

Effectiveness of Sports Development Program in Public Elementary Schools

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Abstract

This study assessed the effectiveness of the Sports Development Program in public elementary schools in Teresa District, Schools Division Office of Rizal for School Year 2025–2026. Using a descriptive survey research design, the study gathered data from 65 teacher-coaches and 180 pupil-athletes across selected schools, including Abuyod Elementary School, Bagumbayan Elementary School, Pantay Elementary School, Prinza Elementary School, Quiterio San Jose Elementary School, Sitio Ibabaw I Elementary School, and Teresa Elementary School. A researcher-made questionnaire checklist was utilized to evaluate the program's effectiveness in terms of athlete training, coach development, sports facilities and equipment, and school support. Respondents were also described based on their demographic and socio-economic profiles. Findings revealed that teacher-coaches are mostly 31 years old and above, female, married, and experienced in service for 10 years or more, with many pursuing graduate studies and attending in-service trainings. Pupil-athletes are predominantly aged 10–12 years old, female, and come from families with moderate to low income and parents who are mostly employed and have attained college education. Teacher-coaches perceived the program as very much effective in athlete training and much effective in other aspects, while pupil-athletes rated it as much effective overall, except for sports facilities and equipment, which were rated less effective. Significant differences were found between the perceptions of the two groups regarding athlete training, while no significant differences were observed in other aspects. Additionally, demographic variables such as educational attainment, length of service, and training attendance influenced teacher-coaches' perceptions, while pupil-athletes' profiles also affected their assessments. The study concluded that while the Sports Development Program is generally effective, improvements are needed in facilities and equipment, and that stakeholders' backgrounds influence their perceptions. It is recommended that school administrators enhance program support through increased funding and improved sports infrastructure.

Keywords: Sports Development Program, Elementary Schools, Sports Training, Coach Development, School Support, Sports Facilities, Pupil-Athletes, Educational Management, Descriptive Survey,

1. Introduction

Education is universally recognized as a cornerstone of societal development, equipping individuals with essential knowledge, skills, and values necessary for meaningful participation in their communities. It plays a vital role in shaping an individual's growth, well-being, and future opportunities. Beyond academic learning, modern education systems increasingly emphasize holistic development, integrating physical, social, and emotional growth within the curriculum. In this regard, sports and physical education have gained prominence as essential components of education, fostering not only physical fitness but also teamwork, discipline, leadership, and social inclusion. In the Philippines, the significance of sports in education is firmly grounded in policy and law. Article XIV, Section 19 of the 1987 Philippine Constitution mandates the State to promote physical education and sports programs to develop a healthy and alert citizenry. Complementing this, the Department of Education (DepEd) issued DepEd Memorandum No. 022, s. 2025, institutionalizing School Sports Clubs to enhance learner participation and promote holistic development. These policies emphasize that sports programs should be accessible, well-supported, and aligned with national goals of youth development.

Related studies reveal that sports programs contribute significantly to students' physical, psychological, and social development. Theoretical perspectives such as developmental theory highlight that sports participation enhances self-concept, social skills, and academic performance (Holland & Andre, 1987; Marsh, 1988). Empirical studies further show that structured sports programs promote teamwork, discipline, and resilience among learners while supporting academic achievement (Aglipay, 2024; Lobo & Bautista, 2022). However, despite these benefits, challenges persist, including limited resources, insufficient training for coaches, and inadequate facilities, which affect program effectiveness (Ramadhan, 2022; Soliven, 2025). Several studies emphasize that sports development programs can yield positive outcomes when properly implemented, but gaps remain in sustainability, resource allocation, and program consistency. For instance, studies have identified issues such as lack of funding, uneven implementation, and limited access to training and facilities, which hinder optimal outcomes (Kalekye, 2024; Valenzuela, 2025). Moreover, differences in perceptions among stakeholders such as

coaches and athletes further indicate inconsistencies in program evaluation and implementation (Delgado & Digo, 2025). Despite the growing body of literature, there remains a research gap in assessing the effectiveness of sports development programs at the elementary level, particularly in terms of comparing perceptions of teacher-coaches and pupil-athletes. Most existing studies focus on secondary or higher education levels, leaving elementary sports programs underexplored. Additionally, limited studies have examined how demographic variables influence perceptions of program effectiveness across key dimensions such as athlete training, coach development, facilities, and school support. Furthermore, the observed decline in student participation and persistent challenges in resource allocation underscore the need for a more comprehensive evaluation of sports programs. Addressing these gaps is essential to ensure that sports development programs are effectively implemented and sustained to achieve their intended outcomes. In light of these considerations, the present study aims to assess the effectiveness of the Sports Development Program in public elementary schools in Teresa District, Rizal. The findings of this study are expected to provide empirical evidence that will serve as a basis for improving sports program implementation and enhancing the holistic development of learners.

2. Material and methods

2.1 Research Design

The study used the descriptive method of research, specifically the survey design in gathering the data needed.

2.2 Locale of the Study

This study was conducted in public elementary schools in Teresa District, Schools Division Office of Rizal. These schools include Abuyod Elementary School, Bagumbayan Elementary School, Pantay Elementary School, Prinza Elementary School, Quiterio San Jose Elementary School, Sitio Ibabaw I Elementary School and Teresa Elementary School. These schools offer complete elementary education from kindergarten level to grade six level

2.3 Respondents of the Study

The study involved two groups of respondents. The first group consisted of teacher-coaches from public elementary schools in Teresa District, totaling 70 teachers, of whom 65 participated in the study. These respondents were described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. The second group consisted of pupil-athletes, with 180 participants representing 50% of the total population of 360 pupil-athletes who competed in the municipal sports meet. These pupil-athletes were described according to age, sex, sibling position, number of children in the family, monthly family income, and parents' educational attainment and occupation. This distribution ensured that both key stakeholders of the Sports Development Program were adequately represented in the study.

2.4 Sample and Sampling Procedure

The study employed a purposive sampling technique in selecting both respondents and participating schools in Teresa District. Teacher-coaches were included through total enumeration, while 50% of the total population of pupil-athletes was selected to ensure sufficient representation while maintaining manageability of data collection. The sample distribution across schools was proportionately allocated, as shown in Table 1, ensuring that each school was fairly represented based on its population of teacher-coaches and pupil-athletes. This approach ensured that the selected respondents were directly involved in the Sports Development Program and capable of providing relevant and reliable data regarding its effectiveness.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the primary instrument for data collection. The instrument was divided into two parts. Part I gathered the demographic and profile information of the respondents, including teacher-coaches' age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended, as well as pupil-athletes' age, sex, sibling position, number of children in the family, monthly family income, and parents' educational attainment and occupation. Part II focused on determining the level of effectiveness of the Sports Development Program in public elementary schools in terms of athlete training, coach development, sports facilities and equipment, and school support. A five-point Likert scale was used, ranging from "Very Much Effective" to "Least Effective," to measure the respondents' perceptions. The instrument underwent content validation by the thesis adviser, statistician, professorial lecturers, dean of the Graduate Studies Program, principal, and sports coordinator, whose comments, suggestions, and recommendations were incorporated to ensure the validity and reliability of the final questionnaire-checklist.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The

questionnaire-checklists was administered to the respondents through the Google Survey form and printed questionnaire checklist in compliance with the Data Privacy Act of 2012. After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS). Analysis and interpretation of data followed. Based on the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, suggestions made by the panel members were incorporated. The manuscript was also subjected to anti-plagiarism test in the statistical center. After the final editing and revision, hardbound copies were submitted to the Office of the Dean of the Graduate Studies Program and other offices concerned.

2.7 Data Analysis Techniques

The study employed appropriate statistical tools to analyze and interpret the data gathered from the respondents. Frequency, percentage, and rank distribution were used to describe the profile of the teacher-coaches and pupil-athletes in terms of selected variables. The weighted mean was utilized to determine the level of effectiveness of the Sports Development Program in public elementary schools as perceived by the two groups of respondents with respect to athlete training, coach development, sports facilities and equipment, and school support. To test the significant difference between the perceptions of the teacher-coaches and pupil-athletes, an independent t-test was applied. Furthermore, one-way analysis of variance (ANOVA) was used to determine significant differences in the perceptions of respondents when grouped according to their profile variables. These statistical tools provided a comprehensive analysis of the data, ensuring accurate interpretation of the study's findings.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

As shown in the table 1.1, in terms of age, 46.1% are 31-40 years old, 30.8% are 41-50 years old and the rest are 21-30 years old and 51 years old and above with 15.4% and 7.7% respectively. In terms of sex, 55.4% are females while 44.6% are males. In terms of civil status, most of them are married with 56.9%. In terms of educational attainment, 36.9% have finished their masters' degree and 32.3% have earned units in Masters' degree. With regard to their length of service, 41.5% have been in the service for 5-9 years while 33.8 % have been in the service for 10-14 years. As to their position title, 49.2 % are Teacher I, 29.2% are Teacher II, 13.9% are Teacher III and the rest are Master Teachers. With regard to their in-service trainings attended, 40% have attended in the District level, 30.8 % in the Division level, 13.9 % in the school level and the rest have attended in the regional and national level.

Table 1.1.
*Frequency, Percentage and Rank Distribution of the Teacher-Coach Respondents
in Terms of the Selected Variables*

Profile	f	%	Rank
Age			
51 years old and above	5	7.7	4
41 – 50 years old	20	30.8	2
31 – 40 years old	30	46.1	1
21 – 30 years old	10	15.4	3
Total	65	100.0	
Sex			
Male	29	44.6	2
Female	36	55.4	1
Total	65	100.0	
Civil Status			
Single	26	40	2
Married	37	56.9	1
Widow/widower	2	3.1	3
Total	65	100.0	
Educational Attainment			

with Doctorate units	2	3.1	4
Master's Degree	24	36.9	1
With MA units	21	32.3	2
Bachelor's Degree	18	27.7	3
Total	65	100.0	
Length of Service			
20 years and above	3	4.6	5
15 – 19 years	9	13.9	3
10 – 14 years	22	33.8	2
5 – 9 years	27	41.5	1
below 5 years	4	6.2	4
Total	65	100.0	
Position Title			
Master Teacher I	5	7.7	4
Teacher III	9	13.9	3
Teacher II	19	29.2	2
Teacher I	32	49.2	1
Total	65	100.0	
In-Service Trainings Attended			
National Level	4	6.1	5
Regional Level	6	9.2	4
Division Level	20	30.8	2
District Level	26	40.0	1
School Level	9	13.9	3
Total	65	100.0	

The table 1.2 below shows that out of 180 pupil-athletes involved in the study, in terms of age, most of them are 10-12 years old with 60%. Most of them are females with 52.8%. In terms of sibling position, most of them are second- and first-born child with 36.1% and 27.2% respectively. Most of them belong to families with 2-3 number of children with 38.9% while 34.4 % are only one child in the family with 34.4%. With regard to their monthly family income, 28.9% have monthly family income of Php 20, 000 -Php 29,999, 24.4% have monthly family income below Php 10, 000 while 22.2 % have monthly family income of Php 10, 000- Php 19, 999. In terms of parents' educational attainment most of the parents are college graduates and college undergraduates. Meanwhile, most of the parents are employed in government agencies and private companies.

Table 1.2.
*Frequency, Percentage and Rank Distribution of the Pupil-Athlete Respondents
in Terms of the Selected Variables*

Profile	f	%	Rank
Age			
13 years old and above	70	38.9	2
10 – 12 years old	108	60.0	1
7 – 9 years old	2	1.1	3
Total	180	100.0	
Sex			
Male	85	47.2	2
Female	95	52.8	1
Total	180	100.0	
Sibling Position			
First	49	27.2	2
Second	65	36.1	1
Third	35	19.5	3
Fourth and above	31	17.2	4
Total	180	100.0	
Number of Children in the Family			
1	62	34.4	2
2-3	70	38.9	1
4-5	26	14.5	3
6 and above	22	12.2	4
Total	180	100.0	
Monthly Family Income			
Php 40,000 and above	8	4.5	5
Php 30,000 and Php 39,999	36	20.0	4
Php 20, 000 -Php 29,999	52	28.9	1
Php 10, 000- Php 19, 999	40	22.2	3
Below Php 10, 000	44	24.4	2
Total	180	100.0	
Parent's Educational Attainment	Father	Mother	

	f	%	R	f	%	Rank
College Graduate	63	35.0	1	58	32.2	1
College Undergraduate	49	27.2	2	40	22.2	2
High School Graduate	31	17.2	3	36	20.0	3
High School Undergraduate	22	12.2	4	26	14.5	4
Elementary Graduate	15	8.4	5	20	11.1	5
Total	180	100.0		180	100.0	
Parent's Occupation	Father			Mother		
Government Employee	59	32.8	1	61	33.9	1
Private Company Employee	56	31.1	2	58	32.2	2
Self-Employed	37	20.5	3	40	22.2	3
OFW	9	5.0	5	7	3.9	5
Others	19	10.6	4	14	7.8	4
Total	180	100.0		180	100.0	

3.2 Level of Effectiveness of Sports Development Program in Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

As gleaned from the table, as perceived by the teacher-coaches, the composite weighted mean obtained is 3.99 interpreted Much Effective. Among the aspects, first in rank is Training of Athletes with an overall weighted mean of 4.56 interpreted Very Much Effective. Coach Development and School Support are both interpreted Much Effective while the aspect Sports Facilities is Moderately Effective. For the pupil-athletes, the overall weighted mean obtained is 3.64 interpreted Much Implemented. The aspects training of athletes, coach development and school support are interpreted Much Effective while the aspect Sports Facilities and Equipment is interpreted Less Effective. It could be deduced from the results that both teacher-coaches and pupil-athletes perceive the sports development program as much effective, with strengths in training of athletes, coach development, and school support. However, there is a need to improve the facilities and equipment to support the sports development program. Findings imply that the sports development program in Philippine public elementary schools is mandated by the Department of Education (DepEd) to foster holistic student development and address learning loss. Funding for the program can come from a variety of sources, including DepEd, school funds, local government units, and private partnerships. This relates with the citation of Mallari (2025), that sports development program aims to promote holistic development, improve physical literacy through mandatory and elective sports, and integrate physical education with structured sports activities. The program caters to different levels of interest and skill, recognizing players as recreational, emerging, or potential athletes, and provides a supportive learning environment for all.

Table 2

Level of Effectiveness of Sports Development Program in Public Elementary Schools as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teacher-Coaches			Pupil-Athletes		
	WX	VI	Rank	WX	VI	Rank
Training of Athletes	4.56	Very Much Effective	1	4.35	Much Effective	1
Coach Development	4.32	Much Effective	2	4.32	Much Effective	2
Sports Facilities and Equipment	2.80	Moderately Effective	4	1.67	Less Effective	4
School Support	4.28	Much Effective	3	4.24	Much Effective	3
Composite WX	3.99	Much Effective		3.64	Much Effective	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Level of Effectiveness of Sports Development Program in Public Elementary Schools with Respect to the Different Aspects

As depicted in the table, with respect to trainings of athletes, the t-test results obtained a t-value of 6.763 with a probability value of .020. This rejects the null hypothesis stating that there is no significant difference between the perception of the two groups of respondents on the level of effectiveness of Sports Development Program in public elementary schools with respect to training of athletes. On the other hand, with respect to coach development, sports facilities and equipment and school support, the null hypothesis is accepted since the probability values are all greater than .05. Findings reveal that coaches and athletes differ in their perceptions on the level of effectiveness of sports development program with respect to training of athletes. On the other hand, with respect to coach development, sports facilities and equipment and school support, their perceptions do not differ significantly. Findings imply that teacher-coaches and pupil-athletes have different perceptions on certain aspects of the effectiveness of sports development program, highlighting areas for improvement and potential misalignments. The significant differences in perceptions on training of athletes indicate a need for further investigation and potential adjustments to address these gaps.

Table 3

Significant Difference Between the Perception of the Two Groups of Respondents on the Level of Effectiveness of Sports Development Program in Public Elementary Schools with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Training of Athletes	6.763	.020	Rejected	Significant
Coach Development	1.336	.164	Accepted	Not Significant
Sports Facilities and Equipment	1.003	.065	Accepted	Not Significant
School Support	1.832	.458	Accepted	Not Significant

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the Level of Effectiveness of Sports Development Program in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

As shown in the table 4.1, the F-test results revealed that with respect to the different aspects in terms of educational attainment, length of service and in-service trainings attended, the probability values are less than .05. This rejects the null hypothesis stating that there is no significant difference on the perception of teacher coaches on the level of effectiveness of sports development program in terms of the cited variables. On the other hand, in terms of age, sex, civil status and position title, the null hypothesis is accepted since the probability values are all greater than .05. Findings indicate that there is a significant difference in perceptions of teacher-coaches in terms of educational attainment, length of service and in-service trainings attended with respect to training of athletes, coach development, sports facilities and equipment and school support. Findings imply that teacher-coaches' perceptions of the sports development program vary significantly based on their educational attainment, length of service and in-service trainings attended. This highlights the importance of considering these factors when interpreting and addressing the perceptions of teacher-coaches..

Table 4.1

Significant Difference on the Perception of the Teacher-Coach Respondents on the Level of Effectiveness of Sports Development Program in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Training of Athletes	1.821	.112	Accepted	Not Significant
Coach Development	.332	.832	Accepted	Not Significant
Sports Facilities and Equipment	1.532	.243	Accepted	Not Significant
School Support	1.221	.065	Accepted	Not Significant
Sex				
Training of Athletes	1.332	.232	Accepted	Not Significant
Coach Development	.032	.943	Accepted	Not Significant
Sports Facilities and Equipment	2.097	.232	Accepted	Not Significant
School Support	.512	.412	Accepted	Not Significant
Civil Status				
Training of Athletes	1.032	.321	Accepted	Not Significant
Coach Development	2.693	.088	Accepted	Not Significant
Sports Facilities and Equipment	.638	.532	Accepted	Not Significant
School Support	2.092	.132	Accepted	Not Significant
Educational Attainment				
	6.328	.009	Rejected	Significant
Coach Development	5.799	.002	Rejected	Significant
Sports Facilities and Equipment	4.337	.008	Rejected	Significant
School Support	6.039	.007	Rejected	Significant
Length of Service				
Training of Athletes	6.614	.004	Rejected	Significant
Coach Development	8.972	.027	Rejected	Significant
Sports Facilities and Equipment	12.483	.009	Rejected	Significant
School Support	7.223	.905	Rejected	Significant

Position Title				
Training of Athletes	1.394	.232	Accepted	Not Significant
Coach Development	.454	.794	Accepted	Not Significant
Sports Facilities and Equipment	1.674	.198	Accepted	Not Significant
School Support	.659	.633	Accepted	Not Significant
In-service Trainings Attended				
Training of Athletes	5.034	.012	Rejected	Significant
Coach Development	8.559	.009	Rejected	Significant
Sports Facilities and Equipment	6.659	.006	Rejected	Significant
School Support	3.133	.014	Rejected	Significant

As depicted in the table 4.1, with respect to the different aspects in terms of the different personal variables of the pupil-athletes, the F-test results show probability values less than .05. This rejects the null hypothesis stating that there is no significant difference on the perception of the pupil-athlete respondents on the level of effectiveness of Sports Development Program in public elementary schools with respect to the different aspects in terms of their profile. Findings reveal that personal variables of pupil athletes are significant on their perceptions regarding the level of effectiveness of sports development program in public elementary schools. This means that pupil athletes' awareness on the level of effectiveness of sports development in their schools differ significantly in terms of their age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation. Findings imply that perceptions of pupil -athletes on the sports development program vary in terms of their personal attributes. This indicates that the sports development program is perceived differently by pupil-athletes in terms of their background and family characteristics.

Table 4.2

Significant Difference on the Perception of the Pupil-Athlete Respondents on the Level of Effectiveness of Sports Development Program in Public Elementary Schools with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Training of Athletes	6.178	.037	Rejected	Significant
Coach Development	8.821	.041	Rejected	Significant
Sports Facilities and Equipment	12.540	.040	Rejected	Significant
School Support	9.904	.001	Rejected	Significant
Sex				
Training of Athletes	8.644	.023	Rejected	Significant
Coach Development	9.112	.038	Rejected	Significant
Sports Facilities and Equipment	6.675	.012	Rejected	Significant
School Support	7.700	.001	Rejected	Significant
Sibling Position				
Training of Athletes	9.217	.005	Rejected	Significant
Coach Development	7.321	.006	Rejected	Significant
Sports Facilities and Equipment	8.215	.046	Rejected	Significant
School Support	5.708	.048	Rejected	Significant
Number of Children in the Family				
Training of Athletes	6.442	.023	Rejected	Significant
Coach Development	8.856	.005	Rejected	Significant
Sports Facilities and Equipment	9.692	.009	Rejected	Significant
School Support	11.356	.007	Rejected	Significant
Monthly Family Income				
Training of Athletes	9.117	.008	Rejected	Significant
Coach Development	6.178	.020	Rejected	Significant
Sports Facilities and Equipment	6.023	.004	Rejected	Significant
School Support	8.520	.001	Rejected	Significant
Fathers' Educational Attainment				
Training of Athletes	6.014	.010	Rejected	Significant
Coach Development	7.497	.001	Rejected	Significant
Sports Facilities and Equipment	9.018	.007	Rejected	Significant
School Support	10.092	.004	Rejected	Significant
Mothers' Educational Attainment				
Training of Athletes	8.322	.005	Rejected	Significant
Coach Development	15.459	.007	Rejected	Significant
Sports Facilities and Equipment	10.586	.004	Rejected	Significant

School Support	7.864	.006	Rejected	Significant
Fathers' Occupation				
Training of Athletes	9.327	.006	Rejected	Significant
Coach Development	7.176	.019	Rejected	Significant
Sports Facilities and Equipment	8.481	.006	Rejected	Significant
School Support	6.070	.002	Rejected	Significant
Mothers' Occupation				
Training of Athletes	10.223	.012	Rejected	Significant
Coach Development	9.321	.017	Rejected	Significant
Sports Facilities and Equipment	8.873	.009	Rejected	Significant
School Support	5.643	.005	Rejected	Significant

4. Conclusion & Recommendations

Based on the findings of the study, it is concluded that teacher-coaches and pupil-athletes differ in their perceptions regarding the effectiveness of the Sports Development Program in terms of athlete training, while they share similar views with respect to coach development, sports facilities and equipment, and school support. This indicates that both groups generally recognize the value of the program, although differences exist in specific areas of implementation. Furthermore, the study concludes that the educational attainment, length of service, and in-service trainings attended by teacher-coaches significantly influence their assessment of the program, while the personal attributes of pupil-athletes also play a role in shaping their perceptions of its effectiveness. In light of the findings and conclusions, it is recommended that school administrators strengthen their support for the Sports Development Program by allocating sufficient funds for its various activities and initiatives. Priority should be given to the improvement of sports facilities and the procurement of adequate sports equipment to enhance program implementation. The adoption and implementation of the enhanced Sports Development Program is also recommended to address identified gaps and improve outcomes. Additionally, further studies may be conducted to explore other relevant variables and provide a more comprehensive understanding of the effectiveness of sports development programs in public elementary schools.

Compliance with ethical standards

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