

Schools' Sports Coordinators' Compliance, Commitment, and Difficulties in Sports for All Policy

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Raymund A. Santillan

Teacher, Bacong Central School, Philippines

<https://orcid.org/0009-0007-4666-7301>

Dr. Mario A. Dejito

Education Program Supervisor, DepEd Canlaon City, Philippines

<https://orcid.org/0009-0008-0028-2171>

Mylene A. Bautista

STI West Negros University, Bacolod City, Philippines

<https://orcid.org/0009-0003-6801-8215>

Abstract:

The study investigated the compliance, commitment, and challenges faced by school sports coordinators in implementing the "Sports for All" policy during the 2023–2024 school year in a large Division in Central Philippines, focusing on 55 teachers from fourth-class municipalities. Using validated instruments and reliability testing with Cronbach's alpha, the research employed descriptive, comparative, and relational methods, with statistical analysis via SPSS, including frequency, percentage, mean, Mann-Whitney U-test, and Spearman Rho. Results showed a very high level of compliance and commitment, indicating that coordinators are competent and motivated, fostering a conducive environment for the policy's success. However, significant implementation challenges remain, potentially limiting inclusivity and effectiveness. Notably, a strong positive correlation was found between compliance and commitment, suggesting that higher commitment is linked to better adherence to policy principles. Based on these findings, the study recommends regular training, policy evaluations, resource allocation, recognition systems, mentorship programs, and the promotion of inclusive, equitable practices aligned with UN goals, as well as investment in improved sports facilities and equipment.

Keywords: Coordinator Commitment, Implementation Challenges, Sports Policy Compliance

Introduction:

Nature of the Problem

Sports play a vital role in the holistic development of students, contributing to their physical health, mental well-being, and social skills. Recognizing this, the Department of Education (DepEd) in the Philippines has implemented various policies to ensure that sports are accessible to all students. One significant initiative is the "Sports for All" policy, as outlined in Executive Order No. 64, s. 1993 and DepEd Memorandum No. 005, s.2023. This policy mandates that all schools must provide opportunities for every student to engage in sports activities, regardless of their physical abilities, to foster an inclusive environment that promotes physical education as an essential component of the school curriculum.

The situational analysis shows disparities in the compliance and commitment of sports coordinators to the Sports for All policy. While urban schools with better resources have made progress, rural schools face challenges that hinder full implementation. This inconsistency affects the quality of sports education and underscores the need for a targeted approach to address the specific challenges of each school. Moreover, the commitment of sports coordinators plays a crucial role in the success of the Sports for All policy. Coordinators who are passionate and dedicated to promoting sports inclusivity are more likely to overcome obstacles and find innovative ways to engage all students in sports activities. On the other hand, those who lack motivation or face overwhelming difficulties may struggle to meet the policy's objectives, leading to a diminished impact on students' physical education and overall development.

In light of these issues, this study aims to explore the compliance, commitment, and difficulties faced by schools' sports coordinators in implementing the Sports for All policy. By identifying the gaps and challenges in the current system, the study seeks to provide recommendations that will enhance the effectiveness of the policy and ensure that all students have equal opportunities to participate in sports. The findings of this research will contribute to the ongoing efforts of the DepEd to improve sports education in the Philippines and promote a more inclusive and supportive environment for student-athletes.

Current State of Knowledge

The compliance of sports coordinators with the Sports for All policy is shaped by multiple factors, including safety awareness, resource availability, and inclusive practices. Jo et al. (2023) emphasized the importance of developing continuous sports safety education to instill safe habits among adolescents, while Amiel (2023) highlighted school sports as a vital platform for social learning and personal development through inclusive practices. However, implementation is often hindered by insufficient facilities and equipment, as noted by Pacadaljen (2021) and Salini et al. (2022), which limits student participation and undermines the effectiveness of school sports programs. Alcantara (2019) stressed the need for integrating safety protocols and training, while Eun and Lee (2021) underlined the role of adequate infrastructure in boosting physical activity and performance. Whitley et al. (2019) and Kilag et al. (2023) further pointed out that budget limitations continue to pose major obstacles, affecting the quality and sustainability of sports initiatives in schools.

In addition to infrastructure and resources, human factors and governance play a crucial role. Teachers and coordinators often juggle multiple responsibilities, impacting their ability to effectively manage sports programs (Ebio & Digo, 2024). According to Rosell et al. (2021), effective human resource management is vital for ensuring program success, while Zakaria et al. (2020) emphasized the need for proper safety management in school facilities to prevent injuries. Strategic management within educational institutions, as discussed by Carvalho (2021), and the rationalized organizational structure of DepEd, rooted in Republic Act 9155, provide a governance framework aimed at decentralization and shared accountability. Partnerships between schools and communities can also help bridge resource gaps and improve student outcomes (Kidd et al., 2021; Dimaculangan et al., 2021). Lastly, inclusive physical education, as advocated by Kaneva (2022), promotes equitable participation and supports the development of empathy and cooperation among diverse student groups.

In the commitment of sports coordinators to the Sports for All policy is closely tied to their dedication to students, ongoing professional development, and their role in creating inclusive, safe, and well-managed sports environments. Alomes (2020) emphasized that meaningful collaboration among stakeholders through open dialogue fosters strong relationships, which are essential for successful teaching and learning outcomes. Teachers often extend their commitment beyond classroom duties, acting as mentors and chaperones during sports events, while also participating in workshops to improve their instructional capabilities (William et al., 2020). Garai (2023) highlighted the role of sports in promoting inclusion, dignity, and equality, reinforcing the idea that sports coordinators must advocate for accessible and respectful participation for all students. This inclusive approach aligns with curriculum implementation, which, according to Palestina et al. (2020), requires high levels of teacher commitment to deliver effective educational programs and respond to changes within the system.

Moreover, in ensuring the effectiveness of school sports programs, teachers and coordinators must also address practical concerns such as facility safety, financial planning, and equipment adequacy. Zakaria et al. (2020) and Macia et al. (2020) stressed the importance of regular maintenance checks, safety awareness campaigns, and retraining to avoid injuries and promote a secure environment. Commitment to managing financial resources is equally important; Amos et al. (2021) and Espiritu (2020) emphasized the need for staff training in financial management to support both educational and extracurricular activities. Cullarin-Bernales (2022) noted that sports coordinators are responsible for overseeing all aspects of school sports, from scheduling to budgeting. Access to proper sports equipment and facilities, as observed by Kela and Zulu (2023) and Larson (2021), is critical for enhancing student performance and expanding program opportunities. Ultimately, committed sports coordinators play a pivotal role in fostering inclusive, safe, and dynamic sports environments that support student growth and align with educational goals.

Sports coordinators face numerous challenges in implementing the Sports for All policy, often stemming from systemic, institutional, and resource-related issues. According to Obiekwe et al. (2019), school leaders are burdened with multiple administrative duties—including staff management, decision-making, and instructional supervision—that can detract from their ability to focus on sports development. A lack of sufficient training and preparation time further compounds the issue, as noted by Rahman et al. (2019) and Kimosop (2018), hindering effective curriculum delivery. Dacanay et al. (2019) highlighted that pre-service teachers often struggle with developing essential teaching competencies, affecting their confidence in handling sports activities. The scarcity of digital tools, poor internet connectivity, and inadequate equipment also limit the capacity of coordinators to engage students effectively (Carreon, 2021; Kela & Zulu, 2023). Meanwhile, Mkinga and Mandari (2020) emphasized the importance of efficient information systems, which are often underutilized in supporting educational and sports objectives due to technical or logistical constraints.

Beyond training and equipment gaps, fostering inclusive and participatory sports programs presents another set of difficulties. Kaneva (2022) stressed that inclusive sports education is a right, yet many schools fall short in creating supportive environments for all learners. Sabillo et al. (2023) and Moreno (2020) found that a lack of exposure to sports rules and insufficient accreditation experiences can diminish coordinators' competence and students' participation. Moreover, Dogniez (2019) advocated for the integration of ICT to enhance learning outcomes, though

this remains challenging in under-resourced settings. Effective stakeholder engagement is also a persistent hurdle. Torres (2020) and the Handbook for Meaningful Stakeholder Engagement (2020) underlined the value of strong partnerships in school reform and policy implementation. However, building sustainable, equitable, and collaborative relationships with community stakeholders requires structured systems and continuous dialogue, which are often absent in many school environments. These difficulties collectively underscore the need for better training, infrastructure, support, and engagement strategies to fully realize the goals of the Sports for All policy.

Theoretical Underpinnings

This study is grounded in the Theory of Compliance by Ajzen (1991), which expands on the Theory of Planned Behavior. According to this theory, an individual's compliance with a policy is shaped by their intention to act, which is influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control. In the case of school sports coordinators, their adherence to the Sports for All policy is influenced by how they evaluate the policy, the expectations placed on them by educational authorities, and their confidence in executing the required tasks. This framework enables the study to analyze the psychological and social factors driving coordinators' compliance levels.

To further explore coordinators' dedication, the study draws on the Theory of Commitment by Meyer and Allen (1991), which identifies three key components: affective, continuance, and normative commitment. Affective commitment reflects emotional attachment and satisfaction, continuance commitment involves perceived costs of leaving, and normative commitment is tied to a sense of duty. Applying this theory helps the study understand what motivates coordinators to consistently engage with and support the Sports for All policy. By identifying the dominant types of commitment, the research can suggest targeted strategies—such as recognition programs or emotional support systems—to enhance policy implementation through stronger personal and professional engagement.

Finally, Bandura's (1986) Theory of Difficulties, rooted in Social Cognitive Theory, highlights the importance of self-efficacy—the belief in one's ability to perform tasks—in overcoming challenges. Sports coordinators with high self-efficacy are more likely to address difficulties like resource shortages or lack of institutional support. This theory provides a lens to assess how coordinators' confidence affects their problem-solving and resilience. Understanding the role of self-efficacy enables the development of interventions such as capacity-building workshops and mentoring programs, aimed at strengthening coordinators' ability to manage obstacles and ensure more effective execution of the Sports for All policy.

Objectives of the Study

The study aimed to determine the level of compliance, commitment, and difficulties of schools' sports coordinators in sports for all policy in a Division in Central Philippines during the School Year 2023-2024. Specifically, this study sought to answer the following: 1) the level of compliance of schools' sports coordinators in sports for all policy in terms of safety regulations, inclusion and diversity, facilities and equipment; 2) the level of commitment of schools' sports coordinators in sports for all policy according to the aforementioned areas; 3) the level of difficulties of schools' sports coordinators in sports for all policy according to the aforementioned areas; and 4) the significant relationship between the level of compliance of schools' sports coordinators in sports for all policy and the level commitment according to the aforementioned variables.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed a descriptive research design to examine the level of compliance, commitment, and difficulties experienced by school sports coordinators in implementing the Sports for All policy across all districts of fourth-class municipalities in a large school division in central Philippines during the 2023-2024 school year. Descriptive research, as defined by Dudovsky (2017), systematically observes and characterizes features within a specific context, making it well-suited for capturing an accurate and detailed snapshot of the coordinators' current experiences. By using a self-developed survey questionnaire, the study effectively gathered real-time data on coordinators' adherence to the policy, their dedication, and challenges faced, thereby providing a comprehensive understanding of the situation to inform future policy enhancements.

Study Respondents

The respondents of the study are the 55 teachers in the district of fourth-class Municipalities in a large-sized schools Division. Since the number of respondents is quite manageable, total enumeration was employed.

Instruments

This study utilized a self-made questionnaire to collect data from school sports coordinators, consisting of two parts: Part 1 gathered demographic information (age, sex, educational attainment, and civil status), while Part 2 focused on their levels of compliance (in safety regulations, inclusion and diversity, facilities and equipment), commitment, and difficulties, with each major variable containing 15 items divided into three key areas. Responses were rated using a five-point Likert scale from 1 (almost never) to 5 (always). To ensure validity, five experts in education and research reviewed the instrument for face and content validation, resulting in a validity score of 4.55, rated as "Excellent." Reliability was tested through a dry run with 30 teachers using Cronbach's Alpha, yielding scores of 0.753 (acceptable) for compliance, 0.904 (excellent) for commitment, and 0.846 (good) for difficulties, confirming the instrument's consistency and reliability.

Data Gathering Procedure

A letter of request addressed to the Regional Director for the conduct of the study within all Districts of fourth-class Municipalities in a large-sized schools Division in central Philippines was submitted. Upon approval, the request letter was distributed to the division's school head. After securing the approval for the second request, questionnaires were administered to target respondents.

The researcher scheduled the administration of the research instrument to avoid inconvenience and unpreparedness. The researcher administered the instrument personally to ensure the data's truthfulness and one hundred percent retrieval. It was carried out through email and instant messaging.

The data gathered from the respondents' responses were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations, and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used to process the encoded data in the computer.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and mean to determine the level of compliance of schools' sports coordinators in sports for all policy in terms of three (3) key areas, namely: (1) safety regulations, (2) inclusion and diversity, and (3) facilities and equipment.

Objective No. 2 used the descriptive analytical scheme and mean to determine the level of commitment of schools' sports coordinators in sports for all policies according to the aforementioned areas.

Objective No. 3 used the descriptive analytical scheme and mean to determine the level of difficulties of schools' sports coordinators in sports for all policies according to the aforementioned areas.

Objective No. 4 used the relational analytical scheme and Spearman Rho to determine the significant relationship between the level of compliance of schools' sports coordinators in sports for all policies and the level of commitment according to the aforementioned variable.

Ethical Consideration

This research paper strives to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and ensuring their anonymity throughout the entire research process. At the onset, this researcher secures their free, prior informed consent and assures them of their right to withdraw from their research participation if deemed necessary. No personal data compromising the respondents' identity will be collected in adherence to the Data Privacy Act of 2012, specifically on accessing the data both by the researcher and the analyst. The respondents are assured that no information that discloses their identity will be released or published without their consent, except when extremely necessary. All collected materials will be appropriately disposed of by machine shredding or dissolved in water after the study is submitted. At the same time, soft copies of the data will be deleted, leaving no chance of future retrieval.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Schools' Sports Coordinators' Compliance with Sports for All Policy in the Areas of Safety Regulations, Inclusion and Diversity, and Facilities and Equipment

Table 1

Level of Schools' Sports Coordinators' Compliance in Sports for all Policy in Safety Regulations

Safety Regulations Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Prioritize the safety of students during sports activities.	4.96	Very high level
2. Regularly conduct safety drills and training for students involved in sports.	4.31	High level
3. Ensure that sports equipment used by students meets safety standards.	4.49	High level
4. Promptly address and rectify any safety concerns related to sports activities.	4.71	Very high level
5. Communicate and enforce safety regulations consistently in sports programs.	4.60	Very high level
Overall mean	4.61	Very high level

Table 1 presents the level of schools' sports coordinators' compliance in sports for all policies in the area of safety regulations. It obtained an overall mean score of 4.61, interpreted as a very high level.

Veering closely, item No. 1 obtained the highest mean of 4.96, or a very high level, on prioritizing the safety of students during sports activities. On the other hand, the lowest mean score of 4.31 was obtained by item No. 2 on regularly conducting safety drills and training for students involved in sports, which was interpreted as high level. The result implies that respondents were less compliant with the conduct of safety drills and training for students involved in sports. This is because of the lack of funding and support resources coming from authorities and stakeholders. The lack of resource allocation confronting schools poses a formidable challenge to schools' sports coordinators in their endeavor to implement and sustain sports initiatives, particularly in terms of safety and training for students.

Research by Whitley et al. (2019) delves into the intricate dynamics of resource allocation in sports programs, highlighting the pervasive issue of financial constraints. Schools often grapple with inadequate budgets allocated to sports, which adversely affect the procurement of necessary equipment, safety drills and training, maintenance of facilities, and hiring of qualified coaches. Consequently, the inability to secure adequate funding poses a significant barrier to the effective implementation and maintenance of sports initiatives within educational institutions (Kilag et al., 2023).

Table 2

Level of Schools' Sports Coordinators' Compliance in Sports for all Policy in Inclusion and Diversity

Inclusion and Diversity Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Promote an inclusive environment for students of all backgrounds and abilities in sports.	4.55	Very high level
2. Take measures to address and prevent discrimination or exclusion in sports activities.	4.65	Very high level
3. Encourage and support students from diverse backgrounds to participate in sports.	4.80	Very high level
4. Incorporate inclusive practices in sports programs to accommodate various needs.	4.45	High level
5. Actively work to create an environment where every student feels welcome and valued in sports.	4.69	Very high level
Overall mean	4.63	Very high level

Table 2 shows the level of schools' sports coordinators' compliance in sports for all policies in the area of inclusion and diversity. The results disclosed an overall mean score of 4.63, interpreted as a very high level.

Further, the highest mean of 4.80, interpreted as a very high level, was on item no. 3, which is to encourage and support students from diverse backgrounds to participate in sports. While the lowest mean score of 4.45, or a high level, was obtained by item no. 4 to incorporate inclusive practices in sports programs to accommodate various needs.

The result implies that the respondents were least compliant with integrating inclusive practices into sports programs to accommodate all types of learners. The reason is that some schools' sports coordinators were not equipped with

the necessary training and support for effective social education in school sports. Well-trained educators can better guide students through social challenges and facilitate their personal development in sports, regardless of their background.

The result relates to that of Amiel (2023), who found that embracing inclusion and diversity in school sports can create supportive and accepting environments for all students. By engaging with peers from diverse backgrounds, students can develop empathy, open-mindedness, and a sense of belonging, contributing to a more inclusive society.

Table 3

Level of Schools' Sports Coordinators' Compliance in Sports for all Policy in Facilities and Equipment

Facilities and Equipment Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Ensure that sports facilities are well-maintained and accessible to all students.	4.29	High level
2. Regularly inspect and maintain sports equipment to ensure functionality and safety.	4.11	High level
3. Advocate for the improvement of sports facilities and equipment when necessary.	4.09	High level
4. Collaborate with relevant authorities to address any shortcomings in sports facilities.	4.11	High level
5. Strive to provide students with the necessary resources and equipment for their sports activities.	4.16	High level
Overall mean	4.15	High level

Table 3 depicts the level of schools' sports coordinators' compliance in sports for all policies in the area of facilities and equipment. It revealed that the respondents assessed an overall mean score of 4.15 and interpreted it as high. The highest mean of 4.29, interpreted as a high level, was on item no. 1, ensuring that sports facilities are well-maintained and accessible to all students. The lowest mean score of 4.09, or high level, was on item no. 3, which is to advocate for the improvement of sports facilities and equipment when necessary.

The result implies that respondents showed less compliance in advocating for the improvement of sports facilities and equipment. The reason is that most of the schools' sports coordinators are also teachers and have teaching loads to prioritize and other administrative tasks; hence, advocating for the improvement of sports facilities was their least concern. The result suggests that partnerships with local organizations, businesses, and community stakeholders are a pivotal strategy for enhancing the effectiveness and reach of sports programs. Schools that actively engaged with external stakeholders were better positioned to tap into additional resources, expertise, and support, thereby overcoming constraints associated with limited funding and human capital. Collaborative efforts facilitated the sharing of knowledge, best practices, and innovative approaches, fostering a culture of continuous improvement and innovation within sports programs.

The result relates to that of Salini et al. (2022). They found out that the challenges facing most schools' sports coordinators and school heads are that few sports facilities and equipment are available. The level of adequacy of the sports facilities and equipment in the public high schools was adequate. They also identified inadequate standard sports facilities and equipment, a lack of sports apparel and uniforms, and state-of-the-art equipment and facilities.

Level of Schools' Sports Coordinators' Commitment to Sports for All Policy in the Areas of Safety Regulations, Inclusion and Diversity, and Facilities and Equipment

Table 4

Level of Schools' Sports Coordinators' Commitment to Sports for all Policy in Safety Regulations

Safety Regulations Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Prioritize and adhere to safety regulations during sports activities.	4.87	Very high level
2. Consistently enforce safety protocols to ensure the well-being of students.	4.76	Very high level
3. Proactively identify and address potential safety hazards in sports programs.	4.64	Very high level
4. Demonstrate a commitment to maintaining a safe environment for all participants.	4.67	Very high level
5. Regularly update safety measures and procedures to meet evolving needs.	4.67	Very high level
Overall mean	4.72	Very high level

Table 4 reveals the result, wherein the level of school sports coordinators' commitment to sports for all policies in the areas of safety regulations was very high. This is supported by the responses of the respondents, which have an overall mean score of 4.72.

Examining further, item no. 1 got the highest mean score of 4.87, or very high level, on prioritizing and adhering to safety regulations during sports activities. Whereas the lowest mean of 4.64, interpreted as a high level, was on item No. 3 to proactively identify and address potential safety hazards in sports programs.

The result implies that the respondents were less active in identifying and addressing potential hazards in sports programs. Schools' sports coordinators are also teachers; they have teaching jobs to do, administrative work and reports to submit, and other ancillary duties to perform. Most of the teachers are historically overworked and have very tight schedules. It is unreasonable to expect a very high level of dedication to identifying and addressing hazards in school sports programs from teachers who may not have a good background in hazard and risk management.

According to Cullarin-Bernales (2022), the sports coordinator has the overall responsibility for the leadership of sports to ensure that a diverse, well-managed sports program is in place for the students. As responsible for the leadership and administration of all school sports, including setting the sports calendar and the availability of sports facilities and equipment, she ensures school sports competitions and other sports-related activities are well organized and set and work within the approved budget.

Table 5

Level of Schools' Sports Coordinators' Commitment to Sports for all Policy in Inclusion and Diversity

Inclusion and Diversity Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Actively promote and champion an inclusive environment in sports.	4.29	High level
2. Strive to eliminate barriers to participation for students from diverse backgrounds.	4.38	High level
3. Foster an atmosphere of respect and acceptance for individual differences in sports.	4.56	Very high level
4. Advocate for the integration of inclusive practices in all sports programs.	4.42	High level
5. Continuously work towards creating a sports culture that celebrates diversity and inclusion.	4.28	High level
Overall mean	4.39	High level

Table 5 presents the data on the level of school sports coordinators' commitment to sports for all policy in the area of inclusion and diversity. It obtained an overall mean of 4.39, which is interpreted as a high level.

As shown in Table 7, the highest mean score of 4.56, interpreted as a very high level, was on item no. 3, which fosters an atmosphere of respect and acceptance for individual differences in sports. On the other hand, the lowest mean of 4.28, or a high level, was obtained at no. 5 to continuously work towards creating a sports culture that celebrates diversity and inclusion.

The result implies that there was less dedication from the respondents to continuously creating a sports culture that observes diversity and inclusion for all students. This is because some respondents did not take it seriously anymore since most of their students have common backgrounds. According to Amiel (2023), school sports have the potential to serve as a powerful platform for promoting inclusion and embracing diversity among students. By bringing together individuals from various backgrounds, cultures, and abilities, physical education can foster a sense of belonging and mutual respect.

Table 6

Level of Schools' Sports Coordinators' Commitment to Sports for all Policy in Facilities and Equipment

Facilities and Equipment Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Ensure sports facilities are well-maintained and accessible for all students.	4.27	High level
2. Regularly assess and upgrade sports equipment to meet quality standards.	3.96	High level
3. Advocate for the improvement of sports facilities and equipment when necessary.	4.04	High level
4. Collaborate with relevant authorities to address any shortcomings in sports facilities.	4.11	High level
5. Strive to provide students with high-quality resources and equipment for their sports activities.	4.05	High level
Overall mean	4.09	High level

Table 6 shows the results on the level of schools' sports coordinators' commitment to sports for all policies in the area of facilities and equipment. The results showed an overall mean score of 4.09, interpreted as a high level.

The highest mean score of 4.27, interpreted as a high level, was on item No. 1, which is on ensuring sports facilities are well-maintained and accessible for all students. The lowest mean of 3.96, or a high level, was obtained by item No. 2 to regularly assess and upgrade sports equipment to meet quality standards.

The result implies that the respondents showed less dedication to regularly assessing and upgrading sports equipment to meet quality standards. The schools' sports coordinators may have knowledge of assessing sports equipment; however, because of their many workloads, not only as coaches and sports coordinators but also as teaching personnel, they may lack monitoring and upgrading of the school's sports facilities.

Studies by Hoyer et al. (2018) shed light on the critical role of facilities, equipment, and personnel in supporting sports programs. Many schools, particularly those in low-resource settings, lack essential sports facilities such as playing fields, gymnasiums, and fitness equipment, thereby constraining the scope and quality of sports activities offered to students. Additionally, the shortage of trained personnel, including coaches, physical education teachers, and sports administrators, further exacerbates the challenge of delivering comprehensive and high-quality sports education.

Level of Schools' Sports Coordinators' Difficulties in Sports for All Policy in the Areas of Safety Regulations, Inclusion and Diversity, and Facilities and Equipment

Table 7

Level of Schools' Sports Coordinators' Difficulties in Sports for all Policy in Safety Regulations

Safety Regulations		
Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Balancing the implementation of safety regulations with the practical aspects of sports activities.	3.92	High level
2. Overcoming challenges related to student adherence to safety protocols during sports events.	3.80	High level
3. Identifying and addressing potential safety hazards within the constraints of sports programs.	3.85	High level
4. Managing and mitigating safety concerns that may arise during various sports activities.	3.93	High level
5. Keeping safety measures up-to-date and relevant to evolving sports program needs.	3.84	High level
Overall mean	3.87	High level

Table 7 shows the results of the school's sports coordinators' commitment to sports for all policies in the area of safety regulations. These results exposed an overall mean score of 3.87, interpreted as a high level.

However, to go deeper in the analysis, the lowest mean score of 3.80, or high level, was on item no. 2, on overcoming challenges related to student adherence to safety protocols during sports events. The highest mean of 3.93, or a high level, was on item no. 4, on managing and mitigating safety concerns that may arise during various sports activities.

The result implies that most respondents find it difficult to manage and mitigate untoward incidents during sports activities. This is because the respondents may have more knowledge of sports programs but limited knowledge when it comes to management and mitigating untoward incidents. The results suggest that schools' sports coordinators and coaches also need to engage in training on risk and reduction management. The result relates to that of Sabillo et al. (2023), wherein they concluded that the attendance of school sports coordinators to a series of sports accreditations glued with direct exposure and experience would confidently represent themselves as correct, skilled, complete, and competitive in performing the task, giving them a higher chance to officiate in higher sports competitions.

Table 8

Level of Schools' Sports Coordinators' Difficulties in Sports for All Policy in Inclusion and Diversity

Inclusion and Diversity		
Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Addressing barriers to inclusion for students from diverse backgrounds in sports.	3.75	High level
2. Overcoming challenges related to discrimination or exclusion within the sports environment.	3.67	High level
3. Encouraging and supporting students from diverse backgrounds to actively participate in sports.	3.82	High level

4. Implementing inclusive practices effectively to accommodate various needs in sports programs.	3.78	High level
5. Creating a genuinely inclusive sports culture that embraces diversity and promotes equal opportunities.	3.73	High level
Overall mean	3.75	High level

Table 8 reveals the results on the level of schools' sports coordinators' commitment to sports for all policies in the area of inclusion and diversity. These results exposed an overall mean score of 3.75, interpreted as a high level. Furthermore, the lowest mean score of 3.67, or high level, was on item no. 2 on overcoming challenges related to discrimination or exclusion within the sports environment. On the other hand, the highest mean of 3.82, or a high level, was on item no. 4, on encouraging and supporting students from diverse backgrounds to actively participate in sports.

The result implies that the respondents find it very challenging to encourage students from diverse backgrounds to participate in sports. This is because every student's personal decision in different sports activities would differ based on the student's preference based on their priorities in life, and sometimes academic pursuits for quality education also become a hindrance to their participation in sports due to a conflict of schedules. The result relates to that of Moreno (2020), wherein the common problem that prompts students not to get involved in sports is the absence of information and knowledge on the rules and regulations of sports activities.

Table 9

Level of Schools' Sports Coordinators' Difficulties in Sports for all Policy in Facilities and Equipment

Facilities and Equipment Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. Ensuring sports facilities are adequately maintained and accessible for all students.	3.82	High level
2. Managing challenges related to the upkeep and quality standards of sports equipment.	3.78	High level
3. Advocating for improvements in sports facilities and equipment when faced with constraints.	3.75	High level
4. Collaborating with relevant authorities to address shortcomings in sports facilities effectively.	3.75	High level
5. Struggling to provide students with the necessary resources and equipment for their sports activities.	3.87	High level
Overall mean	3.79	High level

Table 9 depicts the results of the school's sports coordinators' commitment to sports for all policies in the area of facilities and equipment. These results exposed an overall mean score of 3.79, interpreted as a high level.

Exploring further the items in Table 11, the lowest mean score of 3.75, or high level, was on item no. 3 and 4 on advocating for improvements in sports facilities and equipment when faced with constraints and collaborating with relevant authorities to effectively address shortcomings in sports facilities. On the other hand, the highest mean of 3.87, or a high level, was on item no. 5, on struggling to provide students with the necessary resources and equipment for their sports activities.

The result implies that the most common problem of the respondents was providing students with the necessary resources and equipment for their sports activities. Facilities and equipment in sports have been a concern of the school's sports officials and coaches for some time. Students may be motivated to engage in physical activity and sports events if they have quick access to sports facilities.

The functionality of equipment relates to its usefulness or how well it performs and functions. Poor athletic performance can be attributed to inadequate sports equipment in school (Sanni et al., 2018). In their studies, Lacaba and Lacaba (2018) reported that availability and functional facilities and equipment would have better chances of winning in sports competitions. Existing conditions of the equipment in the school require several repairs to be used during training; even unserviceable equipment is still used in the absence of a possible replacement.

Correlational Analysis Between the Levels of Schools' Sports Coordinators' Compliance and the Level of Commitment in Sports for All Policy

Table 10

Relationship between the level of schools' sports coordinators' compliance and Level of Commitment in sports for all policy

Correlation	Rho	p-value	Significant level	Interpretation
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Level of Compliance	0.817	0.000	0.01	Significant
Level of Commitment				

Table 10 presents the correlational analysis between the level of school sports coordinators' compliance and the level of commitment to sports for all policies. The computed rho is 0.817 with a p-value of 0.000, which is less than 0.05 level of significance and thus interpreted as significant. Thus, the hypothesis that there is no significant relationship between the level of schools' sports coordinators' compliance and the level of commitment to sports for all policies is rejected.

The result implies that the compliance of schools' sports coordinators with sports for all policies influences their commitment to improving themselves professionally. This indicates that the level of commitment of the schools' sports coordinators to the sports for all policies is influenced by the extent of their compliance, which concludes that the more they are encouraged to comply with the sports for all policy, the stronger their advocacy to conduct and promote the sports for all policy and the schools' sports program.

Conclusions:

The study found that most sports coordinators were older, married females with advanced educational backgrounds, operating in a stable teaching environment. These coordinators demonstrated very high levels of compliance and commitment to the "Sports for All" policy, reflecting their competence and dedication to its principles. However, they also reported a high level of difficulty in implementing the policy, highlighting challenges that may affect its inclusivity and effectiveness. A strong positive relationship between compliance and commitment was identified, indicating that greater commitment correlates with higher adherence. Based on these findings, the study recommends regular training, policy evaluations, resource allocation, recognition systems, mentorship programs, and the promotion of inclusive, equitable practices aligned with UN goals, as well as investment in improved sports facilities and equipment.

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