Sports Management of Isabela State University

Drolly P. Claravall
Isabela State University

ABSTRACT

This study assessed the sports management in the four clusters of Isabela State University (ISU) namely Ilagan, Cauayan, Cabagan and Echague. It described the profile of the ISU clusters and the management performance of sports director and coordinators. It looked into the coaching relationship among the four clusters Weighted mean was used. Findings reveal that among the four clusters, Cauayan and Echague of Isabela State University and determine the factors that affect sports management as perceived by the coaches and athletes. This research used the descriptive research design employing quantitative and qualitative approaches have the highest number of sports offerings, athletes and coaches are endowed with training materials, and facilities are available. The management performance of sports director and cluster coordinators were moderately competent as perceived by the respondents. The athletes and their coaches have smooth working sports relationship. Lack of facilities, lack of equipment on materials and non-coordinated practice schedules are the main factors affecting Sports Program. The study recommends for an in depth need assessment activities of the ISU clusters. Strategic planning workshops of sports director, coordinators, coaches and athletes should be conducted and outputs should be translated to policy innovation in the roadmap of sports undertakings to eventually improve ISU sports performance.

Keywords: *sports performance, ISU clusters, descriptive, Ilagan City*

INTRODUCTION

Sports is acknowledged to produce many benefits such as better health improved self-discipline, display of competitive skills and lifelong learning. Among higher education institutions (HEIs), it is a common observation that sports fueled high spirit of enthusiasm as attested by the craze in the UAAP, NCAA, Division and Regional Athletic Meets and Palarong Pambansa. Sports competitions are avenues that showcase the pool of the best and talented athletes/ players that HEIs have selected, trained and nurtured. The outcome in the various competitions mirrors an image of sports management of a certain HEI.

Yet, despite the pride in winning in some intercollegiate or inter-university sports competitions, there are some institutions that just fall behind the others. Anecdotal evidence and some grapevine information point out to the perennial problem of poor management that beset these low-performing institutions. But why is poor management the culprit? The importance of sports management could not be overlooked, as akin to business organizations, sports deals with human (i.e. athlete and coaches), financial (i.e. facilities and

equipment) resources. Sports management ensures the efficient and effective use of resources which translates to goal attainment resources (De Knopp, VnaHoecke and De Bosscher, 2004).

Among the various HEIs, it is also very common that public or state-owned institutions are among the poor-performers in sports. This is despite the large share of the college population enrolled in state-owned HEIs. For example, the Isabela State University (ISU) system with its 11 campuses in Region II shares the majority of the total college population in the region (CHED, 2008). Yet, when it comes to sports competitions, the athletes and the different sports teams of the ISU system are relatively non-competitive as compared to the other teams as shown in the recent data. Out of 231 competing teams for both team sports and individual sports from ISU system only 13 made it for the national competition. However, not even one team garnered championship in the national competition (Bonifacio and Gazzingan, 2010).

With consideration to the dilemma cited above, this study ventured on the management of sports in a public university setting, particularly, the ISU system and its four clusters of campuses. This is a pioneering attempt to look into the sports management particularly in the context of a government-assisted HEI, which is presumed to be undertaken considering the lengthy exposure and immersion of the researcher in the field of sports. Specifically, it aimed to (1) determine the profile of the respondents and their distribution in the four clusters of ISU, namely Cabagan, Cauayan, Echague and Ilagan (2) determine the sports management performance of the sports director and coordinator in terms of planning, organizing, leading, controlling and evaluating (3) determine the coaching relationship among the four clusters of Isabela State University; and (4) determine the factors that affect sports management as perceived by the coaches and athletes.

The study of Gi-Yong Koo (2012) mentioned that the world of sports had changed through the years. The mode of teaching of sports have evolved with an inclusion of various teaching strategies along with it. The study included the effects of athletic performance on the elements of the source of credibility, the relationship of service quality as well as the aspect in athletic crowds with aspect to academic giving.

Haralabos, Ioannis, Miltiadis and Evaggelos (2014) determined the social behavior and aggression during school basketball games to see if it is a good predictor for the athletes' behavior. The study found out the antisocial and aggression of boys and a significant influence among the two sexes as manifested in the higher scores they gained as compared to the girls. The third dimension is that sport is subject to variable quality, which in turn has implications for the management of competitive balance and anti-competitive behavior. The balance of competition particularly in the field (or during games) and cooperation (during off-season) is crucial in sports. Without training and practice devoted in their respective sports, outcomes become predictive and untrue. Thus management

dilemma is, what is the degree of competition and cooperation to be manifested? Finally, sports has to manage a fixed supply schedule. This is the only difference because unlike manufacturing organizations which can increase their production, each sports is only represented by an individual or team from each institution.

Aside from these dimensions, Krotee and Bucher (2007) added that management in sports is fundamental to associate effort as well as it helps further good human relations. Knowledge of management facilitates, the shared responsibility in creating goals and objectives and the achievement of such aims are important. These ensure cooperation of the members of the sports teams to result to optimal efficiency and productivity. Hoye and Smith (2009) argued that although management of sports shares the same as that of organizations, some of its aspects however uniquely require effective managerial competence.

Cognizant to the importance of sports management and to have an overall perspective of how sports is to be managed and to identify these functions, management theories which are relevant to sports are discussed. These are Fayol's administrative theory, systems theory, contingency theory, team building theory and the total management.

Henry Fayol's administrative theory mainly focuses on the personal duties of management at a much more granular level. In other words, his work is more directed at the management layer. Fayol believed that management has five principle roles: to forecast and plan, to organize, to command, to co-ordinate, and to control. Forecasting and planning were the acts of anticipating the future and acting accordingly. Organization was the development of the institution's resources, both material and human.

Commanding is keeping the institution's actions and processes running. Co-ordination is the alignment and harmonization of the group's efforts. Finally, control means that the above activities are performed in accordance with appropriate rules and procedures.

Fayol (1949) developed 14 principles of administration to go along with management's five primary roles. These principles are: specialization/division of labor, authority with responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration of staff, centralization, and scalar chain/line of authority, order, and equity, stability of tenure, initiative, and esprit de corps. Fayol clearly believed personal effort and team dynamics were part of an "ideal" organization.

The paper of Doherty (2013) entitled Investing in Sports Management: The Value of Good Theory, explored the importance and relevance of investing in the field of sports grounded with a theory. The study claimed that sports management is valuable both in practice and theory.

METHODOLOGY

This study used the descriptive research design employing quantitative and qualitative approaches. Survey questionnaires as well as interview guides were used and documentary analysis was done to answer the objectives of the study. The mixed methods of research had an advantage in generating quantitative information of different sports stakeholders in the ISU. In addition, the researcher was allowed to delve deeply into the structure, norms and perceptions of the different stakeholders which provided the context for the analysis. Both quantitative and qualitative data collections were done concurrently so as to maximize the researcher's time. Concurrent collection also warrants that both quantitative and qualitative data analyses are done at the same time. There were 333 respondents.

Quantitative data collection through the use of the questionnaire was self-administered however, for the qualitative data collection particularly with the sports director, the ISU campus sports coordinators, coaches and athletes, the researcher conducted face-to-face interview to probe and get a better understanding of the contents of the data. The researcher treated the data in extreme confidentiality.

The researcher validated and pilot tested the research instruments before using them in getting the actual data. The validation of the research instruments was done by five experts of the field. The instruments were pilot tested to both graduate and undergraduate Physical Education students. The data were then subjected to factor analysis to determine which items should remain in the final instruments.

To commence the data gathering, a letter of transmittal was forwarded to the president of Isabela State University for the approval to conduct the study. Since the data collection happened during the quadrangular meet, the researcher got higher response rates.

After the data were collected, quantitative data were encoded in MS Excel and tabulated while qualitative data were content analyzed and ranked. The data collected were reported and analyzed using descriptive statistics, which included frequencies. For the management performance, the mean was used.

After each in-depth interview, the conversations were transcribed verbatim. As soon as a transcript was completed, codes were created as the data were studied, based on the words of the participants. The goal of this coding was to break up the data and then to organize it into categories and helped to develop theories concepts. All transcripts were reread in full so that any codes emerging from later interviews can be applied to earlier transcripts (Charmaz, 2008).

Field notes were useful in identifying the emotions and expressions of the informants during the conversations. The data were analyzed using content analysis. Matrices were constructed from the data throughout data collection to make comparisons and identify patterns and inconsistencies.

Mean Range	Item Descriptive Rating	Overall Descriptive Rating
3.40 – 4.00	Outstanding	Highly Competent
2.60 – 3.39	Average	Moderately Competent
1.80 – 2.59	below Average	Fairly Competent
1.00 – 1.79	Poor	Incompetent

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 provides information about the respondents in this study. As shown, there are 333 respondents composed of 1 sports director, 11 sports coordinators, 50 coaches and 271 athletes. Majority of the respondents are males. The mean age for coaches is 39 years, and for the athletes, the mean age is 19 years. The mean age of the sports coordinators is 45 years.

Table 1
Profile of the Respondents

Variables	f	%
Age		
60 years and above	1	0.3
49-59	5	1.5
38-48	50	15
27-37	11	3.3
16-26	266	79.87
Total	**333**	**100.0**
Sex		
Male	234	70.27
Female	99	29.73
Total	**333**	**100.0**
Position held		
Sports Director	1	0.3
Sports Coordinator	11	3.30
Coach	50	15.02
Others (Athletes)	271	81.38
Total	**333**	**100.0**

Distribution of Respondents in the Four Clusters of Isabela State University According to Sports Offering

The four clusters of ISU are Cabagan, Cauayan, Echague and Ilagan. The clusters vary in terms of sport offerings and the member of their athletes and coaches. Among the four clusters, Cauayan and Echague have the highest number of sports games offering. They frequently participate in basketball, volleyball, badminton, taekwondo, karate-do, athletics, lawn tennis and table tennis.

Table 2
Distribution of Respondents in the Four Clusters of Isabela State University According to Sport Offerings

Sports Offerings	Cluster 1 CABAGAN	Cluster 2 CAUAYAN	Cluster 3 ECHAGUE	Cluster 4 ILAGAN
1. Basketball				
Number male athletes	15 (1 team)	39 (3 teams)	42 (3 teams)	25 (2 teams)
Number female athletes	12 (1 team)	27 (2 teams)	27 (2 teams)	15 (1 team)
Number of coaches	2	5	5	3
Number of balls	16	30	32	16
Playing court	1	3	3	2
2. Volleyball				
Number male athletes	13 (1 team)	42 (3 teams)	42 (3 teams)	27 (2 teams)
Number female athletes	12 (1 team)	42 (3 teams)	54 (3 teams)	27 (2 teams)
Number of coaches	2	6	7	4
Number of balls	16	42	31	18
Playing court	1	3	2	1
3. Badminton				
Number male athletes	4	12	12	8
Number female athletes	4	12	12	2
Number of coaches	2	4	5	18
Number of shuttle cocks	10 tubes/year	58	20	tubes/year
Playing court	1	tubes/year	tubes/year	1
		3	2	
4. Taekwondo				
Number male athletes	9	21	16	8
Number female athletes	3	19	16	8
Number of coaches	2	4	3	2
Number of paraphernalia	4	6	6	4
Gymnasium/room	1	3	2	1
5. Karate-do				
Number male athletes	8	8	24	0
Number female athletes	8	8	24	0
Number of coaches	2	2	5	0
Number of paraphernalia	0	0	0	0
Gymnasium/room	1	3	2	0
6. Athletics				
Number male athletes	13	36	38	26

Sports Offerings	Cluster 1 CABAGAN	Cluster 2 CAUAYAN	Cluster 3 ECHAGUE	Cluster 4 ILAGAN
Number female athletes	10	36	38	26
Number of coaches	2	6	6	4
Set of equipment	2	2	2	2
(baton, shotput, javelin, discus)	1	1	0	1
Track oval	0	2	2	1
Open field				
7. Lawn tennis				
Number male athletes	0	4	4	0
Number female athletes	0	4	4	3
Number of coaches	0	2	2	1
Number of balls/rackets	0	8 pairs	4 pairs	4 pairs
Playing court	0	0	0	0
8. Table tennis				
Number male athletes	4	12	8	8
Number female athletes	4	12	8	8
Number of coaches	2	4	3	3
Equipment/facilities	No response	No Response	No Response	No Response
Playing court	No response	No Response	No Response	No Response
9. Chess				
Number male athletes	4	12	16	8
Number female athletes	4	12	16	8
Number of coaches	2	4	5	3
Equipment	No response	No Response	No Response	No Response
10. Softball(female)				
Number female athletes	15	45 (3 teams)	30 (2 teams)	15
Number of coaches	1	3	2	1
Set of baseball equipment (bats, gloves, protectors)	Complete	Complete	Complete	Complete
Baseball diamond	1	2	2	1
11. Soccer				
Number male athletes	15	32 (teams)	17	17
Number of coaches	1	3	1	1
Equipment/facilities	No response	No Response	No Response	No Response
Playing court	No response	No Response	No Response	No Response
12. Baseball(male)				
Number male athletes	15	30 (2 teams)	30 (2 teams)	15
Number of coaches	1	2	2	1
Set of baseball equipment (bats, gloves, protectors)	Complete	Complete	Complete	Complete
Baseball diamond	1	2	2	0
13. Sepak takraw				
Number female athletes	15	45	30	15
Number of coaches	1	3	2	1
Equipment/facilities	No response	No Response	No Response	No response
Playing court	No response	No Response	No Response	No response

Aside from the advantage of the Cauayan and Echague clusters in sports offerings, Table 2 also shows that they relatively have the largest number of athelete size of the clusters over the rest. Each of these teams is supervised by respective coaches. These large athletic coaching sizes of Cauayan and Echague are due to the conglomeration of other ISU campuses in these clusters. For

Cauayan, the ISU campuses included are Cauayan, San Mateo and Roxas while for Echague the ISU campuses are Echague, Angadanan and Jones.

In terms of sports equipment and facility, Cauayan and Echague clusters are found to be more endowed than the other clusters. Some clusters made use of government facilities in training and practices. Among the four clusters, Cauayan has developed a year-round training program for sports, however, for the clusters the training or practices usually start a few weeks or days before the actual competition.

Management Performance of Sport Director and Coordinators

The athletic performance of the ISU system in the recent regional SCUAA is relatively poorer than in the past sports competitions in the past years that is why, the researcher assessed management performance of the sports director and sports coordinators of each cluster. They were assessed on five management functions, namely planning, leading, controlling, organizing and evaluating. The ratings of sports directors and the sports coordinators were evaluated by the coaches in their respective clusters. Methodologically, this is expected to arrive at a more realistic performance as compared to a self-report assessment.

Table 3
Management Performance of Sports Director and Cluster Coordinators

Performance Indicators	Sports Director		Sports Coordinators		Overall Mean	Overall Descriptive Rating
	Mean	Descriptive Rating	Mean	Descriptive Rating		
Planning						
1. Effectively plans on the short terms (e.g. yearly).	3.20	Average	3.35	Average	3.28	Moderately Competent
2. Effectively plans on the long term (e.g. 3-5 years).	2.90	Average	3.22	Average	3.06	Moderately Competent
3. Ability to set specific goals.	3.10	Average	3.37	Average	3.24	Moderately Competent
4. Capacity to define personal plan.	3.00	Average	3.29	Average	3.15	Moderately Competent
5. Plans in accord with the university's mission.	3.10	Average	3.49	Outstanding	3.30	Moderately Competent
6. Ability to plan via financial analysis.	3.10	Average	3.12	Average	3.11	Moderately Competent
7. Makes good decisions based on planning.	3.10	Average	3.41	Outstanding	3.26	Moderately Competent

Performance Indicators	Sports Director		Sports Coordinators		Overall Mean	Overall Descriptive Rating
	Mean	Descriptive Rating	Mean	Descriptive Rating		
Sub-Mean	3.07	Moderately Competent	3.32	Moderately Competent	3.20	Moderately Competent
Organizing						
1. Uses time effectively.	3.20	Average	3.43	Outstanding	3.32	Moderately Competent
2. Runs productive meetings.	3.10	Average	3.33	Average	3.22	Moderately Competent
3. Effectively stages home events.	3.10	Average	3.33	Average	3.22	Moderately Competent
4. Is able to create programs appropriate.	3.20	Average	3.33	Average	3.27	Moderately Competent
5. Proficiently develops competitive schedules.	3.10	Average	3.24	Average	3.17	Moderately Competent
6. Is effective in policy development.	3.10	Average	3.29	Average	3.20	Moderately Competent
7. Is effective in project development.	3.10	Average	3.84	Outstanding	3.47	Highly Competent
Sub-Mean	3.13	Average	3.40	Outstanding	3.27	Moderately Competent
Leading						
1. Is able to delegate appropriately.	3.10	Average	3.29	Average	3.20	Moderately Competent
2. Manages athlete eligibility efficiently.	3.20	Average	3.27	Average	3.24	Moderately Competent
3. Communicatio ns effectively within the different sport teams.	3.10	Average	3.57	Outstanding	3.34	Moderately Competent
4. Communicatio ns effectively within the university system.	3.20	Average	3.57	Outstanding	3.39	Moderately Competent
5. Works to motivate employees.	3.20	Average	3.27	Average	3.24	Moderately Competent
6. Improves people skills	3.20	Average	3.41	Outstanding	3.31	Moderately Competent

Performance Indicators	Sports Director		Sports Coordinators		Overall Mean	Overall Descriptive Rating
	Mean	Descriptive Rating	Mean	Descriptive Rating		
7. Compels others to follow his/her lead.	3.00	Average	3.31	Average	3.16	Moderately Competent
8. Has a vision.	3.20	Average	3.57	Outstanding	3.39	Moderately Competent
Sub-Mean	3.15	Average	3.40	Outstanding	3.28	Moderately Competent
Controlling						
1. Formulates and disseminates job descriptions individual position.	3.20	Average	3.40	Outstanding	3.30	Moderately Competent
2. Encourages the participation of sport team members in the determination of policies.	3.20	Average	3.34	Average	3.27	Moderately Competent
3. Follows proper management channels.	3.20	Average	3.36	Average	3.28	Moderately Competent
4. Distributes equitably responsibilities and tasks.	3.20	Average	3.36	Average	3.28	Moderately Competent
5. Reviews and updates policies and procedures.	3.10	Average	3.34	Average	3.22	Moderately Competent
Sub-Mean	3.18	Moderately Competent	3.36	Moderately Competent	3.27	Moderately Competent
Evaluating						
1. Manages personal evaluation effectively.	3.10	Average	3.38	Average	3.24	Moderately Competent
2. Manages sport program evaluation effectively.	3.20	Average	3.34	Average	3.27	Moderately Competent
3. Has defined a performance management system.	3.00	Average	3.26	Average	3.13	Moderately Competent
4. Is attuned to activities of all employees.	3.10	Average	3.38	Average	3.24	Moderately Competent

Performance Indicators	Sports Director		Sports Coordinators		Overall Mean	Overall Descriptive Rating
	Mean	Descriptive Rating	Mean	Descriptive Rating		
Sub Mean	**3.10**	**Moderately Competent**	**3.34**	**Moderately Competent**	**3.22**	**Moderately Competent**
Overall	**3.12**	**Moderately Competent**	**3.36**	**Moderately Competent**	**3.24**	**Moderately Competent**

In all management functions, planning, organizing, leading, controlling and evaluating, the sports director was perceived to perform **moderately competent** ($\bar{X}$=3.12). The data show that management performance for the sports director needs to be enhanced to bring about positive benefits such as improved athletic performance for the ISU system. There is a need to keep an eye on enhancing management skills and exploring ways to learn something new as initial step towards becoming a better sports leader. It will not only help increase one's management performance but also creates potential opportunities for the university sports development.

Sports coordinators were rated **highly competent** along organizing ($\bar{X}$=3.4) and leading ($\bar{X}$=3.4). They communicate effectively within the different sports teams and are effective in project development. They improve people's skills .They have excellent vision, formulate and disseminate work descriptions. This implies too that they prepare sports events well and spearhead sports activities. Results imply the sports coordinators are perceived to be **moderately competent** ($\bar{X}$=3.36) in their functions as perceived by the respondents. This indicates that there is a need too for the coordinators to enhance their management performance specially along planning, controlling and evaluating.

Overall, the sports director and sports coordinators were perceived to be **moderately competent** in their sports management performance. There is a need to assess, reflect and prepare an action plan, set performance goals and follow up on implementation.

Coaching Relationship among Clusters

Through interview it is noted that relationship between the athlete and his/her coach is centered to the coaching process. The respondents mentioned that they have smooth sports coaching relationship. The experiences of these coaches suggest that quality coaches have the ability to develop and maintain multilevel relationships. Coaches connect with their athletes and find ways that help them better understand and respond to the individual needs of their athletes. In addition, building relationships provide coaches with the avenues for teaching life skills. Therefore one important finding from this study is that the coach-athlete relationship is an important ingredient in shaping how coaches operate and what meaning the role of coach holds for the athletes, thus, even in average performance the coach is still considerably looked upon by the athletes.

Healthy coaching relationships are so important in sports activities. The smooth coaching relationships among clusters are vital to the university Sports output.

Factors Affecting Sports Programs

Interviews with the coaches and the athletes showed various factors that affected sports programs of the ISU clusters. The results indicated that there are structural and individual behavior factors that affected sports programs. Table 4 shows the rank of the factors affecting sports programs from the most to the least mentioned.

Table 4
Factors Affecting Sports Programs

Problems	Rank
Lack of facilities	**1**
Lack of equipment or materials	**2**
Non-coordinated practice schedules	**3**
Absence of sports program	**4**
Individual's Behavior	**5**
Laziness of athletes	**6**
Lack of discipline of athletes	**7**
Coaching preference (i.e. winning coach does not represent ISU team in competition because there are favored coaches)	**8**
Discrimination in athletic recruitment	**9**
No response/ No comment	**10**

Note: Based on multiple responses.

In terms of the factors that affect the Sports program, lack of support for facilities, equipment or materials and practice or rehearsal were the top three problems stated. The university may look into these factors to improve the sports program of the institution.

CONCLUSIONS

Among the four clusters in ISU, Cauayan and Echague have the highest number of sports offering. In all management functions, the sports director and coordinators are perceived to perform **moderately competent**. In the Coaching Relationship among Clusters, the athletes and their coaches have smooth sports working relationship. The rank one factor affecting ISU sports program as perceived by the respondents is "lack of facilities".

RECOMMENDATIONS

The study recommends for an in depth need assessment activities of the ISU clusters. Strategic planning workshops of sports director, coordinators, coaches and athletes should be conducted and outputs should be translated to policy innovation in the roadmap of sports undertakings to eventually improve

ISU sports performance. An action plan may be considered too. All factors that contribute to the successful sports activities must be maintained like the channels of communication and all the resources needed must be allocated. The said planning workshops should be in series by line of expertise and participated in by all concerned including the administration.

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ACKNOWLEDGEMENT

The researcher would like to acknowledge the Isabela State University for the assistance provided in making this research a success and the University of Northern Philippines for its thorough review and publication.