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Research Article

Problems Encountered and Support Mechanisms in the Implementation of Sports Program and Activities in Public Elementary Schools

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ABSTRACT

This study explored the implementation of elementary school sports programs in the Schools Division of Zambales, focusing on the perceptions of teacher-trainers. It aimed to determine their profile, the common problems encountered in program implementation, and the extent of institutional support provided to them. It also examined whether significant differences existed in perceived problems and support when respondents were grouped according to selected profile variables. The study addressed the need for localized evaluation of school sports programs and sought to develop an action plan responsive to the actual conditions and needs of elementary schools. Findings revealed that the teacher-trainers were predominantly experienced female educators with Master's units who commonly handled badminton and table tennis athletes participating at the district level. The respondents sometimes encountered problems in implementing sports programs but strongly agreed that they received institutional support. Significant differences were found in perceived problems and institutional support when respondents were grouped according to years of experience, training attended, and position held. Based on the findings, the study recommended the implementation of rest-integrated training programs, establishment of formal athlete feedback mechanisms, improvement of sports facilities, provision of sustainable funding support, and enhancement of mental health services for teacher-trainers and athletes. Differentiated professional development opportunities, equitable access to coaching resources, and periodic policy reviews were also proposed to strengthen sports program implementation. An action plan was developed to improve the delivery of elementary school sports programs and activities. Future researchers may consider larger populations and additional variables to further validate and enrich the findings.

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Introduction

In September 2015, the United Nations General Assembly introduced the Sustainable Development Goals (SDGs) as a global development agenda. Within Agenda 2030, sport is recognized as a crucial mechanism for achieving these goals by encouraging policy investments in physical activities such as walking, cycling, recreation, and sports, ultimately fostering inclusion, health, education, equality, and sustainable development across all communities (United Nations, 2015).

Policy measures promoting physical activity yield extensive health and socioeconomic advantages. These efforts directly support SDG 3 (Good Health and Well-Being) while simultaneously contributing to other goals, such as SDG 2 (Zero Hunger), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 10 (Reduced Inequalities) (WHO, 2018).

In contemporary society, sport has transcended its conventional function of leisure and competition, emerging as a dynamic catalyst for societal transformation. Through unifying communities and promoting shared values, it serves as a medium for fostering peace and mutual understanding (Rodríguez et al., 2024) Moreover, sport enhances global visibility while celebrating cultural plurality and national pride through athletic excellence and success in international competitions (Sharma, 2015).

Effective leadership is crucial in cultivating a constructive sports environment, ensuring coherent strategic direction, and supporting integration with educational objectives. However, ongoing limitations in resources continue to challenge equitable participation and the operational success of sports initiatives (Cipriano et al., 2024). Coaches significantly contribute by offering motivation, setting attainable objectives, and providing insightful feedback that enhances athletes' confidence and stress regulation (Lozano & Pacadaljen., 2024).

According to Executive Order No. 64, series of 1993, the Philippine Sports Commission (PSC) is mandated to facilitate, supervise, and ensure the implementation of a unified and strategic program encompassing short-, medium-, and long-term goals, as well as a year-round schedule of multisectoral sports activities (Republic of the Philippines, 1993). In addition, Section 17 of Article II of the 1987 Philippine Constitution affirms the State's commitment to advancing physical education and supporting sports initiatives, including training for global competitions, in order to cultivate self-discipline, cooperation, and excellence among a healthy and vigilant populace (Republic of the Philippines, 1987).

Elementary school sports programs and activities play a vital role in enhancing students' physical skills, discipline, and teamwork through active participation in competitions and school-based athletic initiatives. However, many public elementary schools in the Division of Zambales face significant challenges in implementing these programs, including limited resources, inadequate training opportunities, and insufficient institutional support from relevant stakeholders. Given the growing call for holistic education in the Philippines, this study aims to examine these problems and identify essential support mechanisms to strengthen sports development at the elementary level.

Problem Statement

This study explored the problems encountered in the implementation of sports programs and activities in public elementary schools in Zone 2, DepEd Division of Zambales.

Specifically, the study sought to answer the following questions:

1. What is the profile of the teacher – trainers in terms of:
   1.1 Sex;
   1.2 Number of years as coach;
   1.3 Number of training sessions attended;
   1.4 Highest educational attainment;
   1.5 Marital status; and
   1.6 Position/designation?
2. What are the sports events and level participated by the trained athletes under the following categories:
   2.1 Individual Events;
   2.2 Group Events; and
   2.3 Level of Competition Reached by the Trained Athlete?
3. How may the problems of elementary school sports program and activities implementation be described in terms of:
   3.1 Training for Athletes;
   3.2 Training for Teacher – Trainers;
   3.3 Equipment and other School Provisions;
   3.4 Athletes' Personal Concerns and Issues; and
   3.5 Financial Support to Athletes?
4. How may the support to address the problems of elementary school sports program and activities implementation be described:
   4.1 Quality coaching;
   4.2 Conferences and clinics;
   4.3 Budget allocation;
   4.4 Counseling services; and
   4.5 Financial aids?
5. Is there a significant difference in the perceived problems by the teacher – trainers (respondents) when grouped according to their profile variables?
6. Is there a significant difference in the perceived support to address the problems by the teacher – trainers (respondents) when grouped according to two group of respondents' profile variables?
7. What action plans for elementary school sports program can be developed and proposed based on the results of the study?

Scopes and Limitations

This study focused on identifying and evaluating the problems encountered in implementing sports programs and activities in selected public elementary schools. Specifically, the research was conducted in the select Elementary Schools of Botolan District, Iba District, and Palauig District under the Department of Education Division of Zambales. The study was carried out over a two-week period in May 2025.

The respondents of the study were teacher-trainers who shared valuable insights through structured data collection and analysis. To prepare the survey questionnaire, the researcher conducted a thorough review of related literature to determine relevant items and indicators suited for the research instrument. These items reflected the problems encountered and the support mechanisms needed for the effective implementation of the Elementary School Sports Program and Activities. The questionnaire focused on five major problem areas: (1) Training for Athletes, (2) Training for Coaches and Trainers, (3) Equipment and Other School Provisions, (4) Athletes' Personal Concerns and Issues, and (5) Financial Support to Athletes. It also suggested corresponding solutions, validated through expert review, with both descriptive and inferential statistical tools applied for analysis.

The study's findings were accurate and appropriate within the selected elementary schools in Botolan, Iba, and Palauig Districts. However, these results cannot be generalized to all elementary schools in Zambales or beyond, as differences in available resources, administrative structures, and socio-cultural conditions may considerably influence the implementation and outcomes of school sports programs.

Methodology

Research Design

This research utilized a descriptive quantitative research design. The descriptive method was used to obtain facts about existing conditions and identify significant relationships among current phenomena (Willis, Spooner-Lane, Crosswell, & Churchward, 2019). Descriptive research aimed to accurately and systematically describe a population, situation, or phenomenon. This research design employed various methods to investigate the variables under study (Trochim, 2021). Descriptive research also included surveys and fact-finding inquiries of different kinds. According to Scott

(2012, as cited in Manalili, de Guzman, & Ravana, 2022), the primary purpose of descriptive research was to describe the state of affairs as they existed at the time of the study. It answered questions about what, where, when, and how, but not why (McCombes, 2019). The main characteristic of this method was that the researcher had no control over the variables being investigated.

In this study, the descriptive quantitative analysis focused on the respondents' perceptions of the problems encountered and the support provided in implementing sports programs and activities in public elementary schools in Zone 2, Division of Zambales. Furthermore, data on these perceptions were directly gathered from the teacher-trainers to ensure the accuracy and relevance of the information collected.

Respondents and Location

The respondents of the research were elementary teachers who had served as teacher-trainers in various events for two consecutive years, including the International Level, Palarong Pambansa, Central Luzon Regional Athletic Meet, as well as the Provincial, Zonal, District, and Cluster Meets of Zone 2, Division of Zambales. Moreover, Table 1 below presents the frequency distribution of the respondents categorized by school.

As cited in the study of Elfil & Negida (2017), population is defined refers to the entire group of individuals, items, or events that a researcher aims to study. All available Elementary teachers of Zone 2, Division of Zambales will be selected as population/respondents in the study.

Table 1. Distribution of the Teacher-Respondents from Elementary Schools of Zone 2, Division of Zambales

	Public Elementary School	Teachers (f)
Planning District	1. Palauig Central School	11
	2. Liozon Elementary School	9
	3. Bato Elementary School	10
	4. Bulawen Elementary School	12
	5. Zacarias L. Antiller Elementary School	6
Iba District	6. Iba Elementary School	15
	7. Sta Barbara Integrated School	10
	8. San Agustin Integrated School	8
	9. Bangantalinga Elementary School	6
	10. Amungan Elementary School	11
Botolan District	11. Botolan South Central School	14
	12. Panan Elementary School	11
	13. San Juan Integrated School	8
	14. Paitan Elementary School	10
	15. New Taugtog Elementary School 2	9
	Total	**150**



Figure 2. Map of Zambales showing the Elementary Schools of Zone 2, Division of Zambales

The study was conducted in the public elementary schools of the three (3) districts—Botolan, Iba, and Palauig—under Zone 2 of the DepEd Division of Zambales. Specifically, the Iba District included Bangantalinga Elementary School, San Agustin Integrated School, Sta. Barbara Integrated School, Iba Elementary School, and Amungan Elementary School.

Meanwhile, the Palauig District comprised Palauig Central School, Bulawen Elementary School, Bato Elementary School, Liozon Elementary School, and Zacarias L. Antiller Elementary School. Lastly, the Botolan District consisted of Botolan South Central School, Panan Elementary School, San Juan Integrated School, Paitan Elementary School, and New Taugtog Elementary School 2.

Instrument

The main instrument of the research study was a survey questionnaire, which served as the primary tool for data collection. As Ranganathan and Caduff (2023) explained, questionnaires were widely utilized in research to systematically gather information, though the quality of data depended largely on how the instrument was designed, utilized, and validated. Likewise, Kuphanga (2024) emphasized that questionnaires represented versatile tools for data collection, particularly beneficial for quantitative studies due to their structured format, which enabled standardized collection, organization, and analysis of responses.

The survey questionnaire was composed of two major components. The first component addressed five identified problem areas in the implementation of the Elementary School Sports Program and its activities. These included training for athletes, training for coaches and trainers, equipment and other school provisions, athletes' personal concerns and issues, and financial support to athletes. Teachers responded using a five-point scale with the following options: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Rarely), and 1 (Never). The second component focused on the support mechanisms designed to address these problems. This part of the instrument was categorized into quality coaching, conferences and clinics, budget allocation, counseling services, and financial aids, with each category consisting of seven indicators. One hundred fifty (150) elementary teachers participated in answering this section, using a four-point Likert scale: 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

Since the questionnaire was researcher-made, its validity and reliability were established through a pilot test prior to its administration. The pilot testing phase ensured that the items were clear, appropriate, and relevant to the study objectives. To further establish reliability, Cronbach's Alpha coefficient was employed to assess internal consistency across the different domains. The results demonstrated high reliability levels. For the problems of the Elementary School Sports Program and Activities, the Cronbach's Alpha values were 0.967 for training for athletes, 0.969 for training for coaches and trainers, 0.725 for equipment and other school provisions, 0.837 for athletes' personal concerns and issues, and 0.906 for financial support to athletes. These results were interpreted as excellent, excellent, acceptable, good, and excellent, respectively. For the support mechanisms, the results indicated a Cronbach's Alpha of 0.888 for quality coaching, 0.844 for conferences and clinics, 0.967 for budget allocation, 0.866 for counseling services, and 0.869 for financial aids. These values were interpreted as good, good, excellent, good, and good, respectively.

Overall, the findings from the validation, pilot test, and reliability test confirmed that the instrument demonstrated acceptable to excellent internal consistency across all domains. This indicated that the questionnaire was both valid and dependable, ensuring the generation of accurate and consistent data aligned with the objectives of the study.

Data Collection

The first step undertaken in the data-gathering process, particularly in the distribution and retrieval of survey questionnaires from the teacher-respondents, was securing formal permission from the Schools Division Superintendent (SDS) of the Division of Zambales. This approval provided official authorization to conduct the study within the division. Upon obtaining the SDS's approval, the researcher sought

permission from the school principals of the elementary schools in Zone 2, Division of Zambales. These approvals ensured that the research was institutionally authorized and complied with existing academic and administrative protocols.

Following the approval process, the survey questionnaires were administered in May 2025, and their retrieval was scheduled two weeks later. The researcher personally distributed and collected the survey instruments from the elementary teacher-respondents. To ensure a smooth data-gathering process and promote a clear understanding of the study's academic relevance, the researcher explained the objectives, significance, and intended outcomes of the study before the respondents participated. Participation was strictly voluntary, and all responses were treated with the highest degree of confidentiality and professional respect, consistent with ethical research standards.

Subsequently, the data obtained from the research instruments were carefully analyzed, interpreted, and discussed using appropriate statistical techniques, including frequency counts, percentage distributions, weighted mean, and Cronbach's alpha for reliability testing. These statistical methods helped ensure the accuracy and reliability of the data analysis and the interpretation of the findings. The significant findings of the study served as the empirical basis for developing a comprehensive and relevant action plan. The proposed plan was then subjected to academic appraisal and practical review by the elementary schools in Zone 2, Division of Zambales. This process ensured that the proposed action plan was informed by research findings and aligned with the actual needs and educational priorities of the participating schools.

Data Analysis

Since this research study is quantitative in nature the following statistical tools will be used to analyze the data statistically:

1. *Percentage*. Percentage was used to determine the proportion of respondents belonging to the different categories of the personal profile variables of the elementary teacher-respondents.
2. *Frequency Distribution*. After data collection, the information was organized and presented using frequency distribution tables. This method was used to summarize the respondents' profile variables and identify the problems encountered in the implementation of elementary school sports programs and activities. Furthermore, it was used to describe the support provided to address these problems based on the respondents' profile groupings.
3. *Weighted Mean*. The weighted mean was computed to determine the overall perceptions of the respondents regarding the problems encountered in implementing elementary school sports programs and activities. These perceptions were analyzed according to the respondents' profile variables. The weighted mean was also used to determine the respondents' perceptions of the support provided to address the identified problems, using the same profile groupings. For meaningful interpretations of the results of the perception of the respondents, the following 5 point scale and 4 point scale will be used.
4. *Analysis of Variance***.** Analysis of Variance (ANOVA), also known as the F-test, was used to determine whether significant differences existed in the respondents' perceptions based on their profile variables. Statistical computations were performed using the Statistical Package for the Social Sciences (SPSS). In this study, ANOVA was applied to test the hypotheses concerning differences in the perceived problems encountered in the implementation of elementary school sports programs and activities when respondents were grouped according to their profile variables. Likewise, it was used to determine whether significant differences existed in the respondents' perceptions of the support provided to address these problems based on the same profile groupings

Point	Point Scale	Qualitative Interpretation	Symbols

		Problems of Elementary School Sports Program and Activities	
5	4.20 – 5.00	Always	A
4	3.40 – 4.19	Often	O
3	2.60 – 3.39	Sometimes	S
2	1.80 – 2.59	Rarely	R
1	1.00 – 1.79	Never	N

Point	**Point Scale**	**Qualitative Interpretation** Support to Address the Problems of Elementary School Sports Program and Activities	**Symbols**
4	3.25 - 4.00	Strongly Agree	SA
3	2.50 – 3.40	Agree	A
2	1.75 – 2.49	Disagree	D
1	1.00 – 1.74	Strongly Disagree	SD

Result and Discussion

Presentation, Analysis, and Interpretation of Data

This chapter presents the gathered and processed data using tabular form, interpreted and analyzed in order to provide a better and clear understanding on the problems stated in Chapter 1.

Profile of Teacher-Trainer Respondents

The frequency and percentage distribution on the teacher-trainer respondents' profile of sex, no. of years as teacher-trainers, no. of training sessions attended, highest educational attainment, marital status, and position/designation is shown in Table 2.

Table 2. Frequency and Percentage Distribution on the Teacher-trainer Respondents' Profile Variables

Profile Variables		**Frequency (f)**	**Percentage (%)**
Sex	Male	34	22.70
	Female	116	77.30
	Total	**150**	**100.00**
No. of Years as Teacher-trainers Mean = 10.22 or 10 years	More than 15	39	26.00
	10 - 15	38	25.30
	7 - 9	27	18.00
	4 - 6	22	14.70
	1 - 3	15	10.00
	None	9	6.00
	Total	**150**	**100.00**
No. of Trainings Attended Mean = 7.98 or 8 trainings	More than 15	31	20.70
	10 - 15	21	14.00
	7 - 9	20	13.30
	4 - 6	27	18.00
	1 - 3	41	27.30
	None	10	6.70
	Total	**150**	**100.00**
Highest Educational Attainment	Ed.D./Ph.D.	4	2.70
	Master's with Ed.D. units	20	13.30
	Master's degree	31	20.70
	Bachelor with Master's units	69	46.00
	Bachelor's degree	26	17.30
	Total	**150**	**100.00**

Profile Variables		Frequency (f)	Percentage (%)
Marital Status	Single	38	25.30
	Married	108	72.00
	Separated	1	0.70
	Widow	3	2.00
	Total	**150**	**100.00**
Position/Designation	Master Teacher II	9	6.00
	Master Teacher I	9	6.00
	Teacher III	62	41.30
	Teacher II	12	8.00
	Teacher I	58	38.70
	Total	**150**	**100.00**

Sex

Out of one hundred fifty (150) teacher-trainer respondents, the majority, comprising one hundred sixteen (116) or 77.30%, were female, while thirty-four (34) or 22.70% were male. The composition indicates a higher representation of female teacher-trainers than their male counterparts in the conduct of the study. This finding is consistent with the increasing participation of women in physical education and sports-related roles. Nguyen and Pham emphasized the growing involvement of women in physical education, particularly as schools increasingly provide opportunities for participation and leadership (Nguyen & Pham, 2020). The finding also supports the broader recognition of female educators as active contributors to school-based extracurricular and sports programs.

Number of Years as Teacher-Trainer

It can be noted that the majority of the respondents, with thirty-nine (39) or 26.00%, had served as teacher-trainers for more than 15 years. This was followed by thirty-eight (38) or 25.30% who had served for 10–15 years; twenty-seven (27) or 18.00% for 7–9 years; twenty-two (22) or 14.70% for 4–6 years; fifteen (15) or 10.00% for 1–3 years; and nine (9) or 6.00% who had served as teacher-trainers for only a few months. The computed mean number of years as teacher-trainers was 10.22 years, or approximately 10 years. The findings imply that the respondents had considerable exposure and experience in performing their responsibilities as teacher-trainers. Santos and Rivas found that tenure in sports coaching was associated with the development of teaching practices and coaching competencies (Santos & Rivas, 2022). Similarly, Lim and Tan emphasized the importance of accumulated experience in helping teacher-trainers manage the demands associated with their dual teaching and coaching roles (Lim & Tan, 2021).

Number of Trainings Attended

In terms of the number of trainings attended, the largest group of teacher-trainers, comprising forty-one (41) or 27.30%, had attended 1–3 trainings. This was followed by thirty-one (31) or 20.70% who had attended more than 15 trainings; twenty-seven (27) or 18.00% who had attended 4–6 trainings; twenty-one (21) or 14.00% who had attended 10–15 trainings; twenty (20) or 13.30% who had attended 7–9 trainings; and ten (10) or 6.70% who had not attended any training. The computed mean number of trainings attended by the teacher-trainer respondents was 7.98, or approximately 8 trainings. The findings indicate that the respondents generally had sufficient exposure to professional development activities related to sports training and coaching. Ramos and Villanueva reported that training attendance was associated with coaching effectiveness among public school teacher-trainers (Ramos & Villanueva, 2022). Likewise, Cruz and Alviar emphasized the value of sports conferences and professional development activities in strengthening the competencies of teacher-trainers involved in youth athletics (Cruz & Alviar, 2022).

Highest Educational Attainment

As to highest educational attainment, the majority of the teacher-trainer respondents were Master's degree unit earners, comprising sixty-nine (69) or 46.00%. This was followed by thirty-one (31) or 20.70% who were Master's degree holders; twenty-six (26) or 17.30% who were Bachelor's degree holders; twenty (20) or 13.30% who had earned units in Ed.D.; and four (4) or 2.70% who were Ed.D./Ph.D. degree holders. The findings demonstrate that a substantial proportion of the teacher-trainers had pursued advanced academic qualifications. Many had earned graduate-level units, while others had completed Master's or Doctorate degrees. Ariffin and Zulkifli emphasized the role of academic qualifications in strengthening mentorship and leadership practices among teacher-trainers (Ariffin & Zulkifli, 2023). Similarly, Francisco and Reyes reported that postgraduate education could contribute to improved teacher-coach performance, particularly in planning and implementing training activities (Francisco & Reyes, 2020).

Marital Status

The majority of the teacher-trainer respondents, comprising one hundred eight (108) or 72.00%, were married. This was followed by thirty-eight (38) or 25.30% who were single; three (3) or 2.00% who were widowed; and one (1) or 0.70% who was separated. The findings indicate that most of the teacher-trainers were married, suggesting that a considerable proportion of the respondents were managing both professional and familial responsibilities. However, marital status should be interpreted primarily as a descriptive characteristic because its direct relationship with coaching effectiveness cannot be established from the present finding alone. Rivera and Dizon examined teacher-coaches across different family statuses and highlighted the importance of resilience and stress management in balancing professional and personal responsibilities (Rivera & Dizon,2021). Likewise, Lim and Abdul Rahman emphasized the importance of spousal support in sustaining teacher-coaches' engagement in school athletics (Lim & Abdul Rahman, 2023).

Position/Designation

In terms of position or designation, the majority of the teacher-trainer respondents were Teacher III, with sixty-two (62) or 41.30%. This was followed by fifty-eight (58) or 38.70% who were Teacher I; twelve (12) or 8.00% who were Teacher II; and nine (9) or 6.00% each who were Master Teacher I and Master Teacher II. The findings reveal that most of the teacher-trainers occupied teaching positions from Teacher I to Teacher III, with Teacher III having the highest representation. Cruz and Valencia reported that teacher designation was associated with engagement in co-curricular programs and responsibilities beyond classroom instruction (Cruz & Valencia, 2021). Similarly, Ong and Lim noted that teachers in mid-level positions frequently assumed dual responsibilities involving teaching and sports training (Ong & Lim, 2020). These findings suggest that sports program implementation in elementary schools is largely supported by classroom teachers who simultaneously perform coaching and training responsibilities.

Sport Events and Level as Participated by Trained Athletes

Table 3 shows the frequency and percentage distribution on the sports events and level as participated by trained-athletes under individual events, group events, and level of competition reached by the trained athletes.

Individual Events

The individual sport event commonly participated by trained-athletes is the badminton sport, with sixty-eight (68) responses or 33.50%; sixty (60) or 29.56% participated athletics as individual sport event; twenty-six (26) trained-athletes or 12.81% participated chess and table tennis sport events, respectively; twenty (20) trained athletes or 9.85% participated swimming sport event; two (2) trained-athletes or 0.99% participated taekwondo sport event; while only one (1) trained athlete or 0.49% participated lawn tennis sport event.

Table 3. Frequency and Percentage Distribution on the Sport Events and Level as Participated by Trained-athletes (Multiple Responses)

Profile Variables		Frequency (f)	Percentage (%)
Individual Events	Chess	26	12.81
	Badminton	68	33.50
	Athletics	60	29.56
	Table Tennis	26	12.81
	Swimming	20	9.85
	Lawn Tennis	1	0.49
	Taekwondo	2	0.99
	Total	**203**	**100.00**
Group Events	Basketball	27	15.79
	Volleyball	46	26.90
	Sipa	23	13.45
	Dance sport	15	8.77
	Table Tennis	47	27.49
	Bocce	1	0.58
	Athletics	12	7.02
	Total	**171**	**100.00**
Level of Competition Reached by the Trained Athlete	National Level	15	8.88
	Regional Level	11	6.51
	Provincial Level	35	20.71
	Zonal Level	38	22.49
	District Level	42	24.85
	Cluster Level	13	7.69
	School Level	15	8.88
	Total	**169**	**100.00**

The findings reveal that badminton emerged as the most commonly participated individual sport among trained athletes, followed closely by athletics, while other sports such as chess, table tennis, swimming, taekwondo, and lawn tennis had significantly lower participation. This distribution suggests that certain sports are more accessible, affordable, and aligned with the existing facilities, equipment, and coaching expertise available in schools.

Corroborating studies highlight similar trends in individual sport participation within the school context. Villanueva and Francisco (Villanueva & Francisco, 2021) reported that badminton ranked highest in student-athlete involvement due to its accessibility and teacher-coach preference. Lim and Teo (2020) found that athletics remained a foundational sport in schools, valued for promoting discipline and individual performance tracking. According to Santos and de Lara (2020), participation in chess and table tennis was often linked to the availability of trained teacher-coaches and low equipment costs, although these sports received less institutional focus. Meanwhile, Rahim & Zainuddin (2022) found that swimming and taekwondo, despite their physical and developmental benefits, were less prioritized in schools due to higher training costs, safety concerns, and limited specialized facilities. These studies affirm the present findings, emphasizing that the prevalence of certain individual sports is influenced by both strategic school programming and contextual limitations.

Group Events

The majority of the trained athletes participated in table tennis as a group sport event, with the highest number of responses at forty-seven (47) or 27.49%. This was followed by forty-six (46) or 26.90% who participated in volleyball, twenty-seven (27) or 15.79% in

basketball, twenty-three (23) or 13.45% in sipa, and twelve (12) or 7.02% in athletics. Meanwhile, only one (1) or 0.58% participated in bocce, which had the lowest participation among the group sport events.

The findings indicate that table tennis and volleyball were the most preferred group sports among trained athletes, suggesting a pattern influenced by accessibility, facility requirements, and school sports program priorities. Lim & Garcia (2020) found that table tennis emerged as one of the commonly offered sports in schools because of its affordability, space efficiency, and suitability for both male and female participants. Teh and Wong (2021) noted that volleyball's popularity was associated with its integration into school traditions and interclass competitions, which encouraged strong student engagement. Dela Cruz and Santos (2023) observed that basketball, although traditionally popular, experienced lower participation in some schools because of space limitations and equipment maintenance concerns. In contrast, Yusuf and Hamzah (2022) reported that less commonly offered sports such as bocce were underrepresented in school settings, primarily because of limited awareness, formal programming, and coach training. These findings support the present results and underscore that participation in group sports is influenced by infrastructure, cultural relevance, accessibility, and administrative prioritization.

Level of Competition Reached by the Trained Athletes

The level of sport competition reached by the trained athletes was predominantly at the District Level, with forty-two (42) responses or 24.85%. This was followed by thirty-eight (38) or 22.49% who reached the Zonal Level, thirty-five (35) or 20.71% who reached the Provincial Level, and fifteen (15) or 8.88% who reached both the National Level and School Level, respectively. Meanwhile, eleven (11) or 6.51% of the trained athletes reached the Regional Level of sport competition.

The findings indicate that most trained athletes had participated in lower-tier competitions, particularly at the District and Zonal levels, while fewer athletes progressed to the Provincial, Regional, and National levels. Ramos and de Leon (2021) noted that district and zonal competitions are generally more accessible and widely supported, whereas opportunities for regional and national competition may remain limited because of higher costs and more rigorous selection criteria. Lim and Chua (2020) found that many athletes plateaued at mid-tier competition levels because schools tended to prioritize broad participation over elite performance and lacked systems for long-term athlete development. Villanueva and Santos (2022) emphasized that only a small proportion of student-athletes progressed to national-level competition, particularly those from institutions with established sports programs and well-trained coaches. Similarly, Rahman and Idris (2023) reported that progression beyond district-level tournaments was significantly influenced by school resources, administrative support, and access to quality training facilities. These findings support the present results and reinforce the need for strategic interventions that can strengthen athlete development and provide greater opportunities for competitive advancement.

Perceived Problems of Elementary School Sports Program and Activities Implementation

Table 4. Summary on the Perceived Problems of Elementary School Sports Program and Activities Implementation

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Training for Athletes	2.79	Sometimes	5
2	Training for Teacher-trainers	2.81	Sometimes	4
3	Equipment and other School Provisions	3.51	Often	1
4	Athletes' Personal Concerns and Issues	3.09	Sometimes	3
5	Financial Support to Athletes	3.41	Often	2
	Grand Mean	**3.12**	**Sometimes**	

It can be noted that the teacher-trainer respondents often encountered problems in the implementation of elementary school sports programs and activities in terms of equipment and other school provisions, as manifested by the highest overall weighted mean of 3.51 (rank 1). They also often encountered problems related to financial support for athletes, with an overall weighted mean of 3.41 (rank 2). Meanwhile, they sometimes encountered problems concerning athletes' personal concerns and issues, with an overall weighted mean of 3.09 (rank 3); training for teacher-trainers, with an overall weighted mean of 2.81 (rank 4); and training for athletes, which obtained the lowest overall weighted mean of 2.79 (rank 5).

Overall, the teacher-trainer respondents sometimes encountered problems in the implementation of elementary school sports programs and activities, as reflected in the computed grand mean of 3.12. These problems included concerns related to resources, training, athlete welfare, scheduling conflicts, and administrative or institutional support.

The findings suggest that among the various aspects of implementing elementary school sports programs, the most pressing concerns faced by teacher-trainers were inadequate equipment and school provisions, followed by insufficient financial support for athletes. These logistical concerns were more prominent than issues related to training and athletes' personal concerns. The results reflect a situation in which foundational resources, including sports equipment, facilities, and financial support, may not be sufficiently available to sustain consistent and quality sports activities. Although challenges related to teacher-trainer and athlete training were also evident, they were encountered less frequently, possibly because teacher-trainers relied on prior experience, available resources, and improvised approaches when formal development opportunities were limited. Such resource constraints may affect the consistency, quality, accessibility, and sustainability of grassroots sports programs in elementary schools.

The present findings are consistent with studies emphasizing resource limitations as major constraints in school-based sports programs. Lim and Chua (2020) identified the lack of basic equipment and supplies as a major barrier to effective coaching and athlete engagement, with some schools relying on improvised resources to conduct training activities. Santos and de Guzman (2021) observed that inadequate financial support, particularly for transportation and uniforms, discouraged athlete participation and contributed to dropout. Meanwhile, Iskandar and Rahim (2022) noted that although teacher and athlete training programs were available, their effectiveness was limited when improvements in equipment and financial support were not provided simultaneously. They further emphasized that inadequate maintenance of existing resources could hinder long-term program sustainability and planning. Lastly, Valencia and Rosales (2023) stressed that structural needs, including facilities, equipment, and consistent budgeting, must be addressed because training interventions alone may not substantially improve school sports performance or ensure equitable access among students. These studies support the present findings and underscore that successful sports program implementation depends not only on training, motivation, and leadership but also on adequate resources, institutional support, and sustainable investment.

Perceived Support to Address the Problems of Elementary School Sports Program and Activities Implementation

The summary on the perceived support to address the problems of elementary school sports program and activities implementation is clearly shown in Table 5.

Table 5. Summary on the Perceived Support to Address the Problems of Elementary School Sports Program and Activities Implementation

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Quality Coaching	3.57	Strongly Agree	2
2	Conferences and Clinics	3.62	Strongly Agree	1
3	Budget Allocation	3.44	Strongly Agree	5

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
4	Counseling Services	3.48	Strongly Agree	3
5	Financial Aids	3.45	Strongly Agree	4
	Grand Mean	**3.51**	**Strongly Agree**	

It can be noted that the teacher-trainer respondents strongly agreed on the support they received in addressing the problems encountered in the implementation of elementary school sports programs and activities in terms of conferences and clinics, as manifested by the highest overall weighted mean of 3.62 (rank 1). This was followed by quality coaching, with an overall weighted mean of 3.57 (rank 2); counseling services, with an overall weighted mean of 3.48 (rank 3); financial aid, with an overall weighted mean of 3.45 (rank 4); and budget allocations, which obtained the lowest overall weighted mean of 3.44 (rank 5).

Overall, the teacher-trainer respondents strongly agreed that they received support to address problems encountered in the implementation of elementary school sports programs and activities, as reflected in the computed grand mean of 3.51. The findings indicate that teacher-trainers perceived substantial institutional support in addressing key challenges associated with the implementation of elementary school sports programs. The results further suggest that professional and technical support, particularly through conferences, clinics, and quality coaching, was highly valued by teacher-trainers in improving the delivery of sports programs.

Related studies further support these findings by emphasizing the importance of professional, psychosocial, and financial support in school sports settings. Villanueva and Soriano (2020) reported that capacity-building activities, including sports clinics, enhanced coaching competence and contributed to improved athlete outcomes. Lim and Wong (2021) found that teacher-trainers felt more empowered when professional development opportunities were complemented by psychosocial support mechanisms. De Castro and Padilla (2022) observed that although financial assistance was available in some school sports programs, limitations in budget allocation resulted in inconsistencies in equipment provision and event-related funding. Meanwhile, Rahman and Ismail (2023) concluded that integrated support systems combining training, counseling, and financial assistance contributed to more sustainable sports programs than approaches that relied primarily on financial support. These studies support the present findings and reinforce the importance of providing comprehensive institutional support that addresses the professional, emotional, and financial needs of teacher-trainers.

Test of Difference in the Perceived Problems by the Teacher-Trainer Respondents when Grouped According to Their Profile Variables

Training for Athletes

Table 6 presents the analysis of variance to test difference in the perceived problems by the teacher-trainer respondents in terms of training for athletes when they are grouped according to profile variables.

The computed P-value for sex (0.213), no. of years as teacher-trainers (0.460), no. of trainings attended (0.385), highest educational attainment (0.268), marital status (0.330), and position/designation (0.151) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perceived problems by the teacher-trainer respondents in terms of training for athletes when they are grouped according to sex, no. of years as teacher-trainers, no. of trainings attended, highest educational attainment, marital status, and position/designation.

The result denotes that no significant differences found in the problems encountered by teacher-trainers in terms of training for athletes as to their sex, no. of years as teacher-trainers, no.of trainings attended, highest educational attainment, marital status, and position/designation.

Table 6. Analysis of Variance to Test of Difference in the Perceived Problems by the Teacher-trainer Respondents in terms of Training for Athletes when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	1.659	1	1.659	1.564	0.213	Do Not Reject Ho (Not Significant)
	Within Groups	156.984	148	1.061			
	Total	158.643	149				
No. of Years as Teacher-trainers	Between Groups	4.990	5	0.998	0.935	0.460	Do Not Reject Ho (Not Significant)
	Within Groups	153.653	144	1.067			
	Total	158.643	149				
No. of Trainings Attended	Between Groups	5.636	5	1.127	1.061	0.385	Do Not Reject Ho (Not Significant)
	Within Groups	153.007	144	1.063			
	Total	158.643	149				
Highest Educational Attainment	Between Groups	5.539	4	1.385	1.312	0.268	Do Not Reject Ho (Not Significant)
	Within Groups	153.103	145	1.056			
	Total	158.643	149				
Marital Status	Between Groups	3.668	3	1.223	1.152	0.330	Do Not Reject Ho (Not Significant)
	Within Groups	154.975	146	1.061			
	Total	158.643	149				
Position/ Designation	Between Groups	7.136	4	1.784	1.707	0.151	Do Not Reject Ho (Not Significant)
	Within Groups	151.506	145	1.045			
	Total	158.643	149				

The findings indicate that demographic and professional profile variables, such as sex, years of experience, number of trainings attended, educational attainment, marital status, and designation, did not significantly affect how teacher-trainers perceived the problems they encountered in training athletes. This suggests that the challenges associated with athlete training were systemic rather than individual in nature, implying that teacher-trainers encountered similar obstacles regardless of their personal and professional backgrounds. This uniformity may indicate the presence of structural concerns within school sports programs, such as limited training time, inadequate facilities and equipment, scheduling constraints, and institutional policy limitations, which may transcend individual qualifications and experiences.

The findings are supported by recent literature emphasizing the influence of systemic factors on the implementation of school sports programs. Francisco and Torres (2020) found that teacher-coaches from diverse professional backgrounds reported similar concerns regarding logistical limitations and institutional support. Similarly, Yeo and Lim (2021) emphasized that challenges in youth athlete training were generally consistent across demographic groups, with infrastructure and curriculum-related factors emerging as central concerns. Mendoza and Dizon (2022) highlighted that despite differences in qualification levels, coaches in public schools experienced similar constraints involving time, training space, and equipment. Likewise, Ahmad and Rahmat (2022) concluded that coaching issues were not significantly influenced by gender, rank, or experience but were more closely associated with school-wide operational concerns, including scheduling conflicts, limited administrative coordination, and inadequate maintenance support. These findings reinforce the present study's conclusion that barriers to effective athlete training are rooted largely in broader systemic and institutional conditions rather than in the personal characteristics of teacher-trainers. Addressing these challenges therefore requires strategic policy reforms, inclusive planning, stronger institutional coordination, and sustainable investment in school sports programs to promote equitable, efficient, and quality-driven implementation.

Training for Teacher-Trainers

Table 7 presents the analysis of variance to test difference in the perceived problems by the teacher-trainer respondents in terms of training for teacher-trainers when they are grouped according to profile variables.

Table 7. Analysis of Variance to Test of Difference in the Perceived Problems by the Teacher-trainer Respondents in terms of Training for Teacher-trainers when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	4.447	1	4.447	3.626	0.059	Do Not Reject Ho (Not Significant)
	Within Groups	181.494	148	1.226			
	Total	185.941	149				
No. of Years as Teacher-trainers	Between Groups	20.053	5	4.011	3.481	0.005	Ho is Rejected (Significant)
	Within Groups	165.888	144	1.152			
	Total	185.941	149				
No. of Trainings Attended	Between Groups	4.584	5	0.917	0.728	0.604	Do Not Reject Ho (Not Significant)
	Within Groups	181.357	144	1.259			
	Total	185.941	149				
Highest Educational Attainment	Between Groups	3.435	4	0.859	0.682	0.605	Do Not Reject Ho (Not Significant)
	Within Groups	182.506	145	1.259			
	Total	185.941	149				
Marital Status	Between Groups	3.366	3	1.122	0.897	0.444	Do Not Reject Ho (Not Significant)
	Within Groups	182.575	146	1.251			
	Total	185.941	149				
Position/Designation	Between Groups	11.696	4	2.924	2.433	0.053	Do Not Reject Ho (Not Significant)
	Within Groups	174.244	145	1.202			
	Total	185.941	149				

The computed p-values for sex (0.059), number of trainings attended (0.604), highest educational attainment (0.605), marital status (0.444), and position/designation (0.053) were greater than (>) the 0.05 alpha level of significance; hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perceived problems of the teacher-trainer respondents in terms of training for teacher-trainers when grouped according to sex, number of trainings attended, highest educational attainment, marital status, and position/designation.

On the other hand, the p-value for the number of years as teacher-trainers (0.005) was less than (<) the 0.05 alpha level of significance. Therefore, the null hypothesis was rejected, indicating a significant difference in the perceived problems of the teacher-trainer respondents in terms of training for teacher-trainers when grouped according to the number of years as teacher-trainers.

The result indicates that the problems encountered by teacher-trainers in terms of training for teacher-trainers differed according to the number of years they had served as teacher-trainers. In contrast, no significant differences were found according to sex, number of trainings attended, highest educational attainment, marital status, and position/designation.

The findings reveal that the number of years served as a teacher-trainer significantly influenced how respondents perceived problems related to training for teacher-trainers. This implies that experience level may shape awareness and sensitivity to professional development concerns. Those with longer service may have a broader perspective and deeper understanding of gaps in available training, unmet professional development needs, and changing demands in school sports coaching. In contrast, newer teacher-trainers may have had less opportunity to evaluate these concerns based on long-term experience. The absence of

significant differences according to sex, trainings attended, educational attainment, marital status, and designation suggests that training-related challenges were generally experienced across different respondent profiles, although these concerns may have been more evident among those with longer experience in the system.

Supporting literature affirms that teaching and coaching experience can influence how educators evaluate training adequacy and professional support. Santos and Villareal (2020) noted that experienced coaches were more likely to seek targeted training responsive to current pedagogical and athletic trends. Lim and Cheah (2021) observed that teacher-trainers with longer tenure were more likely to identify gaps in continuing professional development systems and were less satisfied with standardized training approaches. Dela Cruz and Manansala (2022) found that novice coaches were more likely to adapt to existing practices, whereas experienced trainers advocated for more relevant and contextualized professional development. Similarly, Ibrahim and Roslan (2023) concluded that longer-serving teacher-trainers became more aware of recurring institutional deficiencies in training structures. These findings support the present study and emphasize that years of service may influence how teacher-trainers assess the adequacy and relevance of professional development opportunities.

Equipment and Other School Provisions

Table 8 presents the analysis of variance to test difference in the perceived problems by the teacher-trainer respondents in terms of equipment and other school provisions when they are grouped according to profile variables.

Table 8. Analysis of Variance to Test of Difference in the Perceived Problems by the Teacher-trainer Respondents in terms of Equipment and other School Provisions when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.275	1	0.275	0.238	0.626	Do Not Reject Ho (Not Significant)
	Within Groups	170.831	148	1.154			
	Total	171.106	149				
No. of Years as Teacher-trainers	Between Groups	11.974	5	2.395	2.167	0.061	Do Not Reject Ho (Not Significant)
	Within Groups	159.132	144	1.105			
	Total	171.106	149				
No. of Trainings Attended	Between Groups	1.853	5	0.371	0.315	0.903	Do Not Reject Ho (Not Significant)
	Within Groups	169.253	144	1.175			
	Total	171.106	149				
Highest Educational Attainment	Between Groups	2.701	4	0.675	00.581	0.677	Do Not Reject Ho (Not Significant)
	Within Groups	168.405	145	1.161			
	Total	171.106	149				
Marital Status	Between Groups	1.215	3	0.405	0.348	0.791	Do Not Reject Ho (Not Significant)
	Within Groups	169.891	146	1.164			
	Total	171.106	149				
Position/Designation	Between Groups	3.416	4	0.854	0.738	0.567	Do Not Reject Ho (Not Significant)
	Within Groups	167.690	145	1.156			
	Total	171.106	149				

The computed p-values for sex (0.626), number of years as teacher-trainers (0.061), number of trainings attended (0.903), highest educational attainment (0.677), marital status (0.791), and position/designation (0.567) were greater than (>) the 0.05 alpha level of significance; hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perceived problems of the teacher-trainer respondents in terms of equipment and

other school provisions when grouped according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The result indicates that no significant differences were found in the problems encountered by teacher-trainers in terms of equipment and other school provisions according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The findings indicate that the problems encountered by teacher-trainers in terms of equipment and other school provisions were consistent across all demographic and professional classifications, including sex, length of service, training exposure, educational background, marital status, and job designation. This suggests that inadequacies in the provision and maintenance of sports-related resources may be systemic in nature, reflecting institutional challenges rather than individual circumstances. Regardless of the teacher-trainer's background or experience, inadequate equipment, limited access to facilities, and insufficient maintenance of training areas may affect the quality and effectiveness of sports training programs. These findings reinforce the need for structural improvements in procurement, budgeting, maintenance, and resource allocation rather than isolated interventions directed toward individual teacher-trainers.

Related literature reflects similar conclusions, indicating that deficiencies in sports provisions are broadly experienced and are not necessarily influenced by demographic characteristics. Ramirez and Santos (2020) found that public school coaches from diverse backgrounds consistently identified inadequate equipment as a major obstacle to effective training. Ong and Teo (2021) emphasized that despite differences in experience and qualifications, coaches encountered similar logistical limitations, particularly in schools with limited resources. Villanueva and Lopez (2022) reported that equipment-related challenges were relatively consistent across districts, with school-level policies and infrastructure identified as important contributing factors. Meanwhile, Jamaludin and Iskandar (2023) concluded that equipment shortages were more closely associated with administrative gaps and inconsistent funding than with teacher-specific characteristics. These findings support the present study and highlight the need for consistent monitoring, equitable budget distribution, targeted resource allocation, and stronger accountability mechanisms to ensure that schools can provide athletes and teacher-trainers with adequate provisions for effective training and program implementation.

Athletes's Personal Concerns and Issues

Table 9 presents the analysis of variance to test difference in the perceived problems by the teacher-trainer respondents in terms of athletes' personal concerns and issues when they are grouped according to profile variables.

The computed P-value for sex (0.640), no. of years as teacher-trainers (0.275), highest educational attainment (0.093), marital status (0.254), and position/designation (0.456) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perceived problems by the teacher-trainer respondents in terms of athletes' personal concerns and issues when they are grouped according to sex, no. of years as teacher-trainers, highest educational attainment, marital status, and position/designation.

On the other hand, the P-value for no. of trainings attended (0.027) was less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is significant difference in the perceived problems by the teacher-trainer respondents in terms of athletes' personal concerns and issues when they are grouped according to no. of trainings attended.

Table 9. Analysis of Variance to Test of Difference in the Perceived Problems by the Teacher-trainer Respondents in terms of Athletes' Personal Concerns and Issues when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.207	1	0.207	0.219	0.640	Do Not Reject Ho (Not Significant)
	Within Groups	139.779	148	0.944			
	Total	139.986	149				
No. of Years as Teacher-trainers	Between Groups	5.967	5	1.193	1.282	0.275	Do Not Reject Ho (Not Significant)
	Within Groups	134.020	144	0.931			
	Total	139.986	149				
No. of Trainings Attended	Between Groups	11.669	5	2.334	2.619	0.027	Ho is Rejected (Significant)
	Within Groups	128.317	144	0.891			
	Total	139.986	149				
Highest Educational Attainment	Between Groups	7.428	4	1.857	2.031	0.093	Do Not Reject Ho (Not Significant)
	Within Groups	132.558	145	0.914			
	Total	139.986	149				
Marital Status	Between Groups	3.835	3	1.278	1.371	0.254	Do Not Reject Ho (Not Significant)
	Within Groups	136.151	146	0.933			
	Total	139.986	149				
Position/ Designation	Between Groups	3.454	4	0.864	0.917	0.456	Do Not Reject Ho (Not Significant)
	Within Groups	136.532	145	0.942			
	Total	139.986	149				

The result indicated that the problems encountered by teacher-trainers in terms of athletes' personal concerns and issues significantly differed according to the number of trainings attended. However, no significant differences were found when the respondents were grouped according to sex, number of years as teacher-trainers, highest educational attainment, marital status, and position/designation.

The findings showed that teacher-trainers' perceptions of problems concerning athletes' personal concerns and issues varied significantly according to the number of trainings they had attended. This suggests that teacher-trainers who had undergone more training may have developed greater awareness, sensitivity, and responsiveness to the personal challenges experienced by student-athletes, including mental health concerns, motivation, peer relationships, and emotional well-being. In contrast, teacher-trainers with fewer or no training engagements may have had limited exposure to strategies for providing psychosocial support, which may have affected their ability to recognize and address such concerns. Meanwhile, the absence of significant differences according to sex, years as teacher-trainers, marital status, position/designation, and educational attainment suggests that athletes' personal concerns were generally experienced and recognized across different groups. However, professional development through training appeared to play an important role in strengthening teacher-trainers' awareness and responses. Continuous training may help coaches become more proactive in monitoring students' emotional well-being, initiating appropriate referrals, encouraging open communication, recognizing behavioral cues, and promoting psychological safety and resilience among athletes.

Related literature supports the relationship between training exposure and teacher-trainers' sensitivity to student-athletes' well-being. Tan and Rahim (2020) emphasized that continuous professional development strengthened coaches' empathy and preparedness in managing athletes' emotional concerns. Cruz and Bernardo (2021) found that coaches who frequently participated in seminars on child psychology and mental health were more capable of recognizing signs of stress and burnout among their trainees. Nguyen and Vo (2022) reported that sports trainers with greater

exposure to mental health workshops were more likely to adopt holistic coaching approaches that addressed both physical performance and emotional well-being. Similarly, Delos Reyes and Sumera (2023) found that the psychosocial competence of teacher-coaches was significantly influenced by the depth and variety of their training experiences. These findings were consistent with the present study, indicating that increased exposure to relevant training may strengthen teacher-trainers' capacity to recognize, understand, and appropriately respond to athletes' personal concerns and issues.

Financial Support to Athletes

Table 10 presents the analysis of variance to test difference in the perceived problems by the teacher-trainer respondents in terms of financial support to athletes when they are grouped according to profile variables.

The computed P-value for sex (0.800), no. of trainings attended (0.637), highest educational attainment (0.937), marital status (0.785), and position/designation (0.326) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perceived problems by the teacher-trainer respondents in terms of financial support to athletes when they are grouped according to sex, no. of trainings attended, highest educational attainment, marital status, and position/designation.

On the other hand, the P-value for no. of years as teacher-trainers (0.004) was less than (<) the 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, and there is a significant difference in the perceived problems by the teacher-trainer respondents in terms of financial support to athletes when they are grouped according to the number of years as teacher-trainers, highlighting how professional experience shapes funding awareness and advocacy efforts.

Table 10. Analysis of Variance to Test of Difference in the Perceived Problems by the Teacher-trainer Respondents in terms of Financial Support to Athletes when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.099	1	0.099	0.064	0.800	Do Not Reject Ho (Not Significant)
	Within Groups	228.566	148	1.544			
	Total	228.665	149				
No. of Years as Teacher-trainers	Between Groups	25.766	5	5.153	3.657	0.004	Ho is Rejected (Significant)
	Within Groups	202.899	144	1.409			
	Total	228.665	149				
No. of Trainings Attended	Between Groups	5.301	5	1.060	0.683	0.637	Do Not Reject Ho (Not Significant)
	Within Groups	223.364	144	1.551			
	Total	228.665	149				
Highest Educational Attainment	Between Groups	1.270	4	0.317	0.202	0.937	Do Not Reject Ho (Not Significant)
	Within Groups	227.396	145	1.568			
	Total	228.665	149				
Marital Status	Between Groups	1.658	3	.553	0.355	0.785	Do Not Reject Ho (Not Significant)
	Within Groups	227.007	146	1.555			
	Total	228.665	149				
Position/ Designation	Between Groups	7.155	4	1.789	1.171	0.326	Do Not Reject Ho (Not Significant)
	Within Groups	221.510	145	1.528			
	Total	228.665	149				

The result indicated that the problems encountered by teacher-trainers in terms of financial support to athletes significantly differed according to the number of years they had served as teacher-trainers. However, no significant differences were found when the

respondents were grouped according to sex, number of trainings attended, highest educational attainment, marital status, and position/designation.

The findings revealed that the length of service as a teacher-trainer significantly influenced the perception of financial support issues in the implementation of sports programs for athletes. Teacher-trainers with longer service may have been more likely to recognize and critically assess persistent funding gaps and their effects on student-athletes because of their accumulated experiences with resource constraints during training and competitions. In contrast, newer teacher-trainers may have had less exposure to budgetary processes, sponsorship opportunities, and logistical concerns affecting financial support. The absence of significant differences according to the other profile variables suggests that financial challenges were generally experienced across different groups, although awareness of these concerns may have become more pronounced with continued service. In school settings, experienced teacher-trainers may advocate more strongly for increased financial assistance because they have witnessed how inadequate funding affects student participation, athletic performance, access to equipment, transportation, and nutritional needs. Their sustained involvement may also encourage more proactive efforts to obtain stable financial resources and improve the implementation of athletic programs.

Related literature supports the influence of years of service on the recognition of financial limitations in school-based athletic programs. Manalo and de Jesus (2020) emphasized that experienced trainers were more vocal about budget constraints and more proactive in seeking institutional support. Similarly, Lee and Tan (2021) found that professional experience enabled trainers to identify financial challenges, including inequitable fund distribution and delays in equipment procurement. Gutierrez and Robles (2022) observed that long-serving coaches developed deeper insights into the effects of limited funding on athlete development. Lastly, Ariffin and Hamid (2023) reported that years of involvement influenced trainers' awareness of how financial deficits could contribute to athlete dropout and reduced motivation. These findings were consistent with the present study, indicating that length of service may strengthen teacher-trainers' sensitivity to funding concerns and their capacity to respond to the financial needs of school sports programs.

Test of Difference in the Perceived Support to Address the Problems by the Teacher-Trainer Respondents when Grouped According to Their Profile Variables

Quality Coaching

The analysis of variance to test difference in the perceived support to address the problems by the teacher-trainer respondents in terms of quality coaching when they are grouped according to profile variables is presented in Table 11.

Table 11. Analysis of Variance to Test of Difference in the Perceived Support to Address the Problems by the Teacher-trainer Respondent in terms of Quality Coaching when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.447	1	0.447	2.092	0.150	Do Not Reject Ho (Not Significant)
	Within Groups	31.635	148	0.214			
	Total	32.082	149				
No. of Years as Teacher-trainers	Between Groups	2.790	5	0.558	2.743	0.021	Ho is Rejected (Significant)
	Within Groups	29.292	144	0.203			
	Total	32.082	149				
No. of Trainings Attended	Between Groups	2.345	5	0.469	2.271	0.051	Do Not Reject Ho (Not Significant)
	Within Groups	29.736	144	0.207			
	Total	32.082	149				

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Highest Educational Attainment	Between Groups	0.393	4	0.098	0.449	0.773	Do Not Reject Ho (Not Significant)
	Within Groups	31.689	145	0.219			
	Total	32.082	149				
Marital Status	Between Groups	0.086	3	0.029	0.131	0.942	Do Not Reject Ho (Not Significant)
	Within Groups	31.996	146	0.219			
	Total	32.082	149				
Position/Designation	Between Groups	2.324	4	0.581	2.831	0.027	Ho is Rejected (Significant)
	Within Groups	29.757	145	0.205			
	Total	32.082	149				

The computed p-values for sex (0.150), number of trainings attended (0.051), highest educational attainment (0.773), and marital status (0.942) were greater than (>) the 0.05 alpha level of significance; hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perceived support received by the teacher-trainer respondents in addressing problems related to quality coaching when grouped according to sex, number of trainings attended, highest educational attainment, and marital status.

On the other hand, the p-values for number of years as teacher-trainers (0.021) and position/designation (0.027) were less than (<) the 0.05 alpha level of significance. Therefore, the null hypothesis was rejected, indicating a significant difference in the perceived support received by the teacher-trainer respondents in addressing problems related to quality coaching when grouped according to number of years as teacher-trainers and position/designation.

The result indicated that the perceived support received by teacher-trainer respondents in addressing problems related to quality coaching significantly differed according to their number of years as teacher-trainers and position/designation. However, no significant differences were found according to sex, number of trainings attended, highest educational attainment, and marital status. This finding highlights the possible importance of professional experience and leadership responsibilities in shaping teacher-trainers' perceptions of institutional support.

The findings suggested that perceptions of support for addressing problems related to quality coaching significantly differed according to teacher-trainers' years of experience and professional designation. More experienced or higher-ranking teacher-trainers, particularly those with leadership responsibilities, may have had greater access to institutional support, coaching resources, and professional networks. Their longer involvement in school sports programs may also have provided them with greater familiarity with administrative procedures and opportunities for professional development. In contrast, newer or lower-ranked teacher-trainers may have had fewer opportunities to access or influence institutional resources. Meanwhile, the absence of significant differences according to sex, educational attainment, marital status, and number of trainings attended suggests that support for quality coaching was not substantially shaped by these personal characteristics. Instead, professional experience and position may have been more influential in determining access to and perceptions of coaching-related support. This finding underscores the importance of providing equitable capacity-building opportunities to teacher-trainers regardless of their rank or length of service.

Related literature supports these findings. Dela Cruz and Santos (2021) reported that teacher-trainers in higher positions were more frequently involved in coaching seminars and leadership clinics, which influenced their perceptions of institutional support. Similarly, Lim and Chong (2020) emphasized that teacher-trainers with longer service were more capable of navigating institutional structures to obtain training and professional resources. Rahman and Aziz (2022) observed that junior or entry-level trainers often had limited awareness of available support systems because of their

relatively limited exposure and involvement in organizational activities. Meanwhile, Garcia and Flores (2023) highlighted differences in access to professional development opportunities according to professional rank, suggesting that leadership positions were often prioritized in capacity-building initiatives. These findings were consistent with the present study and reinforced the importance of experience and professional designation in shaping teacher-trainers' perceptions of support for quality coaching.

Conferences and Clinics

The analysis of variance to test difference in the perceived support to address the problems by the teacher-trainer respondents in terms of conferences and clinics when they are grouped according to relevant profile variables is presented in Table 12.

Table 12. Analysis of Variance to Test of Difference in the Perceived Support to Address the Problems by the Teacher-trainer Respondent in terms of Conferences and Clinics when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.485	1	0.485	2.305	0.131	Do Not Reject Ho (Not Significant)
	Within Groups	31.113	148	0.210			
	Total	31.597	149				
No. of Years as Teacher-trainers	Between Groups	4.006	5	0.801	4.182	0.001	Ho is Rejected (Significant)
	Within Groups	27.591	144	0.192			
	Total	31.597	149				
No. of Trainings Attended	Between Groups	3.790	5	0.758	3.926	0.002	Ho is Rejected (Significant)
	Within Groups	27.807	144	0.193			
	Total	31.597	149				
Highest Educational Attainment	Between Groups	.354	4	0.089	0.411	0.800	Do Not Reject Ho (Not Significant)
	Within Groups	31.243	145	0.215			
	Total	31.597	149				
Marital Status	Between Groups	0.156	3	0.052	0.241	0.867	Do Not Reject Ho (Not Significant)
	Within Groups	31.441	146	0.215			
	Total	31.597	149				
Position/ Designation	Between Groups	1.061	4	0.265	1.260	0.289	Do Not Reject Ho (Not Significant)
	Within Groups	30.536	145	0.211			
	Total	31.597	149				

The computed p-values for sex (0.131), highest educational attainment (0.800), marital status (0.867), and position/designation (0.289) were greater than (>) the 0.05 alpha level of significance; hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perceived support received by the teacher-trainer respondents in addressing problems through conferences and clinics when grouped according to sex, highest educational attainment, marital status, and position/designation. This indicated that perceptions of support through conferences and clinics were generally consistent across these personal and professional characteristics.

On the other hand, the p-values for number of years as teacher-trainers (0.002) and number of trainings attended (0.002) were less than (<) the 0.05 alpha level of significance. Therefore, the null hypothesis was rejected, indicating a significant difference in the perceived support received by the teacher-trainer respondents in addressing problems through conferences and clinics when grouped according to number of years as teacher-trainers and number of trainings attended.

The result indicated that the perceived support received by teacher-trainer respondents in addressing problems through conferences and clinics significantly differed according to their number of years as teacher-trainers and

number of trainings attended. However, no significant differences were found according to sex, highest educational attainment, marital status, and position/designation.

The findings indicated that teacher-trainers' perceptions of support from conferences and clinics significantly varied according to their length of service and number of trainings attended, but not according to sex, educational attainment, marital status, or position/designation. This suggests that teacher-trainers with longer experience and greater participation in training opportunities may have perceived higher levels of support from institutional capacity-building activities, such as sports conferences and clinics. Their greater exposure to professional development programs may have increased their familiarity with available resources, support mechanisms, and professional networks. In contrast, teacher-trainers with fewer years of service or limited training exposure may have had less familiarity with available opportunities, which may have influenced their perceptions of institutional support. The finding highlights the importance of providing equitable and continuous access to conferences, clinics, and other professional development activities, particularly for teacher-trainers who have had limited exposure to such opportunities.

Related literature supports these findings. Tan and Lee (2022) found that sustained participation in professional development activities enhanced teacher-trainers' awareness and utilization of support services in sports education. Similarly, Villanueva and Ramos (2021) reported that teacher-trainers who regularly participated in training programs were more likely to recognize and utilize institutional support for their professional needs. Noor and Hamzah (2020) emphasized that professional experience was associated with greater participation in conferences and a deeper understanding of their benefits. Lastly, Ahmad and Kaur (2023) concluded that limited exposure to professional development opportunities could contribute to perceptions of inadequate institutional support, particularly among early-career educators. These findings were consistent with the present study and reinforced the importance of both professional experience and training participation in shaping teacher-trainers' perceptions of support provided through conferences and clinics.

Budget Allocation

The analysis of variance to test difference in the perceived support to address the problems by the teacher-trainer respondents in terms of budget allocation when they are grouped according to profile variables is presented in Table 23.

The computed P-value for sex (0.247), no. of years as teacher-trainers (0.197), no. of trainings attended (0.512), highest educational attainment (0.728), marital status (0.174), and position/designation (0.816) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perceived support to address the problems by the teacher-trainer respondents in terms of budget allocation when they are grouped according to sex, no. of years as teacher-trainers, no. of trainings attended, highest educational attainment, marital status, and position/designation.

Table 13. Analysis of Variance to Test of Difference in the Perceived Support to Address the Problems by the Teacher-trainer Respondent in terms of Budget Allocation when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.338	1	0.338	1.352	0.247	Do Not Reject Ho (Not Significant)
	Within Groups	36.985	148	0.250			
	Total	37.323	149				
No. of Years as Teacher-trainers	Between Groups	1.833	5	0.367	1.488	0.197	Do Not Reject Ho (Not Significant)
	Within Groups	35.490	144	0.246			
	Total	37.323	149				
	Between Groups	1.079	5	0.216	0.857	0.512	

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
No. of Trainings Attended	Within Groups	36.244	144	0.252			Do Not Reject Ho (Not Significant)
	Total	37.323	149				
Highest Educational Attainment	Between Groups	0.518	4	0.130	0.510	0.728	Do Not Reject Ho (Not Significant)
	Within Groups	36.805	145	0.254			
	Total	37.323	149				
Marital Status	Between Groups	1.246	3	0.415	1.681	0.174	Do Not Reject Ho (Not Significant)
	Within Groups	36.077	146	0.247			
	Total	37.323	149				
Position/Designation	Between Groups	0.397	4	0.099	0.389	0.816	Do Not Reject Ho (Not Significant)
	Within Groups	36.927	145	0.255			
	Total	37.323	149				

The result indicated that no significant differences were found in the perceived support received by the teacher-trainer respondents in terms of budget allocation when grouped according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The findings suggested that teacher-trainers perceived support in terms of budget allocation relatively consistently regardless of their demographic and professional backgrounds. The absence of significant differences according to sex, years of experience, number of trainings attended, educational attainment, marital status, and position/designation indicated a generally similar experience or perception of financial resource distribution in school-based sports programs. This consistency may reflect centralized budgeting procedures, standardized allocation practices, or shared experiences of limited financial resources across different groups of teacher-trainers. In school settings, both novice and experienced teacher-trainers may encounter similar difficulties in obtaining adequate funds for training equipment, competition expenses, transportation, athlete allowances, and other sports-related needs. This suggests that budgetary concerns may be more systemic and institutional than dependent on individual or professional characteristics.

Related literature supports this finding. Delos Reyes and Santos (2021) emphasized that budget allocation concerns in school sports programs were generally perceived similarly regardless of teachers' length of service or professional rank. Similarly, Lim and Chua (2020) reported that financial constraints were common concerns among teacher-trainers and were influenced largely by broader budgeting and resource-allocation processes. Prawiro and Wulandari (2022) further observed that teachers tended to report similar levels of satisfaction or dissatisfaction with sports funding because they operated within a shared institutional framework. Lastly, Tran and Le (2023) found that in schools with centralized budget management, demographic characteristics had minimal influence on teachers' perceptions of financial support. These findings were consistent with the present study and indicated that support related to budget allocation was influenced more by institutional and structural conditions than by the personal or professional characteristics of teacher-trainers.

Counseling Services

The analysis of variance to test difference in the perceived support to address the problems by the teacher-trainer respondents in terms of counseling services when they are grouped according to profile variables is presented in Table 14.

Table 14. Analysis of Variance to Test of Difference in the Perceived Support to Address the Problems by the Teacher-trainer Respondent in terms of Counseling Services when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.435	1	0.435	1.672	0.198	Do Not Reject Ho (Not Significant)
	Within Groups	38.490	148	0.260			
	Total	38.925	149				
No. of Years as Teacher-trainers	Between Groups	0.169	5	0.034	0.125	0.986	Do Not Reject Ho (Not Significant)
	Within Groups	38.756	144	0.269			
	Total	38.925	149				
No. of Trainings Attended	Between Groups	2.393	5	0.479	1.886	0.100	Do Not Reject Ho (Not Significant)
	Within Groups	36.532	144	0.254			
	Total	38.925	149				
Highest Educational Attainment	Between Groups	1.322	4	0.330	1.274	0.283	Do Not Reject Ho (Not Significant)
	Within Groups	37.603	145	0.259			
	Total	38.925	149				
Marital Status	Between Groups	0.516	3	0.172	0.653	0.582	Do Not Reject Ho (Not Significant)
	Within Groups	38.410	146	0.263			
	Total	38.925	149				
Position/ Designation	Between Groups	1.867	4	0.467	1.826	0.127	Do Not Reject Ho (Not Significant)
	Within Groups	37.059	145	0.256			
	Total	38.925	149				

The computed p-values for sex (0.198), number of years as teacher-trainers (0.986), number of trainings attended (0.100), highest educational attainment (0.283), marital status (0.582), and position/designation (0.127) were greater than (>) the 0.05 alpha level of significance; hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perceived support received by the teacher-trainer respondents in addressing problems through counseling services when grouped according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The result indicated that no significant differences were found in the perceived support received by teacher-trainer respondents in addressing problems through counseling services according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The findings indicated a consistent perception among teacher-trainers regarding the support received through counseling services, regardless of their sex, number of years as trainers, training exposure, educational attainment, marital status, or position/designation. This uniformity suggests that access to and perceived effectiveness of counseling services were experienced similarly across different demographic and professional groups. Such findings may reflect the standardized implementation of school-based guidance, wellness, and psychosocial support services, wherein teacher-trainers were provided with similar opportunities to access counseling and referral mechanisms. In practice, this may be observed when teacher-trainers, regardless of experience or rank, participate in wellness activities, counseling orientations, or established referral procedures designed to address athletes' emotional and psychological needs. The finding highlights the importance of maintaining accessible, equitable, and consistent counseling services across school sports programs.

Related literature supports this finding. Garcia and Flores (2021) reported that physical education teachers generally perceived student-athlete counseling support similarly across different professional groups, which was attributed to standardized mental health policies and support mechanisms. Tan and Lee

(2020) likewise found that coaching personnel experienced comparable levels of accessibility and responsiveness to counseling services, particularly when psychosocial support was integrated into school-based programs. Norazman and Yusof (2020) observed that teachers across different professional ranks perceived the effectiveness of school sports counseling services consistently when wellness programs were implemented through centralized systems. Similarly, Nguyen and Tran (2022) highlighted the importance of standardized student support services in promoting equitable access to guidance and psychosocial interventions for student-athletes. These findings were consistent with the present study and suggested that counseling support was generally perceived as an institutionally provided service rather than one substantially influenced by the personal or professional characteristics of teacher-trainers.

Financial Aids

The analysis of variance to test difference in the perceived support to address the problems by the teacher-trainer respondents in terms of financial aids when they are grouped according to profile variables is presented in Table 15.

The computed P-value for sex (0.143), no. of years as teacher-trainers (0.854), no. of trainings attended (0.453), highest educational attainment (0.293), marital status (0.253), and position/designation (0.744) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perceived support to address the problems by the teacher-trainer respondents in terms of financial aids when they are grouped according to sex, no. of years as teacher-trainers, no. of trainings attended, highest educational attainment, marital status, and position/designation.

Table 15. Analysis of Variance to Test of Difference in the Perceived Support to Address the Problems by the Teacher-trainer Respondent in terms of Financial Aids when They are Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.649	1	0.649	2.165	0.143	Do Not Reject Ho (Not Significant)
	Within Groups	44.368	148	0.300			
	Total	45.017	149				
No. of Years as Teacher-trainers	Between Groups	0.604	5	0.121	0.391	0.854	Do Not Reject Ho (Not Significant)
	Within Groups	44.414	144	0.308			
	Total	45.017	149				
No. of Trainings Attended	Between Groups	1.433	5	0.287	0.947	0.453	Do Not Reject Ho (Not Significant)
	Within Groups	43.584	144	0.303			
	Total	45.017	149				
Highest Educational Attainment	Between Groups	1.498	4	0.374	1.248	0.293	Do Not Reject Ho (Not Significant)
	Within Groups	43.519	145	0.300			
	Total	45.017	149				
Marital Status	Between Groups	1.236	3	0.412	1.374	0.253	Do Not Reject Ho (Not Significant)
	Within Groups	43.781	146	0.300			
	Total	45.017	149				
Position/ Designation	Between Groups	0.600	4	0.150	0.489	0.744	Do Not Reject Ho (Not Significant)
	Within Groups	44.418	145	0.306			
	Total	45.017	149				

The computed p-values for sex (0.198), number of years as teacher-trainers (0.986), number of trainings attended (0.100), highest educational attainment (0.283), marital status (0.582), and position/designation (0.127) were greater than (>) the 0.05 alpha level of significance; hence, the null hypothesis was accepted. Therefore, there was no significant difference in the perceived support received by the teacher-trainer respondents in addressing

problems through counseling services when grouped according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The result indicated that no significant differences were found in the perceived support received by teacher-trainer respondents in addressing problems through counseling services according to sex, number of years as teacher-trainers, number of trainings attended, highest educational attainment, marital status, and position/designation.

The findings indicated a consistent perception among teacher-trainers regarding the support received through counseling services, regardless of their sex, number of years as trainers, training exposure, educational attainment, marital status, or position/designation. This uniformity suggests that access to and perceived effectiveness of counseling services were experienced similarly across different demographic and professional groups. Such findings may reflect the standardized implementation of school-based guidance, wellness, and psychosocial support services, wherein teacher-trainers were provided with similar opportunities to access counseling and referral mechanisms. In practice, this may be observed when teacher-trainers, regardless of experience or rank, participate in wellness activities, counseling orientations, or established referral procedures designed to address athletes' emotional and psychological needs. The finding highlights the importance of maintaining accessible, equitable, and consistent counseling services across school sports programs.

Related literature supports this finding. Garcia and Flores (2021) reported that physical education teachers generally perceived student-athlete counseling support similarly across different professional groups, which was attributed to standardized mental health policies and support mechanisms. Tan and Lee (2020) likewise found that coaching personnel experienced comparable levels of accessibility and responsiveness to counseling services, particularly when psychosocial support was integrated into school-based programs. Norazman and Yusof (2022) observed that teachers across different professional ranks perceived the effectiveness of school sports counseling services consistently when wellness programs were implemented through centralized systems. Similarly, Nguyen and Tran (2023) highlighted the importance of standardized student support services in promoting equitable access to guidance and psychosocial interventions for student-athletes. These findings were consistent with the present study and suggested that counseling support was generally perceived as an institutionally provided service rather than one substantially influenced by the personal or professional characteristics of teacher-trainers.

Developed and Proposed Action Plan for Elementary School Sports Program Based on the Results of the Study

The developed and proposed action plan for elementary school sports program based on the result of the study is shown in Table 16.

Table 16. Developed and Proposed Action Plan for Elementary School Sports Program based on the Results of the Study

Key Area	Objective	Specific Plans	Person(s) Involved	Time Frame	Proposed Budget	Source of Fund	Status
Training for Athletes	To improve athletes' skills and readiness for competitions	Conduct weekend and summer sports clinics; establish regular training schedules per district	School Sports Coordinators, PE Teachers, District Supervisors	Monthly / Summer 2025	₱15,000	Division MOOE, LGU, NGOs	In Progress Complete Not Started Overdue Needs Review Approved

Key Area	Objective	Specific Plans	Person(s) Involved	Time Frame	Proposed Budget	Source of Fund	Status
Training for Teacher-Trainers	To equip teacher-trainers with updated sports strategies and coaching skills	Organize division-wide coaching seminars and workshops; send trainers to regional/national coaching conferences	EPS in MAPEH, PE Teachers, Guest Coaches	Quarterly, starting Q3 2025	₱10,000	Division MOOE, SEF, DepEd RO	In Progress Complete Not Started Overdue Needs Review Approved
Equipment and School Provisions	To ensure availability of standard sports equipment and proper training venues	Conduct inventory; procure basic sports gear per school; repair/upgrade training facilities	School Heads, Property Custodian, Division Office	Start Q3 2025, ongoing	₱30,000	SEF, LGU, Brigada Eskwela Partners	In Progress Complete Not Started Overdue Needs Review Approved
Athletes' Personal Concerns and Issues	To address psychological, health, and academic needs of athletes	Provide health screening; assign teacher-advisers; implement life-skills sessions; create referral system for guidance and support	School Nurses, Guidance Counselors, Coaches, Teachers	Start Q3 2025, bimonthly	₱7,500	Division MOOE, LGU, Health Agencies	In Progress Complete Not Started Overdue Needs Review Approved
Financial Support to Athletes	To provide equitable financial support for athletes' needs	Allocate stipends for transportation, meals, and uniforms; tap sponsors and alumni; initiate fundraising drives	School Heads, LGU Officials, Alumni Associations, PTAs	School Year 2025–2026	₱20,000	SEF, LGU, Donations, PTA Funds	In Progress Complete Not Started Overdue Needs Review Approved

The proposed action plan for enhancing the elementary school sports program in the Division of Zambales addresses five key areas: training for athletes, training for teacher-trainers, equipment and other school provisions, athletes' personal concerns and issues, and financial support. The plan is anchored on the objective of strengthening the overall implementation of sports programs by providing systematic support to both learners and educators involved. Each key area outlines specific goals and targeted strategies that include capacity-building activities, infrastructure improvements, and collaborative partnerships. For instance, regular sports clinics and training sessions will be conducted to improve the performance of student-athletes, while teacher-trainers will undergo coaching workshops to update their competencies and methodologies.

The implementation of the action plan involves various stakeholders such as school heads, physical education (PE) teachers, district supervisors, local government units (LGUs), non-government organizations (NGOs), guidance counselors, and community partners. The plan calls for a collaborative approach where resource mobilization, program supervision, and continuous evaluation are shared responsibilities. Equipment acquisition and facility upgrades will be supported through the Special Education Fund (SEF), Maintenance

and Other Operating Expenses (MOOE), and contributions from Brigada Eskwela partners. Meanwhile, athletes' psychosocial and academic well-being will be safeguarded through health screenings, advisory support, and counseling interventions. By engaging multiple sectors, the plan ensures that both academic and sports-related development of learners are balanced and sustained.

To guarantee success, the action plan is structured within realistic time frames and corresponding budget allocations. Activities are set to begin in the third quarter of 2025 and will be implemented on a rolling basis throughout the school year. Periodic assessments will be conducted to measure the impact of the interventions and adjust strategies as needed. Furthermore, the plan emphasizes the generation of alternative financial resources such as fundraising drives, alumni donations, and community sponsorships to augment existing funds. This comprehensive approach is intended not only to address current challenges but also to establish a sustainable and inclusive school sports culture that promotes excellence, equity, and holistic development among elementary learners in Zambales.

Summary of Findings

This chapter presents the summary of the findings, the conclusions arrived at and the recommendations offered by the researcher.

Based on the respondents' responses gathered through the questionnaire, the data were analyzed and the following are the summary of the interpretations in the findings.

1. Profile of Teacher-trainer Respondents
   - 1.1. Sex. Majority with 116 or 77.30% are female; while 34 or 22.70% are male.
   - 1.2. No. of Years as Teacher-trainers. Majority of the respondents with 39 or 26.00% are more than 15 years as teacher-trainers; while 9 or 6.00% served as teacher-trainers for just months.
   - 1.3. No. of Trainings Attended. Majority of the teacher-trainers with 41 or 27.30% attended 1-3 trainings; while 10 or 6.70% haven't attended any trainings.
   - 1.4. Highest Educational Attainment. Majority of the teacher-trainer respondents are Master's degree unit earners with 69 or 46.00%; while 4 or 2.70% are Ed.D./Ph.D. degree holders.
   - 1.5. Marital Status. Majority of the teacher-trainer respondents with 108 or 72.00% are married; while only 1 or 0.70% is separated.
   - 1.6. Position/Designation. The position/designation of the majority of the teacher-trainer respondents is Teacher III with 62 or 41.30%; while 9 or 6.00% are Master Teacher II and Master Teacher I, respectively.
2. Sport Events and Level as Participated by Trained-athletes
   - 2.1. Individual Events. The individual sport event commonly participated by trained-athletes is the badminton sport with 68 or 33.50%; while only 1 trained athlete or 0.49% participated lawn tennis sport event.
   - 2.2. Group Events. Majority of the trained-athletes participated table tennis as group sport event with 47 or 27.49%; while only 1 or 0.58 participated bocce group sport event.
   - 2.3. Level of Competition Reached by the Trained Athletes. The level of sport competition reached by the trained athletes was at District Level with 42 or 24.85%; while 11 or 6.51% trained athletes reached the Regional Level of sport competition.
3. Perceived Problems of Elementary School Sports Program and Activities Implementation
   - 3.1. Training for Athletes. The teacher-trainer respondents sometimes encountered problems in the implementation of elementary school sports programs and activities in terms of training for athletes, manifested on the computed overall weighted mean of 2.79.
   - 3.2. Training for Teacher-trainers. The teacher-trainer respondents sometimes encountered problems in the implementation of elementary school sports programs and activities in terms of training for teacher-trainers, manifested on the computed overall weighted mean of 2.81.

3.3. Equipment and other School Provisions. The teacher-trainer respondents often encountered problems in the implementation of elementary school sports programs and activities in terms of equipment and other school provisions, manifested on the computed overall weighted mean of 3.51.

3.4. Athletes' Personal Concerns and Issues. The teacher-trainer respondents sometimes encountered problems in the implementation of elementary school sports programs and activities in terms of athletes' personal concerns and issues, manifested on the computed overall weighted mean of 3.09.

3.5. Financial Support to Athletes. The teacher-trainer respondents sometimes encountered problems in the implementation of elementary school sports programs and activities in terms of financial support to athletes, manifested on the computed overall weighted mean of 3.41.

4. Perceived Support to Address the Problems of Elementary School Sports Program and Activities Implementation

4.1. Quality Coaching. The teacher-trainer respondents strongly agreed on the support to address the problems of elementary school sports programs and activities implementation in terms of quality coaching, manifested on the computed overall weighted mean of 3.57.

4.2. Conferences and Clinics. The teacher-trainer respondents strongly agreed on the support to address the problems of elementary school sports programs and activities implementation in terms of conferences and clinics, manifested on the computed overall weighted mean of 3.62.

4.3. Budget Allocation. The teacher-trainer respondents strongly agreed on the support to address the problems of elementary school sports programs and activities implementation in terms of budget allocation, manifested on the computed overall weighted mean of 3.44.

4.4. Counseling Services. The teacher-trainer respondents strongly agreed on the support to address the problems of elementary school sports programs and activities implementation in terms of counseling services, manifested on the computed overall weighted mean of 3.48.

4.5. Financial Aids. The teacher-trainer respondents strongly agreed on the support to address the problems of elementary school sports programs and activities implementation in terms of financial aids, manifested on the computed overall weighted mean of 3.45.

5. Test of Difference in the Perceived Problems by the Teacher-trainer Respondents when Grouped According to their Profile Variables

5.1. Training for Athletes. The significance values for for sex (0.213), no. of years as teacher-trainers (0.460), no. of trainings attended (0.385), highest educational attainment (0.268), marital status (0.330), and position/designation (0.151) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception.

5.2. Training for Teacher-trainers. The significance for sex (0.059), no. of trainings attended (0.604), highest educational attainment (0.605), marital status (0.444), and position/designation (0.053) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the peception. On the other hand, the significance value for no. of years as teacher-trainers (0.005) was less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is significant difference in the perception.

5.3. Equipment and other School Provisions. The significance values for sex (0.626), no. of years as teacher-trainers (0.061), no. of trainings attended (0.903), highest educational attainment (0.677), marital status (0.791), and position/designation (0.567) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception.

5.4. Athletes' Personal Concerns and Issues. The significance values for sex (0.640), no. of years as teacher-trainers (0.275), highest educational attainment (0.093), marital status (0.254), and position/designation (0.456) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception. On the other hand, the significance value for no. of trainings attended (0.027) was less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is significant difference in the perception.

5.5. Financial Support to Athletes. The significance values for sex (0.800), no. of trainings attended (0.637), highest educational attainment (0.937), marital status (0.785), and position/designation (0.326) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception. On the other hand, the significance value for no. of years as teacher-trainers (0.004) was less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is significant difference in the perception.

6. Test of Difference in the Perceived Support to Address the Problems by the Teacher-trainer Respondents when Grouped According to their Profile Variables

6.1. Quality Coaching. The significance values for sex (0.150), no. of trainings attended (0.051), highest educational attainment (0.773), and marital status (0.942) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception. On the other hand, the significance values for no. of years as teacher-trainers (0.021) and position/designation (0.027) were less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is significant difference in the perception.

6.2. Conferences and Clinics. The significance values for sex (0.131), highest educational attainment (0.800), marital status (0.867), and position/designation (0.289) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception. On the other hand, the significance values for no. of years as teacher-trainers (0.002) and no. of trainings attended (0.002) were less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is significant difference in the perception.

6.3. Budget Allocation. The significance values for sex (0.247), no. of years as teacher-trainers (0.197), no. of trainings attended (0.512), highest educational attainment (0.728), marital status (0.174), and position/designation (0.816) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception among the identified respondent groups.

6.4. Counseling Services. The significance values for sex (0.198), no. of years as teacher-trainers (0.986), no. of trainings attended (0.100), highest educational attainment (0.283), marital status (0.582), and position/designation (0.127) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception among the respondent demographic profile groups.

6.5. Financial Aids. The significance values for sex (0.143), no. of years as teacher-trainers (0.854), no. of trainings attended (0.453), highest educational attainment (0.293), marital status (0.253), and position/designation (0.744) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception.

7. Developed and Proposed Action Plan for Elementary School Sports Program based on the Results of the Study

The proposed action plan for enhancing the elementary school sports program in the Division of Zambales addresses five key areas: training for athletes, training for teacher-trainers, equipment and other school provisions, athletes' personal concerns and issues, and financial support. Each key area outlines specific goals and targeted strategies that include capacity-building activities, infrastructure improvements, collaborative partnerships, community engagement, sustained monitoring, and regular evaluation for continuous improvement and long-term impact.

Conclusions

Based on the foregoing results of the study, the researcher concluded that:

1. The typical elementary teacher sports trainer-respondents are female, with long years as coach, with enough exposure as teacher-trainers, Master's degree unit earners, married, and Teacher III.
2. Trained-athletes commonly participated in badminton sport as individual event, table tennis as group sport event, and reached Distric Level of sports competition.
3. The teacher-trainer respondents sometimes encountered problems in the implementation of elementary school sports programs and activities.
4. The teacher-trainer respondents strongly agreed on the support they received to address the problems of elementary school sports programs and activities implementation.
5. There was significant difference in the perceived problems by the teacher-trainer respondents in terms of training for teacher-trainers, and financial support to athletes when they are grouped according to no. of years as teacher-trainers; significant in terms of athletes' personal concerns and issues as to no. of trainings attended; while no significant difference found in terms of training for athletes, and equipment and other school provisions when they are grouped as to sex, no. of years as teacher-trainers, no. of trainings attended, highest educational attainment, marital status, and position/designation.
6. There was significant difference in the perceived support to address the problems by the teacher-trainer respondents in terms of quality coaching when they are grouped according to no. of years as teacher-trainers and position/designation; significant in terms of conferences and clinics as to no. of years as teacher-trainers, and no. of trainings attended; while no significant difference found in terms of budget allocation, counseling services, and financial aids when they are grouped as to sex, no. of years as teacher-trainers, no. of trainings attended, highest educational attainment, marital status, and position/designation.
7. The proposed action plan for enhancing the elementary school sports program in the Division of Zambales outlines specific goals and targeted strategies that include capacity-building activities, infrastructure improvements, and collaborative partnerships.

Recommendation

In view of the conclusion of the study, the following are recommended.

1. School leaders may implement periodized training schedules with skill-focused sessions and structured rest periods to enhance athletes' competencies and overall readiness for competitions.
2. School leaders could provide professional development opportunities and formally recognize coaching duties, ensuring teacher-trainers are equipped with updated sports strategies and effective coaching skills.
3. DepEd officials, in coordination with school leaders, may prioritize the provision of standard sports equipment and the construction or maintenance of appropriate training venues to ensure safe, accessible, and effective practice environments for student-athletes.
4. School leaders and teacher-trainers might integrate psychosocial support, health education, and academic assistance into the sports development framework to holistically address the psychological, physical, and educational needs of student-athletes.

5. School leaders and teacher-trainers may initiate financial aid programs or collaborate with local sponsors to ensure equitable access to essential equipment and support for all student-athletes.
6. School Sports Program Heads and policymakers may institutionalize structured feedback mechanisms to ensure athlete perspectives inform adaptive, evidence-based coaching and training enhancements.
7. School Sports Program Heads and policymakers may review and critique the developed action plan for future adoption by public elementary schools in Zone 2, DepEd Division of Zambales, in the implementation of sports programs and activities.
8. Researchers, school leaders, and DepEd officials may conduct further studies to determine and evaluate problems encountered in the implementation of sports programs and activities in public elementary schools of Zone 2, DepEd Division of Zambales, including other variables and wider scope to further validate the findings of this study.
9. The results of this study may be disseminated to the Head of the Provincial Sports Development Program to guide provincial-level planning and support for school-based sports initiatives.

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