

Research Article

Challenges on Human Resource Management in Sports Encountered By Public Junior High School Coaches

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Abstract: This research determined the challenges on recruitment, selection and retention encountered by public junior high school coaches of the Division of Lipa for the academic year 2017-2018 with the aim of finding its implication to sports management. Specifically, it deals with the following: the respondents' profile in terms of sex, age, number of coaching years and type of sports, and the significant relationship between the respondents' profile and their encountered challenges in terms of recruitment, selection and retention.

The input of the study was determined by employing questionnaire as the principal tool for gathering data. Through appropriate statistical tools, the gathered input underwent the correlation analysis.

The results revealed that the respondents are greatly male, mostly 30-39 years of age, taking up M.A units, new in coaching and are coaching in team sports. Also, challenges in recruitment, selection and retention of athletes are highly observed by them. Through Chi-Square, it was revealed that age, length of coaching years and type of sport have significant relationship when correlated to their encountered challenges; while sex and highest educational attainment are not significantly related.

The above-mentioned findings recommend conduct of regular school league or competitions to practice and master skills in coaching, conduct of seminar, workshop or sports clinic for the development and dissemination of knowledge, and at the end of school year, review recruitment, selection and retention strategies to update and correct the policies that are not suitable or not effective in coaching.

Keywords: human resources, management, sports, coaches, public junior high school.

I. Introduction

Sport is an activity that includes physical movements and physical skills which contributes to physical fitness, mental well-being and social interaction. This includes play, recreational games, casual or competitive sports and indigenous sports or game. Nowadays, sports have influenced a large amount of interest between people and institution that resulted to popularity of the sports. In the Philippines, sports are a growing society in which everyone is aware and has a certain idea about sports. In the Philippine Constitution Article 14, Section 19, it was stated that "The state shall 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. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors. The program offers free training to students and out-of-school youths to teach them the fundamentals of various sports, including basketball, soccer, track and field, swimming, and taekwondo. It is also aimed at training and developing future national athletes" (Philippine Constitution).

Department of Education (DepEd) and Commission on Higher Education (CHED) are educational institutions that practice and promote physical education, activities, sports programs, leagues and other competitions. Schools and Universities conduct intramurals in which every student in a school is encouraged to play in any of the different field of sports to measure their ability, skills, talent and sportsmanship. This is one of the activities that every institution organizes. Other than intramurals, different schools also organize different competitions with the help of Philippine Sport Commission like inter-department league, inter-town sports league, inter-division sports league, regional sports competition and national sports competition or also known as Palarong Pambansa. Schools and universities promote sports and physical activities to give young students a strong foundation to maintain healthy lifestyle, develop spiritual, mental and social factor of an individual through participating in sport events. Young people spend a large amount of time at school; therefore the school needs to support the students in order to be physically active.

The school sports and physical education program are important part of a complete path to provide healthy body and mind. Through these sports activities, the students will have an opportunity to continue their study by gaining scholarships and educational assistance from the school they represent. The student athletes will be given incentives that may help them to pass the subject. In some cases, if the student is really good at a certain sport, the student will receive allowance that will help to sustain his needs. Students are encouraged to develop new skills and pursue excellence in their own performance. Students who will excel in sports will have an opportunity to participate in regional teams to represent the "Palarong Pambansa". School sports also involve competition within a school or between schools. This type of school program can be a rich source of learning experience, including basic skills, rules preparation, umpiring and tactics, organizing sports competition or league; it can help the schools, universities and institutions. Participating in inter-school sport enables the school community to develop and promote a strong identity and brings the school and local sporting communities together.

Athlete recruitment, athlete selection and athlete retention provide athletes' development and improvement to help them reach the highest potential of their ability. By means of recruiting, coaches select athletes who are skilled and talented. The coaches will then nurture and develop the athletes' abilities and skills to help them be the best athlete he can be" retention on the other hand serves as foundation of connections and relationship between the coach and the athlete. The recruitment and retention of athletes are never easy; coaches encounter problems during the recruitment and retention of athletes.

A current study stated that after a year, majority of the recruited athletes quit due to different reasons. These include athletes do not want obligations, get away to their families, low game fees and relationship between their assigned coaches. These are some of the problems that every coach needs to pay attention to. Coaches must take actions to resolve this problem. For example, in order to solve the given common problems, coaches must teach the athletes to responsibly handle the obligations of being an athlete, the coaches should also help the athletes to develop independence for them to handle the feeling of being apart to their family due to trainings, competitions and other leagues, learn to sacrifice things like time, money and effort, and learn to cooperate and develop relationship between their assigned coaches.

In this research the researchers focused on how to lessen the problem in the field of recruitment and retention of athletes, and to give sports coaches and researchers idea on how to overcome problems associated with recruitment and retention of athletes.

1.1 Objectives of the study

This study determined the challenges on human resource management in sports encountered by public junior high school coaches of the Division of Lipa for the Academic year 2017-2018. This has an end view of proposing course of action to strengthen the sports development program of public junior high schools. Specifically, it sought answers to the following questions: What is the profile of the respondents in terms of sex, age, highest educational attainments, number of coaching years; and type of sports? How may the challenges met by the respondents be described in terms of recruitment, selection and retention? Is there a significant relationship between the respondents' profile and their encountered challenges? What course of action may be proposed to strengthen the sports development program of public junior high school?

2. Methodology

The researcher used descriptive method to collect information concerning the recruitment and retaining of athletes by the sports coaches in selected schools in Lipa City. As defined by Delos Santos (2009), the descriptive researcher is an investigation which describes and interprets conditions or relationship that exist, practices that prevail, believes and processes that are going on, effects that are being felt or trends that are developing. Its aims to describe the nature of a situation as it exists at the time of the study and to explore the cause of particular phenomena. The researchers believed that it was the most appropriate method because this study was concerned on the presentation, analysis and interpretation of facts regarding the capability of coaches in recruiting, selecting and retaining of athletes in a State University.

The data gathered of the said method may serve as concrete basis for better future decisions. The main tool in gathering data was the research-made questionnaire. The questionnaire was composed of two parts. The first part focused on the profile of the respondents. The next part was used to identify the different problems the sport coaches are experiencing in terms of recruitment, selection and retention of student-athletes.

The researchers facilitated the development of the questionnaire by reviewing different researches related to the present study. Different articles, and researches related to this study has guided the researchers to construct the concepts of the chosen topic and the questionnaire. In the researchers-constructed questionnaire, the respondents were requested to rate each item in a four (4) point rating scale with the corresponding verbal interpretation.

To determine how the respondents perceive how often they observe the different challenges in recruiting, selecting and retaining student-athletes. The following ranges with its interpretation was used to interpret the weighted and composite mean

Numerical Value	Mean	Interpretation
4	3.51-4.00	Strongly Agree/Highly Observed
3	2.51-3.50	Agree/Observed
2	1.51-2.50	Disagree/Not Observed
1	1.00-1.50	Strongly Disagree/ Highly Not Observed

The quantitative data gathered were subjected for checking, scoring, analysis and interpretation with the help of statistician. The researchers with the help of the statistician made a careful evaluation of the results of the questionnaires. Each item in the questionnaire was analysed and interpreted to come up with some implications of the findings.

3. Results and Discussions

This chapter covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. The discussions of the findings are patterned in a manner that coincides with the organization of the problems posed in the study.

3.1 Profile of the Respondents

In this portion, the profile of the respondents in terms of sex, age, highest educational attainment, length of coaching years and type of sports are presented. These are found on the succeeding tables.

Table 1. Frequency and Percentage Distribution of the Respondents Profile in Terms of Sex

Sex	Frequency	Percentage
Male	25	57
Female	19	43
Total	44	100

The table exposes that majority of the respondents were male. Out of the total sample of 44, there were 25 or 57% male and 19 or 43% female. Greater number of male respondents is revealed. This numerical disparity can be attributed to the fact that males tend to engage themselves more in sports coaching than females do. Sports differ in whether they are gender-typed as masculine, feminine, or gender-neutral. KALIN et al. (2014) suggested that preferences for male coaches may specifically exist in traditionally masculine sports. In early research, high school boys and girls perceived basketball to be a masculine sport, compared to more gender neutral or feminine sports such as tennis, swimming, and gymnastics. More recent research has identified basketball to be typed as gender-neutral by a Swedish sample and typed as masculine by college aged students in the United States. Because of the similarity in the sample of the Harrison and Lynch study, for the purpose of the current study, basketball is gender-typed as a masculine sport. With basketball being gender-typed as masculine, it is possible that individuals believe that a woman is incapable of coaching basketball due to the perceived lack of masculine traits necessary to fit the leadership needed. Role congruity theory of prejudice toward female leaders, which focuses on gender roles and leadership roles, is one possible explanation for female athletes' preferences toward a male or female coach in the sport of basketball and the decline in the percentage of female coaches in all sports since the enactment of Title IX.

Table 2. Frequency and Percentage Distribution of the Respondents Profile in Terms of Age

Age in Years	Frequency	Percentage
50 and above	4	9
40 – 49	4	9
30 – 39	20	45
20 – 29	16	37
Total	44	100

Table 2 reveals the frequency and percentage distribution of the respondents when grouped according to their age. The data shows that out of 44 respondents, 4 or 9% are 50 years old and above, another 4 or 9% are 40-49 years of age, 20 or 45% are 30-39 years old and 16 or 37% are 20-29 years of age. This numerical disparity can be attributed to the fact that there are more younger coaches than older ones because players agree that having a younger coach

often smoothens relations (Battista, 2009). Young coaches can regulate a generation gap. They can exceed to the needs and anticipations of the athletes. Having 0 percent in age 51 and above, it supports the idea that they lack veteran athletes because based on the case study of a columnist Medcalf (2014), younger coaches might have an advantage when it is essential to relate to their players. In most cases, they are more involved to players culturally and socially than veteran coaches.

Table 3. Frequency and Percentage Distribution of the Respondents Profile in Terms of Highest Educational Attainment

Highest Educational Attainment refers to the highest degree of education an individual has completed. Table 3 presents the profile of the respondents when they are grouped according to their highest educational attainment.

Highest Educational Attainment	Frequency	Percentage
Master's Degree	14	32
Bachelor's Degree with MA Units	19	43
Bachelor's Degree	11	25
Total	44	100

Table 3 reveals the frequency and percentage distribution of the respondents when grouped according to their highest educational attainment. The data shows that out of 44 respondents, 14 or 32% have Master's degree, 19 or 43% have Bachelor's Degree with MA units, and 11 or 25% have Bachelor's Degree. This numerical disparity can be attributed to the fact that many sports coaches on the public junior high schools are just starting to take their Master's Degree. This is because coaches are just starting to be introduced to new trends and more effective way of coaching. In order to increase teacher effectiveness in PLAs, the United States Department of Education has called for a redesign of teacher professional development so that teacher learning opportunities are "sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs" (U.S. Department of Education, 2008).

Table 4. Frequency and Percentage Distribution of the Respondents' Profile in Terms of Length of Coaching Year

Number of coaching years pertains on length, years or experience of a coach in coaching. Table 4 presents the profile of the respondents when they are grouped according to length of coaching years.

Number of Coaching Years	Frequency	Percentage
10 and above	8	18
7 – 9	12	27
4 – 6	11	25
1 – 3	13	30
Total	44	100

Table 4 reveals the frequency and percentage distribution of the respondents when grouped according to their number of coaching years. The data shows that out of 44 respondents, 8 or 18% have been coaching for 10 years and above, 12 or 27% have been coaching for 7-9 years, and 11 or 25% have been coaching for 4-6 years and 13 or 30% have been coaching for 1-3 years. This numerical disparity can be attributed to the fact that many sports coaches on the public junior high schools are just starting to coach student-athletes. Based on the study of Becker (2009), the final stem to arise within the range of coach accreditations was

experience. When coaches have enough years of experience, it is easier to execute what they are trying to teach.

Table 5. Frequency and Percentage Distribution of the Respondents Profile in Terms of Type of Sports

Type of sports pertains to the classification of sports as individual, dual or group sports. Table 5 presents the profile of the respondents when they are grouped according to type of sports.

Type of Sports	Frequency	Percentage
Individual	12	27
Dual	6	14
Group	26	59
Total	44	100

Table 5 reveals the frequency and percentage distribution of the respondents when grouped according to the type of sports they are managing. The data shows that out of 44 respondents, 12 or 27% are coaching in individual type of sports, 6 or 14% are coaching in dual type of sports, and 26 or 59% are coaching in a group type of sports. This numerical disparity can be attributed to the fact that many sports coaches on the public junior high schools are coaching group sports. This may be because of the fact that there are more group sports like basketball, volleyball, football, sepak takraw baseball, softball, etc. than individual and dual sports like table tennis and badminton (Reyes 2010).

3.2. Respondents' Challenges on Human Resource Management in Sports

This part of the study determined the respondents' challenges on human resource management in sports in terms of recruitment, selection and retention. These are found on the succeeding tables.

Table 6. Respondents' Challenges on Human Resource Management in Sports in Terms of Recruitment

Table 6 presents the respondents' challenges on human resource management in sports in terms of recruitment. The gathered data were interpreted using mean and standard deviation.

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In managing athletes as a sports coach, I find it challenging to ...			
1. inform every student that the try-outs and screening for sports is open.	3.82	0.39	Strongly Agree
2. invite student athletes to participate in different kinds of sports activity.	3.61	0.49	Strongly Agree
3. arrange the time, place and participant of the try-outs.	3.64	0.49	Strongly Agree
4. conduct medical examination to assure that the students are safe.	3.66	0.53	Strongly Agree
5. conduct scouting on prospective athletes from elementary level sports competition.	3.30	0.67	Agree
Overall	3.60	0.51	Highly Observed

Table 6 reveals the respondents' challenges on human resource management in sports in terms of recruitment. Acquiring the highest mean of 3.82, the respondents strongly agreed that they find it challenging to inform every student that the try-outs and screening for sports is open. This signifies that respondents perceive the difficulties of informing every student about try-outs and screenings.

The least in rank is statement no. 5 with the weighted mean of 3.30. The respondents only agreed that they find it challenging to conduct scouting on prospective athletes from elementary level. This least favored statement can be embedded to the fact that it is easier to conduct scouting on existing sports competition than to encourage students to join the sports competition. Hunt (2014) proposed that people may experience specific difficulties when attempting to disseminate information, and that effective methods to disseminate information are required. He described accessing three key sources of information: Human Sources, Local Information and Information Technology. According to Burnett (2010), there are different factors influencing the recruitment of students within the University of Johannesburg. Findings included socialization influences such as peers, friends, family or significant other, but one of the main factors is scouting.

Table 7. Respondents' Challenges on Human Resource Management in Sports in Terms of Selection

Table 7 presents the respondents' challenges on human resource management in sports in terms of selection. The gathered data were interpreted using mean and standard deviation.

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In managing athletes as a sports coach, I find it challenging to ...			
1. check whether the student athletes have a good scholastic record/performance.	3.70	0.46	Strongly Agree
2. review their track record and background as to how they work and handle duties.	3.43	0.55	Agree
3. observe their working behavior during their screening and try-outs.	3.55	0.50	Strongly Agree
4. check their health background/record if they are diagnosed/operated or if they have health issues.	3.70	0.46	Strongly Agree
5. practice gender equality in selecting student athletes.	3.36	0.57	Agree
Overall	3.55	0.51	Highly Observed

Table 7 reveals the respondents' challenges on human resource management in sports in terms of selection. Acquiring the highest mean of 3.70, the respondents strongly agreed that they find it challenging to check whether the student athletes have a good scholastic record/performance and check their health background/record if they are diagnosed/operated or if they have health issues. This signifies that respondents perceive the difficulties of checking the student-athletes, academic and health background. The least in rank is statement no. 5 with the weighted mean of 3.36. The respondents only agreed that they find it challenging to practice gender equality in selecting student athletes. This least challenging statement can be embedded to the fact that it is easier to select players with gender fairness than to select players after checking their academic and health background because

nowadays, according to Eurobarometer on Sport and Physical Activity (2013), women are being welcomed in sports. Gender stereotyping in the sports is reduced and there is a fair portrayal of both women and men.

Table 8. Respondents' Challenges on Human Resource Management in Sports in Terms of Retention

Table 8 presents the respondents' challenges on human resource management in sports in terms of retention. The gathered data were interpreted using mean and standard deviation.

Item Statements	Mean	Standard Deviation	Verbal Interpretation
In managing athletes as a sports coach, I find it challenging to ...			
1. check if the students are well motivated to continue/pursue playing their sports.	3.89	0.32	Strongly Agree
2. observe athletes' improvement of skills/performance in sport to retain those performing ones.	3.73	0.45	Strongly Agree
3. check if the students maintain their academic performances in all subjects to retain just the consistent performing students.	3.50	0.51	Agree
4. observe the athletes' commitment to sport to retain those committed ones.	3.77	0.42	Strongly Agree
5. observe if the student-athletes develop self-discipline and cope up with different disciplinary issues/problems to retain those well-disciplined ones.	3.80	0.41	Strongly Agree
Overall	3.74	0.42	Highly Observed

Table 8 reveals the respondents' challenges on human resource management in sports in terms of retention. Acquiring the highest mean of 3.89, the respondents strongly agreed that they find it challenging to check if the students are well motivated to continue/pursue playing their sports. This signifies that respondents perceive the difficulties of checking the student-athletes, motivation in playing the sport. The least in rank is statement no. 3 with the weighted mean of 3.50.

The respondents only agreed that they find it challenging to check if the students maintain their academic performances in all subjects to retain just the consistent performing students. This least challenging statement can be embedded to the fact that it is easier to check student-athletes' academic performance consistency than to check student-athletes' motivation. Simons *et al.*, (2009) stated that university student athletes present an apparent motivational contradiction making it difficult to check students' motivation.

Most student athlete are highly motivated to succeed in the athletic domain, having been selected to participate in inter collegiate athletics because of their proven ability and desire to succeed. However, many of the most visible student athletes seem to lack such motivation in the classroom. The maintenance of this academic motivation and achievement is made more difficult because of the institutional demands of their sport.

4. Relationship between the Respondents' Profile and their Challenges on Human Resource Management in Sports

Table 9 presents the relationship between the respondents' profile and their challenges on human resource management in sports. The correlation of the variables was tested using the Chi-square formula.

Variables	Computed χ^2	p Value	Decision (H_0)	Interpretation
Sex and Challenges on Human Resource Management in Sports	2.887	0.409	Fail to Reject	Not Significant
Age and Challenges on Human Resource Management in Sports	45.645	0.000	Reject	Significant
Highest Educational Attainment and Challenges on Human Resource Management in Sports	10.714	0.098	Fail to Reject	Not Significant
Length of Coaching Years and Challenges on Human Resource Management in Sports	26.914	0.001	Reject	Significant
Type of Sport and Challenges on Human Resource Management in Sports	82.256	0.000	Reject	Significant

The table shows that when the profile of the respondents in terms of sex was correlated to the Challenges on Human Resource Management in Sports, the computed Chi-Square value is 2.887. Having the equivalent p value of 0.409, the null hypothesis is accepted confirming that there exists no significant relationship between sex and the respondents' encountered challenges in recruitment, selection and retention. When the profile of the respondents in terms of age was correlated to the Challenges on Human Resource Management in Sports, the computed Chi-Square value is 45.645. Having the equivalent p value of 0.000, the null hypothesis is rejected confirming that there exists a significant relationship between age and the respondents' encountered challenges in recruitment, selection and retention. This is because of the fact that there are more younger coaches than older ones. It is because players agree that having a younger coach often smoothens relations (Battista, 2009). Young coaches can regulate a generation gap. When the profile of the respondents in terms of highest educational attainment was correlated to the Challenges on Human Resource Management in Sports, the computed Chi-Square value is 10.714. Having the equivalent p value of 0.098, the null hypothesis is accepted confirming that there is no significant relationship between highest educational attainment and the respondents' encountered challenges in recruitment, selection and retention. When the profile of the respondents in terms of number of coaching years was correlated to the Challenges on Human Resource Management in Sports, the computed Chi-Square value is 26.914. Having the equivalent p value of 0.001, the null hypothesis is rejected confirming that there is a significant relationship between number of coaching years and the respondents' encountered challenges in recruitment, selection and retention. Becker (2009) stated that experience that reflects on the number of coaching years lessens the challenges of sports coaches. When coaches have enough years of experience, it is easier to execute what they are trying to teach. When the profile of the respondents in terms of type of sports was correlated to the Challenges on Human Resource Management in Sports, the computed Chi-Square value is 82.256. Having the equivalent p value of 0.000, the

null hypothesis is rejected confirming that there is a significant relationship between type of sport and the respondents' encountered challenges in recruitment, selection and retention. This is because of the fact that many sports coaches on the public junior high schools are coaching group sports resulting in the decrease of sports coach in the other type of sports resulting to increase in challenges (Reyes, 2010).

5. Implications of the Findings

Out of the total sample of 44, there were 19 or 43% female and 25 or 57% male. As to their age, 4 or 9% were 50 years old and above, 4 or 9% were 40-49 years old, 20 or 45% were 30-39 years old and 16 or 37% were 20-29 years old. Furthermore, as to their highest educational attainment, 14 or 32% has a Master's Degree, 19 or 43% has a Bachelor's Degree with MA Units, and 11 or 25% has a Bachelor's Degree. As to the number of coaching years, 8 or 18% has been coaching for 10 years and above, 12 or 27% has been coaching for 7-9 years, 11 or 25% has been coaching for 4-6 years, and 13 or 30% has been coaching for 1-3 years. As to the type of sport, 12 or 27% were coaching in individual sports, 6 or 14% were coaching in dual sports and 26 or 59% were coaching in group sports. Moreover, garnering an overall mean of 3.63, the encountered challenges of the respondents in terms of recruitment, selection and retention is interpreted as highly observed.

Independently, the challenges in terms of recruitment acquired a greater mean of 3.60 than that of selection which is 3.55, but lesser compared to that of retention which obtained a mean of 3.74. Next, when the encountered challenges of the respondents was correlated to their profile, the variables age, number of coaching years and type of sports obtained computed values of 45.645, 26.914 and 82.256 respectively and p Values of 0.000, 0.001 and 0.000. These figures led to the rejection of the null hypothesis which suggested that there exists significant relationship between the respondents' encountered challenges and the said variables. Meanwhile, the variables sex and highest educational attainment garnered a computed value of 2.887 and 10.714 respectively and p Values of 0.409 and 0.098. Therefore, this signifies that sex and highest educational attainment are not determinants of one's challenges in recruitment, selection and retention.

6. Conclusions and Recommendations

In the light of the findings of the study, the following conclusions are hereby given: Majority of the respondents are male, aged 30-39, with the highest educational attainment of Bachelor's Degree with M.A units, with 1-3 years of coaching experience and are coaching in team sports. Second, challenges in terms of Recruitment, Selection and Retention are highly observed. However, challenges in terms of Recruitment are observed more than the challenges in terms of Selection but are observed less than the challenges in terms of Retention. Sex and highest educational attainment are not determinants of one's challenges in recruitment, selection and retention. Conversely, age, number of coaching years and type of sport are significantly related to human resource management challenges. Moreover, This section presents the output of the study beneficial to various individuals.

In the light of the study's findings and conclusions, the researchers were able to construct the following recommendations. First, basic training for all coaches on handling athletes in various sports types may be conducted by the educational program supervisor in physical education every summer. Moreover, the proposed course of action may be implemented, monitored and evaluated to strengthen the goal of the program of public junior high school and lastly, similar studies may be conducted by future researchers to identify other factors influencing human resource management of sports coaches.

Conflicts of interest: There is no conflict of interest of any kind.

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