International Journal of Research Studies in Education
2026 Volume 15 Number 2, 249-267

Sports programs in the schools division of Ilocos Sur: Basis for sports development plan

Pantalion, Larry ✉
Ilocos Sur Polytechnic State College, Tagudin Campus, Philippines (cherry.pantalion001@deped.go.ph)

Received: 10 February 2026 **Revised**: 20 February 2026 **Accepted**: 21 February 2026
Available Online: 22 February 2026 **DOI**: 10.5861/ijrse.2026.26052

ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Abstract

This study assessed the status of sports programs in the Schools Division of Ilocos Sur to address gaps in holistic evaluations of school-based sports initiatives in the Philippines. It examined the profiles of coaches and athletes, the multidimensional status of programs in terms of coaching, resources, facilities, and support systems, as well as coping strategies employed by sports coordinators. Differences in perceptions between coaches and athletes and the relationships among profile variables, program status, and coping strategies were also analyzed. Using a descriptive-correlational design, data were gathered through validated survey instruments. Findings revealed that coaches are predominantly mid-career professionals with adequate qualifications and contextualized training, while athletes are mostly adolescents from low-income households. Overall, sports programs were rated high, with coaching as the strongest dimension and support systems as the weakest, though still within the high range. Coping strategies were implemented at a very high level across all dimensions. No significant differences were found between coaches' and athletes' perceptions, indicating strong alignment. Correlational analysis showed mostly weak relationships between profile variables and program status, except for academic position and geographic location. Social and economic factors, particularly gender and parental income, significantly influenced coping strategies. Based on these findings, a sports development plan was proposed and found highly acceptable, underscoring stakeholder confidence and readiness for implementation.

Keywords: coping strategies, coaches and athletes, Ilocos Sur, sports development plan, sports programs

Sports programs in the schools division of Ilocos Sur: Basis for sports development plan

1. Introduction

Education thrives when academic learning is balanced with extracurricular engagement, particularly through structured sports programs that cultivate physical health, movement competence, and social development alongside intellectual growth. Education is both a balance of academic and extra-curricular activities. This is to ensure that learning is holistic and responsive to the diversity among learners. Among the extra-curricular activities in every learning institution are its sports programs or activities. A sports program in every learning institution is a structured initiative that organizes training, competition, and physical-activity sessions aligned with educational goals to foster students' physical health and movement competence (Pinto-Escalona et al., 2022). It complements academic curricula by enhancing psychosocial outcomes such as teamwork, discipline, resilience and engagement, which support learning and school involvement. In fact, evidence indicates that moderate engagement in school-based sport or physical activity is positively associated with better academic achievement and behaviour among children and adolescents (Elish et al., 2022; Chen et al., 2021).

In addition, sports programs and activities play a vital role in learning institutions as they significantly contribute to students' academic performance, mental health, and overall well-being. Research indicates that students who engage in organized sports, particularly team-based ones, experience better mental health outcomes and stronger feelings of belongingness and social support (Hoffmann et al., 2022). These positive effects are mediated through improved self-concept, physical fitness, and mental health, which collectively promote a more holistic form of learning and engagement in school (Pan et al., 2025). Thus, sports programs serve as essential components of education that support learners' intellectual, emotional, and social growth. Beyond athletic performance, coaches promote student well-being by modeling healthy behaviors, encouraging proper nutrition and safety, and collaborating with school and community stakeholders to sustain a positive sporting culture (Valois et al., 2019).

With learners and coaches present in the context of sports programs, the quality and effectiveness of these programs are pertinent in maximizing their experiences. In fact, school-based research consistently shows that learners often report mostly positive emotional, social, and developmental experiences from participation in PE and school sports—feeling more competent, supported, and socially connected—while also naming concerns about workload, injuries, and balancing sport with academics (Leisterer & Jekauc, 2019; Lewis, 2014; Thompson et al., 2023). Coaches' studies find they play a pivotal role beyond skill instruction—shaping motivation, inclusion, and public-health outcomes—but coaches also report needing more training, interdisciplinary support, and resources to manage athlete wellbeing and reach inactive or diverse students (Mansfield et al., 2018; Demiral, 2024). Mixed-method and qualitative work therefore recommends athlete-centred pedagogy, individualized monitoring, coach education, and cross-sector partnerships to maximize the positive impacts of school sports while reducing harms such as burnout, missed classes, and inequitable access (Thompson et al., 2023; Leisterer & Jekauc, 2019; Mansfield et al., 2018).

Furthermore, public secondary schools in the Philippines have generally implemented formal sports programs (e.g., the Special Program in Sports), and coaches and athletes report that program objectives, selection/training, and curriculum design are in place; however, infrastructure gaps—particularly inadequate training facilities and equipment—remain a primary constraint on effective implementation and athlete development (Agot, 2019). At the national level, the 2022 Philippine Report Card on Physical Activity found that school settings received only a middling grade and flagged substantial shortfalls in organized sport/physical activity data and policy-to-practice translation, suggesting that although programs exist, measurable opportunities for regular, quality physical activity for children and adolescents are insufficient and unevenly delivered across schools (Cagas et al., 2022).

At the tertiary and university level, recent program evaluations reveal mixed implementation: some institutions report satisfactory to very-satisfactory delivery in areas like coaching competencies and program management, while evaluations still identify needs in curriculum alignment, monitoring/evaluation, and translating student interest into sustained physical culture and participation (Dizon, 2025; Lobo & Dimalanta, 2024). Studies also show that students generally exhibit strong interest and engagement in physical education—an asset that schools could leverage—yet converting that interest into improved fitness, routine participation, and long-term sport development requires clearer curricular strategies, more consistent administrative support, and improved facilities and monitoring systems (Lobo & Dimalanta, 2024; Dizon, 2025).

Interestingly, recent Philippine studies indicate that school-based sports development programs show pockets of strong implementation (skills training, selection procedures, and pilot successes) but face persistent gaps in resources, incentives, and national surveillance: campus-level evaluations report high coach self-efficacy and positive athlete perceptions of program effectiveness (Jalandoni, 2024), evaluations of the DepEd Special Program for Sports (SPS) found admission, retention, and coaching qualifications often implemented yet incentives/benefits and financial support remain only moderately implemented (Acosta-Espiritu & Alcuizar, 2023), and the 2022 Philippine Physical Activity Report Card highlights national-level data gaps for organized sport and insufficient overall physical activity among children—pointing to the need to convert policy into measurable, well-resourced school programs and a national PA surveillance system. (Cagas et al., 2022).

Despite several studies on sports programs in the Philippines, research remains fragmented and focused on isolated aspects such as athlete performance, coach preparation, or facility adequacy rather than a holistic program evaluation. Findings from previous studies reveal persistent challenges, including inadequate facilities, limited funding, and weak administrative and coaching support (Agot, 2019). However, few studies have simultaneously examined the demographic and professional profiles of both coaches and athletes, the multidimensional condition of sports programs (coaching, resources, and support systems), and the coping strategies employed by coordinators—nor have they compared perceptions between coaches and athletes or analyzed the relationships among these factors (Ebio & Digo, 2024; Salino et al., 2021). This research gap underscores the need for a comprehensive evaluation of sports programs in Philippine public schools to guide the formulation and validation of a contextualized sports development plan. Hence, this study was proposed.

Finally, this study sought to address the fragmented understanding of sports program implementation in Philippine public schools in the schools division of IIocos Sur by examining the profiles of coaches and athletes, the condition of sports programs, and the coping strategies of sports coordinators. By analyzing perceptual differences and interrelationships among these variables, the study aimed to provide an integrated and evidence-based assessment that could inform policy decisions and guide the formulation of a contextualized sports development plan to enhance the management, sustainability, and overall quality of school sports programs in the Philippines.

2. Methodology

Research Design - This study employed a descriptive–comparative–correlational–developmental research design to comprehensively examine sports programs in the Schools Division of Ilocos Sur. The descriptive component documented the profiles of coaches and athletes and assessed the status of coaching, facilities, support systems, and coping strategies, without manipulating variables (Aggarwal & Ranganathan, 2019). The comparative aspect identified significant differences in perceptions among respondent groups and determined whether such variations were statistically meaningful (Hirose & Wang, 2019). The correlational design examined relationships among naturally occurring variables when experimental manipulation was not feasible (Lau, 2017). Finally, the developmental component guided the formulation and validation of an evidence-based sports development plan, supporting continuous improvement over time (Caruana et al., 2015).

Population and Locale of the Study - This study was conducted in the Schools Division of Ilocos Sur during

the school year 2025–2026. Total enumeration was used wherein all 110 Sports coordinators of all secondary schools in the Schools Division of Ilocos Sur are engaged as respondents. The 110 chosen representative athletes from the Schools Division of Ilocos Sur was likewise utilized as respondents. They were chosen using purposive sampling. They are chosen as key players of the study since they are the most involved and actual participation in sports programs and activities. Their experiences in sports are notable and authentic proof that they have ample knowledge about sports programs. Such will be the primary criteria in choosing them. Notably, those who are not be willing to participate in the study were not be forced or included during the data gathering since participation in this study should be voluntary.

Research Instrument - The researcher utilized a researcher-made questionnaire. The first part of the questionnaire is the profile of the coaches and the athletes. The second part gauged the level of status of sports programs in the Division of Ilocos Sur; the third part measured the implementation of the coping strategies of sports coordinators or coaches. The questionnaire underwent content validation by selected experts like Schools division supervisor for Sports in the division of Ilocos Sur, two (2) school principals, and three (3) sports coordinators. After the evaluation of the questionnaire by the experts, it underwent reliability testing with respondents who are not part of the study. This is to gauge whether the direction including the indicators and scales used are clear and comprehensible. Thus, it guaranteed that the instrument elicits the needed data for the study.

Data Gathering Procedure - Ethical clearance was first secured from the College Research Ethics Committee to ensure voluntary participation, confidentiality, and data protection. Formal permission was then obtained from the Department of Education (DepEd) Schools Division of Ilocos Sur and participating school heads to ensure compliance with institutional policies. Preliminary interviews with selected sports coordinators were conducted to identify current program status and challenges, which guided the development of a contextually grounded questionnaire. The instrument underwent expert validation by the Schools Division Supervisor for Sports, two school principals, and three experienced sports coordinators, and revisions were incorporated accordingly. After approval, validated questionnaires were administered to all identified sports coordinators, and collected data were statistically analyzed and interpreted. Findings served as the basis for crafting and expert-evaluating a sports development plan, and results were disseminated to DepEd officials and school stakeholders to support program improvement.

Treatment of Data - To analyze and interpret the data gathered, the researcher employed appropriate statistical tools aligned with the study's objectives. Frequency count and percentage were used to describe the profiles of the sports coordinators and student-athletes under sub-problem number 1. The weighted mean was utilized to determine the level of implementation of sports programs and coping strategies, as well as to assess the acceptability of the crafted development plan. To test for significant differences between groups, the t-test was applied. Meanwhile, Spearman's rank correlation was used to determine the significant relationships among the key variables of the study.

3. Results and Discussion

3.1 Profile of the Respondents

Table 1 presents the profile of the coaches in terms of age, gender, educational attainment, relevant trainings, length of service, and position.

Age. The table shows that 36 of coaches fall under 35–44 years old (41.86%) and 31 (36.05%) are 25 to 34 years old. This concentration of coaches in the 25–44 age range suggests a workforce in their professionally generative years—old enough to possess experiential grounding yet young enough to remain adaptable to evolving coaching science. Research shows that coaches in this band are more likely to engage in reflective practice, adopt athlete-centered methods, and integrate sport science into training design (Nash et al., 2021; Cushion et al., 2022). This developmental stage aligns with heightened motivation for mastery and professional identity formation,

which positively influences coaching effectiveness and athlete outcomes (Erickson, Bruner et al., 2018).

Table 1
Profile of the coaches

Variable		Frequency	Percent
Age	Below 25 years	1	1.16
	25–34 years	31	36.05
	35–44 years	36	41.86
	45–54 years	15	17.44
	55 years and above	3	3.49
		86	100
Gender	Masculine	43	50.00
	Feminine	41	47.67
	LGBTQ	2	2.33
		86	100
Educational Attainment	Bachelor's Degree	19	22.09
	Bachelor's Degree with MA units	44	51.16
	Master's Degree	14	16.28
	Master's Degree with doctorate units	5	5.81
	Doctorate Degree	4	4.65
		86	100
Relevant Training	International	3	3.49
	Local/Municipal/District	8	9.30
	National	29	33.72
	Regional	8	9.30
	School-based	38	44.19
		86	100
Length of Service	Less than 5 years	22	25.58
	5–10 years	24	27.91
	11–15 years	22	25.58
	16–20 years	13	15.12
	More than 20 years	5	5.81
	Total	86	100
Position	Teacher 1	21	24.42
	Teacher II	13	15.12
	Teacher III	46	53.49
	Master Teacher I	3	3.49
	Master Teacher II	3	3.49
		86	100

This age structure implies high developmental potential for the program if learning pathways are sustained. Mid-career coaches are particularly responsive to communities of practice, mentoring, and certification ladders (Nelson et al., 2013). Without these, however, expertise may plateau. Institutional investment in progressive CPD, mentoring, and reflective forums would likely translate this demographic advantage into sustained coaching quality and athlete development.

Gender. The near parity between masculine (50%) and feminine (47.67%) coaches, including LGBTQ (2.33%), signals an inclusive coaching workforce. Gender-diverse coaching staffs are associated with more empathetic communication styles, reduced stereotyping, and stronger psychosocial climates for athletes (Norman, 2020; LaVoi & Dutove, 2022). Female and LGBTQ representation also provides critical visibility for athletes navigating identity and belonging in sport spaces (Cunningham, 2015). This balance implies a foundation for gender-responsive and inclusive coaching cultures. When supported by explicit equity policies and inclusive training, such diversity enhances athlete trust, participation, and retention (Fink, 2016). Schools should formalize inclusive coaching standards and safe-sport orientations to maximize this advantage.

Educational Attainment. The tables present that 44 coaches (51.16%) having Bachelor's Degree with MA units, 19 (22.09%) having Bachelor's Degree, and 14 (16.28%) having Master's Degree. Coaches demonstrate strong academic grounding. Higher education levels correlate with greater use of evidence-based training, injury prevention awareness, and psychological skill integration (Gilbert et al., 2019; Mallet et al., 2019). Graduate exposure cultivates analytical thinking and reflective coaching, linked to improved athlete learning environments.

This indicates high readiness for research-informed coaching systems. Encouraging completion of postgraduate qualifications and action research in coaching can further enhance practice quality and innovation.

Relevant Trainings/Workshops. Result show that coaches' trainings are school-based (44.19%) and national trainings (33.72%). Predominance of school-based and national trainings shows contextualized professional learning. While locally relevant, limited international exposure may restrict access to global innovations (Nelson et al., 2013). Diverse learning contexts expand coaching repertoires and adaptability (Werthner & Trudel, 2016). This suggests the need to broaden training ecosystems through international webinars, exchanges, and certifications to enrich coaching perspectives.

Length of Service. The table shows that 24 (27.91%) teachers have been in the service for 5 to 10 years; 22 (25.58%) have 11 to 15 years of service and similar 22 (25.58%) have less than five (5) years of service while only 5 (5.81%) have been in the service for more than 20 years. The spread across less than 5 to 15 years reflects layered experience. Expertise develops through accumulated reflection on varied coaching scenarios (Nash et al., 2021). Coaches in this span often transition toward intuitive decision-making and athlete-centered approaches. This supports implementing mentoring and communities of practice to accelerate expertise transfer and reflective learning (Culver & Trudel, 2018).

Position. The table presents that 46 (53.49%) are Teacher III. Twenty-one (21) are holding Teacher I position. Notably, three (3.49%) are Master Teacher I; three (3.49%) are Master Teacher II. The results show that most are Teacher I–III, implying coaching is layered onto teaching roles. Role strain can dilute coaching focus and athlete supervision (Cunningham, 2025). Formal workload recognition and incentives for co`aching roles can improve performance and accountability.

3.2 Profile of the Athletes

Table 2 highlights the profile of the athletes in terms of age, gender, monthly income of parents, and geographic location.

Age. The age distribution of the athletes shows a concentration in middle to late adolescence, particularly among 16-year-old (20.93%) and 17-year-old (23.25%) participants, indicating that athletic participation tends to peak during developmental stages characterized by improved physical capacity, coordination, and competitive readiness. Developmental sport literature explains that adolescents in this age bracket often demonstrate heightened motivation for achievement and identity exploration through sports, which contributes to stronger participation rates (Côté et al., 2014). Similarly, research on adolescent sport engagement confirms that ages 15–17 represent a critical period for sustained participation due to social affiliation needs and performance-related aspirations (Fraser-Thomas et al., 2008). This finding implies that athletic training programs should adopt developmentally appropriate approaches that balance competitive preparation with injury prevention, particularly during rapid growth phases. Schools and sports organizations may also benefit from implementing early talent development pathways for younger athletes and transition programs for those nearing adulthood to sustain long-term engagement. Supporting athletes according to developmental readiness enhances both performance outcomes and psychosocial well-being (Côté et al., 2014; Fraser-Thomas et al., 2008).

Gender. The gender distribution indicates that feminine athletes comprise the largest proportion (48.84%), followed by masculine athletes (37.21%) and LGBTQ athletes (13.95%), reflecting an increasingly inclusive environment in youth sports participation. Research shows that when institutional support, equal opportunities, and inclusive policies are implemented, participation among female and gender-diverse athletes increases significantly (Messner, 2011). Moreover, inclusive sports climates are associated with stronger athlete identity formation, psychological safety, and improved team cohesion (Smith & Sparkes, 2016). The implications of this distribution highlight the importance of gender-sensitive coaching practices and inclusive sports programming that ensures equitable access to facilities, competitions, and leadership opportunities. Promoting safe and respectful environments for diverse gender identities can strengthen participation retention and performance outcomes while

reinforcing sport as a platform for social inclusion and empowerment (Messner, 2011; Smith & Sparkes, 2016).

Table 2
Profile of the athletes

Variable		Frequency	Percent
Age	12 years old	14	16.28
	13 years old	11	12.79
	14 years old	5	5.81
	15 years old	16	18.60
	16 years old	18	20.93
	17 years old	20	23.25
	18 years old	2	2.33
	Total	86	100
Gender	Masculine	32	37.21
	Feminine	42	48.84
	LGBTQ	12	13.95
	Total	86	100
Monthly income of Parents	Below Php 5,000	25	29.07
	Php 5,001-10,000	18	20.93
	Php 10,001-20,000	22	25.58
	Php 20,001-30,000	11	12.79
	Php 30,001-40,000	7	8.14
	Php 40,001 and above	3	3.49
	Total	86	100
Geographic Location	1st District	39	45.35
	2nd District	47	54.65
	Total	86	100

Monthly Income of Parents. The data show that many athletes come from low-income households, particularly those earning below Php 10,000 monthly, suggesting that socioeconomic factors significantly influence access to sports participation resources. Studies consistently indicate that adolescents from lower socioeconomic backgrounds often face financial barriers related to equipment costs, transportation, and training expenses, which can limit sustained athletic engagement (Stalsberg & Pedersen, 2018). Nevertheless, school-based sports programs frequently serve as essential access points that help mitigate these inequalities. The findings emphasize the need for scholarship programs, financial subsidies, and community partnerships to support athletes from economically disadvantaged families. Providing equitable access to training resources not only promotes inclusive participation but also enhances talent development opportunities, allowing capable athletes to reach their full potential regardless of socioeconomic status (Stalsberg & Pedersen, 2018).

Geographic Location. The geographic distribution indicates relatively balanced representation between the 1st District (45.35%) and the 2nd District (54.65%), suggesting that athletic participation opportunities are distributed across locations. Sport participation research highlights that geographic accessibility to facilities, coaching expertise, and organized competitions significantly influences youth engagement in athletics (Uphill et al., 2016). Communities with accessible infrastructure tend to produce higher participation rates and stronger athlete development pathways. These findings underscores that district-level resource assessments should be conducted to ensure equitable facility access, coaching support, and training programs across geographic areas. Strengthening inter-district collaboration and resource-sharing initiatives can improve participation opportunities and contribute to balanced athletic development across regions (Uphill et al., 2016).

3.3 Status of Sports Programs

Table 3 summarizes the overall status of sports programs in terms of coaching, resources and facilities, and support systems. Coaching obtained the highest mean (M = 4.20), highlighting it as the strongest component and affirming the central role of coaching competence in athlete development (Côté et al., 2020; Knight et al., 2021). The lowest mean was recorded for Support System (M = 4.01), though still high, suggesting the need to further strengthen stakeholder collaboration and financial backing (Shilbury et al., 2020). Overall, the grand mean of 4.09 indicates a generally well-implemented, coach-centered program, consistent with holistic sport development

models that emphasize alignment among coaching, resources, and support mechanisms (Henriksen et al., 2020).

Table 3
Status of Sports Programs

Indicator	Mean	DR
Coaching	4.20	H
Resources and Facilities	4.05	H
Support System	4.01	H
Grand Mean	4.09	H

Legend:

Range	Descriptive Rating
4.21-5.00	Very High (VH)
3.41-4.20	High (H)

3.4 *Level of Implementation of Coping Strategies of Coaches*

Table 4 summarizes the level of implementation of coping strategies across coaching, resources and facilities, and support systems.

Table 4
Level of Implementation of Coping Strategies of Coaches

Indicator	Mean	DR
Coaching	4.37	VH
Resources and Facilities	4.39	VH
Support System	4.34	VH
Grand Mean	4.37	VH

The highest mean is recorded for *Resources and Facilities* (M = 4.39), while the lowest is for *Support System* (M = 4.34), with all dimensions rated very high. This indicates that coaches are particularly effective in operational and environmental coping strategies. The implication is that practical problem-solving and safety management are core strengths of coaches' coping repertoires. The grand mean of 4.37 reflects a very high overall level of coping strategy implementation. This suggests that coaches possess robust adaptive capacities that enable them to manage occupational stress and sustain program effectiveness. These findings are consistent with contemporary sport psychology literature emphasizing the role of multidimensional coping strategies in preventing burnout and enhancing coaching longevity (Mei et al., 2025; Fletcher & Sarkar, 2021).

3.5 Difference between the Perceptions of the Two Groups of Respondents as to Status of Sports Programs

Table 5
Difference between the Perceptions of the Two Groups of Respondents as to Status of Sports Programs

t-value	p-value	Significance
1.726	.086	Not significant

Table 5 presents the difference in perceptions of the two respondent groups regarding the status of sports programs. The results show no statistically significant difference (t = 1.726, p = .086), as the p-value exceeds the .05 level, leading to the acceptance of the null hypothesis. This indicates that both groups share comparable views on the condition and effectiveness of the sports programs. Such alignment may stem from shared institutional experiences and standardized program structures, which research suggests promote consistent stakeholder perceptions (Bayle & Robinson, 2022; Dowling et al., 2021). Practically, this implies that system-wide improvements may be implemented confidently, although the near-threshold p-value suggests the need for continued monitoring.

3.6 Difference between the Perceptions of the two Groups of Respondents along Level of Implementation of the Coping Strategies Employed by Coaches

Table 6 shows no significant difference between the two respondent groups regarding the level of implementation of coaches' coping strategies (t = 0.014, p = .989). The near-zero t-value and very high p-value

indicate virtually identical perceptions, suggesting consistent and observable coping practices among coaches. Research notes that when coping behaviors are regularly modeled and standardized through coach education and psychological skills training, stakeholder evaluations tend to align (Nicholls et al., 2020; Olusoga et al., 2019). This finding implies that coping strategies are well institutionalized, and future efforts may focus on enhancing their quality and adaptability rather than corrective interventions.

Table 6
Difference between the Perceptions of the two Groups of Respondents along Level of Implementation of the Coping Strategies Employed by Coaches

t-value	p-value	Significance
0.014	0.989	Not significant

3.7 Relationship between the Profile of the Respondents and the Status of Sports Program

Table 7
Relationship between the Profile of the Coaches and the Status of Sports Program

	Coaching	**Resource and Facilities**	**Support System**
Age	-0.042	0.085	0.111
Gender	0.094	0.061	0.154
Educational Attainment	-0.011	-0.007	0.028
Relevant Trainings	0.097	0.123	0.134
Length of Service	-0.081	0.009	0.058
Academic Position	0.167	0.179	0.136

*. Correlation is significant at the 0.05 level (2-tailed)

Table 7 shows the relationship between coach profile variables and the status of sports programs in coaching, resources and facilities, and support systems. Most demographic and professional variables (age, gender, education, trainings, length of service) have weak, non-significant correlations, with only academic position showing a modest link. This aligns with research indicating that organizational and structural factors—such as leadership roles, governance, and institutional context—matter more than personal demographics in program effectiveness (Dowling & Washington, 2021; Micua et al., 2024; ACPES Conference, 2025). The implication is that improving sports program status requires strengthening institutional structures, leadership, and resource allocation rather than focusing solely on individual coach qualifications.

Table 8
Relationship between the Profile of the Athletes and the Status of Sports Program

	Coaching	Resource and Facilities	Support System
Age	-0.024	0.085	0.020
Gender	0.129	-0.084	0.082
Monthly Income of Parent	0.071	0.173	-0.004
Geographic Location	-.252*	0.068	0.092

*. Correlation is significant at the 0.05 level (2-tailed)

Table 8 shows the relationship between athlete profile variables and the status of the sports program. Most variables (age, gender, parental income) have weak associations, except geographic location, which has a significant negative relationship with coaching quality. This aligns with research showing that athletes in under-resourced or remote areas face limited access to qualified coaches, facilities, and structured training (Eime et al., 2022; Pestano & Ibarra, 2021; Dipasupil & Ofrin, 2024). The findings suggest that improving program equity requires geographically targeted strategies, such as rural coaching networks, mobile training camps, and regionally accessible facilities, with resource allocation based on need rather than uniform distribution.

3.8 Relationship between the Profile of the Respondents and the Level of Implementation of the Coping Strategies

Table 9 shows the relationship between coaches' profile variables and the implementation of coping strategies across coaching, resources, and support systems. Most correlations are weak and non-significant, except for a

significant link between academic position and support-system-related coping strategies, indicating that institutional role, rather than personal demographics, strongly influences implementation. This aligns with research highlighting that organizational context, access to formal support, and leadership positions enhance effective coping (Noblet & Gifford, 2022; Fletcher & Sarkar, 2023). Regional studies further emphasize that structured support and adaptive leadership improve resilience among coaches and athletes (Lozano & Pacadaljen, 2024; ASEAN Conference, 2025). The findings suggest that interventions should focus on strengthening institutional support, clarifying leadership roles, and empowering coaches to foster sustainable coping practices.

Table 9
Relationship between the Profile of the Coaches and the Level of Implementation of the Coping Strategies

	Coaching	Resource and Facilities	Support System
Age	0.023	0.008	0.084
Gender	0.110	0.180	0.080
Educational Attainment	-0.062	-0.022	0.006
Relevant Trainings	-0.089	0.106	0.075
Length Of Service	0.009	0.055	0.139
Academic Position	0.147	0.162	.210*

*. Correlation is significant at the 0.05 level (2-tailed)

Table 10 illustrates the relationship between athletes' profile variables and the level of implementation of coping strategies. The findings show significant positive relationships between gender and coaching-related coping strategies, as well as between parental monthly income and coaching-related coping strategies. These results indicate that social and economic factors meaningfully shape athletes' coping capacities. In contrast, age and geographic location show weaker associations in this context.

Table 10
Relationship between the Profile of the Athletes and the Level of Implementation of the Coping Strategies

	Coaching	Resource and Facilities	Support System
Age	-0.178	-0.137	-0.170
Gender	.278*	0.049	0.053
Monthly Income of Parent	.417*	-0.024	0.018
Geographic Location	0.113	0.141	0.154

*. Correlation is significant at the 0.05 level (2-tailed)

Table 10 shows the relationship between athlete profile variables and the implementation of coping strategies. Significant positive relationships were found between gender and coaching-related coping strategies, and between parental income and coaching-related coping, indicating that social and economic factors influence athletes' coping capacities, while age and geographic location had weaker associations. Research confirms that higher-income athletes have greater access to psychological skills training, supportive coaching, and resources that enhance coping, and that gender differences shape emotional regulation and help-seeking behaviors (Li et al., 2024; Sarkar & Hilton, 2020; Dipasupil & Ofrin, 2024). These findings highlight the need for equity-focused interventions, ensuring that coping programs address socioeconomic disparities and gender differences to strengthen athlete resilience and performance.

3.9 *Sports Development Plan*

Rationale. A sports development plan provides a structured, evidence-based roadmap to ensure continuity, effectiveness, and sustainability of school sports programs. It prioritizes coaching, facilities, athlete development, and support systems, addressing gaps and maximizing resources. Without such a plan, programs risk being fragmented and short-lived, while well-planned initiatives have been shown to boost participation, performance, and learner engagement (Bailey et al., 2009; Green, 2005). Implementation is particularly important in public schools serving diverse, often low-income learners, as structured programs enhance coping skills, self-esteem, and social inclusion (Fraser-Thomas, Côté, & Deakin, 2005). Aligning with the Department of Education's goals for physical literacy, well-being, and inclusivity, a comprehensive plan ensures sports foster not just competition, but

character, resilience, and lifelong healthy habits (DepEd, 2017). The study shows the school's sports program is already strong (Grand Mean = 4.09), especially in coaching (M = 4.20), though support systems remain the weakest area. Coaches are mostly aged 25–44, educated, and trained, providing a solid foundation for program growth, while athletes, primarily in middle to late adolescence and from low-income households, highlight the need for equitable, inclusive opportunities. This plan seeks to strengthen coaching, facilities, and support systems, promoting sustainable, inclusive, and high-quality sports development aligned with national education priorities.

Description of the Plan. The Sports Development Plan envisions a dynamic and inclusive school sports program that cultivates physically fit, disciplined, and value-oriented learners who excel in both sports and life. Its mission is to provide quality, safe, and inclusive sports opportunities through competent coaching, adequate facilities, and strong community support, fostering holistic learner development and competitive excellence. The plan aims to increase student participation by at least 20% annually, develop competitive athletes for various levels of competition, strengthen coaching competencies, improve facilities and support systems within three years, and promote values of discipline, teamwork, leadership, and resilience. Target beneficiaries include student-athletes aged 13–18, beginners, recreational learners, varsity players, learners from low-income households, and all genders, ensuring inclusivity. Programs and activities cover physical fitness routines, intramurals, sports clinics, talent identification, and participation in district to national competitions. Coaching emphasizes regular after-class and weekend training, licensed and trained staff, progressive skill development plans, and safety measures including warm-ups, cool-downs, and injury monitoring.

Facilities include covered courts, open fields, and fitness areas, with needed improvements such as maintenance, lighting, flooring, and storage areas. Equipment ranges from balls and nets to protective gear and conditioning tools, ensuring quality training and equitable access. The implementation plan outlines activities, time frames, persons responsible, budgets, and expected outcomes to coordinate program delivery effectively. Funding is sourced from the school's MOOE, PTA contributions, LGU assistance, and private sponsors or alumni. Roles and responsibilities are clearly defined: the school head oversees policy and supervision; the sports coordinator manages planning and monitoring; coaches/trainers handle athlete development and safety; teachers support academics and supervision; and parents and community partners provide moral, financial, and logistical support. Monitoring and evaluation involve performance indicators, attendance records, training and competition reports, and feedback mechanisms to ensure objectives are met. Finally, the sustainability plan ensures long-term program continuity through talent pipelines, continuous coach development, annual budgeting, facility and equipment maintenance, and strengthened partnerships with LGUs and other stakeholders, ensuring the sports program remains effective, inclusive, and responsive over time.

3.10Level of Validity of the Sports Development Plan

Table 17 presents the level of validity of the Sports Development Plan as evaluated across five critical dimensions, namely clarity of objectives, relevance of the program, feasibility of implementation, sustainability, and impact and benefits.

Table 17
Level of Validity of the Sports Development Plan

Indicator	Mean	DR
A. Clarity of Objectives	4.89	VH
B. Relevance of the Program	5.00	VH
C. Feasibility of Implementation	4.78	VH
D. Sustainability	4.58	VH
E. Impact and Benefits	4.82	VH
Grand Mean	4.81	VH

The grand mean of 4.81 indicates a very high level of acceptability, showing that stakeholders perceive the Sports Development Plan as well-structured, responsive, implementable, and beneficial. Among the five indicators, relevance scored the highest (5.00), reflecting strong alignment with athlete needs, local and national priorities,

and contemporary sports development trends (De Bosscher et al., 2015; Sotiriadou & Shilbury, 2013; Henriksen et al., 2020). All items under relevance received maximum scores, demonstrating the plan's evidence-based, resource-appropriate, and forward-looking design (Green, 2005).

Sustainability received the lowest submean (4.58), suggesting that while long-term development is acknowledged, aspects such as environmental responsibility and inclusive participation require further attention (Lindsey, 2008; Misener & Doherty, 2009; Trendafilova et al., 2014). Continuous funding mechanisms scored highest within sustainability, indicating confidence in financial viability (Wicker & Breuer, 2011). Other indicators—clarity of objectives, feasibility, and impact—also scored very high, reflecting the plan's realistic execution potential and expected positive effects on athletic performance, institutional reputation, and student well-being (Brouwers et al., 2015; Shilbury et al., 2013). Overall, the plan demonstrates a comprehensive, evidence-based framework with particular strengths in relevance and strategic alignment, while sustainability presents opportunities for enhancement. Its high validity across all indicators aligns with contemporary sports development models, supporting its potential to foster sustained athletic excellence and institutional growth (De Bosscher et al., 2015; Henriksen et al., 2020).

4. Conclusions

The study's findings indicate that the coaching workforce is composed mainly of mid-career professionals with adequate education and training, while athletes are mostly in middle to late adolescence, from low-income households, and of diverse gender identities, underscoring the need for inclusive sports initiatives. Sports programs show a high overall status, with coaching rated highest and support systems slightly lower, and coping strategies are consistently implemented across all areas. Shared perceptions among respondents and negligible differences in coping strategy implementation suggest strong consensus. Most demographic and professional variables have weak relationships with program indicators, except for academic position and geographic location, while social and economic factors—particularly academic position, gender, and parental income—significantly influence coping. Overall, stakeholders demonstrate very high confidence in the relevance, feasibility, and acceptability of the Sports Development Plan.

Recommendations - Based on the study's findings, it is recommended that school administrators continue supporting advanced training for coaches, strengthen leadership pathways, and institutionalize effective coping practices. Targeted interventions—including financial assistance, nutrition support, and gender- and socioeconomically responsive programs—should be enhanced to promote equitable athlete development. Continuous monitoring, collaborative planning, phased implementation, and regular evaluation are advised to ensure program sustainability, effectiveness, and stakeholder alignment. Future research may focus on case studies in underperforming districts to identify context-specific interventions.

5. References

Acosta-Espiritu, J., & Alcuizar, R. M. (2023). Hitting the bull's eye through an evaluation of Special Program for Sports (SPS). *EAI Conference Proceedings*. https://doi.org/10.4108/eai.28-10-2022.2327504

Adisa, O., Ifeta, O., & Adegbesan, O.A. (2021). Multidimensional roles of sports in community development in Nigeria. In *Education ReEngineering in the New Normal World* (pp. 724– 732).

Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2—Descriptive studies. *Perspectives in Clinical Research, 10*(1), 34–36. https://doi.org/10.4103/picr.PICR_154_18

Agot, E. A. (2019). *Status of sports development program among public secondary schools in Ilocos Sur.* Unpublished master's thesis, University of Northern Philippines.

Ajzen, I. (1991) The theory of planned behavior. Organizational Behavior and Human Decision Processess, 50 (2), 179-211.

Álvarez-Bueno, C., Pesce, C., Cavero-Redondo, I., Sánchez-López, M., Garrido-Miguel, M., & Martínez-Vizcaíno, V. (2017). Academic achievement and physical activity: A meta-analysis. *Pediatrics, 140*(6),

e20171498. https://doi.org/10.1542/peds.2017-1498

Amorose, A. & Anderson-Butcher, D. (2015). Exploring the independent and interactive effects of autonomy-supportive and controlling coaching behaviors on adolescent athletes' motivation for sport. Sport, Exercise, and Performance Psychology, 4(3), 206–218.

Amorose, A., Anderson-Butcher, D., Newman, T., Fraina, M., & Iachini, A. (2016). High school athletes' self-determined motivation: The independent and interactive effects of coach, father, and mother autonomy support. Psychology of Sport & Exercise, 26, 1–8.

Anderson-Butcher, D., Amorose, A., Lower, L., & Newman, T. (2016). Perceived effort scale. Columbus, OH: College of Social Work, The Ohio State University. Anderson-Butcher, D., Amorose, A. Newman, T., & Lower, L. (2016). Perceived self-control scale. Columbus, OH: College of Social Work, The Ohio State University.

Anderson-Butcher, D., et al. (2024). Coach training participation and athlete life skill outcomes. *Journal of Community & Applied Social Psychology.* https://doi.org/10.1080/00336297.2024.2407140

Angoy, R. D. T., Ma'mun, A., & Galendez, P. B., Jr. (2022). An insight into 3Ps coaches' knowledge and its integration to coaching practice and sports training program: Filipino context. *TEGAR: Journal of Teaching Physical Education in Elementary School, 5*(2), 111–122. https://doi.org/10.17509/tegar.v5i2.78355

Araujo R, Mesquita I and Hastie PA (2014) Review of the status of learning in research on Sport Education: Future research and practice. Journal of Sports Science and Medicine 13(4): 846–858.

Aronson-Ensign, K. (2018). Peace through sports in northeastern Nigeria. *Peace Review*, *30*(4), 434–439. https://doi.org/10.1080/10402659. 2018.1553535.

Aronson-Ensign, K. (2020). Peace through sports in northeastern Nigeria. In *Religion in war and peace in Africa*(pp.10–15).

Arumi-Prat, I., Cirera-Viñolas, E., McKenna, J., & Puig-Ribera, A. (2025). *Gender differences in barriers to sports participation on the transition from adolescence to young adulthood.* Preventive Medicine Reports. https://doi.org/10.1016/j.pmedr.2025.103226

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009). The educational benefits claimed for physical education and school sport: An academic review. Research Papers in Education, 24(1), 1–27. https://doi.org/10.1080/02671520701809817

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory.* Englewood Cliffs, NJ: Prentice-Hall.

Barton M, Yeatts PE, Henson RK, et al. (2016) Moving beyond univariate post-hoc testing in exercise science: A primer on descriptive discriminate analysis. Research Quarterly for Exercise and Sport 87(4): 365–375.

Bayle, E., & Robinson, L. (2022). *A framework for understanding governance in sport organizations*. European Sport Management Quarterly, 22(4), 457–476. https://doi.org/10.1080/16184742.2020.1868302

Blanco, D. V. (2024). The institutional development of the Philippine Olympic movement: Policy reforms and organizational change. *Sport in Society.* Advance online publication. https://doi.org/10.1080/09523367.2024.2340068

Brake, J., & Misener, K. (2020). "It's a ripple effect": the role of intergroup contact within an innercity youth sport for development and peace program. *Managing Sport and Leisure*, *25*(3), 203–219.

Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015). Sport-specific policies and factors that influence international success. Sport Management Review, 18(4), 596–608. https://doi.org/10.1016/j.smr.2014.12.003

Caruana, E. J., Roman, M., Hernández-Sánchez, J., & Solli, P. (2015). Longitudinal studies. *Journal of Thoracic Disease, 7*(11), E537–E540. https://doi.org/10.3978/j.issn.2072-1439.2015.10.63

Casey, M. M., Payne, W. R., & Eime, R. M. (2021). Organisational readiness and capacity building strategies for sport and physical activity promotion. *Sport Management Review, 24*(1), 36–48. DOI: 10.1016/j.smr.2020.11.003

Chen, S., Li, X., Yan, J., & Ren, Z. (2021). To Be a Sportsman? Sport Participation Is Associated With Optimal

Academic Achievement in a Nationally Representative Sample of High School Students. *Frontiers in Public Health*, 9, 730497. https://doi.org/10.3389/fpubh.2021.730497

Cipriano, C. V. (2024). https://www.researchgate.net/publication/378851016_Sustainable_Sports_Leadership_and_Management_for_Schools_A_Research_on_the_Implementation_of_Sports_Development_Program

Côté, J., & Vierimaa, M. (2014). *International Journal of Sport and Exercise Psychology, 12*(2), 97–112. https://doi.org/10.1080/1612197X.2013.830434

Côté, J., Turnnidge, J., & Evans, M. B. (2014). The dynamic process of development through sport. *Kinesiologia Slovenica, 20*(3), 14–26. https://doi.org/10.52165/ksl.v20i3.64

Cox AE, Duncheon N and McDavid L (2009) Peers and teachers as sources of relatedness perceptions, motivation, and affective responses in physical education. Research Quarterly for Exercise and Sport 80(4): 765–773.

Cruz, A. B., Kim, M., & Kim, H.-D. (2021). Physical education attitude of adolescent students in the Philippines: Importance of curriculum and teacher sex and behaviors. *Frontiers in Psychology, 12*, Article 658599. https://doi.org/10.3389/fpsyg.2021.658599

Cuevas R, Garcı´a-Lo´pez LM and Serra-Olivares J (2016) Sport Education Model and self-determination theory: An intervention in secondary school children. International Journal of Fundamental and Applied Kinesiology 48(1): 30–38.

Culver, D., & Trudel, P. (2008). *Journal of Sport Management, 22*(4), 457–476. https://doi.org/10.1123/jsm.22.4.457

Cunningham, G. B. (2015). *Diversity and inclusion in sport organizations*. https://doi.org/10.4324/9781315774652

Cushion, C. J., Ford, P. R., & Williams, A. M. (2012). *Journal of Sports Sciences, 30*(15), 1593–1604. https://doi.org/10.1080/02640414.2012.721930

De Bosscher, V., Shibli, S., Westerbeek, H., & Van Bottenburg, M. (2015). *Successful elite sport policies*. Meyer & Meyer. https://doi.org/10.5040/9781492597073

Dela Cruz, M.A. (2021). *Socio-Demographic Profiles and Athletic Engagement of Student-Athletes in Northern Luzon*. Unpublished undergraduate thesis, Mariano Marcos State University.

Demiral, Ş. (2024). Examination of experienced coaches' and physical education teachers' teaching methods and their perceptions regarding these methods. Frontiers in Sports and Active Living. https://doi.org/10.3389/fspor.2024.1383361

Department of Education. (2017). *DepEd Order No. 34, s. 2017: Guidelines on the conduct of sports activities*. DepEd Philippines.

Dizon, D. (2025). An analysis of the implementation of Physical Education program of President Ramon Magsaysay State University, Iba, Zambales, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research, 6*(5), 2296–2308. https://doi.org/10.11594/ijmaber.06.05.16

Ebio, M. J. P., & Digo, G. S. (2024). Sports development program: The case of technical-vocational high school in the Province of Sorsogon, Philippines. International Journal of Social Science and Education Research Studies, 4(5), 361–372. https://doi.org/10.55677/ijssers/V04I5Y2024-03

Ebio, M.J. P. and Digo, G. S. (2024) Sports Development Program: The Case of Technical Vocational High School in the Province of Sorsogon, Philippines. International Journal of Social Science and Education Research Studies. https://doi.org/10.55677/ijssers/V04I5Y2024-03

Eime, R. M., Charity, M. J., Harvey, J. T., & Payne, W. R. (2022). Participation in sport and physical activity: Associations with socioeconomic and geographic factors. *Journal of Science and Medicine in Sport, 25*(2), 123–129. DOI: 10.1016/j.jsams.2021.10.012

Eime, R. M., Charity, M. J., Harvey, J. T., & Payne, W. R. (2022). Participation in sport and physical activity: Associations with socioeconomic and geographic factors. *Journal of Science and Medicine in Sport, 25*(2), 123–129. https://doi.org/10.1016/j.jsams.2021.10.012

Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: Informing

development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity, 10*, 98. https://doi.org/10.1186/1479-5868-10-98

Elish, P. N., Bryan, C. S., Boedeker, P. J., et al. (2022). The longitudinal association between objectively-measured school-day physical activity and academic achievement in US elementary school students. *International Journal of Behavioral Nutrition and Physical Activity*, 19, 90. https://doi.org/10.1186/s12966-022-01328-7

Erickson, K., Bruner, M., MacDonald, D., & Côté, J. (2008). *The Sport Psychologist, 22*(4), 527–547. https://doi.org/10.1123/tsp.22.4.527

Fink, J. S. (2016). *Journal of Sport Management, 30*(1), 1–18. https://doi.org/10.1123/jsm.2015-0288

Forde, S., Giles, A.R., Nachman, J., Fabian, T., Giancarlo, A., Hayhurst, L.M., &Henhawk(2022). Conceptualizing sport for reconciliation within settler colonial states. *Journal of Sport for Development*,*11*(1).

Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. Physical Education & Sport Pedagogy, 10(1), 19–40. https://doi.org/10.1080/1740898042000334890

Fraser-Thomas, J., Côté, J., & Deakin, J. (2008). Understanding dropout and prolonged engagement in adolescent competitive sport. *Psychology of Sport and Exercise, 9*(5), 645–662. https://doi.org/10.1016/j.psychsport.2007.08.003

Gadais, T., Varela Pulido, N., Soto, V., Vinazco, S., & Garzon, M. (2023). How sport changed my life? Description of the perceived effects of the experiences of young Colombians throughout a sport for development and peace program. *Frontiers in Sports and Active Living*, *5*, 1046937. https://doi.org/10.3389/fspor.2023.1046937.

Gilbert, W., Gallimore, R., & Trudel, P. (2009). *Journal of Coaching Education, 2*(2), 1–21. https://doi.org/10.1123/jce.2.2.1

Grasaas, E., Sandbakk, Ø., Ostojic, S. M., Hovrerak, M. O., & Stea, T. H. (2025). *Socioeconomic status, sport participation, and school-related outcomes among Norwegian adolescents: A cross-sectional analysis.* Frontiers in Sports and Active Living, 7, 1613391. https://doi.org/10.3389/fspor.2025.1613391

Green, M. (2005). *Building sport programs to optimize athlete recruitment, retention, and transition: Toward a normative theory of sport development*. Journal of Sport Management, 19(3), 233–253.

Green, M. (2005). Integrating macro- and meso-level approaches to elite sport development. *European Sport Management Quarterly, 5*(3), 233–254. https://doi.org/10.1080/16184740500188723

Greenspan, S. B., et al. (2019). *Journal of Adolescent Health, 64*(3), 329–335. https://doi.org/10.1016/j.jadohealth.2018.10.296

Hirose, H., & Wang, S. (2019). Comparative studies and their roles in research. *Journal of Modern Applied Statistical Methods, 18*(1), 1–12. https://doi.org/10.22237/jmasm/1556668800

Hoffmann, M. D., Barnes, J. D., Tremblay, M. S., & Guerrero, M. D. (2022). Associations between organized sport participation and mental health difficulties: Data from over 11,000 US children and adolescents. *PLoS ONE, 17*(6), e0268583. https://doi.org/10.1371/journal.pone.0268583

Holt, N. L., et al. (2017). *Sport, Exercise, and Performance Psychology, 6*(3), 203–219. https://doi.org/10.1037/spy0000098

Hoye, R., Smith, A., Nicholson, M., & Stewart, B. (2021). *Sport management: Principles and applications* (5th ed.). Routledge. https://doi.org/10.4324/9781003179348

Huml, M. R., Bergman, M. J., Newell, E. M., & Hancock, M. G. (2019). From the playing field to the classroom: The academic challenges for NCAA Division I athletes. https://doi.org/10.22271/kheljournal.2021.v8.i4f.2204

International Journal of Social Science and Education Research Studies ISSN(print): 2770-2782, ISSN(online): 2770-2790 Volume 03 Issue 07 July 2023 DOI: https://doi.org/10.55677/ijssers/V03I7Y2023-31, Impact Factor: 5.574 Page No : 1408-1422

Jalandoni, A. A. (2024). Coach's self-efficacy and athlete's perceived training effectiveness: Specific context of WMSU sports development program. *Environment and Social Psychology, 9*(11).

https://doi.org/10.59429/esp.v9i11.3179

Kilag, O. K. T., Manguilimotan, A. M. G., Maraño, J. C., Jordan, R. P., Columna, P. A. F., & Camaso, M. F. A. (2023). A conceptual framework: A systematic Literature Review on Educational Leadership and Management. *Science and Education*, *4*(9), 262-273.

Koelen et al. 2017, A Systematic Review of Life Skill Development Through Sports Programs Serving Socially Vulnerable Youth, www.tandfonline.com/journals/urqe2

Krasniqi, S., & Krasniqi, B. (2019). Sport and peacebuildinginpost-conflictsocieties: therole of open fun football schools in Kosovo. Journal of Aggression, Conflict and Peace Research, 11(3), 145–157. https://doi.org/10.1108/jacpr-072018-0369.

Ksper, Korey. (2019). Sports training principle. 18 (4) – pp. 95-96 doi: 10.1249/JSR.0000000000000576.tps://journals.lww.com/acsm csmr/fulltext/2019/04000/sports_training_principles. 2.aspx

Larson, R. W., Walker, K. C., Rusk, N., & Diaz, L. B. (2015). Understanding youth development from the practitioner's point of view: A call for research on effective practice. Applied Developmental Science, 19, 74-86. doi: 10.1080/10888691.2014.972558

Lau, F. (2017). Methods for correlational studies. In *eHealth research methods* (Chapter 12). National Center for Biotechnology Information. https://doi.org/10.3233/978-1-61499-781-8-109

LaVoi, N. M., & Dutove, J. K. (2012). *Sports Coaching Review, 1*(1), 17–37. https://doi.org/10.1080/21640629.2012.695891

Leisterer, S., & Jekauc, D. (2019). Students' emotional experience in physical education—a qualitative study for new theoretical insights. *Sports, 7*(1), 10. https://doi.org/10.3390/sports7010010.

Lewis, K. (2014). Pupils' and teachers' experiences of school-based physical education: A qualitative study. *BMJ Open, 4*(9), e005277. https://doi.org/10.1136/bmjopen-2014-005277.

Lindsey, I. (2008). Conceptualising sustainability in sports development. *Leisure Studies, 27*(3), 279–294. https://doi.org/10.1080/02614360802048849

Lisinskiene, A. (2018). The effect of a 6-month coach educational program on strengthening coach–athlete interpersonal relationships in individual youth sport. *Sports*, 6(3), 74. https://doi.org/10.3390/sports6030074

Lobo, J., & Dimalanta, G. (2024). Individual interest of students in physical education and school engagement in fostering physical culture inside the campus: The case of two prominent local colleges in Pampanga, Philippines. *Journal on Efficiency and Responsibility in Education and Science, 17*(1), 78–90. http://dx.doi.org/10.7160/eriesj.2024.170107

Lubans, D. R., Plotnikoff, R. C., & Lubans, N. J. (2012). A systematic review of the impact of physical activity programmes on social and emotional well-being in at-risk youth. *Child and adolescent mental health*, *17*(1), 2-13.

MacDonald, D. J., & McIssac, T. (2016). Quantitative assessment of positive youth development in sport. In N. L. Holt (Ed.), Positive youth development through sport (2nd ed., pp. 83–96). New York: Routledge.

MacDonald, D. J., et al. (2018). *European Sport Management Quarterly, 18*(2), 255–276. https://doi.org/10.1080/16184742.2017.1406970

Malajog, M. P., Malabarbas, G. T., & Acoba, E. M. (2021). Assessing the sports program and performance of athletes in selected public high schools. *American Journal of Multidisciplinary Research and Innovation, 1*(3), 45–54. https://doi.org/10.54536/ajmri.v1i3.405

Malbas, M., Kilag, O. K., Diano Jr, F., Tiongzon, B., Catacutan, A., & Abendan, C. F. (2023). In Retrospect and Prospect: An Analysis of the Philippine Educational System and the Impact of K-12 Implementation. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *1*(4), 283-294.

Mallett, C., Trudel, P., Lyle, J., & Rynne, S. (2009). *International Journal of Sports Science & Coaching, 4*(3), 327–340. https://doi.org/10.1260/174795409789623883

Mansfield, L., et al. (2018). A qualitative investigation of the role of sport coaches in designing and delivering a complex community sport intervention for increasing physical activity and improving health. *BMC Public Health, 18*(1), 1196. https://doi.org/10.1186/s12889-018-6089-y.

Mansfield, L., Kay, T., Anokye, N., & Fox-Rushby, J. (2018). A qualitative investigation of the role of sport coaches in designing and delivering a complex community sport intervention for increasing physical activity and improving health. *BMC Public Health*, 18, 1196. https://doi.org/10.1186/s12889-018-6089-y

Marheni, E., Purnomo, E., Okilanda, A., Oktavianus, I., Hambali, B., Burstiando, R., ... & Jermaina, N. (2024). Development of mental education through sports to enhance adolescent personal resilience.

Mark, L., Digennaro, S., Borgogni, A., & Angela, P. L. (2016). Exploring and establishing a framework for effective governance in European grassroots sports organisations. *Journal of Applied Sport Management*, *8*(1), 80-104.

Maxwell, J. A., Chmiel, M., & Rogers, S. E. (2015). Designing integration in multimethod and mixed methods research. In S. N. Hesse-Biber & R. B. Johnson (Eds.), Oxford handbook of multimethod and mixed methods research inquiry (pp. 688–706). New York: Oxford University Press.

Messner, M. A. (2011). Gender ideologies, youth sports, and the production of soft essentialism. *Sociology of Sport Journal, 28*(2), 151–170. https://doi.org/10.1123/ssj.28.2.151

Misener, K., & Doherty, A. (2009). A case study of organizational capacity in community sport. Journal of Sport Management, 23(4), 457–482. https://doi.org/10.1123/jsm.23.4.457

Nash, C., Sproule, J., & Horton, P. (2011). *Sport, Education and Society, 16*(4), 465–480. https://doi.org/10.1080/13573322.2011.589648

Nelson, L., Cushion, C., & Potrac, P. (2013). *Physical Education and Sport Pedagogy, 18*(2), 172–189. https://doi.org/10.1080/17408989.2011.649725

Nghi, T. N., Thu, H. T., & Dinh, T. T. (2022). The Relationship between Public Service Motivation, Work Enjoyment, and Task Performance: A Preliminary study of Healthcare Workers in Vietnam. Journal of Liberty and International Affairs, 8(2), 47-60.

Norman, L. (2010). *International Journal of Sports Science & Coaching, 5*(1), 89–104. https://doi.org/10.1260/1747-9541.5.1.89

O'Brien, W., et al. (2022). *Fair play? Participation equity in organized sport and physical activity among children and adolescents.* International Journal of Behavioral Nutrition and Physical Activity, 19, 12. https://doi.org/10.1186/s12966-022-01263-7

Olusoga, P., Bentzen, M., & Kenttä, G. (2019). *Coach burnout and coping: A longitudinal study*. Journal of Sports Sciences, 37(14), 1610–1618. https://doi.org/10.1080/02640414.2019.1589924

Pan, W., Zhang, H., & Xu, L. (2025). Association between physical activity and academic achievement in adolescents mediated by self-concept and physical and mental health. *Scientific Reports, 15*, 33561. https://doi.org/10.1038/s41598-025-18559-w

Paolini, A. C. (2021). Development of the Social Emotional Scale: Intrapersonal and Interpersonal Skills Impacting Career Performance and Academic Performance. Journal of School Counseling, 19(59).

Paré, G., Trudel, M. C., Jaana, M., & Kitsiou, S. (2015). Synthesizing information systems knowledge: A typology of literature reviews. *Information & Management, 52*(2), 183–199. https://doi.org/10.1016/j.im.2014.08.008

Petosa, R. L., Hortz, B. V., Cardina, C. E., & Suminski, R. R. (2005). Social cognitive theory variables associated with physical activity among high school students. *International Journal of Sports Medicine, 26*(2), 158–163.* https://doi.org/10.1055/s-2004-821135

Pierce, S., Gould, D., & Camiré, M. (2017). Definition and model of life skills transfer. International Review of Sport and Exercise Psychology, 10, 186–211. doi:10.1080/1750984X.2016.1199727

Pineda, A. G., & Nabor, S. G. (2025). School-based sports coaching programs and the student-athletes' physical fitness, sports performance, and general well-being: Basis for a sports development plan. *International Journal of Multidisciplinary Research and Analysis, 8*(9), 4845-4866. https://doi.org/10.47191/ijmra/v8-i09-03

Pinto-Escalona, T., Valenzuela, P. L., Esteban-Cornejo, I., & Martínez-de-Quel, Ó. (2022). Sport Participation and Academic Performance in Young Elite Athletes. *International Journal of Environmental Research and Public Health*, 19(23), 15651. https://doi.org/10.3390/ijerph192315651

Povilaitis, V., & Tamminen, K. A. (2017). Delivering positive youth devleopment at a residential summer sport camp. Journal of Adolescent Research. doi:10.1177/0743558417702478

Prins, F. J., De Meester, A., Haerens, L., van Tartwijk, J., & De Martelaer, K. (2020). Personal and social development in physical education and sports: A review study. European Physical Education Review, 26(4), 797-813.

Reyes, R.J.C. (2020). *The Effects of Involvement in Athletics to Student Performance of Grade 12 Senior High School Students*. Academia.edu

Rogers, A. E., Prokasky, A., Von Seggern, M. J., Dzewaltowski, D. A., & Schenkelberg, M. A. (2026). *Geospatial and sociodemographic variability in youth sport participation: 2021-2022 National Survey of Children's Health.* Medicine & Science in Sports & Exercise. https://doi.org/10.1249/MSS.0000000000003950

Salino, M. P. M., Malabarbas, G. T., & Acoba, E. M. (2021). Assessing the sports program and performance of athletes in selected public high schools. *American Journal of Multidisciplinary Research and Innovation, 1*(3), 29–35. https://doi.org/10.54536/ajmri.v1i3.405

Sarkar, M., & Hilton, N. (2020). Psychological resilience in Olympic athletes: A qualitative study. *Psychology of Sport and Exercise, 48*, 101635. DOI: 10.1016/j.psychsport.2020.101635

Schulenkorf, N., Sherry, E., & Rowe, K. (2016). Sport for development: An integrated literature review. Journal of Sport Management, 30, 22–39. doi:10.1123/jsm.2014-0263

Shi, Y., Dang, J., Zheng, W., & Liu, L. (2017). Dual identity and prejudice: The moderating role of group boundary permeability. *Frontiers in Psychology*, *8*, 195.

Shilbury, D., Sotiriadou, P., & Green, B. C. (2013). Sport development systems, policies, and pathways. *Sport Management Review, 16*(1), 1–4. https://doi.org/10.1016/j.smr.2012.12.001

Singer, J., Newman, J., & Moroney, D. (2018). Building quality in out-of-school time. In H. J. Malone & T. Donahue (Ed.), The growing out-of-school time field: Past, present and future (pp. 195–210). Charlotte, NC: Information Age Publishing.

Smith, B., & Sparkes, A. C. (2016). Gender, sport, and disability: A critical review. *Sport in Society, 19*(8–9), 1321–1337. https://doi.org/10.1080/17430437.2015.1124566

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research, 104*, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Sotiriadou, P., & Shilbury, D. (2013). Sport development: Systems, policies, and pathways. *Sport Management Review, 16*(1), 1–5. https://doi.org/10.1016/j.smr.2012.12.002

Sport Wales. (n.d.). *Club Development Plan.*

Stalsberg, R., & Pedersen, A. V. (2018). Effects of socioeconomic status on physical activity in adolescents. *Scandinavian Journal of Medicine & Science in Sports, 28*(6), 1733–1740. https://doi.org/10.1111/sms.13016

Super, S., Wentink, C. Q., Verkooijen, K. T., & Koelen, M. A. (2017). Exploring the sports experiences of socially vulnerable youth. Social Inclusion, 5, 198–209. doi:10.17645/si.v5i2.864

Tagare, R. L., & Villaluz, G. D. (2021). Probing the delivery of tertiary physical education among the generation Z students in the transition years of Philippine K to 12. International Journal of Physical Education, Sports and Health, 8(4), 355–359.

Terry, P. C., Hahn, A., & Simjanovic, M. (2014). Effects of a sport programme (Box'Tag®) on disadvantaged youth participants. International Journal of Sport and Exercise Psychology, 12, 258–272. doi:10.1080/1612197X.2014.880263

Thompson, F., Rongen, F., Cowburn, I., & Till, K. (2023). What is it like to be a sport school student-athlete? A mixed method evaluation of holistic impacts and experiences. *PLoS ONE, 18*(11), e0289265. https://doi.org/10.1371/journal.pone.0289265.

Thomson, A., Cuskelly, G., Toohey, K., Kennelly, M., Burton, P., & Fredline, L. (2019). Sport event legacy: A systematic quantitative review of literature. *Sport management review*, *22*(3), 295-321.

Trendafilova, S., Babiak, K., & Heinze, K. (2014). Corporate social responsibility and environmental sustainability. *Journal of Sport Management, 28*(1), 1–18. https://doi.org/10.1123/jsm.2012-0185

Uphill, M. A., McAneney, H., & Davis, P. A. (2016). Children's experiences of sports participation and geography. *Journal of Sports Sciences, 34*(5), 428–435. https://doi.org/10.1080/02640414.2015.1054978

Uy, F., Kilag, O. K., Abendan, C. F., Macapobre, K., Cañizares, M. C., & Yray, F. (2023). Application of Adaptive Crisis Management Theory: The Dynamics of Leadership in Times of Crisis. *Excellencia: International Multidisciplinary Journal of Education (2994-9521)*, *1*(5), 159-170.

Valle, J., Kilag, O. K., Villanueva, G., Escabas, F., Macapobre, H., & Poloyapoy, H. (2023). The Influence of Phonological Awareness and Rapid Automatized Naming on Early Numeracy. *Excellencia: International Multidisciplinary Journal of Education (2994-9521)*, *1*(5), 42-54

Valois, P., et al. (2019). Determinants of coaches' intentions to provide different recommendations on sports nutrition to their athletes. *Journal of the International Society of Sports Nutrition*, 16, 57. https://doi.org/10.1186/s12970-019-0311-x

Van Luijk, N., Giles, A. R., Frigault, J., Millington, R., & Hayhurst, L. M. (2020). 'It's like, we are thankful. But in the other way… they are just killing us too': community members' perspectives of the extractives industry's funding of recreational and cultural programmes in Fort McKay, Alberta. *Leisure/Loisir*, *44*(1), 77-104.

Werthner, P., & Trudel, P. (2006). *The Sport Psychologist, 20*(2), 198–212. https://doi.org/10.1123/tsp.20.2.198

Whitley, M. A., Farrell, K., Wolff, E. A., & Hillyer, S. J. (2019). Sport for development and peace: Surveying actors in the field. *Journal of Sport for Development*, *7*(12), 1-15.

Wongsingha, N., Widyastari, D. A., Chokthananukoon, B., Rasri, N., & Katewongsa, P. (2023). Assessing physical activity promotion in different settings and how it's associated with public participation during COVID-19 epidemic: Evidence from national policy evaluation. *BMC Public Health, 23*, Article 1775. https://doi.org/10.1186/s12889-023-16690-9

World Health Organization. (2024). Physical activity fact sheet. https://www.who.int/news-room/fact-sheets/detail/physical-activity

Yu, L., Li, J., Xu, W., & Zhang, Y. (2024). The work stress, occupational burnout, coping strategies and organizational support of elite sports coaches in Sichuan Province: The mediating role of organizational support. *Frontiers in Psychology*.

Zheng, N. (2025). *The relationship between socioeconomic status and organized sports participation among Chinese children and adolescents.* BMC Public Health, 25, 1945. https://doi.org/10.1186/s12889-025-23187-0