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Exploring Academic Competitions: A Phenomenological Study of Foreign Teachers Coaching Students for Local and International Competitions

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Abstract

This study sought to explore the experiences of foreign teachers coaching for academic competitions. Applying transcendental phenomenological research. Following Moustaka's four main processes in conducting phenomenological research, the researcher transcribed the interview material, then read and re-read it to develop codes and classified them into categories and themes. The researcher determined six themes from the interview recordings by considering the Conservation of Resources Theory by Hobfoll (1989) as the basis, which were then thoroughly evaluated. The data analysis revealed that foreign teachers' experiences in coaching for academic competitions could be described using the following themes: Teacher educational career, remarkable experience, support, strategies in coaching, challenges in coaching and teacher

reflection. Coaching experiences might inspire teachers to continue developing and coaching students. However, not all cases are the same due to the circumstances they face. The results revealed that teachers who received support from the school and other stakeholders were content with their experience, which gave them a positive attitude toward academic competition. The findings suggested that students, teachers, and schools should be adequately prepared before participating in a competition, whether local or international. Teachers and students must be willing to confront any problems that may arise throughout the preparation process. The school can provide assistance to teachers by offering training, materials, and emotional support, as well as other support such as time, money, or tokens of appreciation.

Keywords: Academic Competitions, Coaching Experiences, Foreign Teachers

Introduction

This chapter highlighted the study's background and research gaps, as well as its purpose. It also includes a statement of the problem, its significance, scope and limitations, and the theoretical foundation of this research.

Background of the Study

Academic competition is an important aspect of education. Aside from the core curriculum that every educational institution provides, competition inside or between schools, within the region, nationwide or internationally, presents challenges that can put students' capacity to go beyond the boundaries of typical educational environments. Admission Sight (2024) ^[1] defines academic competitions as events in which teams or individuals compete against one another in a specific academic discipline. These competitions serve a purpose beyond the desire to win. They intend to stimulate people's interest in the subject, foster collaboration and teamwork, and increase participation.

Teachers are often assigned to coach students in academic competitions. These teachers typically have regular teaching responsibilities in addition to serving as competition coaches, making their job more difficult. According to Roloff, J. *et al.* (2022) ^[26], burnout characteristics and personality factors are highly associated in teachers in a manner akin to professional organizations. Aside from their job is prone to burnout, another problem is teaching students from other countries. For foreign teachers, employing English as a medium of instruction is critical for transferring their ideas. However, challenges arise in

countries that utilize English as a foreign language rather than a second language. Agung, A. S. N. (2019)^[2] identified socio-cultural barriers as the most significant, with minor challenges such as limited language proficiency, insufficient resources, communication gaps, and students' lack of enthusiasm to learn.

Despite the importance of coaches in academic competition, there is a scarcity of study in this field. Miles (2017)^[20] identifies seven categories of research gaps. One of these gaps is the empirical gap, which frequently discusses conflicts that have not been directly addressed in any previous studies. to examine a subject or topic using empirical methods. Contrary to the fact that there have been numerous studies on athletic coaching, language difficulties, and students competing in academic competitions, there is inadequate research on teachers coaching in academic competitions. How much more for foreign teachers working overseas and coaching for academic competitions?

The purpose of this study was to explore the experiences of foreign teachers who had been coaching for local and international competitions.

Problem Statement

According to Van Den Berg, L., and Surujlal, J. (2020)^[31], a successful talent development environment is required, which includes coaches' clear long-term goals as well as broad and consistent support. As coaching is a tough job, especially for teachers teaching abroad, it takes focus and experience to prepare students for academic competitions. The objective of the study was to understand the experiences of foreign educators who served as coaches for local and international academic competitions. Given the researcher's current location in Nay Pyi Taw, Myanmar, finding a school with a sufficient number of foreign teachers with relevant coaching expertise for academic competitions was necessary. One of the three schools in Nay Pyi Taw that offered the Cambridge program was Nay Pyi Taw International Science Academy. They were renowned for having a large number of foreign teachers on staff. This prompted the researcher to select the school as the study's location.

Review of Related Literature

In regard to the experiences of foreign teachers coaching for local and international competitions, the following studies under the following areas are examined: The topics covered include academic competition, competition coaching, and teaching in a foreign country.

Academic Competition

Every educational environment has included a significant amount of competition, placing mentors, students, and schools toward one another in an intense contest for knowledge, ideas, and abilities. According to Islam, M. P., & Idris, S. A. M. (2022)^[15], the competition between organizations that declare their schools to be the best is a growing indicator of competitiveness. Naturally, this raises concerns for the institutions that are less developed in terms of both quantity and quality. When an institution lacks competition, fewer people apply, which leads to the institution being compelled to close. The expanding number of academic competitions in both local and international settings may be attributed in part to competition among educational institutions. This may also have an impact on

the competition between students who compete locally and internationally as representatives of their schools or nations. According to Li, G. *et al* (2022)^[18], academic success is a crucial sign of a student's learning circumstances and serves as a foundation for deciding if a student is eligible to continue their education. Furthermore, academic accomplishment is frequently used as a benchmark to assess the quality of instruction provided in schools. As a result, society, parents, and students all pay close attention to learners' academic performance. Aside from success in the classroom, academic success can also be in the form of academic competition in schools, localities, nationwide, or internationally. Nguyen Hoang Tien *et al* (2019)^[22] mentioned in their study that every industry is becoming more competitive, and education is no exception. As a result, the leader of the institution needs to have the strongest brand marketing and strategic vision. This makes academic competition a stepping stone for every school to elevate the school's reputation and credibility.

Kowalski, M., and Christensen, A. L. (2019)^[17] investigate the views of high school students on academic competition. According to the study's findings, students may suffer because of competitiveness. When students were focused on demonstrating their skills in a way that was better than others, they found competition to be stressful. According to Mustasof, P. (2024)^[21], despite widespread recognition of competition's detrimental psychological and impact on society, it remains a cornerstone of the educational system because it is viewed as a powerful motivator for academic accomplishment. Therefore, it is vital for the school to uphold a culture of competition, as it not only establishes social norms but also reflects the school's status and accomplishments.

Competition Coaching

Teachers are one of the most important resources in terms of academic competition. Some students found competitions very stressful because of the pressure from their parents and even from the school. Teaching is vital in preparing students not only in terms of knowledge and skills but also emotionally. Teachers who act as coaches or mentors to the students need to be responsible for training the students and supporting them throughout the competition. According to Van Den Berg, L., and Surujlal, J. (2020)^[31], coaches have an impact on students' development and performance. An effective talent development environment characterized by coaches' clear long-term goals and broad and consistent support is thus essential.

According to Hilali, Khalid *et al* (2020)^[13], coaches need to possess a range of styles, abilities, and strategies that are suitable for the context in which they work, in addition to processing knowledge and understanding. The key to a successful development strategy that will serve as a means of assistance in helping an individual realize their full potential for performance optimization is coaching. Coaching aids students in applying what they have learned to excel in challenging, independent performances (Kamarudin, M., *et al* 2020)^[16].

In an article by Together Mentoring Software (2024)^[24], called the Principles of Coaching: A Guide for 2024, they listed ten coaching principles that all companies must adhere to. These concepts can be stated as coaches recognizing their own style and establishing a positive environment in which kids can nurture growth, be responsible, and have

independence, while students must know and understand that the program's goal is to help them improve. This increases team satisfaction, performance, and synergy. These guidelines can help coaches enhance their methods of coaching as well as schools that encourage these programs to help students progress in their preparation for both group and individual competitions.

According to San Jose, M. T. N. (2022) ^[28], students with the skills and confidence to compete and win international competitions have many more opportunities when schools are driven to maintain high standards of performance and earn or regain trust, and when teachers and coaches are driven to assist in showcasing talents for professional growth and satisfaction. San Jose, M. T. N. (2022) ^[28] also recommends student participants be continuously profiled since their experiences constitute a valuable basis for the elements influencing their success, which is something that should be taken into serious consideration when strengthening and improving the performance of these students in international competitions. Additionally, teachers need more training on how to prepare students for international competitions so they may become more proficient in identifying students' potential and getting them ready for the competition. This highlights how crucial it is for the school and other stakeholders to support students in their pursuit of higher competitive standards.

It is critical to understand the underlying theories of coaching and mentoring because these processes are essential for preparing students for academic competitions. Three theories are discussed in a Kamarudin, M. *et al.* (2020) ^[16] study that supports the idea of coaching. These ideas include the Presage-Process-Product Model, the GROW Model, and the Zone of Proximal Development (ZPD) and scaffolding.

Starting with Vygotsky's Zone of Proximal Development to understand these theories. The underlying concept behind Vygotsky's approach is the distinction between the ability of learners for independent task completion and guidance (Kamarudin, M. *et al* 2020) ^[16]. To put it another way, this is the difference between what the students are capable of and what they can accomplish with assistance from mentors or coaches. While the concept of scaffolding is to operationalize the zone of proximal development according to Wells (1999), Wells's (1999) definition of scaffolding is a way of operationalizing Vygotsky's (1987) principle of working within the zone of proximal growth (Kamarudin, M. *et al* 2020) ^[16]. Well's work focuses on how to make Vygotsky's work easier to understand and how the scaffolding will occur. Karamudin, M. *et al* (2020) ^[16] explained that Wells introduced three essential scaffolding elements. The first is knowledge co-constructed, the second is knowledge implanted, and the final is the artifact that facilitates knowing to simplify, learn, practice, and evaluate. The next theory is Biggs's Presage-Process-Product Model, the Presage-Process-Product, or 3P, model proposed by Biggs (1996) was created to describe the expectations that learners and instructors would have for the teaching and learning process (Kamarudin, M. *et al* 2020) ^[16]. Presage refers to what the students already know, the process is what happens while coaching or teaching, and the product is what the students learn during the process.

Whitmore's (2009) GROW Model found that because it is solution-focused, it helps with problem solving and goal achievement. The concept consists of four stages in which

the coach must engage the student's attention. To help people grow and realize their potential, a single question, or a set of related questions, was used to represent each of the four unique stages. This model is excellent for purpose planning, issue solving, preserving individual achievement, and productivity (Leedham & Parsloe, 2016; Kamarudin, M. *et al* 2020 ^[16]). The Grow, Reality, Option, and Way-forward are the four phases of the GROW model. The coach and the students must decide on a goal for the GROW stage. Giving the pupils a realistic understanding of the competition they are entering is the reality on the ground. The purpose of Option is to inform the students of their alternatives regarding competing, the training regimen, and any issues that might come up throughout the instruction. On the other hand, the way forward gives the pupils the freedom to pursue any course of action they choose.

Teaching in a Foreign Country

Even teaching can be difficult at times; imagine how much more if you have to teach abroad or in an unfamiliar setting. According to Hasanah, N., & Utami, P. T. (2019) ^[12], the three main problems that hinder learning English in non-native English-speaking countries are inadequate textbooks, large class sizes, and unfavorable school environments, and low student motivation. In this study, they found out that many educators complain that English textbooks aren't always appropriate for students of today. It takes time to prepare a textbook that meets the needs of students through multiple processes and revisions. For many pupils in a class, learning a new language can be challenging and needs a lot of focused attention. The last new challenge is students' motivation to learn English, which is a major issue across all study nations.

Another study by Agung, A. S. N. (2019) ^[2], supported Hassanah's claim while adding other factors such as language comprehension, method and approach, practical implementation, and socio-cultural environment. The biggest obstacle, according to Agung, A. S. N. (2019) ^[2], was the sociocultural element since the value of education—especially the sanctity of studying English—was not ingrained in society. Providing children with a quality education will gradually change the paradigm; infrastructural improvement, which is seen to be crucial to creating a positive learning environment, could accelerate this process.

Due to its widespread usage, English is typically the primary language utilized in international competitions. Since language proficiency might be a requirement for participation in any competition, foreign teachers coaching students in an international competition have challenges because their students may not be proficient in the language as this is not their first language. The socio-cultural barrier is another issue a teacher could run into since it can impede their ability to use successful instructional strategies or styles.

Theoretical Framework

This research had its foundation in the Conservation of Resources Theory, which was first put forth by Dr. Stevan E. Hobfoll in 1989. It is often utilized in research about how people cope with stress at work or in other settings, as well as how they develop resilience or learn from the experience. The theory has steps involved in encountering, managing, and developing resilience in the face of challenges and

stress. There are a total of seven steps. The following steps are pre-disposing resource lack, fragile environment and setting, pre-existing strength, possible stressful events, resource loss, resource gain, and negative personal and material outcomes.

The study employed the Conservation of Resources Theory to demonstrate the elements that led to the challenges foreign instructors and coaches faced during competition preparation, the benefits they received, and their reflections on their experience. This theory helped in understanding how people overcame the challenges in most workplaces. According to Coatman, L. W. (2022)^[8], the conservation of resources theory also addressed the question of stress in the work environment. Bettini, E. *et al.* (2020)^[4] applied conservation of resources theory to investigate how job requirements and resources interacted with one another and with educators' assignments to predict motivations for carrying on teaching. Since the study revolved around the teachers who provided coaching and were also employees, the researcher found that the theory fit to explain their experiences, as coaching served as a second job for them aside from teaching in normal educational settings.

The Theory of Conservation of Resources by Hobfoll examines the psychological aspects of how people handle difficult circumstances and find solutions. This study focused on the teachers' preparation for academic competitions, whether local or international, and the challenges they faced during the preparatory phase. The study centered on interviewing educators who had previously coached students of various nationalities for competitions. The Conservation of Resources Theory provided useful guidance for data analysis of the participants' responses, particularly in developing themes from the responses.

Purpose Statement

The purpose of this transcendental phenomenological qualitative study was to explore the challenges and preparation of coaching students in local and international competitions for selected foreign teachers at Nay Pyi Taw International Science Academy in Nay Pyi Taw, Myanmar. At this stage in the research, coaching students for local and international competitions was generally defined as a lived experience for foreign teachers coaching abroad. (Creswell 2016)^[6].

This study specifically sought to answer the following questions:

1. What are the lived experiences of foreign teachers in coaching students for local and international competitions?
2. What strategies do participants employ in coaching the students?
3. How do participants accept the coaching job and encourage them to continue coaching students?

Scope and Delimitation

The research employed transcendental phenomenological research, and seven foreign teachers with coaching experience were interviewed using a semi-structured interview method by the researcher. The main subjects of this study were the challenges and experiences faced by foreign educators who coached during the academic year 2023-2024 for local and international competitions. The study was conducted in 2023-2024 at Nay Pyi Taw

International Science Academy (NISA) in Nay Pyi Taw, Myanmar.

The study's scope was restricted to the challenges and experiences faced by foreign instructors at NISA who had years of experience coaching participants both locally and internationally. Academic coaches in subjects like English, Sciences, Mathematics, ICT, and MAPE (Music, Art, and Physical Education) were included in the study.

The researcher had planned to conduct observations of some of the competitions joined by the participants; however, due to the timeline of those events not aligning with the data collection period for the study, the researcher was unable to carry out any observations. Additionally, the researcher had also planned to collect journals, but this was impeded by some participants leaving the school at the end of the academic year and having had no contact with them since then.

Significance of the Study

The significance of the study is to better understand the challenges and experiences faced by foreign instructors when coaching in local as well as international competitions. The challenges they encounter are mostly related to the following considerations:

Students will be given valuable resources that will help them prepare for the competition. These resources may be funds, instructional materials, or emotional and social support.

Teachers can acquire fresh approaches and methods for managing challenging students who can succeed. As they attempt coaching students in a competition, they will learn how to adapt to any situation that may arise.

Headteachers will have the opportunity to train or give seminars for the coaching teachers under them to assist them improve as coaches.

School administrators will be able to support the coaching program's success in any local or international competition by providing incentives to coaches.

Stakeholders such as parents will be able to devote the time required to monitor their children's growth and provide additional assistance in the form of tuition in addition to the coaching provided by teachers. Other stakeholders, such as business partners or parent-teacher leaders, will be able to contribute financially and in kind to support this type of program.

Since there aren't many studies in this field, Future Researchers might focus on issues like the challenges faced by becoming an academic coach and the need to improve the coaching experience.

Summary

In this chapter, the statement of the problem and its background were included, which revolved around the foreign teacher's experience coaching students from another country. The conservation of resources theory by Hofball (1989) served as the framework, and the purpose of the study was to explore the experiences of foreign teachers in academic coaching and their significance to students, teachers, the school, stakeholders, and future researchers. Finally, the study limitations and definitions of terms that were important to the study were provided.

Methodology

This chapter discussed the study process and methodologies, including the p and settings, sample and sampling

techniques, data analysis and procedures, trustworthiness, reflexivity, and ethical considerations.

Research Design

The researcher employed a qualitative method specifically transcendental phenomenology to explore and understand the experiences of foreign teachers coaching for academic competitions. Qualitative research was a collection of approaches for assessing data in the form of natural language and expressions of experiences (Creswell, J. W., *et al.* 2018)^[7]. In this method, the researcher analyzed the data by detecting patterns in the phenomenon in order to make sense of it based on the patterns. According to Duda, S. *et al.* (2020)^[9], qualitative research was a field study methodology used to analyze the cultural environment or the context in which a product or service was used. This research design helped the researcher explore the experiences of foreign teachers coaching for local and international competitions. This design was also appropriate for addressing the problem statement because it required qualitative data.

The research used phenomenology, a form of qualitative research that focuses on the study of an individual's lived experiences within the world (Neubauer, B. E., *et al.*, 2019)^[23]. Phenomenology is the study of the meaning of people's lived experiences with a phenomenon (Tomaszewski, L. E., 2020)^[30]. Transcendental phenomenology, a stage in which the objective researcher progresses beyond the participants' statements of facts of the underwent experience to universal essences of the phenomenon, at which point consciousness itself could be apprehended (Neubauer, B., *et al.*, 2019)^[23]. The phenomenon examined in this study was academic competition coaching. This method was ideal for exploring foreign teacher preparations for coaching students for academic competitions, as the study aimed to explore their experiences in coaching for both local and international competitions. Transcendental phenomenology could give distinct facts about each participant's experience that differed from the others. It could also help readers understand these details in a way that was understandable to everyone.

Research Setting

The researcher aimed to interview foreign teachers with experience coaching students in academic competitions. The study was held in an international school with a substantial number of foreign teachers who have experience coaching students for academic competition. The research interviewed seven foreign teachers who have experience coaching for local and international competitions at Nay Pyi Taw International Science Academy, which is one of the largest international schools in Nay Pyi Taw, Myanmar. The school offers a Cambridge curriculum and an IGCSE program. The school has around 400 students and around 20 foreign teachers from different countries in Asia, Africa, and Europe. The interview took place between February 28th and March 10th, 2024 (see Appendix E). The interviewed teachers have been in the educational sector for at least 5 years and have been coaching for different local and international competitions from different countries and schools throughout their teaching careers. Most of them were still coaching students this year and preparing them for local and international competition.

Sample

This study was carried out by the researcher in the academic year 2023–2024. Except for native Myanmar subjects, Nay Pyi Taw International Science Academy hired foreign teachers to fill open teaching posts because it offered a Cambridge program. The researcher interviewed seven teachers employed at Nay Pyi Taw International Science Academy who fit the following criteria: (1) A foreign teacher, (2) with at least 2 years of teaching experience, (3) who had taught in different international schools outside the country, (4) had been teaching any of the following subjects Mathematics, English, Sciences, Social Science, ICT and MAPE (Music, Arts, and PE), (5) had coaching experience, and (6) had been coaching foreign students for years.

Sampling Procedure

The researcher used purposive sampling in the study. In contrast to random sampling, purposeful sampling procedures ensured that particular types of cases or individuals who could contribute meaningfully were included in the research study's final sample (Campbell, S. *et al.* 2020)^[5]. Purposive sampling is used to better match the sample to the research's goals and objectives, hence boosting the study's rigor and the trustworthiness of the data and findings (Campbell, S. *et al.* 2020)^[5].

Purposive sampling was used by the researcher to select participants from the group of foreign teachers. The researcher requested the school's permission to conduct the study, but this approval did not give them the right to interview certain teachers directly. Since the researcher was employed by the school, the researcher-initiated correspondence with these educators via emails, direct messages, or informal in-person discussions to verify if they met the requirements. For the teachers who met the requirements, the researcher explained to them the confidentiality associated with handling and processing the data and asked if they wanted to participate in the study. The research moved forward by arranging the appropriate interview date, time, and location if the participants agreed to them.

Data Collection Methods

The researcher employed multiple techniques to gather information from the subjects, including art-based photos, recordings, and in-depth interviews. The primary means of gathering information was through in-depth interviews, which were utilized to obtain information about participants' individual experiences in coaching competitions. A secondary method of gathering data was an art-based method, where the researcher asked for pictures of the participants from the competitions they had joined with their students. The last method employed was observation to complement the content of the interview.

The interviews were transcribed, and each participant was given a copy to check and guarantee that the transcription was correct. They were provided with a consent form to obtain their consent to use the data from the transcription. Throughout the virtual interview, the researcher took detailed notes to help track important points for review later or to emphasize themes of particular interest or importance.

Interview

Interviews were used by the researcher to gather data. The

researcher obtained the participants' opinions and sentiments regarding their own experiences through interviews. Face-to-face communication was used during the interview to record participants' gestures, tones, and emotions when responding to specific questions. A qualitative interview helped give the reader a thorough explanation of the topic so they could appreciate the significance of the study from the participant's point of view.

According to Rutledge, P., and Hogg, J. (2020)^[27], to collect information about participants' subjective experiences, qualitative researchers employ a variety of methods, including in-depth interviews. The study aimed to explore the experiences of the foreign teachers in coaching for academic competitions. Gathering this important data using in-depth interviews is important to capture the essence of the experience.

This was considered the best way to collect information from the participants. Since the study participants were international and had worked in different locations before beginning work in Myanmar, they had unique perspectives and experiences. Each encounter was either distinct from the others or identical to them, making each participant a distinct case. The interview was documented by the researcher, who also verified any information that was unclear during the interview (see Appendix E).

Arts-Based Data

The researcher had collected pictures taken by foreign teachers regarding competitions or with students when they were coaching and had asked for a brief description of each picture. (see appendix F)

Data Collection Procedure

The phenomenological study presented in this research utilized a qualitative research approach to understand and describe the themes that give rise to the essence of the experiences of foreign teachers who coach students for academic competitions. To initiate data gathering, the researcher first wrote to the principal of Nay Pyi Taw International Science Academy to request permission to conduct the study. Upon approval of the request, the researcher proceeded to the next phase of the study, which involved contacting each teacher individually to verify if they met the qualifications needed for participation. The participants who fit the criteria were invited to participate in the interview. Then the researcher scheduled interviews with the participants who accepted the invitation.

These invitations included terms outlining the purpose of the study, how their personal information would be protected and kept confidential, how a code would be used to keep them anonymous, why the interview would be recorded for transcription and triangulation, and how these recordings would be deleted after the study. The researcher arranged a one-on-one interview with the teacher after they had agreed to all terms and conditions.

Before the researcher conducted any interviews, the researcher first presented the interview questions to research advisers who experts in the field of research were. After the questions were approved, the researcher conducted a trial interview with the first two participants. This helped the researcher adjust and finalize the research questions.

The interview proceeded based on the date and schedule agreed upon by the researcher and the teacher participants. After the interview, there was another meeting scheduled for

the researcher to meet with the participants for the verification of the details of the interview and approval of the transcript. Once the participants approved of the transcript, the researcher presented to them the consent to use the data collected in the interview for the study. The consent included that the participants were allowing the researcher to use the data collected in the interview for the research and that the participants were allowed to back out at any time before the final defense.

Following the interview, each participant received a memento of appreciation from the researcher. After the interview was transcribed, the next step in the study was to analyze the information obtained and complete the manuscript. The researcher employed interpretative phenomenological analysis following the 4 key steps by Clark Moustakas to analyze the data. Once the paper was finished, it was time to seek out advisors and experts for assistance in getting the research project approved for final defense. The last section was the final defense, which addressed any issues that needed to be polished in the study. The final step was submitting the paper and obtaining the dean's approval.

The researcher began the interview by informing the participants that it would be documented so that it could be accurately transcribed. The researcher also informed the participants that they would be given a copy of the transcription and would keep the documentation until the thesis was complete. Throughout the interview, the researcher refrained from asking irrelevant questions. For the sake of careful consideration, the researcher did not make any recommendations or ideas during the interview. The participants were allowed to narrate their experiences and delve into comfortable depth about each aspect with the researcher. The researcher thanked the participants for their participation in the study after posing all questions and any follow-up inquiries. Subsequently, the researcher arranged a follow-up meeting to facilitate cooperation and validation of the information that would be included in the transcript. A copy of the transcript was provided to each participant so they could verify that all of the information was true and accurate.

Data Analysis

The researcher Clark Moustakas' four key steps for performing phenomenological research were covered in a paper by Greening (2019)^[10]. The following steps were taken: Bracketing, intuiting, analyzing, and describing. The researcher used bracketing by disregarding any preconceived notions about the phenomenon of the foreign teachers' experiences in coaching students for academic competition. The next process was intuition, where the researcher focused on the phenomena of the study. Analyzing was the process of identifying codes, themes, and categories. To do this, the researcher applied transcendental phenomenology, and read and re-read the participant transcript to identify codes, from the codes categorized each code to create themes and categories. Then identify the universal structure of the codes under the themes. These universal structures were time, space, things, causes, and relationships to oneself, to God, and to others. The last step was describing; the researcher described the phenomena based on the analyzed results from the participants' responses.

Trustworthiness

In Lincoln and Guba's (1985) version of trustworthiness, they introduce four general criteria. These are credibility, transferability, dependability, and confirmability (Stahl, N. A., & King, J. R., 2020) ^[29].

Credibility

The researcher used triangulation to validate the data gathered from the participants to ensure the study's credibility. After transcribing the data and conducting data analysis using Moustaka's 4 steps for conducting phenomenological research, feedback was sought from the participants regarding the identified themes and codes. Since the research was phenomenological, the analysis of the data varied among the seven participants, and most of the data were unique since they were coached for different competitions. To support the participant interviews, the researcher utilized an art-based method by collecting photos of the participants in the competitions they participated in, along with a short narrative describing what is depicted in each photo.

Transferability

The research has transferability since the topic of this study, coaching, is a reality for a significant number of educators. Many educators have served as competition coaches at some point in their careers, making this topic relevant to a wide range of educational settings. Furthermore, while there are numerous studies involving competition, there is a scarcity of research focused specifically on the role of teachers in competitions, making this topic especially timely and filling a gap in the existing literature.

Dependability

By ensuring that all data, transcripts, and research notes are thoroughly documented, including the researcher's background, the researcher will establish dependability. Using a research journal is another way the researcher will continue to practice reflexivity. The researcher also maintained the audit trail to ensure dependability in the research (see Appendix E).

Confirmability

According to Guba and Lincoln (1989), confirmability, the final criterion for determining trustworthiness or rigor in a qualitative study, will be established once credibility, transferability, and dependability are all met (Stahl, N. A., & King, J. R., 2020) ^[29]. The researcher ensured that all three trustworthiness criteria—credibility, transferability, and dependability—are met to achieve confirmability.

Reflexivity

The researcher graduated with a Bachelor of Secondary Education majoring in Mathematics from the University of Rizal System in Antipolo City in 2010. Following graduation, she worked as an assistant instructor at various colleges and universities for four years. After gaining experience in the Philippines, the researcher worked abroad in different international schools located in Indonesia, Vietnam, and Myanmar. She was employed as a mathematics teacher in Myanmar and serves as an olympiad coordinator, responsible for informing students and teachers about upcoming competitions. While the researcher was somewhat involved in sharing competition information with the foreign teachers in this study, the researcher was not directly involved in preparing students, as that responsibility lay with the competition coach.

In qualitative research, reflexivity involves the deliberate

examination of the researcher's subjective point of view and the identification of potential effects of subjectivity on research findings (Reflexivity in qualitative research: Why you'll never be an objective observer, 2023) ^[25]. The researcher was aware of various forms of reflexivity that could influence the investigation. Therefore, she carefully examines, considers, and employs methods of inquiry while crafting the study's material to prevent biased interpretations that could impact the study's findings. The researcher also followed Moustakas's 4 steps in conducting phenomenological research and set aside any personal views and experiences from writing the interview questions, conducting the actual interviews, analyzing the data, and writing up the results.

Ethical Consideration

Research ethics was important for providing guidelines for conducting responsible research. This ethical standard ensured that research was performed at a high ethical standard. Organizations such as the American Psychologists published an ethics code that provided guidelines for conducting ethical research (Bush, 2019) ^[3]. These codes of ethics, along with national and institutional policies governing ethical research conduct, served as guides for the researcher.

The researcher initiated the data collection process by seeking approval to conduct the study at Nay Pyi Taw International Science Academy. Following approval, all the teachers were informed about the study. Subsequently, the researcher engaged in discussions with the possible participants to verify if they met the criteria for participation and to inform them about the purpose of the study. Upon confirmation of eligibility, the researcher scheduled interviews with the participants at their preferred time and day. Prior to commencing the interviews, the participants were briefed on the data collection procedures and the duration for which the data would be retained.

The participants were provided with a consent form for the researcher to use their data. Following transcription, each participant received a copy of their transcript to review its content. The researcher also consulted them for triangulation of the data. Subsequently, each participant was assigned an alias to protect their identity, and any pictures used for documentation and arts-based activities were blurred to maintain their privacy. The consent form also included a clause stating that participants were permitted to withdraw from the study until the research defense.

Summary

This chapter provides details on how the data was collected, the methods utilized for collection, ensuring data transparency, and establishing data credibility. The study employed qualitative research methods, following Moustakas's method of conducting phenomenological research, to comprehensively describe and understand the experiences of foreign teachers in coaching students.

The researcher utilized in-depth interviews to gather data, while also observing participants' behavior and emotions. Additionally, an arts-based approach was used to collect evidence of the competition experience. The chapter also addresses trustworthiness, ensuring that the research is credible, transferable, dependable, and confirmable. To safeguard participants' data privacy and ensure the research is free from biases, reflexivity and ethical considerations

measures were incorporated.

Results

This chapter discusses the results and analysis of the data collected in this study. The study aimed to know and understand the lived experiences of the foreign teachers coaching for local and international competitions. The lived experiences included their situations, preparations, challenges, coping mechanisms, and reflections.

All the research participants were foreign teachers who had taught in Myanmar, with experience teaching and coaching students from various countries and nationalities. The teachers taught different disciplines, including English, Mathematics, Sciences, and MAPE (Music, Arts, and Physical Education).

The data from in-depth interviews described the lived experiences of the teachers in coaching students for a competition. This also included the challenges, preparations, strategies, and their reflections on the experience. They also provided advice to teachers who would be undertaking coaching assignments or were currently facing challenges in coaching students for a competition. Additionally, they offered recommendations to schools on how they could support their students and teachers in a competition. This chapter reported the results of the semi-structured interviews, arts-based activities, and observations.

This study attempted to investigate the challenges faced by foreign teachers coaching for international and local competitions, specifically addressing the following questions: (1) What are the lived experiences of foreign teachers in coaching students for local and international competitions? (2) What strategies do participants employ in coaching the students? (3) How do participants accept the coaching job and encourage them to continue coaching students?

The participants provided comprehensive data that described their life experiences, challenges, coping mechanisms for overcoming problems, and thoughts on these experiences.

Following Moustaka's 4 steps in performing phenomenological research, the researcher was able to identify the codes, categories, and themes. Despite the fact that these teachers taught diverse disciplines, each participant had their own unique experience. Using transcendental phenomenology, the researcher identified the universal structure of each code. In the majority of cases, the following themes emerged: (1) Teachers educational career, (2) Remarkable experiences, (3) Support, (4) Strategies in coaching, (5) Challenges in coaching and (6) Teacher's reflection in coaching experience.

Operational Data Collection

The researcher created 15 interview questions, five for each statement of the problem. The research advisor received the questions for verification. Subsequently, the researcher presented a letter of request to the principal of Nay Pyi Taw International Science Academy to carry out the investigation. The principal invited the researcher to a meeting to discuss the study's goal and other details. Following that, the principal informed the researcher that the request would be reviewed by the administration team for permission. Once the letter had been authorized by the administration team, the principal sent an electronic message to the researcher instructing her to begin data collection.

The researcher then contacted the foreign teachers via direct messaging, casual discussion, and email to determine whether they met the criteria for the study. Following multiple discussions, the researcher identified nine foreign educators with extensive coaching expertise who had taught in various countries and backgrounds. The researcher then arranged a meeting with the foreign teachers to describe the purpose of the study, their protections, and how the data would be handled. Once they agreed, the researcher conducted the semi-structured interviews according to the participants' available time. The first two interviews were used as a trial to test and customize the interview questions. The remaining seven volunteers became the primary participants of the study.

The researcher commenced interviewing the subjects on February 28, 2024, with each session lasting between 10 and 17 minutes. The interviews were recorded and subsequently transcribed. The transcription, along with notes and interpretations, were documented in Google Docs. The researcher shared each individual Google Doc with its corresponding participant for review of the substance of the transcription. The researcher took two to three days to finish one transcription. The researcher started writing the transcription on March 5, 2024; the last transcription was sent on March 18, 2024. Later, once the participants examined and updated their transcriptions, the researcher provided each participant with a consent letter requesting permission to use the data acquired in the transcription until March 28, 2024. Following that, the participants were consulted about the themes and their code names for the researcher from April 8 to April 12, 2024. Additionally, the researcher requested photos from the participants showcasing their coaching and the competitions they had joined from May 9 to May 20, 2024 (See Appendix H).

Operational Data Analysis

The researcher utilized transcendental phenomenological analysis to examine and explore the data gathered from the participants' experiences coaching students for academic competitions. Transcendental phenomenology encompasses various perspectives, identifying units of meaning and subsequently organizing them into themes to construct textural descriptions (Neubauer, B. E., *et al.*, 2019) ^[23]. Following Moustaka's four key steps in conducting phenomenological research, the researcher initiated the process by bracketing herself, setting aside any preconceived beliefs or opinions about coaching, and acknowledging the unique experiences of each participant. Subsequently, in the phase of intuition, the researcher concentrated on each individual transcription, repeatedly reading and analyzing the transcripts, taking notes on her understanding of the phenomena, and engaging in informal discussions with the participants to clarify their responses to the questions. Following intuition, the researcher proceeded to analysis, whereby she generated codes, categories, and themes from the participant data, while also discerning the universal structure inherent in each code. The final step involved description, where the researcher summarized and described the participants' experiences, analyzed the codes, categories, and themes, and drew conclusions and recommendations from the resultant data.

To aid the researcher in identifying the codes, themes, and categories, the researcher employed a theoretical framework based on Hobfoll's (1989) Conservation of Resources

Theory, considering coaches as part of the workforce. By utilizing the Conservation of Resources Theory by Hobfoll (1989) as a guide in crafting themes, the researcher delineated the following themes: (1) Teachers educational career (Pre-Existing strength), (2) Remarkable experience (Fragile Environment and setting), (3) Support (Predisposing Resource Lack), (4) Strategies in coaching (a

potentially stressful event), (5) Challenges in coaching (resources losses) and (6) Teachers reflection (Resources gain and Negative, Personal, Social, and Material Outcomes).

Participants Demographic Profile

Table 1: Participants Demographic Profile

Participants	Alias	Nationality	Sex	Subject	Competition
1	Mimi	South Africa	Female	English	Spelling, reading and impromptu speaking.
2	Kay	Kazakhstan	Male	Mathematics	Mathematics
3	Sky	India	Male	Sciences	Science and Chemistry
4	Alyn	Philippines	Female	Science	Biology
5	Sami	Philippines	Male	Physical Education	Basketball
6	Bird	South Africa	Male	English	Drama
7	Mar	Kyrgyzstan	Male	ICT	Robotics and Programing

Participant 1 Mimi: She is from South Africa. She is an English teacher teaching year 5 English at Nay Pyi Taw Science Academy. This is her fifth-year teaching. Her last work experience was in Cambodia, where she coached a spelling, reading and impromptu speaking competition. (See Appendix G)

Participant 2 Kay: He is from Kazakhstan. He is a mathematics teacher in years 10 and 11, IGCSE Basic Mathematics, and A-level mathematics. It was his seventh year at Nay Pyi Taw Science Academy, and he had been coaching for both local and international competitions. (See Appendix G)

Participants 3 Sky: He is from India. He is teaching science at the secondary level and chemistry at the IGCSE level. He has been in the coaching industry for 15 years, since he started teaching in his country. He was working in Dubai before moving to Nay Pyi Taw, and he has been actively coaching students until now. (See Appendix G)

Participant 4 Alyn: She is from the Philippines. She is teaching science and biology. She has had coaching since she started coaching in the Philippines; her first international coaching experience was here in Nay Pyi Taw. Currently, she is no longer doing any coaching because she is busy working as a school administrator. This year is her 25th year in the education industry. (See Appendix G)

Participant 5 Sami: He is from the Philippines. He is teaching physical education and has been a coach for basketball competitions. It is his 18th year in the educational sector. He started coaching in the Philippines, and his international experience was in Indonesia. (See Appendix G)

Participant 6 Bird: He is from South Africa. He is a sixth-grade English teacher. This is his fifth year of teaching. His last work was in Thailand, where he coached students for drama competitions. (See Appendix G)

Participant 7 Mar: He is from Kyrgyzstan. He is an ICT teacher. He has been teaching ICT at the secondary level and IGCSE. He has been teaching for 16 years. He started coaching in his home country until now. He is coaching students for programming and robotics competitions. (See Appendix G)

Discussion, Presentation, and Interpretation

The presentation of the data results commences with a statement of the problem, followed by themes identified using the theoretical framework derived from Hobfoll's

Conservation of Resources Theory (1989). This theory provides a framework for comprehending the phases involved in confronting, managing, and cultivating resilience in the face of adversity and stress. This paradigm offers a clearer understanding of the challenges encountered by foreign teachers when coaching students for academic competitions.

The theoretical framework consists of seven phases. The first three phases—pre-disposition resources lack, fragile environment and setting, and pre-existing strength—pertain to the situation before coaching occurs. The next two phases—the potentially stressful event, which is the coaching preparation itself, and the resources lost, which pertain to the challenges—form the second part of the coaching process. The final part of the coaching phase includes resource gain and negative social, personal, or material outcomes, which the coaches acquire or recognize after the experience.

1. Lived experiences of foreign teachers coaching for local and international Competition

Theme 1: Teaching experiences

Every teacher's influence comes from his or her teaching experience. This demonstrates how resilient teachers are in teaching students. Based on the study's theoretical framework, this represents the coaches' pre-existing strength, which includes their knowledge, competence, and skills.

Category 1: Teaching Experience

In education or in other industries, experience provides an overview of the skills that a person might have developed over time. For educators, aside from their educational background, their teaching experience showed their mastery in teaching, as their experiences enhanced their skills and resilience in overcoming any challenges in their teaching career.

All participants in the study had at least 5 years of teaching experience. They had taught in several countries across the world and coached in several local and international competitions. (P1) Mimi and (P6) Bird were English teachers with five years of experience. (P2) Kay, a math teacher, had worked in Myanmar for seven years. (P3) Sky, a science teacher, (P5) Sami, a PE teacher, and (P7) Mar, an ICT teacher, all had more than 15 years of teaching experience, while (P4) Alyn, a science teacher, had taught for 25 years.

...I'm just thinking it's been a while, so I gave five years in Thailand five years. Six years. I mainly teach English, but I have taught other subjects, for example, social science taught phonics...Bird, L8-L10.

...August this year will be 5 years, just over 4 years. Started in August 2019. I'm teaching English at the moment...Mimi, L7-L8.

...In Myanmar especially, I have been teaching for seven years and for two years I have taught. IB Math, math studies by that time this name was math studies...Kay, L9-L10.

...Teaching from my 15th year. I'm basically dealing with chemistry for higher grades like from year 9 to year 12. But I teach science...Sky, L8-L9.

...I have been teaching for 18 years and I'm teaching physical education... Sami, L9-L10.

...I have been teaching ICT for 16 years and I'm an ICT teacher... Mar, L8-L9.

... Yeah, if I am going to start from that, it is 25 years already and it's my sixth year here at NISA. And my subject is science... Alyn, L8-L9.

All teachers had at least 5 years of teaching experience in the field of education. Except for participant Kay, who solely reported his teaching experience in Myanmar, everyone mentioned how long they had been teaching from the beginning of their careers. The participants' knowledge, abilities, and resilience reflect their years of experience (see Appendix E).

Category 2: Coaching Experience

The coaching experience represented the teacher's exposure to coaching. Coaching in an academic competition differed from teaching in a regular class. In academic competition coaching, lessons were taught in a fast-paced manner and focused on students' independence.

The participants taught various subjects and had coached students for different competitions. P(1) Mimi and P(6) Bird were both English teachers, but they coached different competitions. Mimi coached students for the spelling, reading and impromptu speaking competition, while Bird coached for the drama competition. P(3) Sky and P(4) Alyn were both science teachers and coached for science competitions. P(2) Kay coached for the math competition; P(5) Sami coached for the basketball competition, and P(7) Mar coached for the programming and robotics competition.

... That will be the same year that I started teaching in August 2019...Mimi, L10.

... So, I was involved in coaching students to enter competitions to test their ability like spelling reading, and impromptu speaking... Mimi, L12-L13.

... So, with my first ever school, we had to. We were each given a club or yeah club, so I was given drama club because that was more associated with English... Bird, L13-L15.

... That was the drama competition. So, we, the regional you go up against a few schools and in provincial is where you got up against all the schools in the province. That was the major competition... Bird, L19-L21.

... Started in my early career like I started coaching in 2014 onward. Basically, for National Olympiad and International Olympiad and some temporary

examinations in India itself and then broadly for IGCC like science Olympiad for international brain challenges in Dubai when I was in Dubai that was that time I was fully coaching students for SAT examination and also for the chemistry for university admissions...Sky, L13-L18.

... So, I had some in the Philippines, but it's just local. But then when I had the international, I had it 2018-2019. When I came here to Nay Pyi Taw... Alyn, L11-L12.

... We have IMSO, it's an international mathematics and Science Olympiad. It was held from November 26 to December 1, 2019, in Hanoi, Vietnam...Alyn, L14-L15.

... Only during my first year and here I did, the Olympiad. Coaching for Genius students went to Thailand by that time...Kay, L15-L16.

... Actually, I started coaching students locally in the Philippines. It's 2006 and for internationals I started 2016 in Indonesia... Sami, L13-L14.

... I really concentrated in basketball competition in international...Sami, L17-L18.

... Yeah, it's the same. More than 15, yeah... Mar, L13.

... It's mostly about robotics and computing and programming...Mar, L23.

Most of the participants began coaching the same year they started teaching or while they were still in their own country. Meanwhile, (P1) Mimi and (P6) Bird were coaching for academically related competitions. (See Appendix E)

Theme 2: Remarkable Experience

Each teacher had unique experiences in their coaching career. Some of the participants described their coaching situations, and some recounted their winning and learning moments.

Category 1: Coaching Situation

(P4) Alyn, (P5) Sami, and (P6) Bird described the kinds of situations they had during their coaching experience. Alyn explained that even though she had prepared the students, she wasn't able to accompany them in the competition. Sami, on the other hand, accompanied the whole team for the international competition, and Bird described his struggle due to language barriers.

...I am not the one with the students when it's coming out of the country because as BFI campuses, we only assigned one teacher who happens to be Mr. Guvanch by that time...Alyn, L17-L19.

...I brought like 30 students, thirty players to Singapore and it was my first time to bring a big number of players. It was not easy for me...Sami, L22-L24.

... The people are very friendly, but you felt very out of place because no one speaks English except the people that you came with or the other three foreigners...Bird, L25-L27.

Alyn and Sami, despite having opposite experiences, considered the experience remarkable. On the other hand, Bird's problem of language barriers was a common issue for foreign teachers when they started working in a country

where English was considered a foreign language (see Appendix E).

Category 2: Fun and Learning Experience

(P1) Mimi and (P2) Kay described their remarkable experience when their students won the competition, while (P3) Sky and (P6) Bird described their experiences as learning experiences.

...The remarkable experiences that I have of the competitions was winning and not only winning, but to see how the hard work of the students have paid off...Mimi, L18-L19.

... Winning a medal was a good experience for us...Kay, L28-L29.

... As a teacher, it makes me learn more and come up with some great ideas which somehow is lacking in the school regular learning because there we have symmetrical students like heterogeneous students...Sky, L24-L26.

... You also learn and you also improve yourself while teaching your coaching...Mar, L21-L22.

The coaching experience was truly an avenue where students and coaches learned and grew from preparation up to the competition itself. Winning the competition was indeed a remarkable experience for the students as well as their coaches (see Appendix E).

Theme 3: Supports

The support that the teachers received in coaching is considered the predisposing resources lack based on the theoretical framework of the study. This is divided into two categories the first category is the support coming from the school and the second one is the support coming from the parents.

Category 1: Support from the school

According to MacLeod, W. B., & Urquiola, M. (2019)^[19], a school's reputation as a destination for particular types of recruiters might lead to inertia, causing it to maintain its position. These reputations can be built by producing exceptional students and participating in academic competitions. Since coaches represent the school in whatever local or international competition, they participate in alongside their students, the support of the school is crucial for them.

After closely examining the written material and coding, it is evident that all of the teachers received assistance from the schools they collaborated with during the competition. However, there were variations in the level of assistance they received. Some teachers received all the aid they desired, while others received financial assistance, emotional support, or support in the form of time and labor. (P3) Sky, (P5) Sami, and (P7) Mar asserted that they never had issues with support because their school provided them with all the coaching they required. They asserted that there were no boundaries, and they received both emotional and financial support. They also mentioned being free to request everything they needed for coaching.

...If it's mainly for coaching, so you will get whatever you want, because there is no limit of support, you need study material. You need some teaching method,

equipment. You will get it if it is specifically for the coaching industry... Sky, L31-L35.

...I'm so thankful about that, to our school that they support us financially and also emotionally and especially they pray, and they always ask the schools. All the members of the school pray for us to win... Sami, L27-L29.

...The program is also included in the academic annual plan so school provides us everything. So, in the classroom all robotic physical things, they support a lot... Mar, L26-L28.

They got all the coaching support they required, including classrooms, instructional resources, tools, supplies, and financial and emotional support. Conversely, some participants received particular forms of assistance, such as labor and time. (P1) Mimi and (P4) Alyn stated that while it was difficult to arrange coaching during regular school hours, the school gave them time with the students. Meanwhile, (P6) Bird received funding from the school and a translator to aid in his communication with the children (see Appendix E).

...So, the kind of support that was given by the school was basically the time. Time away from the actual classes to allow students extra time to prepare for the competition...Mimi, L28-L30.

...I need to be also working as an admin by the time, but I told them that I need my time with the students. So, they gave me that entire day for me to be just with the students in order for me to prepare the students...Alyn, L27-L30.

...So, from the school we got a Thai teacher. She was. We were funded for the drama club... Bird, L34-L35.

The school provided them with support in different ways. For example, they managed the time required for coaching because they had busy schedules, or the students didn't have time to practice during regular school hours. Some participants also received manpower to help with communication issues because English was not their first language (see Appendix E).

Although the majority of the group's participants received varying degrees of support, one outlier needed more assistance than the others. (P2) Kay stated that he did not receive any support from the school aside from encouraging words from his superiors.

...Unfortunately, no, but I had good words. Words from a superior were motivating. That's it for me. That's all I can tell...Kay, L32-L33.

This demonstrates that not every teacher participant received the same level of assistance during the competition. A major component of their preparations for coaching children in a competition is the assistance they received from the school. This may have an immediate impact on how ready a teacher was to coach students for a competition (see Appendix E).

Category 2: Support from parents and others

Parents who are supportive are just as vital to the success of the coaching program as the help provided by the school. The examination of students' impressions of the motivational climate established by parents around individual competition is a significant milestone. (Harwood,

C. G., Caglar, E., Thrower, S. N., & Smith, J. M. 2019) [11]. The majority of the time, the students in coaching benefited from their cooperation. Conversely, teachers who provided coaching could benefit from the assistance of others, such as friends and fellow educators.

According to a few of the participating teachers, the parents of their students were engaged with them on paperwork and financial matters. Finances covered the extra compensation for the coaching hours spent by the teachers, airfare, and other costs associated with the students traveling overseas for the competition, as well as the cost of visas and other necessary documentation.

As the competition was held in Hanoi, Vietnam, (P4) Alyn worked with the parents to arrange funding and paperwork. Meanwhile, (P6) the parents of Bird's pupils paid him for his coaching services.

...When it comes to the parents, when I discuss with them the amount that they need to pay when it comes to the visa, when it comes to the plane ticket and other related things. So, they are very helpful, and they are happy discussing. Ask the prices and they are even supportive as some of the parents also joined the trip in Hanoi, Vietnam...Alyn, L31-L33.

...That we didn't get paid by the school we got paid by the parents. So that's because the school didn't have that. The budget for foreigners, but the parents wanted the kids to learn English, so they paid extra for that...Bird, L38-L40.

The situation of the coaching teachers improves due to the parents' willingness to pay for support provided outside the scope of the school. It is remarkable that in (P4) Alyn's case, parents traveled to Hanoi, Vietnam with the student to express their support rather than merely making the required payment. In contrast, (P6) Bird's funds for the drama club are solely designated for props and costumes—the coach's payment is not included. Therefore, the parents covered his coaching salary because they wanted their children to improve their English-speaking skills (see Appendix E).

While Alyn and Bird are supported by their parents, some participants receive help from coworkers and friends outside of work. Co-teachers and friends from the same field can assist each other in developing new coaching methods for students based on their experiences and observations.

2. Strategies do participants employed in coaching the students

Theme 4: Strategies in coaching

This theme discussed the potentially stressful situations and the strategies the participants used to deal with the problems they faced during their preparation. The theme was split into two parts: The first focused on strategies for academically challenged pupils, and the second addressed behavior management.

Category 1: Academic problems

The participants employed a variety of strategies to assist students in overcoming academic problems as they prepared for the competition. They used group tactics, focused on their weaknesses, practiced frequently, taught by example, and emphasized their strengths.

(P1) Mimi, (P3) Sky and (7) Mar's method entailed constant practice and regular meetings. (P5) Sami coached students by showing them how to do it, (P2) Kay employed group

problem-solving, and (P6) Bird focused on the students' strengths while coaching for the drama competition.

...Teaching is just 20 percent, 80% is a vigorous practice of question papers like we give them a rapid test series every week or daily or monthly, and we make the student aware of every type of question pattern... Sky, L61-L63.

... Draw them as much as you can. The only best practice there is to practice over and over... Mimi, L48-L49.

... We have at least 30 minutes each day we need to meet with the students. And then talk with them. Update them... Mar, L37-L38.

... I played with the students at the same time and it's good like you are teaching someone that you know you're not just saying it, but you're also doing it... Sami, L35-L37.

... I would try and find the strength and then find a part for them to play that place to their strength so that they can feel a sense of accomplishment and being part of the team... Bird, L50-L52.

Intensive practice and regular meetings, was an effective method, particularly for paper competitions. This approach could also be effective for skill-based competitions such as programming and spelling. Group sharing and collaboration were two more effective ways for students to acquire strategies from one another, while demonstration was another strategy for transferring skills. The technique of identifying students' strengths worked well in drama preparation since it was an artistic competition that involved talent, essentially meaning polishing what students already had (see Appendix E).

Category 2: Behavioral problems

Behavior or attitude problems were critical since they could be caused by both internal and external sources. Maintaining student interest and inspiring them to achieve their goals was critical to the coaching's success.

(P2) Sky, (P5) Sami, (P6) Bird, and (P7) Mar's technique was to get to know their students by connecting with them individually and outside of coaching activities. The study by Brock, M. E., and Beaman-Diglia, L. E. (2018) found that the intervention program was effective in educating coaches to adopt a need-supportive coaching style. While Mimi and Alyn's strategy was to prepare tokens and words of appreciation to motivate the students.

... If I talk or by meeting with the student outside the classroom, then make him or her understand the importance of why they join the coaching... Sky, L47-L48.

... Usually, I do like one-on-one talk with the student... Sami, L43-L44.

... Getting to know the students, getting on a level where you can talk and then we can be friendly and open with each other because when you are at that level, there's a level of trust that you have in you, and you have in them... Bird, L68-L71.

... We have some activities also, so not only relating to the competing or all get things, so also, we need to spend time together to get to know each other. Mar, L41-L42.

... I do prepare some tokens, a simple token for them, that whenever the student or the students will get a good score in our review, or they participated well... Alyn, L52-L53.

... Applaud students to, you know, to keep them motivated and keep them up...Mimi, L97.

Communication was a vital aspect of competition preparation. As teachers and coaches, their goal was to provide emotional support to their students in addition to teaching them what they knew. It was critical that teachers got to know their students well and ensured that they understood that competition could be challenging, and that experience was more important than winning. If they won, it would only be a reward for their hard work and dedication throughout the preparatory process (see Appendix E).

Category 3: Outside Help

Some teachers also received help from their friends and colleagues. They shared ideas and strategies for coaching preparation. Kay received help from his friends, and Mar received help from his colleagues through brainstorming during their meetings.

...Sometimes I asked for help from my friends who were better than me during university...Kay, L55-L56

...So, during the let's say ICT department. We exchange our experiences, so our strategies are so every week we have...Mar, L36-L38.

Even after teaching for an extended period, there remained much to learn. Seeking help from others or exchanging ideas within the group could help one stumble upon great ideas. These could assist coaches in finding a great strategy to handle blocks during their preparation for a competition (see Appendix E).

Category 4: Coaching Preparation

Making sure that everything was ready before coaching was another matter that coaches had to prepare for. This preparation could take the form of materials, selections, or a plan of action. (P1) Mimi and (P6) Bird made sure that everything they needed in coaching was well-prepared, from the materials used in coaching up to the costumes and how the students presented themselves. (P2) Kay and (P3) Sky focused on ensuring that the resources from which they obtained their review materials were up-to-date and reliable. (P4) Alyn and (P7) Mar had everything planned, from selecting students to the entire preparation process. And (P6) Sami always made sure to pray and ask God for guidance before starting coaching.

...Make sure that you have all your material together and make sure that you cover all the material from A-Z... Mimi,

... We'd have days. Where we do the props and the costumes. we'd have dry runs. We'd practice on the stage and stuff like that...Bird,

... I stayed from specific sources. So, when I am coaching I use that same resources because I think because I experienced it. I thought by that time it's a very good resource, very useful resource, so I used those... Kay,

...The major thing is preparing the old material by referring to different reference books so that it will be accurate, efficient as well as less time consuming... Sky,

... I ask first, who are the students whom we can ask to join the competition? That's the first. Then second, I see to it that. I need to coordinate with the parents because you know, when it comes to international competition, we need a lot of things, money, time and documentation...Alyn,

... First, the students need to learn the programming language keywords. And then they need to start learning programming. And the third part it's easy for, it's just kind of Lego...Mar,

... First, my preparation is: I'm always praying 1st... Sami,

Preparing materials for coaching is essential before starting a coaching session. Simultaneously, obtaining updated and reliable resources for coaching is crucial. Additionally, it's vital for the coach to ensure their own preparedness before coaching, as they are the most important resource in this process (see Appendix E).

Theme 5: Challenges in Coaching

Coaching challenges represent lost resources in the theoretical framework. Because the problems that teachers face during coaching may be unexpected, they might have an impact on the entire coaching preparation. These challenges can arise from issues with the students themselves or be caused by outside influences, such as their guardians.

Category 1: Problems encountered in coaching the students

The problem with students can be classified into two categories: Intellectual capacity and behavior and attitude problems.

(P1) Mimi and (P6) Bird discussed the role of language barriers in coaching. This made coaching difficult since it inhibited them from communicating the meaning of the words, they wanted the pupils to understand.

...For all of them, it's not their first language, so a lot of the challenges include overcoming that language barrier... Mimi, L77-L78.

... The language barrier. Luckily, the Thai partner teacher spoke a little bit of English, but it was still very tough ... Bird, L55-L56.

While Mimi and Bird agreed on the language barrier, behavioral issues also emerged. (P4) Alyn, (P3) Sky, (P1) Mimi and (P7) Mar faced attitude problems, which manifested frequently in the form of absenteeism, laziness, and dropout (see Appendix E).

... Sometimes laziness. Not being on time, being tardy during the time that is given, and sometimes the papers that I asked them to bring, they are not bringing... Alyn, L63-L65.

... The students are coming from families who are rich. So, there are behavior issues ... Sky, L50-L51

.... During coaching a lot of the challenges were absenteeism. Students just are not coming to the

coaching sessions... Mimi, L66-L67.

... You know, motivating them somehow easy, but it's for a short time. They can also dismount, wait when they go home or after school, so every time you need to meet with them, tell them about the competitions... Mar, L49-L50.

The majority of participants struggled with focus, absenteeism, laziness, and concentration issues. Participant Mar emphasized that because children are young, it is natural for their enthusiasm to fade after a short period of time, so coaches must remind them on a regular basis. In her interview, Alyn stated that the reason behind this was that students were burned out, which affected their attitude toward coaching (see Appendix E).

... So, I think the student also is a little burned out already because Monday to Friday at school and then weekend Saturday, Sunday with me also and with the other coach. ... Alyn, L67-L69.

Students became burned out as a result of their hectic schedules, which required them to attend regular classes while also preparing for competitions. Students may also have attended extra classes after school, which could have led to feelings of burnout over time (see Appendix E).

Category 2: Problems encountered with the parents

When participating in a competition, it was critical that parents provided their child with all he or she required to ensure optimal coaching preparation.

According to the participants' experiences, parents can also be a hindrance to their preparedness. (P1) Mimi indicated that parents were not sufficiently supportive at home, (P2) Kay stated that they did not want to send their child to coaching sessions and (P5) Sami described that some parents wanted to control things about coaching.

... I feel one of the challenges is that the only practice that the child has is when the student is with me, because when the student leaves the school, they've got other things to do. Their parents have got other things to do, so they cannot reinforce the coaching that I did during the day... Mimi, L70-L73.

... The main challenge was the parents. So, they don't want to send their kids the whole day to school... Kay, L45-L46.

... Actually, my problem sometimes is with the parents that they are sometimes. They want to do something that they want to control you. And which is not good... Sami, L48-L49.

Parents' lack of involvement or excessive involvement can have a negative impact on the coach's preparation. It is critical to follow up with students at home to ensure that they retain the knowledge gained during coaching. Sending students on the coaching schedule can assist them in avoiding missing critical details that will be useful to them during the competition. Knowing how to handle parental concerns is another issue, and a coach must stick to the system and not allow others to interfere with competition preparation (see Appendix E).

Category 3: Problem with the school

The absence of necessary materials and equipment can significantly impact coaching preparation. Similarly, a toxic working environment can adversely affect the self-esteem of a coach if they face discouragement and criticism from their colleagues. Alyn encountered difficulties in her preparation due to a shortage of materials for the experiment presentation. Meanwhile, Sami faced challenges with a colleague from his department.

...We have practical activity or practical experiments that we need to do. But it is unfortunate that 2018 is the start of primary school. This is the pioneer, so it means to say that our laboratory is not equipped yet with all the gadgets, all the solutions or the chemicals that we need. So, I find it so difficult to explain just or relieve the students that this will be the result...Alyn, L70-L74.

... Another thing is my challenging experience during my coaching is like that. Some people are jealous of you, there's some people in your department like, they're not happy with whatever you are achieving or something like that...Sami, L51-L53.

The conditions of the school and the working environment can directly influence the course of coaching preparation. It's crucial to consider the school's situation before participating in competitions. A positive working environment is equally important, as it directly impacts the effectiveness of workers in their roles. A supportive working environment is vital for the successful preparation for competitions (see Appendix E).

3. How participants accept the coaching job and encourage them to continue coaching students

Theme 6: Teachers Reflection

This final theme led the teacher to reflect on their coaching experience. It was the final element in the theoretical framework for resource gain and negative, social, and material outcomes. The theme was separated into four categories: (1) reasons for accepting the coaching assignment, (2) reasons for continuing coaching students, (3) views on academic competition (4) coaching expectations, and (5) coaching advice.

Category 1: Reasons for accepting a coaching assignment

The majority of participants expressed a desire for career challenges, enjoyed teaching children, and wished to transmit information by preparing students for a competition. Some people, however, had no choice. (P3) Sky, (P7) Mar, and (P5) Sami enjoyed teaching because they wanted to share what they knew with their students. (P1) Mimi, (P2) Kay and (P4) Alyn desired to get involved or take on the challenge of coaching in a competition. Meanwhile, (P6) Bird mentioned that he had no choice in the affair.

...When I initially joined only one thing, what I know how to study that I want to just transfer to the next generation kind of thing that's it's just a knowledge sharing concept for me... Sky, L80-L82.

...So, first of all, I'm a teacher. I love teaching. I love kids. I think this was one of the main reasons... Mar, L72-L73.

...I said my hobby is sports so I'm happy coaching and sharing whatever I've learned before...Sami, L86-L87.

...The reason I accept it is just to get involved with preparing students...Mimi, L118-L119.

... I accept because it's a new challenge, I didn't expect that time from others by that time... Kay, L83-L84.

...It is because it's a challenge for me and I want to have that kind of challenge also, so that somehow it also improves me... Alyn, L113-L114.

...I didn't have a choice. Because they weren't. I was one of few English teachers, so there wasn't a choice for me to not accept... Bird, L91-L92.

All of the reasons offered by the participants were generally favorable, with the purpose of assisting the students' preparation by transmitting what they knew. Whether they wanted to do it because they enjoyed teaching youngsters, wanted to share what they had already learned, wanted to take on a challenge, or had no other option, the majority of them embraced it in good faith (see Appendix E).

Category 2: Reasons for continuing coaching students

Typically, following a stressful experience, there were mutual consequences that could be positive or harmful depending on the individual.

The majority of the participants were confident that they wanted to continue coaching because, despite the challenges, the pupils motivated them. However, they all agreed. One of the participants stated that he might consider taking coaching jobs in the future. (P3) Sky, (P4) Alyn, (P5) Sami, (P6) Bird, and (P7) Mar stated that they wished to continue coaching because of their students. (P1) Mimi, on the other hand, was ecstatic with the results of the previous competition, which inspired her to identify new talents among the pupils.

... When I see a progression, when my students, when I see they learn something, when I see they can solve some extraordinary questions. It fulfills my goals so those kinds of things make me continue... Kay, L88-L90.

... The basic thing which I enjoy teaching in the coaching as a coach, I get the student who can match with my expertise ... Sky, L84-L85.

...It inspired me because the students are cooperative, they are happy and when they are, when they go back to the country, to the school, they are giving me their award, yeah. So, it is very meaningful because they said that if it is not you, we cannot make it.... Alyn, L123-L126.

... Because for these 18 years of being a teacher and also coaching, some students make me happy. Like, I can see that they achieve their goals and like some of our players are already on the national team so it's made me happy to continue ... Sami, L91-L93.

...when you see students achieve when you see them becoming good and they start achieving goals and stuff. It's very inspiring. It's very inspiring for you because you feel a sense of accomplishment and students are achieving things... Bird, L96-L99.

...I would like to continue. Because based on the previous competitions we've created that excitement with greater than awareness amongst other students... Mimi, L124-L126.

Although the majority of participants agreed that they would like to continue coaching pupils, (P2) Kay's perspective differed. He was pleased to see students grow while coaching, but given his previous experience, he was contemplating other options before taking the coaching position (see Appendix E).

... When I see a progression, when my students, when I see they learn something, when I see they can solve some extraordinary questions. It fulfills my goals, so those kinds of things make me continue...Kay, L 89-L91.

... Actually, my answer in this I accept because it's a new challenge, I didn't expect that from others by that time. So now I may accept other things from others. It might be a tough decision if I want to coach again... Kay, L84-L87.

In the instance of (P2) Kay, he expressed a desire to continue teaching because of the students; yet he battled greatly during the coaching experience since he did not receive adequate support, making his job difficult. So, he resolved that if he coached again, he would seek and accept support from others, or he would not accept a coaching position again (see Appendix E).

Category 3: Views of academic competition

The participants hold varying perspectives on academic competition. Some view it positively, seeing it as a means of improvement. Others find it negative. (P1) Mimi, (P4) Alyn, and (P6) Bird perceive academic competition in a positive light. (P3) Sky, (P5) Sami, and (P7) Mar see it as a platform to test their capabilities, challenge themselves, and find purpose. Conversely, (P2) Kay views it as an activity that consumes a significant amount of personal time.

... I really enjoy academic competitions. I feel it's a fantastic way for students to showcase their ability... Mimi, L100-L101.

... Academic competitions actually are very good because it does not only of course, it does not only give the experience to the students, but as well. It develops their confidence when it comes to dealing with people, solving solutions, then having the impromptu thinking...Alyn, L94-L97.

... I remember it being a lot of fun and camaraderie...Bird, L80.

... Within competition is very good in the Academy when you're competing with yourself, but when you're comparing with others, that's bad in the academic competition...Sky, L70-L72.

... I think academic competition is very important for the students also, and because this is how we will make sure how they learn in the class...Sami, L72-L73

... This kind of competition. Teach the students to make some purpose to get some goals you know you want to learn...Mar, L61-L62.

... You cut off your support time, social time, maybe your friend time, family time, too many things... Kay, L71-L72.

Despite the fact that academic competition can serve as a valuable avenue to showcase talents and foster self-improvement, it also comes with certain disadvantages. As coaches and students immerse themselves in the preparation for the competition, they often find themselves sacrificing time from their social lives due to the demands of preparation and their academic responsibilities (see Appendix E).

Category 4: Coaching expectation

The participants' expectations when taking a coaching position were to be able to make decisions about the coaching and to get support, particularly from the school, as they would be representing the school in the competition. (P1) Mimi, (P2) Kay, (P4) Alyn and (P5) Sami underlined that the school should have provided greater assistance to the coaches because entering the competition entailed entering the school's name as well.

... My expectation from the school is that the school should be flexible. Know the importance of the competition. And be willing and able to support the teacher and what or the coaching. What the coach needs to help and guide these learners through... Mimi, L112-L115.

... Now my expectations. I don't know. It's not gonna be desired now. I may ask for some extra things like support from the school side special classroom. Especially payment, maybe those kinds of things... Kay, L80-L82.

... Then for the school it should be supported. Teachers should be supported with the materials and if the teacher is overloaded, the school should somehow pay. The extra time that the teachers had given and at the same time, of course... Alyn, L104-106.

... My expectation that I said this could give me this, this coaching for this job, my expectation that they will support me 100% with everything and also like. I expect that I can do it... Sami, L78-L80.

All of the participants agreed that schools should have equipped teachers with the resources they required for coaching. Additionally, teachers should have been compensated by the school for the extra time and effort they put in to make this coaching successful (see Appendix E).

Category 5: Coaching Advice

All of the participants were specialists in their fields of study, and with years of experience in the coaching industry, they had a lot of insights to offer to other teachers who wanted to try their hand at coaching in the future.

... First thing, before teaching the student, the main thing is to teach yourself and upgrade yourself beyond the limits like the concept is given the book that is not sufficient... Sky, L94-L96.

... Dedication because it will really take your time. You really need to make a lot of preparations when it comes to dealing with these students, but you know at

the end of the day. It is the students who will really make you feel loved and successful... Alyn, L 133-L135.

... So always do your best and leave for God the rest, and also whatever you are doing, do it sincerely. Because if you do it clearly you will be happy... Sami, L100-L102.

... I always kept that in the back of my mind that it's not always about money or you won't always see the reward... Bird, 109-111.

... Make sure that you as the coach are prepared before you go into the coaching and make sure that you have different strategies and different ways that you plan and prepare the students also... Mimi, L135-L137

... So, first of all their time, their efforts should be respected and accordingly, should be also paid and they are also the teachers who are coaching should be supported by the school... Kay, L102-L104.

... Very, very hard question. Yeah, never give up... Mar, L81.

The majority of their advice focused on how to prepare for coaching. Making sure that teachers were prepared to face the challenges, that they were willing to improve themselves, and that they devoted the majority of their time. There was also guidance that they should understand their worth and have their work recognized by their institution. In addition to asking God for aid through prayer and maintaining a positive mindset that what they were doing would be rewarded in some way, even if not financially. Being a teaching coach was undoubtedly a difficult experience, but one must remember that this experience allowed one to grow and gain new skills that may be valuable to oneself or others (see Appendix E).

Structural Descriptions

The study used transcendental phenomenology, which Husserl claimed that a lived experience of a phenomena possessed characteristics that were widely perceived by those who had encountered the phenomenon. These frequently recognized characteristics, or universal essences, can be found to create a generalizable description (Neubauer, B., et al, 2019) [23]. The universal essence or universal structure used in this study was the transcendental framework of time, spatially, things, causality, and relationships to oneself, God, and others.

The structure of time was reflected in the participants' descriptions of events from each interview. Participants frequently recounted their coaching experiences by referring to specific years or using time measures to describe the facts. Here are several lines that use the structure of time:

... If I am going to start from that, it is 25 years already and it's my sixth year here at NISA. And my subject is science... Alyn, L8-L9.

... The kind of support that was given by the school was basically the time. Time away from the actual classes to allow students extra time to prepare for the competition... Mimi, L28-L30.

In the first line (P4), Alyn described her teaching experiences, while (P1) Mimi recounted how the school provided her with time to engage with her students. Given

that coaching occurred outside of the students' regular schedule, the school permitted them time away from campus for practice sessions.

On the other hand, the spatial or structural aspects of space were identified in relation to specific places or settings. This spatial dimension became apparent when participants described the country they were in, the venue where they prepared, or the setting of the competition itself. Here are some lines that capture these spatial elements.

...My students had a Genius Olympiad held in Bangkok where they competed. Then we also organized NMO Math. Nay Pyi Taw Math Olympiad. They're also my students who competed there...Kay, L19-21.

... The school has given was not just the Technical Support or the physical support providing the venues providing the way and the how, etcetera, not the how the way and the what...Mimi, L30-L32.

In the first line, (P2) Kay described the competition and its location, highlighting that they organized a local event in Nay Pyi Taw, where his students participated. In doing so, he clearly emphasized the spatial aspect by detailing the specific place where the events unfolded. In the second line, (P1) Mimi described the school's support, including access to coaching facilities. This emphasizes the spatial component because it represents the physical locations where coaching sessions took place.

The structure of things was evident when participants discussed the items they received or needed for their competition preparations. These items ranged from materials and equipment to financial resources. Here are some lines from the interviews that illustrate this aspect of structured things.

...If it's mainly for coaching, so you will get whatever you want, because there is no limit of support, you need study material. You need some teaching method, equipment. You will get it if it is specifically for the coaching industry... Sky, L31-L33.

...Of course, if the program is also included in the academic annual plan so school provides us everything. So, classroom all robotic physical things, they support a lot... Mar, L36-L37.

In the first line, (P3) Sky mentioned that if it's primarily for coaching, the school could provide him with anything he needs. Similarly, (P7) Mar stated that as long as the program is included in the annual academic plan, the school would provide all the physical resources necessary for coaching. This demonstrates how the structure of things, including materials and equipment, was addressed by the participants in their discussions about preparation and support.

The causality or structural aspect of the cause became apparent when participants encountered unexpected events, necessitating the formulation of solutions to overcome these challenges. Occasionally, these unforeseen circumstances resulted in further complications that participants had to address. Here are some lines that highlight this causality.

...Another challenge is the language barrier. Obviously working in a foreign country, a lot of these competitions are done in English and for a lot of the

students, English is not their first language. For all of them, it's not their first language, so a lot of the challenges include overcoming that language barrier, making sure that students understand synonyms for lots and lots of words ...Mimi, L75-L79.

...Sometimes I couldn't explain some sort of problems I couldn't teach. Let's say I can solve the problem by myself, but I couldn't pass that knowledge.... Kay, L49-L50.

In the first line, (P1) Mimi described the root cause of her biggest challenge in preparing the students for the competition. Given that English isn't the students' first language, she struggled with a language barrier. Apart from readying them for the competition itself, she also had to contend with this language barrier. On the other hand, (P2) Kay faced difficulty in explaining complex concepts due to the students' foundational knowledge. Many mathematics competitions feature problems that surpass the students' curriculum, creating a gap in their understanding of new concepts for which they lack a background understanding. Kay found himself in a dilemma: Even if he comprehended the concepts and could solve them independently, teaching them proved challenging.

The structure of relationships was discerned through diverse avenues: Participants' connections with their students, parents, and administration; their personal bonds with themselves and their families; and finally, their relationship with God. Here are some lines that illuminate the relationships with oneself, God, and others.

...Another thing is my challenging experience during my coaching is like that. Some people are jealous of you, there's some people in your department like, they're not happy with whatever you are achieving or something like that...Sami, L51-L53.

... What strategy did I find effective, effective getting to know the students, getting on a level where you can talk and then we can be friendly and open with each other because when you are at that level, there's a level of trust that you have in you, and you have in them...Bird, L68-L71.

In the first line, (P5) Sami depicted his relationship with a colleague in his department while preparing his students for the basketball competition. Despite doubts from others about their chances of success, they proved them wrong by securing second place in Singapore and becoming champions in France. In the second line, (P6) Bird recounted his experiences interacting with his students. He underscored that his relationship with them was characterized by friendliness and mutual trust, both between himself and the students, as well as between them and him as their coach.

Essence

Most of the participants had different experiences with coaching. Despite that, most of them received substantial support in terms of material and time. These materials could come from different sources, like review material, venue, equipment, and money. This represented, in a transcendental framework, time and things. (see appendix I)

...The school was very supportive... Mimi, L27

... If it's mainly for coaching, so you will get whatever you want...Sky, L31.

... From the school side, they actually when it comes when I told them that I need these past papers. They also provided for me also the availability of the printer, the copier... Alyn L25-L27.

... I'm so thankful about that, but to our school that they support us financially and also emotionally and especially they pray, and they always ask the schools...Sami, L27-L28.

...So, from the school we got a Thai teacher...Bird, L34.

...Of course, if the program is also included in the academic annual plan so school provides us everything...Mar, L26-L27.

Another thing that was similar for most of the participants was their years of experience and knowledge in their subject of expertise, which represented the universal structure of time and space. (See appendix I)

...August this year will be 5 years, just over 4 years. Started in August 2019. I'm teaching English at the moment...Mimi, L7-L8.

...In Myanmar especially, I have been teaching for seven years and for two years I have taught. IB Math, math studies by that time this name was math studies...Kay, L9-L11.

...Teaching from my 15th year. I'm basically dealing with chemistry for higher grades like from year 9 to year 12. But I teach science...Sky, L8-L9.

...It is 25 years already and it's my sixth year here at NISA. And my subject is science...Alyn, L8-L9.

...I have been teaching for 18 years and I'm teaching physical education... Sami, L9-L10.

...I gave five years in Thailand five years. Six years. I mainly teach English...Bird, L8-L9.

...I have been teaching ICT for 16 years...Mar, L8.

The participants also had similarities in considering the behavioral problems of the students. They provided counseling and tried motivating them in different ways to avoid them dropping out or getting burned out. (see appendix I)

...Applaud students to, you know, to keep them motivated and keep them up...Mimi, L97-L98.

...Meeting with the student outside the classroom, then make him or her understand the importance of why they join the coaching... Sky, L46-L47.

... They are already exhausted mentally, but when they see food or they see something, they are being motivated... Alyn, L58-L59.

...Usually, I do like one-on-one talk with the student...Sami, L43-L44.

...Getting to know the students, getting on a level where you can talk and then we can be friendly and open with each other...Bird, L68-L70.

...Every day we need to meet with them and tell them, remind them so this helps us...Mar, L52-L53.

And they accepted and continued coaching to challenge themselves to go beyond their limits and love what they were doing. (See appendix I)

...To get involved with preparing students...Mar, L118-L119.

... It was the challenge that I wanted... Kay, L79.

... I enjoy teaching in the coaching as a coach...Sky, L85.

... It's a challenge for me... Alyn, L113.

...Because I love this kind of challenge... Sami, L55.

...It's very inspiring for you because you feel a sense of accomplishment...Bird, L97-L98.

...I'm a teacher. I love teaching. I love kids...Mar, L72.

These things showed us the universal structure of cause and relationship with oneself, God, and others.

Summary

The research utilized Hobfoll's Conservation of Resources Theory (1989). The theory acted as a guide for analyzing the themes utilized to interpret the findings of the data received from participants. The topics were organized into three sections to address the problem statement that the researcher wanted to investigate. The first three themes supported the first statement problem, which addressed the participants' real experiences, whereas the fourth and fifth themes described the participants' challenges and strategies in response to the second statement of the problem. Finally, the sixth themes addressed the problem's final assertion, which discussed why participants accepted coaching opportunities. The transcendental phenomenological framework also helped in identifying similarities between the experiences of the participants, which was shown in the universal structure of time, space, things, cause, and relationship with oneself, God, and others.

Discussion

This study aimed to understand the life experiences of foreign teachers who coached for local and international competitions, examine the challenges they faced before and during their preparation, learn from their strategies for dealing with student problems and other aspects, recognize their hard work, and gain insights from their experiences. The researcher conducted semi-structured, one-on-one interviews with each qualified teacher who fit the study's criteria. This chapter analyzed and discussed the research findings and their implications for education, with a focus on coaching teachers involved in student preparation for any academic competition.

Summary of Findings

After data collection, analysis, and interpretation. The researcher concluded to the following findings:

1. Despite the diversity in the background of the teachers from the subject they taught, years of experience, the country or school that they had their experiences in coaching or the competition where they participate with their students, there are some resemblances in their experiences. The situation of the country and school has an enormous influence in the process of preparation in coaching. Language barrier and unavailability of suitable materials for preparation is a huge difficulty to coaching. While school, parental and social support are important for the success of coaching preparation. Time is as vital as material support from the school because most coaching takes place outside of the usual teaching

period. It is critical for schools to assist with time management for coaching. An interpreter, while not required in all cases, is useful in situations where there is a language barrier. Regardless of the different circumstances each participant encountered during the experience, they were able to make it work.

2. Before addressing the strategy, it is critical to understand the challenges faced while coaching. Aside from linguistic obstacles, additional issues noticed during their experience include laziness, absenteeism, dropping out, a lack of understanding, insufficient follow-up at home, and burnout. For academic difficulty, the facts acquired show that rigorous practice and independent study are beneficial for competition that requires answering test papers and skill. Another technique is peer discussion, in which students share strategies for solving a specific sort of problem. While, for behavioral issues, student counseling is essential; activities that build teamwork are also beneficial; and setting expectations is also vital to avoid emotional distress after the competition.
3. According to the results, most of the coaches accepted the job out of care for their students and a desire to push themselves beyond their comfort zone. Their love for their jobs and students motivates them to continue coaching, however not all of them agree. The majority believe that the school and other stakeholders should support their teachers because they devote a significant amount of time and effort to academic competition coaching.

Implications

Exploring the implications of foreign teachers' lived experiences coaching for local and international competitions yields an array of insights that extend far beyond the classroom. By analyzing these implications from both theoretical and practical perspectives, we uncover the potential for change in shaping the future of competitive education on both local and international levels.

Theoretical Implications

Hobfoll's Conservation of Resources Theory (1989) served as the theoretical foundation for this study. This theory has been utilized in studies aimed at understanding the experiences of employees within various companies or lines of work. The researcher applied this theory in light of the fact that the participants in this study were teachers, who can be considered part of the workforce. Based on the results of the study and the way in which participants described their experiences in coaching, the framework outlined in Hobfoll's Conservation of Resources Theory aligned perfectly with the progression of their experiences, the accumulation of stress during their preparations, the resources they either lost or gained throughout the process, and the lessons they gleaned from the experience. This validation underscored the theory's relevance in the realms of teaching and coaching.

Practical Implications

On the practical side, coaching has been an integral part of every educator's journey. Guiding students through coaching preparation to competition poses significant challenges, particularly for full-time teachers. Moreover, for foreign teachers, this study aims not only to comprehend these educators' lived experiences but also to foster a community

where teachers can exchange their insights. It resembles benchmarking best practices derived from others' experiences, a process that can yield benefits for students, teachers, and schools alike. Furthermore, this study can serve as a valuable reference for researchers embarking on similar investigations into coaching for competitions, as there is currently a scarcity of materials on the subject.

Conclusion

The following conclusions are based on the summary of findings.

1. Despite the constraints of the school environment and language barrier, teachers' experiences and ability to adapt are critical for coaching preparation. School and other stakeholder support is a valuable foundation for teachers' coaching preparation because it alleviates the challenges caused by environmental adaptability or a lack of resources.
2. For competitions requiring academic knowledge and skill, rigorous practice, whether independent or in group settings, is beneficial. It is also critical to keep your concepts up to date, as books and previous exam materials can become obsolete at any time. Finding student strengths is critical for talent competition since it allows the student to shine and benefits the group as a whole. Counseling can help students with behavioral problems stay focused. Providing cooperation activities, even if they are not part of the coaching plan, can provide students a break and help them prevent burnout from excessive practice. Motivating students with modest tokens might also help them stay focused on their goals. Finally, creating expectations is critical for student achievement.
3. Challenging oneself is frequently the reason a teacher chooses a coaching position; another motivation is a desire to contribute to the school via service. Teachers who enjoy their work and children pursue coaching opportunities in addition to their teaching jobs. Regardless, it is critical that teachers understand their value, and that their school and other stakeholders recognize and support them. This will inspire them to continue coaching students in competitions.

Recommendation

According to the findings, the following recommendations were made for students, teachers, schools, and future study to improve the academic competition coaching experience: Students may actively participate in intensive practice and individual study to overcome academic hurdles encountered during competition preparation. Additionally, participating in peer discussions to exchange problem-solving ideas can help them do better. To promote a supportive environment, students may seek counseling for any behavioral concerns and participate in teamwork-building activities. Teachers may prioritize knowing the specific problems encountered while coaching, such as language limitations and academic and behavioral issues among students. To address these issues, they can use efficient strategies like rigorous practice, peer discussions, student counseling, and teamwork-building activities. It is critical for teachers to stay motivated and passionate about coaching by obtaining support from the school and other stakeholders. Schools may provide enough resources and support to students and teachers who coach academic competitions.

This includes setting dedicated time for coaching exercises, offering language assistance as needed, and guaranteeing access to sufficient materials. School administrators may promote teacher well-being and offer opportunities for professional development to improve coaching effectiveness.

Future researchers may investigate the effects of various coaching styles on student results and teacher motivation. Investigating the efficacy of treatments such as peer conversations, student counseling, and teamwork-building activities can yield significant insights for enhancing coaching procedures. Furthermore, research may look into the impact of school and stakeholder support on improving the coaching experience and increasing student achievement. By addressing these gaps in the literature, future research can help establish evidence-based strategies in academic competition coaching.

Limitation

The current study was limited only to the foreign teachers in one of the biggest international schools in Nay Pyi Taw, Myanmar. The researcher limited her study to foreign teachers teaching any discipline with experience in coaching students for local and international competitions. Also, due to a lack of time, the researcher wasn't able to conduct actual observations of the competition or ask the participants for a journal of the competition because some of them had already left the school.

Reflection

Academic competition has long been used in education to boost student and educational institutions competitiveness. Behind every student's accomplishment in a competition are individuals who help them go through. Coaches are the most important supporters in making the preparation suitable to students' learning. Because many coaches also teach in a traditional school setting, they typically sacrifice some of their time to prepare for coaching. The number of teaching coaches competing in the academic competition is large, making it important to learn from their experiences. Learning about their issues and obstacles might provide educational institutions with ideas for improving coaching preparation. This can also be used as a benchmarking tool to gain ideas for dealing with similar circumstances.

Summary

This chapter summarizes a comprehensive overview of the study's discoveries, their implications, conclusions, and recommendations derived from the researcher's analysis. Unveiling the challenges faced by foreign teachers during their coaching preparations, the findings reveal a narrative of resilience amidst adversity, showcasing their unwavering dedication driven by a profound passion for their vocation. To bolster the support network for academic coaches, the researcher extends a series of insightful recommendations tailored for students, educators, school administrators, stakeholder groups, and future research endeavors, aimed at fostering a conducive environment for academic coaching within their respective educational communities.

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