"The master is always identified by his students' action". This old epitome reflects on the very nature of teacher-coaches. Hence, in any sport events, the role of the teacher-coaches cannot be ignored. They serve as the brain and fuel on the sport performance of the athletes. However, most of the student-athletes do not value anymore the essence of being an apprentice of a teacher-coach. Likewise, teacher-coaches do not have a clear idea what and how to live out the essence of being a teacher-coach. Their work can be summarized by the following maxims: he is the paragon of qualities, man of patience, he has arm for all, and he enflame the fire when it is lit. These set his incomparable role in the life of the athletes.

Engagement in sport necessitates and results to discipline. Sports require discipline and good conduct (Sauti, 2014). Athletes are required to embrace and imbibe the discipline that their sport event as well as their coaches are teaching. Pleasing behaviors need to transcend into their lives. Therefore, the first role of the teacher-coach is to be a "paragon of qualities" to their athletes. It is a challenge for the teacher-coaches to put into practice what they are teaching. As somebody who guides towards sport excellence and competitiveness, they ought to become model to the athletes. This covers actions inside the classroom, training field and wherever he will be. All manifestation of discipline needs to be seen in their life with no hesitation and hypocrisy.

Patience is a virtue. Athletes are required to be patient. They need to have patience before, during and after the competition. Self-control is an asset in sports because it makes somebody better, and helps to make right decisions at the right moments (Edger, 2010).
In his execution of the motor skill that they earned during training, they need to be patient at the right time for these competencies to be achieved. Therefore, the second role of the teacher-coaches is to be “man of patience”. He ought to be patient during training wherein the athletes is still learning his skill. He needs to be patient and wait for the right time for his athlete to be competent. If he loses the competition, he needs to be patient in building the morale of the athlete and tries to recalibrate his skill for the next competition. With his patience, his athlete will be encouraged to be patient too. This will determine his sportsmanship, competitiveness and success.

Sense of belongingness is a human need. Every individual needs to belong; thus, it is ought to be felt, enjoyed and explored by anybody (Geri, 2017). It is an imperative for the teacher-coach to ensure that each student-athletes is accepted and nobody is neglected. The third role of the teacher coach is “he has arms for all”. The common problem when it comes to training is that those who are performing well in the competition becomes the apple of the eye. Coaches are keen and focus only on the development and enhancement of their skills not paying attention to those who are performing less. It is the obligation of the coach to ensure that everybody is receiving right guidance and no one is above to others. Favoritism ruins relationship. Therefore, he needs to be cautious about his relationship with other student-athletes.

Motivation plays an important role in the competitiveness and performance of the student-athletes. The last role of the teacher-coach is “he enflames the fire when it is lit”. It is simply the ability to initiate and persist at a task (Taylor, 2010). This can be classified into inner motivation and external motivation. Internal motivation exists in the inner self of the athlete. This is his strong will to be the best among other athletes. The other kind of motivation, is the external motivation. This kind of motivation comes from the outside forces other than the self of the athlete. This can be somebody or thing that motivate and drive him to do his best. Teacher-coaches are the external motivators of the athletes. They
do not take only part of the entourage but key personnel at the corner of the athlete. They can uplift their losing morale to strive in and win the competition.

Teacher-coaches play a significant role in the lives of the student-athletes. As somebody, directly in charge of the sports development of the student-athletes, they need to exert extra effort in fulfilling their job as mentors. They cannot deny that they serve as athletes’ disciplinarian, model of virtues, paragon, and motivator. These roles play a vital role on their level of performance and competitiveness. Thus, nothing can be compared to the efforts of teacher-coaches with clear and right role to the lives of student-athletes.

References:


