

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

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Abstract

Sports Development Program (SDP) instills great road for success, splendid direction, clear vision, and can be the excellent medium for better performances of the involved sports personnel and contributory to biggest part in sustaining the superb prevailing athletic management especially in the Junior High School which is so instrumental in identifying potential athletes for national and international competitions. It is imperative that the coaches of athletics still take the value of the totality of athletics that determines the efficacy of establishing a sports development program. This study examines the level of attainment of the sports development program of athletics along with skills development, funding utilization and management, and sports-related value enhancement and found out to be highly attained. Particular attention is paid to the meta-analyses on the correlation of the level of attainment of the sports development program of athletics across the profile variables of coaches through Spearman Rank and Eta Coefficient and the problems encountered by the coaches of athletics as well. By and large, there is robust indication to suggest the implementation of the proposed action plan. Coaches of athletics must be highly aware of the new trends and must have to adopt platforms that are aligned to the pressing needs of the athletes.

KEYWORDS: Sports Development Program, skills development, funding utilization and management, sports-related value enhancement

1. Background of the Study

The Sustainable Development Goals serve as the blueprint for a sustainable future for all people on the planet. They address poverty, inequality, climate change, environmental collapse, sports, peace, and integrity worldwide. It is a rallying cry for all countries of all economic and societal strata to work together to increase prosperity while safeguarding the planet. They acknowledge that eradicating poverty requires methods that promote economic growth and fulfill various social needs, such as education, health, social protection, and job opportunities' while combating climate change and protecting the environment. (www.un.org/sustainabledevelopment). The third goal, which focuses on guaranteeing healthy lifestyles and promoting well-being for all ages, is all about this.

The 1987 Philippine Constitution states that:

“To build self-discipline, teamwork, and excellence for the development of a healthy and alert populace, the State shall support physical education and encourage sports programs, league contests, and amateur sports, including training for international competitions. In partnership with athletic organizations and other sectors, all educational institutions must engage in regular sports activities in the Philippines.”

Due to a lack of exposure to professional sports in the Philippines, the games that young people used to play were relatively simple. Luksung Baka, Chinese garter, and Patintero are among the most widely held street games. The children had discovered a recreational activity that would prepare them physically and psychologically for professional athletics. (Wood, 2014) [1] Basketball and boxing were able to capture the hearts of Filipinos over time. These are the most popular and widely played sports.

People have created professions as professional men and women in specific sports like athletes because of their performance in sports. It utilizes for marketing and advertising purposes, with various brands using sports as a platform to market and advertise themselves. Sports, too, represent a country's brand. Different countries have been known for specific sports, such as cricket in India, football in Brazil, and athletics in Kenya. Sports are a unique type of signature in this regard, and they aid in preserving the Philippine culture. Athletics is one of these sports. [2]

Participating in a variety of sporting activities is essential for reaping the benefits that come with them. There are numerous sporting activities in which one can participate to live a better and more active life. Sports can help you relax and unwind. They assist in diverting attention away from other things that may be causing stress in one's life. For a while, they can concentrate on having fun while participating in their chosen sport. It also contributes to the growth of a healthier body. Playing provides some types of exercises. They are participating in sports results in more toned muscles and healthier bones. Complications connected with weak muscles and bones are reduced or mitigated. It aids in the development of collaboration skills.

The bulk of sporting activities entail becoming a team member, which necessitates cooperation to achieve the team's triumph. Furthermore, it improves one's social talents. Participating in athletics and sporting activities allows one to meet and interact with various people involved in the sport. Obesity prevents people from regular participation in sports. Exercising and participating in sports can help you burn fat and calories accumulated in your body [3]

Archana (2015) [4] asserted that sport is a dynamic physical activity that needs physical energy and skill and is usually played by two teams competing against one other to win or defeat by following a set of rules. Sport not only increases physical fitness, but it also enhances focus, application, and concentration, as well as making a person more alert. It enhances an individual's overall personality, improves interpersonal relationships, and fosters a sportsmanlike attitude. The Department of Education (DepEd) shall implement the Special Program in Sports (SPS) in high schools, which possess can implement and sustain the program in terms of trained teachers, facilities, and equipment. DO 25, S. 2015 highlights the implementing guidelines on the Special Program in Sports (SPS) to address the needs of talented students in various sports disciplines.

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

Students in the Philippines have a passion for athletics. This competition includes a range of running, walking, leaping, and throwing disciplines. According to a study conducted by Gritmit (2014) [5], athletic involvement is unquestionably advantageous. These athletes did better in class, gained impressive time management skills, felt motivated to finish their degree, were inspired to attend classes, and transitioned into college life more smoothly. Furthermore, except for races and contests that combine competitors' achievements for a team score, athletics is an individual discipline. Regardless of their age or ability, athletes rely on performance enhancement to better their capabilities. Athletes must be well-trained in strength, conditioning, injuries, rehabilitation, particular sport-skills, fueling tactics, enhancement therapies, and others.

Sitkowski (2018) [6] explored the association between high school sophomores and juniors' in-season and out-of-season academic performance in one high school. There was a link between academic performance (as assessed by GPA) and athletic activity. Athletic activity has a beneficial impact on academic achievement, according to a study of 249 high school sophomore and junior boys and girls—the differential between male in-season and out-of-season performance credits with this benefit.

The findings have several consequences for high school athletics, educational financing, and policy, according to Kitchin (2014) [7]. According to child trends (2019) [8], the gender disparity between 8th and 10th graders is narrowing; for example, the gap between 12th and 13th students is roughly 10. Non-Hispanic white or black kids are more active in athletics than Hispanic pupils at all three grade levels. Furthermore, compared to non-Hispanic white and black students, at least 50% of Hispanic students participated in athletics during the 12th grade. Students that wish to participate in athletics are those who want to complete their education. In 2017, over 50% of twelve graders who did not expect to complete four years of college failed to participate in athletics, compared to those who dared to complete four years of college.

Likewise, Amos (2018) [9] compared the academic achievement of several athletic teams with students enrolled in a specific set of classes at a Division I college to investigate student-athlete academic success. In addition, GPA comparisons between players and non-athletes who utilize in-season athletic hours and working hours as a level comparable variable from which to evaluate with the time management explanation of athlete's performance. The data revealed some interesting trends, indicating that while time commitments among athletes and non-athletes may have a slight favorable effect on academic achievement, it is not always significant.

Schley (2002) [10] conducted a study on the consequences of athletic involvement to educate educators about the relevance of athletics before making decisions about whether to keep or discontinue sporting programs. This study's focus was on the effects of athletic engagement on academic achievement. It looked at the gender inequalities in athletic involvement at the high school level. The study discovered that athletic activity had a significant impact on academic progress, particularly in categories such as social standing, self-esteem, and educational success. There are considerable differences in the influence of sports activity between the sexes, particularly in terms of social status attributions.

While research-based support for athletics-specific outcomes is slower to develop than for other school-based topics like Physical Education [11]. Diverted-procedures of movement experiences learned to be extremely important to all students. Participation in athletics or community-based

programs produces good benefits for participants is a creative concept. Providing a variety of high-quality movement experiences to students will help them holistically under this philosophy.

Ballantine (2001) [12] stated that current research revealed a strong link between academic achievement and sports engagement. Super (2018) [13] claims that sport involves developing young people as part of a sports development program. Allow all youth to be active in sports to strengthen, fortify, and keep them from disaster and a bleak future. He went on to say that diverse types of sporting events must be nurtured and promoted by schools in their areas. The National Sports Program should give recognition to deserving athletes in local communities around the country.

Efficiency and dedication of an after-school program's coaches and staff are critical to its success. It implies that effective and skilled coaches and personnel are in short supply. Coaches and staff, he continued, believe they are well-equipped with sports equipment, facilities, and training to carry out their job descriptions and given tasks. They should allow students to experiment with new methods and strategies in all the activities in which they will be fully engaged [14], [15].

Manna (2018) [16] emphasized that training effectiveness is primarily an assessment of how well training improves an employee's skill, knowledge, and behavior inside the organization. The perception of training efficacy is affected by several elements like pre-training, training proper, post-training, and personal factors.

Although each sport is unique, some athletic attributes are universal. Each athlete's training regimen should be unique and relevant to the abilities and physical traits required in each activity. Vertical vector power is vital to jumpers and sprinters. Other sporting event participants, on the other hand, must be agile, lean, quick, and focused. However, many of the main components of many athletes' training routines, such as strength, speed, power, conditioning, and performance, are comparable [17]

In addition, a safe environment is provided for athletes to give the best levels of learning [18]. Richards, et. al. (2018) [19] claimed that the success of an after-school program is due to the productivity and dedication of its coaches, implying that coach competence is critical and that their ability to perform their assigned tasks is contingent on the availability of equipment, facilities, and training. They should give students a lot of leeway in trying out new methods and tactics for delivering activities that are both challenging and beneficial to them. Assessment of the sports program is a significant part of coaching strategies and procedures [20].

According to both athlete and coach answers, the most common problem experienced in the Sports Training Program is inadequate facilities and equipment. Athletes have also identified difficulties in sports training programs: an unpleasant training environment, poor identification of the athlete's needs, peer pressure (problems with teammates), and coaches; a lack of professional development workshops; and insufficient opportunities for research undertakings [21]

Various secondary schools in Division II of Pangasinan promote sports participation and involvement of pupils. Coaches are zealous in guiding their athletes to their full potentials, such as power, power, vitality, and strength. School heads assist in implementing their individual stations' sports development programs to achieve these goals. It is within these premises that the researcher intends to determine the Sports Development Program for players of athletics among Secondary Schools in Division II of Pangasinan.

1.1 Theoretical/Conceptual Framework

This study was based on the training theory postulated by MiloslavEjem, stating that training encompasses all aspects of how coaches think about and interact with their athletes. It is the culmination of a long-term, specialized physical education program that emphasizes both mental and physical development, both for the team as a whole and for each player. He also underlines that if athletes recognize their restrictions, they can reach their full and optimal performance capability and get good outcomes in many sports tournaments.



Figure 1. The Training Theory of MiloslavEjem

Athletes all over the world are always challenging and improving their previous performances in all sports. Higher levels of fitness appeared to be the reason for their improved performance. This one outlines a better understanding of training and its consequences by coaches and athletes. This hypothesis is a compilation of all relevant facts on athletics gleaned from physiological and scientific sources. The coach uses the expertise of the athletes to create and build effective and practicable training techniques and programs.

Figure 2 shows the conceptual framework of the study. The input frame included the profile of coaches in terms of their age, gender, civil status, monthly family income, academic rank, highest educational attainment, specialization, years of coaching experience, and the number of seminars attended and their assessment as regards sports development program for players of athletics.

The process frame dealt with the assessment of the sports training program of the athletes and coaches through the conduct of the survey and the use of appropriate statistical tools.

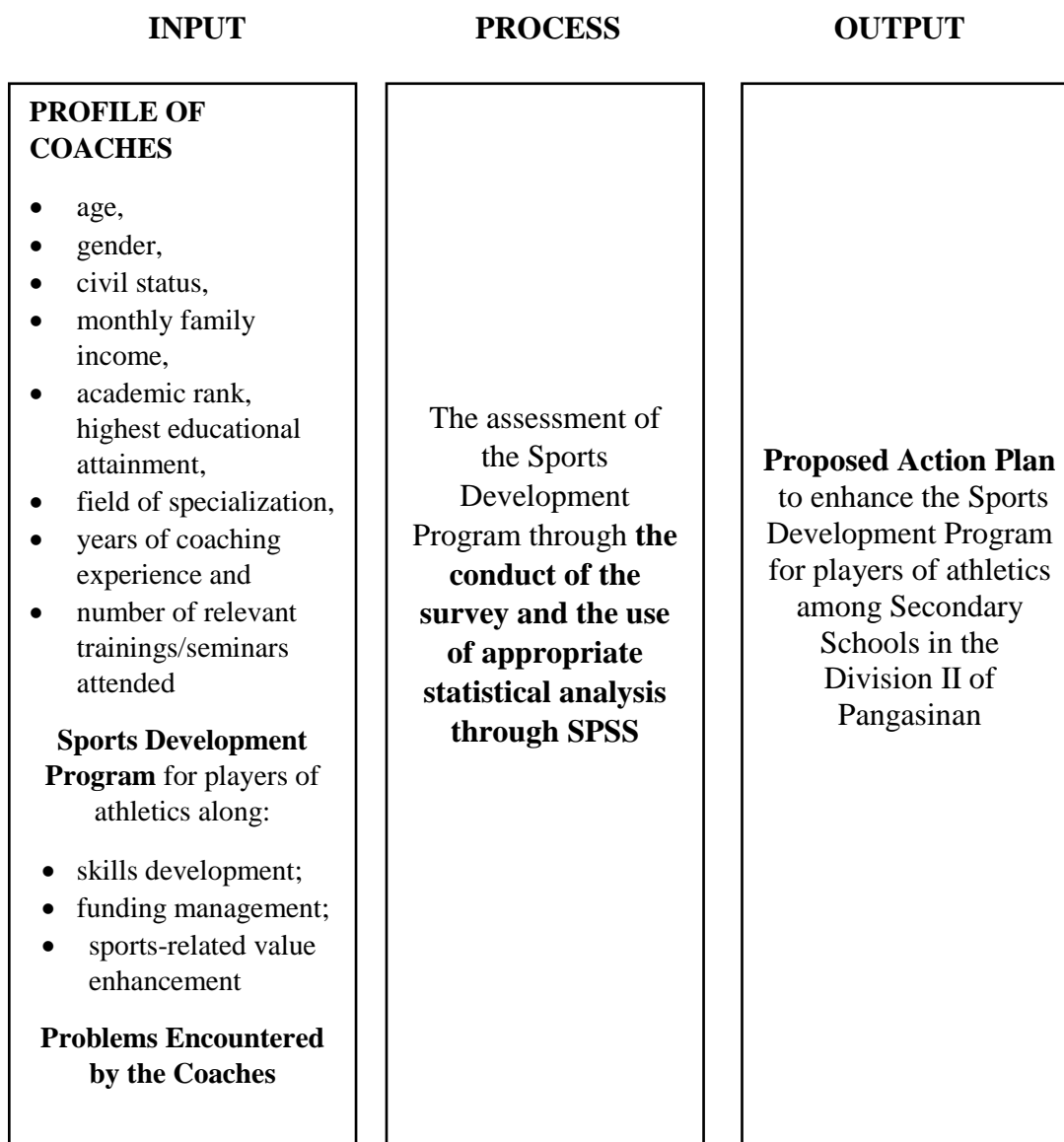


Figure 2. Conceptual Framework of the Study

Lastly, the output frame showed the proposed action plan to enhance the Sports Development Program for players of athletics of Secondary Schools in Division II of Pangasinan.

1.2 Statement of the Problem

1. What is the profile of the players in terms of their:
 - a. age;
 - b. gender;
 - c. civil status;
 - d. monthly family income;
 - e. academic rank;
 - f. highest educational attainment;
 - g. field of specialization;
 - h. years of coaching experience; and
 - i. the number of relevant training/seminars attended?

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

2. What is the level of attainment of the Sports Development Program for players of athletics among Secondary Schools in Division II of Pangasinan along with:
 - a. Skills development,
 - b. Funding management, and
 - c. Sports-value-related enhancement?
3. Is there a relationship between the profile and the level of attainment of the Sports Development Program for players among Secondary Schools in Division II of Pangasinan?
4. What are the problems encountered by the coaches on the attainment of the Sports Development Program for players of athletics?
5. What action plan is proposed to enhance the Sports Development Program for players among Secondary Schools in Division II of Pangasinan?

2. Methodology

The quantitative method was used in this research study. This method focuses on determining whether or if there is a relationship between two or more elements or variables, as well as the nature of the relationship [22]

In this study, the purpose of the study is to identify the level of attainment of the Sports Development Program for players of athletics among Secondary Schools along with skills development, funding management, and sports-related value enhancement.

2.1 Population and Locale of the Study

The respondents of the study were the coaches of the mother secondary schools in Division II of Pangasinan.

Table 1:
Respondents of the Study

Districts of Pangasinan (Division II)	School	Number of Coaches
4 th District	Mangaldan National High School	5
	San Jacinto National High School	3
	Manaoag National High School	5
	San Fabian National High School	4
	Juan G. Macaraeg National High School	4
5 th District	Benigno B. Aldana National High School	4
	Don Ramon E. Costales Memorial National High School	5
	Laoac National High School	3
	Don Antonio P. Villar National High School	4
	Bautista National High School	3
	Cipriano Primicias National High School	3

6 th District	Rosales National High School	4
	Balungao National High School	3
	Umingan National High School	4
	Natividad National High School	4
	San Quintin National High School	4
	Tayug National High School	5
	Eastern Pangasinan Agricultural College (EPAC)	4
	Juan C. Laya National High School	3
	San Manuel National High School	4
	Luciano Milan National High School	4
San Nicolas National High School	4	
TOTAL		86

Eighty-six (86) coaches served as the respondents of the study. The following schools are Mangaldan National High School, San Jacinto National High School, Manaoag National High School, San Fabian National High School, Juan G. Macaraeg National High School, Benigno B. Aldana National High School, Don Ramon E. Costales Memorial National High School, Laoac National High School, Don Antonio P. Villar National High School, Bautista National High School, Cipriano Primicias National High School, Rosales National High School, Balungao National High School, Umingan National High School, Natividad National High School, San Quintin National High School, Tayug National High School, Eastern Pangasinan Agricultural College (EPAC), Juan C. Laya National High School, San Manuel National High School, Luciano Milan National High School, and San Nicolas National High School.

Figure 3 presents the locale of the study.



Figure 3. Locale of the Study

2.2.Data Gathering Tool

The questionnaire consisted of the various parts:

Part I of the instrument focused on the profile of the coaches in terms of their age, gender, civil status, monthly family income, academic rank, highest educational attainment, specialization, years of coaching experience, and the number of relevant training/seminars attended.

Part II of the instrument elicited the information on the level of attainment of the Sports Development Program for players of athletics among Secondary Schools along with skill development, funding management, and sports-related value enhancement.

Part III focused on the problems encountered by the coaches on the attainment of the Sports Development Program for players of athletics.

Validation of the Questionnaire

The questionnaire was patterned after the questionnaires of the related studies. Five (5) experts of educational management, leadership, and social sciences validated the questionnaire.

2.3.Treatment of Data

The data gathered was analyzed through the Statistical Package for the Social Sciences (SPSS).

Further, the mean was utilized to determine the level of attainment of the Sports Development Program for players of athletics among Secondary Schools in Division II of Pangasinan, along with skills development, funding management, and sports-related value enhancement.

The following scale was adopted:

Numerical Values	Mean Scale Range	Descriptive Rating
4	3.26 – 4.00	Highly Attained
3	2.51 – 3.25	Moderately Attained
2	1.76 – 2.50	Slightly Attained
1	1.00 – 1.75	Least Attained

Lastly, the Average Weighted Mean was employed to determine the level of seriousness of the problems encountered by the coaches on the attainment of the Sports Development Program,

The following scale will be adopted:

Numerical Values	Mean Scale Range	Descriptive Rating
4	3.26 – 4.00	Highly Serious
3	2.51 – 3.25	Moderately Serious
2	1.76 – 2.50	Lowly Serious
1	1.00 – 1.75	Very Lowly Serious

3. RESULTS

3.1. Profile of the Coaches in Athletics

This part reveals the profile variables of the coaches in terms of their sex, age, civil status, monthly family income, academic rank, highest educational attainment, specialization, length of coaching service, and the number of seminars attended related to coaching.

Sex. It is shown on the table that most of the coaches in athletics are male, as indicated by the frequency of 68 or 79.07%, while there are only 18 or 20.93 percent are female. There is the domination of men due to the demands of athletics in terms of load, strength, and stamina.

Age. The table reflects that most of the coaches are 31-49 years old, as evidenced by the frequency of 59 or 65.12%. Nineteen (19) or 22.09% are 21-30 years, and only 8 or 9.30% are already 50 years old and above. Data imply that age is not a factor in handling such a high level of responsibility in teaching. Young or old, for that matter, is not a requirement; what matters most is the athlete's desire and devotion, as well as the spirit to perfect their skills.

Table 2: Profile of the Coaches in Athletics (N=86)

Profile	Items	Frequency	Percentage
Sex	Male	68	79.07
	Female	18	20.93
Age	50 and above	8	9.30
	31-49	59	65.12
	21-30	19	22.09
Civil Status	Single	23	26.74
	Married	57	66.28
	Separated	1	1.16
	Widowed	5	5.81
Monthly Family Income	140, 285.00-233,806.00	1	1.16
	81,831.00-140,284.00	4	4.65
	46,761.00-81,830.00	8	9.30
	23,381.00-46,760.00	72	83.72
	11,691.00-23,380.00	1	1.16
Academic Rank	Teacher I	29	33.72
	Teacher II	10	11.62
	Teacher III	35	40.70
	Master Teacher I	8	9.30
	Master Teacher II	4	4.65
Highest Educational Attainment	DA/PhD/EdD	4	4.65

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

with Doctoral units	7	8.14
Master's Degree	29	33.72
with MA units	45	52.33
Baccalaureate Degree	1	1.16
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Field of Specialization		
Physical Education/MAPEH	72	83.72
Filipino	9	10.46
English	2	2.33
Mathematics	3	3.49
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Length of Coaching Service		
26 years and above	1	1.16
16-25 years	5	5.81
6-15 years	60	69.77
5 years and below	20	23.26
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Number of Relevant Seminars Attended		
9 and above	12	13.95
7-8	35	40.70
5-6	30	34.88
3-4	7	8.14
1-2	2	2.33
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Civil Status. It is reflected on the table that most of the coaches are married, as indicated by the frequency of 57 or 66.28%. Only one (1) or 1.16% and five (5) or 5.81% are separated and widowed, respectively. However, most of the coaches are still single, as supported by the frequency of 23 or 216.74%.

The statistics suggest that, despite having partners and families to raise, the coaches' enthusiasm for coaching remains unwavering. In addition, whether widowed or separated, the desire to manage athletes to their full potential is unaffected.

Monthly Family Income. The table shows that the coaches have an income ranging from Php 23,381.00-46,760.00 (lower middle income) as indicated by the frequency of 72 or 83.72%. Eight (8) or 9.30% and four (4) or 4.65% have family income from Php 46,761.00-81,830.00 (middle class) and Php 81,831.00-140,284.00 (upper middle income), respectively. However, it is so saddening to note that there is one (1) or 1.16% of the coaches is receiving an income of Php 11,691.00-23,380.00 (poor) while there is also one (1) or 1.16% who enjoys an income of Php 140, 285.00-233,806.00 labeled as upper income but not rich.

The data imply that the coaches' pay fluctuates depending on the length of service, rank, and capacity to supplement their income with other methods. Some PE teachers and coaches are also entrepreneurs, allowing them to supplement their income.

Academic Rank. The table shows that most of the coaches are Teacher III, as indicated by the frequency of 35 or 40.70%. Twenty-nine (29) or 33.72% are Teacher I, ten (10) or 11.62% are Teacher II. However, eight (8) or 9.30% and 4 or 4.65% are MT-I and MT-II, respectively.

The findings imply that most coaches enjoy their current rank due to the DepEd's Equivalent Record Form (ERF), which focuses on their training, educational preparation, experience, and extra-curricular activities and certifies the basic education classification level of teachers.

Highest Educational Attainment. The table shows that most of the coaches are still on their way to completing their master's degree, as indicated by the frequency of 45 or 52.33%. However, there are already 29 or 33.72% who have completed their MA, as evidenced by the frequency of 29 or 33.72%. It is also impressive that out of the 86 respondents, four (4) or 4.65% are DA/Ph.D./Ed.D. holders, while 7 or 8.14% are embarking on earning their DA/Ph.D./Ed.D. Finally, there is only one (1) or 1.16% who is still a Baccalaureate Degree holder.

The study implies that because educational attainment is so vital in numerous evaluation systems and there is such a tight competition for a promotion, every teacher or coach should have at least a master's degree.

Field of Specialization. The table shows that most of the coaches are Physical Education/MAPEH majors, as indicated by the frequency of 72 or 83.72%. The non-PE major teachers are also designated as coaches as evidenced by the frequencies of 9 or 10.46%, 3 or 3.49%, and 2 or 2.33% who are Filipino, Mathematics, and English specialists, respectively.

Length of Coaching Service. The table reflects that most coaches are already honing and developing athletes for 6-15 years, as indicated by the frequency of 60 or 69.77%. Twenty (20) or 23.26% have been coaching for five years and below. However, five (5.81%) and 1 (1.16%) have already been considered institutions because of the years in service for 16-25 years and 26 years and above, respectively.

Because of their years of experience as event coaches, this data suggests that their passion is brimming with spirit.

The Number of Relevant Seminars Attended. Table 2 shows that most coaches have already attended 7-8 training and seminars in coaching as indicated by the frequency of 35 or 40.707%. Thirty (30) or 34.88% have attended 5-6, seven (7) or 8.14% have attended 3-4, and two (2) or 2.33% have attended 1-2 seminars and training. However, it is so interesting to note that 12 or 13.96% attended more than nine seminars and training related to coaching.

Seminars are beneficial to coaches. Well-trained coaches can assist athletes in various ways, comfortable and confident in their ability to work with players and coach the sport due to their attendance at seminars and workshops are more likely to create quality athletes.

3.2 Level of Attainment of the Sports Development Program for Players of Athletics among Secondary Schools in the Division of Pangasinan II

3.2.1. On Skills Development

Table 2.1 presents the sports development program along with skills development.

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

The table shows that regular training stipulated in the sports development program has been highly attained, as indicated by the mean of 3.76. The data imply that the Division's administrators carry out the Division's developed plans and procedures to benefit the sports programs, notably athletics.

Competitive athletes of all ages can enhance conditioning, quickness, intensity, and sport-specific skills by participating in skill development programs [23]

Table 2.1 Level of Attainment of the Sports Development Program for Players of Athletics along Skills Development (N=86)

Indicators	Mean	Descriptive Equivalent
Does the regular training stipulated in the sports development program	3.76	HA
Encourages athletes to take fuel drinks as main energy source even during prolonged training and races.	3.67	HA
Collaborates with other teams of the different schools	3.67	HA
Help athletes to develop their tactical skills	3.57	HA
Establishes rigid training and rigorous drills and provides competition-like experiences during trainings.	3.56	HA
Executes appropriate training skills and coaching techniques for better performance	3.30	HA
Consumes robust physical activities for muscle flexibility and agility enhancement, muscle strength, hamstring power, coordination, and vigor.	3.14	MA
Clarifies individual roles in the game and identifies strengths and weaknesses of the athletes	3.12	MA
Creates Technical Working Core (TWC) for performance evaluation	3.10	MA
Creates physiological and mental undertakings to emphasize the keys to success	3.00	MA
Average Weighted Mean	3.35	HA

Legend: 4=3.26 – 4.00 Highly Attained (HA); 3=2.51 – 3.25 Moderately Attained (MA);
2=1.76 – 2.50 Slightly Attained (SA); 1=1.00 – 1.75 Least Attained (LA)

The encouragement among athletes to take fuel drinks as the leading energy source even during prolonged training and races has also been highly attained, as supported by the mean of 3.67. This finding implies that fuel drinks can help provide additional energy during periods of continuous power release, such as during practice, drills, and competition. As a result, coaches push their athletes to take supplements to help them perform at their best.

Memory and brain performance can be improved using energy drinks. Increased brain performance can aid in competitive pursuits, as well as increasing focus, awareness, and alertness [24]

Goldsmith (2019) [25] asserted that with the new leadership challenge in sport referred to as the era of coaching by collaboration, every coach affiliated with the team – players, coaches, staff, and management – must assume full responsibility for every part of their preparation and performance.

As well, helping athletes to develop their tactical skills has also been highly attained by the coaches, as evidenced by the mean of 3.57.

As a coach, to accelerate the athletes' learning of tactical skills by understanding their own and their opponents' strengths and weaknesses, exposing them to experiences that improve decision-making abilities, competition-like training during drills, understanding different team functions and providing cues of the secrets to victory before and during competitions [26]

The following indicators are identified as highly attained: Establishes rigid training and rigorous drills and provides competition-like experiences during training (3.56) and executes appropriate training skills and coaching techniques for better performance (3.30). These results mean that training and coaching techniques are significant for the skill enhancement of the players. These can be the best ways to improve their craft.

The consumption of physical activities for muscle flexibility and agility enhancement, muscle strength, hamstring power, coordination, and vigor has been moderately attained, as supported by the mean of 3.14. This finding implies that exercises are very significant to target the various components of physical fitness. Frequent physical activity promotes healthy blood circulation, strength, and cardiovascular health, as well as keeping the mind alert and balanced [27]

Clarifying individual roles in the game and identifies the strengths and weaknesses of the athletes has also been moderately attained, as revealed by the mean of 3.12. Along with the creation of Technical Working Core (TWC) for performance evaluation (3.10) and the physiological and mental undertakings to emphasize the keys to success (3.00). By recommending ways for each athlete to focus on specific deficiencies, the coach should display a genuine desire to see them progress [28]

Notwithstanding, the level of attainment of the sports development program has been assessed as high, with an average weighted mean of 3.35.

3.2.2. On Funding Utilization and Management

Table 2.2 presents the sports development program along with funding utilization and management.

Table 2.2: Level of Attainment of the Sports Development Program for Players of Athletics along Funding Utilization and Management (N=86)

Indicators	Mean	Descriptive Equivalent
Asks the assistance of the LGUs/ NGOs and private sectors to raise funds for uniforms and other sports equipment used by the athletes	3.67	HA
Establishes Technical Working Group (TWG) for transparency check	3.42	HA

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

Ensures inventory of sports equipment as basis for new purchase	3.40	HA
Properly utilizes the school fund crafted from the athletics fee of the students	3.27	HA
Allots budget for athletes' allowances, trainings, competitions, and athletic meets	3.25	MA
Creates activities like "for a cause" projects	3.20	MA
Average Weighted Mean	3.37	HA

Legend: 4=3.26 – 4.00 Highly Attained (HA); 3=2.51 – 3.25 Moderately Attained (MA);

2=1.76 – 2.50 Slightly Attained (SA); 1=1.00 – 1.75 Least Attained (LA)

The table shows that asking the assistance of the LGUs/ NGOs and private sectors to raise funds for uniforms and other sports equipment used by the athletes has been highly attained by supported by the mean of 3.67. "To nurture patriotism and nationalism, accelerate social progress, and promote comprehensive human liberty and development, the state must prioritize education, science and technology, arts, culture, and sports" according to Section 17 of the 1987 Philippine Constitution (Declaration of Principles and State Policies).

Stakeholders in Philippine sports understand the need to cultivate a sporting culture that fosters healthy, disciplined, and peaceful people while also developing Filipino athletes to compete with the best in the world (Philippine Sports Commission, 2017-2022).

The Commission on Audit carefully evaluates the utilization of funds. The Technical Working Group (TWG) should be established to create transparency, and this has been highly attained as indicated by the mean of 3.42. This data implies that the protocol and process in the utilization of funds among coaches are in place. They use their budget by the policies of the auditing group.

Additionally, coaches have also assessed that inventory of sports equipment as the basis for new purchase as highly attained as indicated by the mean of 3.40. Schools utilize inventory management systems to reduce overstocking and outages. Sampang's (2019) [29] study, "Sports Equipment Inventory Management System." The whole point is to keep track of what is genuinely essential and what is not.

As well, proper utilization of the school fund crafted from the athletics fee of the students has been assessed as highly attained, as evidenced by the mean of 3.27.

The findings of Denhart (2017) [30] suggested that students, teachers, and other educational reformers' efforts to promote transparency surrounding spending are more vital than ever.

Allots budget for athletes' allowances, training, competitions, and athletic meets (3.25) and creates activities like "for a cause" projects (3.20) are assessed as moderately attained.

Overall, the sports development program, along with funding utilization and management, was assessed as high, with average weighted mean of 3.37.

3.2.3. On Sports-Related Value Enhancement

Table 2.3 presents the sports development program along with sports-related value enhancement.

Table 2.3: Level of Attainment of the Sports Development Program for Players of Athletics along Sports-related Value Enhancement (N=86)

Indicators	Mean	Descriptive Equivalent
Develops a high sense of sportsmanship among athletes	3.80	HA
Builds camaraderie to strengthen sportsmanship within the team.	3.76	HA
Develops athlete-leaders who exude passion and spirit	3.67	HA
Does emotional conditioning to reduce anxiety that interferes performance.	3.25	MA
Refrains negative emotion that affect performance.	3.23	MA
Improves good attitude to let the athletes feel like they are equally important	3.20	MA
Maintains good relationship and brotherhood	3.14	MA
Improves their confidence and performance to achieve excellence	3.12	MA
Fosters emotion such as confidence and a sense of responsibility to improve overall attitude and proficiency.	3.10	MA
Average Weighted Mean	3.36	HA

Legend: 4=3.26 – 4.00 Highly Attained (HA); 3=2.51 – 3.25 Moderately Attained (MA);

2=1.76 – 2.50 Slightly Attained (SA); 1=1.00 – 1.75 Least Attained (LA)

The table shows that developing a high sense of sportsmanship among athletes is attained as indicated by the mean of 3.80. This result means that since sportsmanship is the essential value in sports, this should be a part of the system of every single athlete. Sportsmanship has become a critical part of the sport through which individuals can mimic the moral life of players [31]

In addition, building camaraderie to strengthen sportsmanship within the team has been assessed as highly attained, as indicated by the mean of 3.76. Developing true team camaraderie is a significant part of successfully forming a collaborative and dynamic group that enjoys working together while also attaining goals [32]

Likewise, developing athlete-leaders who exude passion have been assessed as highly attained as supported by the mean of 3.67.

On the other hand, the indicators that have been assessed as moderately attained are the following, which is arranged in descending means: Does emotional conditioning reduce the anxiety that interferes with performance, (3.25); refrains negative emotion that affects performance, (3.23) and improves good attitude to let the athletes feel like they are equally important, (3.20).

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

The indicator which maintains good relationship and brotherhood has also been assessed as moderately attained, as supported by 3.14. This data implies that establishing a good relationship with brotherhood can be very relevant to value improvement.

Further, improving their confidence and performance to achieve excellence has also been assessed as moderately attained, as indicated by the mean of 3.12. Confidence is a crucial trait that represents everyone's faith and hope in achieving goals that lead to success, and it is critical to achieving success in athletics [33]. Also, fostering emotion such as confidence and a sense of responsibility to improve overall attitude and proficiency (3.10) has been evaluated as moderately attained.

Affirming with the study results, Agnew (2018) [34] published a comprehensive review of integrity, ethics, and well-being in top athletics. In elite athletics, ethics, integrity, sportsmanship, and well-being are all intertwined notions. The research concluded that it is critical to understand the elements that influence athlete well-being to develop methods to reduce the challenges that athletes encounter.

3.2.4. Summary on the Level of Attainment of the Sports Development Program for Players of Athletics among Secondary Schools in the Division of Pangasinan II

Table 2.4 presents the summary on the level of attainment of the sports development program among secondary schools in the Division of Pangasinan II.

Table 2.4 Summary on the Level off Attainment of the Sports Development Program for Players of Athletics among Secondary Schools in the Division of Pangasinan II (N=86)

Area	AWM	Descriptive Equivalent
Skills Development	3.35	HA
Funding Utilization and Management	3.37	HA
Sports-related Value Enhancement	3.36	HA
Overall Weighted Mean	3.36	HA

Legend: AWM=Average Weighted Mean

4=3.26 – 4.00 Highly Attained (HA); 3=2.51 – 3.25 Moderately Attained (MA);

2=1.76 – 2.50 Slightly Attained (SA); 1=1.00 – 1.75 Least Attained (LA)

Table 6 shows that all the areas included in the Sports Development Program with the overall mean of 3.36 have been assessed as highly attained as regards specifically along with skills development (3.35), funding utilization and management (3.37), and sports-related value enhancement (3.36).

Confirming with the study results, According to Balante (2017) [35], some authors discover a beneficial influence of sports engagement on academic performance, while others indicate a detrimental impact. As a result, there was a substantial favorable link between the sports development program and student academic achievement.

3.3 Relationship between the Profile and the Sports Development Program among Secondary Schools in The Division of Pangasinan II

Table 3 presents the significant relationship between the profile and the level of attainment of the sports development program for players of athletics among secondary schools in the Division of Pangasinan II.

Table 3: Relationship Between the Profile and the Level of Attainment of the Sports Development Program for Players of Athletics

PROFILE VARIABLES	Skills Development		Funding Utilization and Management		Sports-related Value Enhancement	
	Statistics	Sig.	Statistics	Sig.	Statistics	Sig.
Sex ^a	.063	.275	.133*	.022	.149*	.010
Age ^a	.043	.464	.113	.052	.143*	.014
Civil Status ^b	.050	.390	.105	.071	.076	.190
Length of service as a coach ^a	.072	.215	.076	.190	.066	.258
Field of Specialization ^b	.247	.001	.224	.760	.199	.712
Highest Educational Attainment ^a	.197	.001	.226**	.000	.235**	.000
Academic Rank ^a	.027	.648	-.021	.714	.022	.705
Monthly Family Income ^a	.069	.236	.076	.192	.094	.107
Number of Trainings and Seminars attended ^a	.129*	.026	.125*	.031	.153**	.008

^aSpearman Rank, ^bEta Coefficient

**Relationship significant at 1% level, *Relationship is significant at 5% level

Note: For Eta Coefficient test, the minimum tolerance for a statistically significant association between variables is above 0.2

Spearman rank results revealed that the sex is related to the attainment of the sports development program in terms of funding utilization and management as indicated in the value of .133*, sig=.022, and sports-related value enhancement as supported by .149*, sig=.010 which are both lower than the .05 level of significance. The data imply that sex is crucial in the attainment of the sports development program.

Likewise, it also shows that age is correlated to the sports-related value enhancement as indicated by the computed value of .143*, sig=.014. This result means that the older the coach, the tendency of valuing more the conduct enhancement. It has its contribution, maybe because of the wisdom already that is recollected on them.

Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

Similarly, the highest educational attainment of the coaches has its correlation to the skills development with the computed value of .197, sig=.001, as well as funding utilization and management (.226**, sig=.000), and sports-related value enhancement (.235**, sig=.000). This data implies that the higher the learning level of coaches can be beneficial in skill development, financial management, and value enhancement of players because they have a wide range of exposure and many concepts taken from their education.

Lastly, the number of training and seminars attended by the coaches are related to skills development (.129, sig=.026), funding utilization and management (.125*, sig=.031), and sports-related value enhancement (.153**, sig=.008). This finding implies that because of the learning taken from the training and seminars of the coaches, the implementation and attainment of the sports development program in their respective schools are high and possible.

3.4 Problems Encountered by the Coaches on the Attainment of the Sports Development Program for Players of Athletics

Table 4 presents the problems encountered by the coaches on the attainment of the sports development program for players of athletics.

Table 4. Problems Encountered by the Coaches in the Attainment of the Sports Development Program for Players of Athletics (N=86)

Indicators	Mean	Descriptive Equivalent
Stereotyped notions about physical education that impedes teaching	3.57	HS
Negative perception of teachers teaching other disciplines	3.45	HS
Less budget allocation.	3.25	MS
Low provision of adequate or inappropriate equipment and facilities	3.25	MS
Lack of support from school administration and or stakeholders	2.75	MS
Ineffective and inefficient monitoring strategies and interventions for values improvement among players of athletics	2.57	MS
Leniency in the implementation of the program	2.46	SS
Heedlessness in the attainment of sports development program objectives	2.13	SS
Lack of discipline of the athletes	2.10	SS
Incompetent coaches and low-spirited players	1.76	SS
Resistance of coaches to attend seminars to improve their craft	1.12	LS
Average Weighted Mean	2.60	MS

Legend: 4=3.26 – 4.00 Highly Serious (HS); 3=2.51 – 3.25 Moderately Serious (MS); 2=1.76 – 2.50; Slightly Serious (SS); 1=1.00 – 1.75 Least Serious (LS)

Table 8 shows that stereotyped notions about physical education that impedes teaching have been noted as a highly serious problem, as indicated by the mean of 3.57. This result is palpably the main problem among coaches that some of the teachers are considering PE subject as just the hindrance of the learning of the students. They sometimes do not permit their students to participate in joining competitions. They should also bear in mind that intelligence has nay dimensions as perpetuated by Gardner’s theory which always is associated with the negative perception of teachers teaching other disciplines as supported by the mean of 3.45.

One thing that can also be a factor for the attainment of the SDP is the less budget allocation as supported by the mean of 3.25. This one is somehow a problem that is perennial among coaches because of the expensive protective gear and sports equipment needed by the athletes; the allotted budget is not enough and does not suffice their needs. Pothamsettyin (2019) [36] said that even though schools would want additional resources for physical education, it is critical to set realistic goals when devoting more funds for future programs.

It also shows on the table that lack of discipline of the athletes (2.10) and incompetent coaches and low-spirited players (1.76) is assessed as slightly serious problems in the attainment of the sports development program. Athletes and coaches are very much willing to do their job, and they possess a high level of passion for their sports. Then, this is somehow not a problem either.

The foremost issue with coach education is that while information is readily available, wisdom is in short supply. Mentorship entails working with a team for a complete season, attending seminars and workshops, taking notes, and the rest will fall into place [37]

3.5 Plan of Action Offered to Enhance the Sports Development Program for Players of Athletics among Secondary Schools in Division II of Pangasinan

An action plan attains the program's goals, achieving, meeting the planned objectives, and obtaining the desired outcomes.

Moreover, coaches use an action plan to help them convert their goals into reality while increasing school efficiency and accountability. It explains how the school will achieve its long-term goals by laying out comprehensive action plans.

Building the capability of MAPEH athletics teachers and coaches, improving, and enhancing coaching skills, collegial learning between and among specialists, forming a core group for professional growth, constructing a performance plot, and designing and incentivizing a program to igniting the interests and motivation are some of the essential strategic mechanisms.

There is an adage that propagates, "People don't plan to fail, and in its place, they fail to plan." It makes sense to take away all the necessary measures to guarantee success, thus, this action plan.

Table 9. Plan of Action Offered to Enhance the Sports Development Program for Players of Athletics among Secondary Schools in Division II of Pangasinan.

Key Result Area	Objectives	Strategy	Time Frame	Personnel Involved	Budgetary Requirement	Expected Output
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Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

Capability Enhancement Among PE Teachers and athletics coaches in the Division	To enrich the capacity of the coaches, MAPEH teachers along coaching styles and techniques in athletics	Series of Enhancement Seminars	June 2021- May 2022	SDS Principal, Head of the Department, and coaches	Php 45,000.00	A strong mechanism of capacity improvement among coaches is established.
Competitive Skills in Coaching	To improve the competitive skills of PE teachers in coaching	Training on Coaching Development	Twice in every school year	Principal, Head of the Department, MAPEH Teachers and coaches, MAPEH Department Personnel	Php 25,000.00	Coaching Skill is strengthened through trainings
Collegial Learning Among PE Specialists and coaches of athletics	To establish a very sound linkage with the other schools or in the entire Division	School linkages and interschool relations among JHS in the Division (Criss-cross Mechanism and sharing to intellectual resource)	All-year round	SPS Principals of all schools in the Division, Head of the Department, MAPEH Teachers and coaches in athletics	Php 30,000.00	Linkage among JHS is intact and collaborating
Professional Growth	To augment coaching as part of professional growth among PE teachers and coaches in athletics	Creation of leaders and frontlines as core group	Sept. 2021- June 2022	SPS Principals of all schools in the Division, Head of the Department, MAPEH Teachers and coaches	Php 10,000.00	Core group is created maintained

Strong Performance Plan	To plan a framework that establishes effective coaching and sports development.	Development Framework Plan	November 2021	Principals of all schools in the Division and Head of the Department	Php 5,000.00	Plan is well-organized
Incentive Program	To dish out a schema to incentivize performances of coaches who have won in the international, national, and other levels.	Creative Incentive Strategy/Policy	November 2021	SDS Principals	Php 30,000.00	Incentive Program is put in place
Benchmarking on Financial Management, Skill Development and Value Enhancement	To propose a strong mechanism on conducting benchmarking activities with high performing schools in the region or even in the national level.	Benchmarking Endeavors	December 2021	SDS Principals	Php 10,000.00	A strong piece of school-based legislation on benchmarking mechanism is properly put in order.
TOTAL					Php 155,000.00	

4. CONCLUSIONS

From the salient findings, conclusions drawn are as follows:

1. Profile variables of coaches are relative and need to be given utmost attention.
2. There is a high level of attainment of the Sports Development Program for athletic sports players among secondary schools in the Division of Pangasinan II.
3. Profile variables are related to the attainment of the Sports Development Program for players of athletics among secondary schools.
4. Problems are part of the attainment of the program.
5. An action plan is effective to enhance the sports development program of the Division.

5. RECOMMENDATIONS

1. Since educational attainment is significant in the biosphere of teaching and is essential in the promotion and the increase of the salary, there is still a need that they should finish their studies because others are not yet MA/Doctoral holders.
2. Though the level is high, there is always room for improvement to make it very high. Plans, implementation, and evaluation mechanisms in the Division regarding athletics are handled and controlled. However, there are still other factors that need focus and emphasis to elevate the level.
3. The variables that are not correlated should be given attention because these also constitute the holistic identity of the coaches, like civil status, family income, and length of service.
4. Problems, though found to be just moderate, must attend to as challenges to attain the program with fulfillment and enthusiasm.
5. The action plan is effective, significant, and necessary.

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Meta-Analysis on the Attainment of Coaches on the Sports Development Program for Players of Athletics

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