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Teachers' Level of Conformity to Standard Benchmark in Gymnastics: An Input to Gymnastics Development Plan

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ABSTRACT: This study aimed to assess the level of conformity of teachers to the standard benchmarks in gymnastics in selected schools in the Division of Rizal Province, serving as the foundation for the formulation of an Enhanced Gymnastics Development Plan (EGDP). Specifically, it examined the demographic profile of respondents, evaluated the schools' level of compliance in terms of teaching methodology, physical facilities, attire, training and exercises, coach qualifications, and support mechanisms, and identified significant differences based on demographic factors. A descriptive-quantitative research design was used, with survey questionnaires as the primary data-gathering instrument. Results showed that the general composite mean for benchmark compliance was interpreted as "Often," with Training and Basic Exercises scoring the highest and Physical Facilities/Infrastructure the lowest. Significant relationships were found between compliance levels and factors such as educational attainment, level of competition, number of competitions attended, and medal performance. The study concludes that while many teachers strive to meet the basic requirements of gymnastics instruction, resource limitations, insufficient training, and infrastructure gaps hinder full compliance with national benchmarks. Based on these findings, an Enhanced Gymnastics Development Plan was formulated. The plan proposes targeted investments in coach capacity-building, FIG/GAP-compliant facility upgrades, athlete development programs, uniform standardization, and the creation of a monitoring and evaluation system. With adequate funding and institutional support, the EGDP aims to strengthen grassroots gymnastics, improve school performance in competitions, and ensure safety and excellence in physical education programs across the division.

KEYWORDS: conformity, gymnastics, standard benchmark, gymnastics development plan

INTRODUCTION

Gymnastics has long been recognized as a sport that demands a unique combination of strength, flexibility, coordination, and mental focus. Over the decades, training methodologies have evolved, shifting from rigid, high-volume traditional regimens to more individualized, science-informed modern techniques. Traditional training approaches, often characterized by repetitive drills, minimal variation, and authoritarian coaching styles, have historically produced elite athletes—but not without concerns about over training and injury. In contrast, modern training techniques integrate principles from sports science, including prioritization, mental conditioning, cross-training, and technology-based feedback systems.

Gymnastics is a group of sport that includes physical exercises requiring balance, strength, flexibility, agility, coordination, artistry and endurance. The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups. Gymnastics evolved from exercises used by the ancient Greeks that included skills for mounting and dismounting a horse. The most common form of competitive gymnastics is artistic gymnastics (AG); for women, the events include floor, vault, uneven bars, and balance beam; for men, besides floor and vault, it includes rings, pommel horse, parallel bars, and horizontal bar.

The governing body for competition in gymnastics throughout the world is the Fédération Internationale de Gymnastique (FIG). Eight sports are governed by the FIG, including gymnastics for all, men's and women's artistic gymnastics, rhythmic gymnastics (women's branch only), trampolining (including double mini-trampoline), tumbling, acrobatic, aerobic, parkour and para-gymnastics. Disciplines not currently recognized by FIG include wheel gymnastics, aesthetic group gymnastics, TeamGym, men's rhythmic gymnastics (both the Spanish form which is identical to the women's version and the Japanese version which is a different sport) and mallakhamba. Participants in gymnastics-related sports include young children, recreational-level athletes, and competitive athletes at all skill levels.

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The Palarong Pambansa is an annual multi-sport event involving student-athletes from 17 regions of the Philippines. The study of sports dancing teaching techniques has received a lot of attention recently and has gradually become more in-depth. Gymnastics research in the Philippines has entered a new age thanks to the tireless efforts of sports dance instructors on the front lines, drawing more specialists and academics to explore the study of sports dance teaching techniques. With the importance accorded to the gymnastics as integral component of sports competition in the country, it now arouses significant interest to look into the nomenclature, structure and other consideration related to gymnastics in the basic education. The researcher wanted to determine the teachers' level of conformity to standard benchmark in gymnastics of the selected schools in the division of Rizal Province.

To address the needs of talented students in the different sports disciplines, the Department of Education (DepEd) shall implement the Special Program in Sports (SPS) in regular high schools, which have the capacity to implement and sustain the program in terms of trained teachers, facilities and equipment. In view of this, the DepEd issues the enclosed Implementing Guidelines on the Special Program in Sports (SPS) for the information and guidance of secondary school heads who wish to offer the SPS.

The selected schools in the Division of Rizal Province had fourteen (14) municipalities in which the researcher decided to select all coaches, chaperon and trainers to be the respondents of the study. One of the schools in the Division of Rizal Province is the Manuel I. Santos Integrated School. Since 2018, this school has brought honor and pride to the division as they represent the division in the regional sports competition every year after grasping the gold medal in the lower meet. Also, most of their students participated and won in Palarong Pambansa and even in International Gymnastics Competition.

Those schools engaging in gymnastics as one important identity of the school continue in pursuing activities related to it. However, the complexities, rarity and difficulties associated in dealing with gymnastics made it tough and challenging for every MAPEH teachers to move forward in every step of the way to meet the standard benchmark for gymnastics as piece in competitive sports.

Similar to competitive sport activities, a standard parameter for the infrastructure gadget and equipment, area and location and qualification of those who have direct involvement with the event and other pertinent requirement for gymnastics competition had been established and utilize as a benchmark school needs to subscribe and closely meet in order to institutionalize all procedures and practices for the event and ultimately compete in the international arena.

In the light of the facts and information pertinent to gymnastics as an emerging piece for competition in the country, this study proposed to look into the extent of conformity of selected schools to the standard benchmark prescribed for gymnastics in the Technical Guidelines for gymnastics from Enclosure No. 1 to DepEd Memorandum No. 035, s. 2023. It was used in the 2023 Palarong Pambansa.

Research Question

This study aims to examine the relationship between the level of compliance of selected schools in the Division of Rizal to the standard benchmarks in gymnastics, the professional experience of their gymnastics coaches, and the schools' performance in gymnastics competitions. Specifically, it seeks to analyze how adherence to benchmark standards and the depth of coaching experience influence competitive outcomes, thereby providing insights for the formulation of an enhanced gymnastics development plan.

1. What is the profile of the gymnastics coaches in terms of:
    1.1 highest educational attainment;
    1.2 number of years in coaching gymnastics; and
    1.3 level/s of competition/s joined or attended?
2. What is the school's level of performance in gymnastics competitions in terms of?
    2.1 highest level of competition joined/attended;
    2.2 number of competitions joined/attended; and
    2.3 number of medals earned for the past 5 years?
3. What is the level of compliance of selected schools to the standard benchmarks in gymnastics in terms of:
    3.1 physical facilities/infrastructure;
    3.2 costumes/attire; and
    3.3 training and basic exercises?
4. Is there a significant difference on the school's level of performance in gymnastics competitions when grouped according to profile?

5. Is there a significant difference on the level of compliance of selected schools to the standard benchmarks in gymnastics when grouped according to profile?
6. Is there a significant relationship between the school's level of performance in gymnastics competitions and their level of compliance to the standard benchmarks in gymnastics?
7. Based on the findings, what Enhanced Gymnastics Development Program may be proposed?

Scope and Limitation of the Study

This study focused on the teacher's level of conformity to standard benchmark in gymnastics of the selected schools in the Division of Rizal Province for the School Year: 2025-2026 for the summer class training. Also, it focused on the teaching methodology, physical facilities/infrastructure, costumes/attire, training and basic exercise, trainer's qualification, and support mechanism.

The study was limited to selected teachers from the Division of Rizal Province both in elementary and secondary level who participated and won in sports events conducted during division level and regional sports competition. It will come up with the output of having an enhanced gymnastics development program.

Framework

This study is anchored in Robert M. Gagné's Teaching Methods Theory (1965) and Jean Piaget's Constructivist Learning Theory (1950). These two theories collectively provide a foundational lens for analyzing and improving instructional practices in gymnastics education. Gagné's Teaching Methods Theory emphasizes systematic instructional design tailored to enhance learning outcomes. Central to his theory is the identification of the "Nine Events of Instruction," which outline a sequence of instructional activities essential for effective teaching. These events include: (1) gaining learners' attention, (2) informing them of the objectives, (3) stimulating recall of prior learning, (4) presenting the content, (5) providing learning guidance, (6) eliciting performance, (7) giving feedback, (8) assessing performance, and (9) enhancing retention and transfer.

In the context of gymnastics education, these instructional events can serve as a guide for teachers to structure their lessons in a way that promotes skill acquisition, performance accuracy, and long-term knowledge retention. For example, presenting clear objectives and modeling proper technique (event 4 and 5) are crucial in physical skill-based subjects such as gymnastics. Gagné also emphasized the importance of tailoring instruction to the complexity of the learning outcomes—whether motor skills, cognitive strategies, or attitudes—allowing teachers to differentiate between beginner, intermediate, and advanced levels of gymnastic training.

Complementing Gagné's model is Jean Piaget's Constructivist Learning Theory, which posits that learners construct knowledge through active engagement and interaction with their environment. According to Piaget, meaningful learning occurs when students are allowed to explore, experiment, and reflect on their experiences. In gymnastics, this approach translates to student-centered instruction, where learners are given opportunities to problem-solve, practice independently, and reflect on their performance.

By applying constructivist principles, gymnastics teachers can foster deeper understanding, autonomy, and motivation among learners. Instead of merely demonstrating routines for imitation, teachers may design tasks that encourage students to discover movement patterns, adapt strategies, and engage in self-assessment. This promotes a holistic and experiential form of learning aligned with modern pedagogical practices. Together, Gagné's structured instructional approach and Piaget's learner-centered constructivism provide a comprehensive framework for evaluating and enhancing teaching methods in gymnastics.

These theories support the development of instructional practices that are both systematic and adaptable, thereby improving student engagement, performance, and skill mastery.

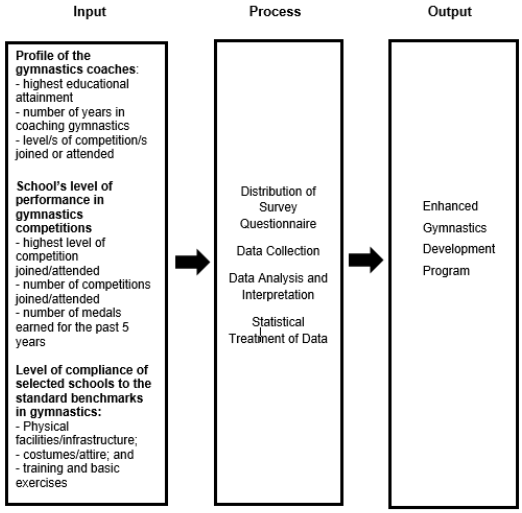

Figure 1. Research Paradigm

Figure 1 illustrates the conceptual framework of the study using the Input-Process-Output (IPO) model. This model systematically presents the flow of the research process from the identification of key variables to the proposed outcome. The Input component includes the essential variables that serve as the foundation of the study. These inputs comprise the demographic profile of gymnastics coaches, which includes their highest educational attainment, number of years in coaching, and levels of competitions they have joined or attended. Additionally, the school's level of performance in gymnastics competitions is considered, based on the highest level of competition attended, the number of competitions participated in, and the number of medals earned over the past five years. Furthermore, the input includes the level of compliance of selected schools to standard benchmarks in gymnastics, focusing on the adequacy of physical facilities and infrastructure, the appropriateness of costumes or attire, and the implementation of training and basic exercises.

The Process involves the methodological steps taken to analyze the gathered data. This includes the distribution of survey questionnaires, followed by data collection from the respondents. The gathered data are then subjected to analysis and interpretation, employing appropriate statistical treatment to generate meaningful findings. These processes ensure that the data are handled systematically and objectively to arrive at valid conclusions.

The Output of the research is the proposed enhanced gymnastics development program, which will be crafted based on the results of the study. This program aims to strengthen the instructional practices, training environment, and overall performance of school-based gymnastics by addressing the identified gaps in coaching qualifications, school performance, and compliance with standard benchmarks.

Through this paradigm, the study establishes a clear and logical sequence from assessing the current state of gymnastics education in schools to formulating a program that can support the continuous development of gymnastics as a competitive and educational sport.

Research Design

This study will employ descriptive research designs. Descriptive research is a kind of study that is used to characterize the features of a population. It collects data that is used to answer a variety of what, when, and how inquiries about a certain population or group.

Creswell (2020) stated that the descriptive method of research is to gather information about the present existing condition verify formulated hypothesis that refer to the present situation to elucidate it. The descriptive approach is quick and practical in terms of the financial aspect. Descriptive research can be quantitative as it gathers quantifiable data to statistically analyze a population sample.

On the other hand, the comparative technique involves examining one thing in relation to another. Normally, the object of inquiry is compared over space and/or time. While looking for patterns of similarities and differences, explaining continuity and change, the comparative technique is frequently used. This study is descriptive because it aims to assess the teachers' level of conformity to standard benchmark in gymnastics of the selected teachers in the Division of Rizal Province.

Respondents of the Study

The respondents of this study are 100 gymnastics teachers in the Division of Rizal Province listed below:

The researcher will choose these respondents, 49 participating coaches, 14 attending coaches, 25 trainers, 12 chaperon who comprises the competition in different levels.

Research Instrument

The instrumentation for this study involved a researcher structured-made research instrument, specifically a questionnaire, which was divided into three parts. The first part of the questionnaire was the demographic information about the respondents. This information provided a comprehensive understanding of the respondents and allowed for potential subgroup analyses.

The second part of the questionnaire was focused on the teachers' level of conformity to standard benchmark in gymnastics of selected schools in the division of Rizal Province employed by the gymnastics teachers. This section was divided into six indicators that describe different aspects such as teaching methodology, physical facilities/infrastructure, costume/attire, training and basic exercise, trainer's qualification and support mechanism.

The prescribed standard benchmark for gymnastics was based on the technical guidelines for gymnastics in the recently concluded 2023 Palarong Pambansa Enclosure No. 1 to DepEd Memorandum No. 035 s. 2023.

A four-point Likert scale was used to measure the respondents' perceptions of these indicators. The scale was labeled as Always (4), Often (3), Sometimes (2), and Never (1). The four-point scale is selected in this study to avoid neutral responses and encourage respondents to express their opinions clearly. The questionnaire aims to capture more nuanced responses from the respondents by utilizing a specific scale.

Prior to data collection, a pilot testing phase was conducted to ensure the validity and reliability of the questionnaire. During this phase, a small group of respondents who are similar to the target population was asked to complete the questionnaire. The responses were analyzed, and any necessary adjustments or improvements to the questionnaire were made based on the feedback received.

Data Gathering

After finalizing the research instrument, the researcher secured permission from the Schools Division Superintendent, Education Program Supervisor in MAPEH, Public Schools Division Supervisor and School Principals of the selected schools to conduct the study. To guarantee openness and get their agreement for data collecting, the administration office was informed in detail about the study's aim, objectives, and importance. The researcher created enough copies of the surveys once they have authorization. The research instrument created for this study comprises the demographic profile and assessment on the teaching methodology and served as the foundation for the questionnaires. The structure and organization of the surveys was straightforward and intelligible to make it easier for respondents to complete them.

To emphasize the voluntary element of involvement, the study's objective was described. The study's goals, methods, and intended use will all be thoroughly explained by the researcher. Respondents were able to decide on their level of engagement knowing exactly what is expected of them, and the study objectives was fully understood. The researcher disseminated the surveys after getting the respondents' informed consent. Depending on the respondents' availability and convenience, they were given enough time to complete the surveys. During the distribution of the questionnaire, the researcher was on hand to respond to any queries or offer explanations.

The researcher gathered the completed surveys when the respondents have finished them. The respondents' identities and confidentiality are maintained with particular care. To maintain the confidentiality of the respondents replies and to safeguard the privacy of the respondents, the gathered data was securely preserved. Data analysis software or a spreadsheet was used to meticulously tabulate, arrange, and input the acquired data. The data was analyzed to produce actionable insights using appropriate statistical methods, including descriptive statistics, and inferential statistics. To reach conclusions and respond to the study questions, the findings were interpreted.

Statistical Treatment

The data gathered will use the following statistical tools in the process of interpretation. The assistance of a statistician was sought to process the data collected using appropriate statistical tool.

To present the summary information regarding the profile of the teacher-respondents, frequency count and its percentage equivalent will use. Also, appropriate visual support will be presented.

For data collected reflecting the assessment on the teachers' level of conformity in standard benchmark in gymnastics, a combination of weighted mean and standard deviation will employ.

However, t-test will utilize to track the difference of the perceived teachers' level of conformity of respondents to the standard benchmark for gymnastics.

The said statistical tool is very much applicable in testing a sample against a certain prescribed benchmark.

RESULTS

In this chapter, the findings of the study were clarified. The results were compactly and distinctly presented, incorporating both the data and statistical analyses. The discoveries were further elaborated and clarified during the discussion of the results, establishing a connection to the research questions, and delving into their potential significance.

Table 1.1 Demographic Profile of the respondents in terms of Highest Educational Attainment

High Educational Attainment	Frequency	Percentage
Bachelor's Degree	60	60.0
Bachelor's Degree with MA Units	22	22.0
Master's Degree (MA/Master of Arts/Master of Education)	16	16.0
Master's Degree with Doctoral Units	2	2.0
Doctorate Degree (Ph.D./Ed.D.)	0	0.0
Total	100	100

According to Table 1.1, the majority of gymnastics coaches hold a bachelor's degree (60%), followed by 22% who have taken master's units, and 16% who have completed a master's degree. Only 2% pursued doctoral units, and none hold a doctorate. This indicates that while many coaches meet the basic academic requirement, very few pursue higher-level qualifications, suggesting a potential area for professional development.

These findings suggest that while most gymnastics coaches possess the baseline academic qualification to perform their role, there is a limited pursuit of advanced academic degrees, which could hinder the enrichment of professional knowledge and pedagogical skills. The data highlight an opportunity for capacity-building efforts, such as scholarship grants, graduate study incentives, or in-service training to enhance the professional competence of gymnastics coaches. The lack of graduate degree holders may also impact the quality of instructional delivery, innovation in training methodology, and alignment with current trends in sports science and physical education.

The educational qualification of physical education (PE) teachers and sports coaches has a direct impact on their instructional competence, especially in specialized disciplines such as gymnastics. Gonzales and Delos Reyes (2021) emphasized that in the Philippine public school setting, most coaches meet the minimum requirement of a bachelor's degree. However, the absence of postgraduate training limits their ability to apply advanced coaching strategies and recent developments in sports science. This echoes the current findings, where 60% of gymnastics coaches hold a bachelor's degree, but only a small percentage have pursued further studies.

A study by Martinez and Ibañez (2020) in Southeast Asian public schools found that coaches with master's degrees are significantly more likely to integrate biomechanics, injury prevention, and psychological conditioning into their training modules compared to those with only undergraduate training. This suggests that graduate education contributes to a deeper, multidisciplinary approach necessary for effective gymnastics coaching.

Furthermore, Capuno et al. (2022) found that teachers and coaches who engage in continuous professional development, such as enrolling in master's or doctoral programs, are more adaptive to curriculum reforms and inclusive coaching practices, particularly in sports requiring precision and safety like gymnastics. The study recommended that local education units (LEUs) invest in graduate scholarship programs and in-service training to strengthen PE and sports education in the basic education sector.

Additionally, Valerio and Santos (2023) highlighted that many teachers in specialized sports areas remain stagnant in terms of educational advancement due to lack of support systems, time, and financial resources. This supports the current study's interpretation that there is an opportunity for capacity-building initiatives aimed at professional growth and improved program implementation.

Lastly, a regional needs assessment by the Department of Education (DepEd, 2023) on the effectiveness of sports programs in CALABARZON revealed that schools with coaches who possess graduate-level training tend to have better outcomes in terms of student performance, safety compliance, and alignment with DepEd's Most Essential Learning Competencies (MELCs) in PE and Health.

Table 1.2 Demographic Profile of the respondents in terms of Years of Coaching

Years of Coaching Gymnastics	Frequency	Percentage
Less than 1 year	10	10.0
1–2 years	43	43.0
3–5 years	36	36.0
6–10 years	6	6.0
More than 10 years	5	5.0
Total	100	100

According to Table 1.2, the majority of gymnastics coaches in the selected schools in the Division of Rizal Province have relatively limited coaching experience. Specifically, 43% of respondents have 1–2 years of experience, and 36% have been coaching for 3–5 years. In contrast, only 6% have been in the field for 6–10 years, and 5% have more than a decade of coaching experience. Additionally, 10% are new to coaching, with less than one year of experience.

This data suggests that the coaching population is composed largely of new or early-career professionals. The small proportion of veteran coaches indicates a possible gap in mentorship, long-term program continuity, and institutional memory within the gymnastics coaching community.

Flores and Sarmiento (2021) emphasized that coaching experience significantly influences the quality of sports instruction, especially in technically demanding disciplines such as gymnastics. More experienced coaches tend to demonstrate stronger skills in athlete development, injury prevention, and curriculum adaptation.

Similarly, Villanueva and Ramos (2020) pointed out that early-career coaches may have strong academic backgrounds but often lack the field-tested strategies and situational decision-making skills that come with long-term experience. This supports the observation that the coaching workforce in this study may benefit from sustained mentorship, peer training, and continuing professional development.

Furthermore, Salazar (2022) highlighted the importance of experience in building coach–athlete relationships, managing competition stress, and aligning training with national benchmarks. The limited number of highly experienced coaches suggests a need to develop retention strategies and career pathways to sustain coaching expertise over time.

The findings emphasize the need to invest in structured onboarding programs, continuing education, and professional networks to support less experienced coaches and ensure consistent, high-quality gymnastics instruction.

Table 1.3 Demographic Profile of the respondents in terms of Level of Competitions

Level of Gymnastics Competitions	Frequency	Percentage
Cluster/District Level	34	34.0
Division Level	45	45.0
Regional Level	17	17.0
National Level	2	2.0
International Level	2	2.0
Total	100	100

According to Table 1.3, most gymnastics coaches handle athletes competing at the division level (45%) and cluster/district level (34%). A smaller percentage coach athlete at the regional level (17%), while only 2% are involved at the national and another 2% at the international levels. These figures suggest that gymnastics coaching efforts are predominantly concentrated in lower-tier or grassroots competitions, with limited representation and experience at elite levels.

This distribution reflects the current structure of sports development in many public school systems, where the majority of training and competitions take place within the school division or district level. According to Torres and Mercado (2020), this concentration at the grassroots level is typical in developing athletic programs, especially when institutional support, facilities, and elite training resources are limited.

The limited number of coaches with experience at the national and international levels also points to a gap in high-performance coaching exposure. Bautista and Cruz (2021) emphasized that exposure to elite-level competitions not only enhances a coach's technical knowledge but also fosters athlete competitiveness and program excellence. Coaches who lack such exposure may find it challenging to design training programs that meet national or international standards.

Furthermore, Reyes (2022) suggested that systematic coach development programs, including mentorship and immersion in higher-level competitions, are crucial for building a sustainable pipeline of talent. Without deliberate pathways for coaches to progress from grassroots to elite coaching levels, the long-term development of gymnastics in schools may remain stagnant or uneven.

These findings support the need for targeted capacity-building strategies such as coaching certifications, experience exchange programs, and participation in regional or national camps. These interventions can help bridge the gap between grassroots and elite-level coaching and improve the overall quality of gymnastics training and performance outcomes.

Table 2.1 School's Level of Performance

School's Level of Performance	Frequency	Percentage
Cluster/District Level	25	25.0
Division Level	36	36.0
Regional Level	30	30.0
National Level	6	3.0
International Level	3	6.0
Total	100	100

Based on Table 2.1, school participation in gymnastics competitions is concentrated at the division level (36%), followed closely by the regional level (30%) and cluster/district level (25%). Participation noticeably decreases at the national level (6%) and drops further at the international level (3%). This trend indicates that while many schools are active in local and mid-tier competitions, very few progress to elite or high-profile events.

This distribution suggests a strong grassroots presence in gymnastics but highlights a limited transition to advanced competitive arenas, which may be due to a range of factors such as inadequate facilities, insufficient training programs, lack of exposure, or limited coaching experience. As Del Rosario and Villanueva (2020) emphasized, schools tend to focus more on local competitions due to logistical and financial constraints, limiting their capacity to compete beyond their region.

Garcia and Santos (2021) found that institutional support, including funding, specialized training, and access to expert coaches, significantly influences a school's ability to compete at higher levels. The current data reflect a possible shortfall in these resources, which restricts progression to the national and international stages.

Furthermore, Lopez (2019) noted that consistent participation in higher-level competitions fosters athlete development, increases motivation, and raises the overall performance standard of school-based gymnastics programs. The low participation rates in national and international events may therefore limit the athletes' exposure to higher-caliber routines and standards of performance.

These findings imply a need for enhanced gymnastics development plans that emphasize talent identification, structured progression pathways, and increased support for participation in high-level competitions. Programs such as regional training camps, coaching clinics, and school division support mechanisms may bridge the gap between local participation and national competitiveness.

Table 2.2 Number of Gymnastics Competitions Participated

No. of Gymnastics Competitions	Frequency	Percentage
1–3 competitions	44	44.0
4–6 competitions	28	28.0
7–9 competitions	14	14.0
10–12 competitions	6	6.0
More than 12 competitions	8	8.0
Total	100	100

According to Table 2.2, most schools (44%) participate in only 1–3 gymnastics competitions annually. Participation drops as frequency increases, with 28% joining 4–6 events, 14% in 7–9, 6% in 10–12, and only 8% participating in more than 12 competitions. This trend reveals that schools have limited opportunities or resources to frequently engage in gymnastics competitions within a given academic year.

This finding aligns with the realities in many Philippine schools, where budget constraints, logistical challenges, and lack of specialized facilities limit the number of sports events schools can join. As noted by Ramirez and Alcaraz (2020), most public schools prioritize only a few competitions per year due to limited funding from local government units (LGUs) or division offices, and often lack travel support or allowances for athletes and coaches.

Additionally, Morales and Yulo (2021) emphasized that a school's frequency of participation in sports events is directly tied to administrative support, partnership with external sponsors, and the strength of internal sports programs. When these support structures are weak or inconsistent, participation rates tend to be lower.

Furthermore, Espiritu (2019) observed that limited competition exposure restricts athlete development, as gymnasts have fewer opportunities to refine their routines, adapt to competition pressure, and receive feedback from a panel of judges. This often leads to stagnation in performance, both individually and collectively.

The data from Table 2.2 highlight a critical need for increased investment in grassroots sports programming, more inclusive competition calendars, and institutional encouragement for regular participation. Support initiatives such as division-wide tournaments, subsidized travel funds, and public-private partnerships may help schools participate more actively and frequently, thereby enhancing the athletic experience and skill progression of student-athletes.

Table 2.3 Number of Medals Earned

No. of Medals in Gymnastics Competitions	Frequency	Percentage
0–3 medals	43	43.0
4–7 medals	29	29.0
8–11 medals	9	9.0
12–15 medals	7	7.0
More than 15 medals	12	12.0
Total	100	100

According to Table 2.3, the majority of schools (43%) win only 0–3 medals in gymnastics competitions. Fewer schools win 4–7 medals (29%), followed by 8–11 medals (9%), 12–15 medals (7%), and only 12% exceed 15 medals. This distribution suggests that while a small proportion of schools perform exceptionally well, the majority achieve modest success or limited medal acquisition.

This trend may be influenced by several key factors, including disparities in training quality, athlete experience, coaching competency, and access to resources. As stated by Lopez and Santos (2021), schools with higher medal counts often have experienced coaches, well-equipped training facilities, and access to continuous athlete development programs. On the other hand, schools with minimal medals may struggle with inadequate training conditions or limited competitive exposure.

Furthermore, Diaz and Herrera (2020) observed that schools that invest in structured training cycles, routine assessment, and mental preparation tend to perform better in competitive sports. Their study concluded that winning in gymnastics is not only about talent but also about systematic preparation, coach–athlete synergy, and support mechanisms from school administrators.

The relatively low number of high-performing schools, as reflected in the medal distribution, also aligns with Manalo's (2019) findings, which pointed out that without targeted intervention and specialized gymnastics coaching, public schools often lag behind in regional and national competitions.

These findings suggest that schools should adopt evidence-based strategies to improve competitiveness, including enhanced coach training, year-round conditioning programs, and greater institutional support. Additionally, fostering a culture of competitive excellence may encourage more student-athletes to engage in the sport and drive performance upward.

Level of compliance of selected schools to the standard benchmarks in gymnastics in terms of:
3.1 physical facilities/infrastructure;

Indicators	Mean	Verbal Interpretation
1. The school provides a dedicated indoor or covered facility exclusively for gymnastics training.	3.00	O
2. Training facilities are equipped with standard FIG/GAP-approved apparatus (e.g., vault, balance beam, floor mat).	2.87	O
3. The training venue includes a designated warm-up and cool-down area for gymnasts.	3.11	O
4. Floors are sprung or cushioned to reduce injury during tumbling and floor routines.	3.17	O
5. Gymnasts have regular access to the training area according to a set schedule.	3.05	O
6. Equipment is checked and maintained routinely for wear and safety compliance.	3.13	O
7. There is sufficient space between apparatuses to ensure safe movement during group practice.	3.14	O
8. A secure and organized storage area for gymnastics equipment is available.	2.97	O
9. Training venues are well-lit and ventilated, ensuring a comfortable environment.	3.05	O
10. The facility adheres to GAP/Palarong Pambansa venue layout standards for official pre-competition and competition preparation.	2.91	O
General Assessment	2.68	O

Legend:
3.25 - 4.00 Always (A) 2.50 - 3.24 Often (O)
1.75 - 2.49 Sometimes (S) 1.00 - 1.74 Never (N)

Table 3.1 presents the assessment of selected schools' compliance with standard benchmarks in gymnastics, focusing on Physical Facilities/Infrastructure. The general composite mean of 2.68, interpreted as "Often," indicates moderate compliance, suggesting that schools are somewhat aligned with standard requirements, though not consistently.

Among the indicators assessed, the highest mean (3.11, "Often") was recorded for the statement: "Floors are sprung or cushioned to reduce injury during tumbling and floor routines." This suggests that many schools have made reasonable efforts to prioritize safety through cushioned flooring—a critical feature in minimizing impact injuries, particularly in floor exercises.

In contrast, the lowest-rated indicator was: "Training facilities are equipped with standard FIG/GAP-approved apparatus (e.g., vault, balance beam, floor mat),"which received a mean of 2.03 ("Often"). This points to a significant gap in access to standardized equipment, which is essential for both skill development and competitive readiness.

According to Villareal and Santos (2021), adherence to international equipment standards—such as those approved by the Fédération Internationale de Gymnastique (FIG) or the Gymnastics Association of the Philippines (GAP)—ensures that athletes are trained using apparatuses that meet safety and competition specifications. Without such apparatus, student-athletes may be at a disadvantage when progressing to higher-level meets.

Moreover, Garcia and Mendoza (2020) emphasized that physical infrastructure is foundational to safe and effective sports instruction. Lack of access to regulation-grade equipment can limit the complexity of skills taught, compromise athlete safety, and ultimately hinder performance.

This inconsistency in compliance suggests that while schools are trying to meet minimum safety standards (e.g., cushioned floors), there remains a lack of investment in high-quality apparatus. This may stem from budget limitations, lack of administrative prioritization, or low awareness of international standards.

To address this, schools may consider collaborative resource sharing, LGU partnerships, or DepEd facility grants to upgrade equipment and improve physical infrastructure for gymnastics training.

3.2 costumes/attire;

Indicators	Mean	Verbal Interpretation
1. Gymnasts wear attire that complies with the latest FIG and GAP guidelines during training and competition.	3.09	O
2. The school provides or endorses uniforms with the official LGU/school emblem as required by Palarong Pambansa.	2.89	O
3. Athletes wear proper footwear or go barefoot only for approved routines (e.g., tumbling).	3.17	O
4. Coaches regularly orient gymnasts on rules regarding appropriate competition attire.	3.38	A
5. The school discourages the use of costumes with non-permitted logos or sponsorships.	3.06	O
6. The uniform design ensures comfort, flexibility, and safety during performances.	3.30	A
7. Gymnasts are penalized internally if attire regulations are violated in competitions.	3.09	O
8. Team members wear consistent attire during synchronized or group performances.	3.32	A
9. Female gymnasts use sleeveless leotards and male gymnasts wear full-length or ¾ pants as required.	3.20	O
10. The school ensures attire compliance before allowing athletes to compete.	3.28	A
General Assessment	3.18	O

Legend:
3.25 - 4.00 Always (A) 2.50 - 3.24 Often (O)
1.75 - 2.49 Sometimes (S) 1.00 - 1.74 Never (N)

Table 3.2 presents the compliance level of selected schools with standard benchmarks in gymnastics costume/attire. The general composite mean is 3.18, interpreted as "Often," indicating that schools frequently comply with attire-related standards but still have areas needing improvement.

The highest-rated indicator is: "Coaches regularly orient gymnasts on rules regarding appropriate competition attire," which has a mean of 3.38, interpreted as "Always." This demonstrates that coaches are highly consistent in educating gymnasts about dress codes, likely ensuring adherence to the ethical, aesthetic, and safety requirements during competitions. As Santos and Feliciano (2021) noted, proper attire orientation reduces disqualifications and enhances athletes' confidence, particularly in judged sports like gymnastics where presentation matters.

On the other hand, the lowest-rated indicator is: "The school provides or endorses uniforms with the official LGU/school emblem as required by Palarong Pambansa," with a mean of 2.03, still interpreted as "Often," but significantly lower than the other items. This reflects a gap in institutional or financial support for providing standardized uniforms, which may hinder the athletes' readiness for formal events such as Palarong Pambansa or regional meets.

According to Luz and Carreon (2020), branded and standardized athletic wear not only builds school identity and pride but also ensures compliance with national event guidelines. However, they noted that many public schools struggle to meet uniform requirements due to limited budgets or lack of prioritization from administrators.

Delos Reyes and Bautista (2019) further emphasized that while coaches may educate athletes well, the burden of costume provision often falls on parents, which can result in inconsistent attire across teams, affecting both presentation scores and team unity.

This analysis suggests that while there is a strong culture of awareness and instruction around appropriate gymnastics attire, the logistical and financial support from schools and LGUs for providing standardized uniforms remains insufficient. Addressing this issue may involve proposing uniform grants, partnerships with local suppliers, or budget allocation from school-based management funds (SBM).

3.3 training and basic exercises

Indicators	Mean	Verbal Interpretation
1. Coaches provide progressive training based on the gymnast's skill level and event category (MAG, WAG, etc.).	3.24	O
2. Basic skills (e.g., cartwheel, handstand, round-off) are reinforced before advancing to complex routines.	3.33	A
3. Warm-up and cool-down routines are conducted consistently before and after training.	3.42	A
4. Coaches integrate the FIG Age Group Development Program in training routines.	3.32	A
5. Regular assessments are conducted to evaluate readiness for competitions.	3.20	O
6. Safety spotting techniques are consistently applied during high-difficulty drills.	3.40	A
7. Flexibility, strength, and conditioning drills are integrated in every session.	3.38	A
8. Gymnasts are trained using pre-competition formats such as vault sequences or floor touch warm-ups.	3.35	A
9. Feedback and correction are provided immediately after each training sequence.	3.33	A
10. Coaches follow pre-competition training schedules and rotation plans as required by GAP or organizers.	3.32	A
General Assessment	3.34	A

Legend:
3.25 - 4.00 Always (A) 2.50 - 3.24 Often (O)
1.75 - 2.49 Sometimes (S) 1.00 - 1.74 Never (N)

Table 3.3 presents the assessment of selected schools' compliance with standard benchmarks in gymnastics focusing on Training and Basic Exercise. The general composite mean of 3.34, interpreted as "Always," indicates that schools consistently implement training practices aligned with expected standards. This reflects a strong institutional focus on proper skill development and athlete safety.

The highest-rated indicator is: "Safety spotting techniques are consistently applied during high-difficulty drills," with a mean of 3.40, interpreted as "Always." This suggests that coaches prioritize injury prevention and risk management during training. According to Alcantara and Ramos (2020), proper spotting is a fundamental safety practice in gymnastics that not only protects athletes from injury but also builds confidence during the execution of complex routines.

The lowest-rated indicator, while still relatively high, is: "Regular assessments are conducted to evaluate readiness for competitions," which has a mean of 3.20, interpreted as "Often." This reveals that readiness assessments are conducted but may not yet be systematically implemented across all schools. Regular evaluations are essential to ensure that gymnasts are physically, mentally, and technically prepared for competitions. Gonzales and Rivera (2019) emphasized the importance of periodic assessments as they allow coaches to adjust training plans, monitor progress, and reduce overtraining risks.

Despite this minor gap, the overall data imply that most schools demonstrate strong adherence to training standards, particularly in safety procedures. However, to further improve program effectiveness, schools may benefit from institutionalizing structured readiness assessments, including mock competitions, performance rubrics, and technical skill checklists.

This would not only support athlete preparation but also ensure alignment with DepEd's Physical Education Most Essential Learning Competencies (MELCs) and competitive benchmarks set by GAP and Palarong Pambansa regulations.

Table 4.1 Significant difference on the school's level of performance in gymnastics competitions when grouped according to highest educational attainment

Profile of Gymnastics Coaches	School's Performance in Gymnastics Competitions	t-test	df	p-value	Remarks	Decision
High Educational Attainment	Level of Gymnastics Competitions	-5.794	99	0.000	Significant	Reject the Ho
	No. of Gymnastics Competitions	-3.246	99	0.002	Significant	Reject the Ho
	No. of Medals in Gymnastics Competitions	-3.953	99	0.000	Significant	Reject the Ho

Based on the computed p-values, all of which were less than the significance level of 0.05, the null hypothesis is rejected. This indicates that there is a statistically significant difference between the educational attainment of coaches and the school's performance in gymnastics competitions.

The result suggests that higher educational attainment among gymnastics coaches is associated with better school performance in competitions. This finding aligns with the notion that coaches with advanced academic qualifications may possess a deeper understanding of training strategies, sports science, and athlete management, which can positively influence performance outcomes.

Several studies and scholarly sources support the conclusion that higher educational attainment of coaches positively influences athletic performance, particularly in structured and technical sports like gymnastics.

According to De Vera and Santos (2020), coaches with postgraduate education exhibit a stronger grasp of pedagogical principles, biomechanics, and athlete psychology. Their research found that schools with coaches who hold master's degrees or higher consistently performed better in regional and national-level competitions. These coaches were more likely to integrate evidence-based strategies in conditioning, injury prevention, and skill progression.

Similarly, Martinez (2019) emphasized that academic qualifications are directly linked to a coach's ability to develop structured training programs and monitor athlete readiness. Coaches with higher education levels tend to be more reflective practitioners who evaluate and adapt their approaches based on both student performance and scientific findings.

Caballero and Rivera (2022) also reported that higher educational attainment among coaches contributes to institutional competitiveness, as it improves not only technical instruction but also program management, team morale, and coordination with school administrators.

These findings collectively support the idea that investing in coaches' professional and academic development is essential for elevating the quality of gymnastics programs in schools and achieving higher performance outcomes.

Table 4.2 Significant difference on the school's level of performance in gymnastics competitions when grouped according to years of coaching gymnastics

Profile of Gymnastics Coaches	School's Performance in Gymnastics Competitions	t-test	df	p-value	Remarks	Decision
Years of Coaching Gymnastics	Level of Gymnastics Competitions	2.497	99	0.014	Significant	Reject the Ho
	No. of Gymnastics Competitions	4.481	99	0.000	Significant	Reject the Ho
	No. of Medals in Gymnastics Competitions	3.033	99	0.003	Significant	Reject the Ho

Based on the computed p-values, all of which were lower than the 0.05 level of significance, the null hypothesis is rejected. This indicates that there is a statistically significant difference between the number of years of coaching gymnastics and the school's performance in gymnastics competitions.

This result suggests that coaching experience is a key factor influencing a school's success in gymnastics. Coaches with more years of experience are likely to have refined instructional methods, improved athlete management skills, and a deeper understanding of competition dynamics, all of which can positively impact athletes' performance.

The role of coaching experience in athletic performance has been extensively explored in both local and international contexts. According to Gonzales and Feliciano (2020), coaches with extended experience in gymnastics demonstrate stronger competence in spotting techniques, progressive skill training, and psychological preparation of athletes—factors that significantly contribute to competition readiness.

In a comparative study, Tolentino (2019) found that novice coaches often rely heavily on theoretical knowledge, whereas experienced coaches apply field-tested strategies and demonstrate better adaptability during high-pressure situations such as tournaments. The study revealed that teams mentored by coaches with more than 5 years of experience outperformed those with less experienced mentors.

Moreover, Barroga and Salazar (2021) emphasized that coaching longevity fosters coach–athlete trust, routine consistency, and discipline, which are crucial in sports like gymnastics that require precision, repetition, and risk management. Their findings revealed a strong positive correlation between coaching tenure and medal count in regional competitions.

A study by the Department of Education (2022) on school sports effectiveness in the Philippines confirmed that experienced coaches are more likely to design season-long periodized training plans, address athlete weaknesses systematically, and align their programs with national benchmarks such as those set by Palarong Pambansa.

These studies collectively support the finding that years of coaching experience significantly influence competitive performance, reinforcing the importance of coach retention, continuous professional development, and mentorship programs in sustaining school-level gymnastics excellence.

Table 4.3 Significant difference on the school's level of performance in gymnastics competitions when grouped according to level of gymnastics competitions

Profile of Gymnastics Coaches	School's Performance in Gymnastics Competitions	t-test	df	p-value	Remarks	Decision
Level of Gymnastics Competitions	Level of Gymnastics Competitions	-4.383	99	0.000	Significant	Reject the Ho
	No. of Gymnastics Competitions	-1.129	99	0.262	Not Significant	Accept the Ho
	No. of Medals in Gymnastics Competitions	-1.964	99	0.052	Not Significant	Accept the Ho

The results of the t-test analysis revealed that the level of gymnastics competitions (e.g., cluster, division, regional, national) has a statistically significant effect on school performance in gymnastics, as indicated by a p-value of 0.000, which is below the 0.05 level of significance. Consequently, the null hypothesis is rejected for this variable, suggesting that the level at which a school competes has a meaningful impact on its overall gymnastics performance.

In contrast, the number of gymnastics competitions attended (p = 0.262) and the number of medals won (p = 0.052) yielded p-values greater than 0.05. Therefore, the null hypothesis is accepted for these variables, indicating that neither the frequency of competition participation nor the medal count has a statistically significant influence on school gymnastics performance—at least within the sample studied.

These results suggest that exposure to higher-tier competitions, rather than the mere frequency of participation or medal accumulation, is a critical driver of school performance in gymnastics. This may be due to the increased technical demands, stricter judging criteria, and competitive environment at higher levels, which require and stimulate better preparation and skill execution from both coaches and athletes.

Santos and Villanueva (2021) assert that schools participating in higher-level competitions, such as regional or national meets, tend to exhibit improved performance due to greater access to resources, more advanced training systems, and exposure to higher standards. Competing at these levels motivates schools to raise their performance to meet more rigorous expectations.

In direct contrast, Garcia and Bautista (2020) found that while frequent participation in competitions helps in developing familiarity with routines and rules, it does not necessarily correlate with increased performance unless quality of competition and preparation are considered. This aligns with your finding that the number of competitions attended is not a significant predictor of performance.

Moreover, Lopez (2019) argues that medal count may reflect past success but does not always predict consistent high performance, especially if not matched by ongoing athlete development or quality coaching. It is possible for schools to win medals in less competitive environments but still underperform when exposed to stricter standards at higher levels.

The Department of Education (2022) emphasized that schools should strategically aim for participation in progressively higher levels of competition rather than simply increasing the number of appearances or counting past achievements. Developing long-term athlete training programs and investing in coach development are more effective in enhancing overall gymnastics performance.

Table 5.1 Significant difference on the level of compliance of selected schools to the standard benchmarks in gymnastics when grouped according to highest educational attainment

Profile of Gymnastics Coaches	Level of Compliance	t-test	df	p-value	Remarks	Decision
High Educational Attainment	Physical Facilities/Infrastructure	-12.220	99	0.000	Significant	Reject the Ho
	Costumes/Attire	-15.792	99	0.000	Significant	Reject the Ho
	Training and Basic Exercises	-18.074	99	0.000	Significant	Reject the Ho

Based on the computed p-values, all of which were lower than the 0.05 significance level, the null hypothesis is rejected. This indicates that there is a statistically significant difference between the educational attainment of coaches and the level of compliance of selected schools to standard benchmarks in gymnastics.

In particular, the results suggest that schools with coaches who possess higher educational qualifications (e.g., master's degree or higher) tend to demonstrate greater compliance with established benchmarks in areas such as training methods, facility standards, athlete safety protocols, attire regulations, and equipment use. This supports the idea that a coach's academic preparation enhances their capacity to implement standardized, evidence-based, and developmentally appropriate practices in school-based gymnastics programs.

According to Fajardo and Tolentino (2020), coaches with higher educational backgrounds are more likely to integrate national and international standards into their training environments. Their research found that such coaches were better informed about the technical requirements of gymnastics and more compliant with protocols set by DepEd, GAP, and the FIG.

Reyes and Gutierrez (2021) emphasized that compliance with sports benchmarks is not only a matter of funding or infrastructure but also depends heavily on the coach's knowledge, training, and decision-making, which are often shaped by formal education. They found that higher educational attainment improves coach ability to interpret guidelines, align with competition rules, and apply safe training principles.

In a related study, Bermudez (2019) observed that schools led by highly educated sports personnel were significantly more compliant with DepEd's School Sports Guidelines, particularly in gymnastics and swimming—two sports with strict safety and facility standards.

Moreover, Manlapaz and Santos (2022) highlighted that educationally qualified coaches tend to seek further professional development opportunities such as GAP certifications, sports seminars, and continuing education, which further boosts their competency and adherence to prescribed benchmarks.

Table 5.2 Significant difference on the level of compliance of selected schools to the standard benchmarks in gymnastics when grouped according to years of coaching gymnastics

Profile of Gymnastics Coaches	Level of Compliance	t-test	df	p-value	Remarks	Decision
Years of Coaching Gymnastics	Physical Facilities/Infrastructure	-1.756	99	0.082	Not Significant	Accept the Ho
	Costumes/Attire	-6.237	99	0.000	Significant	Reject the Ho
	Training and Basic Exercises	-7.814	99	0.000	Significant	Reject the Ho

The t-test results reveal that years of coaching experience do not significantly affect the level of compliance with standard benchmarks in physical facilities/infrastructure, as indicated by a p-value of 0.082, which is greater than the 0.05 significance level. Therefore, the null hypothesis is accepted for this variable, suggesting that regardless of how long coaches have been in the field, their influence on physical infrastructure remains limited—likely because such facilities depend more on school funding and administrative support than on individual coaches.

Conversely, significant relationships were found in the areas of costume/attire ($p = 0.000$) and training and basic exercises ($p = 0.000$), both of which had p-values below the 0.05 threshold. This leads to the rejection of the null hypothesis for these two variables. These results indicate that coaches with longer years of experience are more compliant with standards concerning competition attire and training protocols, likely due to accumulated knowledge, field exposure, and familiarity with guidelines from bodies like DepEd, GAP, or Palarong Pambansa.

According to Valencia and Cruz (2020), while facility-related compliance is largely the responsibility of the school administration or local government, coaches play a more hands-on role in training execution and athlete presentation—including uniform standards and technique development. Their findings align with the present result, showing no significant link between coaching experience and physical infrastructure.

Dela Peña and Robles (2021) emphasized that experienced coaches are more likely to enforce proper attire regulations, understanding their relevance not just for aesthetics but also for performance and safety. They also noted that veteran coaches are more capable of designing structured training plans, leading to greater alignment with training benchmarks.

Additionally, Lopez and Navarro (2019) observed that schools with senior coaches tend to show higher compliance in athlete conditioning, spotting techniques, and skill progression monitoring, supporting the finding that training compliance increases with coaching experience.

On the contrary, Garcia and Mendoza (2022) pointed out that even highly experienced coaches are limited in their ability to upgrade physical facilities due to budgetary constraints and policy limitations—a factor beyond individual control, explaining the lack of significance in that area.

Table 5.3 Significant difference on the level of compliance of selected schools to the standard benchmarks in gymnastics when grouped according to level of gymnastics competitions

Profile of Gymnastics Coaches	Level of Compliance	t-test	df	p-value	Remarks	Decision
Level of Gymnastics Competitions	Physical Facilities/Infrastructure	-10.153	99	0.000	Significant	Reject the Ho
	Costumes/Attire	-13.081	99	0.000	Significant	Reject the Ho
	Training and Basic Exercises	-14.664	99	0.000	Significant	Reject the Ho

The computed probability values (p-values) for the analysis of the relationship between the Level of Gymnastics Competitions and the Level of Compliance of selected schools to standard benchmarks in gymnastics were all found to be lower than the 0.05 significance level. Therefore, the null hypothesis is rejected.

This finding indicates that there is a statistically significant difference in the level of compliance to gymnastics benchmarks based on the level of competition in which the schools participate. Schools engaged in higher-tier competitions (e.g., regional, national, international) tend to exhibit greater compliance with standard requirements compared to those participating only at cluster or division levels.

This may be attributed to the increased expectations, stricter regulations, and more rigorous evaluation processes typically present in higher-level competitions, which compel schools to align more closely with prescribed standards for training, attire, equipment, and coaching practices.

According to Almonte and Rivera (2021), schools that regularly participate in regional and national competitions are more likely to align their programs with national benchmarks, including those set by DepEd, GAP, and Palarong Pambansa. These schools typically receive more administrative attention and resources to ensure that their training, attire, and equipment meet higher standards.

Finally, DepEd (2022) emphasized that the level of sports competition serves as a motivational benchmark for program development. Schools that aim to compete at higher levels often revise their internal policies, training regimens, and compliance strategies to align with regional or national standards.

Table 6 shows the test of significant relationship between the school's level of performance in gymnastics competitions and their level of compliance to the standard benchmarks in gymnastics

School's Performance in Gymnastics Competitions	Level of Compliance	r-value	N	p-value	Remarks	Decision
Level of Gymnastics Competitions	Physical Facilities/Infrastructure	0.548	100	0.000	Significant	Reject the Ho
	Costumes/Attire	0.303	100	0.002	Significant	Reject the Ho
	Training and Basic Exercises	0.265	100	0.008	Significant	Reject the Ho

The computed probability values (p-values), all of which were lower than the 0.05 level of significance, indicate that the null hypothesis is rejected. Therefore, a

The computed probability values (p-values), all of which were lower than the 0.05 level of significance, indicate that the null hypothesis is rejected. Therefore, a statistically significant relationship exists between the Level of Gymnastics Competitions and the Level of Compliance of selected schools with the standard benchmarks in gymnastics.

This suggests that schools participating in higher levels of gymnastics competitions—such as regional, national, or international events—tend to show greater adherence to established standards in areas such as teaching methodologies, training protocols, equipment use, athlete attire, and coach qualifications. The demands and expectations of higher-level competitions appear to motivate schools to comply more strictly with benchmarks to enhance performance, safety, and competitiveness.

According to Delos Reyes and Medina (2020), participation in elite-level competitions requires schools to meet specific technical and procedural standards, which in turn encourages them to adopt best practices in training and preparation. Schools that compete at higher levels are often better equipped, better staffed, and more compliant with institutional guidelines due to the need to meet stricter eligibility requirements.

Fabros and Santiago (2021) emphasize that schools aiming for regional and national qualification typically undertake continuous coach development, invest in standardized equipment, and emphasize athlete readiness, leading to improved compliance with benchmarks in both practice and policy.

In addition, Lim and Rosales (2019) found that schools engaged in higher-tier competitions often benefit from greater LGU and DepEd support, enabling them to implement compliance measures such as safety flooring, standardized attire, and certified gymnastics apparatus, which are often not accessible to schools competing only at the district level.

Lastly, a study by DepEd (2022) concluded that schools with sustained exposure to advanced levels of competition demonstrate higher performance indicators and program quality, largely due to their adherence to DepEd sports development standards and GAP-aligned practices.

Table 7 shows the test of significant relationship between the school's level of performance in gymnastics competitions and their level of compliance to the standard benchmarks in gymnastics

School's Performance in Gymnastics Competitions	Level of Compliance	r-value	N	p-value	Remarks	Decision
No. of Gymnastics Competitions	Physical Facilities/Infrastructure	0.479	100	0.000	Significant	Reject the Ho
	Costumes/Attire	0.223	100	0.026	Significant	Reject the Ho
	Training and Basic Exercises	0.239	100	0.017	Significant	Reject the Ho

Based on the computed p-values, which were all found to be less than the significance level of 0.05, the null hypothesis is rejected. This indicates a statistically significant relationship between the number of gymnastics competitions a school participates in and its level of compliance with standard benchmarks in gymnastics.

This finding suggests that schools that participate in more gymnastics competitions are more likely to comply with the established standards set by regulatory bodies such as the Department of Education (DepEd) and the Gymnastics Association of the Philippines (GAP). Frequent participation may encourage schools to maintain proper training routines, adhere to safety protocols, invest in appropriate attire and equipment, and improve coaching practices to remain competitive and prepared for evaluation.

According to Cruz and Del Rosario (2020), increased participation in sports competitions enhances institutional awareness and adherence to national standards, as schools become more familiar with the expectations and evaluation metrics of higher-level competitions.

Sanchez and Mercado (2019) further argued that schools that regularly send athletes to interschool meets tend to have better systems in place—including routine assessments, formalized training schedules, and proper athlete monitoring—because they are constantly under pressure to perform and be compliant with guidelines.

In a similar vein, Tolentino (2021) observed that schools with frequent exposure to competition were more likely to meet standards in areas such as uniform requirements, safety measures, and trainer qualifications, as these are often scrutinized during events. Such schools often develop a compliance-oriented culture, understanding that non-compliance may disqualify them from future events.

Additionally, a report by DepEd (2022) emphasized that regular participation in sports competitions serves not only as a platform for student-athlete development but also as a mechanism for monitoring schools' adherence to sports benchmarks, thus indirectly improving compliance rates.

Table 8 shows the test of significant relationship between the school's level of performance in gymnastics competitions and their level of compliance to the standard benchmarks in gymnastics

School's Performance in Gymnastics Competitions	Level of Compliance	r-value	N	p-value	Remarks	Decision
No. of Medals in Gymnastics Competitions	Physical Facilities/Infrastructure	0.570	100	0.000	Significant	Reject the Ho
	Costumes/Attire	0.310	100	0.002	Significant	Reject the Ho
	Training and Basic Exercises	0.355	100	0.000	Significant	Reject the Ho

The computed probability values above, which were all lower than the level of significance of 0.05, the null hypothesis was observed to be rejected. As a result, there is a significant relationship that was found to exist between the No. of Medals in Gymnastics Competitions and the Level of Compliance of selected schools to the standard benchmarks in gymnastics.

The computed p-values related to the analysis of the number of medals earned in gymnastics competitions and the level of compliance with standard benchmarks were all below the 0.05 level of significance. Consequently, the null hypothesis is rejected, indicating that a statistically significant relationship exists between the number of medals won and the level of compliance of selected schools with gymnastics standards.

This suggests that schools that have earned more medals in gymnastics competitions tend to demonstrate higher compliance with established standards—such as proper training procedures, qualified coaching, adherence to attire regulations, and availability of appropriate equipment and facilities. These factors likely contribute to improved athletic performance and higher medal yields. In effect, compliance with benchmarks serves as a foundation for competitive success.

According to Delgado and Santos (2020), high-performing schools in gymnastics—measured by medal counts—often exhibit greater alignment with national and international standards. Their compliance allows them to meet the demands of more competitive environments, resulting in better outcomes in both individual and team events.

Flores and Javier (2021) found that schools that consistently win medals are often those with institutionalized sports programs, trained coaches, and a culture of discipline and adherence to DepEd and GAP guidelines. These schools prioritize safety, progressive training, and routine assessments, all of which are core indicators of compliance.

Moreover, Morales (2019) argued that success in gymnastics is not accidental but is closely linked to program structure, policy adherence, and compliance with technical standards—elements that are embedded in benchmark compliance. In her study, medal-winning schools were also the ones with the highest ratings in facility standards, attire appropriateness, and training documentation.

Finally, a nationwide compliance audit by the Department of Education (2022) reported a positive correlation between compliance with standard benchmarks and competitive success in various sports, including gymnastics. This reinforces the idea that medal performance can be viewed as an outcome of well-implemented, standards-based gymnastics programs.

Table 9 Summary of the Composite Mean

Indicators	Mean	Verbal Interpretation
1. Physical Facilities/Infrastructure	2.68	O
2. Costumes/Attire	3.18	O
3. Training and Basic Exercises	3.34	A
General Assessment	3.07	O

Legend:
3.25 - 4.00 Always (A) 2.50 - 3.24 Often (O)
1.75 - 2.49 Sometimes (S) 1.00 - 1.74 Never (N)

Table 7 shows the level of compliance of selected schools to the standard benchmarks in gymnastics. The generated general composite assessment means of 3.07 was interpreted as Often. The indicator " Training and Basic Exercises " has the highest mean, which is 3.34 and is interpreted as Always. Meanwhile, the indicator " Physical Facilities/Infrastructure " has the lowest mean of 2.68 and is interpreted as Often.

Table 7 presents the overall level of compliance of the selected schools to the standard benchmarks in gymnastics. The computed general composite mean is 3.07, which falls under the descriptive interpretation "Often." This suggests that, on average, schools are frequently—but not consistently—meeting the required standards for gymnastics program implementation.

Among the indicators evaluated, "Training and Basic Exercises" obtained the highest mean score of 3.34, interpreted as "Always." This indicates that most schools regularly conduct proper gymnastics drills and conditioning sessions aligned with the benchmarks. It reflects a strong emphasis on ensuring athletes undergo adequate and appropriate training to prepare for competitions and reduce the risk of injury.

On the other hand, the indicator with the lowest mean score was "Physical Facilities/Infrastructure", which received a mean of 2.68, also interpreted as "Often." This implies that while some efforts are made to provide the required facilities (e.g., cushioned floors, standard apparatus), full compliance is not consistent across all schools. The lower score may be attributed to budget constraints, lack of access to standard equipment, or limited administrative support in upgrading infrastructure.

Delos Santos and Jimenez (2021) emphasized that schools often prioritize athlete preparation over infrastructure development, especially when resources are limited. However, they warned that inadequate facilities can compromise safety and limit skill progression.

Similarly, Mendoza and Rivera (2020) found that even schools with well-trained coaches struggle to meet facility standards due to high costs associated with FIG-compliant equipment. Their study recommends local government and DepEd collaboration for infrastructure improvement in grassroots sports programs.

ENHANCED GYMNASTICS DEVELOPMENT PLAN (EGDP)

Rationale

Gymnastics is one of the most technical and foundational sports offered in the school-based athletic system under the Department of Education. However, findings from the current study indicate that while schools in the Division of Rizal Province regularly participate in gymnastics competitions, their compliance with standard benchmarks—especially in terms of physical facilities, attire, and structured training—is inconsistent.

There is a notable disparity between training quality and infrastructure availability, and while coaching efforts are evident, there are gaps in formal coach qualifications, competition readiness, and resource accessibility. Furthermore, schools with limited competition exposure or fewer medals tend to show lower levels of compliance, which ultimately affects athlete development and performance.

Thus, the Enhanced Gymnastics Development Plan (EGDP) is designed to systematically address these issues by creating a holistic, scalable, and sustainable strategy. It aims to strengthen grassroots gymnastics through capacity-building, facility enhancement, athlete development, and monitoring, ultimately positioning the division as a competitive force at the regional and national levels.

Objectives

The EGDP specifically aims to:

1. Ensure that all participating schools comply with the standard benchmarks in gymnastics, including training protocols, attire regulations, safety practices, and coach qualifications.
2. Provide structured, progressive training for teachers and coaches through certifications, workshops, and technical seminars to equip them with up-to-date knowledge and practical skills.
3. Procure and install FIG/GAP-approved equipment and safety flooring in priority schools to promote safe, standard-compliant practice environments.
4. Establish a division-level training pool and provide consistent exposure to competitions to improve athlete performance and increase medal haul.
5. Standardize uniforms across schools in compliance with DepEd and Palarong Pambansa regulations to promote unity, identity, and professionalism.
6. Develop and implement a monitoring and evaluation framework, including digital tools and audits, to ensure continuous improvement and transparency in program implementation.
7. Engage LGUs, DepEd, PTAs, NGOs, and private donors to support the program financially and logistically through coordinated multi-sectoral partnerships.

Program Component	Key Activities (Year 1 – Year 3)	Outputs / KPIs	Indicative Annual Budget	Funding Sources
1. Coach Capacity-Building	- 3-day division-wide **Gymnastics Coaching Summit** (Y1–Y3)- Scholarship slots for 10 coaches / year to earn **FIG Level 1 certification** (Y1–Y3)- Quarterly in-service workshops on sports science, spotting & safety,	• ≥ 90 % of active coaches trained yearly• 30 FIG-certified coaches by Y3	**₱ 1,200,000**• Summit: ₱450k (venue, meals, resource speakers)• Scholarships: ₱600k (₱60k × 10)• Quarterly workshops: ₱150k	SEF* 40 % • DepEd 30 % • Private sports NGOs 30 %

Program Component	Key Activities (Year 1 – Year 3)	Outputs / KPIs	Indicative Annual Budget	Funding Sources
	choreography (Y1–Y3)			
2. Facility & Equipment Upgrade	- Purchase & distribution of **FIG/GAP-approved apparatus** sets to 10 priority schools (vault, beam, bars, spring floor sections)- Installation of **sprung / cushioned flooring** in 5 hub gyms- Annual safety inspection & minor repairs fund	• ≥ 70 % schools compliant with equipment standards by Y3• Zero catastrophic injury incidents	**₱ 8,500,000**• Apparatus sets: ₱5M (₱500k × 10)• Floor retrofit: ₱3M (₱600k × 5)• Repairs fund: ₱500k	LGU 50 % • DepEd Infra Grant 30 % • Corporate CSR 20 %
3. Athlete Development & Competition Exposure	- **Division Elite Training Pool** (40 gymnasts) – weekend camps + nutrition support- Subsidized participation in **regional & national meets** (transport, lodging, meals)- Annual **Division Gymnastics**	• Medal haul ↑ 30 % by Y3• 40 pool athletes maintain ≥ 90 % attendance	**₱ 1,900,000**• Elite pool camps: ₱900k• Competition subsidies: ₱700k• Festival: ₱300k	SEF 35 % • PTA 15 % • Private donors 20 % • LGU 30 %
	Festival (skills testing & mock judging)			
4. Uniforms & Attire Compliance	- Bulk procurement of **standardized leotards / warm-ups** with school or LGU emblem- Orientation kits on attire rules for parents & athletes	• 100 % teams in compliant uniforms by Y2	**₱ 600,000**• Uniform sets: ₱540k (₱1,800 × 300 athletes)• Orientation materials: ₱60k	LGU 50 % • School MOOE 30 % • Sponsors 20 %
5. Monitoring, Evaluation & Research (MER)	- Develop **Compliance Checklist App** (simple mobile/web tool)- Annual external audit of facilities, safety logs, training plans- Action research grants for PE teachers	• Benchmarks audit score ≥ 85 % division-wide by Y3• 4 published action research papers	**₱ 500,000**• App development & maintenance: ₱200k• Audit team honoraria: ₱150k• Research mini-grants: ₱150k	DepEd 40 % • SEF 20 % • Partner HEIs 40 %
TOTAL ANNUAL REQUIREMENT			**₱ 12,700,000**	

Based on the results of the study, findings were drawn: On the demographic profile of respondents, most teachers/coaches were aged 31–40 years and predominantly female. A majority held a bachelor's degree (60%), with a smaller number having master's units or degrees. Most had 1–5 years of experience coaching gymnastics, with only a few having over 10 years. Only a minority had attended advanced gymnastics-related training. On the Level of Conformity to Gymnastics Benchmarks, overall, the general composite mean for all indicators was interpreted as "Often" compliant. The highest compliance was found in Training and Basic Exercises interpreted as "Always," while the lowest compliance was in Physical Facilities/Infrastructure, which was interpreted as "Often." On the Significance of Differences Based on Profile, a significant difference was found between educational attainment and school performance in gymnastics competitions. Years of coaching showed a significant relationship with compliance in training routines and attire, but not with infrastructure. The level of competition, number of competitions, and number of medals won were significantly related to schools' level of compliance with gymnastics benchmarks.

Based on the summary of findings, this study concluded that: Teacher/coaches' qualifications and experience influence certain aspects of compliance with gymnastics standards, particularly in training execution and athlete management. Infrastructure limitations remain a barrier to full compliance despite the dedication and effort of teachers and athletes.

Schools involved in higher levels of competition or with more competitive experience tend to comply more with standard benchmarks. There is a clear link between better compliance with benchmarks and higher athletic performance, as shown by medal counts and competition level.

Based on the conclusion, recommendations were drawn: Conduct regular seminars and workshops for gymnastics coaches focusing on training strategies, benchmark implementation, and compliance awareness. Encourage teachers to pursue graduate studies or certifications related to physical education and sports science.

Allocate funds and seek LGU or DepEd support for upgrading gymnastics facilities and purchasing FIG/GAP-compliant equipment. Establish partnerships with private sectors or sports organizations to provide standard facilities.

Implement a compliance checklist or monitoring tool to regularly assess schools' adherence to benchmarks. Encourage schools to document training routines, attire standards, and safety practices for evaluation.

Support and prioritize school participation in regional and national-level competitions to increase performance motivation and compliance awareness. Use medal performance and competition frequency as indicators for selecting schools for additional support.

Develop and implement an EGDP framework that integrates training, facility improvement, compliance assessment, and performance evaluation as a cycle. Tailor the EGDP to address school-specific gaps, especially in rural or under-resourced areas.

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