

Adaptive Coping Mechanisms of Sport Coaches and Teachers Assigned to Athletic Responsibilities

Jesus O. Tubog, Jr.*

*College of Sports Science and Physical Education, Western Mindanao State University,
Zamboanga City 7000, Philippines*

Corresponding author: Jesus O. Tubog, Jr., jot_35@yahoo.com

ABSTRACT

Balancing instructional duties with sports coaching responsibilities requires professionals to continuously adjust to competing workplace demands. This study examined the adaptive coping mechanisms employed by sport coaches and teachers assigned to athletic responsibilities and explored how these mechanisms shape professional effectiveness, motivation, decision-making, and well-being. Guided by the Transactional Theory of Stress and Coping, a qualitative phenomenological approach was utilized involving eighteen Filipino licensed teachers serving as sports coaches in public and private higher education institutions within the Zamboanga Peninsula, Philippines. Data were obtained through semi-structured interviews and analyzed using Braun and Clarke's Reflexive Thematic Analysis. The findings identified adaptive coping mechanisms including role boundary management, structured routines, purpose-oriented thinking, faith-based reflection, collegial support, strategic planning, and self-care practices. Participants indicated that these approaches supported emotional balance, strengthened decision-making, sustained motivation, and enhanced their ability to fulfill both academic and athletic responsibilities. The study underscores the value of adaptive coping mechanisms in helping teacher-coaches navigate dual-role demands and highlights the importance of institutional initiatives that foster professional effectiveness and long-term well-being.

Keywords: Adaptive coping mechanisms, Teacher-coaches, Athletic responsibilities, Professional well-being, Higher education institutions,

1. INTRODUCTION

Faculty members in many Philippine higher education institutions (HEIs) are frequently assigned athletic responsibilities in addition to their regular academic duties. Beyond classroom instruction, assessment, consultation, and institutional service, these individuals are also expected to supervise sports programs, conduct training sessions, prepare athletes for competitions, monitor athletic performance, and support student-athlete development (Söker et al., 2025). Because coaching

responsibilities are often integrated into existing teaching assignments rather than recognized as a separate professional function, sports coaches and teachers assigned to athletic responsibilities commonly encounter increased workload demands, competing priorities, and considerable emotional pressure. Prolonged exposure to these conditions may influence their professional effectiveness, commitment to work, and overall quality of life (Quick et al., 2025).

Lazarus and Folkman's Transactional Theory of Stress and Coping in 1984 describes stress as a product of the interaction between a person and the environment. Coping responses may be problem-focused, which seek to address the source of stress directly, or emotion-focused, which aim to regulate emotional reactions associated with stressful experiences (Salimzadeh et al., 2021). Through this perspective, coping mechanisms become critical processes that shape how professionals adapt to occupational demands and maintain psychological functioning within complex work environments.

A substantial body of literature has documented the prevalence of occupational stress among educators. Heavy workloads, role conflict, emotional exhaustion, and increasing professional expectations have consistently been identified as significant concerns within the teaching profession (Viloria, 2023). Effective coping mechanisms contribute to resilience, emotional stability, professional satisfaction, and sustained work engagement. Similarly, studies involving sports coaches have highlighted organizational expectations, performance pressures, and interpersonal demands as common stress-inducing factors, underscoring the importance of adaptive coping practices for long-term effectiveness and well-being (Бондарчук et al., 2024).

Despite growing attention to occupational stress among educators and coaches, limited attention has been directed toward professionals who simultaneously perform teaching and athletic responsibilities within Philippine higher education institutions. Existing works have largely concentrated on stress levels, burnout, job satisfaction, and workload concerns among teachers or coaches as separate groups, leaving the coping experiences of individuals occupying both responsibilities insufficiently explored (Hardinet al., 2025). Furthermore, limited qualitative accounts have examined how sports coaches and teachers assigned to athletic responsibilities navigate competing expectations, sustain professional effectiveness, and preserve personal well-being within the realities of dual professional assignments (Abundiente et al., 2025). This gap restricts a comprehensive understanding of the coping mechanisms that enable these professionals to manage overlapping academic and athletic demands. Addressing this concern, the present study explored the lived experiences of sports coaches and teachers assigned to athletic responsibilities, focusing on the coping mechanisms they employ and the influence of these mechanisms on professional effectiveness, motivation, decision-making, and well-being.

Addressing this gap, the study examined the adaptive coping mechanisms used by Filipino sports coaches and teachers assigned to athletic responsibilities in public and private higher education institutions in the Zamboanga Peninsula. Guided by the Transactional Theory of Stress and Coping, it explored how participants manage the demands associated with teaching and coaching responsibilities and how these coping mechanisms influence professional effectiveness, motivation, decision-making, and well-being. The findings provide insights into the coping practices adopted by teacher-coaches in managing dual responsibilities and may assist institutional leaders and sports program administrators in developing support initiatives, workload management strategies, and professional development programs that enhance employee well-being and effectiveness.

2. LITERATURE REVIEW

2.1 Managing Concurrent Academic and Athletic Responsibilities

Within higher education institutions, teachers who handle sports coaching responsibilities often perform duties that go beyond conventional classroom functions. In addition to teaching, evaluating student performance, engaging in scholarly activities, and participating in institutional programs, they are also involved in athlete preparation, training management, competition-related activities, and performance oversight (Andrea & P, 2022). The simultaneous demands of academic and athletic responsibilities require continuous adjustments in scheduling and task prioritization, which may place pressure on time, workload distribution, and professional concentration (Tianyue & Sahar, 2024). The need to transition between different responsibilities may increase cognitive demands and emotional pressure, particularly when expectations are extensive or insufficiently defined (Weinet al., 2025). The complexity of managing multiple expectations has likewise been associated with increased demands for self-regulation, adaptability, and sustained professional commitment among individuals functioning in educational environments (Amerol et al., 2025).

Within Philippine higher education institutions, athletic responsibilities are commonly assigned as additional duties attached to teaching appointments rather than being recognized as specialized positions (Tenorio et al., 2025). As a result, faculty members frequently perform coaching functions while maintaining regular academic workloads, often without substantial workload adjustments or structured support systems (Sarabipour et al., 2024). This professional arrangement may contribute to role overload and workplace strain, highlighting the importance of understanding how sports coaches and teachers assigned to athletic responsibilities navigate these competing demands.

2.2 Occupational Stress and Burnout in Dual-Role Professionals

Role Theory explains that individuals occupying multiple positions may experience role conflict, role ambiguity, and role overload when professional

expectations exceed available resources (Tang & Vandenberghe, 2021). For sports coaches and teachers assigned to athletic responsibilities, the simultaneous management of academic and athletic functions may generate significant workplace pressures. Research has consistently linked excessive workloads and competing responsibilities to increased levels of stress, emotional exhaustion, and burnout among educators and coaches (Lopes Dos Santos et al., 2020). Burnout may manifest through declining motivation, reduced job satisfaction, emotional fatigue, and diminished engagement in professional responsibilities.

Studies conducted within the Philippine educational context have primarily examined stress and burnout among classroom teachers (Orines et al., 2023). However, professionals who concurrently manage teaching and athletic responsibilities encounter additional demands related to training schedules, competition preparation, athlete supervision, and extended working hours (Wright, 2020). . Similar challenges have been observed among professionals in healthcare, corporate management, and community development sectors, suggesting that occupational stress is often influenced by overlapping responsibilities and organizational expectations rather than individual capability alone.

2.3 Coping Mechanisms and Professional Well-Being

Coping mechanisms refer to the strategies individuals use to manage challenging or stressful situations. These strategies may involve addressing the source of a problem or regulating emotional responses associated with difficult experiences (Algorani & Gupta, 2024). In workplace settings, practices such as planning, time management, self-reflection, emotional regulation, and seeking support from others contribute to resilience and effective adaptation (Siponso & Terblanche, 2023). For sports coaches with teaching responsibilities, these coping mechanisms can help them manage the demands of their dual roles.

In situations where institutional support is limited, professionals often rely on personal and social resources to sustain their effectiveness and well-being. Within the Philippine, coping practices are frequently influenced by cultural values, including perseverance, spirituality, family support, and positive interpersonal relationships (Sevilla et al., 2025). These culturally grounded resources contribute to emotional stability and strengthen an individual's capacity to navigate occupational challenges. Similar patterns have been documented among professionals working in demanding environments where social support and meaning-making play important roles in maintaining resilience (Borissov, 2024).

The effectiveness of coping mechanisms extends beyond stress reduction and directly influences professional performance, motivation, and long-term well-being. Research indicates that adaptive coping practices are associated with stronger commitment, improved decision-making, emotional balance, and sustained engagement in professional responsibilities (Chen et al., 2022). Conversely, ineffective coping responses may increase vulnerability to burnout and psychological distress.

Motivation has also been recognized as a significant factor supporting professional productivity and sustained engagement among educational personnel operating within demanding institutional environments (Ang et al., 2025).

3. METHODOLOGY

3.1 Research Design

This study utilized a qualitative phenomenological method to examine how Filipino teachers serving as sports coaches manage the demands associated with their academic and athletic responsibilities. This methodological approach was selected because it allows an in-depth examination of personal meanings, interpretations, and responses related to a particular phenomenon. The inquiry focused on the adaptive coping mechanisms employed by participants while fulfilling dual-role obligations and explored how these approaches influence motivation, judgment, professional functioning, and personal well-being. Through detailed participant accounts, the study obtained insights into the challenges and adaptive practices associated with balancing teaching and coaching responsibilities.

3.2 Population and Sampling

Participants were composed of eighteen (18) Filipino licensed teachers serving as sports coaches in public and private educational institutions within the Zamboanga Peninsula. Selection was carried out through purposive recruitment to ensure that participants possessed firsthand knowledge relevant to the focus of the investigation. To qualify, individuals were required to be actively involved in both classroom instruction and sports coaching and to have accumulated at least one year of coaching experience. Consistent with qualitative inquiry, participant selection emphasized depth of insight and relevance of experience rather than numerical representation.

3.3 Research Instrument

Semi-structured interview facilitated through a researcher-prepared interview guide developed in accordance with the objectives of the inquiry. The instrument was intended to elicit comprehensive descriptions of participants' experiences in managing their teaching and coaching responsibilities. The interview questions focused on the practices, thought processes, routines, and approaches participants employed when confronted with academic and athletic demands. In addition, participants were asked to discuss how these approaches affected their work performance and overall well-being. The use of a semi-structured format enabled the researcher to ask follow-up questions whenever clarification or additional details were needed. This method encouraged open discussion while maintaining alignment with the specific areas explored in the study. The complete interview guide used during the data collection process is presented in Table 1..

Table 1. Interview Guide

Objectives	Interview questions
1. To identify the adaptive coping mechanisms utilized by sports coaches and teachers assigned to athletic responsibilities in managing the combined demands of teaching and athletic duties	1. Can you describe how you personally cope when teaching duties and athletic responsibilities become overwhelming? 2. What specific habits, routines, or mindsets help you remain focused and emotionally stable in your role as a teacher-coach? 3. Which coping mechanism do you rely on most during high-pressure situations such as competitions or academic deadlines, and why?
2. To explore how adoptive coping mechanisms influence professional effectiveness, motivation, decision-making, and personal well-being among sports coaches and teachers assigned to athletic responsibilities.	1. How do your coping mechanisms influence your effectiveness as both a teacher and a coach? 2. How do your coping mechanisms shape your decision-making, commitment, or boundaries when balancing academic and athletic responsibilities? 3. How has your way of coping affected your physical, emotional, or mental well-being over time?

3.4 Data Collection Procedure

Ethical protocols were observed before the conduct of data gathering. Informed consent was secured from all participants after explaining the purpose of the study, the voluntary nature of participation, confidentiality measures, and their right to discontinue involvement at any time without penalty. Interviews were conducted either face-to-face or through online platforms based on participant availability and convenience.

With participant approval, interview sessions were audio-recorded to ensure accuracy of the collected information. The recordings were transcribed verbatim for analysis, while field notes were utilized to document observations and relevant nonverbal expressions during the interviews. Data collection continued until thematic saturation was reached, indicated by the repetition of responses and the absence of new insights. To protect participant privacy, all data were anonymized and securely stored throughout the study.

3.5 Data Analysis

The study employed Braun and Clarke's Reflexive Thematic Analysis to examine the interview data. This method was selected because it facilitates the identification and interpretation of patterns embedded within participants' lived experiences while remaining aligned with the phenomenological nature of the investigation (Lai Lin Rachel & Joanna, 2026). The analysis followed six iterative phases. Researchers first immersed themselves in the data through repeated reading of the transcripts. Initial codes were then generated from meaningful segments of participant responses and subsequently grouped into broader categories and potential themes. These themes underwent continuous review and refinement to ensure consistency with the data and conceptual clarity. Once finalized, the themes were defined, labeled, and supported by representative participant excerpts. This analytical process strengthened the credibility of the findings and maintained a clear connection between participant narratives and thematic interpretations.

4. RESULTS

Research Objective 1. To identify the adaptive coping mechanisms utilized by sports coaches and teachers assigned to athletic responsibilities in managing the combined demands of teaching and athletic duties.

Question 1. Can you describe how you personally cope when teaching duties and athletic responsibilities become overwhelming?

1.1 Establishing Clear Role Boundaries

Four (4) participants emphasized that one of their primary coping mechanisms involves intentionally separating their teaching responsibilities from their coaching duties. They explained that attempting to manage both roles simultaneously often creates confusion, divided attention, and unnecessary stress. To address this challenge, they allocate specific periods for academic tasks and separate schedules for athletic responsibilities. This deliberate role distinction allows them to concentrate on the immediate demands of each responsibility without becoming mentally preoccupied with competing obligations.

Participants further indicated that maintaining clear boundaries enhances the quality of their performance in both professional areas. By remaining fully engaged in classroom instruction during teaching hours and focusing exclusively on athlete development during training sessions, they are able to provide more meaningful support to both students and athletes. This structured approach helps reduce mental fatigue, improve concentration, and create a healthier balance between academic and athletic commitments.

"Whenever responsibilities become overwhelming, I remind myself that I perform two important roles, but I do not need to handle both at the exact same moment."

"Keeping my teaching and coaching responsibilities separate helps me stay fully present. My students benefit from clearer instruction, while my athletes receive more focused guidance and support."

1.2 Reaffirming Commitment to Student Development

Four (4) participants shared that they manage stressful situations by reconnecting with the deeper purpose behind their work. Rather than viewing teaching and coaching as separate obligations, they perceive both responsibilities as contributing to the growth and development of learners. This perspective helps them maintain motivation and view demanding situations as meaningful aspects of their profession rather than burdensome tasks. Participants explained that reflecting on their purpose enables them to reinterpret challenges in a more positive manner. Even during periods characterized by heavy workloads, extended schedules, or demanding responsibilities, a strong sense of purpose encourages perseverance and emotional stability. This coping mechanism helps them remain committed to their responsibilities while sustaining a positive outlook toward their work.

"When I begin to feel exhausted, I remind myself why I accepted these responsibilities in the first place and the positive impact they can have on students."

"Recognizing that both teaching and coaching contribute to student growth helps me view challenges as meaningful responsibilities rather than unnecessary burdens."

1.3 Seeking Support Through Professional Collaboration

Four (4) participants identified collaboration with colleagues as an important coping mechanism during particularly demanding periods. They explained that seeking assistance from fellow teachers and co-coaches allows responsibilities to be distributed more effectively while reducing feelings of isolation. Open communication with colleagues provides opportunities to share concerns, discuss challenges, and exchange practical solutions related to both teaching and coaching responsibilities. Participants further emphasized that requesting support should not be interpreted as a weakness but rather as a professional strategy for maintaining effectiveness and well-being. Through teamwork and honest communication, they are able to manage workload demands more efficiently, strengthen professional relationships, and maintain their commitment to both academic and athletic responsibilities.

*"During especially difficult weeks, I remind myself that I do not have to carry every responsibility alone and that seeking assistance is sometimes necessary."
"Being open about workload challenges helps create realistic expectations and prevents unnecessary pressure from building up."*

Question 2. What specific habits, routines, or mindsets help you remain focused and emotionally stable in your role as a teacher-coach?

2.1 Maintaining a Student-Centered Perspective

Four (4) participants emphasized that remaining focused on student growth serves as an important mindset that helps them maintain emotional stability despite the demands of teaching and coaching. They explained that viewing both responsibilities as interconnected aspects of student development enables them to approach challenges with greater patience and commitment. Rather than perceiving academic and athletic responsibilities as competing obligations, they consider them complementary opportunities to influence learners positively.

Participants further noted that maintaining a student-centered perspective helps them navigate setbacks more effectively. Difficult situations, such as academic struggles, behavioral concerns, or disappointing athletic outcomes, are viewed as learning opportunities rather than personal failures. This perspective allows them to sustain motivation and remain committed to their responsibilities even during demanding periods.

*"I consistently remind myself that both teaching and coaching contribute to the same objective which is helping students grow and develop."
"This perspective allows me to remain patient during challenges and stay emotionally steady when students make mistakes or teams experience setbacks."*

2.2 Drawing Strength from Faith and Personal Reflection

Four (4) participants identified prayer and personal reflection as essential practices that help them maintain emotional balance and mental clarity. They shared that beginning and ending the day with moments of reflection provides opportunities to process experiences, manage stress, and regain perspective when responsibilities become overwhelming. These practices create a sense of calmness that supports effective decision-making in both academic and athletic settings. Participants also explained that faith-based practices help them accept circumstances beyond their control while remaining focused on responsibilities within their influence. Through prayer and reflection, they cultivate gratitude, resilience, and emotional stability, enabling them to manage pressures associated with their dual roles more effectively.

"Starting and ending my day with prayer helps me stay grounded and reminds me that I do not have to carry every responsibility on my own."

"During difficult moments, prayer allows me to regain perspective, remain resilient, and approach challenges with a calmer mindset."

2.3 Building Strength Through Collegial Relationships

Four (4) participants reported that regularly engaging with fellow teachers and co-coaches contributes significantly to their emotional well-being and professional stability. Conversations with colleagues who understand the realities of balancing academic and athletic responsibilities provide reassurance, encouragement, and practical advice. These interactions create a supportive environment where challenges can be discussed openly without fear of misunderstanding. Participants further explained that collegial relationships contribute to professional growth by exposing them to different viewpoints, strategies, and experiences. Through collaborative discussions, they gain valuable insights that strengthen decision-making, improve problem-solving abilities, and reinforce their confidence in managing dual responsibilities.

"I frequently seek advice from fellow teachers and coaches who understand the unique challenges associated with handling both responsibilities."

"Discussions with colleagues help me reflect on my decisions, broaden my perspective, and continue developing professionally."

Question 3. Which coping mechanism do you rely on most during high-pressure situations such as competitions or academic deadlines, and why?

3.1 Anchoring Decisions on Educational Purpose

Four (4) participants indicated that their most dependable coping mechanism during highly demanding situations is reconnecting with the purpose behind their professional responsibilities. They explained that both teaching and coaching contribute to student growth, although each does so in different ways. Focusing on the broader objective of developing learners academically, socially, and personally, they are able to manage stressful situations with greater clarity and determination. Participants further shared that this sense of purpose serves as a stabilizing force during periods of intense pressure. Rather than becoming overwhelmed by deadlines, competition outcomes, or performance expectations, they focus on how their decisions can best support student development. This perspective enables them to remain committed to their responsibilities while reducing the emotional burden associated with short-term outcomes.

"Whenever academic deadlines and competitions occur at the same time, I return to the reason why I accepted these responsibilities in the first place."

"During stressful situations, I focus on what will contribute most to my students' growth, which helps me remain calm, focused, and committed."

3.2 Preserving Stability Through Consistent Daily Practices

Four (4) participants identified the maintenance of familiar routines as a primary coping mechanism during demanding periods. They explained that structured daily habits, including scheduled preparation, training activities, and personal reflection, provide a sense of predictability even when academic and athletic demands intensify. These routines create an organized framework that helps them navigate responsibilities more effectively. Participants also emphasized that consistent routines offer benefits beyond time management. Familiar patterns reduce uncertainty, support emotional regulation, and provide a sense of control during chaotic periods. Maintaining established practices allows them to sustain productivity, preserve energy, and fulfill both teaching and coaching responsibilities with greater consistency.

"I depend on established routines such as scheduled training sessions, lesson preparation, and personal reflection to help me stay organized."

"These routines provide stability during demanding periods and remind me that there are aspects of my day that remain within my control."

3.3 Prioritizing Performance Over Outcomes

Four (4) participants reported that concentrating on the quality of their actions rather than the final results serves as an effective coping mechanism during high-pressure situations. They explained that excessive concern about winning competitions, achieving perfect outcomes, or meeting every expectation often generates unnecessary anxiety. Instead, they direct their attention toward carrying out their responsibilities effectively and making sound decisions based on available information. Participants noted that this approach helps them maintain composure, think more clearly, and respond more effectively when challenges arise. Focusing on effort, preparation, and execution, they reduce emotional pressure while modeling resilience for students and athletes. This mindset enables them to remain productive and emotionally balanced regardless of outcomes that may be beyond their direct control.

"In high-pressure situations, I focus more on doing my responsibilities well rather than becoming preoccupied with the final outcome."

"This approach helps me remain composed, make better decisions, and demonstrate resilience to both students and athletes."

Research Objective 2. To explore how adoptive coping mechanisms influence professional effectiveness, motivation, decision-making, and personal well-being among sports coaches and teachers assigned to athletic responsibilities.

Question 1. How do your coping mechanisms influence your effectiveness as both a teacher and a coach?

1.1 Promoting Professional Efficiency and Structured Boundaries

Four (4) participants explained that establishing clear schedules and boundaries significantly enhances their effectiveness in both teaching and coaching responsibilities. By intentionally organizing their tasks and allocating dedicated time for academic and athletic duties, they are better able to focus on the specific requirements of each role. This approach minimizes distractions, prevents unnecessary overlap of responsibilities, and allows them to perform more efficiently in their daily work. Participants further emphasized that maintaining structured boundaries improves the quality of their interactions with both students and athletes. When responsibilities are managed systematically, they can devote greater attention to instructional activities, athlete development, and individual needs. As a result, they are able to maintain consistency, professionalism, and effectiveness across their dual responsibilities.

"Creating a structured schedule and maintaining clear boundaries allows me to perform more effectively as both a teacher and a coach."

"When responsibilities are properly organized, I can provide better support to students and athletes without feeling overwhelmed by competing demands."

1.2 Strengthening Motivation

Four (4) participants identified collegial support as a coping mechanism that positively influences their motivation and professional effectiveness. Engaging with fellow teachers and coaches provides opportunities to exchange experiences, discuss challenges, and identify practical solutions to common workplace concerns. These interactions foster a sense of connection and reassurance, particularly during periods characterized by demanding workloads. Participants also reported that support from colleagues contributes to professional growth by exposing them to alternative strategies and perspectives. Through collaboration and shared learning, they become more confident in handling responsibilities and more motivated to sustain their commitment to both academic and athletic roles. This supportive environment reinforces resilience and strengthens their ability to navigate workplace pressures.

"Regular conversations with fellow teachers and coaches help me manage challenges and remain motivated in my responsibilities."

"Learning from the experiences of colleagues improves my confidence and helps me address problems more effectively in both roles."

1.3 Enhancing Performance Well-Being Practices

Four (4) participants shared that prioritizing self-care practices, particularly adequate rest and physical activity, contributes significantly to their effectiveness as teacher-coaches. They explained that maintaining physical health and emotional balance enables them to sustain the energy required to fulfill the demands of both academic and athletic responsibilities. When personal well-being is neglected, fatigue and stress can negatively affect their performance and interactions with students and athletes. Participants further noted that practicing self-care not only benefits their own well-being but also serves as a positive example for those they mentor. Demonstrating healthy habits reinforces the importance of balance, discipline, and wellness among students and athletes. Caring for their own physical and emotional needs, they are better positioned to provide consistent guidance, support, and leadership.

"Taking care of my physical and mental well-being helps me remain effective in both teaching and coaching responsibilities."

"Maintaining healthy habits allows me to model balance and discipline while continuing to support students and athletes effectively."

Question 2. How do your coping mechanisms shape your decision-making, commitment, or boundaries when balancing academic and athletic responsibilities?

2.1 Strategic Planning Workload Management

Four (4) participants explained that careful planning plays a crucial role in shaping their decisions when managing academic and athletic responsibilities. By organizing schedules in advance and identifying priority tasks, they are able to allocate their time and energy more effectively. This approach enables them to anticipate potential conflicts between teaching and coaching obligations, allowing for better judgment when determining which responsibilities require immediate attention. Participants further emphasized that structured planning strengthens accountability and prevents excessive workload accumulation. Having a clear overview of upcoming commitments helps them make informed decisions, maintain realistic expectations, and avoid accepting responsibilities that may compromise the quality of their work. As a result, they are better able to preserve professional standards while sustaining long-term commitment to both roles.

"I carefully organize my weekly responsibilities by identifying important academic tasks and scheduling athletic activities accordingly."

"Having a clear plan helps me make better decisions, avoid unnecessary commitments, and maintain the quality of my work."

2.2 Consistency Work Habits

Four (4) participants reported that maintaining established routines significantly influences how they manage responsibilities and remain committed to their professional obligations. Familiar habits provide a dependable structure that

guides daily activities, making it easier to navigate the demands associated with teaching and coaching. These routines reduce uncertainty and help create a sense of order even during particularly demanding periods. Following predictable patterns, they are able to dedicate appropriate attention to both academic and athletic responsibilities while minimizing distractions. This consistency promotes efficiency, supports emotional balance, and enables them to remain focused despite competing demands.

"I rely on consistent daily habits, including preparation, training activities, and personal reflection, to help me stay organized."

"Maintaining routines allows me to remain committed to my responsibilities while reducing stress and improving focus."

2.3 Decision-Making in Professional Consultation

Four (4) participants emphasized that seeking guidance from colleagues positively influences their decision-making and commitment to their responsibilities. Discussions with fellow teachers and coaches provide opportunities to evaluate situations from different perspectives, identify practical solutions, and clarify priorities. These interactions contribute to more thoughtful decisions, particularly when faced with complex academic and athletic concerns. Receiving advice and feedback from trusted colleagues enhances confidence, promotes continuous learning, and strengthens their ability to manage competing responsibilities effectively. Through collaborative problem-solving, they are better equipped to maintain both professional effectiveness and personal well-being.

"Consulting colleagues who understand similar responsibilities provides valuable insights and support when making important decisions."

"The perspectives shared by fellow teachers and coaches help me avoid over commitment and manage my responsibilities more effectively."

Question 3. How has your way of coping affected your physical, emotional, or mental well-being over time?

3.1 Fostering Psychological Stability

Four (4) participants shared that maintaining organized routines has contributed positively to their physical, emotional, and mental well-being over time. Consistent practices such as preparing lessons in advance, following training schedules, and setting aside time for personal reflection have helped them adapt to the demands of their dual responsibilities. These habits create a sense of predictability that reduces feelings of uncertainty and helps them manage workplace pressures more effectively. Having an established framework for daily activities minimizes stress, promotes self-discipline, and provides opportunities for reflection despite

demanding schedules. Over time, these practices have strengthened their resilience and enabled them to maintain a healthier balance between professional obligations and personal well-being.

"Maintaining regular routines such as lesson preparation, training schedules, and personal reflection has helped me adjust to the demands of teaching and coaching."

"These habits not only improve my productivity but also help me stay emotionally balanced and resilient during challenging periods."

3.2 Sustaining Well-Being

Four (4) participants indicated that their sense of purpose has played a significant role in preserving their well-being throughout their professional journey. They explained that viewing both teaching and coaching as opportunities to influence student development helps them remain motivated despite demanding workloads and occasional setbacks. This perspective enables them to interpret challenges as meaningful responsibilities rather than burdens that diminish enthusiasm for their work. Participants also reported that maintaining a strong sense of purpose has reduced feelings of frustration and emotional exhaustion. A positive impact of their contributions, they are better able to recover from difficult experiences and sustain long-term commitment to their profession. This purpose-driven outlook has strengthened both their professional identity and overall sense of fulfillment.

"Whenever I begin to feel exhausted, I remind myself that my work contributes to the development of students both inside and outside the classroom."

"Focusing on the purpose behind my responsibilities helps me overcome challenges and maintain a strong sense of fulfillment in my profession."

3.3 Strengthening Emotional Well-Being

Four (4) participants emphasized that maintaining connections with fellow teachers and coaches has had a positive influence on their mental and emotional well-being. Engaging in discussions with colleagues who understand similar challenges provides reassurance, encouragement, and practical support. These interactions help normalize workplace difficulties and reduce feelings of isolation when facing demanding responsibilities. Participants shared that supportive professional relationships contribute to greater confidence, improved problem-solving abilities, and a stronger sense of belonging within their workplace communities. Through collaboration and shared experiences, they have developed healthier approaches to managing stress while reinforcing their commitment to both academic and athletic responsibilities.

"Regular interactions with fellow teachers and coaches have been valuable in supporting my overall well-being."

"These professional relationships have strengthened my confidence, improved my ability to solve problems, and helped me feel connected to a supportive community."

5. DISCUSSION

The findings demonstrate that sports coaches and teachers assigned to athletic responsibilities employ a combination of organizational, cognitive, and interpersonal coping mechanisms to manage the demands associated with dual professional responsibilities. In addressing the first objective, participants described establishing role boundaries, maintaining structured routines, drawing strength from personal values, and seeking support from colleagues. These coping mechanisms enabled them to manage competing academic and athletic obligations while maintaining focus and emotional stability. This finding supports the Transactional Theory of Stress and Coping, which explains that individuals respond to demanding situations through cognitive appraisal and the selection of coping responses that facilitate adaptation.

An important pattern emerging from the findings is the tendency of participants to create structure within their professional responsibilities. The use of schedules, routines, and clearly defined boundaries suggests that coping is closely linked with organization and intentional management of workload demands. Such findings are consistent with discussions on concurrent academic and athletic responsibilities, where professionals must continuously balance multiple expectations within limited time and institutional resources (Islam & Rabbi, 2024). Rather than allowing competing responsibilities to create prolonged strain, participants adopted practical approaches that promoted greater control over daily activities.

The findings further reveal that purpose-centered thinking, faith-based reflection, and collegial support contribute to emotional regulation and sustained professional commitment. Participants frequently connected teaching and coaching to student development, allowing them to interpret challenges as meaningful responsibilities rather than sources of frustration. Likewise, interactions with fellow teachers and coaches provided guidance, encouragement, and opportunities for shared learning. These findings align with observations that social support, reflective practices, and culturally grounded coping mechanisms strengthen resilience and workplace adjustment among professionals exposed to demanding occupational conditions (Salvo-Garrido et al., 2025).

Another noteworthy outcome is the interconnected nature of the coping mechanisms identified by participants. Structured planning, personal reflection, collegial support, and purpose-oriented thinking were not utilized as isolated responses. Instead, these mechanisms operated collectively and reinforced one another when participants encountered demanding situations. For instance, effective

planning reduced immediate workload pressures, while support from colleagues and personal reflection helped sustain emotional balance during periods of heightened responsibility. This pattern suggests that successful adaptation among teacher-coaches is strengthened through the combined use of multiple coping resources rather than dependence on a single strategy (Nwoko et al., 2024). Such an interpretation expands existing discussions on coping by highlighting the importance of integrating behavioral, emotional, and social approaches when managing concurrent professional obligations.

In objective 2, coping mechanisms were found to influence professional effectiveness, decision-making, motivation, and well-being. Structured planning enhanced task management, consultation with colleagues improved judgment, and self-care practices supported physical and emotional functioning. Participants also reported that consistent coping practices reduced feelings of stress and helped sustain long-term commitment to both teaching and coaching responsibilities. These outcomes correspond with discussions indicating that adaptive coping is associated with stronger professional engagement, emotional balance, and sustained occupational functioning.

The findings showed that coping mechanisms contribute to maintaining professional quality despite demanding work arrangements. Participants demonstrated an ability to preserve commitment to student learning and athletic development even when faced with overlapping expectations. This indicates that coping mechanisms function not only as responses to stress but also as resources that support consistency, accountability, and professional endurance. Finding is consistent with literature on occupational stress and burnout among dual-function professionals, where excessive demands may undermine motivation and workplace effectiveness when appropriate coping resources are absent (Conceição & Palma-Moreira, 2025). The experiences shared by participants indicate that adaptive coping may lessen the negative consequences commonly associated with prolonged workload pressures.

Findings suggest that coping mechanisms among sports coaches and teachers assigned to athletic responsibilities extend beyond stress reduction. They function as practical resources that support professional effectiveness while preserving personal well-being. Although participants demonstrated strong adaptive capacities, the findings also indicate the need for institutional initiatives that recognize the demands associated with dual professional responsibilities and provide appropriate support mechanisms for teacher-coaches. Greater organizational support, workload considerations, and professional development opportunities may further strengthen the capacity of teacher-coaches to sustain both academic and athletic responsibilities while maintaining long-term well-being and professional effectiveness.

6. CONCLUSION

Sports coaches and teachers assigned to athletic responsibilities encounter unique demands arising from the simultaneous performance of academic and athletic functions. The findings revealed that participants relied on a combination of organizational, cognitive, interpersonal, and personal coping mechanisms to navigate these responsibilities. Establishing role boundaries, maintaining structured routines, drawing strength from personal values and faith, seeking collegial support, engaging in strategic planning, and practicing self-care enabled participants to manage workplace demands while sustaining professional effectiveness and personal well-being. The findings further demonstrated that coping mechanisms extend beyond managing stress. They contribute to decision-making, commitment, motivation, emotional stability, and the maintenance of professional standards despite competing responsibilities. These experiences indicate that successful adaptation among sports coaches and teachers assigned to athletic responsibilities is strengthened through the integration of multiple coping approaches rather than reliance on a single strategy. Addressing the limited understanding of how teacher-coaches manage dual professional responsibilities within higher education institutions in the Zamboanga Peninsula, Philippines, the study provides insight into the mechanisms that support sustained professional functioning and well-being. The findings suggest the importance of institutional initiatives that recognize the demands associated with dual assignments and promote supportive workplace conditions, professional development opportunities, and well-being programs for sports coaches and teachers assigned to athletic responsibilities.

REFERENCES

- Söker N, Schamerowski J, Zech A, Steib S, Rahlf L. Long-term athlete development in schools: a systematic review and narrative synthesis. *Front Sports Act Living*. 2025 Nov 20;7:1706060. Doi: 10.3389/fspor.2025.1706060. PMID: 41357822; PMCID: PMC12675429.
- Quick, S., Baghurst, T., & Lyle, J. (2025). The Hidden Struggles of Elite Coaching: How Coaches (Don't) Balance Athlete Welfare with the Pressure to Perform. *Quest*, 1–20. <https://doi.org/10.1080/00336297.2025.2608612>
- Lazarus, Richard S., and Susan Folkman. *Stress, Appraisal and Coping*. Springer Publishing, 1984.
- Salimzadeh R, Hall NC and Saroyan A (2021) Examining Academics' Strategies for Coping With Stress and Emotions: A Review of Research. *Front. Educ.* 6:660676. Doi: 10.3389/feduc.2021.660676
- Viloria, J. M. (2023). Extinguishing the Fire: Occupational Stress-Coping Mechanisms of High School Teachers. *Journal of Interdisciplinary Perspectives*, 1(3), 24–33. <https://doi.org/10.69569/jip.2023.0023>

- Бондарчук, Olena & Balakhtar, Valentyna & Pinchuk, Nataliia & Pustovalov, Ivan & Pavlenok, Kateryna. (2024). Coping with stressfull situations using coping strategies and their impact on mental health. Multidisciplinary Reviews. 7. 2024spe034. 10.31893/multirev.2024spe034.
- Hardi, Lalu & Wiresentana, Lalu & Khusniyah, Nurul. (2025). JOB STRESS AND JOB SATISFACTION AMONG EDUCATORS IMPACT ON EDUCATIONAL INSTITUTION PERFORMANCE. Indonesian Journal of Educational Development (IJED). 5. 532-543. 10.59672/ijed.v5i4.4456.
- Abundiente, Kisha & Alindajao, Karlo & Simbajon, Rheaven & Berido, Colleen & Suarez, Christel & Gamas, J & Abo-Abo, Daniel & Sun, Trix & Acosta, Mariel. (2025). Educator-Athlete Mentorship: Experiences of Secondary School Sports Coaches in Balancing Academic and Sports Responsibilities. Sprin Journal of Arts, Humanities and Social Sciences. 4. 30-40. 10.55559/sjahss.v4i9.576.
- Jandongan, Andrea Audine & Jandongan, P. (2022). The Teacher-Coach: Understanding Byways of Ilonggo Physical Education Teachers' Myriad Roles. 10.5281/zenodo.7112102.
- Liu, Tianyue & Taresah, Sahar. (2024). Balancing Athletic and Academic Excellence: A Quantitative Study of Student-Athletes' Time Management Strategies. Journal of Ecohumanism. 3. 4004-4022. 10.62754/joe.v3i7.4520.
- Wei Z, Abdul-Ghani R, Mat N and Mat Isa R (2025) Multitasking and workplace wellbeing: the roles of job stress and job autonomy. Front. Psychol. 16:1611876. Doi: 10.3389/fpsyg.2025.1611876
- Amerol BI, Berry EB, Chavez JC. Exploring the strategies of education leaders in managing under-achieving faculty. Environment and Social Psychology 2025; 10(9): 3831 doi:10.59429/esp.v10i9.3831
- Tenorio, Florence & Babasa, Emily & Barit, John & Macam, Farisse & Zarraga, Alexis & Magbuo, Jerrylyn. (2025). Student-Athlete Satisfaction in a Philippine Higher Education: Insights for Institutional Support and Sports Development. RSF Conference Series: Business, Management and Social Sciences. 5. 555-562. 10.31098/bmss.v5i2.1076.
- Sarabipour S, Niemi NM, Burgess SJ, Smith CT, Bisson Filho AW, Ibrahim A, Clark K. The faculty-to-faculty mentorship experience: a survey on challenges and recommendations for improvements. Proc Biol Sci. 2023 Dec 20;290(2013):20230983. Doi: 10.1098/rspb.2023.0983. Epub 2023 Dec 13. PMID: 38087923; PMCID: PMC10716655.
- Tang W-G and Vandenberghe C (2021) Role Overload and Work Performance: The Role of Psychological Strain and Leader-Member Exchange. Front. Psychol. 12:691207. Doi: 10.3389/fpsyg.2021.691207
- Lopes Dos Santos M, Uftring M, Stahl CA, Lockie RG, Alvar B, Mann JB, Dawes JJ. Stress in Academic and Athletic Performance in Collegiate Athletes: A Narrative Review of Sources and Monitoring Strategies. Front Sports Act Living. 2020 May 8;2:42. Doi: 10.3389/fspor.2020.00042. PMID: 33345034; PMCID: PMC7739829.

- Orines, R. D., Dequitos, M. J. S., Leon, A. Q. D., Garganera, L. M. S., Lim, R. S. N. A., Macabato, J. T., & Ordonio, M. L. G. (2023). Work-related burnout on psychological well-being among public school teachers: Resilience as moderating factor. *European Journal of Psychology and Educational Research*, 6(3), 157-163. <https://doi.org/10.12973/ejper.6.3.157>
- Wright, S.C. (June 2020). Regarding the dual role of teaching and coaching – what Conflict? *Journal of Physical Education Research*, Volume 7, Issue II, 01-17. Received: February 13, 2020 Accepted: May 28, 2020
- Algorani EB, Gupta V. Coping Mechanisms. [Updated 2023 Apr 24]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2026 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK559031/>
- Sipondo A and Terblanche N (2024) Organisational coaching to improve workplace resilience: a scoping review and agenda for future research. *Front. Psychol.* 15:1484222. Doi: 10.3389/fpsyg.2024.1484222
- Sevilla, Gian Derick & Cañezal, Cheryl & Martin, Ann & Castro, Candice & Serrato, Mary. (2025). Assessing Teacher Well-Being and Support Needs in Philippine Private Schools: Recommendations for Community-Based Wellness Programs. *Journal of Interdisciplinary Perspectives*. 3. 504-509. 10.69569/jip.2025.626.
- Borissov, Dimitry. (2024). Resilience and Stress at Professional Work: Analysis of the Research Landscape and Public Interest. *Business Ethics and Leadership*. 8. 128-151. 10.61093/bel.8(2).128-151.2024.
- Chen B, Wang L, Li B and Liu W (2022) Work stress, mental health, and employee performance. *Front. Psychol.* 13:1006580. Doi: 10.3389/fpsyg.2022.1006580
- Ang JV, Berry EB, Chavez JV, et al. How academic leaders induce motivation and productivity among faculty through faculty development management. *Environment and Social Psychology* 2025; 10(8): 3913 doi:10.59429/esp.v10i8.3913
- Lai Lin Rachel, Y., & Joanna, B. (2026). Self-compassion in context: a reflexive thematic analysis of migrant domestic workers' experiences in Singapore. *International Journal of Qualitative Studies on Health and Well-Being*, 21(1). <https://doi.org/10.1080/17482631.2026.2617449>
- Islam, Md. Sefatul & Rabbi, Md. (2024). Exploring the Sources of Academic Stress and Adopted Coping Mechanisms among University Students. *International Journal on Studies in Education*. 6. 255-271. 10.46328/ijonse.203.
- Salvo-Garrido S, Cisternas-Salcedo P, Polanco-Levicán K. Understanding Teacher Resilience: Keys to Well-Being and Performance in Chilean Elementary Education. *Behav Sci (Basel)*. 2025 Mar 2;15(3):292. Doi: 10.3390/bs15030292. PMID: 40150187; PMCID: PMC11939180.
- Nwoko, J. C., Anderson, E., Adegboye, O. A., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2024). "SHIELDing" Our Educators: Comprehensive Coping Strategies for Teacher Occupational Well-Being. *Behavioral Sciences*, 14(10), 918. <https://doi.org/10.3390/bs14100918>

Conceição, A., & Palma-Moreira, A. (2025). The Relationship Between Occupational Stress, Burnout, and Perceived Performance: The Moderating Role of Work Regime. *Administrative Sciences*, 15(10), 377.
<https://doi.org/10.3390/admsci15100377>