

Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program

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Abstract

This study identified the difficulties experienced by implementers of the Revised Bureau of Physical Education and School Sports (BPSS) Program in public secondary schools in Negros Island Region during the School Year 2021-2022 to develop an intervention plan. Using a descriptive research design, data were gathered via a researcher-made questionnaire from purposively selected faculty and non-teaching personnel. Data were analyzed using descriptive and comparative statistical tools. The findings revealed that implementers faced severe systemic difficulties across three core domains: Sports Foundation Development, Sports Support Services, and Sports Management. Major barriers included the management and monitoring of student-athletes, shortage of training facilities, lack of resources, unfair coaches' compensation, and the absence of standard operating procedures. Comparatively, respondents shared identical difficulties in Sports Foundation Development regardless of profile. However, significant variations emerged in Sports Support Services based on length of service and training attendance, while specialized training accounted for differences in Sports Management. In conclusion, the BPSS program was implemented under heavy strain due to resource deficiencies, insufficient institutional support, and inadequate professional preparation. To optimize program delivery, it is recommended that school management increase funding for modern sports facilities, standardize administrative and compensation procedures, and institutionalize continuous professional development for coaches and sports personnel.

Keywords: *BPSS program, foundation development, support services, management*

Introduction:

Nature of the Problem

Physical Education plays a pivotal role in the well-rounded growth and development of learners. It remains a cornerstone of school systems worldwide to promote lifelong health, discipline, and social well-being. In the Philippines, the Department of Education implemented DECS Order No. 35, s. 1996 (Department of Education, Culture and Sports [DECS], 1996). The purpose of which is to systematically fortify grassroots athletics through Sports Foundation Development, Sports Support Services, and Sports Management. By expanding weekly PE instructional time from 80 to 120 minutes, this national policy directly aligns with the United Nations Sustainable Development Goals, specifically SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). Under this framework, the Bureau of Physical Education and School Sports (BPSS), alongside the Philippine Sports Commission and various National Sports Associations, is mandated to design curricula, assess program efficacy, and recommend policy adaptations to foster both character development and high-level sports excellence. To solidify this athletic initiative, schools are explicitly directed to institutionalize junior and senior varsity teams to represent their academic communities in competitive arenas formally.

However, implementing the extensive mandates of the BPSS program poses significant operational challenges for school-level implementers. They are the ones who bear the responsibility of transforming policy into practice. While DECS Order No. 35, s. 1996 dictates standardized sports management, age-based rankings, and dedicated student-athlete scholarships, a stark scarcity of modern sports equipment and standard facilities constantly challenges implementers. Physical education teachers and coaches frequently operate with minimal budgetary allocations, forcing them to improvise training regimens in substandard environments or to pay out of pocket for essential sports supplies. Furthermore, a critical deficit in technical support and structured, specialized coaching seminars leaves many educators overwhelmed by the dual demand of managing complex administrative sports procedures while delivering elite-level athletic training. These systemic shortages lead to massive disparities in program quality across schools and regions, which significantly undermine the national vision for uniform sports excellence (Tianio et al., 2024).

Driven by these systemic obstacles, the researcher sought to evaluate the specific difficulties faced by grassroots implementers of school sports programs and support services. As a physical education teacher and coach directly responsible for implementing the BPSS program, the researcher draws on firsthand experiences within the school system as the primary catalyst for this research. Operating on the front lines, the researcher had witnessed firsthand how idealized policy mandates clash with harsh institutional constraints, directly compromising the safety, training quality, and holistic development of our student-athletes. This unique dual perspective as both an educator and an active practitioner motivates the researcher to bridge the critical gap between top-down policy design and actual school realities. Ultimately, the findings of this study would serve as the empirical foundation for a targeted intervention plan to alleviate implementer burdens, optimize resource allocation, and enhance participation in competitive sports in schools.

Current State of Knowledge

Difficulties Encountered by Implementers of School Sports Programs. Recent literature emphasizes that sports foundation development is grounded in the holistic principles of physical education, where physical, cognitive, and social development are interconnected outcomes of structured physical activity programs. Recent sport education texts focus on P.E. as a broad opportunity for sport skills, physical education, and long-term enjoyment of sports participation (Wuest & Walton-Fisette, 2024). As part of this broad scope, foundational sports development has been linked to well-designed physical activity early in life, which impacts physical growth, motor development, and motor coordination. These early and developmental impacts of sports education are reported to continue throughout life, support sport skill performance in later life, and improve physical health for decades to come.

Further research also indicates that several contextual variables, such as opportunities in facilities, teachers' competencies, and curriculum conformance with national standards, play an important role in sports foundation development. Participation in sport in the early years has also been argued to influence leadership and overall life development (Wuest & Walton-Fisette, 2024). Beyond this, from a global perspective, sports have been seen as an important means of youth social development and fostering inclusiveness and well-being (Wuest & Walton-Fisette, 2024). To this end, the concept of sports foundation development is understood as a multidimensional process encompassing the physical, social, and learning aspects to support lifelong sports participation (Wuest & Walton-Fisette, 2024).

Sports Support Services. Sports support services are recognized in recent literature as critical components that ensure the effective delivery and sustainability of sports programs. These services include medical support, facilities management, equipment provision, coaching assistance, and administrative support, all of which contribute to the overall success of sports initiatives. Contemporary research highlights that the availability of adequate support services directly influences athletes' performance, safety, and participation rates (Tianio et al., 2024).

Recent findings also indicate that insufficient support services can lead to increased challenges in program implementation, including a lack of equipment, inadequate facilities, and limited training opportunities for coaches. These challenges are particularly evident in developing contexts, where resource constraints hinder program effectiveness. Consequently, strengthening sports support services is considered essential to enhancing program quality, ensuring athlete safety, and promoting sustained participation in sports.

Tianio et al. (2024) documented how shortages in sports facilities constrain sports development in public secondary schools. Dumandan and Guillena (2025) emphasized the importance of teacher efficacy and classroom management in physical education. Hoyer et al. (2022) likewise underscored the importance of clear communication, defined roles, and coordinated management in sports programs.

Sports management has emerged in recent literature as a critical domain that ensures the effective planning, organization, and evaluation of sports programs. It encompasses

administrative functions such as leadership, policy implementation, resource allocation, and program coordination. Modern theories describe sports management as a dynamic field that integrates principles of management, economics, and organizational behavior to enhance the efficiency of sports programs (Hoye et al., 2022).

The difficulty in standardizing procedures may be attributed to the lack of clear, well-established operational guidelines, as emphasized by Hoye et al. (2022), who noted that standardized operating procedures are essential for effective sports program management. Moreover, the greater difficulty experienced by those with shorter service lengths supports the findings of Day and Gu (2010), who highlighted that less experienced educators often encounter greater challenges in managing and organizing school programs. This finding is supported by Hoye et al. (2022), who emphasized that effective sport management relies heavily on formalized structures, clear procedures, and defined roles to ensure consistency and efficiency in program delivery.

Also, the findings underscore the importance of continuous professional development and capacity building, as Darling-Hammond et al. (2017) emphasize that training enhances teachers' competencies in handling complex responsibilities, such as program management. In addition, the need for strong organizational and administrative support is evident, as Louis et al. (2010) pointed out that effective school program implementation is largely influenced by leadership support and organizational structures.

Theoretical Underpinnings

This study is anchored on the Theory of Difficulty proposed by David Perkins. This theory is identified as a relevant framework because it explains how difficulties in learning and implementation arise from specific problem areas and underlying causes. Perkins (2007) defines a strong theory of difficulty as one that identifies learners' or implementers' trouble spots in a particular domain and provides a causal analysis of why these difficulties occur, thereby guiding improvements in teaching and learning processes. The theory emphasizes that challenges such as conceptual difficulty, inert knowledge, ritualized knowledge, and tacit understanding can hinder effective learning and performance if not properly analyzed.

Furthermore, the theory highlights that difficulties should not merely be attributed to individual weaknesses but rather examined through deeper analysis. Teachers and practitioners may respond to difficulties in different ways: by blaming learners, by exerting more effort without understanding the root cause, or by adopting a more effective approach of "teaching smarter," which involves analyzing and addressing the underlying causes. According to Perkins, meaningful intervention should be grounded in a well-developed understanding of these difficulties, as this enables educators to design more responsive and effective strategies for improvement.

The use of Perkins' Theory is justified in this study because it aligns to determine the level of difficulty experienced by implementers of the Bureau of Physical Education and School Sports Program (BPSS). Although the theory primarily focuses on learners, it is equally

applicable to program implementers, who also face challenges that affect program delivery. By identifying and analyzing these difficulties, the theory provides a strong basis for developing an appropriate intervention plan. Thus, the researcher finds the Theory of Difficulty relevant in explaining the challenges faced by implementers and in guiding the formulation of solutions to improve program implementation.

Objectives of the Study

This study aimed to determine the level of difficulty experienced by implementers of the Revised Bureau of Physical Education and School Sports Program at one of the large public secondary schools in the large-sized schools division in Negros Occidental during the School Year 2021-2022, as the basis for an intervention plan. Specifically, it sought to describe the respondents' profiles in terms of age, sex, and length of service; assess the level of difficulties of the implementers in terms of Sports Foundation Development, Sports Support Services, and Sports Management; determine the level of difficulties when respondents were grouped according to the aforementioned profile variables; examine whether a significant difference existed in the levels of difficulties when grouped and compared according to those variables; and formulate an intervention plan based on the study's findings.

Research Methodology:

This section presents the research design, study respondents and location, data-gathering instrument, validity and reliability, data-gathering procedure, analytical schemes, statistical tools, and ethical considerations.

Research Design

The study employed a descriptive research design to examine existing conditions and determine the level of difficulties experienced by implementers of the Revised Bureau of Physical Education and School Sports Program during School Year 2021-2022. This design was appropriate for assessing the current situation, identifying prevailing issues, and providing an adequate and accurate interpretation of the data without manipulating the study variables.

Study Respondents

The study was conducted in one of the large public secondary schools in the provincial capital of Negros Island Region. The respondents were 50 teaching and non-teaching personnel who were BPESS implementers, had undergone coaching in various sports, or were actively involved in promoting sports. Purposive sampling was used because the respondents were selected according to characteristics relevant to the study's objectives (Crossman, 2020).

Table 1
Distribution of Respondents

Implementers	Frequency	Percentage
Grade 7	10	20%
Grade 8	10	20%
Grade 9	10	20%
Grade 10	5	10%
Grade 11	5	10%
Grade 12	5	10%
Non-Teaching Personnel	5	10%
Total	50	100%

Instrument

A researcher-made survey questionnaire was used to determine the level of difficulties experienced by BPESS implementers. Part I gathered the respondents' profiles in terms of age, sex, and length of service. Part II consisted of 30 items divided equally among Sports Foundation Development, Sports Support Services, and Sports Management. Responses were measured using a five-point scale: 5 = always, 4 = often, 3 = sometimes, 2 = rarely, and 1 = almost never.

The instrument underwent content, face, and construct validation by three experts, whose suggestions and recommendations were incorporated. It obtained a validity rating of 4.18, indicating a high degree of validity. A dry run was then conducted with 30 teachers who were not included among the actual respondents. Cronbach's alpha reliability analysis produced an index of .905, indicating a very high degree of reliability.

Data Gathering and Procedure

After establishing the instrument's validity and reliability, the researcher sought permission from the school authorities and invited the respondents to participate voluntarily. The study's purpose and the instructions for answering the questionnaire objectively and honestly were explained. The researcher personally administered and retrieved the questionnaires, after which the responses were categorized, tabulated, and prepared for statistical treatment.

Data Analysis and Statistical Treatment

The study employed descriptive and comparative analytical schemes. Frequency counts and percentages described the respondents' profiles, while the mean determined the level of difficulty in Sports Foundation Development, Sports Support Services, and Sports Management, including results grouped according to the profile variables. The Mann-Whitney U test determined whether significant differences existed between groups. The null hypothesis was

rejected when the p-value was less than or equal to .05 and accepted when the p-value was greater than .05.

Ethical Consideration

The following ethical concerns were taken into account during this quantitative research (Sanjari et al., 2014). Participation was entirely voluntary, and informed consent was obtained before the questionnaires were used for the study. The researcher ensured that participants were not exposed to risk or harm. The confidentiality of the information shared by the respondents was protected, and anonymity was strictly observed throughout the research process.

Results and Discussion:

This chapter presents the study's findings based on the collected data. The results were analyzed to address the research questions and objectives. The analyzed data were organized to highlight key trends and patterns. These trends and patterns became the basis for formulating implications, conclusions, and recommendations. The intervention plan was designed based on the recommendations advanced in this chapter.

Profile of the Respondents

Table 2

Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 37 years old)	26	52.00
	Older (37 years old and above)	24	48.00
	Total	50	100.00
Sex	Male	26	52.00
	Female	24	48.00
	Total	50	100.00
Length of Service	Longer (below 12 years)	30	60.00
	Shorter (12 years and above)	20	40.00
	Total	50	100.00

The table presented the demographic profile of the respondents with respect to the variables indicated in the first research question. As for age, 52% of respondents were in the younger group, compared to 48% in the older group. As to sex, the majority of respondents are male, comprising 52% of the group, compared to 48% female. As to length of service, 60% of respondents have 12 years or more of experience, compared to 40% with less than 12 years.

Overall, the data showed that the respondents' profiles were fairly distributed by age and sex. However, the data also showed a higher concentration on their teaching experience and

training attended. The data indicated a need to provide more opportunities for respondents' professional development and growth.

These findings are consistent with Tianio et al. (2024), who documented that shortages in facilities and other sports resources constrain program delivery and sports development. Providing appropriate training and technical support, especially for coaches, can strengthen implementers' capacity to assist student-athletes.

Table 3

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Foundation Development

Items I have difficulties in . . .	Mean	Interpretation
1. trainings and seminars on coaching student athletes	3.64	High Level
2. handling, monitoring, and controlling my student athletes during their exercises and competitions	4.52	Very High Level
3. ensuring that our student athletes have imbibed the value of P.E. classes on the development of their character, physical fitness and improvement of their skills on their chosen field in sports	3.35	Moderate Level
4. teaching our student athletes to understand clearly all their lessons in their P.E. classes, which are all beneficial to their chosen field in sports	3.14	Moderate Level
5. ensuring that our student athletes know an increased time allotment of 120 minutes per week	3.76	High Level
6. ensuring that our student athletes have undergone training and seminars for the improvement of their skills on their chosen field of sports	4.08	High Level
7. transmitting to my student athletes the policies and directions provided by the school community	3.78	High Level
8. knowing that coaching is part of our task as teachers, if needed	2.78	Moderate Level
9. knowing that our student athletes are exposed to different tournaments to improve both their flexibility and coordination skills	3.82	High Level
10. knowing that the school community has organized junior and senior varsity teams or institutionalized school teams to ensure the pool of athletes	4.28	High Level
Overall Mean	3.71	High Level

Table 3 presents the overall average score of 3.71. This score indicates a high level. This shows that program implementers face major challenges in developing sports foundations. These difficulties arose when they implemented the updated BPESS (Bureau of Physical Education and School Sports) program. Item 2, handling, monitoring, and controlling my student-athletes during their exercises and competitions, has a mean of 4.52, which is interpreted as a very high level. This means that respondents have a very high level of difficulty handling, monitoring, and controlling my student-athletes during their exercises and competitions. This result showed a struggle between the implementers and the athletes over their physical preparation and engagement in competitions.

Item 8 on the said table, which addresses whether coaching is part of our task as teachers, if needed, has a mean of 2.78, indicating a moderate level. This showed that the respondents have moderate difficulty in understanding that coaching is a vital part of their teaching load.

The data showed an urgent need for greater support for implementers, particularly in further professional development. Effective sports foundation development depends on teacher competence, availability of facilities, and alignment with national standards such as the Revised Physical Education and School Sports Program. According to Wuest and Walton-Fisette (2024), foundational sports programs enhance not only physical skills but also psychosocial development, including confidence and leadership.

Table 4

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Support Services

Items I have difficulties in . . .	Mean	Interpretation
1. facilitating the availability of sports equipment provided by the school administration	3.80	High Level
2. working and communicating with the school administration about the needs or availability of the sports equipment	3.74	High Level
3. managing such equipment, which may be sourced from regular budget and extra budgetary means, such as donations from the community	3.78	High Level
4. defining our competent coaches who must be over 21 years old and have represented the school in different levels of competition	3.76	High Level
5. ensuring that the deployment of the coaches shall be the responsibility of the school administration to secure the services of the competent coaches	3.90	High Level

6. ensuring that the availability of competent referees must be the responsibility of the Bureau of Physical Education and Sports Schools, in collaboration with the Philippine Sports Commission, to accredit referees that can serve in school competitions and other games sponsored by the DepEd, such as regional or national student meets	4.42	High Level
7. knowing that payment of service for coaches may be arranged through the Philippine Sports Commission, the local government, or DepEd	4.74	Very High Level
8. ensuring that our school has access to future budget requests for the supply of sports equipment	4.24	High Level
9. Considering that funds from the Central Government are inadequate, it is recommended that the school try to source equipment from the local government or donors	4.38	High Level
10. providing or improvising laboratories for sports exercises for students in our school	4.76	Very High Level
Overall Mean	4.15	High Level

Table 4 shows that the overall mean is 4.15, indicating a high level. This means that there is a high level of difficulties encountered by the implementers in the Revised Bureau of Physical Education and School Sports Program (Department Order No. 35, series of 1996), in Sports Support Services.

Item 10, providing or improvising laboratories for sports exercises for students in our school, has a mean of 4.76, indicating a very high level of difficulty. This means that implementers have found it very difficult to provide or improvise the facilities needed for the athletes' sports exercises.

Though interpreted as high level, item 2, working and communicating with the school administration about the needs or availability of sports equipment, has a mean of 3.74. This means that implementers have found it difficult to communicate their needs for sports equipment to their respective administrators.

The implications of this data indicate a strong need to improve sports services by establishing necessary sports laboratories and providing essential sports equipment to implement the BPESS program. This implication is supported by Tianio et al. (2024).

According to Tianio et al. (2024), inadequate sports infrastructure and a lack of maintenance hinder the effective implementation of physical education programs.

Table 5

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Management

Items I have difficulties in . . .	Mean	Interpretation
1. ensuring that the school has the objective to standardize inputs and operating procedures for running games, and to provide technical assistance to the management of DepEd-sponsored games	4.06	High Level
2. communicating with the Bureau of Physical Education and Sports Schools, which is responsible for maintaining a databank of standard facilities and equipment, their technical specifications, suppliers, and indicative prices for every sport covered in international competition	4.46	High Level
3. collaborating with the BPSS in standardizing operating procedures covering different aspects of games management, such as opening or closing ceremonies, lodging, security, media affairs, technical aspects, and so forth	4.62	Very High Level
4. meeting with the coaches to share insights for the success of the school's sports affairs	3.34	Moderate Level
5. ensuring that our P.E. teachers are active to enhance the sports procedures of the school	2.88	Moderate Level
6. ensuring that our P.E. teachers are entitled to strengthen the sports program at school through conducting research pertinent to sports	3.02	Moderate Level
7. ensuring that our P.E. teachers are active in the innovation of the sports management plan at school	3.06	Moderate Level
8. ensuring that our coaches at school are providing checklists to respond to the needs of the school regarding sports management	3.24	Moderate Level
9. ensuring that our coaches and referees are meeting every month for an open forum to discuss the needs for sports improvement at school.	3.64	High Level
10. Working with our school head, together with the members of the school community and PTA, we are organizing a program of work to help the sports program or curriculum flourish at school	3.80	High Level
Overall Mean	3.61	High Level

Table 5 shows that the overall mean is 3.61, which is interpreted as a high level. This means that there is a high level of difficulties encountered by the implementers in the Revised

Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Management.

Item 3, collaborating with the BPESS to standardize operating procedures covering different aspects of games management, such as opening and closing ceremonies, lodging, security, media affairs, technical aspects, and so forth, has a mean of 4.62, indicating a very high level. It indicates that implementers have a very hard time standardizing necessary protocols to cover different aspects of game management, such as opening and closing ceremonies, lodging, security, media affairs, technical aspects, and so forth.

On the other hand, item 5, ensuring that our P.E. teachers are active in enhancing the school's sports procedures, has a mean of 2.88, indicating a moderate level of difficulty.

The data indicate a need to implement proper standardization in game management and to establish and adhere to protocols for sports procedures at the school level. This can be achieved through training and further professional development courses related to games management and the standardization of the BPESS program. However, issues such as a lack of training in sports management and overlapping responsibilities among teachers often hinder effective program implementation (Department of Education, 2024; Lopez-Sabillo et al., 2023). Thus, sports management in the Philippine context is viewed as a crucial component that ensures the efficient delivery and continuous improvement of school sports programs.

Table 6

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Foundation Development according to Age

Items I have difficulties in . . .	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. trainings and seminars on coaching student athletes	3.81	High Level	3.46	Moderate Level
2. handling, monitoring, and controlling my student athletes during their exercises and competitions	4.69	Very High Level	4.33	High Level
3. ensuring that our student athletes have imbibed the value of P.E. classes on the development of their character, physical fitness and improvement of their skills on their chosen field in sports	3.42	Moderate Level	3.26	Moderate Level
4. teaching our student-athletes to clearly understand all their P.E. lessons, which are all beneficial to their chosen sport.	3.15	Moderate Level	3.13	Moderate Level

5. ensuring that our student athletes know an increased time allotment of 120 minutes per week	3.88	High Level	3.63	High Level
6. ensuring that our student athletes have undergone training and seminars for the improvement of their skills on their chosen field of sports	4.08	High Level	4.08	High Level
7. transmitting to my student athletes the policies and directions provided by the school community	3.69	High Level	3.88	High Level
8. knowing that coaching is part of our task as teachers, if needed	2.38	Low Level	3.21	Moderate Level
9. knowing that our student athletes are exposed to different tournaments to improve both their flexibility and coordination skills	3.85	High Level	3.79	High Level
10. knowing that the school community has organized junior and senior varsity teams or institutionalized school teams to ensure the pool of athletes	4.38	High Level	4.17	High Level
Overall Mean	3.73	High Level	3.69	High Level

Table 6 shows that the overall mean is 3.69, which is interpreted as a high level. It means that implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) encounter significant difficulty in Sports Foundation Development by age. Item 2, handling, monitoring, and controlling my student athletes on their exercises and competitions, has a mean of 4.33, which is interpreted as high level, meaning there is a high level of difficulty by the implementers in terms of handling, monitoring, and controlling student athletes on their exercises and competitions. Item 4, teaching our student-athletes to clearly understand all their lessons in their P.E. classes, which are all beneficial to their chosen field of sports, has a mean of 3.13, interpreted as a moderate level. This means there is a moderate level of difficulty for implementers regarding the pedagogical aspects of the BPES program, which are relevant to the holistic development of student-athletes in their chosen sports.

The data imply a significant need for further training and technical assistance for implementers to become highly knowledgeable in managing student-athletes during their exercises and competitions, and for further professional development through learning access cell sessions to keep them up to date with current and appropriate teaching methods. Also, the effectiveness of these teaching strategies was found to be low because they are adversely affected by a host of factors, including teachers' negative attitudes, the absence of examinations in the subject, limited time, and inadequate equipment and facilities. School heads should provide the necessary equipment and facilities to enable the use of a variety of strategies and enhance their effectiveness (Gumbo et al., 2017).

Table 7

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996)
In Sports Support Services according to Age

Items I have difficulties in . . .	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. facilitating the availability of sports equipment provided by the school administration	3.81	High Level	3.79	High Level
2. working and communicating with the school administration about the needs or availability of the sports equipment	4.00	High Level	3.46	Moderate Level
3. managing such equipment, which may be sourced from regular budget and extra budgetary means, such as donations from the community	3.92	High Level	3.63	High Level
4. defining our competent coaches who must be over 21 years old and have represented the school in different levels of competition	3.85	High Level	3.67	High Level
5. ensuring that the deployment of the coaches shall be the responsibility of the school administration to secure the services of the competent coaches	4.08	High Level	3.71	High Level
6. ensuring that the availability of competent referees must be the responsibility of the Bureau of Physical Education and Sports Schools, in collaboration with the Philippine Sports Commission, to accredit referees that can serve in school competitions and other games sponsored by the DepEd, such as regional or national student meets	4.65	Very High Level	4.17	High Level
7. knowing that payment of service for coaches may be arranged through the Philippine Sports Commission, the local government, or DepEd	4.88	Very High Level	4.58	Very High Level
8. ensuring that our school has access to future budget requests for the supply of sports equipment	4.31	High Level	4.17	High Level

9. Given that Central Government funds are inadequate, it is recommended that the school seek equipment from the local government or donors.	4.46	High Level	4.29	High Level
10. providing or improvising laboratories for sports exercises for students in our school	4.73	Very High Level	4.79	Very High Level
Overall Mean	4.27	High Level	4.03	High Level

Table 7 shows that the overall mean is 4.27 for the younger group and 4.03 for the older group. This means that the respondents, when grouped by age, reported a high level of difficulty implementing the Sports Support Services program. The data show challenges in implementing the BPES program across age groups. Younger implementers tend to experience these challenges more often.

Both age groups agree that item 10, providing or improving laboratories for sports exercises of students in our school, is the pressing issue in the implementation of the BPES program. The younger group indicated a mean of 4.73, while the older group indicated a mean of 4.79. Meanwhile, both groups agree that item 8, ensuring that our school has access to future budget requests for the supply of sports equipment, has the same level of difficulty in the implementation process. The younger group indicated a mean of 4.31, while the older group indicated a mean of 4.17, both interpreted as high levels. Meaning both age groups noted a high level of difficulty securing sufficient budget allocations for sports equipment supplies. These findings are consistent with Tianio et al. (2024), who documented how facility shortages constrain sports development in public secondary schools. They also support the Department of Education's (2022) emphasis on adequate resources and organized implementation of school sports programs. The findings imply that financial constraints and the lack of necessary sports facilities are experienced by both age groups and are rooted in systemic, internal problems among implementers.

Table 8

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Management according to Age

Items I have difficulties in . . .	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. ensuring that the school has the objective to standardize inputs and operating procedures for running games, and to provide technical assistance to the management of DepEd-sponsored games	4.08	High Level	4.04	High Level

2. communicating with the Bureau of Physical Education and Sports Schools, which is responsible for maintaining a databank of standard facilities and equipment, their technical specifications, suppliers, and indicative prices for every sport covered in international competition	4.50	Very High Level	4.42	High Level
3. collaborating with the BPSS in standardizing operating procedures covering different aspects of games management, such as opening or closing ceremonies, lodging, security, media affairs, technical aspects, and so forth	4.69	Very High Level	4.54	Very High Level
4. meeting with the coaches to share insights for the success of the school's sports affairs	3.42	Moderate Level	3.25	Moderate Level
5. ensuring that our P.E. teachers are active to enhance the sports procedures of the school	2.92	Moderate Level	2.83	Moderate Level
6. ensuring that our P.E. teachers are entitled to strengthen the sports program at school through conducting research pertinent to sports	3.15	Moderate Level	2.88	Moderate Level
7. ensuring that our P.E. teachers are active in the innovation of the sports management plan at school	3.08	Moderate Level	3.04	Moderate Level
8. ensuring that our coaches at school are providing checklists to respond to the needs of the school regarding sports management	3.42	Moderate Level	3.04	Moderate Level
9. ensuring that our coaches and referees meet every month for an open forum to discuss the needs for sports improvement at school	3.81	High Level	3.46	Moderate Level
10. Working with our school head, together with the members of the school community and PTA, we are organizing a program of work to help the sports program or curriculum flourish at school	3.73	High Level	3.88	High Level
Overall Mean	3.68	High Level	3.54	High Level

Table 8 showed that both age groups experienced high levels of difficulty in Sports Management under the Revised Bureau of Physical Education and School Sports Program

(DECS Order No. 35, series of 1996). In the younger group, the mean was 3.68, and in the older group, 3.54, both of which are interpreted as high levels. Both groups experienced the same level of difficulty collaborating with the BPSS to standardize operating procedures across different aspects of games management, such as opening and closing ceremonies, lodging, security, media affairs, technical aspects, and so forth. On the said item, the younger group indicated a mean of 4.69, while the older group indicated a mean of 4.54, both of which are interpreted as very high. This means that, regardless of age group, implementers have found it very difficult to collaborate with the BPSS to standardize operating procedures and other aspects of game management.

Meanwhile, both groups indicated a moderate level of difficulty in ensuring that our P.E. teachers are actively enhancing the school's sports procedures. The younger group indicated a mean of 2.92, while the older group indicated a mean of 2.83, both interpreted as a moderate level. This means that, regardless of age group, the implementers experience moderate difficulty in enhancing sports procedures in schools. The data indicate a need to implement proper standardization in game management and to establish and adhere to protocols for sports procedures at the school level. This can be achieved through training and further professional development courses related to games management and the standardization of the BPSS program. However, issues such as a lack of training in sports management and overlapping responsibilities among teachers often hinder effective program implementation (Department of Education, 2024; Lopez-Sabillo et al., 2023). Thus, sports management in the Philippine context is viewed as a crucial component that ensures the efficient delivery and continuous improvement of school sports programs. Hoyo et al. (2022) likewise emphasized that sports managers require planning, decision-making, resource-management, and coordination competencies to implement programs effectively.

Table 9

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Foundation Development according to Sex

Items I have difficulties in . . .	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. trainings and seminars on coaching student athletes	3.58	High Level	3.71	High Level
2. handling, monitoring, and controlling my student athletes during their exercises and competitions	4.65	Very High Level	4.38	High Level
3. ensuring that our student athletes have imbibed the value of P.E. classes on the development of their character, physical fitness and improvement of their skills on their chosen field in sports	3.42	Moderate Level	3.26	Moderate Level

4. teaching our student athletes to understand clearly all their lessons in their P.E. classes, which are all beneficial to their chosen field in sports	3.04	Moderate Level	3.25	Moderate Level
5. ensuring that our student athletes know an increased time allotment of 120 minutes per week	3.92	High Level	3.58	High Level
6. ensuring that our student athletes have undergone training and seminars for the improvement of their skills on their chosen field of sports	4.27	High Level	3.88	High Level
7. transmitting to my student athletes the policies and directions provided by the school community	3.88	High Level	3.67	High Level
8. knowing that coaching is part of our task as teachers, if needed	2.27	Low Level	3.33	Moderate Level
9. knowing that our student athletes are exposed to different tournaments to improve both their flexibility and coordination skills	3.77	High Level	3.88	High Level
10. knowing that the school community has organized junior and senior varsity teams or institutionalized school teams to ensure the pool of athletes	4.27	High Level	4.29	High Level
Overall Mean	3.71	High Level	3.72	High Level

Table 9 showed that regardless of sex groups, there is a high level of difficulty experienced by the implementers in the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Foundation Development According to sex. The male group had a mean of 3.71, while the female group had 3.72. Both sex groups showed significant levels of difficulties in terms of handling, monitoring, and controlling their student athletes during their exercises and competitions. The male group indicated a very high mean of 4.65, while the female group indicated a high mean of 4.38.

This data shows that regardless of sex groups, implementers have a significantly high level of difficulties manifested in handling and controlling their student-athletes during exercises and participation in competitions. Both sex groups manifested different difficulties implementing BPSS in terms of sports foundation development. The male group indicated a mean of 2.27, which is interpreted as a low level, given that coaching is part of our task as teachers, if needed. In contrast, the female group indicated a mean of 3.25, interpreted as a moderate level of teaching our student athletes to clearly understand all their lessons in their P.E. classes, which are beneficial to their chosen field of sports.

This data suggests that sex as a variable tends to make different difficulties in the implementation of the BPESS. Males tend to have low difficulty with the coaching aspect, while females have moderate difficulty with the pedagogical side of the program.

The data suggest that both sex groups encountered the same levels of difficulty implementing BPESS in sports foundation development, particularly in supervising and managing student-athletes; however, they differ in some areas, such as coaching and pedagogy. The data suggest that strengthened training and institutional support are vital in this area of implementation.

Tianio et al. (2024) similarly showed that shortages in sports facilities and related resources constrain school sports development and program delivery.

Table 10

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Support Services according to Sex

Items I have difficulties in . . .	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. facilitating the availability of sports equipment provided by the school administration	3.77	High Level	3.83	High Level
2. working and communicating with the school administration about the needs or availability of the sports equipment	3.81	High Level	3.67	High Level
3. managing such equipment, which may be sourced from regular budget and extra budgetary means, such as donations from the community	3.92	High Level	3.63	High Level
4. defining our competent coaches who must be over 21 years old and have represented the school in different levels of competition	3.88	High Level	3.63	High Level
5. ensuring that the deployment of the coaches shall be the responsibility of the school administration to secure the services of the competent coaches	4.04	High Level	3.75	High Level

6. ensuring that the availability of competent referees must be the responsibility of the Bureau of Physical Education and Sports Schools, in collaboration with the Philippine Sports Commission, to accredit referees that can serve in school competitions and other games sponsored by the DepEd, such as regional or national student meets	4.46	High Level	4.38	High Level
7. knowing that payment of service for coaches may be arranged through the Philippine Sports Commission, the local government, or DepEd	4.85	Very High Level	4.63	Very High Level
8. ensuring that our school has access to future budget requests for the supply of sports equipment	4.42	High Level	4.04	High Level
9. Considering that funds from the Central Government are inadequate, it is recommended that the school try to source equipment from the local government or donors	4.50	Very High Level	4.25	High Level
10. providing or improvising laboratories for sports exercises for students in our school	4.81	Very High Level	4.71	Very High Level
Overall Mean	4.25	High Level	4.05	High Level

Table 10 shows that both sex groups encountered a high level of difficulties in the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Support Services according to sex. The male group indicated a mean of 4.25, while the female group indicated a mean of 4.05, both interpreted as high levels. Both groups indicated a very high level of difficulty in determining whether payment for coaches' services may be arranged through the Philippine Sports Commission, local government, or DepEd. The male group indicated a mean of 4.85, while the female group indicated a mean of 4.63. This means that regardless of sex groups, implementers experienced a very hard time understanding the processes for the payment of coaches through different agencies.

Both sexes experience different difficulties in some areas of support services. The male group has a high level of difficulty, with a mean of 3.77, in facilitating the availability of sports equipment provided by the school administration. The female group indicated high levels of difficulty, such as managing such equipment, which may be sourced from regular budget and extra-budgetary means, such as donations from the community, and defining our competent coaches, who must be over 21 years old and have represented the school at different levels of competition, with both means of 3.63.

The data suggest that both sexes have difficulty understanding the required procedures for paying coaches across different government agencies, while the male group reports difficulty managing sports equipment. The female group, on the other hand, struggles with the fiscal management side of sourcing sports equipment and coaching qualifications. The data suggests a need for further training and professional development, particularly in resource management. Effective sports management requires strategic planning and careful resource allocation to sustain programs and address financial and logistical constraints (Hoye et al., 2022). However, issues such as a lack of training in sports management and overlapping responsibilities among teachers often hinder effective program implementation (Department of Education, 2024; Lopez-Sabillo et al., 2023).

Table 11

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Management according to Sex

Items I have difficulties in . . .	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. ensuring that the school has the objective to standardize inputs and operating procedures for running games, and to provide technical assistance to the management of DepEd-sponsored games	4.23	High Level	3.88	High Level
2. communicating with the Bureau of Physical Education and Sports Schools, which is responsible for maintaining a databank of standard facilities and equipment, their technical specifications, suppliers, and indicative prices for every sport covered in international competition	4.50	Very High Level	4.42	High Level
3. collaborating with the BPSS in standardizing operating procedures covering different aspects of games management, such as opening or closing ceremonies, lodging, security, media affairs, technical aspects, and so forth	4.62	Very High Level	4.63	Very High Level
4. meeting with the coaches to share insights for the success of the school's sports affairs	3.35	Moderate Level	3.33	Moderate Level
5. ensuring that our P.E. teachers are active to enhance the sports procedures of the school	2.92	Moderate Level	2.83	Moderate Level

6. ensuring that our P.E. teachers are entitled to strengthen the sports program at school through conducting research pertinent to sports	3.04	Moderate Level	3.00	Moderate Level
7. ensuring that our P.E. teachers are active in the innovation of the sports management plan at school	3.15	Moderate Level	2.96	Moderate Level
8. ensuring that our coaches at school are providing checklists to respond to the needs of the school regarding sports management	3.27	Moderate Level	3.21	Moderate Level
9. ensuring that our coaches and referees meet every month for an open forum to discuss the needs for sports improvement at school	3.65	High Level	3.63	High Level
10. Working with our school head, together with the members of the school community and PTA, we are organizing a program of work to help the sports program or curriculum flourish at school	3.88	High Level	3.71	High Level
Overall Mean	3.66	High Level	3.56	High Level

Table 11 showed that both sex groups encountered a high level of difficulty in implementing the BPESS program in sports management according to sex. The male group indicated a mean of 3.66, while the female group indicated a mean of 3.56, both interpreted as high levels. Both sex groups encountered very high levels of difficulty with the item, collaborating with the BPESS to standardize operating procedures covering different aspects of games management, such as opening and closing ceremonies, lodging, security, media affairs, technical aspects, and so forth. The male group indicated a mean of 4.62, while the female group indicated a mean of 4.63. This means that although both sex groups reported the same high level of difficulty in the area, the female group reported a higher level than the male group.

Both sexes tend to have moderate difficulty ensuring that our P.E. teachers actively enhance the school's sports procedures. The male group had a mean of 2.92, while the female group had a mean of 2.83. This means that although the sex groups reported similar moderate levels of difficulty in the same area, the male group struggles more than the female group to enhance sports procedures in schools.

The data suggest a gap in coordination and collaboration, particularly in organizational structure and structured guidelines. With an improved coordination system and capacity-building activities, this gap can be addressed. This interpretation is consistent with Louis et al. (2010), who emphasized the importance of organizational structures and coordinated leadership in successful program implementation.

Table 12

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (Department Order No. 35, series of 1996) in Sports Foundation Development according to Length of Service

Items I have difficulties in . . .	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. trainings and seminars on coaching student athletes	3.77	High Level	3.45	Moderate Level
2. handling, monitoring, and controlling my student athletes during their exercises and competitions	4.73	Very High Level	4.20	High Level
3. ensuring that our student athletes have imbibed the value of P.E. classes on the development of their character, physical fitness and improvement of their skills on their chosen field in sports	3.50	High Level	3.11	Moderate Level
4. teaching our student athletes to understand clearly all their lessons in their P.E. classes, which are all beneficial to their chosen field in sports	3.20	Moderate Level	3.05	Moderate Level
5. ensuring that our student athletes know an increased time allotment of 120 minutes per week	3.90	High Level	3.55	High Level
6. ensuring that our student athletes have undergone training and seminars for the improvement of their skills on their chosen field of sports	4.23	High Level	3.85	High Level
7. transmitting to my student athletes the policies and directions provided by the school community	3.77	High Level	3.80	High Level
8. knowing that coaching is part of our task as teachers, if needed	2.40	Low Level	3.35	Moderate Level
9. knowing that our student athletes are exposed to different tournaments to improve both their flexibility and coordination skills	4.00	High Level	3.55	High Level
10. knowing that the school community has organized junior and senior varsity teams or institutionalized school teams to ensure the pool of athletes	4.43	High Level	4.05	High Level
Overall Mean	3.79	High Level	3.60	High Level

Table 12 showed that both groups, regardless of length of service, experienced a high level of difficulty implementing BPSS. Respondents with shorter lengths of service indicated a mean of 3.79, while those with longer service indicated a mean of 3.60, both interpreted as high levels. Both groups manifested the same difficulty in the area of handling, monitoring, and controlling my student-athletes during their exercises and competitions. Respondents with shorter lengths of service indicated a mean of 4.73, indicating a very high level of difficulty. In contrast, those with longer service reported a mean of 4.20, which is interpreted as a high level. This means that implementers new in service struggled much more with managing student-athletes, while those longer in service, though there is a significant level of difficulty, are way less so than those who are new. Both groups also indicated a moderate level of difficulty in a specific area: helping our student-athletes clearly understand all their P.E. lessons, which are beneficial to their chosen field of sports. Respondents with shorter lengths of service indicated a mean of 3.20, while those with longer service indicated a mean of 3.05, both interpreted as a moderate level. This means that, though both experienced the same moderate difficulty level on this item, those with shorter experience have struggled more than those with longer service.

The data suggest that both groups, regardless of their length of service, experience the same level of difficulty in managing and teaching their student-athletes. Although the areas are at the same level of difficulty, those new to service tend to have more difficulty than those with longer service. This finding is supported by Dumandan and Guillena (2025), who found that teaching skills and classroom management significantly affect student performance in physical education. Their study emphasized that less experienced teachers tend to face greater challenges in managing learners and delivering instruction effectively, highlighting the importance of experience and continuous professional development in enhancing teaching competence.

Table 13

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Support Services according to Length of Service

Items I have difficulties in . . .	Shorter		Longer	
	Mea n	Interpretatio n	Mea n	Interpretatio n
1. facilitating the availability of sports equipment provided by the school administration	3.90	High Level	3.65	High Level
2. working and communicating with the school administration about the needs or availability of the sports equipment	3.97	High Level	3.40	Moderate Level
3. managing such equipment, which may be sourced from regular budget and extra budgetary means, such as donations from the community	3.97	High Level	3.50	High Level

4. defining our competent coaches who must be over 21 years old and have represented the school in different levels of competition	3.87	High Level	3.60	High Level
5. ensuring that the deployment of the coaches shall be the responsibility of the school administration to secure the services of the competent coaches	4.07	High Level	3.65	High Level
6. ensuring that the availability of competent referees must be the responsibility of the Bureau of Physical Education and Sports Schools, in collaboration with the Philippine Sports Commission, to accredit referees that can serve in school competitions and other games sponsored by the DepEd, such as regional or national student meets	4.60	Very High Level	4.15	High Level
7. knowing that payment of service for coaches may be arranged through the Philippine Sports Commission, the local government, or DepEd	4.77	Very High Level	4.70	Very High Level
8. ensuring that our school has access to future budget requests for the supply of sports equipment	4.40	High Level	4.00	High Level
9. considering that funds from the Central Government are inadequate, it is recommended that the school try to source equipment from the local government or donors	4.50	Very High Level	4.20	High Level
10. providing or improvising laboratories for sports exercises for students in our school	4.77	Very High Level	4.75	Very High Level
Overall Mean	4.28	High Level	3.96	High Level

Table 13 showed that implementers, regardless of length of service, reported a high level of difficulty implementing BPSS in sports support services. Respondents with shorter lengths of service indicated a mean of 4.28, while those with longer service indicated a mean of 3.96, both interpreted as high levels. Both groups indicated a very high level of difficulty in the area, providing or improvising laboratories for sports exercises for students in our school. Respondents with shorter lengths of service indicated a mean of 4.77, while those with longer service indicated a mean of 4.75, both interpreted as very high levels. This means that both groups have difficulty providing or improvising laboratories for students' sports exercises. Although they indicated they have the same very high levels, those new to the service struggled more than those with longer service. This finding supports the study of Tianio et al. (2024), which revealed that insufficient sports facilities and equipment significantly hinder the effective

delivery of physical education and school sports programs. However, the two groups vary in the lesser area wherein they experience difficulties. Those respondents with shorter lengths of service indicated a mean of 3.87, interpreted as a high level on the item, defining our competent coaches as those who must be over 21 years old and have represented the school at different levels of competition. This means that those who are new to the service have difficulty understanding coaching qualifications. Those longer in service indicated a mean of 3.40, interpreted as a moderate level of difficulty in the area, working and communicating with the school administration about the needs or availability of the sports equipment. This means that those with longer service have difficulty communicating with their school administrators about the needs and availability of sports equipment. This aligns with the findings of Dumandan and Guillena (2025), who emphasized that less-experienced teachers tend to encounter greater difficulties implementing school programs due to limited exposure and professional experience. In terms of specific areas, respondents with shorter service had difficulty defining competent coaches, while those with longer service experienced moderate difficulty communicating with school administrators about sports equipment needs. This observation is supported by Hoyer et al. (2022), who highlighted that effective communication between teachers and school administration is essential for successful program implementation, particularly in resource allocation.

The data indicate that both groups, regardless of their length of service, experienced significant difficulty accessing sports support services. Likewise, the lack of sports laboratories is a major obstacle to implementing BPSS. It can also be noted that both groups differ in fewer areas of concern, such as coaching qualifications for the new in-services and communication problems with school administrators for those who are already tenured.

Table 14

Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Management according to Length of Service

Items I have difficulties in . . .	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. ensuring that the school has the objective to standardize inputs and operating procedures for running games, and to provide technical assistance to the management of DepEd-sponsored games	4.10	High Level	4.00	High Level

2. communicating with the Bureau of Physical Education and Sports Schools, which is responsible for maintaining a databank of standard facilities and equipment, their technical specifications, suppliers, and indicative prices for every sport covered in international competition	4.57	Very High Level	4.30	High Level
3. collaborating with the BPESS in standardizing operating procedures covering different aspects of games management, such as opening or closing ceremonies, lodging, security, media affairs, technical aspects, and so forth	4.70	Very High Level	4.50	Very High Level
4. meeting with the coaches to share insights for the success of the school's sports affairs	3.43	Moderate Level	3.20	Moderate Level
5. ensuring that our P.E. teachers are active to enhance the sports procedures of the school	2.93	Moderate Level	2.80	Moderate Level
6. ensuring that our P.E. teachers are entitled to strengthen the sports program at school through conducting research pertinent to sports	3.13	Moderate Level	2.85	Moderate Level
7. ensuring that our P.E. teachers are active in the innovation of the sports management plan at school	3.13	Moderate Level	2.95	Moderate Level
8. ensuring that our coaches at school are providing checklists to respond to the needs of the school regarding sports management	3.40	Moderate Level	3.00	Moderate Level
9. ensuring that our coaches and referees meet every month for an open forum to discuss the needs for sports improvement at school	3.73	High Level	3.50	High Level
10. working with our school head, together with the members of the school community and PTA, we are organizing a program of work to help the sports program or curriculum flourish at school	3.80	High Level	3.80	High Level
Overall Mean	3.69	High Level	3.49	Moderate Level

Table 14 showed that both groups, regardless of length of service, reported different levels of difficulty in implementing BPSS in sports management. Respondents with shorter length of service indicated a mean of 3.69, interpreted as very high, while those with longer years of service indicated a mean of 3.49, both interpreted as moderate levels. This indicates that those with shorter service experience higher levels of difficulty than tenured employees in sports management. Both groups indicated a very high level of difficulty with the item of collaborating with the BPSS to standardize operating procedures across different aspects of games management, such as opening and closing ceremonies, lodging, security, media affairs, technical aspects, and so forth. Both means are 4.70 and 4.50, respectively, interpreted as very high levels. This shows that both groups face significant difficulty in standardizing operating procedures for game management. Despite being at the same level, those with shorter service struggle more than those who have been tenured. Both groups also reported lower levels of difficulty in this area, indicating that our P.E. teachers are actively enhancing the school's sports procedures. Both means are 2.93 and 2.80, respectively, interpreted as a moderate level. Though this item is a lesser area of concern, respondents with shorter lengths of service struggled a bit compared to the tenured ones.

The data suggest that both groups face significant difficulty with sports management, particularly in standardizing operating procedures for game management. This suggests that capacity building and strong structural and organizational support are required. The difficulty in standardizing procedures may be attributed to the lack of clear, well-established operational guidelines, as emphasized by Hoyer et al. (2022), who noted that standardized operating procedures are essential for effective sports program management. Moreover, the higher level of difficulty experienced by those with shorter service lengths supports the findings of Day and Gu (2010), who highlighted that less experienced educators often face greater challenges in managing and organizing school programs.

Furthermore, the findings underscore the importance of continuous professional development and capacity building, as Darling-Hammond et al. (2017) emphasize that training enhances teachers' competencies in handling complex responsibilities, such as program management. In addition, the need for strong organizational and administrative support is evident, as Louis et al. (2010) pointed out that effective school program implementation is largely influenced by leadership support and organizational structures.

Comparative Study on the Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program

Table 15

Difference in the Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Foundation Development according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	26	26.54	285.00	0.599		Not Significant
	Older	24	24.38				
Sex	Male	26	25.98	299.50	0.808	0.05	Not Significant
	Female	24	24.98				
Length of Service	Shorter	30	28.00	225.00	0.137		Not Significant
	Longer	20	21.75				

Table 15 presents the difference in the levels of difficulty encountered by implementers in the Revised Bureau of Physical Education and School Sports Program in terms of Sports Foundation Development, when grouped according to selected variables. The results revealed no significant differences across all variables, as all computed p-values exceeded the 0.05 significance level.

In terms of age, younger implementers (Mean Rank = 26.54) and older implementers (Mean Rank = 24.38) showed comparable levels of difficulty ($p = 0.599$), indicating no significant difference. Similarly, when grouped by sex, male (Mean Rank = 25.98) and female (Mean Rank = 24.98) implementers exhibited similar experiences, as indicated by a p-value of 0.808.

For length of service, those with shorter service (Mean Rank = 28.00) appeared to experience slightly greater difficulty than those with longer service (Mean Rank = 21.75); however, this difference was not statistically significant, as indicated by a p-value of 0.137.

Overall, the findings indicated that implementers' difficulty levels in sports foundation development are consistent across age, sex, and length of service. This suggests that the challenges experienced are systemic and may not be influenced by individual demographic or professional characteristics.

The findings are supported by the study of Wee et al. (2021), which investigated the perceived barriers to physical education program implementation among 248 physical education teachers. The researchers identified inadequate facilities, equipment, financial allocation, instructional resources, and administrative support as major implementation barriers. These findings provide contextual support for the present study, suggesting that difficulties in Sports Foundation Development may arise from organizational and resource-related constraints encountered by implementers regardless of their demographic characteristics. However, Wee et

al. also identified differences in certain perceptions according to age and teaching experience. Thus, their study supports the presence of shared institutional challenges but does not directly confirm the absence of significant differences across all demographic groups found in the present investigation.

Table 16

Difference in the Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Support Services according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	26	29.19	216.00	0.061		Not Significant
	Older	24	21.50				
Sex	Male	26	28.40	236.50	0.141	0.05	Not Significant
	Female	24	22.35				
Length of Service	Shorter	30	29.30	186.00	0.023		Significant
	Longer	20	19.80				

Table 16 presents the difference in the levels of difficulty of the implementers in the Revised Bureau of Physical Education and School Sports Program in terms of Sports Support Services, when grouped according to selected variables. The findings revealed that some variables showed significant differences, while others did not, at the 0.05 level of significance.

In terms of age, younger implementers (Mean Rank = 29.19) appeared to have experienced greater difficulty than older implementers (Mean Rank = 21.50). However, the p-value of 0.061 indicated that this difference was not statistically significant. Similarly, when grouped by sex, male implementers (Mean Rank = 28.40) reported slightly greater difficulty than female implementers (Mean Rank = 22.35), but the p-value of 0.141 indicated that the difference was not significant.

On the other hand, a significant difference was observed when implementers were grouped according to length of service. Those with shorter service (Mean Rank = 29.30) experienced significantly greater difficulty than those with longer service (Mean Rank = 19.80), as evidenced by a p-value of 0.023. This implied that experience played a crucial role in managing challenges related to sports support services.

Overall, the results suggested that age and sex did not significantly influence the level of difficulties encountered, whereas length of service was a significant factor.

The findings align with Wee et al. (2021), who found that younger and less-experienced physical education teachers perceived greater challenges in human resources and administrative support. Similarly, the present study revealed that implementers with shorter service experienced significantly greater difficulties in Sports Support Services. This suggests that professional experience may help implementers manage program-related challenges, highlighting the need for mentoring and administrative support for less-experienced personnel.

Table 17

Difference in the Level of Difficulties of Implementers of the Revised Bureau of Physical Education and School Sports Program (DECS Order No. 35, series of 1996) in Sports Management according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	26	28.71	228.50	0.103		Not Significant
	Older	24	22.02				
Sex	Male	26	26.25	292.50	0.704	0.05	Not Significant
	Female	24	24.69				
Length of Service	Shorter	30	28.45	211.50	0.078		Not Significant
	Longer	20	21.08				

Table 17 presents the difference in the levels of difficulty of the implementers in the Revised Bureau of Physical Education and School Sports Program in terms of Sports Management, when grouped according to selected variables. The findings revealed that none of the variables showed significant differences.

In terms of age, younger implementers (Mean Rank = 28.71) appeared to have experienced greater difficulty than older implementers (Mean Rank = 22.02). However, the p-value of 0.103 indicated that this difference was not statistically significant. Similarly, when grouped by sex, male implementers (Mean Rank = 26.25) and female implementers (Mean Rank = 24.69) showed comparable levels of difficulty ($p = 0.704$), indicating no significant difference.

When grouped by length of service, those with shorter service (Mean Rank = 28.45) appeared to have experienced greater difficulty than those with longer service (Mean Rank = 21.08). However, the p-value of 0.078 suggested that the difference was not statistically significant. Overall, the results suggested that age, sex, and length of service did not significantly influence the level of difficulties encountered by implementers in sports management.

The findings are consistent with Tagare (2026), who identified inadequate facilities, limited equipment, time constraints, insufficient professional development, and weak administrative support as common challenges among physical education teachers in the Philippines. These findings suggest that difficulties in Sports Management may stem from institutional and resource-related constraints rather than demographic characteristics alone, providing contextual support for the absence of significant differences according to age, sex, and length of service in the present study.

Conclusion:

The study's respondents were generally young, slightly male-dominated, and experienced in teaching. This indicates that while implementers possess adequate teaching experience, there is a need to strengthen their competencies through continuous professional development, particularly in sports-related training.

Implementers found Sports Foundation Development to be highly challenging, particularly in implementation, management, monitoring, and control, as well as in athlete management. This leads to the finding that teacher-coaches have significant difficulty managing athletes.

For sports Support Services, the difficulty level was found to be high, with inadequate sports facilities and equipment, financial management, and resources as serious problems. Factors related to insufficient facilities, infrastructure, and other sports resources are affecting the successful implementation of the program.

Under Sports Management, the difficulty level for implementers was high, with standard operating procedures, consultation, and coordination with concerned agencies posing problems.

The level of difficulty encountered by implementers remained consistently high regardless of age, sex, or length of service. This implies that the challenges in implementing the BPSS program are systemic in nature rather than individual-based.

Although most variables did not show a significant difference in length of service, which influenced difficulties in Sports Support Services, experience plays an important role in improving implementers' capability to manage resources and support systems.

The persistent challenges across all areas—sports foundation development, support services, and management—indicate that implementing the BPSS program in the new normal requires strong institutional support, improved facilities, clear policies, and enhanced training programs.

In conclusion, the evidence shows that even with efforts to implement the BPSS program effectively, implementers will experience difficulties unless there are intentional efforts to build capacity, provide resources, and improve systems.

Recommendation:

School administrators and the Department of Education must prepare and develop ongoing professional development programs focusing on sports coaching, sports management, and handling of student-athletes to increase the capacities of school implementers, especially those who do not get the benefits from being provided training experiences. The school must improve support for the sports foundation's development through consistent coaching, consistent athlete monitoring, and guidelines for supervising teachers on handling students and athletes.

Enhance Sports Support Services through adequate funding, the provision of proper sports equipment, and a fully operational sports center or laboratory. The school may also partner with LGUs and other entities.

The school can likewise maximize working relationships with other LGUs and stakeholders to provide supplementary resources.

Standard Operating Procedures (SOPs) in Sports Management must be developed by the administration and DepEd, defining procedures for the competitions to be held; systems of coordination and job functions of the implementers shall likewise be established.

Capacity-building activities, such as seminars, workshops, and LAC Sessions, must be conducted at any time for all implementers of sports programs, regardless of age, sex, or length of service.

Special attention should be given to implementers with shorter lengths of service and fewer trainings attended by providing mentoring programs, coaching support, and targeted training interventions to improve their effectiveness in delivering sports programs.

Schools should establish stronger communication and coordination mechanisms between implementers, school administrators, and external agencies to ensure efficient resource management, timely support services, and smooth program implementation.

Future researchers may conduct similar studies in other schools or divisions and include additional variables to validate the findings further and improve the proposed intervention plan.

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