



# AMERICAN JOURNAL OF MULTIDISCIPLINARY RESEARCH AND INNOVATION (AJMRI)

ISSN: 2158-8155 (ONLINE), 2832-4854 (PRINT)

VOLUME 1 ISSUE 3 (2022)

Indexed in



CiteFactor  
Academic Scientific Journals



OCLC  
WorldCat®



Directory of  
Research  
Journals Indexing



INDEX  
INTERNATIONAL



COPERNICUS



BASE  
Bielefeld Academic Search Engine



Scilit

OpenAIRE

PUBLISHED BY: E-PALLI, DELAWARE, USA

## Assessing the Sports Program and Performance of Athletes in Selected Public High Schools

Mark Paul M. Salino<sup>1,3</sup>, Gerald T. Malabarbas<sup>2,3\*</sup>, Ernesto M. Acoba<sup>3</sup>

### Article Information

**Received:** July 21, 2022

**Accepted:** July 22, 2022

**Published:** July 24, 2022

### Keywords

*Athletes, Sports, Sports Performance, MAPEH Teachers*

### ABSTRACT

Sport promotes good health in students, as athletes are fitter and healthier than others, and these students are typically more active, self-assured, and enthusiastic. The study assessed the level of adequacy of sports facilities, equipment, and sports performance of the public high schools in Tinambacan District, Schools Division of Calbayog City. Descriptive-correlation research method was employed using the survey questionnaire. This study used a total enumeration as a sampling procedure since all MAPEH teachers and school heads served as the respondents. Results revealed that there is still a lack of MAPEH teachers among schools, budget allocation for sports was too meager, sports clubs were established, and sports development programs. Nevertheless, most of their athletes have participated in regional and national sports competitions. More so, the sports facilities and equipment were deemed “adequate.” Despite the unavailability of state-of-the-art sports equipment and facilities, the performance of athletes in public high schools was generally viewed as good. The study also disclosed that the number of MAPEH teachers, budget, and sports training and development programs was considered predictors of sports participation, but not sports organizations. The number of MAPEH teachers, expected budget, presence of sports groups, and current sports training and development were also predictive of athlete success, but not the degree of involvement. Athletes’ performance and sports facilities and equipment quality are directly correlated. As a result, the researcher suggests that the sports development program be enhanced and that greater emphasis be placed on the holistic development of the learners.

### INTRODUCTION

Sports and games provide an atmosphere intended for enjoyment, leisure, good health, and physical development, freedom of expression, career building, and acquisition of skills that enable one to earn a living and reduce stress, especially for the many students in schools as part of their learning opportunities and physical development (Rintaugu, 2005). Similarly, United Nations (2005) noted that participation in sports activities contributes to the acquiring of virtues that are considered healthy in any educational program, such as teamwork, as well as increasing the confidence level of the students and hence leads to promoting school connectedness. Furthermore, participation in sports decreases the dropout rate and allows students to build a positive attitude towards school. In schools, Physical Education (PE) is a key component of quality education and can be used to promote schooling among young people. Bailey (2006) found that engagement in sports activities promotes the participants’ academic achievement and a relationship between participation in sports and academic achievement. Similarly, in their studies, Sibley and Etnier (2003) found that participation in both sports and physical activities enhanced the cognitive role in the brain. Nelson & Gordon-Larsen (2006) established that males and females who participated in sports performed well in Mathematics, English, and Science subjects. The study shows that athletes perform better due to their effort, hard work, and discipline gained through competitive sports participation.

Many popular forms of sports can be carried on most successfully indoors. Suitable buildings must therefore be provided if students are to have an opportunity to engage in sports activities throughout the school year. Moreover, the structures vary from the simple open park shelter to the elaborate building, which serves as a center for the sports of a community or neighborhood. Some recreational buildings occupy sites specifically for the purpose; others are located in areas with no indoor facilities. School buildings provide the basic indoor sports facilities and operate as indoor sports centers in hundreds of communities. Most schools built in recent years have been designed to serve a variety of sports uses. Many municipal auditoriums, libraries, and other public buildings are not primarily for recreation but only have one or more recreational rooms. Camungao (2009) reiterated that individuals should spend time on more meaningful activities to avoid wasted time. With this, she conducted a sports project entitled, “the value of time thru sports”. In the implementation of the program, indoor sports facilities were requested from the city of government through the Manila Sports Council. Hence, they were provided facilities and equipment like chessboard games, scrabble games, the game of the general, dart, and playing areas to attain the program’s objectives. As a result of this project, many children, even out-of-school youth, engaged in this productive endeavor specially designed for them. The participation of the elderly was also evident. It encouraged active participation from all sectors of society, especially the youth, to avoid them from engaging

<sup>1</sup> Malajog Integrated School, Calbayog City, Samar, Philippines

<sup>2</sup> University of Antique, Sibalom, Antique, Philippines

<sup>3</sup> Christ the King College, Calbayog City, Samar, Philippines

\* Corresponding author’s e-mail: [gerald.malabarbas@antiquespride.edu.ph](mailto:gerald.malabarbas@antiquespride.edu.ph)

in bad habits. The goals of s and their organization were a huge success as more and more out-of-school youth learned to use their wasted time wisely by playing in the sports facilities and not being engaged in drugs or other harmful vices.

Many students do not have a clear idea or point of view regarding the importance of indoor sports facilities. This should be accentuated to serve the needs and interests of students, especially in sports activities. Several cities have made efforts to build structures designed for a specific form of recreational activity, such as drama, crafts, sports, or nature. Some of these buildings serve as citywide centers where people who have developed interest or skills in the activity in their neighborhood centers can participate more intensively or on a more advanced basis. Such centers may attract fewer individuals than a general recreation building, but they foster a continuing, progressive, and absorbing interest in the special fields to which they are dedicated. For this reason, they are likely to play an increasingly important role in future recreational programs. Indeed, the adequacy of facilities for training will enhance an athlete's competitiveness. Even if the player has the potential of becoming a promising athlete, without regular and proper training, it will not boost his/her potential in performing his activity. It is a lamentable fact to see that the athletes of the public high schools in the Tinambacan district cannot compare equally to athletes of the other schools. The major reason is the dearth of facilities, equipment, and supplies for their regular training to enhance their performance.

With this scenario, the researchers aimed to assess the level of adequacy of sports programs and the performance of the athletes among public high schools in Tinambacan District, Schools Division of Calbayog City.

## LITERATURE REVIEW

Sports as a social phenomenon, according to Coakley (2017), is a highly visible kind of organized activity that has caught the community's interest. He said it is linked to ideology and main social spheres like family, economy, media, politics, education, and religion. Furthermore, sports can be simply defined as any physical activity for many individuals, but sports have been elevated to a far greater level of importance than this conventional definition. He claims it covers a wide range of topics and aims to fulfill broader social objectives relating to health, integration, employment, crime reduction, and urban redevelopment (Coalter, 2017).

According to Lacaba, A. and Lacaba, T. (2020), sports play a significant role in a man's whole development. Essentially, it aids every learner's psychomotor growth; then, it improves their interpersonal skills and, as a result, improves not only their physical and social well-being but also their moral and spiritual development to the highest level possible. Physical education and sports participants reap various benefits, and participation in sports can help youngsters develop respect for their bodies and others. Sports participation also adds to the beneficial

development of the mind and body, resulting in increased self-confidence and self-esteem (Baily, 2006; Talbot, 2001). Further, the evaluation of the athletics program is a critical duty. There are evaluation tools designed to assess coaches and help them achieve five specific goals: (1) ensuring safety when working with athletes, (2) ensuring proficiency in coaching duties, (3) ensuring administrative competence, and (4) promoting professional growth and (5) promoting intrinsic motivation (Kestner, 1996).

Pont, Nusche, and Moorman (2008) also state that an after-school program's success depends on the efficiency and dedication of its coaches and personnel. It implies that qualified coaches and personnel are required. Coaches and staff, he noted, believe they have adequate resources in terms of equipment, facilities, and training to carry out their duties. They should give themselves leeway to try out new methods and tactics for providing demanding and beneficial activities to the students. Similarly, Oslen (2012) emphasized the importance of providing a safe setting to achieve optimal learning levels. He went on to say that the program should place a strong emphasis on the players' protection and safety. He added that one of the primary aspects contributing to the efficiency is that excellent safety procedures have been implemented. This ensures that athletes are closely monitored and assisted during the program's implementation.

According to Reilly (2007), all training aims to improve an individual's ability to operate as part of a team. As a result, individual fitness levels improve, which makes it easier for the coach to synchronize the team into a competitive unit. Then, sports, according to Grujoska and Carlsson (2007), have the potential to improve the lives of individuals, not only individuals but entire communities. She suggested that now is the time to build on that knowledge and challenge governments, development agencies, and communities to think about how sport might be better integrated into child-helping activities.

In 1998, the Department of Education, Culture, and Sports (DECS) aided schools in encouraging youth to be physically active. As a result, various schools in the Philippines offered various sports programs following Executive Order No. 44, which stated that "the state shall promote physical education and encourage sports programs to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry." In collaboration with athletic clubs and other sectors, all educational institutions must engage in regular sports activities across the country." In addition, Republic Act No. 5708, Section 2, states that "the integrated physical education and sports development program in all schools in the Philippines shall be undertaken by the Department of Education in accordance with the following guiding principles: (1) The goal of physical education is to instill in young citizens a proper appreciation of the importance of physical development hand in hand with the mental development in individual and social activities; (2) The sports and other activities in a physical education program should provide opportunities

for the athletic development of children and youth who have the competitive spirit as well as grace, coordination, stamina and strength; (3) A well-rounded physical education program must be addressed to physical growth, social training, and personal, discipline for all pupils and students, as well as superior athletic achievement for those who are psychologically inclined and physically gifted; and (4) An integrated program for sports development in the schools requires effective organizational planning and administration with provisions for adequate training facilities and sustained stable financing". This only means that the past government recognizes the special role of sports in personal and national government. It is widely acknowledged that the government plays an important role in sports development.

Manalo and De la Cruz (2000) from the Philippines, conducted a study on the factors affecting the performance of varsity players of the Technological Institute of the Philippines, and the findings revealed that the athletic performance of the players was truly affected by school factors such as training and sports facilities, training schedules and incentives. Moreover, the results also disclosed that the personal variables of the players, including their attitude, the trainers, and coaches, showed a positive association with the performance of the athletes. The study of Okyere, Abieraba, and Osman (2019) disclosed that in Tano and North high schools, the various schools' sports facilities were insufficient to meet their PE requirements. Other discoveries include the fact that most facilities have paths and corridors running through them because people utilize them as routes to their destinations and for celebrations and other events. In general, the study found that sports facilities in Tano North and South are insufficient and substantially impact sports performance. Therefore, to improve sports performance, authorities and other stakeholders should invest in sports facilities.

Likewise, Nacar, Gacar, Karahuseyinoglu, and Gundognu (2013), revealed in their study that the current sports facilities of some high schools in Turkey that worked to provide sports training despite a shortage of facilities and personnel were found to be insufficient in terms of quality and quantity. It was established that the lack of sports facilities reduced the quality of training. In their paper, Sanni, Ede, and Fashina (2018) examined the impact of lack of sports equipment on primary school sports development in Bwari Area Council and how sports equipment might boost sports activities. The study found that sports development in elementary schools in Bwari Area Council depends on the availability of sports equipment and facilities. The survey also identified a shortage of trained physical education instructors/teachers as a critical issue affecting student participation in most sports.

Ganaden (2019) disclosed that the aspect of the curriculum aims for learners to demonstrate an understanding of the value of active participation in a variety of games, physical and rhythmic activities, and the development

of social skills that convey important democratic principles; team/individual/dual sports, dance, physical fitness, and wellness course contents of PE; necessary qualifications and content knowledge for PE educators. However, ensuring the learning environment is suitable for lifelong physical activity and mobility and obtaining and maintaining facilities and equipment for teaching PE were occasionally implemented parts of the PE program. Large class sizes, students' negative attitudes toward Physical Education, and an overloaded class schedule were all concerns and problems found throughout the implementation of the PE program.

In Nueva Ecija, Philippines, a certain study reported that the athletes are motivated to plan, train diligently, and make personal sacrifices to attain perfection; they are inspired by their enjoyment of competition and desire to reach the winner's circle. Additionally, they gave their all on examinations and quizzes, participated in the class activities and debates, and met all academic obligations that remained unmet immediately following the competition. Similarly, they believe that participating in school athletics helps them improve their time management skills, prepares them properly, teaches them discipline, and stays focused on the plan (Gracia & Subia, 2019). Lastly, according to Lagrio, Dote, Hernandez, and Guera (2017), the majority of LPU varsity players are in Grade 9, are males between the ages of 14 and 15, and the majority of prizes obtained by the athletes for participating in various sports activities across several categories come from school intramurals to other levels of sports competitions. Therefore, it is suggested that the high school department concentrates on boosting sports participation among younger groups, particularly freshmen. The High School department may constantly strive to improve its performance in athletic competitions. Consideration may be given to implementing the proposed sports development program.

## METHODOLOGY

### Research Method

The researchers employed a descriptive-correlational research design. Bhandari (2022) defines descriptive research as research that describes the characteristics of a population or phenomenon under investigation. It does not answer how, when, and why the characteristics developed. Instead, it provides an answer to the "what" question. Usually, categorical schemes, also known as descriptive categories, describe the situation and the population. Additionally, this is the most appropriate method for this study because it involves collecting data to test the hypothesis and answer questions on the level of adequacy of sports facilities and equipment and sports performance of the public high schools in Tinambacan District, Schools Division of Calbayog City.

### Respondents and Sampling Procedure

The respondents of the study were composed of two (2) groups, the thirty-four (34) MAPEH teachers and

eight (8) school heads of Tinambacan District, Schools Division of Calbayog City. The researchers employed a purposive and complete enumeration sampling technique in the study because all the MAPEH teachers and school heads served as the respondents of the study. Purposive sampling refers to the process by which researchers carefully consider how they will establish a sample population, even if the sample population is not statistically representative of the larger population at hand.

### Research Instruments and Validation

The instrument used in this study is an adapted instrument from Lacaba, A. and Lacaba, T. (2020). However, there are some slight modifications to the instrument because the researcher uses only what is appropriate to the study and localized the instrument based on his research environment. The survey questionnaire has four (4) parts. Part I described the profile of the public high schools in Tinambacan District in terms of the number of MAPEH teachers, estimated budget allocated for sports training development, presence of sports organization/club, the existence of sports training and development program, and level of sports participation. Next, Part II assessed the level of adequacy of the sports facilities and equipment in the public high schools in the Tinambacan District. Part III of the instrument determined the performance of the athletes among public high schools in Tinambacan District in sports competitions. Lastly, Part IV determined the problems the MAPEH teachers and sports coaches encountered in the school sports training and development program.

Then, the instrument was subjected to a validation process. First, face validation was made on the research instrument by the research adviser and MAPEH. After incorporating their suggestions, the revised questionnaire was submitted for approval. Then, the approved questionnaire was piloted to test the validity and reliability of the instrument through Cronbach's alpha analysis. Using Cronbach's alpha the measure the internal consistency reliability of the research questionnaire. Results showed that the level of sports adequacy of adequacy and equipment of the public high schools in Tinambacan District obtained an alpha value of 0.947, which is interpreted as very good and acceptable. At the same time, the dimension on the performance of the athletes in sports competition attained a reliability value of 0.873, which is interpreted as very good and considered accepted. Largely, the instrument resulted in 0.910 alpha value reliability statistics which shows that all indicators of the questionnaire are very good, and the instrument is generally accepted.

### Data Analysis

Frequency counts (f) and percentage (%) were used to describe the categorical profile of the school. In contrast, weighted mean and standard deviation were used to describe the estimated budget allocated for sports training

development. Similarly, the frequency and percentage were used to describe the available sports facilities and equipment in the public high schools in Tinambacan District. Then, mean and standard deviation were used to assess the level of adequacy of the sports facilities and equipment in the public high schools. Likewise, the performance of the athletes among public high schools in sports competitions was used by this statistical tool. On the other hand, Kendall tau-b was employed to determine the relationship between the profile variables of the school and the level of adequacy of the sports facilities and equipment in the public high schools in Tinambacan District and the performance of the athletes among public high schools in sports competitions. Similarly, this tool was also used to describe the relationship between the level of adequacy of the sports facilities and equipment and the performance of the athletes among public high schools in sports competitions. Finally, the data were statistically analyzed using the IBM SPSS version 29.

## RESULTS AND DISCUSSIONS

### Profile of Public High Schools in Tinambacan District

Table 1 presents the profile of the public high schools in the Tinambacan District.

#### Number of MAPEH Teachers.

As presented in Table 4, the San Joaquin National High School had the highest number of MAPEH teachers (9), followed by Rafael Lentejas Memorial School of Fisheries (6). While the Tomaligues Integrated School has the lowest number of MAPEH teachers (2).

#### Estimated Budget Allocation for Sports Training Development

Among the public high schools in Tinambacan District, the San Joaquin National High School has the highest estimated budget of Php50,000. In comparison, Tomaligues Integrated School has the lowest estimated budget of Php10,000. Furthermore, the budget allocation for sports training development of the public high schools in Tinambacan District ranged from Php10,000 to Php50,000, with an average budget of Php25,000.

#### Presence of Sports Organization/Club

As to the presence of the sports organization or club in the public high schools in Tinambacan District, most of them have established sports organizations or clubs, except only for Tomaligues Integrated School. It means that most of these schools consider the importance of sports organization as a necessary avenue for the physical development of the students.

#### Existing of Sports Training & Development

Most public high schools in Tinambacan District have existing sports training and development, except for Caglanipao Integrated School. It means that most of these schools have crafted sports training and development

**Table 1:** Profile of the public high schools in Tinambacan District

Schools	No. of MAPEH Teachers	Estimated Budget Allocation for Sports Training Development (in Php)	Presence of Sports Organization	Existing Sports Training & Development	Level of Sports Participation
Rafael Lentejas MSF	6	50,000	Yes	Yes	National
Malajog Integrated School	3	15,000	Yes	Yes	National
Tomaligues Integrated School	2	10,000	No	Yes	Regional
San Joaquin National High School	9	50,000	Yes	Yes	National
SJNHS-Manguinoo Annex	4	10,000	Yes	Yes	Regional
Pena National High School	4	20,000	Yes	Yes	Regional
Malaga National High School	4	35,000	Yes	Yes	Regional
Caglanipao Integrated School	3	10,000 (M=25,000)	Yes	No	National

**Table 2:** Level of adequacy of the sports facilities and equipment in the public high Schools

Indicators	M	SD	Interpretation
1. Team Sports in Any Ball Games/Event	2.619	0.825	Adequate
2. Availability of functional facilities	2.714	0.944	Adequate
3. Standard facilities	2.381	0.882	Less Adequate
4. Good condition of the equipment	2.833	0.730	Adequate
5. Conducive for training	2.738	0.857	Adequate
6. Self-training area	2.738	0.857	Adequate
7. State of the art equipment (not obsolete)	2.310	0.975	Less Adequate
8. Sport apparel/uniforms	2.452	0.916	Less Adequate
9. Standard equipment	2.500	0.834	Less Adequate
10. Proper maintenance equipment	2.524	0.862	Adequate
Composite Mean	2.581	0.717	Adequate

Legend: 1.00-1.49='not adequate', 1.50-2.49='less adequate', 2.50-3.49='adequate', 3.50-4.49='moderately adequate', 4.50-5.00='very adequate'; M=mean SD=standard deviation.

plans or programs being used in their programs and activities implementation.

**Level of Sports Participation**

In terms of the level of participation in sports of these schools, the athletes and coaches from Rafael Lentejas Memorial School of Fisheries, Malajog Integrated School, San Joaquin National High School, and Caglanipao Integrated Schools have reached their participation in the national level of sports competition which is commonly known as Palarong Pambansa. On the other hand, some athletes and coaches from Tomaligues Integrated School, SJNHS-Manguinoo Annex Campus, Pena National High School, and Malaga National High School have participated in the regional-level sports competition, which is called as Eastern Visayas Regional Athletics Association (EVRAA).

Table 2 disclosed that the condition of the equipment (M=2.833, SD=.730), self-training (M=2.738, SD=.857), the ability of functional facilities (M=2.714, SD=.944), team sports in any ball games/event (M=2.619, SD=.825), and proper maintenance equipment (M=2.524, SD=.862) are more adequate sports facilities and equipment as rated by the teachers and schools heads. On the other hand, the less adequate sports facilities and equipment rated by the respondents are standard equipment (M=2.500, SD=.834), sports apparel/uniforms (M=2.452,

SD=.916), standard facilities (M=2.381, SD=.882), and state of the art equipment/not obsolete (M=2.310, SD=.975). Overall, the sports facilities and equipment listed were only evaluated as “adequate”.

**Performance of the Athletes among Public High Schools in Sports Competitions**

Table 3 presents the mean and standard deviation of the performance of the athletes in the public high schools in Tinambacan District in sports competitions.

As can be gleaned from Table 3, the performance of the athletes among public schools is considered ‘very good in terms of individual sports in any athletic event (M=3.595, SD=1.061) and individual sports in any swimming event (M=3.571, SD=1.417). On the other hand, team sports in any dance sports event (M=2.429, SD=1.328) are said to be ‘fair’ only. However, the overall performance of the athletes in public high schools is deliberated as ‘good’ (M=3.113, SD=.348).

Moreover, the data in Table 3 would mean the public high schools are sports-minded and competitive even though they lack sports equipment and facilities. This data concluded that they gave importance and value to sports as part of school activities and the holistic development of the learners.

**Relationship Between the School Profile and Level**

**of Adequacy of the Sports Facilities and Equipment in the Public High Schools**

Table 4 shows the relationship between the school profile and the level of adequacy of the sports facilities and equipment in the public high schools in Tinambacan District using Kendall's tau-b statistic.

The table above shows the test for significance of the correlation between the profile variables of the school and the level of adequacy of the sports facilities and equipment in the public high school. As indicated, results revealed that there is a significant positive relationship between the level of adequacy with the number of MAPEH teachers ( $r_{\tau}=0.434$ , sig.<0.05) and the estimated budget ( $r_{\tau}=0.471$ , sig.<0.05). This result indicates that as the number of MAPEH teachers increases, the level of adequacy also increases. Moreover, a significant budget for

sports will also increase the level of adequacy. Moreover, Table 9 also revealed a significant positive relationship in the level of adequacy with the existing sports training development program ( $r_{\tau}=0.334$ , sig.<0.05). This result means that the presence of the sports training and development program will increase the level of adequacy. It can also be noted that there is a significant positive relationship between the level of adequacy with sports participation ( $r_{\tau}=0.319$ , sig.<0.05). This data indicates that if the school participates in a higher level of competition, the level of adequacy will increase. The data implied that there is no indication that the presence of sports organizations will increase or decrease the adequacy level ( $r_{\tau}=0.434$ , sig.>0.05).

**Relationship Between the School Profile and**

**Table 3:** Performance of the athletes among public high schools in sports competitions

Indicators	M	SD	Interpretation
1. Equipment for sports training	3.214	.717	Good
2. Team Sports in Any Racket Event	3.190	.804	Good
3. Individual Sports in Any Racket Event	3.310	.811	Good
4. Team Sports in Any Swimming Event	3.381	1.413	Good
5. Individual Sports in Any Swimming Event	3.571	1.417	Very Good
6. Team Sports in Any Gymnastics Event	2.643	1.265	Good
7. Individual Sports in Any Gymnastics Event	2.786	1.317	Good
8. Team Sports in Any Athletic Event	3.381	1.081	Good
9. Individual Sports in Any Athletic Event	3.595	1.061	Very Good
10. Team Sports in Any Indoor Event (chess, board games etc)	3.381	.936	Good
11. Individual Sports in Any Indoor Event (chess, board games etc)	3.452	1.152	Good
12. Team Sports in Any Martial Art Event (taekwondo, arnis, etc)	2.905	1.411	Good
13. Individual Sports in Any Martial Art Event (taekwondo, arnis, etc)	2.929	1.421	Good
14. Team Sports in Any Dance Sports Event	2.429	1.328	Fair
15. Individual Sports in Any Dance Sports Event	2.524	1.348	Good
Composite Mean	3.113	0.715	Good

Note: 1.00-1.49='poor', 1.50-2.49='fair', 2.50-3.49='good', 3.50-4.49='very good', 4.50-5.00='outstanding'

M=mean SD=standard deviation.

**Table 4:** Relationship between the school profile and level of adequacy of the sports facilities and equipment in the public high schools

	Profile Variables	Adequacy of Sports Facilities and Equipment	
Kendall's tau-b	No. of MAPEH Teachers	Correlation Coefficient	0.434**
		Sig. (2-tailed)	0.000
		N	42
	Estimated Budget	Correlation Coefficient	0.471**
		Sig. (2-tailed)	0.000
		N	42
	Presence of Sports Org	Correlation Coefficient	0.145
		Sig. (2-tailed)	.278
		N	42
	Existing Sports Training and Development Program	Correlation Coefficient	0.334*
		Sig. (2-tailed)	0.013
		N	42
	Level of Sports Participation	Correlation Coefficient	0.319*
		Sig. (2-tailed)	0.017
		N	42

Note: Presence of school org, and existing training and development: 0=no, 1=yes

Level of sports participation: 1=School, 2=District, 3=Division, 4=Provincial, 5=Regional, 6=National

\*\* Correlation is significant at the 0.01 level (2-tailed).

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

**Table 5:** Relationship between the school profile and performance of athletes among public high schools

	Profile Variables	Adequacy of Sports Facilities and Equipment	
Kendall's tau-b	No. of MAPEH Teachers	Correlation Coefficient	0.581**
		Sig. (2-tailed)	0.000
		N	42
	Estimated Budget	Correlation Coefficient	0.554**
		Sig. (2-tailed)	0.000
		N	42
	Presence of Sports Org	Correlation Coefficient	0.350**
		Sig. (2-tailed)	0.008
		N	42
	Existing Sports Training and Development Program	Correlation Coefficient	0.347**
		Sig. (2-tailed)	0.008
		N	42
	Level of Sports Participation	Correlation Coefficient	0.167
		Sig. (2-tailed)	0.204
		N	42

Note: Presence of school org, and existing training and development: 0=no, 1=yes

Level of sports participation: 1=School, 2=District, 3=Division, 4=Provincial, 5=Regional, 6=National

\*\* Correlation is significant at the 0.01 level (2-tailed).

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

**Table 6:** Relationship between the level of adequacy of the sports facilities and equipment and the performance of the athletes among public high schools in sports competitions

	SAFE	PASS	
Kendall's tau_b		Correlation Coefficient	0.323**
		Sig. (2-tailed)	0.004
		N	42

Note: \*\*. Correlation is significant at the 0.01 level (2-tailed).

PASC – Performance of Athletes in Sports Competitions

ASFE – Adequacy of Sports Facilities and Equipment

### Performance of the Athletes Among Public High Schools

Table 5 shows the relationship between the school profile and the performance of the athletes among public high schools in Tinambacan District using Kendall's tau-b statistic.

The table above shows the test for significant relationship between profile variables of the school and performance of the athletes among public high schools. As indicated, there is a significant positive relationship between the level of performance with the number of MAPEH teachers ( $r_{\tau}=0.581$ , sig.<0.05) and the estimated budget ( $r_{\tau}=0.554$ , sig.<0.05). This indicates that as the number of MAPEH teachers increases, the level of performance also increases. Moreover, a significant budget for sports will also increase the level of performance. More so, the table above also shows that there is a significant positive relationship between the level of performance with the presence of organization (teachers ( $r_{\tau}=0.350$ , sig.<0.05) and sports training and development program teachers ( $r_{\tau}=0.347$ , sig.<0.05). This means that the presence of sports organizations, training, and development program will increase the performance of the athletes.

However, sports participation has no significant relationship with the level of performance of athletes ( $r_{\tau}=0.167$ , sig.>0.05). Thus, the study implied that regardless of school participation from school to the

national level will not affect the athletes' performances in sports competitions.

### Relationship Between the Level of Adequacy of the Sports Facilities and Equipment and the Performance of the Athletes among Public High Schools in Sports Competitions

Table 6 shows the relationship between the level of adequacy of sports facilities and equipment and the performance of the athletes among public high schools in Tinambacan District in sports competitions using Kendall's tau-b statistic.

As shown in Table 6, there is a significant positive relationship between the two variables of the study ( $r_{\tau}=0.323$ , sig.<0.05). Therefore, this would mean that as the level of adequacy increases, the level of performance will also increase.

### Problems Encountered by the MAPEH Teachers and Sports Coaches in School Sports Training and Development Programs

Table 7 shows the frequency and percentage distribution of the problems the MAPEH teachers and sports encountered in schools' training and development programs. As presented in the said table, the problem of 'inadequate facilities and equipment' was rated as the most number of Yes (81.0%), followed by 'Insufficient

**Table 7:** Problems encountered by the MAPEH teachers and sports coaches in schools’ sports training and development programs

Problems Encountered	NO		YES	
	f	%	f	%
1. Inadequate facilities and equipment	8	19.0%	34	81.0%
2. Inadequate instructional materials	11	26.2%	31	73.8%
3. Unpleasant training environment	18	42.9%	24	57.1%
4. Large team size (more than 40)	36	85.7%	6	14.3%
5. Poor participation of athletes	28	66.7%	14	33.3%
6. Poor problem-solving and decision-making skills of athletes	17	40.5%	25	59.5%
7. Excessive coaching load	27	64.3%	15	35.7%
8. Limited knowledge about practical coaching activities	14	33.3%	28	66.7%
9. Lack of Trainings/Workshops for professional development	13	31.0%	29	69.0%
10. Insufficient opportunities for research undertakings	9	21.4%	33	78.6%

opportunities for research undertakings’ (78.6%) and ‘inadequate instructional materials’ (73.8%). This data means that three-fourths (3/4) of the respondents encountered problems in terms of facilities, equipment, research undertakings, and instructional materials. On the other hand, excessive coaching load (35.7%), poor participation of athletes (33.3%), and large team size (14.3%) are the three (3) least problems encountered by the MAPEH teachers and sports coaches.

**CONCLUSIONS**

Based on the findings of the study, the researchers disclosed that there is a lack of MAPEH teachers in all schools in the Tinambacan District, they allocated a middling budget for sports development amounting only, majority of these schools have established sports organizations or clubs and existing sports training and development programs and all of these schools have participated in the regional sports competition while only half of these schools have participated in the national level of sports competition. Then, only a few high schools have enough available sports facilities while others have fewer available sports facilities. Moreover, the level of adequacy of the sports facilities and equipment in the public high schools was rated as “adequate” by the teachers and school heads. However, they also identified inadequate standard sports facilities and equipment, a lack of sports apparel/uniforms, and state-of-the-art equipment and facilities. The performance of the athletes in public high schools of Tinambacan District was considered good despite their lacked sports equipment and facilities. On the other hand, the number of MAPEH teachers, estimated budget, and existing sports training and development programs were considered to predict the level of sports participation but not the presence of sports organizations. Therefore, the predicting factors to the performance of the athletes were the number of MAPEH teachers, estimated budget, presence of sports organizations, and existing sports training and development but not the level of sports participation. The level of adequacy in sports facilities and equipment and the level of performance of athletes have shown a direct positive correlation. It suggests that as the level of adequacy of sports facilities and equipment increases, the

performance level in sports of the athletes would also improve.

**REFERENCES**

Bailey, R. (2006). Physical education and sports in schools: A review of benefits and outcomes. *The Journal of School Health*, 76 (8) 397-401. <https://doi.org/10.1111/j.1746-1561.2006.00132.x>

Bhandari, P. (2022, February 10). An introduction to correlational research. Scribbr. <https://www.scribbr.com/methodology/correlational-research/#:%7E:text=A%20correlational%20research%20design%20investigates,be%20either%20positive%20or%20negative.>

Camungao, G. (2009). Life extension, the Benefits of Exercise through sports. Manila Bulletin Publishing Corporation, Manila, Philippines.

Coakley, J. (2007). *Sports in Society: Issues & Controversies*. USA: McGraw-Hill Higher Education.

Coalter, F. (2017). *Sport and social inclusion: Evidence-based policy and practice*. *Social Inclusion*, 5(2), 141–149. doi:10.17645/si.v5i2.852

Ganaden, A. (2019). Strategies to enhance physical activity participation level among pupils. *International Journal of Computer Engineering in Research Trend*, 6(6), 317-325. <https://doi.org/10.22362/ijcert/2019/v6/i06/v6i0601>

Gracia, M. & Subia, G. (2019). High school athletes: Their motivation, study habits, self-discipline and academic performance. 86-90. <https://www.kheljournal.com/archives/2019/vol6issue1/PartB/6-1-28-401.pdf>

Grujoska, I. & Carlsson, B. (2007). Sports for life: Sport as a tool for development. [https://idrottsforum.org/articles/grujoska\\_carlsson/grujoska\\_carlsson071107.pdf](https://idrottsforum.org/articles/grujoska_carlsson/grujoska_carlsson071107.pdf)

Kestner, J. (1996). *Program Evaluation for Sports Directors*. USA: Human Kinetics Publishers.

Lacaba, A. & Lacaba, T. (2020). Coaches’ profile and adequacy of sports equipment and facilities vis-à-vis athletic performance in the ESSU–Guiuan: Input to policy program <http://dx.doi.org/10.2139/ssrn.3665175>

Lagrio, E., Dote, G., Hernandez, J., & Guerra, P. (2017). Performance of high school students in sports

- competition: Basis for a proposed sports development program. *Asia Pacific Journal of Multidisciplinary Research*, 5(4), 32-36. <http://www.apjmr.com/wp-content/uploads/2019/08/APJMR-2017.5.4.3.05.pdf>
- Manalo, A. & Dela Cruz, R. (2000). Factors affecting the performance of varsity players of Technological Institute of the Philippines – Manila. *TIP Research Journal Manila Web*.
- Nacar, E., Gacar, A., Karahuseyinoglu, F., & Gundoglu, C. (2013). Analysis for sports facilities in sports high school in terms of quality and quantity. *Australian Journal of Basic and Applied Sciences*, 7(2), 627-631. <http://ajbasweb.com/old/ajbas/2013/February/627-631.pdf>
- Nelson M. & Gordon-Larsen P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics*, 117, 1281-1290. <https://pubmed.ncbi.nlm.nih.gov/16585325/>
- Okeyere, T., Abrieraba, R., & Osman, A. (2019). An assessment of sports facilities in senior high schools and their effects on sports development in the Tano North and South Districts of Ghana. *British Journal of Education*, 7(2), 121-139. <https://www.eajournals.org/wp-content/uploads/An-Assessment-of-Sport-Facilities-in-Senior-High-Schools-and-Their-Effects-on-Sports-Development.pdf>
- Oslon, L. (2010). *National Institute on Out-of-School Time: Afterschool Matters- Enhancing program quality and core through supervision*. Wellesley, MA, USA.
- Pont, B., Nusche, D., & Moorman, H. (2008). Improving school leadership. *Policy and Practice*, 1, Organization for Economic Co-operation and Development (OECD). <https://www.oecd.org/education/school/44374889.pdf>
- Reilly, T. & Stirling, A. (1993). *Flexibility, warm-up and injuries in mature games players*. In: *Kinanthropometry IV*. London: E. and F.N.Spon, (pp. 119–123.)
- Republic Act No. 5708: An act providing for the promotion and financing of an integrated physical education and sports development program for the schools in the Philippines. <http://www.chanrobles.com/republicact/republicactno5708.html>
- Rintaugu, E. G. (2005). *Socialization into Sports of Secondary School athletes in Kenya*. Unpublished PhD Dissertation, Kenyatta University, Nairobi, Kenya.
- Sanni, D., Ede, C., & Fashina, A. (2018). A study on the effects of inadequate sports equipment and facilities on sports development and academic performance in primary schools: a case study of Bwari area council of Abuja-Nigeria. *SPC Journal of Education*, 1(1), 4-8. <https://www.sciencepubco.com/index.php/JE/article/view/13946>
- Sibley, B.A & Etnier, L. (2003). The relationship between physical activity and cognition in children: A meta-analysis. *Human Kinetics Journal*, 15(3), 243-256. <https://doi.org/10.1123/pes.15.3.243>
- Talbot, M. (2001). The case for physical education. In G. Doll-Tepper & D. Scoretz (Eds.), *World summit on physical education*. Berlin, Germany: ICSSPE, (pp. 39-50)
- United Nations. (2005). Report on the international year of sports and physical education. [https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Electronic\\_Version\\_IYSPE\\_book.pdf](https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Electronic_Version_IYSPE_book.pdf)