

The Vector: International Journal of Emerging Science, Technology and Management
Volume 32, Issue 1, January - December 2023

The Status of the Sports Development Program of a State University in Region 1

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ABSTRACT

This study aimed to determine the status of the Sports Development Program of the University of Northern Philippines for the Academic Year 2020-2021. It employed the descriptive correlational method of research. The data gathered were treated with the following tools: frequency count and percentage, weighted mean, ranking, and correlation analysis. Results revealed that overall, the UNP's Sports Development Program status is "Very Satisfactory." The performance of the teams was found to be significantly related to the status of the university's sports development program in terms of its implementation of strategies and techniques, support systems, benefits, incentives and awards, and competencies of coaches. The student-athletes face the challenges of balancing athletic and academic responsibilities. The following recommendations are forwarded: (1) All the Coaches and Trainers should be encouraged to improve their craft by attending relevant training; (2) Student athletes should also be able to excel not only in sports but also in academics; (3) The Sports Development should take necessary steps in improving the performance of the Teams in the competitions; (4) The best practices of the high-performing HEIs should be adapted; (5) Mechanisms and action plans should address the problems and concerns of the respondents. (6) Year-round sports activities involving all the stakeholders should be conducted to strengthen linkages and promote health and wellness.

Keywords: Sports, coaches, student-athletes, sports development program, sports activities

INTRODUCTION

Sport is a powerful tool and platform for social change in generating a better, healthier, and more productive world. It also mirrors and reflects the values, attitudes, and passions of the people in a given society through their victories and defeats, joys and sorrows, hopes and frustrations, and, more importantly, their pride, honor, and glory every time their team participates in local, regional and even in international competitions. Go-Bernardo (2020) mentioned, "95% of Filipino adults feel proud when the Philippines does well at international sports competitions". Sport creates emotions on a wider scale that is not paralleled by other cultural activities, such as music, arts, or politics. It has proven time and again that it can produce perfect rags-to-riches stories like that of Manny Pacquiao, and at all levels, from play and physical activity to elite and

competitive sports, are a powerful and cost-effective tool to advance the Millennium Development Goals (MDGs).

The country needs a sporting culture that nurtures healthy, disciplined, and peaceful citizens and develops Filipino athletes to be alongside the world's best. Committing to healthy living, community development, self-discipline, and national unity should remain more than glory and accomplishments. However, there are still nagging issues and challenges that affect the status and condition of sports, which primarily involve various structures, actors, stakeholders, and policies. All concerned groups should work together for the betterment of sports for the country to finally attain its International glory. There needs to be strong cooperation and coordination among the countries' sports agencies, the Commission on Higher Education and the Department of Education to create a true grassroots program for sports. These manifests the importance of competent leadership and cooperation of stakeholders for the country to succeed in all fields including sports.

For the State Universities and Colleges, there is an association of 93 institutions, conferences, organizations, and individuals that organizes the athletic programs and inter-collegiate competitions, the State Colleges and Universities Athletic Association (SCUAA). The University of Northern Philippines, known for its moniker "Sharks," is a member of the SCUAA-Region I. It comprises less than three hundred (300) "student-athletes" from various academic courses along thirty (30) events which annually compete in the regional meet against Mariano Marcos State University, Ilocos Sur Polytechnic State College; North Luzon Philippines State College, Don Mariano Marcos Memorial State University and Pangasinan State University. Once victorious, these teams plunge into a higher level of competition and represent Region One (1) in the National SCUAA. The Office of Student Affairs and Services, through the Head of Sports Development Services, manages the operations of the University's Athletic Program.

Moreover, in the National SCUAA 2018 held at the University of Antique, Region 1 placed 14th out of 16 competing regions having won just a single Gold Medal in the week-long event. In the local setting, nearly two (2) decades have passed since the last time Team UNP hoisted the Overall Championship Trophy in the Regional SCUAA Meet. From 2016-2020, the closest the University got was a second-place finish. These conditions prompted the researcher to find "Where is the sports development program now?" and answer, "Where does it want to be."

The CHED Memorandum Order No. 08 Series of 2022 otherwise known as "Guidelines on the Tertiary Sports Development Program (TSDP)" whose objective is to promote sports that are inclusive for all with equal emphasis on opportunities and responsibilities in building character and leadership and to establish a holistic sports development program at the tertiary level in the quest for academic excellence, development of the youth and good citizenry works well with the Developmental Goals of UNP President Dr. Erwin F. Cadorna: to promote the UNP brand through outstanding

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performances in sports; to construct state-of-the-art infrastructure with complete facilities and to promote mental and wellness program, for employees and students. The four major outcomes of the TSDP includes the following. 1. formation of globally competitive student-athletes; 2. all stakeholders from the University and community shall become lifelong sports and wellness advocates; 3. With an emphasis on the roles of key stakeholders in its fulfillment, it will result in supportive sports leaders and associations, and 4. Members of the higher education sector and partner communities will become healthy and active citizens of the country. Based on the results of the study and by the said guidelines and mandates, and as the TSDP framework encourages participation of HEIs in sports and allows the design of activities as well as other strategic initiatives suited to the University contexts and missions, the researcher will propose a UNP Sports Development Program.

A successful sports development program depends on several factors: a comprehensive support system like effective partnership and networking with a wide range of community groups (Fabre and Pacpaco (2020), service providers, facility operators, National Governing bodies, local authorities, and voluntary groups; effective implementation of strategies and techniques (Tongson and Dela Rosa, 2020); youth development; conduct and participation in athletic competitions; faculty support; benefits and awards system and facilities and equipment and of course, funding. Corollary to this, intercollegiate athletic competitions have long been essential to university life. Success in the leagues and competitions reflects an educational institution's commitment to the holistic development of the student-athletes.

The results of the study may be used as feedback and valuable and reliable input to the University Administration in the different areas that prove to be weak points or loopholes. More importantly, the results will be utilized as a basis for creating a sports development program. It is hoped that through this convenient collection of facts, changes will be made to improve the program's current state that will benefit both the men and women student-athletes. Furthermore, it provides insights to the administration, particularly the Office of the Vice President for Academic Affairs, Office of Student Affairs and Services, and the Sports Development Services, on how it can provide a mechanism to aid these students in coping with their academics. The Sports Development Services will benefit from studying the different strategies, techniques, and management systems to improve the delivery of sports services further. Lastly, the study may help the male and female student-athletes who will be the recipients of the different programs, activities, and projects to further hone them to become the best citizens they can be.

Objectives of the Study

This study attempted to determine the status of the Sports Development Program of the University of Northern Philippines (UNP).

Specifically, it sought to (1) determine the status of the Sports Performance of the Student Athletes (Ranking in the Regional and National SCUAA), (2) determine the status of the Sports Development of UNP along Implementation of Strategies and Techniques, Support Systems (Institutional, Faculty, and External Support); Adequacy of Facilities and Equipment, Benefits, Incentives, and awards, Sports Development Activities (aside from SCUAA, and other regular athletic competitions), Coaches'/ Trainers' Competencies; (3) identify the significant relationship between the performance of the student-athletes and the status of the sports development, (4) determine the problems encountered by the respondents under the University Sports Development, and (5) Identify the best practices of several high performing Higher Education Institutions in terms of sports performance.

METHODOLOGY

This portion includes the research design, population, instrument, procedure and data analysis of the study.

Research Design

This research made use of the descriptive correlation method. The descriptive method was used to describe the study respondents' personal-related factors and the Sports Development status. On the other hand, the correlation method was utilized to examine the relationship between the student-athletes' performance in sports and the status of Sports Development. Qualitatively, an interview was conducted among national athletic directors, coaches, and student-athletes. Field notes helped organize statements and personal feelings about the research. The researcher then transcribed data from the interviews. Follow-up interviews occurred on an as-needed basis to clarify original responses. Thematic analysis was used in the analysis of the best practices.

Participants of the Study

Four hundred seventy-seven (477) respondents were from the University of Northern Philippines. Twenty "Team Managers" previously or presently assigned to a team or two were selected to participate in the study. The researcher also utilized simple random sampling for the Regular Faculty, Coaches/Trainers, and Student-Athletes groups. The Athletic Directors, Coaches, and Student-Athletes of other Higher Education Institutions must have participated in the National Capital Region Sports Associations or were Champions in their respective Sports Regional Meets. Two successful Athletic Directors from Champion Universities, four high-caliber and Champion Coaches, and thirteen (13) student-athletes from high-performing tertiary-level institutions took part in sharing their best practices.

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Data Collection and Instrument

The researcher asked permission from the University President to float the questionnaires in the different offices of the University. It was supplemented with informal interviews to gather information. An ocular inspection was also conducted to strengthen the documentation in the study. The major instrument in gathering data was a questionnaire validated by five (5) Athletic Directors from Region 1 and CAR. It was supplemented by informal interviews. Some parts of the questionnaire (questions under school-related factors, particularly budget/ finance allocation, support for scholarship, assistance or support from external supporters, adequacy of facilities and equipment questionnaire, incentives and awards) were adapted from the study of Lunes (2007) on The Status of the Physical Education and Sports Development Program of Selected State Universities and Colleges in Cordillera Administrative Region and Region I and the other parts were made to suit the needs of the study. The Coaching Competency Scale (CCS) developed by Myers et al. (2006) was also selected for this study.

Analysis of Data

After the questionnaires were retrieved, the data were consolidated, summarized, and analyzed using descriptive and inferential statistics. Qualitatively, an interview was conducted among national athletic directors, coaches, and student-athletes. The researcher then transcribed data from the interviews. Follow-up interviews occurred on an as-needed basis to clarify original responses. Thematic analysis was used in the analysis of the best practices.

RESULTS AND DISCUSSIONS

Status of the Sports Performance of the student-athletes (Ranking in the Regional and National SCUAA)

The average Sports Performance in the Regional SCUAA is "Satisfactory" (3.06). Basketball Men and Dance Sports (Latin Category) proved to be the most successful teams (4.75) in the said meet, having been perennial champions or top contenders. In Athletics or "Track and Field" events, particularly the Men's Division, the team's best performance was a Silver Medal finish in the 2016 Regionals. From then on, the team's best finish was a Bronze medal in the 2017 and 2020 Regionals. The performance of the team in this period deteriorated.

On the other hand, the Athletic Women's team were back-to-back Champions in the 2016 and 2017 Regionals. However, the Women's teams lost their star players to graduation, which caused them to slip into third place in 2019 and 2020. It can be attributed to insufficient materials, like twenty (20) dumbbells, one 8 lb iron shot, one 12 lb iron shot, one high jump set, and one pole vault.

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For the Ball Games, the University has exemplary performance in Basketball as it dominated the Regional Meet: Gold Medalists in 2016, 2017, and 2020, Silver Medalists in the SCUAA 1-2019. The team also made history as they earned the Silver Medal in the National SCUAA Games 2018 losing only to the National Capital Region. Their female counterparts also improved their standings from 4th placers in 2016 to Champions in the 2019 and 2020 Regional Meets. This is a product of the year-round training program, including participation in various tournaments and invitational games and continuous recruitment of both men's and women's basketball players. Meanwhile, Volleyball Men had a strong showing in the 2016-2020 Regionals as they were twice crowned Champions in 2016 and 2019. They were dethroned each time they defended their titles (Silver Medal, 2017 and 2020) as other SUCs could adjust their game strategies and recruit new outstanding players.

On the other hand, the volleyball women slowly climbed the ladder of success as they placed 4th in 2016, 3rd in 2017, 2nd in 2019, and, at last, champion in the 2020 Regional Games. This manifests the program's growth, which started in 2016 and reaped its fruits in 2020. Unfortunately, Beach Volleyball has never gotten a podium finish since 2016 because the best volleyball players in UNP prefer indoor volleyball. Football also is inconsistent as they wound up 3rd in 2016 and last in the 2019 Regionals. They were, however, Champions in the 2017 and 2020 editions. Futsal athletes finally emerged as Silver Medalists in 2020 after going 4th in 2017 and 2019. This is the result of continuous participation in pocket tournaments for futsal.

The batted games, Softball and Baseball, are among the University's best teams. Softball teams were 2-time Champions: 2016 and 2019 Regional Champs. Like volleyball men, the softbelles were dethroned each time they defended their titles. The team could not sustain their momentum in the 2017 and 2020 editions. Baseball, on the other hand, are 4-time Silver Medalists. They could not solve the match problems and were constantly outclassed in the Championship matches. This can be attributed to the insufficient facilities, as there should be two (2) instead of one (1) each for baseball and softball diamonds, and insufficient nets, as the standard requires four (4) nets compared to two that the University provides.

Regarding individual and dual sports, the emerging teams came from the Table Tennis Women, who were crowned Champions in the 2020 Regional Games after a 2019 last-place finish, and Badminton Men, who finished 2nd in the same Meet. The Table Tennis Men also finished 2nd in the 2019 Regionals. The lack of participation in pocket tournaments has caused these teams to lose the Championship. The Chess Teams also produced Champions. The Chess Women bagged 1st place in the 2017 Regionals, while their male counterparts were Champions in the 2019 edition. According to the Coaches, the other SUCs were able to recruit top chess players from R1AA who represented their "own" provinces.

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UNP Dance Sports-Latin also dominated the regionals, winning 3 of 4 in the SCUAA Meet from 2016 to 2020. The Standard Category also produced the 2017 Champion and is a perennial Silver Medalist in 2016, 2019, and 2020. This results from good Coaching Competencies and consistent participation in various contests outside the University. The City Government of Vigan annually conducts a Dance Sports Competition.

For the Combat Sport Taekwondo, UNP Men were crowned back-to-back Champions in the 2019 and 2020 Meet. They recruited top players from R1AA who were Ilocos Surians and belonged to Taekwondo clubs in the province. Taekwondo women, too, produced the 2017 Gold Medalists. This is a product of a good recruitment program to tap potential players from local clubs.

For Aqua Sports, the Swimming Team, despite not having a functional swimming pool, still managed to earn Silver Medals in 2020 for Men and both teams in the 2017 edition. This is the result of the dedication of the Coaches and Trainers and their athletes to train even outside the University.

The representatives of the University in the Mr. and Ms. SCUAA managed to earn the Silver Medals in 2016 (Mr. and Ms.) and another Silver in the 2017 edition for the Ms. UNP. This is a manifestation of other SUCs desire to dominate the pageantry.

UNP Sepak Takraw struggled to qualify in the championship matches as the team's best finish occurred in the 2017 and 2019 editions, where they got 3rd place. The team lacks exposure to higher levels of competition and even tune-up games against top-caliber teams. Compared to other sporting events, Sepak Takraw is less popular. This manifests the struggle to entice players to join this team, thus, not having enough firepower.

Status of the Sports Development of UNP

The overall status of the Sports Development of the University of Northern Philippines is "Very Satisfactory," with a mean of 3.94. This is a reflection of all the components, including the Strategies and Techniques implemented; the support it is getting from the Institution, Faculty, and other External stakeholders; the Adequacy of Facilities and Equipment being utilized before, during, and after the competitions; the Benefits, Incentives, and Awards being offered to the student-athletes; the implementation of Sports Development Activities of the University as well as the Coaches/ Trainers Competencies. However, the Office of Student Affairs and Services, particularly the Sports Development Department, will strive to improve the status through the Proposed Sports Development Program.

Table 1*Summary of the overall status of the sports development program of the university*

Sports Development Component	Mean	Descriptive Rating
Sports Performance	3.06	Satisfactory
Implementation of Strategies and Techniques	4.42	Outstanding
Support Systems	4.22	Outstanding
Adequacy of Facilities and Equipment	2.86	Satisfactory
Benefits, Incentives and Awards	4.23	Outstanding
Sports Development Activities	4.11	Very Satisfactory
Coaches/ Trainers Competencies	4.65	Outstanding
Overall	3.94	Very Satisfactory

Norms:

<i>Statistical Range</i>	<i>Item Descriptive Rating (DR)</i>
4.21- 5.00	Outstanding (O)
3.41- 4.20	Very Satisfactory (VS)
2.61- 3.40	Satisfactory (S)
1.81- 2.60	Poor (P)
1.00- 1.80	Needs Improvement (NI)

Significant relationship between the performance of the student-athletes and the status of the sports development

The status of the sports development program of the university in terms of its implementation of strategies and techniques; support systems; benefits, incentives, and awards; and competencies of coaches are significantly related to the overall performance of athletes as indicated by the correlation values of .312, .199, .193, and .367, respectively. The null hypothesis, therefore, is rejected. These imply that student athletes' performance is better with better implementation of the programs, higher levels of support, more benefits, and more competent coaches/trainers. An intensified scouting and recruitment of potential student-athletes is one of the best practices of successful Universities. A team with the best pieces is expected to yield great results. Another ingredient of sports success is a systematic and well-planned training program. Participating in athletic competitions, tournaments, and invitationals is also helpful in exposing student-athletes to a higher level of competition. Having team membership rules is also essential in guiding the players as well as the conduct of physical fitness conditioning & handling of injuries and illness. When these are in place, it is expected to produce great results.

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Table 2

Correlation Coefficients of the Performance of the Varsity Teams and The Status of the Sports Development

	Regional 2016	Regional 2017	Regional 2019	Regional 2020	National 2017	National 2018	Performance
Implementation of Strategies and Techniques	.200**	.283**	.195**	.311**	0.083	.158*	.312**
Support Systems	0.123	.155*	0.129	.202**	0.068	0.119	.199**
Adequacy of Facilities and Equipment	0.022	0.020	0.024	0.018	0.125	0.093	0.060
Benefits, Incentives and Awards	.156*	.139*	0.110	.178**	0.059	0.126	.193**
Sports Development activities	-0.007	0.056	0.080	0.095	0.033	0.051	0.075
Coaches' Competencies	.252**	.330**	.305**	.275**	0.119	.140*	.367**

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

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

When teams are provided with excellent support, they are inspired to train and perform better because they know they are appreciated and supported. Similarly to this, benefits, incentives, and awards not only inspire student-athletes but also motivate them to do their best. You cannot give what you do not have. This is why Coaches should be competent enough to guide their student-athletes to shine in their events. When coaches are knowledgeable and experienced, they tend to help their teams win.

However, the adequacy of facilities and equipment ($r=.060$) and the conduct of sports development activities (.075) are not significantly related to the performance of athletes. These findings indicate that the status of the adequacy of facilities and equipment and the conduct of sports activities do not affect performance; that is, no matter what kind of facilities the school has and what sports activities are conducted, student-athletes will have the same performance. This can be attributed to the resourcefulness of the Coaches and Trainers and their teams of improvising.

Problems encountered by the respondents under the University Sports Development

The student-athletes face the challenges of balancing athletic and academic responsibilities with a frequency of one hundred twenty-nine (129 or 60.85 percent) of the student-athlete respondents. The student-athletes face the challenges of balancing athletic and academic responsibilities, as evident in the table with a frequency of one hundred twenty-nine (129 or 60.85 percent) of the student-athlete respondents.

Table 3

Distribution of student-athlete- respondents on the problems encountered under the university sports development

Problems Encountered by the Student Athletes	F	%	Rank
balancing athletic and academic responsibilities	129	60.85	1
Lack of support from some Faculty Members	92	43.4	2
inadequate facilities and equipment	79	37.26	3
poor identification of the needs of athletes	63	29.72	4
too long or too short time allotment for the conduct of training	61	28.77	5
balancing social activities with athletic responsibilities,	59	27.83	6
unpleasant training environment	51	24.06	7
balancing the demands of relationships	38	17.92	8
peer pressure (problems with teammates)	37	17.45	9
poor training program strategies	30	14.15	10
poor instruction of Coach/ Trainer	28	13.21	11
poor training management skills	26	12.26	12
unfair assessment of athletes' performance	25	11.79	13
poor monitoring of athletes' safety	21	9.91	14
inappropriate coaching styles	20	9.43	15
unpleasant coach personality (grooming, attitude)	17	8.02	16

Apaak and Sarpong (2015) examined internal challenges affecting the academic performance of student-athletes in Ghanaian public universities using a descriptive survey research design. They found that time constraints and physical/emotional strain were significant internal challenges and concerns affecting the academic performance of student-athletes in Ghanaian public universities. They recommended that university sports administrators and the Ghana Universities Sports Association (GUSA) should collaborate to schedule sports programs and activities in such a way that student-athletes will have adequate time for both academics and sports; student-athletes should be counseled on how to manage their time effectively on campus; and coaches should ensure that student-athletes are not overworked physically and emotionally during training and competitions.

Best practices of several high performing Higher Education Institutions in terms of sports performance

The following are the best practices: Intensified Scouting, Recruitment, and Selection of Student Athletes, one mentioned:

“Sometimes, when we watch, we are already watching over some prospective athletes. We also accept walk-ins if the results are favorable based on record-

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keeping, which is very important when scouting. Aside from walk-ins and referrals, we also look at the achievements."

Overall, the respondents were one in claiming that they have a Systematic Training Program. When asked about their training program, all the Sports Director, Coach, and Student-athlete respondents discussed their training schedules. Moreover, one mentioned how training programs should be. She said:

"It should be systematic! The program runs for one school year. Sometimes, it extends to two years for purposes of continuation. In plotting for the training program, we already identify and consider the events in which the athletes will participate. We normally prioritize major competitions over the minor ones. In terms of training schedules, we balance it out. I personally don't believe that everyday training in the oval will make the athletes strong. The players also need to take a rest. In rare instances when training schedules coincide with classes, a modification to the training program will be made. The coach, together with the assistant coaches, and the athletes, should work hand in hand with the program. Normally, we have our training in the oval early in the morning while we do weights in the afternoon. This program will run five times maximum for mornings and three times for afternoon routines. Depending on the timeline of the event, the general preparation takes two hours on an average."

The respondents mentioned several competitions that they are regularly taking part in: Philippine University Games (UNIGAMES), PVL Intercollegiate, National Open, International-ASEAN Unigames, Fr. Martin's Cup, PBA D-League, MILCU Got skills, Commercial Leagues, Inter-province, Inter-regional, and National Competitions, Vikings CUP and Spikers Turf, REBISCO, and Shakeys v League- Philippine Taekwondo League; Carlos Palanca Jr Tournament. Another Athletic Director claimed:

"We join BBEAL. In CARASUC, we host pocket tourneys. The more exposure, the higher the skill level. We are mandated by the university to conduct activities plus life-skills pay. It has been going on for 12 years already."

Another best practice is to look for sponsors or "boosters" who can support the sports programs. *"No, you have to look for some sponsors. Even some private schools are kuripot. I only have [a] meager honorarium. I have [a] business, so it's okay. Coaching for me is for fun. I am an outsourced Coach; I do not teach there. The alumni forced me to coach. At first, I was hesitant, but for the love of the game, I eventually agreed. The parents helped; some sponsors helped."*

Other coaches and respondents narrated their experience, ranging from receiving allowance, housing, or staying in a dormitory to receiving 25,000 or 800 per month. One of the participants mentioned:

"Our players enjoy the scholarship [based] from their categories. TEAM A receive[s] 100% scholarship, 50% for B. They have 2 sets of jerseys aside from training gear (warmup jerseys, jackets/ hoodies). They stay in the Condo owned by the school. "

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In terms of benefits, incentives and awards, and medical care system, there are Coaches whose teams are not receiving yet and those who do not receive at all. The benefits vary for both the institution and its external supporters. There should also be an adequate Budget for Coaches' Training, Seminars, and Workshops, Strict Implementation of Screening of the Eligibility of Athletes, stable Faculty Support, Adequate and quality Facilities and Equipment, Strong External Support (Boosters), and Year-round Sports Development Activities.

CONCLUSIONS

The average performance of the Student-Athletes in the Regional and National SCUAA from 2016-2020 is "Satisfactory"; The overall status of the Sports Development Program is "Very Satisfactory. "The status of the university's sports development program in terms of its implementation of strategies and techniques, support systems, benefits, incentives and awards, and competencies of coaches are significantly related to overall performance. The respondents encountered problems in Sports Development that need to be addressed. The best practices of high-performing Higher Education Institutions include the following: Intensified Scouting, Recruitment, and Selection of Student Athletes; Systematic Training Program; Active and consistent participation in various Athletic Competitions, Tournaments, and Invitational; Strategic Funding; Strong Benefits, Incentives and Awards and Medical Care System; Adequate Budget for Coaches' Training, Seminars and Workshops; Strict Implementation of Screening of the Eligibility of Athletes; A stable Faculty Support; Adequate and quality Facilities and Equipment; Strong External Support (Boosters); Year-round Sports Development Activities. This implies that there are different factors to consider to improve and develop a Sports Development Program.

RECOMMENDATIONS

All the coaches are encouraged to improve their craft by attending relevant training, seminars, and workshops in sports. Student-athletes should be able to excel not only in sports but also in academics. The Sports Development office should take necessary steps to improve the "Satisfactory" performance of the Student-Athletes in the Regional and National SCUAA. The Status of Sports Development should be improved by adopting the best practices of high-performing Higher Education Institutions. Mechanisms and action plans should address the problems and concerns of the Coaches/Trainers and the student-athletes. Year-round sports development activities should be conducted involving all stakeholders. A follow-up study can be conducted on the Sports Development Programs, including those variables not mentioned in the present study.

ETHICAL STATEMENT

The present study was subjected to the Ethics Review Committee for further scrutiny and evaluation. The researcher adhered to the institutional requirements for identifying, disclosing and managing the conflicts. The anonymity of the respondents and confidentiality of the data and results gathered were observed properly throughout the study. The respondents were fully informed about the purpose and intended benefits derived from the research. The respondents of this study were the administrators, faculty members, coaches, and trainers of the University of Northern Philippines, as well as successful athletic directors, coaches, and student-athletes from high-performing higher education institutions. With this, assent was observed in getting their permission to participate in the study that was conducted; the researcher provided sufficient information that helped them decide whether to participate in the study or not. Whatever the decision of the respondent was respected by the researcher.

ACKNOWLEDGMENT

The researcher wishes to express his sincerest appreciation and gratitude to those who, in one way or another, contributed to the preparation and completion of the study: The Almighty Father, the UNP administration, the Varsity Coaches, Trainers, Regular Faculty members, and the Student-athletes of UNP who served as respondents of the study.

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