

Challenges in the Implementation of the Secondary Schools' Sports Program: Basis for the Development of a Sports Mentoring Program among Children

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Abstract

In the Philippines, schools have integrated into their respective curricula the component of Physical education, such as sports and the like. PE teachers are being encouraged to formulate sports program that fit the physical needs of the students. This study was conducted at Department of Education, Zamboanga City Division specifically at selected secondary schools. Through the use of qualitative research design, this study aims to explore the impact of sports programs on the athletic performance of secondary public schools. The data revealed that Attendance, Attitude of the Athletes, Support from school officials, Support from teachers and students, Lack of dedication and determination, Budget, Equipment, Venue, Time and Schedule were the challenges encountered in the implementation of the school sports program. Thus, this study The Division Office officials may release a memorandum to intensify the allotment of time, budget and preparation of the school heads, department heads, teachers, coordinators, coaches and athletes and to participate on the athletic events for promoting the development of sports not just for Zamboanga City, but for the whole region. Thus, it is recommended that school heads may initiate trainings, workshops and invite resource speakers or experts in sports for the coaches and athletes to develop their skills.

Keywords: *sports challenges, sports program, mentoring program among children, sports equipment, curriculum, Zamboanga City*

Introduction

The widely accepted belief that involvement in sports is a beneficial avenue for enhancing the social, psychological, physiological, and motor development of young individuals has come under increasing scrutiny (Burton, 1988). The doubts surrounding the advantages of sports have been heightened by evidence that suggests injuries (Micheli & Jenkins, 1990; Clain & Hershman, 1989), psychological strain (Goldman, 1990), and inadequate adult guidance (Smith, Zane, Smoll & Coppel, 1983) are eroding their potential benefits. Assessing the role of sports in the development of children and young people has become increasingly important as growing evidence indicates a decrease in the overall well-being of many young individuals (Dryfoos, 1990). Several factors, including social status, the prevalence of single-parent households, and the combined influences of family, institutions, and society, have been linked to the categorization of adolescents as "at-risk" (Dryfoos, 1990). Although the precise causes remain unclear, "at-risk" teenagers encounter difficulties characterized by violence, such as incidents of sexual assault, homicide, and suicide, a general disillusionment with traditional establishments and authority resulting in truancy and delinquency, and involvement in harmful and irresponsible behaviors like substance abuse and early pregnancy.

In the Philippines, schools have integrated into their respective curricula the component of Physical education, such as sports and the like. PE teachers are being encouraged to formulate sports programs that fit the physical needs of the students. Thus, sports festivals and intramurals are just some of the activities that teachers and students really enjoyed.

The primary difficulty in successfully balancing intramural and interscholastic programs at the junior and senior high school levels lies in their competition for shared resources, including facilities, participants, administrators, funding, and reputation within the school community. Ideally, the order of importance for program offerings would prioritize providing a physical education curriculum for all students. Next, an intramural program would be implemented to allow interested students to apply the

skills and knowledge acquired in physical education within a competitive setting. Lastly, an interscholastic program would be available for students seeking a higher level of competition. However, in practice, educators often give more importance to the popular interscholastic programs at the middle, junior, and senior high school levels, as these programs aim to coach students to excel in their chosen sports.

Coaching efficacy refers to the extent to which coaches have faith in their capability to impact the learning and achievements of their athletes. This encompasses four aspects: motivation, game strategy, technique, and character development. Motivation effectiveness is connected to coaches' belief in their capacity to influence the psychological skills and mental states of their athletes. Game strategy effectiveness relates to coaches' confidence in their ability to effectively coach and guide their team towards successful performances during competitive events. Technique effectiveness pertains to coaches' strong belief in their instructional and diagnostic skills. Lastly, character development effectiveness concerns coaches' assurance in their ability to shape the personal growth of their athletes and foster a positive mindset towards sports (Feltz et al., 1999).

However, despite the coaching program of schools, challenges still have been noted to exist among schools. Thus, this study has been undertaken in order to serve as basis for a mentoring program for children.

Related Literature and Studies

Efficacy of Coaching (Mentoring)

Sports coaching refers to the manner in which a coach conducts their interactions with athletes during training, instruction, and guidance. While different researchers may use varying terms, the majority recognize two coaching styles: autonomy support and controlling. Sports coaching involves various knowledge domains, including professional, interpersonal, and intrapersonal aspects. To be effective, coaching should adopt a holistic approach to athlete development, emphasizing all three areas of knowledge rather than solely focusing on sport-specific expertise. This integration of knowledge is supported by several studies (Bergmann, 2000; Cassidy et al., 2004; Jones & Turner, 2006; Potrac, Brewer, Jones, Armour & Hoff, 2000; Smoll & Smith, 2002).

Having a high level of coaching efficacy can lead to positive outcomes for both coaches and athletes. Coaches with strong coaching efficacy tend to show dedication to coaching and employ effective motivational strategies. As a result, athletes may experience increased satisfaction, performance, confidence, and motivation. Research has found a positive correlation between overall coaching efficacy and the commitment of intercollegiate coaches to their coaching role. Additionally, motivation and technique efficacy have been associated with coaches' self-reports of engaging in training, providing instruction, and giving positive feedback to their players (Sullivan & Kent, 2003).

Evidence suggests a connection between coaching effectiveness and the effectiveness of the team, coach satisfaction, and team performance in athletes, indicating that coaches with higher levels of effectiveness tend to be more successful. Various factors have been identified as potential influences on coaching effectiveness, including coaching background, previous team achievements, perceived skill level of the athletes, and perceived support from the school, community, and parents of the athletes. Studies have demonstrated that perceived support from the community and parents is positively associated with coaching effectiveness among male high-school basketball coaches. In the case of intercollegiate coaches, coaching experience is a significant predictor of effectiveness in developing character, motivating players, and strategizing for games. The percentage of career wins predicts effectiveness in game strategy, while perceived team ability and support from athletes' parents predict effectiveness in motivation and character development. These findings offer empirical evidence supporting several factors outlined in the coaching-effectiveness model (Marback et al., 2005).

In the field of coaching, different contexts exist to enhance athlete performance by applying coaching knowledge consistently. There are three primary levels of competition: beginners or recreational,

intermediate, or developmental, and elite. Recreational sports, the emphasis is placed on engagement and the acquisition of essential skills rather than intense rivalry. Participation is inclusive for all athletes, and the level of dedication and intensity is relatively moderate. On the other hand, developmental sport coaching entails participation based on skill assessments, a well-organized competitive structure that often involves traveling to different areas, and a heightened level of commitment from both athletes and coaches. Finally, the elite sport coaching context symbolizes the highest level of sports competition (Trudel & Gilbert, 2006).

From a conceptual standpoint, it is crucial to differentiate sport coaching based on the competitive level of the athletes: participation and performance. Participation coaching differs by not emphasizing competitive performance and involving a less intensive engagement with the sport. The goals in participation coaching are short-term, with activities centered around enjoyment, and the outcomes are primarily related to health. On the other hand, performance coaching necessitates a more intensive dedication to a program designed to prepare athletes for competition. It involves influencing various factors to achieve peak performance (Lyle, 2002).

Transferring coaching characteristics from one coaching environment to another poses a challenge in the development of coaching effectiveness. The effectiveness of coaching is influenced by various factors, including coaches' behavior, attitudes, educational background, and experience. Coaching focused on participation is connected to a flexible framework for members, short-term involvement, and an emphasis on cultivating positive emotional experiences, like a sense of competence and enjoyment. On the other hand, elite coaching is distinguished by greater levels of dedication, more enduring coach-athlete relationships, and a heightened emphasis on medium- to long-term strategic planning, monitoring, decision-making, and managerial abilities to effectively manage performance factors (Lyle, 2002).

Developing Sports Program for Children

While historical data on sport availability for different age groups has shown that young children were traditionally included in non-school sports programs, there has been a noticeable trend over the past two decades towards greater involvement of children aged four, five, and six. This trend involves providing more opportunities for instruction in skills and participation in competitions at younger ages, resulting in higher skill levels among young athletes. However, this pattern also carries adverse effects, including increased attrition rates and a higher risk of injuries caused by overuse syndromes. Additionally, there is a growing tendency to prolong the duration of the sports season, making it difficult for children to engage in multiple sports throughout the year. The underlying belief behind reducing the age for competitive eligibility and extending the sports season is that intricate sport skills should be introduced and mastered before adolescence. Consequently, adolescents who have not yet acquired the essential motor skills are unlikely to receive the necessary guidance to effectively compete with their peers. Thus, coaches generally believe that the foundation for successful athletic experiences during adolescence must be established through childhood experiences.

Sport as a Context for Identity Development

Recreation is a domain that offers adolescents opportunities to explore and commit to the process of identity formation, according to Marcia (1993). Sport, in particular, is a subset of recreational activities that can play a significant role in facilitating identity formation (Shaw, Kleiber, & Caldwell, 1995). Different sports have distinct identity images associated with them, such as strength and health consciousness for weightlifters or adventure and independence for kayakers (Haggard & Williams, 1992). When individuals explore various sports-related interests, they may identify with others who participate in those activities and consider the extent to which they share similar or different characteristics. This active exploration of activities and identity alternatives that align with personal expression contributes to the construction of a sense of identity. By incorporating these images into their self-perception, individuals further define their identity. The active process of constructing identity involves continued engagement in the activity, a level of commitment to it, and integration of the associated images into one's sense of self (Donnelly & Young, 1993).

Research Objective

Determine the challenges in the implementation of the Sports Programs among the different secondary schools.

Methodology

This study will be conducted at Department of Education, Zamboanga City Division specifically at selected secondary schools. Through the use of qualitative research design, this study aims to explore the impact of sports programs on the athletic performance of secondary public schools. Qualitative research focuses on capturing the opinions, experiences, and feelings of individuals, generating subjective data. It describes social phenomena as they naturally occur, without manipulating the situation as in experimental quantitative research. This approach provides a holistic understanding of the situation under study. The researcher plans to conduct key informant interviews to gather insights regarding the influence of sports programs on athletic performance in secondary public schools. The selection of participants was carried out using purposive sampling, a non-probability sampling method, where the researcher purposefully chooses specific individuals to be part of the study. In order to meet the study's goal, the researcher made use of a validated interview guide.

Results and Discussion

On the Challenges in the Implementation of the Secondary Schools' Sports Program

According to the key informants, majority of their responses are the lack of the support from teachers, school heads and even the students, lack of budget, lack of equipment, the schedules of the teachers and students, lack of facilities and the dedication and determination of the coaches/teachers in their events. They stated”

“Maybe, as far as I have experienced. It is the budget for the facilities because it is one that affects the sports program. And sometimes the superiors of the schools there are not totally supportive in terms of the sports. In general, that is the problem that affects the sports program, facilities, sports equipment, and the budget that is really the problem.”

-Sports Coordinator, School A

“Problems in terms of training, schedule, attendance and the attitude of the athletes. The equipment also and the developing schools in our school. Because of the sports is a bigger scope and we have a very short period of time it takes time and a good planning.”

-Sports Coordinator, School B

“There are a lot of constraints; we need the support of the teachers, the school head, and principal down to the department head, to the adviser and subject teachers. Lack of equipment, in our school the problem is the venue for three years sports complex is not available, what happen is we look for other schools that conduct games. Hopefully this year if grandstand will be available for us to conduct trainings. One also in the budget, we don't know where to get food, uniforms of the athletes. And also the budget for the daily practice. Also the workload of the coaches. I consider also the workloads of the teachers, I received a lot of complaints that they have a lot of responsibilities because in our schools it is not just the MAPEH teachers are the coaches but also the other subject teachers. But they have advisory class, which is why they cannot perform well. And also the willingness of the athletes because in this generation that it is very few that have interest in sports what they engage mostly is their social life.”

-Sports Coordinator, School C

“Maybe it is financial most especially on acquiring the equipment, the teachers and the students. After the division meet seeing their grades that it get low in which teachers are not very considerate so that it why it affects. “

-Sports Coordinator, School D

“Usual is the budget, the training equipment, competition equipment. It is always lack in the public schools.”

-Sports Coordinator, School E

“For me, if the athletes give their very best it is okay for them to lose because the safety of the athletes is my concerns. No need for them to sacrifice themselves.”

-Sports Coordinator, School F

“The most problem is the time of the teachers/coaches in handling the athletes, dedication and the determination to help the athletes. And the players nowadays are that you need to push them not like before in our time we volunteer ourselves to play and practice because they have other hobbies that they want to do. Sometimes, if there is a practice the athlete is not attending, and the athletes attend but sometimes the coaches do not attend.”

-Sports Coordinator, School G

“Budget and the equipment, venue for the practice and the time and schedule since we are handling also classes.”

-Sports Coordinator, School H

Conclusion and Recommendation

This study reveals that Attendance, Attitude of the Athletes, Support from school officials, Support from teachers and students, Lack of dedication and determination, Budget ,Equipment, Venue, Time and Schedule were the challenges encountered in the implementation of the school sports program. Thus, tis study The Division Office officials may release a memorandum to intensify the allotment of time, budget and preparation of the school heads, department heads, teachers, coordinators, coaches and athletes and to participate on the athletic events for promoting the development of sports not just for Zamboanga City, but for the whole region. Thus, school heads may initiate trainings, workshops and invite resource speakers or experts in sports for the coaches and athletes to develop their skills.

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