

**SPORTS MANAGEMENT PROGRAM IN THE  
DIVISION OF SAMAR**

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A Thesis  
Presented to  
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In Partial Fulfilment  
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**Master of Arts in Education (M.A.Ed.)**  
Major in Music, Arts and Physical Education

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## APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled "**SPORTS MANAGEMENT PROGRAM IN THE DIVISION OF SAMAR**", has been prepared and submitted by **JHONNA L. LOZANO**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

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**Jhonna**

## DEDICATION

*This humble piece of work of mine is heartily dedicated to:  
all personnel in Samar Division hoping that the result of my study  
will help improve the sports performance of athletes in Samar  
Division in the Eastern Visayas Regional Athletic Meet (EVRAA),  
my second home away from home, OESTE National High School;  
my precious family especially my parents, brothers, Jaypee and  
Johnjohn, lovely sisters, Joanne, Janine, Janet, Janice, for their ever  
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*Jhonna*

## **ABSTRACT**

The study presented the status and extent of implementation of the Sports Management Program in the Division of Samar during the school year 2015-2017. This study used the descriptive research design that assessed the status of implementation of the sports management program of DepEd Samar Division. In the provincial level, 129 gold medals were received by the ninety six athlete-respondents. In the EVRAA Meet, there were only three bronze medals received by the athletes and none for gold and silver medals. In addition, during the Palarong Pambansa, only one bronze medal was received by the athlete and none has received gold and silver medal. The data implies a need to revisit the sport program since few athletes received medals in the higher level of competition. Along highest award received, out of 96 athletes, there are 71 gold medals received followed by 15 silver medals or 15.63 percent and 10 bronze medals or 10.42 percent. The athlete-respondents belong to a normal physical fitness category and are physical activities and have a greater chances to perform better in athletic competitions. Ball sports are usually the type of sports played by athletes where majority of the awards were received. Hiring a competent sports division coordinator/sports manager and attendance to comprehensive sports management training of the assigned sports coordinators in every school or district is urgent and highly recommended.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

Sports being a competitive physical activity requires physical prowess which through casual or organized participation, aim to use, maintain, develop and promote physical fitness by maintaining and increasing such components as speed, flexibility, muscular strength, muscular endurance, aerobic capacity and anaerobic capacity (Tungpalan and Luna, 2013). Henceforth, understanding of the school sports program concept and its inter-relationships and usefulness should be emphasized. A number of factors with varying importance should be considered in relation with the improvement of the athlete and the development of training program (Lirios, 2003).

Palarong Pambansa Act of 2013, Section 3 directs to improve the Department of Education (DepED) national school sports program that give more prestige to the annual sports event by encouraging better participation of schools through incentives and rewards. The aforecited act was supported by Department Order number 79 series of 2011 which creating the School Sports Events and Activities Unit (SSEAU). It oversees the conduct of the Palarong Pambansa and all other school sports events and activities at the local, national and international levels involving pupils/students in public and private elementary and secondary schools to develop after school sports programs to

provide pupils/students an equal opportunity to learn, to play and to enjoy a variety of team and individual sports and to coordinate with persons/units at the DepEd Central Office and in regional and division offices and non-DepEd offices designated to handle sports matters.

In response to above mentioned issuances of the national government and Department of Education, sports program was implemented and established throughout the country among elementary, secondary and tertiary schools. Sports competition requiring the participation of officials, coaches and athletes have become evident in the local, national and international setting.

Tracing the sports performances of athletes from grassroots up to the different competitions reveal the real scenario. The poor performance in sports of Samar Division in Eastern Visayas Region Athletic Association (EVRAA) Meet competition for the past three years is truly declining. In 2015 EVRAA Meet hosted by Baybay Leyte, the result showed that out of 13 different divisions in Eastern Visayas, Leyte was the topmost rank with 44 gold medals achievement record. On the contrary, Samar Division rank 12th with one gold medal received. In 2016 EVRAA Meet held in Ormoc City, the Samar Division was in ranked 11<sup>th</sup> out of 13 participating delegates while Leyte was rank highest with 85 gold medals standing. Furthermore in 2017 EVRAA Meet hosted by Calbayog City, again Leyte Division got their third successive top rank with 97 gold medals.

In the national level, the performance of athletes is exemplified in the recently concluded Palarong Pambansa. It is sad to note that the Eastern Visayas is only garnered 11 gold medals quite far in the number compared to the National Capital Region (NCR) as the successive defending champion for 14 years with 86 gold achieved.

This was also exhibited in the 2016 Rio de Janeiro Olympic competition where the great number of golds was received by United States with 46 gold while the Philippines received none. Furthermore, in 2018 Asian Games, China bagged 132 gold medals compared to Philippines with only four gold medals. In fact, it has failed to be ranked among the world's best and having appeared to worsen rather than improve the sports performance for decades.

According to sports analyst Ronnie Nathanielsz, there is a need to emphasize a holistic approach relative to athlete's preparation that would make them competitive in the world scenario. He pointed the reasons behind poor sports performance of Philippines athletes as follows: a) right training and need for proper diet, b) lack of physical and mental conditioning, c) lack of available training facilities, d) lack of support especially in sports budget allocation (Gutierrez, 2012).

It is in this context that the researcher ventured to undertake this study. She strongly believes that the performance of athlete can be enhanced through proper implementation of sports development program. With the strong conviction that the task of ascertaining the status of implementation of the Sports

Management Program is a concern and function of a teacher like her who specialize the subject. It is hoped that the present study will contribute toward the effective, efficient and productive management of the Sports Program in the Division of Samar.

### **Statement of the Problem**

The study presented the status and extent of implementation of the Sports Management Program in the Division of Samar during the school year 2015-2017. More specifically, it sought answers to the following questions:

1. What is the profile of high school athletes in the Division of Samar with respect to:

- 1.1 age and sex;
- 1.2 physical fitness;
- 1.3 sports participated in;
- 1.4 performance of athletes in sports competition, and
- 1.5 highest award received?

2. What is the profile of coaches teaching/handling MAPE in terms of:

- 2.1 age and sex;
- 2.2 number of years as coach in specific sports discipline;
- 2.3 number of awards received of athlete handled;
- 2.4 educational qualifications, and

2.5 sports training attended?

3. What is the profile of the school administrators/sports managers/coordinators along the following variates:

3.1 age and sex;

3.2 length of service;

3.4 school- based management level (SBM), and

3.5 sports rating in sports handled?

4. What is the sports management program of the school as expressed by the school managers, coaches and athletes along:

4.1 planning;

4.2 organizing;

4.3 controlling, monitoring and evaluation;

4.4 tasking and staffing (coach assignment);

4.5 leading;

4.6 facilitating;

4.7 financial support and other resources;

4.8 sports equipment and physical facilities, and

4.9 sports policies and incentives?

5. What are the problems and challenges encountered in the implementation of sports management program?

6. What intervention strategies to implement in order to enhance the sports management program in Samar Division?

### **Theoretical Framework**

The fundamental base in the conduct of this study is premised on the Transactional Theories, otherwise known as Management Theories which focusing on the role of supervision, organization and group performance and the exchanges taking place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). In other words, the leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012). Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to "create a connection" that results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013).

Another theory that supports to the aforecited theories is that of Herzberg's Motivation Theory one of the content theories of motivation. It explains the factors that motivate individuals through identifying and satisfying their individual needs, desires and the aims pursued to satisfy these desires. The researcher believes that individual motivation leads to satisfaction because of the need for growth and a sense of self-achievement. Relating it to the present study, it is believed that the coaches and athlete who are well motivated in any forms perform better in any sports activity compared to those who do not receive forms of motivation.

### **Conceptual Framework**

Figure 1 shows the paradigm of study. At the center of the diagram are the respondents: the administrators, coaches, and athletes of the study who have significant roles to play in the Sports Management program. The factors that affect its implementation are shown inside the different arrows interconnected to one another. The process starts from program planning, organizing, controlling, monitoring and evaluation, tasking and staffing where coaches become aware of their assignment being the most qualified persons to provide the training for the athletes, followed by leading in which through this function, the sports manager is given the opportunity to oversee the flow of work of different committees and ensure smooth run of the competition with proper feedback.

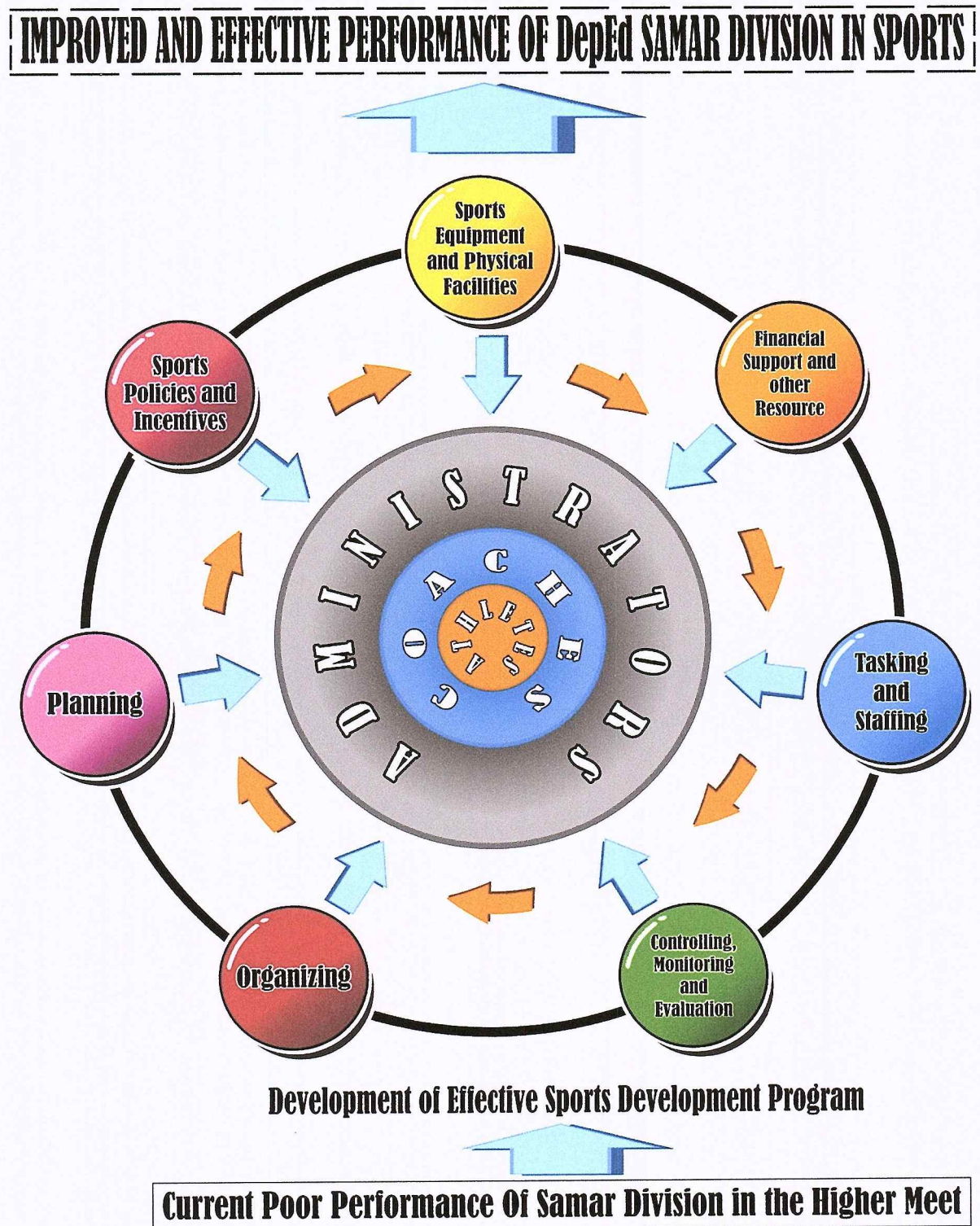


Figure 1. Conceptual Framework of the Study

Also, facilitating forms part in the effective implementation of the program because it develops meaningful relationship between the athletes and coaches employing different ways that motivate them both. Furthermore, any program would not succeed without the financial support and other resources that are needed in its implementation. With available sports equipment and physical facilities, coaches and sports manager, will be motivated more to aim for more medals in athletic competitions.

In addition, sports policies must be established well to include giving of cash incentives to coaches and athletes who received gold, silver or bronze medal during competitions.

These components of the Sports Management Program were evaluated by the school administrators, sports manager and sports coordinator who are knowledgeable about the implementation of the sports program in their respective schools. After which, the result of the evaluation will be the basis for the revision or enhancement of the existing sports program in Samar Division. For the output, an enhanced and effective Secondary Schools Management Sports Program in the Division of Samar is expected to materialize and experienced by all concerned.

### **Significance of the Study**

This study is deemed important to the following groups:

**Administrators and Sports Coordinators.** This study may increase the awareness level of school administrators about the implementation of Sports Management Program of which they are a part. They may come to know better the substantive and administrative functions delegated by the Regional Office to the Division Office and its field unit along school Sports, thus, paving the way for greater realization of the aims and purposes of the program by becoming aware of the needs of coaches and athletes in sports and to formulate policies for the further enhancement of School Sports program.

**Coaches.** The district school sports coaches, through this study would enhance their awareness and commitment in the most effective and efficient way in the implementation of the School Sports Programs and Projects, as well as insights how to athletes and students become better performer in schools.

**Athletes/student.** Through this study, the athletes and/or students would be provided with a clear picture of how they are performing in schools. This would also give them the correct information of the kind of efforts teachers and school administrators extend thereby encouraging them to contribute something like improving their skills and/or performance for the total school improvement.

**National, Regional and Local Communities.** The findings of this study would possibly help develop a great number of sports person/ athlete and in the future internationally compete and making Philippines in world sports map. With the findings of this study, the community would have a better understanding of how the school is trying its best to develop the sports program

to hone, develop and maximize students' potentialities as assets in their community. They would be informed that the school is not only concerned of children's intellectual development but also their physical and moral development.

**Researchers.** The findings of this study would possibly contribute to new knowledge and information for further studies.

### **Scope and Delimitation**

The study focused on the presentation of the implementation of Sports Management Program in the Division of Samar. Three sets of questionnaires that were given to the respondents of the study. Data pertaining to the profile of the administrator-respondents like age, sex, length of service, school-based management level, sports rating in sports handled were considered in the first part of the instrument. On the second part, data on the implementation of the sports management program were collected especially along planning, organizing, controlling, monitoring and evaluation, tasking and staffing (coach assignment), leading, facilitating, financial support and other resources, sports equipment and physical facilities, and sports policies and incentives. Furthermore, another different set of questionnaires were also distributed to the coach-respondents and athlete-respondents considering their profile.

There were 156 respondents of the study to wit: 28 school administrators/sports managers and sports coordinators, 28 coaches, and 96

athletes who came from different secondary schools in Samar Division. These schools are as follows: Tarangnan National High School, Majacob Integrated School, San Jorge National High School, Valeriano Yancha Memorial Agricultural School, Motiong National High School, Oeste National High School, Wright 1 National High School, Jiabong National High School, Pagsanghan National High School, Santa Margarita National High School, Hinabangan National High School, Pequit Integrated School, San Sebastian National High School, Villahermosa Integrated School, Buenavista National High School, Simeon Ocdol National High School, Tizon National High School, Matuguinao National High School, Hampton Integrated School, Santo Niño Integrated School, Ramon T. Diaz Memorial High School, Piñaplata Integrated School, and Clarencio Calagos Memorial School of Fisheries. The 96 athlete-respondent were chosen according to sports event played, as follows : Billiard one, Futsal seven, Basketball seven, Baseball 10, Football 14, Softball five, Volleyball 22, Racket one, Arnis three, Taekwondo nine, Dance Sports three, Boxing one, Swimming one, Wushu two, Archery one, Gymnastics one, Athletics seven, Table Tennis one and Wrestling 0.

This study was conducted during the School Year 2018 – 2019.

### **Definition of Terms**

To provide a common frame of understanding the following terms are herein defined conceptually and operationally.



**Figure 2. Map of Secondary Schools of Samar Division**

**Athletes.** Refer to someone trained for physical strength and agility (Webster, 1976). Operationally, it pertains to the high school students who have been selected to participate in Intramural Meet, Provincial Meet, EVRAA Meet, and Palarong Pambansa.

**Controlling.** Refers to the management function concerned with monitoring employees' activities, keeping the organization on track toward its goals, and making corrections as needed (Daft, 2000).

**Leading.** Refers to the management function that involves the use of influence to motivate employees to achieve the organization's goals (Daft, 2000). As used in the study, it refers to how the school administrators perform their functions along management.

**Organizing.** Refers to the management function that involves deployment of organizational resources to achieve strategic goals. The deployment of resources is reflected in the organization's division of labor into specific departments and jobs, formal lines of authority, and mechanisms for coordinating diverse organization tasks (Daft, 2000). As used in the study, it refers to how the administrators and coaches carry out the preparation, selection and acquisition of resources which will be used in competitions.

**Physical Fitness.** Refers to the ability to perform one's daily tasks efficiently without undue fatigue but with extra "reserve" in case of emergency (Tungpalan and Luna, 2013). As used in the study, refers to the ability of the

students to accomplish the requirements of physical education subject for muscular strength, power, endurance, etc.

**Planning.** Refers to the management function which means determining the organization's goals and defining the means for achieving them (Daft, 2000; 2016).

**Program.** Refers to a series of learning experiences designed to be achieved within a specific period of time; certain specific instructional objective of an adult or group of adults (Good, 1973). In this study, it refers to the Sports Management Program within a school curriculum. It includes the regular instruction period, extra class activities, adapted program and other recreational activities involving the pupils under the leadership of the teachers or the school administrator.

**Sports.** Refers to athletic events or activities which involve much physical exertion and participation like boxing, diving, swimming, baseball, football, skiing and racing. (Tungpalan and Luna, 2013). As used in the study, it refers to the following events played during Provincial Meet, EVRAA Meet and Palarong Pambansa. These are as follows: athletic, ball games, racket games, swimming, chess, boxing, wrestling, arnis, table tennis, dance sports, gymnastics, archer, taekwondo, and wushu.

**Sports Facilities.** Generally, it is any aid or convenience; a place equipped to fulfill a special education (Webster, 1997). Operationally, they are the

playground venue used in teaching Physical Education., like basketball court, volleyball court, lawn tennis court, seesaw, slides, swings, and the like.

**Sports Management Program.** Refers to a program that reflects the objective of the program, requirements and eligibility of athletes, and other components like character development, training development, incentives and the like (Andin, 1988). As used in this study, it refers to sports program that guides administrators, coaches and other sports officials during athletic competitions.

**Skills.** A generally the things the individual has to learn to do with ease and precision; may be either physical or mental performance (Good, 1973). In this study, it refers to the ability to perform athletics and/or sports/games in different levels of competition.

**Staffing.** Refers to the process by which the right person is placed in the right organizational position (Massie, 1987). As used in the study, it refers to the assignment of coach in different sports events in competitions like Intramural Meet, EVRAA Meet and Palarong Pambansa.

**Tasking.** Refers to the process by which an employee is assigned to perform a specific task in the organization (Massie, 1987) As used in the study, it refers to the assignment given to coaches which is expected to be delivered at a specific period.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

In view of the researcher's desire to obtain information relevant to this study, an intensive search for related literature and studies in manuals, books, unpublished theses, magazines, brochures, memorandum circulars of DepEd and other reading materials both foreign and local had been reviewed.

#### Related Literature

Dewey (1938), an advocate of experience-based learning, believed that students would learn more effectively and become better citizens if they engaged in service to the community and had this service incorporated into their academic curriculum. Dewey (1938) also said that young people in traditional education systems do have experiences, but that the experiences are often defective and wrong in character. Experiences sometimes lack a connection to future experiences, or the real world.

Management is need to be able to lead in the processes of planning, organizing, and collaborating with different stake holders to achieve common goals (Pederson, Parks, Quarterman, & Thibault, 2011). A growing number of studies show that service learning projects promote positive experiences that help build important leadership skills (Wurr & Hamilton, 2012).

There is a need in society for leadership. Survey results from the Association of American Colleges and Universities' National Leadership Council for Liberal Education and America's Promise (LEAP) indicate that of 305 employers interviewed, 63.00 percent believe that college graduates lack the skills needed for a global economy and for promotion (Kuh, 2008). Sports mirror society (Eitzen, 2009); therefore, the leadership challenges we face as a society may also be found in the sport management industry. Service learning may provide sport management students the opportunity to develop leadership skills.

Bolman and Deal (2003) defined leadership from four frames. They worked for decades studying leadership in the workplace and have developed strategies for improving organizations. Their four-frame management model consists of Structural, Human Resource, Political, and Symbolic frames. These frames are to be utilized as lenses by and leaders as they managers begin to improve their organizations. Bolman and Deal (2003) articulated that the essential role of leaders is to facilitate a process of mutual influence that infuses thought, feeling, and action. This cooperative effort leads to developed values and purposes embraced by both the leader and the led.

Kouzes and Posner (2007) designed a Leadership Practices Inventory (LPI). The five practices of exemplary practice inventory are: a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d) Enable Others to Act, and e) Encourage the Heart (Kouzes & Posner, 2006). Leaders who "Model the Way" establish a set of high standards that are used to measure the organization. These

standards are used a guide for how everyone in the organization should be treated. Once these values are established it is important for leaders to “walk the talk” in order to develop and maintain credibility within their organization (Kouzes & Posner, 2006).

Leaders who “Inspire a Shared Vision” create a shared direction and purpose for their organization. A leader cannot create a shared vision without soliciting the values, hopes, and dreams of others. This allows everyone in the organization to accept the vision as their own, and allows them to pursue their shared aspirations (Kouzes & Posner, 2006). Leaders who “Challenge the Process” realize that the status quo leads to mediocrity. These changes come from a leader who is willing to listen to the ideas of everyone in the organization. Leaders must find change as an enjoyable task and encourage members of their organization to seek out ways to improve the organization. There needs to be an organizational culture that encourages risk and allows people opportunities for small successes and to learn from their mistakes. Small victories make the bigger change goal seem achievable (Kouzes & Posner, 2006).

Leaders who “Enable Others to Act” realize that leadership in their organization cannot be done alone. They create a team like atmosphere that allows everyone to take ownership within the organization. Goals are established cooperatively and through collaboration a culture of trust is established. This empowerment allows followers to begin viewing themselves as leaders. They

feel a sense of autonomy and their success is recognized by others. This leads to a sense of influence and support (Kouzes & Posner, 2006).

Leaders who “Encourage the Heart” realize the hard work it takes to achieve greatness. They express pride in their organizations accomplishments and make sure those who work hard feel like heroes. They provide feedback, clear expectations, and personal attention. Celebrating small victories encourages information sharing and creates a sense of fun amongst the hard work (Kouzes & Posner, 2006).

On the other hand, Javier (2011) in his Guide in Physical Education, observed that since children love and need play, it is imperative and justifiable that their interests, abilities, and needs serve as the logical bases for the selection of Physical Education activities. Of the subjects in the school curriculum, Physical Education offers the best opportunities and the most fertile field for guiding children’s natural interests and desire through vigorous physical activities. He noted that most of the teachers teaching physical education have no professional or special training in teaching the subject. The subject then has generally been taught haphazardly or has been neglected. Some teachers have been utilizing the period for physical education for school improvement. The teaching of the other subjects has been prolonged to assimilate the time allotment for physical education.

Halloran (2008), reported in his article that many were concerned with the tremendous cost time in class unfairness in competition between the small and

large provinces, than in the teaching of athletes. This was further discussed in her article deploring the inadequacies of our present day programs and the tremendous and narrow concept of Physical Education as the teachers understand it. Insufficiency of government support for adequate facilities and equipment and the testing program to evaluate the pupil's programs in Physical Education were among the factors cited as the weak points in the Physical Education program.

Jacob's (2010) emphasized that sports is understood not as a quest for excellence and self-fulfillment but as a medium for self - aggrandizement by people who maybe mediocre, a cheat or a fake. He says that, many misunderstood the meaning of sports. They have the idea that sports are only those events which are published in the sports pages of newspaper, or broadcasts in the radio and television in a playful account. To these people, sports is competition and entertainment. There is more to sports than competition and entertainment. Sports is education. It is a means by which children learn about the wondrous power of their minds and bodies.

Datoc (2014) opined that the physical; that is, the human physique, has to be systematically and formally trained. It has to be educated. She emphasized that physical education improves human movement and develops desirable total performance. Endurance, strength, power, flexibility, agility, and speed, including grace and fitness are acquired in the program. The better the training the better acquired will be these skills, abilities and attitudes. And how can the

training be made if not by a better organization and administration of human movement education. National organization and management covering not only the schools, colleges and universities, but the entire Filipino society must emphasized the development of self – concept. Training should be oriented towards individual achievement, procedure towards self – discovery. The common goal should be to enable the human body to move more effectively and efficiently so as to maximize its owner's capacity to utilize his vocational competencies to contribute to nation building.

Aquilino (2011) opined that whether the teachers, like it or not, there will be occasions when students are left alone. Authorities agreed that guided physical education activities play a vital role in the total development of children. While playing, they learn to be self – propelling and acquire the proper attitudes and sports skills that make them well – rounded individual. He added further that physical education, when properly directed, is living; it is life full of meaning and satisfaction. Every school site, therefore should be complete with play equipment necessary for physical education activities that are conducive to development of sound moral educational values.

Cerez (2010) has stressed that the most important in athletic meets is not winning the games but the children will imbibe those strong desirable values necessary for good citizenship, such as: cooperation, teamwork, courtesy, honesty, etc. For instance, a child needs to be able to get along with others, to

take turns to win and lose gracefully, to work for the common good and to respect the personality of his fellows.

He further explained that successful living demands the ability to lead skillfully and to follow intelligently. Thus, in athletics, the child is afforded opportunities to develop their capacities. Through the medium of complex physical activities the child can develop the power of judgment, observations, analysis and decision. They can be helped to act wisely with courage even in situations of stress. Good traits are learned while at the same time the children enjoy playing the games, the principal aim is to satisfy the insatiable appetite of children for movement, help them enjoy it more, and guide them so that they may build lasting values. These values can be achieved only if children like, enjoy and appreciate the activities they are engaged. In order that they may build lasting values, experiences must be made desirable, enjoyable and satisfying. This can be made possibly only if administrators become increasingly aware of the contribution which physical education can make to the growth and development of children (Cerez, 2010).

Montes (2010) believed that the success or failure of any sports program or project rests on how it is planned, executed, and evaluated. No one plan can be assured of success in all places, at all times even done and executed by the same persons. The intervening variables and internal as well as external factors greatly influenced the results of any program. Management is very significant factor in any undertaking. No teacher would venture to teach nor will an

engineer construct an edifice without the benefit of a plan. The plan provides the sense of direction. It provides the information as to what to use, how to use, where to use and why to use such. Plans eliminate wastage of time, efforts, space and material resources. A plan in order to be successfully implemented should be simple, clear, specific, and the most important, flexible.

Thomas (2011), in his coaching manual entitled “Youth Sports Guide for Coaches and Parents”, offers insight into the many facets of a youth sports program. He found out that the school sports program often foster a philosophy of winning at all costs at the elementary level. So that, the following are his recommendations: The teachers should be guided by the feeling of low achieving youngsters in evaluating the effect of competition on the children; When children compete, the teacher should emphasize enjoyment of the activity by everyone. Emphasis should be place on the joy of participation rather than on the importance of receiving a reward. If the rewards are given, however they should be based on achievement; and all children should have a chance to succeed. This might be accomplished by careful grouping, by pairing children with others with similar ability, and by making comparisons based on improvement and effort rather than on sheer ability;

In the same Guide for Coaches, the following have been suggested which the author termed as Bill of Rights for Young Athletes. They are: 1) right of opportunity to participate in sports regardless of ability level; 2) right to participate at a level that is commensurate with each child’s development level;

3) right to have qualified adult leadership; 4) right to participate in safe and healthy environment; 5) right to each child to share in the leadership and decision making of their sports participation; 6) right to play as a child and not as adult; 7) right to proper preparation for participation in the sports; 8) right to an equal opportunity to strive for success; 9) right to be treated with dignity by all involved; and 10) right to have fun through sports (Thomas 2011) related to all literature reviewed in this chapter because they are correlational studies on the status of implementation of Physical Education and School Sports. It has provided insights into other investigations which were done on area of professional growth. The same methods and procedures were employed although some differed in the number of respondents involved, kind of samples and schools.

### **Related Studies**

Benzon (2018), in her study entitled “The implementation of selected sports activities among State Universities in Eastern Visayas” offered a valuable recommendation according to the findings of her study as follows: a) The Physical Education teachers, trainers, coaches, and sports directors should be exposed to more sports activities implemented by different higher learning institutions to enhance their knowledge and skills in sports; b) Physical Education teachers and sports coaches should also be given opportunities to attend seminars/in-service trainings in sports clinic, to be updated with current issues and trends in sports;

c) P.E. teachers and sports coaches should also be encouraged to pursue graduate studies in Physical Education because there are only few M.A. and Ph.D. holders in this subject area; d) The state university administrators should continue supporting the sports development program of their respective institutions to encourage athletes to continue to participate in sporting events like Regional and National SCUAA; e) Since the implementation of sports activities were highly implemented in terms of curriculum integration, support to learning, and participation in competitions, the state universities in Eastern Visayas should continue to hold sports activities to develop more athletes in different fields or events who can compete globally and may be able to bring honor not only for themselves but for the country; f) It is highly recommended that the Philippines Sports Commission should help the development of the sports facilities especially for the running events, the track oval made of rubber. This maybe a great help to the university not only for the students and athletes but which will also serve as an Income Generating Project of the university.

Tammy and Biobele (2015 conducted the study entitled "The Impact of Administration and Sports Programme Implementation on the Achievement of Sports Council at the 17<sup>th</sup> National Sports Festival Competition: A Case Study of Rivers State Sports Council" revealed the following recommendations according to the findings of the study: a) The Rivers State sports council administration in conjunction with Rivers State government should encourage sports training programs by improving on the employment of quality staff, provision and

maintenance of sports equipment and facilities both at the state capital and local government levels b) The findings revealed that the standards of administration of sports programs in Rivers State by the Sports Council are at times lower than the national sports festival standard. That the state does not always start in time for their sports preparations as to meet their yearly planned sports programs towards national sports festivals c) Though there were great improvements in organization and administration policies of the council, there is more need to improve on them by the application of managerial evaluation model as to have a better programs its implementation and achievement.

The study of Ramos (2015) entitled "Critical Factors Influencing International Sporting Success of the Philippines." The athlete's perspective contributed to the understanding of the recent declining performance of the Philippines in international sporting competitions by identifying and evaluating relevant factors that are critical to its international success through the perspective of the national elite athletes. An evaluation of the organizational effectiveness of the national sports governing bodies provide explanation to the poor performance of the country in major international competitions such as the Southeast Asian (SEA) Games. The most recent approaches he used in measuring organizational effectiveness is the Sport Policy factors Leading to International Sporting Success (SPLISS) model. The model specifies Critical Success Factors (CSFs) which are operationalized into measurable concepts for evaluation of success in international sporting competitions. The purpose of his

paper was to identify and evaluate relevant CSFs that influence the international sporting performance of the Philippines. In addition, the study examines possible relationships with international success output (2015 SEA Games results) among the participating sports. There were 83 National elite athletes from six NSAs participated in this research. Using the five point Likert survey questionnaire, the respondents agreed that financial resources as well as integrated approach to policy development are both valuable factors for the development of sport and athletic career within the participating sports. As primary stakeholders, the athlete respondents agree that when the country invests more in elite sport, it can create more opportunities for them to train under ideal circumstances.

Respondents also expressed the same findings as De Bosscher (2009) that four pillars were identified as key areas in sport success as they expressed strong agreement on the importance of financial input, athletic and post- career support, coaching provision and coach development to the success in international competitions. Half of the athlete participants strongly agree or agree that sufficient high quality facilities, sufficient qualified coaches at club level and a good national competition structure will make it possible for young talents to be skillful in their sports, to engage in training and competition at their own level, and to develop their skills by the time they are identified as being talented.

The present study is similar to the above studies conducted by Ramos, because both delved into investigation of the athlete's performance during

competition and recommendation for possible efficiency and success. Specially, similarities in the present study with the mentioned studies include the role plus support of administration and its teaching staff; and equipment/facilities support to the Sports team.

Lee (2014) in his study entitled "Effects of a Cooperative Learning Strategy on the Effectiveness of Physical Fitness Teaching and Constraining Factors". The overall physical fitness of the cooperative learning group exhibited substantial progress between the pre-test and post-test, in which the differences in the sit-and-reach and bent-knee sit-up exercises achieved statistical significance. The performance of the cooperative learning group in the bent-knee sit-up and 800 m running exercises far exceeded that of the traditional learning group. The data indicated that that the number of people grouped before a cooperative learning session, effective administrative support, comprehensive teaching preparation, media reinforcement, constant feedback and introspection regarding cooperative learning strategies, and heterogeneous grouping are constraining factors for teaching physical education by using cooperative learning strategies. Cooperative learning is considered an effective route for achieving physical fitness among students.

The previous study finds relevance to the present study as it delves into teaching physical fitness in physical education subject. The present study also tackles about the physical fitness of athletes as it is necessary for them to perform

better in athletic meets. It can be noted that athletes who are not physically fit would not achieve much in competitions.

Furthermore, the study of Belarmino (2011) entitled "Problems in the Implementation of Teaching Physical Education in the Public Elementary School in Dimasalang" revealed that Physical Education should be given equal emphasis with the academic subjects. His study found that the proper implementation of Physical Education in Dimasalang District was adversely affected by four major problems: a) Inadequacy of Physical Education apparatuses, equipment, books, guides, and references; b) financial condition of the schools in the districts to purchase apparatuses, equipment, and other facilities; and c) teachers had insufficient knowledge in teaching the subject area.

Belarmino's study is similar with the present study because they both focused on the implementation of the sports management program in schools of the Department of Education. They differed in some aspects because while the previous study involved all the grade levels, the present study involved only the Grades 7-11 (both Junior and Senior) qualified athletes, sports managers/coordinators, and school administrators in public high schools in the Division of Samar.

The foregoing related literature and related studies have given the researcher rich information relative to sports management, physical fitness and athletes performance. The ideas that she got from her readings helped her conceptualize the present study.

## Chapter 3

### METHODOLOGY

This chapter presents the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure and statistical treatment of data.

#### Research Design

This study used the descriptive research design that assessed the status of implementation of the sports management program of DepEd Samar Division. The design was used since the researcher used narrative description of the components of the sports management program along planning, organizing, controlling, monitoring and evaluation, tasking and staffing, leading, facilitating, financial support and other resources, sports equipment and physical facilities and sports policies and incentives. Statement from the coach-respondents, manager-respondents and athlete-respondents were translated into a meaningful, understandable statements that captured the real scenario of athlete performance in in Samar Division. Furthermore, the problems and challenges met by the athletes, sports managers/ sports coordinators, coaches and school administrators and the suggested solutions to the problems mentioned by the respondents were presented as shown in the appendices. Responses of the respondent were processed and meanings were formulated well in order to come

up with the desired results. Triangulation method was also used in the study with rubric checked and validated by the panel members which were made available to ensure that allocation of points was done correctly. The statistical tools used in the study were frequency counts, percentages, average, and standard deviation.

### **Instrumentation**

The research instruments that were used to gather the needed data for this study are: a) questionnaire, b) rubric c) structured interview.

**Questionnaire.** The main instrument used in data gathering was questionnaire that was crafted by the researcher with the help of her adviser and panel members. There were three sets of questionnaire used in the collection of data. The first set of questionnaire was for the athlete-respondents. There was only one part for the questionnaire for the athletes which gathered data along age, sex, height, weight, health condition, school participated in, and performance of athletes in sports competition and the highest awards received. Meanwhile, the questionnaire for the coach-respondents also aimed to gather the personal profile along age, sex, number of years as coach in specific sports discipline, number of awards received of athletes handled, educational qualifications, and sports trainings or seminar attended.

Furthermore, the questionnaire used for the administrators/sports managers and sports coordinators contained three parts. The first part of the

questionnaire gathered data on age and sex, length of service, school- based management level, and sports rating in sports. The second part of the questionnaire contained the Sports Management Program of the School considering the following components: a) planning; b) organizing; c) controlling, monitoring and evaluation; d) tasking and staffing (coach assignment); e) leading; f) facilitating; g) financial support and other resources; h) sports equipment and facilities, and i) sports policies and incentives.

The third part of the instrument contained the problems and challenges encountered by the respondents as well as the solutions and intervention strategies to address the problems.

**Structured Interview.** To validate the responses of the administrators, sports managers, sports coordinators, coaches and athletes, the researcher conducted an interview based on the specific questions. Items that are vague were cross-checked in order to get the most reliable responses from the respondents. An audio recording was made available during interview and in second time the researcher interviewed the fifteen Coaches and Athletes who rendered and participated in 5 above years in EVRAA competition as the basis of cross-checked to the responses of School Administrators.

### **Validation of the Instrument**

The first step undertaken by the researcher in the formulation of the instrument was the inclusion of the important items in the questionnaire and

rubric considering the different variable of the study. The initial draft of the questionnaire and rubric was first shown to the researcher's adviser for his comments and suggestions. After which, suggestions were incorporated in the questionnaire. The second draft of the questionnaire for the three sets of respondents was shown to the panel members and experts in physical education for content analysis. Their suggestions were considered in the revision of the questionnaires. After which, the said questionnaires and rubric were then again submitted to the adviser and dean of the college for final comments ready for printing.

### **Sampling Procedure**

In drawing the respondents of this study, total enumeration was used. Schools considered in the study were in active the participation of athletic competition in the Division of Samar like Provincial meet, EVRAA Meet and who eventually represented in the Palarong Pambansa were considered in the study.

### **Data Gathering Procedure**

The researcher personally handled the data gathering of this study. Before the actual testing an, approval from the Schools Division Superintendent was made. With this permission, the researcher was the only one who travelled to different secondary schools and personally administered the questionnaires to the administrators, sports managers, sports coordinators, coaches, and athletes to

ensure a 100.00 percent retrieval rate. It took her three weeks to finish the distribution and retrieval of questionnaires from the respondents.

### **Statistical Treatment of Data**

The statistical tools in the study were: frequency count, percentages, average, and standard deviation.

**Frequency count.** This descriptive statistical tools was used to present and compute the profile of the administrators, sports managers, sports coordinators, coaches and athletes.

**Percentage.** This was used in the analysis and interpretation of data of the respondents such as age, sex, among others as to the magnitude of occurrences.

**Mean.** This measure was employed to calculate the average age, number of years as coach, length of service, and number of awards received among others.

**Weighted mean.** This was used to answer the collective perception of the administrators, sports managers and sports coordinators on the implementation of the sports management program.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the collected data, the corresponding results of the analysis that was undertaken as well as the interpretation of findings.

#### Profile of the Athlete-Respondents

The profile of the high school athletes is presented and discussed in this section in terms of age and sex, physical fitness, sports participated in, performance of athletes in sports competition and highest awards received.

Age and sex. Table 1 presents the profile of athletes along age and sex. It can be seen from the table that majority of the athletes are males which has a total of 59 or 61.46 per cent while the female-athletes has a total of 37 or 38.54 per cent. Furthermore, along age, majority of the male-athletes is 17 years old which has an equivalent of 44.07 per cent followed by 16 yrs old where 16 of the male-respondents have this age followed by 15 years old where 22.03 percent of the respondents has this age and two male-respondents have ages 18 and 14 years old. The mean age for the male-respondents is 16.22 years old with a standard deviation of 0.95 years. On the other hand, for the female-respondents, most of the athletes are 16 years old followed by 15 years old with 12 respondents, next is 17 years old where seven respondents have that age while four or 10.81 percent have the respondents are 14 years old and one athlete is age of 18 years old or

2.70. The mean age for female-respondents is 15.70 with a standard deviation of 0.10 years.

**Table 1**

**Age and Sex Distribution of the Athlete-Respondents**

Age (in years)	Sex Category				Total	Percent
	Female		Male			
	f	Percent	f	Percent		
18	1	2.70	2	3.39	3	3.13
17	7	18.92	26	44.07	33	34.38
16	13	35.14	16	27.12	29	30.21
15	12	32.43	13	22.03	25	26.04
14	4	10.81	2	3.39	6	6.25
Total	37	100.00	59	100.00	96	100.00
Mean	15.70 yrs	-	16.22 yrs	-	16.02 yrs	-
SD	0.10 yrs	-	0.95 yrs	-	0.99 yrs	-

**Physical fitness in terms of Biomass Index.** Table 2 shows data on the physical fitness profile of athletes in terms of their biomass index. As can be gleaned from the table, majority of the athletes where 74 or 77.08 percent are normal while 20 or 20.83 per cent of the athlete-respondents are underweight and one or 1.04 percent athlete is overweight and one or 1.04 percent belongs to a

category of obesity. The data implied that those athletes belonging to a normal category have the greater chance to perform better in their chosen sports.

**Table 2**

**Physical Fitness of the Athlete-Respondents in  
Terms of their Biomass Index**

Physical Fitness Category	Frequency (f)	Percent (%)
Underweight	20	20.83
Normal	74	77.08
Overweight	1	1.04
Obesity	1	1.04
<b>Total</b>	<b>96</b>	<b>100.00</b>

**Physical fitness in terms of their perceived health condition in performing activities.** Table 3 shows data on physical fitness of the athlete-respondents in terms of their perceived health condition in performing activities. As seen from the table, out of 96 respondents, majority of them where 68 or 70.83 percent of the respondents are physically fit. This data was followed by 22 respondents or 22.92 per cent have favourable health condition followed by three athletes who considered themselves to have a moderately favourable condition

and two of them have extremely favourable health condition while one has very much favourable health condition.

**Table 3**

**Physical Fitness of the Athlete-Respondents in Terms of  
their Perceived Health Condition in Performing  
Activities**

<b>Physical Fitness Category</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Physically Fit	68	70.83
Extremely Favorable	2	2.08
Very Much Favorable	1	1.04
Moderately Favorable	3	3.13
Favorable	22	22.92
<b>Total</b>	<b>96</b>	<b>100.00</b>

**Sports participated in.** The data found on Table 4 shows the sports participated in by the athlete-respondents. Out of 14 sports which are considered in the study, majority of the athletes are inclined to ball games where 67 athletes or 69.79 percent play the game. This is followed by taekwondo with nine respondents or 9.38 percent, followed by athletics with seven athletes or 7.29 percent, while two respondents are inclined for the following sports, dance

sports, gymnastics and wushu. Moreover, one athlete responded for each of the following sports, racket games, swimming, and chess while none of the 96 athletes has participated in boxing, wrestling and table tennis.

**Table 4**

**Sports Participated in by the Athlete-Respondents**

Sports	f	Percent
Ball Games	67	69.79
Taekwondo	9	9.38
Athletics	7	7.29
Arnis	3	3.13
Dance Sports	2	2.08
Gymnastics	2	2.08
Wushu	2	2.08
Racket Games	1	1.04
Swimming	1	1.04
Chess	1	1.04
Archery	1	1.04
Boxing	0	0.00
Wrestling	0	0.00
Table Tennis	0	0.00
<b>Total</b>	<b>96</b>	<b>100.00</b>

**Performance of athletes in sports competition.** The data on Table 5 show the performance of athletes in sports competition. As can be gleaned from the table, in the provincial level, 129 gold medals were received by the ninety six athlete-respondents while also receiving 45 silver medals and 19 bronze medals.

In the EVRAA Meet, there is only three bronze medals received by the athletes and none for the gold and silver medals. In addition, in the Palarong Pambansa, only one bronze medal was received by the athlete in this level of category and none has received gold and silver medal on this level of competition. The data implied that there is a need to revisit the sport program since few athletes received medals in the higher level of competition.

**Table 5**

**Performance of the Athlete-Respondents in Sports Competition**

Level of Competition	Type of Awards		
	Gold	Sliver	Bronze
Provincial Meet	129	45	19
EVRAA Meet	0	0	3
Palarong Pambansa	0	0	1
<b>Total</b>	<b>129</b>	<b>45</b>	<b>23</b>

**Highest award received.** Table 6 presents data on the highest awards received by athletes. As shown in the table, out of 96 athletes, there are 71 gold medals received by them followed by 15 silver medals or 15.63 percent and 10 bronze medals or 10.42 percent.

Table 6

**Highest Award Received by the Athlete-Respondents**

Type of Award	f	Percent
Gold	71	73.96
Silver	15	15.63
Bronze	10	10.42
<b>Total</b>	<b>96</b>	<b>100.00</b>

**Profile of the Coach-Respondents**

**Age and sex.** The age and sex profile of coaches/handling MAPE is presented in Table 7. As shown from the table, majority of the coach-respondents are where 22 of the respondents are males while six respondents are females. In terms of age, six of the coach respondents have age which ranges from 23-26 years followed by four coach-respondents who have an age which ranges from 31-34 years and 39-42 years.

In addition, there are 3 respondents with age that ranges from 27-30 years, two coach-respondents aged 51-54 years and 35-38 years and one aged 43-46 years. The average age of the male -respondents is 34.27 years with a standard deviation of 9.07 years.

Table 7

## Age and Sex Distribution of the Coach-Respondents

Age (in years)	Sex Category				Total	Percent
	Female		Male			
	f	Percent	f	Percent		
51-54	0	0.00	2	9.09	2	7.14
43-46	2	33.33	1	4.55	3	10.71
39-42	0	0.00	4	18.18	4	14.29
35-38	1	16.67	2	9.09	3	10.71
31-34	0	0.00	4	18.18	4	14.29
27-30	1	16.67	3	13.64	4	14.29
23-26	2	33.33	6	27.27	8	28.57
Total	6	100.00	22	100.00	28	100.00
Mean	34.00 yrs	-	34.27 yrs	-	34.21 yrs	-
SD	9.57 yrs	-	9.07 yrs	-	9.00 yrs	-

Meanwhile, for the female coach-respondents, two respondents have age which ranges from 43-46 years old and 23-26 years old while one respondent with age that ranges from 35-38 and 27-30. The average age of the male-respondents is 34 years old with a standard deviation of 9.57 years.

Number of years as coach in specific sport discipline. Table 8 shows data on the number of years as coach in specific sport discipline. As seen from the table, majority of the coach-respondents where 15 coaches out of 28 have 4-6 years experience as coach, this was followed by 1-3 years experience for nine

coaches and three coaches have experience more than six years and one coach has experience with less than a year.

**Table 8**

**Number of Years as Coach in Specific Discipline of the Coach-Respondents**

<b>Number of Years as Coach</b>	<b>f</b>	<b>Percent</b>
>6	3	10.71
4 - 6	15	53.57
1 - 3	9	32.14
Less than a year	1	3.57
<b>Total</b>	<b>28</b>	<b>100.00</b>
<b>Mean</b>	<b>4.57 years</b>	<b>-</b>
<b>SD</b>	<b>3.13 years</b>	<b>-</b>

The data imply that most of the coaches are not seasoned when it comes to coaching and therefore needs training on coaching to improve their skills.

**Number of awards received of athletes.** Table 9 presents the data on the number of awards received of athletes handled by the coach-respondents. As can be gleaned from the table, nine of the coaches have received 1-3 awards, eight coaches have received have received 4-6 awards while three coaches have received more than six awards and finally seven coaches have not received any award. The data indicated that there is a need for coaches to exert more effort in

athletic competitions for athletes to receive more awards. Designing a training program which could be followed by both athletes and coach could be done.

**Table 9**

**Number of Awards Received of Athlete Handled by the Coach-Respondents**

<b>Number of Awards Received</b>	<b>f</b>	<b>Percent</b>
>6	4	14.29
4 - 6	8	28.57
1 - 3	9	32.14
None	7	25.00
<b>Total</b>	<b>28</b>	<b>100.00</b>
<b>Mean</b>	<b>4 awards</b>	<b>-</b>
<b>SD</b>	<b>5 awards</b>	<b>-</b>

**Educational qualifications.** Table 10 shows the educational qualifications of the coach-respondents. It can be gleaned from the table that majority of the coach-respondents where 19 of them or 67.86 percent are master's degree holders while nine or 32.14 percent of the coach-respondents are baccalaureate degree holders. It means that the educational qualification of the coaches has nothing to do with the implementation of the sports management program.

Table 10

**Educational Qualification of the Coach-Respondents**

<b>Educational Qualification</b>	<b>f</b>	<b>Percent</b>
Masters Degree	19	67.86
Baccalaureate Degree	9	32.14
<b>Total</b>	<b>28</b>	<b>100.00</b>

**Sports trainings attended.** Table 11 presents the sports training attended by the coach-respondents.

As shown from the table, out of 28 coach-respondents, 26 or 92.86 percent of them have attended the Division Seminar Worksop in Coaching and Officiating, 15 of them have attended the Regional-Division-Based Seminar Workshop for School Administrators, Sports Trainors/Clinicians or Coaches while 14 out of 28 coach-respondents have attended the Regional Seminar-Workshop in Coaching and Officiating.

Moreover, five out of 28 coach-respondents have attended the Regional-Division-Based Training of Division Trainers in Physical Education for Secondary Teachers while two of the coach-respondents have attended the Division Seminar Workshop in MAPE and Division Seminar Workshop On Physical Education Coaching while one coach-respondent signified others along

**Table 11**  
**Sports Training Attended by the Coach-Respondents**

Title of Training	f	Percent
Division Seminar Workshop in MAPE	2	7.14
Division Seminar Workshop in Coaching and Officiating	26	92.86
Regional-Division-based-Seminar-Workshop for School Administrators, Sports Trainers/Clinicians or Coaches	15	53.57
Regional-Division-Based Training of Division Trainers in Physical Education for Secondary	5	17.86
Division Seminar Workshop on Physical Education and Coaching	2	7.14
Regional Seminar Workshop in Coaching and Officiating	14	50.00
Others	1	3.57

training. The data implied that coaches have attended several trainings along coaching and officiating but only for the division and regional-division based level only.

**Profile of the School Administrators/ Sports Managers/Sports Coordinators**

Age and sex. The profile of the school administrators/sports managers/sports coordinators along age and sex is presented in Table 12. As

shown from the table, majority of the school administrators/sports managers and coordinators are males with six or 33.33 percent and have ages which ranges from 28-32 years old. This was followed by four or 22.22 percent of the male-

**Table 12**

**Age and Sex Distribution of the School Administrators/  
Sports Manager/Coordinators**

Age (in years)	Sex Category				Total	Percent
	Female		Male			
	f	Percent	f	Percent		
23-27	1	10.00	4	22.22	5	17.86
28-32	2	20.00	6	33.33	8	28.57
33-37	1	10.00	1	5.56	2	7.14
38-42	2	20.00	1	5.56	3	10.71
43-47	1	10.00	0	0.00	1	3.57
48-52	2	20.00	4	22.22	6	21.43
53-57	1	10.00	2	11.11	3	10.71
Total	10	100.00	18	100.00	28	100.00
Mean	40.10 yrs	-	36.61 yrs	-	37.74 yrs	-
SD	10.59 yrs	-	10.80 yrs	-	10.66 yrs	-

respondents with ages that ranges from 48-52 years and 23-27 years old while two or 11.11 percent of the male-respondents have ages that ranges from 53-57 years old and one or 5.56 percent with age that ranges from 33-37 years, and 38-

42 years. The average age for the male-respondents was pegged at 36.61 years with standard deviation equal to 10.80 years. It can be inferred from the aforecited data that most male school administrators/sports managers/coordinators fall on their adulthood period and already have that ability to decide for the good of themselves, their subordinates and for the school in general.

On the other hand, the female school administrators/sports managers and coordinators has a total of ten. Based on the data reflected in the table, two or 20 percent of the female-respondents have ages that ranges from 28-32 years, 38-42 years, and 48-52 years while one or 10 percent of the respondents has ages that ranges from 23-27 years, 33-37 years, 43-47 years, and 53-57 years. It can be noted from the same table that the average age of female school administrators/sports managers and coordinators is 40.10 years with standard deviation of 10.59 years.

**Length of service.** Table 13 shows the length of service of the school administrators/sports managers/coordinators.

As seen from the table, seven or 25.9 percent of the respondents have 1-5 years and 6-10 years length of service while also having six respondents with 16-20 years of experience and four or 14.80 percent have length of service equal to 11-15 years. And one or 3.7 percent of the respondents have length of service that ranges from 21-25 years, 26-30 years and 31-35 years.

The data mean that most of the respondents are somewhat new in service and need to have more experience when it comes to school management which

includes organization of school sports. Majority of them need to gain more experience because experience will open doors for a lot of opportunities along management.

**Table 13**

**Length of Service of the School Administrators/  
Sports Managers/Coordinators**

<b>Length of Service (in years)</b>	<b>Frequency</b>	<b>Percent</b>
1-5	7	25.9
6-10	7	25.9
11-15	4	14.8
16-20	6	22.2
21-25	1	3.7
26-30	1	3.7
31-35	1	3.7
<b>Total</b>	<b>27</b>	<b>100.0</b>
<b>Mean</b>	<b>13.29 yrs</b>	<b>-</b>
<b>SD</b>	<b>9.65 yrs</b>	<b>-</b>

**School-based management level.** Table 14 shows the school-based management level of the school administrators/sports managers and coordinators. As can be gleaned from the table, eight or 29.63 percent of the respondents have signified that their schools have school-based management level 2 , this was followed by six or 22.22 percent of the respondents who

answered that the school where they belong has SMB Level 1 and five out of 27 respondents signified that their schools have SMB Level 3. However, eight out of 27 respondents answered that their school have no SMB Level. It is sad to note that there are a number of schools in the Samar Division which have no level yet in terms of school-based management.

**Table 14**

**School-Based Management Level of the School  
Administrator/Sports Manager/Coordinator**

<b>SBM Level</b>	<b>Frequency</b>	<b>Percent</b>
3	5	18.52
2	8	29.63
1	6	22.22
None	8	29.63
<b>Total</b>	<b>27</b>	<b>100.00</b>

**Sports rating in sports handled.** Table 15 shows data on sports rating in sports handled by the school administrators/sports managers and coordinators. It can be seen on the table that 20 or 74.07 percent of the respondents have very satisfactory rating and there are seven or 25.93 percent of the respondents were rated outstanding. The data implied that these school administrators/ sports managers and coordinators are performing their job well based on their ratings.

Table 15

**Sports Rating in Sports Handled of the School  
Administrator/Sports Manager/Coordinator**

Rating	Frequency	Percent
Very Satisfactory	20	74.07
Outstanding	7	25.93
<b>Total</b>	<b>27</b>	<b>100.00</b>

**Components of the Sports Management  
Program**

**Planning.** Table 16 presents the Sports Management Program of Samar Division along planning. As shown in the table for manager-respondents, 4 out of the six indicators considered along this component were rated extremely implemented.

These indicators are as follows: Set attainable objectives, designate and sports coordinators for sports management, secured necessary permit/communication letter for training, and secured athletes medical assistance from division medical services. The grand mean along this component was pegged at 4.59 which means “extremely implemented.”

It can be noted that the indicator which was rated by the coaches and athletes as “poor” was on the statement, “Set attainable objectives”. Furthermore, the indicators that were rated “needs improvement” are the

Table 16

## Sports Management Program of the School Along Planning

Indicator	Respondent's Category GB						Combined Mean	Interpretation
	Manager		Coaches		Athletes			
	Xw/Interpretation		Xw/Interpretation		Xw/Interpretation			
1. Set attainable objectives.	4.67	EI	1.00	P	1.00	P	2.22	NI
2. Designate an event coordinator for Sports management.	4.89	EI	2.27	NI	2.27	NI	3.14	SI
3. Prepared budget proposal.	4.48	Nearly Imp	1.60	NI	1.60	NI	2.56	SI
4. Booked of venue, sports equipment and facilities.	3.85	Nearly Imp	1.87	NI	1.87	NI	2.53	SI
5. Secured necessary permit / communication letter for training.	4.85	EI	2.27	NI	2.27	NI	3.13	SI
6. Secured Athletes medical assistance from Division medical services.	4.78	EI	3.67	Nearly Imp	3.67	Nearly Imp	4.04	Nearly Imp
Grand Total	27.52		12.68		12.68		17.63	
Grand Mean	4.59	EI	2.11	NI	2.11	NI	2.94	SI

Legend:

- 4.51-5.00 Extremely Implemented (EI)  
 3.51-4.50 Nearly Implemented (Nearly Imp)  
 2.51-3.50 Satisfactorily Implemented (SI)  
 1.51-2.50 Needs Improvement (NI)  
 1.00-1.50 Poor (P)

following statements: "Designate an event coordinator for Sports management", "Prepared budget proposal", "Booked of venue, sports equipment and facilities", and "Secured necessary permit / communication letter for training".

It can be seen from the same table that the grand mean of the manager's responses yielded at 4.59 which means "excellently implemented" while for coaches and athletes' responses, the grand means were pegged at 2.11 and 2.11, respectively which means "nearly implemented". For the combined mean of the three-respondents, it resulted to 2.94 which means "satisfactorily implemented".

**Organizing.** Table 17 shows data of the sports management program along organizing. For the manager-respondents, as can be noted from the table, there are indicators which were rated "extremely implemented" which are as follows: Appoints overall in-charge of the event, prepares logistics (certificates, registration, result of the game, booking, permit, etc.), selects program committees, and selects officiating official. On the other hand, there are two indicators which were rated "nearly implemented" to wit: selects screening committee/sports committee and acquires medical assistance. Meanwhile, for the coaches- and athlete-respondents, five out of 6 indicators were rated by them "satisfactorily implemented" with one indicator rated as "nearly implemented" particularly on the statement "Selects officiating official". Moreover, on the same table, the grand means of the manager-respondents, coach-respondents, and athlete-respondents are 4.58, 3.17, and 3.20 respectively with the combined mean of 3.65 which means "nearly implemented".

Table 17

## Sports Management Program of the School Along Organizing

Indicators	Respondent's Category						Combi ned Mean	Interpretation
	Manager		Coaches		Athletes			
	Xw/Interpretation		Xw/Interpretatio n		Xw/Interpretation			
1 Appoints over all in-charge of the event	4.89	EI	2.87	S	2.93	S	3.56	Nearly Imp
2 Prepares logistics ( certificates, registration, result of the game, booking ,permit ,etc.	4.78	EI	2.60	S	2.60	S	3.33	SI
3 Selects program committees	4.85	EI	3.00	S	3.00	S	3.62	Nearly Imp
4 Selects officiating official	4.67	EI	4.33	Nearly Imp	4.33	Nearly Imp	4.44	Nearly Imp
5 Selects screening committee/ sports committee	4.22	Nearly Imp	3.07	S	3.20	S	3.50	SI
6 Acquires medical assistance	4.07	Nearly Imp	3.13	S	3.13	S	3.44	SI
Grand Total	27.48		19.00		19.19		21.89	
Grand Mean	4.58	EI	3.17	S	3.20	S	3.65	Nearly Imp

Legend:

- 4.51-5.00 Extremely Implemented (EI)  
 3.51-4.50 Nearly Implemented (Nearly Imp)  
 2.51-3.50 Satisfactorily Implemented (SI)  
 1.51-2.50 Needs Improvement (NI)  
 1.00-1.50 Poor (P)

**Controlling, monitoring and evaluation.** Table 18 shows the sports management program of the school along controlling, monitoring and evaluation. As shown from the table in the manager-respondents column, all indicators considered along this component were rated “nearly implemented” and thus have a grand mean of 4.19 which means “nearly implemented”. However, it is very essential to note that the indicator rated with “nearly implemented” in the manager’s column, was rated by both coaches and athletes as “needs improvement” for the statement “Anticipates possible expenses for the event”. The data implied that there is a need to strengthen this component of the program to achieve better results in athletic competitions that may be conducted in the future.

As gleaned from the same table, the grand mean of the manager’s responses yielded at 4.58 which means “excellently implemented”. However, the grand means of the coaches- and athlete-respondents resulted to 3.17 and 3.20 respectively which both means “satisfactorily implemented” which resulted to a combined mean of 3.65 which means “nearly implemented”. It can be noted that both coaches- and athlete-respondents have the same responses which are quite different from the manager-respondents responses. It can be inferred that manager’s responses are not supported by the coaches and athletes as evidenced by the data presented.

Table 18

**Sports Management Program of the School Along Controlling, Monitoring and Evaluation**

Indicators	Respondent's Category						Combined Mean	Interpretation
	Manager		Coaches		Athletes			
	Xw/Interpretation		Xw/Interpretation	n	Xw/Interpretation	n		
1. Monitors and evaluate student-athletes and coaches performance.	4.30	Nearly Imp	3.10	SI	3.00	SI	3.47	SI
2. Anticipates possible expenses for the event.	4.44	Nearly Imp	1.93	NI	1.93	NI	2.77	SI
3. Sets standards procedures and rules.	4.26	Nearly Imp	2.67	SI	2.67	SI	3.20	SI
4. Secures detailed records in the transaction and assets.	3.96	Nearly Imp	2.67	SI	2.67	SI	3.10	SI
5. Offers possible feedback mechanism for reinforcement.	4.00	Nearly Imp	4.27	Nearly Imp	4.13	Nearly Imp	4.13	Nearly Imp
Grand Total	20.96		14.64	-	14.40	-	16.67	-
Grand Mean	4.19	Nearly Imp	2.93	SI	2.88	SI	3.33	SI

Legend:

- 4.51-5.00 Extremely Implemented (EI)
- 3.51-4.50 Nearly Implemented (Nearly Imp)
- 2.51-3.50 Satisfactorily Implemented (SI)
- 1.51-2.50 Needs Improvement (NI)
- 1.00-1.50 Poor (P)

**Tasking and staffing (Coach Assignment).** Table 19 shows the tasking and staffing (coach assignment) data of the sports management program. Among the three indicators considered, the highest mean was pegged at 4.30 which means "nearly implemented" also, the other two indicators were rated "nearly implemented" which contributed to the grand mean of 4.19 which means "nearly implemented". It can be inferred from the aforecited data that appropriate action may be initiated so as to address the issue on how assignment is given/distributed to a coach who has that skill in coaching different sports events.

As seen from the table above, the grand mean of the manager-respondents which is 4.15 means "nearly implemented" while the coach-respondents has a grand mean of 1.91 which means "needs improvement" and the athlete-respondents' grand mean resulted to 1.9 which also means "needs improvement". The manager-respondents responses are not supported by the coaches and athlete-respondents as evidenced by their grand means. However, the combined mean of the three respondents resulted to 2.66 which means "satisfactorily implemented".

Furthermore, it can be noted from the table that the grand mean of the manager-respondents is 4.15 which means "nearly implemented" while the coach-respondents grand mean resulted to 1.91 which means "needs improvement" and the athlete-respondents responses resulted to a grand mean

Table 19

## Sports Management Program of the School Along Tasking and Staffing

Indicators	Respondent's Category						Combined Mean	Interpretation
	Manager		Coaches		Athletes			
	Xw/Interpretation	Nearly Imp	Xw/Interpretation	NI	Xw/Interpretation	NI		
1. Selects coaches according to their qualifications through trainings attended and Coaching performance	4.30	Nearly Imp	1.73	NI	1.73	NI	2.59	S
2. Provides athletes and coaches trainings and development	4.11	Nearly Imp	1.40	P	1.40	P	2.30	NI
3. Provides performance appraisal to both student-athletes and coaches.	4.04	Nearly Imp	2.60	NI	2.60	N I	3.08	S
Grand Total	12.45		5.73	-	5.73	-	7.97	-
Grand Mean	4.15	Nearly Imp	1.91	NI	1.91	N I	2.66	S

Legend:

- 4.51-5.00 Extremely Implemented (EI)  
 3.51-4.50 Nearly Implemented (Nearly Imp)  
 2.51-3.50 Satisfactorily (S)  
 1.51-2.50 Needs Improvement (NI)  
 1.00-1.50 Poor (P)

of 1.91 which means “needs improvement”. Thus the combined mean was pegged at 2.66 which means “satisfactorily implemented”.

**Leading.** Table 20 shows the sports management along leading. It can be noted from the table that out of three indicators considered along leading, two indicators were rated “extremely implemented ” which are as follows: “Oversees the flow of work of different committees’ and “Ensures the smooth run of the event implementation”, while one indicator was rated “nearly implemented” with the following statement, “Accepts feedback for re-engineering, reframing or rewarding”. In general, the sports management program along leading has a grand mean of 4.53 which means “extremely implemented” for manager-respondents. On the other hand, comparing it the coach-respondents and athlete-respondents grand means, the grand means of the said respondents yielded at 2.18 and 1.89, respectively which means “needs improvement”. The combined mean was pegged at 2.85 which means “satisfactorily implemented”.

**Facilitating.** Data on sports management program along facilitating are shown in Table 21. It can be seen from the table that all indicators considered along facilitating were rated “nearly implemented”. The highest among the ratings was pegged at 4.48 for the statement, “Gives clear instructions towards attainment of school sports goal”, while the lowest rating was pegged at 4.04 which means “nearly implemented” on the statement, “Provides support to athlete and coaches trainings. The sports management program along facilitating

**Table 20**  
**Sports Management Program of the School Along Leading**

Indicators	Respondent's Category						Combine d Mean	Interpre- -tation
	Manager		Coaches		Athletes			
	Xw/Interpretati on	EI	Xw/Interpreta- tion	NI	Xw/Interpreta- tion	NI		
1. Oversees the flow of work of different committees	4.52	EI	2.00	NI	1.73	NI	2.75	S
2. Ensures the smooth run of the event implementation	4.59	EI	2.07	NI	1.87	NI	2.84	S
3. Accepts feedback for re-engineering ,reframing or rewarding	4.48	Nearly Imp	2.33	NI	2.07	NI	2.96	S
Grand Total	13.59		6.40	-	5.67	-	8.55	-
Grand Mean	4.53	EI	2.13	NI	1.89	NI	2.85	S

Legend:

- 4.51-5.00 Extremely Implemented (EI)
- 3.51-4.50 Nearly Implemented (Nearly Imp)
- 2.51-3.50 Satisfactorily (S)
- 1.51-2.50 Needs Improvement (NI)
- 1.00-1.50 Poor (P)

Table 21

## Sports Management Program of the School Along Facilitating

Indicators	Respondent's Category				Combined Mean	Interpretation
	Manager	Coaches	Athletes			
	Xw/Interpretation	Xw/Interpretation	Xw/Interpretation	Xw/Interpretation		
1. Provides support to athlete and coaches trainings	4.04 Nearly Imp	2.00 NI	2.00 NI	2.00 NI	2.68	SI
2. Designs sports program or training matrix	4.07 Nearly Imp	1.00 P	1.00 P	1.00 P	2.02	NI
3. Gives clear instructions towards attainment of School sports goal.	4.48 Nearly Imp	2.80 SI	2.80 SI	2.80 SI	3.36	SI
4. Develops meaningful relationship to athlete and coaches through ways of motivation	4.37 Nearly Imp	3.00 SI	3.00 SI	3.00 SI	3.46	SI
<b>Grand Total</b>	<b>16.96</b>	<b>8.80</b>	<b>-</b>	<b>8.80</b>	<b>11.52</b>	<b>-</b>
<b>Grand Mean</b>	<b>4.24</b>	<b>2.20</b>	<b>Nearly Imp</b>	<b>2.20</b>	<b>2.88</b>	<b>S</b>

Legend:

4.51-5.00 Extremely Implemented (EI)  
 3.51-4.50 Nearly Implemented (Nearly Imp)  
 2.51-3.50 Satisfactorily (S)  
 1.51-2.50 Needs Improvement (NI)  
 1.00-1.50 Poor (P)

has a grand mean of 4.24 which means “nearly implemented” for manager-respondents only but for coach-respondents, the grand mean was pegged at 2.20 which means “nearly implemented” while the athlete-respondents’ grand mean resulted to 2.20 which means “nearly implemented”. In general, the combined mean was pegged at 2.88 which means “satisfactorily implemented”.

**Financial support and other resources.** Table 22 shows data of sports management program along financial support and other resources. As shown on the table, most of the support extended in the implementation of the management program was taken from school MOOE which has a frequency of

**Table 22**

**Sports Management Program of the School Along Financial Support and Other Resources**

<b>Indicators</b>	<b>f</b>	<b>Percent</b>
School MOOE	26	96.30
Parent-Teacher Association Fund	12	44.44
Student Sports Fee	17	62.96
External Sponsor/Donations e.g LGU	21	77.78
Others	1	3.70

26 or 96.30 percent. This was followed by 21 or 77.78 percent which was taken from the external sponsors/donations like local government units (LGUs). Moreover, 17 or 62.96 percent of the financial support comes from student sports

fee, 12 or 44.44 percent of the support is taken from parent-teacher association fund and 3.70 percent is not specified though it represents other funds.

**Sports equipment and physical facilities.** The data on sports management program along sports equipment and physical facilities are shown in Table 23. As shown from the table for manager-respondents, seven out of 14 indicators considered along this area were rated “satisfactorily implemented” and these are as follows: 1) athletic facilities, 2) volley court, 3) basketball court, 4) throwing areas, physical fitness area, 5) annals for coaches, sports coordinators, officiating officials, school administrators, and 6) rule book. Furthermore, there are also 7 indicators which were rated “needs improvement” which are as follows: 1) baseball court, 2) softball court, 3) loan tennis court and badminton court, 4) swimming pool, 5) playing ground with slide, swing, see-saw, etc., 6) simplified instructional materials, and 7) sports fundamental for each sport.

The grand mean for manager-respondents was pegged at 2.22 which means “needs improvement”. On the other hand, for coach-respondents, the grand mean was 1.55 which means “needs improvement” while the grand mean of the athlete-respondents also resulted to a description of “needs improvement” as revealed by its grand mean of 1.51 with a combined grand mean of 1.78 which also means “needs improvement”. It is in this component where the three types of responses have the same responses which resulted to “needs improvement”.

Table 23

**Sports Management Program of the School Along Sports  
Equipment and Physical Facilities**

Indicators		Respondent's Category					Combined Mean	Interpre-tation	
		Xw/Interpret-ation		Athletes		Xw/Interpre-tation			
				Xw/Interpreta-tion	Xw/Interpreta-tion				
1.	Athletic facilities and development	2.89	SI	1.73	NI	1.73	NI	2.12	NI
2.	Volley Court	3.15	SI	2.53	SI	2.53	SI	2.74	SI
3.	Basketball Court	2.93	SI	2.80	SI	2.80	SI	2.84	SI
4.	Baseball Court	1.78	NI	1.27	P	1.27	P	1.44	P
5.	Softball Court	1.67	NI	1.13	P	1.13	P	1.31	P
6.	Lawn tennis Court and Badminton Court	2.41	NI	2.13	NI	2.13	NI	2.22	NI
7.	Throwing Areas	2.56	SI	1.33	P	1.33	P	1.74	NI
8.	Physical Fitness Area	2.78	SI	2.80	SI	2.80	SI	2.79	SI
9.	Swimming Pool	1.67	NI	1.00	P	1.00	P	1.22	P
10.	Playing ground with slide, swing, see-saw, etc.	1.63	NI	1.93	NI	1.93	NI	1.83	NI
11.	Simplified instructional materials	2.22	NI	1.27	P	1.27	P	1.59	NI
12.	Annals for coaches, school sports coordinator, officiating officials, school administrator	2.59	SI	1.00	P	1.13	P	1.57	NI
13.	Rule book	2.81	SI	3.00	SI	3.00	SI	2.94	SI
14.	Sports Fundamental for each sport	2.41	NI	1.07	P	1.07	P	1.52	NI
Grand Total		13.33	-	9.27	-	9.40	-	10.67	-
Grand Mean		2.22	NI	1.55	NI	1.57	NI	1.78	NI

Legend:

4.51-5.00 Extremely Implemented (EI)  
 3.51-4.50 Nearly Implemented (Nearly Imp)  
 2.51-3.50 Satisfactorily Implemented (SI)  
 1.51-2.50 Needs Improvement (NI)  
 1.00-1.50 Poor (P)

**Sports policies and incentives.** The data on sports management program along sports policies and incentives are shown in Table 24. As can be gleaned from the table, two out of 13 indicators considered along this component were rated “extremely implemented” on the following statements, “Student-athlete must not exceed the cut off age of 18 as reflected in their NSO Birth Certificate” and “Student-athlete must secure required documents such as medical certificate”. Meanwhile, five out of 13 indicators were rated “nearly implemented”. The statements are as follows: 1) Student-athlete must be enrolled in any school as reflected in Learners Information System (LIS), 2) Student-athlete must exceed the requirement in order to play the sports which requires a grade of 75 and above in all subjects for sports eligibility, 3) Selection is made through an open trial process based on the competition performance in the Intramural, District, and Provincial Meet which is evaluated by the screening committee, 4) Coaches are selected according to the highest number of gold medals received by athlete and officiating in-charge is selected through recommendation substantiated with annual sports rating and trainings attended, and 5) Coaches and athletes are awarded with Certificate of Recognition in school.

In addition, there are five indicators which were rated “satisfactory”. The statements are as follows: 1) Student-athlete is granted athletic scholarship program, 2) Student-athlete is granted monetary incentives, 3) Student-athlete is granted additional assistance in academic support such as tutoring and library

Table 24

## Sports Management Program of the School Along Sports Policies and Incentive

Indicators	Respondent's Category						Combined Mean	Interpretation
	Manager		Coaches		Athletes			
	Xw/Interpretation		Xw/Interpretation		Xw/Interpretation			
1. Student-athlete must be enrolled in any School as reflected in Learners Information System (LIS)	4.15	Nearly Imp	5.00	EI	5.00	EI	4.72	EI
2. Student-athlete must exceed the requirement in order to play the sports which require 75 above grades in all classes for sports eligibility.	4.30	Nearly Imp	3.73	Nearly Imp	3.73	Nearly Imp	3.92	Nearly Imp
3. Student-athlete must not exceed the cut off age 18 as reflected to their NSO	4.67	EI	5.00	EI	5.00	EI	4.89	EI
4. Student-athlete must secure required documents such as medical certificates etc.	4.63	EI	5.00	EI	5.00	EI	4.88	EI
5. Selection are made through an open trial process based on the competition performance in the Intramural, District, and Provincial Meet to be evaluated by screening committees	4.22	Nearly Imp	5.00	EI	4.47	Nearly Imp	4.56	EI
6. Student-athlete are granted athletic scholarship program	3.41	S	1.00	P	1.00	P	1.80	NI
7. Student-athlete are granted monetary grant	2.63	S	3.33	S	3.33	S	3.10	S
8. Student-athlete are granted insurance program	2.41	NI	1.00	P	1.00	P	1.47	P

Indicators	Respondent's Category						Combined Mean	Interpretation
	Manager		Coaches		Athletes			
	Xw/Interpretation		Xw/Interpretation		Xw/Interpretation			
9. Student-athlete are granted additional assistance in academic support such as tutoring and library support /modular instruction.	2.96	S	4.80	EI	4.00	Nearly Imp	3.92	Nearly Imp
10. Student-athlete are granted 50 % grades compensation in all subject areas especially PE subjects	3.04	S	2.13	NI	1.93	NI	2.37	NI
11. Coaches and Officiating official are granted 2-5 or more days' vacation leave credit after the sports competition.	3.26	S	2.27	NI	2.53	S	2.69	S
12. Coaches are selected according to the highest number of gold medalist athlete and officiating in charge are selected through recommendations and annual sports rating and trainings.	3.52	Nearly Imp	1.93	NI	1.93	NI	2.46	NI
13. Coaches and athlete are awarded of recognition in School.	3.56	Nearly Imp	3.60	Nearly Imp	3.53	Nearly Imp	3.56	S
Grand Total	18.75	-	15.73	-	14.92	-	16.47	-
Grand Mean	3.13	S	2.62	S	2.49	NI	2.74	S

Legend:

- 4.51-5.00 Extremely Implemented (EI)
- 3.51-4.50 Nearly Implemented (Nearly Imp)
- 2.51-3.50 Satisfactorily Implemented (SI)
- 1.51-2.50 Needs Improvement (NI)
- 1.00-1.50 Poor (P)

support /modular instruction, 4) Student-athlete is granted 50.00 percent grades compensation in all subject areas especially PE subjects, and 5) Coaches and officiating officials are granted 2-5 or more days' vacation leave credit after the sports competition. Meanwhile, only one indicator was rated "needs improvement" with a mean of 2.41 for the statement, "Student-athlete is granted insurance program.

Considering the grand means of the three types of respondents, both manager- and coach-respondents have grand means which means "satisfactorily implemented" which resulted to 3.13 and 2.62, respectively. Furthermore, for athlete-respondents, the grand mean was pegged at 2.49 which means "needs improvement". However, the combined mean of the respondents yielded at 2.74 which means "satisfactorily implemented".

In general, the sports management program along school policies and incentives has a grand mean of 3.13 which means "satisfactory".

Although the results for this area is satisfactory, there is still a need to revisit the sport management program of the Samar Division along policies and incentives since there is an area that needs improvement and that would only be addressed if the grant of incentives among athletes and coaches will be considered in the revision of the program.

**Problems and Challenges Encountered  
in the Implementation of Sports  
Management Program**

No sports management program is perfect. The following are some of the problems and challenges encountered in the implementation of the sports management program in Samar Division based on the consolidated responses of the respondents in this study. Oftentimes, the preparation of school/athletes documents specifically in securing the NSO Birth Certificate becomes a challenge for coaches assigned in a specific sports discipline. This can also be exhibited by teachers who lack support to sports activities in the school level; most teachers are passive especially those who are not inclined in sports. Another thing is the scarcity of fund allocated for sports management program that led to utilization of coaches of their own money for travel and transportation, provision of snacks and food for athletes, and purchase of unavailable sports equipment like racket, net, ball, etc. Allowance for both coaches and athletes is not enough. Coaches have to spend their own money for the said purpose

It can be noted that the budget intended for the sports program was shouldered by the School itself not by the whole unit or districts in which MOOE is not enough for other school operating expenses. Along coaches' training, there is lack of training for coaches especially along sports management, coaching and officiating. Also, teaching loads of coaches are tight which resulted to few hours allotted for training of athletes which resulted to poor performance during

provincial meet. In fact, there is no credit/incentives given to coaches for the effort exerted before the training, during and after training.

Along school's responsibility, some schools do not exercise safekeeping of sports equipment that it made hard for schools to procure the same set of equipment the following year due to limited funds. Also, there is no available handbook reflecting how to safeguard equipment and protecting both coaches and athletes as well and lack of financial support coming from the external stakeholders.

#### **Intervention Strategies to Enhance the Sports Management Program**

Based on the above cited problems and challenges, the following intervention strategies are suggested by the respondents for effective implementation of the program.

1. Athlete's documents/requirements must be established and disseminated to concerned personnel of the school to avoid problems that occur every year. For NSO birth certificate issue, students must be required to submit copy of the same during enrolment.
2. The school at their own level should also try their best to allot budget for the purchase of sports equipment and facilities every year which will be taken from their MOOE.

3. Encourage fund-sourcing and income generation among schools so as to provide sports equipment and facilities.
4. Sports management program should be included/integrated in the School Improvement Planning (SIP) of each school.
5. Conduct of training to coaches to enhance their coaching skills. They could also to be sent to seminars, trainings and conferences for them to gain and update themselves regarding the new rules and regulations in sports.
6. Establish linkages with different stakeholders, in this way, they will be encouraged to donate/give financial assistance to the school concerned and such assistance could be used in the procurement of sports equipment and facilities which will be used by both coaches and athletes during training and actual competitions.
7. Intensify the implementation of School Sports program. Allocate enough budget from MOOE for purchase of facilities and equipment.
8. Crafting of policies safeguarding the rights and protection of both athletes and coaches.
9. Provide more training for athletes to maximize their full potential in sports.
10. Allocate a higher budget for the participation in sports competitions.
11. The DepEd must allocate more funds which will be used in the implementation of the Revised School Sports Program. They must encourage or

allow Schools to prepare budget matrix and sports matrix to be presented to the LGU for funding so that we can produce high quality athletes in our respective Schools.

12. Inclusion of sports facilities and equipment in the annual improvement plan (AIP).

13. Coaches and athletes should be given due recognition through monetary incentives.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations.

#### Summary of Findings

The following are the salient findings of the study:

1. Majority of the athletes are males which has a total of 59 or 61.46 per cent while female-athletes has a total of 37 or 38.54 percent.
2. The mean age for the male-respondents is 16.22 years old with a standard deviation of 0.95 years while the mean age for female-respondents is 15.70 with a standard deviation of 0.10 years
3. Majority of the athletes were 74 or 77.08 percent are normal while 20 or 20.83 per cent of the athlete-respondents are underweight and one or 1.04 percent athlete is overweight and one or 1.04 percent belongs to a category of obesity.
4. Out of 96 respondents, majority of them where 68 or 70.83 percent of the respondents are physically fit. This data was followed by 22 respondents or 22.92 percent have favourable health condition followed by three athletes who considered themselves to have a moderately favourable condition and two of

them have extremely favourable health condition while one has very much favourable health condition.

5. Majority of the athletes are inclined to ball games where 67 athletes or 69.79 percent play the game. This is followed by taekwondo with nine respondents or 9.38 percent, followed by athletics with seven athletes or 7.29 percent, while two respondents are inclined for the following sports: dance sports, gymnastics and wushu. Moreover, one athlete responded for each of the following sports, racket games, swimming, and chess. While none of the 96 athletes has participated in boxing, wrestling and table tennis.

6. In the provincial level, 129 gold medals were received by the ninety-six athlete-respondents. In the EVRAA Meet, there were only three bronze medals received by the athletes and none for gold and silver medals. In addition, during the Palarong Pambansa, only one bronze medal was received by the athlete and none has received gold and silver medal. The data implies a need to revisit the sport program since few athletes received medals in the higher level of competition.

7. Along highest award received, out of 96 athletes, there are 71 gold medals received followed by 15 silver medals or 15.63 percent and 10 bronze medals or 10.42 percent.

8. Along age and sex of coach-respondents, majority of 22 the coach-respondents are males while 6 respondents are females. In terms of age, six of the coach respondents have age which ranges from 23-26 years followed by four

coach-respondents who have an age which ranges from 31-34 years and 39-42 years. In addition, there are three respondents with age that ranges from 27-30 years, two coach-respondents aged 51-54 years and 35-38 years and one aged 43-46 years. The average age of the male-respondents is 34.27 years with a standard deviation of 9.07 years.

9. For the female coach-respondents, two respondents have age which ranges from 43-46 years old and 23-26 years old while one respondent with age that ranges from 35-38 and 27-30. The average age of the male-respondents is 34 years old with a standard deviation of 9.57 years.

10. Along number of years as coach in specific sports discipline, majority of the coach-respondents where 15 out of 28 coaches have 4-6 years' experience as coach. Followed by 1-3 years' experience for nine coaches more than 6 years and one coach has experience less than a year experience. The data implies that most coaches are not seasoned in comes to coaching and therefore needs training to improve their coaching skills.

11. For the number of awards received by athletes by the coaches, nine of the coaches received 1-3 awards, eight coaches received 4-6 awards while three coaches received more than six awards and finally seven coaches did not receive any award. The data indicates a need for coaches to exert more effort in athletic competitions for athletes to receive more awards. Designing a training program which could be followed by both athletes and coaches could be done.

12. Majority of the coach-respondents where 19 of them or 67.86 percent are master's degree holders while nine or 32.14 percent of the coach-respondents are baccalaureate degree holders. It means that the educational qualification of the coaches has nothing to do with the implementation of the sports management program.

13. For the sports training attended by the coaches, out of 28 coach-respondents, 26 or 92.86 percent of them attended the Division Seminar Workso

in Coaching and Officiating, 15 attended the Regional-Division-Based Seminar Workshop for school administrators, sports trainers/clinicians or Coaches while 14 out of 28 coach-respondents have attended the Regional Seminar-Workshop in Coaching and Officiating. Moreover, five out of 28 coach-respondents have attended the Regional-Division-Based Training of Division Trainers in Physical Education for secondary teachers while two of the coach-respondents have attended the Division Seminar Workshop in MAPE and Division Seminar Workshop on Physical Education Coaching while one coach-respondent signified others along training.

14. Along age and sex of school administrators, sports managers and coordinators, majority of the school administrators/sports managers and coordinators are males with six or 33.33 percent and have ages ranging from 28-32 years old. followed by four or 22.22 percent of the male- respondents with ages that ranging from 48-52 years and 23-27 years old while two or 11.11 percent of the male-respondents have ages that ranging from 53-57 years old

and one or 5.56 percent with age that ranging from 33-37 years, and 38-42 years. The average age for the male-respondents was pegged at 36.61 years with standard deviation equal to 10.80 years.

15. For the female school administrators/sports managers and coordinators has a total of 10 respondents. Based on the data reflected in table, two or 20.00 percent of the female-respondents have ages that ranges from 28-32 years, 38-42 years, and 48-52 years while one or 10 percent of the respondents have ages that range from 23-27 years, 33-37 years, 43-47 years, and 53-57 years. It can be noted from the same table that the average age of female school administrators/sports managers and coordinators is 40.10 years with standard deviation of 10.59 years.

16. For length of service, seven or 25.9 percent of the respondents have 1-5 years and 6-10 years length of service while six respondents have 16-20 years of experience and four or 14.80 percent has 11-15 years length of service. And one or 3.7 percent of the respondents have length of service that ranges from 21-25 years, 26-30 years and 31-35 years length of service.

17. Along school-based management level, eight or 29.63 percent of the respondents have signified that their schools have school-based management level 2 , followed by six or 22.22 percent of the respondents who answered that the school where they belong has SMB Level 1 and five out of 27 respondents signified that their schools have SBM Level 3. However, eight out of 27 respondents answered that their school have no SBM accreditation.

18. For the sports ratings, 20 or 74.07 percent of the respondents have very satisfactory rating and there are seven or 25.93 percent of the respondents were rated outstanding. The data implies that these school administrators/sports managers and coordinators are performing their job well based on their ratings.

19. For the sports development program along planning, it can be noted that the indicator which was rated by the coaches and athletes as "poor" was on the statement, "Set attainable objectives". Furthermore, the indicators that were rated "needs improvement" are the following statements: "Designate an event coordinator for Sports management", "Prepared budget proposal", "Booked of venue, sports equipment and facilities", and "Secured necessary permit / communication letter for training". The grand mean of the manager's responses yielded at 4.59 which means "excellently implemented" while for coaches and athletes' responses, the grand means were pegged at 2.11 and 2.11, respectively which means "nearly implemented". For the combined mean of the three-respondents, it resulted to 2.94 which means "satisfactorily implemented".

20. Along organizing, for the manager-respondents, as can be noted from the table, there are indicators which were rated "extremely implemented" which are as follows: Appoints overall in-charge of the event, prepares logistics (certificates, registration, result of the game, booking, permit, etc.), selects program committees, and selects officiating official. On the other hand, there are two indicators which were rated "nearly implemented" to wit: selects screening

committee/sports committee and acquires medical assistance. Meanwhile, for the coaches- and athlete-respondents, five out of 6 indicators were rated by them “satisfactorily implemented” with one indicator rated as “nearly implemented” particularly on the statement “Selects officiating official”. Moreover, on the same table, the grand means of the manager-respondents, coach-respondents, and athlete-respondents are 4.58, 3.17, and 3.20 respectively with the combined mean of 3.65 which means “nearly implemented”.

21. As shown from the table in the manager-respondents column, all indicators considered along this component were rated “nearly implemented” and thus have a grand mean of 4.19 which means “nearly implemented”. However, it is very essential to note that the indicator rated with “nearly implemented” in the manager’s column, was rated by both coaches and athletes as “needs improvement” for the statement “Anticipates possible expenses for the event”. The data implied that there is a need to strengthen this component of the program to achieve better results in athletic competitions that may be conducted in the future.

22. Along controlling, monitoring and evaluation, the grand mean of the manager’s responses yielded at 4.58 which means “excellently implemented”. However, the grand means of the coaches- and athlete-respondents resulted to 3.17 and 3.20 respectively which both means “satisfactorily implemented” which resulted to a combined mean of 3.65 which means “nearly implemented”. It can be noted that both coaches- and athlete-respondents have the same responses

which are quite different from the manager-respondents responses. It can be inferred that manager's responses are not supported by the coaches and athletes as evidenced by the data presented.

23. Along tasking and staffing, the grand mean of the manager-respondents which is 4.15 means "nearly implemented" while the coach-respondents has a grand mean of 1.91 which means "needs improvement" and the athlete-respondents' grand mean resulted to 1.9 which also means "needs improvement". The manager-respondents responses are not supported by the coaches and athlete-respondents as evidenced by their grand means. However, the combined mean of the three respondents resulted to 2.66 which means "satisfactorily implemented". Furthermore, it can be noted from the table that the grand mean of the manager-respondents is 4.15 which means "nearly implemented" while the coach-respondents grand mean resulted to 1.91 which means "needs improvement" and the athlete-respondents responses resulted to a grand mean of 1.91 which means "needs improvement". Thus the combined mean was pegged at 2.66 which means "satisfactorily implemented".

24. Along leading, the sports management program along leading has a grand mean of 4.53 which means "extremely implemented" for manager-respondents. On the other hand, comparing it the coach-respondents and athlete-respondents grand means, the grand means of the said respondents yielded at 2.18 and 1.89, respectively which means "needs improvement". The combined mean was pegged at 2.85 which means "satisfactorily implemented".

25. Along facilitating, the highest among the ratings was pegged at 4.48 for the statement, "Gives clear instructions towards attainment of school sports goal", while the lowest rating was pegged at 4.04 which means "nearly implemented" on the statement, "Provides support to athlete and coaches trainings. The sports management program along facilitating has a grand mean of 4.24 which means "nearly implemented" for manager-respondents only but for coach-respondents, the grand mean was pegged at 2.20 which means "nearly implemented" while the athlete-respondents' grand mean resulted to 2.20 which means "nearly implemented". In general, the combined mean was pegged at 2.88 which means "satisfactorily implemented".

26. Along financial support and other resources, most of the support extended in the implementation of the management program was taken from school MOOE which has a frequency of 26 or 96.30 percent. This was followed by 21 or 77.78 percent which was taken from the external sponsors/donations like local government units (LGUs). Moreover, 17 or 62.96 percent of the financial support comes from student sports fee, 12 or 44.44 percent of the support is taken from parent-teacher association fund and 3.70 percent is not specified though it represents other funds.

27. Along sports equipment and physical facilities, the grand mean for manager-respondents was pegged at 2.22 which means "needs improvement". On the other hand, for coach-respondents, the grand mean was 1.55 which means "needs improvement" while the grand mean of the athlete-

respondents also resulted to a description of “needs improvement” as revealed by its grand mean of 1.51 with a combined grand mean of 1.78 which also means “needs improvement”. It is in this component where the three types of responses have the same responses which resulted to “needs improvement”.

28. Along sports policies and incentives, the grand mean for manager-respondents was pegged at 2.22 which means “needs improvement”. On the other hand, for coach-respondents, the grand mean was 1.55 which means “needs improvement” while the grand mean of the athlete-respondents also resulted to a description of “needs improvement” as revealed by its grand mean of 1.51 with a combined grand mean of 1.78 which also means “needs improvement”. It is in this component where the three types of responses have the same responses which resulted to “needs improvement”.

### **Conclusions**

On the basis of the aforecited findings, the following conclusions were drawn:

1. There is no existing comprehensive Sports program in the Division of Samar.
2. The athlete-respondents belong to a normal physical fitness category and are physically fit to perform physical activities and have a greater chances to perform better in athletic competitions. Ball sports are usually the type of sports played by athletes where majority of the awards were received .

3. Samar athletes performed poorly from SY 2015-2017 with a very few bronze medal in the regional and national level competitions.

4. The coaches in Samar Division had a little experience along sports management and attended Division-based or local sports training facilitated by local resource speakers most with limited background in sports management compared to regional or international trainings which are broad in scope where best practices are possibly shared which would improve the coaching performance of coaches.

5. Most of Samar school administrators/sports managers/coordinators are new in their position and thus need more experience in leading the school they are connected specifically in sports management and Along SBM (School -Based Management) the Samar Division Schools some of them belong to SBM 1 or have no SBM accreditation. Although they were rated satisfactorily in sports but their actual performance was poor as evident in Samar sports standing from the grassroots to higher meet sports competitions.

### **Recommendations**

Based on the results of this study, the poor performance of DepEd Division of Samar in sports during regional and national competition may be attributed to lack of overall direction due to the non-existing comprehensive sports management program. To improve the division sports performance the following recommendations are proposed:

1. Formulate a comprehensive sports development program with technically capable consultants helping in its development.
2. Establish strong partnership with various stakeholders to finance the formulated comprehensive sports program specifically in the establishment of sports training center like track and field, Olympic size swimming pool, courts for various ball game and other group and individual games.
3. Hiring a competent sports division coordinator/ sports manager and attendance to comprehensive sports management training of the assigned sports coordinators in every school or district is urgent and highly recommended.
4. Implement the comprehensive sports program and regularly monitor its implementation and outcomes for further enhancement. Enhancement of the program must be regularly conducted.

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## A P P E N D I C E S

**Appendix A****ASSIGNMENT OF ADVISER**

**SAMAR STATE UNIVERSITY  
COLLEGE OF GRADUATE STUDIES  
Catbalogan City, Samar**

June 26, 2018

**PROF. RANDY E. PACADALJEN**  
Director, CASPED  
This University  
Catbalogan City

Dear Sir:

Please be informed that you have been designated as adviser of **Ms. Jhonna L. Lozano** candidate for the degree **Master of Arts in Education** major in Music, Arts and Physical Education who proposes to write a thesis entitled, **"SPORTS MANAGEMENT PROGRAM IN THE DIVISION OF SAMAR"**.

Thank you for your cooperation.

Very truly yours,

**(SGD.) FELISA E. GOMBA, Ph.D.**  
Acting Dean, College of Graduate Studies

CONFORME:

**(SGD.) PROF. RANDY E. PACADALJEN**  
Adviser

## Appendix B

Republic of the Philippines  
OESTE NATIONAL HIGH SCHOOL  
Libucan, Tarangnan, Samar

February 16, 2019

Dear respondent,

Greetings!

The undersigned is conducting a study entitled, **“SPORTS MANAGEMENT PROGRAM IN THE DIVISION OF SAMAR”**, in partial fulfilment of the degree, Master of Arts in Education major in Music, Arts and Physical Education. In this regard, she would like to solicit your honest cooperation in accomplishing the attached survey questionnaire.

The result of the study will be held confidential especially along the implementation of the sports management program in Samar Division. Your wholehearted support and cooperation is highly appreciated.

Thank you very much.

Very truly yours,

**(SGD.) JHONNA L. LOZANO**  
Researcher

## Appendix C

### SURVEY QUESTIONNAIRE FOR ADMINISTRATORS/SCHOOL SPORTS/ SPORTS COORDINATORS

#### Part I – Respondents Profile

1. Name: (Optional) \_\_\_\_\_
2. School: \_\_\_\_\_
3. District: \_\_\_\_\_
4. Age: \_\_\_\_\_
5. Sex: \_\_\_\_\_
6. Length of service: \_\_\_\_\_
7. School based management level:
  - SBM 1 \_\_\_\_\_
  - SBM 2 \_\_\_\_\_
  - SBM 3 \_\_\_\_\_
  - None \_\_\_\_\_
8. Sports rating in sports handled: \_\_\_\_\_

#### PART II: SPORTS MANAGEMENT PROGRAM OF THE SCHOOL

- A. **PLANNING** . Direction: *Please put a check mark ( ) on how useful the sports data bank in your Sports school management. Use the rating scale below.*

##### Rating Scale:

- |   |                            |            |
|---|----------------------------|------------|
| 5 | Extremely Implemented      | (EI)       |
| 4 | Nearly Implemented         | (Nearly I) |
| 3 | Satisfactorily Implemented | (SI)       |
| 2 | Needs Improvement          | (NI)       |
| 1 | Poorly Implemented         | (PI)       |

Indicators	5 (EI)	4 (Nearly Imp)	3 (SI)	2 (NI)	1 (PI)
1. Set attainable objectives.					
2. Designate an event coordinator for Sports management.					
3. Prepared budget proposal.					
4. Booked of venue, sports equipment and facilities.					
5. Secured necessary permit / communication letter for training.					
6. Secured Athletes medical assistance from Division medical services.					
7. Others, please specify ....					

## B. ORGANIZING

Direction: Please put a check mark ( ) on how useful the sports data bank in your Sports school management. Use the rating scale below.

Rating Scale:

- |   |                            |            |
|---|----------------------------|------------|
| 5 | Extremely Implemented      | (EI)       |
| 4 | Nearly Implemented         | (Nearly I) |
| 3 | Satisfactorily Implemented | (SI)       |
| 2 | Needs Improvement          | (NI)       |
| 1 | Poorly Implemented         | (PI)       |

Indicators	5 (EI)	4 (Nearly Imp)	3 (SI)	2 (NI)	1 (PI)
1.Appoints over all in-charge of the event					
2. Prepares logistics ( certificates, registration, result of the game, booking ,permit ,etc.					
3.Selects program committees					
4.Selects officiating official					
5. Selects screening committee/ sports committee					
6.Acquires medical assistance					
7. Others, please specify...					

## C. CONTROL, MONITORING AND EVALUATION

Direction: Please put a check mark ( ) on how useful the sports data bank in your Sports school management. Use the rating scale below.

Rating Scale:

- |   |                            |      |
|---|----------------------------|------|
| 5 | Extremely Implemented      | (EI) |
| 4 | Nearly Implemented         | (NI) |
| 3 | Satisfactorily Implemented | (SI) |
| 2 | Needs Improvement          | (NI) |
| 1 | Poorly Implemented         | (PI) |

Indicators	5 (EI)	4 (Nearly Imp)	3 (SI)	2 (NI)	1 (PI)
1. Monitors and evaluate student-athletes and coaches performance.					
2. Anticipates possible expenses for the event.					
3. Sets standards procedures and rules.					
4. Secures detailed records in the transaction and assets.					
5. Offers possible feedback mechanism for reinforcement.					

**D. TASKING AND STAFFING (Coach Assignment)**

*Direction: Please put a check mark ( ) on how useful the sports data bank in your Sports school management. Use the rating scale below.*

*Rating Scale:*

- |   |                            |      |
|---|----------------------------|------|
| 5 | Extremely Implemented      | (EI) |
| 4 | Nearly Implemented         | (NI) |
| 3 | Satisfactorily Implemented | (SI) |
| 2 | Needs Improvement          | (NI) |
| 1 | Poorly Implemented         | (PI) |

Indicators	5 (EI)	4 (Nearly Imp)	3 (SI)	2 (NI)	1 (PI)
1. Selects coaches according to their qualifications through trainings attended and Coaching performance					
2. Provides athletes and coaches trainings and development					
3. Provides performance appraisal to both student-athletes and coaches.					
4. Others, please specify....					

**E. LEADING**

*Direction: Please put a check mark ( ) on how useful the sports data bank in your Sports school management. Use the rating scale below.*

*Rating Scale:*

- |   |                            |      |
|---|----------------------------|------|
| 5 | Extremely Implemented      | (EI) |
| 4 | Nearly Implemented         | (NI) |
| 3 | Satisfactorily Implemented | (SI) |
| 2 | Needs Improvement          | (NI) |
| 1 | Poorly Implemented         | (PI) |

Indicators	5 (EI)	4 (Nearly Imp)	3 (SI)	2 (NI)	1 (PI)
1. Oversees the flow of work of different committees					
2. Ensures the smooth run of the event implementation					
3. Accepts feedback for re-engineering ,reframing or rewarding					

## F. FACILITATING

*Direction: Please put a check mark ( ) on how useful the sports data bank in your Sports school management. Use the rating scale below.*

Rating Scale:

5	Extremely Implemented	(EI)
4	Nearly Implemented	(NI)
3	Satisfactorily Implemented	(SI)
2	Needs Improvement	(NI)
1	Poorly Implemented	(PI)

Indicators	5 (EI)	4 (Nearly Imp)	3 (SI)	2 (NI)	1 (PI)
1.Provides support to athlete and coaches trainings					
2. Designs sports program or training matrix					
3. Gives clear instructions towards attainment of School sports goal.					
4.Develops meaningful relationship to athlete and coaches through ways of motivation					

## G. FINANCIAL SUPPORT AND OTHER RESOURCES

*Direction: Please put a check mark ( ) as to your source of financial support.*

- ( ) School MOOE
- ( ) Parent-Teacher Association Fund
- ( ) Student Sports Fee
- ( ) External Sponsors/Donations e.g. LGU
- ( ) Other, please specify:

## H. SPORTS EQUIPMENT AND PHYSICAL FACILITIES

*Direction: Please put a check mark ( ) as to your assessment of the adequacy of the sports facilities, apparatuses and equipment in your school. Use the rating scale below.*

*Rating Scale:*

- |   |                     |      |
|---|---------------------|------|
| 5 | Extremely Adequate  | (EA) |
| 4 | Very Adequate       | (VA) |
| 3 | Moderately Adequate | (MA) |
| 2 | Inadequate          | (IA) |
| 1 | None at all         | (NA) |

INDICATORS	5 (EA)	4 (VA)	3 (MA)	2 (IA)	1 (NA)
1.Athletic facilities and development					
2. Volley Court					
3.Basketball Court					
4.Baseball Court					
5.Softball Court					
6.Lawn tennis Court and Badminton Court					
7.Throwing Areas					
8.Physical Fitness Area					
9.Swimming Pool					
10.Playing ground with slide, swing, see-saw, etc.					
11.Simplified instructional materials					
12. Annals for coaches, school sports coordinator, officiating officials, school administrator					
13.Rule book					
14.Sports Fundamental for each sport					

# I. SPORTS POLICIES and INCENTIVES

*Direction: Please put a check mark ( ) as to your assessment on the extent of implementation on policies and incentive. Use the rating scale below.*

Rating Scale:

5	Totally Implemented	(TI)
4	Almost Implemented	(AI)
3	Averagely Implemented	(AvI)
2	Under Implemented	(UI)
1	Poorly Implemented	(PA)

INDICATORS	5 (TI)	4 (AI)	3 (AvI)	2 (UI)	1 (PA)
1.Student-athlete must be enrolled in any School as reflected in Learners Information System (LIS)					
2. Student-athlete must exceed the requirement in order to play the sports which require 75 above grades in all classes for sports eligibility.					
3. Student-athlete must not exceed the cut off age 18 as reflected to their NSO					
4. Student-athlete must secure required documents such as medical certificates etc.					
5. Selection are made through an open trial process based on the competition performance in the Intramural, District, and Provincial Meet to be evaluated by screening committees					
6.Student-athletes are granted athletic scholarship program					
7. Student-athletes are granted monetary incentives.					
8. Student-athletes are granted insurance program					
9. Student-athletes are granted additional assistance in academic support such as tutoring and library support /modular instruction.					
10. Student-athletes are granted 50 % grades compensation in all subject areas especially PE subjects					
11. Coaches and Officiating official are granted 2-5 or more days' vacation leave credit after the sports competition.					
12. Coaches are selected according to the highest number of gold medalist athlete and officiating in charge are selected through recommendations and annual sports rating and trainings.					
13. Coaches and athlete are awarded of recognition in School.					

**Part III. Problems and Solution**

1. What are the problems and challenges encountered by the respondents in the implementation of the Sports Management Program? (Please, list them down)

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2. What solutions can be suggested from the above problems  
(Please, list them down)

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## APPENDIX D

### SURVEY QUESTIONNAIRE FOR COACHES/MAPEH TEACHERS

#### Part I – Respondents Profile

1. Name: (Optional) \_\_\_\_\_
2. School: \_\_\_\_\_
3. District: \_\_\_\_\_
4. Age: \_\_\_\_\_ 5. Sex: \_\_\_\_\_
6. No. of years as coach in specific sports discipline: \_\_\_\_\_
7. No. of awards received of athlete handled: \_\_\_\_\_

8. Educational Qualification: \_\_\_\_\_

Baccalaureate degree (Please specify) \_\_\_\_\_

Masters degree (Please specify) \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Doctorate degree (please specify) \_\_\_\_\_

9. School Sports trainings/ seminars attended:

*Direction: Please put a check ☒ mark on the trainings/seminar attended and reflect the number of days.*

Trainings and Seminars attended	No. of days
<b>Division Level</b>	
( ) Division Seminar Workshop in MAPE	
( ) Division Seminar Workshop in Coaching and Officiating	
( ) Regional – Division – Based Seminar – Workshop for School Administrators, Sports Trainers/Clinicians or Coaches	
( ) Regional – Division – Based Training of Division Trainers in Physical Education for Secondary	
( ) Division Seminar Workshop in MAPE	
( ) Division Seminar Workshop on Physical Education and Coaching.	
( ) Regional Seminar Workshop in Coaching and Officiating	
( ) Regional – Division Based Seminar Workshop in Improving Teaching P.E. in Elementary, Secondary, and Tertiary Level	
( ) Regional Seminar Workshop in Revised Philippine Physical Fitness Test Program Activities	
( ) Regional Seminar Workshop in Revised Philippine Physical Fitness Test Program Activities	
( ) International training for Sports coaching and Officiating	
( ) Others (Please specify)	

## APPENDIX E

### SURVEY QUESTIONNAIRE FOR ATHLETES

#### Part I – Respondents Profile

1. Name : (Optional) \_\_\_\_\_ 2. Year /Section: \_\_\_\_\_

3. School: \_\_\_\_\_

4. District: \_\_\_\_\_

5. Age: \_\_\_\_\_ 6. Sex: \_\_\_\_\_

7. Height (cm.): \_\_\_\_\_ 8. Weight (kilo): \_\_\_\_\_

9. Health Condition: Please put a check mark ☐ on the health condition you have had in performing activities.

- |                          |                        |
|--------------------------|------------------------|
| ( ) Physically fit       | ( ) Favorable          |
| ( ) Extremely favorable  | ( ) Less favorable     |
| ( ) Very much favorable  | ( ) Not favorable      |
| ( ) Moderately favorable | ( ) Not physically fit |

12. School Sports Participated in: Please put a check mark ☒ on the sports you have participated in for the past three years.

- ( ) Athletics, specify events: \_\_\_\_\_
- ( ) Ball Games, specify events: \_\_\_\_\_
- ( ) Racket games, specify events: \_\_\_\_\_
- ( ) Swimming, specify events: \_\_\_\_\_
- ( ) Chess, specify events: \_\_\_\_\_
- ( ) Boxing, specify events: \_\_\_\_\_
- ( ) Wrestling, specify events: \_\_\_\_\_
- ( ) Arnis , specify events : \_\_\_\_\_
- ( ) Table Tennis, specify events: \_\_\_\_\_
- ( ) Dance Sports, specify events: \_\_\_\_\_
- ( ) Gymnastics, specify events: \_\_\_\_\_
- ( ) Archery, specify events: \_\_\_\_\_
- ( ) Taekwondo, specify events: \_\_\_\_\_
- ( ) Wushu , specify events: \_\_\_\_\_

13. Performance of Athlete in sports competition and highest award received: Please put a check mark ☐ on the level of competition you participated in and no. of medals received.

- ( ) Provincial Meet      No. of medals received: Gold:\_\_\_\_ silver: \_\_\_\_bronze: \_\_\_\_
- ( ) EVRAA Meet      No. of gold medals: \_\_\_\_ silver: \_\_\_\_bronze: \_\_\_\_
- ( ) Palarong Pambansa      No. of gold medals: \_\_\_\_ silver: \_\_\_\_bronze: \_\_\_\_

## APPENDIX F

## RUBRIC FOR PLANNING

INDICATOR	5 Extremely Planned	4 Nearly Planned	3 Satisfactorily Planned	2 Needs Improvement	1 Poorly Planned	Score
1. Set attainable objectives.	100 % of the objectives were well-formulated in accordance to the DepEd National standards, attended by the sports coordinators, coaches, athletes and other stakeholders, and objectives are attainable at a specific period.	75 % of the objectives were well-formulated in accordance to the DepEd National standards, attended by the sports coordinators, coaches, athletes and other stakeholders, but some objectives are not attainable at a specific period.	50 % of the objectives are well-formulated in accordance to the DepEd National standards, attended by the sports coordinators, Coaches, athletes and other stakeholders, but some objectives are not attainable at a specific period.	25 % of the objectives were well-formulated in accordance to the DepEd National standards, not attended by the sports coordinators, coaches, athletes and other stakeholders, but some objectives are not attainable at a specific period.	Objectives are irrelevant and not evident in the accordance to the DepEd National standards and not attended by the sports coordinators, Coaches, Athletes and Other stakeholders And objective Are not attainable at a specific period of time.	
2. Designates an event coordinators for sports management	Designated highly qualified sports coordinator for sports management with 100 % qualifications in terms of educational qualifications, with experience in coaching and sports officiating and have attended seminars and trainings relative to sports management in local, regional, national and international levels.	Designate high qualified sports coordinator for sports management with 75 % qualifications in terms of educational qualifications, with experience in coaching and sports officiating, and have attended seminars and trainings relative to sports management in local, regional, national levels.	Designate average qualified sports coordinator for sports management with 50 % qualifications in terms of educational qualifications, experience in coaching and sports officiating and have attended seminars and trainings relative to sports management in local and regional levels only.	Designate qualified sports coordinator for sports management with 25 % qualifications in terms of educational qualifications, with experience in coaching and sports officiating and have attended seminars and trainings relative to sports management in local level only.	Designated poor sports coordinator for sports management without qualifications, experience in coaching and sports officiating and have attended seminars and trainings relative to sports management in local level only.	
3. Prepares budget proposal.	The budget prepared by the administrators with 100 %	The budget prepared by the administrators with 75 %	The budget prepared by the administrators with 50 % budget	The budget prepared by the administrators with 25 % budget	The budget prepared by the administrators with	

INDICATOR	5 Extremely Planned	4 Nearly Planned	3 Satisfactorily Planned	2 Needs Improvement	1 Poorly Planned	Score
	budget allocation to all sports management components with 100 % participation and involvement of stakeholders taken from the sports development fee of the school.	budget allocation to all sports management component with 75 % participation and involvement of stakeholders taken from the sports development fee of the school.	allocation to all sports management component with 50 % participation and involvement of stakeholders taken from the sports development fee of the school.	allocation to all sports management component with 25 % participation and involvement of stakeholders.	NO allocation of budget taken from the sports development fee of the school. Coaches have to spend their own money to provide some equipment need in the sports competitions and for snacks of some athletes.	
4. Booking of venue, sports equipment and facilities.	Booking of venue is 100 % done year round programme and planned by the administrators in coordination with the personnel in Samar Division, properly disseminated to all concerned by the sports manager, and preparation of sports equipment and facilities is done ahead of time	Booking of venue is 75 % done by the administrators in coordination with the personnel in Samar Division, late dissemination of information to all concerned by the sports manager, and preparation of sports equipment and facilities is done ahead of time.	Booking of venue is done 50 % by the administrators in coordination with the personnel in Samar Division, LATE dissemination of information to all concerned by the sports manager, and preparation of sports equipment and facilities is too slow	Booking of venue is done 25 % by the administrators in coordination with the personnel in Samar Division, LATE dissemination of information to all concerned by the sports manager, and preparation of sports equipment and facilities is not evident.	Booking of venue is done 10 % by the administrators in coordination with the personnel in Samar Division, LATE and UNCLEAR dissemination of information to all concerned by the sports manager, and preparation of sports equipment and facilities is not evident.	
5. Secures necessary permit/communication letter for training.	Necessary permit like communication letter is secured one two months prior to training for reservation purposes.	Necessary permit like communication letter is secured one month prior to training for reservation purposes.	Necessary permit like communication letter is secured two weeks prior to training for reservation purposes.	Necessary permit like communication letter is secured three days prior to training for reservation purposes.	Necessary permit like communication letter is NOT secured prior to training for reservation purposes.	
6. Secures athletes medical certificates from Division medical services	Athletes medical certificates are secured from Samar Division Medical personnel two weeks before the concentration training and actual competition and are completely kept.	Athletes medical certificates are secured from Samar Division Medical personnel one week before the concentration training and actual competition and completely kept.	Athletes medical certificates are secured from Samar Division Medical personnel three days before the concentration training and actual competition and completely kept.	Athletes medical certificates are secured from Samar Division Medical personnel one day before the concentration training and actual competition and completely kept.	Athletes medical certificates are NOT secured from Samar Division Medical personnel three days before the concentration training .	

### RUBRIC FOR ORGANIZING

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
1. Appoints overall in-charge of the event.	The overall in-charge of the game is appointed one month before the event considering the <b>educational qualifications, experience, and relevant trainings.</b>	The overall in-charge of the game is appointed one month before the event considering the <b>educational qualifications, and experience only.</b>	The overall in-charge of the game is appointed one month before the event considering the <b>educational qualifications, and trainings.</b>	The overall in-charge of the game is appointed one month before the event considering the <b>educational qualifications only</b>	The overall in-charge of the game is appointed one month before the event <b>without considering</b> the educational qualification, experience and relevant trainings.	
2. Prepares logistics like certificates, registration, result of the games, booking, permit.	Preparation of logistics is very much evident since <b>certificates are given right after the event</b> , and results are announced during the closing program and others.	Preparation of logistics is evident since <b>certificates are given a day after the event</b> , and results are announced during the closing program and others.	Preparation of logistics is not so much evident since <b>certificates are given a week after the event</b> , and results are announced one week after the event.	Preparation of logistics is not so much evident since <b>certificates are given right after the event</b> , and results are also announced two weeks after the event.	Preparation of logistics is <b>TOTALLY NOT EVIDENT</b> since <b>certificates are not given</b> to the participants and results are announced one month after the event.	
3. Selects program committees.	Program committees are <b>100 % carefully planned and formulated</b> considering the expertise of the person assigned to perform a certain task and are <b>disseminated two weeks before the event.</b>	Program committees are <b>75 % carefully planned and formulated</b> considering the expertise of the person assigned to perform a certain task and are <b>disseminated one week before the event.</b>	Program committees are <b>50 % carefully planned and formulated</b> but with little <b>consideration of the expertise</b> of the person assigned to perform a certain task and are <b>disseminated three days before the event.</b>	Program committees are <b>25 % carefully planned and formulated</b> but with <b>No consideration</b> of the expertise of the person assigned to perform a certain task and are <b>disseminated three days before the event.</b>	Program committees are <b>NOT carefully planned and formulated</b> with <b>NO consideration</b> of the expertise of the person assigned to perform a certain task and are <b>NOT properly disseminated</b> to concerned individuals.	
4. Selects officiating officials.	Officiating officials are chosen based on the merit of <b>educational qualifications, experience and relevant trainings attended.</b>	Officiating officials are chosen based on <b>educational qualifications and experience only.</b>	Officiating officials are chosen based on <b>educational qualifications only.</b>	Officiating officials are chosen based on <b>personal relations</b> between the administrator and the individual.	<b>NO basis</b> at all in the selection of officiating officials.	
5. Selects screening committee.	The screening committee is selected based on <b>educational</b>	The screening committee is selected based on <b>educational</b>	The screening committee is selected based on <b>educational</b>	The screening committee is selected based on the	<b>No basis</b> at all in the selection of the screening committee.	

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
	qualifications, experience and trainings attended.	qualifications, experience only.	qualifications only.	recommendati on of someone who is close to the administrator.		
6. Acquires medical assistance.	Medical assistance is acquired right after the medical examination with quick response.	Medical assistance is acquired given a day after medical examination.	Medical assistance is acquired a week after the medical examination.	Medical assistance is acquired a two week after the medical examination .	No personnel is available to respond the medical needs of the persons who need it.	

### RUBRIC FOR CONTROLLING, MONITORING AND EVALUATION

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
1. Monitors and evaluates students-athletes and coaches' performance.	There is an existing mechanism in the monitoring and evaluation of student-athletes and coaches performance which is usually conducted yearly and is disseminated to all concerned.	There is an existing mechanism in the monitoring and evaluation of student-athletes and coaches performance which is conducted yearly but not disseminated to all concerned.	There is an existing mechanism in the monitoring and evaluation of student-athletes and coaches performance but not conducted yearly.	There is an existing mechanism in the monitoring and evaluation of student-athletes and coaches performance but not implemented.	There is NO existing mechanism in the monitoring and evaluation of student-athletes and coaches performance which is conducted yearly.	
2. Anticipates possible expenses of the event.	The administrators, coaches and sports managers 100 % anticipate possible expenses of the event as reflected in the itemized proposed budget.	The administrators, coaches and sports managers 75 % anticipate possible expenses of the event but has LITTLE action to address the issue.	The administrators, coaches and sports managers 50 % anticipate possible expenses of the event BUT DO NOT TAKE ACTION TO ADDRESS THE ISSUE.	The administrators, coaches and sports managers 25 % anticipate possible expenses of the event but take for granted the possible expenses of the event.	The administrators , coaches and sports managers DO NOT SHOW ANTICIPATION of possible expenses of the event.	
3. Sets standards procedures and rules.	Administrators, sports coordinators, coaches, and other concerned personnel convene together to set standards procedures and rules ONE MONTH before the event.	Administrators, sports coordinators, coaches, and other concerned personnel convene together to set standards procedures and rules TWO WEEKS before the event.	Administrators, sports coordinators, coaches, and other concerned personnel convene together to set standards procedures and rules ONE WEEK before the event.	Administrators , sports coordinators, coaches, and other concerned personnel convene together to set standards procedures and rules ONE DAY before the event.	Administrator s, sports coordinators, coaches, and other concerned personnel DO NOT set standards procedures and rules for the different sports disciplines.	
4. Secures detailed records in the transaction and assets.	Administrators, sports coordinators, coaches, and other concerned personnel secures detailed records in the transaction and assets ONE MONTH before the event.	Administrators, sports coordinators, coaches, and other concerned personnel secures detailed records in the transaction and assets TWO WEEKS before the event.	Administrators, sports coordinators, coaches, and other concerned personnel secures detailed records in the transaction and assets ONE WEEK before the event.	Administrators , sports coordinators, coaches, and other concerned personnel secures detailed records in the transaction and assets ONE DAY before	Administrator s, sports coordinators, coaches, and other concerned personnel DO NOT secure detailed records in the transaction and assets before the	

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
				the event.	event is conducted.	
5. Offers possible feedback mechanism for reinforcement.	The coaches offer 100 % feedback mechanism immediately to athletes to further improve athletes' performance.	The coaches offer 75 % feedback mechanism but too hesitant to offer feedback to athletes to further improve athletes' performance.	The coaches offer 50 % feedback mechanism but show little interest in offering feedback to athletes to further improve athletes' performance.	The coaches offer 25 % feedback mechanism but DO NOT show interest in offering feedback to athletes to further improve athletes' performance.	No feedback mechanism is employed by the coaches to improve athletes' performance.	

### RUBRIC FOR TASKING AND STAFFING (COACH ASSIGNMENT)

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
1. <b>Selects coaches according to their qualifications through trainings attended and coaching performance .</b>	The selection of coaches based on their 100 % qualifications like sports handled experience , with <b>5 trainings</b> attended and coaching performance are <b>AT ALL TIMES PRACTICED.</b>	The selection of coaches based on their 75 % qualifications like sports handled experience with <b>at least 4 trainings</b> attended and coaching performance are <b>ALWAYS PRACTICED.</b>	The selection of coaches based on their 50 % qualifications like sports handled experience with <b>at least 3 trainings</b> attended and coaching performance are <b>SOMETIMES PRACTICED.</b>	The selection of coaches based on their 25 % qualifications like sports handled experience with <b>at least 2 trainings</b> attended and coaching performance are <b>RARELY PRACTICED.</b>	The selection of coaches based on their 10 % qualifications like sports handled experience with <b>1 trainings</b> attended and coaching performance are <b>NOT PRACTICED AT ALL.</b>	
2. <b>Provides athletes and coaches trainings and development.</b>	The Samar division conducts and facilitates trainings for both coaches and athletes at <b>least 4 TIMES A YEAR.</b>	The Samar Division conducts and facilitates trainings for both coaches and athletes at <b>LEAST 3 TIMES A YEAR.</b>	The Samar Division conducts and facilitates trainings for both coaches and athletes at <b>LEAST TWICE A YEAR.</b>	The Samar Division conducts and facilitates trainings for both coaches and athletes at <b>least ONCE A YEAR.</b>	The Samar Division <b>DOES NOT</b> conduct and facilitate trainings for both coaches and athletes.	
3. <b>Provides performance appraisal to both student-athletes and coaches.</b>	The Samar division conducts and provides performance appraisal to both coaches and student-athletes to find out their performance at <b>least after the Intramural Meet, EVRAA Meet and Palaromg Pambansa.</b>	The Samar division conducts and provides performance appraisal to both coaches and student-athletes to find out their performance at <b>least after the Intramural Meet and EVRAA Meet only.</b>	The Samar division conducts and provides performance appraisal to both coaches and student-athletes to find out their performance at <b>least after the Intramural Meet only.</b>	The Samar division <b>DOES NOT conduct</b> and provide performance appraisal to both coaches and student-athletes to find out their performance after every competition.	<b>NO EXISTING PERFORMANCE APPRAISAL SYSTEM FOR COACHES AND STUDENT-ATHLETES.</b>	

### RUBRIC FOR LEADING

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
1. Oversees the flow of work of different committees.	The administrator is at least 5 TIMES available to oversee the flow of work of different working committees.	The administrator is at least 4 TIMES available to oversee the flow of work of different working committees.	The administrator is 3 TIMES available to oversee the flow of work of different working committees.	The administrator is 2-1 available to oversee the flow of work of different working committees.	The administrator is NOT AVAILABLE to oversee the flow of work of different working committees.	
2. Ensures the smooth conduct of the event.	The administrator gives his 100% support to ensure the smooth conduct of the activity.	The administrator gives his 75% support to ensure the smooth conduct of the activity.	The administrator gives his 50% support to ensure the smooth conduct of the activity.	The administrator gives his 25% support to ensure the smooth conduct of the activity.	The administrator DOES NOT show support to ensure the smooth conduct of the activity.	
3. Accepts the feedback for re-engineering, reframing or rewarding.	The administrator accepts feedback from his subordinates with 100% acceptance.	The administrator accepts feedback from his subordinates with 75% acceptance.	The administrator accepts feedback from his subordinates with 50% acceptance.	The administrator accepts feedback from his subordinates with 25% acceptance.	The administrator DOES NOT accept feedback from his subordinates.	

### RUBRIC FOR FACILITATING

INDICATOR	5 Extremely Implemented	4 Nearly Implemented	3 Satisfactorily Implemented	2 Needs Improvement	1 Poorly Implemented	Score
1. Provide support to athletes and coaches trainings.	The administrator provides 100% support to athletes and coaches trainings through budget allocation.	The administrator provides 75% support to athletes and coaches trainings through budget allocation.	The administrator provides 50% support to athletes and coaches trainings through budget allocation.	The administrator provides 25% support to athletes and coaches trainings through budget allocation.	The administrator DOES NOT provides support to athletes and coaches trainings through budget allocation.	
2. Designs sports program	There is an existing sports program that includes ALL important components of the program.	There is an existing sports program that includes MANY important components of the program.	There is an existing sports program that includes FEW important components of the program.	There is an existing sports program that includes ONE important component of the program.	There is NO existing sports program that includes all important components of the program.	
3. Gives clear instructions towards attainment of school sports goal.	The instructions given towards the attainment of school sports goal is 100 % CLEAR, understood, and well-disseminated.	The instructions given towards the attainment of school sports goal 75 % is somewhat CLEAR, understood, and well-disseminated.	The instructions given towards the attainment of school sports goal is 50 % UNCLEAR, and not properly understood by everybody, and was just disseminated for the sake of information.	The instructions given towards the attainment of school sports goal is 25 % UNCLEAR, and not properly understood by everybody, and was NOT disseminated to all concerned.	The is NO instructions given towards the attainment of school sports goal.	
4. Develops meaningful relationships to athletes and coaches through ways of motivation.	Motivation in a form of CERTIFICATES, TOKEN, verbal PRAISES, AND MONETARY INCENTIVES are given to both athletes and coaches strengthen personal relationships.	Only CERTIFICATES, TOKEN, AND VERBAL PRAISES are given to both athletes and coaches as forms of motivation.	ONLY CERTIFICATE S, AND VERBAL PRAISES are given to both athletes and coaches as forms of motivation.	VERBAL PRAISES only is extended to coaches and athletes.	No form of motivation is extended to both coaches and athletes.	

### RUBRIC FOR SPORTS EQUIPMENT AND PHYSICAL FACILITIES

INDICATORS	5 (EA)	4 (VA)	3 (MA)	2 (IA)	1 (NA)
1.Athletic facilities and development					
2. Volley Court					
3.Basketball Court					
4.Baseball Court					
5.Softball Court					
6.Lawn tennis Court and Badminton Court					
7.Throwing Areas					
8.Physical Fitness Area					
9.Swimming Pool					
10.Playing ground with slide, swing, see-saw, etc.					
11.Simplified instructional materials					
12. Annals for coaches, school sports coordinator, officiating officials, school administrator					
13.Rule book					
14.Sports Fundamental for each sport					

**Legend:**

**5- IF THE EQUIPMENT/FACILITIES are AVAILABLE, MANY IN NUMBER, NEW, FUNCTIONAL AND FREE FROM REPAIR**

**4- IF THE EQUIPMENT/FACILITIES are AVAILABLE, FEW, SLIGHTLY USED BUT STILL FUNCTIONAL**

**3- IF THE EQUIPMENT/FACILITIES are AVAILABLE, HAS 1 OR 2 AVAILABLE, HAS BEEN USED FOR SEVERAL YEARS BUT STILL FUNCTIONAL**

**2-IF THE EQUIPMENT/FACILITIES are AVAILABLE, NOT FUNCTIONAL AND NEEDS REPAIR**

**1- IF THE EQUIPMENT/FACILITIES are NOT AVAILABL**

### RUBRIC FOR SPORTS POLICIES AND INCENTIVES

INDICATORS	5 (TI)	4 (AI)	3 (AvI)	2 (UI)	1 (PA)	Score
1. Student-athletes must be enrolled in any School as reflected in Learners Information System (LIS).	The student-athletes 100 % satisfy ALL THE ELIGIBILITY REQUIREMENTS for enrolment.	75 % with at least 1 lacking ELIGIBILITY REQUIREMENT for enrolment are not met by the student-athletes.	50 % with 3 lacking ELIGIBILITY REQUIREMENT for enrolment are not met by the student-athletes.	ONLY 2 OF THE ELIGIBILITY REQUIREMENTS are met by the student-athletes.	None of the eligibility requirements is met by the student-athletes.	
2. Student-athlete must exceed the requirement in order to play the sports which require 75 above grades in all classes for sports eligibility.	The student-athlete has grades in all subjects 90 and up .	The student-athlete has grades of 90 and up in some subjects and 80 and up in other subjects.	The student-athlete has grades 80 and up in all subjects.	The student-athletes has grades of 80 and up in some subjects and above 75 in other subjects.	The student-athlete has grades below 75 and below in all subjects.	
3. Student-athlete must not exceed the cut off age 18 as reflected to their NSO.	100 % of student-athletes met the cut-off age of 18.	75 % of student-athletes met the cut-off age of 18 while other athletes do not.	Only 50 % of student-athletes met the cut-off age of 18.	25 % or One or two student-athletes are allowed to play even without meeting the cut-off age of 18.	No student-athletes met the cut-off age of 18 and yet allowed to play.	
4. Student-athlete must secure required documents such as medical certificates etc.	100 % of student-athletes are required to 100 % secure medical certificates prior to the sports competition.	75 % of student-athletes are required to 75 % secure medical certificates prior to the sports competition.	50 % of student-athletes are required to 50 % secure medical certificates prior to the sports competition.	25 % or One or two student-athletes are required to 25 % secure medical certificates prior to the sports competition.	None of the student-athletes are required to secure medical certificates prior to the sports competition.	
5. Selection is made through an open trial process based on the competition performance in the Intramural, District, and Provincial Meet being evaluated by screening committees.	The selection of athletes is based on the competition performance like number of gold, silver and bronze medals received. <i>(say for example, gold medal is 5 points)</i>	The selection of athletes is based on the competition performance like number of gold, silver and bronze medals received. <i>(say for example, silver medal is 4 points)</i>	The selection of athletes is based on the competition performance like number of gold, silver and bronze medals received. <i>(say for example, bronze medal is 3 points)</i>	The selection of athletes is based on the competition performance like number of gold, silver and bronze medals received. <i>(say for example, certificate of</i>	NO OPEN TRIAL PROCESS is adapted in the selection of athletes.	

INDICATORS	5 (TI)	4 (AI)	3 (AvI)	2 (UI)	1 (PA)	Score
				<i>participation only)</i>		
6. Student-athletes are granted athletic scholarship program.	Student-athletes are granted <b>100%</b> athletic scholarship. (gold medallist only)	Student-athletes are granted <b>75%</b> athletic scholarship ( for silver medallist)	Student-athletes are granted <b>50%</b> athletic scholarship (for bronze medallist)	Student-athletes are granted <b>25%</b> athletic scholarship for (non-winning athlete)	There is no existing scholarship program for student-athletes.	
7. Student-athletes are granted monetary incentives.	<b>100 % of STUDENT-ATHLETES</b> are granted monetary incentives.	<b>75 % of GOLD, SILVER AND BRONZE</b> medallists are given monetary incentives.	<b>50 % or ONLY GOLD AND SILVER</b> medallists are given monetary incentives.	<b>25 % or ONLY GOLD MEDALLIS T</b> is given monetary incentives.	<b>NO MONETARY INCENTIVES</b> is given to all student-athletes.	
8. Student-athlete are granted insurance program.	100 % of student-athletes are granted insurance program.	<b>75 % or GOLD, SILVER AND BRONZE</b> medallists are the only student-athletes who can avail the insurance program.	<b>50 % or GOLD and SILVER</b> medallists are the only student-athletes who can avail the insurance program	<b>25 % or GOLD</b> medallists are the only student-athletes who can avail the insurance program	<b>NO INSURANCE PROGRAM</b> is given to all student-athletes.	
9. Student-athletes are granted additional assistance in academic support such as tutoring and library support /modular instruction.	100 % of student-athletes are given tutorial, library support and modular instruction.	<b>75 % or</b> Student-athletes who have received gold, silver and bronze medals are given tutorial, library support and modular instruction.	<b>50 % or</b> Student-athletes who have received gold and silver medals only are given tutorial, library support and modular instruction.	<b>25 % or</b> Student-athletes who have received bronze medals are given tutorial, library support and modular instruction.	<b>NO Student-athletes</b> who have received gold, silver and bronze medals are given tutorial, library support and modular instruction.	
10. Student-athletes are granted additional 100 % grades compensation in all subject areas especially PE subjects.	There is an existing policy of the school to grant an additional 100% compensation in all subject areas to all athletes (winner or non-winner).	There is an existing policy of the school to grant an additional 75% compensation in all subject areas to gold , silver, bronze medallists only.	There is an existing policy of the school to grant an additional 50% compensation in all subject areas to gold and silver medallists only.	There is an existing policy of the school to grant an additional 25% compensation in all subject areas to gold medallists only.	There is <b>NO</b> existing policy of the school to grant an additional grades compensation in all subject areas to all athletes (winner or non-winner).	
11. Coaches and Officiating officials are granted 2-5 or	There is an existing policy granting coaches and officiating	There is an existing policy granting coaches and	There is an existing policy granting coaches and officiating	There is an existing policy granting	There is <b>NO</b> existing policy granting coaches and officiating	

INDICATORS	5 (TI)	4 (AI)	3 (AvI)	2 (UI)	1 (PA)	Score
more days vacation leave credit after the sports competition.	officials for a 2-5 days vacation leave after the sports competition.	officiating officials for a 2-4 days vacation leave after the sports competition.	officials for a 2-3 days vacation leave after the sports competition.	coaches and officiating officials for a 1-day vacation leave after the sports competition.	officials for vacation leave after the sports competition.	
12. Coaches are selected according to the highest number of gold medals received by athlete and officiating in-charge is selected through recommendations and annual sports rating and trainings.	Coaches are selected through medal standing of athletes, <b>recommendation from higher official, sports rating and trainings attended.</b>	Coaches are selected through medal standing of athletes, <b>recommendation from higher official, and sports rating only.</b>	Coaches are selected through medal standing of athletes, and <b>recommendation from higher official only.</b>	<b>Coaches are selected through medal standing of athletes only.</b>	No guidelines/requirements is set for the selection of coaches and officiating officials.	
13. Coaches and athletes are given certificate of recognition in School.	<b>Winning and non-winning coaches and athletes</b> are given certificate of recognition.	<b>Only the coaches and athletes who have received gold, silver and bronze medals</b> are given certificate of recognition.	<b>Only the coaches and athletes who have received gold and silver medals</b> are given certificate of recognition.	<b>Only the coaches and athletes who have received bronze medals</b> are given certificate of recognition.	<b>NO CERTIFICATE OF RECOGNITION IS GIVEN TO</b> Winning and non-winning coaches and ATHLETES.	

## APPENDIX G

## OTHER COACHES' RESPONSES

Significant Statement	Formulated Meaning	Subthemes	Theme
<i>"As coach in Futsal there are times that I have to make my salary loan to purchase an equipment needed in my Sports handled because I cannot proceed to my training without those equipment and because of the fact that that there are School Heads who are not a Sports enthusiast- Coach 1</i>	Aside from training of coaches, they also support their athletes financially, to do this they have to do a salary loan to sustain and purchase equipment needed because by solely relying to the School Heads the training will not be realized because some School Heads are not supportive when it comes to sports.	Budget Allocation for Sports Equipment	Sports Management Program - <b>PLANNING</b>
<i>" As coach in Billiard I have 4 players with me, When getting their medical certificate in Division ,Catbalogan I have to spend my own money for the transportation because if I'll wait to my School Head budget it takes decade and for how many years handling this Sports those receipt I presented was not yet reimburse " - Coach 3</i>	The Samar athletes and coaches are quite far to the Division medical office so they have to travel an hour to reach their destination but the expenses incurred is from the personal money of coach and in DepEd whatever expenses relative to School activity is subject to reimbursement unfortunately there are documents needed which cannot be secured which led to non-reimbursement of said expenses.	Budget Allocation	Sports Management - <b>PLANNING</b>
<i>As 3 years coach in Baseball</i>	Both coaches and		

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>" During the EVRAA competition, We are not provided of Spike shoes and this become a hindrance to the part of athlete to perform better especially in rainy days, they keep sliding when running to the other base. As a coach I already address this problem We had but until now it's not yet realize. – Coach 5</i></p>	<p>athletes are determined to be focused in their training but even they give their 100 % concentration and preparations to the competition there are external factors that affect to the actual performance and motivation of athlete especially if the athletes seem to see that the other division athletes are all provided with what they need, the Samar Division athletes tend to compare what they do not have and this somehow affect to the motivation of athlete and aside from this there are sports such as Baseball that need an extraordinary materials such type shoes that suit to the type of sports played .</p>	<p>Budget Allocation</p>	<p>Sports Management Program - <b>PLANNING</b></p>
<p><i>As coach in Boxing, we are not provided with Boxing ring so what I did as a coach is have to draw a stationary lines on the floor during the conduct of our training ,If the athlete step out in the line then it signifies that We have to restart the game and also my other concern is , In</i></p>	<p>Sports standard Facilities are highly needed in the conduct of training for the safety precautions since there is no available facilities to use by the coaches. Usually they tend to utilize what is available in the community not</p>	<p>Budget Allocation</p>	<p>Sports Management Program - <b>PLANNING</b></p>

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>EVRAA competition there should have a separate Food distribution to all combat Sports athletes such Boxing because What happen , my athlete are provided a thin beef loaf maybe because they consider the mass number of athlete in the Division of Samar which this cannot sustain to the strength stability needed of my athlete compared to our opponent had a beef steak, this somehow affect to the performance of Boxing athlete – Coach 8</i></p>	<p>considering its impact to the athletes just for them to have their training.</p> <p>And aside from that in every sports competition it is practiced that each Division is provided with one kitchen managed by the assigned teachers who serve as chef/cook and they have to maximize the food budget allotted and because of this there is a tendency that the food served to athletes are not also budget meals.</p>		
<p><i>“It’s quite hard to conduct an immediate training because some of the selected athletes are not from our School or not even near to our School. As a coach it’s difficult in my part because I have to consider the availability of the athletes especially during School hours and sometimes I have to travel to pick up the athletes where they are and gather them in one area before we conduct a concentration training aside from that ,I have to secure the food and other expenses from the first day of training up to the last day of practice so sometimes I</i></p>	<p>Since the selection of athletes and coaches is by number of gold from the District to Eastern Visayas sports competition, whoever coach is dominant in every sports event he will be the one to decide where to conduct the training but this seems to be a difficult part of the coach because there are selected athletes who are quite far from the training venue and the coach needs to ask</p>	<p>Ensuring the smooth conduct of the event</p>	<p>Sports Management Program - <b>LEADING</b></p>

Significant Statement	Formulated Meaning	Subthemes	Theme
<i>spend my own money or sometimes do some solicitation from the community people .- Coach 9</i>	permission from the school and parents who sometimes do not allow their children to have the training due to household chores at home where they are expected to do.		
<i>“ Relative to the the training area for swimming, we utilize the river near us because that is the available area that we could conduct our training knowing that there is no swimming pool in our School even in the community. The problem is there is a big difference on the current of river compared to the standard swimming pool and also limited time to practice which is only 1 week compared to the range of of actual concentration training”. - Coach 7</i>	Sports standard facilities are highly needed in the conduct of training for the safety precautions but coaches ignored this just to pursue their training so they maximize the facilities available in their community.	Availability of Sports Facilities	Sports Management Program - <b>SPORTS EQUIPMENT AND FACILITIES</b>
<i>“As a coach in Gymnastics ,there is no equipment and facilities given to us . So as a coach , we converted the used materials from our School vicinity such that we put together all long chairs to make it as balance beam and puzzled mat as spring board even its quite dangerous on the part of our athletes. Teachers sometimes serve as a stunt spotter but beyond our</i>	Sports equipment and facilities are highly essential in every sports but because of less support from the Division, coaches create an improvised equipment and utilized substandard facilities to pursue their training.	Availability of Sports Equipment and Facilities.	Sports Management Program - <b>SPORTS EQUIPMENT AND FACILITIES</b>

Significant Statement	Formulated Meaning	Subthemes	Theme
<i>control sometimes our athletes experienced falling and lameness during the conduct of practice .-Coach 2</i>			

In an interview I have conducted, in the recent EVRAA, the Samar Division performed very well , from rank 10 ascended to rank 2 in the overall performance . According to our Samar Division Sports Coordinator -Baldwin Babon and also under the management of Schools Division Superintendent - Mariza S. Magan, they implemented the following strategies to uplift the rank of Samar in the EVRAA 2019 held in Ormoc City :

1. They conducted a one- month concentration training, this is a collaborative approach of all highly competent, and seasoned coaches those officiating officials and tournament managers who attended the Division and Regional Trainings who served as a core group in the monitoring team during concentration training.
2. In the conduct of concentration training, the teacher-coaches and student-athletes were officially excused from their classes, having no worry on their classroom activities thereby focusing on their one-month concentration training. All athletes and coaches who have the same events played ( both Elementary and Secondary athletes) are gathered together in one venue and have altogether practiced for the 'Tune -up' training where elementary athletes are made to compete to secondary athletes so that the elementary athletes will develop emotionally stability in preparation for the actual competition.
3. In the past 3 years, coaches find burden in finding budget for food and other expenses in order not to stop their training. Today, what our Schools Division Superintendent did was she had the protocol that both Elementary and Secondary School Principals must contribute 9% from their School's MOOE to finance the needs and expenses in the conduct of concentration training for 2 months. In this way, the coaches and athletes

can focus in the training phase without thinking solicitation or budget in the conduct of training.

4. In the present administration, the practice of “favoritism ‘ in the selection of athlete was eliminated because in the past 3 years coaches select athletes who are their kin or relatives. But now, the athletes are selected based on their medal standing and their potential or actual basic skills
5. Unfortunately, the secondary level exhibited poor performance in recent EVRAA Meet, according to the Division Sports Coordinator based on his observation, this has something to do with the selection of athletes, because some of the Secondary athletes are too young and too short compared to the Ormoc City athletes who are bigger than the athletes from Samar. Say for instance in athletics running, throws, jumps how can a Samar Athlete defeat the opponents who are from Grade 11-12 who are much taller compared to an athlete from Grades 7-8? Thus, he suggested that it would be better to select athletes who are in Grade 11-12 level who are already competent physically, mentally and emotionally. He added that a Personality development training can be conducted for both athletes and coaches since there are some athletes who are competent in the concentration training but in the actual competition they become demotivated if the opponent gains good score.

## APPENDIX H

### SCHOOL ADMINISTRATORS

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>“For all you know sports is not the only thing that is being look upon of thy School Head when it comes to budget allocation, there are equally most important concern than sports but sometimes we sacrifice School necessities when student- athletes are brought in higher sports competition. Principal 1</i></p>	<p>The DepEd School Principals are provided quarterly MOOE (Maintenance and other operating expenses ) and that budget should be divided to all Schools needs and priorities from the school supplies, repair, travel expenses and etc. but when it comes to sports competition the MOOE is not enough because the sports expenses exceed more than the MOOE allocation from the expenses of food, transportation, training and equipment and it’s difficult to the part of the administrator on how to divide up MOOE when they have a great number of qualified athletes in their School.</p>	<p>Budget Allocation</p>	<p>School Sports Management <b>PLANNING</b></p>

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>"As Sports coordinator at the same time as coach in athletics when it comes to training phase, I have to spend my personal money to buy snacks for my athletes such as 1 piece of bread and ice water because I cannot bear seeing them having a training without taking snacks. On my part, it requires commitment and dedication because we have our practice during Saturday and Sunday which means less time for my family. However, it is rewarding to note that if your athletes win in the competition. As coach, you have to spend your own money and extra time .-" Sports Coordinator 3</i></p>	<p>The coaches are appointed to conduct a training but along there trainings they are not provided of the budget for the snacks and lunch of athletes so it is the coach who provides the snacks and meals of athletes during concentration training.</p>	<p>Budget Allocation</p>	<p>School Sports Management <b>PLANNING</b></p>
<p><i>"All I wanted is financial assistance from the School because our sports program is considered less priority. Although I have presented budget proposals several times but still it was not allocated with budget so sometimes we seek</i></p>	<p>Before the conduct of training, the coaches present their budget proposal but unfortunately it is not fully approved by the School administrators because some of the school administrators are not Sports enthusiast and also because of</p>	<p>Sports financial Allocation</p>	<p>School Sports Management <b>PLANNING</b></p>

Significant Statement	Formulated Meaning	Subthemes	Theme
<i>assistance from our external stakeholder. Sports Coordinator 6</i>	School priorities that are most needed than sports so coaches sometimes ask support from the barangay officials.		
<i>"Sports program is quite expensive from the sports equipment, trainings, food and transportation specifically Transportation where we need to spend money and travel an hour to reach the competition area"- Principal 8</i>	In every sports competition from the District, Provincial and EVRAA Meet there is practice that in every level of sports competition there must have a Host School and this is the main reason that those Schools which are away from the Sports area need to travel 2-6 hours just to reach their destination so to make this possible the School administrator allocats budget for transportation.	Budget Allocation	School Sports Management <b>PLANNING</b>
<i>"Time allotted for trainings for both coaches and athlete because the training is conducted during class hours where both of them are not exempted to attend their class in order not to sacrifice the academic performance. We are just allowed to have practice from 3:00-4:00 pm.- Principal 2</i>	Teachers are appointed for multiple tasks, considering that they have to manage their time as coach and classroom teacher to be equally effective and efficient in both task assigned.	Training schedule	School Sports Management <b>CONTROLLING, MONITORING AND EVALUATION</b>
<i>"Annually, before the</i>	There are School	Safe- keeping or	School

Significant Statement	Formulated Meaning	Subthemes	Theme
<i>month of sports competition we purchase and complete the equipment to be used but Teacher/ Sports Coordinator do not the value and care the properties of the government.- Principal 1</i>	administrators who are sports enthusiast who really give full support but they complain on the teacher-coach who is irresponsible in the safekeeping of available equipment and there is no available storage room for sports equipment so what happen is, it becomes a problem on the part of administrators because they procure new set of sports equipment annually.	Storage room for Sports equipment	Sports Management-EQUIPMENT AND PHYSICAL FACILITIES
<i>"As sports coordinator at the same time coach in Wushu, this sports requires safety gear to avoid physical injuries. To provide this equipment sometimes I have to solicit from my colleague or even borrow from other School. - Sports Coordinator 4</i>	For safety precautionary measures, the sports safety equipment are highly needed, to make this happen, if the School administrator can't provide, the coaches do solicitations from their stakeholders or even to their colleagues.	Availability of Sports Equipment.	School Sports Management-EQUIPMENT AND PHYSICAL FACILITIES

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>"As sports Coordinator / coach, my concern is in the availability and the quality of Sports equipment because as coach in Baseball sometimes during our training, some of the equipment used are easily broke in just one hit because of its poor quality because even the School Head cannot able to provide the quality equipment because it is quite expensive.</i></p> <p><i>. -Sports Coordinator 10</i></p>	<p>Sports equipment are sometimes available but the durability of each equipment matters a lot in the sports training because how can we produce quality athletes if we cannot produce quality equipment?</p>	<p>Substandard Sports Equipment</p>	<p>School Sports Management-EQUIPMENT AND PHYSICAL FACILITIES</p>
<p><i>"As Sports Coordinator and Coach , the big problem I had encounter is the preparation of School athlete documents particularly the medical certificate and NSO which are prerequisite , especially along money to spend in securing this documents because athletes, coaches and even the parents need to travel to Catbalogan or anywhere just to get the documents and sometimes the medical practitioners are not available which tend us to go back for several times and knowing the</i></p>	<p>Aside from the training preparations prior to sports competition, there is the preparation of documents such as NSO and medical certificate, in securing those needed documents this become a burden on the part of athletes, coaches and parents especially if they are in the remote barangay, since they are not provided budget for transportation most of the time the coaches spend his personal money and sometimes</p>	<p>Student-athlete Documents</p>	<p>School Sports Management-SPORTS POLICIES AND INCENTIVE</p>

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>fact also that the division health personnel cannot accommodate all Schools of Samar Division” - Sports Coordinator 5</i></p> <p><i>“Some of our teachers specifically the MAPEH teachers are not considerate in terms of grade compensation or academic support to the student- athletes because there reason out that in MAPEH subject there are 4 components the music, arts ,PE and Health so only PE component where the students are exempted because sports activity falls in PE component and that becomes a reason why the potential student-athletes are demotivated or don’t like to be an athlete especially those student –athlete inclined in both academic and sports – Sports Coordinator 7</i></p>	<p>they have to do back and forth travel if the Division practitioner is not available.</p> <p>Coaches are trusted to develop the sports abilities of athletes aside from that the student-athletes and parents are also trusting that he must ensure that the academic grades of athletes must not fail considering that the athlete brings recognition to the School. However, the problem is there are teachers who gave failing grades because of poor attendance of athlete. Most of his time spend in training is also reflected in their class records so this becomes a reason why there are potential student-athletes who don’t have an interest or demotivated especially those honors student-athletes.</p>	Academic Assistance	School Sports Management-SPORTS POLICIES AND INCENTIVE



*"As a coach in Gymnastics, there is no equipment and standard Facilities given to us, what we did is We convert the used materials from our School vicinity such used chairs, table, lumber or sometimes as a coach We donate a bed foam, serve as a main materials in the conduct of training even its quite dangerous to the part of our athlete .*



*As coach in Boxing We are not provided of Boxing ring so what I did as a coach I have to draw a stationary lines on the floor during the conduct of our training .*



*“The training area We utilize in Swimming is in river or to locale port because that is the available area that we could conduct our training knowing that there is no swimming pool in our School even in the community.*



*Elementary and Secondary athlete are gather in one ideal venue and utilize improvise equipment for the conduct of training or even in Provincial competition.*

# CURRICULUM VITAE

### CURRICULUM VITAE

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