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SCHOOL BEST PRACTICES IN PROMOTING SPORTS INVOLVEMENT IN PUBLIC SCHOOL SETTING: CAPACITY-BUILDING ENDEAVOR

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ABSTRACT

Sports involvement is an essential component of quality education that contributes to learners' physical health, psychological well-being, social competence, leadership, and academic development. This study determined the school best practices in promoting sports involvement in a public school setting at Clementino V. Diez Memorial Central Elementary School, Washington, Surigao City, during School Year 2026–2027 as the basis for a capacity-building endeavor. Using a descriptive-correlational research design, the study involved 55 respondents selected through purposive sampling and utilized an adapted questionnaire. Data were analyzed using the percentage, weighted mean, and Pearson product-moment correlation (r). The respondents had varied demographic and professional backgrounds, with most being female and experienced teachers who had attended sports-related training and seminars. The school demonstrated a very high level of safety, accessibility, inclusivity, physical education instruction, sports program management, learner participation, coaching and skills development, safety management, and stakeholder involvement. A significant positive relationship was found between school best practices and the effectiveness of sports involvement ($r = 0.68$, $p < 0.001$), resulting in the rejection of the null hypothesis. However, the implementation of sports programs encountered moderate challenges related to stakeholder involvement, learner motivation, academic demands, teacher training, parental support, facilities and equipment, finances, administration, and time. Therefore, it is recommended that the proposed output of the study, the Capacity Building Endeavor, be adopted and implemented.

Keywords: *Administration and Supervision, Sports Involvement, Descriptive-Correlational Design, Capacity Building Endeavor, Clementino V. Diez Memorial Central Elementary School*

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INTRODUCTION

Background of the Study

Sports involvement has become an essential component of quality education because it contributes to learners' physical health, psychological well-being, social competence, leadership, and academic development. Globally, educational systems continue to recognize the value of quality physical education and school sports in fostering lifelong healthy lifestyles and holistic learner development. Schools are encouraged to establish supportive learning environments, provide adequate facilities and equipment, employ qualified teachers, and implement inclusive sports programs that ensure equitable participation among all learners (UNESCO, 2024). Schools play a pivotal role in creating learning environments that support students' overall well-being, while inclusive and safe school environments are fundamental to ensuring equitable participation in education, including sports and physical activities. Furthermore, institutional leadership, supportive school policies, quality physical education, and stakeholder collaboration are among the strongest predictors of sustained learner participation in school sports (Keegan et al., 2022).

In the Philippine educational system, school sports and physical education remain integral components of holistic learner development and are continuously strengthened through national education policies and school-based initiatives. The Department of Education reinforces the implementation of quality physical education by encouraging schools to provide inclusive sports opportunities, competent physical education teachers, safe learning environments, and adequate resources that foster learners' physical literacy, health, and well-being (DepEd, 2025). Nevertheless, many public schools continue to encounter persistent challenges, including inadequate sports facilities and equipment, limited financial resources, insufficient professional preparation of teachers, and varying levels of stakeholder support (Piloton et al., 2024). While schools recognize the value of sports in enhancing student engagement and holistic development, the effective implementation of sports programs is often constrained by resource limitations, scheduling concerns, and institutional capacity. These conditions may hinder schools from fully implementing best practices that encourage sustained sports involvement among learners, thereby highlighting the need to examine existing school practices and identify opportunities for continuous program improvement (Nesperos & Magbanua, 2025).

Although previous studies have examined the benefits of sports participation, physical education, and school sports programs, relatively few have comprehensively investigated the school best practices that promote sports involvement, particularly in the context of Philippine public elementary schools. Existing studies have largely focused on student participation, athletic performance, or physical activity levels, with limited attention given to institutional practices such as the development of supportive elements for quality physical education, promotion of core values, curriculum arrangement of physical activities, and provision and norms in physical education. Furthermore, there remains a scarcity of localized empirical evidence that identifies the challenges encountered by schools in promoting sports involvement and provides a basis for evidence-informed interventions. This research gap underscores the need for a context-specific investigation that can inform educational leaders and policymakers in strengthening school sports programs, particularly at Clementino V. Diez Memorial Central Elementary School.

Given these circumstances, this study sought to determine the extent of school best practices in promoting sports involvement and the challenges encountered in their implementation. Specifically, it aimed to assess the school's practices in terms of the development of supportive elements for quality physical education, core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education. The findings of the study are expected to provide empirical evidence that will support school administrators, teachers, and education stakeholders in improving school sports programs and serve as the basis for developing a capacity-building endeavor that promotes increased and sustained sports involvement among learners.

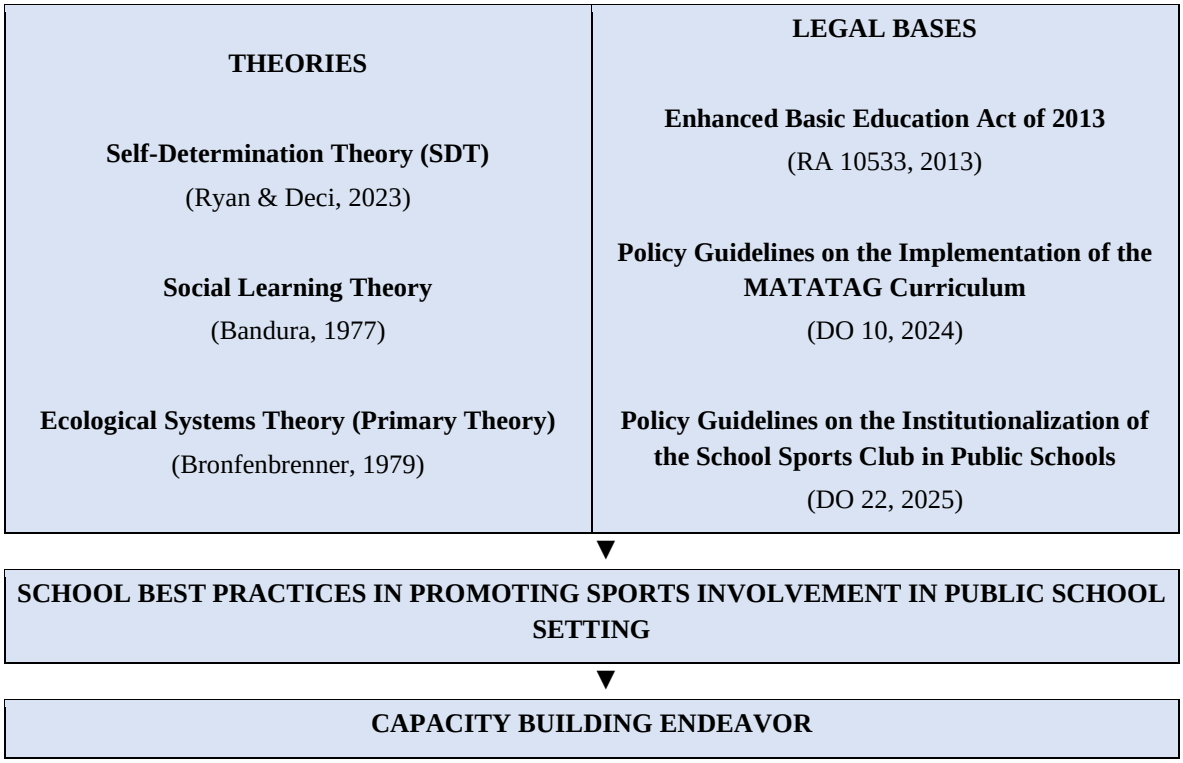
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Theoretical Framework

This study is grounded in Self-Determination Theory (Ryan & Deci, 2023), Social Learning Theory (Bandura, 1977), and Ecological Systems Theory (Primary Theory) (Bronfenbrenner, 1979), as well as in legal frameworks such as the Enhanced Basic Education Act of 2013 (RA 10533, 2013), the Policy Guidelines on the Implementation of the MATATAG Curriculum (DO 10, 2024), and the Policy Guidelines on the Institutionalization of the School Sports Club in Public Schools (DO 22, 2025). These frameworks are presented in Figure 1.

Figure 1. Theoretical-Conceptual Framework of the Study



The study is anchored on **Self-Determination Theory** (SDT) developed by Ryan and Deci and further advanced in their recent work (Ryan & Deci, 2023). The theory explains that individuals are more likely to engage in and sustain desired behaviors when their three basic psychological needs autonomy, competence, and relatedness are fulfilled. Autonomy refers to learners' sense of choice and ownership over their actions, competence pertains to their confidence in performing tasks successfully, and relatedness emphasizes meaningful connections with teachers, peers, and the school community (Ryan & Vansteenkiste, 2023). According to SDT, supportive learning environments that nurture these needs foster intrinsic motivation, active engagement, and overall well-being. The need-supportive school environments enhance learners' participation, persistence, and positive developmental outcomes across educational settings (Ryan & Deci, 2023).

In the context of the present study, Self-Determination Theory provides a strong theoretical basis for explaining how school best practices promote students' sports involvement. Schools that provide inclusive sports opportunities, qualified physical education teachers, supportive leadership, safe facilities, meaningful recognition, and collaborative learning experiences help satisfy learners' psychological needs for autonomy, competence, and relatedness. As these needs are fulfilled, learners are more likely to develop intrinsic motivation, actively participate in sports, and sustain their engagement in physical activities. Thus, the theory supports the premise

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that effective school practices influence not only students' participation in sports but also their long-term commitment to healthy and active lifestyles.

Consequently, the study is complemented by **Social Learning Theory**, developed by Albert Bandura (1977), which explains that individuals acquire new knowledge, behaviors, attitudes, and values through observation, imitation, modeling, and reinforcement within their social environment. The theory posits that learning occurs when individuals observe the behaviors of significant role models, evaluate the consequences of those behaviors, and decide whether to adopt them. In educational settings, teachers, coaches, school heads, peers, and even parents serve as influential models who shape learners' attitudes and behaviors toward sports and physical activity (Schunk & DiBenedetto, 2023). Positive reinforcement, recognition, and supportive interactions further strengthen the likelihood that learners will imitate desirable behaviors. Role modeling, supportive teacher–student relationships, and self-efficacy are likewise important in fostering learner engagement, motivation, and positive behavioral outcomes in schools (Usher & Marsh, 2023).

In the present study, Social Learning Theory provides a strong foundation for explaining how school best practices influence students' sports involvement. Schools that provide qualified physical education teachers, supportive coaches, inclusive sports programs, recognition systems, and opportunities for collaborative participation create environments where learners can observe and emulate positive sports behaviors. These best practices reinforce values such as discipline, teamwork, respect, perseverance, and sportsmanship while enhancing learners' confidence and willingness to participate in sports activities. Through consistent modeling and positive reinforcement, schools cultivate a culture that encourages active and sustained sports involvement among learners. Thus, the theory supports the assumption that effective school practices significantly contribute to increasing students' participation in sports and may serve as a basis for developing evidence-based interventions and capacity-building programs that strengthen school sports initiatives.

Likewise, the study draws on Bronfenbrenner's (1979) **Ecological Systems Theory**, which explains that learners' development is shaped by the continuous interaction between individuals and the multiple environmental systems surrounding them. The theory identifies the microsystem, mesosystem, exosystem, macrosystem, and chronosystem as interconnected layers that collectively influence behavior, learning, and development. Within the educational setting, the school constitutes a vital microsystem where teachers, school heads, peers, sports coaches, and physical education programs directly affect learners' attitudes and participation in sports (Darling-Hammond et al., 2023). The theory further emphasizes that collaboration among families, schools, communities, and educational institutions strengthens learner development by providing consistent support across different environments. Positive school climates, supportive learning environments, and strong school-community relationships significantly enhance learner engagement, well-being, and participation in school activities, highlighting the continuing relevance of Bronfenbrenner's framework in contemporary education (OECD, 2023; UNESCO, 2024).

In the context of the present study, Ecological Systems Theory provides a comprehensive explanation of how school best practices influence learners' sports involvement. The theory suggests that students are more likely to participate actively in sports when schools establish supportive policies, provide qualified teachers, ensure adequate sports facilities and equipment, foster positive school climates, and strengthen partnerships with parents and the community. These environmental factors interact to create meaningful opportunities that encourage learners to develop positive attitudes toward sports and maintain active participation in physical activities. Guided by this theory, the study examines the school's best practices through the dimensions of the development of supportive elements for quality physical education, core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education.

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Transformational Leadership Theory. Transformational Leadership Theory explains that effective leaders inspire and motivate individuals to exceed expectations by creating a shared vision, fostering collaboration, encouraging innovation, and supporting personal and professional growth. Recent evidence by Pitriani et al. (2026) highlights that transformational leadership remains a vital approach in educational institutions because it strengthens organizational performance, teacher commitment, and the overall quality of school programs. Educational leaders who demonstrate transformational leadership empower teachers and students through encouragement, intellectual stimulation, individualized support, and the promotion of continuous improvement. In the context of school sports, this theory suggests that school heads, sports coordinators, and teachers play a significant role in motivating learners to actively participate in sports activities by establishing supportive policies, recognizing student achievements, and providing opportunities for skill development. Thus, the theory underpins the present study by emphasizing that effective leadership practices contribute to the successful implementation of school-based sports programs and may serve as a foundation for developing a capacity-building endeavor that enhances sports promotion initiatives.

Experiential Learning Theory. Experiential Learning Theory emphasizes that meaningful learning occurs through direct experience, reflection, conceptual understanding, and the application of acquired knowledge in new situations. Radovic et al. (2021) affirmed that experiential learning provides learners with authentic opportunities to develop knowledge, practical skills, critical thinking, collaboration, and self-reflection through active participation in real-life activities. Within the school setting, sports serve as an ideal experiential learning environment where learners gain valuable experiences beyond academic instruction by participating in training sessions, competitions, and team-based activities. These experiences foster physical fitness, discipline, leadership, resilience, communication, and teamwork while encouraging continuous personal growth. The theory supports the present study by explaining that the school's best practices in promoting sports involvement create meaningful learning experiences that enhance learner engagement and holistic development. Consequently, the findings may guide the design of a capacity-building endeavor that strengthens teachers' and coaches' competencies in implementing learner-centered and experience-based sports programs.

Similarly, the **Enhanced Basic Education Act of 2013** (Republic Act No. 10533) institutionalized the K to 12 Basic Education Program and established a learner-centered, inclusive, and developmentally appropriate curriculum that promotes the holistic growth of every Filipino learner. The law emphasizes that basic education should develop learners who are physically, intellectually, emotionally, socially, and morally competent, preparing them for lifelong learning and responsible citizenship. It further recognizes that schools should provide learning experiences that nurture diverse talents, interests, and abilities through curricular and co-curricular programs, including physical education and sports. By advocating a curriculum that develops well-rounded individuals, the Act underscores the importance of school-based programs that support learners' overall well-being and active participation in meaningful educational experiences.

The Enhanced Basic Education Act provides a strong legal foundation for the present study because it supports the implementation of school best practices in promoting sports involvement as part of holistic basic education. The Act reinforces the responsibility of schools to provide quality physical education, safe learning environments, qualified teachers, and learner-centered programs that cultivate healthy lifestyles, teamwork, leadership, discipline, and lifelong participation in physical activity. Guided by this legal framework, the study examines how schools implement best practices through the development of supportive elements for quality physical education, promotion of core values, curriculum arrangement of physical activities, and provision and norms in physical education.

In addition, DepEd Order No. 10, s. 2024, entitled **Policy Guidelines on the Implementation of the MATATAG Curriculum**, provides the policy framework for delivering a more responsive, inclusive, and learner-centered basic education curriculum in the Philippines. The MATATAG Curriculum was designed to decongest learning

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competencies, strengthen foundational skills, and promote holistic learner development by ensuring that learners acquire the knowledge, skills, values, and competencies necessary for lifelong learning and responsible citizenship. It emphasizes meaningful learning experiences, active learner engagement, and developmentally appropriate instruction while encouraging schools to provide safe, inclusive, and supportive learning environments. The policy also notes the shared responsibility of school leaders and teachers in implementing quality instruction and fostering the overall well-being of learners (Department of Education, 2024).

The policy has direct implications for the present study because it supports the implementation of school best practices in promoting sports involvement as part of quality basic education. The MATATAG Curriculum encourages schools to provide meaningful physical education experiences through competent teachers, learner-centered instruction, safe learning environments, and equitable opportunities for participation in sports and physical activities. Guided by this policy, the study examines school best practices through the dimensions of the development of supportive elements for quality physical education, core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education.

Complementing this, DepEd Order No. 22, s. 2025, entitled **Policy Guidelines on the Institutionalization of the School Sports Club in Public Schools**, establishes a national framework for strengthening school-based sports in public elementary and secondary schools. The policy recognizes that sports play a vital role in promoting learners' holistic development by improving physical fitness, mental well-being, leadership, discipline, teamwork, and social responsibility. It directs schools to institutionalize School Sports Clubs (SSCs), provides standards for their establishment, operation, management, monitoring, and evaluation, and introduces the Sports Supplies and Equipment Enhancement and Distribution (SSEED) Program to support schools with sports resources. Moreover, the policy promotes inclusive, safe, and accessible sports opportunities for all learners regardless of their abilities and backgrounds, reinforcing the role of sports as an essential component of quality basic education.

The policy has direct implications for the present study because it provides the legal and operational framework for evaluating school best practices in promoting sports involvement. It emphasizes the responsibilities of school heads, teachers, sports coordinators, and community stakeholders in creating sustainable sports programs that encourage active learner participation. Guided by this policy, the study examines the extent to which schools implement best practices in terms of the development of supportive elements for quality physical education, core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education.

Review of Related Literature

School best practices in promoting sports involvement encompass the implementation of quality physical education, supportive school leadership, inclusive policies, adequate facilities and equipment, qualified teachers, and collaborative partnerships that encourage learners' active participation in sports. The Global State of Play Report on Quality Physical Education emphasizes that effective school sports programs require sustained institutional support, teacher professional development, safe learning environments, and equitable access to sports opportunities for all learners regardless of their backgrounds or abilities. Well-designed school-based physical education and sports interventions are associated with improved health outcomes, increased physical activity participation, and stronger student engagement when schools implement evidence-based practices and whole-school approaches (Alalawi et al., 2024).

Despite these benefits, the most commonly reported barriers include inadequate sports facilities and equipment, limited financial resources, insufficient teacher training, competing academic demands, lack of administrative and parental support, and inadequate access to safe spaces for physical activity (Contardo Ayala et al., 2024). Environmental constraints, low motivation, time limitations, and insufficient institutional support remain significant obstacles to students' participation in sports and physical activity across different educational settings

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(Silva et al., 2022). Moreover, evidence indicates that successful school sports programs require whole-school approaches characterized by supportive leadership, adequate resources, inclusive policies, and continuous professional development for teachers to overcome these barriers and sustain learner engagement (Ng et al., 2021; Zhang et al., 2024).

Teacher-related characteristics influence teachers' instructional competence, leadership, confidence, and ability to organize inclusive and engaging physical education and sports programs (Gomes et al., 2023). Teachers with specialized preparation, continuous professional development, and extensive teaching experience are more likely to implement innovative sports instruction, foster positive learning environments, and encourage students' active participation in physical activities (Vasquez & Wallhead, 2023). Furthermore, occupational socialization, professional training, and leadership competencies have been found to significantly influence teachers' implementation of quality sport education and school-based sports programs (Yang & Marquez, 2023). Likewise, teachers' perceptions, competencies, and instructional practices contribute to the creation of school environments that promote active and healthy lifestyles among learners, reinforcing the importance of teacher-related characteristics in achieving successful sports involvement initiatives (Tagare & Poblador, 2024).

Supportive elements of quality physical education include adequate sports facilities and equipment, qualified and professionally trained teachers, supportive school leadership, learner-centered instructional practices, and partnerships with families and communities (Guo et al., 2023). Schools with strong institutional support and well-resourced physical education programs demonstrate higher levels of student engagement, motivation, and sustained participation in sports. Likewise, successful physical education programs are strengthened by supportive teaching practices, positive school climates, innovative instructional approaches, and access to quality learning resources, all of which contribute to improved physical, social, and emotional outcomes among learners (Zhang et al., 2024).

The core values of quality physical education are fundamental in promoting sports involvement because they cultivate learners' respect, teamwork, discipline, fairness, inclusion, responsibility, resilience, and sportsmanship while encouraging lifelong participation in physical activity (Almeida et al., 2025). Quality physical education extends beyond the development of motor skills by fostering positive attitudes, ethical values, and social-emotional competencies that enable learners to engage meaningfully in sports and healthy lifestyles. Inclusive teaching, supportive leadership, qualified teachers, community partnerships, and value-based learning have likewise been identified as essential characteristics of quality physical education that improve learners' attitudes toward physical activity, mental well-being, and sustained participation in sports (Kingston et al., 2023).

The curriculum arrangement of physical activities is a critical component of quality physical education because it determines how learning experiences are structured to promote students' participation in sports and lifelong physical activity (He et al., 2023). An effective curriculum provides sequential, developmentally appropriate, inclusive, and learner-centered physical activities that develop motor skills, physical fitness, teamwork, leadership, and sportsmanship while encouraging active engagement in sports. Curricula integrating diverse sports experiences, active learning strategies, and sufficient instructional time produce better outcomes in students' physical activity levels, motivation, and attitudes toward sports participation (Zhang et al., 2024). Incorporating pedagogical models such as the Sport Education Model, alongside varied physical activities and experiential learning opportunities, enhances students' enjoyment, competence, and intention to remain physically active (Saiz-González et al., 2024). Moreover, schools implementing well-organized physical education curricula with regular sports participation opportunities achieve greater learner engagement and improved physical health outcomes (Rocliffe et al., 2024).

Effective provision includes qualified physical education teachers, adequate facilities and equipment, structured instructional programs, safety protocols, and equitable access to physical activity opportunities (Rocliffe et al.,

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2024). Established norms promote inclusivity, respect, sportsmanship, and adherence to ethical practices, creating a positive environment that encourages sustained sports participation. Schools with well-defined physical education standards, supportive institutional policies, and enhanced program provision achieve higher levels of learner engagement, physical activity participation, and positive health outcomes than schools with limited resources and less structured programs (Zhang et al., 2024). Moreover, strengthening teacher capacity, improving learning resources, and adopting comprehensive school-based approaches enhance the quality of physical education and reinforce students' motivation to participate in sports (Bourke et al., 2024).

Statement of the Problem and Hypotheses

This study aimed to determine the school's best practices in promoting sports involvement at Clementino V. Diez Memorial Central Elementary School, Washington, Surigao City, during School Year 2026–2027 as the basis for a capacity-building endeavor.

Specifically, it sought to answer the following questions:

1. What are the respondents' profiles in terms of:
    1.1 age;
    1.2 gender;
    1.3 highest educational attainment;
    1.4 length of service; and
    1.5 related training, seminars, and workshops attended?
2. What is the extent of school best practices as perceived by the respondents in promoting sports involvement as to:
    2.1 development of supportive elements for quality physical education;
    2.2 core values of quality physical education;
    2.3 curriculum arrangement of physical activities; and
    2.4 provision and norms in physical education?
3. What is the respondents' extent of effectiveness in sports involvement in terms of:
    3.1 planning and organization of sports activities;
    3.2 learner motivation and participation;
    3.3 coaching and skill development;
    3.4 sports safety and supervision; and
    3.5 collaboration with parents and the community?
4. Is there a significant relationship between the school's best practices and effectiveness in promoting sports involvement?
5. What is the level of challenges encountered in promoting sports involvement of the respondents?
6. Based on the study's findings, what capacity-building endeavor could be promoted?

The null hypothesis was tested at the 0.05 level of significance and was stated as follows:

H_0: There was no significant relationship between the school best practices and effectiveness in promoting sports involvement.

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Significance of the Study

The findings of this study provided benefits to several sectors. These sectors and entities were as follows: policy makers, Department of Education, school heads, teachers, learners, parents, community, researchers, and future researchers.

Policy Makers. The results served as a basis for reviewing and strengthening existing policies, programs, and strategic initiatives that encouraged greater student participation in sports and physical education.

Department of Education. The findings provided empirical evidence that supported the enhancement of policies, guidelines, and strategic initiatives related to school sports programs.

School Administrators. The study served as a reference for school administrators in evaluating and improving existing sports programs. The identified best practices guided school heads in planning, implementing, monitoring, and sustaining effective sports initiatives that increased student participation.

Teachers. The findings helped teachers, particularly those involved in physical education and sports programs, adopt effective practices that motivated students to participate in sports. The study also encouraged greater collaboration among teachers in organizing inclusive and engaging sports activities.

Learners. The study benefited learners by identifying school practices that encouraged active participation in sports. Improved sports programs provided learners with greater opportunities to develop physical fitness.

Parents. The findings increased parents' awareness of the importance of school sports programs and their role in supporting their children's participation.

Community. The study encouraged community stakeholders, including local government units, sports organizations, and civic groups, to support school sports programs.

Researcher. The study contributed to the existing body of knowledge on sports involvement and school-based sports management.

Future Researchers. The findings served as a valuable source of empirical data for future investigations related to sports involvement and school leadership.

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METHODS

This section presents the research design, the flow of the study, the locale of the study, the respondents and sampling procedure, the research instrument, the scoring procedure, the data-gathering procedure, the operational definition of terms, the statistical treatment of data, and the ethical considerations.

Research Design

This study employed a descriptive-correlational research design, using an adapted questionnaire to determine the school's best practices in promoting sports involvement at Clementino V. Diez Memorial Central Elementary School, Washington, Surigao City, during School Year 2026–2027 as the basis for a capacity-building endeavor. According to Miksza et al. (2023), a descriptive-correlational design is appropriate for quantitative studies that aim to describe the characteristics of variables.

Flow of the Study

This study employed the input–process–output approach, as presented in Figure 2.

Input. This contained the profile of the respondents (age, gender, highest educational attainment, length of service, and related training, seminars, and workshops attended); the extent of school best practices as perceived by the respondents in promoting sports involvement as to the development of supportive elements for quality physical education, core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education; the extent of effectiveness in sports involvement; the significant relationship between the school best practices and effectiveness in promoting sports involvement; and the level of challenges encountered in promoting sports involvement of the respondents.

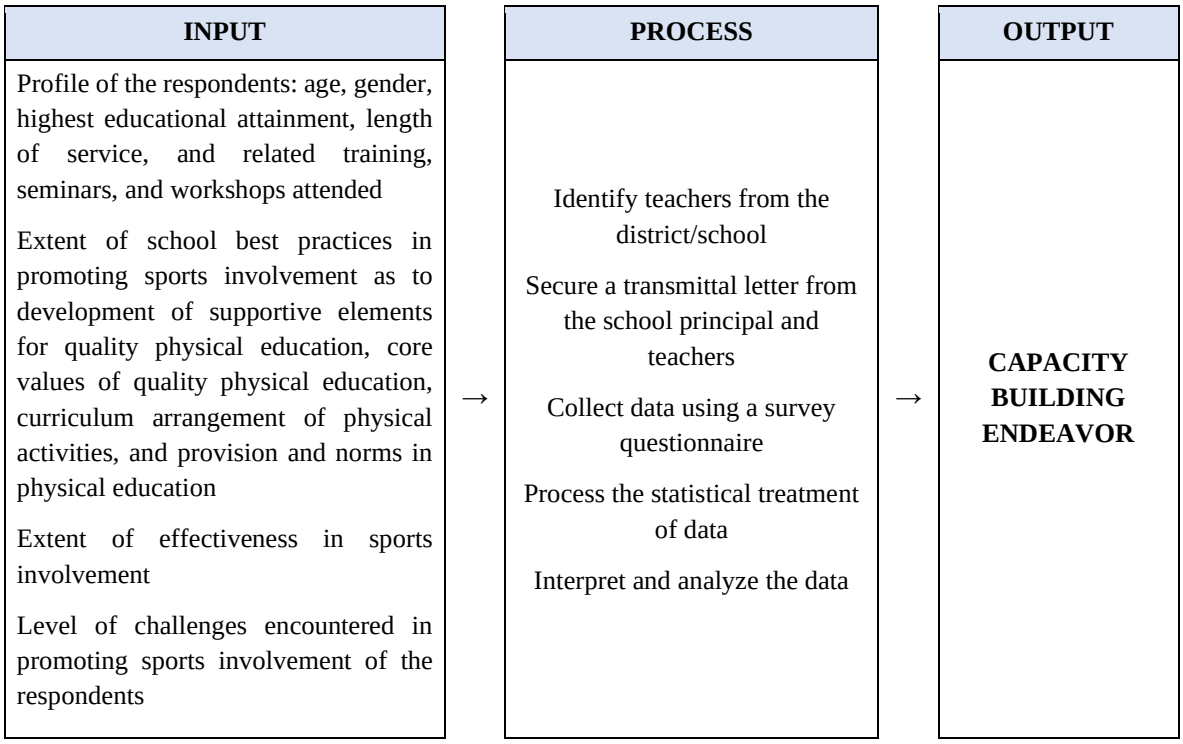
Process. This was the method of gathering and synthesizing the variables. It included the method, data gathering, data organization, and data analysis. The results of the questionnaires were analyzed, and the data gathered were tabulated, computed, and evaluated to determine the results.

Output. The output of this research provided the researcher with empirical data to formulate a capacity-building endeavor to enhance the competencies of school heads, teachers, sports coordinators, and other education stakeholders in implementing evidence-based school best practices that promote increased and sustained sports involvement among learners through a comprehensive capacity-building program.

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Figure 2. Flow of the Study



Locale of the Study

The study was conducted in Clementino V. Diez Memorial Central Elementary School, Washington, Surigao City. The school was purposively selected as the research locale because it implements school-based sports activities and provides an appropriate setting for examining school best practices in promoting sports involvement among learners. As a public central elementary school, it offers a relevant educational environment where sports programs are integrated into learner development, making it suitable for generating data aligned with the objectives of the study. The location of the study is shown in Figure 3.

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Figure 3. Location Map of the Research Environment



Respondents and Sampling

The respondents of this study were the elementary teachers of the above-mentioned school. Purposive sampling was employed in the selection of the respondents. The total number of respondents was 55, computed using a percentage. This sampling approach ensured that respondents possessed the relevant knowledge and experiences necessary to provide meaningful data that addressed the objectives of the study (Campbell et al., 2020). The distribution of the respondents is shown in Table 1.

Table 1. Distribution of Respondents

Respondents	**f**	**%**
Teachers	55	100.00
Total	**55**	**100.00**

Note. N = 55.

Research Instrument

The study employed a survey questionnaire adapted from Ho et al. (2019). It was composed of four parts and is presented in the Appendices.

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Part I. Dealt with the profile of the respondents, particularly age, gender, highest educational attainment, length of service, and related training, seminars, and workshops attended.

Part II. Assessed the extent of school best practices as perceived by the respondents in promoting sports involvement, in terms of the development of supportive elements for quality physical education, the core values of quality physical education, the curriculum arrangement of physical activities, and the provision and norms in physical education. It consisted of five statements for each sub-variable.

Part III. Assessed the respondents' extent of effectiveness in sports involvement in terms of planning and organization of sports activities, learner motivation and participation, coaching and skill development, sports safety and supervision, and collaboration with parents and the community.

Part IV. Assessed the extent of challenges encountered in promoting sports involvement of the respondents. It consisted of ten statements.

Scoring Procedure

The researcher required the participants to respond on the extent of school best practices as perceived by the respondents in promoting sports involvement and on the extent of challenges encountered in promoting sports involvement, using the five-point scale presented in Table 2.

Table 2. Scoring Scheme

Rating	Scale	Responses	Description
5	4.21–5.00	Very High	Evident to a very great extent.
4	3.41–4.20	High	Evident to a great extent.
3	2.61–3.40	Moderate	Evident to a moderate extent.
2	1.81–2.60	Low	Evident to a slight extent.
1	1.00–1.80	Very Low	Evident to a very slight extent.

Data Gathering Procedure

This section presents the procedures followed in gathering the data needed to address the research questions. It details the methods, instruments, and protocols used in the collection process to ensure that the information obtained was valid, reliable, and appropriate for the objectives of the study.

Preliminary Stage. The researcher sent a transmittal letter to the school principal to ask permission to conduct the study. Once approved, the researcher arranged the schedule of data collection with the school.

Data Gathering Stage. On the scheduled day, the researcher facilitated an orientation regarding the research. The survey questionnaires were administered right after the orientation, and instructions were given on how to answer them.

Post Data Gathering Stage. The data were tallied, organized, summarized, interpreted, and analyzed. Appropriate statistical tools were used in the treatment of the data.

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Operational Definition of Terms

The following terms were defined operationally to avoid ambiguity in the study.

School Best Practices. In this study, it was measured using the respondents' perceptions across the dimensions of development of supportive elements for quality physical education, core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education. Higher mean scores indicated greater implementation of school best practices.

Sports Involvement. In this study, sports involvement served as the focus of the school best practices being assessed and was reflected in the respondents' perceptions of how effectively the school promotes participation in sports.

Capacity Building Endeavor. This referred to the proposed intervention developed from the findings of the study to strengthen the competencies of school heads, teachers, physical education teachers, sports coordinators, and other stakeholders in implementing effective school best practices that promote sports involvement. The program included professional development activities, technical assistance, and strategic initiatives designed to improve school sports programs.

Development of Supportive Elements for Quality Physical Education. This referred to the school's efforts to establish and maintain the resources, facilities, leadership support, stakeholder collaboration, funding, and learning environment necessary for effective physical education and sports programs. In this study, it was one of the dimensions used to assess the extent of school best practices.

Core Values of Quality Physical Education. This referred to the extent to which the school promotes values such as respect, discipline, teamwork, inclusivity, fairness, responsibility, perseverance, and sportsmanship through physical education and sports activities. In this study, it was measured as one of the core dimensions of school best practices.

Curriculum Arrangement of Physical Activities. This referred to the organization, implementation, and alignment of physical education lessons, sports activities, and co-curricular programs with curriculum standards and learners' developmental needs. In this study, it served as one of the indicators for determining the extent of school best practices in promoting sports involvement.

Provision and Norms in Physical Education. This referred to the availability of policies, guidelines, instructional resources, equipment, facilities, safety measures, and established standards governing the implementation of physical education and sports programs. In this study, it was measured as one of the dimensions of school best practices.

Challenges Encountered. This referred to the barriers and difficulties experienced by respondents in implementing and sustaining school best practices that promote sports involvement. These challenges included limitations in facilities, equipment, financial resources, administrative support, time allocation, stakeholder participation, and other factors affecting the effective delivery of school sports programs.

Statistical Treatment of Data

The study employed the descriptive-correlational method. The following statistical treatments were used: percentage, weighted mean, and Pearson product-moment correlation (r).

Percentage (%). It was used to determine the relevant personal information of the respondents.

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Weighted Mean. It was used to assess the extent of school best practices as perceived by the respondents in promoting sports involvement and the extent of challenges encountered in promoting sports involvement of the respondents.

Pearson Product-Moment Correlation (r). It was used to test the significant relationship between the school best practices and effectiveness in promoting sports involvement.

Ethical Considerations

This section discusses the ethical steps observed in the conduct of the study to safeguard the well-being, rights, and dignity of the respondents. Permission to conduct the study was requested from the school principal through a transmittal letter. Participation was completely voluntary, and the teacher-respondents were free to decline or withdraw from answering the research instrument at any point without any consequences or negative impact on their relationships with co-teachers, school administrators, or the school. The respondents were informed clearly and honestly about the purpose of the research, what was expected of them, and how the data would be used, and the instrument was designed to be non-invasive. Confidentiality and privacy were strictly observed: the information gathered was kept secure and used only for academic purposes related to this research, and individual identities were not disclosed in any part of the results or presentation. The informed consent form is presented in Appendix B.

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RESULTS AND DISCUSSION

This section presents the data gathered, together with their analysis and interpretation, on the respondents' profiles in terms of age, gender, highest educational attainment, length of service, and relevant training/ seminar/workshop attended; extent of school best practices as perceived by the respondents in promoting sports involvement as to development of supportive elements for quality physical education, core value of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education; extent of effectiveness in sports involvement in terms of planning and organization of sports activities, learner motivation and participation, coaching and skill development, sports safety and supervision, and collaboration with parents and the community; significant relationship between the respondents' school best practices and their extent of effectiveness in sports involvement; and level of challenges encountered in promoting sports involvement of the respondents.

Profile of the Respondents

This subsection presents the profile of the respondents in terms of age, gender, highest educational attainment, length of service, and relevant training/ seminar/workshop attended. The data are presented in tabular form.

Age

This subsection presents the survey results of the respondents in terms of age. The data are shown in Table 3.

Table 3. Age

Age	f	%
21–30 years old	8	14.55
31–40 years old	15	27.27
41–50 years old	18	32.73
51–60 years old	14	25.45
Total	**55**	**100.00**

The findings showed that the respondents were distributed across different age groups, with the largest group belonging to the 41–50 years old category, followed by those aged 31–40 years old and 51–60 years old. The youngest age group represented the smallest proportion of respondents.

The age distribution suggests that the respondents had varied levels of professional maturity and experience. The presence of both younger and older respondents provided representation from different stages of professional development.

Teachers' professional experiences and developmental stages can shape their competencies and approaches to physical education. Arunmek et al. (2024) emphasized the importance of developing teachers' knowledge and experience according to professional standards in physical education. Similarly, Can et al. (2024) found that structured learning experiences could support the development of professional competencies among physical education teachers.

Gender

This subsection presents the survey results of the respondents in terms of gender. The data are shown in Table 4.

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Table 4. Gender

Gender	f	%
Male	23	41.82
Female	32	58.18
Total	**55**	**100.00**

The findings showed that the respondents were composed of both male and female participants, with female respondents forming the larger group. Male respondents also represented a substantial portion of the participants. The distribution indicated that both genders were represented in the study.

The gender composition provides representation of different perspectives among the respondents. The participation of both male and female respondents supports a broader description of teachers involved in school sports activities. The distribution also reflects the participation of both genders in the implementation of physical education and sports programs.

Gender diversity among educators can provide varied perspectives in teaching and professional practice. Professional development in physical education emphasizes the importance of providing learning opportunities that address teachers' varied contexts and needs. Slingerland et al. (2021) noted the value of continuous professional development in strengthening physical education teachers' knowledge and practices, while Yang and Tongdecharoen (2024) emphasized the importance of responsive in-service training for physical education teachers.

Highest Educational Attainment

This subsection presents the survey results of the respondents in terms of highest educational attainment. The data are shown in Table 5.

Table 5. Highest Educational Attainment

Highest Educational Attainment	f	%
Doctorate	6	10.91
With Units in Doctoral Program	11	20.00
Master's Degree	19	34.55
With Units in any Master's Program	13	23.64
Bachelor's Degree	6	10.91
Total	**55**	**100.00**

The findings showed that the respondents had varied levels of educational attainment. The largest group had completed a master's degree, followed by those with units in a master's or doctoral program. Smaller groups held bachelor's degrees or had completed doctoral degrees.

The educational profile indicates that many respondents had pursued advanced studies beyond their undergraduate degrees. This reflects participation in continuing academic development among the respondents.

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Advanced educational preparation can contribute to the development of teachers' professional knowledge and competencies. Arunmek et al. (2024) emphasized the need to strengthen knowledge and experience aligned with professional standards among physical education educators. In addition, Esmael et al. (2024) examined instructional coaching as a means of developing physical education teachers' efficacy in areas such as instructional strategies, assessment, classroom management, and student engagement.

Length of Service

This subsection presents the survey results of the respondents in terms of length of service. The data are shown in Table 6.

Table 6. Length of Service

Length of Service	f	%
1–5 years	9	16.36
6–10 years	14	25.45
11–20 years	19	34.55
21 years and beyond	13	23.64
Total	**55**	**100.00**

The findings showed that the respondents had varied lengths of teaching service, with the largest group having 11–20 years of service. This was followed by respondents with 6–10 years and those with 21 years and beyond, while the smallest group had 1–5 years of service. The distribution therefore indicated that the respondents were generally experienced in the teaching profession.

The respondents' length of service suggests the presence of substantial professional experience among the participants. Their varied years of service allowed the study to include teachers from different stages of professional development.

Professional experience can be strengthened through continuous learning and opportunities for collaborative professional development. Teslo et al. (2023) reported that continuing professional development in physically active learning supported teachers' professional reflection, diversification of teaching practices, and collaborative learning. Borghouts et al. (2023) likewise emphasized the need for effective continuous professional development for physical education teachers, particularly in relation to teacher behavior and student motivation.

Related Training/Seminars Attended

This subsection presents the survey results of the respondents in terms of related training/seminars attended. The data are shown in Table 7.

Table 7. Related Training/Seminars Attended

Related Training/Seminars Attended	f	%
Physical Education	15	27.27
Sports Program Management	13	23.64
Inclusive and Safe Sports Participation	12	21.82

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Related Training/Seminars Attended	f	%
Coaching and Officiating Seminar	15	27.27
Total	**55**	**100.00**

The findings showed that the respondents had attended various training and seminars related to physical education and sports. Training in physical education and coaching and officiating represented the most common areas, followed by sports program management and inclusive and safe sports participation.

The range of training attended indicates that respondents had opportunities to develop knowledge and skills relevant to sports programs. Exposure to coaching, officiating, management, and inclusive participation provided varied professional learning experiences.

Jiang et al. (2023) found that professional development workshops could strengthen teachers' pedagogical content knowledge in physical education.

Extent of School Best Practices

This subsection presents the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement, as well as the development of supportive elements for quality physical education, the core values of quality physical education, curriculum arrangement of physical activities, and provision and norms in physical education. The data are presented in tabular form.

Development of Supportive Elements for Quality Physical Education

This subsection presents the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement in the development of supportive elements for quality physical education. The data are shown in Table 8.

Table 8. Development of Supportive Elements for Quality Physical Education

Indicators	Mean	SD	VD
The school provides safe and well-maintained facilities that support the effective implementation of physical education and sports activities.	4.40	0.55	Very High
The school ensures the availability of safe, adequate, and functional sports equipment for physical education classes and school sports programs.	4.33	0.60	Very High
The school maintains a safe, clean, and learner-friendly environment that encourages active participation in physical education and sports activities.	4.44	0.53	Very High
The school regularly allocates resources for the maintenance and improvement of sports facilities and equipment to enhance students' sports involvement.	4.25	0.64	Very High
The school implements safety policies and risk management practices that protect learners during physical education classes, sports training, and competitions.	4.51	0.49	Very High

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Indicators	Mean	SD	VD
Overall Mean	**4.39**	**0.56**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 8 shows the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement in the development of supportive elements for quality physical education. Statement 5, "The school implements safety policies and risk management practices that protect learners during physical education classes, sports training, and competitions," obtained the highest mean of 4.51, with a verbal description of very high.

The findings imply that the school should continue implementing clear and consistent safety policies during physical education and sports activities. The school should regularly monitor potential risks and ensure that facilities and equipment remain safe for learners. Teachers and school personnel should also maintain appropriate supervision and emergency preparedness to support safe participation in sports.

The findings were supported by Porsanger and Sandseter (2021), who emphasized that risk and safety management was an important component of school-based physical education because physical activities inherently involved potential risks and injuries. Their study highlighted the need for teachers to identify, assess, manage, and communicate risks while maintaining meaningful learning experiences for students. Lounsbery et al. (2021) likewise reported that school-based physical activity policies, including physical education and environmental safety measures, could contribute to improved opportunities for physical activity, while emphasizing the importance of appropriate policy implementation.

The overall mean of the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to the development of supportive elements for quality physical education was 4.39, with a verbal description of very high.

Core Value of Quality Physical Education

This subsection presents the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to the core value of quality physical education. The data are shown in Table 9.

Table 9. Core Value of Quality Physical Education

Indicators	Mean	SD	VD
The school provides safe, adequate, and well-maintained sports equipment to support quality physical education and sports participation.	4.07	0.67	High
The school maintains safe and appropriate facilities that promote effective physical education instruction and sports involvement.	4.45	0.51	Very High
The school fosters a safe, inclusive, and supportive environment that encourages learners to actively participate in physical education and sports activities.	4.38	0.54	Very High
The school ensures that physical education and sports programs are accessible and inclusive for all learners regardless of ability, sex, age, culture, ethnicity, religion, or socioeconomic background.	4.31	0.58	Very High

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Indicators	Mean	SD	VD
The school provides learners with meaningful opportunities for active participation, skill development, and lifelong engagement in physical education and sports activities.	4.27	0.61	Very High
Overall Mean	**4.30**	**0.58**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 9 shows the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as a core value of quality physical education. Statement 2, "The school maintains safe and appropriate facilities that promote effective physical education instruction and sports involvement," obtained the highest mean of 4.45, with a verbal description of very high.

The findings imply that the school should continue maintaining safe and appropriate facilities for physical education and sports activities. The school should regularly inspect and improve its sports facilities to ensure that they remain functional and accessible to learners. Teachers and administrators should work together to preserve a conducive physical environment that supports effective instruction and active sports participation.

The findings were supported by Pascual (2026), who emphasized that the condition and inclusivity of physical education and sports facilities influence learners' safety, access, and participation in school-based physical activities. Similarly, Villasante (2026) found that the provision of sports facilities and equipment was associated with sports performance among high school student-athletes, highlighting the importance of adequate physical resources in supporting sports participation and development.

The overall mean of the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to the core value of quality physical education was 4.30, with a verbal description of very high.

Curriculum Arrangement of Physical Activities

This subsection presents the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement in the curriculum arrangement of physical activities. The data are shown in Table 10.

Table 10. Curriculum Arrangement of Physical Activities

Indicators	Mean	SD	VD
The school integrates positive sports-related attitudes and values, such as teamwork, discipline, respect, and sportsmanship, into the physical education curriculum.	4.27	0.61	Very High
The school incorporates health education concepts into physical education lessons to promote students' overall well-being and active lifestyles.	4.33	0.57	Very High
The school implements engaging and enjoyable physical education activities that encourage learners to participate actively in sports and physical activities.	4.41	0.52	Very High

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Indicators	Mean	SD	VD
The school provides learners with meaningful opportunities for active participation, hands-on learning, and skill development during physical education classes.	4.35	0.55	Very High
The school offers a variety of physical activities and sports experiences that develop learners' knowledge, skills, and appreciation for lifelong physical activity.	4.40	0.54	Very High
Overall Mean	**4.35**	**0.56**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 10 shows the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement in the curriculum arrangement of physical activities. Statement 3, "The school implements engaging and enjoyable physical education activities that encourage learners to participate actively in sports and physical activities," obtained the highest mean of 4.41, with a verbal description of very high.

The findings imply that the school should continue incorporating engaging and enjoyable activities into the physical education curriculum. Teachers should provide varied activities that match learners' interests, abilities, and developmental needs. The school should also maintain learner-centered approaches that encourage active participation in sports and physical activities.

The findings were supported by Cruz et al. (2021), who found that Filipino students' attitudes toward physical education were influenced by curriculum experiences and teacher behaviors, emphasizing the value of creative, enthusiastic, and enjoyable physical activities in encouraging participation. Similarly, Rodríguez Macías et al. (2021) reported through a systematic review and meta-analysis that sport teaching models could influence students' enjoyment and fun during physical education, with more engaging teaching approaches associated with greater enjoyment and learning.

The overall mean of the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to curriculum arrangement of physical activities was 4.35, with a verbal description of very high.

Provision and Norms in Physical Education

This subsection presents the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to provision and norms in physical education. The data are shown in Table 11.

Table 11. Provision and Norms in Physical Education

Indicators	Mean	SD	VD
The school provides a diverse range of physical activities and sports experiences that enhance learners' knowledge, skills, and active participation in sports.	4.07	0.67	High
The school integrates positive sports-related values, such as teamwork, discipline, respect, fairness, and sportsmanship, into physical education instruction and sports programs.	4.29	0.56	Very High

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Indicators	Mean	SD	VD
The school assigns qualified and competent teachers to effectively deliver physical education instruction and facilitate sports-related activities.	4.45	0.51	Very High
The school regularly provides after-school, co-curricular, and extracurricular sports activities that extend learners' opportunities to participate in physical education and sports.	4.25	0.64	Very High
The school establishes and implements clear policies and standards that ensure the effective delivery of physical education and sports programs.	4.33	0.55	Very High
Overall Mean	**4.28**	**0.59**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 11 shows the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to provision and norms in physical education. Statement 3, "The school assigns qualified and competent teachers to effectively deliver physical education instruction and facilitate sports-related activities," obtained the highest mean of 4.45, with a verbal description of very high.

The findings imply that the school should continue assigning qualified and competent teachers to handle physical education and sports-related activities. The school should provide teachers with opportunities for continuous professional development to maintain and strengthen their instructional and coaching competencies.

The findings were supported by Cristobal (2025), who emphasized the importance of teacher competencies and sports experience in determining the effectiveness and eligibility of physical educators for coaching roles within the Philippine basic education system.

The overall mean of the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement as to provision and norms in physical education was 4.28, with a verbal description of very high.

Summary of the Respondents' Extent of School Best Practices as Perceived by the Respondents in Promoting Sports Involvement

This subsection presents the respondents' extent of school best practices as perceived by the respondents in promoting sports involvement, as to the development of supportive elements for quality physical education, the core values of quality physical education, the curriculum arrangement of physical activities, and the provision and norms in physical education. The data are presented in tabular form.

Table 12. Summary of the Extent of School Best Practices

Variables	Mean	VD
Development of Supportive Elements for Quality Physical Education	4.39	Very High
Core Value of Quality Physical Education	4.30	Very High
Curriculum Arrangement of Physical Activities	4.35	Very High
Provision and Norms in Physical Education	4.28	Very High

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Variables	Mean	VD
Overall Mean	**4.33**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 12 shows that school best practices in promoting quality physical education were very high, with an overall mean of 4.33. Development of Supportive Elements ranked highest at 4.39, followed by Curriculum Arrangement at 4.35, Core Value at 4.30, and Provision and Norms at 4.28, all interpreted as Very High. This indicates that the school consistently implemented practices that support effective physical education and sports involvement.

Furthermore, the findings suggest that the school maintained consistent practices in organizing and delivering quality physical education activities. These practices may have contributed to creating a supportive environment that encouraged learners' participation and engagement in sports.

Extent of Effectiveness in Sports Involvement

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of planning and organization of sports activities, learner motivation and participation, coaching and skill development, sports safety and supervision, and collaboration with parents and the community. The data are presented in Tables 13 to 18.

Planning and Organization of Sports Activities

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of planning and organization of sports activities. The data are shown in Table 13.

Table 13. Planning and Organization of Sports Activities

Indicators	Mean	SD	VD
The teacher effectively prepares and implements well-organized sports activities throughout the school year.	4.07	0.67	High
The teacher develops sports programs that are aligned with the school's goals and learners' needs.	4.45	0.51	Very High
The teacher efficiently schedules sports activities to maximize learner participation.	4.18	0.62	High
The teacher ensures that the necessary equipment and facilities are available before sports activities begin.	4.44	0.52	Very High
The teacher coordinates effectively with school personnel to facilitate the successful implementation of sports events.	4.35	0.55	Very High
Overall Mean	**4.30**	**0.57**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 13 shows the respondents' extent of effectiveness in sports involvement in terms of planning and organization of sports activities. Statement 2, "The teacher develops sports programs that are aligned with the school's goals and learners' needs," obtained the highest mean of 4.45, with a verbal description of very high.

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The findings imply that teachers should continue aligning sports programs with the school's goals and learners' needs. Teachers should carefully plan activities that are appropriate, relevant, and responsive to learners' abilities and interests. School administrators and teachers should also coordinate in developing organized sports programs that support meaningful learner participation.

The findings were supported by Legarte and Jalos (2025), who found that effective sports management operations were strongly associated with physical education curriculum delivery, particularly through program implementation, resource management, and appropriate teaching strategies. Similarly, Dizon (2025) emphasized the importance of appropriate instruction, meaningful content, and quality learning opportunities in the implementation of physical education programs, supporting the need for organized and learner-responsive planning.

The overall mean of the respondents' extent of effectiveness in sports involvement in terms of planning and organization of sports activities was 4.30, with a verbal description of very high.

Learner Motivation and Participation

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of learner motivation and participation. The data are shown in Table 14.

Table 14. Learner Motivation and Participation

Indicators	Mean	SD	VD
The teacher encourages learners to actively participate in various sports activities.	4.40	0.52	Very High
The teacher motivates learners to develop positive attitudes toward sports and physical fitness.	4.36	0.55	Very High
The teacher provides equal opportunities for all learners to participate in sports regardless of ability.	4.45	0.51	Very High
The teacher recognizes and appreciates learners' efforts and achievements in sports.	4.44	0.53	Very High
The teacher creates an inclusive and enjoyable environment that promotes active participation in sports.	4.62	0.43	Very High
Overall Mean	**4.45**	**0.51**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 14 shows the respondents' extent of effectiveness in sports involvement in terms of learner motivation and participation. Statement 5, "The teacher creates an inclusive and enjoyable environment that promotes active participation in sports," obtained the highest mean of 4.62, with a verbal description of very high.

The findings imply that teachers should continue creating inclusive and enjoyable environments that encourage learners to participate actively in sports. Teachers should provide equal opportunities for learners with different abilities and interests to engage in physical activities. The school should also sustain positive classroom and sports environments that promote motivation, confidence, and active participation.

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The findings were supported by Cheon et al. (2022), who found that autonomy-supportive teaching improved students' psychological needs and the supportive classroom climate in physical education, demonstrating the importance of a positive environment in promoting favorable student experiences. Similarly, Jiang et al. (2024) found in a systematic mixed-method review that autonomy-supportive leadership by physical education teachers was positively associated with students' motivation, satisfaction, competence, and engagement.

The overall mean of the respondents' extent of effectiveness in sports involvement in terms of learner motivation and participation was 4.45, with a verbal description of very high.

Coaching and Skill Development

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of coaching and skill development. The data are shown in Table 15.

Table 15. Coaching and Skill Development

Indicators	Mean	SD	VD
The teacher demonstrates appropriate coaching techniques during sports activities.	4.33	0.57	Very High
The teacher provides learners with opportunities to improve their sports skills through regular practice.	4.44	0.52	Very High
The teacher gives constructive feedback that helps learners enhance their athletic performance.	4.38	0.55	Very High
The teacher adapts coaching strategies according to the learners' abilities and developmental levels.	4.15	0.65	High
The teacher promotes teamwork, discipline, and sportsmanship while developing learners' sports skills.	4.40	0.54	Very High
Overall Mean	**4.34**	**0.57**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 15 shows the respondents' extent of effectiveness in sports involvement in terms of coaching and skill development. Statement 2, "The teacher provides learners with opportunities to improve their sports skills through regular practice," obtained the highest mean of 4.44, with a verbal description of very high.

The findings imply that teachers should continue providing regular opportunities for learners to practice and develop their sports skills. Teachers should organize structured practice activities that allow learners to improve their techniques and performance progressively. The school should also support coaching activities that provide learners with sufficient opportunities for continuous skill development.

The findings were supported by Maso and Salangsang (2021), who found that both blocked and random practice approaches improved students' performance in table tennis, demonstrating the value of structured practice in developing sport-specific motor skills. Similarly, Lin et al. (2021) found that a technology-supported flipped learning approach improved students' badminton serve accuracy and quality, highlighting the value of repeated and purposeful practice combined with appropriate instructional support in developing physical skills.

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The overall mean of the respondents' extent of effectiveness in sports involvement in terms of coaching and skill development was 4.34, with a verbal description of very high.

Sports Safety and Supervision

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of sports safety and supervision. The data are shown in Table 16.

Table 16. Sports Safety and Supervision

Indicators	Mean	SD	VD
The teacher consistently enforces safety rules during sports activities.	4.53	0.48	Very High
The teacher closely supervises learners to prevent accidents and injuries.	4.40	0.52	Very High
The teacher ensures that sports equipment and facilities are safe before use.	4.27	0.61	Very High
The teacher responds appropriately to emergencies and injuries that occur during sports activities.	4.44	0.54	Very High
The teacher promotes safe and responsible behavior among learners throughout sports activities.	4.51	0.49	Very High
Overall Mean	**4.43**	**0.53**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 16 shows the respondents' extent of effectiveness in sports involvement in terms of sports safety and supervision. Statement 1, "The teacher consistently enforces safety rules during sports activities," obtained the highest mean of 4.53, with a verbal description of very high.

The findings imply that teachers should continue enforcing safety rules consistently during all sports activities. Teachers should closely supervise learners and ensure that safety procedures are clearly communicated and followed. The school should also maintain appropriate safety measures and preparedness to minimize risks during sports participation.

The findings were supported by Porsanger and Magnussen (2021), who emphasized that effective risk and safety management in physical education involved supervision, observation, instruction, guidance, and consistent follow-up of rules and routines. Similarly, Fang et al. (2026) demonstrated the value of structured school-based sports safety education, including instruction on sports rules, protective equipment, warm-up procedures, and injury management, in strengthening injury-prevention practices among children.

The overall mean of the respondents' extent of effectiveness in sports involvement in terms of sports safety and supervision was 4.43, with a verbal description of very high.

Collaboration with Parents and the Community

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of collaboration with parents and the community. The data are shown in Table 17.

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Table 17. Collaboration with Parents and the Community

Indicators	Mean	SD	VD
The teacher maintains effective communication with parents regarding learners' participation in sports.	4.45	0.51	Very High
The teacher encourages parents to support school sports programs and activities.	4.07	0.67	High
The teacher collaborates with community organizations to enhance sports opportunities for learners.	4.25	0.64	Very High
The teacher actively involves stakeholders in planning and implementing school sports programs.	4.38	0.55	Very High
The teacher establishes partnerships with parents and the community to sustain sports development initiatives.	4.33	0.57	Very High
Overall Mean	**4.30**	**0.59**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 17 shows the respondents' extent of effectiveness in sports involvement in terms of collaboration with parents and the community. Statement 1, "The teacher maintains effective communication with parents regarding learners' participation in sports," obtained the highest mean of 4.45, with a verbal description of very high.

The findings imply that teachers should continue maintaining regular and effective communication with parents about learners' sports participation. Teachers should provide parents with timely information regarding activities, schedules, and learner participation. The school should also encourage stronger coordination among teachers, parents, and community stakeholders to support sports programs.

The findings were supported by Paulson et al. (2022), who found that increased parent–teacher communication in physical education improved parents' perceptions of the program and strengthened their understanding of how they could support learners' physical activity. Similarly, Ku et al. (2021) emphasized that appropriate and effective communication between physical education teachers and parents was important in supporting children's participation in physical activities.

The overall mean of the respondents' extent of effectiveness in sports involvement in terms of collaboration with parents and the community was 4.30, with a verbal description of very high.

This indicates that respondents perceive strong collaboration between the school, parents, and community in supporting sports-related activities. Such collaboration may contribute to better participation, resource support, and coordination in implementing sports programs. It also highlights the importance of sustained partnerships in promoting learners' involvement.

Summary of the Respondents' Extent of Effectiveness in Sports Involvement

This subsection presents the respondents' extent of effectiveness in sports involvement in terms of planning and organization of sports activities, learner motivation and participation, coaching and skill development, sports safety and supervision, and collaboration with parents and the community. The data are presented in tabular form.

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Table 18. Summary of the Extent of Effectiveness in Sports Involvement

Variables	Mean	VD
Planning and Organization of Sports Activities	4.30	Very High
Learner Motivation and Participation	4.45	Very High
Coaching and Skill Development	4.34	Very High
Sports Safety and Supervision	4.43	Very High
Collaboration With Parents and the Community	4.30	Very High
Overall Mean	**4.36**	**Very High**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 18 shows that the effectiveness of sports involvement was very high, with an overall mean of 4.36. Learner Motivation and Participation ranked highest at 4.45, followed by Sports Safety and Supervision at 4.43, Coaching and Skill Development at 4.34, and Planning and Organization and Collaboration with Parents and the Community, both at 4.30.

All indicators were interpreted as Very High, indicating that the school effectively implemented sports activities that encouraged participation, developed skills, ensured safety, and strengthened stakeholder support. This suggests that the school's sports programs were well-organized, responsive to learners' needs, and supported by teachers, parents, and the community.

Significant Relationship Between the School Best Practices and Effectiveness in Promoting Sports Involvement

This subsection presents the significant relationship between the school best practices and effectiveness in promoting sports involvement. The data are shown in Table 19.

Table 19. Significant Relationship Between the School Best Practices and Effectiveness in Promoting Sports Involvement

Variables	r	t-value	p-value	Decision	Interpretation
School Best Practices and Extent of Effectiveness in Sports Involvement	0.68	6.71	< 0.001	Reject H_0	Significant Relationship

Note. r = Pearson product-moment correlation coefficient; level of significance = 0.05.

The table showed a significant positive relationship between the respondents' school best practices and their extent of effectiveness in sports involvement. The findings indicated a strong positive association, suggesting that better school best practices were associated with greater effectiveness in sports involvement.

The findings imply that schools should continue strengthening best practices that support effective sports involvement. School administrators and teachers should maintain organized programs, adequate facilities, safety measures, and learner-centered activities.

The findings were supported by Piloton et al. (2024), who found that effective implementation of school sports activities could maximize student engagement and contribute to successful sports participation.

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Level of Challenges Encountered in Promoting Sports Involvement

This subsection presents the level of challenges encountered in promoting sports involvement of the respondents. The data are presented in Table 20.

Table 20. Level of Challenges Encountered in Promoting Sports Involvement of the Respondents

Indicators	Mean	SD	VD
The school experiences insufficient sports facilities and equipment needed to support sports activities.	3.13	0.82	Moderate
Limited financial resources hinder the implementation of school sports programs.	3.07	0.79	Moderate
The lack of adequate training and professional development for teachers and coaches affects the promotion of sports involvement.	3.16	0.76	Moderate
Limited time allotted for sports activities reduces students' opportunities to participate.	2.98	0.84	Moderate
Low student interest and motivation pose a challenge to increasing sports involvement.	3.22	0.81	Moderate
Insufficient parental support affects students' participation in school sports activities.	3.15	0.78	Moderate
Limited administrative support presents challenges in implementing sports programs effectively.	3.15	0.75	Moderate
Inadequate community partnerships and stakeholder involvement hinder the promotion of school sports programs.	3.33	0.73	Moderate
Heavy academic demands limit students' participation in sports activities and competitions.	3.22	0.80	Moderate
Difficulties in maintaining safe, accessible, and well-equipped sports facilities affect the delivery of quality sports programs.	3.09	0.83	Moderate
Overall Mean	**3.15**	**0.79**	**Moderate**

Note. Legend: 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; 4.21–5.00 = very high. SD = standard deviation; VD = verbal description.

Table 20 shows the level of challenges encountered in promoting sports involvement of the respondents. Statement 8, "Inadequate community partnerships and stakeholder involvement hinder the promotion of school sports programs," obtained the highest mean of 3.33, with a verbal description of moderate.

The findings imply that the school should strengthen partnerships with parents, community organizations, and other stakeholders. Teachers and school administrators should establish regular communication and collaborative activities to increase stakeholder participation in sports programs. The school should also explore opportunities for community support in providing resources, expertise, facilities, and assistance for sports activities.

The findings were supported by Simwanza (2026), who found that community support was important for school sports development and identified strategies such as involving parents and community members in sports activities, accessing community facilities, and organizing sports events with community participation. Similarly,

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Mandolado and Ancho (2023) emphasized the value of school-community partnerships in Philippine schools, highlighting stakeholder participation and volunteerism as important components of successful school programs.

The overall mean of the level of challenges encountered in promoting sports involvement of the respondents was 3.15, with a verbal description of moderate.

This indicates that respondents experience some challenges in promoting and sustaining learners' participation in sports activities. These challenges may affect the consistent implementation and engagement.

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CONCLUSIONS AND RECOMMENDATIONS

This section gives an overview of the study's findings and presents the conclusion and recommendations of the researcher, based on the results.

Summary of Findings

This study determined the school best practices in promoting sports involvement at Clementino V. Diez Memorial Central Elementary School, Washington, Surigao City, during School Year 2026–2027 as the basis for a capacity-building endeavor. It was conducted with 55 respondents selected through purposive sampling, using an adapted questionnaire and a descriptive-correlational research design. The statistical treatments used were the percentage, weighted mean, and Pearson product-moment correlation (r).

The findings showed that the respondents came from varied age groups, with representation across early, middle, and later adulthood. The respondents were predominantly female and had diverse educational qualifications, ranging from bachelor's degrees to doctoral degrees. In terms of length of service, most respondents had several years of teaching experience, indicating a generally experienced group. The respondents had also attended various sports-related training and seminars, particularly in physical education, sports program management, inclusive and safe sports participation, and coaching and officiating.

In addition, the findings showed that the school maintained a very high level of safety and support for physical education and sports activities, particularly in the provision of safe facilities, equipment, and effective safety practices. The school also demonstrated a very high level of accessibility and inclusivity, fostering a safe and supportive environment for learners. Physical education curriculum and instruction were likewise assessed at a very high level, emphasizing health, active participation, skill development, teamwork, and sportsmanship.

Moreover, the findings showed that teachers demonstrated a very high level of sports program management, particularly in aligning activities with school goals, preparing resources, and coordinating with school personnel. Learner participation was also very high, with teachers promoting inclusivity, motivation, recognition, and an enjoyable sports environment. Coaching and skills development were likewise very high, characterized by appropriate techniques, regular practice, constructive feedback, and promotion of teamwork and sportsmanship. Safety management was very high, with consistent enforcement of safety rules, supervision, and appropriate responses to emergencies. Stakeholder involvement was also very high, reflecting effective communication, collaboration, and participation of parents and the community in sports programs.

Meanwhile, the findings showed a significant positive relationship between school best practices and the extent of effectiveness in sports involvement. The relationship was strong, and the null hypothesis was rejected, indicating that the two variables were significantly associated.

Furthermore, the findings showed that the school experienced moderate challenges in the implementation of sports programs. The main concerns involved limited community and stakeholder involvement, student interest and motivation, academic demands, teacher training, parental support, and the availability of sports facilities and equipment. Financial, administrative, and time constraints, as well as difficulties in maintaining safe and accessible facilities, were also reported as moderate challenges.

Conclusions

The findings led to the conclusion that strong school best practices were significantly associated with more effective sports involvement. This indicates that effective implementation of school practices was closely related to the overall effectiveness of sports programs and activities.

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Recommendations

Based on the findings, the following recommendation is offered: the output of the study, entitled "Capacity Building Endeavor," should be used as a guide for strengthening school best practices and improving the effectiveness of sports involvement through appropriate training, collaboration, resource management, safety practices, and stakeholder engagement.

Proposed Output: Capacity Building Endeavor

Rationale

The proposed capacity-building endeavor was designed as the major output of the study to strengthen school best practices in promoting sports involvement. The need for such an endeavor was supported by evidence that schools played an important role in creating opportunities for children to engage in regular physical activity. The World Health Organization emphasized that schools could promote physical activity through supportive environments, appropriate programs, and coordinated whole-school strategies (WHO, 2022). In the Philippine context, the 2022 Philippine Report Card indicated that school-based physical activity still required improvement, particularly through better physical education, teacher training, capacity building, and expanded sports opportunities (Kang et al., 2022).

The capacity-building endeavor was also necessary because effective sports programs depended not only on facilities and activities but also on the competence of teachers and school personnel who implemented them. Bourke et al. (2024) found that capacity-building interventions significantly improved teachers' perceived capabilities, knowledge, and attitudes related to physical activity and fundamental movement skills.

Furthermore, the proposed endeavor was anchored in the need to improve the quality and inclusiveness of sports participation. Benitez et al. (2025) reported that Philippine physical education teachers demonstrated positive attitudes and self-efficacy but had comparatively moderate levels of training and experience, indicating continuing professional development needs. Similarly, Tirante et al. (2025) emphasized the importance of capability-building plans in further developing the instructional competencies of teachers implementing sports programs.

Finally, the capacity-building endeavor was intended to transform the study findings into practical and sustainable school-based actions. Rather than limiting the research to the identification of existing practices and challenges, the output could provide a structured mechanism for improving professional competencies, strengthening coordination among school personnel, and sustaining learner participation in sports. Mendes et al. (2026) noted the importance of developing teacher capabilities and building a whole-school culture to sustain physically active learning, while Sears and Wilson (2024) pointed to staffing and professional capacity as important considerations in delivering quality health and physical education. Therefore, the proposed capacity-building endeavor could serve as a practical intervention consisting of targeted training sessions, skills workshops, peer learning, coaching support, resource development, and monitoring activities responsive to the specific findings of the study, particularly at Clementino V. Diez Memorial Central Elementary School, Washington, Surigao City.

Objectives

General Objective. The capacity-building endeavor aimed to strengthen school best practices in promoting sports involvement by enhancing teachers' competencies, improving sports program implementation, and encouraging greater learner participation.

Specific Objectives. The capacity-building endeavor was implemented to achieve the goals of the school and the objectives of the researcher, namely:

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1. To assess the extent of school best practices in promoting sports involvement as perceived by the respondents and to identify appropriate areas for improvement to strengthen the implementation of school sports programs.
2. To assess the extent of effectiveness of the school's sports involvement practices and identify areas that could be strengthened to enhance learner participation and program implementation.

Scheme of Implementation

The Scheme of Implementation provided a systematic framework for translating the findings of the study into specific and manageable activities. It identified the areas of concern, objectives, strategies, persons involved, budget, sources of funds, time frame, expected outcomes, and actual accomplishments. This structure ensured that the proposed capacity-building endeavor was aligned with the identified needs and that responsibilities, resources, and implementation schedules were clearly defined. Furthermore, it served as a guide for monitoring the progress of activities, evaluating the effectiveness of the interventions, and sustaining the school's best practices in promoting sports involvement among learners. The scheme is presented in Tables 21 and 22.

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Table 21. Scheme of Implementation of the Capacity Building Endeavor

Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget (₱)	Source of Funds	Time Frame	Expected Outcomes	Actual Accomplishments / Remarks	Means of Verification
1. Assessment of Existing Sports Practices	To identify strengths and areas for improvement in the school's existing sports involvement practices.	Conduct a review of existing sports programs, teacher practices, learner participation records, and available facilities and equipment.	School Head, Sports Coordinator, Teachers, Researcher	500	School MOOE / Available School Resources	First month	Existing best practices and priority areas for improvement are identified.	To be completed after implementation.	Assessment results, program records, inventory reports
2. Teachers' Competencies in Sports Management	To strengthen teachers' knowledge and skills in organizing and managing sports activities.	Conduct capacity-building sessions on sports management, event planning, team organization, and supervision of school sports activities.	School Head, Sports Coordinator, Teachers, Resource Speakers	2,000	School MOOE / Approved Training Funds	First quarter	Teachers demonstrate improved knowledge and confidence in managing sports activities.	To be completed after implementation.	Attendance sheets, training materials, evaluation forms
3. Sports Coaching and Officiating Skills	To improve teachers' basic coaching and officiating competencies.	Organize workshops on basic coaching techniques, sports rules, officiating, player development, and safety procedures.	Sports Coordinator, Teachers, Qualified Coaches, Resource Speakers	2,500	School MOOE / Approved Funds / Partner Support	First to second quarter	Teachers acquire practical skills for coaching and officiating school sports events.	To be completed after implementation.	Workshop outputs, demonstration checklists, certificates

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Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget (₱)	Source of Funds	Time Frame	Expected Outcomes	Actual Accomplishments / Remarks	Means of Verification
4. Availability of Sports Equipment and Facilities	To ensure that sports equipment and facilities are available, safe, and suitable for learners.	Conduct an inventory of sports equipment; inspect playing areas; prepare a list of needed materials; and develop a maintenance and utilization schedule.	School Head, Sports Coordinator, Teachers, Property Custodian	1,500	School MOOE / Approved Donations / Community Partnerships	First and second quarters	Sports equipment and facilities are properly maintained and used safely.	To be completed after implementation.	Inventory forms, inspection reports, maintenance records
5. Learner Participation and Inclusion	To encourage broader participation in sports regardless of learners' abilities and backgrounds.	Conduct inclusive sports clinics, recreational games, intramural activities, and modified sports events suited to learners' interests and abilities.	Teachers, Sports Coordinator, Learners, Parents	2,000	School MOOE / Approved Activity Funds / Partners	Quarterly	More learners are encouraged to participate in suitable sports and physical activities.	To be completed after implementation.	Participation records, activity reports, learner feedback
6. School Sports Program Planning	To improve the planning and implementation of school sports programs.	Prepare an annual sports activity calendar, assign responsibilities, establish guidelines, and develop an activity plan with clear targets.	School Head, Sports Coordinator, Teachers, School Sports Committee	500	School MOOE / Existing School Resources	First quarter; reviewed quarterly	School sports activities are organized, coordinated, and implemented according to plan.	To be completed after implementation.	Approved sports calendar, activity plans, committee minutes
7. Parent and Community Involvement	To strengthen support from parents and community partners for school sports programs.	Conduct stakeholder meetings, invite qualified community coaches, establish partnerships, and seek approved support for sports activities.	School Head, Teachers, Parents, Barangay Officials, Community Partners	1,000	School MOOE / Voluntary Contributions / Partner Support	Second quarter and as needed	Parents and community partners provide appropriate support for school sports activities.	To be completed after implementation.	Meeting minutes, attendance sheets, partnership records

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Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget (₱)	Source of Funds	Time Frame	Expected Outcomes	Actual Accomplishments / Remarks	Means of Verification
8. Learner Motivation and Recognition	To motivate learners to participate actively and demonstrate sportsmanship.	Implement recognition activities for participation, teamwork, discipline, effort, leadership, and fair play during sports events.	School Head, Teachers, Sports Coordinator, Learners, Parents	1,000	School MOOE / Approved Funds / Donations	During sports events and quarterly	Learners demonstrate increased motivation, teamwork, discipline, and sportsmanship.	To be completed after implementation.	Recognition records, certificates, observation reports
9. Monitoring and Evaluation of Sports Programs	To assess the effectiveness of sports involvement practices and identify areas for improvement.	Use participation records, teacher feedback, learner surveys, activity evaluations, and monitoring checklists to review program implementation.	School Head, Sports Coordinator, Teachers, Researcher	500	School MOOE / Existing School Resources	Quarterly and at the end of the school year	Program strengths and areas requiring improvement are documented and addressed.	To be completed after implementation.	Monitoring reports, evaluation forms, participation data
10. Sustainability of Sports Best Practices	To sustain effective practices and promote continuous improvement in school sports involvement.	Conduct a year-end review, share successful practices during school meetings or LAC sessions, update the sports development plan, and identify priorities for the next school year.	School Head, Sports Coordinator, Teachers, Parents, Community Partners	500	School MOOE / Approved Funds / Partner Support	End of school year	Effective sports practices are integrated into continuing school programs and future plans.	To be completed after implementation.	Year-end report, revised sports development plan, meeting minutes
TOTAL				**₱12,000**					

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Table 22. Capacity Building Endeavor: Areas of Concern, Strategies, and Budget

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. School Best Practices in Promoting Sports Involvement	To improve the ways the school encourages learners to join and participate in sports activities.	Conduct workshops and sharing sessions on planning sports activities, improving Physical Education activities, organizing school sports programs, and creating opportunities for learners to participate. Teachers may also share effective practices and strategies that have worked in their classes and school activities.	Teachers, School Administrator, Sports Coordinator, Other Professionals	₱15,000	MOOE	Term 1–Term 3	Teachers and school personnel will be better prepared to plan and conduct organized, enjoyable, inclusive, and safe sports activities that encourage more learners to participate.		
2. Effectiveness in Sports Involvement	To improve the implementation of sports activities and increase learners' participation and interest in sports.	Conduct training on basic sports management, coaching, officiating, learner motivation, safety, and proper supervision. Include simple activities that help teachers encourage learners, develop their sports skills, and work with parents and community partners.	Teachers, School Administrator, Sports Coordinator, Other Professionals	₱15,000	MOOE	Term 1–Term 3	Sports activities will be better organized and implemented, with improved learner participation, coaching, supervision, safety, and support from parents and the community.		
3. Sports Facilities and Equipment	To ensure that available sports facilities and equipment are safe, usable, and sufficient for school activities.	Conduct an inventory of sports equipment; identify damaged or insufficient materials; develop a schedule for proper use and maintenance; and coordinate with stakeholders for additional equipment when needed.	School Administrator, Teachers, Sports Coordinator, Property Custodian, PTA, Community Partners	₱15,000	MOOE / Stakeholder Support	Term 1–Term 3	Sports facilities and equipment will be properly managed, maintained, and made available for regular learner activities.		
4. Learner Participation and Motivation	To encourage more learners to actively participate in sports regardless of their skill level.	Organize inclusive sports activities, class-based games, recreational activities, recognition programs, and learner motivation activities. Encourage participation through positive feedback and appropriate recognition.	Teachers, Sports Coordinator, Learners, School Administrator	₱10,000	MOOE / Donations	Term 1–Term 3	More learners will show interest, confidence, and active participation in school sports activities.		

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Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
5. Sports Safety and Supervision	To promote safe participation during training, games, and other sports activities.	Conduct orientation on warm-up and cool-down exercises, proper use of equipment, basic first aid, injury prevention, emergency procedures, and appropriate teacher supervision during sports activities.	Teachers, Sports Coordinator, School Health Personnel, School Administrator	₱10,000	MOOE	Term 1–Term 3	Learners will participate in sports activities more safely, while teachers will be better prepared to prevent and respond to sports-related incidents.		
6. Parent and Community Support	To strengthen the support of parents and community partners for school sports programs.	Conduct meetings and consultations with parents, PTA officers, Barangay officials, and other partners to discuss sports activities, needed resources, learner participation, and possible support.	School Administrator, Teachers, PTA, Parents, Barangay Representatives, Community Partners	₱10,000	MOOE / Donations / Partnerships	Term 1–Term 3	Parents and community partners will become more involved in supporting school sports activities and learner participation.		
7. Monitoring and Evaluation of Sports Programs	To regularly check whether school sports activities are properly implemented and achieving their intended purpose.	Conduct regular monitoring of sports activities, participation, equipment use, and learner feedback. Prepare simple accomplishment reports and identify areas that need improvement.	School Administrator, Sports Coordinator, Teachers	₱5,000	MOOE	Term 1–Term 3	The school will have regular information to improve sports activities, participation, and program implementation.		

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Overall Expected Outcome

The implementation of the School Sports Capacity-Building Endeavor is expected to strengthen the school's ability to provide organized, inclusive, safe, and engaging sports activities. Teachers and school personnel will develop improved skills in planning, coaching, supervision, and sports management, while learners will be encouraged to participate more actively. Stronger coordination with parents and community partners will also help provide additional support for the sustainability of school sports programs.

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