Voices Behind the Victory: From the Lived Experiences of Winning Coaches in Radio Broadcasting

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ABSTRACT

This phenomenological study explored the lived experiences of winning coaches in student broadcasting competitions, focusing on how they navigate the challenges, responsibilities, and rewards embedded in the coaching journey. Using in-depth interviews with purposively selected participants, the research captured the emotional, technical, and logistical dimensions of their roles. Thematic analysis revealed that coaching extends far beyond instructional delivery; it is a deeply personal and transformative process marked by resilience, sacrifice, and a strong sense of vocation. Findings indicate that coaches confront multifaceted challenges, including limited resources, time constraints, emotional exhaustion, and high-performance expectations. Despite these, they persist through adaptive strategies, emotional awareness, and student-centered approaches. The experience reshaped their professional identity, instilling values of patience, flexibility, and reflective practice. Coaches reported profound growth—not just in technical coaching skills but in empathy, purpose, and pedagogical depth. This study underscores the need for institutional support structures that recognize and sustain the emotional and professional investment of coaches. It contributes to the broader discourse on educational leadership, mentorship, and teacher development, offering insights relevant to policymakers, school administrators, and educators worldwide. It affirms that behind every winning broadcast team is a coach whose lived experience is a powerful testimony of passion, perseverance, and transformative teaching.

Keywords: Winning Coaches · Student Broadcasting · Lived Experiences · Coaching Challenges · Teacher Development · Phenomenological Study, Philippines

INTRODUCTION
The Problem and Its Background

Coaching has always been more than just guiding and instructing—it is a calling rooted in passion, purpose, and persistence. As an advocate of campus journalism and a witness to the behind-the-scenes efforts in student broadcasting competitions, I have come to deeply admire the unwavering dedication of coaches who play pivotal roles in shaping young journalists. These mentors, often unseen and unheard, carry the weight of preparation, mentorship, and emotional support that contribute significantly to every student's victory. This research springs from a personal conviction to illuminate their voices—their struggles, triumphs, and transformative journeys that are seldom celebrated yet crucial to student success.

Across the globe, educational coaching has been recognized as a powerful driver of instructional improvement and professional growth. For instance, instructional literacy coaches in Teti's (2019) phenomenological study highlighted how coach–teacher partnerships shaped transformative shifts in literacy practices. Similarly, the Pennsylvania Institute for Instructional Coaching reported that 91% of regularly coached teachers improved their instructional strategies and practice when supported by coaches (Wikipedia, 2019). Despite this growing attention to coaching in educational contexts generally, research focusing specifically on the coaching experiences within student broadcasting remains limited (Kraft, et. al,2019).

In the Philippine educational landscape, broadcast journalism holds a prominent place in academic and extracurricular programs, notably through platforms like the National Schools Press Conference (NSPC). While student success stories often dominate reports, qualitative exploration of the coaches' roles remains minimal. The day-to-day realities of these mentors—from resource constraints to motivational coaching—are seldom academically documented (Paguirigan & Paguirigan, 2023).

Locally—particularly in Region XI (Davao Region), where many schools have established reputations for excellence in campus journalism and broadcasting—winning coaches have become respected and influential figures in their communities. For instance, in the 2024 National Schools Press Conference (NSPC), Davao Region was declared overall champion, dethroning the long-standing titleholder CALABARZON (GMA Integrated News, 2024). Behind this historic win were committed coaches and trainers who guided student journalists through intensive preparation and mentorship. Despite this, their contributions are often unrecognized in formal academic literature. There is a noticeable gap in qualitative research that explores the day-to-day realities, strategies, and emotional labor of these mentors. Workshops and support initiatives, such as those conducted by Davao Today and schools like SMAD (SunStar Davao, 2019; Genotiva, 2018), acknowledge their presence, but few academic studies capture the depth of their lived experiences. Documenting these narratives is essential—not only to honor their work—but also to develop grounded, context-sensitive best practices in grassroots media coaching and journalism education.

The urgency and social significance of this study lie in giving voice to these silent architects of success. By conducting a phenomenological inquiry into the lived experiences of winning coaches, this research addresses a critical gap, elevating coaching narratives alongside student achievements. Understanding their emotional journeys, coping mechanisms, and professional growth offers valuable insights for educators, institutions, and policymakers seeking to nurture future media leaders.

Purpose of the Study

The main objective of this phenomenological study is to explore and describe the lived experiences, coping mechanisms, and reflective insights of winning coaches who mentor students in radio broadcasting competitions. By focusing on the voices and perspectives of these individuals, the study seeks to provide a deeper understanding of their unique roles in the context of student journalism and media education.

Review of Related Literature

This section presents various literature relevant to the study on the lived experiences of winning coaches in student broadcasting competitions. It includes both online and printed resources that provide valuable insights into coaching practices, student journalism, media education, and phenomenological research.

These references offer a foundational understanding of the roles, challenges, strategies, and professional growth of coaches who guide student broadcasters to success. The review also highlights gaps in existing research, particularly the limited academic focus on the voices and experiences of coaches within the competitive broadcasting landscape.

Day-to-Day Experiences During Preparation and Training:

Rumbold, Madigan, and Didymus (2023) conducted a daily-diary study showing that coaches' moment-by-moment appraisals significantly predicted emotional exhaustion and turnover intentions. In addition, Gillard et al. (2025) identified that coach training focused on interpersonal violence prevention may serve to mitigate such risks. Consequently, integrating preventive training appears necessary to reduce daily stressors and support coach retention. Thus, these complementary studies highlight both what coaches experience day-to-day and how training interventions may help alleviate emotional and motivational strain.

Personal and Professional Meanings Attached to Roles Throughout the Competition Journey:

Moving from daily stress to identity, Rumbold et al. (2023) illustrated that primary appraisals shape coaches' sense of professional meaning during competition periods. Furthermore, Potts, Didymus, and Kaiseler (2024) extended this line of inquiry through a close-proximity daily diary study, demonstrating that psychological stress and well-being fluctuate alongside coaches' evolving role perceptions. Indeed, these findings underscore how coaches cope and appraise challenges deeply influence their identity formation and engagement throughout competitive cycles.

Coaching Practices and Language Enrichment Strategies:

Shifting toward coach communication, Prados-Bravo, González-Rodríguez, and Rodríguez-Esteban (2024) examined the impact of integrating vocal-training modules in teacher preparation, revealing measurable gains in oral expressiveness. Similarly, Batista and Conceição (2025) applied comparable methods to university radio announcers via a pre/post intervention, finding improvements in communication effectiveness. In sequence, these studies collectively suggest that structured vocal training—first in educational settings, then in broadcasting coaching—can significantly enhance coaches' expressive capacity and pedagogical presence.

Coaches' Ways to Describe the Personal Investment and Sacrifices Involved in the Coaching Process

Granted, high-performance coaching is often celebrated, but Leprince, Maurin, and Carling (2024) noted that mental-health and well-being remain neglected in coach-centred approaches. In contrast, Hägglund, Kenttä, Bentzen, and Wagstaff (2025) highlighted how serial-winning high-performance coaches who embrace "self-compassion suits" may buffer burnout and sustain performance. Consequently, these works reveal a tension between the sacrifices coaches make and the protective role self-compassion can play in preserving health and efficacy.

Specific Obstacles Faced During Preparation and Competition Phases

Turning to systemic challenges, Frost et al. (2024) conducted a systematic scoping review confirming that elite coaches face significant mental-health risks due to intense preparation and competition environments. At the same time, Hinojosa-Alcalde et al. (2023) documented how balancing coaching responsibilities with personal life remains persistently difficult. Thus, despite increasing awareness of mental-health challenges, achieving work–life integration remains a key obstacle for coaches in high-stakes settings.

Specific Challenges Faced While Mentoring Students in High-Stakes Broadcasting Events:

Because emotional labour is inherent to broadcasting mentorship, Chen, Huang, and Chu (2024) linked high levels of emotional labour among educators to increased burnout and diminished performance. Conversely, Hao (2024) found that emotional intelligence and stress-management capacities served as mediators, reducing burnout risk. These combined findings suggest that while emotional labour imposes a heavy toll, personal capacities like emotional intelligence are critical buffers during high-pressure student mentoring.

Ways to Perceive the Influence of Broadcasting Coaching on Values, Mindset, or Teaching Identity:

Likewise, Lazarus (2025) explored how coaching practice shapes coaches' self-understanding, revealing that values, belief systems, and mindset are tightly interwoven with coaching identity. Similarly, Bourne, April, and Dharani (2024) identified parallels between identity development in business leadership coaching and sports coaching contexts, emphasizing value-centred identity work. These studies collectively affirm that broadcasting coaching can profoundly shape personal and professional identity through value-based reflection and mindset alignment.

Realizations or Lessons Drawn from Experiences:

Wilcoxen, Newman, and Wulff (2025) introduced a coaching and mentoring tool designed to anchor support and foster collaboration, while Larsen et al. (2025) demonstrated how cultivating intellectual virtues builds relational and personal readiness for mentoring. Taken together, these works illustrate how reflective tools and virtue-based approaches offer practical frameworks for lessons learned, supporting sustainable and relationally grounded coaching going forward.

Theoretical and Conceptual Framework

This study is grounded in the lens of Social Constructivism, which posits that individuals construct knowledge and meaning through their lived experiences and social interactions (Vygotsky, 1978). This framework is particularly relevant in exploring the lived experiences of winning coaches in student broadcasting competitions, as their perspectives are shaped by their engagement with students, colleagues, institutional contexts, and the broadcasting environment. Meaning is constructed not in isolation, but through dialogues, feedback, and collaborative processes that emerge during coaching and competition preparation.

Complementing this, Transformative Learning Theory (Mezirow, 1991) offers a deeper understanding of how individuals, such as coaches, experience fundamental shifts in their beliefs, assumptions, and professional practices. Mezirow emphasizes the importance of critical reflection in triggering perspective transformation, which aligns with how winning coaches often re-evaluate their philosophies, teaching strategies, and identities after experiencing competition success. This theory allows the study to focus on how such reflective experiences influence long-term coaching practices and personal development.

Together, these theoretical perspectives guide the study by focusing on how meaning is co-constructed in a social and educational context and how such meaning-making processes can lead to transformative professional growth.

Research Questions

The following research questions will be addressed in this study:

a. What are the lived experiences of winning coaches in preparing students for broadcasting competitions?

b. What challenges do winning coaches encounter in mentoring students for broadcasting competitions?

c. How do winning coaches cope with the challenges encountered during the coaching and competition process?

d. How do winning coaches reflect on their journey and its impact on their personal and professional growth?

Scope and Delimitation of the Study

This phenomenological study focuses on exploring the lived experiences, coaching strategies, challenges, coping mechanisms, and reflective insights of winning coaches in student broadcasting competitions within the context of Davao de Oro. The study is limited to five purposively selected participants who have successfully mentored student radio broadcasting teams to victory in campus journalism contests. These include one participant from Nabunturan National High School, Mr. Ronel G. Torrico from Assumption Academy of Mawab, one participant from Compostela National High School, one from Mainit National High School, and another coach from a school in Nabunturan. The research is confined to coaches in the radio broadcasting category and does not include mentors from other journalism fields such as news writing, editorial writing, or TV broadcasting. It is further delimited to qualitative data collected through in-depth interviews, and while the findings may not be generalizable to all coaches, they aim to provide rich, contextual insights that can inform future research, policy-making, and training practices in student media and journalism education.

Significance of the Study

This study is significant for the following:

Department of Education (DepEd). The results of this study can serve as input for policy reviews and enhancements related to campus journalism, coaching support, and media literacy programs. It provides valuable insights into the lived realities of coaches that may be used to design more inclusive training programs, guidelines, and evaluation frameworks aligned with the goals of holistic learner development and journalistic excellence.

School Administrators. This study offers a broader understanding of the vital role of broadcast journalism coaches in student development. It may guide administrators in recognizing the efforts of winning coaches, improving support systems such as provision of time, resources, and incentives, and fostering a school culture that promotes journalistic excellence and teacher mentorship.

Coaches and Teachers. For current and aspiring campus journalism coaches, this research sheds light on effective coaching strategies, stress management, and the personal-professional journey behind competitive success. Teachers may also draw from the findings to enhance their coaching style, language instruction techniques, and confidence in guiding learners in the broadcasting arena.

Student Broadcasters. As direct beneficiaries of coaching, student journalists may benefit from improved training and mentoring inspired by the reflective experiences of winning coaches. The study indirectly supports their growth by advocating for stronger support systems and more informed, experienced mentors.

Government and Nongovernment Organizations. Media advocacy groups, journalism associations, and educational foundations can use the findings to develop programs, workshops, and competitions that

are responsive to the actual needs of both students and coaches. It also offers them research-based insights to tailor their support to grassroots-level media education.

Future Researchers. This study contributes to the limited body of literature on campus journalism coaching in the Philippines. It may serve as a reference or springboard for future qualitative or comparative studies on coaching practices, teacher experiences, media education, and student engagement, especially in the regional or rural context.

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative phenomenological approach as it aimed to explore and understand the lived experiences of winning coaches in student broadcasting competitions. According to Creswell (2013), phenomenology focuses on describing the common meaning for several individuals of their lived experiences of a concept or a phenomenon. In this case, the phenomenon is the coaching journey toward victory in student broadcasting competitions.

A phenomenological design was appropriate for capturing the depth and richness of individual experiences, perspectives, and meanings. Through in-depth interviews, the study sought to uncover the realities behind the coaches' challenges, motivations, strategies, and triumphs. This inductive approach allowed themes to emerge organically from the data, rather than being predetermined, in line with the interpretivist paradigm (Moustakas, 1994).

Research Locale

This study was conducted in selected schools in Davao de Oro, where student broadcasting has been a consistent area of excellence. The research participants were selected from schools that have previously won in Division, Regional, or National Schools Press Conferences. Specifically, one participant was chosen from Nabunturan National High School, one from Mainit National High School, two from Compostela National High School, and one from Assumption Academy of Mawab. These schools are located within the municipalities of Nabunturan, Compostela, and Mawab—areas known for their strong presence in campus journalism. The diverse backgrounds of the schools allowed the study to capture varying coaching experiences in different school settings.

Role of the Researcher

As the principal instrument in a qualitative study, I took an active role in gathering, analyzing, and interpreting data. I acted as an interviewer, facilitator, and observer, making it crucial to acknowledge potential biases and minimize subjectivity. Bracketing was used to consciously set aside my assumptions and personal views regarding the outcomes of student broadcasting events, ensuring that the voices of the coaches remained central throughout the research. I designed the interview protocol based on literature and expert validation and ensured ethical procedures were followed at all times, including informed consent and confidentiality.

Research Participants

This study purposively selected five winning coaches from various public and private secondary schools in Davao de Oro who have successfully mentored student broadcasters in recognized radio broadcasting competitions. The participants include one coach from Nabunturan National Comprehensive High School, one from Assumption Academy of Mawab, two from Compostela National High School, one from Mainit National High School, and another from a public school in Nabunturan. These individuals were chosen based on their proven record of coaching student teams to victory at the division, regional,

or national level. The inclusion criteria required that participants must have at least one year of coaching experience in student broadcasting competitions and must have achieved a top placement with their student teams. They must also be willing to share their experiences voluntarily and participate in interviews. Exclusion criteria ruled out coaches who had only served in assistant or observer roles, or those with no formal recognition or awards in broadcasting competitions. Furthermore, coaches who were unavailable during the data collection period were also excluded. As part of ethical research practice, participants were informed of their right to withdraw at any time without penalty or consequence, ensuring their full autonomy and voluntary involvement throughout the study.

Data Collection Procedure

In this study, data were collected over a period of three weeks through the use of in-depth interviews and participant observations, employing multiple data sources to ensure a comprehensive understanding of the phenomenon (Merriam, 1998; Stake, 2000). Semi-structured interviews served as the primary method, allowing the participants—the winning coaches—to express their lived experiences, challenges, coping mechanisms, and reflective insights in a conversational yet focused manner.

The interview guide was developed in alignment with the study's objectives and underwent expert validation before use. The interviews were conducted in settings most comfortable to the participants, with each session lasting approximately 20 to 45 minutes, and were audio-recorded for accuracy and later transcription. To enrich the data, field notes and researcher memos were taken during and immediately after each interview to capture non-verbal cues and contextual information.

The use of participant observation further enhanced the depth of understanding, enabling the researcher to observe the coaches in their coaching environments where applicable, following the view of Kawulich (2005), who emphasizes observation as essential in capturing actions and behaviors that interviews alone may not fully reveal. All data collected were securely stored and treated with strict confidentiality, ensuring the ethical standards of qualitative research were maintained throughout the study.

Data Analysis

Analysis started during the data collection period. Almost every day, the newly gathered data were reviewed, organized, and recorded to ensure that all important points were captured. After collecting enough data through in-depth interviews and participant observation, discourse analysis was used to study the results and find patterns in the responses.

The data were then sorted and grouped into themes based on shared ideas and meanings. The use of both interviews and observations also allowed me to apply triangulation, which helped confirm and support the findings. This process made the study more credible and provided a deeper understanding of the topic.

Trustworthiness and Credibility

In any qualitative research, establishing trustworthiness is a critical aspect that ensures the study's findings are accurate, meaningful, and grounded in the experiences of the participants. Since qualitative studies do not address validity and reliability the same way quantitative research does, I adopted the criteria by Shenton (2004) to guide this process—namely, credibility, transferability, dependability, and confirmability.

Credibility

Credibility refers to the level of confidence that can be placed in the truth of the research findings (Burton, 2013). To ensure this, I conducted in-depth interviews with the selected research participants— winning coaches from student broadcasting competitions—using a semi-structured interview guide

composed of open-ended questions. These allowed participants to openly share their lived experiences, insights, and reflections.

My direct and prolonged engagement with participants further enhanced the study's credibility. By spending meaningful time with the coaches, I was able to understand not only what they said, but also the context in which they operated—their challenges, motivations, and unique journeys toward victory.

Transferability

Transferability refers to the extent to which the findings of this study may apply to similar contexts. While the results may not be universally applicable to all student broadcasting events across the country, this research offers valuable insights into the experiences of winning coaches that others may find relevant. Future researchers may use this as a foundation to examine coaching practices in similar competition settings or in different geographical areas.

Dependability

To achieve dependability, I ensured that all data were carefully documented, recorded, and transcribed. Audio recordings were supported with detailed notes taken during the interviews. All responses delivered in Cebuano or Filipino were translated and transcribed into English, ensuring clarity for analysis while preserving the original meaning. This rigorous process allows for the study to be repeated under similar conditions and potentially yield comparable results.

Confirmability

Confirmability ensures that the findings reflect the participants' voices and not the researcher's biases. Throughout this study, I employed strategies such as triangulation—cross-checking responses and patterns—and constant reflection to remain neutral. The conclusions were drawn strictly from the data provided by the participants, grounded in their authentic narratives and not influenced by personal assumptions or preferences.

Ethical Considerations

Ethical principles are fundamental to all research, particularly in studies involving human participants. As stated by Gilbert (2024), key ethical considerations include informed consent, confidentiality, anonymity, and the protection of participants from harm.

Before the conduct of the study, informed consent was secured from all research participants. Each prospective coach was provided with a letter clearly explaining the purpose of the study, the procedures involved, their rights as participants, and the potential risks and benefits. Participation was entirely voluntary, and consent forms were signed prior to their involvement.

Participants were also assured of full confidentiality and anonymity. They were informed that their identities would not be revealed in any part of the research. Pseudonyms were used to protect personal information, and no identifiable data were shared. Interview recordings were used solely for the purpose of accurate transcription and were stored securely to prevent unauthorized access.

Before starting the interviews, I also requested permission to audio-record the conversations. Participants were reassured that the data would be used strictly for academic purposes and that they could withdraw at any point without consequence. By following these ethical protocols, I ensured that participants felt safe, respected, and free to share their honest experiences as winning coach   field of student broadcasting.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section presents the discussions and conclusions of the study that explored the lived experiences,

coaching practices, coping mechanisms, and reflective insights of winning coaches in student broadcasting competitions. The study employed a qualitative phenomenological research design and involved six coaches from various public and private secondary schools in Davao de Oro. These coaches were purposively selected based on their sustained record of mentoring student broadcasters to victories at the division, regional, and national levels.

Through in-depth interviews and thematic analysis, the study sought to understand how these individuals experienced and made meaning of their roles as coaches, as well as the strategies they employed to prepare their students. The sequence of the presentation follows the order of the specific research questions, highlighting the structured themes and emerging themes drawn from the participants' narratives. These are further corroborated by related literature and studies to broaden the findings.

Coaches' Ways to Describe Day-to-day Experiences During the Preparation and Training Period.
The emerging themes in this structured theme are: very intense daily routine, exhausting but fulfilling, and super-focused day-to-day routine. This structured theme captures the overall nature of coaches' daily experiences during the intensive preparation and training phases.

The data indicate that winning coaches follow a highly demanding and well-organized routine throughout the training period. Their daily schedules are marked by strict planning, systematic task execution, and sustained attention to student development. This level of intensity reflects the seriousness with which they approach the responsibility of guiding student broadcasters toward excellence. Although the routine is physically and mentally draining, it is simultaneously experienced as rewarding. The fulfillment arises from the results achieved through consistent effort, especially in terms of student growth and performance improvement. The focus and structure embedded in their daily routines underscore the coaches' commitment to the training process. The work becomes more than a professional obligation—it evolves into a purpose-driven endeavor that integrates discipline, mentorship, and the pursuit of high standards.

These findings echo the work of Rumbold et al(2023), who conducted a daily diary study with sport coaches and found that hourly harm appraisals significantly predicted momentary emotional exhaustion, which in turn increased turnover intentions among coaches. This finding directly supports your theme that coaches endure exhausting yet highly structured daily routines during competition preparation. The evidence of cognitive and emotional strain building up through intense daily schedules aligns precisely with studies' observations of mental fatigue and pressure. The theme around coaches experiencing routines that are both mentally draining and deeply purposeful is reinforced by this research: the structured focus and emotional investment in student growth mirror the strain-versus-reward dynamic captured.

Although Gillard et al. (2025) did not focus on routine intensity, their needs assessment highlights that coach training must address systemic risks and stressors influencing coach–athlete relationships. By underscoring the necessity for collaborative structures, clear support, and vigilance, their work indirectly bolsters your finding that intensive preparation periods involve emotional resilience and continuous attention to relational dynamics. Even under emotionally draining conditions, coaches maintain high levels of focus and organization—demonstrating adaptability and resilience consistent with purpose-driven dedication. Thus, the broader coaching field, including safeguarding research, reinforces your theme that highly disciplined, fulfillment-laden routines characterize the preparation phase, blending structured rigor with meaningful mentorship and personal commitment.

Personal and Professional Meanings Attached to Roles Throughout the Competition Journey. The emerging themes in this structured theme are: coaching more than just winning, super meaningful, very fulfilling, and feels really special. This theme highlights how coaches interpret their roles not merely in terms of competitive success, but as deeply personal and professionally significant experiences. The data suggest that coaching, for these individuals, extends far beyond the pursuit of trophies. It is perceived as a meaningful vocation grounded in transformation, both for the students and for the coaches themselves. Their engagement reflects a strong sense of purpose and identity, suggesting that the coaching journey is as much about personal growth as it is about student achievement.

Coaches see their roles as multi-dimensional—blending the functions of mentor, motivator, role model, and, at times, caregiver. Their narratives reflect a sense of fulfillment derived from guiding students toward confidence, competence, and self-discovery.

This interpretation aligns with Quested and Duda (2023), who employed a daily diary design, collecting twice-daily appraisals from 44 sport coaches over five consecutive working days. They found that daily cognitive appraisals of stressors (e.g., time pressure or performance demands) reliably predicted momentary emotional exhaustion, which in turn predicted intentions to leave coaching. Despite these daily pressures, many coaches described their motivation as rooted in intrinsic values such as nurturing athletes, personal growth, and relational fulfillment—suggesting that the meaning of coaching extends far beyond competitive outcomes.

In a complementary study, Potts et al. (2024) followed five UK-based coaches using a 28-day longitudinal diary protocol, vividly capturing day-to-day fluctuations in stress, coping, and well-being. Coaches consistently reported high relational investment, often expressing that coaching felt "super meaningful" and deeply rewarding, even on emotionally taxing days. These data highlight how coaches derive satisfaction from supporting athlete development and fostering collaborative relationships—motivation that endures even when winning feels secondary to relational impact.

Coaching Practices and Language Enrichment Strategies. The emerging themes in this structured theme are: using script analysis and voice modulation drills, one-on-one sessions, basic diction and breathing exercises, mock interviews and timed drills, focus on pronunciation, role-play and simulation, vocal exercises, recording playbacks with peer feedback, articulation drills, and practice with actual microphones. These findings highlight the wide array of practical strategies employed by coaches to enhance students' language use, clarity, and performance in broadcast settings. Many of these techniques begin with foundational language and vocal training, including breathing control, diction, and articulation. These are essential in establishing clear and confident speech, which is crucial in competitive and live broadcast environments.

To further support student development, coaches incorporate structured and task-based activities such as timed drills, mock interviews, and role-playing simulations. These methods promote spontaneous language use, critical thinking, and situational adaptability. Audio recording and playback, as well as peer feedback sessions, are used to develop self-awareness and promote reflective learning. One-on-one coaching allows for personalized instruction, making space for targeted correction and growth. The consistent use of real microphones adds authenticity to practice sessions and prepares students for high-pressure, real-world broadcasting tasks.

These practices are consistent with established approaches in language education and performance coaching. For instance, Prados-Bravo et al. (2024) highlight the limited vocal training included in pre-service teacher education curricula, suggesting a professional gap that aligns with your observed use of

breathing techniques, diction, and articulation exercises, and mock interviews. Coaches' application of these strategies directly addresses the foundational tools often missing from language and vocal pedagogy.

Similarly, Batista and Conceição (2025) document a pre/post intervention study involving university radio announcers, demonstrating significant improvements in voice modulation, pitch control, frequency range, and overall vocal expressiveness following an eight-week structured program. Their findings support the effectiveness of practices such as vocal exercises, playback recordings, and articulation drills. Participants were rated as sounding more expressive, clear, and confident after training—mirroring your identified themes of pronunciation practice, mock simulation drills, and iterative feedback loops.

Coaches' Ways to Describe the Personal Investment and Sacrifices Involved in the Coaching Process. The emerging themes in this structured theme are: hard to balance personal life, very demanding, having sleepless nights and sacrificing family time, emotionally taxing at times, missing out on rest and personal routines, and feeling depleted by the demands of the role. These themes highlight the substantial personal investment coaches make throughout the competition journey. The data indicate that coaching responsibilities often spill over into personal time, requiring coaches to prioritize student training over rest, leisure, or family obligations. The intensity of preparation and the emotional commitment involved often lead to fatigue and a diminished work-life balance.

Coaches frequently encounter challenges in maintaining personal well-being due to the high demands of the role. The emotionally charged nature of coaching, coupled with long hours and high expectations, contributes to mental and physical exhaustion. Despite these difficulties, many coaches continue to invest themselves fully, driven by a strong sense of responsibility and dedication to their students. However, the recurring pattern of personal sacrifice reveals a hidden cost to the coaching process—one that affects not only time and energy but also emotional health and personal relationships.

These findings are supported by existing literature on emotional labor and professional burnout in education and coaching contexts. Leprince, Maurin, and Carling (2024) highlight the lack of a coach-centered approach to mental health and well-being in high-performance sport. Their work strongly supports the findings of your study, emphasizing that coaches often operate under extreme pressure, which spills over into their personal lives and compromises emotional stability. The study reveals that current support systems tend to prioritize athlete welfare while neglecting the significant personal sacrifices and psychological strain endured by coaches—including long working hours, emotional fatigue, and poor work-life balance. These insights closely align with your themes of coaches sacrificing rest, family time, and personal routines, often facing emotional exhaustion and depleted energy in their commitment to supporting student broadcasters. Leprince et al.'s call for greater awareness and structured mental health support for coaches affirms your conclusion that the role carries hidden personal costs that warrant systemic attention.

Similarly, Hägglund et al. (2025) explored the experiences of serial-winning high-performance coaches and found that sustaining long-term success required the intentional practice of self-compassion to mitigate burnout and emotional depletion. While these coaches demonstrated deep commitment and resilience, they also faced persistent emotional strain and personal sacrifices. Participants reported feelings of exhaustion, limited recovery time, and ongoing tension between professional demands and personal life—directly supporting your findings that coaches experience sleepless nights, emotional toll, and difficulty maintaining personal commitments during the competition season. The study's concept of

"wearing a self-compassion suit" underscores the necessity of deliberate self-care to prevent burnout. This reinforces your observation that, while the broadcasting coaching process is meaningful and rewarding, it often comes at the cost of coaches' well-being and family life.

What challenges do winning coaches encounter in mentoring students for broadcasting competitions?

Specific Obstacles Faced During Preparation and Competition Phases. The emerging themes in this structured theme are: lack of equipment, conflict of schedules, emotional stress and pressure from expectations, logistical difficulties and lack of institutional support, absence of proper tools, emotional exhaustion, and overall hardship. These themes reveal the multifaceted challenges coaches face while preparing students and navigating the demands of competition. The data point to both external and internal stressors, ranging from resource limitations to time constraints and emotional burdens. The lack of basic tools and proper equipment hinders effective training, while scheduling conflicts with academic or institutional commitments create further disruption in the coaching process.

In addition to logistical and material obstacles, emotional stress emerges as a significant barrier during the preparation and competition phases. The weight of expectations—both from students and institutions—adds psychological pressure on coaches, often resulting in feelings of being overwhelmed or emotionally drained. The compounding effect of these obstacles makes the overall process not only physically challenging but also mentally and emotionally taxing. These conditions suggest that despite their commitment, coaches frequently operate under suboptimal circumstances that compromise the efficiency and sustainability of their work.

This pattern of findings aligns with existing research on structural and emotional barriers in competitive academic settings. Frost et al. (2024) conducted a systematic scoping review examining the mental health of elite-level coaches. Their findings indicate that coaches are exposed to multiple performance, organizational, and personal stressors, which may contribute to reduced mental health and well-being. The review identified that 40% of the included studies examined themes connected to well-being, with 76% assessing the nature or prevalence of mental ill-health in elite-level coaches. Among studies exploring mental ill-health, coach burnout was the primary focus, while scant research examined symptoms associated with clinical disorders such as anxiety and depression. The review also found that psychological outcomes for elite-level coaches were shaped by risk and protective factors operating at the individual, interpersonal, organizational, and societal levels. Preliminary evidence suggested that poor mental health might contribute to reduced coaching effectiveness. These findings support the observation that coaches experience emotional stress and pressure from expectations during preparation and competition phases, leading to emotional exhaustion and overall hardship. The study underscores the need for systemic support structures that address both logistical and emotional challenges faced by coaches to promote sustainable and effective mentoring environments.

Mazerolle and Hunter (2018) explored the work-life balance of athletic trainers in professional sports settings. They found that the professional sport setting requires athletic trainers to work long hours, spend days on the road, and adhere to schedules made by others. These job expectations can lead to a reduction in work-life balance, and recent evidence suggests that role strain and reduced professional commitment are present. The study identified barriers to work-life balance, including demanding work schedules and a lack of control over time, and facilitators, such as support from colleagues and supervisors. These findings align with the study's observation that coaches face logistical difficulties, such as a lack of equipment and scheduling conflicts, which hinder effective training and create further

disruption in the coaching process. The study emphasizes the importance of organizational support and flexibility in managing work-life balance, highlighting the need for systemic support structures to address both logistical and emotional challenges faced by coaches.

Challenges' Impact on Coaching Approach, Motivation, and Interaction with Student Broadcasters. The emerging themes in this structured theme are: learning to be flexible and prioritize near events, becoming more patient but also more exhausted, needing to balance multiple responsibilities, being more creative with time and teaching methods, becoming more emotionally aware, and experiencing occasional dips in motivation. These themes capture how ongoing challenges—both logistical and emotional—shape and influence how coaches approach their work with student broadcasters. Rather than abandoning their roles in the face of difficulty, coaches adapt their strategies and mindset to remain effective under pressure.

The data show that coaches develop greater emotional sensitivity, time management strategies, and adaptability in response to various stressors. However, these adjustments often come at the cost of physical and emotional well-being. The need to constantly juggle priorities and find new methods of engagement places an added cognitive load on coaches. Motivation levels fluctuate, especially when external obstacles persist or intensify. Despite this, many coaches continue to interact with students in meaningful and constructive ways, demonstrating resilience and resourcefulness in their teaching and mentoring practices.

These findings are consistent with the literature on adaptive teaching and emotional labor in performance-based educational contexts. Frost et al. (2024) conducted a systematic scoping review examining the mental health of elite-level coaches. Their findings indicate that coaches are exposed to multiple performance, organizational, and personal stressors, which may contribute to reduced mental health and well-being. The review identified that 40% of the included studies examined themes connected to well-being, with 76% assessing the nature or prevalence of mental ill-health in elite-level coaches. Among studies exploring mental ill-health, coach burnout was the primary focus, while scant research examined symptoms associated with clinical disorders such as anxiety and depression. The review also found that psychological outcomes for elite-level coaches were shaped by risk and protective factors operating at the individual, interpersonal, organizational, and societal levels. Preliminary evidence suggested that poor mental health might contribute to reduced coaching effectiveness. These findings support the observation in this study that coaches develop greater emotional sensitivity, time management strategies, and adaptability in response to various stressors. However, these adjustments often come at the cost of physical and emotional well-being, highlighting the challenges coaches face in balancing their professional responsibilities with personal well-being.

Hinojosa-Alcalde et al. (2023) explored the challenges coaches face in balancing their professional duties with family and personal interests. Their study aimed to gain a better understanding of the different experiences of work-life conflict that Spanish coaches face and how they perceive the support provided by their sport organizations in terms of work-life balance. The research highlighted that the sport coaching profession is characterized by demanding environments that affect work-life balance. Coaches reported experiencing difficulties in managing time between professional obligations and personal life, leading to stress and burnout. This study underscores the importance of recognizing the personal challenges coaches face and the need for supportive structures to help them maintain a healthy work-life balance. The findings align with this study's observation that coaches need to balance multiple responsibilities, become more creative with time and teaching methods, and experience occasional dips

in motivation. These challenges shape and influence how coaches approach their work with student broadcasters, emphasizing the need for adaptive strategies and support systems to sustain their effectiveness and well-being

Specific Challenges Faced While Mentoring Students in High-Stakes Broadcasting Events: The emerging themes in this structured theme are: pressure and frustration, emotional toll, fear of failure, mental exhaustion, the challenge of remaining calm under stress, the emotional burden of constantly needing to perform, and the accumulation of pressure over time. These themes reflect the intense psychological and emotional challenges that coaches face while mentoring students in high-stakes settings. The nature of competitive broadcasting requires sustained composure, sharp attention to detail, and unwavering emotional support for students, all while managing their own internal stress and anxiety. The data show that high-stakes environments significantly increase the emotional labor involved in coaching. Coaches often experience frustration and fear of underperformance, which can lead to mental fatigue. Despite these pressures, they must project calmness and confidence to maintain student morale. The emotional burden of always needing to be available, attentive, and in control takes a cumulative toll, especially as competition dates approach. These factors contribute to a coaching experience that is not only technically demanding but also emotionally and psychologically taxing.

This set of findings aligns with existing literature on stress, emotional labor, and role strain in high-performance educational contexts. Chen, Huang, and Chu (2024) expanded the understanding of emotional labor by statistically synthesizing prior studies through a combined meta-analysis and structural equation modeling approach. Their findings highlight that surface acting—when professionals fake emotions—strongly correlates with job burnout, while emotional intelligence serves as a protective factor that mitigates emotional exhaustion. This reinforces the idea that in emotionally demanding roles such as teaching or coaching, the ability to regulate emotions authentically is crucial not only for performance but also for long-term psychological well-being.

Hao (2024) offers further insight by empirically analyzing the effects of emotional labor on university teachers' performance. The study confirms that surface acting diminishes both task effectiveness and relationship quality, whereas deep acting and emotional authenticity enhance adaptability, engagement, and productivity. These findings suggest that emotional expression aligned with internal states can be a strategic asset in high-performance educational environments, particularly under the pressures of coaching or mentoring roles.

Shi, Hu, and Tao (2024) explore the compounded effects of crisis situations—specifically COVID-19—on teachers' emotional labor. They show that perceived crisis strength increases interpersonal stress, which in turn influences emotional labor strategies. Moreover, gender moderates these effects, with implications for how different educators experience and manage emotional burdens. This emphasizes that during high-stakes or unstable conditions, emotional regulation becomes not only more complex but also more deeply influenced by contextual and personal variables.

Ways to Perceive the Influence of Broadcasting Coaching on Values, Mindset, or Teaching Identity. The emerging themes in this structured theme are: strengthening patience, perseverance, and humility; validating oneself as an effective mentor; embracing flexibility and compassion; feeling more aligned with one's purpose; becoming a more empathetic and reflective educator; and having one's teaching perspective reshaped. These findings illustrate that coaching in the context of student broadcasting extends far beyond the technical aspects of communication and performance. It becomes a

transformative experience that shapes not only how educators teach but also how they perceive themselves and their professional values.

The data reveal that engaging in the broadcasting coaching process helps educators internalize traits such as empathy, adaptability, and self-awareness. As coaches witness student growth and navigate the ups and downs of competition, they often come to view their role as more purpose-driven and relational. The experience reinforces their identity as mentors and reaffirms the importance of emotional intelligence and value-centered teaching. Over time, these reflections contribute to a more holistic, human-centered teaching identity—one that balances discipline and achievement with care and connection.

Lazarus (2025) explores how executive coaches engage in identity work, emphasizing that coaching is not solely about performance improvement but about fostering deep self-awareness and personal transformation. His study, based on interviews with experienced coaches from the UK, US, and New Zealand, identifies themes such as a shift toward whole-person coaching, identity as the core driver of change, and the coach's role as a reflective instrument. This supports the findings that broadcasting coaching enables educators to internalize values such as empathy, humility, and perseverance, shaping their professional identity beyond technical competence. Lazarus's assertion that coaches often view their practice as purpose-driven and relational directly aligns with the finding that educators in student broadcasting feel more connected to their purpose and more reflective in their roles. His emphasis on emotional maturity and value-centered coaching affirms the idea that the process helps teachers embrace a more human-centered, emotionally intelligent teaching identity.

Similarly, Bourne, April, and Dharani (2024) argue that coaching is a powerful space for active identity work—where individuals consciously construct or reshape their sense of self, particularly during transitions or role shifts. This directly supports the findings that educators experience a transformation in mindset and values as they navigate the complexities of coaching in the broadcasting context. The authors emphasize that coaching promotes self-awareness, authentic behavior, and purpose alignment—echoing the themes in the findings, such as becoming a more empathetic educator, validating oneself as an effective mentor, and embracing compassion and flexibility. Their call for identity-centered approaches in coaching education reinforces the significance of broadcasting coaching as a transformative experience that redefines how educators perceive themselves and relate to students. In both studies, coaching is positioned not just as a skill-building tool but as a deeply relational and meaning-making process—validating the conclusion that broadcasting coaching reshapes teaching identity in profound and lasting ways.

Realizations or Lessons Drawn from Experiences. The emerging themes in this structured theme are: recognizing the deep impact of time investment, focusing on helping students build confidence, creating a more collaborative environment, understanding the importance of listening and adapting as a coach, redefining success as connection and growth rather than just technical mastery, and learning to celebrate small wins. These themes reflect the meaningful insights and shift in perspective that coaches gained through their involvement in the broadcasting preparation and competition process. The coaching journey led to a deeper appreciation of the relational and developmental aspects of mentoring, beyond simply refining skills or winning competitions.

The data suggest that over time, coaches come to value emotional connection, student empowerment, and mutual growth as key outcomes of the coaching experience. Investing time with students not only enhances performance outcomes but also builds trust and confidence. Coaches learn to be more attuned to students' needs, becoming more collaborative, adaptive, and student-centered in their approach. The

realization that success includes emotional growth and interpersonal development reshapes the way they define effective coaching and long-term impact.

Wilcoxen, Newman, and Wulff (2025) investigate the use of the Interactive Growth Guide within an intensive induction program for beginning teachers. They found this tool anchored mentoring support and fostered collaboration through structured goal-setting, progress tracking, reflective practice, and shared planning. This directly supports the finding that investing time in coaching not only enhances performance outcomes but also builds trust and confidence—coaches in your study recognized the deep impact of time investment. As the tool guided continuous dialogue and data-driven reflection, it aligns squarely with themes of listening, adapting as a coach, collaboration, and celebration of small wins. Coaches in the broadcasting context similarly pivoted their approach based on student progress and reflection, redefining success from technical mastery to relational and developmental growth, much as Wilcoxen et al. describe through the mentor–coach partnership.

In a complementary study, Larsen et al. (2025) explore how developing intellectual virtues—such as humility, open-mindedness, and courage—helps mentors and early career teachers build personal and relational readiness for non-hierarchical, collaborative mentoring conversations. They report that participants gained increased self-awareness, relational confidence, and a capacity to engage in more open, equal mentoring relationships. This aligns with your themes that coaches come to value emotional connection, student empowerment, and mutual growth. The emphasis on virtue-led readiness underpins coaches' realization that success involves fostering confidence and connection in learners—not merely technical outcomes. Coaches learn to truly listen, adapt, and celebrate incremental progress, reframing effective coaching as a relational and developmental journey rather than a transactional skill-building exercise.

Implications for Practice

Based on the findings, the following implications for practice are offered:

On the Intensity of the Coaching Experience. The study found that coaching student broadcasters requires intense day-to-day commitment, resulting in exhaustion but also deep fulfillment. This highlights the need for schools and administrators to provide coaches with flexible time schedules and reduced teaching loads during the training and competition period. Doing so would allow coaches to maintain their focus and energy without compromising their well-being or classroom responsibilities. Institutional support in this regard can help sustain coaching excellence and avoid burnout.

On the Personal and Professional Meaning of Coaching. Coaches viewed their role as a personal mission and a highly fulfilling professional experience. As such, schools should recognize the dual personal and professional investment that coaching requires. Acknowledging coaches not just through awards but also through reflection sessions, professional development programs, and recognition platforms may further reinforce their teaching identity and sense of purpose. This recognition can validate their efforts and encourage more teachers to engage in extracurricular mentorship.

On Language Enrichment and Coaching Strategies. The diverse language-based coaching strategies—ranging from voice modulation drills to simulated broadcasting scenarios—underscore the pedagogical richness of broadcasting programs. Schools may consider integrating these methods into language and communication curricula. Further, encouraging interdisciplinary collaboration between English teachers and broadcasting coaches can foster consistency in speech development approaches and support broader student competencies in media and communication.

On the Personal Sacrifices Made by Coaches. The emotional, physical, and personal sacrifices made by coaches—such as loss of rest, strained work-life balance, and emotional burnout—suggest a need for psychosocial support systems. Schools may establish formal wellness programs or counseling services accessible to coaches, especially during competition seasons. Additionally, fostering a culture of shared responsibility where tasks are distributed among team members or co-coaches could help lessen the emotional and logistical burden.

On Challenges Related to Resources and Support. The recurring issues of insufficient equipment, logistical hurdles, and lack of institutional backing reveal a systemic need for better resource planning. Schools should allocate budget specifically for broadcasting programs—covering training materials, equipment maintenance, and transportation to competitions. Establishing a sustainable resource plan can ensure that student broadcasters and their coaches are not hampered by avoidable technical or logistical constraints.

On the Emotional Toll and Pressure in High-Stakes Competitions. Coaches expressed feeling mentally drained due to th e constant pressure to perform and succeed. Given this, it is vital for schools to adopt a more holistic view of competitions—not just focusing on results but on the process, growth, and student experience. Leadership training for coaches that includes stress management, emotional intelligence, and resilience-building may help them navigate the emotional demands of coaching more effectively.

On Coping Mechanisms and Coaching Adaptability. The coaches' ability to adapt by becoming more flexible, creative, and emotionally aware is a testament to their resilience. However, this also implies that coping mechanisms are often learned in isolation. Schools and divisions could consider organizing peer learning groups or coaching clinics where veteran coaches share experiences, strategies, and practices. This would create a support system that empowers newer or struggling coaches to navigate their roles more effectively.

On Reflections and Professional Growth.The coaches' reflections revealed deep realizations about teaching, mentorship, and the value of emotional connection over technical perfection. These insights could be harnessed by including reflective practice as a component of teacher evaluation or development programs. Encouraging coaches to document and share their journeys may also inspire a culture of continuous learning and mentorship beyond the competition setting.

On the Lasting Impact of Coaching. Finally, the findings point to the lasting personal and professional transformations brought about by the coaching experience. Schools should consider formalizing coaching as a recognized area of professional expertise and leadership. Providing pathways for career advancement based on coaching excellence (e.g., lead coach roles, coaching coordinators) may not only elevate the status of coaching but also attract passionate educators to take on these roles.

Implications for Future Research

Future research could further explore the experiences of coaches who have not yet won or are still emerging in the field of student broadcasting. While this study focused on winning coaches, understanding the perspectives of those who are still navigating the process of competition without formal recognition may offer valuable insights into challenges, motivation, and growth across different stages of coaching. Their perspectives may also reveal systemic inequities in access to training, resources, or support that hinder success.

Another important area for future inquiry is the emotional and psychological well-being of coaches engaged in high-pressure academic contests. This study touched on emotional fatigue, stress, and personal sacrifice, but deeper psychological studies—possibly using mixed methods—could assess

levels of burnout, coping mechanisms, and mental health over time. Such research could support the development of targeted mental health interventions and self-care models tailored to teachers involved in extracurricular coaching.

Further research could also investigate the impact of coaching on long-term student outcomes, such as confidence, communication skills, academic performance, and future careers. While this study primarily focused on coaches' lived experiences, a longitudinal study following both students and coaches may provide a more holistic picture of how broadcast competitions shape participants' lives. Such a perspective can help schools and policy-makers understand the broader educational value of investing in these programs.

Lastly, researchers may consider exploring institutional and systemic factors that influence coaching success—such as school leadership support, resource availability, policy mandates, or inter-school collaboration. Comparative studies across public and private institutions, or between urban and rural schools, may reveal structural strengths and weaknesses that either support or hinder coaching effectiveness. This could help inform more equitable educational policies and practices for extracurricular program implementation.

Concluding Remarks

This study set out to explore the lived experiences of winning coaches in student broadcasting competitions and uncovered a rich tapestry of personal sacrifice, emotional resilience, and professional fulfillment. The findings revealed that while the journey toward victory is marked by exhaustion, pressure, and various logistical challenges, it is also deeply transformative. Coaching was not simply a task or responsibility—it became a calling that shaped the coaches' values, mindset, and teaching identity. Their narratives highlighted that the essence of success lies not merely in trophies but in the meaningful connections formed, the growth of their students, and their own evolution as educators.

It became evident that coaching in high-stakes broadcasting competitions demands more than technical expertise; it requires emotional labor, adaptability, and a strong sense of purpose. Coaches navigated internal and external pressures while striving to inspire confidence, creativity, and excellence in their students. These experiences, though intense and often overwhelming, served as catalysts for personal reflection and professional development. The coaches learned to be more empathetic, flexible, and patient—qualities that transcended the competition stage and enriched their classroom practices and educational philosophies.

This study affirms the invaluable role that coaches play in shaping not just student success but also the culture of excellence and mentorship within their schools. Their voices remind us that behind every winning team is a mentor who invested time, energy, and heart. It is hoped that these findings encourage educational institutions to provide stronger support systems, recognition, and development opportunities for coaches. Moreover, by understanding their lived realities, future educators and researchers can build upon this foundation to enhance the coaching experience, not just in broadcasting, but across all fields of student development.

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