

Difficulties Encountered by Coaches in Teaching Student Athletes

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Abstract

This research determined the level of difficulties encountered by teacher-coaches in teaching student-athletes in a mega-sized public secondary school in a medium-sized division of the Negros Island Region during School Year 2020–2021, as a basis for a strategic intervention plan. A descriptive research design was employed, using a total enumeration of 50 public secondary school teacher-coaches across five sports categories (individual, dual, team, para-games, and combative). Data were gathered using a researcher-made survey questionnaire validated by experts (CVI = 4.50) and tested for internal consistency (Cronbach's $\alpha = 0.813$). Data were analyzed using frequencies, percentages, weighted means, and the Mann–Whitney U test. Results revealed that the majority of coaches were older (52.0%), married (58.0%), and non-MAPEH majors (68.0%). Coaches experienced a moderate level of difficulty in Sports Skills Development ($M = 2.88$) and high levels of difficulty in Sports Support Services ($M = 3.63$) and Sports Management ($M = 4.07$). The most prominent challenges were accessing professional development programs ($M = 4.84$), providing suitable training venues and spaces ($M = 4.34$), and conducting regular consultations and planning sessions among coaches ($M = 4.48$). Inferential analysis via the Mann–Whitney U test indicated no significant differences in coaching difficulties when respondents were grouped by age and civil status ($p > 0.05$). However, significant differences were found in Sports Skills Development ($U = 67.50$, $p = 0.000$) and Sports Management ($U = 147.00$, $p = 0.007$) according to specialization, with non-MAPEH majors experiencing significantly greater difficulty than MAPEH majors. The study concluded that operational challenges in sports programs stem primarily from resource constraints and a lack of formal sports specialization among teacher-coaches, highlighting the urgent need for structured coaching capacity-building, facility adaptation, and institutionalized communication frameworks.

Keywords: *School Heads Coaching Difficulties, Sports Foundation Development, Sports Management, Sports Support Services, Student-Athletes*

Introduction:

Nature of the Problem

School sports development is an important part of overall general education. It not only includes appropriate physical activities, but also focuses on body-building, character, management, patriotism, teamwork, leadership skills, and other factors, and promotes the overall growth and development of students. School sports management can effectively enhance athletes' competitive quality and physical and mental health, and improve the implementation of school sports activities.

The organization of school sports in the Philippine education system is guided by national policies that promote sports culture and physical fitness. Recent policy directions such as DepEd Order No. 022, s. 2025 (Policy Guidelines on the Institutionalization of the School Sports Club in Public Schools) recognizes the need for formal sports organizations, student participation, available resources, and well-established management structures. Policies preceding it, such as DECS Order No. 35, s. 1996, (Official Planning Calendar in Support of the Implementing Guidelines on the Preservation and Development of Sports Program in the Philippines), and DepEd Order No. 44, s. 2015 (Policies on School Improvement Planning and on the Basic Education Sector Resourcing and School Development Planning Framework) focus on school improvement, stakeholder participation, and the standardization of inputs for sports management. National promotion of sports and physical activity includes the DepEd Order on the Galaw Pilipinas program (DepEd Order No. 011, s. 2022).

There are persisting operational challenges faced by teacher-coaches of public secondary schools despite clear policy guidelines. Teachers who have been designated as coach-teachers too often have to handle multiple roles, handling both classroom and coach-teacher responsibilities, limited availability of coach seminars and coaching training venues, insufficient supply of sports equipment, and a disconnect in how schools manage school-based sports programs. These operational challenges are prevalent among non-sports teachers who have neither specialized in a sport nor a formal qualification in Physical Education or sports science. Resolving these challenges aligns with SDG3 (Good health and well-being) and promotes healthy lifestyles among learners.

The motivation for this study stems from the imperative to evaluate the implementation of school sports in a mega-sized secondary school in a medium-sized division of the Negros Island Region during School Year 2020–2021. This study aims to provide an empirical foundation for an effective intervention plan to improve coaching effectiveness and school sports governance by investigating the difficulties faced by sport coach-teachers in teaching sports skills, providing sports support services, and managing sports, and identifying how these vary across demographic profile variables.

Current State of Knowledge

Core sports development models state that foundational sports provide a pathway to lifelong physical activity, skill development, and participation (World Health Organization, 2018). Worldwide development models support grassroots-based activity and structured pathways to sport programs, and progressive development and pathways through systematic early engagement and participation to allow for physical literacy and health and well-being, rather than early specialization into elite sports competition (Coalter, 2019). An overarching global model is the Long-Term Athlete Development (LTAD) model, which promotes age-appropriate instruction, progressive development of motor skills, cumulative participation in sports and recreation (Balyi et al., 2019). Furthermore, global sports foundation development models highlight that an effective sports foundation system must comprise holistic support systems that provide physical, psychosocial, and academic stability for youth to develop in a safe environment (UNESCO, 2019).

It is based on real observations that the support systems at the basic stage of development influence motivation, contentment, and role participation in sport (Holt et al., 2018). Hence, lifelong foundation systems in game can be established through active multi-stakeholder collaboration involving government, school administration, sports organizations, and communities (United Nations, 2018).

In addition to ensuring the training of fundamental skills, modern sports management literature details strategic management, operational control, and systems-based management as key elements of sports program sustainability. Efficient sports management consists of “the art and science of planning, designing, financing, developing, implementing, and directing sports programs” to meet institutional objectives (Pedersen & Thibault, 2019, p. 182). Consistent with these findings, the International Olympic Committee (2020) identifies organizational transparency, the use of standard protocols and procedures, and the conduct of regular program audits as prerequisites for organizational effectiveness. Recent international scholarly work emphasizes program manager flexibility in organizational processes, managerial innovation in managing organizational change, and the ability to adapt to market fluctuations and environmental shocks without negatively affecting training and preparation. On a related note, international comparisons of emerging and established elite sport systems point to financial investment, state-of-the-art competition venues, and elite athlete development initiatives as common contributing factors for elite performances (De Bosscher et al., 2009). Nations that uphold longstanding grassroots development structures and secure regular financial rewards demonstrate greater participation in sport and attain outstanding results (Ridpath, 2019; International Council of Sport Science and Physical Education, 2024).

Simultaneously, the successful implementation of an athletic program is highly dependent on interdisciplinary sports support, consistent professional coaching development, and an involved social support system to reduce the Western-shared high rate of stress among dual-career athletes (Burns et al., 2024; Holden et al., 2025; Mills et al., 2022). Numerous adverse events resulted from gaps in continued career development, formal and informal mentorship programs, technical development, and institutional support, including support personnel turnover and high burnout,

which hinder athletes' progression (Allen et al., 2024; Andersson et al., 2023). Triple-THREAT athlete stress bailout and athlete well-being enhancement through evidence-based coach education, social support, and emotional support from the coach and the social support system (Bengtsson et al., 2024; Wachsmuth et al., 2025; Li et al., 2025).

The Philippine basic education curricula adopted a sports-spirit lens, character building, required movement literacy, and grassroots training (Department of Education, 1996, 2015, 2022, 2023, 2025). Borrowed through range, these would-be products of student-athletes' motivation, educational athlete-academic synergy, and value-broader education (Philippine Sports Commission, 2018; Agot, 2019; Rivera, 2018; Agustin, 2018). Competent teacher-coaches' technical training and indirect sport-eyes training, as much as comprehensive sports-expert skills and umpire-referencing, are still bigger than size (Sabillo et al., 2023; Claridad et al., 2024).

Most importantly, teacher-coaches in Philippine public schools were inequitably designated in PE/MAPEH with the limited degrees in those courses, and discrepancies in teacher-coaches' own technical skills, tactical preparation, logistics, and administration due to the irregularity of coaching education (Cristobal, 2025; Pilotos, 2026; Balore et al., 2025). In addition, the lack of resources such as a venue for training, lower financial support, sports command as a part of other academic work cannot be denied (Reyes & Espeso, 2026; Lozano & Pacadaljen, 2024; Caete, 2026; Delgado & Digo, 2025; Martinez, 2023; Pido et al., 2024). Dope P.E. and to maximize sports achievement, overcoming these impediments through standard capacity building, flexible administrative routines, sector linkages, self-efficacy, and establishment inventory are key.

Theoretical Underpinnings

This study primarily rests on Albert Bandura's (later Social Learning Theory and Social Cognitive Theory) theory of human functioning. Bandura developed a major sociological theory of human learning, which posits that human beings learn within a dynamic, reciprocal triadic relationship among personal factors, behavioral patterns, and the environment (Bandura, 1986). Within the school sport context, this theorization suggests that teacher-coaches operate as cognitive "agents" whose knowledge of the environment (constraints or supports, such as facilities or parental and administrative support) and personality (personal attributes such as educational qualifications or previous coaching experience) converge and influence the coaching role. Environmental support or constraints will influence coaching efficacy and behaviors and impact athletes' motivation.

The Coaching Effectiveness and Coach further complement the study–Athlete Relationship Model (Zardoshtian et al., 2023). The model emphasizes that coaching effectiveness is determined not only by technical-tactical training but also by interpersonal skills, structured communication, emotional support, and trust-building. Severe operational challenges (e.g., a lack of specialized sports education, inadequate sports facilities, and administrative coordination problems) will hinder the coach's ability to build optimal coach-athlete relationships and deliver effective coaching. These two models thus create a rational continuum spanning

environmental/institutional operational difficulties, coach education, coaching effectiveness, and deliberate intervention strategies.

Objectives of the Study

This study aimed to determine the level of difficulties encountered by coaches in teaching student-athletes in one of the schools in a medium-sized division in Negros Island Region during the School Year 2021-2022. Specifically, it sought to describe the respondents' profiles in terms of age, civil status, and specialization; assess the level of difficulties encountered by coaches in teaching student-athletes in terms of sports skills development, sports support services, and sports management; and examine whether significant differences existed in their level of difficulties when grouped and compared according to age, civil status, and specialization.

Research Methodology:

This section details the research design, study locale, respondents, research instrument, validity and reliability testing, data gathering procedures, analytical schemes, statistical treatment, and ethical protocols governing the study.

Research Design

This study employed a descriptive research design. Descriptive research systematically describes a population, situation, or phenomenon as it exists in its natural setting without manipulating independent variables (Calmorin, 2016; Deckert & Wilson, 2023). This survey design was appropriate, as it enabled quantification of current problems faced by the teacher-coach in specific sports areas, facilitated demographic profiling, and allowed comparisons between respondent subgroups.

Study Respondents

The respondents were 50 public secondary school teachers actively serving as sports coaches. Total enumeration sampling was applied, encompassing the entire population of teacher-coaches officially designated in the school's sports program across five major sports categories: Individual sports ($n = 10, 20.0\%$), Dual sports ($n = 10, 20.0\%$), Team sports ($n = 10, 20.0\%$), Paragames ($n = 10, 20.0\%$), and Combative sports ($n = 10, 20.0\%$). Total enumeration eliminated sampling error and ensured complete representation across all active athletic disciplines.

Instrument

Data were collected using a researcher-made survey questionnaire structured into two parts. Part I gathered demographic profile data, including age (categorized as younger: below 38 years old; older: 39 years old and above), civil status (single; married), and specialization (MAPEH major; Non-MAPEH major). Part II comprised 30 Likert-scale statement items equally divided across three 10-item subscales: sports skills development, sports support services, and sports management responses were recorded on a 5-point Likert scale: 5 (always / very high level), 4 (often / high level), 3 (sometimes / moderate level), 2 (rarely / low level), and 1 (almost never / very low level).

To establish content validity, the instrument was evaluated by three expert validators: a Master Teacher in PE, an Education Program Supervisor in MAPEH, and a Public Schools District Supervisor, using Good and Scates' criteria. The validation yielded an overall mean Content Validity Index of 4.50, interpreted as 'very good/excellent'. Reliability was established through pilot testing on 50 non-respondent public secondary teachers. Cronbach's alpha analysis yielded an overall reliability coefficient of 0.813, confirming good internal consistency.

Data Gathering and Procedure

The researcher distributed the questionnaires directly after securing approval from the Schools Division Superintendent and the School Head during the School Year 2020-2021. The researchers conducted orientations on the study's purpose and the procedures for completing the questionnaires. Questionnaires were retrieved after participants completed them, then categorized, coded, and processed automatically in SPSS.

Data Analysis and Statistical Treatment

Data were analyzed using descriptive and inferential statistical tools. Frequency counts and percentages were computed for demographic profiles. Weighted means were computed to evaluate difficulty levels, interpreted using the following standard scale:

Mean Range	Level of Difficulty
4.50 – 5.00	Very High Level
3.50 – 4.49	High Level
2.50 – 3.49	Moderate Level
1.50 – 2.49	Low Level
1.00 – 1.49	Very Low Level

To determine whether statistically significant differences in coaching difficulties existed when respondents were grouped by age, civil status, and specialization, the nonparametric Mann–Whitney U test was applied. All inferential tests were evaluated at a 0.05 level of significance.

Ethical Consideration

The study strictly adhered to ethical principles in human research and complied with Republic Act No. 10173 (Data Privacy Act of 2012). Informed consent was obtained from all participants prior to administration. Voluntary participation was guaranteed, allowing respondents to withdraw at any point without administrative penalty. Complete anonymity and strict data confidentiality were maintained through coded identifiers and secure file encryption.

Results and Discussion:

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Profile of the Respondents

This section presents the empirical findings, tabular data, and in-depth interpretations that address the study's specific objectives.

Table 2

Profile of the Respondents

Variable	Category	Frequency	Percentage (%)
Age	Younger	24	48.0
	Older	26	52.0
	Total	50	100.0
Civil status	Single	21	42.0
	Married	29	58.0
	Total	50	100.0
Specialization	Non-MAPEH majors	34	68.0
	MAPEH majors	16	32.0
	Total	50	100.0

As detailed in Table 1, the sample comprised 24 younger coaches (48.0%) and 26 older coaches (52.0%), reflecting a balanced age distribution. In terms of civil status, 29 respondents

(58.0%) were married, while 21 (42.0%) were single, indicating that a majority manage family commitments alongside teaching and coaching duties. Crucially, regarding undergraduate specialization, 34 coaches (68.0%) were non-MAPEH majors, while only 16 (32.0%) held formal degrees in MAPEH or Physical Education. This reveals that over two-thirds of school sports coaches lack formal academic training in sports science, physical education, or sports management, highlighting a critical systemic gap in coach assignment.

Table 3

Level of Difficulties Encountered by Coaches in Teaching Student Athletes in Sports Skills Development

Items	Mean	Interpretation
<i>I have difficulties in.....</i>		
1. accessing professional development programs, workshops, and seminars related to sports coaching.	4.84	Very high level
2. supervising, monitoring, and managing student-athletes during training sessions and athletic competitions.	4.70	Very high level
3. helping student-athletes recognize the contribution of physical education to character formation, physical fitness, and the enhancement of sport-specific abilities.	1.48	Very low level
4. guiding student-athletes in understanding and applying concepts learned in physical education to their respective sports disciplines.	1.34	Very low level
5. ensuring that student-athletes understand and maximize the prescribed 120-minute weekly physical education period.	1.62	Low level
6. facilitating appropriate training programs and skills-enhancement activities to improve student-athletes' proficiency in their respective sports.	4.76	Very high level
7. communicating and reinforcing school policies, guidelines, and directives relevant to student-athletes and sports participation.	1.88	Low level
8. balancing coaching responsibilities with regular teaching duties as part of the teacher-coach's assigned functions.	1.52	Low level
9. providing student-athletes with adequate opportunities to participate in tournaments and competitive activities that develop flexibility, coordination, and other physical abilities.	3.36	Moderate level

10. supporting the establishment and maintenance of junior and senior varsity teams to develop and sustain a pool of qualified student-athletes.	3.34	Moderate level
Overall Mean	2.88	Moderate level

Table 3 indicates that teacher-coaches experienced an overall Moderate level of difficulty in Sports Skills Development ($M = 2.88$). However, item analysis reveals extreme divergence. Coaches encountered Very High levels of difficulty in accessing professional development programs and coaching seminars ($M = 4.84$), facilitating appropriate skills-enhancement training ($M = 4.76$), and supervising/monitoring athletes during training and competitions ($M = 4.70$). Conversely, low to very low difficulties were recorded in routine P.E. instructional integration ($M = 1.34$ to 1.62). This implies that while coaches experience minimal difficulty in regular classroom P.E., they face significant obstacles in obtaining the advanced, sport-specific technical training needed to coach competitive athletes effectively. This finding is strongly supported by Li et al. (2025) and Quinaud et al. (2026), who demonstrated that structured coach education significantly enhances coaching self-efficacy and athlete skill outcomes.

Table 4

Level of Difficulties Encountered by Coaches in Teaching Student Athletes in Sports Support Services

Items	Mean	Interpretation
<i>I have difficulties in.....</i>		
1. securing adequate sports equipment and materials necessary for training and athletic activities.	3.60	High level
2. coordinating with school administrators regarding the procurement, distribution, and availability of sports resources.	3.62	High level
3. managing and maximizing available sports resources funded by the school, community contributions, and other sources.	3.60	High level
4. identifying and engaging qualified and appropriately experienced coaches to handle specific sports disciplines.	3.46	Moderate level
5. ensuring the proper assignment and deployment of qualified coaches based on the needs of the school's sports program.	3.48	Moderate level
6. accessing qualified and accredited sports officials or referees for school-based competitions and athletic events.	3.68	High level
7. obtaining appropriate compensation or service arrangements for coaches through available government or institutional funding sources.	3.44	Moderate level

8. securing sufficient and sustainable budget allocations for the acquisition, replacement, and maintenance of sports equipment.	3.58	High level
9. establishing alternative funding and resource-generation mechanisms when regular government allocations are insufficient to meet sports program requirements.	3.52	High level
10. providing suitable training venues and sports practice areas, including the improvement or adaptation of existing school spaces for athletic activities.	4.34	High level
Overall mean	3.63	High level

Table 4 shows a high overall level of difficulty in Sports Support Services ($M = 3.63$). The highest difficulty was encountered in providing suitable training venues and adapting school practice spaces ($M = 4.34$), followed by accessing accredited referees ($M = 3.68$), administrative procurement coordination ($M = 3.62$), and securing adequate equipment ($M = 3.60$). These findings demonstrate that public secondary school sports programs suffer from chronic infrastructural and logistical deficiencies. Inadequate practice spaces and equipment constrain training frequency and athlete preparation. This aligns with findings by Wang et al. (2025), Oppici et al. (2025), and Delgado and Digo (2025), who established that facility availability directly predicts student physical activity and program effectiveness in Philippine public schools.

Table 5

Level of Difficulties Encountered by Coaches in Teaching Student Athletes in Sports Management

Items	Mean	Interpretation
<i>I have difficulties in...</i>		
1. establishing clear and consistent policies, procedures, and operational standards for the implementation and administration of school-sponsored athletic events.	3.60	High level
2. maintaining effective communication with relevant sports authorities to obtain updated information on facilities, equipment specifications, suppliers, and appropriate costs for different sports.	3.62	High level
3. coordinating with concerned sports agencies to develop uniform procedures for tournament operations, including ceremonies, accommodation, safety, security, technical requirements, and media coordination.	4.42	High level
4. conducting regular consultations and planning sessions among coaches to identify concerns, share best practices, and improve the delivery of the school's sports program.	4.48	High level
5. encouraging active participation of physical education teachers in developing and improving school sports policies and procedures.	3.44	Moderate level
6. promoting research and evidence-based practices among physical education teachers to address issues and improve sports program implementation.	4.28	High level
7. encouraging P.E. teachers and coaches to develop innovative strategies and approaches to improve the school's sports management system.	4.34	High level
8. developing and utilizing systematic monitoring tools or checklists to identify and address the operational needs of the school's sports program.	4.44	High level
9. establishing regular coordination meetings among coaches and sports officials to assess program needs, resolve concerns, and identify opportunities for improvement.	4.36	High level
10. collaborating with school administrators, teachers, parents, and other stakeholders in developing action plans and activities that strengthen and sustain the school's sports program.	3.68	High level
Overall mean	4.07	High level

Table 5 indicates that coaches faced a High level of difficulty in Sports Management, obtaining the highest grand mean across all domains ($M = 4.07$). The most severe challenges involved conducting regular coach-to-coach consultations and planning sessions ($M = 4.48$), utilizing systematic operational monitoring checklists ($M = 4.44$), and coordinating tournament operations with external sports agencies ($M = 4.42$). These results highlight a profound lack of institutionalized communication mechanisms, standardized operational tools, and administrative

coordination in school sports management. As emphasized by the International Olympic Committee (2020) and Legarte and Jalos (2025), structured communication, clear policies, and regular monitoring are essential administrative foundations for sustainable athletic execution.

Comparative Study on the Level of Difficulties Encountered by Coaches in Teaching Student Athletes

Table 6

Differences in the Level of Difficulties Encountered by Coaches in Teaching Student Athletes in Sports Skills Development when grouped and compared according to Variables

Sports Skills Development							
Variables	Categor- ies	N	Mean Rank	Mann Whitney U - test	Sig. Leve l	p- value	Interpretation
Age	Younger	24	26.06	298.50	0.789	0.789	Not Significant
	Older	26	24.98				
Civil status	Single	21	27.43	264.00	0.05	0.417	Not Significant
	Married	29	24.10				
Specialization	Non-PE majors	34	31.51	67.50	0.000	0.000	Significant
	PE majors	16	12.72				

As shown in Table 6, coaches have experienced different levels of difficulty in developing sports skills based on their age and marital status; however, the results differ by coaches' area of specialization. The Mann–Whitney U test showed a p-value of 0.789 for coaches by age. This indicates that there was no significant difference between the younger coaches (mean rank of 26.06) and the older coaches (mean rank of 24.98). For civil status as well, the p-value (0.417) indicated that single coaches did not experience greater difficulty than married coaches. This is evident in the means for single coaches (27.43) and married coaches

(24.10). Therefore, one can conclude that age and civil status do not play a major role in the difficulty coaches face in developing sports skills.

At the same time, the results indicated a significant difference by specialization; thus, the p-value for specialization was 0.000, as it is lower than 0.05. However, it is interesting to note that the results reported by coaches specializing in non-PE majors are much more favorable: they obtained a mean rank of 31.51, compared with 12.72 for PE-specialized coaches.

Thus, non-PE coaches reported greater difficulty in developing sports skills. This suggests that specialization in physical education may lead to fewer challenges for mentors when developing and supervising student-athletes. This indicates that the preparation of specialists is important for developing coaching skills and addressing the challenges of sports skill development. This result shows that coaches' difficulties in developing sports skills depend on their coaching specialization.

This result is consistent with recent evidence emphasizing the importance of professional preparation, sports experience, certification, and specialized coaching competencies. Cristobal (2025) found that stronger sports experience and certification were associated with greater coaching effectiveness, while Pilotos (2026) specifically identified developmental needs among non-MAPEH teacher-coaches.

Table 7

Differences in the Level of Difficulties Encountered by Coaches in Teaching Student Athletes in Sports Support Services when grouped and compared according to Variables

Sports Support Services							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	24	28.29	245.00	0.05	0.188	Not Significant
	Older	26	22.92				
Civil status	Single	21	24.29	279.00		0.612	Not Significant
	Married	29	26.38				

Specialization	Non-PE	34	24.85			
n	majors			250.00	0.643	Not
	PE majors	16	26.88			Significant

The results in Table 7 show that the level of difficulty encountered by coaches in sports support services did not differ significantly by age, civil status, or specialization. For age, the Mann-Whitney U test yielded a p-value of 0.188, which is greater than 0.05, implying no difference between younger coaches (mean rank = 28.29) and older coaches (mean rank = 22.92). Additionally, the civil status variable showed no significant difference ($p = 0.612$). Single coaches obtained a mean rank of 24.29, while married coaches obtained a mean rank of 26.38. Specialization also showed no significant difference ($p=0.643$), with non-PE-major coaches having a mean rank of 24.85 and PE-major coaches a mean rank of 26.88. Since all p-values were greater than 0.05, the null hypothesis of no significant difference is retained for all three profile variables.

The findings indicate that the difficulties encountered in sports support services are generally shared by coaches regardless of their age, civil status, or specialization. Although differences in mean ranks were observed, these differences were not large enough to be statistically significant. This shows that the problem of sports facilities, equipment, and financing, as well as institutional support, is typical in school sports environments and not something experienced only by a particular social or professional group. This result suggests that interventions should strengthen the school's overall sports support system, rather than selecting teachers based on age, marital status, or specialization. It follows that needed facilities, appropriate equipment, the amount of money to be used, and supportive administration may help teachers in all categories.

This finding is supported by Rosario (2025), whose assessment of sports programs found that sports infrastructure and support were the least implemented components of the programs. Importantly, the study also found no significant differences in assessments when respondents were grouped by age and sports affiliation, suggesting that concerns about sports-program support may be experienced broadly across different groups of coaches.

Nesperos and Magbanua (2025) reported that public secondary schools encountered common challenges in implementing school-based sports programs, particularly funding and budget limitations, inadequate facilities and infrastructure, and limited support and participation. Their study emphasized that these challenges affected the implementation of sports activities and required collaboration, external partnerships, and resourcefulness rather than interventions directed only at particular types of teachers.

Table 8

Differences in the Level of Difficulties Encountered by Coaches in Teaching Student Athletes in Sports Management when grouped and compared according to Variables

Sports Management							
Variables	Categori es	N	Mea n Rank	Mann Whitne y U - test	Sig. Leve l	p- value	Interpretation
Age	Younger	24	26.40				
	Older	26	24.67	290.50		0.667	Not Significant
Civil status	Single	21	26.83				
	Married	29	24.53	276.50	0.05	0.571	Not Significant
Specializatio n	Non-PE majors	34	29.18				
	PE majors	16	17.69	147.00		0.007	Significant

The findings in Table 8 suggest that the challenges faced by sports management coaches are not greatly affected by age or marital status but differ by area of specialization. Regarding age, the Mann-Whitney U test p-value is 0.667, which is greater than the significance level of 0.05, indicating no significant difference between young managers (mean rank 26.40) and older managers (mean rank 24.67). The same conclusion can be drawn regarding marital status, since its p-value is 0.571, with mean ranks for single and married coaches being 26.83 and 24.53, respectively. Thus, age and marital status are not significant factors in the challenges coaches face in administering school sports programs.

Comparatively, specialization reflects the significance of the area of specialization since the p-value obtained is equal to 0.007, which is lower than the 0.05 level of significance. The average rank of non-PE coaches (29.18) was higher than the average rank of PE-specialized coaches (17.69), meaning that non-PE specialized coaches experienced much greater challenges in their activity. The implication is that if a coach is formally educated in this profession, they acquire the necessary knowledge and skills related to management processes. The study indicates

that a person with no specialization in physical education can receive good training in sports management.

The absence of significant differences according to age is consistent with the broader view that sports-management responsibilities require competencies and professional preparation that extend beyond demographic characteristics. Mor et al. (2024), in developing and validating a coach skill-set instrument for effective sports management, emphasized that effective coaching and sports management encompass a range of competencies spanning athlete preparation, training, physical conditioning, and general administration. Their findings highlight the importance of the coach's skill set in effective sports management rather than personal demographic characteristics. Pilotos (2026) investigated sports-coaching competencies among non-MAPEH teacher-coaches. They found that although non-MAPEH coaches generally demonstrated strong competencies, weaknesses remained in technical and tactical knowledge, instructional quality, group management, facilities and equipment, and continuous professional training.

Conclusion:

The findings revealed that the teacher-coaches in the mega public secondary school were relatively evenly distributed in terms of age (48.0% younger, 52.0% older) and civil status (42.0% single, 58.0% married), but were predominantly non-PE majors (68.0% versus 32.0% MAPEH/PE majors), providing a comprehensive demographic representation of educators who balance athletic coaching alongside regular academic and personal responsibilities. Furthermore, the respondents experienced moderate overall difficulty in Sports Skills Development ($M = 2.88$), driven primarily by acute barriers in accessing professional coaching seminars and workshops ($M = 4.84$), alongside high levels of difficulty in Sports Support Services ($M = 3.63$) and Sports Management ($M = 4.07$), where providing suitable practice venues ($M = 4.34$), securing sustainable equipment budgets, and conducting regular coach-to-coach consultations ($M = 4.48$) emerged as critical operational bottlenecks, indicating that coaching challenges stem predominantly from systemic resource shortages and administrative coordination gaps rather than basic classroom instructional delivery. Finally, while the Mann–Whitney U test revealed no statistically significant differences in coaching difficulties when respondents were grouped by age or civil status across all three domains—thereby accepting the null hypotheses for age and marital status—a statistically significant difference emerged based on academic specialization in Sports Skills Development ($p = 0.000$) and Sports Management ($p = 0.007$), with non-PE majors reporting substantially higher difficulty mean ranks than P.E. majors; consequently, this establishes that coaching obstacles are driven by professional preparation gaps and systemic resource limitations rather than personal demographic characteristics, underscoring the imperative necessity of implementing a targeted, four-pillar Strategic Action Plan focused on continuous professional coaching development, facility rehabilitation, administrative coordination, and stakeholder partnerships to elevate school sports governance.

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