

ORIGINAL RESEARCH

Navigating dual roles: The lived experiences and coaching competencies of MAPEH teachers in Philippine Basic Education

Harold Deo B. Cristobal , Jefferson F. Serrano 

Faculty, Polytechnic University of the Philippines, Parañaque Campus, Philippines.

Abstract

Received:
September 03, 2024

Accepted:
October 28, 2024

Online Published:
December 31, 2024

Keywords:
MAPEH teachers, sports
coaching competencies,
professional development.

The lived experiences and difficulties faced by MAPEH instructors in the Philippine basic education system as they juggle their dual responsibilities as coaches for sports and educators are examined in this study. Semi-structured interviews and focus groups with 65 MAPEH instructors were carried out using a qualitative phenomenological method in order to identify important themes concerning their coaching competencies, requirements for professional growth, and institutional support. The results show that although educators have a variety of coaching experiences influenced by their athletic backgrounds and sports assignments, formal training and easily accessible development opportunities frequently impede their efficacy. A large number of educators expressed serious obstacles in juggling several responsibilities, time management issues, and emotional tiredness, all of which had an impact on their effectiveness. Furthermore, their coaching duties are widely underappreciated and unsupported, which lowers their motivation and efficacy. The study emphasizes that in order to increase teacher-coaches' job happiness and coaching efficacy, focused professional development programs, increased institutional support, and official recognition of their contributions are necessary. These observations can direct efforts and legislative changes aimed at improving the results of sports education in the Philippines. Subsequent investigations ought to concentrate on appraising the results of these treatments and investigating analogous problems in different areas and situations.

Introduction

In the Philippine basic education system, juggling academic duties with coaching sports has always been difficult, especially for MAPEH (Music, Arts, Physical Education, and Health) teachers who frequently serve in many capacities. It is required of these teacher-coaches to successfully manage the demands of coaching sports while still fulfilling their instructional duties; frequently, they do this without receiving enough professional development opportunities, support, or training. Numerous critical gaps have been brought to light by research on this subject, including the necessity of formal coaching certifications, the need for improved alignment between teacher competencies and coaching roles, and the significance of offering teacher-coaches' sufficient resources and support (Santos, 2020; Reyes, 2020). The little knowledge of how demographic variables like age, sex, years of experience, and sports assignments affect the coaching competences and general

efficacy of MAPEH teachers is one of the major gaps in the literature. Studies that have already been conducted, such Escasa's (2022) highlight the connection between student-athlete performance and the teacher-coach's coaching strategies. Nonetheless, there is still a dearth of studies explicitly looking at how these teacher-coaches' personal and professional traits impact their capacity to oversee and carry out successful sports programs in classrooms (Frigillana, 2022; Cruz, 2022). Furthermore, although youth athletic programs are heavily emphasized as means of promoting positive youth development (Fraser-Thomas et al., 2020), the particular difficulties faced by MAPEH teachers in the Philippines in their particular environment have not received as much attention. Research by Abdurahman (2020) and Salazar (2019) has demonstrated the noteworthy influence that job happiness and teacher credentials have on their effectiveness; nonetheless, the distinct dual role of MAPEH teachers—who fulfil the roles of both educators and coaches—is frequently disregarded. Due to this duality, a

✉ H. D. B. Cristobal, e-mail: hdcristobal@pup.edu.ph

more thorough examination of the skills necessary for both positions and the support networks required to increase the effectiveness of teacher-coaches is needed. The deficiencies in coaches' formal training and professional growth have also been brought to light by research. Gaps in coach education programs have been noted by Trudel et al. (2020) and Ramos (2021). These programs are frequently generic and not specifically designed to meet the needs of teacher-coaches in educational contexts. Although the Philippines' Department of Education (DepEd) has set rules for the selection and training of coaches (DepEd Orders 14, s. 2019; 35, s. 2020), these regulations fall short of addressing the real-world difficulties faced by MAPEH teachers, who are frequently obliged to coach without sufficient training or assistance (DepEd, 2019, 2020).

Moreover, there is a dearth of empirical research on teacher-coaches' opinions on the efficacy of the assistance they get and their own training needs. The low perception of efficacy among coaches in situations involving competitive sports, as highlighted by Concordia (2022), raises questions about the perceived sufficiency and relevance of present training initiatives. This opinion is reinforced by the Poblador (2023) study, which highlights the necessity of professional development initiatives that are customized to the unique difficulties and experiences faced by teacher-coaches. A significant deficiency in existing research is the absence of all-encompassing structures for overseeing and improving coaching methods within educational institutions. Although digital tools and frameworks for athlete profiling and training load monitoring have been proposed in some studies (Alcazar et al., 2021), little research has been done on how these innovations can be successfully incorporated into the practices of MAPEH teachers, who frequently lack the resources and technical training necessary to put them into practice.

This study fills in a number of gaps in the literature by looking at MAPEH teachers' coaching competencies and sports experiences within the framework of Philippine basic education. It seeks to evaluate the success of present training and support systems, offer a more thorough understanding of how demographic factors affect coaching effectiveness, and pinpoint areas that can benefit from new professional development programs or legislative changes. By doing this, it supports initiatives to raise the standard of sports instruction in the Philippines and adds to the expanding body of research on teacher-coaches.

Methods

A qualitative phenomenological approach was utilized to explore the lived experiences, perceptions, and competencies of MAPEH teachers in sports coaching within the Philippine basic education system. This design was chosen to capture the essence of the teachers' experiences and to understand the meaning they attached to their roles in sports coaching, as influenced by their demographic background and professional context.

Respondents of the Study

The respondents of the study were 65 MAPEH teachers from various Junior High Schools, representing a diverse demographic profile. The sample included teachers from School A (30.77%), School B (27.69%), School C (12.31%), School D (10.77%), and School E (18.46%). The respondents were purposively selected to cover a range of 21-30 years (35.38%), 31-40 years (35.38%), 41-50 years (13.85%), and 51-60 years (15.38%), Female (61.54%) and male (38.46%). Including basketball, volleyball, athletics, Arnis, martial arts, racket sports, and other sports and Spanning from one year or less (13.85%) to more than ten years (13.85%), with the majority having 2-4 years (33.85%) or 5-7 years (27.69%) of experience.

Research Instrument

Semi-structured interviews served as the main research tool. In order to get in-depth answers from the participants on their experiences coaching sports, their perceived competencies, the difficulties they encountered, and their needs for professional growth, an interview guide with open-ended questions was created. This handbook made sure that all important subjects were covered while giving participants the freedom to express their own viewpoints and experiences. Furthermore, focus group discussions (FGDs) were held to encourage group reflections and collective insights among MAPEH teachers. The focus group discussions (FGDs) facilitated communication and idea sharing, exposing common issues and experiences in sports coaching.

Data Gathering Procedures

Participants were identified and selected through purposive sampling to ensure a diverse representation of MAPEH teachers across different schools, age groups, genders, sports assignments, and years of experience. Consent was obtained from each participant, ensuring their voluntary participation and confidentiality. A limited number of MAPEH teachers participated in one-on-one semi-structured interviews.

Depending on the preferences and availability of the participants, face-to-face or online interviews were conducted in a calm and comfortable environment. The duration of each interview was 45 to 60 minutes. The questions centered on the issues teachers encountered, their duties as coaches, their personal experiences with sports, and their perceived requirements for professional development. With the participants' permission, interviews were audio recorded, and the verbatim transcriptions were then used for

analysis. A number of focus group discussions (FGDs) were conducted with cohorts of MAPEH educators who had comparable attributes (e.g., school, sports assignment, years of experience). Through the use of a structured discussion guide, a moderator facilitated discussions among participants, encouraging them to share and consider their common experiences and difficulties in sports coaching. Every focus group discussion (FGD) was audio recorded, transcribed for analysis, and lasted roughly ninety minutes.

Results

Table 1
Presentation of key findings: Essential themes, response frequencies, and core ideas on the influence of MAPEH teachers' sports experience on coaching excellence in junior high school sports programs.

Essential Themes	Frequency of Responses	Core Ideas
Diverse Sports Coaching Experiences	42 responses	MAPEH teachers reported diverse experiences influenced by their athletic backgrounds and variety in sports assignments. Teachers leveraged personal sports experiences to build coaching strategies, though the diversity in assignments required continuous adaptation and learning.
Impact of Personal Athletic Background	30 responses	Teachers with strong athletic backgrounds felt better prepared to coach, suggesting that personal sports experience significantly contributed to their coaching confidence and skills.
Variety in Sports Assignments	12 responses	Handling multiple sports assignments, such as basketball, volleyball, athletics, and less common sports like Arnis, required teachers to adapt constantly and develop broad coaching skills
Challenges in Balancing Dual Roles	36 responses	Teachers reported significant challenges in managing their dual roles as educators and coaches, including time management struggles and emotional/physical exhaustion.
Time Management Struggles	20 responses	Many teachers found it difficult to balance classroom responsibilities with coaching duties, resulting in feelings of being overwhelmed
Emotional and Physical Exhaustion	16 responses	Emotional and physical fatigue was frequently reported, negatively affecting teachers' effectiveness in both their educational and coaching roles
Perceived Gaps in Professional Competence and Development	28 responses	Teachers expressed a need for more formal training and development opportunities. They noted the limitations of their existing coaching certifications and the lack of advanced training programs.
Limited Formal Training	15 responses	Many teachers lacked advanced coaching certifications, with most having only beginner or intermediate qualifications
Desire for Advanced Certifications	13 responses	Teachers showed a strong desire for higher-level certifications but faced barriers such as cost, time constraints, and limited program availability (mean for interest in pursuing certification
Need for Institutional Support and Recognition	39 responses	Teachers called for greater institutional support, resources, and recognition for their dual roles to enhance motivation and effectiveness.
Lack of Institutional Recognition	22 responses	Teachers felt their coaching contributions were often undervalued, impacting their morale and motivation to perform well in their roles
Need for Enhanced Resources and Support	17 responses	A shortage of necessary resources such as sports equipment, training facilities, and financial support hindered effective coaching, prompting calls for increased institutional support

To safeguard participant identities, transcripts were anonymized, and all audio recordings were kept in a secure location. The information was methodically arranged and ready for thematic analysis. The data's patterns were found, examined, and reported using thematic analysis. In order to capture the essential elements of the experiences, competences, and development needs of the MAPEH teachers, the transcripts had to be read aloud several times, preliminary codes had to be created, and the transcripts had to be arranged into themes and sub-themes. To make sure the themes appropriately reflected the data and met the study questions, they were examined and improved.

Discussion

The results of this study are presented through a thematic analysis of the qualitative data collected from semi-structured interviews and focus group discussions (FGDs) with MAPEH teachers in the Philippine basic education system. The phenomenological approach aimed to uncover the lived experiences, perceptions, and challenges of MAPEH teachers in their roles as sports coaches. Through this process, several key themes emerged that provide insight into the respondents' experiences and perceptions.

Theme 1: Diverse Sports Coaching Experiences

Participants shared varied experiences related to their coaching roles, influenced by their personal athletic backgrounds, sports assignments, and years of coaching. Many teachers reported having moderate to extensive personal experience in sports during their school years, which they believed contributed to their ability to coach effectively.

Sub-theme: Impact of Personal Athletic Background

Several participants highlighted how their active participation in sports during their school years shaped their coaching practices. They felt that their personal experiences as athletes provided them with a solid foundation for coaching, particularly in terms of understanding the technical aspects and dynamics of the sports they were assigned to coach. This aligns with previous findings that emphasize the importance of personal sports experience in developing coaching skills (Gould, Flett, & Lauer, 2019; Pierce et al., 2019).

"I actively participated in sports like volleyball and basketball during my school years, which helped me

understand the game better and coach with more confidence." (Participant 3, Female, 35-40 years old).

Sub-theme: Variety in Sports Assignments

The teachers were assigned to coach various sports such as basketball, volleyball, athletics, and less common sports like Arnis and martial arts. This diversity in sports assignments required them to be versatile and adaptable, as they often had to coach multiple sports with different skill sets and tactical demands. This finding supports the literature suggesting that diverse sports assignments challenge coaches to continuously learn and adapt their coaching practices (Pinder & Renshaw, 2019; Garcia Lopez & Kirk, 2022).

"Handling different sports, from basketball to Arnis, required me to constantly learn and adapt. It's challenging but it also broadens my understanding as a coach." (Participant 7, Male, 41-50 years old).

Theme 2: Challenges in Balancing Dual Roles

The dual role of being both an educator and a coach emerged as a significant challenge for many participants. This theme reflects the difficulties teachers face in managing their time, energy, and resources while fulfilling both their teaching and coaching responsibilities.

Sub-theme: Time Management Struggles

Many teachers expressed concerns about the demands of coaching on top of their teaching duties, which often left them feeling overwhelmed. The need to balance classroom responsibilities with after-school sports activities was described as particularly challenging, especially when preparing for competitions. This is consistent with previous studies highlighting time management as a key challenge for teacher-coaches (Sulz et al., 2021; Hunter & Redding, 2023).

"Sometimes, I feel like there aren't enough hours in the day. After teaching all day, I still need to coach in the afternoon. It's exhausting." (Participant 12, Female, 31-40 years old).

Sub-theme: Emotional and Physical Exhaustion

Participants also reported experiencing emotional and physical fatigue due to their dual roles. They discussed how the stress of balancing both responsibilities impacted their overall well-being and effectiveness in both roles. This finding aligns with research that points to burnout and fatigue as common issues faced by teacher-coaches (Arañas, 2023; Salazar, 2019).

"There are days when I feel physically drained, and it affects my performance both in the classroom and on the field." (Participant 9, Male, 51-60 years old).

Theme 3: Perceived Gaps in Professional Competence and Development

Many respondents highlighted gaps in their professional competencies and expressed a need for more formal training and development opportunities to enhance their coaching skills. This theme encompasses the lack of access to professional development resources and coaching certifications.

Sub-theme: Limited Formal Training

A significant number of teachers indicated that they lacked formal training in coaching and relied heavily on their personal experiences and self-study to manage their coaching duties. They expressed a desire for more structured training and certification programs to improve their skills. This reflects broader findings that suggest a need for better coaching education and training programs (Trudel, Milestetd, & Culver, 2020; Ramos, 2021).

"I have only a basic coaching certificate, but I feel that's not enough. I need more advanced training to be more effective." (Participant 5, Female, 21-30 years old).

Sub-theme: Desire for Advanced Certifications

Many teachers were interested in pursuing additional coaching certifications but cited barriers such as cost, time, and limited availability of programs. They believed that acquiring higher-level certifications could significantly enhance their coaching efficacy. This aligns with research that highlights the challenges teachers face in accessing advanced coaching education (Caasi, n.d.; Concordia, 2022).

"I would love to get an advanced coaching certificate, but the programs are expensive and hard to access. More support from the school or the government would be helpful." (Participant 10, Male, 31-40 years old).

Theme 4: Need for Institutional Support and Recognition

Participants consistently emphasized the need for greater institutional support and recognition for their dual roles. This theme reflects their desire for more acknowledgment and resources from the school administration to effectively fulfill their roles as both teachers and coaches.

Sub-theme: Lack of Institutional Recognition

Many teachers felt that their contributions as coaches were not adequately recognized by their schools. They expressed

the need for more appreciation and acknowledgment of their efforts, which could motivate them to perform better. Previous studies have similarly noted the importance of recognition and support in motivating teacher-coaches (Tan, 2019; Salino, Malabarbas, & Acoba, 2022).

"Coaching takes a lot of effort, but sometimes it feels like our hard work goes unnoticed. We need more recognition from the school." (Participant 2, Female, 21-30 years old).

Sub-theme: Need for Enhanced Resources and Support

Teachers also pointed out the lack of resources, such as sports equipment, training facilities, and financial support, which hindered their ability to coach effectively. They called for more institutional support to address these resource gaps. This finding is supported by the literature, which highlights resource constraints as a common barrier to effective coaching in schools (Villalon & Martin, 2020; Santos, 2020).

"We often lack the necessary equipment and facilities, which makes it hard to train the students properly. More support from the administration would help." (Participant 8, Male, 41-50 years old).

Conclusions

The problems and difficulties that MAPEH instructors in the Philippine basic education system face in juggling their duties as coaches for sports and educators were investigated in this study. The results show that different coaching experiences are influenced by individual sports backgrounds and different tasks; yet insufficient formal training and opportunity for professional development frequently impede success. Instructors reported emotional weariness, difficulty handling many responsibilities, and time management issues, which underscored the need for increased institutional support and resources. The study also found that MAPEH teachers' motivation and efficacy were being negatively impacted by a lack of acknowledgement and assistance for their coaching duties. By filling in these gaps with focused training programs, more institutional support, and official recognition, their coaching competencies and job satisfaction could be greatly enhanced. Future studies should extend the scope to other locations for a more thorough understanding and concentrate on assessing the effects of professional development programs and policy reforms to further improve the efficacy of teacher-coaches.

Authors' Contribution

Study Design: HDBC, JFS; Data Collection: HDBC, JFS; Statistical Analysis: Manuscript Preparation: HDBC, JFS.

Funding

The authors received no financial support for this research or authorship.

Conflict of Interest

The authors hereby declare that there was no conflict of interest in conducting this research.

References

- Abdurahman, N. A. (2020). Job satisfaction and performance of the secondary school teachers in the Schools Division of Sulu, Philippines. *Journal of Multidisciplinary in Social Sciences*, 16(3), 53-66.
- Alcazar, C. J. M., Batalla, J. N., Figueroa, M. J. S., Magadia, J. M. T., Pangilinan, V. B. B., & Bermudez, J. R. D. (2021, December). *NUPro: A Mobile and Web Framework for Athlete Profiling and Training Load Monitoring*. In 2021 1st International Conference in Information and Computing Research (iCORE) (pp. 11-16). IEEE.
- Arañas, J. Q. (2023). Tasks Beyond Instruction: A Case Study on Teachers' Ancillary Functions. *International Journal of Educational Innovation and Research*, 2(2), 179-186.
- Caasi, J. E. *Coaches' perception on athletes' incentive: Basis for policy formulation*.
- Capinpin, R. L., & Estrella, E. O. (2022). Meta-analysis on the attainment of coaches on the sports development program for players of athletics. *Turkish Online Journal of Qualitative Inquiry*, 13(1).
- Concordia, M. T. (2022). Coaches' sense of efficacy in sports competitiveness. *European Online Journal of Natural and Social Sciences*, 11(2), pp-276.
- Cruz, A. B. (2022). Strategies employed by teacher-coaches in enhancing student athletes' performance: A case study. *Journal of Sport Psychology in Action*, 13(1), 45-58.
- Department of Education (DepEd). (2016). DepEd Order No. 54, s. 2016: *Revised Guidelines on the Selection of Honor Pupils and Students of Grades 1 to 10 of the K to 12 Basic Education Curriculum*. Manila, Philippines: Department of Education.
- Department of Education (DepEd). (2017). DepEd Order No. 13, s. 2017: *Revised Signing Authorities for Administrative and Financial Matters in the Department of Education*. Manila, Philippines: Department of Education.
- Department of Education (DepEd). (2018). DepEd Order No. 46, s. 2018: *Policy and Guidelines on Healthy Food and Beverage Choices in Schools and in DepEd Offices*. Manila, Philippines: Department of Education.
- Department of Education (DepEd). (2019). DepEd Order No. 12, s. 2019: *Policy guidelines on the K to 12 Basic Education Program*. Manila, Philippines: Department of Education.
- Department of Education (DepEd). (2019). DepEd Order No. 14, s. 2019: *Guidelines on the Appointment and Hiring of Coaches for the Department of Education*. Manila, Philippines: Department of Education.
- Department of Education (DepEd). (2020). DepEd Order No. 35, s. 2020: *Guidelines on the Utilization of Support for Teachers Serving as Coaches, Advisers, and Officials in National and International Sports Competitions*. Manila, Philippines: Department of Education.
- DiSanti, J. S., Post, E. G., Bell, D. R., Schaefer, D. A., Brooks, M. A., McGuine, T. A., & Erickson, K. (2019). Exploring coaches' perceptions of youth sport specialization: A comparison of high school and club sport contexts. *Journal of Athletic Training*, 54(10), 1055-1060.
- Escasa, E. J. D. (2022). Student-athletes related factors and performance among public secondary high schools: Basis for developing a sports program.
- Feu, S., Garcia-Rubio, J., Gamero, M. D. G., & Ibáñez, S. J. (2019). Task planning for sports learning by physical education teachers in the pre-service phase. *PloS One*, 14(3), e0212833.
- Fraser-Thomas, J., Côté, J., & Deakin, J. (2020). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10(1), 19-40.
- Frigillana, A. I. (2022). Best Practices of Private Schools with Champion Varsity Sports Program. *Asia Pacific Journal of Advanced Education and Technology*, 1(2).
- Gano-Overway, L., Thompson, M., & Van Mullem, P. (2020). *National standards for sport coaches: quality coaches, quality sports: quality coaches, quality sports*. Jones & Bartlett Learning.
- Garcia Lopez, L. M., & Kirk, D. (2022). Coaches' perceptions of sport education: A response to precarity through a pedagogy of affect. *Physical Education and Sport Pedagogy*, 27(4), 353-367.
- Griffo, J. M., Jensen, M., Anthony, C. C., Baghurst, T., & Kulinna, P. H. (2019). A decade of research literature in sport coaching (2005-2015). *International Journal of Sports Science & Coaching*, 14(2), 205-215.
- Gould, D., Flett, R., & Lauer, L. (2019). The role of parents in tennis success: Focus group interviews with junior coaches. *The Sport Psychologist*, 23(1), 18-37.
- Hunter, S. B., & Redding, C. (2023). Examining the Presence and Equitable Distribution of Instructional Coaching Programs and Coaches' Teaching Expertise Across Tennessee Schools. *Educational Policy*, 37(4), 1151-1178.
- Ingersoll, R. M. (2019). The problem of underqualified teachers in American secondary schools. *Educational Researcher*, 48(3), 133-144.
- Lobo, J., Bautista, C., Dimalanta, G., & Manuel, S. (2022). Coaching commitment and physical development of student-athletes from various public schools in Angeles City, Pampanga, Philippines. *International Journal of Health Sciences*, 6, 5735-5758.
- Mehmonov, R., & Parpiev, O. (2020). Pedagogical requirements for physical education teachers. *Theoretical & Applied Science*, (5), 758-761.
- Pierce, S., Erickson, K., & Dinu, R. (2019). Teacher-coaches' perceptions of life skills transfer from high school sport to the classroom. *Journal of Applied Sport Psychology*, 31(4), 451-473.
- Pinder, R. A., & Renshaw, I. (2019). What can coaches and physical education teachers learn from a constraints-led approach in para-sport? *Physical Education and Sport Pedagogy*, 24(2), 190-205.
- Poblador, S. A. (2023). Exploring the positive experiences of senior high school teachers in teaching the sports track during the K-

- 12 transition years in southern Philippines. *Research in Education and Learning Innovation Archives*, (31), 17-32.
- Post, E. G., Trigsted, S. M., Schaefer, D. A., Cadmus-Bertram, L. A., Watson, A. M., McGuine, T. A., ... & Bell, D. R. (2020). Knowledge, attitudes, and beliefs of youth sports coaches regarding sport volume recommendations and sport specialization. *Journal of Strength & Conditioning Research*, 34(10), 2911-2919.
- Ramos, J. M. (2021). Impact of mentorship programs on teacher-coaches' competencies in the Philippines. *International Journal of Mentoring and Coaching in Education*, 10(4), 398-412.
- Reyes, P. L. (2020). Aligning teacher competencies with coaching roles in Philippine basic education. *Asia Pacific Journal of Education*, 40(2), 171-185.
- Ryan, M. R., Napier, C., Greenwood, D., & Paquette, M. R. (2021). Comparison of different measures to monitor week-to-week changes in training load in high school runners. *International Journal of Sports Science & Coaching*, 16(2), 370-379.
- Saclarides, E. S., & Lubienski, S. T. (2020). The influence of administrative policies and expectations on coach-teacher interactions. *The Elementary School Journal*, 120(3), 528-554.
- Salazar, A. B. (2019). Teacher-coach qualifications in Philippine basic education: A case study. *Journal of Physical Education and Sport Management*, 10(2), 11-21.
- Salino, M. P. M., Malabarbas, G. T., & Acoba, E. M. (2022). Assessing the Sports Program and Performance of Athletes in Selected Public High Schools. *American Journal of Multidisciplinary Research and Innovation*, 1(3), 89-97.
- Salonga, E. M. (2022). Performance and Lived Experiences of Sports Coaches in Tarlac Province.
- Santos, M. G. (2020). Coaching experiences of teachers in Philippine basic education: Challenges and opportunities. *International Journal of Sports Science & Coaching*, 15(1), 87-102.
- Sarmiento, K., Daugherty, J., & DePadilla, L. (2019). Youth and high school sports coaches' experience with and attitudes about concussion and access to athletic trainers by sport type and age of athlete coached. *Journal of Safety Research*, 69, 217-225.
- Sulz, L. D., Gleddie, D. L., Urbanski, W., & Humbert, M. L. (2021). Improving school sport: teacher-coach and athletic director perspectives and experiences. *Sport in Society*, 24(9), 1554-1573.
- Tan, R. A. (2019). Navigating eligibility: Experiences of teacher-coaches in the Philippine basic education system. *Journal of Coaching Education*, 12(3), 245-263.
- Taylor, H. F., McCorkle, L. S., Vestal, A. R., & Wood, C. L. (2022). "I need you to show me:" Coaching early childhood professionals. *Early Childhood Education Journal*, 50(3), 503-513.
- Trudel, P., Milestetd, M., & Culver, D. M. (2020). What the empirical studies on sport coach education programs in higher education have to reveal: A review. *International Sport Coaching Journal*, 7(1), 61-73.
- Van Woezik, R. A., McLaren, C. D., Côté, J., Erickson, K., Law, B., Horning, D. L., ... & Bruner, M. W. (2021). Real versus ideal: Understanding how coaches gain knowledge. *International Sport Coaching Journal*, 9(2), 189-202.
- Valenzuela, E. S., & Buenvinida, L. P. (2021). Managing School Operations and Resources in the New Normal and Performance of Public Schools in one School Division in the Philippines. *IOER International Multidisciplinary Research Journal*, 3(5).
- Velasco, M. A., & Alforja, N. S (2021). Sports Coaching Competencies, Motivation and Performance of the Athletes: An Input to Sports Development Program for Coaches.
- Villalon, C. A., & Martin, S. B. (2020). High school coaches' coaching efficacy: relationship with sport psychology exposure and gender factors. *Journal of Applied Sport Psychology*, 32(1), 64-80.