



IMPLEMENTATION OF SCHOOL-BASED SPORTS MANAGEMENT PROGRAM OF PRIVATE HIGHER EDUCATION INSTITUTION

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ABSTRACT

Sports management programs should provide students with a hands-on and experience education which will provide them with the necessary preparation for real-world sports settings. As such schools' sports programs should focus on providing students with the training they needed. The study investigated the implementation of the school-based sports management programs of private higher education institutions in the Province of Batangas. A cross-sectional survey of data collection was used to gather the data on 104 PE teachers and 30 sports coordinators. Implementation of the program was assessed in terms of objectives, administrative support, resources, activities and monitoring and evaluation, while the participation of the coordinators was assessed relative to collaboration, mechanisms, and decision-making. Alongside that, the issues and challenges of managing the program were also assessed. The study's findings revealed that sports coordinators' implementation and participation were highly visible. Respondents strongly agreed that there were issues and challenges in managing the program. The results also confirmed that the assessments of the sports coordinators and the PE teachers in terms of implementation and participation of the sports coordinators in managing the school-based sports management program were not significantly different. A prototype sports management program was designed by the researcher for private higher education institutions in the Province of Batangas. Physical education, Physical activity, School based, Commission on Higher Education, Sport coordinator, World Health Organization, Prototype College of Teacher Education, Progressive relaxation training, Implementation, Participation, Philippines, Management program, Sports coordinators, Decision making, Foundational premises, Sports program, Pe teacher, Administrative support, Private high education institution, Sport management program, Physical Education and Sport, Sport Value Framework".

Keywords: coach, private higher educational institutions, prototype, sports, sports coordinators, sports management program

INTRODUCTION

The need for sport is universal. People require sports to develop their physical, mental, emotional, and social abilities. Many are still leading increasingly sedentary lives, with children and youths neglecting the importance of physical activities. Kandola (2018) mentioned that only 21 percent of young adults fulfill the required physical activity standards, and less than five

percent indulge in 30 minutes of physical activity per day. It is among the roles of schools to provide physical activity for children and youths, but physical education classes have engaged students in physical activities only to a very limited extent, owing to the current curriculum.

Sports contribute to the holistic development of an individual. It balances the physical and



emotional well-being of the individual, regardless of his age and stature. Sports teach children to learn to choose the best option to become well-balanced human beings. Veer (2019) stated that sports is more than a physical activity, but also about developing life skills and cultivating a sense of community.

Sports can have a lasting impact on students' lives, since it provides opportunities for students to hone their social and mental skills. Participation in sports activities allows socialization, development of leadership skills, discipline, and teamwork. Sports programs are aimed at promoting sportsmanship, fair play, collaboration, and regard for others. According to Ghildiyal (2015), other than the physical benefits, sports foster character development through teaching and fostering strategic and analytical thinking, leadership abilities, goal-setting, and risk-taking.

The study is anchored on the "Sport Value Framework" (SVF) authored by Woratschek, Horbel and Popp (2014). SVF is a new framework for examining value co-creation in sport management. SVF can be used to evaluate current literature and can be combined with new value co-creation methodologies to aid in the understanding of sport management. The SVF's goal is to assist in the organization of various pieces of sport management research. Sport events, according to the SVF, should be viewed as a platform where key parties (e.g. enterprises, clients, and other stakeholders) collaborate to produce value within a system. SVF proposes three levels of analysis for value co-creation in sport management, with ten foundational premises: the intra-level, which focuses on the role and behavior of sports companies, clients, and other parties, the micro-level, which includes dyadic, triadic, and more complicated relationships between sport companies and their clients and the meso-level, which includes the full network of participants involved in value co-creation in a sport market, as well as their interactions. Value creation should be examined at one of these levels, depending on the subject of interest. However, interconnections with other layers must constantly be considered, as well as potential constraints and implications.

The conceptual framework of the study presents input which includes the implementation of the sports management program, the participation of the sports coordinators' program, and the issues and challenges in the implementation of school-based management programs. Implementation of the sports program was described relative to objectives; administrative support; resources; activities; and monitoring and evaluation. The sports coordinators' participation was discussed in terms of collaboration, mechanisms, and decision-making. The process box presents the assessment and evaluation of the school-based sports program through questionnaires, interviews and focus group discussion. The third box includes the output, which is the proposed prototype management sports program for private higher education institutions.

OBJECTIVES OF THE STUDY

The primary goal of this research was to determine the implementation of school-based sports management programs at private higher education institutions in the Batangas province.

Specifically, the study was guided by the following objectives: (1) assess the implementation of the school-based sports management program of private higher education institutions relative to: objectives; administrative support; resources; activities; and monitoring and evaluation; (2) measure the extent of participation of sports coordinators relative to: collaboration; mechanism; and decision-making; (3) find out the difference in the implementation of the school-based sports management program as assessed by the two groups of respondents; (4) find out the difference in the extent of participation of sports coordinators as assessed by the two groups of respondents; (5) identify the issues and challenges in the implementation of the sports management program; and (6) propose a prototype sports management program for private higher education institutions.



METHODOLOGY

The descriptive method of research was utilized in this study to propose a prototype sports management program for private higher education institutions. Likewise, this study used quantitative research approach. The researcher-made questionnaire was used as the main data gathering instrument. Interviews and focus group discussion were also utilized for the purpose of consolidating all the information needed to support the findings in the study. The respondents of the study were 30 sports supervisors/coordinators and 104 teachers who have at least a year teaching experience from four private universities, 26 private colleges from the Province of Batangas. Purposive sampling was used. The data was analyzed and tested using statistical tools such as the weighted mean and the two-tailed t-test.

RESULTS AND DISCUSSION

1. Implementation of School-Based Sports Management Program of Private Higher Education Institution

The overall assessment of both sets of respondents was, to a great extent, the implementation of the school-based sports management program was done as indicated by the composite means of 3.66 and 3.60 for the coordinators and teachers, respectively. Any program can be said to be successful if it meets the predetermined objectives. Cross (2017) stated that program objectives are the nuts and bolts of program goals, breaking them into work assignments. Developing physical talents to their maximum potential was rated the highest by the coordinators at 3.77, which means that, to a great extent, this objective was manifested. According to Till (2016), coaches or anyone working with talented athletes or players should have an eye on achieving elite athlete status for their players and there was a strong need to recognize the implications of physical attributes for athletes' or players' long-term growth.

As for the teachers, the item which generated the highest mean rating of 3.63 was

"Learn how to be a good teammate, making positive contributions, regardless of the role in the team or activity," which means that this was practiced by the team to a great extent. Every athlete, according to Stein (2019), has his or her own "natural leadership," and even those players who do not serve as captains or co-captains, possess leadership qualities which can be used in making quick decisions needed in the heat of competition. Klinzing (2017) stated that "not every player has been blessed with great talent, but every player, regardless of ability, can be a great teammate."

2. Participation of sports coordinators

The sports coordinator has the overall responsibility for the leadership of sports and works with other staff to ensure that a diverse, well-managed sports program is in place for the students. As responsible for the leadership and administration of all school sports, including setting the sports calendar, he ensures school sports competitions and other school activities related to sports are well organized and set and working within the approved budget. More so, he works with a team of people to promote sport as a healthy activity for young people. In addition, he reports directly to his Department Head or to the Dean. With these duties and responsibilities, he is expected to cooperate and collaborate with people both inside and outside of school.

On this, the coordinators' and teachers' composite means of 3.57 and 3.54, respectively, indicate that the coordinators collaborate with people who matter. The use of data science on-the-go with intuitive, clean iOS or Android phone applications, was shown to be very important as it ranked the highest by both the coordinators and the teachers with ratings of 3.65 and 3.60, respectively. Both were verbally interpreted to a great extent, which means that for both sets of respondents, they considered the use of this app when collaborating with team members and other people with the same concerns.

According to Harari et al. (2016), data can be collected from sensing devices and other phone records integrated in today's smart phones, allowing for fine-grained, constant



collection of people's social interactions (such as speaking rates in conversation, size of social groups, calls, and text messages) as well as everyday routines through any of these applications (like physical activity and sleep), and

usage patterns (such as the frequency and length of time spent at different sites) are all significant in group activities.

Table 1

Difference in the Implementation of School-Based Sports Management Program as Assessed by the Two Groups of Respondents

Variable	Coordinator Mean	Teacher Mean	t_c	p-value	Decision on H_0	Interpretation
Objectives	3.660	3.596	0.730	0.463	Accept	Not Significant
Administrative Support	3.617	3.576	0.489	0.625	Accept	Not Significant
Resources	3.525	3.515	0.118	0.906	Accept	Not Significant
Activities	3.511	3.539	-0.350	0.727	Accept	Not Significant
Monitoring and Evaluation	3.553	3.542	0.140	0.889	Accept	Not Significant

$df=106 \quad \alpha=0.05$

Table 1 illustrates the test findings, which show significant differences in the coordinators' and teachers' assessments on the implementation of a school-based management program based on the program's five areas. As indicated by the p-values, which were all more than 0.05, the results show that there was no significant difference in the evaluation of coordinators and teachers across all dimensions. The null hypothesis, suggesting that there was no significant difference in the coordinators' and

instructors' assessments, was accepted based on this data. Di Gropello (2019) noted the same findings, but indicated that increasing the capacity of local and regional sports education offices and stakeholders can increase the efficiency and effectiveness of sport management programs, whereas school sports programs, according to Wilson et al. (2018), look to be a potentially beneficial platform to boost more sports involvement in education and to manage sports more cost-effectively.

Table 2

Difference in the Assessment of the Two Groups of Respondents in the Extent of Participation of School Coordinators

Variable	Coordinator Mean	Teacher Mean	t_c	p-value	Decision on H_0	Interpretation
Objectives	3.566	3.535	0.350	0.727	Accept	Not Significant
Administrative Support	3.589	3.601	-0.460	0.884	Accept	Not Significant
Resources	3.558	3.548	0.120	0.905	Accept	Not Significant

$df=106 \quad \alpha=0.05$

Table 2 shows the results of the test with significant differences in the assessments of the

coordinators and teachers regarding the extent of participation of the school coordinators in the schools' sports management program based on



three domains of participation. The findings show that there was no significant difference between the coordinators' and teachers' evaluations in all the domains indicated, as can be seen from the p-values, which are all greater than 0.05. Based on these findings, it can be inferred that there was enough reason to reject the null hypothesis, of no significant difference between the coordinators and the instructors' assessments.

3. Issues and Challenges in the Implementation of Sports Management

The assessment done by the sports coordinators and the teachers regarding the issues and challenges of the implementation of the sports management program revealed that there were a number of issues and concerns which needed to be attended. Issues and concerns from budgeting to implementation of policies were plenty, as manifested by the respective assessments of the coordinators and the teachers indicated in the composite means of 3.54 and 3.56, both verbally interpreted as strongly agree.

Foremost among these issues and challenges were the poor implementation of the curriculum and the lack of serious prioritization on the part of decision makers, as exhibited by the mean ratings of 3.65 and 3.59 by the coordinators and teachers respectively. These ratings, interpreted verbally as "strongly agree," indicate that both coordinators and teachers strongly agreed that this problem exists in schools. Poor curriculum implementation and an apparent lack of focus on including sports and physical education can be viewed as a barrier to young people's holistic development. If schools fail to provide students with the necessary physical activities, it can have a major impact on the health of children. Crosier and Jacobsen (2018) stated that, despite the recognition of the positive impact of sport on children's education and health, physical education in school is increasingly challenged. The author also lamented that, compared with the core academic subjects, health and physical education represents a small share of the total curriculum where the percentage of total instruction time

recommended for this subject area ranges from 4 to 20 percent depending on the country, despite the recommendation of the World Health Organization (WHO) of a minimum of 60 minutes of moderate to vigorous physical activity daily for children and youths between the ages of 5-17 years.

According to Betram and Kaleeswaran (2017), although physical education and sports are taught as a part of the curriculum in all schools, the lack of adequate time and trained teachers and good facilities are responsible for the little interest students have in this field. The future challenges to making this field interesting involve an adequate curriculum, sufficient funding allotment for holding various competitions and the role of technology to create awareness about the importance of physical activities and sports in our daily lives.

4. Proposed Prototype Sports Management Program for Private Higher Education

The output of this study, which is a prototype sports management program, covers the sports objectives, sports offered by the institutions, training and sports programs, guidelines for sports programs, student reports and anecdotal records. The sports program is aligned with the sports program instituted by the Commission on Higher Education (CHED). The prototype includes solutions to address the problems as well as the issues and challenges experienced by the sports program. The proposed sports management program offers details for easy understanding which are more specific, comprehensive, and attainable.

CONCLUSIONS

The following conclusions are derived based on the data collected.

1. The objectives, administrative support, resources, activities and monitoring and evaluation are all implemented to a great extent.
2. Participation of the sports coordinators in terms of collaboration, preparation of the



- program mechanisms, and in decision-making is done to a great extent.
3. The assessments made by the coordinators and teachers regarding program implementation are not significantly different.
 4. The assessments made by the coordinators and teachers regarding the extent of participation of the coordinators in terms of collaboration, preparation of the program mechanism, and in decision-making are not significantly different.
 5. Physical education coordinators and teachers are unanimous in their assessment of the issues and challenges associated with the implementation of the sports management program.
 6. The study proposed a prototype sports management program for private higher education institutions which is perceived to be different from the previous sports programs private schools had. The proposed prototype strongly suggests that the management program is enforced using combinations of skills related to the different management functions of planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of the school or department.

RECOMMENDATIONS

The following recommendations are made.

Program Implementation:

1. Administration support is provided in terms of encouraging coordinators and PE teachers may conduct research for professional growth.
2. Equitable allocation of resources, since sports management needs state of the art facilities and equipment.
3. Inclusion of Physical Education in the curriculum and not just in PE classes. Classroom activities in non-PE classes

may be practiced, since the time devoted to PE classes is very limited.

4. A stricter form of monitoring and evaluation so that problems in the program are managed and solved.

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AUTHOR'S PROFILE



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