

# SPORTS DEVELOPMENT PROGRAM OF SAMAR STATE UNIVERSITY, CATBALOGAN CITY, PHILIPPINES

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## ABSTRACT

This study assessed the extent of implementation of Sports Development Program of Samar State University in Catbalogan City, Philippines. It is a known fact that Physical Education plays an integral role in the educational system for reasons that it promotes a holistic approach to the development of a human being encompassing all aspects such as the physical, mental, social and even emotional. This study utilized the descriptive survey method of research using the questionnaire-checklist as the main instrument to gather the needed data. Results revealed that incentives, sports facilities and equipment, and dormitory assistance are indeed serious and need to be improved. For coaches, recruitment and admission, training development, incentives, sports facilities and equipment posed serious. Meanwhile, athletes considered the opportunities and challenges along recruitment and admission, training development, character development, scholarship, incentives, sports facilities and dormitory as serious challenges and need to be addressed. Moreover, the athletes' point of entry and performance are correlated to training and development while dormitory assistance enhances the athletic performance. Thus, the enhanced SSU Sports Development Program should be implemented. Further, studies on sports development program considering other components are highly recommended in order to validate the results obtained herein.

## Keywords

sports development program, scholarship, incentives, training program

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## Introduction

Physical Education plays an integral role in the educational system for reasons that it promotes a holistic approach to the development of a human being encompassing all aspects such as the physical, mental, social and even emotional. It is therefore important to note how education of the physical nature in relation to knowledge and understanding of physical activity, exercise, physical training and physical fitness can contribute to the life of an individual (Cando and Cagurin, 2017).

In fact, the introduction of sports in a curricular program in tertiary level provides students with opportunities to acquire knowledge of basic and advanced skills in various sports disciplines and/or improve active life for fitness and lifelong health. In the local setting, the Philippine Association of State Universities and Colleges (PASUC) in Region VIII holds a yearly sport activity that encourages all state universities and colleges (SUCs) in the region to participate in different sporting events. The event is considered as a highly organized competitive physical activity with defined rules and regulations which is known as State Colleges and Universities

Athletic Association (SCUAA) Meet. All SUCs in the region convene together to promote sportsmanship and develop camaraderie among key officials, coaches, assistant coaches and athletes through competition of different field events. SUCs compete to be the champion of the yearly competition through ranking in terms of medal standing.

In particular, Samar State University as one of the premier universities in Region VIII, Philippines believes in the holistic development of students. In consideration of this fact, the university not only tries to excel in the academic world, but also strives to provide a sports development program where students develop vital lifelong learning skills and self-discipline through sports. This in turn has a great effect on the performance of athletes in sports competitions like Regional SCUAA Meet. Based on record, in 2015, SSU was ranked 8<sup>th</sup> out of 11 SUCs that participated in the competition with 8 gold medals, 11 silver medals and 6 bronze medals for a total of 25 medals from different sports disciplines. While in 2016, there was a total of 29 gold, silver and bronze medals garnered by the university and was ranked 10<sup>th</sup>. Just recently, SSU participated the regional SCUAA Meet hosted by Visayas State

University in Baybay City, Leyte and was ranked 10<sup>th</sup> out of 10 SUCs with 6 silver medals and 17 bronze medals. The data showed that performance of SSU athletes during Regional SCUAA Meet is weak and needs to be addressed. It is observed that those that usually made it to the top ranking universities along sports are those with well-defined sports development program.

Thus, ineffective implementation of SSU sports development program and poor performance of athletes in the regional SCUAA Meet are quite evident. It is for the aforementioned reasons that the researcher ventured into this study with the hope that the output of the study will help enhance the existing sports development program of the university.

### Theoretical Background

This study is anchored on Alfred Adler's theory of personality particularly on behavior (Weiten, 2001). As a world renowned philosopher and psychiatrist, he stressed the need to understand individuals within their social context that was intimately connected to a humanistic philosophy of living. According to Adler, when one feels encouraged, he feels capable and appreciated and will generally act in a connected and cooperative way. When one is discouraged, he may act in unhealthy ways by competing, withdrawing, or giving up. It is in finding ways of expressing and accepting encouragement, respect, and social interest that help one feels fulfilled and optimistic. The theory focuses on someone's efforts to compensate for his self-perceived inferiority to others. These feelings of inferiority may derive from one's position in the family constellation, particularly if early experiences of humiliation occurred; a specific physical condition or defect existed; or a general lack of social feeling for others was present.

The theory also emphasizes the **goal orientation and self-determination and uniqueness** where there is one central personality dynamic derived from the growth and forward movement of life itself. It is a future-oriented striving toward a goal of significance, superiority, or success. In mental health, it is a realistic goal of socially useful significance or superiority over general difficulties. The early childhood feeling of inferiority, for which one aims to compensate, leads to the creation of a fictional final goal which subjectively seems to promise future security and

success. The depth of the inferiority feeling usually determines the height of the goal which then becomes the final cause of behavior patterns. Meanwhile, a person's fictional goal may be influenced by hereditary and cultural factors, but it ultimately springs from the creative power of the individual, and is consequently unique. Usually, individuals are not fully aware of their goal. According to Adler, the foremost source of human motivation is a striving for superiority. In his view, the striving does not necessarily translate into the pursuit of dominance or high status. Striving for superiority is a universal drive to adapt, improve oneself, and master life's challenges.

Another theory is that of a well-known theory of motivation (Gines, 2005) that demonstrated motivation of students in schools which is known as the hierarchy of needs and motives developed by Abraham Maslow. According to Maslow, there are five basic types of needs in Maslow's theory: physical, psychological, love and belonging, esteem and self-actualization. The needs that are at the base are assumed to be more basic than the needs above them. Self-actualization requires the satisfaction of the hierarchy of needs. According to this theory, the need for esteem is unique because it possesses a quality that can drive people to make extreme sacrifices in its pursuit. Maslow's idea of esteem centers around seeking recognition from others and from oneself as a worthwhile person. People want a favorable judgments from others, which is on honest achievement. Commonly, the sense of competence combined with reaction from others produces self-esteem. This need is satisfied when one experiences feelings of worth, strength, usefulness, and confidence. Teachers can provide opportunities for students to achieve and receive deserved reinforcement to satisfy the said needs. Self-esteem is generated by one's accomplishments academically and socially.

Another basic type of needs of Maslow's theory is the self-actualization or the use of one's abilities to the limit of one's potentialities. Self-actualization is a growth concept which is a motivating force that influences one's actions. By guiding the students in their activities, they will be able to accomplish and feel both competent and fulfilled (Sevilla, et.al. 2006). Maslow also added that a deficit in any of the categories may affect

the student's performance. Students who are hungry or fearful may find it difficult to concentrate on their studies. Students who feel rejected and isolated may refuse to participate fully in class activities. In the same manner, teacher-student relationships are significant in satisfying student's needs. Students need to feel that they are worthy of the respect from both themselves and others. The respect must be based on actual achievement. Thus, the concept of self-assessment is not static that once attained, can be maintained indefinitely. Rather, it embodies a continual growth process. Hence, to foster self-actualization among athletes, coaches themselves can emphasize self-directed learning like proper training of sports the athlete is inclined in, and at the same time encourage him to branch out and discover new skills by himself through skills development.

Another theory that supports the present study is the **experiential learning theory** espoused by David Kolb, John Dewey and Kurt Lewin that emphasized the process of [learning](#) through [experience](#), and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is distinct from [rote](#) or [didactic](#) learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of [active learning](#) such as [action learning](#), [adventure learning](#), free-choice learning, [cooperative learning](#), [service-learning](#), and [situated learning](#).

According to this theory, knowledge is continuously gained through both personal and environmental experiences. Kolb states that in order to gain genuine knowledge from an experience, the learner must have four abilities: 1) The learner must be willing to be actively involved in the experience; 2) The learner must be able to reflect on the experience; 3) The learner must possess and use analytical skills to conceptualize the experience; and 4) The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Moreover, most understand the important role [experience](#) plays in the learning process. The role of [emotion](#) and feelings in learning from

experience has been recognized as an important part of experiential learning. While those factors may improve the likelihood of experiential learning occurring, it can occur without them. Rather, what is vital in experiential learning is that the individual is encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

This reinforces the fact that experiential learning and reflective learning are iterative processes, and the learning builds and develops with further reflection and experience. Facilitation of experiential learning and reflection is challenging, but a skilled facilitator, asking the right questions and guiding reflective conversation before, during, and after an experience, can help open a gateway to powerful new thinking and learning.

The same principle applies to athletes who are physically involved in specific sports disciplines. Training encourages them to perform and through these performances, they are able to learn and in the long run attain and develop lifelong skills that could be used by them in different situations.

### Statement of Objectives

The study aimed to assess the implementation of the Sports Development Program of Samar State University in Catbalogan City, Philippines in its three years of implementation.

Specifically, it sought to answer the following questions:

1. What is the profile of the participants in terms of:
  - 1.1 Coaches
    - 1.1.1 educational attainment;
    - 1.1.2 number of years as coach;
    - 1.1.3 coaching performance, and
    - 1.1.4 seminars, trainings and conferences attended related to sports?
  - 1.2 Athletes
    - 1.2.1 type of sports;
    - 1.2.2 entry point in the team, and
    - 1.2.3 athletic performance?
2. What is the extent of implementation of sports development program as perceived by the:
  - 2.1. administrators;

- 2.2. coaches, and
- 2.3. athletes?
3. Is there a significant relationship between the profile of the coaches and athletes and their perception in the implementation of sports development program?
4. What are the opportunities and challenges encountered by the participants in the implementation of the sports development program?

### Related Literature

The researcher conducted a review of literature relevant to the present study especially those that have bearing on the importance of the implementation of sports development program, motivation, incentives and behaviors that have supplied rich materials and smart ideas to the researcher. Those ideas served as guide in the conceptualization of the present study. They are presented as follows: Tungpalan and Luna (2013) defined sport as a competitive physical activity requiring skill or physical prowess which through casual or organized participation, aim to use, maintain or improve physical ability and provide entertainment to participants, usually governed by a set of rules or customs, which serve to ensure fair competition, and allow consistent adjudication of the winner.

Commonly, winning can be determined by physical events such as scoring goals or crossing a line first, or by the determination of judges who are scoring elements of the sporting performance, including objective or subjective measures such as technical performance or artistic impression. Generally sports are viewed to have several objectives and among them are the following: 1) to develop the physical fitness by maintaining and increasing such components as speed, flexibility, muscular strength, muscular endurance, aerobic capacity and anaerobic capacity; 2) to develop understanding of the importance of sport in the pursuit of healthy and active lifestyle at the College and beyond; 3) to promote an awareness of and an ability to appreciate the aesthetic qualities of sporting performance and movement; 4) to develop capacity to sustain interest in sports and to persevere in order to achieve success; 5) to develop the leadership skills and foster qualities of

cooperation, tolerance, consideration, trust and responsibility when faced with group and team problem-solving tasks; 6) to develop self-esteem and self-confidence through positive sporting experiences; 7) to provide healthy competition through inter-school and inter-house matches; 8) to develop and sustain high quality competitive school teams with a particular emphasis on the major sports; 8) to provide opportunities for students to excel at sports, and 9) to ensure that every student can maximize their sporting potential and find a sports that can be enjoyed and participated in with some success.

Moreover, Tungpalan and Luna emphasized the importance of sports to man's life by citing the following reasons to wit: good health, productive time utilization, active mind, improves alertness, reduce stress, develops confidence and discipline, team player and career path. Hence, benefits of sports include among others the following: physical activity, social activity, self-esteem, academic success, and lifelong health.

On the other hand, success in sports or any activity could only be achieved if someone is properly motivated. According to Sevilla (2006), in the economy-driven environment today, educational leaders, teachers, a lot of employers, team leaders, and managers are expected to understand and apply motivational techniques. Similarly, teachers have to employ motivating techniques to arouse the interest of their students to learn. The same concept applies to coaches and athletes who exert effort just to achieve something in the field of sports.

Some of the strategies to motivate people towards positive behavior (Sevilla, 2006) are: 1) Motivation by goal setting, which emphasizes that people can be overwhelmed by dreams or goals that appear to be beyond their reach. Helping people to dream, envision, and set reasonable goals and break down long-term goals into shorter increments is helpful; 2) Motivation by focus, which stressed that people who are successful in making their dreams happen are those who are able to maintain their focus. They achieve their goals no matter how long it would take them to reach. Many people feel inspired to persist by focusing on a symbol of success. The symbol itself might be one that epitomizes success that will move them upward.; 3) Motivation by enticement. It is possible to get followers do what

one wants them to do through enticements of various forms such as giving them some sort of external reward for acting as they should with the promise of more money, good grades for students, double bonus for employees working overtime, and so forth; giving recognition or status such as titles, a luxurious office or public recognition or praising them in public.

These three strategies are believed to be helpful to both coaches and athletes to persevere more in the attainment of a common goal which is at least to garner medals in the sports competition. Coming up with a common goal for the team is quite impressive since all are motivated to achieve the goal set by them. Medals and certificates of recognition could be a symbol of success for the whole team that help each member focus towards the achievement of such. Furthermore, giving them cash incentives would eventually make them motivated and would aspire more and perform better in the competitions to come.

Moreover, another concept that has important bearing to the present study is that of theory of multiple intelligences of Howard Gardner (Weiten, 2001), a psychologist and professor at Harvard University's Graduate School of Education, as well as Co-Director of Harvard Project Zero, who formulated the theory of multiple intelligences. According to him, all human beings possess all nine multiple intelligences in varying amounts. The most notable among these nine intelligences which are related to the present study are: 1) Bodily-Kinesthetic intelligence which refers to the ability to use all or part of one's body to perform a task or fashion a product in which the dancer, athlete, mime, surgeon, and actor manifest an ability in this domain; 2) Intrapersonal intelligence which refers to a person's understanding of self. It includes knowledge and understanding of one's own cognitive strengths, intelligence, styles as well as his feelings and range of emotion. Also, it entails the ability to put that knowledge to use in planning and carrying out successful activities. Since this is the most private of the intelligence, it is usually necessary to gain evidence of it through language, music, visual arts, or some other forms of expressions, and 3) Interpersonal intelligence which entails the ability to understand other individuals, their actions and their movements. It

also includes the ability to act productively based on that knowledge.

In most cases, a person's interpersonal intelligence is the knowledge that guides him through the social interactions of daily life. In more developed forms, the said intelligence can be seen in teachers, therapists, salespersons, and religious and political leaders. These people are perceived as organizers in the classroom and are sensitive to the needs and feelings of others.

### **Significance of the Study**

It is deemed necessary to assess the implementation of Sports Development Program of Samar State University to find out if all areas of the program are well- implemented since there is an annual competition conducted in the local, regional and national levels. Moreover, the results of the study will serve as reference for sports directors, coaches, assistant coaches, sports coordinators, athletes, parents, and administrators as well as future researchers. A more functional sports development program would mean that it has attained its objectives in maximizing students' potentials through sports. Better performance of athletes in competition will also help make the University known along sports development. This in turn would also mean more students who will enroll in the university because the incentives that they would avail like cash incentive and free stay in the dormitory are indeed a great help financially for both athletes and their parents.

### **Methodology**

#### **Research Design**

The study utilized the descriptive survey method of research using the questionnaire-checklist as the main instrument to gather the needed data. The data that were generated through the use of the questionnaire checklist from the three groups of respondents are all qualitative in nature. On the other hand, an interview was conducted to administrators, coaches and assistant coaches and athletes to validate the correctness of the answers they have indicated in the questionnaire-checklist.

#### **Research Environment**

The study was conducted in Samar State University (SSU), Catbalogan City. It has seven colleges and three satellite campuses, namely: Graduate School (GS), College of Education

(COEd), College of Nursing and Health Sciences (CONHS), College of Arts and Sciences (CAS), College of Industrial Technology (CIT), College of Engineering (COEng'g), SSU Mercedes Campus, SSU Paranas Campus and SSU Basey Campus (SSU University Code).

### **Research Participants**

The participants of the study are the administrators composed of administrative, Research Respondents of the Study

Type of Participant	COLLEGE					TOTAL
	CAS	CoEd	COEng'g	CIT	CONHS	
Administrators	5	8	7	11	1	32
Coaches	4	8	9	25	0	46
Athletes	18	21	16	26	6	87

Total enumeration was used in the selection of all participants. There is a total of 46 coach-respondents, 32 administrators- and 87 athlete-respondents. The participants are coming from the five colleges of the university.

### **Research Instrument**

To determine the perception of the respondents in the implementation of the sports development program, a questionnaire-checklist was used. There are three sets of questionnaire-checklist that were prepared by the researcher. One set of questionnaire was administered to the administrators, another set was given to the coaches and the last set of questionnaire-checklist was given to athletes.

The questionnaire-checklist for coaches was composed of three parts, to wit: 1) the profile of the respondents along educational attainment, number of years as coach, coaching performance, and seminars and trainings, conferences attended related to sports, and 2) the attitudinal scale on the extent of implementation of the sports development program along the following areas: a) recruitment and admission; b) training and development; c) character development; d) incentives; and e) sports facilities and equipment, and 3) the attitudinal scale on the opportunities

research and academic councils, coaches, and athletes of the university who are actively involved in different sports competitions. The aforementioned participants are the ones familiar with the sports development program of the university due to their participation in the formulation of the program and endorsement of the same for Board approval.

and challenges encountered by the coaches and administrators in the implementation of the program.

The three sets of questionnaire-checklist were subjected for expert validation. There are three experts who validated the three sets of questionnaire-checklist. All of them came from state universities in Region VIII to wit: Leyte Normal University (LNU) in Tacloban City, Eastern Visayas State University (EVSU) in Tacloban City and Northwest Samar State University located in Calbayog City. The said experts were given ample time to comment and suggest on the different parts and components of the instrument. Their suggestions were all incorporated in the questionnaire-checklist and the revised instrument was again shown to them for further refinement. There being no other suggestions, the three sets of revised questionnaire-checklists were then administered for test of reliability to the administrators, coaches and assistant coaches, sports coordinators, and athletes of SSU Paranas Campus and SSU Mercedes Campus. After three days, the instruments were retrieved from the respondents and the data were tallied and statistically processed using the Cronbach's alpha.

For the athletes' questionnaire with forty items, the Cronbach alpha result was posted at 0.802

with twenty five respondents while the Cronbach alpha for coaches' questionnaire with 41 items was pegged at 0.796 with thirty four coaches who validated it and finally for administrators' questionnaire with sixteen items, the Cronbach alpha was 0.801 with fifty four administrators who responded to it.

**Results and Discussion**

**Profile of the Respondents**

The salient findings of the study are as follows: 1) The coach-respondents are saturated with

Master's degree holders, have less experience in terms of coaching, have received few medals in regional competitions, and have not attended international seminars, trainings, and conferences related to sports, 2) Majority of the athlete-respondents are involved in athletics particularly in running which is an individual sport, selected through try-out, and have received bronze medals only for both regional and national levels.

**Extent of Implementation of the Sports Development Program as Perceived by the Administrators**

**Table 2.1.a**

**Extent of Implementation of Sports Development Program Along Incentives as Perceived by the Administrators**

Indicators	Xw/Interpretation	
SSU provides financial incentives to varsity athletes who are winners of the regional and national competitions.	3.92	Satisfactorily Implemented
SSU facilitates the speedy provision and claim of monthly allowance to varsity athletes who are winners of regional and national competitions.	3.80	Satisfactorily Implemented
Grand Mean	3.86	Satisfactorily Implemented

Legend:

- 4.51 - 5.00 *Excellentlly Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SII)*
- 1.00 - 1.50 *Not Implemented (NI)*

**Incentives.** Table 2.1.a presents the extent of implementation of sports development program along incentive. It can be seen from the table that the grand mean of the two indicators considered along incentive was pegged at 3.86 which meant satisfactorily implemented. The statement which was rated higher than the other indicators was along the line, "SSU provides financial incentives

to varsity athletes who are winners of regional and national competitions". It is indeed true that athletes who were winners of regional competition like SCUAA Meet received financial incentive after the meet which is a great motivating factor for future athletes to perform better in regional athletic competitions.

**Table 2.1. b**

**Extent of Implementation of Sports Development Program Along Sports Facilities and Equipment as Perceived by the Administrators**

	Indicators	Xw/Interpretation	
1.	SSU provides sports facilities (e.g. track oval and swimming pools) to student-athletes to ensure a better	3.74	Satisfactorily Implemented

	performance in any athletic competition.		
2.	Most of the sports facilities of the university are in good condition, do not need repair and serviceable.	3.82	Satisfactorily Implemented
3.	The presence of sports facilities within the campus is evident.	3.56	Satisfactorily Implemented
	<b>Grand Mean</b>	<b>3.71</b>	<b>Satisfactorily Implemented</b>

Legend:

- 4.51 - 5.00 *Excellently Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SII)*
- 1.00 - 1.50 *Not Implemented (NI)*

**Sports Facilities and Equipment.** Table 2.1.b presents the extent of implementation of sports development program along sports facilities and equipment as perceived by the Administrators. It can be gleaned from the table that all the three indicators identified have a grand mean of 3.71 with an interpretation of “satisfactorily implemented”. This implied that the management

should consider provision of sports facilities to improve the performance of athletes in various sports competitions. Williams (2012) affirmed that to provide skills and knowledge on the proper use of facilities are the aims of athletic management and sports competitions which would eventually affect the performance of athletes.

**Table 2.1.c**

**Extent of Implementation of Sports Development Program Along Dormitory as Perceived by the Administrators**

	Indicators	Xw/Interpretation	
1.	The SSU management provides free stay in the dormitory for varsity athletes.	3.24	Moderately Implemented
2.	SSU prioritizes student-athletes to stay in the dormitory.	3.14	Moderately Implemented
3.	The management ensures that dormitory rooms are conducive and adequate for student-athletes.	3.14	Moderately Implemented
	<b>Grand Mean</b>	<b>3.17</b>	<b>Moderately Implemented</b>

Legend:

- 4.51 - 5.00 *Excellently Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SII)*
- 1.00 - 1.50 *Not Implemented (NI)*

**Dormitory.** Table 2.1.c presents the extent of implementation of Sports Development Program along Dormitory. It can be gleaned from the table that the statements, “The SSU management provides free stay in the dormitory for varsity

athletes”, “SSU prioritizes student-athletes to stay in the dormitory”, and “The management ensures that dormitory rooms are conducive and adequate for student-athletes” have mean values of 3.24, 3.14 and 3.14, respectively which have an interpretation of moderately implemented. The

grand mean means that along dormitory, it was moderately implemented. The data implied that there was no full implementation yet in the occupancy of university dormitory for student-athletes, it is for the reason that the ladies' and men's new dormitory are still under construction and not yet ready for occupancy. It is the lookout of the management to provide the free dormitory stay as stipulated in the Sports Development Program of the university for it assures safety of the athletes. The utmost concern of the administrators and coaches is the welfare and safety of the athletes living in the dormitory.

### Extent of Implementation as Perceived by the Coaches

**Table 2.2.a**

#### Extent of Implementation of Sports Development Program Along Recruitment and Admission as Perceived by the Coaches

	Indicators	Xw/Interpretation	
1.	The program provides criteria in the selection of athletes considering the eligibility rules and process of disqualification.	4.30	Satisfactorily Implemented
2.	Membership to the SSU Training Pool is based on qualifications of athletes.	4.30	Satisfactorily Implemented
3.	For individual events, team events, field events and time events, the selection is based on the needed core team members where ranking system is applied.	4.02	Satisfactorily Implemented
4.	Coaches select athletes using the criteria such as basic skills, actual competition performance, peer evaluation and coach observation/assessment.	4.04	Satisfactorily Implemented
5.	Coaches are actively involved in the recruitment and selection of athletes where they are made to travel to other schools to recruit potential athletes.	4.07	Satisfactorily Implemented
	Grand Mean	4.15	Satisfactorily Implemented

Legend:

- 4.51 - 5.00 *Excellentlly Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SII)*
- 1.00 - 1.50 *Not Implemented (NI)*

In general, recruitment and admission has a grand mean of 4.15 which is slightly implemented. It is the responsibility of the coach and assistant coaches who were assigned to perform the task to

**Recruitment and Admission.** Table 2.2.a presents the data on the extent of implementation of Sports Development Program along Recruitment and Admission as perceived by the coaches. As shown from the table, among the five statements, two statements have received the same rating which was 4.30 and interpreted as "satisfactorily implemented". These statements are: "The program provides criteria in the selection of athletes considering the eligibility rules and process of disqualification" and "Membership to the SSU Training Pool is based on qualifications of athletes".

ensure that the best athletes are selected based on qualification and experiences in sports where he/she is engaged in. Kestner (2016) mentioned that to recruit and coach athletes is an exhilarating way to be engaged in sports wherein the coach has

to accept the task of assisting the athletes through his early sports experiences. It is indeed true that experience hone athlete's potential in sports and

keep him motivated to perform better in any athletic or sports competitions.

**Table 2.2.b**

**Extent of Implementation of Sports Development Program Along Training and Development as Perceived by the Coaches**

	Indicators	Xw/Interpretation	
1.	In-house training related to sports is being conducted by the administration to enhance the coaching skills of coaches.	3.80	Satisfactorily Implemented
2.	Coaches are sent to attend seminars, trainings and conferences related to sports for further learning experience.	3.76	Satisfactorily Implemented
3.	Coaches formulate the objectives of their own training program and are clearly disseminated to athletes.	3.89	Satisfactorily Implemented
4.	The coaches require the athletes to attend the year-round training.	3.74	Satisfactorily Implemented
5.	The coaches are provided with snacks by the management for the whole duration of the training.	3.70	Satisfactorily Implemented
	Grand Mean	3.78	Satisfactorily Implemented

Legend:

- 4.51 - 5.00 *Excellently Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SI)*
- 1.00 - 1.50 *Not Implemented (NI)*

**Training and Development.** Table 2.2.b presents the extent of implementation of Sports Development Program along Training and Development as perceived by the coaches. It can be seen from the table that the highest mean among the statements was for the statement that stated, "Coaches formulate the objectives of their own training program and are clearly disseminated to athletes" which received a mean of 3.89. Meanwhile, the lowest mean was 3.70 for the statement, "The coaches are provided with snacks by the management for the whole duration of the training". The grand mean for training and development was 3.78 which means that along training and development, it is satisfactorily implemented. This implied that there is a need to formulate intervention program to maximize the activities along training and development.

Commonly, a training program crafted by the coach is important to athletes to strictly follow since it serves as a training guide. It reflects how often a training will be conducted for a week and what activities will be conducted. If training program is clearly defined and understood by both coaches and athletes, they will work cohesively as a team because they have a common goal to attain. Rivera (2010) opined that as a coach, they also check themselves at all times in a way that demonstrate their commitment to ensure safety of the training venue during training. Walters (2014) stressed that one must have a clear game and action plan that focuses on the same end result which will quickly check if the team needs to recalibrate its effort. Then the game plan should be closely associated with individual goals.

**Table 2.2.c**

### Extent of Implementation of Sports Development Program Along Character and Development as Perceived by the Coaches

	Indicators	Xw/Interpretation	
1.	The ultimate goal of sports development program is to develop sportsmanship and positive attitude between and among coaches and athletes in the University and with other State Universities and Colleges (SUCs).	3.87	Satisfactorily Implemented
2.	The Sports Development Program provides opportunities for coaches to enhance values such as honesty, integrity, respect and discipline.	3.91	Satisfactorily Implemented
	Grand Mean	3.89	Satisfactorily implemented

Legend:

- 4.51 - 5.00 *Excellently Implemented (EI)*  
 3.51 - 4.50 *Satisfactorily Implemented (SaI)*  
 2.51 - 3.50 *Moderately Implemented (MI)*  
 1.51 - 2.50 *Slightly Implemented (SI)*  
 1.00 - 1.50 *Not Implemented (NI)*

**Character Development.** The extent of implementation of Sports Development Program along Character Development as perceived by the coaches is presented in Table 2.2.c. With the two indicators considered in character development, the highest mean was 3.91 with interpretation of satisfactorily implemented but both indicators have the same interpretation that constituted to the grand mean of 3.89 which is satisfactorily implemented. In any sports activity, the focus is not only on the development and acquisition of skills needed by the athletes but also the

**Table 2.2. d**

### Extent of Implementation of Sports Development Program Along Incentives as Perceived by the Coaches

	Indicators	Xw/Interpretation	
1.	SSU provides financial incentives to coaches whose athletes have won in the regional and national competitions.	4.04	Satisfactorily Implemented
2.	The program includes provision of monthly allowance to coaches who have winning athletes.	3.93	Satisfactorily Implemented
3.	Coaches are de-loaded to three units per semester equivalent to 6 units for a year.	3.85	Satisfactorily Implemented
4.	Coaches are entitled for a service credit year-round outside of his teaching/office hours.	4.00	Satisfactorily Implemented

development of character. An athlete imbued with right values like discipline, respect, open-minded, and trainable are those that succeed in their career. According to Jones et al. (2006) coaching has been recognized as an essential success factor in fostering innovation and managerial flexibility which also involves character development. This idea of Jones et al. was supported by Ennis et al. (2004) who mentioned that coaching with character development involves a clear link between the individual goals of the coaches and the strategic goals of the organization.

5.	Coaches are entitled for a service credit during regional SCUAA Meet and a two-day rest thereafter.	3.96	Satisfactorily Implemented
	Grand Mean	3.96	Satisfactorily Implemented

Legend:

- 4.51 - 5.00 *Excellentlly Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SII)*
- 1.00 - 1.50 *Not Implemented (NI)*

**Incentives.** Table 2.2.d presents the extent of implementation of Sports Development Program along incentives as perceived by the coaches. The statement on “SSU provides financial incentives to coaches whose athletes have won in the regional and national competitions” got the highest mean which was pegged at 4.04 with a descriptive interpretation of “satisfactorily implemented” and the lowest mean was pegged at 3.85 for the statement, “Coaches are de-loaded to three units per semester equivalent to six units for a year”. However, all indicators that were considered along incentives got an interpretation of “satisfactorily implemented” that led to the

grand mean of 3.96 which still has a satisfactorily implemented interpretation. Giving incentives is a form of extrinsic motivation that encourages athletes to do their best and even exceed the expectations of coaches. Monetary incentives in particular no matter how big or small creates a sense of accomplishment to both coaches and athletes. In extrinsic motivation, a person performs an action because it leads to an outcome that is separate from the person (Ryan and Deci, 2000). Both outcome and level of effort can vary depending on the type of motivation (Amabile et al., 1976).

**Table 2.2. e**

**Extent of Implementation of Sports Development Program Along Sports Facilities and Equipment as Perceived by the Coaches**

	Indicators	Xw/Interpretation	
1.	Sports facilities are being provided to coaches and assistant coaches to ensure better performance in any athletic competition.	3.91	Satisfactorily Implemented
2.	Request for sports facilities are promptly addressed/purchased by the University, whenever needed.	3.85	Satisfactorily Implemented
3.	Sports facilities of the university are adequate for training and its presence is evident.	3.72	Satisfactorily Implemented
4.	Most of the sports facilities of the university are in good condition.	3.78	Satisfactorily Implemented
5.	The University conducts a regular inventory of materials, supplies and equipment for sports development.	3.72	Satisfactorily Implemented
	Grand Mean	3.80	Satisfactorily Implemented

Legend:

- 4.51 - 5.00 *Excellentlly Implemented (EI)*
- 3.51 - 4.50 *Satisfactorily Implemented (SaI)*
- 2.51 - 3.50 *Moderately Implemented (MI)*
- 1.51 - 2.50 *Slightly Implemented (SII)*

1.00 - 1.50 Not Implemented (NI)

**Sports Facilities and Equipment.** The extent of implementation of Sports Development Program along sports facilities and equipment as perceived by the coaches is shown in Table 2.2.e. As can be gleaned from the table, the highest mean was pegged at 3.91 on the statement “Sports facilities are being provided to coaches and assistant coaches to ensure better performance in any athletic competition” and the lowest was pegged at 3.72 for statements, “Sports facilities of the university are adequate for training and its presence is evident” and “The University conducts a regular inventory of materials, supplies and equipment for sports development” with an interpretation of “satisfactorily implemented”. Furthermore, the grand mean along sports facilities and equipment was 3.80 with an interpretation of “satisfactorily implemented”. Any sports development program of an academe would not be fully implemented without the presence of sports facilities and equipment. The very reason why most athletes excel in sports is because of the available sports facilities and equipment used during training. Tugpalan and Luna (2013) said that completeness and

functionality of sports facilities and equipment are two vital considerations of the administrators and coaches. These could be attributed to the willingness of both athletes and coaches to engage in training activities. If facilities and equipment are lacking, no matter how good the coach and the athletes are and how determined they are to accomplish and achieve their goals, it would still be useless. Ciccarelli and White (2015) stressed that the need for motivation involves a string desire to succeed in attaining goals, not only realistic ones but also challenging ones. People who are high in the need for achievement look for careers and hobbies that allow others to evaluate them because these high achievers also need to have feedback about their performance in addition to the achievement of reaching the goal. Achievement motivation appears to be strongly related to success in school, occupational success, and the quality and amount of what a person produces (Collins et al.,2004; Gellispie et al., 2002; Spangler, 1992).

Table 3.a.1

**Relationship Between Coach-Respondents’ Perception in the Implementation of Sports Development Program and Their Profile**

Profile		Value	Decision on Ho	Interpretation
Educational Attainment	Pearson Correlation	0.011	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.942	Do not Reject Ho	Not Significant
	N	46		
Number of Years as Coach	Pearson Correlation	0.168	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.263	Do not Reject Ho	Not Significant
	N	46		
Bronze	Pearson Correlation	0.246	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.099	Do not Reject Ho	Not Significant
	N	46		
Silver	Pearson Correlation	0.252	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.091	Do not Reject Ho	Not Significant
	N	46		

Gold	Pearson Correlation	0.112	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.459	Do not Reject Ho	Not Significant
	N	46		
Number of Seminars, Trainings and Conferences Attended	Pearson Correlation	0.131	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.385	Do not Reject Ho	Not Significant
	N	46		

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 3.a.1 show the relationship between the coach-respondents profile in the implementation of the Sports Development Program along Recruitment and Admission. It can be seen from the table that all the profile considered like educational attainment, number of years as coach, awards in terms of gold, silver and bronze medals

have no significant relationship in the implementation of Sports Development Program along Recruitment and Admission utilizing Pearson Product Moment Correlation Coefficient at 0.01 and 0.05 level of significance which led to the acceptance of the hypothesis.

Table 3.a.2  
**Training and Development and their Profile**

Profile		Value	Decision on Ho	Interpretation
Educational Attainment	Pearson Correlation	0	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.998	Do not Reject Ho	Not Significant
	N	46		
Number of Years as Coach	Pearson Correlation	0.124	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.413	Do not Reject Ho	Not Significant
	N	46		
Bronze	Pearson Correlation	.294*	Reject Ho	Significant
	Sig. (2-tailed)	0.047	Do not Reject Ho	Not Significant
	N	46		
Silver	Pearson Correlation	.293*	Reject Ho	Significant
	Sig. (2-tailed)	0.048	Do not Reject Ho	Not Significant
	N	46		
Gold	Pearson Correlation	-0.045	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.767	Do not Reject Ho	Not Significant
	N	46		
Number of Seminars, Trainings and Conferences Attended	Pearson Correlation	0.191	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.203	Do not Reject Ho	Not Significant
	N	46		

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 3.a.2 showed the relationship between the coach-respondents perception in the implementation of the Sports Development Program along Training and Development. It can be seen from the table that among the four indicators considered in the profile of coach, the awards received by coaches along bronze medal made a significant relationship with a Pearson r value of .294 at 0.05 level of significance with a two-tailed analysis. Meanwhile, it can also be observed from the same table that awards received by coach along bronze medal made it significant as evidenced by the Pearson r value of .293 at 0.05 level of significance using two-tailed analysis. Indeed it is true that award like bronze medal in Regional SCUAA Meet boosts the confidence and ego of both coaches and athletes

who have trained well in a particular sports discipline. It only manifests that learning has taken place during training and development. Rasonable et al. (2014) opined that learning is a permanent change in one's behavior due to experience. He added that reinforcement like awards received strengthened behavior which in turn lead to repetition of action due to desired consequences. Frando and Mores (2014) stressed that in law of effect, the tendency to perform the various responses gets strengthened if they are rewarded and weaken if there is the absence of reward or worst, if punished. According to Thorndike (Gleitman,1987), the law of effect is the fundamental law of teaching and learning.

Table 3.a.3  
**Character Development and their Profile**

Profile		Value	Decision on Ho	Interpretation
Educational Attainment	Pearson Correlation	-0.033	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.829	Do not Reject Ho	Not Significant
	N	46		
Number of Years as Coach	Pearson Correlation	0.138	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.359	Do not Reject Ho	Not Significant
	N	46		
Bronze	Pearson Correlation	0.223	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.137	Do not Reject Ho	Not Significant
	N	46		
Silver	Pearson Correlation	0.189	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.208	Do not Reject Ho	Not Significant
	N	46		
Gold	Pearson Correlation	0.121	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.423	Do not Reject Ho	Not Significant
	N	46		
Number of Seminars, Trainings and Conferences Attended	Pearson Correlation	0.223	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.136	Do not Reject Ho	Not Significant
	N	46		

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

The data on Table 3.a.3 showed the relationship between the coach-respondents' perception in the implementation of the sports development program along character development. It can be seen from the table that none of the four indicators for coach profile has significantly correlated to character development. It is said that one of the task of every organization to enhance its organizational performance is to put in place a proper performance based reward system that encompasses all aspects of the institution. Performance as outlined by Luccier (2002) is based on three factors namely: ability, motivation, and resources. This implies that for

greater work enhancement, all the aforesaid factors must be high. The same idea applies to sports. According to Mclagan and Nel as cited in Tsai, Chou & Chen (2014), rewards are a crucial lever to shape employees toward any desired goal of the organization. Desired goals can be great athletic performance, improved customer services, and other competitive advantage that contribute to the success of an entire organization. This implies that if coaches in particular who are part of the organization are rewarded according to their performance, they will make significant contributions to the organization.

Table 3.a.4

**Relationship Between the Coach-Respondents' Perception in the Implementation of the Sports Development Program along Incentives and Their Profile**

Profile		Value	Decision on Ho	Interpretation
Educational Attainment	Pearson Correlation	-0.015	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.919	Do not Reject Ho	Not Significant
	N	46		
Number of Years as Coach	Pearson Correlation	0.224	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.135	Do not Reject Ho	Not Significant
	N	b		
Bronze	Pearson Correlation	0.184	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.222	Do not Reject Ho	Not Significant
	N	46		
Silver	Pearson Correlation	0.135	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.37	Do not Reject Ho	Not Significant
	N	46		
Gold	Pearson Correlation	0.065	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.669	Do not Reject Ho	Not Significant
	N	46		
Number of Seminars, Trainings and Conferences Attended	Pearson Correlation	0.071	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.638	Do not Reject Ho	Not Significant
	N	46		

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 3.a.4 showed data on the relationship between the coach-respondents' perception in the implementation of the Sports Development Program along incentives and their profile. It can

be gleaned from the table that educational attainment, number of years as coach, number of medals received along gold, silver, and bronze, and number of trainings, have no significant relationship to the respondents' profile using the

Pearson Product Moment Correlation Coefficient. The data implied that incentives given to coaches are not considered as great motivating factor why they stay as coach for a specific event nor a factor why they train hard for athletes to receive gold, silver and bronze medals. Apruebo (2006), Kasschau (2003), and Lefton and Brannon (2003) maintained the definition of motivation as a condition that initiates, activates or energizes, or maintains a behavior and directs a goal. The

motivation process regulates a person to satisfy the need and drives him to action towards a directed goal, it can be simplified in terms of existing need, taking action and achieving goal. However, one’s action still depends on its motive. Apruebo (2007) emphasized that motive is a reason or purpose that provides a single explanation for man’s diverse and apparently unrelated behaviors.

Table 3.a.5  
Sports Development Program Along Incentives and Their Profile

Profile		Value	Decision on Ho	Interpretation
Educational Attainment	Pearson Correlation	-0.053	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.725	Do not Reject Ho	Not Significant
	N	46		
Number of Years as Coach	Pearson Correlation	0.18	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.231	Do not Reject Ho	Not Significant
	N	46		
Bronze	Pearson Correlation	0.268	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.072	Do not Reject Ho	Not Significant
	N	46		
Silver	Pearson Correlation	0.28	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.06	Do not Reject Ho	Not Significant
	N	46		
Gold	Pearson Correlation	0.125	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.409	Do not Reject Ho	Not Significant
	N	46		
Number of Seminars, Trainings and Conferences Attended	Pearson Correlation	0.098	Do not Reject Ho	Not Significant
	Sig. (2-tailed)	0.518	Do not Reject Ho	Not Significant
	N	46		

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

The data presented in table 3.a.5 showed that the implementation of sports development program along sports facilities and equipment do not have significant relationship on the profile of coaches along educational attainment, number of years as coach, awards received in terms of gold, silver and gold medals, and number of seminars, trainings and conferences attended. The Pearson r values led to the acceptance of the hypothesis due to its not significant interpretation.

**Conclusion and Recommendation**

In the light of aforesaid findings, the following conclusion was drawn, the athletes point of entry and performance are correlated to training and Development while dormitory assistance enhances the athletic performance. Thus, the enhanced SSU Sports Development Program should be implemented.

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