswell, 2007).

Step 4 is the textual description and representation of major themes and sub-themes extracted from the interviews using participants words. This textualization was exemplified through the discussion of major themes and sub-themes.

The cluster of themes and sub-themes enabled the researcher to design a gender-sensitive coaching standard which was developed from an interview. The gender-sensitive coaching standards was crafted and presented in Chapter III.

Ethical Considerations

This study identified and invited straight men and women, openly gay, openly lesbian participants from an adult population. All participants are experienced collegiate coaches and are very open of their sexualities since they entered coaching job, therefore, no risk to the subject is expected to arise.

All participants are individually contacted through their landline phones or mobile phones for confirmation and willingness to participate in the study as participant. Furthermore, a consent letter approved by the school is sent to the participant to intensify the purpose.

In any case that the participant is hesitant to reveal him/herself, interview can be recorded and transcribed. If recording might put the participant into risk, note taking is best applied during the interview. If a participant does not give consent to use any personal information in the study; name, school, age, etc., participant will be given pseudonym as “participant 1 and so on”. All interview content is also transcribed solely by the principal researcher.

All collected data during the interview; notes, recordings, pictures are stored in a hard drive or flash drive and be kept in a personal locked cabinet or any place for safe keeping. Data will be crashed and destroyed during the time it lapses.

Chapter 3

RESULTS AND DISCUSSION

Coaches are mentors who help young athletes become successful human beings. They are school coaches whose roles are educators, advisers, motivators, and leaders. This study dwelled on finding out the coaching experiences employed by school coaches in handling their team, the challenges they faced in coaching and the manner of coping them. It likewise aimed to describe the lived experiences of coaches in their coaching career. This chapter presents the findings from the gathered data on conducted interviews from the participants, transcribed, interpreted, and analyzed based on the purpose of this study.

This study employed a qualitative research approach in addressing the following research questions.

RQ 1 What are the participants' lived experiences as coaches as they relate to sports program?

RQ 2 How do coaches manage their coaching practices with respect to their own coaching standard?

RQ 3 What are the gender challenges and experiences of coaches related to coaching practices?

RQ 4 What gender sensitive coaching standard can be proposed based on the findings of the study?

Furthermore, this chapter discusses the findings based on the transcribed text coming from the face-to-face interview and virtual interview. The transcription was the primary source of information used in order to arrive at the description of the experiences of coaches in their coaching career.

The researcher followed the data analysis procedure which started with the data management (transcribed data from its recorded audio material into text), reading and memoing (read the transcribed data several times), describing, classifying, and interpreting (classified themes according to the commonality of ideas), and representing, visualizing (all gathered data were displayed in visual form for interpretation).

In the third procedure of the data analysis which is describing, classifying, and interpreting; the researcher initiated three (3) major steps in coding the data to carefully display the common themes present among the responses of the respondents. The three (3) steps are: (1) the researcher transcribed the data based from the video recorded during the face to face and online interviews, (2) the responses of the participants were plotted and organized based on the interview questions posted to them during the interview, (3) after all the responses were identified, thematization was done based on the commonality and relationship of the answers, and (4) the coding result was presented to the adviser for review and validation.

Below are the common themes identified in each of the research questions.

Research Question 1 (RQ1) discusses the lived experiences of the participants as coaches and how they are able to relate their experiences in the sports program. Participants were also able to discuss the different challenges they have faced in coaching and how they were able to provide solutions in each of the challenge. In addition, participants also relate their rewarding experiences in coaching and the practices they employ in the success of the program.

To give support to RQ1 and for better understanding of the individual experiences of the coaches as the basis for formulating the themes, narrative description of the participants is presented:

Participant 1

Participant 1 is a straight woman coach. She is a teacher and a PE Coordinator of one of the private schools in Paranaque City. The school is a catholic school run by the sisters. It is located inside a subdivision and the enrollees belong to the middle and upper class.

She is a swimming coach for 22 years and has her career at the said school training elementary and high school students. In her 22 years as a swimming coach, she represented their school in the PSAP Palaro (a sports competition among private schools in Paranaque) where her team emerged as the over-all champion. She has competed in the Division Palaro, to the NCR Palaro, and the Palarong Pambansa, and still brought home the honor. Addition to her experience as a coach is her international representation in several swimming competitions in Thailand, Singapore, and Hongkong in the year 2011 – 2015.

Her passion in swimming started during her elementary years when she became a member of the varsity team of her school. Her dedication in improving her craft made her the best swimmer during her time completing all ladderized forms of sports competition both in local and national levels. She was granted college scholarship which enabled her to finish her college degree.

She loves training kids for free in that way she can give back to students the talent she missed doing in the limelight.

Despite being a hardworking coach, she still experienced so many highs and lows in coaching. As a woman coach, she felt intimidated whenever she is with the group of men coaches. She said, *“naiintimidate ako pag umaattend ako ng meeting ng mga coaches na puro lalaki ang kasama, pag tumayo na sila at magsalita, tapos buong-buo at ang lalaki ng boses,*

iisipin mo parang ang dami nilang alam”. (I felt so intimidated everytime I attended the coaches meeting filled with male coaches. When they stand and speak, with their commanding voices, it seems to me they knew a lot as coach.) The entire meeting, she opted not to speak but simply listen to the ideas and experiences being shared by men coaches.

One experience that taught her to be aggressive and assertive when she was felt underestimated by a high-profile swimming coach who happened to be her assistant coach. She uttered, *“he cannot accept that a woman coach can defeat him”*. Participant 1 received numerous verbal atrocities, left alone managing the team, and received no support from her assistant coach. Even then, working silently, she was able to retain the high spot in the leaderboard of swimming through the help of parents and the division.

Participant 1 still hopes that stereotyping in less time will be gradually replaced by equal footing and equal treatment regardless of gender orientation in the field of coaching.

Participant 2

Participant 2 is an openly gay coach who started his coaching career back in 2006 in his alma mater in one of the national high schools in Makati. He stayed in this school as a full-time coach for several years and decided to transfer to another national high school still in Makati where up to now he is the coach of the Volleyball Boys Team. His prowess in volleyball coupled with his dedication had brought the team to play in the regional and national levels beating prominent schools in Makati.

He also experienced coaching the elementary level which brought him to another dimension of coaching when they won in the local volleyball competitions eventually bringing his team to a higher stardom.

Participant 2 is a Local Government Employee in Makati and part of his job description is to assist/help schools in Makati to excel in sports. He does not rely on payment nor allowances; what he wants is to help the young excel in their sport and doing what they love doing for their career advancement.

Before he became an after-sought coach in Makati City, he confessed that he was very saturated as a coach and even reached to the point of giving up. According to him, he cannot stand with all the criticisms sizing up his true identity. He even said, “*madalas marinig mo; ay, bakla yan! hindi yan makapagturo ng maayos*”. (Oftentimes I hear, hey, he is a gay, he cannot train well.) This line came mostly from students, teachers, and even parents, which makes him question himself, “*bakit ako naging bakla? Bakit ako naging baklang coach?*” (*Why I was bor gay? Why a gay coach?*). This situation has affected him mentally and socially, he became uneasy thinking if players will like him despite his gender orientation, will the school renew him for another year of coaching, and what could be the impression of the stakeholders if he is mingling with the male players.

Participant 2 is very professional in handling criticisms, according to him, “*I love coaching volleyball so much*”, playing volleyball is what keeps him going. He added, “I will never progress if I will adhere myself with negative feedbacks”. This is the reason why; he is giving his all during training and never skip any opportunity in learning more volleyball coaching.

Participant 3

Participant 3 is an openly gay coach handling volleyball boys of one of the state universities of Makati for five (5) years already. Prior to his college coaching career, he has been the coach of one of the best high schools of Makati for almost five (5) years also.

His love for volleyball has moved him to go back to his high school alma mater to coach the varsity team way back 2010 paying forward to what the school has made him become in his volleyball career. In his time as coach, he made so much contribution by bringing the team on top of their career by winning back-to-back in the local, division, regional, and even in the Palarong Pambansa.

In 2015, he decided to transfer to another school where at present, he handles the senior high school and the college teams. His presence and skills in coaching and training makes the team and the school unbeaten in their university leagues and other volleyball competitions be it pro-league or invitational.

Participant 3 knew that from the moment he will step off as a coach, numerous criticisms will haze his way. One time while walking going to the gym for training, he heard bystanders clamoring, “ay, bakla pala!”. But he never took it negatively, instead, he took it as a challenge. In fact, he focused his attention to training and making his players believed that a coach like him can make a difference.

Aware of his gender orientation, Participant 3 find ways to socialize with people around him, making them believe that an openly gay like him has lots to offer in the field of coaching. Respect of others and integrity is what makes a person being valued, “*If you value others with respect, they will treat you as a friend*”, he exclaimed.

Participant 4

Participant 4 is an openly lesbian coach who is coaching in one of the prestigious universities in Manila handling Women's Basketball. She has been in the coaching arena for fifteen (15) years.

She started her coaching career in her beloved alma mater as an assistant coach for Women's Basketball Team. She moved to another school as head coach of Women's Basketball Team. Lately, she accepted the offer of her mother school now to coach the Basketball Team. At first, she was handling both the Men's and Women's team, but later on she decided to focus on women's team. She brought the team in the First Runner-Up stint in the concluded UAAP Season 81 games.

During her college days, she was the team captain of the unbeaten university in basketball. She became part of the National Basketball Team and got a chance to play in the SEA GAMES.

At present, aside from being a coach, she is also a member of the coaching staff of the Philippine Basketball Team as trainer.

Participant 4 devoted much of her time in coaching and according to her she finds love and peace in what she is doing. Despite of being passionate, according to her, "problems mushrooming everywhere, it will test your character on how much faith you have in yourself". She is a university coach and one of her desires is to make provincial athletes shine not only in NCR but nationwide.

During the time that she recruited the players, the very first contact she had was the parents. She knew that parents are the direct vehicles in recruiting their child to join the team.

Her only worry is the reaction of the parents the moment they know that she is an openly lesbian. In fact, she said, “*noong makita nila ako, parang, kahit hindi nila sabihin mararamdaman mo na may katanungan at pagtataka sa utak nila e*”. (When they saw me at first, I knew they have questions in mind). She added, “*sa akin kasi parang pag malaman nila na tomboy ako, iisipin nila na baka ganoon din ang mangyayari sa anak nila*”. (I had this thinking in mind that when they discover that I am a lesbian, they would think that their daughter will turn out to be lesbian too). She secured the parents that despite her gender orientation, their daughter is secured on her charge. She even declared to her players, “*kapag ikaw pumasok na babae, lalabas kang babae, di ka pwedeng maging lesbian kasi ang impact noon ay sa akin, at ano nalang ang sasabihin ng inyong mga magulang tungkol sa akin*”. (The moment you entered my team as a straight woman, you will graduate as a straight woman, not a lesbian).

Participant 4 interpreted discrimination as challenge. She believes that turning negative experiences positively will create a big impact on her growth as lesbian coach. Lastly, she said, “*God wanted me to be lesbian because He knew I can do both the woman and man responsibility to my student-athletes*”. She hopes that someday, inequality in gender orientation will have no place in society.

Participant 5

Participant 5 is a straight man coach. He is considered a legend himself back during his elementary, secondary, and college days in track and field. He has been a consistent Palarong Pambansa player and a reliable medal producer during his elementary and secondary varsity days.

His passion in sport has made him qualified in the roster of varsity players in his college alma mater where he played in the NCAA. His presence in the NCAA was considered a milestone in the school. He has been a consistent medalist in his event. His inevitable contribution offered him a 100% full scholarship which he enjoyed until his last day in college.

Participant 5 started his coaching career in 2011 when he handled Globe athletes for Ayala Olympics. In 2013, he became the head coach of one of the private schools in Paranaque in the track and field. The school where he is coaching is an elite private school in Paranaque, a catholic school managed by a religious group of nuns. The team has already a very good record in track and field, when he assumed the coaching. He proposed his personal program which even brought the team into a hall-famer status. For several years up to the present, his team has always won medals which qualified his players to play in the City Meet, NCR Palaro, and even the Palarong Pambansa. Participant 5 has also connections in other track and field leagues and it opened doors for opportunities among his players for more exposure.

He described his image as a father to all his players; looking after their safety, showing them the value of training, practicing equal treatment for his boys and girls, and finding time to listen to the plights of his players.

As a male coach he never experienced discrimination, nor discriminated any coach regardless of gender orientation. According to him, *“hindi ako judgemental na tao, madami akong mga kasamahang coaches na bakla, tomboy, bisexual, kahit mga coaches ko noong college, at madami akong mga kaibigang bakla at tomboy, magagaling sila.”*(I am not a judgemental person, I have fellow coaches who are lesbians, gays, and bisexuals and even

coaches back in college, and I have friends who are also gays and lesbians, and they are all talented).

Participant 6

Participant 6 is a straight woman coach. She is the head coach of a High School Gymnastic Team for twenty (20) years already. She started coaching the team way back Year 2020 when she first entered DEpED as a public-school teacher.

She herself is a gymnast during her high school and college days but never received formal training in gymnastics. Her love for gymnastics has encouraged her to train young athletes who have the potential to be great gymnasts. She became resourceful in learning more about gymnastics by attending seminars/workshops, watch and learn from youtube and videos, and every day practice of the skills.

In her twenty (20) years as a coach, she experienced a lot of struggles; from no equipment, lack of school support, and budget. She made all these challenges an inspiration in creating a great team. Over the years, her dedication and love to her craft made herself a sought-after trainer of those who wanted to learn the sport. Far than this is the honor the team has brought to the school and the whole division by winning consistently in all of the categories of the event. Participant 5 and her team for eight (8) years is a regular team competitor in the Palarong Pambansa.

She described herself as very resourceful coach finding ways on how to procure equipment needed for her training. Known also as an adoptive mother because she housed all her

senior players until they graduate. She modeled herself in dedication and punctuality during training. And most importantly, she served herself as a mother to them.

As a woman coach, she never experienced discrimination especially in her nature of sport, but she is aware that it happened especially on male dominated sports. She hopes that everyone should treat everyone with equality; no biases and discrimination.

Participant 7

Participant 7 is a straight man coach. He started his coaching career in sports not in Basketball but in Volleyball when he was assigned as a teacher in one of the barangay high schools in Davao. In 2009, he transferred to a public high school where he was immediately assigned to coach the basketball team.

Participant 7 was not a born basketball player nor blessed with basketball skills, but his prowess in coaching the game is remarkable. He is too resourceful and determined to improve his craft in coaching by attending coaching clinics in his own expense, coaching seminars, watching international and national basketball games, coaching videos, and the like.

For over ten (10) years of coaching Basketball, he has proven his best by winning all local basketball games. These winnings have brought him and his team to compete in the regional meet wherein all champion teams of Davao will be their competitors. Several times he failed but many times he and his team brought home the crown which made his school proud of their achievement.

All the honors they enjoy are brought upon by his good leadership as coach. As a strict coach, he converted his players from easy go lucky to self-conscious, from inferior to somebody,

from vices to hardcourt players, and from boy to men. According to him, *“I have to be a tough coach because these are boys, I want them to see in me the toughness of being a male coach”*.

Participant 7 believed that basketball is a man dominated sport regardless if it is women’s or men’s team. He said, “Sa ngayon, dominant pa talaga ang mga lalaki in coaching lalo na sa basketball”.

As a tough man coach, he never experienced discrimination in coaching. But he is aware that discrimination happens in the sports arena and coaching is not an exemption. In this 21st century era, according to him, seeing openly gay and openly lesbian in court is not anymore a big deal, in fact, “marami akong close friends na gay at tomboy at hindi naman issue sa akin ang kanilang kasarian”, he stated.

Participant 8

Participant 8 is an openly lesbian coach handling Volleyball Girls. She started coaching volleyball in one of the private schools in Marikina where she spent six (6) years. She then transferred to public school and coached again Volleyball for four (4) years until now.

Apart from coaching volleyball, she was also a coach/trainer in chess where she experienced competing internationally. She also coached table tennis where she got to participate in the Palarong Pambansa in 2012.

But Volleyball is her passion. Her volleyball coaching experience in the public school has made her strong and determined coach against all adversities; from limited equipment, to limited venue, to lack of financial support from the school, among others. Her coaching skills have been tested when she competed with other prominent schools in Quezon City. Many times,

she failed, but after that she started to rise and begin to reap winnings which made her team known in their city.

Participant 8 is very aware of her stand as an openly lesbian. She knows that any wrong move she does will destroy her reputation. During the interview, she said, *“I set boundaries as per physical contact like hugging, holding. I keep my distance with them to avoid issue.”* She believes that professionalism and respect will establish good relationship among stakeholders.

Her first time being a coach was a huge fight versus her gender orientation. Going out in a competition together the team of girls made her uneasy because she was thinking of the impression of others towards her especially with the parents. She exclaimed, *“If you are in public, you will be criticized by malicious eyes, knowing that you are lesbian, you will be judged right there and then”*.

Participant 8 is very passionate about her coaching job, this is her stress-relieving activity apart from the demanding world of academics. So far, being professional in dealing with her responsibility as coach protected her from discrimination, she elaborated, *“I build good relationship with my student-athletes, I respect them and so are they to me. I separated myself to them through a professional wall which I avoided hugging, holding, clinging, or any form of action that might create negative issues.”* She hopes that someday a certain sport standard might arise and unite all coaches in sport coaching regardless of gender orientation.

The lived experiences shared by the participants revealed five (5) major themes as described in Table 2.

Table 2*Lived Experiences of Coaches*

Theme	Lived Experienced of Coaches
Coaching as a Display of Character: Be Yourself	- nurturing and compassionate - strict and truthful - goal-oriented - openness to continuous growth
Coaching as a Challenging Profession: Challenges Out. . . Solutions In!	- lack of academic support - budget restrictions - lack of sense of commitment - “whom-you-know” - lack of parental involvement - limited resources
Coaching as a Rewarding Profession: Beyond MVP	- positive transformation - expression of feeling - skill adaptation - communal celebration
Coaching as an Embracing Profession: Self-discovery	- time management - self-satisfaction - skill and self-appreciation - financial gain
Coaching Towards a Successful Sports Program: Proactive Moves	- professional updating - skill/talent identification - scholarship grants - creative program

1. A. Coaching as a Display of Character: Be Yourself

Character is the mental and moral qualities which makes an individual different from the rest. It is therefore very important among coaches to display a character that would influence their respective teams to go into higher heights. According to Becher (2009), great coaches were consistent in who they were (coach attributes), and how they maintained relationships, managed the team environment, and carried out their system. The sub-themes explained how a coach should display the character that defines their unique self especially in maintaining a stable relationship within and between all the coaching scopes. The study of Becher (2009) states, the professionalism, consistency, and integrity that coaches exhibited were some of the prominent qualities that helped gain these athletes' admiration, trust, and respect.

1.a.1 Nurturing and Compassionate

During the interview, participants (P) described themselves as nurturing and compassionate coaches. Most of them became parents to athletes especially to those who came from the remote provinces and firstly separated from their families. Nurturing these athletes on their road to sports independence needs tough parental skills. Likewise, the love for sports is what pushes them to be compassionate in all of their dealings. This was confirmed by the participants during the interview. P1 shared her ideas:

"I can say that I am a very compassionate coach to my players because that's very important. I always remind my students and my players the importance of building a good character. I want to become a model to all of my players especially those who are looking up to me as a coach with good moral. I think to be compassionate is one best character that leads you to understanding your players more and also assisting them in realizing their dreams."

Aside from being compassionate, P1 shared the same feelings with other coaches expressing their passion in coaching athletes, in fact, P1 stated;

“Coaching swimming is my passion, even the school is not paying any single cent every time I train and compete in different levels of competition. I am happy of what I’m doing, it’s my passion since I was in the elementary.”

P4 shared the same idea;

“Ako passionate din as a coach. Ayokong nagtuturo ako na hindi ako yung nagdedemo sa kanila. Ayokong nagtuturo ako na theory lang. Passionate ako sa pag tuturo saka sobrang harsh ako magturo gusto ko yung mahigpit ako.

(I am also a passionate coach. I want to teach them the skills that I personally demonstrate. I don’t want to teach only theory. I am very passionate in teaching and harsh also, I want to be strict).

P3 described himself as a passionate coach too.

“Passion ko na talaga since elementary naman naglalaro ako ng volleyball hanggang ngayon naman. Tapos, nang nabigyan ako ng break magshare ng knowledge sa mga bata kasi since na-experience naman na, so nang nabigyan ng break magcoach siguro paunti unti hanggang naa-adapt na paano magcoach at paano maggrow as a coach.”

(Playing volleyball is my passion since elementary even until now. Then, when given a chance to share my knowledge with the children, and since I experienced it, when a big break came to coach officially, I learned to adopt gradually the art of coaching and how to grow as a coach.)

It simply shows that coaches expressed their desire to go out of their way in honing young athletes to become independent. It was also noted how passionate they are in making the student-athletes feel the love for the sports that they belong even if it caused them

sacrifices. Aside from being compassionate and passionate, coaches expressed themselves as nurturing parents to the players.

P3 said:

“So, tini-treat ko ang mga players ko as anak and professionals na din. Parang kasi, magulang na talaga kami, lalo na ang mga players namin na malayo sa pamilya. Kinuha namin sila galing Pangasinan, galing Marinduque, walang pamilya talaga dito. Kaya nagiging magulang talaga kami dito.

(I treat my players as my own children and as professionals too. We are really parents to them because they are far from their families. I have players coming from Pangasinan, Marinduque, separated from their families, and we are the only family they have.)

P5 shared the same:

*“Ako bilang coach parang isang **tatay na ng mga bata** eh.”*

(As a coach, I served as a father to these children.)

Part of being compassionate and passionate in coaching, P7 expressed his dedication in the sports that he loves well, and that dedication is being imparted to the student-athletes through selfless skill trainings and devotion. He shared:

“Para sa akin nakikita ko sa sarili ko, dedication talaga, dedicated talaga ako, umaabot kasi ako ng 7 in the evening sa training pag Monday to Friday yan start kami from 4 o’clock to 6 or 7 minsan pa kahit Saturday or Sunday practice kami whole day training pa rin yan, dedication at passion talaga, yun ang pinaka importante.”

(I saw myself as a dedicated coach. We started training from 4:00 pm until 7:00 pm Monday to Friday, even Saturday and Sunday we practiced the whole day. Really dedication and passion are very important).

1.a.2. Strict and accurate

The theme of having a character that is firm and factual also emerged from the interviews conducted. Several coaches believed that firmness in coaching imposes discipline and that all players bound to follow commands. And at the same time to be accurate in coaching, in other words, players should know that their experiences are all based on reality, based on facts. Coaches confirmed these characters during the interview.

P4 shared:

“Sobrang harsh ako magturo gusto ko yung mahigpit ako. Kasi pina-intindi ko na pag sa court ganito ako after tapos na yon so hindi ako pwedeng magalit sa inyo in the whole day na ganito.”

(I am harsh when coaching, I want to be strict. I want them to understand that whenever I am in the court coaching, I am strict, but after training everything goes back to normal.)

P6 added:

“Mahigpit ako. Talagang masasabi ko sa sarili ko, pero passionate din at enthusiastic lalo pa at gustong gusto ko mag train ng gymnastics.”

(I am firm. But I am also passionate and enthusiastic especially training gymnastics.)

P8 also shared:

“First of all, as a coach, strict ako, the first thing talaga na din develop ko sa mga bata ay discipline dahil ang pinaka unang dapat iinput natin sa mga bata ay disiplina sa training.”

(First of all, as a coach, I am strict. The first thing that I want to develop with my players is discipline especially during training.)

This simply shows that coaches prefer to be strict to direct the players on the path of winning. To be strict does not mean torture to athletes, instead, it is one genuine practice to keep players stay focused and well-directed.

1.a.3. Goal-Oriented

One great factor of success is setting goals for any program undertaken. A coach who is goal-oriented centers their foresight on the good things that would embrace the program to become successful. Not only that, a coach also directs all that comprises the program to get hold of the plans and make them functional. Significant statements were underscored on this regard.

P3, P5, and P6 present the same ideas on how they set goals for their teams:

P3 shared:

“Nagse-set ako ng goal lagi, when it comes na magte-training na o papasok na kami sa liga, nagse-set ako ng goal na, kailangan namin manalo, focus lagi sa laro, pagdating sa training hanggang sa ma-adapt na nila hanggang laro.”

(I always set goals; during trainings, joining sports competitions, I always set goal. I want to focus on winning, focus on the game, until such time that the student-athletes adapted the practice.)

P5 added:

“I also set goals for my team, kelangan may marating, maisakatuparan ang programa na inihanda.”

(I also set goals for my team; everything should be done as planned.)

P6 shared the same idea:

“Goal-oriented din ako, sa bawat training at competition na sinasalihan namin, lagi ako nag seset ng goal na dapat maexecute naming ng tama at dapat manalo din.”

(I’m also a goal-oriented person. In all of the trainings conducted and competitions being joined, I always set goal to execute well the skills and eventually win.

1.a.4. Openness to Continuous Growth

Coaches grow and evolve due to the demands in the modern coaching. Sports competition is getting intense so as with the coaching styles and strategies. Every coach has to find ways on how to improve and update themselves on the trends of coaching. With sports as the “in” thing in the 21st century, various sports organizations are mushrooming around and offer opportunities to coaches to enhance their coaching and prowess and effectively apply them in their sports program. Coaching sets no boundaries.

P1 shared:

Despite of my age in coaching, I still continue attending seminars, observe other coaches’ strategies, to still improve my personal coaching strategies.

P3 added:

“Noong nabigyan ako ng break magcoach, doon na develop ang hangarin kong matuto pa ng mga strategies na kelangan ko sa coaching hanggang naa-adapt na paano magcoach.”

(When I was given the break to coach, I developed my desire to learn strategies needed in my coaching, and eventually adapt them.)

The participants shared a variety of situations in coaching that described their character as a coach. It is very evident that their previous and present experiences shaped them to become dependable and reliable coaches. Experiences are sealed with positive and negative feedbacks that pushed every coach to look for possible solutions that would help them evolve and transform as ‘wannabe’ coaches.

1.B Coaching as a Challenging Profession: Challenges Out . . . Solutions In!

This theme narrates the biggest challenges the coaches have faced and the opportunities they put in to give solutions to the challenges. Participants revealed during the interview that they were bombarded by various challenges that came in different forms, but most importantly, according to them, challenges were addressed within their own means. Sub-themes below explained the various challenges they have encountered from lack of budget, academic support, commitment from players, parental involvement, and even limited resources and conflict in scheduling. Participants anticipated these challenges especially those coaching in public schools. This theme explains how challenges were faced positively and given solution. Hawkins (2008) says, “I would like to share the overarching value system that in my view should underlie the coaching process. If, as a coach I am going to create sustainable value, I must be clear about what and who my work is in service of. I would contend that as a minimum, I need to ensure that my coaching is in service of the coachee, their organization and the relationship between the two. I need to be focused on the unrealized potential in all parties and the connections between them and assisting in that potential being realized”. He also added, “It is clear that team coaching requires different capacities and skills-sets from those normally found in the individual coach. The team coach needs to have,

in addition to the awareness of individual psychology and development, a deep understanding of team dynamics and a systemic organizational understanding”.

1.b.1. Lack of Academic Support

Most of the coaches expressed their views on the challenges they encounter on how they can get the full support of the academic staff of the school. The academic support that the student-athletes get from their teachers or any other school personnel fuels them to strive hard and learn to balance both the academic and extra-curricular demands. Academic support according to Coaches based on their experiences discussed how they extended effort reaching out to teachers to lay down support by giving these student-athletes academic remediations and considerations as they battle for academic requirements and representing the school for outside school competitions.

P2 shared his experience on strict teachers and how he was able to give solution to the challenge.

“Mayroon talagang mga striktong teacher na kapag ang isang player hindi nakakapagreport ng kanilang requirements sa school, ay mahirap. Pero as a coach gumagawa kami ng paraan para magawan namin ng solusyon. Si player namin tinuturuan namin sila at nilalapit namin kay teacher para ma-fulfill ang lahat ng duties and responsibilities nila bilang student.”

(There are teachers who are very strict in the late submission of requirements. As a coach, I try to make way in helping the child solve the problem. I do help teach our student-athletes and I accompany them to the teachers to fulfill all their missed activities and become responsible in their responsibilities as students.)

In addition to that,

“Sa grades po napaka strikto namin, kasi unang una naman talaga ang pag-aaral ng bata. Talagang bawal kang umabsent sa klase mo at kinabukasan after ng training. Grades ang importante talaga.

(We are very strict with the grades, anyway, academics is the main priority. We do not tolerate absences and student-athletes need to attend classes after the training. Grades are very important)

P7 added:

“Sa mga bata is mahirap pagsabayin ang academics at saka basketball kasi yun talaga mostly sa basketball player is mahina sa academics, siguro sa 10 may isa or dalawa talaga don na magaling din sa academics, mostly sa kanila, mahina na talaga. Mahirap din kasi pakiusapan ang ibang teachers e di nila naintindihan ang sitwasyon ng mga players, suporta lang sana.”

(Among our student-athletes, it is hard to balance both the academics and basketball. Mostly among the basketball student-athletes are poor in academics, I think out of 10 players, 1 or 2 are academically good. Some teachers are inconsiderate, they cannot understand the situations of the players, they need support.”

P7 find ways on how to help student-athletes and give solution to the problem.

“Ang ginagawa ko talaga is minumonitor ko tapos yung mga adviser kinu-contact ko talaga kung pumapasok ba? Yun ang ginagawa ko.”

(What I usually do is to closely monitor the attendance of my student-athletes in every subject and has a constant communication with their adviser.

1.b.2. Budget Restrictions

One big concerns of the coaches are the limited budget given to the sports program. This is the common problem expressed by the public-school coaches during the interview. Good financial allocation in the sports program carries out the outlined activities for implementation. On the other hand, many coaches experienced financial constraint and forced to sacrifice their own pockets to sustain the expenses of the program, other option, they seek support form the local government officials for financial aid. For example, P6 stated:

“Meron pero napalimitado dahil sa maraming event namin sa school, yung budget ay i-donate sa mga ball games, konti na lang matira sa amin.”

(There’s budget but very limited. Since there are many sports events, ball games are given priority, and what little amount left is given to us.)

P6 presented the best solution to the problem, according to her:

“Gagawa na lang ako ng solicitation para madagdagan ang budget aasahan mo yan sa school, talagang wala.”

(I will make solicitation letters to raise fund. I cannot rely on school budget, there’s none)

P7 shared his own experience too:

“For me, number 1 na parang pinaka-challenge talaga financial eh, financially kasi wala namang budget ang school, pero in my case solicit talaga marami na kasi akong nakikilala na mga local officials, mga public officials or kahit vehicle, sasakyan pag may laro kami letter talaga to LGU, una sa akin financial.”

(For me the number 1 challenge is financial constraint, when the school has no budget to provide. With this challenge, I solicit money from the local officials, even for the transportation vehicle I asked LGU through a formal letter to lend us the car. Financial constraint is the main challenge for me.)

“Sa simula personal ko talaga, sa pocket ko talaga, pero nung tumagal na marami na akong nakikilala na mga official, marami na akong nakikilala na mayayaman na mahilig din sa basketball, ang mahirap lang talaga isa sa simula lang pero pag matagal na, may mga parents na involved.”

(At first, I used my personal money from my pocket, but later on, I found acquaintances, locals who love basketball and willing to help. It's hard at first but finally parents get involved too”

P8 lamented significant statement relevant to this theme:

“Financial, actually yung laro namin 3 days na laro, 50 pesos lang ang binigay per head so buti na lang single ako. May mga times na nanghihingi kami kapag nakakapasok sa mas mataas na league, pero kadalasan wala kaming may nakukuha na support, may budget pero sa department lang namin, yun nga 50 pesos yun lang.”

(Financial constraint. Actually, when we had a 3-day game, each student-athlete was given P50 allowance. Good thing I am single. There were times when I asked monetary help when we were qualified to compete in a higher meet, but most of the time we receive not.)

P8 presented a solution to the challenge:

“Good thing single ako, wala akong family na ginagastusan sarili ko lang, so yung savings ko ayan ang ginalaw ko kaya yung pag oovercome gusto kong makita na nagiimprove yung mga bata than to look at my pocket.”

(Good thing I am single, I have no one to spend money to, so I used my savings. What I want to see is the improvement of my student-athletes not anymore, the money I spent.)

1.b.3. Lack of Sense of Commitment

Commitment is one character that defines the loyalty of a person. In sports coaching, commitment becomes a test of character. Among coaches, it is a test of patience. Student-athletes who are not committed change the mood of the program. Coaches revealed during the interview that there are several student-athletes who are not serious of their commitment in the team. They are making decisions that create imbalance in the program.

P1 stated that:

“The biggest challenge I encountered was when the player doesn’t like to go in the competition and suddenly decides not to swim the given category assigned to him/her.”

P1 made an amendment:

“Pag may nakikita na akong problema tulad nyan madalas naabsent, ineexample ko na yan kahit sobrang galing mo kung hindi mo kayang sumunod sa kin hindi kita kailangan, parang patama na din ano. Sinasabi ko lagi, kahit ikaw pa ang pinakamabagal pero kaya mong sumunod at makinig sa kin pagtitiyagaan kita.”

(If I saw problem like absenteeism, I gave it as an example. On no matter how good you are as a player if you don’t know how to follow me, I don’t need you. I told always tell them, even if you are the slowest learner in the team so as long as you know how to listen and follow, I will spend time with you.)

P4 shared her experience on student-athletes backing-out:

“Sa akin sa mga players ko is yung mag-backout sila kasi sa amin sa school ang hirap maghanap ng players talaga, makikipag laban ka sa school kung pano ka makaka-recruit, so tapos pag may ma narecruit ka, gusto umuwi because na home sick. So yun yung pinaka mahirap as a coach kasi hindi namin masimulan yung programa namin.”

(As for me with my players, backing out. In our school, it is hard look for a player, you really have to compete with recruitment. If you have recruited, what they want is to go home because of homesickness. So, that’s the hardest part as a coach, we cannot start our program.”

P4 also shared her winning solution to the challenge:

“Sa akin, yun nga may sarili akong diskarte sa mga bata, minsan pag dumarating na yung part na alam ko na magbabackout na sila kinakausap ko na yung parents, na sinasabi kong tulungan ako na iconvince yung bata na ‘wag umalis kasi saking pananaw kailangan may connection ako do’n sa parents tungkol sa bata, kasi pag yung parents ang umayaw at pinauwi yung bata, wala na akong magagawa kahit gusto pa ng bata kasi nga yun na yung idea nila pero pag sinabi sa kin ng parents na “coach, d’yan lang ang anak ko” tulungan mo ako na i-convince sya pero hindi para awayin sya, kung бага, i-convince sya para mag-stay. Give me kahit isang b’wan lang, itong month lang na ‘to tignan natin, so, ang ginagawa ko nililibot ko sa malls taga probinsya lahat ng maganda dito talagang nagtitake time ako doon sa mga ganong bagay.”

(I have my own style in making them stay, when time comes that I feel they want to back out, I talk to the parents asking them to help convince their child not to back out. I believe I need to have a strong connection with the parents because the moment the parents would allow their child to go home, I can’t do anything even if the child wants to continue. But if the parents say “coach I will let my child stay but help me convince her to stay”. I tell the parents, “give me one month,

just one month”. What I did, since she came from the province, I toured her around malls and other beautiful places in Manila, I really took time in those things.)

P4 also shared her experience on those student-athletes who became hard-headed and self-centered, according to her:

“Yes, meron talagang mga bata na matigas ang ulo, lumaki ang ulo dahil sa magaling na siya at kilala na. Ako, sinasabi ko directly sa bata kaya “sinasabi ko sayo na coach ako” talagang hindi ako yung magpapaligoy ligoy pa, talagang sasabihin ko sayo na hindi ka magaling kasi kung magaling ka wala na ako sa harap mo”

(Yes, there are student-athletes who are hard-headed because they feel they are already good and famous. I always tell them directly, “you are not a good player, because if you are, I may not be in front of you as your coach”.)

1.b.4. “Whom-you-know”

This issue on the sports arena appears to be threatening. The “whom-you-know” system is a traditional practice which is applied across all fields of work. During the interview, one (1) coach revealed his unforgettable experience on this bad practice. Participant 7 (P7) revealed that:

“Kahit sa sports may politika din, pinupulitika din ang sports, di maiiwasan yan. Sports politics, like for example sa selection ng athlete nanalo ka, tapos may kukunin na magselect ka ng player from other school, tapos kahit hindi magaling or anak ng superintendent, assistant division superintendent or impluwensya kahit hindi magaling, yun ang pinapasok, oo ganon nangyayari.”

(Even in sports there is politics, we cannot get away with that. For example, in the selection of athlete, I have already eyed athletes coming from other schools, but here is the son of the superintendent or asst division superintendent, even not qualified is pushed to be selected.)

P7 added:

“Ganito nangyari, during the selection ng athlete, alam mo na kung sino ang magaling sino ba dapat ang kunin sino ang hindi dapat tapos, tapos parang ang ginawa ng committee, para lang makuha ang gusto ko bigyan ko sya ng pera wala ako magawa eh, tapos yung isang player kasi kasintahan nya yung bakla na teacher din na friend ng supervisor, wala kong magawa, gusto ng supervisor na kunin na yon.”

(This is what happens, during the selection of athlete, I know already whom I have chosen to be part of the team. What the committee did, for me to get what I want, they want me to give them money. I found out that the player they favor is a boyfriend of a gay teacher and happened to be the friend of the supervisor, I was helpless.).

When asked what did he do, he replied:

“Wala ako nagawa, umiyak na lang ako, ang pinaka worst na experience ko yung piniperahan pa ako eh, nanghihingi ng pera, oo.”

(I can't do anything, I cried. The worst experience I had was – I was bribed by asking money, yes.)

1.b.5. Lack of Parental Involvement

One best support system that uplifts the moral of the student-athletes and the coach is the support of the parents. Parents play a vital role in the development of the athletic prowess of the children. The support they give allows the student-athletes explore the best experiences they get in sports; from trainings to competitions, social interactions, winning and losing, independence, among others. Every school has their own organization for parents that aims for active collaboration in a hand-to-hand support for their children be it academic or extra-curricular activities.

On the other hand, if the parents fail to support it becomes a big challenge to the program. Interview revealed that coaches have their own version of encounters with the parents in a negative way. Coaches sometimes feel inferior and helpless everytime they heard comments and criticisms coming from parents questioning their capability, gender, and way of handling student-athletes.

P1 shared:

“The second challenge for me is to face the parents and remind them of staying on their seats during decision time. Parents always come first in the official table if there are complains or clarifications. It was very clear before the competition begins when house rules were discussed to guide the smooth flow of the competition.”

P1 added:

“Yes, mga parents, mostly di ko kilala, nagdedemand sila lalo sa event ng anak nila. Nagagalit pag di mo mapagbigayan.”

(Yes, there are unfamiliar parents who are demanding for the events their child want to play. They will get mad if you will not give in to their request.)

When P1 was asked on how she handled the matter, she said;

“Lagi ko ding kinikuha ang support ng mga parents. At saka mainam na di pansinin ang mga negative na comments. Ako naniniwala na kapag positive ka lagi kahit negative pa ang nakapalibot sayo balewala lahat yon.”

(I always get the support of the parents. And it is good if you do not entertain negative comments. I personally believe that if you are full of positive vibes, all the negative vibes that surrounds you are all for nothing.)

P5 also shared:

“Kinu-question ng parents yung program ko “bakit daw ganito-ganito” scientific-based ang training ko.”

(Parents are questioning my program “why is that so”, I told them, my training is scientific-based.)

To give clarification to the matter, P5 explained:

“Oo, may explanation naman ako, ayon lang unlike kasi sa mga athlete talaga, ang elementary at highschool kasi kakasimula pa lang nila sa sports eh, so nandyan yung pananakit ng katawan, naninibago talaga ang mga bata.”

(I explained to them, these are high school and elementary student-athletes, they are new to the program, most likely they will experience body aches and body pains.)

P8 was also very emphatic on her experience with the parents, she exclaimed:

“Nakita ko na yung problema, so ayon yung haharapin mo pa yung mga parents lalo na pag late na nauwi anak nila naku galit na sila at ang daming tanong.”

(I saw the problem, facing the parents raging with mad when their child went home late, so many questions asked.)

P8 was very clear when shared during the interview her charismatic way of communicating with the parents, she said:

“The way na nakikipag-usap ako sa kanila, dinadaan ko talaga sa karisma kasi depende sa approach eh, may mga parents na pumapayag sila kaya ganon may ron kaming kasunduan , minimessage ko sila through text or kaya call na ang bata may training ng ganitong oras umuuwi ng ganitong oras yung communication kasi trust ang kinukuha mo sa kanila eh, so ayon.”

(I tend to be charismatic when I speak with them. I communicate with them through text messaging and made an agreement that everytime there is a scheduled training, and their daughter will go home late, they will receive a text or call from me.)

1.b.6. Limited Resources and Scheduling of Practice

This is the common problem encountered by coaches in the public schools. They emphasized during the interview the scarcity of resources they have ranging from sports equipment, playing grounds, uniform. The school cannot provide them with the sport resources they need due to budget shortage. Other coaches revealed that sports program is less-prioritized which made them very creative in finding means to provide their team with the necessary resources they need. In addition to that, scheduling of practices is another burden to the coaches. They cannot plan for a consistent training schedule because of the conflict of schedules of the student-athletes plus the conflicting schedules set by the school. It clearly shows that the two problems added burden to the loads the coaches are carrying. Below are the testimonies of the coaches on their experiences in the scarcity of equipment and the solutions they employ to provide the team the necessary equipment. Take for the example the experience of P6:

“Kakulangan sa equipment. For 10 years, palagi lang ako regional, dahil talagang kulang na kulang sa gamit, ay talagang initiative ko na lang. Gumawa na lang ako ng sarili kong gamit. Improvised lang kahoy, binalot ko lang ng manipis na foam.”

(Limited sports equipment. For 20 years, I was only qualified in the regional level because of the scarcity of sports equipment. With my creativity, I made an improvised equipment using wood wrapped with foam.)

P7 expressed:

“Pangalawang challenge yung gamit, walang court, walang bola kung may ibibigay man ang school, yung mumurahin lang yung Robertson. Tapos yung nasa taas natin nag-eexpect sila na panalo, wala naman silang binibigay na pera, yan ang problema eh.”

(Second challenge is the lack of equipment, venue, and balls. If they will give basketballs, these are cheap ones like Robertson. And then, they are expecting for the athletes' wins, yet, they do not give us monetary support, that's the problem.)

When P7 was asked on how he handled the situation, he said:

“Sa simula personal ko talaga, sa pocket ko talaga, pero nung tumagal na marami na akong nakikilala na mga official, marami na akong nakikilala na mayayaman na mahilig din sa basketball, ang mahirap lang talaga sa simula lang pero pag matagal na, may mga parents na involved.”

(At first, it all came from my pocket, but on the latter part, I have found friends connected in the local government, I met and became friends' rich people who are fanatic of basketball and they became sources of donations. It was hard at the start, but in due time parents also get involved.)

P8 shared the same situation with P6 and P7:

“Actually, yung first thing na naging problema namin pag dating sa coaching is yung equipment, wala talaga napakalayo ng gamit namin sa private school. Good thing single ako, I take out money from my savings to provide the team with the equipment they need.”

(Actually, the very first problem I encountered in coaching is equipment. The quality is far behind with that of the private schools. Good thing I am single, I take out money from my savings to provide the team with the equipment they need.)

Another challenge that bothers the coaches is the scheduling of practice. There are public schools which classes are held in two (2) shifts, one in the morning and another in the afternoon. There are several players whose classes are held in the morning and others are in the afternoon. The challenge now is how to find a schedule during classdays that all players can gather in a complete roster for a team training. Other schools encounter problems due to the limited training space and the interrupting activities the school is holding. Like for example in the experience of P8.

“Ang biggest challenge na sobrang nahirapan talaga ako ay yung time at schedule ng isang player, kasi kapag nasa high school ka syempre di naman magkakasama ang level o magkakalevel, may first year, second year and third year, hindi sila magkakasama, siguro yun ang pinaka mahirap, kasi magtuturo, kailangan sabay sabay dapat yan.”

(The biggest challenge I faced is to find the common time of my players. In high school, players do not belong in one level, there are players who are first year, second year and third year, they don't have the same schedule, I think this is the hardest part of coaching, training them in different schedules.)

When P8 was asked if there is possible solution to this problem, he said:

“Lately, mayroon kaming special program for sports, so lahat po ng estudyante naming player pang-umaga po sila, para after ng pang-hapon magkakasama sila ng place kumakain, lunch, para makapagpahinga narin at the same time. Para pagdating ng 3 pm kaming lahat ay magkakasabay.”

(Lately, we have this special program for sports which all players are scheduled for a morning session, and after class all of the players will eat lunch together, rest. At 3 pm all of us will practice.)

P5 presented his experience in his school, he uttered:

“Ang schedule ng training namin, wala, hindi nasusunod yung program namin dahil minsan walang klase, activities, and then yung school na tinuturuan ko hindi sila focus sa sports so more on academics po talaga sila so kaya, ang kailangan namin magadjust ng magadjust para sa program ng mga bata.”

(The schedule of training as stipulated in the program as not followed due to cancellation of classes, school activities, plus the fact that the school where I am coaching does not focus on sports, it is more of academics. So, I need to adjust the training of the players.)

As per solution, P5 shared:

“Kailangang mag-adjust ng mag-adjust sa training program kasi hindi pwedeng walang practice tapos isabak sa laban, kailangan at least meron silang practice, sa practice kasi maraming phase yan eh, phase 1, phase 2 or stages, so nandoon yung strengthening, conditioning so ang daming pagdadaan bago ilaban.”

(I need to adjust with the training program. We need to practice to prepare the student-athletes for the competition. The training has several phases, phase 2, phase 2 or stages. It includes strengthening, conditioning, they have to go through several phases before they compete.)

P7 shared:

“Mahirap din sa amin ang schedule of practice challenge din yan sa akin kasi iisa lang ang court naming kaya nagkakagulo kami minsan sa gamit ng court. Para maka training, nagrarenta kami ng court sa labas buong maghapon at ako din ang nagbabayad.”

(Scheduling of practice is also hard in our school, we only have one court and many are also using that court. In order for us to continue our training, we rented court outside school and I paid for the rent.)

1.C. Coaching as a rewarding Profession: Beyond MVP

The participants expressed their sentiments how grateful they are amidst adversities in coaching and differences of players in background and skills. As a coach, reaping intrinsic and extrinsic rewards as a sign of appreciation is winning beyond most valuable person (MVP) in the field of coaching. Rewarding system is seen as a system that contributes to the performance by linking the interests of employees from the team and organization, thus it increases the effort and performance (Sajuyigbe, Olaoye, Adeyemi, 2013). The concept on reward system surely motivates coaches and players to work hard for the end goal. According to Novan, Kumarudin, & Nuytadi (2020), fostering achievements in high performance sports must lead to the fulfillment of a specific and fascinating performance so that coaches and athletes are interested and aware of the importance of achievement.

Sub-themes explained the different ways on how coaching made an impact in the lives of the coaches. Coaches do not beckon on extrinsic and intrinsic rewards, but rather they are motivated to coach because of the transformation happening in the skills of the student-athletes. The transformation happened in their character and attitude, they express their feeling in a grateful manner, and they come to celebrate every success that happened in the team. These gestures of student-athletes elated the feelings of every coach which in turn inspire the coaches to be an excellent coach and a good sport-father to them. This identified feeling, (Ozutkua, 2012) represents a non-financial way to appreciate and recognize employee contribution to excellent quality and service.

1.c.1. Positive Transformation

It is a dream of every coach to see all players under their charge transformed positively. Positive transformation as described by the coaches during the interview is how they work on their lives after their playing years in high school and college. What they become after when they reach college and after graduating college. This also includes their successful career after college in relation to the sport they were active before. Part of the positive transformation is the change in behavior and attitude of the players during the course when they are covered by the program.

P1 stated:

“Ang makita mo ang mga players mo na successful na sa kanila kanilang career. Na minsan naging bahagi ka ng buhay nila at nag iwan ng malaking impluwensiya sa kanilang pag unlad.”

(Seeing your players successful in their respective careers. That once, I became part of their lives and made an impact in their success.)

P2 shared:

“The attitude and confidence ng isang bata paglabas o pagkatapos ng pagtuturo mo kailangan madadala niya lahat outside, kasi yun ang focus ko.”

(The attitude and confidence are what I want to see in my players after their term with me. I want them to carry those attitudes when they are outside of my care, because that is my focus with them.)

P4 shared her proud experience with her former players, she said:

“Ako yung ano, nakita ko silang nag-succeed sa basketball career nila then sa ngayon yung nakikita ko na sobrang proud ako sa mga players ko lahat sila graduate. Oo, lahat sila merong stable job specially mga taga south, lahat sila working internationally, meron akong military army sa US, merong cruiseline na resto sa Qatar.”

(In my case, when I see my players before succeeding in their basketball career and now seeing them graduate in college is what makes me prouder. Yes, all of my players before especially ones from my previous school are working internationally. I have a player who is now working as a US military and a player working in a cruiseline resto in Qatar.)

P5 also shared:

“Yes po nakakaproud, nagsimula ako ng 2013, yung mga una kong players graduate na ngayon, so tuwang-tuwa ako nang nakita kong graduate na sila”

(Yes, I started coaching in 2017 and the first set of players I had were all graduated and I am so happy and proud of them.)

P6 and P7 shared the same value of happiness with their players, they said:

“Ay oo, proud ako sa dalawang players ko nag-Palarong Pambansa, naging scholar sa isang unibersidad sa Manila sa cheer dance sila, graduate na yung isa last year, ang isa ngayon studyante pa, so talagang proud ako sa kanila.”

(Yes, I am so proud of my two (2) Palarong Pambansa players, they became scholars in a university's cheering squad. One graduated last year and the other one is still studying; I am so proud of them.)

P7 added:

“Ang rewarding talaga is yung makita mo ang mga bata na naglalaro na sa Ateneo na, may mga players kasi ako na nakarating na sa palaro, may mga nasa Ateneo na tapos magchat sayo na kung hindi daw dahil sakin hindi daw sya makakasakay ng eroplano.”

(It is very rewarding seeing your former student-athletes play in Ateneo. I have players who have reached Palarong Pambansa and now they were recruited to play in Ateneo. They still send me messages thanking me of what I have done to them, according to them, without me they were not able to ride in an airplane.

1.c.2. Expressive Feeling

It is also very rewarding to note that many of the student-athletes return and gave their gesture of appreciation thanking the coaches of the sacrifices they had invested in producing a very successful student-athlete. It is not only them who express gratefulness but parents as well also show appreciation to coaches. During the interview, coaches were all alive sharing their experiences how expressive parents, student-athletes, and school administration were.

For example, P1 stated:

“Hawak-hawak nila ang medal, lalapit sayo ilalagay sa leeg mo ang medal tapos sabihin nila can we have a picture together yung suot nya ibinigay sayo tumatayo yung balahibo ko yun yung pinaka masaya sa akin, very rewarding na manirecognize ka tapos yung ipakilala ka ng player mo sa buong angkan nya, “si Ma’am salve yung aking pinakamagaling na coach,” oh nakakaproud.”

(They are holding the medal, they will approach and put on you the medal and they will say “Coach can we have a picture together?” that’s the best moment for me, very rewarding. And after that they will introduce you to the whole family saying, “This is Ma’am Salve, my best coach”, overwhelming.)

P4 shared:

Yes! may mga players akong nagcha-chat saakin na “Coach, Thank You! And Sorry” yun ang pinaka masarap na nangyare sa akin. Yung basic na “Thank you!” di ba malaking bagay.”

(Yes, my players are chatting with me saying thank you and sorry, that’s the best thing that ever happened to me. Thank you is a big thing.)

P5 shared her best experience with the parents:

“Minsan sumulat ang mga parents sa akin “thank you coach Joey, kasi ang laki ng improvement ng anak namin.”

(Sometimes I receive letter from parents thanking me on the great improvement in their children.)

P7 added his experience also with his student-athletes:

“Let’s say during the competition pag panalo ang team, yung yayapusin ka tapos umiyak, yun ang mga bagay na hindi mababayaran ng pera.”

(Let us say during the competition, the moment they won, they will hug you and they cry. That is priceless.)

1.c.3. Skill Adaptation

This sub-theme speaks of how the student-athletes sincerely adopt and apply the skills they have learned from their coaches. How they were able to use it as their ticket in entering varsity teams in college and eventually become scholars. During the interview, several coaches talked about how they were able to finish college because of the support of the scholarship as varsity players. The following statements of the coaches describe how skill adaptation is important among student-athletes.

P1 stated:

“Seeing your players excel in college as a varsity player in swimming also. At ang isa pa, yong makita mo din ang mga players mo na successful na sa kanila kanilang career.”

(Seeing your players excel in college as a varsity player in swimming also. In addition, seeing them as successful athletes in their respective careers.)

P5 also reiterated:

“Una, rewarding na sakin yung nakikita yung improvement ng mga bata, yung progress, maganda yung progress ng bata kasi for example naturuan mo sila ng tama, so ang gagawin mo na lang is papalakasin sila so habang lumalakas sila, masayang pag-masdan na nakikita mo silang nagiimprove talaga, ayon po.”

(First, it is very rewarding seeing your student-athletes improve in their skills and progress. Good this is, if you taught them the proper way of execution, what you need to do is simply reinforce the skills that they need more. It is delightful to see student-athletes improve by and by.)

P6 also added:

“When my gymnasts perform well the skills that I taught them, yun talaga yung masaya na ako then yung manalo sila sa game, yun talagang, Praise the Lord! lalo na pag nakalusot na ako sa regional papuntang palarong pambansa talagang ito na yun, nagharvest na ako ng paghihirapan ng ilang taon.”

(When my gymnasts perform well the skills that I taught them, I am happy already, much more if they won. If my team qualifies for the regional and palarong Pambansa, it would be the happiest moment, its reaping the toils of years of hardship.)

1.c.4. Communal Celebration

Winnings and victories are subjects for celebration. It calls for the celebration of skills, teamwork, and hardwork as a team. The school community, most especially, celebrates victory through posting tarpaulins, recognition during school programs, or even food treat with the winning teams. Coaches during the interview expressed their views on how the community rejoiced when good news is spread in the whole school.

P2 described his feeling in this statement:

“Ang makita ko sila na sobrang saya kapag nananalo, at yong makita mo sila na sumisikat din sa college dahil nakukuha silang varsity players ng mga colleges at universities. Hindi lang ako ang nagcecelebrate, buong school ay napakasaya dahil laging inaabangan ang volleyball.”

(Seeing them relentlessly happy when they won and also seeing them making names in college as varsity players is a reason to celebrate. I do not share alone the celebration; the entire school is in a celebration mode because my volleyball team is always the game to watch.)

P3 also shared the same feelings with P2:

“Syempre ano po ang manalo talaga, number one yung panalo, yung makita mong nanalo yung lahat ng pagod mo, pinaghirapan mong ituro sa kanila nagawa nila na hanggang dulo na hindi ka nila nabigo.”

(Of course, winning is number 1, winning defines all your efforts, what you have invested during trainings paid off, that they never failed you in the end.)

1.D. Coaching as an Embracing Profession: Self-discovery

The participants viewed coaching as a platform to see their improvement and embracing it as an important ingredient in facing a more challenging coaching battle ahead. Experiences in coaching provide the participants an array of opportunities in embracing their self-discoveries as a product of dealing with the athletes, parents, and other stakeholders of the school. Sub-themes below support the idea of self-discovery as the participants discover unique characteristics that came out on their years of coaching experience. These discoveries paved the way for participants to value lifelong engagement in coaching. International Council for Coaching Excellence (ICCE), Association of Summer Olympic Federations (ASOIF), and Leeds Metropolitan University (2013) describe coaching as fun and lifelong engagement; coaches have a responsibility to ensure that young people and athlete, while challenged, enjoy their participation and are intrinsically motivated. Furthermore, this is the first step in fostering lifelong participation. This will also help them to reflect on the way in which they can conduct their coaching sessions and interactions.

1.d.1. Time Management

Time management is one factor that keeps coaches going steady. Multi-tasking is common among coaches; teacher, parent, adviser, government staff, among others which most of the time confused on which responsibility should go first. Coaches during the interview shared their human side, that most of the time they tried to set aside other priorities just to give time to training student-athletes. But the love for sports prevailed. One effect of coaching

to them is giving all responsibilities their due time by setting time line. In this light, P5 shared how coaching helped him see the importance of time management:

“Actually, time management is one best effect of coaching sa akin. Yung coaching ko is after ng office work ko kasi hindi pwedeng magkasabay sila, regarding naman don, namamanage ko yung oras ko. Pagdating sa bahay, yung favorable time ko ginagamit ko magplano para sa training activities ng mga bata.”

(Actually, time management is one best effect of coaching for me. My coaching happens after my office work. With regard to work and coaching, I managed my time. When I reach home, everytime I get a favorable break I used it to plan for the training activities I will give to the student-athletes.”

P6 shared:

“Ang pinakamagandang naging epekto sa akin ng coaching ay nagiging particular ako sa oras ko, time management talaga kasi sa kadami ng demands sa work sa school at sa bahay dapat marunong ka umistima ng oras mo.”

(The best thing that coaching taught me about is to be particular of my time., indeed time management. With all the bulk of work in school and at home, you should know how to budget your time.

P8 also mentioned:

“Nahahandle ko ng maayos ang mga bata kasi natuto talaga ako mag budget ng oras ko lalo na sa training. Yan ang isang epekto ng coaching na maganda ang nagawa sa akin, time management.”

(I handled my players well because I learned how to budget my time especially in skill training. That’s the best effect of coaching to me, time management.)

1.d.2. Self-satisfaction

This sub-theme speaks of how satisfied the coaches are with the performance being shown by their student-athletes. No one can surpass the feeling of a proud coach seeing their student-athletes perform well in every game endeavor. The feeling of self-satisfaction is expressed by the coaches through the uncontained happiness everytime victory reaped.

P1 narrated:

“Siguro ang pinakatumatak sakin ay iyong pagiging disciplinarian ko, iyon ang hindi nakakalimutan sakin ng mga players even the parents. Kapag ang bata nagsimula mag compete maliit palang siya at umiyak during the competition, ang mama nakasilip na sa akin, “teacher kausapin mo” so parang, sayo talaga iniwan, mas makikinig pa sa sabihin ko kaysa sa magulang.”

(I am known to be a disciplinarian, that’s what my student-athletes and parents know about me. Once the child cries during the competition, the parents would always tell me, “teacher please talk to my daughter”. I fell like parents entrusted to me their kids, seems that my players care to listen to me than their parents.)

P7 expressed his realization saying:

‘Madaming nabago sa sarili ko natuto akong makuntento sa kung ano kaya ko ibigay sa mga bata. Manalo o matalo man sila, satisfied na ako sa sarili ko dahil naibigay ko na din naman ang best ko.’

(Lots of changes happened to me, one of which is to be contented and dependable on the things I can give to my student-athletes within my human capacity. Whether they win or lose, I learned to satisfied because I know I have done and given my best.)

P8 shared:

“Pag dating na kasi sa training tapos kaharap ko na ang mga bata ang bilis gumana ng utak, diskarte ang unang lumalabas kung paano maging productive ang pagtuturo. Sa coaching kasi hindi mo nakikita yung takbo ng oras nageenjoy ka lalo na pag nakikita mong nagiimprove na yung mga bata, rewarding sobra.”

(During our training, my mind is very productive, I think of different strategies that would help my training session productive. In coaching, you won't notice that the time is running, you feel relieved that moment you see your players improve, very rewarding.)

1.d.3. Skill and Self-appreciation

Skill and self-appreciation are effects of coaching that brings meaning and affirmation to a person. Every coach desire is to see their student-athletes apply the skills they taught and used them in a skillfull way. By then, a coach could claim that he indeed is in the right track of his training program. In the interview, the participants discussed how grateful they are in the positive effects of coaching, specifically; enhancement of their skill both in skill training and coaching, personal growth, and human relations. Participants discussed below the effect of coaching to them, they stated:

P2

“Sa pagiging coach ko, siguro mas nakilala ko ang sarili ko bilang isang tao, isang tao na kailangan pahalagahan mo ang tao na nasa paligid mo, kasi minsan nawawala sila, minsan may dumadating pero yung kailangan panghawakan mo ay kung ano ang meron ka.”

(As a coach, I appreciate myself more as a person. A person who also appreciates other people. At times people come and go, but what is important is what you have as a person.)

P3

“Nag-gro-grow ako ng paunti-unti talaga. Kahit papaano kumbaga nagse-set lang ako ng standard, kasi dati ang gusto ko lang magturo, naturuan ko na, natuto na, parang ganun kuntento na, pero ngayon hindi, nagse-set ako ng standard na kailangan.”

(I find myself gradually growing. Before, I only set standard simply to train and teach and once they learned then it's done. But now it's different, I set standard which is needed best by the team.)

P5

“Maraming magandang epekto ang coaching sa akin, for example, nagiging responsible ako sa mga ginagawa ko: sa trabaho, sa pag handle ng mga bata, responsible ka kasi you are reliable para sa mga bata, kasama na dyan yung privacy.”

(Coaching has many good effects in me, like for example, I became responsible in everything that I do; at work, handling the student-athletes. You have to be responsible because you are reliable of them and part of it is their privacy.)

1.d.4. Financial Gain

Coaching is one source to earn a living. In the present time where sports become the past time of most of the people, coaching becomes in demand. Prominent schools in the country whether big or small put close attention to the sports program. Along with it is the big allocation of budget, hiring of reliable and winning coaches, providing infrastructures to cater the needs of the program, purchasing of quality equipment, and the like. These scenarios open doors to coaches to earn big and become financially stable. Most of the participants who are coaching in the private schools are paid per hour basis or monthly basis depending on the

agreement set by the school. During the interview, one coach explained her success in life because of coaching, P4 attested to that.

‘Sobrang laki ang naging epekto sa akin ng coaching, kasi without coaching, basketball, wala eh, I think di ko alam yung buhay ko kung ano yung buhay ng mga kapatid ko, kasi from this work ito yung naiangat ko talaga sila, naitawid ko ang pag-aaral nila. At sa pag-aaral ko ng MA ko.’

(Coaching has impacted my life so much. Without coaching basketball I don’t what I am now, I don’t know what would be life of my siblings. Coaching helped me sending my siblings to school and eventually graduate. Even for my MA program, it helped.)

1.E. Coaching Towards a Successful Sports Program: Proactive Moves

The coaches proudly showed off their unique approaches as a come-on strategy in making the sports program active and most importantly, keeping the loyalty of the players in the program until they graduate. These proactive moves are necessary in promoting the program as a means of selecting aspirant players with exemptional sport skills. Sub-themes below support the proactive moves of the participants as they revealed their unique come-on strategies in making their sports program successful. Cross (1999) shows two ways that have been suggested to evaluate successful and effective coaching is to assess athlete goal attainment or measure the “value added” by the coach (i.e., coaching decisions made and the strategies used that directly affect performance. Winning is not all success. Coaches should always look back at the very ingredients of winning, and enrich those ingredients to sustain their aroma. Coaches’ definition of success was revealed included the coaches’ ambitions as a

coach and primarily goal for the program, success for individual athlete and the team, and the coach's view of winning (Jenny, E & Hushman, G, 2014).

1.e.1. Professional Updating

Coaching trends evolve time after time, this means, coaches should update their knowledge and skills in many different ways to stay aware and connected. Professional updating in coaching is done via online resources, seminars and conventions, actual experience through watching live games, chatting with fellow coaches on what is latest, among others. There are several ways on how to be updated. Professional updating doesn't come with age, this goes with personal interest and personal conviction to improve. With the growing interest in sport, many sports organizations are raising awareness for the importance of skill updating. They initiate trainings for free and free membership, During the interview; coaches shared their own ways in updating themselves on the new trends of coaching. According to them, they do not depend on the initiative of their school to send them to seminars, but rather, they find time on their own expense to reach out to any opportunities that could help them enhance their coaching skills. As P5 narrated:

“Actually, para sa mga coaches, kailangan kasi nating mag-engage sa mga makabagong programa eh, IAF (International Athletic Federation), ayon pag nasundan mo sila magandang program yon, step by step”

(Actually, coaches should engage in the recent programs, like IAF. If you happen to follow and watch their program, it is very useful, step by step.”

P7 also shared:

“Naka-attend ako ng mga seminars sa basketball coaching sarili ko lang talaga, kahit nga yung mga coaching conventions sumasali ako.”

(I attended seminars in basketball coaching, it is my personal initiative, even coaching conventions I do attend.)

“Self-study lang po, video lang, nung simula nga YouTube lang eh tapos yung mga kasama kong coaches nirecommend nila ako sa mga seminar, tapos nanunuod ako ng mga laro.”

(I do it self-study. I watched basketball coaching in youtube, until such time my friends recommended me to attend seminars, and also, I watched games live.)

P1stated:

“Sa tagal kong nag cocoach sir, nag uupdate pa din ako ng skills ko, lagi ako nanonood ng mga instructional videos para sa mga bagong trends ng coaching. Malaking bagay na din kasi ngayon ang internet e.”

(Even in my long years of coaching, I still do skills updating. I always watch instructional videos to update myself on new trends in coaching. Internet is a big help nowadays.)

1.e.2. Skill/Talent Identification

One best strategy that most coaches do is talent and skill identification. In this way, coaches could screen student-athletes who could be in the dream team and create a training pool to those who could be next potential. Different strategies are conducted to carefully select student-athletes that possess outstanding potential to become a varsity player. During the interview, participants were very articulate in presenting their approach in selecting student-athletes. Participants commonly said; (1) they conducted try-outs to identify potential aspirants, (2) utilized the summer training program for skill enhancement, (3) conducted

sports clinic program for free as a “come on” strategy, (4) remained focus on skill training for skill mastery. These approaches of the coaches would really of big help in identifying aspirants that would suit to the program. Coaches attested to that, in fact P2 stated:

“Wala po kaming sports program talaga, kaya nagfofocus kami sa training namin, summer training talaga.”

(We don’t have structured sports program, we focus only on training, summer training.)

P4 added:

“Yes, nagrerecruit talaga ako ng magagaling na players. Dahil nga kulang minsan yung budget ng school, ang ginagawa ko, pinaka the best na nangyari sakin, yung mga kateam mate ko before na nagiging coach din sa province, sila yung nagbibigay sa akin ng magagaling nilang players.”

(Yes, I recruit very good players myself. Since the school has less budget on the recruitment of players, what I do is to contact my team mates before who are now coaches in the provinces to recommend to me best players of their team, they are the ones giving me the best and quality players.)

P5 also shared:

“Mayroon kaming mga summer training program.”

(We have summer sports training program)

P6 shared also his strategy:

“I conduct sports clinic. Pinuntahan ko ang principal ng mga kalapit na skul talagang kinausap ko kung pwede padalhan nila ako ng mga bata para matrain ko.”

(I conduct sports clinic. I talked to the principals of the nearby schools to send interested students willing to be trained to attend my program.)

P7 exclaimed:

“Ang ginagawa ko kasi sir, yung mga elementary na mga athletes, pumupunta na ako doon kinakaibigan ko na yung mga coaches sa elementary tapos tinutulungan ko pa yung mga elementary coaches, magttraining din ako yung mga bata kilala ko na, kahit grade six pa, elementary pa sumasali sa training ko.”

(What I do when I see potential elementary athletes, I went to their school, I make friends with their coach and help him train the kids. Even they are grade six pupils, I envited them to join in my training program.)

“May mga ginagawa kaming sports clinic pero libre lang sir, hindi ko ginagawang pera ang basketball clinic.”

(We conduct sports clinic for free, we do not make basketball clinic as a means of money making.)

P8 presented her best approach:

“Nagtatry-out ako pero screening muna kung sino talaga ang interesadong at bata marunong sya.”

(I conduct try-outs. I do screen first those interested students if she has the skills.)

1.e.3. Scholarship Grants

School sports program becomes a platform among students to succeed. Countless schools in the country patronize sport as a commercial promotion for good number of enrollees. Athletic department receives big share of budget from the school which includes scholarship grants. Student-athletes who are scholars of the school are called “blessed”, they study for free and are recognized as assets of the school. During the interview, this approach is common

among colleges and universities who can stand independently in creating a structured sports program. Participant 3 (P3) shared:

“Lahat kasi ng players ay scholars. So ang scholarship program talaga ang pang hikayat din sa mga players.”

(All varsity players are considered scholars. The scholarship program for sports is a “come on” strategy for the aspiring players.)

“May incentive kasi sila, bukod sa may extra dagdag allowance sila, kunwari ang allowance nila ay good for four months na nagchampion sila meron talagang reward kada paghihirap nila.”

(All of them receive incentives, extra allowance for a certain month. If the team won champion, another reward is given to them.)

P4 also added:

“Mga scholars kasi sila ng school dahil nasa varsity pool sila. Malaking bagay din yon sa kanila kasi wala na sila binabayarng tuition.”

(They are all scholars of the school because they are in a varsity pool. It’s a big help, they don’t pay tuition fees.

1.e.4. Creative Program

This sub-theme presents the creative side of the coaches. They do not settle on what is stipulated as common practice but rather, they go out of their way to formulate new approaches that would make the program more innovative. Participants during the interview presented different creative masterpieces that made an impact to the student-athletes and to the program as well. Participants were proud that they have initiated the following; clubbing,

team building activities, incentives, tune-up games, housing. All of these creative programs are presented below.

P1stated:

“We have club time at least once a week, one time for the elementary and one time for the high school. Usually, ang nagjojoin lang sa swimming club ko mostly players ko na din kasi may continuation sila ng training after ng club time nila.”

(We have club time at least once a week, one time for the elementary and one time for the high school. Usually, common members of the club are my swimming athletes, so there is a continuity of training in the club and after club time.)

P2 presented his unique approach:

‘Nagti-team building kami, tune up games para makita mo talaga ang skill ng player mo.

(We do team building and tune-up games to see the improvement of the players.)

P3 also shared his approach:

“May incentive kasi sila, bukod sa may extra dagdag allowance sila, meron ding team outing.”

(They receive incentive and an extra allowance, and also team outing.)

P4 introduced the motto that made her team as one:

“One Family Team” ako, gusto ko magkakasama sila ayoko ng players na nag-uuwian gusto ko don lang sila sama-sama, kaya lahat sila naka dorm for free.”

(“One Family Team”, I want them to stay together in one place. We have a dormitory for the players to stay for free.)

P8 creatively shared her own initiative:

“Pag Saturday naman namin tune up, nag-iinvite kami ng mga schools na magagaling na talaga ang players o minsan selected players sa isang barangay para lang masanay ang aking mga manlalaro.”

(On the Saturday, we play for tune-up games. We invite schools with good line up of players or selected players coming from a barangay to do practice games for the team.)

Research Question 2 discusses the management practices of coaches with regards to coaching standard. It also describes how participants manage to respond to the changes happen in their workplace and able to set themselves as model for values and character. Moreover, it also presents the creativity and resourcefulness of the coaches in planning, leading, organizing, and controlling the sports program in making impact to the performance of the student-athletes. Table 3 shows the summary of themes for RQ 2.

Table 3*Management of Coaching Practices*

Theme	Coaching Practices
Coaching as Planning: For the Win	- scientific approach to training - training program that is supported by the community - capitalizes on “One Team Family” - recruitment program - scholarship program - tune-up games - adaptation and implementation of new trends in coaching - peer-skill monitoring - expert coaches
Coaching as Leading: Shoot and Rebound	- adaptation to change - commitment to change - seeking support - poise
Coaching as Organizing: Stick to the Plan	- turn-over succession - flexible plans
Coaching as Controlling: Model the Model	- professionalism - role modeling - positive verbal reinforcement - focused monitoring

2.A. Coaching as Planning: For the Win

Winning is the sweetest experience a student-athlete could ever have, equally with the coach. This is the measure of how both parties executed their roles on the court during the game.

Winning is a product of what features are applied in the program that led to the better

performance of the student-athletes. The best features found in the program promote big leaps towards winning. Participants were asked on the best features they implement in their sports program that made an impact in the performance of their athletes. During the interview with the participants, their generosity of time unveiled so many best practices that became the best features of their program.

One of the best features that participants unveiled was planning for the best strategies and approaches ahead of the highlight phases of the program. Andin (2004) defines planning as a work performed to predetermine a course of action in order to attain results desired. Part of planning are the sub-themes presented below, an early strategy that would encapsulate all the plans for a successful outcome of the program. Success in planning would always depend on the grasp of the coach on which direction the team should go. According to Abraham, et al. (2014), expert coaches plan around thoroughly understanding the nature of the performance and development problems facing them before progressing into developing a plan of action to solve the problems. Every coach should understand that planning is a complex process that does require a lot of thinking.

2.a.1. Scientific Approach to Training

Participant 5 used this approach to training which he finds it effective, scientific approach training according to him:

“Kailangan effective lahat ng trainings, kailangan step by steps talagang scientific talaga, hindi yung basta pagurin mo yung sarili mo kailangan mo talagang pag-aralan, kasi yung track and field, for example sprinting hindi mo kailangan talagang sunugin ang katawan ng bata para lang sa training training eh, nandoon yung strengthening, ang kailangan kasi sa sprinting yung power and speed, sa long distance power, endurance.”

(You have to make sure that your training is effective, it should be step by step, you don't need to tire yourself, you have to study what is scientific training. For example, sprinting in track and field, you don't need to burn out the child during training, what you need to provide the child is power and speed, for long distance running its power and endurance.)

He also added:

“So ayon nga ang inaadapt ko is yung scientific na training, yung sports science, kasi iyon ang pinaka effective eh, actually napakalawak ng scientific na training pasok pa rin yung central nervous system ng katawan so, kailangan effective lahat ng trainings so ayon po.”

(I adapted the scientific training in sports science because it's the most effective, scientific training is so broad that it touches the central nervous system. It is really effective for training.)

2.a.2. Training Program that is Supported by the Community

Several coaches were thankful because of the support extended to them by the school administration, the parents, and teachers. Support is extended through financial, academic support, and even moral upliftment. Participant 4 with her experience narrated:

“May sarili talaga akong training program, kung бага ina-align ko don sa program ng school yung programa ko, kasi I think, siguro naman sa tagal kong nag coach siguro naman napatunayan ko sa kanila na effective yon at todo suporta naman sila.”

(I have my own training program, I aligned it with the training program of the school. With my long years as a coach, I have proven to them the worth of my program, and I have their full support.”

Participant 8 also expressed her concern on how to arrange the training schedule of student-athletes because of conflicting schedule of classes. She was able to consult it to her principal and department head and a new program was created. She stated:

“Actually nag-isip ng idea iyong dating principal namin because of the students who failed sa mga subjects nila, lalo na kung hindi nakakaattend so, nagkaroon ng dialogue young head namin together with other heads nag come-up sila ng idea magkaroon ng midshift class, so ayon nabuo na namin sya, so yun yung isa sa mga naging solusyon.”

(Actually, our former principal together with the heads made a dialogue to discuss the problems of those students who are failing in the subject because they cannot attend the class. In the course of the meeting, midshift class was created. It became a solution to our problem.)

According to coaches, parental support is still their top priority. The decision of parents whether their child should join or not holds bearing to the program. P7 shared his idea on the support need from the parents.

“Pinaka importante talaga yung support ng parents kasi pag naorganize mo na pati yung mga parents malaking bagay. May mga parents na mayaman, yung may mga pera yun ang magbibigay sa mga bata ng support.”

(It is very important to get the support of the parents, the moment you organize the parents, it would be of great help. There are parents who are well off, they can extend financial support to the team.)

P6 also added:

“Dapat kasi maintindihan ng mga parents ang layunin, kasi kailangan talaga support ng parents.”

(Parents must understand the program because it really needs their support.)

2.a.3. Capitalizes on ‘One Team Family’

During the interview, P4 was very concern of the safety of the athletes, in fact, she gathered all players and placed them in dormitory paid by the school. According to her:

“Sakin yung ano yung “One Family Team” ako, gusto ko magkakasama sila ayoko ng players na nag-uuwian gusto ko don lang sila sama-sama.”

(“One Family Team”, I want them to stay together in one place. We have a dormitory for the players to stay for free.)

P4 also stressed during the interview that most of her players were recruited from the provinces, she wants to establish a bonding of her student-athletes as one family. To house all of them in a dormitory is a consoling feeling, their safety is monitored. She exclaimed:

“Yon nga ang fear ko kasi sakin pinagkatiwala halos lahat ng player ko taga-province so once na may manyari dyan ako yung babalikan.”

(My fear is, all of them were entrusted to me because they all came from the province, if something happens to them will be charged of me since they are under my care.)

2.a.4. Recruitment Program

During the interview, most of the coaches expressed how hard it is this time to get formidable student-athletes due to competition in getting players. Competition in getting caliber players became an issue also in the field of sports because many coaches capitalize recruitment with monetary value on top of it. But still coaches find recruitment of players important. Each coach laid down their strategies on how to recruit potential aspirants.

Participant 8 stated her strategy in recruiting aspirant student-athletes.

“Nagrecruit ako, yun ang ginagawa namin ng mga former players ko, sila na mismo ang nagruroom to room, kasi kailangan namin makakuha kahit interested lang pwede na magkakaroon naman ng screening”

(I recruit players, my former student-athletes conduct room-to-room campaign to get interested student-athletes, anyway there will be a screening held.)

P6 also shared her style of recruitment.

“I conduct sports clinic sa mga talagang selected lang, talagang potential lang and for free talaga.”

(I conduct sport clinic to selected students, those with potential and it is for free.)

P7 shared:

“May mga ginagawa kami sports clinic pero libre lang, ito ay paraan ko na din para makakuha ng magagaling na players.”

(We conducted sports clinic for free. This is also my way to recruit potential players.)

2.a.5. Scholarship Program

Scholarship program is one best feature that every sports program has. This is one big factor in selecting best student-athletes especially those who are deserving but cannot afford to study. Take for the example the case of P6. She herself directly made two (2) of her best student-athletes her personal scholars. She stated:

“Kulang sa pinansyal yung mga athlete ko kaya ang ginawa ko, yung dalawa kong mga palarong Pambansa na athletes, ginawa kong scholar pinatira ko sa bahay namin hanggang grumadweyt. Doon sila sa bahay for 4 years kasi may 1st year, 2nd year, 3rd year at 4th year talagang nakatapos sila dito tapos kinuha na agad sila ng isang university.”

(I made two (2) of my palarong Pambansa players my personal scholar because of financial constraint. I let them stay in the house until they graduate. They stayed in the house for four (4) years and they were able to finish high school, now they are a scholar in one of the universities.)

2.a.6. Tune-Up Games

Participants value the importance of tune-up games. This is one way to train the student-athletes the scenarios of the actual game and at the same time identify common faults that need to be refined during the training. P8 saw the importance of tune-up game in her program.

According to her:

“Pag Saturday naman namin tune up, nag-iinvite kami ng mga schools na magagaling na talaga ang players o minsan selected players sa isang barangay para lang masanay ang aking mga manlalaro.”

(On the Saturday, we play for tune-up games. We invite schools with good line up of players or selected players coming from a barangay to do practice games for the team.)

She also pointed out the importance of tune-up game in the development of her less-skilled student-athletes.

“Ginagawa kong deskarte yung tune-up namin ang pinapasok ko yung mga baguhan saka yung midrank para masanay sila sa laro. May mga reserve naman kasi na players na tinitrain ko talaga kasi alam ko taon-taon may nawawala talaga sa team dahil gagraduate o sa kung anumang kadahilan.”

(I find tune-up as one strategy to train my new, midrank, and reserve players exposed to actual game. I have my reserved players whom I closely trained because I know some of my senior student-athletes will graduate and other might be dropped from the team for any reasons.”

2.a.7. Adaptation and implementation of New Trends in Coaching

Coaches have to be updated on the trends that keep on evolving each time. P1 saw it as vital to stay abreast in the present demands of coaching.

“I am adapting also to the new trends in coaching, kasi the coaches also have to reach out for the trends kasi taon taon naman even in swimming may nadadag sa rules dyan, so we are adopting that also para paglabas ng bata para mag compete may alam sila sa mga bagong rules.”

(I am also adapting to the new trends in coaching, because coaches also have to reach out for the trends. Every year, even in swimming, there are added rules, so we need to adapt and apply those rules so that when these student-athletes go out for a competition, they are already familiar to the new rules.)

She also added:

“I am also attending some conferences/seminars ng coaches and then I also search and browse swimming strokes kahit alam ko na yan, pag nanunuod ako nang mga famous na mga swimmer like Michael Phelps, may mga strokes syang ini-explain eh kung pano mapapagana ang katawan which is sometimes I don’t know kung pano sya gawin.”

P5 shared:

“Actually, para sa mga coaches, kailangan kasi nating mag-engage sa mga makabagong programa eh, IAF (International Athletic Federation), ayon pag nasundan mo sila magandang program yon, step by step.”

(Actually, coaches should engage in the recent programs, like IAF. If you happen to follow and watch their program, it is very useful, step by step.)

2.a.8. Skill Mentoring

When interview was conducted, the coaches were very outspoken that they even utilized their senior student-athletes and even their former athletes are coming back to extend help by mentoring other players. Experts in the field were also invited to make demonstrations on the skills and at the same time conduct mini-seminars to give more input to the student-athletes. They also added that the service rendered by their senior or alumni athletes were out of love, they never charged nor asked for anything. This is also one way of encouraging the present student-athletes to develop in them the sense responsibility and leadership. According to them these former student-athletes contribute a lot in giving ease to the burden of training.

Participant 1 shared:

“Ang mga magagalang kong players ay iniinvite ko talaga na pumunta ng skul para tulungan ako mag train, lalo na pag may summer training ako. They are very excited to come back and help. Kahit dito sa ibang sports mas masaya sila, mentoring samin is very evident.”

(I am inviting my premiere varsity players to come to school to assist me train my aspirants especially when summer training starts. They are very excited to come back and help. In our school mentoring is very evident even with other sports.”

P6 also shared:

“Kapag beginner ang mga bata, mga jumps kaya ko yang gawin pero yung may mga advance na mga senior players ko na ang magdedemo, pero during conditioning exercises talagang nakakapagod, sinasabayan ko sila.”

(With my beginner student-athletes, I can still demonstrate with them jumps, but with the advance skills, I request my senior players to model the skill. I can perform conditioning exercises together with them.)

P8 added:

“Sa una kasi kapag nagdadiwe ka sa kanila be sure na makukuha nila yung skill para magkakaroon sila ng interest na gawin ulit kasi natuwa sila eh magpapancake ka. Ngayon, hirap na ako, buti nalang matyaga ang mga ace players ko to model the skills tapos iniisa isa nila mga kasamahan nila.”

(At first when I perform floor diving, I made sure that the skill is being mastered by my players. Once they mastered, they repeatedly doing it especially doing the pancake save. Now, its hard for me to execute it. I am thankful to my ace players who can execute the skill before their team mates. In addition, they even assist their co-players in performing other skills.)

2.a.9. Expert Coaches

Coaches being the back bone of the sports program are the ones drawing efforts to make the program feasible. They are the go-to person in every undertaking happening in the program. The interview revealed how hard working these coaches are. There is no any statement that came out from their sharing that speaks of themselves as best coaches. The researcher adjudged each coach as expert coaches due to the sacrifices they partake in the team, to add the level of competitions that they were qualified and the number of winnings.

2.B. Coaching as Leading: Shoot and Rebound

Changes do happen as planned; other changes happen so quickly. Participants during the interview have responded to the question with sentiments that during the change, the challenge to them is how to adjust on it. Moran and Brightman (2000) say, leaders have the difficult task of promoting change when employees are seeking a sense of stability. Leading is

just like playing basketball, the moment the ball is shot, the challenge is to rebound the ball that may strike in any direction. Leading is making the direction clear to all members. Andin (2004) outlines leading as the work performed to influence people to act in order to attain the results desired. Sub-themes below focused on the changes that might be a threat to the team. This is where leadership comes in, how coaches would lead the stakeholders adapt to change, commit themselves to change, ask support if needed, and welcome change. Moran and Brightman (2000) made it clear that leaders help create safe environment, encourage people to collaborate, take risks, take responsibility, and accountable for the change process the organization must continually undergo to maintain a leadership position in its industry. Indeed, leaders have all the way the influential mantra to direct all members into a common goal. If leaders could get people positively involved in the change process, and channel the energy they expend resisting change into experimenting with it, they would move much faster in the adoption of new behaviors and ways of working together (Moran and Brightman (2000).

2.b.1. Adaptation to Change

Change in workplace happens. Change brings positive and negative effect in all its duration. Mentally positive individual accept change with no resistance. Resistance to change would probably break the chance of discovering and experiencing something new beyond our comfort zones. Adaptation to change is a humble move for a challenging life ahead. During an interview with the participants, everyone has a unique and humble experience as they relate to changes that took place in their respective workplace. One thing common among participants is that they embraced change. Participant 2 and P5 were worried on the sudden imposition of

policies in the school like; no training for a certain period prior to the periodical examination. They were worried because according to them, the date of the competition is scheduled close already. Despite the change, both of them understand the purpose of the school.

P2

“Sobrang hirap kaya ang pinapadaan namin. Kinakausap namin ng masinsinan and principal na sana magkaroon kami ng time for training. At the end naman po pinapakinggan po naman nila kaso nga lang mayroon talagang bawal, sobrang bawal talaga. Lalo na kapag bawal ang training. Kaya nagleave talaga kami ng isang linggo para sa exam and nag adjust ng training plans.”

(We face the hardest situation. We talked with the principal if he could allow us to conduct training. At the end, he listened to us but policies are bound to be followed so training is prohibited. We did not practice for one (1) week and we made adjustments to our training plans.)

P5

“Mga pagbabago naman kadalasan with regard to training samin na yun eh, nabago for example one week na walang training dahil sa pagbabago sa schedule, nagkaroon ng mga activities, examination. Mahirap masundan yung peak mo sa training noong nakaraang lingo kasi parang nag decelerate ka eh, so kailangan mag adjust talaga sa training at mag adjust sa mga pagbabago.”

(Changes commonly happen with regard to training practices. Usually change happen due to school activities, examination schedule. Problem here, it is hard to pick-up from where you left from last week's training, the energy will decelerate. But I can't do anything, I need to adjust with my training program and adjust with the changes.”

Participant 2 shared another concern of his on the change imposed those trainings held outside school premises should secure permits. Though he resisted at first, but tried to accept.

He narrated:

“One time may pangyayari na bawal talagang lumabas ng eskwelahan kasi kailangan namin ng permit, kailangan ng pirma ng magulang, pirma ng adviser, pirma ng principal kasi nga hinahanapan kami ng sulat ng magulang na pwedeng lumabas ang bata dahil kahit anong mangyari sagutan parin talaga iyon ng eskwelahan. Mahirap na proseso pero dapat sundin para matuloy lang ang training.”

“One time there was an event that prohibited us from practicing outside if we cannot produce permit letter signed by the parent, adviser, and principal. And most importantly, a letter from parent allowing their child to practice outside. I understand the reason of the school, anyway whatever happens to a child, the school will take full responsibility of it. The process was too tiring and taxy but we are bound to follow.”

Participant 5 on the other hand has explained during the interview that the school he was working as a coach has a very organized procedure in disseminating information, hence, whatever changes that would happen he is well informed.

“We are usually gathered for the information, mga bago sa school, actually may mga meetings naman para malaman namin kung anong bago kung ano yung mga kailangang i-adjust, so meron kaming adjustment sa oras, trainings, ganon po.”

(We are usually gathered for the information, actually meetings are held to inform us on the changes that will happen, what to do in response to the changes, adjustment on time and training.

2.b.2. Commitment to Change

Embracing change is allowing oneself to explore the possibilities. This means, a person is opening his total self to commit on whatever risks it may bring. But in the end the process of meaningful experiences would allow a person to understand that change is significant. Embracing change and its effect would open a lot of opportunities for every individual to realize array of opportunities that would make him successful. During the interview, participants expressed their commitment on the changes that happened in the workplace despite refusal at first. Participant 4 expressed her commitment in training her student-athletes despite changes that took place in her program. She stated:

“Di ko nakakalimutan talaga ang basketball, pag may darating na recruitment bago lahat ang sistema ng training, binabalik ko lahat sa basic kung pano kami nagsimula kasi hindi ko pwedeng iadvance yung turo ko kasi nga may maiiwanan ako din ang mahihirapan, and may tendency na pwede silang mainjury, binabalik ko lahat sa simula inieexplain ko sa kanila na ang basketball hindi naman binabago yan eh, pag nasa top ka na alam mo ito na lang, kailangan bumalik ka uli sa dati mo para makasanayan mo ulit.”

(I will not ever forget basketball, if there will be new recruit players, I have to change the system of training, I have to go back to the basic. I cannot go advance in training because the newly recruited players will be left behind, and they might suffer from injuries. I have to go back to where we started training, and I explained it to them that basketball game never changes. If you are on the peak of your game your knowledge stock in there, you need to go back to the basic to refresh your good start.)

P4 also shared that in her program, she is always asked by the sports director to redirect some parts of her program to try new which she said yes.

“Nilalaro ko yung sistema, hindi pwedeng yung ngayong sistema ko ngayong 2019 is the same ng 2020 kasi may sawa effect sila eh, so kung ano yung ginawa ko ng 2019 nilalaro ko lang medyo may twist ako don sa mga ginagawa namin tapos lagi kong iniexplain sa kanila na we need to go back to the basic, kasi pag hindi tayo bumalik sa basic mahihirapan yung mga newly recruited.”

(I played with the system, the system I used last 2019 should not be the same in 2020 because there is “sawa” effect. The program I did in the 2019 is twisted a bit. I explained it to them that part of the changes would be going back to the basic of training, because if not, the newly recruited players cannot follow.)

P1 expressed her feelings about the revamp of positions her school, her resistance made her promise to commit herself on the new assignment. She exclaimed:

“Hindi ako mareklamong teacher. Sa akin kasi responsibility siya na I need to take a risk. Kung ano man ang ibibigay nila sa akin committed naman ko to do my function.”

(I am a teacher who does not complain. For me, it is a responsibility to risk at. Whatever assignment they will give, I will commit myself to the function my new assignment calls for.)

P8 lamented on the decision of the school for a change of coaching path. She experienced that the team that she was coaching for several years will be given to her co-teacher. But she took the risk of handling new team with positivity and commitment. According to her:

“Sabihin na lang natin, yung volleyball na hawak mo ibibigay kay ganito, kakausapin mo ngayon ang papalit sa iyo. I orient mo siya ng nature ng players mo at ang training program na ginagawa mo. Tapos ibibigay sa iyo bagong event, walang consistency pero go ako para sa mga bata.”

(Let's say, the team that you are handling will be given to the another coach. You will talk to that coach, orient him about the nature of the players, and sharing with him the training program that you have made. Then, you will be given new team to handle. There is no consistency, but for the sake of the students I have to commit myself.)

2.b.3. Seek Support

Coaching is not a work of one (1) but a conglomeration of efforts of people who take part in it. Coaching builds a strong community where coaches, student-athletes, teachers, school administrators, and parents tie bonds to support the pursuit for excellence of the program. Seeking support doesn't mean that a person is weak, this is an approach of learning and recognizing other people's strength. During the interview with the participants, several concerns came out as support was emphasized. The concerns evolved mostly on extrinsic support. Many good things were heard on human support. Participant 4 shared how thankful she was with her director when he supported her during the time that her coaching status was a bit shaky. She narrated:

Pinaka challenge sakin na pwede akong matanggal bilang isang coaching staff, yung basketball womens kasi na hinahawakan ko pwede nilang kunin at i merge sa program ng mens so ayon, thankful ako yung director ko pinaglaban na 'wag pakilaman ang program ko dahil nakita niya na maganda yung program ko."

(The biggest challenge I ever experienced was a rumor that I will be taken out from the coaching pool. The basketball womens that I was coaching was planned to be merged to the mens basketball program. I was thankful to my director, he fought for me. He said that my program should stand as it is because he saw the potential of it.)

Participant 5 narrated also his unforgettable experience with the superb support of the parents for his cause. He shared:

“Kapag kulang talaga kami sa practice, dinadala ko ang mga bata sa Manila Memorial para doon mag practice. Minsan takot ako magpaalam sa parents, pero suportado sila ng magulang nila, minsan doon kami sa Marikina o Pasig nagpaparactice kasama pa ang parents nila, todo suporta.”

(If we need more time to practice, I brought my student-athletes to Manila Memorial for skill training. At times, I was afraid to ask permission to the parents that I need to bring their child to a certain place for practice, but parents are very supportive of their child. There was a time when we had practice in Marina or Pasig, parents were full support of their child.)

P5 added:

“Kailangan talagang kausapin ang parents, kadalasan kasama yung mga parents sa practice, gusto rin makita ng mga parents yung improvement ng mga anak nila.”

(It is very necessary to talk and ask permission to parents, most of the times parents accompany their child during practice. Parents also want to see how far their child improve in skills.)

Participant 6 expressed also her gratitude to her principal.

Nagkataon naman na supportive yung principal namin, kasi talagang nakita nya na talagang may accomplishments ako, may achievements ako kaya kahit konti konti lang yung pinansyal support niya pero hindi niya pinababayaan ang program ko.

(It happened that my principal was so supportive of me, she saw my accomplishments, my achievements. Although her financial support to the team was limited, still I'm grateful of her because he has a full support on my program.)

2.b.4. Poise

With the change that happens in the work place, many lost their poise and bearing. Poise here is understood as the response of coaches on the changes that happen, how they were able to compose themselves despite being challenged. The interview revealed different responses of the participants on how they maintain their composure. Participant 8 shared her views on how she positively accepted change in her workplace, and how she was able to influence student-athletes accept too:

“Ang mga bata din kasi ang ayaw mag palit ng coach e. Sinasabi ko nga sa kanila na ang pagbabago ay nangyayari anytime, kung magpalit man ng coach kailangan ninyo mag cooperate hindi kayo naglalaro para sa coach kundi naglalaro kayo pasa sa school at sa pangarap niyo. Paunti-unti tanggap naman nila.”

(The student-athletes themselves don't want to change coach. I told them, change do happen anytime, if you will have another coach, you need to cooperate. We do not play for the coach, instead we play for the school and for our dreams. Gradually, they learn to accept.”

P8 also shared when asked about her reaction on the issue, she positively replied:

“Actually tayo naman kasi ay sumusunod lamang so pag binigyan ka ng ganito since na coaching yan tatanggapin mo so yun yung problema ko malaking adjustment na naman.”

(Actually, we just simply follow. If we are given this task, and since its coaching, you will accept it. The only problem lies is, big adjustment.)

P5 shared the same as regards the decision of the school administration for change, he uttered:

“Actually, kailangan nating i-respect yung decision nila kasi syempre sila yung nakakataas eh.”

(Actually, we need to respect their decisions since they are our bosses.)

P3 recounted his experience with his fellow coach, which he was able to maintain his composure despite conflict:

“Hindi ko tini-take as negative, kasi nagkaroon ako ng kakaibang karanasan, one time tatlo na lang kami na coaches dahil naging busy yung pang-apat coach sa private work niya, nung bumalik siya, may gusto siyang i-implement na gusto niyang baguhin sa naturo ko at iibahin na naman, so parang nagkaroon kami ng konting misunderstanding, na-hurt lang ako sa part na parang na by-pass ako agad. Kinausap ko siya ng maayos at naging okay naman”

(I don't take it negatively. I had an experience, with my fellow coach. One time the fourth coach was so busy with his private job, the three of us left as coaches and trainers. When he returned back to school, he wants to change the program that I did and implement his. We had a little misunderstanding, I was hurt I felt I was by-passed. I talked to him privately and everything was settled in a good way.)

P3 also added:

“Siguro, ang thinking ko na lang sabi ko, kunsabagay mas maraming matutunan ang mga bata, may natutunan sa akin at may matutunan sa kanya. Kasi kung iisipin ko pa na makipagkumpetensya sa kanya magulo lang. Ang gusto ko lang naman ay ang maturuan ang mga bata. Anyway, kami kami pa din naming coaches ang magkakasama.”

(I was thinking, anyway, student-athletes have learned a lot from me, and will be learning from him. To compete with him is useless, it will create a big fight. What I only wanted; student-athletes must learn a lot from us. Anyway, the four of us coaches will work for the common cause.)

2.C. Coaching as Organizing: Stick to the Plan

Coaches are working hard in an organized implementation of the program. To achieve that goal, coaches work hand in hand with the stakeholders to establish a sound and logical organizational structure of the program. Andin (2004) states that organizing refers to the work

to arrange and relate the work to be performed effectively by people. This theme specifies the close monitoring of coaches on the needs of the program specifically on turn-overs and recruitment.

2.c.1. Turn-over Succession

Turn-over of athletes is one critical situation in the life of coaches. Losing key players in the team would create big adjustment. During the interview, participants shared their breaking heart loss with their graduating student-athletes who have been in the team for years. According to them the graduation of these student-athletes marks the new beginning of training and recruiting of players to fill-in the big holes in the team. Participant 7 expressed his feelings when losing number of great players:

“Oo, may grade 7 ako, may 12 years old pababa, 15 years old pababa, may 17 din ako, yun ang ginagawa ko para hindi ako maubusan ng mga players, pag gumaduate na yung mga players ko, may mga kasunod naman parang may junior, minnie team ako.”

(Actually, I have grade 7, 12 years old under, 15 years old under, and 17 years old under, that’s what I do not to lose players. If there would be graduating players, I have still had my junior or Minnie team to replace them.)

P7 also added:

“Ang ginagawa ko kasi sir, yung mga elementary na mga athlete, pinupuntahan ko, kinakaibigan ko na yung mga coaches sa elementary tapos tinutulungan ko pa yung mga elementary coaches, magttraining din ako yung mga bata kilala ko na, kahit grade six pa, elementary pa sumasali sa training ko, ganon talaga planting rice talaga ako.”

(What I do, I go to the nearest elementary school in our place, I encourage the children to train in our school under me as coach, I establish bonding with them, It’s is indeed hardwork.)

P8 also shared her own technique in replenishing the turn-overs in her team, she said:

“Oo, nagrerecruit ako, yun ang ginagawa namin ng mga former players ko, sila na mismo ang nagruroroom to room, kasi kailangan namin makakuha kahit interested lang pwede na.”

(Yes, I do recruit of players with the help of my former student-athletes. I we found interested students, we immediately encourage them to join.)

P8 added:

“Mga under training na lang and natitira, so sila yung kumbaga may rank na susunod.”

(I have undertraining left; they are my players next in line.)

P8 said that she is really very persistent as a coach in looking for new breed of players, she added:

“Kasi tinitignan ko kung sinong grade 6 pupils ang pupwedeng pagdating sa grade 7 pwede ng maging member ng team. Minsan ang mga coaches at teachers din nila ang tumatawag sa akin na may mga bata na gusting sumali sa team. Ang kagandahan pati posisyon ng bata sa laro at ugali ay sinasabi din nila sa akin.”

(I always look for possible grade 6 pupils who can join my team when they reach grade 7. Good thing, there are coaches nearby who call me and endorse their players to me who are interested to join my team. What made grateful, these coaches are informing me already of the positions these grade 6 pupils are good at.)

P6 shared the same strategy with P7 and P8, she expressed:

“Pinupuntahan ko ang elementary school dito sa lugar namin, na may mga elementary students na kung pwede sa school na magtrain kasi wala silang trainor, wala silang coach na talagang knowledgeable kaya isa rin yun sa mga approaches kong ginawa.”

(I went to the nearby elementary schools who have potential elementary pupils who are willing to train under my supervision. I know these pupils have no coach who is knowledgeable to train and supervise them, I encourage them to join my team, one of my strategies as well.)

P6 added:

“I conduct sports clinic kasi maraming may gusto umali, kasi disadvantage in my part na high-school ko pa simulan yung bata dapat talaga in early age.”

(I also conduct sports training to attract interested students. It is disadvantageous in part training high school students already; it would be best if training starts at young age.)

P4 shared her agony when losing almost all of her senior players, she shared:

“I think nangyari sa kin 2017 almost 80% ng mga players ko nawala, back to zero talaga, we need to accept kasi kung magdudwell ka pa rin don sa dati na performance ng team hindi ka makakapag move forward.”

(That happened to me year 2017, I lost 80% of my players in the team, everything started back to zero. We need to accept it, we cannot dwell to the present situation, we need to move forward.)

2.c.2. Flexible Plans

Coaches need to be flexible in most of the times. Part of the program are the untoward incidents that are beyond coaches' control. There are activities at school that training program need to adjust. There are changes in schedule that trainings need to be postponed. During the interview, participants were very vocal in sharing their sentiments on the interruption of activities and events on their planned program. The said interruptions, most of the times, cripple their scheduled activities and that pushes them to start from the beginning.

According to Participant 5, he said:

“May mga activities na hindi maiiwasan for example nakaplansta na yung training program mo pero syempre mawawala yun kasi maraming mga activities, then yung mga extra-curricular ng mga bata.”

(There are activities that the school cannot forego, training will be affected, and also students have other extra-curricular activities that they have to attend to.)

P5 also added:

“Ganon po talaga kailangang mag-adjust ng mag-adjust sa training program kasi hindi pwedeng walang practice tapos isabak sa laban, kailangan at least meron silang practice.”

(I need to adjust with the training phase, we really have to practice.)

P1 even shared her technique in coaching even if she is not in the water, she said:

“Pag di ako makababa sa pool, doon ako nagdedemonstrate sa ibabaw kasi I cannot demonstrate it sa tubig mismo kasi hindi ko alam kung pano sila magrereact kasi ano ba gagawin nila nasa taas ako iniikot ko ang katawan ko kung pano sya dapat iikot, anong mga techniques ang mga batikang mga swimmers na hindi mo ina-akalang yun pala yon”

(If I cannot plunge into water to demonstrate the skill, I stayed at the pool side doing all the necessary skills in order for my swimmers to follow.

2.D. Coaching as Controlling: Model the Model

Student-athletes are great imitators, their attitude on and off the court is the reflection of how coaches trained them as players. Communicating positive values to student-athletes shapes direction of their daily habits. Schools are very particular on the behaviors of their students, as much as possible they want to keep the image of the school as value-laden school

which is cascaded from top administration down to the basic level structure of the school. Model the model means, the best attribute of a coach is what being exemplified among his student-athletes.

Coaches must be sensitive on the ins and outs of the program. All events that are not part of the program should be controlled, undesirable behaviors should be controlled, what remains should be what is essential in the program. Andin (2004) defines controlling as the work performed to assess and regulate work in progress and to assess results secured. Sub-themes below show the ways of behavioral control that helps the coach achieve its goals. Ethical behavior is what makes the organization stand for change. Slijivic, Skorup, Vucadinovic (2015) say, changes in the environment, then in the internal structure of the organizations, and increasing unethical behavior of managers, have launched an avalanche of doubts about the ability of management control to respond to its basic task.

2.d.1. Professionalism

Professionalism is the way the person conducts himself at workplace. It encompasses different attributes that identify and define a person as professional. In the case of sports, professionalism is described by the behavior exhibited by coaches, student-athletes, parents, school administrators on and off playing area. During the interview, all participants shared their unique professional attributes loved and modelled by their student-athletes. The responses of the participants focused on the positive ethical standards and compensation they received if there are was not discussed. According to them, to act professionally is one big

challenge but it turned out to be a habit. Participant 2, P4, P7, P8 discussed how respect is the top attribute for professionalism.

P2 shared:

“Ang pinaka the best na dapat makikita ng mga bata sa akin ay yung respeto, lalo na sa mga estudyante na nanonood, talagang sinasabi namin sa bata na batiin ninyo ang principal, teachers, mag good morning and afternoon, para kapag nasa labas ng school ang mga players ko, maa-adapt nila ang ganung ugali.”

(The best attribute that the must see in me is respect, especially to those students who are watching our training and games. I always tell them you have to be polite, say good morning and good afternoon to the school principal, teachers. In this way, when they are outside the school, they will adapt it.)

P4 also added:

“Ako yung ‘respect’ kasi lagi kong iniimplement sa kanila yan na ang pinaka mahalaga saakin ay respeto, kung gusto mong respetuhin kita respetuhin mo ko, ganon lagi kung gusto mo respetuhin ka ng ka ng team mate mo respetuhin mo sila, kasi magba-bounce yan eh.”

(For me. Respect. I always tell them respect is what matters to me. If you want to gain my respect, respect me, if you want the respect of your team mates, respect them. Respect bounces back.)

P7 was very emotional when he shared how respect is earned.

“Respect yan ang pinakaimportante sa akin after discipline. Yung respeto nila sa atin, not because na coach tayo, not because na teacher tayo, ito ay dahil tao tau at pantay pantay. At ang isa pa sa pakikipag-usap, pinapakita natin sa kanila na model tayo pagdating sa wastong kaugalian.”

(Respect is very important, next to discipline. The respect that we get, not because we are coach, not because we are teachers, but because we are human beings is what we deserve. And one more thing, we model to them that we are the epitome of good character.”

P8 shared the same line. She said:

“So far maayos naman ako sa mga bata, nagbibuid talaga ako ng maayos na relationship, yung respeto sa kanila, respeto nila sa akin so yun ang pinaka magandang itinatanim ko sa mga bata.”

(So far I am in good terms with my student-athletes. I establish a good relationship with them, we respect each other. I think that’s the best legacy I can leave them.)

Another ethical standard that came out in professionalism is fairness and equality. Participants shared how they value fairness and equality with their players despite gender. Participants revealed that they cannot get away from favoritism but they still stand by the idea of equality and professionalism. According to them, at times you cannot get away from a fact that there are student-athletes who are exceptionally good both in skills and character but they tried to be transparent to avoid jealousy and faction in the team. There are student-athletes who are also very sensitive and keen observers and they do not want to create bad impression on their name as coach.

Participant 3 shared about fairness and equality:

“Pagdating sa mga players ko talaga, lalaki at bakla, parehas ang turing ko.”

(When it comes to my players, gay or straight, I treated them equally.)

P7 added:

“Equal, wala akong, kung ang sapatos ng isa ay A6 lahat sila A6 kahit reserve sila A6 din sila. Oo, yun ang maganda don, alam nila ang spirit of fairness, yun ang maganda doon.”

(Equal treatment. If one wears A6 shoes, all of them must wear the same even he is a reserve player. That's the beauty of it, they are aware on the spirit of fairness.)

P3 was very honest on his practice as regards favoritism in the team, asked if he plays favoritism, he said:

“May part na ganun pero hindi mo kailangan ipahalata sa kanila, kasi kapag ipinakita mo sa kanila, lalo na gusto mo ang isang player na ito at nakita ng isa, sobrang magiging unfair sa bata, kaya dapat transparent ka sa equal treatment.”

(Sometimes we feel that, but you don't need to expose that, because if you do so, it would be unfair to the other student-athletes. You have to be transparent in equal treatment.)

Participant 7 shared during the interview that he has several players who are critical thinkers and keen observers. They always comment and tell the team about his observations and sometimes it reached to the point of correcting their team mates. When P7 was asked on how he was able to handle that, he said;

“Pinapayagan ko pa rin ang mga bata magbigay ng opinion nila tungkol sa nakikita nila sa mga laro, dapat marunong ka rin makinig sa kanila, I recognize ang mga ideas nila.”

(I allow them to share their opinion on what they observe during the game. We need to listen to them, and recognize their ideas as well.)

2.d.2. Role Modeling

Coaches are being looked up to by the student-athletes. All of their actions are seen and emulated. Coaches must be models of good and refined character. During the interview, participants shared how they display themselves before their student-athletes, be it character or skill. According to them significant transformation happened in the attitude of the players especially on their punctuality during training and the improvement of skills as they imbibed the correct form of execution from their coaches. Take for example the sharing of P7 and P6 on time management and punctuality. P7 shared:

“Number 1 sa akin yung time management and punctuality. Pinapakita ko talaga sa kanila na di ako nalelate sa training, dapat mauuna ako sa practice. Kaya kalaunan wala ni isa sa kanila ang nalelate sa training man o laro.”

(For me, number 1 is time management and punctuality. I really showed to them that I never came late during the training, I arrived to the practice venue ahead of them. In next practices, nobody came late during the training or even during the game).

P6 as well shared her modeling style:

“Pinapakita ko sa kanila na talagang masipag ako, role model lalo na sa punctuality during training, no absences lalo na sa mga beginners, talagang iniinstill ko yan sa kanila kaya strict konti. Tapos talagang prayerful ako, sabi ko lagi sa mga gymnasts ko, we need prayers in our events, delikado din kasi ang gymnastics.”

(I showed to them that I am industrious, role model of punctuality especially during training, no absences especially to the beginners. I really instilled in their minds the value of punctuality, that is why I am a bit strict. I am also prayerful and I influenced them to constantly pray, gymnastic event is somehow not safe.”

During the interview, it was also emphasized by the participants how they intensely demonstrate and execute the movements during training so that student-athletes would be inspired to perform and master the correct form of execution. Participants 4, P5, P6, and P8 showed the right form of execution before their student-athletes.

P4 narrated:

“Ginagawa ko talaga ang skill, ako yung nagdedemo sa kanila, sinasabi ko kung anong moves na mga gagawin nila, kasi naninniwala ako pag continuous mong pinapakita sa kanila at continuous mong ginagawa sa kanila, madali nilang nagagawa.”

(I personally perform the skill; I demonstrate it before them. I instruct them the movements that they need to do. I believe, if you continuously demonstrate and perform the skill before their eyes, they can easily follow them.)

P5 also shared:

“Sa elementary at High School hindi pwede yung nakatayo ka lang, ituturo mo kung ano yung gagawin nila so kailangan nagagawa mo yon para at least nakikita nila kung ano yung tama. Tulad sa hurdles at jumping, tatakbo ka ng tama yung running form mo kailangan maipakita mo sa mga bata na tama din kasi ayon ang tinuturo mo at gagayahin nila.”

(If you are coaching elementary and high school, you really have to demonstrate and perform the skills, they need to see how a skill is performed in its true form. Just like playing hurdles and jumping, you have to run with a correct form of running. They need to see the proper execution because that is exactly what they need to do.)

P6 stated:

“Talagang sumasabay ako sa mga athlete ko para makita nila medyo flexible ako lalo na sa mga jumps, sa mga splitting, sa mga conditioning exercises, dinidemo ko yan, sa kanila.”

(I join with athletes during skill execution so that they will see how flexible I am especially in jumps, splits, and conditioning activities. I always demonstrate it to them).

P8 explained:

“You as coach dapat model ka talaga at makikita talaga na may alam ka sa laro kasi don mo makukuha yung respeto ng mga bata mo, alam ng mga bata mo nanalo dahil din sayo.

(As a coach, you have to walk the talk, you will get the respect of the student-athletes if they see in you the potential of being a coach, that they won because of you.)

P8 added:

“Kailangan maipakita mo din sa kanila na model ka bilang teacher, model ka bilang coach. Lagi sila paalalahanan ng kanilang responsibilidad sa pag-aaral. Doon manlang makita ng mga bata ang halaga nila sa atin hindi lang bilang player kundi bilang isang tao.”

(You need to show to them that you are a model teacher and a model coach. Always reminding them of their responsibility in school. A little act of concern to make them feel that they are valued not only as an athlete but as a rational human being.)

2.d.3. Positive Verbal Reinforcement

Coaches are models of prudence especially on words. Words might break or hold one's dream to become a successful student-athletes. Foul and harsh words are common street expressions that we ordinarily hear each day. It is unbecoming for a coach to shout or utter foul words if a player commits mistake. According to them, there were times which they cannot hold their temper they shouted over the team and made gestures to scare them. Eventually it was effective, but they realized, the relationship will never be that healthy one the student-athletes face fear every day during training and encounter. During the interview, coaches reiterated the value of prudence and respect towards every student-athlete under their charge. As model coaches, here are their statements on positive verbal reinforcement: Like P7, he talked about prayerful life and foul words:

"Iba pa din iyang ma develop mo ang prayerful life ng mga bata. Bawal kasi yung 'putangina' bawal yan, hindi ko gusto marinig yan inside the court nagmumura, hindi yan nila ginagawa kasi magagalit ako. Pinapagalitan ko talaga pag naririnig ko yan."

(It is really different if you have developed their prayer life. I don't want to hear foul words inside the court, it is a no no, and they are afraid of doing it because I will get mad.)

P1 and P8 shared:

"Hindi talaga nakarinig ang mga players ko na sinisigawan ko sila."

(My players never heard me shouting at them).

P8 added:

"Never I say harsh words to them, I always encourage them."

2.d.4. Focused Monitoring

Coaches believed that focused monitoring is one hands-on activity that motivated the student-athletes to strive for excellence. During the interview, participants explained the importance of close monitoring on the performance and behavior of the athletes especially during training. They see to it that during training, their presence is felt by the student-athletes. One concern of the coaches, according to them, is the occurrence of incident and injury, which becomes a big issue to parents. Participant 5 mentioned:

“Kailangan from time-to-time bantayan mo sila, kailangan lagi kang nakasupport sa kanila kasi ang dami nilang mga tanong so kailangan mong sagutin, kahit makulit na sila minsan sa pagtatanong doon sila natututo e.”

(From time to time you need to watch them, give support to them, and answer their queries because they keep on asking questions. Sometimes they appear to be irritated but that’s the way they learn.”

“Kailangan sa umpisa pa lang ng training nakatutok ka na; sa running drills, sa warm-up pa lang kailangan tama yung ginagawa nila eh, minsan tumatakbo rin ako nakikijogging din ako sa kanila, warm-up, running drills so kailangan kasama ka rin nila, kasi bagong mga players eh, mga bata pa sila, so paulit-ulit gawin. Kailangan mo kasi i-correct bawat konting mali ng player para at least maadapt nila yung tama.”

(From the start of the training, it is necessary for the coach to closely monitor the running drills and warm-up activities of student-athletes. I made sure that the performance is well executed. Sometimes I joined with the jogging, warm-up, running drills because many of them were newbies in the training, you need to repeatedly perform the drills for their mastery. Monitoring is necessary because it is the avenue for correcting the wrong practices of the student-athletes and at the same time they will adapt the practice.)

P7 also shared his view on the importance of focused monitoring:

“Importante siya kasi alam mo yung kakayahan ng bawat player mo importante talaga na may time ka sa kanila kasi pag dating sa laro, importante mong makita ang dapat mo iimprove.”

(Focused monitoring is important to assess how far the student-athletes have gone in their performance. Again, this is necessary especially in the assessment of their performance in the game.)

Research question 3. This section discusses how has been a straight men and women, openly gay, and openly lesbian coaches experienced challenges in their gender orientation and how these experiences influenced and formed them to become elite coaches. It also discusses how coaches experienced discrimination, dealt it with courage, and made resolutions in it. Table 4 below presents the themes of RQ 3.

Table 4

Gender Challenges and Experiences

Theme	Gender Challenges and Experiences
Gender and Coaching: Holistic Approach	- commitment to training - respect to individual privacy - training-focused - motivating leadership.
Gender and Relationship: Finding Self-worth	- professional distance - trustworthiness - self-intimidation - maintaining sexual identity.
Gender and Discrimination: Foul Ball	- negative criticisms.

3.A. Gender and Coaching: Holistic Approach

It is termed holistic approach because of the wide range of influence in the whole being of the coaches. Coaching is exciting and challenging; it comes across barriers that would shape coaches to discover their creative side. The good side of coaching is the realization of positive and negative influences that would lead them into a better coach. Coaching should not focus on who's who in coaching; beyond the idea that men are the dominant coaches while women, gay, and lesbians belong to the weaker sex. Equality in coaching should prevail regardless of gender orientation. In the theory presented by Eagly and Karau (2002) on Role Congruity Theory, they emphasize that this theory is essentially grounded in social role theory but extend the theory beyond sex differences in physical attributes and the sex-appropriateness of the occupation to the consideration of the congruency of the gender role in the job to be performed. Gender roles are socially constructed to further define socially shared expectations of how work should be performed and by whom.

Equality in coaching is now gradually recognized due to some legal documents that brought awareness to human right issues. In America, the amendment of Title IX which protects the right of all genders, the Gender Awareness Development which expounds the idea about LGBTQ rights and stand, and the Magna Carta for Women which drives women to be socially assertive of their rights.

3.a.1. Commitment to Training

A common dilemma among coaches is to get perfect statistics for attendance of student-athletes attending training. There might be reasons why student-athletes fail to attend and the

main reason could be the commitment and the consistency also of the coaches in attending their scheduled training practices. During the interview with the participants, it came out that their commitment in conducting trainings motivated the student-athletes to attend. In fact, according to them, they have been through lots of sacrifices due to their commitment in sports. This is one influence of the desire to prove that despite gender differences in coaching, one strives to become better.

According to P1, she shared:

“I always share yung knowledge and skills ko as a coach to my students kasi bilang babae parang ang dali mo maiimpart sa kanila ang gusto mo ibigay lalo na sa training, konting karisma ma sumusunod sila agad.”

(As a coach, I always share my knowledge and skills to my students. As a woman, it seems that you can easily impart knowledge to them especially during training. I just need to be charismatic and they would immediately follow.)

P4 had a realization why she became committed to training, she narrated:

“Kung tunay ako na girl I think di ko magagawa yung ginagawa ko sa kanila. Kaya sabi ko siguro ginusto din ni God na maging lesbian ako kasi yung kayang gawin ng lalake ay kaya kong gawin at yung ang idedemo ko sa bata lalo na sa mga training namin, kaya ako sobrang committed.”

(If I am a real woman, I think I cannot perform what I can do now. That is why I affirm myself, God really wanted me to become lesbian because what a man does, I equally do, like demonstration of skills during training. This is the reason why I am so passionate and committed.”

P7 wanted to establish a good rapport to his student-athletes, this influences him to be committed to training. According to him:

“Hindi kasi pwede na coach ka lang sa laro, dapat binibuild mo ding yung relationship mo sa mga bata, mahal ka nila pag nabuild mo na ang iyong relationship sa grupo mo, kahit ano pa ipagawa mo sa mga bata gagawin talaga nila like pag sinabi kong “Papakamatay tayo sa laro na to” magpapakamatay talaga yan, pag sinabi ko na “hahatawin natin ang training, gagawin talaga nila” commitment lang”.

(To be a coach is not enough, you should have a common ground with the student-athletes. If you have established that bond, they will love and appreciate you, and they will follow what you want to tell them to do. Like, playing do or die in the game or intense training, they will do that, indeed it's a commitment.)

3.a.2. Respect to Individual Privacy

Coaching deals with sensitive issues, so as with gender. In the field of sports, we commonly see male and female coaches exposed to coaching grounds. At present, this is not true anymore. The presence of openly gay and openly lesbians in coaching becomes a common scenario. Question might arise; who is going to be the most effective gendered coach? Common denominator would be – who is persistent enough to dominate. During the interview, this question was answered by all the participants based on their personal experiences. Straight men and women coaches disclosed themselves from the issues of respect and privacy. Among openly gays and openly lesbians, this matter is sensitive in their gender standing. Coaches dealing with the student-athletes is influenced by the ideas of respect and individual privacy.

P2 shared:

“As per relationship sa mga players, nagse-set ako ng bar, ng limitation kapag magkakasama kami lalo na kapag nasa labas na kami. Kailangan lagyan mo rin ng boundary, hindi naman pwede lagi kayong magkakasama kasi baka di ka na galangin during the training na.”

(As per relationship with my players, I set bar, limitation everytime we go out together. You need to set boundaries, not all the time you have to be together, time comes they might not respect you during trainings.)

P3 narrated how his personality is influenced professionalism:

“Kapag kaharap ko ang mga players ko, kahit naman sa school po, hindi ko pinapakitang baklang bakla ako, hindi pwede, may standard ka kasi na binibigay sa sarili mo. Hindi ko pwede ipakita yung side na balahura ako, hindi pwede. Kailangan ang pormal na ako ang makikita nila during training.”

(If I faced my players, especially in school, I never show to them my true identity. You have to set standard for yourself. It's a no no to show to them the usual practice I do. You need to be proper when facing them especially during training.”

P5 also shared his treatment with his female players:

“Sa mga babaeng players ko, tinitreat ko sila bilang babae as coach na lalake nirerespeto ko yung privacy, pinapakinggan ko sila kung ano yung hinaing nila, for example yung mga babae may menstruation period at talagang hiram sila magtraining, pinagpapahinga ko sila.”

(As regards my female players, I treated them as women with respect. As a male coach, I respect their privacy and listen to their concerns. Like for example, when they have menstrual period and cannot attend training, I let them rest.)

P8 also shared her respect to individual privacy:

“Bilang isang lesbian na coach, nakita naman nila na I never touched them, nagturo ako ng swimming ng 9 years sa may school na may babae at lalake, lagi akong dumidistansiya sa mga players ko, I don’t touch any parts of their body, if I do especially sa training, I ask permission. Ayoko ng issue.”

(As a lesbian coach, my players know me well, I never touched them. I taught swimming for 9 years handling boys and girls, I always set my distance with them, I never touch any parts of their body, if I do especially during training, I ask permission. I don’t like issue.)

3.a.3. Training-focused

One way to ensure the full implementation of the training program is to focus on the important aspect of it which is skill training. Focus here means, close monitoring. During the interview, participants revealed how religious they are when it comes to skill training and they termed it “hard training”. Obviously because they are all winning coaches.

P2 shared that, the negative impressions he heard about his gender has influenced him to show off his skill in volleyball and turned his focus on training. He said:

“Dahil bakla ang impression nila sa akin, pakitang gilasp ako sa training. Focus on training ako, talagang hard training po, wala kaming bola sa isang buwan, puro katawan lang po. Nagbobola lang kami after 1 month. Talagang body conditioning lang po. Ayun napabilib sila paano ako magturo.”

(Since their impression of me is a gay individual, I tried to impress them during the training. I focused on training, indeed hard training. We never used ball for a month, it’s all-body conditioning. There, they were impressed the way I train.)

P3 added:

“Siguro ano, mas, hindi ko kasi iniisip ang gender ko na bakla ako, walang problema doon, ang mas iniisip ko kasi ang makapagturo ako ng maayos, na hindi ko kailangan iisipin ang sasabihin ng ibang tao sa akin.”

(I didn't mind what others are thinking of me, that I am a gay. What I'm thinking about is how to train well, not minding what others would say about me.)

P5 during the interview explained that he wanted to maintain his most bemedaled status:

“Actually hindi naman ako masyadong strict, pinapatupad ko lang talaga yung tamang oras lalo na sa training. Mahigpit talaga ako, bilang isang lalakeng coach ipinapakita ko sa kanila ng tamang oras na dapat nila iobserve.”

(Actually, I am not that strict, I am just implementing the proper time they need to follow during training. I am firm, as a male coach. I show to them the proper time they need to observe.

3.a.4. Motivating Leadership

Winning coaches always lead the way, they often order “let's go”. They are also the most influential individual in molding student-athletes to become “who's who” in the field of sports. The core meaning of coach is to change an individual from where they currently are to where they desire to go (Trijokus, 2003). This is why coaches are being looked up to because they are powerful component of the student-athletes journey. During the interview, coaches revealed that the most influential weapon to motivate the student-athletes are verbal motivation and self-modeling.

P1 exclaimed that, what influenced her to become a motivating leader is her experiences with her previous coaches. She said:

“As a coach kinukuha mo ang kalooban ng bawat player mo, pag pinasok mo ang sarili mo sa kalooban ng bawat player mo napakalaki ang impact sa bata noon, ever since I started being a player yun ang naramdaman ko with different coaches, parang yung raport with the player and the coach yun ang nadedevelop at nakakainspire.”

(As a coach, you need to win the heart of each of your player. If you able to penetrate into the lives of these players, it will create a big impact into them. Since I started as a player, that’s what I felt and experienced with my different coaches. The rapport is developed between the coach and the player, and it is so inspiring.)

P4 stopped all her vices because she wants to model herself to her players and eventually influence them:

“Kumbaga sakin nakatingin ang mga players ko eh, naniniwala ako kung ano yung leader mo ayon din ang nasa bata mo eh, kahit sabihin nilang lesbian ako who cares, wala akong pakialam kasi basta nakikita kong tama yung ginagawa ko at natututo yung mga players ko, yun ang sakin pagdating naman sa mens pag nagturo ako ng mens pinaka masarap yung respect ng mens na nagugulat sila na kaya kong gawin yung ginagawa nila.”

(My players look up to me, I believe what kind of leader I am is reflected in my players. Even if they will say that I am a lesbian, I don’t care as long as I know what I am doing, my players are learning from, that’s what matters. When it comes to mens basketball, I am overwhelmed with the respect they are giving me because they can’t believe that I am capable of doing the skills more than they can do.)

P4 also added:

“Simula nung nagstep ako sa shoes ng coach, tinanggal ko lahat ng bisyo ko, kasi ako yung number one model sa kanila, gusto ko yung wala silang masasabi, pag kasi nakita nilang umiinom ako nakikipag inoman ako sa mga players ang pangit tingnan.”

(When I became a coach, I stopped all my vices, because I know I should be the role model to my players, I don't like that they have to say something against me. If they saw me drinking with other players, for me it's very unethical.)

P5 shared:

“May mga players ako na sobra ang frustration sa performance nya, gusto nila mag quit. Syempre bilang coach, nando'n pa rin tayo para imotivate ulit, i-guide ulit, may mga ganong factors din minsan.”

(There are players who get frustrated with their performance and planning to quit. As a coach, our role is to motivate them guide them.)

3.B. Gender and Relationship: Finding Self-worth

Based from the interview, participants shared various good and negative experiences that challenged their relationships with people that they are with. According to some participants they made a great adjustment in their personal relationship because they want to preserve the respect of people that they are working with, other participants testified that their relationship with their fellows has never changed, other participants narrated that their gender was questioned and that pushed them to establish a great comeback to correct the wrong impression of others towards them.

Sub-themes below show how participants observed professional distancing with the student-athletes in the assumption that harassment might be the misconception. Participants

also confessed how they give their full respect and trust to student-athletes expecting that the same trust and respect they will harvest. Krane and Barber (2005) speaks about lesbian college coach experience and identity role confusion (coach vs lesbian), and it was also identified that many lesbian coaches live a life of silence and fear because of the negative perceptions of homosexuals.

Building better relationships makes a team become successful by working together and creating a “family” or a “community” through them. The sense of family or of a community is integral for a team to function as one. Wolf-Wendel et al (2001) found that in today’s collegiate sport culture, race, socio-economic status and other background variables are not significant factors for acceptance as long as one is able to contribute to the team in a positive way.

3.b.1. Professional Distance

Professional distancing is one challenge that coaches experienced to maintain healthy relationships especially with the student-athletes. Coaches create boundaries between/among students and parents so as not to sacrifice their privacy. Interview said it all, especially in the case of openly gay and lesbian coaches, according to them, most of the times, they were criticized because of their gender orientation.

P2 when asked how is his relationship with his players, he said:

“Yes po, may boundary ang relationship ko sa mga players. Nag se set ako ng limitation kapag magkakasama kami lalo na kapag nasa labas ng school. Di ako masyadong sumasama pag walang sadya, ayokong sobrang palagay ang loob nila sa akin, dumidistansiya ako.”

(Yes, I put boundaries as to relationship with my players. I set limitation also when I am with them outside school. I seldom go with them if there is no important agenda. I don't want them to be overly comfortable with me; I keep my distance.

P8 shared the same experience with P2.

"I set wall with my players, pero yung wall naman namin ay pinapaintindi ko sa kanila, so ibang wall ito, wall ng respeto."

(I set wall with my players, but I let them understand that the wall between us is the wall of respect.)

P8 added how she observed carefulness:

"Careful dahil nga ganito ang ating gender, hindi lang doble o triple as in sobra."

(I'm always careful, double, triple, it's because I am a lesbian.)

P3 shared a different situation, he talked about the feelings he might experience towards his players, he said:

"Nang matanggap ako na coach sa skul ko ngayon, nag-set na ako ng standard na hindi ako pwede ma-fall sa player, kapag player, player lang, anak, gagawing anak na lang, anak lang ang turing, so hanggang doon lang."

(When I was accepted as coach in the school where I am coaching at present, I set already standard not to fall for my player. I should treat them as simply players, treat them as my children.)

P3 also lamented on parent's impression towards him as coach, coaching men's team. When he heard those side comments from the parents, he said:

“Yung ang pinaka ano sakin na, china-cghallenge ko sarili ko, dapat hindi ko patulan to kailangan pakita ko sa kanila na hindi ako tulad ng iniisip nila”

(I challenged myself not to mind them, I should not entertain them. What I should do is to show to them that I am not the person that they thought I am.)

P7 honestly shared the actual scenario in their school when trainings are done simultaneously.

“Minsan din nag-aaway lalo na sa paggamit ng basketball court, hindi lang kasi ako ang gumagamit ng gym eh madami kami walang may magbibigay. Lalo na kapag intrams mahirap ang scheduling. Pero mga petty quarrels na na sosolve naman agad.”

(At times I have conflict with my fellow coaches especially in the use of basketball court, no one wants to give in. That happens most of the times especially if it is school intramurals, so hard to set the scheduling of games. But those are petty quarrels that we can solve immediately.)

A controversial question was asked on “favoritism” if this is practiced and how it creates chaos in the team. P7 shared his experiences on this, he narrated:

“Hindi maiiwasan na may favorite ka sa player mo, sinasabi ko naman kasi sya naman lagi nandyaan, basta yon lang sinasabi ko, may paborito talaga ako yung walang absent sa training, yung madali lang tawagin, madalas kasama mo, yung sasamahan ka talaga. Pero pagdating sa laro wala nang favoritism lahat pantay pantay na.”

(I cannot avoid having favoritism especially if this player is always beside you, stick with all the time, no absences during training, easy to call. But in the course of play, everybody is equal, no one is above the other.)

3.b.2. Trustworthiness

This sub-theme appeared to be positive among all participants. Interview showed that they have established acceptance and trust came after. Participants during the interview shared how their fellow coaches welcomed them in the coaching hood with no biases despite gender differences. Participant 2 shared:

“Yung lahat ng nakasama kong coach na-accept naman nila ako na ganito ako bilang isang coach kasi tinuturuan din naman nila ako kung ano ang gagawin para mapasunod ko ang mga bata ko, lalo na sa part natin bilang isang coach na ganito. Madami din akong natutunan sa kanila kasi sila din, yung mga coach na nakasama ko, may lalaki, may babae, may tomboy, nakakatuwa kasi nagsha-share kami ng mga experience namin lalo na sa players.”

(I was accepted by my fellow coaches as an openly gay coach. They are mentoring me on what to do in making players follow the standards. I learned a lot from them. They are my fellow coaches coaching other sports; there are straight men and women coaches and also a lesbian coach. We share a lot with our experiences with our players.”

P5 supported the idea:

“I am in good terms with other coaches, we compete in most of the league kaya magkakakilala na kaibigan na rin ang turingan kahit na magkalaban kami ng mga ito. Yung relationship naman namin mga coaches ay okay naman.”

(I am in good terms with the other coaches, we compete in most of the leagues that is why we know each other and we are friends. My relationship with them is good.”

P5 shared how important establishing rapport:

“Ay oo, kailangan talaga maganda ang relationship mo with players, sa mga co-teachers mo, sa mga coaches, importante yon kasi minsan do’n ka rin makakakuha ng tulong mula sa kanila, saka technique din with regards to handle the young players.”

(Yes, you need to build a good relationship with your players, with your co-teachers, fellow coaches. That is important because you can easily ask help from them especially in disciplining the young players.)

P6 how parents trusted her with their daughters. She said:

“Yes, the parents trusted me, dahil babae ako na coach ng mga anak nila, then magkatabi kaming matulog ng mga anak nila.”

(Yes, the parents trusted me so much. I am a woman coach, they let their daughters sleep beside me.)

3.b.3. Self-intimidation

Participant 1 shared her unforgettable experience on self-intimidation. She exclaimed:

“When we were having a meeting dominated by male coaches in swimming, I felt so intimidated kasi the way they speak in front of the meeting ang lalaki ng boses tapos buong buo. Lalo na kapag first time mo nakita mapaisip ka parang ang dami naman nilang alam kaya nahihiya ka tuloy magsalita.”

(When we were having a meeting dominated by male coaches in swimming, I felt so intimidated because when they speak in front during the meeting, their posture seemed to dictate that they are learned coaches, that is why I am reluctant to speak.

3.b.4. Maintaining Sexual Identity

During the interview, Participant 5 gave the best statement on sexual identity and how to maintain it despite influences around. P5 is an openly lesbian that coaches women's basketball team. According to her, she wants every player entering her team to be certain of their sexual identity and also some parents who are reluctant on the condition of their child under her charge. She emphasized this through her statement:

“Sa mga players ko at doon din sa magulang, sinasabi ko indirectly doon sa anak nila na pag ikaw babae ka pumasok sa team, lalabas kang babae dito kasi kung anong mangyari sayo at magiging lesbian ka paglabas, ang impact ay babalik sa akin, iniisip ng mommy mo na tinuruan kitang maging tulad ko.”

(I always told the parents and my players, especially my players, I told them indirectly that, “if you entered the team as straight woman, I want you to graduate and finish your playing year as a woman still.” If you turned out to be lesbian, the impact will reflect back on me. I don't want that your parents would think that I am converting you to be like me.”)

P5 she also added:

“Sa akin kasi parang pag nalaman ng parents na lesbian ako bilang coach ng anak nila, iisipin nila na baka yung anak nila maging ganon din kagaya ko, so pinatutunayan ko talaga na hindi magiging ganito ang anak mo.”

(What I'm worried about is when the parents know that the coach of their daughter is lesbian, they might be thinking that their daughter will come out to be lesbian too. I really proved to them that it will never happen.)

3.C. Gender and Discrimination: Foul Ball

Discrimination is the common issue among any form of gender. Men, to be the dominated sex in coaching has not much concern on discrimination. Women seldom do. But openly gay and openly lesbian coaches experienced discrimination torture. According to Herbl, et al (2002), gays and lesbians are subtly discriminated against doing the employment process. Employment process across all fields. During the interview, openly gay and lesbian coaches often experience discrimination on the early stage of their work. Participants were all honest in giving their experiences, and that, RQ 3 identified one (1) sub-theme: (a) personal criticisms.

3.c.1. Personal Criticisms

Coaches expressed their experiences on discrimination during the interview conducted on separate dates. The participants experienced discrimination in a most unique way and for them is a learned experience to create a new impression of themselves. Interview showed that, openly gay and lesbian coaches experienced mostly discrimination. This section presents the experiences of coaches on discrimination, how they were able to deal with the discrimination, and the realizations captured based on the experiences.

Participant 1 experienced discrimination during the time that she became the head coach of the NCR (National Capital Region) swimming team. According to her, there was this young coach, male coach whose team ranked second place over-all. Her team was the over-all champion. Rule is, whoever is the coach of the champion team will automatically be the head coach in the next step of the competition. Conflict happened because he has an interest in claiming the headship of coaching. Undeniably he is a great swimmer because he is in the

pool of the Philippine Swimming Team. Rule has to be followed; P1 will be the coach. One time, P1 called for an orientation of all swimming coaches and he was there. In filing the forms, names of people who comprise the coaching team should be registered, it came into my shock when he wrote names of his team.

“I set an orientation for the different coaches for the forms to be filled up. Nagsulat sya ng pangalan nya pagkatapos ng pangalan ko kasi syempre ako ang head coach siya ang assistant coach. Pero pagdating sa pangalan ng chaperon, trainor, siya ang nagmando kung sino ilalagay nya naglagay ako ng mga taong dapat na, syempre ilalagay ko kasi ako ang head coach. Ayaw niya pumayag, kaya nag usap kami kung sino sino ang mga ilalagay.”

(I set an orientation for all coaches for the filling up of forms. He wrote his name after my name because he is my assistant coach. Come to the other positions like: chaperone and trainer he wrote names there without my permission. I am the head coach; it is my prerogative to assign whoever I want to assign in those positions. He doesn't want to change the names, I told him that we need to talk for the finalization of the list.)

Despite of what happened, P1 stayed humble and calm. She wanted to work with him in harmony because she knew he has to support her being her assistant coach. One time, P1 encountered a problem during the competition, she asked him:

Nagiging humble enough ako sa kanya magtanong, “sir ano ang gagawin ko?” binalingan nya lang ako at sinabihang “Ikaw ang coach eh!” yung kayabangan na ganon hanggang marami kaming discussion nyan. Lagi niya pinapamukha sa mga nakakarinig na wala akong alam.”

(I was humble enough to ask his, “sir what are we going to do?” but he replied, “you are the coach!”, we made lots of discussions because of his selfishness. Indirectly, he wants to show that I knew nothing.)

Participant 1 was asked how she was able to deal with the conflict, she replied:

“I tried to understand him. Iniisip ko na lang ah siguro ito talaga ang attitude nya kasi unang una ang age gap namin ang layo, pangalawa ang tingin ko sa kanya studyante ko na lang sya eh. Siguro ganon ang pagpapalaki sa kanya.”

(I tried to understand him. His attitude might the result of our age gap, secondly, he is like a student to me. Perhaps, he was brought up that way.)

Participant 1 was asked to share her realizations on her experience, she narrated:

“Ang realization ko don ang pagiging magaling ng isang tao ay di dapat pinagyayabang, kasi hindi mo alam ang kausap mo kung anong kagalingan meron din sya. Nung mga sumunod na competition na ako lagi ang nagiging head coach, nakikipagbalyahan na din ako, ayoko na laging inaunder under nalang.”

(My realization was, don't be proud of yourself before other people, you do not know what skill they possess. They even have more as compared to you. The following years of competition, I was always appointed as coach and I became assertive and aggressive, I don't want to be nobody.)

Participant 2 shared also his own experience on discrimination. P2 is an openly gay who started coaching at the age of 22. According to him he also experienced being bullied by making fun of his gender orientation. He narrated:

“Ay bakla yan, hindi makakapagturo yan ng maayos. Pero after nun tinatatak ko sa utak ko na kailangan may papatunayan ako sa kanila after nito.”

(He is gay, we won't be able to train well? Hearing that, I promise to myself, “I have to do something to prove them wrong.”)

Participant 2 discussed during the interview how he was able to deal with the situation:

“During the training, ang mga estudyante namin na laging nanonood at nagsasabing, ayy bakla yan ganyan. Pinapakita ko sa kanila kung gaano ako ka-strikto sa training, talagang tatatak sa utak nila na ayy hindi lang basta bakla, magaling pala.”

(Those students who regularly watched our training, and the same people who made fun of my gender, were amazed seeing me train and perform on top of my skill.”

“Maiinis ka at first, pero iisipin mo na lang at sasabihin mo sa sarili mon a kaya mo ito. Siyempre kapag pinatulan mo ano sasabihin ng ibang tao sayo, ikaw din ang masisira, walang mangyayari, kaya papatunayan mo na lang sa kanila kung ano ang mayroon ka, para sa huli talagang winner ka!”

(Hearing insulting words from people around, I was mad at first. But later on I realized, it’s useless entertaining them. Best thing to do is to prove to them what you’ve got.”

Participant 2 was asked of his realizations on his discriminative experience, and he narrated:

“Sa totoo lang talaga, naiisip ko talaga kung bakit ako naging gay, gay coach. Sobrang hirap sa part ko pero kailangan ko patunayan sa tao dahil ginusto ko ito, mahal ko ang Volleyball, kailangan ipakita ko sa kanila lalo na sa sarili ko na kaya ko ding gawin ang ginagawa ng isang natural at normal na tao.”

(Sometimes I forsake myself why I was born gay, a gay coach. It is hard but I have to step up. I love volleyball, I want to prove to them that I am capable of doing what the normal people do.)

Participant 3 shared the same experience with P2.

“Syempre kapag napapadaan ka, hindi naman ako cross dresser, unless magsasalita ako, madidistinguish talaga na bakla ako. Minsan nag titinginan at nag sisikuhan pag napadaan ka na.”

Participant 4 is an openly lesbian coach who also shared her own experiences on discrimination. According to her, she knew it was discrimination but she never entertained the idea of discrimination, she treated it as a challenge. Discrimination according to her denotes negative meaning. She further explained:

“Sa akin challenge lang eh, hindi ko na sya tinitignan as discrimination kasi kung iisipin mo discrimination negative na eh, hindi mo na gustong turuan yung bata eh di ba, so sa kin parang na chachallenge ako lalo.”

(For me, it's simply challenge, I don't look at it as discrimination because discrimination is negative in nature. I treated it as a challenge.)

Participant 4 was asked what particular instance she knew the act was discrimination and how she was able to deal with it?

“Ano sa kin, naririnig ko pero hindi ko pinapatulan, never kong pinapatulan kasi sa kin pumasok kayo sa sapatos ko para malaman nyo yung buhay ko na wala naman akong ginagawang masama, ako sabi ko sa aking sarili, lesbian man ako pero mayron akong maipapagmamalaki sa inyo, hindi ako masamang tao.”

(I heard them talking about me but I don't recognize. Fill in my shoes and you will know who I am. I always tell myself that lesbian I am but I have so much to prove. I am a good person.”

With that experience, P4 shared his realizations:

“Tama ang ginawa ko nag-aral ako, nagtapos, naging varsity player, naging coach. Pero noong sumikat na ako as coach nakikita nila ako sa TV, tapos nag national team coach ako, grabe pag umuuuwi ako sa amin ngayon, iba na tingin nila sakin. Kelangan talaga may mapatunayan ka bago ka nila tanggapin.”

(I knew I did the right thing; I studied hard, graduated, became a varsity player, and a coach. During the time that they saw me in TV as a national team coach, I received a special treatment from my town folks when I went home. I realized; you really need to be somebody to be noticed.)

Participant 8 has a unique encounter also of discrimination with the parents. According to her:

“Yun ang pinaka una kung karanasan, na misjudged ako dahil tomboy ako. May nangyari kasi sa mga bata doon sa coach nila dati.”

(That was my very first experience, I was misjudged because I am a lesbian. That impression happened due to the previous experiences accumulated from their former coach.)

How she was able to deal with it? P8 explained:

“Kailangan mabuild mo ang sarili mo at magkaroon ka ng pangalan.”

(You need to compose yourself and make a name.)

Participant 8 discussed her realizations on the event of discrimination. She said:

“Ang pinaka thankful ako is kung paano ako pinalaki kasi yung surroundings ko ang unang tumanggap pinaka sa kin di ba pag maganda yung pinaka base nung naging experience mo with your family and relatives, doon nagiging maayos yung paglaki mo kahit na lesbian ka.”

(I was so thankful with my family, they brought me up to be a good person, and the first to accept me as who I am.

RQ 4: A Gender-sensitive Coaching Standard

WIN-WIN STRATEGY: A GENDER-SENSITIVE COACHING STANDARD

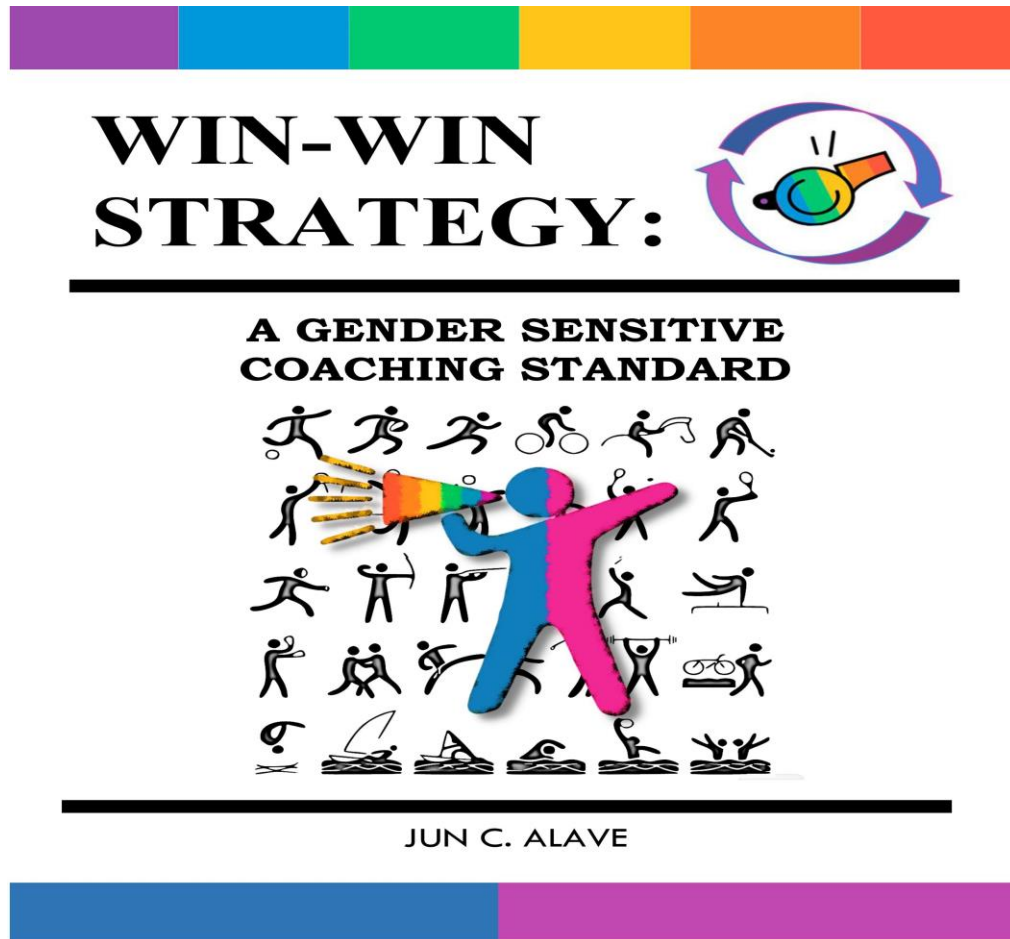


Figure 1. Gender-sensitive Coaching Standard Cover

The cover represents the whole content of the program. The colors characterize the colorful and meaningful life of different genders as coaches of different sports. The whistle symbolizes the coach which is sealed by two continuing arrows which represents the evolving and the winning strategy. The person with dual color stands as gendered coach and the cone he is handling represents leadership. The background caricatures symbolize the different sports these gendered coaches are capable of coaching and training.

BACKGROUND AND ROLE OF THE STANDARD

This coaching standard was designed based on research findings which aims to provide coaches, athletic directors, teachers, athletes, the direction on the responsibilities they should possess in coaching. The standards are basic competencies that give support to coaches in dealing with the stakeholders of the school. It also gives a myriad of opportunities to sports experiences that enhance growth and development to coaches, student-athletes, and other coaching staff.

This coaching standard is anchored on the belief that all coaches should provide knowledge in the development of an individual athlete regardless of gender orientation. Likewise, coaches of different gender orientations are expected to exercise all standards based on its objectives, purpose, and principles free from biases.

PURPOSE OF THE STANDARD

This standard seeks to provide coaches, teachers, sports directors, athletes, clear responsibilities in implementing their coaching practices and styles based on the school sports program. As a guide, the set of standards may:

- help guide sport coaches understand their roles and responsibilities in developing competent student-athletes;
- be used as vehicle for quality coaching result and quality coaching experiences;
- facilitate and encourage professional growth and updating among sport coaches for improved and quality coaching;

- be used as opportunity for coaches, athletic directors, and coach educators to construct a quality and sound sport program;
- promote gender equality in sports coaching and all its scope;
- raise awareness on the importance of community involvement as a strong support for the successful implementation of the sport program.

PRINCIPLES OF THE STANDARD

The Gender-sensitive Coaching Standards is characterized by inclusivity. It is inclusive because it welcomes all coaches regardless of gender orientation. And also, this standard holds no biases among coaches that exhibits different abilities, interests, and sports experiences or backgrounds. All student-athletes who are one of the recipients of these standards will be guided on proper demeanor to observe and practice on and off the court.

GENDER-SENSITIVE COACHING STANDARDS FRAMEWORK



Figure 2. Gender-sensitive Coaching Standard Framework

The Gender-Sensitive Coaching Standards emerged as the product of various experiences revealed by coaches during the conducted interview. These standards give meaning to the experiences that take place in school, in competition venues, during training, with the

stakeholders, and with the student-athletes. These experiences of coaches resulted to planned content of coaching standard that is gender-sensitive.

The standard is illustrated by a circle which is divided into three (3) connecting phases. The different colors found in the circle represents the different gender of coaches. The arrows represent continuity and interconnectedness of the different parts and phases of the standard. The first circle or the nucleus circle characterizes the first phase which is the gender-sensitive coach. Gender-sensitive coach is the very heart of the standard, they are the recipients and the first hand implementor of the standard. Coaches are bound to understand and exercise the five (5) main themes of the standard and the basic elements of each theme found in the outermost part of the circle.

The second layer of the circle shows the five (5) main themes of the standard. The five (5) main themes are the result of the research findings of research questions 1 – 3 which were interpreted, analyzed, and themed. The five (5) themes are: set goals, ethics, and standards, establish connection with the stakeholders, create a gender-sensitive and safe sports environment, organize and manage the conduct and preparation for sport competition, desire for continuous professional development. The themes surrounding the coach is responsible in shaping him/her to become balanced and reliable coach in all aspects of human dimensions.

The outer circle are the elements of each theme which came out specifically as the main thrusts that each coach should develop. These elements would define the context of each theme that separates from the other themes. Research questions 1 – 3 collect single details of their experiences; coaches may have different issues, challenges, and experiences, but collectively,

they contribute a lot in the learning development of every coach. The framework gives a clear picture on how a coach should take on the standards for his benefit in coaching considering all aspects presented in the figure.

The standards are divided and organized into five (5) themes which guide every coach the profound knowledge and skills in achieving all given competencies.

A. THEME I: Set Goals, Ethics, and Standards

Sport coaches present a comprehensive sports program that is gender-sensitive where goals are clearly defined, values and character are emphasized, and standards are followed. To meet the objectives of this theme, sport coaches should:

Standard 1: Develop holistic student-athletes.

Sport coaches should focus on the development of student-athletes as a whole. Sport coaches should provide equal opportunities to all student athletes regardless of gender orientation that enhance the physical, social, mental, and emotional well-being of the student-athletes. Participation on different sport activities whether training or competition should give equal treatment to all genders.

Standard 2: Adapt ethical practices through display of character.

Sport coaches must understand the importance of ethical practices and ethical decision making that recognizes the contribution of all regardless of gender orientation. The display of ethical behavior on and off the court contagiously transferred to the student-athletes. Sport

coaches should know how to observe simple rules set in the game and show poise and proper conduct when challenged.

Standard 3: Observe professional distancing.

Sport coaches must establish boundaries between coaching and relationship with student-athletes. Unethical practices such as favoritism, romantic relationship, hanging out for parties, among others should be avoided. Professionalism should prevail in all aspects of the training program regardless of gender orientation.

Standard 4: Align program direction based on the standards of the institution.

Sport coaches should observe the alignment and the conformity of their sports program to the vision, mission, goals of the institution. It also calls for the compliance of the program in the regulations set by sport governing body they are involved in for competitions. Sport coaches should consider the inclusion of gender that plays a big contribution in the successful implementation of the program.

B. THEME 2: Establish Connection with the Stakeholders

Sports coaches build relationship with stakeholders through communication, collaboration, and transparency. Sport coaches establish effective communication between/among stakeholders to develop open line of communication, encourage collaboration and support, and develop mutual understanding in whatever gender orientation they belong. Part of this core responsibility is to get parents involved and as well academic staff. To meet the objectives of this theme, sport coaches should:

Standard 5: Demonstrate professionalism and respect of privacy.

Sport coaches must hold professional allegiance in respect to the privacy of their student athletes. They must not get involved the personal conflicts nor share private information about their student-athletes. Professionalism and respect of privacy should take hold in both parties; the player and coach, regardless of gender orientation. This is also applied in tactful keeping of their personal records as student and student-athletes.

Standard 6: Involve parents and other stakeholders of the community in establishing a sound sports program.

Sport coaches should allow parents and other stakeholders to be part of the program. The involvement of the stakeholders solicits support and understanding as they are aware of the needs of the program. Part of the support is to recognize gender inclusion of the program. Sport coaches encourage stakeholders to witness the developmental result of the program through attending scheduled games and practices.

Standard 7: Provide student-athletes academic and extra-curricular support

Sports coaches must check the academic performance of the student-athletes. Sport coaches seek assistance from the subject teachers and advisers of the missed activities prior to their absence due to extra-curricular appointments. Academic and extra-curricular support is extended to all student-athletes of different gender orientation. Agreement is made among teachers and advisers in the academic follow-up and extra-curricular support of the student-athletes.

Standard 8: Use effective communication skills to provide positive and transparent sport and learning environment.

Sport coaches need to communicate effectively with the stakeholders to build positive relationships with them. Effective communication includes providing information on the proper implementation of the sports program, listening and understanding on the different perspectives of the stakeholders on the improvement of the program, and resolving conflicts in a professional way. It is therefore necessary among sport coaches to work on their written and communication skills to clearly deliver correct information. This standard is further enhanced between coach and student-athletes to establish an environment that is built on transparency and trust regardless of gender orientation.

C. THEME 3: Create a Gender-sensitive and Safe Sports Environment

Sport coaches must build a sports environment which is free from unfair judgment and biases. An environment where gender orientation holds equal footing in all aspects of the program. This core responsibility elicits safe environment both emotionally and physically especially among student-athletes. To meet the objectives of this theme, sport coaches should:

Standard 9: Provide positive and enjoyable sports environment to student-athletes.

Sport coaches should create a climate where understanding and acceptance of gender inclusion is prevalent in the program. Sport coaches open avenues for student-athletes to apply their learned skills through friendly games and competitions, emphasize on the value of skill training on their performance, encourage student-athletes to play their best to keep winning in perspective, provide varied activities that would keep them in focus, and that making always

look forward to the different plans of the program. Sport coaches must also encourage student-athletes to be open to the team as regards personal observations and practice teamwork towards the attainment of goals. Sport coaches emphasize respect and trust regardless of gender orientation to establish strong team foundation.

Standard 10: Eliminate discrimination.

Sport coaches must treat all student-athletes and program personnel and staff without discrimination. Sport coaches welcome qualified and potential student-athletes to the team, implement strategies to encourage them to participate and value the contribution they can bring to the group. Sport coaches instill among their student-athletes equal treatment with their co-players despite gender orientation, race, socioeconomic status, etc.

Standard 11: Create a fair and respectful environment free from biases and harassment.

Sport coaches should create an environment founded in respect and trust, thus, treating student-athletes and other program personnel equally regardless of gender orientation. Sport coaches are held responsible on the report cases of harassment, bullying, hazing behavior that is happening within the program. To reduce and avoid untoward cases, they can use their power as coach in a responsible manner to control the spread.

Standard 12: Model oneself and encourage student-athletes on healthy lifestyle practices.

Sport coaches must serve as the best example in promoting healthy lifestyle. They need to encourage student-athletes to adapt the healthy lifestyle practices such as: active participation in

physical activities, avoid or quit bad habits or vices, promote dietary habits, among others. Sport coaches emphasize the risk of sedentary living.

D. THEME 4: Organize and Manage the Conduct and Preparation for Sport Competition

Sport coaches understand the basic principles of organizing and managing the conduct of program in preparation for sports competition. Sports coaches consider the best practices to conduct proper sports training, mental preparations, selection of athletes, fiscal and material resources, and motivational reinforcement to student-athletes. Sport coaches emphasize the value of good leadership in the conduct and preparation of sports activities with equal focus on gender orientation. To meet the objectives of this theme, sport coaches should:

Standard 13: Conduct selection of athletes.

Sport coaches must conduct selection of student-athletes through recruitment, try-outs, scouting, recommendation, etc. Selection of athletes should be conducted equal among genders and must be based on the skill, interest, and attitude of the aspirants.

Standard 14: Design sound training program.

Sport coaches need to construct a training program that is gender-sensitive. A program that accommodates the physical capability of the student-athletes, the behavior and social maturity over the course of the training, and the length of time preparation regardless of gender orientation. Sport coaches have to consider the idea of training progression; thus, frequency and intensity are given focus.

Standard 15: Incorporate mental skills, competition strategies, game techniques into practice and competition.

Sport coaches must incorporate mental skills, strategies, technique training at student-athletes as a means of increasing learning and performance output. Sport coaches also identify and develop certain game strategies and techniques appropriate for the age and skill level of the student-athletes. These trainings are also provided on various avenues during pre-competition period. Sport coaches aid student-athletes regardless of gender orientation in developing mental competition plan and involve them in determining best strategies to employ.

Standard 16: Provide fiscal resources to support program implementation.

Sport coaches must seek a budget that financially support the program from beginning to end of the fiscal year or season. Sport coaches employ creativity and resourcefulness in accumulating budget for the program.

Standard 17: Provide necessary and appropriate sport equipment needed for training and skill enhancement.

Sport coaches must provide the team complete and necessary sport equipment needed for skill training.

Standard 18: Utilize full knowledge in the application of coaching pedagogical strategies during training

Sport coaches should recognize and apply different pedagogical strategies and instructional approaches to direct student-athletes learn the various types of game strategies and

techniques. The application of these strategies and approaches helps intensify performance of the student-athletes of different gender preference.

Standard 19: Reinforce motivational techniques to encourage student-athletes to strive for a better performance.

Sport coaches have to observe the best approaches in motivating student-athletes of different gender backgrounds. Sport coaches communicate in ways as parents in giving advises and correcting mistakes. They also consider the effects of intrinsic and extrinsic rewards in every victory achieved by the team.

E. THEME 5: Desire for Continuous Professional Development

Sport coaches need to seek continuous professional development in various ways; seminars, workshops, online training, mentorship, coach networking, and self-reflection. Sport coaches have to strive to enhance their coaching skills and update on new trends that keeps on evolving time to time. Continuous professional development is applied to all genders who sees the need for personal growth both in knowledge and skills. To meet the objectives of this theme, sport coaches should:

Standard 20: Enhance coaching effectiveness by updating oneself on the latest trend of coaching through various opportunities

Sport coaches must find time in attending coaching seminars, coaching workshops, self-reflection, read updated handbooks for new rules in certain sport, watch instructional coaching videos from reliable coaches, gather coaching insights from peer coaches, etc. The insights and

knowledge learned by the sport coaches in various sources will help improve coaching practices which will be beneficial to all regardless of gender orientation.

Standard 21: Apply knowledge and updated skills in elevating student-athletes' performance to a more advance sports skill.

Sports coaches must apply the knowledge and skills merited from various opportunities they were able to attend, witness, and encounter.

Standard 22: Provide student-athletes the opportunity to lead for positive transformation

Sport coaches must provide opportunity to the student-athletes to lead the group. Student athletes can take charge any program responsibilities that require their leadership skills. Equal opportunity in leadership should be practiced regardless what gender preference they are into.

Standard 23: Expose student-athletes to a more positive sport experiences and physical activities for sport skill enhancement

Sport coaches should find opportunities to expose athletes to various sports experiences that will craft their knowledge on new ways of discoveries based on their encounter. This opportunity will help sport coaches regardless of gender orientation, find new strategies that he could apply in his coaching practices.

Standard 24: Conduct community mentoring for continual improvement

Sport coaches must serve as mentors and leaders seeking new mentors in their ongoing professional development. Sport coaches need to conduct summer sports training program,

resource speaker, or formal discussion on coaching trends and issues involving gender equality with fellow coaches. This community mentoring promotes continual improvement.

Chapter IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and recommendations based in the gathered data on the coaching experiences by school coaches in handling student-athletes.

Summary of the Study

Coaches play a significant role in the sports life of every student-athlete. Coaches are a powerful component of the student-athlete journey (Gillman, 2009). They provide direction and guidance on the path to which these student-athletes might lead to. Coaches serve as co-parent and teachers to student-athletes as well, in fact their words remain to be imprinted in the minds of these young, Williams, et al (2003) state that coaches can impact student-athletes' welfare and accomplishment at each step of the expedition and help determine the quality and success of their experiences.

The experiences of coaches in their coaching expedition have embarked new beginnings for career pathing in coaching. All coaches have their own taste of challenges which ticked their brilliant minds to expose their unique characters in addressing those challenges. Furthermore, lived experiences are considered great motivators in upholding new ideals extracted from failures in coaching and as well successes in coaching. This study has shown how coaches held on to their character which hailed them to be great coaches, how experiences have shaped them to embrace changes that took place in their workplace, how they viewed coaching in different perspectives and able to apply them with scientific processes, how they were able to keep their poise when gender identity is being questioned, how they are able to maintain positive

intrapersonal and interpersonal relationships with the stakeholders of the program, and how they manage to gradually erase the pattern of discrimination in sport coaching. Every coach dream for the better; best result in their coaching program and better execution of the program by the student-athletes. Trikujos (2003) says that the core meaning of coach is to change an individual from where they currently are to where they desire to go.

Through the findings, a gender sensitive coaching standard was proposed and materialized. This coaching standard will help guide the coaches on how to work with the sports program, how to handle student-athletes and other stakeholders of the program, and most importantly, how coaches conduct themselves ethically on and off the coaching ground.

Summary of Results

This study was conducted to find out the lived experiences of coaches in their coaching career. Likewise, it focused on: the challenges the coaches experienced in their coaching career as well as the manner of coping with the challenges. The gathered data from the lived experiences of coaches analyzed and interpreted through interviews were used as the basis in proposing a gender sensitive coaching standard.

Interviews were conducted in a virtual and face-to-face phase where semi-structured questionnaire was used. The data gathered from the interviews were transcribed into text. The transcribed data uncovered the overall core of the experiences of coaches in coaching student-athletes.

This study has arrived at several major themes and each major theme has sub-themes. In Research Question 1 (RQ 1), it presented five (5) major themes; (I) Coaching as a Display

Character: Be Yourself, (II) Coaching as a Challenging Profession: Challenges Out. . . Solutions In!, (III) Coaching as a Rewarding Profession: Beyond MVP, (IV) Coaching as an Embracing Profession: Self-discovery, (V) Coaching Towards a Successful Sports Program: Proactive Moves. Each of the major themes was supported by the sub-themes. Theme I: Coaching as a Display of Character: Be Yourself was classified into sub-themes; (1) nurturing and compassionate, (2) strict and factual, (3) goal-oriented, (4) Continuously Growing and Evolving. The experiences of coaches in handling student-athletes gave them the idea that character defines them as a good and effective coach. Theme II, Coaching as a Challenging Profession: Challenges Out. . . Solutions In! has sub-themes namely: (1) academic support, (2) budget restrictions, (3) sense of commitment, (4) “whom-you-know”, (5) parental involvement, (6) limited resources and scheduling of practice. This means that coaches have experienced various challenges in coaching and were able to pose solutions into those challenges. On the other hand, Theme III, Coaching as a Rewarding Profession: Beyond MVP has posted sub-themes which are: (1) positive transformation, (2) expressive feeling, (3) skill adaptation, (4) communal celebration. This means that coaching has contributed so much in the highs and lows of coaches making them reliable and winning coaches. Theme 4, Coaching as an Embracing Profession: Self-discovery is supported by the following sub-themes: (1) time management, (2) self-satisfaction, (3) skill and self-appreciation, (4) Financial Gain. This means that coaching brought them lots of positive effects in their personal life and relationship to others. The effects that lead the coaches to discover their uniqueness lies within them. Lastly, Theme V, Coaching Towards a Successful Sports Program: Proactive Moves. Theme V has arrived into sub-themes; (1) professional

updating, (2) skill/talent identification, (3) Scholarship Grants, (4) Creative Program. This means that coaches are resourceful in improving and making their program work and effective.

Research question 2 (RQ 2) has produced (4) major themes: (I) Coaching as Planning: For the Win, (II) Coaching as Leading: Shoot and Rebound, (III) Coaching as Organizing, (IV) Coaching as Controlling: Model the Model. Every major theme has sub-themes that shed light to the ideas of the main themes. Theme I, Coaching as Planning: For the Win has sub-themes as indicated: (1) scientific approach to training, (2) training program that is supported by the community, (3) capitalizes on ‘One Team Family’, (4) recruitment program, (5) scholarship program, (6) tune-up games, (7) adaptation and implementation of new trends in coaching, (8) skill mentoring, (9) expert coaches. This means that coaches are employing varied approaches into the program, planning for best strategies, making it competitive and wholesome. To add, Theme II, Coaching as Leading: Shoot and Rebound has four (4) sub-themes, namely: (1) adaptation to change, (2) commitment to change, (3) seek support, (4) poise. This means that coaches are very open to changes as they embrace change and commit themselves to whatever challenges may it bring to the workplace. Furthermore, coaches seek help to reliable sources on problems that arise and act on them with poise and confidence. Theme III, Coaching as Organizing. Lastly, Theme IV, Coaching as Controlling: Model the Model has sub-themes: (1) professionalism, (2) role modeling, (3) positive verbal reinforcement, (4) focused monitoring. This means that coach’s model themselves before their student-athletes, with positive attitude and model character.

In addition, research question 3 (RQ 3) focused on the gender-related challenges that coaches had experienced. This includes three major themes, namely: Theme I, Gender and

Coaching: Holistic Approach. Theme II, Gender and Relationship: Finding Self-worth, and Theme III, Gender and Discrimination: Foul Ball. Every major theme is supported by sub-themes. Theme I, Gender and Coaching: Holistic Approach has arrived with four (4) sub-themes; (1) commitment to training, (2) respect to individual privacy, (3) training-focused, (4) motivating leadership. This means that coaches deepened their responsibilities in coaching as an influence of their gender orientation. Coaches became sensitive on the coach-student-athlete relationships and acted upon with boundaries. Moreover, Theme II, Gender and Relationship: Finding Self-worth has gathered sub-themes; (1) Professional Distance, (2) Trustworthiness, (3) Self-intimidation, (4) Maintaining Sexual Identity. This means that coaches build positive relationship with the stakeholders. Theme III, Gender and Discrimination: Foul Ball has a sub-theme, (1) negative criticisms. This means that coaches with their gender orientation still experienced discrimination from the society but still able to counter back negative criticisms through their skills.

As a result of this study through the gathered data, a coaching standard was proposed and is called, Win-Win Strategy: A gender Sensitive Coaching Standard.

Limitations of the Study

In this study, the data collected is dependent upon the personal memories and experiences of male, female, openly lesbian, and openly gay coaches. Transgender and bisexual presence in sports coaching is not much observed, and thus beyond the scope of this analysis. Respondents are identified through purposeful sampling. During purposeful sampling, individuals and locations are selected for the interview in order to purposefully develop an understanding of the research problem and central phenomenon of the study (Creswell, 2007). Participants are only limited to male, female, openly lesbian and openly gay coaches coming from private and public

high schools, and independent coaches who reached the regional and national level competitions. Coaches with 5 years of experience and above with winning backgrounds are the subject of this study.

This study limits its scope to coaching experiences, challenges encountered, ways in coping coaching challenges, and insights gained from coaching experiences.

Conclusions

Based on the findings of the study, conclusions were drawn which are presented below.

The gender-sensitive coaching standards contains unique features such as: (a) provides direction on the responsibilities every coach must practice, (b) it is inclusive, (c) sets goals, ethics, and standards as foundation for moral decision-making, (d) establishes connection with the stakeholders, (e) creates safe environment among players of different genders, (f) provides opportunities for professional growth of coaches. These unique features present a comprehensive guideline in shaping the coaches to become reliable and respected fellow in the field of sports.

Coaches became resourceful and creative in findings means to provide the necessary resources needed by the team. Their resourcefulness and creativity resulted to strong connections and support coming from different stakeholders of their community especially to the government officials, well-off parents, sponsorships coming from private entities, and fellow teachers.

Coaches employ management practices such as planning, leading, organizing, and controlling. These management practices enable the coaches exercise their management skills especially during the preparation for trainings and competitions.

Negative challenges were mostly experienced by openly gay and lesbian coaches. These challenges influenced the perspective of coaches towards sport coaching and improved their positive relationship with student-athletes and the stakeholders

Recommendations

Based on the gathered data, the following recommendations are made:

1. Adoption of the Gender-Sensitive Coaching Standards of every school; private and public, basic education institutions and higher education institutions. The standards can be a guiding document of every school sports program.
2. The Department of Education's (DepEd) policy on *Comprehensive School Sports Program* must be a basis for review on the effectivity of the standard.
3. For Basic Education and Higher Education Institutions, that they may consider the proposed gender sensitive coaching standard as basis for ethical decision-making and coaching practices.
4. For future researchers, for further validation of the proposed study that is effective on the holistic performance of the coaches.
5. Further researches may be conducted more on gender equality in sports.

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APPENDICES

Appendix A

INTERVIEW GUIDE

RQ 1 What are the participants' lived experiences as coaches as they relate to sports program;

- IQ 1 How do you describe yourself as a coach?
- IQ 2 What are the biggest challenges you have faced as a coach and how did you overcome the challenges?
- IQ 3 What have you found to be the most rewarding aspects of coaching?
- IQ 4 What were the effects of sports coaching on your career?
- IQ 5 What approaches did you employ that lead to the successful implementation of the sports program in your school?

RQ 2 How do coaches manage their coaching practices with respect to their own coaching standard?

- IQ 1 How do you respond to changes in your workplace?
- IQ 2 What are the best features in the implementation of your sports program made an impact in the performance of your athlete?
- IQ 3 How did you set good example to communicate the values envisioned by the school?

RQ 3 What are the gender challenges and experiences of coaches related to coaching practices?

- IQ 1 How has being a/an (man, woman, openly gay, openly lesbian) coach influenced you in your coaching practices?
- IQ 2 How has being a/an (man, woman, openly gay, openly lesbian) challenges your relationship with your students-athletes, fellow coaches, and significant others in your school?
- IQ 3 Have you ever experiences any form of discrimination because of your gender orientation despite being qualified as a coach? How did you deal with it? What were your realizations?

RQ 4 What gender sensitive coaching can be proposed based on the findings of the study?

Appendix B

INFORMED CONSENT FORM

Consent Form

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
CONSENT FORM FOR PARTICIPATION IN RESEARCH ACTIVITIES

Date: November 7, 2020

[REDACTED]
Gymnastic Coach
NNCHS
[REDACTED]

Dear [REDACTED]
|

As one of the renowned coaches in the field of sport, you are cordially invited to participate in a research study conducted by JUN C. ALAVE of the Philippine Normal University, entitled: **The Lived Experiences of School Coaches Towards a Gender Sensitive Coaching Standards.** Your participation is voluntary. You are given all the information about the study for your reference, kindly read. Should there be questions that you do not understand or confused about, feel free to ask for clarification. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. You will be given a copy of this form for your records.

PURPOSE OF THE STUDY. The purpose of this study is to describe the lived experiences of the school coaches in terms of coaching practices, the challenges faced when implementing these practices, the coping solutions in addressing the challenges, and the insights gained from coaching experience.

STUDY PROCEDURES. If you are willing to participate in this study, you will be asked a few demographic questions as well as a series of questions which will be sent to you via your personal online account or in any form of your personal convenience.

Rest assured that any information you share during the interview will be treated with utmost confidentiality. Interview will be conducted through zoom meeting, google meet, or personal meeting on your most convenient time.

This study will be submitted as partial fulfillment of the study in Educational Management at the Philippine Normal University.

Very truly yours,

JUN C. ALAVE, MAEd
Researcher

Noted by:

(SGD) INERO V. ANCHO, PhD
Adviser

CONSENT

I understand fully the above information and the given opportunity to ask questions. I agree to participate fully under the condition stated above.

Signed: [REDACTED] (SGD)

Date: November 13, 2020

Appendix C

LETTER TO A VALIDATOR

October 11, 2020

[REDACTED]
Senior Lecturer – Coordinator Quality Assurance
HPE Department
[REDACTED]

Dear [REDACTED]

The undersigned is currently conducting a study on the lived experiences of school coaches with different gender orientations: straight men and women, openly gays, and openly lesbians. The study aims to identify the coaching practices employed by the school coaches in handling their team, the challenges they faced in coaching and the manner of coping them, and their experiences in dealing with gender sensitive sports program. Thus, the result of this study will be the basis in developing a gender sensitive coaching standard that would promote gender equality in sports coaching.

With your expertise in research, I humbly request you to validate the attached self-made questionnaire for this study.

May this request merit your favorable response.

Thank you and God bless.

Sincerely,

JUN C. ALAVE
Researcher

Noted by:

(SGD) DR. INERO V. ANCHO
Adviser

Appendix D

VALIDATION OF INSTRUMENT WITH COMMENTS

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
EXPERT'S VALIDATOR'S FORM

THE LIVED EXPERIENCES OF SCHOOL COACHES TOWARDS GENDER SENSITIVE COACHING STANDARDS

QUESTIONS	ACCEPT	REJECT	REVISE	REMARKS
1. What are the participant's lived experiences as coaches as they relate to sports program?				
a. How do you describe yourself as a coach?	✓			
~~What are the biggest coaching challenges you have faced as a coach?~~ b. What have you found to be the most rewarding aspects of coaching?	✓			After describing himself/herself as a coach, ask first about the rewards or opportunities before the challenges. This will warm up the participant and may honestly open up sharing his/her challenges.
~~How did you overcome the challenges?~~ c. What have you found to be the most rewarding aspects of coaching?	✓			
~~What have you found to be the most rewarding aspects of coaching?~~	✓			

you think made an impact in the performance of your student athlete? b. How did you model behavior or communicate your values in your workplace?				conform with coaching standards and school's values and beliefs?
~~How did you model behavior or communicate your values in your workplace?~~ c. What are the best features in the implementation of your sports program you think made an impact in the performance of your student athlete?	✓			
3. What are the gender challenges and experiences of coaches related to coaching practices?				
a. How has being a/an (man, woman, openly gay, openly lesbian) coach impacted you in your coaching practices?	✓			
b. How has being a/an (man, woman, openly gay, openly lesbian) affected your relationship with your student-athletes, fellow coaches, and administration officials in your school?	✓			

c. Did you experience being questioned because of your gender orientation? How did you respond to it? Was there realization that took place in your part?			✓	Have you ever experienced any form of discrimination because of your gender orientation despite being qualified as a coach? How did you deal with it? What were your realizations?
4. What gender sensitive coaching standard can be proposed based on the findings of the study?				
a. Based on your knowledge and experience as a coach, what should be included in creating a gender <u>sensitive coaching standards</u> ?			✓	This will be used as the interview question instead of directly asking question # 4.

EXPERT'S VALIDATOR'S COMMENTS

It is important that from the questions, the researcher will be able to draw out responses leading to the next set of questions. This will keep the participant on track in terms of sharing his/her ideas, experiences, observations, and suggestions. Good luck Mr. Alave. God bless.





Validator

15 October 2020

Appendix E

CONDOLIDATED EMERGING THEMES

QUESTIONS	RESPONDENT 1	RESPONDENT 2	RESPONDENT 3	RESPONDENT 4
1. What are the participant's lived experiences as coaches as they relate to sports program?				
a. How do you describe yourself as a coach?	Compassionate Coach Set oneself as a good example Committed to train players	Love for coaching Passion for coaching Strict Strong-willed coach Selfless devotion to training	Goal-oriented Training-focused/Centere d Passion and love for volleyball Open-communication with players	Passionate Strict I treated my players as my own children Selfless devotion to training
b. What are the biggest coaching challenges you have faced as a coach?	When players suddenly decide not to join Many alibis of athletes Parents prioritized school activities over training and	No enough space for training Time and schedule of training Inconsiderate teachers No budget from the school to support	Pressure in training that makes other players succumb	Backing-out players Hard to recruit players Home sickness of players Result-oriented for marketing strategy

	competition Professionalism of parents Parents complain first over result/decisions Parents cannot contain themselves over simple rules and regulations. Male coaches dominated the female coaches in swimming Parents demand for the event/s their child wants to swim Hard-athletes	the program Limited sports equipment		
c. How did you overcome the challenges?	Constant reminder on students about their training responsibilities Mother-child talk when problem arises I always get the support of the parents as regards the plan of the school Ignoring negative comments from parents Firm in giving decisions	Support system is very visible to help one another maintain the academic rating Our SPA program helped the players for a unified scheduling Full support from the parents Academic-first policy	I seriously talk with the players, convince them of the purpose of the training, and treated them as member of the family since many of them are away from their families I serve as a parent to them	Personal strategy For backing-out players, I always talk to the parents to convince their child to stay I established comrade system to the players to keep them stay Close monitoring with my players to set one direction
d. What have you found to be the most	When my athletes won medals and proudly present to me the medals	Seeing my players improved their skills in their volleyball skills	Winning the games and competitions we joined	Seeing them become successful especially in their basketball career

rewarding aspects of coaching?	When my players recognize you as their coach through your hardwork and dedication to them When your players introduce you to their family as their best coach When you see your players excel in college and qualified as a varsity player in swimming When they become successful in their respective career after graduating in college	Develop in them the confidence in playing Winning the game is very rewarding Refinement in attitude Seeing your players excel in college as members of the varsity team	Simple say “Thank You” When I see them act as one family inside and outside the court	and most importantly to represent the country in the international games Seeing them graduate in college and land into a good job Messaging me and thanking me of how successful they become because of me Remembering me though chat in all important events in my life Bringing my team to the championship game
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QUESTIONS	RESPONDENT 5	RESPONDENT 6	RESPONDENT 7	RESPONDENT 8
1. What are the participant’s lived experiences as coaches as they relate to sports program?				

a. How do you describe yourself as a coach?	Patient coach Father to my athletes Passionate Dedicated	Strict Passionate Enthusiastic Mother to players	Dedicated in coaching Selfless devotion in training Passionate Strict	Strict coach Disciplinarian Considerate in terms of academic demands and personal family obligations Very passionate Adventurous coach
b. What are the biggest coaching challenges you have faced as a coach?	Limited time in training Scheduled program in training is not materialized The school does not focus in sports Overprotective parents	Schedule of training Scarcity of players, only few get interested in the sport Limited equipment No budget from the school to support the program	Budget to finance the expenses of the team Limited sports equipment Availability of venue for practice Failing students in academic	Limited sport equipment Lack of financial support coming from the school Lack of financial budget Low-end garments which cause injury to the players Venue and schedule of training Personal expenses during training and games Parent's concerns
c. How did you overcome the challenges?	I usually talk to my players as regards the program, why I have to implement it, my purpose of implementing it, and the level of difficulty	I tried to be resourceful in providing equipment for my team I tried to solicit money to come up with a budget to	I tried to ask help from the local government officials through solicitation especially with our equipment I spend my	I am single, I spend my personal savings for the uniform of my players and other needs I just positively look at the

	Oftentimes, I personally communicate with the parents to answer their queries With the overlapping activities in school, I usually modify and adjust the training program Overtime during training	support the needs of the team	personal money just to provide what we need in the team especially equipment I personally seek help from parents what they can offer to the team I arranged the schedule of practice	brighter side of coaching, my players need me
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Appendix F

FINAL DRAFT OF EMERGING THEMES

QUESTIONS	COMMON THEMES	CONCIZED FORM
1. What are the participant's lived experiences as coaches as they relate to sports program?		
a. How do you describe yourself as a coach?	1. Nurturing and compassionate. 2. Strict but nurturing. 3. Devoted and passionate. 4. Strict yet accommodating. 5. Compassion and Commitment 6. Devotion and Passion 7. Openness and Goal-oriented 8. Nurturance and Devotion	1. nurturing and compassionate 2. strict and factual 3. goal-oriented 4. devoted 5. continuously growing and evolving.
b. What are the biggest coaching challenges you have faced as a coach?	1. Limited space, resources, equipment. 2. Limited academic and institutional support 3. Players undisciplined attitude and commitment 4. Limited budget	1. Academic support 2. Budget restrictions 3. Sense of commitment 4. "whom-you-know"

	5. Politics in sports	5. Parental involvement 6. Limited Resources
c. How did you overcome the challenges?	1. Displays nurturance in attending to player's needs and ensures the needs are fully met. 2. Shows resourcefulness in providing material and moral support to players. 3. Turns to a "mother figure" in motivating the values of commitment and devotion to players. 4. Banks on support system for the successful implementation of the program.	1. support system 2. paternal-maternal nurturance 3. Ingenuity 4. Enforced Accountability
d. What have you found to be the most rewarding aspects of coaching?	1. Seeing the progress and positive transformation of the players. 2. Hearing the expressions of gratitude and acknowledgement from both players and parents. 3. Seeing the players utilized and apply the skills that you have taught them during the preparation period.	1. Positive transformation 2. Expressive feeling 3. Skill adaptation 4. Communal celebration

	4. Community celebration of the triumph	
e. What were the effects of sports coaching on your career?	1. Assertiveness in sourcing funds. 2. Sports coaching becoming both a source of fulfillment and enjoyment. 3. Realizing one's potentials as a person who leads successful players. 4. Realizing one's worth and fulfilment especially through financial gains.	1. Outsourcing of Fund 2. Self-satisfaction 3. Skill-appreciation 4. Financial gain
f. What approaches did you employ that led to the successful implementation of the sports program in your school?	1. Professional updating. 2. Scouting and recruitment of skilled players and mentoring them fully. 3. Granting scholarship aids as an encouragement to players and aspirants. 4. Resourcefulness and creativity in managing the sports program. 5. Consistency in the implementation of the program.	1. Professional updating 2. Skill/talent Identification 3. Scholarship grants 4. Consistency 5. Creative program

2. How do coaches manage their coaching practices with respect to their own coaching standards?		
a. How do you respond to changes in your workplace?	1. Time management and accommodation in any change being implemented. 2. Regular anticipation and commitment to changes in the sports program especially turn-overs. 3. Enlisting the help and assistance of co-faculty in managing the player's schedule. 4. Assertiveness in the coaching position and confidence in the position she is holding.	1. Change adaptation 2. Commitment to Change 3. Seek support 4. Poise
b. What are the best features in the implementation of your sports program made an impact in the performance of your student athlete?	1. Scientific approach to training. 2. Human resources at full potential. 3. Training program that is supported by the community. 4. Capitalizes on "One Team Family" motto	

	5. Recruitment Program 6. Scholarship Program 7. Expert coaches 8. Summer Sports Training 9. Tune-up games 10. Adaptation and implementation of new trends in coaching. 11. Assessment of skill performance. 12. Peer-skill mentoring.	
c. How did you set good example to communicate the values envisioned by the school?	1. Treating players professionally and with respect. 2. Role model of discipline, hardwork, and consistency. 3. Manifesting the use of kindness in words and deeds. 4. Manifesting proper nurturance and regular monitoring of players.	1. Professionalism 2. Role modeling 3. No to harsh words 4. Focused monitoring
3. What are the gender challenges and experiences of		

coaches related to coaching practices?		
How has being a/an (man, woman, openly gay, openly lesbian) coach influenced you in your coaching practices?	1. As a coach, I learn to value and practice equality in order to show that gender is not an issue. 2. As a coach, I learn to value the importance of punctuality in all the program's undertakings. 3. As a coach, it taught me the values of respect, privacy, and maintaining distance to my players. 4. As a coach, it developed in me the attitude of aggressiveness during training to gain self-confidence and respect. 5. As a coach, toughness and good leadership skills has developed in me.	1. No one is above no one 2. Commitment to training 3. Respect to individual privacy 4. Training focused 5. Motivating leadership
b. How has being a/an (man, woman, openly gay, openly lesbian) challenges your relationship with your student-athletes, fellow coaches, and significant others in your school?	1. As a coach, I always maintain professional distance in dealing with my athletes. 2. As a coach, trustworthiness is challenged because of gender orientation. 3. as a woman coach, I feel intimidated if I am with male coaches. 4. As a lesbian coach, I always emphasize to my players to maintain their sexual identity until they finish their career in	1. Professional distance 2. Trustworthiness 3. self-intimidation 4. Maintaining sexual identity

	collegiate sport.	
c. Have you ever experienced any form of discrimination	1. My ignorance as a woman coach on the procedures of players representation gave dominance to male coaches.	1. Personal criticisms 2. Ignorance

Appendix G

TRANSCRIPT

INTERVIEW WITH PARTICIPANT 4

INTERVIEWER	INTERVIEWEE
Hello, Good Afternoon coach.	
Thank you for giving me your time to be interviewed.	
Coach, how long you've been coaching?	It's been 15 years.
Sa 15 years mong pagiging coach, anong mga schools ka nagging part?	First school ko is kung saan ako grumadweyt, do'n ako nag-umpisa, assistant coach pa ako then nabigyan ako ng opportunity for sa isang college school sa south as head coach so yo'n ginarab ko talaga s'ya, at ang present ito ngayong unibersidad sa Manila.
So, naging international coach ka din?	Yes, sa National Team nag-player din ako before since college ako so 5 years do'n, ako from 1998 to 2003 then assistant coach ako ng national team until now noong last game naging part ako no'n nag-champion kami
So, syempre in your 15 years of coaching ang dami mong experiences, as a winning coach technically ang panalo sa'yo is common na lang din.	Yes, common pero 'ando'n ang pressure, sobrang pressure kasi syempre kung pano mo mami-meet yung dati. We need to accept win or we lose na lang pinaka mahirap kasi dyan kung matalo ka kasi hindi ka makatulog, magiisip ka ng adjustment kung ano yung dapat mong gawin.
Pano mo idedescibe ang sarili mo as a coach?	Ako passionate ayokong nagtuturo ako na hindi ako yung nagdedemo sa kanila. Ayokong nagtuturo ako na theory lang gusto ko nagtuturo ako kung baga sabi nga di ba "kung kaya kong ipakain sa inyo papakain ko, kung kaya kong ipalunok sayo

Coach, being a coach what could be your biggest challenge ever faced in sport coaching?	papalunok ko” talagang passionate ako sa pag tuturo saka sobrang harsh ako magturo gusto ko yung mahigpit ako. Sa akin sa mga players ko is yung mag-backout sila kasi ang hirap maghanap ng players talaga, sa UAAP na makikipag laban ka sa school kung pano ka makaka-recruit, so tapos pag may ma narecruit ka, gusto umuwi because na home sick. So yun yung pinaka mahirap as a coach kasi hindi namin masimulan yung programa namin. Syempre, may sarili akong technique kung pano ko sila macoconvince na magstay, kasi ini-isip ko hindi lang naman more on basketball ko sila kailangan, yung pag-uwi nila sa province, anong gagawin nila? pwedeng hindi na sila mag-aral, pwedeng magbisyo na sila or what, kahit na konting panahon palang kami nagkasama ng mga bata iniisip ko na once tumapak ka dito sakín, gusto ko makatapos ka. So yun lang naman sa tingin ko yung pinaka-challenge sakín.
So, who’s asking for the results? Management?	As a coach by management, minsan hinihingan ka nang resulta, sinasabi ko naman sa kanila yung totoo kung ano yung kaya at hindi pa kaya ng team ko.
Coach in terms of school financial support, wala ka namang problema doon?	Management, kailangan may resulta ka, kasi syempre, for marketing ng school yun ang pinaka-ano nila, pero sakín yung pinaka naging inspirasyon ko sa lahat.
So, sa mga problema mo for example sa mga bata na nagba-backout, yung mga ganon, mga conflicts sa school? How did you manage to overcome them?	Sa akin, yun nga may sarili akong diskarte sa mga bata, minsan pag dumarating na yung part na alam ko na magbabackout na sila kinakausap ko na yung parents, na sinasabi kong tulungan ako na iconvince yung bata na ‘wag umalis kasi saking pananaw kailangan may connection ako do’n sa parents tungkol sa bata, kasi pag yung parents ang umayaw at pinauwi yung bata, wala na akong magagawa kahit gusto pa ng bata kasi nga yun na yung idea nila pero pag sinabi sakín ng parents na “coach, d’yan lang ang anak ko” tulungan mo ako na i-convince sya pero hindi para awayin sya, kung baga,

Pero may mga potential sila, coach?	i-convince sya para mag-stay. Give me kahit isang b'wan lang, itong month lang na 'to tignan natin, so, ang ginagawa ko nililibot ko sa SM taga probinsya lahat ng maganda dito talagang nagtitake time ako doon sa mga ganong bagay. Kung baga susunduin ko na sila doon. Potential pero alam mo yung “Gusto”, kasi iba yung “potential” do’n sa gusto eh” kasi pag marunong ka na malaki na ulo nyan hindi na coachable, kaya ako mas gusto ko yung gusto matuto.
So, isa rin sa mga problema mo yung malaki ang ulo? Meron talagang ganon.	Yes meron talagang mga bata na matigas ang ulo, lumaki ang ulo dahil sa magaling na siya at kilala na.
Paano mo yun hinahandle?	Ako, sinasabi ko directly sa bata kaya “sinasabi ko sayo na coach ako” talagang hindi ako yung magpapaligoy ligoy pa, talagang sasabihin ko sayo na hindi ka magaling kasi kung magaling ka wala na ako sa harap mo .
So, what have you found as the most rewarding aspect of coaching?	Ako yung ano, nakita ko silang nag-succeed sa basketball career nila then sa ngayon yung nakikita ko na sobrang proud ako sa mga players ko so lahat sila graduate.
How are they now after graduating college? Are they now at work?	Oo, lahat sila meron specially mga taga-Lyceum ko lahat sila international, meron akong military army sa US, merong cruiseline na resto sa Qatar.
Pero meron din ba coach na napariwala?	Meron, pero inano ko sila, hindi ako pumapayag na hindi ko sila masalo. Last time, meron akong players na pinabayaan but hindi nawala yung tutok ko sa kanila gumawa ako ng way para malaman ko pa rin kung ano yung nangyayari sa kanya so, at least one sem yang hindi nag aral sakín pinabayaan ko but may nagmomonitor sa kanya yung girlfriend nya tinatanong ko kamusta, sudden yung time na nalaman nya “coach, nagsisi na po si ganito” ako na

Most rewarding yung matawag ka lang na sir, ma'am, at coach. Ako kasi I don't expect extrinsic na makuha mo sa mga bata. So, coach ano yung nagiging epekto ng sports coaching career mo in terms of viewing your life as of this moment, kasi I know your very successful? What approaches did you employ in your program that led to the successful implementation of the sports program in your school? So bali Coach, may sports program ang school pero i-nemploy mo talaga na nakita mo na naging successful implementation mo talaga ng coaching mo is yung sarili mong sports program na ginagawa. Ano yung napapaloob sa program mo sa sarili mo talaga, coach? May tanong ako coach, kasi alam ko very successful din sa recruitment kasi technically dyan kayo nakakakuha ng magaling na players eh, pano yon? pumupunta ka talaga, palarong Pambansa, I'm sure.	Yung basic na "Thank you!" di ba malaking bagay. Sobrang laki, kasi without coaching, basketball, wala eh, I think di ko alam yung buhay ko kung ano yung buhay ng mga kapatid ko, kasi from this work ito yung naiangat ko talaga sila, naitawid ko talaga. Actually, itong nag 35 ako sabi ko "wow! kala ko ang basketball is..." kasi sinasabi nila "walang ano dyan, hindi ka yayaman dyan, yung career mo ganyan lang" but sabi ko napatapos ko ang kapatid ko may magandang buhay ang parents ko, successful kami, kaya pag may nagtatanong saakin kung "ano yung Basketball sa career ko?" tingin ko without this basketball, wala, hindi ko alam kung saan ako. Yes, saakin may sarili talaga ako, kung baga in-align ko don sa program ng school yung programa ko, kasi I think, siguro naman sa tagal kong nag coach siguro naman napatunayan ko sa kanila na effective yon. Sakin yung ano yung "One Family Team" ako, gusto ko magkakasama sila ayoko ng players na nag-uuwian gusto ko don lang sila sama-sama. Yes, nagrerecruit talaga ako ng magagaling na players. Dahil nga kulang minsan yung budget ng school or what ang ginagawa ko, pinaka the best na nangyari saakin, yung mga kateam mate ko before na nagiging coach din sa province, sila yung nagbibigay sa akin ng magagaling nil ana player. "may player ako dito" sige try ko tignan ko, ang unang tanong ko "gusto bang makatapos nyan? Gusto bang matuto nyan? ganon lagi ang tanong ko?" hindi ko tinatanong kung magaling.
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How do you respond sa mga changes in your workplace?	Yes, sa players, mga changes ng players ko kasi nagstart ako, di ko nakakalimutan talaga ang basketball pag-tapos ng may darating na recruitment, binabalik ko lahat sa basic kung pano kami nagsimula kasi hindi ko pwedeng iadvance yung turo ko kasi nga may maiiwanan ako dito mas magmahihirapan, and may tendency na pwede silang mainjury pano yung mga naadvance na, binabalik ko lahat sila and iniexplain ko sa kanila na ang basketball hindi naman binabago yan eh, pag nasa top ka na alam mo ito na lang, kailangan bumalik ka uli sa dati mo para makasanayan mo ulit.
Pano mo coach hinahandle, di ba parang ang daming mawawala? Kasi pag nag-graduate ganon.	Wala, parang nahimlang, kung baga nilalaro ko yung Sistema, hindi pwedeng yung ngayong sistema ko ngayong 2019 is the same ng 2020 kasi may sawa effect sila eh, so kung ano yung ginawa ko ng 2019 nilalaro ko lang medyo may twist ako don sa mga ginagawa namin tas lagi kong iniexplain sa kanila na we need to back to basic, kasi pag hindi tayo bumalik sa basic mahihirapan yung mga recruitment . I think nangyari sakín yan 2017, yung program kasi before 2013 to 2017 sabi ko dapat mag-finals ako than nakuha ko nagfinals ako nung 2017, although hindi kami nagchampion but yung program namin pa-angat so nung nawala yon, almost 80% ng mga players ko nawala, back to zero talaga, we need to accept kasi kung magddwell ka pa rin don sa dati mo hindi ka makakapag move forward.
Ano yung so far yung highest achievement ng team mo nung hinawakan mo sila?	Yung nakapasok kami ng finals, as in nung nakapasok kami kasi after 42 years don lang ulit nakilala yung team kasi nung time na pumasok ako dyan walang..., kahit nung player ako, kalaban ko yung team ko ngayon “ay panalo na kami dyan” so yun yung naging inspirasyon ko sa mga bata na naiisip ko na pwede kong ibigay sa kanila, challenge

Challenge din kasi yung sabihan ka na, wala namang nagyayare sa training mo. What do you think is the best features in the implementation of your sports program that made an impact to the student athletes sa performance din nila? Pero may mahihina Mahirap kasi pag Academic talaga , pero coach, what ever program you have to implement it continuously? Parang second mo lang na priority yung sports. So binabalance mo talaga coach ang buong academic and sports, kasi alam mo naman pag bumababa ang academics apektado din ang program mo eh no?	sa kanila Womens, nung nawala kami nung 2015 sa mens, may pumasok so ang pinakachallenge sakín is pwede akong matanggal kasi nga part ako nung sa other side ng pinalitan nila na coaching staff, then yung basketball womens pwede nilang kunin as program, isang program na lang sila so ayon, thankful ako yung director ko pinaglaban na ‘wag pakilaman ang program ko, dahil Nakita nya na maganda yung program yun yung nagyayari sakín na minsan challenge. Tinututukan ko sila, talaga, sa prelim, midterm, at saka finals tinututukan ko sila, kailangan kasi minsan, kasi nakakalimot yan eh, di ko alam kung san sila, pumapasok ba yan o hindi, saan sila pumupunta. May mahihina but ang pinaka inaano ko sa mg players ko magtulungan kayo, kaya nga nasa loob kayo ng dorm eh yung mga seniors, mga rookie, mga seniors na yon ang kakausap sa rookie, hindi ito eh hindi kakausap to, nagkakaroon kami ng meeting ng mga seniors sinasabi ko sa kanila yung responsibility nila na dapat kayo mag-ano sa mga players na to, kasi hindi lalapit yan eh mga rookie so yung yung nagiging ano namin, tapos pag may bumabagsak, tinututukan ko talaga. Ako pag-aaral talaga gusto ko makatapos ka although minsan sabi ko nga pag basketball, kasi ang womens kasi wala namang pro eh. Oo, kasi pareho lang eh, pag bumagsak ka rito wala ka rin nito, magaling ka dito wala ka rito, wala pareho so ganon, Meron akong player ang talino nagddean lister pero ang level of ano nya sa basketball mababa, pero hindi ko sya dinidiscriminate na parang yung kasing body nya
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How did you set yourself as a good example to your players? What values did you communicate with them?	Ako yung “respect’ kasi lagi kong iniimplement sa kanila yan na ang pinaka mahalaga saakin yung respeto kung gusto mong respetuhin kita respetuhin mo ko, ganon lagi kung gusto mo respetuhin ka ng ka ng team mate mo respetuhin mo sila, kasi magba-bounce yan eh, yung ang pinaka ano saakin and attitude kasi dun magsisimula yung respect then follow yung attitude.
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Presented transcript above is a sample. Any complete information that a reader might seek regarding the eight (8) participants, the researcher is very willing to accommodate all queries.

Appendix H

AUTHENTICITY RESULT



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

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Similarity Report: 6%

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- Highlighted text in the Manuscript:

- Red marks and highlights are set of texts directly or exactly copied from online sources.
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Marie Paz E. Morales, Ph.D.
Director



Appendix I

CERTIFICATE OF LANGUAGE EDITING

March 31, 2021

CERTIFICATION OF LANGUAGE EDITING

This is to certify that the Doctoral Dissertation entitled "*THE LIVED EXPERIENCES OF SCHOOL COACHES TOWARDS GENDER-SENSITIVE COACHING STANDARDS*" by Mr. Jun C. Alave has been edited for English language, grammar, punctuation and spelling.


OFELIA MALLABO-MUTAS
Editor

Appendix J

CERTIFICATE OF COMPLIANCE

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 ▲ eprdc@pnu.edu.ph ▲ www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020
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EPR	CERTIFICATE OF COMPLIANCE	QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	03302021-45
Title of the Research Project/Thesis/Dissertation:	The Lived Experiences of School Coaches towards Gender-Sensitive Coaching Standards
Researcher/Project Leader and Designation/Affiliation:	Jun C. Alave

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☐ Thesis
- ☒ Dissertation
- ☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: March 30, 2021


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

Appendix K

CLEARANCE TO PROCEED

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Tel: 02-552-3117-1768 loc. 750/751 epc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
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EPR	CLEARANCE TO PROCEED	QAC No. CC-09242018-023

BASIC INFORMATION

REC Code:	10262020-039
Research Proposal Title:	The Lived Experiences of School Coaches towards Gender Sensitive Coaching Standards
Researcher / Project Leader and Designation/Affiliation:	June C. Alave

The following items [v] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: October 26, 2020

Dr. TERESITA T. RUNGDUIN (SGD)
 Secretary
 Research Ethics Committee

Dr. RENE R. BELECINA (SGD)
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)