

Discovering Sports Management Skills of Filipino Pre-Service Mapeh Teachers

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Abstract: Sports management plays a significant role in any school and is considered a crucial factor in facilitating sports programs. This study determined the sports management skills of Filipino pre-service MAPEH teachers and examined its relationship to respondents' profile. The sports management skills cover planning, organizing, directing, controlling, budgeting, leading and evaluating. The study utilized survey questionnaire as an instrument. The researchers limited the study to 53 pre-service MAPEH teachers who enrolled in the first and second semesters of School Year 2016-2017 in Batangas State University JPLPC-Malvar.

A significant relationship was found in two variables of the respondent's profile: age and general weighted average. Age revealed a computed value of 110.400. On the other hand, the general weighted average of the pre service MAPEH Teachers revealed a computed value of 225.971. It was recommended that pre-service MAPEH teachers may be given an opportunity to have an authority to plan, organize, control, lead and evaluate sports events as part of their program.

Keywords: sports management, skills, pre- service teachers, physical education.

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1. Introduction

At today's high level of sports achievements in the world and the application of sports science and technology, more attention is paid to human resources management in sports and business positions in sports organizations (Nenad Zec, 2011). Management in sports organizations provide sports development and general planning activities in the field of sports; organize all relevant resources, processes and functions; exercise a policy of human resources development; organize sports business functions, provide communication and coordination, decide on the implementation of most appropriate solutions, processes and controls, and eliminate destructive conflict. Management and sports marketing are one of the most important, also the most complex activities, which ensure that sport and business functions are carried out in the more rational, economical and efficient way.

Sports management as a skill and unstructured experience of talented managers of individual athletes, teams and club emerged with the appearance of the first professional sports organization (Nenad Zec, 2011). The appearance of a systematic, scientific knowledge of

sports management is linked to the growth of professionalization of sport and its submission to the laws of market economy and the emergence of management science, first in the profit sector, corporate business and then it is spreading to the sector of non-profit public and private sector.

Sports management is the study and practice involved in relation to all people, activities, organizations, and businesses involved in producing, facilitating, promoting, or organizing any product that is sport, fitness, and recreation-related. It is a rapidly growing area of knowledge. Professional opportunities for individuals trained in this area are diverse and challenging. Sport management can be defined in many ways. According to DeSensi, Kelley, Blanton and Beitel, sport management is “any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sports” (Bucher and Wuest, 2008).

As the area of sport management evolved from physical education, new programs were developed to prepare professionals in this specialized area. Today there are over 200 programs offering degrees in sport management at the undergraduate and graduate levels. In an effort to ensure that students entering the field were prepared with the appropriate knowledge and skills, a joint task force was established by The National Association for Sports and Physical Education (NASPE) and North American Society for Sport Management (NASSM) to develop standards for sport management professional preparation programs. NASPE-NASSM defines sport management as “the field of study offering specialized training and education necessary for individuals seeking careers in any of the many segments of the industry (Bucher and Wuest, 2008).

The BS in Sports Management prepares students for exciting careers in the multibillion-dollar international business of sports. They are equipped with the professional expertise necessary to lead and to promote sports organizations, develop and manage arenas and stadiums and produce major sporting and entertainment events. Those enrolled in the program acquire essential industry knowledge and leadership skills in finance and development, management and law, marketing and media, licensing and merchandising, and special events, both in and out of the classroom. They gain hands-on experience through internships and industry events in New York City and around the globe. In addition, they learn to create meaningful consumer experiences, develop new business opportunities, and maximize the boundless potential of this thriving sector.

Sports management plays a significant role in one school. School as a facilitator of different programs related to sports like intramurals should consider sports management as a crucial factor in facilitating sports programs. Individuals interested in officiating should take advantage of opportunities to practice. Officials are needed for high school and college intramurals, summer adult recreational leagues, and youth sports leagues. In officiating, not only is the knowledge of the rules important but one must possess good officiating mechanics.

High school courses around business, marketing, economics, sociology, psychology, history, mathematics and statistics are useful to complete in preparing to study sport management in college. Likewise, playing sports, participating in school sports, organizations, clubs and assisting with school sports events or clinics is highly valued since it provides individuals with strong sports backgrounds and leadership experiences. This study is found important

because the quantitative data gathered will serve as information to enhance the sports management skills of the pre-service MAPEH teachers. The researchers conduct this study to assess the sports management skills of the students and give recommendations to strengthen their skills. The students were responsible for their growth in terms of sports management skills.

1.1 Objectives of the study

This study determined the sports management skills of Filipino pre-service MAPEH teachers at Batangas State University JPLPC–Malvar. These pre-service MAPEH teachers were officially enrolled during the second semester of A.Y. 2016-2017. Specifically, this study sought answers to the following questions: What is the profile of the respondents in terms of: sex; age; year level; and GWA? How do the respondents assess their sports management skills as to: planning; organizing; directing; controlling; budgeting; leading; and evaluating? Is there a significant relationship between the respondents' profile and their assessment of sports management skills? What course of action may be proposed to strengthen respondents' sports management skills?

2. Methodology

The researchers in this study used the descriptive-correlation method. Descriptive correlation method is used to determine whether or not there is a relationship that exists between two or more qualifiable variables to extent or degrees of relationships. In other words, when the relationships are determined, the researchers must identify whether such relationship is positive or negative and the degree or extent of relationship from the data gathered (Adanza, 2009).

The study made use of a 4-point scale in which the respondents were asked to express the degree to which they agree or disagree with each of the statements by checking their appropriate choice. The guide found in the next page was used.

Scale	Mean Ranges	Verbal Interpretation
4	3.51-4.00	Strongly Agree/Highly Skilled
3	2.51-3.50	Agree/Skilled
2	1.51-2.50	Disagree/Slightly Skilled
1	1.00-1.50	Strongly Disagree/Not Skilled

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

Table 1. Presents the profile of the respondents in terms of sex, age, year level and general weighted average are presented. These are found on the succeeding tables.

Sex	Frequency	Percentage
Male	33	62
Female	20	38
Total	53	100
Age in Years	Frequency	Percentage
20 and above	21	40
18-19	29	55
16-17	3	5
Total	53	100
Year Level	Frequency	Percentage
Fourth Year	14	26
Third Year	15	28
Second Year	24	46
Total	53	100
General Weighted Average	Frequency	Percentage
1.00-1.49	3	6
1.50-1.99	26	49
2.00-2.49	20	38
2.50-3.00	4	7
Total	53	100

Most of the respondents were male and most of the respondents belonged to the age bracket 18-19. In terms of year level, most of them are second year and most of them have GWA ranging from 1.50–1.99.

3.2. Respondents’ Sports Management Skills

Table 2. Respondents’ Sports Management Skills in Terms of Planning

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. prepare the event budget and monitor the spending.	3.21	0.60	Agree
2. design plan of venue or the event site.	3.43	0.60	Agree
3. plot game schedules to maximize time and venue of the sports event.	3.25	0.65	Agree
4. set a meeting to organize the team leaders and facilitators of the game.	3.51	0.64	Strongly Agree
5. create risk management plan and assign first aid officers.	3.28	0.74	Agree
Overall	3.34	0.65	Skilled

The overall mean of 3.34 revealed that the respondents are skilled in terms of planning. The result proves that setting of meetings to organize team leaders and facilitators is more important in terms of planning.

The result said that preparing of budget, setting of venue, and plot games etc. are secondary in terms of planning. Team leaders can monitor group meetings to ensure that every team member has an opportunity to communicate with the rest of the group. Leaders should

schedule regular meetings to update the group on the progress of the project and record minutes for members who were unable to attend. Team leaders also must provide updates to sponsors of the project or upper management. When teams change processes to improve quality, reduce defects or increase efficiency, leaders should communicate those changes to affected workers. Communication also requires leaders to listen to the concerns and ideas of workers, team members and upper management (Keichner, 2017).

Table 3. Respondents’ Sports Management Skills in Terms of Organizing

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. get volunteers, facilitators and staff members to organize a committee.	3.60	0.53	Strongly Agree
2. decide on the quantity of groups, brackets or divisions to have equal division of facilitators in each sports event.	3.40	0.66	Agree
3. make sure that the relevant equipment needed are available.	3.47	0.64	Agree
4. prepare prizes or trophies for the winning team or individual.	3.45	0.61	Agree
5. communicate with the groups attending the event to form a positive impression on them.	3.45	0.61	Agree
Overall	3.48	0.61	Skilled

The table 3 illustrates the respondents’ sports management skills in terms of organizing. The overall mean garnering 3.48 with the verbal interpretation of Skilled.

Congruent to this, the University of Maine (2010) stressed that all volunteers are skilled and are looking for ways to utilize and share their talents. By identifying concrete roles and responsibilities, this can be mutually beneficial to staff, volunteers and ultimately the program it supports. A planning committee recognizes volunteers as valuable resources and levels the playing field- it provides staff with volunteer support and volunteers with staff support. The relationship becomes vibrant and has the potential to grow and develop.

Table 4. Respondents’ Sports Management Skills in Terms of Directing

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. motivate facilitators to exceed expectations in the performance of their duties and responsibilities.	3.36	0.74	Agree
2. clearly explain new assignments with the facilitators of the sports event.	3.47	0.64	Agree
3. check the facilities and different equipment for the sports event.	3.51	0.61	Strongly Agree
4. create collaborative team atmosphere	3.43	0.72	Agree

by explaining the purpose and roles of all the team leaders and facilitators.			
5. assign the duties of the facilitators and team leaders.	3.58	0.53	Strongly Agree
Overall	3.47	0.65	Skilled

The items under directing accumulated an overall mean of 3.47.

Keichner (2017) stated that team leader’s goals also must include the development of a plan to achieve the objective of the project. Team leaders can brainstorm with the group to develop a plan for the team project. Plans should include tasks and assignments for each member of the team. Team leaders also must distribute assignments among the team members according to each member’s skills and talents. Assigning the right team members to the appropriate assignment should be a project goal for team leaders.

Table 5. Respondents’ Sports Management Skills in Terms of Controlling

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. speak kindly to the staff and facilitators and create positive work environment.	3.58	0.53	Strongly Agree
2. take necessary actions to ensure that the sports event is successful.	3.49	0.54	Agree
3. establish strategy to ensure planned work for the staff and facilitators.	3.38	0.60	Agree
4. prevent risks like misunderstanding of the athletes, coaches and circumstances that may happen during any sports event.	3.23	0.80	Agree
5. plan what I must do when there are injured people.	3.32	0.73	Agree
Overall	3.40	0.64	Skilled

As shown from the data, the respondents’ answers accumulated an overall mean of 3.40 for controlling. Among the statements under sports management skills in terms of controlling, the one that obtained the highest mean is statement number 1.

This only signifies that the respondents can control the sports event in speaking kindly to the staff and facilitators, and in creating positive work environment. Nein (2015) believed that a positive sports environment will have options for all levels of participants including beginners, advanced players, and everybody in-between. Placing the athlete within the appropriate level and team where they have an opportunity for success through hard work and dedication assists in growing the passion. Another option is to match up a quality coach who understands the environment that athletes thrive in and an opportunity for life-long learning through sports.

Table 6. Respondents’ Sports Management Skills in Terms of Budgeting

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. set a budget for a sports event such as registration fees, donations and sponsorships.	3.25	0.59	Agree
2. divide planning into sections that include budgets for participants, spectators, volunteers, officials, sponsors, media, trainer, medical staff and organizers.	3.26	0.65	Agree
3. create a spreadsheet that lists all the needs of the sports event.	3.34	0.65	Agree
4. estimate costs and draw up a draft budget.	3.25	0.65	Agree
make a detailed budget.	3.26	0.76	Agree
Overall	3.27	0.66	Skilled

The overall mean of 3.27 revealed that the respondents are skilled in terms of budgeting. The result shows that respondents can make spreadsheets that list all the needs of the students. The spreadsheets are valuable in sports budgeting. Isaac (2010) believed that spreadsheets are an invaluable tool for the preparation of budgets. In the hands of the experienced operator they allow information to be inserted, laid out, formatted and arranged for maximum readability with relative ease.

Table 7. Respondents’ Sports Management Skills in Terms of Leading

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. ensure that all aspects of the sports event are organized before it begins.	3.47	0.61	Agree
2. discuss the order of activities, details of whose responsible for each sport and the map diagram of where each sport is taking place.	3.51	0.58	Strongly Agree
3. keep a record of the sports event and keep feedback sheets or observation records to review the sports event.	3.49	0.58	Agree
4. assign facilitators and team leaders on any sports.	3.49	0.70	Agree
5. direct certain situations or sports sessions to help guide and motivate groups of people on skills, regulations, health and safety.	3.55	0.54	Strongly Agree
Overall	3.50	0.60	Skilled

The items under leading accumulated an overall mean of 3.50. According to the Model of Hackman and Wageman (2007) leaders can influence team learning and development by carrying out distinct functions in each work stage, for example, at the initial stages, the

function of motivation, to get the members of the team to know each other better; later, strategy consultation for carrying out tasks; and in the final stages, education, with the objective of stimulating the group to think.

Table 8. Respondents’ Sports Management Skills in Terms of Evaluating

Item Statements	Mean	Standard Deviation	Verbal Interpretation
As a future MAPEH teacher, I can ...			
1. identify the strengths and weaknesses of the sports event and make suggestions for improvement.	3.40	0.63	Agree
2. check the performance of the staff and facilitators.	3.38	0.60	Agree
3. accept all the comments or suggestions about the result of the sports event.	3.57	0.57	Strongly Agree
4. assess the satisfaction of every athlete, coach and audience to seek for improvements of the event.	3.40	0.60	Agree
5. review feedbacks for the enhancement of the sports event.	3.55	0.57	Strongly Agree
Overall	3.46	0.60	Skilled

It could be gleaned from the table that the obtained overall mean in sports management skills in terms of evaluating is 3.46.

Hamm (2007) believed that effective leaders understand that their role is to bring out the answers in others. They do this by very clearly and explicitly seeking contributions, challenges, and collaboration from the people who report to them, using their positional power not to dominate but rather to drive the decision-making process. The more collaborative and apolitical that process is, the less isolated the leader and the greater the likelihood that the business strategy will be grounded in reality.

4. Relationship between the Respondents’ Profile and their Assessed Sports Management Skills

Table 9. Respondents’ Profile and their Assessed Sports Management Skills

Variables	Computed χ^2	p Value	Decision (H_0)	Interpretation
Sex and Sports Management Skills	36.240	0.000	Accept	Not Significant
Age and Sports Management Skills	110.400	0.000	Reject	Not Significant
Year Level and Sports Management Skills	128.918	0.000	Reject	Not Significant
General Weighted Average and Sports Management Skills	225.971	0.000	Reject	Not Significant

As illustrated in Table 9, the result of chi-square test is grouped accordingly. The first one, which concerns sex and its relationship with sports management skills, acquired the computed value of 36.240. This is interpreted as not significant. We can conclude that sex do not have an effect to sports management skills of the respondents. When the respondents' profile was correlated to their sports management skills, the p-values were all less than 0.05. This means that there was a significant relationship between the respondents' profile and their sports management skills.

5. Implications of the Findings

The data gathered undertook a careful analysis and interpretation. The researchers then arrived at the findings of the study which are cited as follows.

Most of the respondents were male and most of the respondents belonged to the age bracket 18-19. In terms of year level, most of them are second year and most of them have GWA ranging from 1.50– 1.99. The respondents were skilled in sports management skills in terms of planning, organizing, controlling, directing, leading, budgeting and evaluating. When the respondents' profile was correlated to their sports management skills, the p-values were all less than 0.05. This means that there was a significant relationship between the respondents' profile and their sports management skills. Provide checklists and evaluation forms for self-evaluation, attend seminars and trainings and practice sports management skills in intramurals, extramurals and inter-universities. These initiatives seek to enhance the sports management skills of the respondents.

6. Conclusions and Recommendations

Based on the above-mentioned findings of the study, the following conclusions are drawn. Majority of the respondents are male, of age 18-19, have grades falling under 1.50-1.99 and belong to second year level. The respondents are skilled in terms of sports management. There is a significant relationship between the respondents' profile and sports management skills. Provide checklists and evaluation forms for self-evaluation, attend seminars and trainings and practice sports management skills in intramurals, extramurals and inter-universities are the proposed course of action to strengthen the sports management skills of the respondents.

Moreover, based on the findings of the study with the preferred sports management skills, the following recommendations were given. MAPEH teachers may give evaluation forms and checklists to students to check their awareness and track their progress. Students may initiate and organize seminars and trainings centered on the enhancement of sports management of the respondents.

Similarly, they may attend seminars and trainings related to sports management. Teachers may provide students opportunity to plan, organize, control, lead, budget and evaluate intramurals or any sports related programs and activities. The proposed course of action may be implemented, monitored and evaluated to ensure its effectiveness in the development of sports management skills of the students. Future researches may expand on the study to examine other aspects of sports management skills in other discipline.

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