



Keeping the Ball Rolling for Sports Coaches: Transcending the Covid-19 Pandemic

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ABSTRACT

The COVID-19 pandemic significantly impacted sports coaching. Competitive sporting events were canceled, and quarantine restrictions caused social isolation and mental strain for sports coaches. The challenges faced by sports coaches require enhancement in sports coaching and resilience to withstand the challenges imposed by the pandemic. This study aims to describe and explore the lived experience of sports coaches during the COVID-19 pandemic and to provide an answer to how sports coaches describe their adaptation experiences. Using open-ended interviews and focus group discussion, the researcher employed purposive sampling among team sports coaches who competed as members of the State Colleges and Universities Athletic Association in the National Capital Region. Thematic analysis reveals themes of sports coaching challenges, adaptation and strategies, traits, coping and appraisal mechanisms, coach development and sports coaching best practices during the COVID-19 pandemic. While experiencing challenges posed by the pandemic and changes in delivering their sports training program, sports coaches showed remarkable resilience by innovating training methods, prioritizing athlete well-being, and utilizing various coping strategies. The analysis emphasizes the importance of professional development, collaboration, technology, support systems, and self-care practices for coaches as they navigate future disruptions. This study offers feasible best practices for sports coaches dealing with unexpected situations. It offers best practices for coaches and emphasizes the need for sports administrators to develop risk management plans for future stability.

RESUMO

A pandemia de COVID-19 teve um impacto significativo no treinamento esportivo. Eventos esportivos competitivos foram cancelados e as restrições de quarentena causaram isolamento social e estresse mental para os treinadores esportivos. Os desafios enfrentados pelos treinadores esportivos exigem melhorias no treinamento esportivo e resiliência para suportar os desafios impostos pela pandemia. Este estudo visa descrever e explorar a experiência vivida dos treinadores esportivos durante a pandemia de COVID-19 e fornecer uma resposta sobre como os treinadores esportivos descrevem suas experiências de adaptação. Utilizando entrevistas abertas e discussão em grupo focal, o pesquisador empregou amostragem intencional entre treinadores de esportes coletivos que competiram como membros da Associação Atlética de Faculdades e Universidades Estaduais na Região da Capital Nacional. A análise temática revela temas de desafios de treinamento esportivo, adaptação e estratégias, traços, mecanismos de enfrentamento e avaliação, desenvolvimento de treinadores e melhores práticas de treinamento esportivo durante a pandemia de COVID-19. Embora tenham experimentado desafios impostos pela pandemia e mudanças na entrega de seu programa de treinamento esportivo, os treinadores esportivos mostraram uma resiliência notável ao inovar métodos de treinamento, priorizar o bem-estar dos atletas e utilizar várias estratégias de enfrentamento. A análise enfatiza a importância do desenvolvimento profissional, colaboração, tecnologia, sistemas de apoio e práticas de autocuidado para os treinadores, à medida que eles navegam por futuras interrupções. Este estudo oferece melhores práticas viáveis para treinadores esportivos que lidam com situações inesperadas. Ele oferece melhores práticas para os treinadores e enfatiza a necessidade de os administradores esportivos desenvolverem planos de gerenciamento de riscos para futura estabilidade.

ARTICLE INFORMATION

Article process:

Submitted: 11/17/2024

Approved: 02/16/2025

Published: 03/06/2025



Keywords:

COVID-19 Pandemic, Sports Coaches, Sports Coaching, Resilience, Adaptation, SCUAA-NCR.

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Pandemia de COVID-19, Treinadores Esportivos, Treinamento Esportivo, Resiliência, Adaptação, SCUAA-NCR

Introduction

The sports clients' demands and technological advancements are driving significant change in the sports coaching landscape. Virtual coaching has grown in popularity as a sports coaching delivery method due to its convenience and accessibility, and blended learning is on the rise, combining virtual sessions with in-person meetings or asynchronous materials to highlight the versatility of learning experiences (WeAce, 2024). The shift towards flexibility and remote coaching solutions can be attributed to the challenges posed by the COVID-19 Pandemic.

The first COVID-19 case in the Philippines was reported on January 30, 2020 and COVID-19 was declared an international public health emergency (World Health Organization, 2020). The World Health Organization recommends that the Philippine government develop a National Action Plan (NAP) to limit the spread of COVID-19 and its socioeconomic effects. The Philippines took a number of measures with the assistance of the Interagency Task Force (IATF) and the Department of Health (DOH), including increasing testing capacity, ensuring the healthcare system can handle surge capacity, and establishing a community quarantine in Metro Manila, which was later expanded to the rest of the nation. Community quarantine restricts movement within or into a large group of people and communities in an effort to prevent the spread of infectious diseases.

The restrictions imposed by the COVID-19 pandemic had an effect on the world of sports and athletics. In 2020, the pandemic had dominated the sports world. With competitions canceled or postponed, a million dollars in anticipated revenue was lost. Numerous sports organizations suffered revenue losses and faced insolvency (Nauright et al., 2020). Competitive leagues, tournaments, and recreational sports, such as Palarong Pambansa, Philippine National Games, State Colleges and Universities Athletic Association (SCUAA), and University Athletic Association of the Philippines (UAAP) had been repeatedly rescheduled and postponed, ultimately leading to the cancellation of the competition due to the global threat and to protect coaches and athletes from exposure to the virus.

This also affected the international tournaments hosted by the Philippines, including the ASEAN Football Federation (AFF) and FIBA Asia Cup 2020, as well as the rescheduling of the 2020 Summer Olympics in Tokyo to 2021 (ESPN, 2020). The WHO's mission is to protect citizens in a "climate of public health emergency." In the lives of coaches and athletes, this global pandemic has become a burden, a state of suffering from misfortune, difficulty, or tragic events. It presents a number of social challenges, including confinement, social isolation, distance learning, and increased technological dependence (Basilaia & Kvavadze, 2020).

According to the study, *Impact of the Lockdown on Coach's Perception of Stress and Emotion Regulation Strategies*, by Santi et al., (2021). both athletes and sports coaches had endured suffering, obstacles, and transformations It demonstrates that the lockdown period was an extremely stressful time for coaches. Lockdown may be stressful for coaches, and distressed coaches may exhibit emotions and engage in behaviors that are detrimental to the mental health of their athletes (Davis, 2016).

Santos et al. (2021) discussed coaches' adaptations to the delivery of training programs, tools, and techniques in the new normal in order to continue achieving and realizing learning while also providing

high-quality developmental experiences for the student-athletes in a variety of sports contexts. Multiple challenges faced by coaches necessitate enhancements in sports coaching. As a result of the pandemic, there is a need for toughness in sports in order to withstand the numerous pressures. In addition to physical strength, mental toughness is required for both athletes and coaches (Gair, 2019).

Resilience is the force that propels a person to grow in the face of adversity and disruption; it is a process that individuals practice, learn, and master by overcoming many obstacles (Richardson, 2002). With the discomfort and disorganization caused by the pandemic, sports coaches play a crucial role in the holistic development of student-athletes, and coaching as a profession requires mental fortitude, adaptability, and flexibility (Santi et al., 2021).

Growing research is being conducted on resilience in sports, but little is known about how to foster or develop this capacity. The development of resilience has been identified as a significant variable, sparking a growing conversation within sports psychology departments and among athletes. However, previous research has neglected sports coaches, who may play a significant role in shaping and sustaining the developmental experiences of athletes through interaction. As changes in the demographic composition of the workforce, the nature of work, the development and advancement of new technologies, the nature of work-life relationships, and the pace of work manifest in the coming years, resilience will continue to be an important concept to study (Kossek & Perrigino, 2016). In addition, the pre-pandemic paradigm shift differs from the experiences of the new normal. Consequently, sports coaching is a physically demanding and emotionally taxing occupation.

Moreover, the COVID-19 pandemic exacerbates the situation by adding psychological, methodological, and physical constraints. As a result, sports coaches may not be able to devote enough time and energy to their players' conditions because they must care for themselves and their families (Taku & Arai, 2020). This study intent to understand how team sports coaches in SCUAA-NCR develop and utilize resilience to navigate complexities and effectively guide their athletes, to close the gap and create a more supportive environment for both coaches and athletes in the face of constant change and challenges.

The purpose of this study is to describe and investigate the lived experiences of sports coaches, as well as the adaptation process that underpins occupational and organizational resilience. To highlight best practices for addressing the challenges and changes posed by the pandemic and to comprehend the complex interrelationships in which resilience plays a crucial role in the productivity of workers, organizations, and society are the main objectives of this study. During the pandemic, one of the aims of the researcher is to encourage sports coaches who wish to pursue and advance their careers in sports coaching. To accomplish these, the findings of this study can be used to address the difficulties of providing sports coaching and to develop a guide or intervention that will assist sports organizations and universities in thriving and continuing their system and process.

Methods

This study conducted qualitative research to better understand sports coaches' experiences during the COVID-19 pandemic. To gain a better understanding of the coaches' perspectives, the researchers used qualitative methods such as interviews and observations. This approach enabled the researchers to investigate the coaches' thoughts, feelings, and interpretations of their experiences. The study used hermeneutic phenomenology, which focuses on people's unique lived experiences. The researchers hoped to learn more about the complexities of resilience by studying how coaches experienced and adapted to the challenges posed by the pandemic.

This study used in-depth interviews and a focus group discussion to gain a thorough understanding of sports coaches' experiences during the COVID-19 pandemic. The researcher began by conducting one-on-one interviews with team sports coaches, asking them open-ended questions about their thoughts, feelings, and experiences (Weller et al., 2018; Allen, 2017). This provided a broader perspective on the phenomenon being studied. Following the interviews, a focus group discussion allowed for a deeper exploration and comparison of experiences among coaches from various backgrounds (Mishra, 2016).

To ensure ethical conduct, the university ethics committee approved the research. Interviews were audio-recorded with permission, transcribed verbatim, and checked by coaches for member checking (Birt et al., 2016). Finally, the researcher used deductive coding and thematic analysis to identify recurring patterns and themes in the data (Caulfield, 2017; Skjott Linneberg & Korsgaard, 2019). This analysis assisted the researcher in understanding the world through the eyes of the coaches and the complexities of their experiences during the pandemic (Sutton & Austin, 2015; Kiger & Varpio, 2020).

Purposive sampling was utilized to recruit participants who could provide detailed insights into sports coaches' experiences during the COVID-19 pandemic. The researchers set specific eligibility requirements, which included at least one year of experience managing team sports events, employment at a SCUAA-NCR institution, and experience delivering training sessions during the pandemic. Nine (9) sports coaches from SCUAA-NCR met the criteria and took part in the study. Other SCUAA-NCR sports coaches were initially considered, but their participation was limited due to job contract terminations and program suspensions during the pandemic. The researcher continued to recruit participants until data saturation was reached, ensuring that no new information could be gathered from additional sources. This approach was consistent with the recommended sample size for phenomenological studies, which typically ranges between five and twenty-five participants (Creswell, 2013). The researcher continued to include participants until data saturation was reached, ensuring that no new information could be obtained from additional informants. This approach was consistent with the recommended sample size for phenomenological studies, which typically ranges between five and twenty-five participants according to Creswell (2013).

The researcher created an interview guide to help with data collection and ensure the study's validity. The guide consisted of open-ended questions intended to elicit detailed responses from the participants. The questions were carefully crafted to avoid influencing responses while allowing the coaches' perspectives to emerge. The researcher also employed bracketing language to set aside assumptions. The

interview guide was reviewed and validated by five subject matter experts, including those who specialize in sports coaching, psychology, psychometrics, physical education, and education. Their suggestions and recommendations were included in the final version of the guide. The interview guide served as a resource for the researcher during qualitative interviews, providing a list of questions and topics to discuss. This approach ensured consistency and structure in the data collection process.

Ethical guidelines were followed to protect participants' rights and maintain research integrity. Participants were informed of their right to opt in or out of the study at any time, as well as detailed information about its purpose, benefits, and risks (informed consent). The participants' dignity and well-being were protected at all times by maintaining confidentiality and anonymity. The research data was kept strictly confidential, and participants' permission was required for any data release. Code names were used to conceal identities and reduce potential harm. Furthermore, the study adhered to the Data Privacy Act (RA 10173) to ensure proper handling of participant information.

Results and Discussion

1. Challenges of Coaches During COVID-19 Pandemic.

This presents the challenges experienced by team sports coaches during the COVID-19 pandemic. These significant challenges for team sports coaches presented limitations in delivering online and face-to-face sports training due to the social distancing and quarantine restrictions. Student-athletes who live in rural areas are hindered in online training due to unstable and limited access to internet connections. The shift to online sports coaching created communication barriers and hindered skill correction for team sports coaches. This causes reduced sports training frequency, limited spaces at athletes' homes, and difficulty in practicing teamwork due to remote sports coaching training and these all negatively impact athletes' skill development.

1.1 Skills Development Hurdles in Sports Training

In this sub-theme, limitations in training frequency, area, and methods were discussed, as they significantly hampered athletes' skill development. The pandemic impacted athletes' ability to maintain physical fitness and proper training. The frequency and duration of training were limited. Online platforms such as Zoom helped to bridge the gap between coaches and athletes. However, connectivity issues and a lack of space at home hampered skill development. Coaches used a variety of techniques, including pre-taped video and breakout rooms for instant instructions and monitoring, to complete the task. Moreover, the "new normal" that combines online and in-person sports training takes a much more holistic approach. The changing quarantine restrictions present a challenge, but with coaches' recommendations for implementing health protocols and a flexible hybrid training approach, communication and teamwork skills with athletes can be gradually regained while remaining physically fit.

Sports Training through Virtual Platforms

Virtual platforms helped sport coaches to stay connected to their athletes and enabled them to continue their sports training remotely. Informant E mentioned, *“We had it through an online app or Zoom, sometimes we use Messenger since not all of the student athletes have appropriate gadgets to use.”* Informant E devised ways for his athletes to participate in training based on the capabilities of the gadgets they used. In terms of communicating with athletes, Informant E did not use a single strategy for delivering their training program. This platform was also utilized by Informant G who said, *“We used Zoom more because that time, if your account is connected to a school or institution, your time to use is not limited.*

So I also studied how to use it.” Informant G also stated that using the breakout room as one of the Zoom features provides the coach with ample time and space to individually coach a specific athlete who is late in skill acquisition. Informant G discussed, *“Of course on Zoom, you have to correct the athlete’s execution. During face to face, you can easily give attention to the correction, and if you do it in Zoom, I have to separate the athlete in a breakout room. If the athlete is left behind in the group, then the rest of the team will continue their execution with the help of the team captain and they will be monitored. Then I would give tips among those athletes in the breakout room so they can catch up with the team.”* Informant G's technique of separating the athletes who need guidance can prevent the entire team from slowing down, allowing team sports coaches to create instruction tailored to struggling athletes in breakout rooms.

Furthermore, the distance between team sports coaches and athletes allowed them to explore, navigate and study platforms that will help them deliver their training program despite the hindrances. Aside from using Zoom in their synchronous training, sports coaches also tapped their team captains for assistance to demonstrate the exercises and afterwards, the coach saw to it that all of his athletes were monitored. Informant I explained, *“We use Zoom meetings online; we only give instructions. For example, we set a schedule corresponding to an activity, and we focus there. So, the team captain will demonstrate. Afterwards, they will all perform, so we are monitoring them through the screens.”*

Monitoring athletes in remote coaching arose as a challenge for sports coaches, but through different virtual platforms they were able to monitor them. Informant A said, *“Using google classroom or Zoom, at least in there I can see all of them executing exercises.”* For some coaches, they used voicemail or voice call. Informant C said, *“We use video call in messenger or voicemail.”* Monitoring of athletes is also utilized by Informant F if there are athletes who are not able to attend sports training due to their limited internet connection. Informant F shared, *“So we only give them the training program and athletes will send their evidence. For example, we can’t meet via online since there are athletes who failed to acquire a internet load. In monitoring, they need to submit through GC so they can check if they are not neglecting their physical fitness.”* Informants F, A, and C demonstrated how using appropriate online platforms allowed them to distribute training instructions and monitor their athletes in distance coaching. The coaches used these various digital platforms to improve and maintain the athletic performance of their athletes.

Some sports coaches maximized the use of online platforms by giving the athletes an idea of the exercises to be performed during the online synchronous training. This helped athletes to be ready and prepare their mindset and not to worry that they missed the exercises instruction by their sports coaches. Informant F shared, *“We use Zoom. We only use Messenger whenever we are given the task, so they have the idea about our program in our training tomorrow. We do it ahead of time so at least the athletes have an idea and they will already prepare their mindset.”* Borghi et al. (2021) confirms in his study that social media and online platforms are innovative ways during the COVID-19 pandemic.

Aside from identifying virtual platforms appropriate for the delivery of the team sports coaches' instructions, they also encountered problems like time availability of athletes during the pandemic. So what they did was they maximized their available coaches that can handle athletes with their time availability. Informant D mentioned, *“Actually, time is one of the problems. So we had an individual approach. If the student athlete is not free at the specific time of training, I will tap some coaches just to make sure that they have training.”* Informant D found it difficult to manage the training of multiple athletes and coaches. Sports coaches offer flexibility in training schedules to ensure that athletes receive adequate training. They are extending their time and availability to assist their athletes in achieving physical fitness and conditioning during the pandemic.

Several studies show that using learning management systems or online platforms can enhance sports coaching to increase presence and decrease perceived distance from athletes (Blanchfield et al., 2023; Mears et al., 2012). Team sports coaches managed to overcome challenges in online sports training by adapting to online platforms to enhance their communication, instructions for sports training and support among athletes' holistic development. These tools enabled sports coaches to continue performing their roles and maintain coach-athlete relationships amidst COVID-19 pandemic.

Skills Development & Training Area

Continuity of sports training was critical to athletes' skill development, particularly during the COVID-19 pandemic. Staying active during the pandemic may boost an athlete's immune system, improve fitness, and aid in performance development. However, during the COVID-19 pandemic, training frequency and duration decreased because of the multiple challenges faced by sports coaches and athletes. Informant H mentioned, *“They preferred face-to-face sports training over online training, in which fewer athletes are actively participating (pertaining to the athletes).”* The athlete's motivation was hampered by the mode of training available during the peak of quarantine. In line with this, Informant C added, *“Mastery of skills also is hard due to internet connection. For example, we are mastering a skill, the repetitions are sometimes followed but there are athletes with a lag internet connection, so you don't know if they are still doing it.”*

This was also agreed by Informant I, *“During online, we weren't able to deliver the different skills set.”* In these scenarios, athletes were often trained alone or unsupervised due to unforeseen circumstances in online sports training during the pandemic. Athletes in collegiate level need a precise exercise prescription to maintain a high level of physical and mental fitness, however it was difficult to monitor and

ensure that the load that athletes perform at home was appropriate to maintain physical fitness and performance at the required level (Jukić et al., 2020).

Handling team sports requires developing team coordination to achieve a single goal, which is not possible during the COVID-19 pandemic due to restrictions and distance sports training. Informant F mentioned, *“Challenge also is our team, because its team sports it’s not individual or dual sports which is easier. Here you have to consider multiple athletes and I have a lot of goals.”* This was also the challenge of Informant B, *“The challenge is that we are unable to implement team play, team training, and teamwork because the majority of the athletes have returned to their provinces.”* A problem in team play was also encountered by Informant G, *“The problem I had with the new normal sports training was their game IQ; since this is a team sport, situational adaptation is slow.”* This was added to the worries of team sports coaches, the distance training leads to ineffective coaching with minimal achievement of team sports goals. Informant E mentioned, *“And when we returned from online to new normal training and you see your athlete’s execution, why is it returning to zero? It is different to deliver the training program face to face.”*

Aside from the challenges in skills development among athletes, one of the problems of the coaches was the sports equipment and training area of their athletes during online training. Informant A mentioned, *“One of the issues is the athlete’s training space; not all athletes have a place to work out because some live in hut houses. Every time they make a noise inside, their siblings and parents wake up.”* It is seconded by Informant D who said, *“The second is skill application; how can athletes apply what you teach if they do not have a court to play on? Not everyone has enough space in their home.”*

Lack of sports training area among athletes made coaches think of developing the training program further, as some of their athletes failed to perform the exercises. Informant H mentioned, *“ Their mobility is limited. As coaches, we can’t fully express what we want them to do because they can only perform the exercises in place due to camera coverage (referring to online training).”*

In a nutshell, as a result of pandemic-related restrictions imposed in various parts of the Philippines, athletes' physical fitness and training levels suffered significantly. The athletes' training frequency and duration decreased during the quarantine period.

Furthermore, internet connectivity impacted how a team sports coach delivers instruction, which in turn affected how athletes execute skills. Interrupted internet connections complicated the monitoring of sports skills among sports coaches. Sports coaches emphasized the difference between online and in-person training. Distance training is associated with technological assistance, which contributes to the preparation and strategy of team sports coaches. Regardless of technological advancement, it will never replace direct coaching methods (Anjum et al., 2021). Effective training necessitates direct interaction between players and coaches.

New Normal Instruction Delivery

The new normal for sports coaching instruction delivery evolved into a flexible and adaptable approach as a result of traditional and online sports coaching delivery instructions. This provides a comprehensive and effective training environment for student athletes.

Learning different virtual platforms was hard for sports coaches, but this helped them eventually to become more flexible. Informant B said, *“In the new normal, when the time comes the quarantine level restriction becomes high, we stop the face-to-face training, then we only return if the level of the quarantine is low. And as a coach, this helps me to become more flexible.”* Informant B demonstrates continued engagement in difficult times by embracing virtual online tools and platforms, which contribute to sports coaches' adaptability in the new normal setup. This change in situation provides opportunities for team sports coaches and athletes to continue skill development training and become more adaptable.

Another challenge in new normal face to face sports training was the changing of quarantine level restriction and the implemented health protocol that was needed to be followed. This reason hindered most of the state university schools from continuing their sports training in their school premises. Informant F mentioned that their sports training protocol guidelines were constructed with the help of their sports director so they can conduct a controlled face to face sports training. The coach mentioned, *“Despite the limited amount of time that team sports were permitted to train in person, the guidelines developed by their sports director helped to highlight the safety protocols that teams must follow to ensure the safety of sports coaches and athletes during training practices. These guidelines assisted sports coaches in resuming sports training during the new normal.”*

Some sports coaches believe that the new normal for sports training instruction delivery remains unchanged from before the pandemic. However, in order to continue their training during the pandemic, they must adhere to the health protocols and guidelines established by the government and universities and institutions to prevent the spread of the COVID-19. Following these health protocol guidelines was adopted by sports coaches and eventually became part of their routine. Informant I discussed, *“It is the same instructions in the new normal and before the pandemic except that we had to follow the health protocols and the government restrictions to avoid the spread of the COVID-19 pandemic. And we still apply our training program that we did before the pandemic, it is still the same. Now we see to it that every player observes the basic preventive measure like cleanliness and hygiene. We also advised them to take Vitamin C so we can assure that they are healthy and fit, to maintain their health in good shape and readily available for heavy training, and deliver their performance to the best of the quality.”* This experience of Informant I shows that through following health protocols and guidelines sports coaches and athletes can adapt into the new normal sports training. Following the safety guidelines may strengthen the athletes physical conditioning and can avoid possibilities of acquiring COVID-19.

Moreover, Informant E also believes that the new normal instruction delivery is the same from before the pandemic started. The coach mentioned, *“In face-to-face training you can correct your athlete right away, you can easily say the things that they need to do. Unlike online, you have a laggy internet connection.”* This statement was supported by Informant G were the coach said, *“In the new normal, it is almost the same in what we do in online, but we can apply it now in a situation.”* The sports coaches in the new normal are able of give their instruction immediately, they can give feedback to their athletes without fear of an internet interruption, as well as presenting a specific skill and correct the athletes' execution. Although the new normal set up of sports training provide a limited number of training days, it

allows team sports coaches to regain and improve athletes' communication, teamwork, and understanding and apply all the theoretical play they study during the online sports training.

The focus group discussion with team sports coaches also revealed insight into how they adapted the instruction delivery for online sports training to the new normal sports training. From the practice of Informant B, the team sport coach used the two way communication to his athletes. The coach mentioned, *“My approach in giving instructions to my athletes becomes two way. I still apply my instructions delivery during online sports training in the new normal. So aside from giving the instruction in face-to-face sports sessions in the new normal, I send training instructions ahead of time. So I adapted my instruction delivery in online sports training, and it added to my instruction delivery approach in the new normal.”* Informant A expanded this idea, mentioning *“In new normal, my instruction delivery becomes hybrid. I remember in the new normal sports training we are only allowed to practice twice a week. It enables us to meet the training and we still conduct online training. So what I did, some of the exercises will be performed in face to face training. In online training, they can easily execute the exercises.”* The instruction delivery of team sports coaches in the new normal sports training, as shared in focus group discussions, demonstrates that instruction delivery in sports training is evolving, and the new normal sports training is application of innovative approaches from traditional sports coaching and online sports training.

Online Instructions Delivery Tools

Team sports coaches found ways on how they can effectively deliver their training program during the COVID-19 pandemic. The disruption of the COVID-19 pandemic towards sport training necessitates team sports coaches to adapt to instructional delivery tools to improve their coaching methods in online sports training set up and to continue to maintain the physical conditioning of athletes despite the absence of sports facilities and distance caused by the quarantine restrictions and isolation.

According to the coaches, recording exercise executions helped athletes understand how to properly execute the exercises. Informant B mentioned *“During online maam, I do some recordings on how to execute the exercises, and then our training program weekly and then monthly we post it in our group chat so they can follow it, then athletes will send their proof that they are doing it during the time that we have self-paced activity.”* Making the training program available in a group chat so that student athletes can easily access it demonstrates the flexibility of the coach's instructions.

Video as a tool for skills analysis was also utilized by Informant E, *“I use video, I myself will look first then I will explain, because if you only make them watch the video it might result in wrong executions. So that’s what I am doing, I’ll see to it that before I give the video to them, I will explain it so I can elaborate.”* Informant E demonstrated communication between athletes, as well as the possibility that athletes may ask clarifying questions about exercise execution during the coach's explanation of the skills. Informants I and E prefer recorded video as an instruction delivery tool to provide visual learning to athletes to understand the skills that they study. Detailed information can provide information that video recording cannot. These tools could help athletes with different learning styles.

Informant I continued to say that if athletes perform the exercises themselves, they must send video proof. Informant I said, *“Then athletes will send their proof that they are doing it during the time that we have self-paced activity.”* Self-paced activity will provide athletes with enough time to study, allowing them to learn their task at their own pace and on their preferred schedule. Informant B also added, *“Then we surely follow our schedules of training and then there are times during the online they are executing the exercises, where they perform it online live, but then sometimes the connectivity is still our problem.”* Aside from self-paced activities, sports coaches offer live training sessions where they can easily monitor the athletes' proper executions.

The informant elaborated that giving instructions in online training should be more detailed, *“If you post online there is a need for the instructions to be detailed, it’s like assuming that you are talking to them when you are creating instructions.”* Along with the video recordings, coaches provided detailed instructions that could be accessed using a variety of tools. Despite issues with internet connectivity and availability, sports coaches can deliver their instructions using a variety of tools.

During the focus group discussion, the team sports coaches discussed the challenges of online sports training and their approach to overcoming them. Informant A stated that some athletes are unable to attend online sports training on a regular basis due to limitations in internet connection and device availability. Informant A explained that he planned a week-long training program so that athletes who were unable to attend could simply record their performance, and that the recorded video executions of athletes would be collected for monitoring purposes by team sports coaches.

In addition, Informant F expanded this idea by mentioning about giving athletes a video as reference for the exercise execution. The coach mentioned, *“In addition, we also give videos to follow of the athletes, because sometimes if you give instructions alone, they can’t understand. So, we give videos in advance so we can meet the target or goals of the training program for the athletes.”* With this tool, sports coaches demonstrate their eagerness to include their athletes and provide them with a training experience even if they are unable to attend in a synchronous setting of their online sports training, regardless of the distance between athletes and team sports coaches.

1.2 Barriers to Instructional Delivery

Another challenge presented in this theme is related to the barriers encounter of team sports coaches. COVID-19 had an impact on sports coaching in two significant ways. First, more internet connectivity and access to technology could have improved the continuation of online training sessions, especially for athletes from remote locations. Second, online coaching limited the ability to demonstrate and provide instruction feedback. Coaches could not quickly assess techniques on an athlete while supervising them through a screen, nor could they tell if the trainee understood the concept of the technique, which hampered online learning.

Internet Connectivity and Technological Tools

Unstable Internet connection while facilitating an online sports training during the COVID-19 pandemic appeared to be the most significant technical difficulty that the informants experienced. Informant I mentioned, *“Some of my players do not have the ability to afford an internet connection, so they cannot attend online training.”* This was also agreed by Informant B, *“Some of the players are unable to afford to subscribe to a loan because their parents are unemployed. So, that is our main issue with online training.”* Analysis from Picodi found that the Philippines is among the countries with more expensive internet access (Newsbytes.PH, 2023). This adds to the sports coaches' difficulties in delivering their sports training programs, as students also have limited internet access.

Availability of internet connection in rural areas added up to the team sports coaches' challenges. Informant G mentioned, *“Due to internet connection, some of my athletes failed to attend online training. Since most of our athletes returned to their provinces, they don't have internet connectivity and not all of them are well off in life.”* Informant A also said that *“The number one challenge during the online training is the availability of internet among the players; because some of them live in remote areas, internet connectivity is slow and unclear.”*

Handling a team sport worsened the sports coaching experience during COVID-19. Considering the large number of athletes involved in the training program, Informant C said, *“It's difficult to keep the team together because the majority of the athletes' reasons is the internet connection.”* Adaptation to the technological tools was another challenge among coaches. Informant E mentioned, *“Since you don't have a choice, you need to read and give instructions online, and that is new to me, I have to study.”* Informant E admitted that he is new to the use of technology and he must study how to use technological tools to provide instructions among his athletes. Informant E also added, *“Actually, at my age, it is difficult, we are in the old style although we try to study the use of it.”* Traditional direct coaching shows that adjusting to distance coaching presents difficulties in internet connection and the use of technological tools. As distance coaching also requires technological assistance.

In line with this theme, the focus group discussion revealed that one of the most difficult challenges for sports coaches was maintaining internet connectivity during online training sessions. Because of the distance between the athlete and the team sports coach, internet connection was the only way to keep them connected. As Informant A shared, *“The number one challenge during the online training is the availability of internet among the players; because some of them live in remote areas, internet connectivity is slow and unclear.”* This issue may prevent athletes from participating in online sports training, possibly hindering their progress toward physical conditioning. Aside from this, additional perspective on the challenges was mentioned by Coach E, *“Aside from the internet, of course, the availability of the gadget to be used by the athlete is another challenge. Because how can you monitor them if they don't have the gadget.”* This challenge increased the difficulty of online sports training by making it difficult to monitor the athlete's engagement and progress during a training session. These challenges were also faced by Informant B.

Challenges in Feedback and Instruction Delivery

Due to physical contact restrictions, people were increasingly relying on distance communication and online platforms. The transition from traditional face-to-face sports training sessions to online training sessions was found to be an adjustment in the field of coaching during the COVID-19 pandemic. Informant E stated that, *“You are communicating yes, but it’s like there’s a barrier (referring to online sports training).”* Informant F mentioned that, *“In new normal sports training you can easily instruct athletes to perform a specific skill then right away you can correct. But online, you can’t correct your athletes easily. You have a lot of athletes to monitor on one screen.”* This was agreed by Informant H, *“In online, you can no longer teach them physically in front of you and the difference is your training instructions are limited.”*

Sports coaches pay attention to athletes' facial expressions and reactions during online sports training because coaches need to see how the athletes respond to the skill executions and training program. Informant E added, *“You won't always know if your athletes understand your instructions during online training, but unlike face-to-face training, you can see their reactions and how they immediately perform based on your instructions.”* This was also the same encounter of Informant C, *“In face-to-face training, we coaches can see their actions and we can feel emotions of athletes the way we give our instructions. While online, it’s like an easy execution for the athletes, because they know that we are just monitoring.”*

Athletes’ engagement and emotional connection towards team sports coaches was present as a challenge during the shift to online sports training. The pandemic's distance limited the interaction of sports coaches and athletes, and monitoring their skills through a monitor made it difficult for coaches to correct the skills immediately, which could impair athletes' ability to learn during online sports training.

The focus group discussion highlighted that the shift of delivery and handling of sports training from face to face to online was a huge challenge for them. Informant F shared, *“Of course we used face to face training, then when we transferred to online. There is the challenge. It has been a huge change, that is my first challenge. How can we handle online sports training since we are used to the traditional sports training delivery? That’s the challenge that I really saw.”* This challenge required team sports coaches to shift away from traditional methods and learn a new coaching style in virtual settings.

1.3 Challenges of Protocols and Restrictions

This theme discussed the challenges associated with Health Protocols and Quarantine Restrictions. The COVID-19 pandemic dealt an enormous setback to the sporting world. Lockdowns and social distancing policies prevented regular training, causing anxiety for many athletes and coaches. Wearing masks as a safety precaution reduced training efficiency, while reduced training resulted in a loss of physical fitness. Coaches had to be creative to keep athletes engaged and relatively fit during this time. This theme presented the challenges experience for Health Protocols and Quarantine Restrictions.

Health Protocols and Quarantine Restrictions

The emergence of the COVID-19 inflicted great losses to the sports industry. Social isolation and social distancing are two fundamental safety measures that can help limit the spread of COVID-19. Sports coaches and athletes had been confined to homes with limited physical activities, the imposition of lockdowns has paralyzed activities and public interaction (Anjum et al., 2021). Informant F mentioned, *"It is heavy and hard during the pandemic, Like what I have mentioned I was also targeted by anxiety."* Due to home isolation during the pandemic, this limited the coaches to engage with their profession and interact with their athletes. According to Santi et al. (2021), isolation due to pandemic may have impacted sports coaches' own psychological well being.

In addition, Informant D stated, *"Since the pandemic started, I've noticed that athletes are more likely to become ill, and COVID symptoms spread faster. In new normal sports training, once an athlete develops symptoms, we must isolate everyone and it hinders our training."* Athletes also experience the isolation, psychological effect, and compromised physical fitness. These may also add on the sports coaches' stress during the pandemic. Some teams who perform sports training practiced preventive measures during the new normal training. Informant I mentioned, *"When the new normal sports training started, we made sure that our team observed the necessary precautions and basic preventive measures. Even when we are in the field we train while wearing a face mask."*

This distancing measure was also applied by Informant A, *"When we had our first new normal sports training, we implemented the distancing; we couldn't have our game because of the restrictions."* Sports organizations, institutions, coaches, parents, and athletes deploy safety measures such as wearing face masks, taking body temperature, distancing, and consistent monitoring of COVID-19 symptoms, to lower the risk of COVID-19 exposure and spread during practice.

For years, the Philippines has struggled to defeat an invisible enemy, the Coronavirus disease. As the number of cases rise and fall, the government through the Inter Agency Task Force for Emerging Infectious Diseases (IATF) responded to the pandemic surges by imposing quarantine restrictions and lockdown in different areas in the country (Argosino, 2021). Informant E mentioned, *"We are unable to complete our sports training during New Normal due to the repeated and abrupt changes in restrictions, which destroy the coaches' training program. We are planning, but it will be destroyed right away due to the announcement and memos."* Changes in restrictions cause changes in the application of the coaches' training programs; insufficient physical training and coaching can reduce the physical potential of the player.

In addition to this difficulty, sports training venues during the new normal have limited capacity based on the quarantine level implemented in the area. Informant C mentioned *"There are limitations, for example, because the government has imposed restrictions, only 70% of athletes are permitted to train."* This was agreed by Informant D, *"Our problem in new normal training is actually restriction, we don't know where we can continue our training, and we don't know if it's legal to conduct face-to-face training."* Gathering athletes in one area during the new normal was also a challenge, Informant I mentioned, *"When it comes to training locations, since we didn't have permission to conduct training*

inside the school at the time, we looked for a place where our athletes could meet, but our training is still limited due to restrictions." It is essential to understand how the COVID-19 pandemic and associated lockdown measures have impacted the lives of sports coaches and athletes. Coaching was impacted by the health protocols, and quarantine restrictions.

The focus group discussions revealed the significant challenges the sports coaches may face during the new normal sports training. The highlighted constraints in exercise execution due to health protocols in the new normal. As Informant E stated, *"Wearing masks during face-to-face sport training, of course the athletes will have difficulty in their breathing, so that is one of the challenges on how we can adapt."* Expanding on this idea in limitations imposed by health protocol in general, Informant A echoed, *"In the new normal actually the obstacle there is the health protocol itself. Like what Informant E said about the wearing of face masks, it limits us in exercise executions."* Informant F also mentioned that, *"We are used to the traditional coaching but because of the health protocols it limits us only the things that we can only do."* Adding to these details, Informant B shared, *"In addition to the coaches' statements, one of the challenges I also experienced in the new normal was the quarantine restrictions. As the number of COVID-19 raises this also changes the level of the quarantine level, this restricts us sports coaches to adjust our training program since, considering the restrictions of quarantine level."*

The statements of sports coaches in focus group discussions demonstrate concerns about the safety of athletes and team sports coaches as a result of the health protocol imposed by the government and institutions. Sports coaches must maintain the athletes' sports training continuity amidst changing quarantine restrictions to balance the goals of their sports training program toward the skills development of their athletes during online and new normal sports training.

The challenges of team sports coaches in online and new normal sports training programs necessitate flexibility training plans adapted based on the quarantine level or any adversities they may face. Sports coaching during the pandemic is not the same as direct coaching as sports coaching required close mutual interaction with coaches. Isolation, distancing, and quarantine restrictions caused by the pandemic had a negative impact on player performance, reducing physical potential and leading to minimal performance reliability (Anjum et al., 2021). As a result, physical fitness has deteriorated, jeopardizing public health. COVID-19 restrictions have also impacted coaching and sports.

The emerging themes highlight a distinct set of challenges that team sports coaches have faced during the pandemic. These included health protocols and quarantine restrictions, instructional delivery barriers, and obstacles to skill development in sports training. These challenges required sports coaches to adapt and pivot to online coaching tools, create new modes of delivery, and implement flexible training plans. Understanding the challenges that sports coaches face during the COVID-19 pandemic enables sports organizations, coaches, and athletes to collaborate to adapt to upcoming and unexpected circumstances.

2. Sports Coaches Adaptation in the Face of Changes

The shift of sports training from the traditional face-to-face sessions to online and blended approaches are the changes experience by team sports coaches during the COVID-19 pandemic. The following themes presents in this section shows sports coaches limitations in terms of interaction and skill

execution, coaches bridged the gap by embracing technology, incorporating mental skill development, and adjusting training programs. The changes occurred during the pandemic emphasized communication, flexibility, and a holistic approach to athlete development as part of the resilient and adaptive process of dealing with diverse and unexpected challenges.

2.1 Coaching Through the Changes: Overcoming Limitations with Resourcefulness and Technology

The sub-themes in this them show the coaches struggles in delivering sports training instructions with limited interactions and difficulty in skills executions. The changes in sports coaching set up necessitate sports coaches to increased effort, creativity, and adaptation to technology maintain the team spirit and continue their training program in any delivery set up.

Limitation of Interaction among Athletes during the Pandemic

It is clear that the pandemic negatively affected sports coaching as effective sports coaching requires intimate and in-person training. Therefore, one of the challenges of sports coaches was to deliver their coaching online during the pandemic while considering the health protocols and quarantine level. Informant H mentioned that *“The obvious difference is that you no longer coach your athlete face to face; however, the drills remain the same, but their execution is limited.”* This statement was agreed also by Informant C *“Changes in terms of adjustment in every online training, but during new normal we pour all the coaching we can provide.*

But online, it is limited. Since we can't handle them physically.” Sports coaches were unable to fully implement their training programs and have only limited interactions with players during the quarantine period, when the only way to deliver instruction to athletes is through online synchronous sports training. During the new normal, coaches may describe the situation as it was prior to the COVID-19 pandemic with consideration in health protocols, and they are able to provide all of the coaching they can.

This was also concurred by Informant I *“We are unable to deliver various skills through online training, but in the new normal, we can fully implement our targets in the training programs.”* Due to limitations in the execution of various skills, sports coaches prioritize individual athlete conditioning and fitness over other target goals that they would normally set prior to the pandemic. During the COVID-19 pandemic, sports coaches emphasized communication as a key to delivering effective sports training, but for some, this was a difficult task. Informant D mentioned *“Evident changes also is the communication, in terms of understanding my instructions.*

Since you only communicate through a laptop, it is hard to rely on things you wanted them to do” Coaches expressed that their online sports training was less intimate, and required more effort to build relationships among athletes. Moreover, this indicates that team sports coaches still prefer to deliver their coaching in the form of personal coaching rather than distance sports training, and that they must explore how to equip themselves with technological tools.

Changes in Sports Coaching

Some coaches make their living from sports coaching; they obtain licensure in officiating and coaching and attend seminars just to be prepared to take on the responsibility of developing athletes. Given the impact of the COVID-19 pandemic, this marked a significant shift in the field of sports coaching. Sports coaches from State Universities also perform administrative functions, or as tertiary teachers, this has added to the changes in the way that they juggle their responsibilities. Informant E mentioned *“During that time and even now it was actually having a big impact on me, it was hard for me (talking about his multiple tasks in office work and coaching during the pandemic).”*

Multiple work tasks may hinder sports coaches from responding to the needs of the student-athletes, situations like the COVID-19 pandemic. For some coaches’ changes brought by the pandemic offers flexibility in work settings and mindset, Informant A mentioned, *“Your training mindset and approach. Previously, you had to be present at training; now it is more flexible! e.g. “oh I can't be there because I have important matters to do, so let's have online training.” Before, you didn't have that option.”* In the Future Trend in Coaching Executive Report of Passmore (2021), trainers need to understand how to equip coaches to work online, using tools to best effect and ensuring set up is optimal for effective working. Informant E also added that during the pandemic *“One of the changes is how you put together the individual athletes as a team.”* Before the pandemic, athletes were socially active; however, quarantine restrictions made them isolated as well as independent. For coaches maintaining distance training is something unusual and ineffective in nature, similarly teamwork spirit is also lost while practicing in isolation with no interaction with team sports athletes.

Sports coaches are responsible not only for developing student-athletes to their full potential, training them, and analyzing their performances, but also sports coaches motivate and develop an athlete's character. Informant F mentioned one of the changes in coaching is consideration among the players, *“In the past, we were strict in terms of disciplining our athletes. I've noticed that today's children are mentally weak.”* This was agreed by Informant D as he mentioned that, *“Since the pandemic happened, the character of athletes has become more difficult to handle for me.”* According to Salazar (2023), while each coach is unique, a successful coach tailors their leadership style to their players' skills and personalities and determine a style that works for them. Life for both athletes and team sports coaches has become more difficult as a result of the pandemic, and sports coaches' leniency toward athletes is one of the changes during the pandemic.

Embracing Technology in Facilitating Instruction Delivery

The team sports coaches revealed their perspective with regards to the online sports training during the focus group discussion. The informant shows the value of the technology in facilitating instructions in online and new normal sports training. Informant F stated, *“Our knowledge was broadened; in terms of online sports training, we researched how to deliver training instructions in a much easier way towards the athletes. So, I learned how to use applications so I would be able to provide athletes videos for their*

guide, so I would be able to make them understand certain things and they can make a good output in the training sessions.”

This statement was also supported by Informant A, expressing surprise in the newfound skills, *“It broadened our knowledge. We never imagined that we could do it, that we were able to add skills in online sports training since we are used to traditional sports coaching. So, like informant F said we research and watch different videos of skills execution. It was a very nice experience and I am thankful it happens, because it broadens our knowledge.”* Informant F and A show that learning technology, specifically platforms that help them to deliver their instruction in sports training sessions, broadened their skillset, this allows the team sports coaches to deliver their training program effectively towards their athletes.

Informant E’s experience shows willingness to acquire a new set of skills to be able to overcome the challenges in the pandemic. The coach mentioned *“We studied how to use technology so we could deliver instructions online. With our age, it is challenging to study those platforms. But for us to be able to meet the requirements of the situation, I was able to, so it gave me additional knowledge.”* This willingness of team sports coaches demonstrates their dedication as coaches to their athletes and their professional development.

In addition, Informant B emphasized the value of the skills they learned during online sports training and the importance of continuing to practice in new normal sports training. The coach highlighted, *“I had the same experience, the instruction can provide much faster to the players, Instruction was provided easier in new normal sports training since athletes already knew those things that they have to do. And it enhances our use of technology.”*

Knowledge of delivering instruction in online sports training provides team sports coaches with an advanced coaching approach in the new normal. Platforms enable them to distribute instruction in a variety of ways and with greater clarity. This demonstrates that newly acquired technological skills play an important role in sports training, assisting team sports coaches in a variety of situations.

Resourcefulness and Creativity in Delivering Training Programs

Sports coaches create training programs to help athletes achieve peak performance by providing them with the necessary methods and strategies (Academy, 2018). The pandemic changed coaching routines, preparation, and performance; additionally, coaches had to reexamine their methods of sports training to ensure that athletes were prepared for whatever changes may occur during the pandemic. Increased work demands as a result of an unexpected event, such as the COVID-19 pandemic, can create an unfavorable situation for coaches. Informant B mentioned *“In coaching, we must not focus solely on sports drills; instead, I develop additional drills that will improve their mental and social skills.”* Isolation during the height of COVID-19 pandemic pushed coaches to add up developmental skills that athletes would benefit from.

Moreover, Informant G mentioned, *“The resourcefulness and creativity is the evident change in the field of coaching. I can easily demonstrate how to do the skills in person, but I wonder how I will teach them online.”* how can I apply what used to do during face to face training to online training, were

in online have limited space, limited camera, and limited data." Sports coaches found it difficult to create alternative activities for athletes because it required a lot of considerations such as internet connection, availability of training areas since sports are greatly influenced by space both online training and in the new normal training, and lastly consideration in training program goals. This change necessitated additional time and effort for coaches to reconstruct training programs, as well as increased challenges.

If the environment changes, it can raise consideration of changes in sports coaches' philosophy, training techniques, and overall goals for their team. If the environment changes, sports coaches may reconsider their philosophy, training techniques, and overall goals for their team (Pacetti-Donelson, 2024). Informant B added, *"I value holistic development in coaching because I use it with my athletes. We should emphasize holistic development in coaching, whether through online or face-to-face training."* This clearly shows that sports coaches during the pandemic gave time and commitment beyond their expected contribution to the development of their athletes.

2.2 Strategies for Effective Coaching During a Pandemic

This sub-theme discusses the strategies applied by team sports coaches in managing the challenges and changes in sports coaching. This presents how team sports coaches adapt their training methods as they embraced technology for sports coaching, prioritizing athletes' well-being, and developing new strategies in providing athletes sports program.

Coaching Strategies

Sports coaches also shared their implemented strategies in delivering their training program during the online and new normal sports training. Informant C mentioned, "We give the training program in advance, for example, a program will be performed by Wednesday. So on Monday, we already give the things they will do, so they have an idea." The same strategy was also applied by Informant G, "During the pandemic, I provided an advanced list of tasks so that when they are disconnected from the online training, they know what to do next." As the pandemic caused a shift in normal coaching routines and expectations, one of the strategies from sports coaches was to give athletes the training workout ahead of time.

Team sports coaches also did pay attention to their athletes' skill development; even though they delivered their training program via distance training during the online coaching. They found ways to correct and direct their athletes in skill execution during online coaching. Informant H mentioned, "I demonstrated the exercises so they will see it properly." As sports coaches accepted the challenge in technological adaptation, they utilized it in delivering quality coaching among their athletes during distance coaching.

Talking about extra effort, coaches also added a variation in their training program during the new normal. Informant B said "In our drills in the new normal, there are drills for athletes' mentality development, integrating social aspects. Our drill now has variations considering the development of mental toughness among athletes so they won't easily retaliate during the game. And that is very important given that our sports have a lot of athletes playing inside the field.

Mental toughness approach in training is very important.” This shows that the usual implementation of sports training programs is not enough, and due to the pandemic, sports coaches realized that adding variation and multiple targets in sports drills develop athletes holistically not only in conditioning and physical aspect of the athletes. Sports coaches develop their training suitable to the situation of the pandemic, where coaching becomes more flexible in different aspects of developing the athletes. Informant F mentioned, “My approach to coaching is evolving, and I am no longer as strict. I'm making my coaching more flexible, and I'm also instilling love and respect in my athletes because I consider them my daughters.” Treating athletes as a family is not new among the sports coaches in the state university, since athletes treat their coaches as their guardians at school.

Informant E mentioned “Our approach is to keep the athlete physically fit for the love of the sport. They may lose motivation in their sporting event, but there is still a need for continuing meetings, communication, monitoring, and updating on the house situation. Even in academics, since we are low in training, they should concentrate on their studies.” The loss of social connection during athletes’ important developmental stage was identified by coaches as a challenge during the pandemic, so maintaining communication like “hi and hello” sessions alone without even talking about the sports training is beneficial. In this way, sports coaches can monitor the lives of their athletes even from a distance and while they are also battling in their personal lives.

Sports coaches must be life-long learners of sports in order to train their athletes for peak performance. Sports coaches' current contribution to athletes’ development is limited due to restrictions and confinement of the COVID-19 pandemic. Sports coaches development still continues via e-learning platform during the pandemic, this provides opportunities to coaches to help them continue their sports training. Informant A mentioned, “At the same time, there are online seminars where you can hear about the experiences of other coaches and how they handled a specific situation.” During the pandemic, coaches increase their demand for coach development programs and seminars to ensure continuous learning. Coaches say they apply the lessons learned at the seminars to their athletes and training programs.

Consistent Communication

The importance of communication was emphasized during the team sports coaches focus group discussion. The informants agreed that their consistent and common strategy in sports coaching was to keep their athletes connected through "kamustahan." Kamustahan is a Filipino greeting or inquiry about a person's condition. Informant A emphasized the importance of establishing effective communication through the use of virtual platforms.

For Informant F, communication is one of the foundations of effective coaching in all sports. The coach mentioned: “In addition to Informant A, I also use communication as my strategy. Communication is a big thing, it is important in team sports, even in individual and dual sports events. I sometimes replace sports training sessions with “kamustahan”, so we can ask them how they are, and how their families are.” The coach emphasized the importance of consistent communication among athletes, regardless of the situation.

Informant B echoed communication as his strategy also, but he highlighted the communication as a support to athletes mental and emotional well-being. The team sport coach elaborated, “During online, we had a classroom set up only for sport training sessions. There, we will only discuss things related to our sports, for example, the terminologies. There I discovered that some of my athletes even though they are good in their fields, they still have things to learn until we reach the point of our conversation that athletes will also share their emotions regarding their experiences in their respective places. That is my strategy that I think was effective.

The athletes' emotional and mental state had a reinforcement, not just about skills development training and fitness, but also their mental toughness. I see that they need to improve their mental toughness which can be used in this kind of situation and also in their field of sports specialization.” This demonstrates that in times like the COVID-19 pandemic, a team sports coach must remember his role in developing an athlete, setting aside the technical aspects of online sports training may alleviate the athletes' situation during the pandemic.

Through the "kamustahan" session, team sports coaches foster open communication by providing a space and time for athletes to express and share their struggles in the face of adversity. In this way, team sports coaches can significantly improve the mental and emotional well-being of their athletes, allowing them to develop mental toughness, a state of mind required to perform consistently under stress and pressure, which is necessary in sports.

Technology Adaptation

As the COVID-19 pandemic displayed isolation, distance coaching was the only way for sports coaches to continue training during the quarantine period. Distance coaching is associated with technological adaptation; however, some sports coaches from state universities struggled with the new trend of distance coaching. Informant F said “I studied and asked my daughters how to use technology, as I previously only knew messenger. Every day, I would study the apps; we must understand how to use them so we can broaden and reach the athletes even if we are training online.” While some coaches may find technological adaptation difficult, others find it beneficial in implementing and adding additional materials to their distance learning training program. Informant A mentioned “Utilizing the internet actually allows me to make my training program more interesting to my athlete

Coaches' Faith and Quality

Coaches, as Filipinos, are known for their resilience. Garay et al.'s (2020) study described Filipinos as resilient. They are known as survivors of circumstances, a strong fighter who manages to overcome disappointments and are determined to face the challenges that arise. Informant D said “First, as Filipinos, we are resilient in any situation or problem that comes to us. We can laugh at it and we always find a way to smile. That was the very important word that I used during the COVID-19.” He also stated that in order to move forward, a person must first identify the problem. Filipinos' belief or faith in God is one of the reasons they are confident in everything, that things will properly fall in their places. Informant F

mentioned “I was also praying and asking guidance from him.” We will rise again with unwavering faith in our creator. Our faith gives us confidence that we can achieve anything, and as Filipinos, we are willing to entrust our destiny, which is our future.

Consideration for Health and Quarantine Protocols

The hiatus in the sports industry during the pandemic provides an opportunity to consider new strategies and approaches to address the challenges. Pitsiladis et al. (2020) mentioned that the coronavirus (COVID-19) pandemic offers a unique opportunity to reflect on the integrity challenges that sport faces. Informant I mentioned, “In new normal sports training we need to consider following the protocol to avoid spread of the covid-19. During the training, we added the observance of health protocols, and we established our training location during the new normal in a convenient location for everyone, as we were not yet permitted to use our university field.” Despite the spread of the COVID-19 pandemic, team sports coaches found ways to continue their sports training prior the online and new normal training by adhering to health protocols, monitoring their athlete’s health, as well as looking for a safe place where athletes and coaches could gather.

As the pandemic force coaches to adapt to their training methods. Sports coaches embraced technology for online coaching, prioritized the well-being of athletes by providing mental health supports and maintaining communication, and developed new strategies like providing workouts in advance. These changes highlighted coaches’ resourcefulness, adaptability, and ability to act as role models for their athletes.

3. Traits Exhibit by Team Sports Coaches

Resilience embodies the personal qualities that allow an individual to thrive in the face of adversity, and research has shown that resilience has multiple dimensions that vary depending on life circumstances (Connor & Davidson, 2003). According to the intrinsic approach, resilience is a trait that can help manage stress and improve adaptive development. During the COVID-19 pandemic, sports coaches may experience stress and exhaustion. With manifested traits, coaches may more effectively handle their situations and cope with the negative impact of the pandemic.

3.1 Developing Athletes Skills: Essential Traits of Coaches in Pandemic

This theme presents essential traits that emerged as sports coaches navigated the complexities during the pandemic. Patience, understanding, and leniency became crucial in supporting athletes facing challenges and changes.

Sports Coaches Patience

Resilience embodies the personal qualities that allow an individual to thrive in the face of adversity, and research has shown that resilience has multiple dimensions that vary depending on life circumstances (Connor & Davidson, 2003). According to the intrinsic approach, resilience is a trait that can help manage stress and improve adaptive development. During the COVID-19 pandemic, sports coaches may

experience stress and exhaustion. With manifested traits, coaches may more effectively handle their situations and cope with the negative impact of the pandemic.

Coaching requires a high level of patience in addition to technical knowledge of sports and strategy. (Dunbar, 2023). In relation to this, Informant C mentioned *“Patience, especially when you can't change the situation.”* The same sentiments were confirmed by Informant D, *“Being resilient, resourceful, adaptable and being patient toward situations.”* Patience is not simply a virtue in coaching; it is a necessity. Subsequently, Informant G stated *“Of course you have to be patient because if not you will be frustrated.”* Frustration in sports may cause coaches to lose composure that may possibly add to the difficulty of the situation.

Coaching athletes involves setting and achieving long term goals and patience is crucial in maintaining a realistic perspective on athletes' development and this was the trait manifested by Informant B, *“I am pushing to implement my training program either online or in face-to-face training. As a coach, you must maintain that discipline.”* This trait was also manifested by Informant I where the coach mentioned, *“During an online session, you must first be patient, and a coach must be able to wait and continue with the tasks despite any pandemic or difficulties.”* Setting goals and guiding athletes step by step are characteristics of a patient coach which will eventually lead to excellence. Moreover, Informant A explained, *“As a coach, I am extremely patient and understanding with the athletes.”*

The foundation of trust and rapport between coach and athlete is patience. Understanding athletes can provide safe space to express their thoughts, concerns, and fear without thinking to be judged by their coaches. With patience, coaches can communicate calmly. Failure to do so may hinder athletes progress and understanding of instructions. Athletes are also undergoing difficulty during the pandemic, and as a coach who stands as the athlete's second parent must understand their athletes with patience.

In a focus group discussion, the team sports coaches emphasized patience as one of the characteristics they demonstrated in order to overcome the unique challenges posed by the pandemic. Informant A stated that they were not only concerned about their families during the pandemic, but also their athletes. The coach pointed out, *“There were a lot of happenings during the pandemic and this tested our patience and understating. Since we were not only thinking of our athletes, we were also thinking of our family.”* Patience and understanding are required in these circumstances. Informant E agreed, and the coach also used his trait of patience to monitor the athletes during the pandemic, as both team sports coaches and athletes were in the same situation, dealing with the pandemic's adversities.

Understanding and Leniency Towards Athletes

Coaches play an important role in an athlete's overall development; coaches should be educated in order to help their athletes learn and grow. Informant F mentioned *“When I was starting, my coaching style was strict because I thought coaching is just only about skills. But I started to treat my athletes as my daughters, until such time I realized I have to know personally my athletes to understand them.”*

No coaching knowledge can guarantee success without a good relationship with athletes. It relies on effective coach and athlete relationships. Coaches acting as second parents of the athlete, understanding and knowing them personally will help their coaching more effectively. Informant B mentioned in a focus group discussion that, *“Before the pandemic, if the athletes failed to attend the sports training, we gave immediate punishment. But during the pandemic, we needed to know what were the reasons that our students were unable to attend, then we considered their reasons and we must also understand our players.”* This demonstrates that there has been a shift from traditional coaching to sports coaching. Now, sports coaches must prioritize understanding the athletes and consider the reasons for missed sessions.

Changing coaching style from being strict to being lenient and understanding athletes was one of the common actions of sports coaches during the pandemic, understanding that aside from them, they must also think of their athlete’s family situations. Moreover, Informant G said, *“Before, I was strict but since we had changes, I became lenient.”* Prior to the pandemic, leniency among sports coaches highlighted the fact that such coaching behaviors did not promote athletic progress (Siekanska et al., 2013). However, performance outcomes in coaches' sports fields were not prioritized during the pre-pandemic. Their goals were adjusted, and some team sports coaches recognized that there are things more important than sports during the pandemic, specifically the athletes' mental health. *“More than Sport”* was one of the narrative highlights in the study of Costa et al. (2022), where he recognized sports as not the beginning and end of everything, with other things having priority at times, and this was an ethics of care perspective, were coaches specifically kept their athlete’s mental health post-emergency in higher consideration during the COVID-19 pandemic compared to fitness levels and performance outcomes.

Coach as Role Model, Resourceful and Prepared

Sports coaches are role models. They are the representatives of an entire profession and sport (Field, 2014). Informant D explained, *“You have to practice what you preach; athletes won’t believe in you if you don’t do the right things. The character and attitude that you want them to adopt must be seen in you, or else they won’t respect you.”* Sports coaches serve as role models, demonstrating how to behave in specific situations, motivating teams after setbacks, and assisting individuals in improving their race.

Training home dilemma was the main problem for sports coaches in pre-pandemic and in the new normal, as they delivered their sports training program to their athletes but lacked sufficient resources or sports equipment. Solving this problem was one of the things Informant I mentioned, *“The third characteristic is resourcefulness. Because you must create a space where coaches and athletes can meet and agree on things. You must have the ability to find quick and clever ways of solving problems, to overcome difficulties. It’s not always about receiving problems; we must think of an idea and be resourceful because it is one of the best.”* Being resourceful is one of the characteristics demonstrated by sports coaches when dealing with the multitude of problems that arise.

During an unexpected and unprecedented period in sports, team athletes and coaches began training at home. Informant A also mentioned being prepared, *“I have a mindset of being prepared in case or whenever the competition comes our way.”* Paludo et al.'s (2022) study found that virtual training

between team staff and athletes during lockdown improved athletes' well-being and mental index. Furthermore, the study stated that home training decreased athletes' motivation to train and perceived effort in each session; therefore, volume and intensity of training should be considered during home training in order to promote significant physical changes in athletes. The COVID-19 pandemic creates opportunities to discuss the best pedagogical approach and strategies utilized to help coaches to foster athlete development (Santos et al., 2021).

Adaptability and Perseverance

Adaptability refers to an individual's ability to easily adjust to changes or new situations. An adaptable person possesses qualities such as flexibility and versatility in all situations. This was shown by Informant E where the coach mentioned, *"I totally adapt and I adjust because you don't have any other options but to do it. I became flexible and positive; I did not lose hope."* This was also agreed by Informant G. The coach mentioned, *"I've tried to improve, and then I adapt to the changes."* Informants demonstrated flexibility and hope, with the coach willing to try new things despite the unfamiliar situation during the pandemic. Informant G worked hard to be adaptable to changes, eager to investigate solutions and explore issues.

Team sports coaches set goals and make plans to achieve success, however one must have perseverance to attain it. Perseverance is the ability to continue steadfastly, especially in something that is tedious. Continuing without giving up in the face of difficulties is what Informant I applied, *"A coach must have perseverance. Regardless of the problems, you must continue your training."*

Sports coaches find ways to continue despite the problem in implementing their training program during the pandemic, they never give up in the face of adversities. Informant E also mentioned *"You must not give in; you must continue so that you keep the motivation of your athletes."* As a sports coach, they are responsible for performing when their athletes need them the most. Team sports coaches prioritize their athletes' motivation by continuing their endeavors despite being discouraged by the COVID-19 pandemic.

3.2 Adaptability Advantage: How Manifested Traits Influenced Sports Coaches during the COVID-19

The following themes explored the essential traits that manifested by team sports coaches to navigate uncertainties in pandemic. This includes patience, understanding, and leniency. Coaches show resourceful and prepared to address sports training limitations during the pandemic and applied perseverance and adaptability to overcome obstacles and finding ways to deliver effective sports training.

Resilience is thought to represent a personality trait that provides resistance to adversity. Kossek and Perrigino (2016) stated in their study that resilience as a trait is the ability to adapt and foster additional positive outcomes, which explains why some people are more likely to bounce back faster than others. Sports coaches faced challenges and changes during the COVID-19 pandemic, and to overcome them, traits from the previous theme are evident in Matrix 4.

The adjustment in the implementation of team sports coaches with their sports training among their athletes caused multiple problems during the pandemic. Sports coaches traits manifested are adaptability, patience, leniency, resourcefulness, preparedness, flexibility, understanding, and perseverance assist them in overcoming adversity. Sports coaches mentioned that with these traits they are able to attain their goal in their sports training. Informant I said, *“We continued our training; it resulted in a good way.”* More so, Informant F mentioned, *“It is a big help and at the same time in many ways, we won in different competitions.”*

“We have achieved a lot as a team.” With manifested traits, they can continue their online and new normal sports training, which has resulted in them winning multiple competitions during the new normal and ultimately allowing them to achieve more together. Passion and committed sports coaches can consider all possible scenarios and allow their athletes to perform at their peak (Khush, 2021). Informant A mentioned *“We failed to win in the championship, but because of the learning experience we are still able to achieve our target.”* Some sports coaches reduced their standards for achieving their goals in light of the pandemic's challenges and changes; however, even though they did not win the competitions in the new normal, they met their objectives by learning from their experiences. Informant D said *“We even reached our goals, not because they look up to me but because I was there to guide them.”* The ability of a sports coach to guide and inspire athletes is a recipe for success; being available to their athletes is a gift that a passionate coach can provide, motivating them with a positive attitude and enthusiasm for sport and athletes even during difficult times.

Sports coaches having perseverance and patience are able to continue their training. Informant I said *“Definitely helped, especially when we return to the new normal. It left a positive effect. The patience and resilience are there, we applied it. Our training continued; our athletes are motivated to be more conditioned.”* A coach must be knowledgeable about the stages of athletic development and how an athlete grows and mature in order to ensure that athletes receive training that is appropriate for their developmental goals. Despite the negative effects of the pandemic, team sports coaches were able to meet the needs of athletes during the pandemic. The ability to persevere through setbacks and hardship makes the difference between success and failure.

Informant I added *“Now in our training it makes everything easy, it just lightens up the training because they are more relaxed, easier. In the new normal, when everyone is still starting all over again in conditioning athletes, our team is on advanced training already, we are in the skills development mastery already. That’s what makes it beautiful, we did not waste time, no hindrance in our time.”* Perseverance teaches sports coaches that there are no shortcuts in life; it is about being strong, tough, determined, and resolved. Recognizing that life is about learning from setbacks and bouncing back, Informant I’s statement demonstrates that not giving up leads to success.

Taylor et al. (2022) identified two approaches to promoting athlete development: harder and softer approaches, also known as Tough Love. Informant I’s trait influence can relate to this in which Informant C explained, *“My raised voice has an effect when my players are afraid of us as coaches. There, they*

realize they need to improve themselves. In return, they had the initiative to practice the skills they needed to improve." Informant I exemplified the harder approach.

Taylor et al. (2022) stated that the harder approach to coaching provides direction, motivation, and robust feedback, guiding the reflective pattern that appeared to be supportive of further performance development. Moreover, sports coaches' softer approach reflected a genuine concern for athletes' welfare and performance. Leniency is one of the characteristics manifested by sports coaches to cope with challenges during the pandemic. Informant G said *"Sometimes the athletes will use your leniency to have leeway or make excuses. But in the positive, there are athletes who follow the training program so they are improving and they find ways to catch up in the training."* To promote athlete development, a sports coach must take an interdisciplinary approach in which the coach can develop athletes' skills and sports achievements. This demonstrates that through coaches' approaches, players can reflect on situations to gain clarity on their role and be able to stand in a challenging environment that they may face, indicating that the coaching approach sets and navigates athlete performance.

Adaptability is the ability to change, pivot, and thrive in the face of uncertainty. Winning is more than just a matter of talent; it also demonstrates a team's ability to adapt. Informant B mentioned *" In effect it's not hard for us to adapt to team training during the new normal. Because online, I already integrated the discipline. As we go back to face-to-face training, my athletes can easily understand instructions and they follow immediately."* Adaptability is a combination of flexibility and versatility; flexibility is the willingness to adapt, whereas versatility is the ability to adapt. Sports coaches' willingness to adapt improves their ability to build relationships with athletes, understand team capabilities, recognize and overcome challenges, and try new approaches and techniques without fear of failure.

The focus group discussion also revealed that through sports coaches' patience, understanding, approachable and consistent communication with the athletes, they are able to motivate the athletes. Informant A stated *"They flourish, they become motivated, they have something to look forward to. They become comfortable as you establish your communication with them even through online sports training."* Similarly, Informant B highlighted *"Since they saw us coaches are approachable with regard to their academics, inquiries, and problems, they tend to share and they become open.*

They become confident to approach us because they know that we can understand the situation and at the same time, they know we can give them a solution somehow." This shows that through being approachable and having open communication, team sports coaches are able to provide athletes a supportive environment.

Moreover, Informant F stated, *"They become inspired because we had a consistent communication, understanding and consideration for them. They become more focused on their set goals. As we return to face to face training the new normal sports training, they become more inspired in their sports and academics because they know that we are their coach to guide them aside from their family."* Through manifesting the mentioned traits of team sports coaches during the unfortunate situation, it empowers athletes to stay focused towards their goals despite the challenges brought by the COVID-19 situation.

These manifested traits contribute to the growth of athletes and sports coaching success in the new normal. Sports coaches were able to keep student-athletes motivated by demonstrating traits such as patience, understanding, and adaptability. Sports coaches rely on resourcefulness, perseverance, and effective communication to deliver, maintain, and motivate their athletes. The manifested traits are the terms of success for team sports coaches who have navigated a crisis and succeeded in blended sports delivery today.

4. The Coping and Appraisal Mechanisms of Team Sports Coaches

During the COVID-19 pandemic, team sports coaches undoubtedly faced numerous challenges and changes. The pandemic necessitates sports coaches to evaluate the challenges and identify strategies to deal with the adversities. The theme presented here contains strategies the was utilized team sports coaches to overcome the challenges of the pandemic.

The pandemic altered the lives of sports coaches. According to Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, stress is defined as an interaction with an external stimulus that is deemed harmful. The author elaborates that the level of stress an individual experiences is related to his or her confidence in dealing with adversity or threat. Appraisal is a critical step in evaluating a situation or unfamiliar event. As team sports coaches faced the challenges and changes brought about by the pandemic, they were forced to assess stressors and identify coping strategies and mechanisms for dealing with adversity.

Social Support

The team sports coaches also built their connection to their friends, colleagues and athletes, as they looked for someone to help them adapt to the challenges of the COVID-19 pandemic and support them in their roles as coaches. Connection to their friends within the field of expertise is one of the strategies used by the team sports coaches. This was mentioned by Informant G in which the coach explained, "Actually, I was blessed to have friends that are more advanced and have experience, those are my techy friends so I ask them how to do various kinds of stuff. And to my friends that have experience, I ask them about their old strategies that can be used." Sports coaches gathered and took the strategies used by their friends to resolve the challenges of the pandemic. Informant G also added "*I still look for data. At the same time, based on the experiences of my friends, you can create a new idea as well as from my past experiences.*" This demonstrates that sports coaches during the pandemic are willing to learn new things and apply them to their previous experiences in order to devise new strategies to help them cope with their struggles.

Support from assistant coaches is also a valuable option from team sports coaches, as they seek assistance in managing the team. Informant E said "*I told my assistant coach that we help one another as I can't do this alone due to my multiple assignments in the office.*" Some sports coaches at state colleges and universities have additional responsibilities in addition to sports coaching; some are designated as staff in a specific office that provides services to university students. Juggling multiple tasks increases the burden on sports coaches, necessitating additional support from their assistant coach.

Staying connected to the athletes is one of the mechanisms applied by Informant D. The coach mentioned, *“First approach that I have is to stay connected. Brotherhood might be lost, togetherness.”* Coaches are able to ensure that their team's cohesiveness is not overlooked by maintaining connections with their athletes. Informant D added, *“Second is individual conversation. I will call them, and get some news.”* As a team sport, it was necessary to maintain communication so that the relationship would not be jeopardized by pandemic-related events.

Sports coaches used social support to cope with the stressors of the pandemic, and their responses to this question highlighted the importance of having a strong support network to help them during stressful times (Norris et al., 2017).

Sports Coaches Motivation

The reason to do certain things represents coaches' motivation. Despite struggles, the motivation of sports coaches helps them to adapt. Informant A mentioned *“Their interest in training makes me realize that I have kids that need to be taken care of. At least they never forget me and I felt that I had to return that to them (the needs of his athletes).”* According to Informant A, athletes' interest in their sports training is one of the reasons they continue to work despite the challenges and changes that come with online and new normal sports training. Informant A also added, *“As a coach you have to be strong because if your athletes see you discouraged, they will also adopt it.”* This demonstrates that the coach-athlete relationship fosters a motivating environment that drives coaches to continue their work.

Informant C shared, *“When time comes that is quite a bit of struggle, I motivate myself on the best thing to do to improve the team, and better things I can do to make a good team.”* Sport coaches are motivated by channeling best strategies and goals to develop and improve their athletes. Sports coaches also motivate their athletes to minimize their challenges and lighten their burden brought by the online setting and the new normal. Informant I mentioned that they also motivate their athletes. The coach said, *“Motivating the athletes during the pandemic, it is hard to teach athletes if they don't have the interest.”*

Informant I also added, *“In making the players focus on taking the training seriously, we should not waste the time.”* This is to provide athletes with a reason to continue training during the pandemic, as well as to assist athletes in creating a learning environment that emphasizes improvement. According to Keegan (2022), athletes who perceive a motivational climate tend to have better results, confidence, and performance, as well as more emotions and problem-solving skills.

Professional Aid

The landscape of sports coaching is changing, and sports coaches must be adaptable in order to remain relevant and effective. Learning new strategies and techniques will help them navigate the changes in the coaching field brought by the pandemic. The COVID-19 pandemic pushes team sports coaches to gain knowledge to continue their occupation and to develop athletes holistically.

Informant B explained *“During the peak of the pandemic, I was invited twice to talk in a seminar and forum where other coaches shared the things we could do, and also the different best practices of different federations in the Philippines. That was a big help to appraise the coaching amid the pandemic and even though it is challenging, there is still a way to do it.”* Sports organizations in the Philippines provide online webinars via different platforms in the height of the virus to give new ideas and knowledge in the new trend of sports coaching.

The Philippine Sports Commission also provides online coaching seminars which seeks to continue with its goal of enhancing further local coaches’ competencies and skills in establishing a national standard for sports coaching in the Philippines (Murillo, 2020). Informant F said, *“I also study things in technology, then I adapt little by little, after that, I also reflect on how to apply it online.”* Sports coaches are also able to study digital tools and platforms in order to provide high-quality coaching sessions remotely. Some of the sports coaches will continue their strategies as part of their coping mechanism, Informant F said *“We will continue our strategies, same adaptation that we do. We can adapt, we can switch if the class will be suspended, like when transportation strikes take place, some of the athletes cannot go. So, we don’t adjust nowadays because we already know what to do.”* The COVID-19 accelerated the adoption of online sports coaching; quarantine restrictions and health protocols necessitate virtual sports training solutions, prompting both team sports coaches and athletes to look into alternatives.

In the focus group discussion, some of the coaches mentioned the importance of exploring the different platforms and applications and creating engaging activities that may help them in delivering their sports training sessions. Like what Informant B stated, *“My way is to study different platforms, exploring different applications that I can apply in our online training.”* Similarly, Informant A mentioned, *“Aside from learning videos, I also apply activities to my athletes so I can challenge them.”* This highlights that team sports coaches must adapt to different technological coaching methods and actively seek ways to stimulate athletes through activities to deliver flexible training instructions either online or in the new normal sports training, as well as to achieve their athletes’ sports training goals and skill development.

Participation in sports provides opportunities for athletes; however, these opportunities can be taken away by unforeseen events such as the COVID-19 pandemic. Team sports coaches must be prepared in case this scenario occurs again, so that proper procedures can be followed to ensure the continuity and goal of sports training. Team sports coaches can continue to carry out their responsibilities with an appropriate risk management plan.

Faith and Self-care

Faith has also been recognized for its ability to help people deal with adversity. A person of faith is someone who believes that there is a plan for hope and goodness. Filipinos are known for their religious beliefs, and they seek help and guidance for their problems through prayer. Informant F said, *“Number one, of course, I ask Him for help (pointing upward referring to the Lord) through prayers. I ask Him to guide me to these big challenges, afterwards, I will come up with ways on how I can solve my team’s challenges.”* Filipino faith provides interpersonal support, bringing them comfort and confidence. For

some athletic coaches, faith comes first. Informant E mentioned, *“Start with praising the Lord, and continue monitoring the athletes. That is one of the important things.”* Faith is the most common coping mechanism that helps Filipinos to strive hard in the face of adversities.

Sport coaching is a demanding role that requires a high level of performance as well as a strong passion and dedication to withstand the pressures of competition (Thiele, 2022). Sports coaches always recognize the importance of self-care among their athletes, but sometimes overlook their own self-care. To withstand the difficulty brought by the challenges, situations, and workload during the pandemic, sports coaches manage to have self-care. Informant C mentioned, *“I gave time for myself to reflect and to stay calm. I’ll relax.”* Self-care is an action in which individuals can strengthen their mental, physical, spiritual, and emotional health simply by creating time for oneself, taking a break throughout the day or cultivating different forms of rest. Self-care fosters self-improvement. As coaches always lead, they must be the greatest version of themselves.

Reflection and mental well-being were mentioned in the focus group discussion as one of the coping mechanisms of team sports coaches. Informant B mentioned, *“I also applied personal time during the pandemic. We had more time being alone. Through that, I was able to think, to be refreshed as a coach and as a person at that time.”* Similarly, Informant F emphasized the role of reflection and prayers, *“Most important thing I saw that time was to reflect. I was able to reflect and also to come to the Lord. I also taught my athletes to always pray, so we could prevent acquiring COVID-19. I taught them to pray and talk to God so He could keep us safe and our families.”* This suggests that prioritizing well-being may help team sports coaches to effectively cope up with the adversity brought by the pandemic.

This section analyzes how team sports coaches mastered their approaches to dealing with challenges posed by the COVID-19 pandemic. The importance of social support networks in generating initial motivation and adapting to a changing coaching landscape is highlighted. Coaches turned to colleagues, athletes, and professional development initiatives to stay connected and implement new strategies. This study also identifies faith and self-care as important coping mechanisms for dealing with increased stressors and changes caused by the pandemic.

5. Team Sports Coaches Utilized Resources and Best Practices

Sports coaching is a demanding job as it covers multiple tasks in addressing athletes’ holistic development. High-risk situations, such as the COVID-19 pandemic, can put sports coaches’ coping resources to the test, causing psychological stress and distress. Holmgreen et al. (2007) defines a resource as an object, personal characteristic, condition, or energy that serves as a means of obtaining another object, personal characteristic, condition, or energy. According to Chen et al. (2015), the primary building blocks of resilience are the resources available to individuals and groups, as well as their fit to situational demands.

5.1 From Challenges to Growth: Resources for Coaching Adaptation

Multiple studies have demonstrated that resources play an important role in successful coping, adjustment, and growth. Self-esteem, hardiness, and social support are all factors that can help build and strengthen resilience. In addition, work-related and non-work-related resources are likely to enhance resilience or buffer strain (Kossek & Perregrino, 2016). This theme highlights how coaches embraced continuous learning and maximizing support networks to overcome challenges of the pandemic.

Opportunities for Development

Coaches embrace professional development. In addition, the responses given show that coaches learn continuously and embark on professional development even during the pandemic. Some of them talked about going to seminars. Informant I explained *“That time, I was the president of a sports organization so I was attending international and national competitions as well as seminars. I was also doing exercise activities from the Philippine Sports Commission. I was also coaching the blue boys.”* While Informant E said *“I would always attend webinars online since they were offered left and right. I also continued attending training internationally and nationally.”* Informant I attended various seminars concerning national and international seminars, while Informant E actively participated in a number of webinars.

This dedication to staying abreast with the newest coaching methods demonstrates these coaches' commitment to offering their athletes optimal training and support. Also, team sports coaches mentioned collaboration and knowledge sharing. Informant B *“There are different sports clubs where they share the things that we must do, the do's and don'ts. because the mental health of the athletes should be considered during that time of pandemic.”*

For instance, Informant B talked about interacting with different sports clubs with a view to exchanging best practices and addressing athletes' mental well-being amidst challenging circumstances arising from the COVID 19 pandemic. This collaborative approach was further underscored by Informant D who sought learning from other coaches via interviews and discussions. Informant D mentioned *“I also interviewed other coaches and talked to them, asking what they do and their practice. We were sharing.”* Various experiences and knowledge went back-and-forth between them. In this way, each coach becomes more refined in their coaching strategies.

Coaches Discovering the Power of Support

The coronavirus pandemic highlighted the importance of having a strong support system for coaches. Many of the coaches valued their families' constant support. Informant A explained his resources, *“Number one is my players. Second is my family. especially my wife. If they had not given me one hundred percent support, I wouldn't last long during the pandemic time. My wife also embraces my players as her own children. It is a very big help if you have a supportive wife.”* Informant A has been able to stand firm thanks to the support of his wife, who treats his athletes as if they were her own children.

Similarly, Informant B noted that his wife's constant encouragement has been very instrumental in enabling him to positively influence the lives of his trainees. Informant B said *"My family was very supportive, my wife, she's supportive, because she knew the impact that I made to my players."* Informant B added that the community also provide support in form of camaraderie, the coach mentioned, *"The community, where I live, and where I enjoy so much, since we had local and foreign involve in siargao football community during pandemic."* This shows that the community offers emotional support in times of challenges.

Informant F also shares the importance of having a wider support. He mentioned, *"Number one is of course my family. I also have a lot of friends who helped our team, who sponsored us tournament fees and acquired jerseys for the athletes. This became motivation for the athletes."* Informant F emphasizes the importance of friends when it comes to tangible support in motivating and achieving athletic goals.

One of the informants recognized the significant role of his co-teachers. Informant G shared, *"Number one is my co teachers, those are my idols. Also, some of my friends are my classmates who sometimes give advice."*

Informant G admires the teachers' qualities, particularly their teaching skills when working with students, as well as his friends, who provide him with support and guidance. This shared experience may influence sports coaches' experiences. In addition to close relatives, other people who made these trainers stronger include friends who provided monetary assistance to the team. It is evident from these examples that a support network can be diverse, and it may serve coaches in many different ways throughout difficult moments.

This crucial role of social support was highlighted in the group discussion of the team sports coaches. Both Informant A and F emphasized family, athletes, and friends as a source of support. According to their responses, the most used resource was the support of their family. Informant A mentioned, *"Mostly, the reason in overcoming these challenges is number one my family, number two is the belief and faith of athletes in us as their coaches, they give their trust that we can overcome challenges brought by the pandemic."* Similarly, Informant F stated, *"No one will argue that family is our first resource to overcome these challenges."* This shows that access to support systems can enhance the ability of sports coaches to cope up in the face of adversities.

Personal Practices for Overcoming Challenges in Sport Coaching Amidst Pandemic

Personal practices is one of the revealed themes from the focus group discussion as resources are used to overcome the challenge of the pandemic. Meditation and self-care were one of the highlighted tools by Informant A. The coach mentioned, *"Aside from the internet, meditation energized my soul during the pandemic. It was hard to meet the athletes during the training then, they would see me stressed. So, self-love also."* These practices managed to maintain the team sports coach's well-being to be able to encourage athletes through their interaction in sports training.

Spiritual practices were also discovered to provide comfort and support during difficult times. Informant F shared, *“Second for me, is our God. Like what I have mentioned, always pray so all of us will overcome this.”* The coach mentioned faith in God as a source of strength.

Positive environment was also highlighted as a resource. Informant B mentioned, *“I agree with the other coaches. Maybe what I can add as a resource is the environment. It just so happened that I was in a fortunate situation where I was in a beautiful place at the time (referring to Siargao, Philippines). So, whenever I wanted alone time to meditate, I would go to the sea side and meditate. The environment was a big help.”* This shows how important it can be for team sports coaches to have a quiet and secure space where they can look after their own wellbeing. In order to continue in their roles as coaches and to perform their jobs well, team sports coaches need to prioritize their own health and well-being.

YouTube as a Resource for Coaching

The coaches claimed YouTube to be a useful learning tool during the pandemic. They used YouTube to actively engage in research and learn new skills that will help their athletes improve individually. Informant C said *“I made myself busy watching skills on YouTube. I also watched videos on how to improve individual skills of the athletes. So, if the time comes that we are able to return to the new normal, then I can share things that I have learned as their coach.”* In this way, the coaches show how instead of a wait-and-see approach, they acquire knowledge and ways for enhancing their coaching approach.

Additionally, Informant H pointed out that it is essential to know different exercises. Informant H said *“Utilizing Youtube, it reminds me of other exercises that you may provide to the athletes. It is hard to make your athletes do a certain exercise that you don’t know. So, you have to research before you face them.”* Informant H explained that they have to look up and study completely new techniques before employing them on athletes. This shows how the coaches are dedicated to prove their athletes with effective training methods but still appreciate the fact that it is not always advisable to rely on online resources alone.

5.2 The Pandemic Playbook: Best Practices of Team Sports Coaches

The pandemic altered the landscape of sports, and facing the challenges of the pandemic demanded a new set of skills and strategies. Team sports coaches delved into resources that help them to navigate the unprecedented challenges. As the sports landscape evolves, the lessons learned from the pandemic will remain a valuable resource for team sport coaches committed to guiding their athletes to success.

According to the coaches, clear and constant communication was vital for effective remote training during the pandemic period. The importance of this area was even emphasized by Informant F as he identified, *“Communication was the best practice during the pandemic that I consistently did.”* It is obvious from these strategies that coaches are trying to fix upon clarity. For example, Informant B said, *“My best practice in time of pandemic was to give a detailed instruction, as in very detailed and I also*

had videos and pictures. I saw the response among the athletes. They could follow because they have different references.” illustrating that their points would make them more understandable to athletes with different ways of learning. This approach was also supported by Informant G who stated that, *“My best practice was how I delivered the skills with limited space. I became more detailed in terms of instructions.”* Informant G observed that due to imperfections in the virtual environment, instructions needed to be more specific. By taking such measures, therefore, they were reaching out to close up the communication gap left by the absence of physical interaction between them.

The discussion of team sports coaches during the focus group discussions highlighted communication as their best practice. Informant F emphasized the importance of communication which was also agreed on by Informant A and E. Informant F shared, *“Like what we answered in the previous questions, during online and in the new normal, we use continuous communication. That’s our best practice which we can say is effective not just by communication because of the training, but the continued monitoring through group chat. So we can solve any problem as early as possible. That is our number one practice, consistent communication.”* This demonstrates that effective communication is essential for handling team issues, monitoring athletes' development, and creating a supportive environment for athletes.

Developing and Strengthening Skills in the Face of a Pandemic

Despite the challenges posed by the pandemic, coaches remained committed to helping their athletes improve their skills and stay physically fit. Above all, Informant C emphasized *“I master all skills first, so I was using myself as an example to my players. So, when we meet, I will be able to demonstrate it, for them to see that we are effective coaches.”* According to Informant C, coaches must master skills before they can demonstrate them. This allows them to effectively lead their teams and set an example.

Additionally, the coaches admitted that they had to adjust their training strategies to suit online learning. For example, Informant G stated *“It’s like teaching special education. You have to be specific on the movement that you are about to perform and based on that, you will be able to see their improvement. It’s like doing the basics much more simply.”* Informant G likened it to teaching special education students and repeatedly stated that movements should be broken down into simpler components. This reinforces the earlier finding about clear communication.

Informant I stressed the importance of consistent training for athletes to stay in shape and ready for competitive sports. The coach mentioned *“Athletes continued and maintained their conditioning as whole, in good shape, ready and available for hard training and highly capable in competing or participating in high level of competitions.”* Thus, despite the challenges posed by the pandemic, these efforts demonstrate the coaches' constant dedication to achieving holistic development for their athletes.

Clear Goals, and Mental Fortitude

Setting clear goals and planning ahead of time offers advantages during the COVID-19 pandemic. This allows sports coaches to be prepared for changes in their training program and provides a roadmap

and purpose during uncertain times like pandemic. Informant D emphasized *“Practice what you teach, you have to be mentally stable, conditioned, and goal oriented. Whatever is your goal, do not be lost and be resilient.”* The coach shows the importance of embodying the values and skills that they teach. Moreover, the coach displays mental fortitude as the key in facing all kinds of unfortunate situations. This enables a person to have strength in the face of adversity (Hayden, 2022). Informant F agreed with these. The coach mentioned, *“Also, our goals were planned ahead of time, that’s our best practice.”* Planning ahead of time helps team sport coaches navigate unfamiliar situations during the pandemic. This experience can be applied to future unexpected situations, making them more adaptable and stronger.

Discipline as the Foundation of Achievement

Team sports coaches emphasized the importance of discipline as one of the key factors in athletes’ success during the pandemic. However, Informant A who held this very important attribute explained that his coaching techniques were based on the discipline he underwent during his time as a college player. The coach stated, *“Discipline is my top best practice, which I gained from the time I was also a varsity player in college days. That discipline was what I brought until I started coaching.”* The informant A further said that it is very necessary for coaches to have self-discipline and act as role models to their athletes. The coach mentioned, *“They need to see it, they will look up to as you are the one who’s doing the right thing.”* The emphasis on discipline is manifested through adaptability towards unexpected situations.

For instance, Informant I discussed how he utilized online continuous sport training as one of the best approaches during the COVID-19 pandemic. The coach mentioned, *“Maybe the best practice that I had done was having continuous online sports training done at home during the time of pandemic.”* Furthermore, this demonstrates that coaches can change delivery modes while still prioritizing their athletes’ growth and development. These team sports coaches’ resilient culture was built on a focus on discipline and acceptance of change.

Finding Value in Pandemic Experiences

The coaches’ comments show that they learnt a lot during the pandemic and are now ready to use this knowledge in future unexpected situations. For example, Informant E said *“If ever we had to switch the training, now we already have an idea. That is what makes it beautiful. We had an experience already so If this happens again, we already know what to do.”* Informant E focused on the positive aspects of facing these challenges, stating that he will not be afraid the next time because of his experience during the pandemic. This has given him more options for dealing with potential future problems.

This view reflects the coaches’ growth mindset. Team sports coaches see difficulties as opportunities for learning, so their coaching techniques are constantly being refined. This allows them to adapt to changes in their surroundings, ensuring long-term success for their teams in a constantly changing environment.

Using Digital Resources to Help Coaches Succeed

As a result of the pandemic, online coaching has evolved, necessitating a retooling of coaches to take advantage of technological advances. Informant H, on the other hand, said that despite these inherent differences between face-to-face and virtual environments, the underlying principles are still similar. Informant H mentioned, *“Actually, it seems so easy, the only difference is when it comes from face to face to online.”* This idea shows that these trainers are ready to take up fresh tools and methodologies. Informant H added that using double screens to view athletes closely while undertaking parallel training sessions demonstrates a proactive problem-solving approach and a commitment to coaching excellence by utilizing all available technologies to make an impact despite constraints. The coaches sought out new technological solutions to ensure their athletes' continued training and development in the face of extremely difficult conditions during the pandemic.

Flexibility for Unforeseen Circumstances

Team sports coaches who prepare for potential challenges were better equipped to adapt to the challenges of the pandemic. The team sports coaches focus group discussion revealed flexibility as essential in the sudden changes in the situations. Informant B emphasized the importance of being flexible especially to changing situations. The coach mentioned, *“I would like to add as best practice is being flexible.”*

“Since we already know what kind of approach or strategies will be used if a situation comes like the pandemic, we know what we are going to do. We will not be shocked.” Informant B further stated the importance of communication and flexibility, *“For example, lately, we experience a shift to online class again, so our sports training will also be affected. Because of this, we lessen the days of our training. And through communication we are giving instructions to maintain the athlete’s fitness.”* Consistent communication may help team sports coaches to adjust and plan ahead the changes in circumstances.

Team sports coaches survived the pandemic by continuing to learn through professional development and working closely with other sports coaches in the same field. Personal well-being and social practices are both important. All of this was supported by a focus on goals, mental strength, and discipline to promote resilience. Focusing on technology and a growth mindset has meant being prepared to learn from mistakes and thrive in a changing sports world.

Table 1 presents the major themes and sub-themes that were thoroughly discussed in this chapter. Table 11 presents the (42) forty-two codes and (10) ten major themes that emerged. This table shows the challenges faced by team sports coaches, such as adapting to instruction delivery of sports training in an online setup, skill development of athletes, all while experiencing quarantine restrictions and health protocols. Table 11 also presents multiple strategies used by team sports coaches. Team sports coaches demonstrated patience and perseverance when dealing with complexity.

Table 1

Team Sports Coaches Lived Experiences During the COVID-19 pandemic

Themes	Sub-themes
1. Challenges of Coaches During COVID-19 pandemic.	
1.1 Skills Development Hurdles in Sports Training	<ul style="list-style-type: none"> • Sports Training through Virtual Platform • Skills Development & Training Area • New Normal Instruction Delivery • Online Instruction Delivery Tools
1.2 Barriers to Instructional Delivery	<ul style="list-style-type: none"> • Internet Connectivity and Technological Tools • Challenges in Feedback and Instruction Delivery
1.3 Challenges of Protocols and Restrictions	<ul style="list-style-type: none"> • Health Protocols • Quarantine Restrictions
2. Sports Coaches Adaptation in the Face of Change	
2.1 Coaching Through the Changes: Overcoming Limitations with Resourcefulness and Technology	<ul style="list-style-type: none"> • Limitation of Interaction • Changes in Sports Coaching • Embracing Technology • Resourcefulness and Creativity
2.2 Strategies for Effective Coaching During a Pandemic	<ul style="list-style-type: none"> • Coaching Strategies • Consistent Communication • Technology Adaptation • Faith and Quality • Consideration for Health and Quarantine Protocols
3. Traits Exhibit by Team Sports Coaches	
3.1 Developing Athletes Skills: Essential Traits of Coaches in Pandemic	<ul style="list-style-type: none"> • Sports Coaches Patience • Understanding and Leniency Towards Athletes • Coach as Role Model, Resourceful and Prepared • Adaptability and Perseverance
3.2 Adaptability Advantage: How Manifested Traits Influenced Sports Coaches during the COVID-19	<ul style="list-style-type: none"> • Attained Goals • Motivated • Athletes Initiative • Adaptability • Leniency • Prepared
4. Coping and Appraisal Mechanisms of Team Sports Coaches	
4.1 Coping and Appraisal Mechanisms Used by Team Sports Coaches to Deal with Adversity	<ul style="list-style-type: none"> • Social Support • Sports Coaches Motivation • Professional Aid • Faith & Self-care
5. Team Sports Coaches Utilized Resources and Best Practices	
5.1 From Challenges to Growth: Resources for Coaching Adaptation	<ul style="list-style-type: none"> • Opportunities for Development • Coaches Discovering the Power of Support • Personal Practices • YouTube as resource

<p>5.2 The Pandemic Playbook: Best Practices of Team Sports Coaches</p>	<ul style="list-style-type: none"> • Effective Communication in Remote Coaching • Developing and Strengthening Skills in the Face of a Pandemic • Clear, Goals, and Mental Fortitude. • Discipline as the Foundation of Achievement • Finding Value in experience • Using Digital Resources to Help Coaches Succeed • Flexibility for Unforeseen Circumstances
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Sports coaches' coping and appraisal mechanisms include social support, self-care practices, and professional development resources, as well as highlighting emerging best practices such as effective remote coaching techniques and consistent communication. And having a growth mindset that encourages continuous learning. This table summarizes the occupational resilience of team sports coaches during the COVID-19 pandemic.

Conclusions

Based on the analysis and interpretation of gathered data, the following conclusions have been drawn:

The COVID-19 pandemic threw an unexpected setback at team sports coaches, forcing them to adapt to multiple areas of their occupational duties. Athlete development was hampered by online training limitations caused by connectivity issues, lack of technology access, and ineffective skill delivery. Limited technology had a significant impact on communication and coaching methods, making it difficult to deliver complex skills or monitor progress online. Furthermore, health protocols hampered traditional coaching methods, limiting skill execution due to social distancing, increased illness, and quarantine disruptions to training schedules. With the adversity experience, the researcher finds the resilience of team sports coaches to be inspiring, as it demonstrates their ability to find creative solutions. Their ability to adapt, innovate, and prioritize athlete well-being during this unprecedented time is truly inspiring. Despite these challenges, coaches demonstrated remarkable flexibility and resourcefulness, demonstrating their ability to navigate unexpected circumstances while maintaining athlete engagement during this unprecedented time.

The COVID-19 pandemic fundamentally altered the coaching landscape of team sports, shifting traditional in-person methods to online technology settings. Coaching online has opened up new challenges in communication, skill development, and athlete engagement, all while providing a highly innovative environment focused on the athlete's overall well-being. Coaches became incredibly resourceful, devising new training plans that addressed not only the development of physical skills but also the mental and social aspects. The researcher sees the approach of incorporating activities to prioritize athletes' holistic development as a positive shift that can benefit athletes far beyond the pandemic. Sports coaches adapt to technology and began learning new tools to help solve online constraints to maintaining athlete engagement. In such changing times, coaches in team sports have been inventive, adaptable, and dedicated enough to seek coaching style adjustments that further develop the capacity to support athletes in such unprecedented circumstances.

The COVID-19 pandemic presented a unique set of challenges for team sports coaches, necessitating a new level of adaptability and resourcefulness. Coaches had to be patient in understanding their athletes' technological and motivational limitations. They were compelling enough to modify training programs to increase athlete engagement by keeping interventions online, performing even more, and doing everything effectively. Coaches demonstrated resilience by maintaining a positive attitude and adapting to the situation in front of their athletes as role models. More importantly, the coaches became extremely resourceful; creative use of technology and the adoption of alternative training methods helped them overcome limitations. Specifically, these characteristics—patience, efficacy, resilience, adaptability, and

resourcefulness, better equipped coaches to navigate the complexities brought about by the pandemic while providing adequate support to their athletes. The researcher believes that a renewed emphasis on soft skills will have long-term benefits. By incorporating these skills into their coaching, coaches can create a more supportive and well-rounded environment for athletes, allowing them to excel not only in sports but also in life.

Coaches relied significantly on this social support network for guidance, motivation, and a sense of community as a result of their relationships with colleagues and peers. Athletes' significant interests and needs became major sources of motivation, fueling efforts to adapt and help teams. Furthermore, coaches actively sought professional development by attending seminars and using online platforms to stay current on the evolution of coaching techniques. Other important themes for dealing with stress include religion and self-care, praying and reflecting are activities that help one maintain one's well-being. This study highlights how team sports coaches have demonstrated remarkable resilience and adaptability. These coping mechanisms, according to the researcher, should be considered essential tools for all coaches, not just those in crisis. Coaches would be able to recover by overcoming the pandemic's challenges, continuing to work with their athletes through social support systems, and implementing professional self-development and well-being initiatives.

Professional development was one of the underlying themes. Coaches took advantage of this by attending seminars and collaborating with others to improve their skills and modify strategies. The researcher believe that sports coaches ongoing professional development should be part of the cornerstone of coaching, not just as response to crisis. This will allow team sports coaches alongside of evolving techniques in the field of sports coaching, and to continue improve the athletes' sporting experiences. Social support is an equally important principle. Maintaining strong networks is critical in dealing with stressors and promoting well-being in this unprecedented time. Other personal practices used by coaches address how to overcome adversity, such as self-care, positive environment creation, or spirituality. Personal practices are a crucial for coaches to prioritize, a healthy balanced coach is more effective coach and an example for their athletes.

Clear communication was the most important aspect of coaches' remote training practices. Coaches have identified several factors as critical to successful virtual coaching, including detailed instructions, coaching materials such as videos and pictures, and following up with athletes. Furthermore, coaches demonstrated efficacy through style adjustments, such as providing more specific instructions or breaking down complex skills into simpler components. Setting goals, planning for the future, and mental fortitude were all important resilience factors in navigating such an uncertain time. Coaches who model self-discipline set an example for their athletes, demonstrating that discipline is the foundation upon which adaptability should be built. The pandemic also sparked a growth mindset among coaches, with many adopting online training methods and developing valuable skill sets that will be useful in the future.

Recommendations

Based on the findings and conclusions of gathered data, the following recommendations are made.

Sports coaches can improve their responsiveness and resilience by developing personalized coaching toolkits. These toolkits should include online resources, such as video tutorials and interactive applications, to help with skill delivery. Coaches should also create adaptable training programs that include alternative drills and exercises that can be completed at home, as well as provide athletes with access to the necessary training materials. In addition, attending online workshops and certifications focused on technology-driven coaching techniques can help coaches prepare to effectively coach complex skills in any delivery mode. The findings of this study, "The Pandemic Playbook," can be a useful resource for coaches facing future challenges.

Sports Administrators in State College and Universities may provide coaches with resources for professional development for upskilling and retooling, as well as mental health and support services. As the study highlighted the numerous challenges encountered in remote learning, universities/colleges may ensure up-to-date equipment for effective online coaching, such as reliable internet access and necessary equipment such as headphones and cameras, in order to provide high-quality sports coaching. Recognized the potential source of stress among sports coaches, provide access to mental health professionals or online resources to assist athletes and coaches in dealing with the stress and isolation that can occur during disruptions, and created a supportive environment for coaches to share their experiences. Sports Directors may utilize the best practices identified in this study, create comprehensive guidelines for online coaching. These guidelines should put effective communication, clear instructions, and athlete safety first during sports training. By following such guidelines, sports directors can ensure that online coaching programs are high-quality, efficient, and prioritize athlete well-being. COVID-19 presented a critical need for sports administrators to see the importance of being prepared for unforeseen circumstances. It is recommended that sports administrators develop sports risk management plans to prepare for potential disruptions, to enhance the resilience and stability of the sports business.

Technology familiarization is required for athletes to maintain their engagement in sports skills over time. Exploring online platforms and applications recommended by their sports coaches will help them participate in sports training in a variety of delivery modes. Be open to your needs and limitations in terms of training program and mode of sports delivery of your coaches, as this will allow coaches to tailor training plans and offer alternative solutions.

In light of the transformative sports coaching, sports coaches should embrace technology as a tool but not as their replacement. Prioritize holistic development of your athletes, not only in physical or fitness but also mental and social well-being by integrating activities in their training program. Furthermore, sports coaches may investigate the possibility of flexible work arrangements. Coaches with geographically dispersed athletes may be able to conduct some training sessions online, improving overall efficiency and flexibility. Utilized support system for future challenges; school administrators may partner with sports organization and institutions to provide knowledge and equip sports coaches and athletes through online training modules, and coaching conferences. To equip sports coaches with the skills and strategies may apply to improve their training effectiveness. This may prepare both coaches and athletes for future disruptions or COVID-19 pandemic alike situations.

To enable coaches to provide exceptional remote sports training, national sports organizations should conduct a needs assessment to identify the specific skills and technology knowledge gaps that coaches face. The best practices of sports coaches outlined in this study could be used to create training modules, webinars, and professional development opportunities. This approach will provide coaches with the necessary skills and knowledge to succeed in a remote coaching environment.

As the study highlighted the identification of soft skills, sports directors or administrators may conduct workshops or develop modules to introduce sports coaches to the soft skills identified in the study, such as patience, adaptability, resourcefulness, and resilience. Creating a self-assessment tool will also allow coaches to assess their current level of proficiency in these soft skills. This will increase coaching effectiveness, resulting in effective coaching strategies. Additionally, coach-athlete relationships may be improved in order to foster support and provide a motivating environment for athletes.

Provided sports coaches with effective coping mechanisms by establishing a strong support system. Establishing programs in which expert coaches can provide guidance and emotional support during small talk meetings. The SCUAA-NCR committee may offer regional coaching workshops that focus on peer-to-peer learning, allowing sports coaches in the region to connect and learn from each other's experiences. Sports coaches may participate in programs or develop their own practices for developing a healthy coping

mechanism, such as regular sports or recreational activity or establishing boundaries between work and personal time. A well-equipped coach can better focus on athlete development and provide effective training programs. Create a positive coaching environment building coach resilience, include workshops on stress management and train coaches on goal setting and planning, to be able to come up with long-term planning strategies.

This study may serve as a valuable reference for future scholars who wish to conduct further investigations linked to the topic. Further research can look into the long-term effects of online sports coaching on athletes, coaches, and sports programs. Building on the findings of this study, future research can look into risk management strategies for potential or existing disruptions in the sports industry. This study informant the SCUAA-NCR may further limit the generalizability of findings to other regions or sports leagues, future researchers may include coaches' experiences in different geographic locations or other sports settings. This study engaged only team sport coaches with potential recall bias, relying on self-reported data. In this regard, future researchers shall rely on observation concerning the delivery of sports coaching via online and new standard, among other data collection methods, to triangulate the findings. Because the current study was restricted on timeframe, future research might consider charting coaches' experiences longitudinally to understand better long-term pandemics and changing adaptation strategies.

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