

# Exploring The Lived Experiences During Covid-19 Pandemic: The Sports Coaches Perspective

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## ABSTRACT

*Sports coaching has been considered a process of transforming a young child in preparation for sports competition and recreational activities that are suited to the changing demands of a sports society. This complex profession entails the development of training in which an individual is aiming for full attainment of skills, personal goals, and career opportunities. This study aimed to identify the experiences of Physical Education teachers who are sports coaches during the COVID-19 pandemic based on their lived experiences. Furthermore, the researchers utilized a qualitative descriptive phenomenological design using Colaizzi's strategy for data interpretation and analysis of qualitative information, including in-depth interviews and document analysis. The findings of the study revealed several themes and subthemes that described how these sports coaches continue their coaching activities and sports programs during COVID-19 pandemic. Based on the findings of the study, a proposed intervention activity is formulated that included some activities to improve the sports performance of the athletes and to continue sports activities during the COVID-19 pandemic.*

**Keywords:** Sports Coaching, Physical Education Teachers, Intervention Activities.

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## INTRODUCTION

Sports coaching play a pivotal role in attaining better sports performance among the student-athletes. It emphasizes the role of coaches to take part in the active promotion of sports at all times. The art of coaching is recognizing the situation and responding to the needs of student-athletes you are working with (Kathleen et al., 2004). The COVID-19 pandemic represents an unprecedented challenge for the youth sport sector most especially the private and public schools. Due to public health policies designed to slow down the transmission of this highly infectious disease and mitigate secondary impacts, youth sport programs around the world have experienced sudden interruptions to these activities. Adaptations to the dynamic elements of the sport experience, including personal engagement in activities like sports coaching has been hidden in which most coaches have suffered a lot of problems in achieving sports performance (Kelly et al., 2022)

Physical Education teachers who are coaching face considerable challenges as the game is disrupted by the COVID-19 pandemic (Crespo et al., 2021). Coaches around the globe experience the usual problems of not exercising their profession for almost a year. They only done it virtually and most of them don't feel satisfied of their output due to limited access in time, space, equipment and facility. Additionally, they encounter problems which hinders to the optimum goal of sports which to maintain as well as enhancing the skills of the student-athletes. In the idea presented by Irving (2021), there is a widespread of problems and perspectives of workplace coaching during the exceptional disruption of the Covid-19 pandemic. His study further revealed that environmental pressures significant affect Physical Education teachers in coaching sports. These pressures added complexity to managing coaching interactions, driving intentional self-care on the part of coaches as well as multiple delivery-oriented innovations.

Meanwhile, the Physical Education teachers faced a lot of difficulties in coaching during the pandemic. Nevertheless, coaching is not the primary concern of the administration and the school administrators. Most of them tend to forget the importance sports coaching to the holistic development of learners. Teachers were also

bombarded with a lot of paper works and other unexpected reports to work on. In addition, they have also work from home basis which in turn they cannot practice their sports coaching activities. In such a way that they only focused on the preparation of distant learning modalities. According to the status presented by the Division School Sports Coordinator, only few personnel were given the opportunity to attend seminars and online workshop due to limited time and poor internet connection of the area. Some teachers hesitate to accept the offer because they also infected the virus. Moreover, knowing their status and family problems during the pandemic, sports coaching is not their first priority. Most of the teachers are afraid to undergo training with their athletes in face to face contact due to the health protocols and alert level restrictions. During the virtual sports exhibition, not all sports were the chance to participate. Aside from this, schools don't usually support the online activities due to scarcity of financial resources, unavailability of the students and sports equipment.

In line with this, this study is tied up to identify and explore the experiences of Physical Education teachers in Sports Coaching in times of COVID-19 pandemic in the Secondary Schools of Agusan del Norte Division. The findings of the study would serve as bases for crafting a proposed action plan and suggested activities to cater the needs of Physical Education teachers who are practicing sports coaching.

## **METHODOLOGY**

### **Design**

In this study, the researcher utilized a qualitative design using descriptive phenomenology created by Husserl (1906). One of the important norms of Husserlian phenomenology is bracketing in which the researcher shall declare personal biases, personal assumptions, and presuppositions be set aside (Gearing, 2004) as well as ensure the validity of data collection and analysis and to maintain the objectivity of the phenomenon (Ahern, 1999; Speziale & Carpenter, 2007).

### **Environment**

The participants of this study are the ten (10) Physical Education teachers in the Secondary Schools of Agusan del Norte Division who are coaching in times of Pandemic. These schools are offering sports program and conducted sports activities during pandemic. These teachers were coaches in the different field of sports during the pandemic and coaching different sports event for more than three (3) years.

### **Instruments**

To get the necessary data, the researcher utilized an interview guide to solicit the participants' experiences of Physical Education teachers in sports coaching in times of COVID-19 pandemic. This includes various aspects of preparations, challenges encountered and coping mechanisms employed to overcome the challenges encountered. To supplement the participants' comments in the in-depth interviews, document analysis was undertaken using conceptual analysis.

### **Data Gathering Procedure**

All research participants were interviewed by the researcher via face-to-face and on-line in-depth interviews such as google meet and zoom meeting. Participants were informed as to the purpose of the study. Furthermore, a letter of request was sent to all the participants prior to the conduct of the interview. Interviews were recorded using audio recorder and recordings were verbatim transcribed.

### **Ethical Considerations**

The study observed the basic ethical principles in the conduct of the study. The main purpose of the study, data gathering procedure, and interviews were explained to the Physical Education teachers for their full understanding of the study. The researcher also helped the respondents by simplifying the terms about the way of acquiring the necessary data using in-depth interviews and the conduct of peer debriefing was executed to avoid misconception and misinterpretation of the data. Additionally, the researcher stressed out that the respondents' right to confidentiality and anonymity on the process of the interview was practiced throughout the conduct of the study.

The respondents were also informed that their participation is was voluntary in nature and any time they can withdraw or decline to answer the given question during the in-depth interview.

### Data Analysis

The researcher utilized a qualitative descriptive phenomenological design using the Colaizzi's strategy for data interpretation and analysis of qualitative information including in-depth interviews and document analysis. The seven steps in Collaizi's phenomenological method was used to uncover the genuine experiences of the phenomenon under investigation (cited in Sanders, 2003; Speziale & Carpenter, 2007).

## RESULTS AND DISCUSSION

### Theme 1. Sports Coaching Challenges in the New Normal

It presents the challenges experienced by the Physical Education sports coaches during the pandemic. Latella and Haff (2020) stated that coaches experienced a lot of challenges in sports coaching the pandemic. The ongoing global pandemic brought about by Coronavirus II (SARS-Cov-2 or COVID-19) has caused an ongoing cessation of sporting competitions, training facility closures and even schools were closed where sports programs and other recreational activities are prohibited. This is a fundamental challenge for amateur and elite sporting professionals which includes Physical Education Teachers who are coaching during pandemic (PR Newswire, 2020).



Figure 1. Sports Coaching Challenges in the New Normal

Figure 1 illustrates the sports coaching challenges in the new normal. According to Andreato et al. (2020), conducting sports training is one of the challenges experienced by sports coaches in times of Pandemic. This could be in Physical training where student-athlete were prohibited to participate due health restrictions. They further explained that maintenance of a training routine is important for physical health and skill development. Regular exercise helps to boost and maintain immunity, which is essential to reduce the risk of a viral infection. In this regard, maintenance of the specifics of each sport is recommended.

Under these circumstances, coaches had to face multiple challenges regarding the need to adjust training objectives, establish certain priorities in terms of physical, technical, and tactical factors, manage IT tools for online sessions, all of these being influenced by professional experience and the specificity of sports branches (Teodorescu et al., 2021). Same goes the study of Elliot et al. (2021) revealed that coaches encountered numerous sports coaching problems most especially in the conduct of physical training. Limited time allotment to training is very evident and absence o the athlete during the face to face training. It saddens the part of the coaches to effectively deliver the skills to athletes.

Meanwhile, the outbreak of the pandemic forces coaches to look for remedies in connectivity and technical. One of the problems encountered by coaches is on the internet connection and skill development of the student-athletes (Zaborova et al. 2021). They further stated that less supervision, difficulty of giving feedbacks, and poor internet connectivity of the athletes is some of the most problematic scenario. Coaches as the prime

mover of the activity encountered also poor internet connection and has the less opportunity to provide technical assistance to the athletes. This indicated that deprived communication hinders the ability of the student-athletes to develop their skills.

The findings also revealed that there are also problems when it comes to supports from the administration. As stated by Jenny (2015) that administrative challenges happen when they don't find sports relevant to the changing demands of the society. This implicated that sports training is not the top priority of the of the administration as far COVID-19 is concerned. Similarly, Gentile (2020) shared that schools administrative support to sports training during pandemic is strictly prohibited, thus, no monetary funding given to sports and other physical activities which resulted to inability of the athletes to join sports competition during the pandemic.

Generally, Dentile (2020) stated that COVID-19 pandemic brought huge challenges in the sporting arena. This includes the sports training challenges, connection and administrative problems that usually occur in the training sessions and even planning of the sports activities. Uluoz (2020) that sports during pandemic had faced a lot of uncertainties especially in the training of athletes, inability of the athletes to use facilities and equipment, support from their parents and sometimes not enough support given from the school administration. This indicated that coaches experienced challenges which led to inability of the athletes to participated sports competition.

**Subtheme 1. Sports Training Challenges.** The coronavirus disease 2019 (COVID-19) pandemic forced the world's population to alter daily routines, including exercise habits and sports training. As stated in the study of Rosario (2024), sports training is ultimately beneficial for the reason that better sports performance among the athletes will be achieved. He added that coaches experienced various training challenges that hinders the ultimate of goals of sports program which is to equip student-athletes with various sports skills and life skills. Even the study of Rahaman et al. (2024), various training challenges experienced by elite coaches such lack sports facilities, equipment, support to athletes and coaches. This led to the limited participation to sports activities and related sporting event initiated by the sport body. This study revealed that sports training challenges is one of the factors that hinders the student-athlete to participate virtual sports competitions and other sporting activities. Under this challenge were factors that includes limitation to undergo physical training and limited time allotment to training.

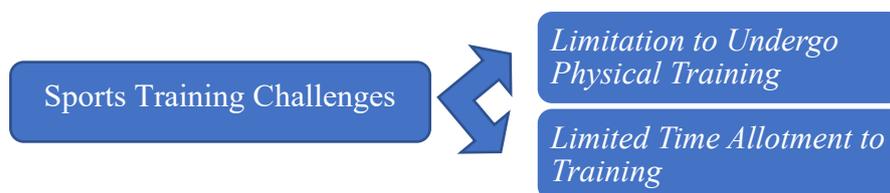


Figure 2. Sports Training Challenges

Figure 2 shows the sports training challenges experienced by Physical Education teachers who are coaching during Pandemic. Further, Musa et al., (2023) stated that sports coaches encountered difficulty in training because student-athletes were not allowed to undergo physical training and most them are prohibited to go outside due to widespread of the virus. This limitation is based on the community protocols prescribed by the government. In this case, coaches have difficulty in utilizing differentiated instruction, student-athletes' supervision, and feedback dissemination (Angoy et al., 2024). Meanwhile, time allotment plays a significant role in training. For this reason, sports coaches also shared that limited time allotment is one of the factors that can affect the training of the student-athletes. Coaches further revealed that limited time allotment given to training is tantamount to less experience of the student-athletes (Teodorescu et al., 2021). Furthermore, exposure to the differentiated training session is limited and full participation to sports opportunities are controlled.

**Subtheme 2: Technical and Connectivity Challenges.** Another challenge emerged is the Technical and Connectivity Challenges were sports coaches encountered during the pandemic. Coaches experienced connection-related problems that led them to inactively participate various sports activities and delimit them participate fully.

Moreover, limited participation of student-athletes was also experienced. Identified also are the factors emerged were skill development challenges, internet connectivity and communication challenges, athlete's discipline challenges.

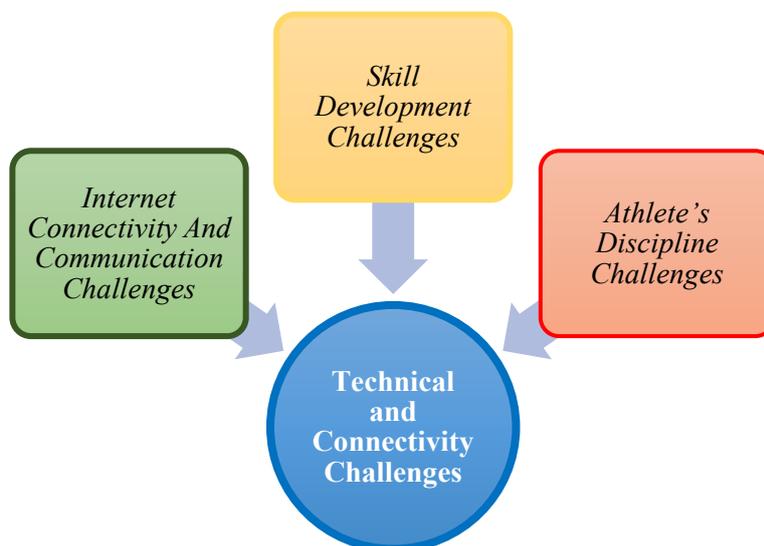


Figure 3. Technical and Connectivity Challenges

Figure 3 illustrates the Technical and Connectivity problems experienced by the Coaches. The sports coaches found out that this predicament during pandemic hinders the skill development of the student-athletes (Musa et al. 2023). Coaches further revealed that the totality of an athlete is based on the skill development. There must proper execution of the skills and appropriate technical assessment must be observed. In this case, coaches can directly identify the needs of the athletes. During the pandemic, the main to way to connect student-athletes is the use of internet connection and other online platforms. During the interview, coaches expressed that their student-athletes don't have the internet connection and sometimes poor internet connectivity. Moreover, student-athletes are not oriented as to the use of different online application as part of the synchronous delivery of the skill.

Communication is one way to regulate checking the development of the student-athlete. Making communication should be clear and always give accurate information to the athletes enabling them to be aware of their thoughts and emotions, and to satisfy athletes' needs for self-regulation, helping them to improve their performance (Musa et al. 2023). However, these elements of coaching were not practice due to health restrictions. Since most of the activities are done online, coaches cannot regulate utmost discipline to student-athletes. Coaches expressed that most student-athletes are not motivated to attend virtual session and homebased activities were not followed. They got distracted to other activities such as playing online games and searching for jobs just to suffice their basic needs. Others also focus on answering their modules and academic-related activities (Crespo et al. 2021). Furthermore, student-athletes were also lack of reinforcement from their parents, fellow students, and coaches. Coaches find this behavior needed for the student-athlete to work on its pace without coaches' full supervision.

**Subtheme 3: Administrative Support Challenges.** Another challenge identified is the administrative support challenges. To elevate offerings and demands and fully support the needs of coaches and student-athletes, coordination and support from the administration is highly needed. Administrative support must gear for the holistic development of the learner, and this includes the sports training. On the contrary, these responsibilities from the administration were not given much attention during the pandemic (Irving, 2021). They must continually supervise the promotion of sports and recreation amidst pandemic. This subtheme consists of work-related challenges, parental support challenges, equipment challenges, and financial challenges.



Figure 4. Administrative Support Challenges

Figure 4 shows the administrative Support Challenges experienced by the Coaches. Additionally, or work-related challenges, coaches are also teachers in the field and they have other ancillary services. During the pandemic, teachers focused only on the crafting, distribution and retrieval of the modules. Additionally, they were paper works given and must be submitted promptly. This can cause delay to the promotion of active sports and training activities to student-athletes. Aside from this, coaches were also infected from the virus in which they cannot fully execute the training sessions because they were quarantined and afraid to go outside (Latella & Haff, 2020).

For health reasons, parent's involvement during pandemic is less compared to the normal one. For the reason that, they don't want to comprise the health of their children just to undergo face to face training and undergo physical training with their coaches. The study further revealed that, parents were not totally oriented on the purpose of joining sports competition in the trying times. Their only concern is the food for survival and other basic needs. Coaches noted that lack of financial resources for the procurement of equipment and other needed things during the virtual competition. Student-athletes also suffered less manipulation to sports equipment which hinders their full participation during the virtual sports competition. Financial assistance may include connectivity allowances, costumes, meals and other necessary assistance. It is noted that the lack of these elements contributed to the dissatisfaction from the coaches and student-athletes during the competition (Kelly et al., 2022). The study discovered that financial allocation to sports activities must be given attention to deliver better sports performance of our student-athletes.

## Theme 2. Sport Coaches Coping Mechanisms

Coaches define coping mechanisms as any conscious effort to deal with stressful demands that consists of learned behavioral responses and lowers stress by limiting the importance of a dangerous or unpleasant condition as mentioned by Solomon (2020). They further explained that the act of coping does not imply an effective outcome in reducing distress. However, coping merely reflects a strategy and does not ensure the reduction of unpleasant emotions. Additionally, coping successfully in sport involves regaining one's composure, establishing the proper mental set the psychological readiness to respond to subsequent stimuli, and maintaining optimal arousal and concentration of the training session.

The study revealed several themes on the coping mechanisms employed by the Physical Education Teachers in Sports Coaching in times of COVID-19 pandemic. These were utilization of hybrid training sessions, coaches personal and professional initiatives, coordination upliftment to stakeholders. Moreover, the coaches coping mechanisms in the new normal was the emerging them.

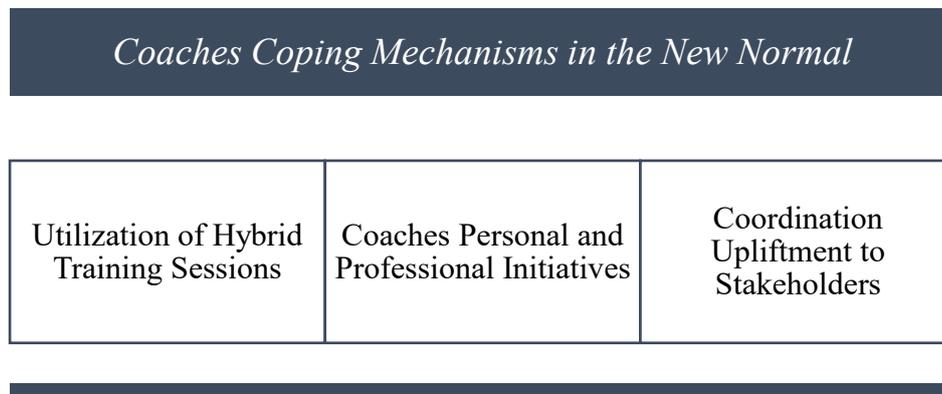


Figure 5. Coaches Coping Mechanisms in the New Normal

Figure 5 shows the coping mechanisms employed by the Physical Education teachers who are coaching in times of COVID-19 pandemic. Coastal et al. (2022) stated that coaches during pandemic shifted to variety of goal adjustment and management in addressing problems in coaching. They have utilized coping mechanisms amid the unprecedented spread of the virus. They have further revealed that coaches utilized varied training strategies, initiatives, and coordination to community where they can seek for support and assistance.

During the pandemic, coaching athletes entails training of the athletes. However, coaches unable to do this due to pandemic and community health restrictions. In this case, coaches employed coping mechanism, one of those mechanism is the utilization of hybrid training sessions. Washif (2022) delivered that coaches applied various training activities to supplement the time constraints. This includes the asynchronous and synchronous way of training. Furthermore, higher classification athletes coped better in general, all athletes reported substantial reductions in key training variables, including frequency, duration, intensity, and type. Remote-based practices using digitally mediated technology for coaching/training emerged, appeared effective, and were best received by higher classification athletes. Jenny (2015) Information resources such as easily accessible online seminars and discussions are necessary for athletes to improve knowledge and beliefs/attitudes. This indicated that coaches who utilized various activities can effectively address the challenges in sports training.

Meanwhile, another coping mechanism utilized is the Coaches Personal and Professional Initiatives. According to Solomon (2020) firmly believed that to continue amidst pandemic, a coach should use his/her personal and professional initiatives especially in planning for training, being resourceful, applying humanistic approach to athletes and the like are some of the attributes that a coach must possess. To add, Scales (2020) mentioned that coaches made personal choices of giving financial support students through giving extra load of merits and providing home-based training from their connected allied of coaches from other institutions as part of their professional initiatives. Thus, it is implicated that sports coaching can be continued through the efforts exerted by the coach utilizing his/her personal ingenuity and collaboration of idea from others coaches.

Another theme emerged is the Coordination Upliftment to Stakeholders. WHO (2020) shared that sports activities may continue with proper coordination to local and national authorities following the health protocols set by the minister of health in the community. Coaches and sports enthusiasts should empower coordination and linkages to local government unit as members of the school's stakeholders in support to sports during as highlight to continue sports competition (Collins, 2020). It is further explained that expansion and upliftment of stakeholders supports must be evident to support the needs of the coaches and athletes during training and competition. These ideas implicated that coordination upliftment to stakeholders must be visible and must be systematic so that sports coaching is evident during pandemic.

Generally, coping mechanisms employed by the Physical Education teachers who are coaching during pandemic has been relevant and believed to be useful in the attainment of skills development of young athletes and continued promotion of sports development during trying times. Some athletes pressure themselves a great

deal to perform well and achieve athletic success (Orlick, 2000). Coaches should create a supportive team atmosphere and adopt and espouse a positive attitude in order to help athletes deal with the coaching and training resulting from self-imposed performance expectations. When coaches model a positive attitude and confidence, athletes may adopt this perspective themselves (Thompson, 2003), and this can act as a coping resource. Further, the coach should refrain from harshly criticizing individual players, the referee, or the opposing team and should also pay attention to negative nonverbal language. Thus, the coach should use positive language when addressing the team. When appropriate, coaches should discuss team errors rather than individual errors.

**Subtheme 1: Utilization of Hybrid Training Sessions.** During the pandemic, Physical Education teachers who are coaching employed various coping mechanisms to address the challenges they encountered. Coaches utilized different training strategies just to continue the set training with their student-athletes. Coaches believed that using differentiated training session would help the attainment of technical and tactical skills of the student-athletes. Under this subtheme is consists of limited face to face trainings, home visitation approach, and synchronous and asynchronous training.

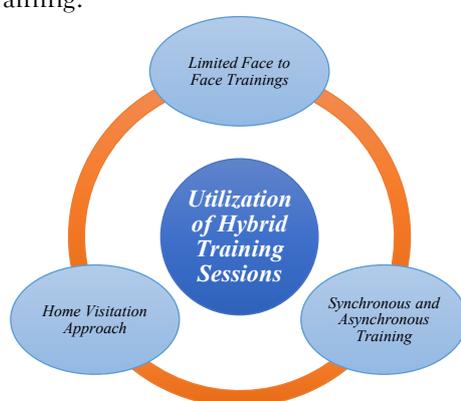


Figure 6. Utilization of Hybrid Training Session

Figure 6 shows the Utilization of Hybrid Training Sessions utilized by the coaches. Limited face to face trainings were demonstrated in the school premises following the health protocols. The coaches ensure that both of them are vaccinated and they are permitted from the division office to conduct the limited face to face training. Coaches admitted that they find the initiative timely to strengthen the skill of the student-athletes. They further stated that limited face to face training is beneficial to solidify the athlete-coach relationship (Thompson, 2003),.

Another strategy used by the coaches in training is the home visitation approach. This approach is when coaches visit their student-athletes at home to deliver the training session. Coaches find this strategy beneficial because they can witness the status of their athletes at home and at the same time, have time to talk to their parents about the progress of the athletes. This is the time also where the coaches orient the athlete to utilize localization and contextualization of facilities and equipment. Basically, this approach will help the athlete to utilize equipment available at home.

Coaches also utilized online platform training session such as google meet, zoom meetings, MS teams and messenger. Using these applications, coaches will present various skill development training and presenting various drills to achieve the full skills attainment. Consequently, coaches can automatically assess the progress of the student-athlete and can directly give the immediate critiques, suggestions and recommendations. Asynchronous training, on the other hand, coaches will send pre-recorded videos to the athletes and them do it at home. These videos has clear direction and illustrations for the athletes to understand easily.

**Subtheme 2: Coaches Professional and Personal Initiatives.** The study revealed various coping mechanism employed by the sports coaches amidst pandemic. It resulted to various initiatives of the sports coaches that are considered professional who are delighted to help every athlete to define their existence in the field of sports and motivate them to continue the learning despite the trying times. The said subthemes consist of coaches' personal ingenuity and coaches systematic planning.



Figure 7. Coaches Professional and Personal Initiatives

Figure 7 shows the Coaches Professional and Personal Initiatives utilized by coaches during pandemic. Furthermore, Coaches' personal ingenuity refers to the initiatives of the coaches to help the student-athletes provide basic needs in the course of the training. This includes giving of free loads, allowances and even allowing athletes to stay their homes for them to supervise the training properly. To add, to maintain the level of training, coaches have been the side of athletes. Before these initiatives happen, a consent from their parents and permission from the school administration is properly facilitated.

According to Collins (2020), coaches as the prime movers of the sports implementation are advised to create plan and proposal aimed at improving the quality of sports experiences of the athletes. With these initiatives, coaches are committed, passionate and supported to whatever future directions of the sports event they are handling. Additionally, during the course of the training, coaches ask support from their friends who are expert in the field to help them give suggestions and even conducting training of the student-athletes. In others, coaches are committed and resourceful enough in putting their training a meaningful one. Aside from this, they have this personal plans and directions as to they handle their training effectively.

**Subtheme 3: Coordination Upliftment to Stakeholders.** Coordination to stakeholders is essential to the fulfillment and success of every school activity such as sports planning and training. During the interview, coaches believed that proper coordination and orientation to stakeholders greatly affect the over-all performance of the school. Orientation to parents, administrative initiatives, community relations are the identified factors described by the emerging subtheme.

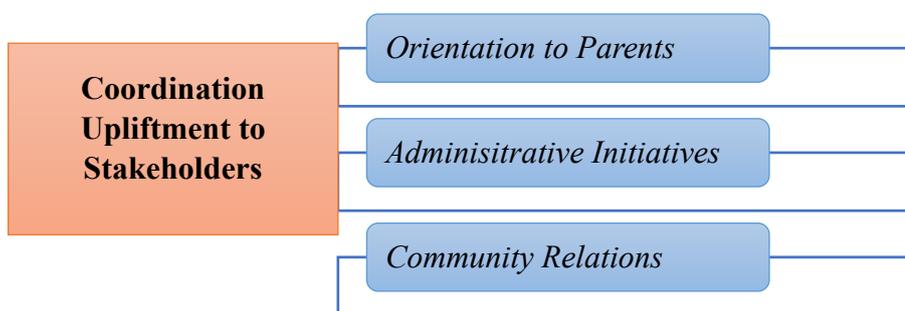


Figure 8. Coordination Upliftment to Stakeholders

Figure 8 illustrates the Coordination Upliftment to Stakeholders. This includes orientation to parents where it has great impact to the full sports participation of student-athletes. Presenting the objectives and outcome-based results of sports participation was highlighted. Moreover, as presented by Torres (2021) that the orientation puts emphasis on the holistic development of the athletes as the primary concern of the coach. Through this initiative, parents will be aware of the intention and purpose of participating sport events during the pandemic.

It was also suggested that parents must support whatever needs of the athletes during the training and competition (Luik & Lepp, 2021).

Another sub-theme emerged is the administrative initiatives. During the pandemic, it is sad to note that purchasing sports equipment is not the primary concern of the school. They focused on the procurement of school supplies needed for the modular printed learning modality (Redondo & Catapang, 2023). To supply the needs of the athletes and coaches, the coaches together with their School Principal ask assistance from the Provincial and Non-Government Organizations found in the community. Fortunately, the schools were given monetary funding for the procurement of sports equipment, allowances and costumes of the student-athletes.

Partnership to community play a significant role in the attainment of successful activities in school. They are considered as backbone of the school. Partners in the community includes the General Parent-Teacher Association (GPTA), School Governing Council (SGC), Private Sectors or Non-government organizations (NGOs). Part of the School Based Management (SBM) is the collaboration of these group to provide essential program for students. One of their programs is the allocation of funding of sports equipment and other needs. In this case, coaches and district sports coordinators find time to talk to these stakeholders about their competitions. Gladly, they are given support and encouragements to support to continue sports amidst pandemic.

### On the Proposed Intervention Activities

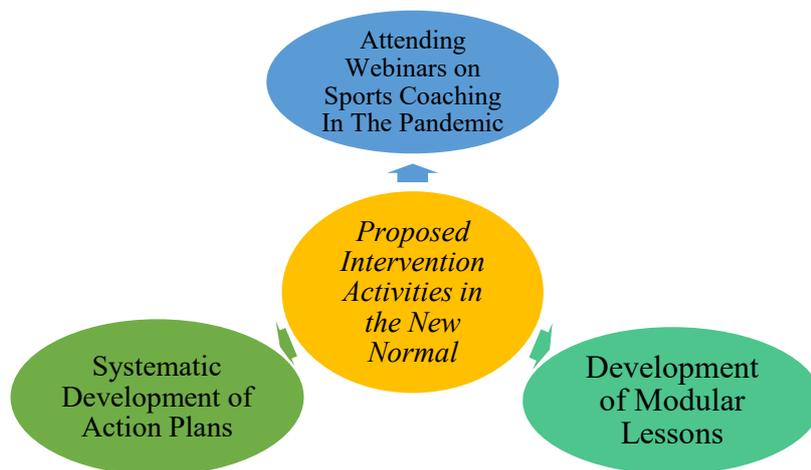


Figure 9. Proposed Intervention Activities in the New Normal

Figure 9 illustrates the proposed intervention activities in the New Normal based upon the lived experiences of Physical Education teachers who are coaching in times of COVID-19 Pandemic. Ito et al. (2022), sports engagement and intervention activities is a bond between an individual and sport-related activities that is marked by positive cognition, attitudes, and emotion bringing about a feeling of immersion leading to positive health and well-being not just physically but also emotionally and mentally.

During the interview, coaches shared that one of the best intervention activities to be employed is to attend webinars and mental readiness on sports coaching during pandemic. Taking the consideration of Poucher and Tamminen (2021) that coaches regularly provide social support to athletes; however, few coach education programs have addressed this topic. Therefore, this project sought to develop a social support webinar for coaches. An evaluation of the webinar, consisting of surveys with an open-ended feedback section. It is indicated that webinars to coaches increased participant capability, opportunity, motivation, and behavior for providing social support. Areas for improvement, such as providing information specific to youth and para-athletes, and enhancing participant engagement. Jonhson (2011) shared that as the primary individuals tasked with developing athletes and helping them achieve their goals, coaches should acquire a working knowledge of all areas affiliated with performance enhancement. Specifically, the disciplines of sports administration, sports medicine, strength and conditioning, and sports psychology can assist coaches while physically and mentally training their athletes.

Meanwhile, planning of major and minor sports must be anchored to School's action plan as basis in crafting training matrix and program outputs. Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media in Ireland (2021), there is an overwhelming need to reach out to these community of sports enthusiasts in a more convincing and informed way than ever before if we are to meet our participation targets utilizing an Action Plan that contains specific initiatives to promote sport and physical activity messages. Additionally, Draper (2020) shared that sport specific development plan is likely to involve all the individuals and clubs/organizations who can help develop one specific sport in the area. A local development group may co-ordinate this plan. An action plan describes the way in which a school club or after-school sports club. This indicated that the school action plans are important in order to design program that could help attained the ultimate goal of the sports program. In this case, action plan should be systematic in nature and thus provide the over-all need sports program.

In delivering instructions to student-athlete, it is advised to use modular printed and digital learning modality to address the issues on distant learning. Coaches suggested to utilized this instructional material to continue sports while learning at home. DepEd Order No. 18 s. 2020 calls every teaching personnel to prepare self-learning activities readily available to students in times of Pandemic. With this provision, coaches can make use of modular or digital learning modality to supplement the learning of students at home. Coaches emphasize that crafting of self-learning modules are advisable to use especially when physical training is strictly prohibited at school and gymnasium.

### Conclusion

Sports coaching is a complex profession that entails courage and commitment of utilizing available resources amidst the trying times. The challenges were set to be the hindrances of the sports coaches to continue sports coaching amidst pandemic. Sports coaches utilized coping mechanisms and other outsourcing initiatives to address the issues and challenges experienced. These coping mechanisms will simply fill in the gap by providing comprehensive activities and other intervention activities to provide better sports performance among the athletes and the pursuit of continuing the sports programs and activities. Indeed, successful coaching demands professionalism and critical thinking analysis that serves as a focal point in establishing quality sports performance during pandemic.

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