ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

UNVEILING THE COACHING EXPERIENCES OF PHYSICAL EDUCATION TEACHERS ON THE ATHLETES OF PARA GAMES: A QUALITATIVE INQUIRY

Dave G. Filipinas[1], Porferia S. Poralan[2]
Master of Arts in Education major in Physical Education, St. Mary's College of Tagum, Inc. Graduate School Department, Tagum City, Philippines

ABSTRACT

This phenomenological This phenomenological study was designed to explore and understand the challenges faced by Physical Education teachers coaching athletes in Para games. This study was conducted in secondary public schools in the divisions of Davao del Norte, Tagum City and Panabo City were 14 physical education teachers coaching athletes in para games participated in in-depth interviews and focus group discussion. Using the thematic analysis, major themes emerged: savoring triumphs as Para games coach, encountering coaching challenges, witnessing unfair treatment to Para games athletes and struggles in adhering instructions. To address the phenomenon coaches did the following strategies: utilization of differentiated techniques, pursuing professional activities and celebrate and appreciate athletes' ability and performances. Moreover, the following were the insights of the participants such as: necessary provisions for coaches, and fostering an inclusive environment to Para athletes and adhering to desirable values. The results implied that the teachers had a lot of problems and difficulties while coaching athletes in Para games. They also needed assistance from other networks, parents, and other people around them, Nevertheless, teachers were still to adapt to the new approaches needed in coaching athletes in Para games.

KEYWORDS: *physical education, coaching athletes, Para games, physical education teachers, phenomenological inquiry, thematic analysis, Davao del Norte*

INTRODUCTION

The Coaching is a challenging job. To achieve success in coaching athletes, numerous factors must be taken into account and put into practice. Considering the prioritization of athletes' goals and needs, as well as the provision of necessary resources for their success, is an important aspect of coaching athletes. Coaching an athlete with a learning disability presents no discernible difference. Competent coaches will invest time in comprehending an athlete's particular needs, level of performance, areas of expertise, and preferred methods of learning. Identifying the best suitable opportunity for an athlete is probably the initial stage in achieving successful coaching (Martens and Vealey, 2024).

Meanwhile, in Singapore, the majority of Physical Education teachers who coach sports for student-athletes with disabilities lack the essential technical skills and knowledge needed to effectively train athletes with disabilities. Usually, their coaching and fundamental understanding of some distinctive characteristics pertaining to individuals with disabilities are lacking (Carrera, 2021).

On the other hand, in China, numerous Physical Education teachers are coaching disabled athletes without possessing specific skills, expertise, or training. This is a misconception. Many coaches who work with athletes with disabilities do not understand that coaching individuals with disabilities is essentially the same as coaching a regular athlete. The goal at hand is to understand every aspect of the individual, focus on their abilities, and recognize their potential achievements (Li, S. et al., 2024).

In South Africa, Physical Education teachers who coach sports for athletes with disabilities encounter demanding training environments and face more serious consequences for low performance. Consequently, certain coaches may face exhaustion, burnout, physical injuries, and in severe instances, could suffer psychological and physical ailments (Foskett, 2021).

In the Philippines, particularly in Visayas Region, the major problem that Physical Education teachers coaching in Para games and other sports intended for student-athletes with disabilities are the limited knowledge, skills and trainings. Moreover, Physical Education teachers coaching Para games face inadequate time in order to understand the unique traits and skills of the students as well as claiming for limited professional development opportunities (Moreno. 2021).

Moreover, within the field of education, trainers who work with athletes with disabilities believe that they require highly specialized skills, knowledge, or preparation. Indeed, the majority of coaches who engage with athletes with disabilities quickly discover that coaching these individuals has inherent challenges and differs significantly from coaching other athletes. The task at hand is to fully understand an individual, to concentrate on their skills and abilities, and to perceive what they are capable of accomplishing (Khotima, 2020).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

In addition, athletes with disabilities often face significant challenges in achieving high levels of success due to the need for assistance and specialized knowledge to maximize their potential and overcome the barriers embedded in their disability. The connection between coaches and athletes with disabilities has a substantial impact on the motivation and performance of the athletes. Thus, coaching athletes with disabilities is quite very stressful to coaches particularly in understanding the unique behavior and capacity of athletes (Allan et al., 2020).

In the Division of Davao del Norte, there are many Physical Education teachers coaching in Para games face challenges since this was not their specialized program and activity in school or out of their specialization. Most of them are lack of relevant seminars and trainings as well as right coaching approaches that suit to the skill and ability of the students. Moreover, in accepting and facing this kind of problem, Physical Education teachers coaching in Para games are also facing difficulties not only understanding the concept but also lack of support from other internal and external stakeholders most especially parents who have lack of resources despite of the massive implementation from the Department of Education.

As a Physical Education teacher at a public tertiary school in Davao del Norte and has an experienced in teaching and coaching students with disabilities, I have noticed that, it is very difficult to teach, coach, and facilitate students with disabilities in various sports activities aside from the fact that their behavior and ability is different. In regards to the study of Qian (2019) on coaching students with disabilities to support personal development teachers' who are coaching these students face a problem handling and facilitating the process that had negative implications for student's outcome. Also, in the study of Johnson (2020) on learners with learning disabilities, the result showed that the lack of experience of teachers is mainly one of the major problems they face. However, I found out that there was no study similar to my study. Thus, I believe the urgency of this study especially in our locality.

A study should be conducted to address and prohibit the challenges encountered by Physical Education teachers coaching in Para games. This study was important for comprehending the learning requirements and assistance needed during the coaching procedure. It was crucial for teachers to enhance and expand their skills as they have a significant impact on society and community, improving the upcoming generation of researchers.

Furthermore, this would be a source of information for the Department of Education on the challenges that teachers experience when coaching Para games or assisting students with disabilities. This underlines the need of providing sufficient support from the educational community and ensuring that teachers are adequately trained and equipped with the necessary abilities for future usage in an educational setting. Thus, results of this study could be disseminated through presenting in the national and international conferences as well as in the Research Division Management as basis for benchmarking.

PURPOSE OF THE STUDY

The purpose of this phenomenological study was to explore and understand the lived experiences, coping strategies, and the insights of the Physical Education teachers in coaching athletes in Para games in the Divisions of Davao del Norte, Tagum City, and Panabo City.

At the stage in this research, coaching athletes in Para games is generally defined as a learning goal for teachers to develop their skills in coaching in Para game, this also involves teachers' analysis and evaluation of ideas about coaching athletes in Para games. Moreover, it allows the teacher to be more engaged and equipped in the aspect of understanding thoroughly the basics in coaching athletes in Para games.

RESEARCH QUESTION

The study aims to answer the following research questions:

1. What are the lived experiences of Physical Education teachers coaching athletes in the Para games?
2. 2. How do these Physical Education teachers cope with the challenges of coaching student athletes in Para games?
3. 3. What are the insights that can be shared by the Physical Education teachers based on their experiences in coaching athletes on Para games?

METHODS

This research study employed the qualitative research design. Qualitative design as stated by Dodogson (2017) is the method of learning about and appreciating the importance that individuals or organizations place on a social or human issue. Qualitative research aims to gain a deeper understanding of ideas, opinions, or experiences by gathering and examining non-numerical data, such as text, video, or audio. It can be used to fully understand a situation or come up with new research ideas (Bhandari, 2023).

The participants in this study were the fourteen teachers who coach athletes in Para Games teaching Physical Education; seven (7) participated in in-depth interviews, and seven (7) participated in focus group discussion in the Davao del Norte, Tagum City, and Panabo City divisions. It was selected in the sense that fourteen participants were chosen for this study because it satisfies Creswell's (2020) recommendation that interviews be held with five to twenty-five participants who have personally experienced the phenomenon in order to maintain the participants' authenticity and legitimate responses. This was because there was an intimate connection that could be created between what the participants have experienced, strategies for coping, and insights regarding the phenomenon under study. The following participants are involved in this study: (1) Physical Education teachers who coach athletes in Para games; (2) Teachers who coach athletes in Para games while teaching Physical Education for a year in the Divisions of Davao del Norte, Tagum City, and Panabo City; Last but not least, the exclusion criteria run counter to the inclusion requirements. They comprise the following: (1) Teachers who

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

teach Physical Education but do not coach athletes in Para Games; (2) Those who have coached in Para Games for fewer than a year.

Furthermore, the researcher utilized coding and thematic analysis to examine the acquired data in this study. The data was categorized based on comparable responses from various participants for clear and structured presentation. The procedure known as thematic analysis (Kiger, 2020).

REVIEW OF RELATED LITERATURE

Teachers Coaching Athletes in the Para Games

Celenk (2021) emphasized the beneficial impact of sports in motivating individuals with disabilities to participate in physical exercise and enhance their life skills. Furthermore, sports are thought to have advantages that go beyond just physical activity, aiding in the development of different cognitive learning processes. This heightened motivation to aid those with disabilities results in higher engagement and acceptance within the community. Training individuals with impairments requires many of the same skills as coaching athletes without disabilities. The shared abilities include tasks such as setting goals, developing strategies for skill improvement, and providing consistent and appropriate feedback Cregan et al. as cited by Siebert, 2018.

However, the primary determinant of a coach's success lies in their ability to assist athletes in enhancing their athletic prowess across a diverse array of endeavors, encompassing the progressive acquisition and mastery of fundamental skills for novices, as well as to the psychological, specialized, and physical conditioning that elite athletes undergo. The coach typically fulfills these tasks by demonstrating leadership behavior that successfully prompts the athletes to take suitable behaviors in order to achieve predetermined objectives, whether in competitive or practice scenarios (Merriam and Grenier, 2019).

Furthermore, it is crucial to acknowledge that there can be distinctive difficulties specific to Para gaming environments. Coaching athletes with disabilities in Para sports bears certain resemblances to coaching healthy and able- athletes, including the significance attributed to employing strategies that foster autonomy. Nevertheless, a more adaptive approach is also necessary when coaching top athletes with disabilities; this entails tailoring training to accommodate their specific capabilities and confronting any social stigmas that may manifest in public environments (Purcell et al., 2022).

Additionally, there is a lack of comprehensive understanding on the obstacles that Para games participants have when preparing for such significant sporting events. Pensgaard and colleagues found that the motivation profiles of Para games and Olympic athletes are comparable. Para games athletes employ distinct coping strategies, such as adopting a mastery-oriented climate and exhibiting varied mood profiles. They also display higher levels of satisfaction with their efforts and results. These findings indicate that Para games athletes manage stressors in their environment in a unique manner (Dehghansai et. al., 2021).

Also, a study examined the stress experienced by Para game athletes prior to, during, and after competition. These athletes expressed concerns about their impact on their team, the effectiveness of their training in translating to match performance, their physical readiness, appropriate pre-match preparation, and strategies for managing psychosocial pressures and addressing persistent injuries. They also considered their personal and team performance potentials, as well as the consequences of their results (Clements et al., 2024).

Nevertheless, individuals with disabilities or chronic ailments sometimes face barriers to engaging in physical activity, resulting in participation rates that are up to three times lower than those of individuals without impairments. Individuals in this situation may encounter challenges while trying to locate a suitable sports or physical activity program nearby, primarily because of insufficient training among the personnel (Fletcher et al., 2018).

Experiences of PE Teachers in Coaching Athletes in Para Games

Individuals with disabilities who participate in sports are primarily athletes, with identical fundamental requirements, determination, and aspirations as any other athlete. Coaching is crucial in improving the overall quality of the sporting experience for individuals. (Everett, 2020).

PE teachers generally believe that it is morally correct to include students with disabilities in their programs; yet, they also believe that this is hampered by their lack of experience and education during teacher preparation (Pocock & Miyahara, 2018). The absence of training during undergraduate preparation can be compensated for by taking part in in-service professional development programs. The attitudes of general PE teachers toward inclusion may be improved by in-service training, which can assist them in acquiring the specialized knowledge and skills necessary to meet the requirements of children and promote social acceptance by peers without disabilities. Many physical education teachers want more in-service chances to enhance their knowledge and teaching abilities since they feel unprepared for inclusion (Haegele et al., 2018 and Wilson et al., 2020).

Furthermore, Paralympic coaches faced significant obstacles in the training and support of athletes with disabilities. The lack of sufficient sports equipment constitutes a considerable challenge for coaches involved in the Paralympic movement. The acquisition of appropriate apparatus is crucial for athletes to refine their abilities and achieve peak performance in competitive settings. Coaches in the Paralympic realm often encounter significant financial obstacles, particularly concerning the costs associated with the Psychological Assessment fee for athletes. The economic conditions of parents and families can present obstacles, as certain individuals may struggle to provide the necessary support and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

resources for their children to participate in the Paralympics (Penetrante, J. P., and Friales, W. C, 2023).

In addition, numerous coaches who lack experience working with athletes with disabilities believe to have a unique skills, expertise, or training in order to be effective. This is a misconception. Indeed, the majority of coaches who engage with athletes with a disability quickly realize that coaching these individuals is essentially identical to coaching any other athlete. The task at hand is to genuinely comprehend the individual, to concentrate on their capabilities, and to discern their potential for accomplishment (Allan et.al., 2020).

Generally speaking, the majority of coaches already possess the requisite technical abilities and knowledge needed to coach athletes with a disability. Usually, the sole component lacking in their coaching repertoire is a fundamental comprehension of several crucial factors that are distinct to individuals with a handicap (DePauw and Gavron, 2021).

Another study found that by adhering to discriminatory practices and values, school physical education has been socially constructed as a place and time for students with able bodies, perpetuating the perception of disability as a limitation and a deficit. This idea has been challenged by research developed with an understanding of disability informed by critical disability studies. But in order to address this situation of impaired students being excluded from physical education classes, we are focusing on particular abilities are at issue rather than whether ability centrality in school physical education exists at all (Alves et al., 2022).

Coping with Coaching Challenges in Para Games

The Coaching athletes with disabilities have various obstacles. To properly address the complexity that may occur when dealing with players in disability sports, coaches must have formal education and professional development in this sector. This training provides coaches with the skills needed to negotiate challenging circumstances and develop good communication while working with those participating in handicap sports. The importance of skills such as paying attention, solving problems, and communication when working with athletes with disabilities (Khotimah and Ashadi, 2020).

Loftus et al. (2022) accomplished a study on the coping strategies employed by Olympic and Paralympic coaches to alleviate the negative impact of stress. The measures encompassed self-determination, stress education, community of practice, and rehabilitation approaches. Curiously, the coaches collaborating with athletes in the Tokyo Paralympics, who were questioned for the research, perceived stress as a beneficial factor that could assist athletes in directing their attention and making expedited decisions.

Moreover, coaching athletes with impairments necessitates certain considerations in contrast to coaching athletes without disabilities, which entails a need for extra attention in the process of coaching and the growth of coaches. Elements such as "recognizing biomechanical adjustments, addressing accessibility concerns, promoting autonomy, and giving social support" are additional aspects that influence coaching actions in the context of parasport (Wareham et al., 2018). Along with that, Carrera (2021) highlighted the significance of coaches comprehending the challenges encountered by students with disabilities in extracurricular activities. This comprehension is essential for effective coaching and the growth of the kids.

Furthermore, as stated by Reina et al. (2019), the attitude, training, and proficiency of PE teachers are the most crucial elements in the successful integration of children with disabilities into general physical education (PE) classrooms. Perceived competence in working with children with disabilities is better among PE teachers who believe they have had positive hands-on experiences and adequate academic preparation. Unfortunately, many physical education teachers lack the clinical experience and undergraduate training necessary to adequately qualify them to teach and coach physical education to children with disabilities in inclusive settings (Wilson and Haegele, 2020).

To add, to make the differentiated activity effective, coaches must provide specific explanations of the learning objectives and success criteria. Effective differentiated learning occurs when students collaborate to achieve common goals while embracing a mindset that prioritizes personal development. Coaches must recognize and treat each student's unique needs, building a supportive culture in which players value and embrace diversity among themselves and their teammates. Understanding your students' specific needs allows you to teach them more effectively, with the goal of improving cognitive and academic outcomes. The tools we provide make teaching and coaching easier by increasing efficacy and streamlining the process. They provide students greater flexibility and a broader range of learning opportunities (Hutzler and Gafni, 2021).

Insights from PE Teachers in Coaching Para Games

Physical education teachers who coach in Para games are required to understand their players, how to effectively inspire them, and are frequently expected to give both personal and intellectual experiences for their athletes. Coaches frequently work in environments that ask them to perform under enormous pressure, face intense public criticism, and adhere to exceedingly high standards. The nature of coaching, which includes constant and profuse demands and expectations, may eventually drive coaches to overlook their own desires and those of their families. Simply put, physical education coaches work in a setting where they should be able to solve difficulties rather than submit to them (Casey and MacPhail, 2021).

Moreover, Physical Education teachers coaching Para Games burnout are becoming increasingly popular. Burnout reduces coach longevity, effectiveness, and production and may cause a coach to leave his or her sport prematurely. Teachers of physical education who work as coaches in sports-related fields have agreed that burnout can manifest itself in a number of ways. The main characteristics that set it apart are emotional exhaustion, depersonalization, and a lack of personal achievement. (Clay, 2024).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

For P.E teachers coaching in Para games to increase their capacity to construct meaning when coaching Para athletes, their education should include intellectual, civic, and critical thinking competencies while also increasing their health literacy. Challenging P.E teachers coaching in Para games must use critical pedagogical approaches, as demonstrated by various case studies. Coaching in Para Games scenarios has a significant impact on physical education teachers' coaching skills and abilities (Slingerland et al., 2021)

RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on the Lived Experiences of the Physical Education Teachers Coaching Athletes in Para Games

Major Themes	Core Ideas
Savoring Triumphs as Para Games Coach	• seeing athletes declared as the winner • witnessing athletes' development and success • having the opportunity to develop their skills and talents because of mentorship • being on the top among others • observing the athletes improved their skills and succeed in competition • reaching far to the national level competition
Encountering Difficulty in Coaching	• having difficulty due to unfamiliarity in Para Games • having hard time introducing the game and rules • encountering difficulty in dealing athletes who do not want to play • encountering challenges because of physical and mental consumption • spending own money for the supplies • having difficulty in finding suitable equipment and facilities
Receiving Unfair Treatment to Para Games Athletes	• having unfortunate encounter due to unfairness • having curriculum focusing only to regular students • having limited in facilities, equipment and incentives for Para Games • feeling discriminated with the students
Having Difficulty in Giving Instructions	• having difficulty in giving instruction immediately • spending more time in explaining • needing to repeat the instruction many times for them understand.

Savoring Triumphs as Para Games Coach

The most memorable experience was when she won the gold medal. When she was declared the winner and took first place. IDI-03

To see the athletes improve their skills achieved personal best and succeed in competition provides a deep sense of accomplishment.FGD-03

I am so happy about the result of our games as we are qualified for the Palaro this coming 2024.". FGD-06

In relation to this, coaches can contemplate numerous good achievements in sports, such as forming a team, club, or organization, surpassing personal records, and winning games, events, and championships (Schellenberg et al., 2022). Engaging in the practice of savoring positive sporting experiences and activities can enhance overall satisfaction and well-being in life (Chadwick et al., 2021) and may positively influence performance outcomes as well to their athletes.

In addition, the feeling of triumph to athletes in para games has often been synonymous with a standard that seems unattainable to those with disabilities. These motivational accounts provide not just a glimpse into the remarkable personal achievements of determined souls, but also serve as a blueprint for others in overcoming challenges (Fosket, 2021).

Encountering Difficulty in Coaching

I was not really familiar with what is in the Para Games and had no idea. So, what we did was research the various sports involved. IDI-01

Being a coach of para games is one of the most challenging experienced that I ever had, It will somehow consumed your physical and mental wellbeing.FGD-07

We need to find equipment and facilities that are suitable for the athletes, which we often lack. IDI-06

Regarding this matter, it corroborates the study of Clegg (2023) that it is impossible to anticipate the events that will occur within the coaching room. Even the most seasoned trainers occasionally encounter difficulties when faced with unforeseen situations. If you have completed coach training, you may possess certain tools. However, it is only by ongoing personal development under the guidance of a mentor, coach, or supervisor, along with extensive coaching experience, that you

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

can cultivate the confidence to effectively handle any situation that may arise.

As stated by Batsiou et al. as cited in Ilias et. al (2021), it is crucial to establish a clear understanding of what "healthy" means to both parties in a coaching relationship. This mutual understanding serves as a strong foundation for effective and transformative coaching. Failure to create appropriate limits can result in unfulfilled expectations or other complications in the relationship in the future. To overcome this problem, it is necessary to make deliberate attempts to clearly articulate and convey our requirements, while creating an environment that is secure and considerate for both parties involved. It is a nuanced equilibrium that fosters confidence and establishes the foundation for significant advancement. An essential element of skillful coaching involves creating an authentic and trust-centered bond with an individual whom we have not before encountered.

Receiving Unfair Treatment to Para Games Athletes

I experienced an unfortunate encounter where I felt unfairness in para games. FGD-02

An unfavorable experience I've noticed is with the Department of Education's approach. Our curriculum mainly focuses on supporting sports for regular students. IDI-04

During times when they give incentives, what they give to para games is lower than what they give to the regular, so we're saying that there are just the same athletes. So, in terms of incentives, benefits are not the same as for the regular.IDI-07

Coaches in the Paralympic domain frequently face substantial financial challenges, especially with the expenses related to the Psychological Assessment charge for participants. The economic circumstances of parents and families might provide challenges, as some persons may find it difficult to furnish the requisite support and resources for their children to engage in the Paralympics (Penetrante, J. P., and Friales, W. C, 2023).

Having Difficulty in Giving Instructions

I just copied the answers and honestly, during exams, we just send answers to each other. IDI-03

You can cheat during exams, so you do not need to study. IDI-05

We can share ideas and answers during exams and quizzes through Google Meet. FGD-04

Extensive research has been conducted on instructions. Educators should perceive changes in classroom demographic resulting from a progressively diverse student body as both a problem and an opportunity. The demographic shift has resulted in an increased experiential disparity between teachers and their students, posing difficulties for both teachers and teacher educators. The utilization of techniques and methods is vital in order to address these difficulties. Teachers are required to familiarize themselves with each student as unique persons and undergo training on the implementation of culturally sensitive instructional strategies (Howard, 2021).

Table 2
Major Themes and Core Ideas on the Coping Strategies of Physical Education Teachers Coaching Athletes in Para Game

Major Themes	Core Ideas
Utilizing Differentiated Activity	• finding activities that are suitable for their capabilities • setting their mood ahead of time • giving specialized attention to the athletes to reach full potential • approaching has to be very individualized • employing reward system
Pursuing Professional Activities	• attending seminars and trainings • studied Special education courses • collaborating and exchanging of ideas with different strategies with fellow coaches • acquiring Para Games coaching training
Fostering an Inclusive Environment to Para Athletes	• fostering strong supportive relationship to the athletes • comprehensive support and maintaining a positive and inclusive environment. • empowering para-athletes and promoting inclusivity in sports. • integrating more inclusive sports programs in school curriculum • acceptance and everyone will be open minded about the situations.

Utilizing Differentiated Activity

I made an activity that are suitable for their capabilities and connected to the events they participate in, making them engaging to motivate my athletes. FGD-05

We repeatedly oriented the children, even the evening before they went to sleep. We would set their mood ahead of time by telling them that they should wake up early the next day is our training. IDI-04

In coaching Para games what I did is I gave specialized attention to help them reach their full potential and boost their confidence to improv their skills. IDI-06

Coaches must identify and accommodate the unique requirements of students, cultivating a supportive environment in which athletes appreciate and embrace diversity among themselves and their peers. Comprehending the unique needs of your athletes enables you to teach them more effectively,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

aiming to improve cognitive and academic outcomes. The tools we provide enhance teaching and coaching by improving efficacy and improving the process. They provide students enhanced freedom and a broader spectrum of learning opportunities. (Hutzler and Gafni, 2021).

Pursuing Professional Activities

To manage all those challenges, I would say that we should never stop learning about our learners who have special needs. Because even if we are already coaching them, we can never say that we truly know them. That's why I continuously seek knowledge and information about them. I have attended various seminars and trainings on how to properly handle or guide them. FGD-05

As a PE teacher who coach in Para games how did I manage to cope up with these challenges, with the challenges I attended a lot of course training and utilized resources on adaptive coaching techniques ug disability awareness. IDI-06

Professional development is a top priority for GPE teachers. Keeping current and following best practices in teaching promotes the profession and helps GPE teachers learn how to effectively serve every student, especially those with special needs. Professional development is the best approach for teachers to learn how to accommodate disabled children. Learning how to adapt activities, work with para-teachers and special education teachers, understanding how to read and write IEPs and 504 plans, and collaborate with motor domain experts like physical and occupational therapists requires ongoing professional development (Bruno, 2020). who participate in interactive

Fostering an Inclusive Environment to Para Athletes

The first thing I established with them is a strong and supportive relationship with my athletes—building rapport and trust. Once I have their trust, everything else follows; whatever I tell them to do, they do it.FGD-01

By providing access to mental health resources and counselling for athletes and of course encouraging open communication about mental health and also comprehensive support and maintaining a positive and inclusive environment. just do self-study whenever I do not understand the lesson instead of asking questions to my teachers. FGD-03

Inclusion is an important piece of a successful school environment. Aiming for equity is one thing, but inclusion goes above and above by giving everyone a sense of worth, respect, fulfillment, and welcome. Developing an inclusive culture and demonstrating empathy are not just nice-to-haves; they are really strategic advantages. (Travis, 2019).

Table 3
Major Themes and Core Ideas on the Insights of Physical Education Teachers Coaching Athletes in Para Games

Major Themes	Core Ideas
Necessary Provisions for Coaches and Athletes	• consider by acknowledging the presence of a slow internet connection • hard time in messaging the teacher for clarification • seek to understand the learners in having a hard time • must have an approachable teachers • struggle to comprehend the subject due to lack of guidance • should have considerate and understanding of teachers • patience in dealing with students
Recognizing and Celebrating Athlete's Ability and Performances	• prefer to choose face to face classes than online classes due to sleeping and playing games • embrace limited face-to-face for better social interaction • face-to-face surpasses online classes • prefer having limited face-to-face • learn and strive for more in face-to-face classes • appreciate having face-to-face classes for better learning
Adhering to Desirable Values	• interaction and communication with classmates • interactions boosts happiness • learn through interaction among teachers and classmates • interact with our professor and classmates • enhance classroom engagement among peers and instructors • understand complex concepts and developing social skills

Necessary Provisions for Coaches and Athletes

We really need to adjust our coaching techniques to meet the diverse needs of para-athletes. We have to find the right equipment and facilities that are suitable for them, but we are seriously lacking in equipment and facilities. IDI-06

In terms of recommendations, the first thing I always mention is the need for better facilities. Besides facilities,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

we also need more funding, especially since their evaluation and equipment are very expensive. IDI-01
Okay, my recommendation is I hope the Department of Education and other stakeholders will give more time to our students with disabilities. IDI-05

The Paralympic coaches encountered substantial challenges in training and supporting athletes with disabilities. The absence of adequate sports equipment presents a significant obstacle for Paralympic coaches. The possession of suitable equipment is essential for athletes to enhance their skills and perform optimally in competition. Paralympic coaches frequently face financial challenges, especially regarding the expenses related to the Psychological Assessment fee for athletes. The financial circumstances of parents and families may pose challenges, as some may find it difficult to offer the essential support and resources for their children to engage in the Paralympics (Penetrante, J. P. and Friales, W. C, 2023).

Recognizing and Celebrating Athlete's Ability and Performances

Also, for every performance they give, we should make them feel our appreciation and support. FGD-05
We should recognize their ability despite and in spite of their disability. We should give them a chance and involve them because if we as teachers don't involve them, where will they be?. IDI-01
We should give them opportunities to showcase their abilities like any other athlete, and see them featured on major platforms like the NCAA or Paralympics. FGD-06

Coaches in the Paralympics perceive their journey as unique and unexpected owing to the exceptional experiences they discover while collaborating with Paralympic competitors. These experiences differ from coaching able-bodied athletes and may challenge established perceptions around disability and sports. The coaches' initial astonishment transformed into profound admiration for the perseverance, determination, and skills of the Paralympic athletes with whom they collaborate (Penetrante, J. P., and Friales, W. C., 2023).

Adhering to Desirable Values

You have to stretch your patience and you're understanding in this way. So, that's how I approach it, I just take responsibility and stand by it, like that. IDI-03
I also consider and understand their disabilities I always extend my understanding and patience to them. FGD-03
I would say it's personal growth because through this, your patience is tested, so you can become more understanding towards the students you can become more patient.). IDI-04

Tawse et al. (2012), as referenced in Penetrante, J. P., and Friales, W. C (2023), highlighted that coaching athlete with disabilities requires enhanced skills, such as identifying biomechanical adaptations, addressing accessibility issues, fostering independence, and providing social support. These elements enhance the broader coaching functions such as goal setting, providing feedback, and developing skills, which are relevant to all athletes. Coaches in the Paralympic encounter unique challenges as they work with individuals with diverse abilities, necessitating additional effort and patience on their part.

IMPLICATION FOR TEACHING PRACTICE

Coaching athletes in Para games has become increasingly very necessary in today's educational system. It is utilized to foster the academic and lifelong skill acquisition of students. Providing coaching and development opportunities for athletes in Para games contributes to a tangible and beneficial impact on individuals' scholastic progress. If work coaching is successful, it can have a dramatic positive impact on the physical, emotional, social, and academic development of student-athletes. Therefore, numerous organizations have established multiple initiatives to boost the academic and skills development of students. Lastly, implementing relevant coaching programs for Physical Education teacher coaches further enhance the skill level, problem analysis and strategic thinking and promotes critical reasoning ability to help athletes in Para games develop their full potential.

Being a Physical education teacher fosters the cultivation of responsibility, the pursuit of practical resolutions, personal creativity, and practical competence. Being a coach is an authentic and significant catalyst for the advancement of schools. Additionally, it enhances workplace well-being by effectively resolving various situations, utilizing existing resources, and ensuring the evaluation of comfort and safety conditions for each recommended planned action.

Since most research is centered on the lived experiences of the students or participants, I chose a different perspective in looking into the context of being a coach. Hence, I opted to study about Physical Education teachers in coaching athletes in Para games.

The study employed in-depth interviews and focus group discussions to collect the participants' personal experiences. The transcript of their answers served as the main source of data. The task involved persuading the participants to articulate their thoughts and viewpoints regarding the study. I am blessed and thankful enough that they gave their full cooperation and honesty in sharing their experiences during the interview.

Throughout all stages of this study, I had firsthand encounter with the researcher's role and responsibilities. I implemented all the requisite strategies to ensure the achievement of this research study, with the guidance and assistance of my adviser. Gathering excellent and relevant data to support my study is a tough undertaking that takes time, patience, and perseverance. Nevertheless, this endeavor allowed me to get insight into the lived experiences of Physical Education teachers coaching

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

athletes in Para games and broadening my understanding of how important it is to address this issue.

It is imperative for other teachers to show support when it comes to coaching athletes participating in Para games. As a teacher, I can affirm that being supportive entails providing unwavering support in every aspect. I must also proactively provide valuable guidance and engage in the process of acquiring knowledge for personal growth.

The reflections and insights of Physical Education teachers coaching in Para games serve as a valuable resource for understanding their unique challenges triumphs. As the legal basis of Paralympics games known as Republic Act No. 10699 which classifies the Paralympics games as a major internal sports competition give these teachers an avenue by prioritizing support system and educational practices.

Therefore, it is crucial to enhance these efforts, particularly in educational institutions. The Department of Education, as an institution, must fulfill its vision, which is to instill in learners a deep love for their country and equip them with the necessary values and skills to achieve their maximum potential and contribute to the development of the nation.

REFERENCES

1. *Batsiou, S., Bebetsos, E., Panteli, P., & Antoniou, P. (2008). Attitudes and intention of Greek and Cypriot primary education teachers towards teaching pupils with specialeducational needs in mainstream schools. International Journal of Inclusive Education, 12(2),201–219. https://doi.org/10.1080/13603110600855739*
2. *Bhandari, A. Design Thinking: from Bibliometric Analysis to Content Analysis, Current Research Trends, and Future Research Directions. J Knowl Econ 14, 3097–3152 (2023). https://doi.org/10.1007/s13132-022-00920-3*
3. *Bruno, L. E. (2020). Teacher readiness in adapted physical education: Teaching the "able," not the "label". Journal of Physical Education, Recreation & Dance, 91(4), 14-21. https://doi.org/10.1080/07303084.2020.1720871*
4. *Casey, A., MacPhail, A., Larsson, H., & Quennerstedt, M. (2021). Between hope and happening: Problematizing the M and the P in models-based practice. Physical Education and Sport Pedagogy, 26(2), 111-122. https://doi.org/10.1080/17408989.2020.1789576*
5. *Carrera, J. A. (2021). Coaches' and Athletic Directors' Inclusion Practices for High School Student-Athletes with Disabilities (Doctoral dissertation, Walden University).*
6. *Celenk, Ç. (2021). Motivation Affects Sports and Life Skills in Physical Disabled People. Journal of Educational Psychology-Propositos y Representaciones, 9.*
7. *Chadwick, E. D., Jose, P. E., & Bryant, F. B. (2021). Styles of everyday savoring differentially predict well-being in adolescents over one month. Journal of Happiness Studies, 22(2), 803-824. https://doi.org/10.1007/s10902-020-00252-6*
8. *Clegg, C. N. (2023). Coaching psychology: an investigation of the variations in client experiences using creativity within coaching that extends and deepens coaching dialogue (Doctoral dissertation, University of Warwick).*
9. *Clements, E., Ehrmann, F., Clark, A., Jones, D. M., McCall, D. A., & Duffield, P. R. (2024). EFFECTS OF PRE-MATCH TRAVEL AND TRAINING ON PHYSICAL AND TECHNICAL PERFORMANCE IN INTERNATIONAL FOOTBALL MATCHES. Journal of ClinicalExercise Physiology,13(s2),399-399.https://doi.org/10.31189/2165-7629-13-s2.399*
10. *Cregan, K., Bloom, G. A., & Reid, G. (2020). Career evolution and knowledge of elite coaches of swimmers with a physical disability. Research Quarterly for Exercise and Sport, 78(4), 339-350.*
11. *Creswell. J. W. (2020). Qualitative inquiry and research design: Choosing among five approaches. Thousand Oaks, CA: Sage.*
12. *Dehghansai, N., Pinder, RA., Baker, J., Renshaw, I. (2021). Challenges and Stresses Experienced by Athletes and Coaches Leading up to the Paralympic Games. PLoS ONE, 16(5): https://doi.10.1371/0251171*
13. *DePauw, K. P., & Gavron, S. (2021). Coaches of athletes with disabilities. The Physical Educator, 48(1), 33-40. https://doi.org/10.1123/kr.2023-0060*
14. *Everett, J., Lock, A., Boggis, A., & Georgiadis, E. (2020). Special Olympics: Athletes' perspectives, choices and motives. British Journal of Learning Disabilities, 48(4), 332-339.https://doi.org/10.1111/bld.12295*
15. *Fletcher, D. (2018). Psychological resilience and adversarial growth in sport and performance. In Oxford research encyclopedia of psychology. https://doi.org/10.1093/acrefore/9780190236557.013.158*
16. *Fletcher, G, Landolfo, C, Niebauer, J. et al. Promoting Physical Activity and Exercise: JACC Health Promotion Series. JACC. 2018 Oct, 72 (14) 1622–1639 1639.https://doi.org/10.1016/j.jacc.2018.08.2141*
17. *Foskett R. L., & Longstaff F. (2021). The mental health of elite athletes in the United Kingdom. Journal of Science and Medicine in Sport, 21, 765–770. 10.1016/j.jsams.2017.11.016.https://doi.org/10.25035/jade.04.02.03*
18. *Haegele, J. A., Zhu, X., Wilson, P. B., Kirk, T. N., & Davis, S. (2021). Physical activity, nutrition, and psychological well-being among youth with visual impairments and their siblings. Disability & Rehabilitation, 43(10), 1420–1428. https://doi.org/10.1080/0963 8288.2019.1666926*
19. *Howard, T. C. (2021). Culturally responsive pedagogy. Transforming multicultural education policy and practice: Expanding educational opportunity, 137-163.*
20. *Hutzler, Y., Zach, S., & Gafni, O. (2021). Physical education students' attitudes and self-efficacy towards the participation of children with special needs in regular classes. European Journal of Special Needs Education, 20(3), 309-327.*
21. *Ilias, V., Spyros, K., & Dimitriadou, I. (2021). The perceptions of primary education teachers about inclusive education in the Greek educational system. European Journal of Education Studies, 8(2).*
22. *Khotimah, K. &, Ashadi, K., (2020). An Introductory Book for Coaching Athletes with a Disability.1-7. 10.2991/icracos-19.2020.27*
23. *Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131.Medical Teacher, 42(8),846–854. https://doi.org/10.1080/0142159X.2020.1755030*
24. *Li, S., Carson, H. J., & Collins, D. (2024). The Nature of Sports Coach Development in China: What Are We Trying*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

to Achieve? International Sport Coaching Journal, 1(aop), 1-9.

25. *Loftus, Simon, Taylor, David, R. Grecic, David and Harper, Damian. (2022) Olympic and Paralympic Coaches Living With Stress – Is It Such a Problem? Potential Implications for Future Coach Education in Sport. International Sport Coaching Journal.1-13. https://doi.org/10.1123/iscj.2021-0078*
26. *Martens, R., & Vealey, R. S. (2024). Successful coaching. Human kinetics.*
27. *Merriam, S. B., & Grenier, R. S. (Eds.). (2019). Qualitative research in practice: Examples for discussion and analysis. John Wiley & Sons.*
28. *Penetrante, J. P., & Friales, W. C. Coaching in Paralympics: The Case of Paralympic Coaches in South Cotabato Division.*
29. *Pocock, T., & Miyahara, M. (2018). Inclusion of students with disability in physical education: A qualitative meta-analysis. International Journal of Inclusive Education, 22(7),751–766. https://doi.org/10.1080/13603116.2017.1412508*
30. *Purcell, R., Pilkington, V., Carberry, S., Reid, D., Gwyther, K., Hall, K., ... & Rice, S.(2022). An evidence-informed framework to promote mental wellbeing in elite sport. Frontiers in Psychology, 13, 780359. https://doi.org/10.3389/fpsyg.2022.780359*
31. *Reina, R., Healy, S., Roldan, A., Hemmelmayr, I., & Klavina, A. (2019). Incluye-T: A professional development program to increase the self-efficacy of physical educators towards inclusion. Physical Education and Sport Pedagogy, 24(4), 319–331. https:// doi.org/10.1080/17408989.2019.1576863*
32. *Schellenberg, B. J. I., Semenchuk, B., Bailis, D. S., Strachan, S., & Quach, A. (2022). Good times, bad times: A closer look at the relationship between savoring and self-compassion. Personality and Individual Differences, 198, 111807. https://doi.org/10.1016/j.paid.2022.111807*
33. *Scott, T. M., Gage, N. A., Hirn, R. G., Lingo, A. S., & Burt, J. (2019). An examination of the association between MTSS implementation fidelity measures and student outcomes. Preventing School Failure, 63(4), 308–316.*
34. *Siebert, E. (2018). Factors Influencing Involvement in Disability Sport. Fisher Digital Publications. 12 (17, 23-24*
35. *Slingerland, M., Borghouts, L., Laurijssens, S., Eijck, B. V. D. V., Remmers, T., & Weeldenburg, G. (2021). Teachers' perceptions of a lesson study intervention as professional development in physical education. European Physical Education Review, 27(4), 817-836. https://doi.org/10.1177/1356336X21997*
36. *Travis, D. J., Nugent, J. S., & Lengnick-Hall, R. (2019). Cultivating healthy, inclusive workplaces: Why it matters and how organizations make progress. In Creating psychologically healthy workplaces (pp. 386-410). Edward Elgar Publishing. https://doi.org/10.4337/9781788113427.00029*
37. *Wareham, Y., Burkett, B., Innes, P., & Lovell, G. P. (2018). Sport coaches' education, training and professional development: the perceptions and preferences of coaches of elite athletes with disability in Australia. Sport in Society, 21(12), 2048–2067. https://doi.org/10.1080/17430437.2018.1487955*
38. *Wilson, W. J., Theriot, E. A., & Haegele, J. A. (2020). Attempting inclusive practice: Perspectives of physical educators and adapted physical educators. Curriculum Studies in Health and Physical Education, 11(3), 187–203. https://doi.org/10.1080/25742981.20 20.18067211*