

## Coaches' Management Practices in DepEd and Non-DepEd Sports Clubs

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**ABSTRACT:** This study investigates the management practices of coaches in DepEd and non-DepEd sports clubs in Sorsogon City, Philippines, during the 2022-2023 school year. Employing a comparative case study research design, which involved 39 coaches as informants to provide a comprehensive understanding. This study highlights the global significance of sports for holistic development, its integration into public health in developed nations, and the constitutional mandate supporting sports in the Philippines, particularly through the Department of Education. Challenges within the Philippine sports landscape, notably in the Sorsogon City Division concerning limited resources and the impact of the COVID-19 pandemic, underscore the study's local relevance. The findings reveal distinct management practices in recruitment and training. DepEd schools primarily use inclusive, school-based methods like tryouts and intramurals, alongside scholarships and scouting, while also being receptive to athlete-initiated interest. Conversely, non-DepEd schools adopt a more targeted approach utilizing scholarships, external networks, and affiliations with clubs. Training schedules in both sectors commonly exceed two hours daily, reflecting a dedication to athletic development, although DepEd schools face limitations in providing shorter training sessions. This research provides crucial insights into the contrasting approaches to sports management within public and private educational institutions in a specific Philippine city.

**Keywords** – Coaches management practices, Comparative case study, Sports clubs

### I. INTRODUCTION

Sports play a crucial role in the holistic development of individuals and communities globally. Sports offer physical, emotional, social, and cognitive benefits. UNESCO (2021) emphasizes the universal value of sports for physical fitness, mental well-being, social integration, and cultural identity. Sports also aid community cohesion and address social inequalities. This establishes the fundamental importance of sports as more than just physical activity, highlighting its widespread recognition as a tool for individual and societal advancement. This foundational understanding of the value of sports sets the stage for discussing its specific context and implementation in various settings, including the Philippines.

Many developed nations strategically integrate sports into public health policies to improve health outcomes and foster social well-being. Countries utilize sports to reduce healthcare costs and combat lifestyle diseases. Sports science integration in local initiatives promotes healthy lifestyles and addresses youth delinquency and unemployment. Models like Nordic and HPSC and initiatives in the Netherlands demonstrate how structured sports programs enhance health and social welfare. This provides international examples of how a robust sports infrastructure can have significant positive impacts beyond recreation, showcasing the strategic importance of sports in developed nations. This international perspective highlights the potential benefits that a well-organized sports system can offer a developing nation like the Philippines.

In the Philippines, sports possess significant cultural and historical value, deeply ingrained in the national identity and supported by the Constitution. The Philippine Constitution mandates the integration of physical education and sports into the education system. Article XIV, Section 29 emphasizes nurturing young talents and instilling values. The Philippine Sports Commission (PSC) was established to create and implement national sports policies aligned with national development goals. This establishes the strong legal and institutional framework that underpins the importance of sports within the Philippines, recognizing its role in shaping a disciplined and healthy citizenry. This constitutional and institutional backing leads to a discussion of the

specific efforts undertaken within the educational sector to promote sports. The Department of Education (DepEd) has implemented initiatives to ensure equitable access to sports opportunities for Filipino students. DepEd Order No. 79, s. 2011, focuses on after-school sports programs. OUA Memorandum No. 00-0821-0036 outlines the National Sports Manual to standardize sports management at the school level. This showcases the proactive steps taken by the government to provide structured sports programs within the educational system, aiming to develop athletic potential and prepare students for competitions. Despite these efforts, the following paragraphs will discuss the challenges that persist in the Philippine sports landscape, particularly at the local level. Despite national initiatives, significant challenges remain in the Philippine sports landscape, particularly at the regional and grassroots levels, exemplified by the Sorsogon City Division. Sorsogon City Division faces challenges including limited access to specialized training, insufficient funding, and a lack of dedicated sports academies. These issues are compounded by uneven resource distribution and the absence of a unified framework for athlete development. This highlights the gap between national policies and the realities experienced at the local level, underscoring the need to understand the specific challenges faced by regional sports organizations. This sets the context for focusing on the Sorsogon City Division as a case study to explore the intricacies of local sports management and development.

The COVID-19 pandemic further disrupted sports activities, necessitating adaptations and the prioritization of specific sports in the Sorsogon City Division. Sports organizations had to adapt by implementing virtual orientations and remote training. The Sorsogon City Division identified six priority sports for development based on cultural relevance, accessibility, and competitive potential: athletics, swimming, sepak takraw, arnis, chess, and dance sport. This demonstrates the resilience and adaptability of sports organizations in the face of unforeseen challenges while also highlighting the strategic focus on specific sports for resource allocation and development. This provides further context for the study by outlining the specific focus areas within the Sorsogon City sports landscape.

Sports hold significant potential to drive national development through youth empowerment, social inclusion, and community resilience. Well-structured sports programs foster excellence and collaboration, act as a unifying force, bridge social divides, and promote national pride. This study aims to investigate the state of sports clubs in Sorsogon City to inform evidence-based policymaking and strategic planning. This reiterates the broader importance of sports and justifies the need for the study in Sorsogon City as a means to contribute to national development goals in sports. The findings of this localized study can then be used to inform broader policies and strategies for sports development in other regions facing similar challenges.

The lessons learned from the study in Sorsogon City can provide valuable insights for other regions in the Philippines facing similar challenges in sports development. By examining the experiences of Sorsogon City, stakeholders can leverage successful international models and adapt them to the Philippine context to address systemic issues and maximize the potential of sports for personal and societal growth. This broadens the significance of the study, suggesting that the findings can have implications beyond the specific location and contribute to a more holistic approach to sports development across the Philippines. This leads to a review of existing literature to identify the gaps that this particular study aims to address.

Existing literature on sports clubs lacks a specific focus on the management practices of coaches in DepEd and non-DepEd schools, particularly in the context of Sorsogon City. Previous studies have explored various aspects of sports clubs, such as club profiles, organizer roles, and sports management dynamics, but none have specifically examined the management practices of coaches within the defined educational settings in Sorsogon City. This gap in the current body of knowledge highlights the novelty and potential contribution of the proposed study to the understanding of sports management within the Philippine educational system. This identified gap justifies the need for the current research, which will focus on the specific management practices of coaches in DepEd and non-DepEd schools. Hence, this study describes the management practices employed by coaches in DepEd and non-DepEd sports clubs within Sorsogon City during the academic year 2022-2023.

## II. RELATED LITERATURE

### Role of Sports in Youth Development and Society

Sports organizations and school programs play a vital role in the development of youth by providing opportunities for growth and fostering essential values. Säfvenbom et al. (2014) noted that schools and sports organizations are important public institutions for youth development nationwide. Sultanov et al. (2020) further emphasized the role of sports in promoting mental health, morality, and the effective use of free time among young people. Rasmussen (2000) found that camaraderie and belongingness are developed through participation in team sports. Additionally, Gems (2014) explored how sports introduced through schools and the YMCA in the Philippines influenced social relations and ethics across various demographics. These studies underscore the multifaceted influence of sports on youth. Beyond physical activity, sports contribute to social integration, ethical understanding, and the development of crucial life skills. The involvement of institutions like schools and sports clubs is instrumental in shaping well-rounded individuals. This theme establishes the foundational

importance of sports as a context for understanding the management practices within sports clubs, the focus of this study in Sorsogon City.

### **Sports Training and Athlete Development**

Effective sports training is a systematic process that encompasses physical, mental, and technical preparation aimed at optimizing athletic performance. Person (2024) defined sports training as planned preparation to improve an athlete's performance, highlighting its increasing importance over time. Vikhe (2024) detailed how sports training builds strength, endurance, intelligence, motivation, imagination, and belief. Parker et al. (2009) examined the use of imagery by athletes, while Kristiansen and Roberts (2010) stressed the need for additional support for young elite athletes during training and competition. Ebio et al. (2024) also highlighted the role of sports development in skill determination and the necessity of maintaining standards in various aspects of athlete preparation. These studies collectively emphasize that athlete development is a comprehensive endeavor. It requires structured training programs, tailored support, and attention to both the physical and psychological aspects of performance. This theme provides context for the role of coaches in Sorsogon City sports clubs, whose management practices directly influence the quality and effectiveness of sports training provided to athletes.

### **Management and Governance of Sports Organizations**

Effective management and governance are crucial for sports organizations to achieve their objectives, foster development, and ensure sustainability. Dugalic (2013) discussed the importance of planning network technology for managing sports networks and the need for resource development in sports management. Blanco (2016) analyzed the stakeholders involved in sports governance in the Philippines and the challenges they face. Kroenke et al. (2023) noted the trend of sports organizations professionalizing to address operational challenges. Carague (2017) found that clear goals, authority, and recognition are vital for organizational development. Breuer et al. (2015) validated the importance of sports clubs in promoting values and highlighted concerns regarding facilities and financial stability. Blanco (2017) concluded that effective sports management is essential for national sports to achieve higher levels of success and recognition. These studies indicate that managing a sports organization involves strategic planning, resource allocation, navigating stakeholder relationships, and adapting to evolving challenges. Sound governance structures are essential for the overall success and impact of these organizations. This theme directly relates to the study's aim to determine the coaches' management practices in Sorsogon City, as these practices are a key component of the broader organizational management within sports clubs.

### **Educational Programs and Sports**

Integrating sports and physical activity within educational programs, such as physical education, plays a significant role in the holistic development of students (Pirie, 2022). Pirie (2022) asserted that school PE programs are more important than elite sports academies, advocating for daily physical activity for elementary school children. Blömeke et al. (2020) highlighted the importance of teacher competence in delivering effective instruction. Montecalbo-Ignacio et al. (2017) found that sports participation enhances academic performance and self-discipline. Tower's (2008) study suggested that participation in competitive sports motivates high school students to succeed academically. These studies highlight the synergistic relationship between education and sports. Physical activity and sports participation contribute to not only physical health but also cognitive and social-emotional development, leading to improved academic outcomes. This theme is particularly relevant to the study, as it mentions DepEd coaches and school sports clubs in Sorsogon City, indicating a significant intersection between education and sports at the local level.

### **Factors Influencing Success in Sports**

Various factors, including strong competition, adequate facilities, effective time management, and emotional well-being, significantly influence success in sports (Kahn, 2023; Olarewaju & Ajayi, 2021; Metrfit, 2019; Johnson et al., 2021). Kahn (2023) emphasized the role of strong competitors in pushing athletes to their best performance and promoting healthy competition. Olarewaju and Ajayi (2021) concluded that the presence of sports facilities encourages youth participation. Metrfit (2019) stressed the importance of time management for student-athletes balancing academic and athletic commitments. Johnson et al. (2021) found a positive relationship between emotional health and management/coaching jobs, as well as between athletes' perceptions of health promotion and their performance. These studies reveal a range of elements beyond physical training that contribute to athletic success. Supportive environments with good facilities, the presence of challenging competition, and attention to athletes' emotional and time management needs are all critical for optimal performance. This theme provides a broader understanding of the factors that coaches in Sorsogon City sports clubs need to consider in their management practices to foster a successful environment for athletes.

### Stages of Sports Club Development

Sports clubs evolve through different developmental stages, each with its own characteristics, challenges, and focuses (Craig et al., 2002; Robinson et al., 2020; Nagel et al., 2015). Craig et al. (2002) described early-stage organizations (1-3 years) as focusing on identity and basic structures. Neilson et al. (2018) observed identity formation in new clubs. Robinson et al. (2020) investigated mid-phase clubs (4-6 years) and their focus on program development and stakeholder relationships. O'Rand and Henretta (2018) noted that mid-phase organizations tend to have more established systems. Nagel et al. (2015) examined long-term success strategies of advanced clubs (7 years and above). Ketchen Jr. and Snow (2021) provided insights on maturing organizational management practices. These studies suggest that understanding the developmental stage of a sports club is important for tailoring management strategies and addressing specific challenges associated with each phase. Clubs in their early stages might focus on establishing foundational elements, while more mature clubs might prioritize long-term sustainability and high-performance athlete development. This theme could be useful in analyzing the management practices of sports clubs in Sorsogon City, as the developmental stage of the clubs could influence the approaches and challenges faced by the coaches.

### III. METHODOLOGY

This study investigates the management practices of coaches in DepEd and non-DepEd sports clubs in Sorsogon City during the school year 2022-2023. The research employed a comparative case study that focuses on the management practices of coaches within specific contexts: DepEd (public) and non-DepEd (private) schools in Sorsogon City. Case studies are ideal for in-depth exploration of a phenomenon within its real-world setting. The respondents were the 39 coaches from Sorsogon City, based on the top population in each cluster. The primary instrument used in the study was an unstructured interview guide, focusing on specific problems, club performances, availability of equipment/facilities, problems encountered, and achievements. Thematic analysis was used to identify patterns, themes, and insights that reflect their management styles and challenges. The study's structured yet flexible approach allowed for the identification of patterns and gaps, generating relevant insights for improving sports management and support systems within the education sector.

### IV. FINDINGS AND DISCUSSION

#### Management Practices of Coaches

##### Tryouts, PE Classes, Intramurals

DepEd schools primarily utilize accessible and merit-based methods like tryouts, PE classes, and intramurals for the recruitment and selection of athletes. According to Informant 1, "Tryouts enable us to choose athletes with talents and observe how they compete fairly on merit," a point supported by Ebio et al. (2024), who advocate for standardized selection measures. Furthermore, Pirie (2022) highlights PE programs as crucial for early talent identification, and an informant noted that "intramurals helped me as a coach to be able to invite athletes to the varsity team. It is an easy way to select potential athletes." These recruitment strategies within DepEd emphasize a grassroots approach integrated into the school system, providing opportunities for a wide range of students to showcase their athletic abilities in familiar and equitable settings. As Gems (2014) and Säfvenbom et al. (2014) suggest, school intramurals act as key avenues for identifying and developing young athletes. Thus, DepEd's initial recruitment and selection process prioritizes inclusivity and accessibility through established school programs.

##### Scholarships, Scouting, Informal Methods

DepEd schools also employ more focused recruitment and selection methods like scholarships and scouting, alongside informal, athlete-initiated avenues. Informant 3 stated, "...I recruited and scouted during PE classes," aligning with research by Blanco (2016) and Ebio et al. (2024) on the importance of systematic scouting and scholarship programs for recruitment integrity. Interestingly, responses such as "Saling Pusa," "Interest," "Curiosity," and "Social Media" also emerged, indicating an openness to athletes showing personal initiative. Greenhalgh and Greenwell (2013) note the growing influence of social media in athlete engagement and informal talent identification. This suggests that while DepEd coaches actively seek talent through scouting and scholarships within the school environment, they also remain receptive to self-motivated athletes, with social media playing an increasingly relevant role in connecting aspiring athletes with school programs. This dual approach to recruitment and selection in DepEd combines proactive talent identification with responsiveness to individual athlete interest.

In contrast, non-DepEd schools utilize a more targeted approach to recruitment and selection, often supplementing school-based methods with scholarships, direct scouting, and external networks. Recruitment in these institutions frequently involves club-to-school pipelines or affiliations (Blanco, 2016), allowing for a more



focused selection of athletes with established performance records. This strategic focus on external connections and performance potential allows non-DepEd schools to efficiently identify and attract skilled athletes, often leveraging partnerships with external sports organizations for recruitment purposes. Therefore, non-DepEd schools adopt a recruitment and selection strategy that prioritizes targeted outreach and external collaborations to secure promising athletic talent.

#### Social Referrals, Organized Sports Development

Social networks and involvement in organized sports development, including club memberships and affiliations with other schools, also play a significant role in the recruitment and selection processes of non-DepEd schools. An informant mentioned, "A friend encouraged them to join, and that's how I got new members of my team," aligning with Smith's (2003) emphasis on peer influence in youth sports participation. The text also mentions club memberships, trial memberships, and affiliation with other schools as important aspects of talent acquisition in this sector. This highlights the importance of both informal social connections and formal sports organizations in non-DepEd schools' ability to attract and select athletes, often relying on existing networks and established development pathways. Consequently, non-DepEd schools' recruitment and selection benefit from a combination of peer-to-peer encouragement and structured engagement within the wider sports community.

#### Schedule and Frequency of Training

The most common training duration for athletes in both DepEd and non-DepEd sports clubs exceeds two hours daily. Data indicates that 62% of DepEd coaches and 70% of non-DepEd coaches reported conducting training sessions lasting more than two hours a day. This suggests a shared commitment to intensive athletic development and performance in both sectors, potentially reflecting the adoption of periodized training models and a focus on long-term athlete development. This commonality in extended training time, despite differences in school types, highlights the dedication of coaches in Sorsogon City to their athletes' progress.

A significant portion of coaches in both DepEd and non-DepEd schools also implement moderate training routines of one to two hours per day. 28% of DepEd coaches and 30% of non-DepEd coaches reported training sessions lasting between one and two hours daily. This suggests a balanced approach to athlete development, likely influenced by factors such as athletes' academic schedules and coaches' dual roles, aiming for sufficient engagement without risking burnout. This moderate training duration represents a substantial practice in both public and private school settings, indicating adaptability to various constraints. DepEd schools face limitations in providing shorter training sessions compared to non-DepEd schools. Only 10% of DepEd coaches reported training durations of less than one hour per day, while no non-DepEd coaches reported this duration. This disparity could stem from constraints specific to public school environments like limited time allocation, academic priorities, and fewer training resources, potentially hindering optimal training outcomes. The absence of very short training durations in non-DepEd schools, contrasted with their presence in DepEd, points to potential systemic challenges within the public education sports system.

Overall trends in training duration reveal differences in operational flexibility and support systems between DepEd and non-DepEd institutions. Non-DepEd institutions show a stronger tendency towards extended and intensive training, while DepEd coaches, despite similar dedication, may encounter systemic limitations. This suggests that non-DepEd institutions might benefit from fewer bureaucratic hurdles and greater resource availability, enabling more flexible scheduling for sports programs. The variations in training duration underscore the impact of institutional contexts on the implementation of sports programs in Sorsogon City.

#### Monitoring and Evaluation

##### Structured Feedback and Competition Exposure

DepEd sports clubs utilize structured feedback and competitive exposure as key components of their monitoring and evaluation practices. DepEd coaches emphasize constructive feedback after events to improve athletes, as one coach stated, "We always make sure to give constructive feedback after each event...the goal is to make our athletes better every day." Additionally, athletes gain evaluation through competitive exposure, with one noting, "The tournaments were tough, but they pushed me to my limits...Competing in open tournaments made me realize how much more I need to train." The consistent feedback aligns with research showing its positive impact on athlete development (Jones & Wallace, 2005), and the competitive environment allows athletes to gauge their progress against peers, fostering motivation (Gould et al., 2002). This structured approach to monitoring and evaluation through feedback and competition contrasts with the methods often employed by non-DepEd sports clubs.

### Formal Assessments

Tune-up games and fitness tests are formal methods of monitoring and evaluation commonly used in DepEd sports clubs. One respondent stated, "Tune-ups enable us to know where we are before a competition and address areas that need improvement. It's an opportunity to showcase specific skills and strategies in an intense sports environment..." This reliance on tune-up games is supported by research highlighting their importance in simulating competition intensity and allowing coaches to assess athlete readiness and identify areas for improvement, contributing to both technical and mental preparedness (Salmela & Wrisberg, 2005). While DepEd clubs prioritize these formal assessments, non-DepEd clubs often adopt a different approach to monitoring athlete progress.

### Informal Assessments and Individual Attention

Non-DepEd coaches often employ more informal methods like friendly games and sparring, alongside individual attention, for monitoring and evaluation. A non-DepEd coach explained their approach: "I enjoy friendly games because it's not just about winning; it's about having fun and working together." An athlete also mentioned, "Our coaches give us a lot of individual attention during the smaller competitions, which I find helpful for my development." Drills and sparring sessions are also utilized to "help hone our skills and boost our confidence." This informal evaluation aligns with research indicating the importance of social cohesion and positive team dynamics for athlete satisfaction (Eys et al., 2009). The emphasis on individual attention, despite resource limitations, reflects a tailored approach to athlete growth (Lyle, 2002). Regular skill development exercises also contribute to improved performance and athlete retention (Gems, 2014). Besides these informal methods and individual attention, non-DepEd clubs also utilize more formal competitive settings for evaluation.

### Reliance on Tournaments

Participation in various types of tournaments serves as a critical monitoring and evaluation tool for non-DepEd sports clubs. One respondent outlined, "Tournaments are a reality check for both coaches and athletes, where a standard can be used by competitors... every game is a learning process." This allows coaches to "assess what is needed to work on next practice and game scenarios to address." The use of tournaments as a "reality check" supports findings that competitive environments enhance adaptability and resilience in athletes (Säfvenbom et al., 2014). Friendly games and mini-competitions further contribute to building confidence and refining game strategies, as emphasized by research on the importance of informal game settings (Blanco, 2016). Therefore, Non-DepEd clubs utilize a blend of informal and formal competitive environments for comprehensive athlete assessment, much like their DepEd counterparts, who also value consistent feedback.

### Combined Approaches - Consistent Feedback

Regardless of the setting, both DepEd and non-DepEd coaching practices underscore the significance of consistent feedback in monitoring and evaluation. A DepEd athlete stated, "The drills were essential in refining our technical skills... I feel more confident with the ball now, and my passing has improved a lot," indicating the impact of feedback within structured training. Conversely, a non-DepEd athlete noted, "We built strong relationships during the fun runs and pocket games. It helped us connect outside of the serious competition," showing the value of feedback within social activities. This shared emphasis on feedback reinforces its importance in both technical skill development and fostering team cohesion, highlighting its role in a holistic approach to monitoring athlete progress. This dedication to providing consistent feedback, albeit through different methods, demonstrates a common understanding of its value in athlete development within both DepEd and Non-DepEd sports clubs.

### Implications of Coaching Models for Development

The distinct monitoring and evaluation approaches in DepEd and non-DepEd clubs have different yet significant implications for athlete development. DepEd's focus on competitive preparation and skill-building aligns with the idea that structured competition builds mental toughness (Martens, 2012). Non-DepEd's emphasis on social interaction and team cohesion supports the importance of these factors for long-term motivation and positive experiences (Eys et al., 2009). The contrast highlights diverse strategies in athlete management, with DepEd prioritizing technical mastery and Non-DepEd balancing skill development with team cohesion, both contributing to a holistic development model. Ultimately, these different monitoring and evaluation practices reflect the varied contexts and priorities of DepEd and Non-DepEd sports clubs in Sorsogon City.

### Challenges met by the coaches in the management of sports clubs

Lack of Athletes Training and Lack of Knowledgeable Coaches

A significant dilemma faced by sports clubs is the lack of sufficient training for both athletes and coaches, compounded by a shortage of knowledgeable coaches. Respondents expressed concerns about inadequate practice time for athletes and the need for updated training for coaches to effectively support their athletes' development and confidence. One respondent noted the lack of time for practice hindering athletes' strength, while another highlighted the challenge of practicing team events without sufficient coach training. Statistics further reveal that a majority of DepEd coaches have five or more years of experience (41%), contrasting with non-DepEd coaches, where the majority have only 1-2 years of experience (50%), indicating a potential lack of structured mentorship in private schools. Moreover, many coaches have only attended divisional training, with minimal participation in regional and national programs. The limited experience of non-DepEd coaches and the lack of advanced training opportunities for coaches across both sectors directly impact the quality of athlete development. As Jowett and Cockerill (2003) suggest, planned and structured coaching is essential for effective athlete training. Furthermore, managerial practices, as indicated by the prevalent two- to three-hour training sessions, are hardly sufficient for higher-level athletes to refine their skills. Addressing the lack of training and knowledgeable coaches through continuous education programs and professional development is crucial for improving athletes' competitive readiness and overall sports management.

#### Poor Attendance and Discipline Among Club Members

Poor attendance and a lack of discipline among club members represent a challenge often linked to coaches' management policies and their ability to cultivate a committed club culture. Respondent feedback indicated issues with athletes' irregular attendance and a general lack of self-discipline. Data also shows a higher proportion of female coaches in DepEd (62%) compared to a more balanced gender distribution in non-DepEd schools, suggesting potential variations in leadership approaches influencing discipline. Findings reveal that while athlete selection relies on tryouts and PE classes, there's limited follow-up on commitment. Additionally, the infrequent use of structured evaluations like mini-games suggests that monitoring athlete participation and discipline may not be a primary focus. The correlation between poor attendance and a lack of discipline strongly suggests a need for stronger management and leadership from coaches. As Säfvenbom et al. (2014) emphasize, engagement, discipline, and teamwork are critical for successful sports organizations. The absence of defined expectations and consistent engagement strategies may contribute to athlete disengagement. Implementing clearer disciplinary measures, enhanced motivational strategies, and consistent engagement processes, such as codes of conduct and regular meetings, can foster a greater sense of responsibility and commitment within sports teams.

#### Conflict with Co-Curricular Activities

Coaches and athletes face a significant dilemma in balancing sports club commitments with other academic and co-curricular activities, often leading to missed practices and reduced participation. Respondents highlighted that athletes often prioritize academic tasks over training leading to conflicts. One respondent noted the lack of support from subject teachers who may penalize athletes for missing academic outputs due to sports commitments. The prevailing training schedule of two to three hours daily, may not adequately account for students' academic workload and other obligations. Findings indicate a higher percentage of younger coaches (21-30 years old) in non-DepEd institutions (40%), who might still be navigating the balance between coaching and academic pressures. The reliance on intramural events and PE-based recruitment can also lead to an overload of school activities. The conflict between academic responsibilities and sports training underscores the need for a more integrated approach that recognizes the value learners place on their studies. As Metrifit (2019) points out, clashes between training and academic schedules are a primary concern. Fortuna et al. (2024) also emphasize the importance of student-athlete academic effort and time management for scholastic success. Developing coordinated scheduling strategies and prioritization frameworks that allow for flexibility while balancing academic commitments and rigorous training is essential for ensuring consistent athlete participation.

#### Financial Difficulties

Financial difficulties pose a significant impediment to the holistic development of sports clubs, often requiring coaches to personally cover funding gaps for essential resources. Respondents revealed that coaches frequently use their own money to provide necessities like water, snacks, shoes, jerseys, equipment, and allowances to motivate athletes. This aligns with findings where a large percentage of both DepEd and non-DepEd coaches reported inadequate resources. While a few DepEd schools had sufficient facilities, most reported they were available but insufficient. The situation is more critical in non-DepEd clubs, where half of the respondents indicated functional but inadequate facilities. Less experienced non-DepEd coaches may lack the capacity to secure sponsorships or institutional support. The personal financial burden on coaches to support their clubs highlights the lack of adequate financial governance and support for sports programs. As Blanco (2016) notes, financial constraints often limit coaches' training abilities. The inadequacy of equipment and

facilities directly impacts the quality of training and the overall sporting experience. Exploring alternative funding solutions such as partnerships, sponsorships, and institutional grants is vital to alleviate the financial strain on coaches and ensure the long-term sustainability of sports clubs.

#### Pressure to Keep Reputation and Performance

Coaches face considerable pressure to maintain their club's reputation and performance, especially when other clubs actively strive to match their standards, creating mental challenges for athletes. Respondents expressed the pressure of being a benchmark for other clubs, leading to mental battles for their athletes during games. One informant acknowledged the unpredictability of athletes' performance and potential distractions. Findings indicate that a limited number of coaches have participated in regional (15) and national (5) level competitions compared to the divisional level (19 out of 39), suggesting limited exposure to elite competitive environments. Findings further show that most coaches rely on tune-up games and fitness tests for monitoring, with fewer utilizing structured tournaments to build competitive resilience. The pressure to perform without adequate exposure to high-level competition can hinder the development of elite athletes. Yeganeh and Zardoshtian (2018) emphasize the importance of building a good reputation and ensuring sustainability in sports, which requires continuous improvement in training and management. The lack of opportunities for advanced competition limits coaches' ability to prepare their teams for higher stakes. Increasing access to national and regional-level training programs and providing more opportunities for structured competitions will help both coaches and athletes better manage the pressure associated with maintaining a strong reputation and achieving high performance.

#### Sports Clubs Only Functional During Competitions

Many school sports clubs operate primarily during competition periods, which restricts continuous skill development and hinders team cohesiveness throughout the year. Respondents observed that numerous sports clubs only train when a tournament is approaching, leading to a raw selection process and inadequate preparation, ultimately resulting in substandard performance becoming a norm. This is supported by the findings showing that most coaches conduct training for only two to three hours a day, and sometimes less. This study also reveals that most coaches have limited international and advanced-level training, potentially lacking strategies for year-round athlete development. The practice of limiting club activities to competition seasons impedes the long-term development of athletes by hindering continuous skill building and potentially leading to athlete attrition. Neilson et al. (2018) argue that club development needs to extend beyond competition periods for sustainable long-term growth. The lack of structured off-season programs means athletes' progress may stagnate between competition cycles. Implementing year-round training modules, skills development workshops, and mentorship programs is essential to maintain athletes' interest and preparedness beyond competition seasons, fostering continuous growth and team cohesion.

#### Absence of Regional or National Level Training and Seminars

A critical gap exists due to the lack of accessibility to regional and national training seminars, significantly impacting the development of athletes' skills and their competitiveness at higher levels. Data indicates that while a significant percentage of coaches attended division-level training (approximately 41%), only about 28% participated in regional coaching training, and a mere 24% had national training. This suggests that monitoring and evaluation methods primarily involve tune-up games and drills, which may not be sufficient for preparing athletes for advanced competition. The limited exposure to higher-level training opportunities restricts coaches' access to modern techniques and competitive strategies, thereby hindering their ability to effectively groom athletes for elite competitions. As Person (2024) and Sultanovet (2020) have noted, success in elite competition necessitates well-structured programs and high-level training. Advocating for increased access to high-level training programs, mentoring opportunities, and coaching seminars at the regional and national levels is crucial for enhancing both coach and athlete development, ultimately improving their readiness for elite competitions.

### V. CONCLUSION AND RECOMMENDATIONS

This study delved into the management practices of coaches within DepEd and non-DepEd sports clubs in Sorsogon City during the academic year 2022-2023. While both sectors commonly implemented training sessions exceeding two hours, potential differences in operational flexibility and support systems were noted. Monitoring and evaluation practices also varied, with DepEd clubs emphasizing structured feedback and formal assessments, and non-DepEd clubs often utilizing more informal methods and individual attention. Despite these differences in approach, the importance of consistent feedback was a shared understanding. The study also identified common challenges faced by coaches, including a lack of sufficient athlete training, a shortage of knowledgeable coaches, and issues related to athlete attendance and discipline. These findings underscore the complexities of managing sports clubs within the educational landscape of Sorsogon City. Ultimately, this



research contributes valuable insights into the current state of sports management practices in both public and private educational settings within the region, laying the groundwork for future research and informed interventions aimed at enhancing athlete development and overall sports program effectiveness.

In light of the conclusion established, the researcher has made the following recommendations: (1) Improve the existing facilities and purchase new apparatus to be used in the training programs. (2) Review frequently to maintain the functionality and adequacy of school sports clubs' facilities that would attract more participation. (3) Conduct seminars on coaching about elite methods of training and increase hours of intensity of training among athletes for higher-level competitions. (4) Increase sports participation in national and international competitions. (5) Collaborate with institutions to host regional and invitational tournaments to promote better performance. And (6) create flexible training schedules to meet the diverse needs of individuals.

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