Article

Coaching Strategies for Enhancing Athlete Motivation: Insights from Coaches

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Abstract

Effective coaching strategies often shape the athletic performance and tenacity of the athletes. However, limited studies have observed motivational approaches among athletes in CALABARZON. This research study helped to bridge the gap by analyzing the motivational strategies utilized by five selected sports coaches and the impact on athletes' performance and tenacity. A qualitative approach was utilized to identify the coaching strategies alongside a comprehensive interview. The outcome of the interview showed that reinforcement of goal setting, personalized feedback, and developing an athlete-centered environment represent significant strategies. Effective burnout management, moreover, is an essential factor, coupled with substantial requirements regarding trust, enjoyment, and motivation, which are achieved through flexible practices and open communication. These results contribute to the existing knowledge of sports coaching by emphasizing practical strategies that promote high performance and long-term athlete well-being. This research study provides valuable insights for coaches adopting athlete-focused and health-oriented motivational programs.

Keywords: Athlete development, athlete motivation, athlete performance, coaching strategies, motivational techniques, sports coaching

Introduction

Maintaining motivation is crucial in competitive sports, where athletes face physical and mental challenges. These pressures can lead to burnout if not managed effectively. Coaches must develop an enthusiastic demeanor, as well be lifelong learners and educators to train athletes to reach their peak performance effectively. Moreover, according to Johnson et al. (2011), in this sports world, many coaches have realized that their work includes devising strategies that combine physical and mental training to optimize athlete development. Such strategies must be culled from concepts coming from the human, social, and art sciences.

The influence of sports coaching on athletic success has been well acknowledged. In the Philippines, sports coaching plays a role not only in the individual athlete's development, but also in the larger scheme of sports development at the national level (Côté & Deakin, 2005; Campos, 2017). Coaches link physical training to psychological preparedness to heighted the performance level of athletes. Figus (2022) states, "Coaching is an art which leads a person and the team to continuous improvement and optimal performance." Coaching strategies can achieve this by focusing on the athletes' physical, mental, and emotional development, helping them achieve their goals while enhancing the team's success.

It is plausible to note that an athlete's participation, persistence, and performance depend on motivation. Intrinsic and extrinsic factors influence the level of motivation of the athlete. Intrinsically, motivation often works best for athletes who aims for long-term successes. According to the Self-Determination Theory (Deci & Ryan, 2000), the three core components of intrinsic motivation are autonomy, competence, and relatedness. Coaches can enhance these aspects by nurturing athletes' independence, providing them with opportunities for skill mastery, and creating supportive relationships that enhance feelings of belonging and connection. Similarly, Social Learning Theory (Bandura, 1977) emphasizes the role of modeling, imitation, and reinforcement in shaping behavior. Coaches, through their exemplary role modeling, discipline, perseverance, and resilience, are potent sources of inspiration for athletes to emulate these qualities. Positive reinforcement and constructive feedback from coaches help athletes stay motivated, achieve their goals, and overcome obstacles; enabling athletes to develop a purposeful disposition in life.

Applying the motivational theories in a coaching setting has yet to gain a more substantial understanding. Research carried out thus far on these ideas mainly concentrates on the theoretical background rather than evidence of how this translates into implementation in strategy in actual, everyday practice from coaches for athlete motivational improvement. Indeed, such evidence of how best coaches go about this

remains inadequate, thereby bringing into question calls for more realistic and detailed inquiry studies.

This study fills this void by examining selected sports coaches' motivational practices and how their approaches affect athlete performance and resilience. Researching coaches' experiences will determine effective motivation practices and managing burnout that can be useful to athletes. Those findings will develop a deeper awareness of the role of coaching for environments in developing athletes to successfully perform both bodily and mentally.

This is crucial as it joins the conversation surrounding sports coaching and motivation. Coaches will derive actionable insights toward improving their practices, which can find and analyze strategies that are effectively utilized. Also, it further reiterates the importance of a personalized approach to motivation since this is helpful for athletes who will face hurdles in competition to keep pushing toward success in sports. In conclusion, this study points out the importance of coaching strategies in determining athletes' motivation, thus opening the way to better performance and personal development in the sport.

Review of Related Literature

The Role of Coaches in Athlete Motivation and Development

Steady motivation usually determines success or failure in competitive sports. An athlete has to deal with extreme physical demands, mental pressures, and the constant need for improvement. These challenges can lead to decreased motivation or even burnout without proper interventions. Coaches act as catalysts for athlete motivation by employing strategies that inspire commitment, build tenacity, and foster a positive mindset, even under stress.

Coaches have an essential role in the physical and mental development of athletes. According to Figus (2022), coaching is the art of training individuals and teams to attain recurrent goals and improve performance. This is beyond physical training as it develops athletes' confidence, self-identity, and resilience (Smith et al., 2007). How coaches organize practices and training, their style of decision-making, and the amount and the quality of feedback that an athlete gets from his coach are all behaviors with important motivational implications (Horn, 2002).

Rees and associates (2010) postulate that athlete motivation and development are highly influenced by coaches' perceptions of the support available to them from coaches. These perceptions encompass four dimensions: emotional support (for instance, making an athlete feel loved and cared for), esteem support (for example, bolstering and reassuring an athlete's sense of competence), informational support (for

example, providing guidance and instruction to an athlete), and tangible support (for example, offering resources and conditions necessary for athletic functioning). These dimensions are often highly intercorrelated and can be aggregated to provide an overall measure of perceived social support (Raedeke & Smith, 2004; Shang & Yang, 2021). Support like this is often associated with lower levels of burnout in sports (Cresswell, 2009) and forms one of the most effective resources for the risk reduction of developing burnout (Eklund & DeFreese, 2015; Gustafsson et al., 2017). Coaches play an important role in ensuring the sustainability and success of athletes in sports as they deal with burnout and maintain motivation levels (Tiryaki, 2000, cited in Kucukibis et al., 2019).

Coaching practices have changed significantly, influencing individual performance and sports' general development. For example, in the Philippines, coaching is a key activity in improving the skills of Filipino athletes and in national sports development (Campos, 2017). The support given by coaches impacts the intrinsic and extrinsic motivation, well-being, and general performance of the athletes (Moen et al., 2021). This shows that the coach-athlete relationship is crucial in producing the best possible results.

Other models, like Self-Determination Theory by Deci and Ryan (2000), suggest that autonomy, competence, and relatedness are the preconditions of intrinsic motivation. Social Learning Theory, on the other hand, states that athletes learn motivation from others through observation of the attitudes and practices of their coaches (Bandura, 1977). However, these frameworks outline some critical principles under which athlete motivation functions. Very little research has been conducted on how coaches use these theories to enhance motivation and work through issues like burnout. However, goal setting, verbal encouragement, and supportive training environments are essential for maintaining athlete motivation (Weinberg & Gould, 2018).

Strategies for Encouraging Motivation in Competitive Sport

Effective coaching strategies are essential in maintaining athlete motivation and enhancing performance. Research indicates that goal setting, verbal encouragement, and a positive training environment are the most important aspects of motivation (Weinberg & Gould, 2018). Coaches can use verbal encouragement to inspire athletes in individual and group settings. For example, phrases such as "You are capable" or "We got this" can instill confidence and perseverance during practice or competitions (Farouk, 2024).

In a task-intrinsic approach, the focus will be on learning, growth, and hard work by coaches. If progress is on the individual, it can allow satisfaction and not be demotivated even by adversities, Duda & Treasure, 2013). A supportive environment, therefore, would be produced during the training phase through coaches and teammates, which will make individuals feel like one, be trustworthy, and attain success in tandem, which is essential to motivation (Farouk, 2024).

Other ways of maintaining motivation are through positive reinforcement and constructive feedback. Reinforcement techniques, such as rewarding correct movements or providing constructive feedback, guide athletes toward their goals and build resilience. These strategies align with motivational theories, such as transformational leadership, emphasizing inspiration and individualized support to help athletes perform at their best (Farouk, 2024). Some coaches adopt motivational techniques in setting up their athletes' training programs. Goal setting is a technique that has been deployed in fostering commitment, persistence, devotion, and work to develop a person's long-term self-motivation. Johnson et al. 2011

Consistent with the work of Rees and colleagues (Rees & Freeman, 2010), perceptions of support include four dimensions: emotional support-for example, making an athlete feel loved and cared for; esteem support-for example, bolstering and reassurance of an athlete's sense of competence; informational support-for example, providing guidance and instruction to an athlete; and tangible support-for example, providing instrumental aid, including the resources and conditions required for athletic functioning. These dimensions are often highly intercorrelated and can be aggregated to provide a global measure of perceived social support (Raedeke & Smith, 2004; Shang & Yang, 2021).

Support plays a crucial role in reducing the risk of burnout in sports. Lower levels of burnout often accompany higher perceived support (Cresswell, 2009), which also serves as a valuable resource to mitigate the diminished sense of achievement or the decreased valuation of the participation in sports that athletes experience (Hartley & Coffee, 2019). Coaches who offer multidimensional support empower athletes to feel motivated, ward off burnout, and stay long-term engaged in sports (Eklund & DeFreese, 2015; Gustafsson et al., 2017).

Last, a coach's responsibilities reach beyond merely imparting technical skill into creating a context that helps to develop both the personal and psychological aspects. These include support on matters concerning mental well being and developing mechanisms to address factors like pressure and anxiety within their practice (Yutong Chen, 2024). Motivation, apart from determining continuity in a sport and a form of attaining achievement, informs orientation and involvement within a

sporting endeavor (Tiryaki, 2000, as quoted by Kucukibis et al., 2019). Thus, coaches who prioritize these aspects can help their athletes achieve long-term success goals in sports and development.

Methodology

Hegel defined phenomenology as the science of knowledge as it appears in consciousness, specifically that process that unfolds phenomenal experiences into the ultimate understanding of the absolute (Kockelmans, 1967, as cited in Del Castillo, 2021). The main idea of empirical phenomenology is that the scientific explanation must be based on the first-order constructs of the actors or the participants, which are one's meanings. The second-order constructs, thus, are linked to these. This approach assumes that scientific explanations originate from the meanings and structures of the people studied. Therefore, empirical phenomenology recognizes the need for theoretical orientations in research but grants the participants' views paramount importance (Del Castillo, 2021).

Hegel defined phenomenology as the science of knowledge as it appears in consciousness, specifically that process that unfolds phenomenal experiences into the ultimate understanding of the absolute (Kockelmans, 1967, as cited in Del Castillo, 2021). The primary concept of empirical phenomenology is that the scientific explanation should be based on the first-order constructs of the actors or the participants, which are one's meanings. Thus, the second-order constructs are related to these. This methodology presumes that scientific explanations arise from the studied subjects' meanings and structures. Empirical phenomenology, therefore, acknowledges the role of theoretical orientations in research but gives the utmost significance to the participants' views (Del Castillo, 2021). According to Giorgi (2009), this emphasis on participants' lived experiences allows researchers to understand phenomena better since individuals directly experience them and are free from preconceived theories and assumptions.

Demographics

The study had five participants, all coaches of individual events with at least 10 years of experience in the coaching industry. The group consisted of 2 female coaches and three male coaches. They have been coaches in the Regional Meet and Palarong Pambansa, ensuring their insights are grounded in extensive practical experience. As Creswell (2013) has suggested, the appropriate sample size for phenomenological research is 5 to 25 participants, as this will give rich, detailed, and elaborative insights into lived experiences. The selected participants share common characteristics relevant

to the phenomenon being studied because they are all experienced in coaching individual sports. This homogeneity enables focused exploration of coaching strategies specific to individual events.

The qualification of the coaches, which includes long-term involvement in regional and national competitions, places them well to offer comprehensive, meaningful data that captures the depth of their lived experiences. This demographic is critical for understanding the specific coaching strategies and challenges coaches face in individual events, which forms the central focus of the research. The research study followed all the ethical guidelines to ensure that participants had informed consent. It also maintained strict confidentiality measures throughout the research.

Procedure and Instrument

Qualitative research theories of motivation guided the formulation of open-ended interview questions that aimed to probe into the lived experiences of experienced coaches and their strategies for developing athlete motivation. Questions targeted motivational philosophies, strategies employed during challenging sessions or competitions, goal-setting, feedback, and praise and their maintenance functions. Furthermore, the study analyzed how coaches overcome demotivation and burnout, establish trust and rapport with their athletes through communication, and maintain long-term motivation while measuring the effectiveness of their strategies. The data gathered were in-depth interviews with participants through Zoom meetings, whose responses were recorded for analysis. A purposeful sampling strategy was employed for participants with considerable experience coaching athletes in high-profile regional events, including the Regional Meet and Palarong Pambansa. This sampling strategy ensured that the participants' lived experiences were well captured, hence permitting rich and comprehensive narratives that provided detailed insight into effective coaching practices.

Data Analysis

The researchers took the first-order constructions (data from the coaches) and categorized them systematically into second-order constructions by analyzing and forming core themes. These core themes were synthesized to derive conclusions on coaching strategies to enhance athlete motivation—table 1 Empirical phenomenological process. According to the coaches, seven steps have been employed to give a scientific approach toward fully understanding the coaching strategies and how these influence the motivational state of athletes.

Table 1. Steps in Description

1. Formulating Research Questions	Researchers begin by defining the research questions they intend to explore within the context of the empirical phenomenological approach.
2. Conducting a Preliminary Study	A preliminary study is carried out, which includes reviewing relevant literature, conducting informal interviews, and observing participants. This phase provides a comprehensive overview of the research topic.
3. Selecting a Theoretical Framework	Researchers identify appropriate theories to ground the study. These theories provide context for understanding the participants' perspectives and offer a framework for interpreting the phenomena under study.
4. Establishing First-Order Constructs	Researchers analyze the perspectives and experiences of participants to uncover their meanings. The data is organized into patterns and themes that reflect the participants' interpretations of the phenomena.
5. Formulating Second-Order Constructs	This step involves synthesizing the first-order constructs to develop a central theme. Researchers delve into deeper meanings by exploring recurring patterns and linking them to existing theories.
6. Evaluating First-Order Constructs	Researchers evaluate the first-order constructs and align them with the chosen theoretical framework, ensuring that the findings are consistent with the established perspectives.
7. Final Review and Comparison	The final step includes reviewing unintended effects and comparing the findings with existing scientific literature and empirical research to ensure the validity and reliability of the study's conclusions.

Results and Discussion

This section presents the findings derived from the analyzed data, offering valuable insights into the coaching strategies employed to enhance athlete motivation. Table 2 highlights the participants' perspectives, shedding light on the challenges and experiences coaches face in their efforts to inspire and support athletes. The first-order constructs—such as "goal setting," "communication," "personalized mentoring," and "building trust and resilience"—underscore the critical approaches utilized to address motivational barriers and foster athlete development. These results are examined

about the study's objectives, providing a deeper understanding of practical coaching practices and their implications for improving athletic performance and engagement.

Table 2. Effective Motivation Strategies for Athletes in Challenging Training and Competitions

Questions	1st Construct	2nd Construct
Techniques for Motivation What are your most effective strategies for motivating athletes during challenging training sessions or competitions?	I always tell them that everything is difficult, but positive things will come out of it at the end of the day. Everything starts from zero during challenging sessions; I emphasize the importance of effort over immediate results to help them stay focused and motivated. Coach 1 I constantly use positive reinforcement and break bigger goals into small, achievable ones. I always share pictures of my previous athletes and their success stories with the existing ones so they can see things in a big picture. This helps them work toward achieving their respective goals.Coach 2 I focus on highlighting athletes' strengths before addressing areas of improvement. I also incorporate competition-style drills to simulate high-pressure situations, preparing athletes mentally and keeping them engaged during intense training. Coach 3 I always remind the athlete about their goals regularly and the purpose of their existence in a team. Also, I gave them a T-shirt or something to reward their achievement; they felt appreciated and valued. It will help motivate them, driving them towards realizing their objectives. Coach 4 I created a friendly environment where frequent feedback sessions often exist, with each athlete's training intensity designed to increase according to the individual's requirements. I motivate the athletes by reminding them of their ability to achieve big goals, such as competing on the national team or gaining recognition, while never overwhelming them. Coach 5	Coaches use motivational strategies in the form of addressing individual athlete needs, making goals simple, strengthening skills, and giving feedback. Reward systems, such as T-shirts, reinforce commitment to the team, and showing past successes helps athletes connect personal goals with team objectives, thus motivating and engaging them.

The findings of this study are in tandem with the body of existing literature on the role of motivational strategies in athlete development and team dynamics. This is wherein rewards, such as tangible incentives like T-shirts for achievement recognition, apply the core principle of social learning theory: positive reinforcement. These external motivators also translate to a feeling of accomplishment and pride among athletes, which assimilates the internalization of the team's goals and gives them a sense of shared purpose. Research indicates that athletes with positive-oriented coaches enjoy their sport more and build stronger relationships with coaches and teammates, thus improving team cohesion (Weinberg & Gould, 1952). Additionally, reinforcement techniques, such as verbal praise, non-verbal affirmations, or tangible rewards, should meet athletes' intrinsic needs to succeed. Coaches should focus on performance rather than outcome, as the latter is usually outside the control of an athlete (Weinberg & Gould, 1952). Athletes' effort as an integral performance component strengthens motivation and engagement for sustained participation.

Observational learning is also important in athlete behavior because people imitate the reinforced behaviors. When players experience their fellow athletes being acknowledged for effort and achievement, they tend to stay motivated and strive for similar outcomes. According to Navadi and Bijandi (2011), recognition as a reward fortifies self-motivation and teamwork, which enables more commitment and cooperation among athletes.

The long-term effectiveness of coaching interventions is evident in how goal-setting, feedback processes, and role modeling facilitate the athlete's development and enhance team cohesion. According to Deci and Ryan (1985, 2000) and Manninen et al. (2022), dividing complex goals into smaller manageable tasks enhances feelings of competence, autonomy, and motivation, hence fostering long-term athletic development. Similarly, goal-setting theory suggests that athletes who take ownership of their goals are likelier to seek and act upon feedback, reinforcing continuous improvement and sustained commitment (Locke & Latham, 1990).

Coaching behaviors areal to shaping an athlete's motivational climathlete'ser. DeNisi (1996) and Hattie and Timperley (2007) emphasize that positive and negative feedback can influence learning and resilience, provided feedback is clear, purposeful, and developmentally appropriate. Coaches are key influencers in developing athlete competence, confidence, connection, and character (Côté & Gilbert, 2009). As coaches, they provide a supportive sports environment that will keep motivation intrinsically driven while reinforcing team cohesion and shared objectives (Mageau & Vallerand, 2003).

Moreover, coaching styles and reinforcement techniques play a significant role in shaping team dynamics. According to Weinberg, positive-oriented coaching enhances stronger team cohesion, through which the athlete can meaningfully associate with the coach and teammates. Similarly, Amorose and Anderson-Butcher (2007) add that coaches who use performance-related feedback and reward systems and allow athletes to participate in decision-making will foster a more attentive and committed team culture. Recognition through verbal and tangible rewards is crucial in maintaining motivation, fostering collaboration, and enhancing team performance (Navadi & Bijandi, 2011).

These findings underscore the importance of structured motivational strategies, including goal-setting, effective feedback, positive reinforcement, and observational learning, in ensuring long-term athlete success while fostering a high-performing team culture. Integrating these approaches enhances individual motivation and resilience and strengthens team dynamics, reinforcing commitmet, engagement, and sustained performance in sports settings.

Table 3. Role of Goal-Setting and Feedback in Sustaining Athlete Motivation Throughout the Season

Questions	1st Construct	2nd Construct
What role do goal-setting and feedback play in sustaining your athletes' motivation throughout the season?	Coach 2 explains how he breaks down significant goals into smaller, manageable tasks that makes them more achievable. Real-time feedback emphasizes the positives and areas of improvement while keeping the athlete motivated and in the flow toward their goals.	Coaches keep athletes focused andmotivated through goal-setting and feedback, breaking down goals into small steps, constant feedback, and celebrating progress. Continuous reinforcement builds confidence while guiding athletes toward short-term growth and long-term success. Balancing challenges with constructive feedback will sustain commitment and motivation throughout the season.
	Coach 1 states that goal-setting is a focus area through short-term and long term objectives and regular feedback that celebrates achievements while guiding improvement boosting spirits, and encouraging continuous effort.	
	Coach 3 sets performance and personal goals and gives regular feedback on progress. Athletes need to see success in their training; setting small goals and achieving them makes athletes want to continue, and tweaking the plan keeps them engaged and on the path to their ultimate goal.	
	Coach 4 indicates that goal-setting gives athletes clear direction, which boosts their confidence. This sense of dedication, reinforced through feedback, helps them stay motivated and work towards improvement.	
	Coach 5 clarifies that goals help a season not lose its shape, both difficult and possible, and feedback includes celebrating milestones, making unmet goals	

good learning experiences, and making the athletes feel on track and target.

Goal-setting and feedback are major factors in the maintenance of athlete focus, motivation, and success. Coaches who use structured goal-setting divide larger objectives into smaller, more achievable steps that ensure steady progress. This is also aligned with Self-Determination Theory (SDT) (Deci & Ryan, 1985, 2000), wherein athletes tend to be more motivated when they feel competent and autonomous. Setting clear, small goals helps the athletes feel successful, which further boosts their commitment to training.

The mechanisms of feedback also help in this process by providing immediate assessments to aid athletes in their performance adjustments. According to Hattie and Timperley (2007), effective feedback should be clear, purposeful, and developmentally appropriate to ensure that the athlete is able to understand and apply the information to enhance performance.Furthermore, Kluger & DeNisi (1996) found that both positive and negative feedback impact learning, with constructive feedback playing a more important role in self-improvement in cases of proper delivery. Current feedback allows athletes to monitor their development, make changes, and stay focused on training.

Another factor that reinforces motivation is the recognition of progress. Celebrating small achievements develops confidence, making an athlete believe in his ability. Locke and Latham (1990) have argued that goal-setting works best when athletes feel committed to their targets and actively seek feedback for improvement. In addition, challenging goals are balanced with constructive feedback to keep athletes motivated and committed throughout the season without becoming overwhelmed.

This tells the coaching context to be receptive to changing motivational strategies. Coaches use stratified feedback according to the needs of individual athletes. Therefore, it ensures personal growth and development of skills along with sustained engagement to enhance performance and long-term athlete success.

Table 4. Strategies for Recognizing and Managing Athlete Demotivation and Burnout

Questions	1st Construct	2nd Construct
Handling Challenges and Burnout How do you identify and address signs of demotivation or burnout in your athletes?	When I feel them burning out, signs include low energy and disinterest. I ease up on their training a bit and let them cross-train in other sports, like basketball. I sit them down one-on-one and encourage them to take breaks, give themselves mental recovery time, and adjust their routine to rekindle their passion for the sport possibly. Coach 1	Positive reinforcement, adjustment of training intensity, and mental recovery promotion prevent burnout and demotivation. Coaches monitor for signs such as low energy, irritability, and disengagement, reducing

If an athlete shows signs of burnout, such as irritability or a lack of enthusiasm, I reassess their goals and lighten their training load. I encourage more enjoyable and relaxed sessions, reminding them to have fun and sometimes take time off from competition to recharge. Coach 2

Combating demotivation, skipping sessions or lack of commitment, I reduce their workload and remind them about their performance. I also team them with more motivated colleagues or introduce new challenges to them so they stay interested and engaged. Coach 3

When symptoms of burnout like tiredness or negative self-talk emerge, I scale down training intensity and give the athletes rest. I help them focus again by making them think about long-term goals and celebrate their minor victories. Coach 4

To avoid burnout, I reduce the intensity of training and check on the well-being of athletes. If frustration or disengagement occurs, I give them time off to reset their minds and refocus them on enjoying the process or learning new skills while discussing the causes of their burnout. Coach 5

training loads, cross-training, and participation in enjoyable activities. Regular checking, one-on-one support, and goal reinforcement sustain motivation and prevent burnout.

Preventing burnout and demotivation in athletes is important for maintaining long-term performance and engagement. Coaches are key in addressing such issues through positive reinforcement, adjustment of training intensity, and mental recovery. According to Deci and Ryan (1985, 2000), maintaining autonomy, competence, and relatedness—fundamental principles of Self-Determination Theory (SDT)—is key to fostering sustained motivation and preventing burnout. When coaches give positive reinforcement, athletes feel appreciated, increasing their intrinsic motivation and emotional state.

Coaches are also sensitive to signs of burnout: low energy, irritability, and disengagement. These will hurt the athlete's ability to focus and perform. Through observation of these symptoms, coaches can alter the intensity of training, lowering the load to allow the athletes time to rest and recover (Kluger & DeNisi, 1996). Cross-training and enjoying other fun activities provide recovery and add to the athletes'

mental well-being. These activities not only prevent the physical fatigue of the athlete but also aid in refreshing the mind; thus, athletes carry themselves enthusiastically throughout the season.

Among them are regular monitoring and individual feedback. According to Mageau and Vallerand (2003), the relationship with the coach is one key factor in whether an athlete may be motivated. Personal interaction in coaching allows the person to raise queries and get exclusive information. The time an athlete attains support through personal interaction positively influences remaining coherent with his objectives and achievements toward long-term goals. Therefore, this reinforcement of the objective will strengthen their attachment to training and give them the psychological and emotional strength needed to work hard.

The implications of these strategies are noteworthy for athlete well-being and long-term performance. Positive reinforcement and the perception of being recognized and valued by coaches enforce intrinsic motivation and better emotional health, with desired levels of sustained engagement (Deci & Ryan, 1985, 2000). The symptoms of burnout and training load adjustments support recovery in the body. Cross-training and enjoyable activities support the recovery of the mind by preventing fatigue and feelings of disengagement (Kluger & DeNisi, 1996). Ongoing check-ups and tailored feedback strengthen the bonding between the coach and the athlete, connecting the athlete with his goals and maintaining him in a state of being aligned and committed throughout the season. These strategies aid in maintaining the long-term success and health of athletes (Mageau & Vallerand, 2003).

Table 5. Motivational Strategies for Athletes of Different Skill Levels and Personalities

Questions	1st Construct	2nd Construct
How do you adapt your motivational approaches to cater to athletes with varying skill levels or personalities?	Before training, we have several meetings with the athletes about the rules and regulations of the program, stressing the importance of keeping their grades up. We will not allow student-athletes to choose training over academics. Instructs that, to help facilitate this, we use a buddy system where each athlete is paired with another, providing one another support where possible. When I do this, I motivate younger and less experienced competitors to set achievable goals and encourage the more seasoned members of the team to aim higher. My coaching style is personalized to individual personalities, including one-on-one feedback for quieter	Coaches adapt motivational strategies for individual athletes by balancing sports and academics using the buddy system and personal targets. They evaluate strengths to put them in the right events, use individualized feedback, and create an encouraging environment. They encourage personal growth through mentorship and adapt their strategies to fit different personalities and skill levels.

athletes and public pats on the back for the more confident among us. Coach 1

I evaluate each athlete's strengths to place them in the best event possible, even if it is not the event they initially picked. I motivate them by telling stories of other athletes who got scholarships. I develop separate exercises or activity based on skill level, basic drills for beginners and advanced exercises for elite or senior athletes and I tailor my motivation to the individual athlete's personality. Coach 2

I group beginners with experienced athletes to foster motivation and mentorship. I initially separate training schedules for athletes with varying temperaments, allowing individual growth before integrating them into a unified group. I set short-term goals for beginners and long-term goals for advanced athletes, adjusting my feedback style—using verbal praise or private discussions—to meet their needs. Coach 3

I establish a supportive environment for those new to the sport, where we celebrate small victories to motivate progress. To my more athletic students, I present advanced obstacles. "The way I give feedback is adjusted to individual inclinations; I give extensive feedback to those whose work I have to develop and provide freedom to those whose appetite for independence is higher. Coach 4

I make sure that athletes have the opportunity to progress at their own pace; I provide achievable goals for novice athletes and more rigorous goals for advanced athletes. My motivational approach is tailored to each athlete and their preference — some like public recognition; others would rather we speak one-on-one. Coach 5

Through co-coaching motivational strategies, sports coaches play the most important part in adjusting every athlete's motivating strategy to every athlete's

distinct needs. Such an approach primarily involves balancing one's sports career with academics since this will motivate the athlete to be highly involved in activities in both areas for holistic development. The buddy system and personal setting of targets support athletes during their training activities at school. As Mageau and Vallerand (2003) note, the coach-athlete relationship lies at the core of motivation; the more individualized the approaches are, the closer the coaches are to knowing and understanding their athletes' needs.

Athletes are also appraised for their strengths so that they can be put in events that best capitalize on their skills. By emphasizing personalized feedback, coaches help athletes know the extent of their progression, the areas for improvement, and how to improve their strengths. This increased confidence and competence (Deci & Ryan, 1985, 2000). This is compatible with SDT, which posits that motivation and good performance are more likely if an athlete considers his or her individual goals contingent upon his or her capabilities and values. Supportive and encouraging conditions also enhance athletes' feelings of belonging, making them more committed to training and team goals (Côté & Gilbert, 2009).

Another essential motivational approach is mentorship. Mentorship is the facilitation of personal development rather than merely athletic development. Coaches give individualized guidance and support. This creates a climate where athletes feel valued, heard, and empowered to assume responsibility for their progress (Weinberg). Different approaches should be tailored to various personalities and skill levels to ensure continuous athlete engagement and motivation. Adjusting their practice to the psychological and emotional needs of the athlete will enable the coaches to ensure that every athlete gets support to succeed (Amorose & Anderson-Butcher, 2007).

The implications of individual need conditions for motivational strategies are important for athletes' performance and personal development. Balancing sports and academics first reduces the level of stress for athletes. They participate simultaneously in sports activities, which results in overall better performance and commitment towards both sports and academics. The buddy system and personal goals create accountability and peer support so athletes are motivated and able to be successful in their athletic and academic pursuits. Moreover, individualized feedback and mentorship create a growth-oriented environment that empowers the athlete, enhancing motivation and maintaining engagement. This strategy will ensure that every athlete's needs are optimized for performance and can lead to long-term success through tailored strategies aimed at the personality and skill of the athlete.

These strategies align with Self-Determination Theory (SDT), reinforcing the importance of autonomy, competence, and relatedness in fostering intrinsic

motivation and engagement (Deci & Ryan, 1985, 2000). Coaches who adapt their approach to the needs of individual athletes contribute to holistic athlete development, which will lead to long-term success, well-being, and a positive team culture.

Table 6. Long-Term Strategies for Sustaining Athlete Motivation During Off-Season and Beyond

Questions	1st Construct	2nd Construct
What long-term strategies have been successful in keeping athletes motivated beyond competitions, including during off-season periods? ◎	I share success stories of former athletes who became varsity players at other universities to motivate my current athletes. I plan the season around long-term goals focused on skill development and conditioning, not just competition. Off-season activities like team-building and tracking milestones keep athletes engaged. I also allow former athletes to mentor newcomers, fostering continuity and motivation. In the off-season, I promote rest and recovery but strive to keep athletes engaged with cross-training and regular touch-base check-ins. They remain motivated by keeping their bigger goals in mind.We see the games of former athletes turned professional boxers. I challenge athletes to consider how they could capitalize on ongoing training to reach comparable success. Coach 2 During the off-season, I work with athletes on personal goal setting and skill development. On the mental side of the last year, we work with mental preparation and visualization to keep us motivated for the next season. I make it more fun by showing examples of past athletes who have made it and letting current athletes play during training and have a small quantity of fun while they do it. Coach 3 I include athletes in goal setting for the off-season and facilitate team bonds through group activities. This provides them with agency over their progress and sustaining motivation. I might share the potential with athletes and conduct a higher goal-setting with them. I remind them that many ex-	Coaches keep players motivated during the off-season by emphasizing goal-setting, skill development, and mental preparation. They encourage long-term goals and successful alums. Cross-training, team building, and mentorship from alum athletes help provide continuity and motivation. Coaches also focus on recovery, toughness of mind, and a good attitude, telling them that there is a reason for putting forth consistent effort; this includes obtaining scholarships and being a better individual.

> athletes studied for free thanks to regular training. We video them and compare progress, demonstrating that you can start with nothing and become great. Coacg 4

> I communicate with athletes in the off-season, follow up on their training, and encourage them to participate in events. I do a lot of mental toughness and positivity training to keep them engaged, too. Coach 5

Locke and Latham in 1990 shows that goal setting is one of the potent tools used in enhancing motivation in athletes since they are provided with clear objectives within their reach. According to the coaches, long-term goals must be attained because of success stories from alum athletes, which encourage consistent effort. This is synchronized with the Self-Determination Theory by Deci and Ryan (1985). Athletes then perform better if they feel competent and autonomous. Long-term goals can help athletes stay focused when awards in the immediate future will not be made, so they take the time to stay active during the off-season.

Besides goal setting, there are cross-training and team-building activities that maintain physical readiness and develop athlete engagement during the off-season. According to Lidor and Ziv (2010), cross-training provides physical and psychological benefits, such as recovery, preventing burnout, and maintaining the athletes' motivation. In addition, these exercises enhance team cohesion, which is essential in building a cohesive, supportive, and connected team atmosphere. In this regard, the opportunity allows for mentorship through alum athletes that helps instill a continuity perspective and maintain ties to the program, according to Amorose and Anderson-Butcher (2007). Mentoring brings about shared experiences that motivate through long-term results.

Coaches also pay much attention to psychological preparation, which encompasses recovery, mental toughness, and a positive attitude. Weinberg (2008) further emphasizes the necessity of building psychological resilience and promoting a positive attitude in times of adversity. Coaches teach athletes that hard work alone is not just a guarantee for athletic success but also a steppingstone to more personal gains like scholarship opportunities and self-improvement. According to Schinke and Stambulova (2017), mental preparedness during the off-season is important since athletes perform their activities better and remain motivated in the long term.

Such strategies have vital implications for the development of athletes and team dynamics. The long-term goals help athletes stay focused and dedicated, improving athletic performance and personal growth. Coaches also offer role models through alum athletes. Cross-training and team-building activities can ensure that the athletes stay physically and mentally engaged and resist the risk of burnout. Thus environment would motivate and bind the individual through regular mentorship and customized feedback. This pre-season training would focus more on building the athletes' mental toughness with recovery, getting them physically and mentally ready to start their season. This is important, as Tiryaki (2000) states, as customized motivational interventions can assist in maintaining athletes' long-term engagement and resilience and prevent burnout. These strategies will ensure the athletes remain prosperous and healthy in the long term with a positive, high-performance team culture.

Limitations and Strengths

The researchers may benefit from the coaches' experience, who have more than 10 years of experience in regional and national competitions, including the Regional Meet and Palarong Pambansa. Thus, their inputs may be credited as having a strong practical background. Region IV-A, or CALABARZON, will focus on a more specific and contextualized view of coaching strategies of importance to the local stakeholders, athletes, and sports administrators. Interestingly, all participants were individual event coaches; no team sports coaches were interviewed. However, the fact that this study is confined only to CALABARZON limits the representation of the findings about coaching practices from other regions due to varying sociocultural and institutional conditions. Further research could expand the scope of this study to validate and improve the conclusions drawn. The present study contributes to athlete motivation in coaching strategies by upholding a rigorous methodology with a standardized interview protocol and transparent reporting of participant details.

Conclusions

At the heart of every great athlete is a coach who inspires, motivates, and nurtures their potential. This study sheds light on the profound impact that effective coaching strategies have on athlete motivation and performance. Through insights from experienced coaches, we uncovered key approaches that keep athletes engaged and driven—goal-setting, personalized feedback, positive reinforcement, and an athlete-centered coaching style. More than just strategies, these practices create an environment where athletes feel valued, supported, and empowered to push beyond their limits.

Motivation in sports is not just about winning; it's about resilience, passion, and personal growth. Coaches play a crucial role in shaping not only an athlete's physical abilities but also their mental strength, emotional well-being, and long-term commitment to their sport. By fostering trust, reinforcing intrinsic motivation, and preventing burnout, coaches help athletes stay engaged and continuously strive for excellence.

A key takeaway from this study is that motivation is deeply personal—what drives one athlete may not work for another. That's why adaptability and connection are essential in coaching. When coaches tailor their approach to meet the unique needs of each athlete, they cultivate an environment where motivation thrives naturally. Whether through mentorship, encouragement, or simply believing in an athlete's potential, coaches become more than trainers—they become catalysts for lifelong success.

While this research offers valuable insights, it is only a starting point. Exploring team dynamics, cultural influences, and long-term athlete development would further enrich our understanding of what truly fuels motivation in sports.

Ultimately, coaching is not just about building champions—it's about shaping individuals who carry the lessons of perseverance, discipline, and self-belief into every aspect of their lives. When coaches prioritize the whole athlete, they don't just create winners on the field; they help shape confident, resilient, and driven individuals for life.

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