

Sports Management Practices of Educators and Leaders from Selected State Universities and Colleges Region IV A & B: Towards A Policy Recommendation

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Abstract: The leaders of educational institutions are faced with the challenge of creating strategically sound sports management practices that would inspire and encourage their constituents towards the attainment of institutional goals, in bringing about effective and productive leadership in sports management. There is no single or standard practice for a great leader in sports as different situations require different strategies. The more serious the challenge in the conduct of sports program, the greater is the need for an established sports practices and policies. It is with this conviction that the researcher was motivated to come up with this kind of study on the sports management practices of educators and leaders from selected State University and Colleges in Region IV, with the end in view of proposing policy initiative in physical education and sports curriculum. It sought answers to the following questions: What is the profile of the respondents in terms of the following; age; educational attainment; experience in teaching physical education and sports; experience as sports leader, coach trainer in physical education and sports. To what extent do the respondents practice leadership and sports management practices in terms of: teaching of physical education & sports; coaching and training of athletes; officiating; accommodation; transportation; awarding/incentives; sports facilities and venues; and sports equipment and supplies? Are there significant relationships between and among the profile of the respondents and their management skills practices. Based on the findings and conclusions of the study, the following recommendations are offered: Sports administrators must encourage female faculty to hold coaching position. There must be a careful selection of coaches and trainers based from their qualification; initiate more activities related not only to sports but also to fitness and wellness; faculty members and staff involved in sports should be encouraged to conduct research on sports so as to improve the delivery of sports services in the university. Established linkages with private sector and to some legislators to acquire more donations and aids in terms of facilities, equipment, supplies, tools, apparatus, fixtures and others. A similar research may be conducted in other regions to verify, confirm or negate the findings of the study

Keywords: sports management, sports, physical education, coaches, trainer

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Introduction

The leaders of educational institutions are faced with the challenge of creating strategically sound sports management practices that would inspire and encourage their constituents towards the attainment of institutional goals, in bringing about effective and productive leadership in sports management. There is no single or standard practice for a great leader in sports as different situations require different strategies. The more serious the challenge in the conduct of sports program, the greater is the need for an established sports practices and policies.

As proven in many countries, effective management and leadership in sports serve as a prime mover of a nation's sustainable goals in reaping medals in international or global sports competition. The International Olympics Committee has emphasized that the government of every member nation should support sports financial requirements, provide sports facilities and services, effectively train sports leaders such as coaches and officials, and help develop school based sports program.

Cognizant of the mandate of the International Olympic Committee in producing world class athletes, the Philippine government is focusing on the sports program development from grassroots level to higher learning institutions. The Office of the President through its Proclamation No. 406, dated May 3, 1989 declared the period from 1990 to 2000 as the "Decades of Physical Fitness and Sports" which was assigned to the Department of Education, Culture and Sports (DECS) as the lead agency in the development of the program implementation. Also to support the initiative of a well-manifested sports program, Republic Act No. 6847 was created and established the Philippine Sports Commission (PSC) with its power, functions and responsibilities including appropriating funds.

These concern deal with the education of the citizens to a way of life characterized by a lifestyle of regular and sustained participation in physical activity, for greater ability, prevention of illness, and minimize susceptibility to degenerative diseases and ill-effects of the aging process.

Physical education and sports are important yardsticks and are integral part of education for any country at any point of time. Thus, each country should try to set out a framework of action plan for their promotion and development. Physical education and sports provide an opportunity to learn skills, discipline, confidence, leadership and convey core principles that are important in democracy, such as tolerance, cooperation and respect. They also teach the fundamental values of effort and how to manage essential steps in life such as victory or defeat. For the individual, sports enhance one's personal abilities, general health and self-knowledge. On the national level, physical education and sports contribute to economic and social growth, improve public health and bring different communities together. On the global level, if used consistently, it can have a long lasting positive impact and development to public health peace and the environment.

Physical education is a life-long learning process, and as students continue participation in a developmental program of physical activities which is healthful, intellectually invigorating, morally uplifting, socially significant, culturally enhancing and environmentally oriented. As an academic discipline, physical education is directed towards understanding people, with particular reference on the ability to move, the ways on how to use this ability and the ways to which this ability is related to others aspects of functioning as a whole person. Thus,

movement as a dynamic function of man is the area of central concern that gives physical education its unique identity as an academic discipline.

According to Gordon (2008), sports should be given the same attention as the other professional fields. For him, sports are crucial in the development of a holistic man and woman, as talent and character are not only developed through intellectual discourse but also through physical activities. In institutions, athletes are trained to fight for the university and for the country, and this develops their nationalism.

It is with this conviction that the researcher was motivated to come up with this kind of study on sports management practices of educators and leaders from different State University and Colleges in Region IV, with the end view of proposing policy initiatives in physical education and sports curriculum. This will assist the sports leaders and managers in the identification of the strength and weaknesses of the standing policy commonly practiced during the regional Olympic Games conducted every academic year. They will have the opportune time to reorient and redirect their priorities and sports policies for the betterment and quality assurance in the conduct of State Colleges and Universities Athletic Association Olympic Games, especially in the program implementation. It also includes the proper initiative in regulating and formulating policy for the physical education program curriculum.

Material and Methods

The study utilized the descriptive correlational designs to describe the relationship between variables when there is no ability to manipulate or control the independent variables Lappe (2000). It includes the analysis of the relationship between predictor and criterion variables Salkind (2006), and provides some indication how multiple items relate to each other and how well one or more variables might predict an outcome without an indication of the causes of a relationship Salkind (2006).

Subject of the Study

The survey populations of the study were the sports directors, coaches/faculty and trainers of different State University and Colleges in Regions IV A&B. The total population size of the respondents were comprised of the following twelve (12) sports directors, one hundred forty four (144) coaches/faculty and sixty (60) trainers. Through Slovin's formula, the researcher computed the sample size at 5% margin of error. As a result, this study involved only eleven (11) sports directors, one hundred six (106) coaches/faculty and fifty two (52) trainers. This study used stratified random sampling technique to determine the respondents.

Research Instrument

The survey instrument used in this study was a researcher-made questionnaire that focused mainly on the management of sports activities and implementation of physical education curriculum by different sports managers, leaders and faculty of the different universities and colleges. The researcher-constructed questionnaire was presented to the panel of experts including the adviser for comments, suggestions and improvement of the content of the questionnaire. After validation, necessary revision was incorporated. The researcher administered the questionnaire to thirty (30) respondents who were not actual respondents of the study to determine the quality of the questionnaire as to content and comprehensibility. To test the reliability of the instrument an item analysis was conducted using Cronbach's (α) Alpha.

Results and Discussion

Respondent's Profile

Table 1. Respondents Profile

Gender	Frequency	Percentage
Male	111	65.7
Female	58	34.3
Total	169	100
Age	Frequency	Percentage
20 and below	3	1.8
21-25	26	15.4
26-30	21	12.4
31-35	27	16.0
36-40	16	9.5
41-45	26	15.4
46-50	15	8.9
51-55	23	13.6
56-60	8	4.7
61 and above	4	2.4
Total	169	100
Educational Attainment	Frequency	Percentage
Ed. D/Ph.D.	12	7.1
MA with Ed. D/Ph. D	22	13.0
Master's Degree	45	26.6
BSE w/MA units	58	34.3
BSE	15	8.9
Others	17	10.1
Total	169	100
Experience in Teaching	Frequency	Percentage
1-5 yrs.	62	36.7
6-10 yrs.	32	18.9
11-15 yrs.	18	10.7
16-20 yrs.	15	8.9
21-25 yrs.	16	9.5
26 and above	26	15.4
Total	169	100
Experience as Sports Leader, Coach & Trainer	Frequency	Percentage
1-5 yrs.	60	35.5
6-10 yrs.	40	23.7
11-15 yrs.	16	9.5
16-20 yrs.	18	10.7

21-25 yrs.	13	7.7
26 and above	22	13.0
Total	169	100
Number of Training, Seminar and Workshop	Frequency	Percentage
20 and above	32	18.9
15-19	21	12.4
10-14	26	15.4
5-9	41	24.3
1-4	43	25.4
None	6	3.6
Total	169	100

The table presents the frequency and percentage distribution of the respondents when grouped according to their profile. It can be gleaned that out of 169 respondents 111 or 65.7 percent were male and 58 or 34.3 percent were female. It only shows that most of the sports leaders, faculty, coaches and trainers who are inclined in the physical education and sports program curriculum are dominated by female. The result is supported by Andres (2007) that 32 or 64 percent of the sports officials of the Second Congressional District of Tarlac were males. This means those who are involved in sports program are predominantly male evidently, supporting the general observation that in athletics and sports activities, males outnumber the females. This is in the conventional orientation that sports activities are fit for males as these involve physical strength and agility.

As to age, results revealed that majority of the respondents or 16 percent of the totals belonged to 31-35 years old age bracket. This consisted of 27 respondents out of the total 169. Twenty six or 15.4 percent of them are at the age of 41-45 and 21-25 brackets, respectively. On the other hand, twenty-three or 13.6 percent were at the age of 51-55. Twenty-one or 12.4 percent were at the age of 26-30, and sixteen or 9.5 percent were at the age of 36-40. There were 15 or 8.9 percent of the respondents who were at the age range of 46-50, eight or 4.7 percent of them were at the age of 56-60. Four or 2.4 percent were at the age of 61 and above and only three of the respondents or 1.8 percent were at the age of 20 and below. Mortejo (2009), found out that younger coaches have highest level of perceived burnout than older coaches. Those who felt extremely high level of stress and burnout have probably quit coaching already. Thus, the older coaches probably have good coping skills for stressors for their environment.

It can be also be gleaned from the table, that 58 or 34.3 percent of the respondents were BSE graduates with M.A. units. Second were 45 or 26.6 percent who had a Master's degree. Twenty-two or 13 percent were MA graduates with Ed.D./Ph.D. units, 17 or 10.1 percent were graduates of different courses, while 15 or 8.9 percent were BSE graduates and 12 or 7.1 percent were Ed.D/Ph.D. graduates. This was aligned to the findings in the study of Perez (1998), were majority of the respondents were BS degree holders either BSEd or BEEd with P.E. units. This number accounted for 17 or 34 percent of the total number of respondents who comprised the coordinator of Sports and P.E. and sports teachers, who accounted to a little over one third of the number of respondents. Eleven or 22 percent covered BS degree beyond 4 years. This group was presented by the sports leaders who were chief executives of

the various towns and municipalities covered in this study. Results also showed that seven or 14 percent were BS degree holders with MA units; four or eight percent are bachelor's degree holders and/or MA holders. Five or 10 percent were MA holders with doctoral units, and finally two or four percent were doctorate degree holders.

Majority of the physical education faculty were comprised of young and energetic faculty as can be seen from the distribution of the respondents in terms of their teaching experience in teaching physical education. Most of 62 or 36.7 percent of the respondents had at most 1-5 years teaching experience, 32 or 18.9 percent had experience of 6-10 years, 15.4 percent or 26 were in the teaching profession for 26 years and above. It also shows that 18 or 10.7 percent had 11-15 years teaching experience, and 16 or 8.9 percent of the respondents had almost 21-25 years and 15 or 8.9 percent had teaching experience of 1 6-20 years.

As can be seen, 60 or 35.5 percent were sports leader, coach and trainer for at most 5 years, 40 or 23.7 percent were doing the job for ten years and 22 or 13 percent had 26 years in their chosen career. Eighteen or 10.7 percent had already 20 years in service, while sixteen or 9.5 percent were in the bracket of 11-15 years in the field. Thirteen or 7.7 percent had been sports leaders, coaches and trainers for 21-25 years.

And lastly, from the table it can be gleaned that 43 or 25.4 percent of the respondents had attended at most four of trainings, seminars and workshops, 41 or 24.3 percent had attended 5-9 and 32 or 18.9 percent attended 20 and above. There were 26 or 15.4 percent who had attending 10-14 trainings, 21 or 12.4 percent had attended 15-19 and only six or 3.6 percent of the respondents were not able to attend the trainings, seminars and workshops. This only shows that majority of the respondents had limited trainings, seminars and workshops regarding physical education and sports. The International Coaching School as cited by Andres (2007), quoted that "every athlete deserves a certified coach". The success of sports program depends a great deal on the quality of the coaching staff.

Leadership and Sports Management Skills Practices of the Respondents

Table 2. Skills of Leaders and Sports [Managers in Terms of Teaching Physical Education and Sports

Teaching of Physical Education and Sports	Mean	Verbal Interpretation
1. Have a comprehensive knowledge and mastery of the subject matter.	3.69	Great Extent
2. Ability to express thoughts clearly and concisely	3.67	Great Extent
3. Ability to employ teaching methods and techniques	3.67	Great Extent
4. Ability to manage indoor and outdoor activities	3.56	Great Extent
5. Capacity to manage physical education instruction (classroom management)	3.63	Great Extent
6. Allotting enough time for student consultations	3.43	Moderate Extent
7. Willingness to accept and share responsibility in group work.	3.64	Great Extent
8. Administers to all matters affecting the	3.46	Moderate Extent

department		
9. Supervise program to keep the efficiency and effectiveness of instruction at the highest possible level	3.52	Great Extent
10. Display a high degree of flexibility and open-mindedness	3.69	Great Extent
Over-All Mean	3.60	Great Extent

Table 2.1 presents the skills of leaders and sports managers in terms of teaching physical education and management of sports activities. It can be gleaned from the table that the means ranged from 3.43 to 3.69 described as *great extent*. However *allotting enough time for student consultation* and *administering to all matters affecting the department* had mean scores of 3.43 and 3.46 respectively described as *moderate extent*. As a whole, leaders and managers practice lead and management practices in teaching physical education and sports to a *great extent*. Libao (1998), cited that to make the basic instruction program viable, beneficial and exciting activity, the instructors must be effective, creative, skilful and committed to meet the challenges of the task, they must receive increased support and attention from school administration to be able to provide the quality leadership that will positively influence and affect the lives of their students. In the same vein, administrators must consider many desirable characteristics when selecting a physical education instructor. Obviously, the job description will determine the type of technical skill that will be desired. For example, if sports are part of the teaching load, then competency in this area will be required. On the other hand, if administrative or coaching skills are a part of the requirements of a position, administrative or coaching skills of the applicants must be carefully evaluated. Generally, from the results it could be described that the respondents showed excellent skills in their teaching of physical education and sports.

Table 3. Skills of Leaders and Sports Managers in Terms of Coaching and Training of Athletes

Coaching and Training of Athletes	Mean	Verbal Interpretation
1. Knowledgeable in training and coaching athletes	3.60	Great Extent
2. Ability to use modern and advance technology methods in coaching	3.43	Moderate Extent
3. Ability to engage and enhance the relationship between athletes and coaches	3.73	Great Extent
4. Adequate resource materials in promoting and developing coaching and training styles	3.37	Moderate Extent
5. Membership in different sports and recreational clubs (International – Local)	3.02	Moderate Extent
6. Attendance to seminar workshop in sports coaching and training of athletes	3.28	Moderate Extent
7. Engagement and exposure in coaching and training of athletes internationally and locally.	3.05	Moderate Extent
Over-All Mean	3.35	Moderate Extent

Table 3 shows that the respondents manifested excellent skills as to their *ability to engage and enhance the relationships between athletes and coaches* and *knowledgeable in training and coaching athletes* as reflected in weighted means of 3.37 and 3.60, respectively. It infers that the respondents give high regard to positive relationships between the coaches, trainers and athletes which is what Spillane (2006), theory posits. On the whole the over-all rating was 3.35 indicating that the coaching and training skills of leaders and sports managers were *Moderate Extent*. It is very interesting to note that good camaraderie should exist among athletes, coaches and trainers so that better result will be achieved coaches and trainers were knowledgeable in coaching and training the athletes as part of their responsibility. This would ensure that students have best opportunities to become competitive athletes. Generally, as based on results, it was evident that leaders and sports managers had very good skills in coaching and training of athletes.

Table 4. Practices of Leaders and Sports Managers in Terms Officiating

Officiating	Mean	Verbal Interpretation
1. Knowledgeable in officiating sports and recreational activities	3.47	Moderate Extent
2. Ability to use modern and advanced technology methods in officiating	3.32	Moderate Extent
3. Are abreast in the new rules and regulation in sports and recreational activities	3.51	Moderate Extent
4. Possess proper etiquette and values in dealing with coaches and athletes	3.60	Moderate Extent
5. Membership in the different sports association in officiating (international-local)	3.05	Moderate Extent
6. Attendance to seminar workshop in sports officiating	3.24	Moderate Extent
7. Have experiences in officiating officials, international, national and local sports competition	3.10	Moderate Extent
Over-All Mean	3.33	Moderate Extent

Data from Table 4 shows that the respondents had common assessments regarding officiating practices. The data gathered show that this factor acquired means ranging 3.05 to 3.60 indicating skills in officiating were *moderate extent*. Total mean of 3.33 indicate that generally, officiating skills were *moderate extent*. The assessment was itself acceptable as officiating skills were rated as moderate extent. However, one constraint to excellent development of officiating practices was lack of exposure to national competitions where their skills would be put to a test. This is because professional officials are hired in SUCs competitions.

Table 5. Skills of Leaders and Sports Managers in Terms of Accommodation Management

Accommodation	Mean	Verbal Interpretation
1. Knowledgeable in organizing billeting quarters in sports competition	3.16	Moderate Extent
2. Has a well-planned billeting preparation of	3.09	Moderate Extent

quarters		
3. Quarters are properly coordinated to the different guest billeting quarter's school	3.21	Moderate Extent
4. Provide clear guidelines for house rules and regulation	3.31	Moderate Extent
5. Strategically prepared in the promotion of safety and discipline of the delegation	3.46	Moderate Extent
6. Adequate supplies of safety potable water, electricity and beddings	3.27	Moderate Extent
7. Strategic location of billeting quarters	3.15	Moderate Extent
Over-All Mean	3.23	Moderate Extent

Table 5 presents the skills of leaders and sports managers in terms of accommodation and billeting of the delegates is an important factor to be considered by a host University. It can be gleaned from the table that the respondents had common assessments of the different indicators regarding accommodation as reflected in means ranging from 3.09 to 3.46 with a verbal interpretation of *moderate extent*. This only shows that they had developed very good skills in accommodation management.

Table 6. Skills of Leaders and Sports Managers in Terms of Transportation Management

Transportation	Mean	Verbal Interpretation
1. Well prepared guidelines for proper fetching and dropping of athletes, coaches and officials	3.33	Moderate Extent
2. Rerouting of ways are properly coordinated to the traffic management bureau	3.22	Moderate Extent
3. Well-organized planned and prepared transport services	3.18	Moderate Extent
4. Adequate availability of transport services	3.19	Moderate Extent
5. Proper coordination with different local government officials in terms of transportation needs	3.20	Moderate Extent
Over-all Mean	3.22	Moderate Extent

During regional competitions transportation of the delegation from different SUCs is also important. Table 6 presents the capability of sports leaders and managers in managing and providing means of transportation to the different delegation.

The table shows that respondents' assessment of total responses was 3.22 indicating they had *moderate* extent for transportation management skills. This infer they had very good ways on how they provide means of transportation and the coordination that was done with the different local government officials. It also shows that in terms of transportation management sports leaders and managers really have knowledge and ability in running the different sports related programs.

Table 7. Skills of Leaders and sports Managers in Terms of awarding and Incentive Management

Awarding and Incentives	Mean	Verbal Interpretation
1. Adequate supplies of medals and trophies	3.44	Moderate Extent
2. Well-organized and planned awarding ceremonies	3.40	Moderate Extent
3. Giving cash incentives to all varsity players of the institutions	3.14	Moderate Extent
4. Scholarship grants given to all varsity players and coaches	3.34	Moderate Extent
5. Giving of certificates and grade incentives to all athletes	3.46	Moderate Extent
6. Giving of certificates of appreciation and recognition to all faculty/coaches and trainers	3.45	Moderate Extent
7. Giving special acknowledgement by the institutions during their College/University recognition week both for coaches and athletes	3.29	Moderate Extent
Over-all Mean	3.36	Moderate Extent

Table 7 shows how organized and planned the awarding ceremonies especially the giving of recognition and incentives to athletes and coaches is. It can be gleaned from the table that they all affirmed on their management of awards and incentives. The over-all rating of 3.36 reflected *Moderate Extent* skills among different institutions giving due recognition to their athletes and coaches who perform very well in the regional competition. This is evident in the common responses in the different indicators regarding awards and incentives which all had assessments of *great extent*.

The concept of awards and incentives is very important in sports management. Mortejo (2009), cited that reinforcement can be very effective motivational tool, because positive reinforces increase the probability of the behavior being repeated, while negative reinforces decrease the probability. Coaches must show approval or disapproval of actions if they are to mold a player. Giving fair treatment to all players is very important.

Inconsistency can produce confusion, distrust, jealousy, so the pleasure or the pain should be distributed equally. There should be no difference in expectations, in so far as regulations are concerned, between the best player and the last one on the bench, or the opening game and the play-off contest. Sport is a place to learn and practice fair play; coaches set the example. Whatever has been decided as an appropriate reward or punishment needs to be awarded as soon as is practical and with an even hand. In reinforcing, a coach must look for actions, and does not take things for granted. Praises should be used and favorable comments should be given to well-executed actions. The effort as well as the results should be rewarded and reinforced immediately. Players must know that they can contribute to the team and everyone is important.

Table 8. Skills of Leaders and Sports Managers in Terms of Sports Facilities and Venues Management

Sports Facilities and Venues	Mean	Verbal Interpretation
1. Availability of Physical Education and Sports Office	3.45	Moderate Extent
2. Each student has enough space for outdoor physical education activities at least 2.25 sq.m.	3.30	Moderate Extent
3. There is a gymnasium (multi-purpose hall which allows a space of 1.5 sq.m. per student enrolled in physical education	3.42	Moderate Extent
4. Availability of physical education classrooms for lecture purposes	3.23	Moderate Extent
5. Strategic location and availability of sports venues	3.37	Moderate Extent
6. Adequate space for track oval	3.05	Moderate Extent
7. Adequate space for basketball court	3.57	Great Extent
8. Adequate space for volleyball court	3.58	Great Extent
9. Adequate space for lawn tennis court	3.03	Moderate Extent
10. Adequate space for sepak takraw court	3.49	Moderate Extent
11. Adequate space for soccer field	3.21	Moderate Extent
12. Adequate space for baseball/ softball diamond	3.21	Moderate Extent
13. Adequate facilities for swimming competition	2.37	Little Extent
14. Adequate space for beach volleyball court	2.85	Moderate Extent
15. Adequate space for indoor activities	3.34	Moderate Extent
16. Adequate space for combative sports/competition activities	3.34	Moderate Extent
Over-all Mean	3.24	Moderate Extent

Sports facilities and venues are the most important factors to be considered in carrying out the objectives and activities of Sports Education. Without those facilities and venues different sports related activities will not be possible. It can be seen from the table that space for basketball court and volleyball court got the highest means of 3.57 and 3.58 respectively described as *Great Extent*. This shows that different university and colleges give priority to these venues because these are also used not only during competitions but also during instruction of physical education classes. It also shows that all universities and colleges in the region give more priority to all popular sports in the country like basketball and volleyball.

With regard to the other venues and facilities, they all had common responses that these were *Moderate Extent*. However the facility for swimming competition gathered a mean of 3.21 with a verbal interpretation of *Little Extent*. This is because only those universities with wide area and with huge budget allocation for sports development can put up a standard sized swimming pool for competition and instruction. It can be seen from appendix B, the result of previous and latest national and regional sports competition that those institution who had complete facilities in sports can dominate the competition especially those institution with track oval and swimming pool.

The importance of facilities in sports management is of strong impact to quality performance of athletes. Callanta (2008), stated that the game plan for sports development in the country is to maintain the facilities which are also most important for developing a better sports program. This means, not so much having top-of-the-line equipment and venues, but simply ensuring there are accessible and adequate playing spaces meant solely for sporting activities and not used for anything else, and making these available to anyone concerned. One such place is the Marikina Sports Center, where people can swim, run, dance, play soccer or other field of sports. It is accessible because of its location, and people need not be members to use the facilities, unlike some exclusive sports club or fitness gyms.

Kelder *et al.*, (2003), found that worn-out or broken equipment were a major factor determining the level of implementation of the physical education program. Regular inspections of both facilities and equipment are essential to ensure a hazard-free environment for all children, youth and adults, not only during activities, but before, after and between activities as well. Unfortunately, more often than not, facilities are built without the necessary education on how to use them.

For example, although there are sports arenas available, such as Rizal Memorial Sports Complex, only elite athletes are able to use the facilities, since there are no basic programs offered for beginners. Also, many times, the most that politicians or sponsors will do for sports development is build a basketball court in a small area to get on the good side of their constituents. In college sports programs, sports personnel and administrators should include in their programs proper education among students on the availability and use of facilities for all students.

Table 9. Skills of Leaders and Sports Managers in Terms of Sports Equipment and Supplies

Sports Equipment and Supplies	Mean	Verbal Interpretation
1. Availability of sports equipment, supplies and materials for instructions	3.31	Moderate Extent
2. Adequate stock of equipment, supplies and materials for sports competition	3.25	Moderate Extent
3. Availability of equipment for educational gymnastics	2.29	Little Extent
4. Availability of equipment for rhythmic activities	3.07	Moderate Extent
5. Accredited brand of sports equipment and supplies which pass the international standard	3.08	Moderate Extent
Over-all Mean	3.0	Moderate Extent

Table 9 shows the different indicators on how leaders and sports manager provide and acquired different sports equipment and supplies for instruction and competition. Availability, adequacy and accreditation of different sports equipment, materials and supplies garnered means of 3.07, 3.08, 3.25 and 3.31, respectively with a verbal interpretation of “Moderate Extent”. However, the availability of equipment for educational gymnastic has a mean of 2.29 with a verbal interpretation of “Little Extent”. This shows that gymnastics was not given proper emphasis and priority in the university and colleges for it is not included in the list of events for competition during the Regional Olympics.

Table 10. Summary Table of the Leadership and Sports Management Practices of the Respondents

Leadership Skills Practices of Sports Managers and Leaders	Weighted Mean	Verbal Interpretation
Teaching of Physical Education and Sports	3.60	Great Extent
Coaching and Training of Athletes	3.35	Moderate Extent
Officiating	3.33	Moderate Extent
Accommodations	3.24	Moderate Extent
Transportation	3.22	Moderate Extent
Awarding/Incentives	3.36	Moderate Extent
Sports Facilities and Venues	3.24	Moderate Extent
Sports Equipment and Supplies	3.0	Moderate Extent
Total Weighted Mean	3.29	Moderate Extent

Table 10 presents the summary table of the assessments on leadership and sports management practices of the respondents. From the table, the teaching of physical education and sports got a verbal interpretation of “*Great Extent*”. While the rest of the indicators such as, coaching and training of athletes, officiating, accommodations, transportation, awarding/incentives, sports facilities, venues, equipment and supplies had weighted means ranging from 3.00 to 3.36 described as “*Moderate Extent*”. Total weighted means was 3.29 indicating leadership skills and sports management practices were “*Moderate Extent*”.

Table 11. Correlation between and among the Respondents’ Profile and their Management Skills Practices

Respondents Profile and Management Skills Practices	Computed Value X^2	Tabular Value X^2	Decision	Verbal Interpretation
Gender and Manage Skills Practices	166.592	7.815	Reject	Significant
Age and Management Skills Practices	835.379	40.113	Reject	Significant
Educational Attainment and Management Skills Practices	464.166	24.996	Reject	Significant
Experience in Teaching PE & Sports and Management Skills Practices	540.793	24.996	Reject	Significant
Experience as Sports Leaders, Coaches Trainers in PE & Sports Management Skills Practices	672.637	24.996	Reject	Significant
In-Service Trainings, Seminars and Workshops attended in PE & Sports and Management Skills Practices	418.236	24.996	Reject	Significant

It can be gleaned from the table that there were significant relationship between and among the profile of the respondents and their management skills practices. The computed chi-square values ranging from 166.592–835.379 when management skills were correlated to sex, age, educational attainment, experience in teaching PE and Sports, experience as sports leaders, coaches and trainers and number of in-service trainings, seminars and workshops attended were all greater than the tabular values ranging from 7.815–40.113 at 0.05 level of significance. These indicate the significance in the relationship of the respondents' management skills practices to their profile. This means that the profile of the respondents influences the respondents' management skills practices. As revealed in the table it is further shown that the greatest difference between the computed and the tabular chi-square value was on age, with gender showing the least. This implies that among the six factors, age greatly affects the respondents' management skills practices followed by other factors.

The findings were different from the study of Mortejo (2009). The mentioned study established that no significant relationship existed between different factors and the level of effectiveness of Sports and Physical Development Program of BPSU. These factors may be extrinsic and intrinsic factors which may include the profile of the respondents.

Proposed Policy Recommendations to Implement Physical Education and Sports Program Curriculum

Cognizant to the mandate of the International Olympic Committee in producing world class athletes, the Philippines is focused in the program development from the grassroots level to the higher learning institutions. In addition, physical education and sports is one of the important yardstick and also integral part of education for any country at any point of time, this study come up with the following policy recommendation in the implementation of physical education and sports program. The suggested policy recommendation are presented in paragraph form.

Policy Recommendation

To enhance the guidelines and standard of PE curriculum based on the needs of the learners a committee may be formed to revisit and revised the PE curriculum to modern trends that will suit to the needs of the digital learners. For the full implementation of the Outcome Base Education there must be one standard syllabus intended for PE classes. Hiring of qualified and competitive PE instructors may be strengthen by every educational institution. PE instructors may be made to attend international and national training, seminar and workshops to keep them abreast with the current trends in PE. A well-planned and organized sports development program may formulate, including the exposure for national and international sports competition and hiring of well-known and competitive trainers who are expose to national and international league. In addition, allocate a supplementary fund and budget for the promotion of the said programs and activities.

Likewise, in the implementation of sports program the following was strongly recommended. Proper collaboration among stakeholders, LGU's and alumni may be done to facilitate and properly manage the hosting of sports competition. Hiring of competitive officiating officials from legitimate national sports organization and collaboration to national sports association must be considered. Further, enhancement and development of university sports officiating poll may be establish.

The value of sports awards and honor is sometimes questioned. However, when the program is properly managed and kept in perspective, awards are a meaningful part of school.

Certificate, plaques and medals should be modest and meaningful. Scholarship, grant, grades incentives, free accommodation with allowances may be given to sports/cultural varsity. Including bursaries may be awarded to student/athletes who qualified to national and international representation.

The Institution may provide and acquire venues, facilities, equipment and supplies intended for sports and cultural activities. They may collaborate among LGU's, stakeholder and alumni to the additional needs for sports facilities and venues during Regional and National Olympics competition.

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