



Creation of the SDO sports manual: Basis for localized and contextualized implementation of sports programs across schools in the division

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Open Access Research Journal of Multidisciplinary Studies, 2025, 10(01), 007-017

Publication history: Received on 17 June 2025; revised on 24 July 2025; accepted on 26 July 2025

Article DOI: <https://doi.org/10.53022/oarjms.2025.10.1.0039>

Abstract

The study attempted to develop a localized and contextualized sports manual Introduction to address the difficulties in implementing sports events in schools and in the division as well. Forty-five coordinators and MAPEH department heads were surveyed as far as significant components of a sports manual including mission and vision, tournament formats, training guidelines, awards and recognition to mention a few. Also, a Focus Group Discussion (FGD) was conducted between and among the 45 research participants to determine the dominant concerns and issues when sports program was being implemented. FGD revealed the following responses unclear sports guidelines, unsupportive administration, low level of students' interests and motivations, lack of teacher-coaches training/experience, poor sports facilities and equipment, students' inclination to academics, and budget constraints. Integrating these findings, the study has developed a localized and contextualized sports manual promoting and professionalized guidelines and effective implementations of sports programs across the 45 schools in the SDO Paranaque City, thus fostering athletic development and well-being of the students.

Keywords: Sports Manual; Athletic Manual; Sports Events; Athletic Events; School- Based Sports Programs

1. Introduction

Sports activities are a pivotal event by which a person engages not just in physical actuations or movement but also mental, social, and emotional coordination and participation among and between other individuals. In this kind of activity, a person enhances his psychomotor, affective, and cognitive domains. According to the book of Coakley (2007) entitled, "Sports in Society: Issues and Controversy," that sports as normally conceived by the people is actually a kind of social phenomenon. It increases engagement among the members of the community that in turn allows them to build participatory culture, healthy competition, and strong and capable human system or body.

It is a truism that in order for a society to achieve progress and development, citizens must be active and healthy. In economics, a field of knowledge that studies mankind in the ordinary business of life, there are four factors of production namely: labor, capital, land, and entrepreneurship (Fernando, 2025). The first one is a condition precedent to achieve the last three factors. Thus, labor or simply human agency endowed with strength is a primordial key to attain the goals of the community and the country as a whole (Sicat, 1983). This, in effect, can be specifically achieved through the implementation of sports activities both in the micro and macro levels of society e.g. family activities, school-based sports contests, division, regional, or even national amateurs.

There have been many benefits identified that correspond to being active citizens. The World Health Organization (WHO) in 2024 provides that physical activities benefit children and adolescents in a sense that they improve their physical fitness, cardiometabolic health, bone health, cognitive functioning, mental health, and also those activities are means to reduce injurious body fats. For adults including pregnant women, physical activities also provide unquantifiable health benefits, some of which are; lowers the probability of inadvertent mortality, reduce the risk of

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getting type-II diabetes mellitus, reduce cardiovascular disease, decrease the potential of depression and anxiety, provide good and quality sleep, and decrease the risk of gestational hypertension, diabetes, postpartum depression, and weight gains. Authorities in the field of medicine, kinesthetics, and sports compel the people to get active so as to enhance and prolong the quality of life. In their study, Moreno-Llamas, Garcia-Mayor, and Cruz-Sanchez (2020) identified the negative correlation between sedentary lifestyle and its consequences and the development of technological advancements in our society. This assertion provides that indeed people nowadays especially the youth have exhibited fewer physical activities thereby making them more susceptible to cardiovascular-related diseases, bone atrophy, obesity, abnormal blood flow, increase cancer cells, chronic inflammation, visual distortion, and low-quality sex hormones (Tong et.al. 2024; Woesnner, 2021).

Here in the Philippines, the government and its instrumentalities and agencies are so committed to making the people more healthy and physically active. For instance, the Civil Service Commission (CSC), the central personnel agency of the government, promulgated a Memorandum Circular (MC) No. 38, s. 1992 which was subsequently reiterated in 2011 that all government employees and public officials were obliged to have Physical Fitness Programs and Sports Activities within their offices/agencies. This was primarily intended to ensure that the government possesses healthy and alert workforce. To fully implement the said Circular, the CSC likewise issued MC No. 6, s. 1995 commanding the agencies of the government to conduct seminars, training programs, and to have a reasonable time for regular physical exercises.

The number of benefits people from all walks of life can receive from engaging in physical or sports activities is unassailable. Thus, the government on its part specifically target the youth or school children. This will ensure as asserted by government that once the children understand the significance of sports activities, they will continuously practice being physically active so as to elevate the quality of their lives. Consequently, this position gives two-fold purposes, one is social, economic, and political, and the other one is purely personal. With regard to the former, people become the assets not liabilities of the government since they are healthy and productive while the latter gives the people individualistic autonomy to chart their own lifestyle (Alexander, 2017; Huang et. al. 2022; Francis et.al. 2023).

However, there are many barriers that hinder the person from doing sports activities. For instance, individual lives such as having children to feed is one of the problems identified that makes it hard for a person to spend time in sports activities; that is, lack of time (Ibrahim, 2013). Likewise, studies and erratic schedules have been found to be a factor as to why many students in tertiary educational institutions languish insofar as physical activities are concerned (Fagaras, et.al. 2015).

As stated in the report done by John Hopkins Medicines, a student who does show interests in sports activities in school is susceptible of getting health-related problems such as but not limited to the following: obesity, cardiovascular diseases, anxiety and depression. In addition to that, in the context present in schools those students who are physically inactive are feeling more tired and exhausted than those who are physically active (Saleem et.al. 2018). Hence, physical activities through sports programs are essential ingredients to achieve holistic improvements in health for the students in particular and other individuals outside the walls of academe in general.

In line with these, it is none other than the fundamental law of the land; that is, the Philippine 1987 Constitution provides that: *"The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being."* Specifically, the government is mandated to promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry (Sec. 19 par. 1, Article XIV).

Hence to achieve these fundamental goals, all educational institutions shall have or undertake regular sports activities throughout the country. Equally important is the Republic Act No. 5708 which pertains to the institutionalization of physical education and sports development in schools. Under Section 2 of the said statute the integration of physical education and sports development programs in schools are governed by the following principles viz:

- *"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;*
- *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;*
- *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;*

- *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” m*

In papers or in theory, the implementation or conduct of sports activities seems easy. But there are underlying factors that make it hard for schools to implement the same. The body of literature provides us a copious amount of information as this phenomenon.

Dagum et. al. (2024) said in their study that age, year level, gender, are linked to the way students perceive physical activities in school thereby leading to complexity for the said particular matter. Another problem that is so pervasive among schools are lack of state-of-the-art facilities. The absence of appropriate spots like parks, gyms, and the like are considered impediments to individuals' investment in physical or sports activities. Consequently, environment and resources are somehow seen as the hindrances for the effective implementation of daily physical activities among students.

Another worth-taking study was conducted by Baldos (2023) which was published in 2023. According to him during the pandemic in 2019 student-athletes in Castillejos National High School in Zambales exhibited intermediate level of sports skills because of limited interactions with the coaches and implementation of distance learning.

Howes et. al. (2020) on their part posited that limited facilities have negative ramifications in the identifications of skills and talents in the students. This finding has been corroborated by Xiang et. al. (2022) saying that lack of adequate sports facilities leads to frustration, loss of motivation, and decreased self-esteem among students and teachers alike. Another challenge in line with the implementation of sports activities is the management of different sports activities, resources, condition of available sports facilities and equipment, and lack of administrative support (Moreno, 2022). Correspondingly, Hughson et. at. (2015) asserted that for effective and efficient sports activities, there should be a need to strong and supportive administrators.

Despite the unequivocal mandate of the Constitution and other pertinent statutes and rules and regulations, including *memoranda* released by the Department of Education, still there is a scarcity with regard to proper and fully implementation of different recognized sports activities in schools. Based on the study conducted by Tabuena in 2020 it was revealed that high schools give more emphasis on academics than sports activities thereby neglecting their duties to balance both academics and sports. As a result of this, many Filipino adolescents do not meet the recommended amount of physical activity for health (Cagas, et.al. 2022).

The findings of Salino, Malabarbas and Acoba (2022) are decisive. Their study was conducted in Tinambacan District at Schools Division of Calbayog City. They found out that among the problems surrounding the poor implementation and conduct of sports activities in schools are the following: (1) Lack of MAPEH teachers; (2) Meager budget allocations; (3) Absence of Sports club; and (4) poor and archaic sports facilities, materials, and equipment.

Anent the findings and authorities cited above, there seems to be a gap in the body of literature. Many studies identified the benefits of having sports activities, and the problems experienced by the school personnel and students but there is no specific conclusion as to the cause of the same. After a rigorous scrutiny, it is submitted that there should be a contextualized study as regards the implementation of sports activities using a centralized manual so as to guide the teacher-coaches and the student-athletes in a particular division. It is with humble position by the author that there should be a manual as to what and how to implement different sports activities which likewise consider the peculiar circumstances of the schools. Hence, the production of this manual is compelling to close the gap both in theory and practice. Accordingly, this academic paper sought to answer the following questions:

- What are the significant components of sports manual intended for SDO-Paranaque City?
- What are the gaps and difficulties of Music, Arts, Physical Education, and Health (MAPEH) teachers in implementing sports events in schools?
- How can a localized and contextualized sports manual help address the identified issues and concerns in sports program of SDO-Paranaque City?

2. Methodology

Six department heads in MAPEH for Secondary High Schools and 39 MAPEH Coordinators in the Schools Division of Paranaque City took part in this current study.

Table 1 Distribution of participants in the creation of Sports Manual

	School MAPEH Coordinators	MAPEH Department Heads	Total
Elementary		6	6
Secondary	27	12	39
Total	27	18	45

To serve as significant parts in the creation of the sports manual, different constructs of sports manual were harvested from different international and local sports manual including a number of research investigations. Below was a checklist distributed among the research participants. They were met by the researcher and gave them the research constructs of the study. All the meeting attendees were asked to have a peer review of the provided checklist below to come up with the final check list of important components in developing localized and contextualized sports manual. After concluding the final components of localized and contextualized sports manual to be developed, it was fitting to have an FGD (Focus Group Discussion) between and among the meeting attendees as regards the difficulties and problems that they usually encountered when school-based sports events were conducted.

Table 2 Sports Manual Checklist

Component	Criteria	Indicators	Rating Scale
Introduction	Usability and Accessibility	Provides intact point as to the necessity, applicability, and justifiability for manual in sports	() Complete () Absent () Partial
List of Sports e.g. Volleyball, basketball	Usability /Appropriateness	Lists of all major sports activities and their nature	() Complete () Absent () Partial
General Information	Comprehensiveness and Completeness	Provides the overview of the manual	() Complete () Absent () Partial
Rationale for the Manual/study	Justifiability	Provides explanation regarding purpose, target goals, and educational objectives	() Complete () Absent () Partial
Rules and Regulations/Policies	Propriety and Ethics	Provide fair, just, and equitable opportunities for students/teachers to assess the sports activities	() Complete () Absent () Partial
Mission/Vision	Achievable	Provides reflection of institutional mandates, goals, and objectives	() Complete () Absent () Partial
Philosophy/Core Values	Contextuality	Gives coherent and clear philosophy	() Complete () Absent () Partial
Budgeting /allocation of Budget for expenses and others	Necessity	Sets procurement processes, liquidation forms, and criteria for expenditures	() Complete () Absent () Partial
Eligibility Requirements	Fairness	Provides age, weight, height, gender requirements for sports activities	() Complete () Absent () Partial

Awards and Recognition	Motivation	Provides criteria and other mechanics for award processes	() Complete () Absent () Partial
Monitoring/sustainability	Consistency	Provides tools for feedbacking and other materials needed for consistency	() Complete () Absent () Partial
Competition Guidelines	Appropriateness, Usability, and Comprehensiveness	Provide safety reminders, mechanics	() Complete () Absent () Partial
Appendices/Other Matters/Samples	Support	Sufficient documents and information were provided	() Complete () Absent () Partial

3. Results and Discussion

The data collected from the respondent-attendees were analyzed and the following suggested components in developing localized and contextualized sports manual were identified:

Table 3 Identified components for sports manual

Identified Component	%	No. of participants who answered per each component N=45
Cover Page	100	45
Table of Contents	100	45
Introduction/rationale for the creation of Manual	100	45
Vision, Mission, and Core Values	100	45
Guidelines and Policies	96	43
Eligibility Requirements	88	40
Sports Events	93	42
Tournament/activity format	86	39
Monitoring and Evaluation	97	44
Training Guidelines	91	41
Awards and Recognition	86	39

Table 1 shows the components that according to coordinators and MAPEH head teachers should be included for the creation of contextualized and localized sports manual for SDO-Paranaque City. Those components are considered by the respondents as vital so as to realize the goals for sports. This result is in conjunction with what Gratton and Jones (2010) and Sarra et.al. (2025) asserted that there should be a need for sports manual for smooth and organized implementation and sustainability of sports activities or events in schools or even in the community.

As regards the concerns and problems encountered by the coordinators and MAPEH head teachers in the implementation of different sports activities, the following were the dominant themes categorized for thematic qualitative data development. The categories are based on the recurring issues and themes identified in the research with corresponding responses that were culled from FGD after the transcribing process, coding, and consolidation of information-data viz

3.1. Theme 1 Weak Administrative Support

"Hindi na pa-prioritize ang mga sports activities samang school. Madalang ang mga support staff and mga masyadong komplikado ang bureaucracy."

(Our school doesn't prioritize sports activities. The presence of support staff is meager. The bureaucracy is complicated.)

"Kulang ang mga tao kung meron man, walang sapat na karanasan sa mga sports activities kaya mahirap din lalu na kapag walang centralized na governing body mula sa administrasyon ng school. Dapat meron talaga."

(The working forces are few. There is no sufficient experience with regard to the doing of sports activities. It's difficult especially if there is no centralized governing body from the administration. Support is a must.)

"Kailangan naming ng maayos na support system."

(We need an organized support system.)

The public elementary and secondary schools suffer from weak administrative intervention that make it difficult for them to enforce sports events in their school. This finding supports Moreno (2022) and Hughson et. al. (2025) saying that effective implementation of sports events requires strong support from the administrators. Thus, if the administrators of the school concerned neglect their duties to support or otherwise implement sports activities, this alone would create adverse effects on the parts of the students.

3.2. Theme 2 On Academic Priorities

"Ang mga estudyante ay hindi na pinapansin ang mga sports activities na ino-offer ng school. Hindi nila nakikita ang imporstansya nito. Kapag may conflict naman sa academic at sports program, mas gusto ng mga bata ang academic programs dahil mas immediate ang reward doon."

(The students shun sports activities being offered by the school. They do not see the significance of being engaged in different sports activities. If there is conflict between academic activities and sports activities, they would choose the former because it gives immediate rewards; that is, grades.)

"Sa academic nag fo-focus ang mga students naming sa school kasi mas mabilis ang reward doon. Sa sports naman, tingin nila ay hindi mahalaga."

(Our students focus more on academics since the reward therein is instantaneous. In sports, they do not see it as important.)

"Dahil kulang kami sa tao at mga gamit, mas' priority nalang naming ang academics para mas lalu silang matuto."

(Since we lack in human capital and equipment, we just prioritize academics over sports so that our students would enhance their thinking.)

Students both in elementary and secondary are now preoccupied and hyperfocus with their academic endeavors which as a consequence, they forget how significant sports activities are in the long run of their academic and personal affairs. The findings above are in conjunction with what Tabuena (2020) identified that students give more emphasis on academic activities than sports activities. Hence, there is a clear and categorical imbalance between the two.

Furthermore, since students are physically inactive, this will lead to more exhaustion and thus feeling tired (Saleem et. al., 2018). Moreover, this result in line with academic priorities of students, affirms what Fagaras et. al. (2015) posited that individual lives and studies have a link to physical dormancy of students.

3.3. Theme 3 Lack of Clear Guidelines

"Walang maayos at centralized na standards. Kaya mahirap talaga."

(There are no centralized standards that is why it is really difficult.)

"Mahirap mag implement ng sports activities kasi walang klarong polisiya dyan."

(It's hard to implement sports activities because there is no clear policy for the same.)

"Base sa experience ko kami na mismo magbigay ng guidelines sa mga students since kada school iba iba ang settings pero sa kabuuan pareho lang namn kaming nasa Paranaque. Medyo walang maayos na guidelines dyan. Dapat meron."

(Based on my experience, we sports coordinators are the ones making guidelines for our students since each school is different but in reality, if you think about it, we are one in Paranaque City. It's quite perplexing due to lack of clear guidelines.)

Guidelines come from the administrators. This may explain as to why there is no consistency as to the implementation of different sports activities in schools in Paranaque City. In juxtaposition, this result supports Pestano and Vargas (n.d.) positing that inconsistencies in administrative levels would create problems in the conduct of sports events.

3.4. Theme 4 Lack of Training for teacher-coaches

"Karamihan samin ay walang formal training as to how to do the job. Marami pa sa MAPEH teachers ay hindi talaga MAPEH major."

(Many of us have no formal training as to how to do the job. Likewise, many of MAPEH teachers do not really major in MAPEH.)

"Sa school may mga MAPEH teachers na ang major talaga ay Math, Science at English miski Filipino. Wala silang experience sa pagtuturo ng MAPEH."

(In our school, there are MAPEH teachers whose area of expertise is really Math, Science, or English or even Filipino. They do not have experience teaching MAPEH really.)

"Kulang ang training ng mga teacher's kaya mahirap mag implement ng sports activities."

(Lack of training for teachers that is why it is hard to implement sports activities.)

Seminars and other enhancement proceedings are wanting in the SDO-Paranaque City. The designation of other teachers from other subjects to MAPEH department can be explained by the fact that there is a surplus of teachers in other departments while in MAPEH department there is a deficit of teachers. Thus, this will justify the decision of the administrator i.e. School Head to designate a teacher whose major is not MAPEH to MAPEH department in order to achieve balance of teaching forces.

This result corroborates what Solis (2024) found out that non-MAPEH teachers exhibit intermediate competence in executing MAPEH-related activities. Also, they show little confidence since MAPEH is not their major field or ambit of expertise. This finding concurs with Malabarbas, Salino, and Acoba (2022).

On the contrary, the result in the present study seems to object to Santillan, Dejito, and Bautista (2025) which provided that teachers have a high level of compliance, commitment thereby leading them to have competence and motivation in the execution of sports activities.

3.5. Theme 5 Poor Facility and Equipment

"Kulang at walang kalidad ang mga gamit at lugar namin... kaya mahirap mag practice at ma-sustain ang mga Gawain."

(Scarcity in equipment is the problem. Also, the facilities are lacking that's why it's difficult to sustain the activity and have a quality practice.)

"Kung hindi sira, kulang ang mga materyales naming sa sports activities."

(If not damaged, there is shortage with regard sports activities in our school.)

"Kulang ang facilities naming sa school kasi sobrang dami ring students."

(Our sports facilities in school are scarce because there are many enrolled students.)

This result may explain the lack of commitment and motivation both on the part of the teacher-coaches and student-athletes. School in Paranaque are populous. The number of students enrolled in a particular public school in Paranaque City is indeed huge. This may explain as to why poor facilities and equipment in sports are pervasive. The finding reveals the truism of public schools in SDO-Paranaque City.

In line with this, the result corroborates Sanni, Ede, and Fashina (2018); Lian et. al. (2016); Tianio et. al. (2024); and Howes et. al. (2020). Their findings pertain to the lack of sports amenities, materials, and equipment. This phenomenon leads to many adverse effects such as but not limited to the following: lack of motivation, neglect of duties, and poor performance of school and the students insofar as sports activities or competitions are concerned.

3.6. Theme 6: Budget deficit/constraints

"Walang sapat na allocated budget para sa mga sports activities kaya hindi kami makasabay sa ibang schools or division kapag may mga contests. Kawawa ang mga bata."

(There is no sufficient allocation of budget intended for sports activities. That is the reason why we cannot compete with other schools or divisions whenever there is a contest. Poor children.)

"Kulang ang budget naming."

(Our budget is lacking.)

"There is a need for sufficient budget in order to sustain sports activities and to be able to focus on the student-athletes of each school. Ganyan dapat"

Budget is one of the principal problems many schools confront. The insufficiency of budget may explain as to why there is lack of training, poor facility and equipment, lack of guidelines, et cetera. This result affirms the position of Salino, Malabarbas, and Acoba (2022) which identifies lack of budget as one of the reasons why the implementation of sports activities both in the school-based and division-wide unsatisfactory.

3.7. Theme 7: Lack of students' interests or motivation

"Marami sa mga students naming ay hindi na pinapansin ang mga sports activities. Gusto nalang nila mag cellphone kesa maging aktibo sa mga sports."

(Many of our students do not exhibit interests in sports. They would rather spend time in their phones than being active in sports.)

"Lack of interest yan ang problema ngayon sa mga bata kasi mas gusto nila mag cellphone."

(Lack of interest. That is the problem because students would rather use cellphones than be engaged in sports activities.)

"Motivation is the key. Dapat mapataas ang motivation ng students. Para maging active sila at hindi magkasakit."

(Motivation is the key. We should increase their level of motivation to make them physically active and thus to avoid getting ill.)

The intricacies of students' motivation and interests may explain as to why they no longer exhibit strong motivations and high engagement level in sports activities. Because of this, students in general and student-athletes in particular attain only intermediate skills in sports.

This finding expounds Cagas et. al. (2022)'s finding saying that majority of Filipino adolescents do not meet the recommended amount of physical activity for health. Consequently, the present finding gives opportunities to all especially for MAPEH teachers, administrators, and policy makers to make more sports activities accessible and that the dissemination of interesting information shall be observed so as in the end goals of national sports policy framework will be successfully achieved.

In line with this critical information received from the respondent-attendees and in consideration of the previous studies, the author therefore provided the following structural components of the manual which can supply the needs

of MAPEH coordinators, department heads, and other persons as the case may be, in the conduct and implementation of sports activities or events in their bailiwick thus:

- Authors Message
- Mission, Vision, Philosophy, Core Values, Quality Policy, and Strategic Quality Themes
- Rationale for the Creation of Manual
- List of Sports (21 sports in total)
- Funding Expenses
- Safety and Risk Management
- Scheduling and Facility Use
- Awards and Recognition
- Appendices

For each sports activity, there will be sub-components such as general information as regards the sports, eligibility, equipment, rules of the game, dress code or attire, composition, materials, and scoring. Each has a corresponding information *ad seriatim*. Below is the contextualiz

4. Conclusion

In summation, the need for contextualized and localized sports manual is compelling. This research has categorically provided the justifications for the creation of sports manual. As can be seen from the discussion and data presented, the dominant themes were weak administrative support, lack of students' interests and motivations, excessive entanglement of students to academic activities, budget constraints, lack of teacher-coaches' training in the proper implementation of different sports activities, poor facilities and equipment, and budget deficits. All these contribute to the failure to implement different sports activities in accordance to the national sports policy framework thereby causing the Schools Division of Paranaque's students in a state of need.

Having these critical and vital information have led to the creation of sports manual. The said manual contains the following comprehensive components with corresponding sub-components thus: Authors Message; Mission, Vision, Philosophy, Core Values, Quality Policy, and Strategic Quality Themes; Rationale for the Creation of Manual; List of Sports (21 sports in total); Funding Expenses; Safety and Risk Management; Scheduling and Facility Use; Awards and Recognition; and, Appendices.

Moreover, the pertinent sports manual would help students and teachers alike on the 'whats' and 'hows' of a particular sport thereby allowing them to have organization, structure, instructions and the like in the conduct of different intraschool/school-based, inter-district/ interschools, or division-wide sports activities and competitions.

Although the findings presented by the current study may not be conclusive, the developed localized and contextualized sports manual may provide comprehensive and evidence-based sports guidelines, therefore more research studies of the same variables are highly encouraged to come up with a more comprehensive sports manual. Additionally, this study may invite many researchers in the field to come up with a standardized sports manual which will be useful to manage bigger sports events in the future like regional and national event as well.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict-of-interest to be disclosed.

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