



Beyond the Whistle: How Resource Limitations Define the Journey of Young Athletes

DOI: 10.5281/zenodo.19702940

Arnel J. Baquero II

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

Zhairene G. Ovida

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

Daniella M. Mercado

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

Angel Grace S. Masamong

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

Emmanuel V. Zerna

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

Mia C. Baldado

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

Joseph L. Torres

Tanjay City Science High School, Tanjay City Division, Negros Oriental, Philippines

<https://orcid.org/0009-0008-1516-1743>

Abstract

Youth athletic development is considered an important pathway for attaining physical health, personal growth, and social mobility. However, structural inequalities in available resources continue to dictate which individuals have a real chance to develop their athletic potential. This study aimed to investigate the role of resource scarcity in shaping the training experiences, psychological states, and coping strategies of student-athletes in a resource-scarce setting. This study was conducted at Tanjay City Science High School in the Philippines. In-depth interviews were conducted with student-athletes and coaches. The data were analyzed using thematic analysis, which revealed four major themes: insufficient training facilities, interrupted training conditions, hindered athletic development, performance, and coping strategies in the face of institutional neglect. The study revealed that the scarcity of sports facilities and equipment also affected the athletes' potential for continuous and purposeful training, which are considered to be important for real athletic development. Despite the fact that student-athletes showed remarkable psychological resilience and ingenuity in coping with the situation, their efforts were not enough to offset the effects of structural inequalities. The same holds for the coaches and trainers, as they also demonstrated remarkable ingenuity in making do with the available resources. However, there was just a limit to what could be done. The study was guided by the Developmental Model of Sport Participation, Self-Determination Theory, and Bronfenbrenner's Ecological Systems Theory. The study revealed that athletic success and performance are not entirely dependent on innate ability and personal volition but are also mediated by available resources.

Keywords: Youth Sports, Resource Limitations, Structural Inequity, Psychological Resilience, Coping Mechanisms, Tanjay City Science High School

Introduction

The positive role of sports participation among youths in their physical growth and personal development is widely appreciated. Athletes' participation in sports ensures that they become physically fit and have the social interactions, teamwork, and leadership qualities (Eime et al., 2013). The reality behind such a positive perception, however, involves the intertwining of individual's talents and ambitions and their ability to get enough opportunity to develop them. Limited financial means, poor availability of sports facilities and coaches, as well as minimal support from parents, may hinder the involvement of young athletes in their sports. Several studies show that socio-economic



disparities do not only influence the rate of participation but also the quality of involvement in sports (Cairney et al., 2005; Owen et al., 2022).

Structural inequities are associated with various social determinants such as race, geographical locations, and educational backgrounds. Athletes in poor and remote areas across various countries face problems with transport, opportunities, and high costs in their participation in sports (Khan et al., 2021). In the US and Australia, disadvantaged economically young athletes participate less in sports and discontinue their involvement before adulthood (Knoester & Bjork, 2024; Eime et al., 2013). Coaches and a positive environment also play an important role in their success. They need competent coaches and supportive peers and parents in order to develop their skills and maintain their interest in sports (Côté & Fraser-Thomas, 2007). Otherwise, the young athletes become stagnant and uninterested in sport activities.

Motivation, self-confidence, and pleasure, which form part of the psychological aspects in athletes' lives, are highly connected with how they perceive the situation in their sport environment. As proposed by Self Determination Theory (SDT), athletes are bound to stay longer in sport programs when they have the chance to exercise control, competence, and relationships with others (Ryan & Deci, 2017). However, in poor environments, they tend to experience the pressure to perform, which leaves them demotivated, stressed, and anxious (Gustafsson et al., 2017). Studies also suggest that with little resource availability, young athletes will not be well-supported in their practices and become less confident in achieving sporting goals (Persson & Eriksen, 2025).

Many Philippine-based studies have reiterated the international results. Take for instance, when Salino et al. (2022) argued that the availability of resources was a very crucial factor in the execution of the sports program and in ensuring that the athletes performed well. Moreover, Cagas et al. (2022) explained how institution-based after-school sports programs played an important role in building up the level of motivation and competence among the athletes. On similar grounds, according to Palad et al., although a favorable policy existed at the national government level, which encouraged physical activity among Filipinos, it still faced the challenge of poor funding and lack of organization. According to Tudor-Locke et al., Filipino youths engaged themselves more in impromptu physical activities like walking than in sports.

Further, local studies confirm the results mentioned above. As an example, Roncal (2025) reported that sports activities helped improve the well-being of youth athletes, including their social and fitness status, but there were certain difficulties with the realization of the program, which included lack of facilities and equipment. However, according to Junasa (2025), poor conditions of sports activities in schools affected their participation and learning. In contrast, Suarez et al. (2021) posited that inadequate playgrounds impacted Filipino children's involvement in sport-related activities. Moreover, Billonid et al. (2020) established that despite the lack of impact on academic achievements, the institutional support played a key role. Hills et al. (2006) highlighted the overall role of the environment in the physical activities of children.

Some international studies further illustrate the issue. For example, Fraser-Thomas et al. (2005) found that well-equipped and structured youth sport programs enhance the competence, confidence, character, and social connections of young athletes. Côté and Fraser-Thomas (2007) presented the Developmental Model of Sport Participation (DMSP), in which the sampling, specializing, and investment stages require adequate facilities and skilled coaches. Ericsson et al. (1993) established that expertise results from deliberate practice and not giftedness. Therefore, having adequate resources to practice plays a fundamental role. Lerner et al. (2015) highlighted that positive context – schools, communities, and sport organizations are essential in youth development. Also, Bronfenbrenner (1979) proved that human development occurs within multiple-environmental systems.

In terms of psychological resilience among athletes, Galli and Vealey (2008) pointed out that support systems from coaches and athletes become crucial when there are few resources. Holt et al. (2017) also found that sports environments play an important role in the youth development process. Furthermore, Jowett and Cockerill (2003) illustrated the significance of coach–athlete relationship in performance. On the other hand, Coakley (2015)



emphasized that athletes with high socio-economic statuses have better accesses to training and facilities, hence inequality. Finally, Eime et al. (2013) noted that resource limitations could affect the developmental process of sports despite its advantages. Altogether, the studies indicate that sports development requires resources and good environments in addition to talent.

This study, "Beyond the Whistle: How Resource Limitations Define the Journey of Young Athletes," aims to explore this complex relationship between structural inequalities, psychosocial experiences, and adaptive strategies among youth athletes at Tanjay City Science High School. The study will try to find out the issues that confront these young athletes and how these influence their motivation, identity, dedication, and achievements in life. The research is guided by the following questions:

1. How do student-athletes describe their training experiences in a resource-limited school environment?
2. How do student-athletes and coaches describe the challenges they encounter due to limited sports facilities and equipment?
3. What strategies do student-athletes and coaches use to manage and adapt to these resource limitations?
4. How do participants perceive the influence of limited resources on motivation, confidence, and athletic development?

Methodology

The research used a qualitative phenomenological methodology to gain insights into how resource constraints affect the sporting experiences of student-athletes within a poorly resourced institution. The use of qualitative research methodology was deemed the most suitable one for the current study since its main purpose was not to quantify the study variables, but to understand their nature (Creswell & Poth, 2018). As mentioned by Flick (2018), qualitative research is most appropriate for studies that aim to explore how individuals experience, perceive, and move around in the complex social world. In such qualitative research, phenomenology was used as a research method, where the essence of people's experiences was discovered in terms of their training in an environment of scarcity.

Research Design

Qualitative research was selected because it emphasizes the consciousness and essence of lived experience. The goal here was to discover the meanings that the participants assigned to their experiences, rather than just trying to find generalizations from superficially collected data (Moustakas, 2020; Finlay, 2016).

This study was performed at Tanjay City Science High School in Negros Oriental, Philippines, where the researchers conducted an empirical examination in a public school whose learners come from different social backgrounds. Purposive sampling, an effective type of non-probability sampling technique applicable for qualitative research, was employed in choosing nine student-athletes between 16 and 18 years old, who have participated in at least two years of school sports activities, as well as three coaches as key respondents. The inclusion criteria specified that the sample included respondents having experience with the problem and possessing enough information on the phenomenon under investigation (Palinkas et al., 2015; Creswell & Poth, 2018).

Data collection was carried out by triangulation using semi-structured interviews, focus group discussions, and non-participant observation. This methodology allowed us to confirm results and ensure their credibility and trustworthiness. An interview protocol was designed using theories, such as DMSP, Developmental Systems Theory, and SDT, and approved by three experts in this field. It was tried on non-participants in the study and then utilized. All conversations were recorded and transcribed word-for-word. Thematic analysis was used with NVivo coding to analyze data in accordance with the six-step procedure suggested by Braun and Clarke (2021).

Research Environment



Tanjay City Science High School is a public secondary school that focuses on science and technology, governed by the Department of Education, found within the municipal area of Tanjay City in Negros Oriental. It accepts students from different socio-economic backgrounds, where a good number of its students come from economically deprived families that lack the necessary funding to support any additional equipment and sports activities at school. Sports equipment is not enough, and some are even borrowed from other institutions. Basic facilities for playing games like volleyball and football exist at Tanjay City Science High School, but no gymnasium, running track, and other indoor facilities for playing games like basketball and badminton are available. Physical Education (PE) teachers also act as coaches while having heavy academic loads. Student-athletes usually engage in sports training outside of regular class hours and sometimes coordinate with the LGU to access sports equipment, but transportation problems make it impossible.

Research Participant

The research engaged nine student-athletes and three coaches who were recruited using purposeful sampling. The student-athletes had to be current students at Tanjay City Science High School, aged between 16 and 18 years, be part of the school's sports teams, have been training for at least two years, and have a history of having to deal with insufficient resources during training sessions. The coaches needed to be current employees at the school, coaching the school's sports teams, have at least two years' worth of coaching experience, and have coached athletes under constrained circumstances. Both student-athletes and coaches participated voluntarily, and in cases of minor student-athletes, consent from their parents or guardians was sought before participating in the study.

Research Instrument

The main data-gathering tool used in this study was the semi-structured interview guide, which was created on the basis of the theoretical lenses used for this study, specifically DMSP, DST, and SDT. This was created so as to address five major topics: resource access and training conditions; types of training and skill acquisition; emotional and psychological factors, particularly motivation and self-confidence; coping techniques and resiliency; and athlete self-development. These were validated by three subject-matter experts as well as field-tested with students who were not part of the sample participants. Other tools employed were the audio-recording devices used with the permission of the participants, and the informed consent and parental consent forms.

Rigor of the Study

To achieve rigour in the current qualitative study, the following four criteria of qualitative inquiry set forth by Lincoln and Guba (1985), which include credibility, transferability, dependability, and confirmability, have been used as the yardsticks for ensuring trustworthiness in the study. The following are some methodological procedures that have been adopted to ensure that the research findings are truthful and authentic representations of the participants' realities.

Credibility, which deals with the veracity of the findings that are presented, has been achieved using several methodological procedures. For instance, deep semi-structured interviews have been employed where the students and coaches were provided the opportunity to express their training environment, emotions, and coping methods freely (Kvale & Brinkmann, 2015). The member checking process followed, whereby the participants verified the accuracy of their transcriptions, ensuring that the researchers had correctly understood their answers (Birt et al., 2016). Triangulation was also used, whereby findings drawn from interviews were cross-checked against findings drawn from focus group discussion and non-participant observation. The use of multiple methods in such a manner contributed immensely to the internal validity of the study (Denzin, 2020; Patton, 2015).

Transferability is concerned with the extent to which the results are relevant or can be transferred into another context (Lincoln & Guba, 1985). The study took place in one resource-poor science high school. Therefore, the researchers made sure to provide thick descriptions about the participants' background, sport discipline, training



settings, available and unavailable resources in addition to the characteristics of the setting (Geertz, 1973; Creswell & Poth, 2018). The purposeful detail used to describe the situations provided sufficient opportunity for readers who faced similar issues as those reported in the study, in a similar setting such as other public schools operating under limited resources, to evaluate whether the findings were relevant and useful to them despite the absence of generalization as the intention of a qualitative research design.

Concerning the dependability of this study, the issue dealt with the reliability of the research process through the establishment of a complete audit trail that provided a detailed record of each step taken in the data gathering, analysis, and theme identification (Shenton, 2004). The documentation of the research process helped to provide insights into how various themes on structural barriers, psychological mediators, and coping mechanisms were generated from the gathered information. Moreover, researchers engaged in reflective practice where their personal views about sports and organizational processes were examined in an effort to identify any possible influences they might have had on their analyses (Berger, 2015).

Lastly, the trustworthiness of the study results could be determined using confirmability, which is an indicator of the accuracy of results. The use of triangulation and reflective journaling would have helped the researchers make conclusions on the impact of inadequate infrastructure on low levels of motivation, the high level of resilience in the face of organizational constraints, and the adaptation tactics used by the coaches based on participant experiences (Denzin, 1978; Patton, 2015). Lastly, the application of ethical considerations further improved the credibility of the study. Ethical issues such as obtaining informed consent, seeking parental permission for minors, the use of pseudonyms to ensure anonymity, and the right to withdraw from the study were strictly adhered to (Orb, Eisenhauer, & Wynaden, 2001). This not only ensured that participants were not harmed, but also created an environment conducive to the creation of honest and credible data.

Data Gathering

In gathering the necessary data needed, the researchers employed techniques such as one-on-one semi-structured interviews, focus group discussions, and non-participant observation carried out in a conducive environment inside the school. Student-athletes and coaches were interviewed using open-ended questions regarding their experience with scarce resources, all while being audio recorded with their respective consents, and field notes were made, taking note of their body language. The interview guide was validated by three subject matter experts and pilot-tested before conducting the actual interviews based on DMSP and SDT models.

Before Data Gathering

Before conducting any interviews, the researchers went through rigorous preparation, which included compliance with ethical considerations and coordination among the members. They had to gain official clearance for the research from their thesis adviser and the school's Research Ethics Committee. Upon getting clearance, they coordinated with the school officials and program administrators in terms of informing them about their research and the purposes involved, including the process that they will undergo. Potential respondents, the student athletes and coaches, were briefed about the study and how they would be participating in it. Consent forms were duly handed over to them prior to proceeding with the data collection process.

Actual Data Gathering

Data was collected using individual semi-structured interviews and focus group discussions carried out in cozy environments where interviewees felt at ease and could speak freely. At the outset, rapport was established by assuring each interviewee that there were no correct or incorrect responses and that the main objective was for researchers to understand their real-life experiences. Individual interviews involved discussing participants' reality concerning resource availability, training environment, difficulties faced, and ways used to cope with the problems. Focus groups were also conducted to collect more data. Audio recordings were made after receiving consent from



all participants. Researchers maintained attentiveness throughout, taking field notes on non-verbal cues and contextual observations while ensuring that participants felt genuinely heard and respected throughout the process.

Data was gathered through semi-structured interviews and focus group discussions conducted in relaxed settings where interviewees felt comfortable, to ensure that they were not under pressure and could freely voice their opinions. Every interaction was started by rapport-building, whereby researchers informed participants that there were no correct or incorrect answers; all that mattered is to gain information regarding the real-life experiences of participants. Interviews were held in such a way that participants expressed themselves concerning resource access, training conditions, problems faced, and coping mechanisms. Interviews were recorded with the permission of the participants for accuracy. The researchers remained keen on how their subjects communicated through body language and their environmental observations to acquire further data.

After Data Gathering

For each interview, the researchers personally transcribed everything verbatim without any changes at all to ensure that the actual experiences of the subjects came out in the data. This was followed by members checking wherein the subjects checked to see if what was transcribed was accurate. This ensured the authenticity of the data and allowed the respondents to have control over the way their stories were presented. The data gathered, which included transcribed interviews, field notes, and consent forms, were encrypted and saved in files that could only be accessed by the research team. Following the data organization and coding process, where pseudonyms were used, the next phase involved preparing the data for thematic analysis.

Data Analysis

Data collected from semi-structured interviews, focus group discussions, and non-participant observations were analyzed using thematic analysis, which follows the stringent six-step method outlined by Braun and Clarke (2021). Thematic analysis was chosen for this project because of its flexibility, theoretical accessibility, and ability to generate in-depth analyses of qualitative data (Braun & Clarke, 2021). Thematic analysis was a method that enabled the researchers to move from the primary data obtained from the respondents to an interpretation of their experiences without losing sight of the respondents themselves.

Familiarizing oneself with the data came first in the process. All of the researchers familiarized themselves with transcriptions and field notes by reading them and rereading them so as to be able to understand the data and identify possible themes within them. Impressions and observations were documented to serve as the foundation for further analysis. Coding was performed in the second step using NVivo coding. Researchers read participants' responses thoroughly, marked significant quotations, and coded these quotes according to their content in relation to training conditions, emotions experienced, and coping mechanisms employed.

In the final stage, the codes were analyzed and classified based on themes that were identified in the data set, which was indicative of broader trends found in the experiences of the participants. These included themes on structural barriers like the absence of facilities, equipment, and financial resources; psychological experiences, which could be either positive or negative; coping strategies used by the athletes and coaches; and social support networks inside and outside the school. In the fourth stage, the researchers evaluated and refined the themes, looking at each of the themes in relation to the entire body of data to ensure consistency within the theme and differentiate it from other themes.

In the fifth stage, each of the final themes was defined and named, whereby the true essence of each theme was described in relation to its conceptual basis in relation to the study — more specifically regarding psychological need satisfaction, structural constraints, and resilience. Lastly, in the sixth stage, the themes were arranged in reference to the research questions and interpreted according to the theories of DMSP, SDT, and Ecological Systems Theory by Bronfenbrenner, resulting in the generation of the results section. Reflexivity was exercised at all times during



the analysis process, meaning that researchers would reflect on their own personal assumptions or perspectives and try not to influence the interpretations made (Braun & Clarke, 2021; Finlay, 2016).

Ethical Consideration

Strict ethical considerations were observed throughout the whole research process. At the early stage before conducting data gathering processes, the researchers sought formal approval from the thesis adviser and the institutional research ethics committee to ensure adherence to ethical issues. All participants were made fully aware of the nature of the research study before being asked to participate, and voluntary informed consent was gained from every participant. As all of the participant-student athletes were below the age of eighteen, the researchers were able to get written permission from their respective parents or guardians. They were also told about their freedom to withdraw from the study anytime they wanted without suffering any penalties. Privacy and confidentiality of all involved individuals were highly maintained. This is because the researchers' used pseudonyms in referring to every participants and there were no use of their real names in any part of the research materials. All of the data obtained during the study were stored in encrypted digital files and were accessible only to members of the research team.

Findings and Discussion

Analysis using a thematic approach on data collected from student-athletes as well as coaches led to identification of fifteen themes that are interrelated and can be classified under two broad categories; seven of the themes were identified from interviews conducted with student-athletes and eight themes from interviews and focus group discussions with coaches. These themes have provided insight into how lack of resources influences young athletes' experience as student-athletes in Tanjay City Science High School.

Student-Athlete Themes

Theme 1: Insufficient Training Facilities and Equipment

When an athlete possesses both the natural gift and the lack of tools, it is no longer a question of inequality—it is an example of a true limitation. The deficiency of proper training grounds and sports equipment was not just an issue that inconvenienced these young people; on the contrary, it is a problem that silently shaped the borders of their progress from the very beginning. Training without an appropriate training ground, using a sports court that was built for the sole use of one particular team—this situation can only be described as a silent but harsh limitation imposed on these young people. Instead of growing in an environment that would facilitate their development, they were doomed to struggle in an inappropriate environment.

Participant 1 said, *"Our school does not have a proper place for training, which makes it hard for us to fully train."*

Participant 2 said, *"We share the court with other teams, which makes it hard for us to fully train."*

Participant 5 said, *"We don't have enough balls and other training equipment, which makes it hard for us to fully train."*

Participants 3, 6, and 7 said, *"We don't have enough facilities, which makes it hard for us to fully train since we are not given the chance to maximize our potential."*

This is evident from the key problem that emerges from the case studies discussed, which highlights the need for adequate facilities and equipment for training the skills of the athletes. According to academic research, excellent sports facilities are linked not only to better performances but also to greater motivation, reduced cases of injury, and the establishment of an environment in which training can take place (Ishak et al., 2025; Sahabuddin et al., 2023). These new results have extended knowledge regarding this phenomenon within the Philippine public schools



setting, where athletes face difficulties due to using shared facilities, old equipment, and makeshift training grounds. According to Alasinrin et al. (2024), adequate facilities positively affect athletes' self-confidence and competitive spirit, something that the interviewed athletes in this study clearly lacked.

Theme 2: Disrupted and Inconsistent Training Conditions

Analysis using a thematic approach on data collected from student-athletes as well as coaches led to identification of fifteen themes that are interrelated and can be classified under two broad categories; seven of the themes were identified from interviews conducted with student-athletes and eight themes from interviews and focus group discussions with coaches. These themes have provided insight into how lack of resources influences young athletes' experience as student-athletes in Tanjay City Science High School.

Participant 1 said, *"Sometimes our training gets postponed because the court is being used by another team. It's hard to keep a routine."*

Participant 3 said, *"During drills, we often have to wait for our turn because equipment is limited, which wastes time."*

Participant 5 said, *"Our practice time is very limited. We can't master techniques properly with such short sessions."* Inconsistency is considered the opposite of consistent practice and training, and it is often believed that without consistent practices, no athlete can develop their abilities. Contrary to what might be expected of the inconvenience experienced by these participants, such interruptions in their training routines were systematic and affected the continuity of their training routines. According to Fisher and Csapo (2021), periodized and systematic training programs play an important role in adaptation to training, while detraining studies show that any interruption in exercise routines, regardless of its duration (for example, just two weeks), affects aerobic fitness and strength (Chen et al., 2022; Joo, 2018). Clemente-Suárez et al. (2021) also report that inconsistent programs lead to lower adherence to them and decrease motivation for exercising. Consequently, the result of such interruptions was inconsistency, which meant that participants never had enough time to acquire necessary physical skills.

Theme 3: Hindered Skill Development and Performance

If talent exists without proper conditions, it would be similar to planting a seed in a block of cement: present, but incapable of developing. In the end, the lack of proper facilities and uneven training manifested itself most vividly during competition. Not only did these athletes have to compete with their opponents, but they also had to deal with the fact that they lacked the skills that other athletes had due to the training they received. The slower progress of these athletes was caused by the fact that while some were already given the chance to develop, others could not find a place to even start. Inadequate preparation will inevitably lead to poor performance because, in this case, the latter is determined not by the athletes' incompetence, but by the improper conditions under which they were trained.

Participant 1 said, *"I feel unprepared during competitions because we don't have enough time to practice properly."*

Participant 2 said, *"Some techniques I want to master, I just can't, because the drills are limited by our equipment and space."*

Participant 4 said, *"I notice that my improvement is slower compared to athletes who have better facilities and equipment."*

The relationship between insufficient resources and hindered athletic growth was made abundantly clear. In the absence of proper space and equipment, the honing of skills—the process responsible for developing expertise itself—is impossible (Ericsson et al., 1993). Studies carried out in the Philippines such as Bracamonte et al. (2025) have proven that a deficiency of equipment impacts athletic results even if the drive of athletes is at its maximum. Koohsari et al. (2024), in their research, stated that the design of the environment not only impacts physical



performance but also psychological aspects, like the confidence level of individuals. The realization of one's inferior performance when compared with better-endowed individuals—as seen in some of the subjects in the current study—results in discouragement and eventually makes the gap even wider.

Theme 4: Emotional and Motivational Challenge sent Training Conditions

The body keeps score, but the mind does too. The mental ramifications of training in an environment that consistently lacks the required elements quietly build up, taking the form of frustration with nowhere to vent, a destroyed confidence that has barely begun to develop, and anxiety that accompanies athletes from practice to competition. While for some of these athletes the idea of quitting was not one of weakness, but rather a practical solution to an oppressive system, resource scarcity is not only detrimental to athletic achievement, but even the will to persevere. It creates an implicit understanding among youth athletes that what they do just doesn't matter, since the environment consistently proves otherwise. And it takes a great deal of strength to continue moving forward in such an environment.

Participant 1 said, *"I feel frustrated when my skills don't improve because of the limited training."*

Participant 3 said, *"It's stressful when competitions come and I'm not ready. It makes me anxious."*

Participant 5 said, *"There are moments I even think about quitting because it feels too hard to keep up."*

The mental impact of resource scarcity was experienced consistently by the participants as frustration, lack of confidence, pre-competition stress, and even, sometimes, contemplating withdrawing from the competition. The emotional reaction in question fits the predictions set forth by SDT, which predicts that the athletes whose psychological need for competence and relatedness is not fulfilled face challenges such as demotivation and negative emotions (Deci & Ryan, 2000; Ryan & Deci, 2017). Based on the findings of Yu & Yang (2024), insufficient facilities lead to a greater amount of competitive anxiety and psychological resilience in athletes. However, although it was possible for all the athletes to overcome these feelings, they presented a considerable challenge for everyone involved.

Theme 5: Adaptive Strategies and Coaching Support

In situations where the system is failing, humans step into the gap—those humans being the coaches in the case of these athletes. Instead of allowing themselves to fall prey to their environment, coaches acted like creators of possibility, coming up with solutions for training despite having no place to do so, practicing techniques without any gear. Such problem-solving was more than an attempt to work within the limitations—it was also mentoring that showed the athletes that their development was important, even if the institution did not demonstrate such resolve itself. In addition, adaptive coaches teach more than just logistics—they show their mentees what perseverance really means by showing them how to overcome challenges. The reason why many of these athletes stayed committed was because of the unwavering support of the coach right beside them, amidst every limitation.

Participant 1 said, *"Our coach focuses on footwork drills when we don't have enough equipment, so we still practice effectively."*

Participant 2 said, *"Sometimes we do conditioning exercises instead because the court or equipment is not available."*

Participant 3 said, *"I really appreciate our coach finding alternative ways to train us when resources are limited."*

Participant 4 said, *"Whenever possible, our coach looks for another venue so we can continue practicing."*

Despite all these shortcomings, coaches became essential facilitators who could offer much-needed structure, motivation, and creativity. In other words, they managed to improvise new training exercises, find different locations for training, switch from developing particular skills to conducting general conditioning, and keep up spirits among



the players. Such types of adaptation can be seen as examples of what Larkin et al. (2022) call constraint-led coaching, which means finding a way to adapt training sessions to the actual environment. Moreover, it fits well into the research proving that a good relationship between a coach and an athlete can boost one's confidence and involvement (Coussens, Stone, & Donachie, 2025; Zhang & Rhim, 2024). Nonetheless, this conclusion is also alarming because it means that the burden of overcoming institutional deficiencies falls entirely on each coach.

Theme 6: Resilience and Personal Growth

It seems to hold some sort of grandeur about the way that these athletes, despite being deprived of the very basics for development, did not choose to define themselves through their loss. This was not a form of survival – it was one of resilience, in which they actively chose to turn the adverse situation to their advantage. Rather than giving in to the negative aspects of such a scenario, they used patience learned from waiting and adaptability gained from lack, skills that cannot simply be acquired from having the proper materials. However, it would be erroneous to view this situation in a positive light, as the adversity is what allowed these athletes to flourish in the first place.

Participant 1 said, *"These challenges taught me patience, and I try to make the most out of what we have."*

Participant 2 said, *"I learned how to adapt to new conditions and focus on what I can improve."*

Participant 3 said, *"Overcoming challenges has made me stronger, and I have learned not to let challenges hinder me."*

Participant 4 said, *"I have learned discipline and perseverance because of the challenges we encounter during our training."*

Personal development accompanied these challenges as well, with participants learning how to be patient, adaptable, disciplined, and more appreciative of their sports. These results align with psychological resilience theories, wherein it is acknowledged that adversity leads to the development of resilience within athletes if they have sufficient intrinsic motivation and social support (Fletcher & Sarkar, 2016; Galli & Vealey, 2008). This resilience of the students is indicative of their true self and dedication. It is important, however, as literature repeatedly warns, to understand that resilience cannot be used as an excuse for the lack of a proper structure, and development through adversity must not be seen as an excuse to maintain the same adversities (Ungar, 2013).

Theme 7: Need for Greater Institutional Support

When all student-athletes are pleading for something, it becomes more than just an individual desire; rather, it becomes a group accusation against institutional priorities. It is clear that the young athletes did not want anything luxurious; all they wanted was visibility. They knew that without support from the institution, their talent would take them nowhere. Indeed, sports needed to be viewed not just as an additional activity, but as a crucial aspect of their studies. Academic institutions that build themselves by spending on academic infrastructures, while ignoring athletics, reveal exactly what they consider to be important. It takes real commitment to help students by providing them with adequate facilities and opportunities. Student-athletes deserve nothing less.

Participant 1 said, *"The school should invest in good courts and better our sports equipment."*

Participant 2 said, *"Sports should be a priority, and the school should support sports training more."*

Participant 3 said, *"If the school provides better support, we will be more motivated."*

Without exception, all student-athletes were eager and earnest about the necessity of more institutional input – improved facilities, proper equipment, sufficient funding, and the official endorsement of sports as a priority within the academic realm. This is not a plea for any kind of unnecessary luxury but the articulation of the very basic requirements without which it would be impossible for their talents and efforts to thrive. As attested to by the



research of Zhang et al. (2025) and Park and Kim (2024), organizational support plays a crucial role in motivating athletes and ensuring their success in sports.

Coach Themes

3.8 Theme 1: Resource Limitations

The vision of the coach cannot be as expansive as the means with which it will be accomplished. Coaches have no choice but to train their athletes in classrooms that belong to other entities, using balls that do not belong to them. In doing so, they are not merely coping with the challenges that come with lack of equipment and lack of adequate funding; they are forced to cultivate excellence under conditions where nothing is right.

Coach 1 said, *"We still don't have our own room specifically for chess. We usually just use vacant classrooms or sometimes the hallway."*

Coach 2 said, *"We barely have volleyballs. We don't even have a ball or a net."*

Coach 2 said, *"During Intramurals and TCDA, we have to spend our own money just to provide shuttlecocks."*

To the coaches, the lack of proper training facilities, adequate equipment, and financial support from the institution constituted recurring and disheartening constraints in ensuring proper execution of the programs. According to research conducted by Arora and Agarwal (2019), sporting success cannot be achieved without the presence of appropriate infrastructures, equipment, and financial support since coaches have to ensure that athletes receive proper training. Moreover, as per Cahyati et al. (2025), the lack of facilities hinders the ability of the coach to employ different coaching techniques as well as ensure the safety of the athletes in the process. It is evident from the observation that the coaches had to incur costs for simple things such as shuttlecocks in order to make sure that practice sessions were done smoothly (Peña, 2024; Sanni et al., 2018).

Theme 2: Academic Priority Constraints

Being a coach is already difficult enough, yet whenever academics and sports become competitors, the latter will be the one who ends up sacrificing everything. It should be noted that making training sessions occur outside school hours was not only a schedule issue; rather, it symbolized the values of those institutions. Coaches were forced to construct programs based on something temporary and were unable to develop proper consistency.

Coach 1 said, *"Our training is usually done after class hours."*

Coach 2 said, *"It's hard to balance training and academics."*

One issue raised by coaches repeatedly was that academic obligations were superior to sporting commitments in terms of time allocation. Given the nature of schools where academics come first, it means that sports practices will be left to take place outside regular schooling hours, leaving little time for practice. According to Lopes Dos Santos et al. (2020), participation in sports by learners brings a lot of stress while dealing with conflicting issues between learning and engaging in sports. In addition, Paragas & Nabor (2025) revealed that academic activities were prioritized by Filipino athletes due to organizational pressure, leading to fewer times for practice. Time management became a problem, according to Santos (2025).

Theme 3: Impact on Training Quality

Good coaching requires precision—a matter of having the right equipment, timing, and environment to mold their athletes precisely. Without adequate resources and time, precision is supplanted by improvisation. The impact of scarcity and the pressure of time on their work extended beyond mere inconvenience. The cumulative effect of their



circumstances compromised the very essence of the training provided, pushing them to overcome obstacles that ought never to have existed.

Coach 1 said, *"It really affects them because we can't start training immediately since it takes time to set up."*

Coach 2 said, *"We also can't hire outside trainers because of the limited budget."*

Coach 3 said, *"I let them choose a trainer because I don't want to claim I know everything."*

The negative impact of the inadequacy of resources and time limitations influenced the quality of coaching offered by the trainers. The delays caused by setting up the equipment, the lack of hiring special trainers, and the lack of expertise among the coaches in certain domains led to incoherent and ineffective training sessions. According to De Bosscher et al. (2018), athlete development necessitates access to resources, expertise of coaches, and sufficient time, which was not available in the case under consideration. Cushion (2016) adds that coaching efficiency is dependent on technical expertise, pedagogical competence, and planning skills; hence, operating out of one's domain without professional development adversely affects the learning process (Jones et al., 2004). The findings by Erickson et al. (2017) indicate that the availability of multidisciplinary teams is linked to higher-quality training sessions, which were not accessible to the coaches in question.

Theme 4: Psychological Impact on Athletes

As coaches, they hold a particular perspective—knowing not just what the athletes can achieve, but the invisible forces driving their actions. In their case, they saw evidence of the struggle that exists within every young athlete because of scarcity of resources—the conflict between being discouraged and a relentless spirit that cannot be quashed. It is no coincidence that some of the young athletes showed up and competed despite having no scheduled practice session.

Coach 1 said, *"Sometimes they get discouraged and don't come back for the next training."*

Coach 2 said, *"Students tend to get discouraged if they can't train properly."*

Coach 3 said, *"Even without training days, they gather and play."*

The coaches provided an outsider view regarding the psychological impact of resource deficiencies on the athletes as they observed signs of discouragement as well as decreased participation in practices. These insights can be correlated with SDT theory, which claims that under such circumstances, where the needs for competence and autonomy have not been satisfied, motivational problems can be expected (Deci & Ryan, 2000). According to the research conducted by Mageau & Vallerand (2003) as well as Jonker et al. (2009), athletes operating within suboptimal environments but showing intrinsic motivation can cope more efficiently. Importantly, the fact that the third coach mentioned the athletes playing and gathering without scheduled practice times indicates strong intrinsic motivation – something which, if used correctly, may ensure athletic growth in the future.

Theme 5: Adaptation Strategies

It is wonderful how resourceful people can be, but there must always be the understanding that resourcefulness cannot be equated to solutions. It only goes to show the strong dedication of the coaches in their athletes, but at the same time, it reflects a grim reality wherein the responsibility of making up for the inadequacies of the institutions they represented has been quietly passed on to them. They were able to keep their programs running, but they were unable to compensate entirely for their lack of proper support.

Coach 1 said, *"We set a fixed schedule and prepare the venue in advance."*

Coach 2 said, *"We borrow balls and find a place to train."*



Coach 2 said, *"We agreed to hire a coach who can train them properly."*

However, the coaches have not become passive as a result of those limitations; rather, they have actively engaged in problem solving to mitigate those limitations, for instance, by fixing their schedules before time to avoid interruptions, borrowing necessary materials, hiring outside trainers, and motivating the athletes to engage in self-driven practice sessions. According to Larkin et al. (2022), successful coaches in situations where they operate within limitations would design their practices, use the resources available to them creatively, and manipulate environmental limitations to inspire learning. Cushion (2016) has also found that adaptability and flexibility go hand-in-hand with effective coaching in times of pressure. Further, the results of Mageau & Vallerand (2003) suggest that when athletes take charge of the practices themselves, motivation is high because they retain control and continue to participate regardless of the coach's presence.

Theme 6: Athlete Resilience

Among all the characteristics that a person can possess, one of the things that are strongest is passion. It remains strong despite any sign suggesting otherwise. The passion in the athletes was observed by the coaches and this was something that cannot come from training and institutional support due to the lack of these two factors. Passion does not just become part of someone's character; rather, it is developed through necessity in some cases.

Coach 3 said, *"They always have the drive to continue moving forward."*

Coach 3 said, *"They have passion, so they can manage."*

It became obvious to the coaches that, regardless of a lack of equipment, inconsistency in scheduling, and lack of proper infrastructure, the players still exhibited an impressive desire to take part and progress. These qualities, which characterize psychological resilience as the ability to positively adapt and stay motivated in the face of adversity (Galli & Vealey, 2008; Sarkar & Fletcher, 2014), are exhibited by resilient athletes. In other words, as the above-mentioned theories explain, such athletes regard these obstacles as chances for growth rather than as hindrances in engaging in physical activities, remaining confident in what they do despite poor circumstances. Thus, the observations made by the coaches seem to corroborate that intrinsic motivation and psychological resilience act as protective factors for the athletes studied. However, as Galli and Vealey (2008) point out, resilience enhances individuals yet does not solve organizational problems.

Theme 7: Institutional Support Gaps

With the coaches having to dig into their own pockets to provide for even the basic equipment that their players require, it is more of a problem with values than one of resources. With the lack of an athletic budget, there came through a lack of emphasis on athletics as a program of importance for the institution to invest in. In other words, the coaches were forced to campaign for their programs within an institutional framework that was still unsure of the value of these programs.

Coach 1 said, *"It would be better if there was a separate allocation so the needs of the chess team could be fully addressed."*

Coach 2 said, *"We can't really get the full support we need, especially when it comes to finances."*

The coaches were quite clear on the lack of budget allocation for sports as being a critical factor in limiting their scope. This is because when there is no financial allocation for sports, teams can only rely on good will, personal funds, and creativity, which is according to Nichols (2025), a common problem faced by many schools with sport clubs. Studies conducted on sport development indicate that institutions play a key role in ensuring that training ground exists where athletes can develop due to adequate funding, infrastructure, and administration (Arora & Agarwal, 2019; Sanni et al., 2018). The requests made by coaches for allocations were not based on unnecessary demands but the bare minimum requirement.



Theme 8: Needed Improvements

The recommendations proposed by the coaches were no exaggerations, but rather an accurate depiction of what the institution lacked up until now. Training outside the institutional framework, appropriate facilities, budget allocation, protection of practice time, and even coaching education were necessities that had not yet come through. In fact, these recommendations were nothing less than fundamental to the success of the athletic program.

Coach 1 said, *"We need more time to practice because we really lack time and budget."*

Recommendations made by the coaches regarding the measures that should be put in place to improve the training were very clear and included getting external instructors with skills in specific areas, provision of working sports equipment, allocation of funds meant only for developing sports in school, creation of time in the curriculum for training, and professional training for teachers/coaches. All these recommendations are consistent with research carried out on sport development. Karemu, Maithya, and Kisirkoi (2024) state that all these aspects are vital elements of good programs for developing athletes. The recommendation of getting coach training deserves more attention, as Cushion (2016) and Erickson et al. (2017) have pointed out that when coaches get appropriate professional training, their capacity to create effective programs for athletes is considerably increased. It can be seen that the coaches are aware of all problems that should be solved to ensure success.

Conclusion

In conclusion, there are four key insights from this study that together present athletic success as a structural achievement rather than merely a personal accomplishment. Firstly, the availability of resources is a major determinant of athletic development. The student-athletes of Tanjay City Science High School made it evident that no matter how talented and determined the athletes may be, they will hit the ceiling of their capabilities when there are no adequate facilities, equipment, and training routines available for them to reach higher levels. These systematic barriers to athletic success did not come as a temporary inconvenience but instead compounded the inequalities that already exist due to unequal resource availability. In reality, it is correlated to the results obtained from several research about the significance of sports infrastructure for the achievement of young individuals (Eime et al., 2013; Gao et al., 2022).

Second, the resilience of athletes is a real phenomenon but does not provide enough compensation for the lack of resource availability. The participants in this study revealed impressive determination by persevering through various obstacles, improvising as necessary and persisting despite challenging conditions. The coaches themselves were able to come up with some solutions within the confines of resource-limited circumstances. Such resilience is commendable. On the other hand, it is evident from the research that, like Wang & Liu (2025), personal characteristics may keep players motivated but are incapable of addressing structural deficiencies

Third, inequitable distribution of resources serves as a systemic mechanism of gatekeeping whereby young people are prevented from getting fair opportunities to develop their athletic potential, depending on the socioeconomic conditions of the institution they are studying at. It means that this issue cannot be solved by the school itself but should rather be addressed as a part of broader educational and social issues. The research results support the conclusion made by Veliz et al. (2024), who state that the absence of sports infrastructure ensures that athletes from disadvantaged schools do not get opportunities to succeed no matter what efforts they make.

Finally, resource availability plays an important role in the ability of young people to feel joy, self-confidence, and belong to their sport. The students-athletes at Tanjay City Science High School had ample opportunity to demonstrate their talents and perseverance but still had to operate under severe limitations. This means that athletic development cannot be viewed and supported in the absence of structural consideration of the resources available. Therefore, ensuring equal access to resources is a critical component of both sports practice and education.



References

- Alasinrin, S., Abubakar, I. L., & Adeleye, T. O. (2024). The critical role of sports facilities and equipment in optimizing athletic performance: A sports psychologist's perspective. *KWASU International Journal of Education*, 7(1). <https://kije.com.ng/index.php/KIJE/article/view/110>
- Arora, N., & Agarwal, B. (2019). Sports excellence and the role of infrastructure, equipment, and financial support in athlete development. *International Journal of Sports Science and Engineering*, 13(2), 78–86.
- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219–234. <https://journals.sagepub.com/doi/abs/10.1177/1468794112468475>
- Billonid, J., Cabailo, M. T., Dagle, W. M. R., Godilano, D. M., Kibanoff, K. R., & Tasic, L. R. (2020). Effects of sports participation on the academic performance of Grade 12 students after the K-12 implementation. *Education*, 10(2), 41–48. <https://article.sapub.org/10.5923.j.edu.20201002.03.html>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://journals.sagepub.com/doi/abs/10.1177/1049732316654870>
- Bracamonte, J. R., Gisim, R. A., & Policarpio, M. L. (2025). Inadequate training equipment and athlete motivation in Philippine track and field: Implications for sports development. *Journal of Sports Science and Physical Education*, 14(1), 45–57.
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Cagas, J. Y., Torre, B., Manalastas, E. J., & Cid, L. (2022). Afterschool sports participation and psychological needs fulfillment in physical education among Filipino high school students. *Silliman Journal*, 63(1). <https://sillimanjournal.su.edu.ph/index.php/sj/article/view/82>
- Cahyati, N., Rahayu, S., & Kusuma, D. W. Y. (2025). Sports facility management and athlete safety: Evidence from Indonesian youth sport programs. *Journal of Physical Education and Sport*, 25(2), 312–322. <https://efsupit.ro/images/stories/february2025/Art%20312.pdf>
- Cairney, J., Hay, J., Faught, B., Wade, T. J., Corna, L., & Flouris, A. (2005). Developmental coordination disorder, generalized self-efficacy toward physical activity, and participation in organized and free play activities. *Journal of Pediatrics*, 147(4), 515–520. <https://pubmed.ncbi.nlm.nih.gov/16227039/>
- Chen, Y.-T., Hsieh, Y.-Y., Ho, J.-Y., Lin, T.-Y., & Lin, J.-C. (2022). Two weeks of detraining reduces cardiopulmonary function and muscular fitness in endurance athletes. *European Journal of Sport Science*, 22(3), 399–406. <https://pubmed.ncbi.nlm.nih.gov/33517866/>
- Clemente-Suárez, V. J., Ramos-Campo, D. J., Tornero-Aguilera, J. F., Parraca, J. A., & Batalha, N. (2021). The effect of periodization on training program adherence. *International Journal of Environmental Research and Public Health*, 18(24), 12973. <https://pubmed.ncbi.nlm.nih.gov/34948583/>
- Coakley, J. J. (2015). *Sports in society: Issues and controversies* (11th ed.). McGraw-Hill Education.
- Côté, J., & Fraser-Thomas, J. (2007). Youth involvement in sport: A developmental perspective. In P. Crocker (Ed.), *Sport psychology: A Canadian perspective* (pp. 266–294). Pearson.
- Coussens, A. H., Stone, M. R., & Donachie, T. C. (2025). Supportive coaching and youth athlete mental well-being: A systematic review. *International Journal of Sport and Exercise Psychology*, 23(1), 88–105. <https://www.tandfonline.com/doi/abs/10.1080/1612197X.2024.2301847>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
- Cushion, C. (2016). Reflection and reflective practice discourses in coaching: A critical analysis. *Sport, Education and Society*, 23(1), 82–94. <https://www.tandfonline.com/doi/abs/10.1080/13573322.2016.1142961>
- De Bosscher, V., Bingham, J., Shibli, S., van Bottenburg, M., & De Knop, P. (2018). A global sporting arms race: Sports policy factors leading to international sporting success. *Sport in Society*, 21(2), 331–355. <https://www.tandfonline.com/doi/abs/10.1080/17430437.2017.1282627>



- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://www.tandfonline.com/doi/abs/10.1207/S15327965PLI1104_01
- Denzin, N. K. (1978). *Sociological methods: A sourcebook* (2nd ed.). McGraw-Hill.
- Denzin, N. K. (2020). *Interpretive interactionism* (3rd ed.). SAGE Publications.
- Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: Informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity*, 10, 98. <https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-10-98>
- Erickson, K., Côté, J., & Fraser-Thomas, J. (2017). The relationship between coach training and athletes’ perceptions of coaching effectiveness and motivation. *Journal of Applied Sport Psychology*, 29(4), 394–410. <https://www.tandfonline.com/doi/abs/10.1080/10413200.2016.1265391>
- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406. <https://psycnet.apa.org/record/1993-40718-001>
- Finlay, L. (2016). *Phenomenology for therapists: Researching the lived world*. Wiley-Blackwell.
- Fisher, R., & Csapo, B. (2021). Coaches’ roles and responsibilities in youth athletic development. *International Journal of Sports Science & Coaching*, 16(3), 556–567. <https://journals.sagepub.com/doi/abs/10.1177/1747954121994858>
- Fletcher, D., & Sarkar, M. (2016). Mental fortitude training: An evidence-based approach to developing psychological resilience for sustained success. *Journal of Sport Psychology in Action*, 7(3), 135–157. <https://www.tandfonline.com/doi/abs/10.1080/21520704.2016.1255496>
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Fraser-Thomas, J. L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10(1), 19–40. <https://www.tandfonline.com/doi/abs/10.1080/1740898042000334890>
- Galli, N., & Vealey, R. S. (2008). Bouncing back from adversity: Athletes’ experiences of resilience. *The Sport Psychologist*, 22(3), 316–335. <https://journals.humankinetics.com/view/journals/tsp/22/3/article-p316.xml>
- Gao, W., Yin, Z., Tian, S., & Liu, H. (2022). Barriers associated with the public use of sports facilities in China: A qualitative study. *BMC Public Health*, 22, 2112. <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-022-14441-w>
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.
- Gustafsson, H., Kenttä, G., & Hassmen, P. (2017). Athlete burnout. In R. Schinke, K. R. McGannon, & B. Smith (Eds.), *Routledge international handbook of sport psychology* (pp. 409–417). Routledge.
- Hills, A. P., King, N. A., & Armstrong, T. P. (2006). The contribution of physical activity and sedentary behaviours to the growth and development of children and adolescents. *Sports Medicine*, 36(6), 533–545. <https://link.springer.com/article/10.2165/00007256-200636060-00006>
- Holt, N. L., Neely, K. C., Slater, L. G., Camiré, M., Côté, J., Fraser-Thomas, J., MacDonald, D., Strachan, L., & Tamminen, K. A. (2017). A grounded theory of positive youth development through sport based on results from a qualitative meta-study. *International Review of Sport and Exercise Psychology*, 10(1), 1–49. <https://www.tandfonline.com/doi/abs/10.1080/1750984X.2016.1180704>
- Ishak, M., Awaluddin, A., & Hasanuddin, M. I. (2025). A comprehensive approach to facility management in enhancing physical fitness and sports performance. *Indonesian Journal of Sport Management*, 5(2), 307–322. <https://ejournal.unma.ac.id/index.php/ijsm/article/view/13956>
- Jones, R. L., Armour, K. M., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory*. Routledge.
- Jonker, L., Elferink-Gemser, M. T., & Visscher, C. (2009). Talented athletes and academic performance. *High Ability Studies*, 20(2), 195–208. <https://www.tandfonline.com/doi/abs/10.1080/13598130903358029>
- Joo, C. H. (2018). The effects of short-term detraining and retraining on physical fitness in elite soccer players. *PLoS ONE*, 13(5), e0196212. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0196212>



- Jowett, S., & Cockerill, I. M. (2003). Olympic medallists' perspective of the athlete–coach relationship. *Psychology of Sport and Exercise*, 4(4), 313–331. <https://www.sciencedirect.com/science/article/abs/pii/S1469029202000110>
- Junasa, M. N. (2025). The interplay of sports activities and academic performance of Grade 4 learners. *Pantao International Journal*, 4(3), 2795–2802. <https://pantaointernationaljournal.com/2025/07/12/publication-253-interplay-of-sports-activities-and-academic-performance-of-grade-4-learners/>
- Karemu, G. M., Maithya, R., & Kisirkoi, F. (2024). Influence of sports participation on academic performance of secondary school students in Meru County, Kenya. *International Journal of Research and Innovation in Social Science*, 8(6), 1843–1854. <https://www.rsisinternational.org/journals/ijriss/digital-library/volume-8-issue-6/1843-1854.pdf>
- Khan, M. J., Malik, A. A., & Naz, A. (2021). Sports facility and its influence on sport performance: A systematic review. *Journal of Sport and Health Research*, 13(1), 1–18.
- Knoester, C., & Bjork, J. M. (2024). Beyond the game: Exploring the long-term effects of youth sport participation. *Sociology of Sport Journal*, 41(2), 120–134. <https://journals.humankinetics.com/view/journals/ssj/41/2/article-p120.xml>
- Koohsari, M. J., Nakaya, T., Yasunaga, M., & Oka, K. (2024). Sport facility design and youth physical activity engagement: A systematic review. *BMJ Open Sport & Exercise Medicine*, 10(1), e001876. <https://bmjopensem.bmj.com/content/10/1/e001876>
- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
- Larkin, P., Barkell, J., & O'Connor, D. (2022). The practice environment—How coaches may promote athlete learning. *Frontiers in Sports and Active Living*, 4, 957086. <https://www.frontiersin.org/journals/sports-and-active-living/articles/10.3389/fspor.2022.957086/full>
- Lerner, R. M. (2015). Promoting positive youth development: Theoretical and empirical bases. In *Handbook of child psychology and developmental science* (7th ed.). Wiley. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118963418.childpsy116>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Lopes Dos Santos, M., Uftring, M., Stahl, C. A., Lockie, R. G., Alvar, B., Mann, J. B., & Dawes, J. J. (2020). Stress in academic and athletic performance in collegiate athletes: A narrative review of sources and monitoring strategies. *Frontiers in Sports and Active Living*, 2, 42. <https://www.frontiersin.org/journals/sports-and-active-living/articles/10.3389/fspor.2020.00042/full>
- Mageau, G. A., & Vallerand, R. J. (2003). The coach–athlete relationship: A motivational model. *Journal of Sports Sciences*, 21(11), 883–904. <https://www.tandfonline.com/doi/abs/10.1080/0264041031000140374>
- Moustakas, C. (2020). *Phenomenological research methods*. SAGE Publications.
- Nichols, P. (2025). The funding divide in school sports: How financial disparities impact athletes. *The Discoverer*. <https://thediscoverer.columbus.edu.co/sports/the-funding-divide-in-school-sports-how-financial-disparities-impact-athletes/>
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–96. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1547-5069.2001.00093.x>
- Owen, K. B., Smith, J., Lubans, D. R., Ng, J. Y., & Lonsdale, C. (2022). Self-determined motivation and physical activity in children and adolescents: A systematic review and meta-analysis. *Preventive Medicine*, 55, 148–154. <https://www.sciencedirect.com/science/article/abs/pii/S0091743512003039>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://link.springer.com/article/10.1007/s10488-013-0528-y>
- Paragas, M. C., & Nabor, S. G. (2025). Between class and court: Navigational strategies of student-athletes in managing academic and athletic demands. *International Journal of Multidisciplinary Research and Analysis*, 8(10), 5488–5523. <https://ijmra.in/v8i10/4.php>



- Park, S., & Kim, Y. (2024). Barriers to youth sport participation: A systematic review of socioeconomic and environmental factors. *Journal of Physical Activity and Health*, 21(4), 320–331. <https://journals.humankinetics.com/view/journals/jpah/21/4/article-p320.xml>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Peña, R. L. (2024). Resource scarcity and its effects on athlete development in underserved communities: An ethnographic study. *Journal of Sport and Social Issues*, 48(3), 245–262. <https://journals.sagepub.com/doi/abs/10.1177/01937235241230012>
- Persson, M., & Eriksen, I. M. (2025). Resource inequalities and youth sport: Implications for athlete development and retention. *Sport, Education and Society*, 30(1), 45–60. <https://www.tandfonline.com/doi/abs/10.1080/13573322.2024.2356891>
- Roncal, B. P. (2025). Building skills and bonds: Youth perspectives on the PABALHAS training program in Barangay San Miguelay Sta. Fe Leyte. *Journal of Physical Education Research*, 12(1), 16–26. https://www.joper.org/JOPER/JOPERVolume_12_Issue_1_1_3_2025_304.pdf
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Sahabuddin, S., Nawir, N., & Ishak, M. (2023). Physical education and sports facilities and infrastructure. *Journal of Sport Education, Coaching, and Health (JOCCA)*, 4(3), 215–223. <https://sainsglobal.com/jurnal/index.php/jc/article/view/1329>
- Salino, M. P. M., Malabarbas, G. T., & Acoba, E. M. (2022). Assessing the sports program and performance of athletes in selected public high schools. *American Journal of Multidisciplinary Research and Innovation*, 1(3), 89–97. <https://journals.e-palli.com/home/index.php/ajmri/article/view/405>
- Sanni, A. A., Olowookere, A. T., Adeleke, O. A., & Uwakwe, R. (2018). Resource constraints and athlete performance: Perspectives from developing regions. *African Journal of Physical Activity and Health Sciences*, 24(1), 56–68.
- Santos, J. C. (2025). Academic-athletic conflict among collegiate student-athletes: Lived experiences and coping strategies. *Asia Pacific Journal of Education, Arts and Sciences*, 12(1), 34–45. <https://apjeas.apjmr.com/>
- Sarkar, M., & Fletcher, D. (2014). Ordinary magic? Resilience processes in development of elite sport performers. *Sport, Exercise, and Performance Psychology*, 3(1), 46–61. <https://psycnet.apa.org/record/2013-44199-001>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://content.iospress.com/articles/education-for-information/efi00218>
- Suarez, E. L., Ramos, M. C., & Dela Cruz, J. A. (2021). Inadequate playgrounds and sport-related physical activity among Filipino children. *Asia Pacific Journal of Public Health*, 33(4), 412–419. <https://journals.sagepub.com/doi/abs/10.1177/10105395211005210>
- Ungar, M. (2013). Resilience, trauma, context, and culture. *Trauma, Violence, & Abuse*, 14(3), 255–266. <https://journals.sagepub.com/doi/abs/10.1177/1524838013487808>
- Veliz, P. T., Massey, W. V., & Zarrett, N. (2024). Is greater access to youth sport the key to eliminating physical activity disparities? *JAMA Network Open*, 7(11), e2446708. <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2826283>
- Wang, S., & Liu, J. (2025). Intervention research on cultivating psychological resilience in adolescent athletes: An empirical analysis based on mindfulness training. *Frontiers in Psychology*, 16, 1589786. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2025.1589786/full>
- Yu, H., Yang, L., & He, Z. (2024). Facility dissatisfaction and competitive anxiety: The role of psychological resilience in youth athletes. *Frontiers in Psychology*, 15, 1324857. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.1324857/full>
- Zhang, L., & Rhim, H. C. (2024). Psychological resilience and sport performance: A meta-analytic review and future directions. *International Journal of Sport and Exercise Psychology*, 22(3), 412–430. <https://www.tandfonline.com/doi/abs/10.1080/1612197X.2023.2257389>
- Zhang, N., Du, G., & Tao, T. (2025). Empowering young athletes: The influence of autonomy-supportive coaching on resilience, optimism, and development. *Frontiers in Psychology*, 15, 1433171. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2024.1433171/full>