

Coaching Creativity Beyond Constraints: Expectancy of Success and Value Beliefs of Physical Education Teacher-Coaches

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ABSTRACT

Coaching creativity of Physical Education (PE) teachers is low. I explored the coaching creativity shaped by expectancy and value beliefs amid limited resources. Descriptive qualitative research design, purposive sampling, in-depth interviews, and thematic analysis were the methods I used. Listening to the perceptions of five secondary Physical Education teacher-coaches, I was informed that strong expectancy beliefs and values beliefs promote coaching creativities. PE teacher-coaches' reflective practice and peer support, school-based mentorship and professional learning initiatives are proposed towards optimal outcome in coaching creativity. Expectancy-value interactions using correlation, mediation and longitudinal studies in resource-limited contexts is also proposed.

Keywords: Coaching creativity beyond constraints, expectancy of success, value beliefs, physical education teacher-coaches

INTRODUCTION

In this chapter, I presented the problem and its setting, significance of my study, research questions, theoretical framework, conceptual paradigm, and my assumptions.

The Problem and Its Scope

Coaching creativity among Physical Education (PE) teacher-coaches has been increasingly identified as low and difficult to sustain within contemporary school and sport settings. Recent international literature describes coaching creativity as limited in everyday PE practice, where creative and flexible coaching approaches remain inconsistently embedded across instructional and training contexts (Zhou & Qi, 2023; Antonini Philippe et al., 2023). Across educational and coaching environments, coaching creativity is frequently portrayed as an area of concern, reflecting ongoing challenges in maintaining innovative, reflective, and engaging coaching practices among PE teacher-coaches (Kennedy & O'Brien, 2024).

The problem of low coaching creativity is evident across multiple national contexts. In China, studies reported that PE teachers demonstrate generally low levels of creative coaching practices when creativity is not intentionally supported within their professional routines (Zhou & Qi, 2023). Similarly, in Japan, research on teacher-coaches highlighted difficulty in sustaining creative and adaptive coaching approaches within structured and demanding school environments (Mizushima et al., 2025). In European contexts such as the United Kingdom and Belgium, PE teacher-coaches likewise reported challenges in consistently integrating creative, reflective, and student-centered coaching practices into school-based programs, reinforcing the view that low coaching creativity remains a shared international concern (Parker et al., 2022; Antonini Philippe et al., 2023).

Within the Philippine context, recent studies indicated that coaching creativity among PE teacher-coaches remains similarly constrained and limited in routine practice. Research on Philippine PE educators describes persistent difficulty in sustaining innovative and creative coaching approaches within public school settings, where teaching and coaching practices often remain conventional and minimally adaptive (Limbo-Rivera, 2023). Contemporary Philippine scholarship further reflects that PE teacher-coaches continue to encounter challenges in embedding creative coaching practices as a regular feature of instructional delivery, positioning low coaching creativity as an ongoing concern in local Physical Education contexts (Carandang et al., 2026).

The persistence of low coaching creativity among PE teacher-coaches has notable consequences for Physical Education practice and learner development. International research associates limited coaching creativity with reduced learner engagement, restricted opportunities for adaptive skill development, and weakened athlete-centered learning experiences within PE and school-based sports programs (Antonini Philippe et al., 2023; Kennedy & O'Brien, 2024). Furthermore, low coaching creativity is linked to diminished coaching effectiveness and lower professional fulfillment among teacher-coaches, raising concerns about the long-term quality and sustainability of Physical Education and school sports initiatives (Parker et al., 2022; Mizushima et al., 2025). It is for this reason that I conducted this study.

Significance of the Study

This study aligns with the United Nations' Sustainable Development Goals, particularly SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 8 (Decent Work and Economic Growth), by addressing the concern of low coaching creativity among Physical Education teacher-coaches. By describing how limited facilities constrain PE teachers' coaching effectiveness and creative practices, the study highlights how coaches nonetheless sustain student participation and holistic development despite resource limitations. For Holy Cross of Davao College, the findings may provide context-specific insights that may inform the strengthening of Physical Education programs, guide institutional support for teacher-coaches, and reinforce the school's mission of holistic formation through sports and wellness. Moreover, the results may assist school leaders and policymakers in enhancing support structures for creative and effective physical education within Philippine school communities.

Research Question

In this study, I explored the coaching creativity shaped by expectancy and value beliefs amid limited resources. Specifically, I sought answers to the following questions:

1. *What are the expectations of success among coaches that shape their creativity to coach amid limited resources?*
2. *What are the values they place on their task that shape their creativity to coach amid limited resources?*

Theoretical Framework

This study is guided by the Expectancy-Value Theory (EVT) by Eccles and Wigfield (2000), which explains that an individual's motivation is determined by their expectations of success (expectancy beliefs) and the importance or value they place on a task (value beliefs). Motivation is strongest when a person perceives a task as both meaningful and attainable, even when faced with challenges.

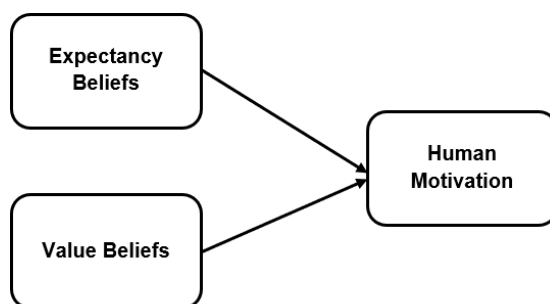


Figure 1. Conceptual Paradigm

Assumptions

In conducting this study, I assumed, based on Expectancy–Value Theory, that the coaching creativity of PE teachers is influenced by their expectancy beliefs and value beliefs. I assumed that when PE teachers believe they can successfully perform their coaching roles and consider coaching meaningful and important, they are more likely to remain motivated and effective. I also assumed that these motivational beliefs help sustain coaching effectiveness despite challenges such as limited facilities and resources, as teachers who perceive coaching as both attainable and valuable continue to engage, adapt, and commit to student development.

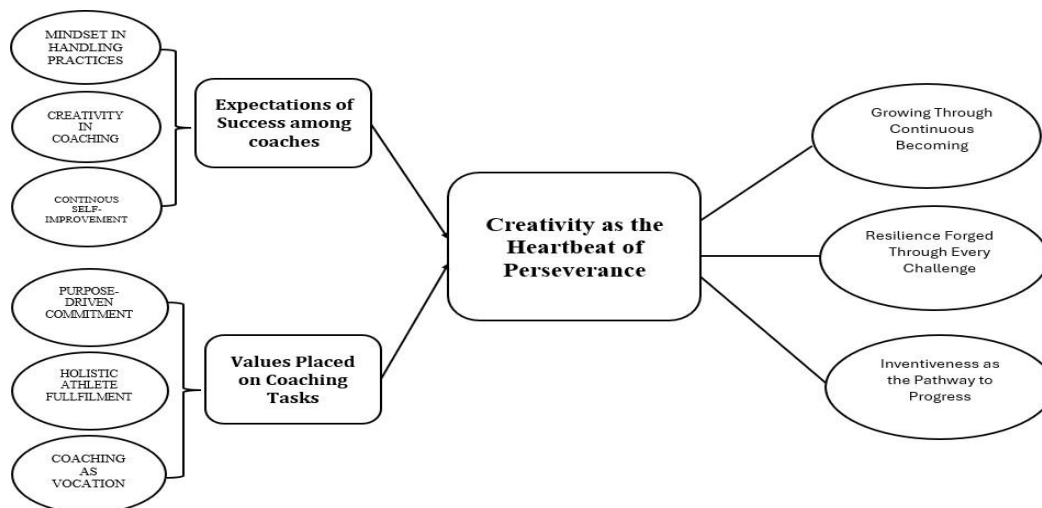
Methodology

This study employed a descriptive qualitative research design to describe the coaching effectiveness and motivation of Physical Education (PE) teacher-coaches working in schools with limited sports facilities. This design was appropriate because it provided a clear and detailed understanding of participants' experiences within their actual coaching contexts (Sandelowski, 2000). The study was conducted in a public junior high school in Davao City, Davao del Sur, chosen because of its active sports program, diverse student population, and presence of several teacher-coaches handling student-athletes despite limited resources. Five (5) PE teacher-coaches from public secondary schools served as participants in the study. They were selected through purposive sampling based on the following criteria: licensed teachers, actively coaching student-athletes, and having at least two to three years of coaching experience. Creswell and Poeth (2018) emphasized that purposive sampling is suitable in qualitative research because it allows the selection of participants who can provide rich and meaningful information relevant to the study.

To gather the data, I employed in-depth interviews using open-ended questions that allowed participants to freely share their experiences and perspectives regarding coaching in resource-constrained environments. This technique enabled me to ask follow-up questions and explore participants' responses in greater depth, which strengthened the richness of the data gathered (Dursun, 2023; Elliott et al., 2023). The collected data were analyzed using thematic analysis following the six phases of Braun and Clarke (2006), including familiarization with the data, coding, theme development, review, and interpretation. To ensure trustworthiness, the study followed Guba's (1981) criteria of credibility, dependability, confirmability, and transferability. Ethical standards were also observed in accordance with Republic Act No. 10532 and the Holy Cross of Davao College's Society for Moral Integration and Legal Ethics (HCDC-SMILE) guidelines. Participants' voluntary participation, confidentiality, and informed consent were strictly upheld throughout the study.

RESULTS

In this section, I reflected on my conversations with the participants, gently exploring how Physical Education teachers' expectancy and value beliefs shape their creativity amid limited facilities, as captured in the emerging theme: Creativity as the Heartbeat of Perseverance.

MODIFIED PARADIGM**Expectations of Success Among Coaches Shaping Coaching Creativity amid Limited Resources**

To describe how PE teacher-coaches expectations of success influence their creativity while working within constrained facilities, I conversed with participants regarding their experiences. One of my participants said that it is a matter of mind setting to keep their creativity to continue coaching. Specifically, my participant said:

...but despite of this limited... amidst of this limited facilities ahh... still it is a matter of mind setting ahh... the coach should be more ahmm... creative enough, innovative enough to find means and ways for us to continue with our practice. (IDI-P1-Pg1)

In a similar vein, one participant described staying motivated by focusing on what could still be controlled, even in a public-school setting with limited facilities. The participant articulated:

To stay motivated by focusing on the things that I can control. Knowing that we are in the public school, especially it's tennis noh.... So... I guess walang tennis court na public school dito sa davao. So.... yeah my effort, (IDI-P2-Pg2)

In continuing the conversation, another participant shared a personal insight of how improvisation and finding alternative practice spaces helped strengthen motivation. The participant shared:

So, most of the time, I have to improvise. But what really shaped my motivation was when I started holding our actual practices outside the school. I rent a tennis court in the nearest sports center just so my students can experience the real feel of the sport. (IDI-P5-Pg6)

Similarly, one participant openly described how actively searching for available resources and attending enhancement trainings helped them cope with perceived limitations and remain effective in their coaching role. The participant said:

In coaching so, one is I am embracing the different ah... trainings that is being offered physically and online so may it be webinar or face to face I usually join the...the seminars of which through that seminars we are able to upgrade our knowledge in coaching and mahimong effective sa mga athletes sad. (IDI-P1-Pg8)

Moving forward, one of the participants emphasized the importance of self-directed learning in overcoming perceived shortcomings, saying:

I would still consult the internet. Mangita Jud kog resources dito. Plus, nag-a-apil pud ko ug enhancement training, refresher course ana. Naga apil jud ko ana... ug maminaw jud ko ug insakto kay para may fill-in na akong kakulangan. Kaya ako palang daan kulang na how much more kaya akong ihatag na input. (IDI-P3-Pg9)

(I would still consult the internet. I really look for resources there. Plus, I also join enhancement trainings and refresher courses. I really take part in those and make sure to listen carefully so I can fill in what I'm lacking. Because if I myself already lack something, how much more could I give as input.) (IDI-P3-Pg9)

Over time, these experiences change how teacher-coaches view obstacles not as limits, but as starting points for growth.

Those challenges and set challenges encountered ahh... due to lack of resources does not affect my... my... my willingness to coach in my chosen sports. In fact, I use this as my motivation to make it more driven in my sports chosen, in the chosen sport I made, now when it comes to how this influence. (IDI-P1-Pg11)

As the conversation went on, one participant described coaching as an evolving process that requires openness to change, continuous learning, and creative problem-solving:

Coaching is a lifelong process, so therefore, we have to embrace a lot of changes, a lot of ahhh... updated ahh... strategies for me to develop it. I have to read a lot; you have to browse a lot using the different videos. also, ahhmm... part of that activity, being creative, being resourceful, ahhmm... utilizing whatever available materials. (IDI-P1-Pg17)

Going back to my conversations with the participants, I became deeply aware of the shared patterns that surfaced across their narratives. What I mostly heard was a common belief that success in coaching begins with mindset choosing to remain positive, creative, and focused on what can still be controlled despite limited facilities. As they spoke, I noticed there were brief pauses, slight changes in tone, and moments when they would smile softly and nod. And at times, they would lean forward or speak more firmly, revealing a deeper resolve when describing how challenges pushed them to grow rather than give up. Listening to them, I felt a strong sense of admiration and encouragement, as their voices carried pride rather than resentment. I also noticed a shared shift in how they gave meaning to limitations, as these were no longer spoken of as obstacles but as starting points for innovation, resilience, and personal development. Beyond their words, their tone, facial expressions, and manner of responding conveyed that their expectations of success were deeply internal, continuously fueling their motivation, adaptability, and sustained coaching effectiveness even in the absence of adequate resources.

Values Placed on Task Shaping Coaching Creativity Amid Limited Resources

To describe the values teacher-coaches place on their tasks that shape their creativity amid limited facilities, I conversed with my participants regarding their coaching experiences. As the conversation unfolded, one participant spoke at length about the values that guided his approach to coaching and sustain their motivation that influence to their coaching creativity. He said:

For me, it reveals the value of being resilient, being understanding, considerate, ba... but of course being tough. Uhhm.... You should implement the value of being trustworthy and being reliable to your athletes. In that, it will radiate also. (IDI-P1-Pg21)

In sharing personal experiences, one participant described how the values they attach to teaching give purpose to their coaching and help them remain motivated and effective despite existing limitations. The participant shared:

As Physical Education teacher-coach has taught me value dedication, creativity and purpose in my work. Hmmm... Even with limited facilities the meaning I placed in

helping students grow keeps me motivated and committed delivering quality teaching. (IDI-P2-Pg22)

In continuing the conversation, one participant emphasized consistency as an essential value that drives ongoing learning and improvement, saying:

Okay, value of consistency, ana... I wouldn't stop at a certain point kay kana na-achieve na akong goal. Stop na ko diha. Dili ko, ana. Maningkamot jud ko nga madugagan akong skill, akong knowledge regarding ani para makahatag pud kog input. (IDI-P3-Pg23)

(Okay, the value of consistency, I wouldn't stop at a certain point just because I've already achieved my goal and say, "I'll stop here." That's not how I am. I really make an effort to continuously improve my skills and my knowledge in this area so that I can also provide meaningful input.) (IDI-P3-Pg23)

As the conversation going on, the perspective became clear in one participant's reflection on coaching beyond physical conditions:

As a physical teacher-coach have shown me how deeply I value my work specially in teaching in a setting with limited facilities, every time I step into uneven space or used improvised equipment, I am reminded that my purpose goes beyond perfect surroundings. I am there to help athletes ahhmmmm... discover ang kanilang confidence, disiplina and enjoyment in physical activity. (IDI-P4-Pg24)

(Being a Physical Education teacher-coach has shown me how deeply I value my work, especially teaching in a setting with limited facilities. Every time I step into an uneven space or use improvised equipment, I am reminded that my purpose goes beyond having perfect surroundings. I am there to help athletes discover their confidence, discipline, and enjoyment in physical activity.) (IDI-P4-Pg24)

In sharing what truly sustains motivation, one participant described how meaningful moments with students outweigh the lack of proper facilities:

The pure joy of watching student-athletes grow on worn-out fields and with makeshift equipment. Keeps me motivated by focusing on the bigger impact rather than the facilities. Ang... ang tinoud na reward comes from moments when students remember my talks about healthy living years later, uhhmmm... helping me push past frustrations with a purpose no fancy gym could give. (IDI-P5-Pg25)

Similarly, one of the participants described values they put on them through fulfillment:

Fulfillment.. when I see them growing not only physically, but a holistic... but I can see the holistic growth in them. Seeing them become not only an athlete, a good athlete, but a matured athlete as well. Seeing them that they develop self-discipline and self-direction. (IDI-P1-Pg26)

One participant reflected that through years of guiding learners, personal determination and commitment to one's goals emerged as equally vital as physical facilities in sustaining effective coaching. The participant shared:

Ahhmm...I think along the way sa pagdala na ako sa Kuan, pagdala na ako sa Taekwondo, nakita naman ako nga, dili lang yun ka ang facilities ang kailangan. Naa pud dinha imong determination na isip isa ka tao to fulfill your own goal. (IDI-P3-Pg27)

(Ahmmm... I think that along the way, as I started handling Taekwondo, I realized that facilities alone are not what truly matter. What is also important is your determination as a person to fulfill your own goals.) (IDI-P3-Pg27)

Consistent with this view, one participant described fulfillment as emerging from learners' growth and confidence rather than from complete resources, saying:

ahhmmm... my experience as a PE teacher-coach have taught me that fulfillment not depend on having complete resource but makita ang growth and ang bata na naga enjoy on what they are doing. Even the equipment is small or the practice area is small I find meaning whenever I saw my athlete's gaining confidence and improvement, or maka discover silage ilang sport. (IDI-P4-Pg28)

(Ahhmmm... my experience as a PE teacher-coach has taught me that fulfillment does not depend on having complete resources, but on seeing students grow and enjoy what they are doing. Even when the equipment is limited or the practice area is small, I find meaning whenever I see my athlete's gaining confidence, showing improvement, or discovering their passion for the sport.) (IDI-P4-Pg28)

One participant reflected on the fulfillment derived from witnessing student-athletes achieve excellence both in sport and academics, emphasizing the balance, growth, and pride experienced through their success and recognition. The participants expressed:

Recognizing their impact as a coach, recognizing the student's development, seeing them on the top, having their golds, I've witnessed them ahmm... very happy in receiving their merits award in their... in their award not only as an athlete but a student athlete, which means that it is a balance. (IDI-P1-Pg29)

As our conversation with the participant continue, the participant shared that success and fulfillment emerged from athletes' progress, teamwork, and life achievements despite constrained training environments.

Makita nako akong mga athletes succeed in life or in succeed despite our limited facilities. Ahhmmm isa sa mga meaningful na experience is seeing a group of athletes improved their teamwork and gain understanding after weeks of practicing bisan gamay ang space and abog-abog. (IDI-P4-Pg32)

(I can see my athletes succeed in life and succeed despite our limited facilities. Ahhmmm... one of the most meaningful experiences for me is seeing a group of athletes improve their teamwork and gain better understanding after weeks of practice, even when the space is small and dusty.) (IDI-P4-Pg32)

As the story went on, one participant shared moments where coaching truly mattered, seeing athletes succeed through hard work and teamwork despite limited resources. The participant recalled:

uuhmm... Coaching in a public school in the Philippines with limited facilities, Ay... I witness na the ang tinood na impact of my work through moments like my athletes winning regional tournaments with hard work and teamwork developed on cracked courts and shared equipment, outpacing better-funded teams and earning cheers that reflect our "no excuses" mindset. (IDI-P5-Pg33)

Similarly, one participant spoke deeply about how witnessing student-athletes dream big and strive to succeed reaffirmed coaching as a calling, one sustained by heart and purpose despite limited support and infrastructure. The participant shared:

Just seeing a desired athlete, just seeing merely A student athlete desire to be on top, desire to reach their drea... dreams. That makes me, that there is a need for me to

continue my vocation, not just a profession, but a vocation to embrace those athletes who have a big dream, that despite of the limited support and infrastructure, the big heart of the coach remains. (IDI-P1-Pg34)

As the reflection continued, one participant shared how moments of frustration became reminders of purpose, reinforcing commitment to coaching as something sustained by dedication even on the hardest days. The participant specifically shared:

So, whenever I feel frustrated by limited support or infrastructure, I remind myself why I choose this profession and for small achievable ways to continue improving my coaching. ahh... committed means that you do things even if when you don't like or feel like doing it. (IDI-P2-Pg35)

Drawing from the shared narratives of the participants, I became deeply aware of the shared values that consistently surfaced in their narratives and how these values sustained their motivation to coach despite limited facilities. What I repeatedly heard were expressions of resilience, dedication, consistency, and a strong sense of purpose that guided how they approached their coaching roles. As they spoke about teaching in uneven spaces and using improvised equipment, I could see brief pauses, softened expressions, and moments when they would slightly smile, as if acknowledging experiences that were both challenging and meaningful to them. At certain points, their facial expressions became more focused and their gaze steadier when they talked about fulfillment drawn from athletes' growth, confidence, discipline, and teamwork, suggesting how personally important these outcomes were. Listening to them, I felt a growing sense of admiration and quiet encouragement, as their faces and voices reflected pride and contentment rather than frustration over what was lacking. I also noticed a shared way of making meaning from these limitations, which they no longer expressed as shortcomings but as contexts that affirmed their purpose and commitment. Beyond their words, what was visible in their expressions and manner of responding conveyed to me that coaching, for them, was not simply a profession but a vocation sustained by heart, values, and a deep sense of responsibility to their athletes, even in the face of enduring constraints.

What surprised me was that participants' sharing did not stop at their expectations of success and beliefs about coaching; many of them went further by articulating how these beliefs naturally translated into creativity in practice. Their strong mindset that effective coaching was still possibly became the heartbeat of their perseverance, driving them to innovate rather than withdraw when faced with limitations.

Creativity as the Heartbeat of Perseverance

To describe how creativity sustains teacher-coaches' perseverance amid limited facilities, I engaged participants in conversations about how they adapt their coaching practices under constrained conditions. As part of this journey marked by resilience forged through every challenge, one participant described continuing to coach effectively by adapting drills and working creatively with limited resources:

When I step onto a cracked court or a small shared space, I focus on what I can do: planning, teaching, and bringing energy to the team. I... I break drills into simple steps, change activities to fit the space, and use whatever equipment we have or can make. Kanang.... Naga prove sad that good coaching comes from being creative and clear, not from having fancy gyms. (IDI-P5-Pg11)

As the dialogue unfolded, participants shared experiences that revealed creativity as the heartbeat of their perseverance shaping how they innovate, remain committed, and continue meaningful coaching despite material limitations. One of them said:

Uhhh... Overtime I learn to expect that quality learning is still happen even without complete facilities. I... I focused on modified activities... fundamental skills and uhhh team work which helps athletes still engaged and motivated. Despite limitations... kanang kuan... they continue to... to motivate me to innovate ... adapt and create positive learning experiences no matter the... no matter what the circumstances is and by that makatabang ko sailing training. (IDI-P4-Pg5)

As I listened further, one participant shared how continued struggles became sources of creativity and resilience, strengthened by encouragement from fellow coaches and students. The participant noted:

Kaning mga struggles ahhmm... have become a sign of creativity and resilience. Uuhmm... Encouragement gikan sa other coaches sharing advice and from the students keeps me motivated, ug prove that commitment to their growth is stronger than any lack of facilities. (IDI-P5-Pg15)

Similarly, one participant described staying motivated by creating and modifying drills, drawing from past experiences, and making use of available spaces to sustain teamwork and engagement. The participant expressed:

Ahhh first of all, in terms of strategies to overcome obstacles, I stay motivated by developing creative strategies. Such as modifying drills, I create my own drills based on ahhh learnings that I had before as a student-athletes or as a performer. By using community spaces and encouraging teamwork. (IDI-P2-Pg18)

Similarly, one participant described adapting drills, modifying activities, and improvising materials with support from a co-coach despite limited facilities. The participant shared:

I asked the help with my co... co-coach to use the gym as a practice area but each time... I... I adapted a drill... modified experiences or improvise materials. (IDI-P4-Pg10)

From there, the participant explained how every setback encouraged creative adjustment, prompting them to look for alternative venues and refocus on skill-based and team-building activities. The participant expressed:

Each setbacks put me to think more creatively and mag adjust sa approach when hindi available ang gym I looked for other gym or venue para saaming training. Uhhmm... I shifted to... to skill focused drills and I conducted... team conditioning team building or strategies sessions instead of weaking my motivation these challenges strengthen me by reminding that effective teaching is not defined what I have but how I respond. (IDI-P4-Pg14)

Building on this, another participant shared how creativity helped sustain motivation despite limited facilities, saying:

I stay motivated by developing creative strategies. Such as modifying drills, I create my own drills based on ahhh learnings that I had before as a student-athletes or as a performer. By using community spaces and encouraging teamwork. (IDI-P2-Pg18)

ahhmm... part of that activity, being creative, being resourceful, ahhmm... utilizing whatever available materials (IDI-P1-Pg17)

Similarly, one participant highlighted persistently seeking resources, preparing backup plans, and designing activities that could be easily modified based on available conditions. The participant noted:

Aside from the fact nga dili jud ko muundang mangita ug resources na makatabang saakoa bisan man lang tan awon nko ang mga video clips sa YouTube.... back up plans and to create activities that could be easily modified based on unsay available. (IDI-P4-Pg20)

Along similar lines, one participant shared adapting activities for small spaces and collaborating with others to access or share materials. The participant stated:

I modify activities for small spaces by organizing rotating stations or bodyweight exercises so every athlete stays active despite overcrowding. Partnering with other coaches to share equipment or asking the community for leftover materials. (IDI-P5-Pg20)

Looking back on the participants' responses, I became aware of a recurring pattern in how creativity shaped both their perseverance and motivation to coach amid limited facilities. As they shared their stories, what I observed was not discouragement but a visible sense of resolve, reflected in their composed facial expressions and attentive posture. When they spoke about modifying drills, improvising materials, seeking learning opportunities, and collaborating with others, I noticed thoughtful pauses, slight nods, and moments when their expressions became more assured, suggesting confidence in their ability to adapt. At certain points, brief smiles and steadier eye contact emerged as they recalled small successes and progress, revealing quiet pride in how they responded to constraints. Listening to them, I felt encouraged by how these visible cues, together with their narratives, conveyed renewed energy and belief in their capacity to continue despite limitations. I also noticed that encouragement from athletes, fellow coaches, and meaningful moments of improvement seemed to reinforce their commitment, evident in the way they spoke more deliberately. Taken together, what was visible in their faces and actions affirmed that creativity was not merely a strategy but the heartbeat of their perseverance sustaining their motivation, commitment, and coaching effectiveness even in the presence of persistent limitations in facilities and resources.

Summary of Findings

In my findings, it showed that teacher-coaches remained creative despite limited facilities because of strong expectations of success, creativity, continuous self-improvement, and a deep sense of purpose that sustained their coaching effectiveness amid resource constraints.

Teacher-coaches believed that success was still attainable through mindset in handling practices, creativity in coaching, and continuous self-improvement. This belief shaped their creativity as coaches. The values teacher-coaches placed on their task are: Purpose-Driven Commitment, Holistic Athlete Fulfillment and Coaching as Vocation. These values shaped their coaching creativities.

The offshoots of expectation of success and values on coaching are: Growing Through Continuous Becoming, Resilience Forged Through Every Challenge and Inventiveness as the Pathway to Progress. These convictions pushed coaches to modify drills, improvise materials, use alternative spaces, seek collaboration, and continuously learn.

DISCUSSIONS

My finding of this study is discussed in this chapter and I also presented the implications and future directions.

Expectations of Success among coaches

Based on the finding of this study, it was revealed that PE teacher-coaches sustained their creativity by believing that success was still attainable through mindset in handling practices, creativity in coaching, and continuous self-improvement. By focusing on factors within their control such as effort, innovation, and ongoing learning they were able to remain motivated and deliver effective coaching even in resource-limited environments.

My study strongly supports Shang et al. (2023) who emphasized that expectations of success serve as a central source of motivation that fuels creativity in teaching and coaching, particularly in contexts characterized by limited resources. Similarly, Garnet al. (2024) highlighted that the expectancy and task-value beliefs of PE teachers function as protective mechanisms against constraints, as perceived limitations have less negative influence when teachers possess strong belief in their own capabilities. My finding collaborates to the claims that PE teacher-coaches are able to sustain creativity in coaching by maintaining strong expectations of success, even in resource-limited environments.

However, my finding opposed the study of Kim and Cruz (2024), emphasizing that institutional and leadership support may have a stronger influence on PE teachers' motivation and effectiveness than personal expectancy beliefs alone.

Values Placed on Coaching Tasks

As the researcher, these finding led me to realize that the values coaches placed on their tasks are Purpose-Driven Commitment, Holistic Athlete Fulfillment and Coaching as Vocation. These values shaped their coaching creativities. This highlights the role of deeply held task values in sustaining coaching motivation and commitment.

Recent studies support this finding by showing that task values and sense of purpose play a critical role in sustaining Physical Education teachers' motivation in challenging contexts. Zhang (2021) and Abós et al. (2019) emphasized that when teachers attach strong meaning and personal importance to their roles, they demonstrate higher motivation, commitment, and resilience despite external constraints. Similarly, Wei (2025) found that teachers who value student growth and hold positive teaching beliefs exhibit more effective and motivated practices, reinforcing the present study's finding that deeply held values can sustain coaching effectiveness even in resource-limited environments. Collectively, these finding suggest that when PE teacher-coaches attach strong meaning and value to their roles, their sense of purpose and task value enables them to sustain creativity even within resource-limited environments.

In contrast to the findings of this study, Franco et al. (2023) reported that high work pressures and demanding contextual conditions can diminish PE teachers' motivation, even when they place value on their professional roles. However, the present study reveals that the values articulated by the coaches namely purpose-driven commitment, holistic athlete fulfillment, and coaching as vocation served as internal anchors that sustained and shaped their creativity in coaching. These deeply held values enabled the participants to remain creative and committed despite challenges, suggesting that personal meaning and purpose can counteract contextual pressures that other studies have identified as demotivating.

Creativity as the Heartbeat of Perseverance

As the researcher, these findings led me to realize that creativity is a key source of perseverance for PE teacher-coaches, especially in the face of limited facilities and resources. When ideal conditions are unavailable, coaches sustain their commitment by adapting, improvising, and continuously improving their practices. Seeing students' progress through modified activities and shared effort reinforces their resilience and strengthens their resolve, showing that effective coaching is less about perfect conditions and more about creatively responding to challenges in meaningful ways.

Recent studies support this finding by emphasizing that creativity and adaptability are essential for sustaining motivation and perseverance among Physical Education teachers working in resource-constrained contexts. Shang et al. (2023) highlighted that adaptive engagement and innovative instructional practices help teachers remain committed despite contextual limitations. Similarly, Garn et al. (2024) found that continuous learning and reflective practice enable teachers to adjust effectively and maintain motivation over time. These studies align with the present findings by demonstrating that creativity functions as a core mechanism through which teacher-coaches transform constraints into opportunities for growth and learning.

In contrast, study of Franco et al. (2023) reported that high work pressures and contextual demands can undermine teacher motivation, even when teachers are willing to adapt. Meanwhile, these underscores the importance of supportive working conditions, the present study shows that creativity can serve as a compensatory strength, allowing PE teacher-coaches to remain resilient, committed, and effective despite persistent resource limitations.

Implication for Practice

Based on my findings, I see possibilities that Physical Education teacher-coaches may strengthen their expectations of success and the value they place on coaching by engaging in reflective practice, and strengthening

peer support systems; School administrators may institutionalize school-based coaching mentorship programs, by conducting a sports seminars and Learning Action Cell sessions to all PE teacher-coaches; finally, education policymakers and program implementers may develop and sustain support systems that emphasize expectancy beliefs and task values in coaching by providing clear developmental frameworks, coaching-focused guidelines, and continuous professional development opportunities. All these may obtain optimal outcome in developing coaching creativities.

Future Directions

Based on the results, three quantitative research directions are proposed. A correlation research analysis may examine the relationships among expectations of success and values placed on coaching tasks of Physical Education teacher-coaches in resource-limited school settings. A mediation may test creativity as the heartbeat of perseverance as a mediating construct linking expectancy and value beliefs to outcomes such as continuous professional growth, resilience through challenges, and inventiveness in coaching practice. Lastly, longitudinal research design may investigate how expectancy beliefs, task values, and creativity predict sustained coaching effectiveness, perseverance, and professional becoming over time despite persistent limitations in sports facilities.

Conclusion

Ultimately, this study highlights that coaching creativity does not simply depend on having complete resources, but is deeply rooted in how teacher-coaches think about their work and the meaning they attach to it. Even in the face of limited facilities and constraints, Physical Education teacher-coaches continue to find ways to adapt, innovate, and remain committed to their roles. Their confidence in their ability to succeed, combined with a strong sense of purpose in supporting student-athletes, becomes the driving force behind their creative practices. As seen through the lens of Expectancy-Value Theory, when coaching is perceived as both possible and worthwhile, motivation is sustained, and creativity naturally emerges. These insights remind us that supporting teacher-coaches is not only about improving physical resources, but also about nurturing their beliefs, values, and professional growth to sustain meaningful and effective coaching in challenging contexts.

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Appendix A. Interview Guide

A.1 Participant Demographic Information



A.2 Interview Guide Questions

RESEARCH OBJECTIVES	GUIDE QUESTIONS	PROBING QUESTIONS
1. <i>What are the expectations of success among coaches that shape their creativity to coach amid limited resources?</i>	1. <i>What are your expectations of success as a coach that shape your creativity to coach amid limited resources?</i>	1. <i>How do your personal goals or definition of success as a coach influence the way you deal with limited facilities or equipment?</i> 2. <i>Can you share a specific experience where your desire to achieve success motivated you to find creative solutions despite resource constraints?</i> 3. <i>In what ways do your expectations for your athletes' performance or development encourage you to innovate or adapt your coaching methods?</i>
2. <i>What are the values they place on their task that shape their creativity to coach amid limited resources?</i>	2. <i>What are your values you place on the task that shape your creativity to coach amid limited resources?</i>	1. <i>What aspects of coaching do you consider most important, and how do these values guide your decisions when resources are lacking?</i> 2. <i>Can you describe a situation where your commitment to your role as a coach helped you overcome challenges related to inadequate facilities or materials?</i> 3. <i>How do your beliefs about the importance of physical education and coaching inspire you to remain creative and resourceful in your practice?</i>

Appendix B. Informed Consent Form

B.1 Information Sheet



HOLY CROSS OF DAVAO COLLEGE, INC.

Office of the Graduate School

Tel. No. (082) 221 – 9071 to 79 Local 136

Sta. Ana Avenue Corner C. De Guzman Street, Barangay 14-B, Davao City, Philippines

Other Campuses: Camudmud (IGaCOS) and Bajada (SOS Drive)

SECTION I: INFORMATION SHEET

I. Introduction

I, **JONNA MAE B. CABASAN**, a Master of Arts in Education major in Teaching Physical Education student of Holy Cross of Davao College, am currently conducting a research study entitled:

“DRIVEN BEYOND LIMITS: A PHENOMENOLOGICAL INQUIRY OF PHYSICAL EDUCATION TEACHER-COACHES AMID LIMITED FACILITIES”

You are invited to take part in the research study mentioned above. You were selected as a potential participant because you meet the criteria for inclusion in this study as a Physical Education teacher-coach with experience in conducting sports instruction and training amid limited sports facilities. Your participation in this study is entirely voluntary.

Before deciding whether to participate, please carefully read the information provided below. Should you have any questions or concerns, feel free to ask for clarification. You are encouraged to take as much time as you need to review this consent form and may discuss your participation with your family, colleagues, or friends before making a decision.

If you agree to participate in this study, you will be asked to take part in a face-to-face interview. During the interview, you will respond to questions guided by a semi-structured interview guide. All information gathered will be treated with utmost confidentiality and will be used solely for academic purposes. Your name and identity will not appear in any reports or publications resulting from this study.

II. Purpose of the Research

This phenomenological study aims to explore the lived experiences of Physical Education teacher-coaches who conduct sports instruction and training amid limited sports facilities and equipment. Specifically, the study seeks to understand how their experiences relate to their expectations of success and the value they place on their role as teacher-coaches.

The study will highlight the insights, reflections, and personal meanings shared by PE teacher-coaches as they navigate their professional responsibilities despite resource limitations. There are no hidden or underlying agendas in this research. The findings may serve as a valuable reference for educators, school administrators, and policymakers in strengthening support systems and improving physical education and sports programs.

III. Type of Research Intervention

If you decide to participate in this study, data will be collected through face-to-face, in-depth interviews. Online platforms such as Messenger, Gmail, Google Meet, or Zoom will not be used. Instead, an in-person interview will be conducted to allow a more meaningful and authentic exchange of experiences.

Your responses will be based solely on your personal experiences as a PE teacher-coach. There are no right or wrong answers. The interview schedule will remain flexible to accommodate your availability, recognizing your professional responsibilities and workload. This approach ensures a respectful and comfortable research process while allowing for rich and detailed data collection.

IV. Participation Selection

Participants in this study were selected based on specific inclusion criteria. First, they are licensed Physical Education teachers currently teaching in public secondary schools. Second, they are actively involved in coaching student-athletes and have at least two to three years of coaching experience amid limited sports facilities. Third, participants were not randomly selected but volunteered to take part in the study.

These criteria ensure that participants possess relevant and meaningful experiences aligned with the objectives of the research.

V. Voluntary Participation

Your participation in this research is entirely voluntary. You are free to decide whether or not to take part in the study, particularly in the data-gathering process. Your decision to participate or not will not affect your employment, professional standing, performance evaluation, or any services you receive.

If at any point you feel uncomfortable or decide that you no longer wish to participate, you may withdraw from the study without penalty. Should you choose to withdraw, you may also request that any information you have provided be excluded from the study.

VI. Procedures

A.

In this research study, participants will be invited to share their experiences as PE teacher-coaches working amid limited sports facilities. Prior to the interview, clear instructions will be provided to ensure understanding of the interview process. The interview will be conducted in a supportive and respectful manner, allowing participants to reflect freely on their experiences.

Your responses will play a crucial role in developing meaningful insights related to the study's objectives.

B.

During the interview, you will be asked questions about your experiences, expectations, and values as a PE teacher-coach. Some questions may involve personal or professional reflections. You are encouraged to raise any concerns or ask questions before and during the interview.

For interviews:

The interview will be conducted at a mutually agreed location that ensures your convenience and comfort. The interview will be audio-recorded for research purposes, using secure and confidential methods. Only the researcher will be present during the interview unless you request otherwise. If you feel uncomfortable answering any question, you may choose to skip it, and the interview will proceed to the next question.

All recordings and transcripts will be securely stored and will be destroyed after the completion of the study.

VII. Duration

The data-gathering process will be conducted through face-to-face interviews. Each interview is expected to last approximately 30 to 45 minutes. Scheduling will be arranged based on your availability to ensure minimal disruption to your professional responsibilities.

VIII. Risks

This study involves minimal risk. Possible risks include minor inconvenience due to travel, schedule adjustments, or slight emotional discomfort when reflecting on professional experiences. To minimize these risks, interviews will be scheduled at a time and place most convenient for you.

Safety measures, clear communication, and informed consent will be strictly observed throughout the research process.

IX. Benefits

Although there may be no direct monetary benefit, your participation will contribute to a deeper understanding of the experiences of PE teacher-coaches. The findings may help improve support systems, policies, and facility planning for physical education programs. Participants may also gain personal insights through reflection on their professional practices.

X. Confidentiality

In compliance with the Data Privacy Act of 2012 (Republic Act 10173), all data collected in this study will be kept confidential. Identifiable information will not be disclosed to anyone outside the research process. Pseudonyms will be used in all reports and publications.

Only the researcher will have access to the raw data. All audio recordings, transcripts, and files will be securely stored and permanently deleted after the study is completed.

XI. Sharing the Results

The findings of this research may be shared through academic journals, thesis presentations, or conferences. Participants will not be personally identified in any dissemination of results.

XII. Right to Refuse or Withdraw

You have the right to refuse participation or withdraw from the study at any time without penalty. Participation does not waive any legal rights or claims. Participants may review their interview responses and request the removal of any portion of the recording or transcript if they wish.

XIII. Justice

The data gathering shall be done through:

☐ Face-to-face interview

Participants will be acknowledged by:

☐ Providing him/her with a token, such as monetary rewards

XIV. Who to Contact

For questions or concerns regarding this study, you may contact:


Jonna Mae B. Cabasan

Researcher

Holy Cross of Davao College

You may also contact the SMILE Office

Graduate School, Holy Cross of Davao College

Email: graduateschool@hcdc.edu.ph

Tel. No.: (082) 221-3008

B.2 Inform Consent

SECTION II: CERTIFICATE OF CONSENT

Part 1: To be Filled up by the Researcher

Dear Participants,

I have presented to you the purpose, content, and procedure of the study in Section 1. Please consider as well the following for your participation:

The data gathering shall be done (Please check the box of the option

☐

online.

☐

I will mail the participant a soft copy of the questionnaire

☐

face to face.

☐

I will send the hard copy of the questionnaire

☐

I will personally visit to administer the questionnaire/ interview guide

☐

I will ask the participant to come to a venue to answer the questionnaire

I will acknowledge their participation by (Please check the box/es of your option/s):

☐

Recognizing him/her in the acknowledgement section of the research paper

☐

Providing him/her with a token, such as monetary rewards

☐

Other: _____

Respectfully yours,



JONNA MAE B. CABASAN

Researcher Signature and Over Printed Name

Part 2: To be Filled up by the Respondent/Participant

Dear Researcher,

I have read and understood the information provided regarding this research study. I voluntarily agree to participate in the study under the conditions stated below. Please check all that apply:

☐ I agree to participate in the research study. I acknowledge that I may receive the following as recognition of my participation:

- ☐ Token of appreciation
- ☐ The amount specified to compensate for any costs I may incur
- ☐ Recognition of my involvement in the acknowledgment portion of the paper
- ☐ Other (please specify): _____

☐ I do not agree to participate in the research study. Please disregard my participation for the following reason(s):

- ☐ I cannot provide sufficient personal resources to cover any costs related to participation
- ☐ I do not have the necessary gadget
- ☐ I do not have adequate time to participate
- ☐ The study does not interest me
- ☐ Others (please specify): _____

By signing below, I confirm that:

I am of legal age.

My participation is voluntary.

I understand that I may withdraw from the study at any time without penalty.

Signature of the Respondent/Participant over Printed Name

Signature: _____

Name (Printed): _____

Mobile No.: _____

Email Address: _____

Date (DD/MM/YYYY): _____

For Illiterate Participants (If Applicable)

Witness to Thumb Mark

I, _____, declare that I am not affiliated in any way with the researcher. I have witnessed the accurate reading of the consent form to the participant, and the participant was given the opportunity to ask questions. I confirm that the participant voluntarily provided consent.

Thumbmark of Participant:

Signature of Witness: _____

Date [MM/DD/YYYY]: _____



Part 3: To be Filled up by the Researcher

STATEMENT BY THE RESEARCHER OR PERSON TAKING CONSENT

I have accurately read out the information sheet to the potential participant and, to the best of my ability, made sure that the participant understood that the following will be done:

1. The participant will answer the questions pertaining to the subject of the research only.
2. The participant voluntarily participates; he/she is not coerced, and he/she can withdraw anytime for any reason.
3. The participant's identity and responses are kept with the utmost confidentiality; the data is accessible only to the researcher.

I confirm that the participant was given an opportunity to ask questions about the study; that I have answered correctly and to the best of my ability all the questions that the participant asked; Further, I confirm that the participant was not coerced into giving the consent, and that said participant gave the consent freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

Print Name of Researcher or Person Taking the Consent: **Jonna Mae B. Cabasan**

Signature of Researcher or Person Taking the Consent:

Date:

