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Sports Development Programs and Athletes' Performance in The Secondary Schools of the Division of Las Piñas: Basis for A Strategic Enhancement Program

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ABSTRACT: This study assessed the sports development programs and athletes' performance in secondary schools in the Division of Las Piñas as a basis for a Strategic Enhancement Program for Sports Development. Specifically, it sought to determine the demographic profile of the athlete and coach respondents; assess the level of sports development programs in terms of training programs, sports facilities and equipment, coaching competence and support, and institutional and administrative support; determine the extent of athletes' performance in terms of technical skills, physical conditioning, tactical skills, and psychological readiness; examine significant differences in the assessments when respondents were grouped according to their demographic profiles; and determine the significant relationship between sports development programs and athletes' performance. The study employed a quantitative descriptive-correlational research design. The respondents consisted of 250 participants, including 170 student-athletes and 80 coaches from the twenty (20) public secondary schools in the Division of Las Piñas during School Year 2025–2026. Purposive sampling was used to select respondents who had direct experience in school-based sports programs and official athletic competitions. Data were gathered through a researcher-made questionnaire that underwent expert validation and pilot testing among 30 non-respondents, which yielded Cronbach's alpha coefficients of .953 for sports development programs and .973 for athletes' performance. Frequency, percentage, weighted mean, standard deviation, t-test, analysis of variance (ANOVA), and Pearson product-moment correlation were used to analyze the data at a 0.05 level of significance. The study was anchored on the Long-Term Athlete Development (LTAD) Theory and the Multidimensional Model of Leadership in Sports, which emphasize systematic athlete development, appropriate training, adequate resources, institutional support, and effective coaching leadership. Results showed that sports development programs were Implemented (combined overall mean = 3.24, SD = 0.77) and that athletes' performance was at a High Extent (combined overall mean = 3.28, SD = 0.68). A moderate, statistically significant positive relationship between the two variables was found based on the athletes' assessments ($r = 0.474$, $p < .001$). The findings provided an empirical basis for developing a Strategic Enhancement Program for Sports Development aimed at strengthening training systems, coaching practices, facilities and equipment, administrative support, and overall athlete performance in the Division of Las Piñas.

KEYWORDS: athletes' performance, coaching competence, sports development programs, sports facilities and equipment, strategic enhancement program, student-athletes

I. INTRODUCTION

Sports have long been recognized as an important component of holistic education and youth development. Beyond developing physical fitness and athletic ability, participation in organized sports helps learners develop discipline, teamwork, leadership, resilience, and self-confidence, which contribute to their personal and social development (Department of Education [DepEd], 2021, 2025a). In the school setting, sports give learners meaningful opportunities to practice commitment, perseverance, cooperation, and goal setting. School-based sports programs are therefore increasingly viewed not merely as extracurricular activities but as part of an education system that seeks to develop learners physically, socially, emotionally, and cognitively.

The importance of sports in education is anchored on international commitments. Article 31 of the United Nations Convention on the Rights of the Child recognizes the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the child's age, and to participate freely in cultural life and the arts (United Nations General Assembly [UNGA], 1989). The 2030 Agenda for Sustainable Development further commits states to health and education goals to which school sports directly contribute (UNGA, 2015).

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Sustainable Development Goal (SDG) 3, Good Health and Well-being, aims to ensure healthy lives and promote well-being for all at all ages, including the promotion of mental health and well-being (UNGA, 2015). School sports advance this goal by providing regular physical activity, physical conditioning, and psychological well-being. The need is pressing. The World Health Organization (WHO, 2020) recommends that children and adolescents accumulate an average of at least 60 minutes per day of moderate-to-vigorous physical activity. However, the Philippines has been identified among the countries with the highest prevalence of insufficient physical activity among adolescents (Guthold et al., 2020), and the Philippine 2022 Report Card on Physical Activity found that most Filipino children and adolescents do not meet the recommended amount of physical activity (Cagas et al., 2022). A school day that requires at least six hours of sitting makes organized sports an important avenue for closing this gap (DepEd, 2025a).

SDG 4, Quality Education, calls for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all (UNGA, 2015). Sports contribute to this goal in at least two ways. First, sports develop the knowledge and skills, such as cooperation, discipline, and resilience, that complement academic learning (Target 4.7). Second, school sports clubs, facilities, and equipment form part of the safe, inclusive, and effective learning environments called for in Target 4.a. Effective sports development programs can thus serve as a supporting mechanism for both health promotion and quality education.

In the Philippines, the development of sports among young people is grounded in the 1987 Constitution. Article XIV, Section 19(1) provides that the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. Section 19(2) further provides that all educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors (Const. [1987], art. XIV, § 19). This makes sports in schools a constitutional responsibility and not merely an optional program.

Several statutes operationalize this mandate in basic education. Republic Act (RA) No. 9155, or the Governance of Basic Education Act of 2001, transferred functions related to sports competition to the Philippine Sports Commission, while retaining school sports and physical fitness as an integral part of the basic education curriculum (RA 9155, § 9). The Philippine Sports Commission, created under RA 6847, serves as the national government's lead agency for sports development. RA 10533, or the Enhanced Basic Education Act of 2013, requires programs that address the physical, intellectual, psychosocial, and cultural needs of learners (RA 10533, § 8). RA 11650, or the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, reinforces the principle that all learners, regardless of background and ability, should have an equal chance to participate (RA 11650, § 4).

At the Department level, DepEd has issued policies that translate these mandates into school-level programs. DepEd Order (DO) No. 25, s. 2015 provided the implementing guidelines for the Special Program in Sports (SPS), which supports the identification and development of talented student-athletes in secondary schools (DepEd, 2015). The Basic Education Development Plan 2030, adopted through DO No. 24, s. 2022, sets the Department's strategic direction toward learner well-being and an enabling learning environment (DepEd, 2022).

Most recently, DO No. 022, s. 2025, or the Policy Guidelines on the Institutionalization of the School Sports Club (SSC) in Public Schools, established the Department's standing policy on school sports clubs (DepEd, 2025a). The Order requires each public school to establish and register one School Sports Club with the Schools Division Office, with Arnis as a mandatory sport and other sports chosen according to learner preference, available facilities, and resources. It provides that SSC activities be supervised by qualified coordinators and facilitators and held for two to three hours per week. It also identifies funding sources such as the Department's annual budget, the Special Education Fund, and School Maintenance and Other Operating Expenses. In addition, it provides program support through the School Sports Supplies, Materials, and Equipment Enhancement and Distribution (SSEED) Program, assigns monitoring responsibilities to the Schools Division Office, and emphasizes safe play areas, adequate equipment, and inclusive participation (DepEd, 2025a). The National Capital Region (NCR) directed all public schools in the region to establish or strengthen their School Sports Clubs in line with the Order (DepEd NCR, 2025b).

Although DO 022, s. 2025 frames the SSC as an inclusive, non-curricular program that extends formal learning, its participation matrix recognizes that learners may progress from potential and emerging athletes to performance athletes, and it allows clubs to offer sports played in the Palarong Pambansa (DepEd, 2025a). The SSC therefore forms the base of a development pathway on which the training, facilities, coaching, and administrative support examined in this study depend.

These policies are consistent with the country's long-term vision. AmBisyon Natin 2040 envisions a prosperous, middle-class society in which Filipinos enjoy a strongly rooted, comfortable, and secure life, and it emphasizes a healthy and resilient citizenry (National Economic and Development Authority [NEDA], 2016). Developing healthy, disciplined, and capable young people through education and sports contributes directly to this aspiration.

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The national sports-development system provides opportunities for talented learners to progress from school-level participation to higher levels of competition. School intramurals and tryouts lead to division athletic meets, the NCR Regional Athletic Meet, and ultimately the Palarong Pambansa, the annual national scholastic multi-sport event (DepEd, 2025b). These events serve as important avenues for identifying and developing student-athletes, and sustained participation in them depends on systematic training, qualified coaching, adequate facilities, and institutional support.

Athletic development requires more than talent. Systematic training programs allow athletes to develop technical and physical competencies. Appropriate facilities and equipment allow them to practice under conditions suited to their sports. Coaching competence and support shape their technical, tactical, physical, and psychological preparation. Institutional and administrative support determines the availability of resources, scheduling, participation in competitions, and continuity of the program. The quality of a school's sports development program therefore has important implications for athletes' performance.

Athletes' performance, in turn, is multidimensional. It cannot be understood solely in terms of winning or losing, because athletes must demonstrate a combination of technical skills (the execution of fundamental and sport-specific skills), physical conditioning (strength, speed, endurance, agility, and flexibility), tactical skills (appropriate decisions and strategies during competition), and psychological readiness (confidence, concentration, motivation, emotional control, and resilience under pressure).

The Schools Division Office (SDO) of Las Piñas, one of the schools divisions of DepEd NCR, serves the secondary schools of Las Piñas City, an urban and highly populated city in the southern part of Metro Manila. These schools include Captain Albert Aguilar National High School, Las Piñas CAA National High School, Las Piñas City National Senior High School–CAA Campus, Las Piñas National High School, and Golden Acres National High School, among others (Schools Division Office of Las Piñas City, n.d.). As urban schools, they operate under varying physical, financial, organizational, and scheduling conditions, including limited campus space, shared facilities, and large enrollments. These conditions may affect how training programs, facilities, coaching, and administrative support are provided to athletes.

The Division has been part of the continuing institutionalization of systematic school sports management in the region. In 2023, the Division of Las Piñas was among the Schools Divisions included in the pilot implementation and orientation of the DepEd Manual of Operations for School Sports Clubs, and its Division Sports Officer was among the personnel involved (DepEd NCR, 2023a). In December 2023, DepEd NCR further encouraged schools in the region to organize School Sports Clubs in line with DepEd guidelines, to adopt mandatory and preferred sports according to school context, and to have their clubs recognized by their Schools Division Office (DepEd NCR, 2023b). With the issuance of DO 022, s. 2025 and the corresponding NCR directive, every secondary school in the Division is now expected to register its School Sports Club with the SDO, submit an SSC Action Plan, designate a coordinator and facilitators, and report quarterly on implementation. The Division Sports Officer and the School Governance and Operations Division are responsible for verifying registrations and monitoring compliance, and the Division's Local School Board may allocate Special Education Fund resources to support sports (DepEd, 2025a; DepEd NCR, 2025b). The Division's implementation of these provisions at the school level has not yet been systematically assessed.

Las Piñas also continues to contribute athletes to the higher levels of the school sports system. Official NCR records for the 2025 Palarong Pambansa, held in Laoag City, Ilocos Norte, identified athletes from the Division of Las Piñas among the secondary-level qualifiers of the NCR delegation (DepEd NCR, 2025a). This confirms that the Division produces competitive athletes and that their development remains a relevant concern.

However, participation and qualification alone do not provide sufficient evidence of the effectiveness of sports development programs. A school may produce individual athletes who reach higher-level competitions while still experiencing limitations in training continuity, facilities, coaching support, or administrative assistance. Likewise, differences in competitive outcomes across years may arise from factors that cannot be understood without examining the underlying sports development system. Publicly available sources do not provide a consistent multi-year, Division-level dataset that would allow a definitive conclusion that the performance of secondary-school athletes has declined or improved. This absence of consolidated longitudinal evidence itself shows the need for a systematic local assessment.

Such an assessment is especially important because effective sports development requires coordination among athletes, coaches, teachers, school administrators, and other institutional stakeholders. Coaches translate training plans into practice and provide technical and psychological guidance, while athletes directly experience the adequacy of training, equipment, facilities, coaching, and institutional support. Examining both perspectives provides complementary evidence on program implementation and athletes' performance. Findings from other settings cannot automatically be generalized to Las Piñas, since school resources, athlete characteristics, coaching experience, sports offered, and administrative practices differ across contexts.

Sports Development Programs and Athletes' Performance in The Secondary Schools of the Division of Las Piñas: Basis for A Strategic Enhancement Program

The present study is anchored on the objectives of promoting health, quality education, youth development, and national human-resource development. Its alignment with SDG 3 emphasizes the contribution of sports to physical health and well-being, while its alignment with SDG 4 emphasizes the role of sports in inclusive and holistic education. It is likewise consistent with Article XIV, Section 19 of the 1987 Constitution, DO 022, s. 2025, and AmBisyon Natin 2040.

Assessing sports development programs should therefore extend beyond determining whether sports activities exist. It should examine the adequacy of training programs, the availability and suitability of facilities and equipment, the competence and support of coaches, and the level of institutional and administrative support. Assessing athletes' performance should likewise consider technical skills, physical conditioning, tactical skills, and psychological readiness.

The study aims to assess the sports development programs and athletes' performance in the secondary schools of the Division of Las Piñas. It seeks to determine the level of sports development programs as assessed by athletes and coaches, examine the extent of athletes' performance, determine differences in assessments when respondents are grouped according to demographic profile, and establish whether a significant relationship exists between sports development programs and athletes' performance.

Ultimately, the study intends to contribute to the strengthening of school sports development in the Division through the formulation of a Strategic Enhancement Program. The program will focus on strengthening training programs, improving the provision and use of sports facilities and equipment, enhancing coaching competence and support, and reinforcing institutional and administrative mechanisms, in a manner consistent with the implementation requirements of DO 022, s. 2025. In this way, the study may contribute not only to improved athletic performance but also to the broader goal of developing healthy, disciplined, resilient, and future-ready learners.

Research Question

This study aimed to assess the sports development programs and athletes' performance in the secondary schools in the Division of Las Piñas as a basis for a strategic sports enhancement program.

Specifically, it sougts to answer the following questions:

1. What is the demographic profile of the two groups of respondents in terms of:
    - 1.1 Athletes
        - 1.1.1 age;
        - 1.1.2 sex;
        - 1.1.3 grade level;
        - 1.1.4 events; and
        - 1.1.5 length of playing experience?
    - 1.2 Coaches
        - 1.2.1 age;
        - 1.2.2 sex;
        - 1.2.3 coaching experience;
        - 1.2.4 highest educational attainment; and
        - 1.2.5 number of trainings and seminars attended in the latest 5 years?
2. What is the level of sports development programs in the secondary schools in the Division of Las Piñas as assessed by the two groups of respondents in terms of:
    - 2.1 training program;
    - 2.2 sports facilities and equipment;
    - 2.3 coaching competence and support; and
    - 2.4 institutional and administrative support?
3. What is the extent of athletes' performance in secondary schools in the Division of Las Piñas as assessed by the two groups of respondents in terms of:
    - 3.1 Technical Skills
    - 3.2 Physical Conditioning
    - 3.3 Tactical Skills
    - 3.4 Psychological Readiness
4. Is there a significant difference in the assessment of sports development programs when respondents are grouped according to their demographic profile?

5. Is there a significant difference in the level of athletes' performance when respondents are grouped according to their demographic profile?
6. Is there a significant relationship between sports development programs and athletes' performance in secondary schools in the Division of Las Piñas?
7. Based on the findings, what strategic enhancement program can be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on the assessment of sports development programs and athletes' performance in selected public secondary schools in the Division of Las Piñas during School Year 2025–2026. It specifically examines the level of sports development programs and the extent of athletes' performance and determines whether a significant relationship exists between these two major variables. The study is undertaken to provide localized empirical evidence that may be used as a basis for developing a Strategic Enhancement Program for school sports development.

The study covers four dimensions of sports development programs, namely: training program; sports facilities and equipment; coaching competence and support; and institutional and administrative support. These dimensions are examined because the effective development of student-athletes requires a systematic training structure, appropriate resources and facilities, competent coaching, and sustained support from school administrators and other institutional stakeholders.

The study also examines athletes' performance in terms of four dimensions: technical skills, physical conditioning, tactical skills, and psychological readiness. These dimensions are considered essential components of competitive athletic performance because athletes are expected not only to demonstrate sport-specific technical abilities but also to maintain appropriate physical condition, apply effective strategies during competition, and demonstrate psychological preparedness when performing under competitive conditions.

The study includes 250 respondents, consisting of 170 student-athletes and 80 coaches from selected public secondary schools in the Division of Las Piñas. The respondents are selected through purposive sampling because the study requires participants who have direct and relevant experience in school sports development and official athletic competitions during the specified school year.

For the student-athlete respondents, the study includes athletes who actively participated in official school sports competitions during School Year 2025–2026 and who reached the Division Level or higher competitions, including Regional and national-level competitions such as the Palarong Pambansa, when applicable to their sport and qualification. This criterion ensures that the athlete respondents have actual experience in competitive school sports and can provide relevant assessments of sports development programs and athletes' performance.

Student-athletes who participated only at the Cluster Level and did not advance to the Division Level, as well as those who did not participate in official school sports competitions during School Year 2025–2026, are excluded from the study. This delimitation is established to ensure that the respondents have sufficient competitive experience relevant to the objectives of the investigation.

For the coach respondents, the study includes coaches who actively served as official school coaches during School Year 2025–2026 and handled athletes who participated in official competitions at the Cluster Level and higher, including Division, Regional, and national-level competitions, when applicable. Coaches who did not actively coach during the specified school year or who were not involved in official school sports competitions are excluded.

The study employs a quantitative descriptive-correlational research design. The descriptive component is used to determine the demographic profile of the respondents, the level of sports development programs, and the extent of athletes' performance. The correlational component is used to determine whether a significant relationship exists between sports development programs and athletes' performance. The study does not manipulate the variables; rather, it examines their existing conditions and relationships as they occur in the selected school setting.

The study is conducted within the context of DepEd-recognized and school-based sports development programs in selected public secondary schools in the Division of Las Piñas. It gives particular consideration to sports development initiatives related to the preparation and participation of athletes in official school competitions and is relevant to programs such as the Special Program in Sports (SPS) and other recognized school-based sports activities. The study, however, does not evaluate the entire SPS curriculum or conduct a curriculum evaluation of all its academic and instructional components. Instead, it focuses specifically on sports development conditions and athlete performance that are relevant to the variables identified in the Statement of the Problem.

The study is delimited to the School Year 2025–2026 and to selected public secondary schools under the Schools Division Office of Las Piñas. It does not include private secondary schools, elementary schools, higher education institutions, or community-based and informal sports programs outside the school system. The study likewise does not attempt to evaluate professional, club-based, or privately organized athletic training programs.

The study does not include other factors that may influence athletes' performance, such as academic performance, nutritional status, family support, socioeconomic conditions, medical conditions, personal motivation, psychological conditions outside the psychological-readiness dimension measured by the instrument, or external training environments. These factors may affect athletic performance but are beyond the specific scope of the present investigation.

The study relies primarily on the respondents' assessments through a researcher-made questionnaire. Although the instrument underwent expert validation and reliability testing, the use of self-reported responses may involve a degree of subjectivity. Respondents may provide answers influenced by their individual experiences, expectations, perceptions, or personal assessment of their school's sports development practices. To minimize this limitation, the researcher ensured that the respondents were appropriately selected, the purpose of the study was clearly explained, participation was voluntary, and confidentiality of responses was maintained.

The study is undertaken because there is a need for localized evidence regarding whether existing sports development programs adequately support the preparation and performance of secondary-school athletes in the Division of Las Piñas. While participation in school sports and the existence of sports programs indicate continuing institutional support, these alone do not establish whether training programs, facilities and equipment, coaching support, and administrative mechanisms are sufficient to meet athletes' developmental and competitive needs. Assessing these conditions is therefore necessary to identify areas of strength and areas requiring improvement.

The study is also intended to provide evidence that can support the continuing improvement of school sports programs and the development of athletes who participate in official competitions at the Division, Regional, and national levels. By examining the perspectives of both athletes and coaches, the study seeks to provide a broader understanding of the existing sports development environment. The results may help school and Division officials determine which areas should be prioritized in strengthening athlete preparation and support.

Ultimately, the findings of the study served as the basis for developing a Strategic Enhancement Program for Sports Development. The proposed program would be directed toward identified gaps and priority needs in training programs, sports facilities and equipment, coaching competence and support, and institutional and administrative support. The intended purpose of the program is to strengthen the overall sports development system and contribute to improved technical skills, physical conditioning, tactical skills, and psychological readiness among secondary-school athletes in the Division of Las Piñas.

Framework

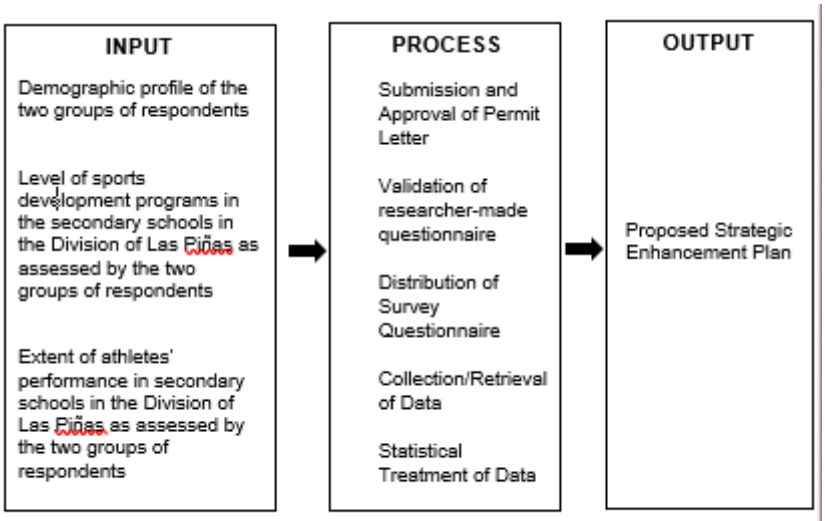


Figure 1. *The Conceptual Framework*

The model explains how specific inputs are systematically processed to produce an intended output, which in this study is the formulation of a strategic enhancement plan.

The input component includes the essential data gathered from the two groups of respondents. It begins with the demographic profile of the respondents, which provides baseline information necessary for understanding variations in perceptions and assessments. Additionally, the inputs include the assessed level of sports development programs implemented in secondary schools, particularly in terms of training programs, sports facilities and equipment, coaching competence and support, and institutional and administrative support. These factors are considered vital elements influencing the development of student-athletes. Furthermore, the input component incorporates the extent of athletes' performance as evaluated by the respondents, focusing on technical skills, physical conditioning, tactical skills, and psychological readiness, which collectively reflect overall athletic performance.

The process component describes the systematic procedures undertaken to obtain reliable and valid data. This includes the submission and approval of permit letters to conduct the study, followed by the distribution of survey questionnaires to the selected respondents. Afterward, the collected data are retrieved, organized, and subjected to data analysis using appropriate statistical treatments. These procedures ensure accuracy, objectivity, and consistency in interpreting the findings of the study.

The output of the study is the development of a Proposed Strategic Intervention Program aimed at improving sports development programs and strengthening athletes' performance in secondary schools within the Division of Las Piñas. The plan is expected to serve as a practical guide for school administrators, coaches, and stakeholders in enhancing sports management practices, athlete training, and institutional support systems.

The IPO framework illustrates how the collected inputs, when processed through systematic research procedures, lead to evidence-based recommendations designed to improve sports development and athletic performance outcomes.

Research Design

The study employed a quantitative descriptive-correlational research design. The quantitative approach was used because the study gathered numerical data through a structured researcher-made questionnaire and subjected the responses to appropriate statistical analysis. The descriptive component determined and presented the demographic profile of the two groups of respondents and assessed the level of sports development programs and the extent of athletes' performance based on the identified indicators.

The correlational component determined whether a significant relationship exists between sports development programs and athletes' performance. Specifically, the study examined whether the level of sports development programs in terms of training program, sports facilities and equipment, coaching competence and support, and institutional and administrative support is significantly related to athletes' performance in terms of technical skills, physical conditioning, tactical skills, and psychological readiness.

The descriptive-correlational design is appropriate because the study intends to examine the existing conditions of sports development programs and athletes' performance without manipulating the variables. The researcher observed and measured the variables as they naturally exist in the school setting. The design therefore allowed the researcher to describe the current situation and determine statistical relationships among the variables.

The choice of this design was also appropriate over an experimental or quasi-experimental design because the study did not introduce, manipulate, or test a specific sports intervention before measuring its effects. The objective is not to determine the causal effect of a newly implemented sports program but to assess the existing sports development programs and determine their relationship with athletes' performance. An experimental design would require the researcher to establish treatment and comparison groups and manipulate an intervention, which is beyond the scope of the present study.

Likewise, a purely descriptive design would not be sufficient because the study seeks not only to describe sports development programs and athletes' performance but also to determine significant differences according to respondent characteristics and the significant relationship between the two major variables. Thus, the descriptive-correlational design provides the most appropriate methodological approach for answering the study's research questions.

The findings generated through this design served as the empirical basis for developing a Strategic Enhancement Program that would address identified areas of need in training programs, sports facilities and equipment, coaching competence and support, and institutional and administrative support.

Research Instruments

The primary data-gathering instrument used in the study was a researcher-made questionnaire developed based on the objectives of the study, the Statement of the Problem, the theoretical and conceptual frameworks, the operational definitions of the variables, and an extensive review of related literature and studies concerning sports development programs and athletes'

performance. The instrument was designed to gather quantitative information necessary to assess the level of sports development programs and the extent of athletes' performance in the secondary schools of the Division of Las Piñas.

The questionnaire consisted of three major parts. Part I determined the demographic profile of the respondents. For the student-athletes, the demographic characteristics included age, sex, grade level, and length of playing experience. For the coaches, the demographic characteristics included age, sex, coaching experience, highest educational attainment, and number of trainings and seminars attended. The information obtained from this section was used to describe the respondents and to group them for the analysis of significant differences as specified in the Statement of the Problem.

Part II assessed the level of sports development programs in the selected secondary schools. It covered four dimensions, namely training program, sports facilities and equipment, coaching competence and support, and institutional and administrative support. The training program dimension assessed the organization, regularity, appropriateness, and implementation of training activities intended to develop athletes' abilities and prepare them for competitions. The sports facilities and equipment dimension assessed the availability, accessibility, adequacy, safety, and suitability of facilities and equipment used during training and competition preparation. The coaching competence and support dimension assessed the coaches' technical knowledge, instructional competence, communication, guidance, motivation, feedback, supervision, and overall support for athletes. The institutional and administrative support dimension assessed the assistance provided by school administrators through policies, scheduling, resource provision, coordination, competition participation, and other forms of organizational support.

Part III assessed the extent of athletes' performance in terms of technical skills, physical conditioning, tactical skills, and psychological readiness. The technical skills dimension assessed the athletes' ability to execute sport-specific skills accurately, efficiently, and consistently. The physical conditioning dimension assessed the physical readiness and conditioning required for effective participation in training and competition. The tactical skills dimension assessed athletes' ability to understand and apply strategies, make appropriate decisions, and respond effectively to competitive situations. The psychological readiness dimension assessed athletes' confidence, motivation, concentration, emotional control, resilience, and mental preparedness for competition.

A four-point Likert scale was used in Parts II and III of the questionnaire. The four-point scale eliminated a neutral response category and encouraged respondents to provide a definite assessment of each statement. For the assessment of sports development programs, a mean ranging from 3.50 to 4.00 was interpreted as Highly Implemented, 2.50 to 3.49 as Implemented, 1.50 to 2.49 as Less Implemented, and 1.00 to 1.49 as Not Implemented. For athletes' performance, a mean ranging from 3.50 to 4.00 was interpreted as Very High Extent, 2.50 to 3.49 as High Extent, 1.50 to 2.49 as Low Extent, and 1.00 to 1.49 as Very Low Extent. The questionnaire items were worded clearly and were aligned with the indicators contained in the Statement of the Problem.

Data Collection Procedure

The data-gathering process was conducted systematically and in accordance with the required institutional, administrative, and ethical procedures. Initially, the researcher developed the questionnaire based on the research objectives, Statement of the Problem, theoretical and conceptual frameworks, operational definitions, and related literature. The instrument was then submitted to the identified experts for content validation. After incorporating the recommendations of the validators, the revised questionnaire underwent pilot testing among 30 qualified non-respondents. The results of the pilot test were subjected to Cronbach's alpha analysis using IBM SPSS Statistics to establish the reliability of the instrument.

Before the actual gathering of data, the researcher secured the required ethics clearance or research ethics approval from the appropriate research ethics authority of the institution. A formal request letter seeking permission to conduct the study was likewise submitted to the Schools Division Superintendent of the Division of Las Piñas, together with the appropriate Division personnel, such as the Education Program Supervisor in MAPEH or other concerned sports program officials. Upon approval from the Schools Division Office, the researcher coordinated with the school heads or authorized administrators of the twenty participating secondary schools to obtain permission to administer the questionnaire.

After securing the necessary approvals, the researcher coordinated with the school administrators, sports coordinators, coaches, and other authorized personnel to identify respondents who met the inclusion criteria. The administration of the questionnaire was scheduled in consultation with the participating schools so that the data-gathering activities did not unnecessarily interfere with classes, training sessions, competitions, or other school responsibilities.

Before the questionnaire was distributed, the researcher explained the purpose, objectives, procedures, and significance of the study to the respondents. The respondents were also informed that participation was voluntary, that their responses were treated confidentially, and that they had the right to withdraw from the study without penalty. Informed consent was obtained

before participation. For student-athletes who were minors, the researcher complied with the required procedures for obtaining parental or guardian consent and student assent.

The validated questionnaire was administered through printed copies and/or Google Forms, depending on the accessibility and arrangements approved by the participating schools. The same questionnaire content, instructions, and response scale were maintained regardless of the mode of administration. The researcher provided sufficient time for the respondents to complete the questionnaire and clarified procedural concerns when necessary without influencing their responses.

For printed questionnaires, the researcher coordinated with the designated school contact persons regarding the retrieval of accomplished questionnaires. For online questionnaires, the researcher monitored the number of submitted responses and, when necessary, sent appropriate follow-up reminders through authorized school personnel or communication channels. Such follow-ups were limited to reminders and did not involve pressure or coercion to participate.

Upon retrieval, the accomplished questionnaires were checked for completeness and consistency. Online responses were likewise reviewed for completeness. The valid responses were then coded and encoded into IBM SPSS Statistics for statistical processing. The encoded dataset was checked and cleaned to identify possible errors, duplicate entries, incomplete responses, and inconsistencies before the final statistical analysis was conducted.

III. RESULTS

This chapter presents, analyzes, and interprets the data gathered for the study entitled "Sports Development Programs and Athletes' Performance in the Secondary Schools of the Division of Las Piñas: Basis for a Strategic Enhancement Program." The presentation and interpretation of the findings are organized according to the research questions stated in Chapter 1. The chapter focuses on the demographic profiles of the two groups of respondents (athletes and coaches), the level of sports development programs, and the extent of athletes' performance in the secondary schools of the Division of Las Piñas.

The chapter further presents the results of the statistical tests conducted to determine whether significant differences exist in the assessment of sports development programs and athletes' performance when respondents are grouped according to their demographic profiles. It also examines the significant relationship between sports development programs and athletes' performance. The findings are interpreted in relation to the objectives of the study and are used as an empirical basis for the formulation of a Strategic Sports Enhancement Program designed to strengthen sports development initiatives and support improved athletic performance in the Division of Las Piñas.

Table 1
Demographic Profile of the Athletes in Terms of Age

Age Group	Frequency	Percentage (%)
12–13 years old	31	18.2
14–15 years old	70	41.2
16–17 years old	65	38.2
18 years old and above	4	2.4
Total	**170**	**100.0**

Table 1 presents the demographic profile of the 170 athlete respondents according to age group. The results reveal that the largest proportion of athletes belongs to the 14–15 years old age group, comprising 41.2% of the total sample. This is followed by athletes aged 16–17 years old, representing 38.2%. Meanwhile, 18.2% of the respondents are 12–13 years old, while the smallest proportion consists of athletes 18 years old and above, accounting for only 2.4% of the participants. Overall, the results indicate that the athlete respondents are predominantly within the 14–17 years old age range, reflecting the typical age distribution of secondary school athletes in the Division of Las Piñas.

Table 2
Demographic Profile of the Athletes in Terms of Sex

Sex	Frequency	Percentage (%)
Male	83	47.9
Female	87	52.1
Total	**170**	**100.0**

Table 2 presents the demographic profile of the 170 athlete respondents according to sex. The results indicate that the majority of the respondents were female, comprising 52.1% of the total sample. This was followed by male respondents, representing 47.9%. The findings suggest that the respondents are relatively balanced in terms of sex, with a slightly higher representation of female athletes. This demographic distribution provides contextual information that may help explain the responses of participants regarding the sports development programs and athletes' performance examined in the present study. The relatively comparable representation of male and female athletes also provides perspectives from both groups in assessing the variables investigated.

Table 3
Demographic Profile of the Athletes in Terms of Grade Level

Grade Level	Frequency	Percentage (%)
Grade 7	12	7.1
Grade 8	22	12.9
Grade 9	36	21.2
Grade 10	45	26.5
Grade 11	34	20.0
Grade 12	21	12.4
Total	**170**	**100**

Table 3 presents the demographic profile of the 170 respondents according to grade level. The results show that the largest proportion of respondents is from Grade 10, comprising 26.5% of the total sample. This is followed by Grade 9 respondents, who account for 21.2%, and Grade 11 respondents, representing 20.0%. Grade 8 comprises 12.9%, while Grade 12 accounts for 12.4% of the respondents. The smallest proportion comes from Grade 7, with 7.1%. Overall, the respondents are distributed across all six secondary grade levels, with a greater representation from Grades 9 to 11. This distribution provides relevant contextual information for interpreting the study findings.

Table 4
Demographic Profile of Athletes in Terms of Events

Sports Events	Frequency	Percentage (%)
Volleyball	47	27.6
Basketball	22	12.9
Badminton	27	15.9
Track and Field	3	1.8
Taekwondo	9	5.3
Dance Sport	12	7.1
Table Tennis	10	5.9
Billiards	2	1.2
Arnis	13	7.6
Chess	4	2.4
Sepak Takraw	11	6.5
Athletics	1	.6
Pencak Silat	8	4.7
Swimming	1	.6
Total	**170**	**100.0**

Table 4 presents the demographic profile of the 170 athlete respondents according to their sports events. The results show that Volleyball has the largest proportion of respondents, comprising 27.6% of the total sample, followed by Badminton at 15.9% and Basketball at 12.9%. Meanwhile, Arnis (7.6%), Dance Sport (7.1%), and Sepak Takraw (6.5%) also represent notable proportions of the respondents. The smallest proportions are observed in Athletics and Swimming, each accounting for 0.6%, followed by Billiards (1.2%) and Track and Field (1.8%). Overall, the respondents represent a diverse range of sports, although participation is more concentrated in selected team and individual events. The distribution suggests that sports development initiatives should consider the differing participation levels across events, particularly by ensuring that less-represented sports also receive appropriate opportunities, resources, and support. This may help promote more balanced sports development across the Division of Las Piñas.

Table 5
Demographic Profile of Athletes in Terms of Length of Playing Experience

Length of Playing Experience	Frequency	Percentage (%)
Below 1 year	36	21.2
1 – 2 years	65	38.2
3 – 4 years	51	30.0
Above 5 years	18	10.6
Total	**170**	**100.0**

Table 5 presents the demographic profile of the 170 athlete respondents according to their length of playing experience. The results reveal that the largest proportion of athletes has 1–2 years of playing experience, comprising 38.2% of the total sample. This is followed by those with 3–4 years of experience, representing 30.0%, while 21.2% have been playing for below 1 year. The smallest proportion consists of athletes with above 5 years of playing experience, accounting for 10.6% of the respondents. Overall, the findings indicate that most athletes have 1–4 years of playing experience, suggesting that the respondent group is largely composed of athletes who are still developing and strengthening their competitive sports experience. The predominance of athletes with relatively shorter playing experience highlights the importance of sustained foundational training, skills development, and progressive competitive exposure. Sports programs may also need to provide differentiated support that accommodates both developing athletes and those with more extensive experience

Table 6
Demographic Profile of the Coaches in Terms of Age

Age Group	Frequency	Percentage (%)
20–24	0	0.0
25–29	22	27.5
30–34	19	23.8
35–39	11	13.8
40–44	10	12.5
45–49	11	13.8
50 and above	7	8.8
Total	**80**	**100.0**

Table 6 presents the demographic profile of the 80 coach respondents according to age group. The results reveal that the largest proportion of coaches belongs to the 25–29 years old age group, Scomprising 27.5% of the total sample. This is followed by coaches aged 30–34 years old, representing 23.8%. Coaches aged 35–39 and 45–49 years old each account for 13.8%, while 12.5% are within the 40–44 years old age group. The smallest proportion consists of coaches 50 years old and above, representing 8.8%, while no respondent belongs to the 20–24 years old category. Overall, the findings indicate that the coaches are predominantly within the 25–34 years old age range. The relatively large representation of coaches aged 25–34 may indicate a coaching workforce with opportunities for continued professional development and accumulation of coaching experience. The presence of coaches across older age groups also provides a range of professional perspectives that may support mentoring and knowledge sharing within school sports programs.

Table 7
Demographic Profile of the Coaches in Terms of Sex

Sex	Frequency	Percentage (%)
Male	37	46.3
Female	37	46.3
Prefer Not to Say	6	7.5
Total	**80**	**100.0**

Table 7 presents the demographic profile of the 80 coach respondents according to sex. The results indicate that male and female coaches were equally represented, with each group comprising 46.3% of the total sample. Meanwhile, 7.5% of the respondents preferred not to disclose their sex. The findings indicate a balanced representation of male and female coaches, with a small proportion choosing not to provide this demographic information. This distribution provides contextual information for understanding the perspectives of the coaches regarding the sports development programs and athletes' performance examined in the present study. The representation of both male and female coaches allows the study to capture perspectives from both groups in assessing the variables investigated.

Table 8
Demographic Profile of the Coaches in Terms of Coaching Experience

Years of Experience	Frequency	Percentage (%)
Below 1 year	22	27.5
1 – 2 years	27	33.8
3 – 4 years	5	6.3
Above 5 years	26	32.5
Total	**80**	**100.0**

Table 8 presents the demographic profile of the 80 school administrators according to coaching experience. The results reveal that the largest proportion of respondents has 1–2 years of coaching experience, comprising 33.8% of the total sample. This is closely followed by those with above 5 years of experience, representing 32.5%. Meanwhile, 27.5% of the respondents have below 1 year of coaching experience, while only 6.3% have 3–4 years of experience. Overall, the findings indicate that the respondents have varied levels of coaching experience, with a substantial proportion having either relatively limited experience or more than five years of experience. The varied coaching experience of the respondents suggests differences in exposure to coaching practices and sports program management. This highlights the potential value of structured mentoring, continuing professional development, and experience-sharing opportunities to strengthen coaching-related competencies across schools.

Table 9
Demographic Profile of the Coaches in Terms of Highest Educational Attainment

Nationality	Frequency	Percentage (%)
Bachelor's degree	64	80.0
Master's degree	12	15.0
Doctoral degree (PhD/EdD)	0	0.0
Others	4	5.0
Total	**80**	**100.0**

Table 9 presents the demographic profile of the 80 coaches according to their highest educational attainment. The results show that the majority of the respondents hold a Bachelor's degree, comprising 80.0% of the total sample. This is followed by coaches with a Master's degree, representing 15.0%. Meanwhile, 5.0% of the respondents reported other educational

qualifications, while none of the coaches reported having attained a doctoral degree (PhD/EdD). Overall, the findings indicate that the coaching group is predominantly composed of individuals whose highest educational attainment is at the bachelor's degree level. The predominance of bachelor's degree holders suggests an opportunity to strengthen continuing professional education and advanced training related to sports coaching and athlete development. The presence of master's degree holders may also provide opportunities for peer learning and sharing of advanced practices within the sports program.

Table 10
Demographic Profile of the Coaches in Terms of Number of Trainings/ Seminars Attended

Number of Trainings Attended	Frequency	Percentage (%)
None	22	27.5
1 – 2	41	51.3
3 - 5	9	11.3
6 – 8	1	1.3
9 and above	7	8.8
Total	**80**	**100.0**

Table 10 presents the demographic profile of the 80 coaches according to the number of trainings and seminars attended. The results show that the largest proportion of coaches attended 1–2 trainings or seminars, comprising 51.3% of the total respondents. This is followed by those who attended none, representing 27.5%. Meanwhile, 11.3% attended S3–5 trainings, while 8.8% participated in 9 or more trainings. Only 1.3% attended 6–8 trainings or seminars. Overall, the findings indicate that most coaches have attended only a limited number of professional development activities, with more than half participating in only one to two trainings or seminars. The limited participation in sports-related trainings and seminars indicates a need for more accessible and sustained professional development opportunities for coaches. Regular capacity-building activities may help enhance their coaching knowledge, skills, and ability to support athletes' holistic development.

Table 11
Level of Sports Development Programs in the Secondary Schools as Perceived by Athletes and School Coaches in Terms of Training Program

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Training sessions are scheduled weekly and implemented during the training season.	3.25	0.70	I	2.84	0.89	I	3.04	0.79	I
2. Training schedules are released in advance and sessions start/end as scheduled.	3.19	0.72	I	2.91	0.84	I	3.05	0.78	I
3. The team participates in division-level meets or sanctioned competitions each school year.	3.32	0.85	I	3.24	0.75	I	3.28	0.80	I
4. Training sessions include sport-specific drills with measurable targets (reps, time, accuracy).	3.37	0.78	I	3.15	0.86	I	3.26	0.82	I
5. Training sessions include warm-up, cool-down, and conditioning components.	3.51	0.67	HI	3.49	0.73	I	3.50	0.70	I
6. A weekly training goal (skill/fitness focus) is communicated to athletes.	3.29	0.76	I	3.06	0.83	I	3.18	0.80	I
7. Athlete attendance is recorded every training session using an attendance log.	3.08	0.89	I	2.99	0.85	I	3.04	0.87	I
8. Training follows a progression plan (basic to advanced drills) across the season.	3.22	0.77	I	2.95	0.83	I	3.09	0.80	I
9. Training includes injury-prevention routines (technique cues, stretching, recovery reminders).	3.38	0.71	I	3.11	0.87	I	3.25	0.79	I
10. Athletes receive specific corrective feedback at least once per training session.	3.28	0.76	I	3.20	0.88	I	3.24	0.82	I
Over-all Mean	**3.29**	**0.76**	**I**	**3.09**	**0.83**	**I**	**3.19**	**0.80**	**I**

Note: *3.50 - 4.00 – Highly Implemented (HI), 2.50 - 3.49 – Implemented (I), 1.50 - 2.49 – Less Implemented (LI), 1.00 – 1.49 – Not Implemented (NI), SD represents the standard deviation, VI represents the verbal interpretation*

Table 11 presents the mean and standard deviation for the indicators measuring the level of sports development programs in terms of training programs, as perceived by athletes and coaches. The athletes obtained an overall mean of 3.29 (SD = 0.76),

interpreted as Implemented, while coaches reported a slightly lower overall mean of 3.09 (SD = 0.83), also interpreted as Implemented.

The combined mean of 3.19 (SD = 0.80) confirms that training programs were generally implemented. Among the indicators, warm-up, cool-down, and conditioning components received the highest combined mean (3.50), while weekly training sessions had the lowest (3.04). The slightly higher athlete ratings suggest a more favorable perception of implementation than coaches.

The findings imply that while core training practices are in place, greater consistency in scheduling, monitoring, and systematic progression may further strengthen the implementation of training programs.

Table 12

Level of Sports Development Programs in the Secondary Schools as Perceived by Athletes and School Coaches in Terms of Sports Facilities and Equipment

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. The practice venue is available as scheduled and is usable (space, surface, markings) for the sport.	3.14	0.80	I	2.69	0.89	I	2.91	0.85	I
2. Equipment quantity allows planned drills with workable rotations and minimal idle time.	3.22	0.80	I	2.75	0.80	I	2.98	0.80	I
3. There is a process for reporting and repairing/replacing damaged equipment.	3.09	0.78	I	2.69	0.87	I	2.89	0.82	I
4. Safety checks are conducted before training (area hazards, equipment condition).	3.31	0.78	I	3.24	0.73	I	3.28	0.76	I
5. Sport-appropriate equipment required for standard drills is available.	3.33	0.74	I	2.99	0.92	I	3.16	0.83	I
6. Equipment is stored securely and can be accessed during scheduled training without delays.	3.35	0.71	I	2.89	0.90	I	3.12	0.80	I
7. The team has protected training slots with minimal cancellations.	3.12	0.83	I	2.78	0.86	I	2.95	0.84	I
8. Water access and a first-aid kit/protocol are available during training/competition.	3.34	0.71	I	3.13	0.85	I	3.23	0.78	I
9. Facilities support pre-competition preparation (warm-up area, markings/space).	3.35	0.78	I	3.01	0.89	I	3.18	0.84	I
10. In our school/team, an equipment inventory/checklist is updated when items are missing/damaged.	3.19	0.74	I	2.84	0.92	I	3.01	0.83	I
Over-all Mean	**3.24**	**0.77**	**I**	**2.90**	**0.86**	**I**	**3.07**	**0.81**	**I**

Note: *3.50 - 4.00 – Highly Implemented (HI), 2.50 - 3.49 – Implemented (I), 1.50 - 2.49 – Less Implemented (LI), 1.00 – 1.49 – Not Implemented (NI), SD represents the standard deviation, VI represents the verbal interpretation*

Table 12 presents the mean and standard deviation for the indicators measuring the level of sports development programs in terms of sports facilities and equipment, as perceived by athletes and coaches. Athletes obtained an overall mean of 3.24 (SD = 0.77), while coaches reported a lower overall mean of 2.90 (SD = 0.86), with both assessments interpreted as Implemented.

The combined mean of 3.07 (SD = 0.81) likewise indicates that sports facilities and equipment were generally implemented. The highest combined mean was recorded for safety checks before training (3.28), while the lowest was for the process of reporting and repairing or replacing damaged equipment (2.89).

The consistently higher athlete ratings suggest a more favorable perception than that of coaches. These findings imply a need to strengthen equipment maintenance, repair systems, inventory monitoring, and access to adequate training facilities to ensure consistent support for athletes.

Table 13
Level of Sports Development Programs in the Secondary Schools as Perceived by Athletes and School Coaches in Terms of Coaching Competence and Support

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. The coach explains sport rules and correct technique cues during training.	3.58	0.67	HI	3.48	0.69	I	3.53	0.68	HI
2. The coach gives instructions and checks athlete understanding before drills start.	3.57	0.58	HI	3.48	0.69	I	3.52	0.64	HI
3. The coach sets specific improvement goals for training (accuracy, time, form).	3.52	0.60	HI	3.34	0.73	I	3.43	0.66	I
4. The coach gives corrective feedback stating what to change and how to change it.	3.49	0.65	I	3.45	0.65	I	3.47	0.65	I
5. The coach monitors injury signs and implements recovery/medical referral when needed.	3.44	0.71	I	3.46	0.67	I	3.45	0.69	I
6. Training follows a planned session structure (warm-up, skill drills, conditioning, cool-down).	3.52	0.68	HI	3.46	0.65	I	3.49	0.67	I
7. The coach keeps records of athlete attendance and performance targets during the season.	3.28	0.80	I	3.40	0.67	I	3.34	0.73	I
8. The coach enforces safety rules consistently during drills and games.	3.49	0.61	I	3.49	0.67	I	3.49	0.64	I
9. Coaches attend coaching-related trainings/seminars regularly (e.g., at least once per year).	3.38	0.76	I	2.81	1.01	I	3.10	0.88	I
10. In our school/team, training schedules and expectations are communicated through a consistent channel (written/online).	3.38	0.70	I	3.15	0.84	I	3.26	0.77	I
Over-all Mean	**3.46**	**0.68**	**I**	**3.35**	**0.73**	**I**	**3.41**	**0.70**	**I**

Note: 3.50 - 4.00 – Highly Implemented (HI), 2.50 - 3.49 – Implemented (I), 1.50 - 2.49 – Less Implemented (LI), 1.00 – 1.49 – Not Implemented (NI), SD represents the standard deviation, VI represents the verbal interpretation

Table 13 presents the mean and standard deviation for the indicators measuring the level of sports development programs in terms of coaching competence and support, as perceived by athletes and coaches. Athletes obtained an overall mean of 3.46 (SD = 0.68), while coaches reported a slightly lower mean of 3.35 (SD = 0.73), with both assessments interpreted as Implemented. The combined mean of 3.41 (SD = 0.70) likewise indicates that coaching competence and support were generally implemented. The highest combined rating was recorded for the coach's ability to explain sport rules and correct technique cues (3.53), while the lowest was for regular attendance in coaching-related trainings and seminars (3.10). The findings indicate that coaches demonstrate generally strong instructional and technical practices, although continuing professional development remains an area that may require greater attention. The slightly higher athlete assessment also suggests some variation in how coaching support is perceived by the two respondent groups.

Table 14
Level of Sports Development Programs in the Secondary Schools as Perceived by Athletes and School Coaches in Terms of Institutional and Administrative Support

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Training schedules and competition participation are approved in a timely manner by the school.	3.48	0.68	I	3.18	0.73	I	3.33	0.70	I
2. Program support covers competition needs (registration, transport, meals, basic supplies) when the team competes.	3.25	0.91	I	3.15	0.80	I	3.20	0.85	I
3. Tryouts/selection and sports opportunities are announced at the start of the school year.	3.14	0.90	I	3.20	0.79	I	3.17	0.84	I
4. Sports calendar/program plan (tryouts, trainings, meets) is communicated for the school year.	3.21	0.86	I	3.15	0.73	I	3.18	0.79	I
5. Athletes receive formal recognition (awards/certificates/announcements) for competition results.	3.44	0.71	I	3.29	0.81	I	3.36	0.76	I
6. Academic make-up arrangements are facilitated when athletes miss class due to competitions.	3.37	0.69	I	3.15	0.68	I	3.26	0.69	I
7. Medical clearance/health checks are required or facilitated before major competitions.	3.55	0.61	HI	3.50	0.62	HI	3.52	0.61	HI
8. Adult supervision and transport arrangements are provided during official competitions.	3.41	0.69	I	3.38	0.68	I	3.39	0.69	I
9. Coaching duties are recognized in workload/time assignments (e.g., time credit, reduced load).	3.37	0.73	I	3.10	0.87	I	3.23	0.80	I
10 There is a defined process for venue booking and competition logistics (forms/approvals).	3.34	0.69	I	3.16	0.85	I	3.25	0.77	I
Over-all Mean	**3.35**	**0.75**	**I**	**3.23**	**0.75**	**I**	**3.29**	**0.75**	**I**

Note: 3.50 - 4.00 – Highly Implemented (HI), 2.50 - 3.49 – Implemented (I), 1.50 - 2.49 – Less Implemented (LI), 1.00 – 1.49 – Not Implemented (NI), SD represents the standard deviation, VI represents the verbal interpretation

Table 14 presents the level of sports development programs in terms of institutional and administrative support as perceived by athletes and school coaches. The athletes obtained an overall mean of 3.35 (SD = 0.75), while coaches recorded 3.23 (SD = 0.75), both interpreted as Implemented. The combined overall mean of 3.29 (SD = 0.75) likewise indicates that institutional and administrative support is generally implemented.

Among the indicators, medical clearance/health checks before major competitions received the highest combined mean of 3.52 (SD = 0.61), interpreted as Highly Implemented, indicating strong attention to athlete health and safety.

In contrast, tryouts/selection and sports opportunities announced at the start of the school year obtained the lowest combined mean of 3.17 (SD = 0.84). Overall, athletes gave slightly higher ratings than coaches, suggesting generally favorable perceptions but pointing to opportunities to strengthen planning, communication, and administrative support mechanisms.

Table 15

Summary of the Level of Sports Development Programs in the Secondary Schools as Perceived by Athletes and School Coaches

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Training Program	3.29	0.76	I	3.09	0.83	I	3.19	0.80	I
2. Sports Facilities and Equipment	3.24	0.77	I	2.9	0.86	I	3.07	0.82	I
3. Coaching Competence and Support	3.46	0.68	I	3.35	0.73	I	3.41	0.71	I
4. Institutional and Administrative Support	3.35	0.75	I	3.23	0.75	I	3.29	0.75	I
Over-all Mean	**3.34**	**0.74**	**I**	**3.14**	**0.79**	**I**	**3.24**	**0.77**	**I**

Note: 3.50 - 4.00 – Highly Implemented (HI), 2.50 - 3.49 – Implemented (I), 1.50 - 2.49 – Less Implemented (LI), 1.00 – 1.49 – Not Implemented (NI), SD represents the standard deviation, VI represents the verbal interpretation

Table 15 summarizes the overall level of sports development programs across the four major dimensions as perceived by athletes and school coaches. The results show that Coaching Competence and Support obtained the highest combined mean of 3.41 (SD = 0.71), followed by Institutional and Administrative Support at 3.29 (SD = 0.75), Training Program at 3.19 (SD = 0.80), and Sports Facilities and Equipment at 3.07 (SD = 0.82). All dimensions were interpreted as Implemented. The athletes consistently provided higher overall ratings (3.34, SD = 0.74) than the coaches (3.14, SD = 0.79), indicating a more favorable assessment among athletes across the program dimensions. The relatively lower rating for sports facilities and equipment suggests an area requiring attention, particularly in ensuring adequate, accessible, safe, and well-maintained resources. Overall, the findings indicate that sports development programs are generally implemented, while continued strengthening of facilities, training systems, and administrative support may further enhance program delivery.

Table 16

Extent of Athletes' Performance in the Secondary Schools as Assessed by Athletes and School Coaches in Terms of Technical Skills

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. I execute fundamental sport skills based on the technique cues taught by my coach.	3.33	0.66	HE	3.41	0.67	HE	3.37	0.66	HE
2. I execute key skills accurately during competition situations.	3.14	0.65	HE	3.36	0.60	HE	3.25	0.63	HE
3. I can repeat the same skill with similar quality across multiple attempts.	3.11	0.85	HE	3.28	0.66	HE	3.19	0.75	HE
4. I apply trained techniques correctly during actual play, not only during drills.	3.19	0.67	HE	3.29	0.62	HE	3.24	0.65	HE
5. Across the season, I show fewer technical errors after receiving coach feedback.	3.21	0.74	HE	3.23	0.62	HE	3.22	0.68	HE
6. I minimize technical errors that cause turnovers/fouls or failed execution during play.	3.28	0.68	HE	3.23	0.59	HE	3.25	0.64	HE
7. I can execute skills under pressure (fatigue/opponent pressure) without major breakdown.	3.18	0.77	HE	3.24	0.62	HE	3.21	0.69	HE
8. I can perform the essential sport-specific fundamentals required for my position/role.	3.31	0.72	HE	3.21	0.61	HE	3.26	0.66	HE
9. I apply coach corrections in the next attempt within the same training session.	3.29	0.80	HE	3.20	0.62	HE	3.24	0.71	HE
10. I maintain correct technique during both drills and scrimmage/game simulations.	3.36	0.69	HE	3.25	0.63	HE	3.30	0.66	HE
Over-all Mean	**3.24**	**0.72**	**HE**	**3.27**	**0.62**	**HE**	**3.25**	**0.67**	**HE**

Note: 3.50 - 4.00 – Very High Extent (VHE), 2.50 - 3.49 – High Extent (HE), 1.50 - 2.49 – Low Extent (LE), 1.00 – 1.49 – Very Low Extent (VLE), SD represents the standard deviation, VI represents the verbal interpretation

Table 16 presents the mean and standard deviation for each indicator measuring the extent of athletes' performance in terms of technical skills. The overall combined mean of 3.25 (SD = 0.67) corresponds to a verbal interpretation of High Extent (HE), indicating that athletes generally demonstrate technical skills at a high level.

Among the indicators, executing fundamental sport skills based on technique cues taught by the coach obtained the highest combined mean of 3.37 (SD = 0.66), suggesting that foundational skills are strongly manifested. In contrast, repeating the same skill with similar quality across multiple attempts recorded the lowest combined mean of 3.19 (SD = 0.75). Coaches gave a slightly higher overall assessment (3.27) than athletes (3.24), indicating generally consistent perceptions.

The findings imply that while technical performance is strong, greater emphasis on skill consistency and sustained execution may further enhance athletes' technical proficiency.

Table 17

Extent of Athletes' Performance in the Secondary Schools as Assessed by Athletes and School Coaches in Terms of Physical Conditioning

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. I can complete the full training session without unscheduled stopping beyond planned breaks.	3.32	0.71	HE	2.81	0.81	HE	3.07	0.76	HE
2. I can perform strength-related tasks required in my sport during training.	3.27	0.84	HE	3.14	0.71	HE	3.20	0.77	HE
3. I maintain form and effort even when fatigued during training/competition.	3.34	0.70	HE	3.04	0.70	HE	3.19	0.70	HE
4. I can change direction quickly and maintain balance during sport movements.	3.27	0.66	HE	3.13	0.68	HE	3.20	0.67	HE
5. I meet the team's conditioning targets set for the season.	3.22	0.69	HE	3.15	0.66	HE	3.18	0.68	HE
6. I recover after intense drills within the expected rest time and return ready to participate.	3.31	0.70	HE	3.13	0.66	HE	3.22	0.68	HE
7. I can perform required mobility/flexibility routines (warm-up/cool-down) as instructed.	3.46	0.61	HE	3.29	0.72	HE	3.37	0.66	HE
8. I follow recovery and injury-prevention routines (stretching, hydration, rest) during the season.	3.45	0.63	HE	3.28	0.69	HE	3.36	0.66	HE
9. I sustain the required intensity level throughout drills, not only at the start.	3.34	0.71	HE	3.18	0.74	HE	3.26	0.72	HE
10. I complete assigned conditioning sessions (team or individual) as scheduled.	3.47	0.62	HE	3.19	0.66	HE	3.33	0.64	HE
Over-all Mean	**3.34**	**0.68**	**HE**	**3.13**	**0.70**	**HE**	**3.24**	**0.69**	**HE**

Note: *3.50 - 4.00 – Very High Extent (VHE), 2.50 - 3.49 – High Extent (HE), 1.50 - 2.49 – Low Extent (LE), 1.00 – 1.49 – Very Low Extent (VLE), SD represents the standard deviation, VI represents the verbal interpretation*

Table 17 presents the mean and standard deviation for each indicator measuring the extent of athletes' performance in terms of physical conditioning. The overall combined mean of 3.24 (SD = 0.69) corresponds to a verbal interpretation of High Extent (HE), indicating that athletes generally demonstrate physical conditioning at a high level.

Among the indicators, performing required mobility/flexibility routines obtained the highest combined mean of 3.37 (SD = 0.66), followed by following recovery and injury-prevention routines with 3.36 (SD = 0.66). In contrast, completing the full training session without unscheduled stopping recorded the lowest combined mean of 3.07 (SD = 0.76).

Athletes reported a higher overall mean (3.34) than coaches (3.13), reflecting a difference in perceptions of physical conditioning. The findings imply that recovery, flexibility, and conditioning routines are well established, while improving endurance and sustained participation during training may further strengthen athletes' physical readiness.

Table 18
Extent of Athletes' Performance in the Secondary Schools as Assessed by Athletes and School Coaches in Terms of Tactical Skills

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. I execute the assigned game plan/role during competition (positioning, responsibilities).	3.37	0.70	HE	3.30	0.58	HE	3.33	0.64	HE
2. I choose appropriate options during play (pass/shoot/move/defend) based on the situation.	3.22	0.81	HE	3.28	0.62	HE	3.25	0.71	HE
3. I adjust tactics when opponents change strategy (e.g., marking, spacing, pace).	3.28	0.71	HE	3.30	0.62	HE	3.29	0.67	HE
4. I coordinate with teammates using agreed signals/communication during play.	3.39	0.70	HE	3.25	0.68	HE	3.32	0.69	HE
5. I follow rules and apply basic strategies without frequent reminders during games.	3.49	0.70	HE	3.34	0.65	HE	3.42	0.68	HE
6. I maintain correct positioning/spacing based on my role during play.	3.26	0.82	HE	3.46	0.65	HE	3.36	0.74	HE
7. I transition quickly between offense and defense when possession changes.	3.35	0.66	HE	3.28	0.64	HE	3.31	0.65	HE
8. I execute team set plays/strategies practiced in training when called.	3.36	0.68	HE	3.23	0.69	HE	3.29	0.68	HE
9. I recognize opponent patterns and adjust my actions accordingly.	3.29	0.63	HE	3.26	0.67	HE	3.28	0.65	HE
10 I communicate tactical information to teammates (coverage, openings, assignments) during play.	3.22	0.80	HE	3.25	0.72	HE	3.24	0.76	HE
Over-all Mean	**3.32**	**0.72**	**HE**	**3.29**	**0.65**	**HE**	**3.31**	**0.69**	**HE**

Note: 3.50 - 4.00 – Very High Extent (VHE), 2.50 - 3.49 – High Extent (HE), 1.50 - 2.49 – Low Extent (LE), 1.00 – 1.49 – Very Low Extent (VLE). SD represents the standard deviation, VI represents the verbal interpretation

Table 18 presents the mean and standard deviation for each indicator measuring the extent of athletes' performance in terms of tactical skills. The overall combined mean of 3.31 (SD = 0.69) corresponds to a verbal interpretation of High Extent (HE), indicating that athletes generally demonstrate tactical skills at a high level.

Among the indicators, following rules and applying basic strategies without frequent reminders during games obtained the highest combined mean of 3.42 (SD = 0.68), suggesting strong adherence to game strategies and rules. In contrast, communicating tactical information to teammates during play recorded the lowest combined mean of 3.24 (SD = 0.76).

Athletes reported a slightly higher overall mean (3.32) than coaches (3.29), indicating closely aligned perceptions. The findings imply that athletes demonstrate strong tactical awareness and strategic execution, while further emphasis on real-time communication and coordinated decision-making could strengthen tactical performance during competition.

Table 19
Extent of Athletes' Performance in the Secondary Schools as Assessed by Athletes and School Coaches in Terms of Psychological Readiness

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. After mistakes, I continue attempting correct plays/skills without withdrawing effort.	3.38	0.65	HE	3.15	0.70	HE	3.26	0.67	HE
2. Under pressure, I maintain decision-making and avoid panic errors.	3.12	0.86	HE	3.35	0.62	HE	3.23	0.74	HE
3. I attend training consistently and complete assigned improvements outside training when needed.	3.37	0.66	HE	3.15	0.70	HE	3.26	0.68	HE
4. I stay focused on tasks and instructions and avoid distractions during training/competition.	3.44	0.60	HE	3.28	0.66	HE	3.36	0.63	HE
5. I follow team rules and competition rules even when outcomes are unfavorable.	3.42	0.70	HE	3.39	0.63	HE	3.41	0.66	HE
6. Before competition, I set a performance goal related to my role and try to meet it.	3.28	0.76	HE	3.29	0.60	HE	3.29	0.68	HE
7. After errors, I use a composure strategy (breathing/self-talk) to regain focus.	3.21	0.83	HE	3.20	0.72	HE	3.20	0.78	HE
8. I accept feedback and apply corrections without arguing during training/competition.	3.53	0.63	VHE	3.23	0.69	HE	3.38	0.66	HE
9. After setbacks (loss/poor performance), I return to training with effort and willingness to improve.	3.42	0.64	HE	3.33	0.65	HE	3.37	0.65	HE
10. I avoid unsportsmanlike behaviors (taunting, intentional fouls) during competition.	3.42	0.74	HE	3.43	0.61	HE	3.42	0.67	HE
Over-all Mean	**3.36**	**0.71**	**HE**	**3.28**	**0.66**	**HE**	**3.32**	**0.68**	**HE**

Note: 3.50 - 4.00 – Very High Extent (VHE), 2.50 - 3.49 – High Extent (HE), 1.50 - 2.49 – Low Extent (LE), 1.00 – 1.49 – Very Low Extent (VLE). SD represents the standard deviation, VI represents the verbal interpretation

Table 19 presents the mean and standard deviation for each indicator measuring the extent of athletes' performance in terms of psychological readiness. The overall combined mean of 3.32 (SD = 0.68) corresponds to a verbal interpretation of High Extent (HE), indicating that athletes generally demonstrate psychological readiness at a high level.

Among the indicators, following team and competition rules even when outcomes are unfavorable and avoiding unsportsmanlike behaviors during competition obtained among the highest combined means, 3.41 and 3.42, respectively.

The lowest combined mean was recorded for using composure strategies to regain focus after errors, at 3.20 (SD = 0.78). Athletes reported a higher overall mean (3.36) than coaches (3.28), indicating slightly more favorable self-assessments.

The findings imply that athletes generally demonstrate discipline and resilience, while greater emphasis on composure and focus strategies may further strengthen psychological readiness during challenging competitive situations.

Table 20

Summary of the Extent of Athletes' Performance in the Secondary Schools as Assessed by Athletes and School Coaches

Indicators	Athletes			Coaches			Combined		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Technical Skills	3.24	0.72	HE	3.27	0.62	HE	3.26	0.67	HE
2. Physical Conditioning	3.34	0.68	HE	3.13	0.7	HE	3.24	0.69	HE
3. Tactical Skills	3.32	0.72	HE	3.29	0.65	HE	3.31	0.69	HE
4. Psychological Readiness	3.36	0.71	HE	3.28	0.66	HE	3.32	0.69	HE
Over-all Mean	**3.32**	**0.71**	**HE**	**3.24**	**0.66**	**HE**	**3.28**	**0.68**	**HE**

Note: 3.50 – 4.00 – Very High Extent (VHE), 2.50 – 3.49 – High Extent (HE), 1.50 – 2.49 – Low Extent (LE), 1.00 – 1.49 – Very Low Extent (VLE), SD represents the standard deviation, VI represents the verbal interpretation

Table 20 presents the mean and standard deviation for the four dimensions measuring the extent of athletes' performance. The overall combined mean of 3.28 (SD = 0.68) corresponds to a verbal interpretation of High Extent (HE), indicating that athletes generally demonstrate a high level of performance across the assessed dimensions. Among the indicators, Psychological Readiness obtained the highest combined mean of 3.32 (SD = 0.69), followed by Tactical Skills at 3.31 (SD = 0.69), Technical Skills at 3.26 (SD = 0.67), and Physical Conditioning at 3.24 (SD = 0.69). Athletes recorded a slightly higher overall mean (3.32) than coaches (3.24), although both assessments were interpreted as High Extent. The findings suggest generally strong athlete performance, while the comparatively lower rating for physical conditioning indicates an area where continued training and conditioning support may further enhance overall performance.

Table 21

Analysis of Variance (ANOVA) on the Athletes' Assessment of Sports Development Programs when Grouped According to their Age.

Sources of Variation	SS	df	MS	F	p
Between Groups	1.877	3	0.626	3.336	0.021
Within Groups	31.124	166	0.187		
Total	33.000	169			

Decision: Significant ($p = 0.021 < 0.05$). **Interpretation:** Reject H_0; there is a significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 21 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among athletes grouped according to age in their assessment of sports development programs. The computed F value of 3.336 with a p value of 0.021 indicates that the differences among the age groups are statistically significant at the .05 level of significance. Since the p value of 0.021 is less than .05, the null hypothesis is rejected. This result suggests that at least one age group differs significantly from the others in their assessment of sports development programs. The finding implies that athletes' perceptions of program implementation may vary according to age, highlighting the importance of considering age-related experiences and needs in planning and improving sports development initiatives.

Table 22

Independent Samples t-Test on the Athletes' Assessment of Sports Development Programs when Grouped According to their Sex.

Group	N	M	SD
Male	83	3.34	0.403
Female	87	3.35	0.474

Test Statistics	Value
t	-0.254
df	165
p	0.800

Decision: Not significant (p = 0.800 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *N = population, M = mean; SD = standard deviation; t = t-test value, df = degrees of freedom; p = probability value. Significance level α = .05.*

Table 22 presents the results of the independent samples t-test conducted to determine whether a significant difference exists between male and female athletes in their assessment of sports development programs. The results show that the computed t value of -0.254 with a p value of 0.800 indicates that the difference between the two groups is not statistically significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is failed to be rejected. This suggests that male and female athletes do not differ significantly in their assessment of sports development programs, as reflected by their comparable mean ratings of 3.34 and 3.35, respectively.

Table 23

Analysis of Variance (ANOVA) on the Athletes' Assessment of Sports Development Programs when Grouped According to their Grade Level.

Sources of Variation	SS	df	MS	F	p
Between Groups	2.320	5	0.464	2.449	0.036
Within Groups	28.996	153	0.190		
Total	31.316	158			

Decision: Significant (p = 0.036 < 0.05). **Interpretation:** Reject H_0; there is a significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 23 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the athletes' assessment of sports development programs when grouped according to grade level. The computed F-value of 2.449 with a corresponding p-value of 0.036 indicates a statistically significant difference among the grade-level groups at the 0.05 level of significance. Since the p-value of 0.036 is less than the significance level of 0.05, the null hypothesis is rejected. This finding suggests that athletes from different grade levels do not have uniform assessments of the implementation of sports development programs, indicating that their experiences or perceptions of the programs may vary according to grade level. The result implies that sports development initiatives may need to consider the differing needs, experiences, and developmental stages of athletes across grade levels.

Table 24

Analysis of Variance (ANOVA) on the Athletes' Assessment of Sports Development Programs when Grouped According to their Sports Event.

Sources of Variation	SS	df	MS	F	P
Between Groups	2.614	13	0.201	1.032	0.423
Within Groups	30.386	156	0.195		
Total	33.000	169			

Decision: Not significant (p = 0.423 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 24 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the respondents' assessment of sports development programs across the identified groups. The analysis yielded an F-value of 1.032 with a corresponding p-value of 0.423 at the 0.05 level of significance. Since the p-value of 0.423 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the respondents' assessment of sports development programs among the groups. Although the groups may have obtained different mean assessments, these observed differences are not statistically significant and may be attributed to random variation. Therefore, the respondents generally demonstrate comparable assessments of the implementation of sports development programs across the groups considered.

Table 25

Analysis of Variance (ANOVA) on the Athletes' Assessment of Sports Development Programs when Grouped According to their Length of Playing Experience.

Sources of Variation	SS	df	MS	F	P
Between Groups	0.894	3	0.298	1.540	0.206
Within Groups	32.107	166	0.193		
Total	33.000	169			

Decision: Not significant (p = 0.206 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 25 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the athletes' assessment of sports development programs when grouped according to their length of playing experience. The analysis yielded an F-value of 1.540 with a corresponding p-value of 0.206 at the 0.05 level of significance. Since the p-value of 0.206 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the athletes' assessment of sports development programs across the different categories of playing experience. Although athletes with varying lengths of playing experience may have obtained different mean assessments, the observed differences are not statistically significant. This suggests that athletes generally share comparable perceptions of the implementation of sports development programs regardless of their length of playing experience.

Table 26

Analysis of Variance (ANOVA) on the Coaches' Assessment of Sports Development Programs when Grouped According to their Age.

Sources of Variation	SS	df	MS	F	p
Between Groups	2.344	5	0.469	1.672	0.152
Within Groups	20.747	74	0.280		
Total	23.091	79			

Decision: Not significant (p = 0.152 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 26 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the coaches' assessment of sports development programs when grouped according to age. The analysis yielded an F-value of 1.672 with a corresponding p-value of 0.152 at the 0.05 level of significance. Since the p-value of 0.152 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the coaches' assessment of sports development programs across the different age groups. Although variations may exist in the mean assessments of coaches from different age categories, these differences are not statistically significant. The result suggests that coaches generally have comparable perceptions of the implementation of sports development programs regardless of their age.

Table 27

Analysis of Variance (ANOVA) on the Coaches' Assessment of Sports Development Programs when Grouped According to their Sex.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.062	2	0.031	0.104	0.902
Within Groups	23.029	77	0.299		
Total	23.091	79			

Decision: Not significant (p = 0.902 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 27 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the coaches' assessment of sports development programs when grouped according to sex. The analysis yielded an F-value of 0.104 with a corresponding p-value of 0.902 at the 0.05 level of significance. Since the p-value of 0.902 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the coaches' assessment of sports development programs across the sex groups. Although slight variations may exist in the assessments of coaches, these differences are not statistically significant. The result suggests that coaches generally have comparable perceptions of the implementation of sports development programs regardless of sex.

Table 28

Analysis of Variance (ANOVA) on the Coaches' Assessment of Sports Development Programs when Grouped According to their Coaching Experience.

Sources of Variation	SS	df	MS	F	p
Between Groups	1.250	3	0.417	1.450	0.23
Within Groups	21.841	76	0.287		
Total	23.091	79			

Decision: Not significant (p = 0.23 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 28 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the coaches' assessment of sports development programs when grouped according to their coaching experience. The analysis yielded an F-value of 1.450 with a corresponding p-value of 0.230 at the 0.05 level of significance. Since the p-value of 0.230 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the coaches' assessment of sports development programs across the different categories of coaching experience. Although coaches with varying levels of experience may have differences in their mean assessments, these differences are not statistically significant. The result suggests that coaches generally have comparable perceptions of the implementation of sports development programs regardless of their length of coaching experience.

Table 29

Analysis of Variance (ANOVA) on the Coaches' Assessment of Sports Development Programs when Grouped According to their Highest Educational Attainment.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.178	2	0.089	0.299	0.742
Within Groups	22.913	77	0.298		
Total	23.091	79			

Decision: Not significant (p = 0.742 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 29 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the coaches' assessment of sports development programs when grouped according to their highest educational attainment. The analysis yielded an F-value of 0.299 with a corresponding p-value of 0.742 at the 0.05 level of significance. Since the p-value of 0.742 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the coaches' assessment of sports development programs across the different levels of educational attainment. Although coaches with different educational backgrounds may have varying mean assessments, these differences are not statistically significant. The result suggests that coaches generally have comparable perceptions of the implementation of sports development programs regardless of their highest educational attainment.

Table 30

Analysis of Variance (ANOVA) on the Coaches' Assessment of Sports Development Programs when Grouped According to their Number of Trainings and Seminars Attended

Sources of Variation	SS	df	MS	F	p
Between Groups	.375	4	0.094	0.310	0.871
Within Groups	22.716	75	0.303		
Total	23.091	79			

Decision: Not significant (p = 0.871 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 30 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the coaches' assessment of sports development programs when grouped according to the number of trainings and seminars attended. The analysis yielded an F-value of 0.310 with a corresponding p-value of 0.871 at the 0.05 level of significance. Since the p-value of 0.871 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the coaches' assessment of sports development programs across the different categories of trainings and seminars attended. Although coaches with varying levels of training and seminar participation may have differences in their mean assessments, these differences are not statistically significant. The result suggests that coaches generally have comparable perceptions of the implementation of sports development programs regardless of the number of trainings and seminars they have attended.

Table 31

Analysis of Variance (ANOVA) on the Level of Athletes' Performance when Grouped According to their Age.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.240	3	0.080	0.416	0.742
Within Groups	31.907	166	0.192		
Total	32.147	169			

Decision: Not significant (p = 0.742 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 31 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the level of athletes' performance when grouped according to age. The analysis yielded an F-value of 0.416 with a corresponding p-value of 0.742 at the 0.05 level of significance. Since the p-value of 0.742 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the level of athletes' performance across the different age groups. Although athletes from different age categories may have variations in their mean performance assessments, these differences are not statistically significant. The result suggests that athletes generally demonstrate comparable levels of performance regardless of age, indicating that age alone does not significantly differentiate their assessed performance within the context of the sports development programs examined.

Table 32

Independent Samples t-Test on the Athletes' Assessment of Level of Athletes' Performance when Grouped According to their Sex.

Group	N	M	SD
Male	83	3.29	0.452
Female	87	3.35	0.420

Test Statistics	Value
t	-0.895
df	165
p	0.372

Decision: Not significant (p = 0.372 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *N = population, M = mean; SD = standard deviation; t = t-test value, df = degrees of freedom; p = probability value. Significance level α = .05.*

Table 32 presents the results of the independent samples t-test conducted to determine whether a significant difference exists in the athletes' assessment of their level of performance when grouped according to sex. The results show that male athletes obtained a mean of 3.29 (SD = 0.452), while female athletes obtained a slightly higher mean of 3.35 (SD = 0.420). The computed t value of -0.895 with 165 degrees of freedom and a p value of 0.372 is not statistically significant at the 0.05 level of significance. Since the p value is greater than α = .05, the null hypothesis is failed to be rejected. This indicates that there is no significant difference in the athletes' assessment of their level of performance when grouped according to sex. Thus, male and female athletes provide generally comparable assessments of their performance.

Table 33

Analysis of Variance (ANOVA) on the Level of Athletes' Performance when Grouped According to their Grade Level.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.605	5	0.121	0.620	0.685
Within Groups	29.879	153	0.195		
Total	30.484	158			

Decision: Not significant (p = 0.685 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 33 presents the results of the one-way Analysis of Variance (ANOVA) conducted to determine whether a significant difference exists in the level of athletes' performance when grouped according to grade level. The analysis yielded an F-value of 0.620 with a corresponding p-value of 0.685 at the 0.05 level of significance. Since the p-value of 0.685 is greater than the significance level of 0.05, the null hypothesis is not rejected. This finding indicates that there is no statistically significant difference in the level of athletes' performance across the different grade-level groups. Although athletes from different grade levels may have variations in their mean performance assessments, these differences are not statistically significant. The result suggests that athletes generally demonstrate comparable levels of performance regardless of grade level, indicating that grade level alone does not significantly differentiate their assessed performance within the context of the sports development programs examined.

Table 34

Analysis of Variance (ANOVA) on the Level of Athletes' Performance when Grouped According to their Sports Event.

Sources of Variation	SS	df	MS	F	p
Between Groups	5.628	13	0.433	2.547	0.003
Within Groups	26.519	156	0.170		
Total	32.147	169			

Decision: Significant ($p = 0.003 < 0.05$). **Interpretation:** Reject H_0; there is a significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 34 presents the analysis of variance (ANOVA) on the level of athletes' performance when grouped according to their sports event. The computed F-value of 2.547 with a p-value of 0.003 is statistically significant at the 0.05 level of significance, since the p-value is lower than α = .05. Therefore, the null hypothesis is rejected, indicating that there is a significant difference in the level of athletes' performance across the different sports events. This finding suggests that athletes' assessed performance varies depending on the sports event in which they participate. However, the ANOVA result only establishes that at least one sports-event group differs from another; it does not identify the specific groups with significant differences. Thus, a post hoc test may be conducted to determine which sports events significantly differ in athletes' performance.

Table 35

Analysis of Variance (ANOVA) on the Level of Athletes' Performance when Grouped According to their Length of Playing Experience.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.538	3	0.179	0.942	0.422
Within Groups	31.609	166	0.190		
Total	32.147	169			

Decision: Not significant ($p = 0.422 > 0.05$). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 35 presents the analysis of variance (ANOVA) on the level of athletes' performance when grouped according to their length of playing experience. The computed F-value of 0.942 with a p-value of 0.422 is not statistically significant at the 0.05 level of significance, since the p-value is greater than α = .05. Therefore, the null hypothesis is failed to be rejected, indicating that there is no significant difference in the level of athletes' performance across the different categories of playing experience. This finding suggests that athletes demonstrate comparable levels of performance regardless of whether they have less than one year, one to two years, three to four years, or more than five years of playing experience. Thus, length of playing experience alone does not significantly differentiate the assessed performance of the athletes.

Table 36

Analysis of Variance (ANOVA) on the Level of Athletes' Performance Assessed by Coaches when Grouped According to their Age.

Sources of Variation	SS	df	MS	F	p
Between Groups	.945	5	0.189	0.751	0.588
Within Groups	18.617	74	0.252		
Total	19.561	79			

Decision: Not significant ($p = 0.588 > 0.05$). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 36 presents the analysis of variance (ANOVA) on the level of athletes' performance as assessed by coaches when grouped according to their age. The computed F-value of 0.751 with a p-value of 0.588 is not statistically significant at the 0.05 level of significance, since the p-value is greater than α = .05. Therefore, the null hypothesis is failed to be rejected, indicating that there is no significant difference in the coaches' assessment of athletes' performance across the different age groups of coaches. This finding suggests that coaches, regardless of age, provide comparable assessments of athletes' performance. Thus, coaches' age does not significantly differentiate their assessment of athletes' performance, indicating that age-related differences among coaches are not associated with significant variations in their evaluation of athletes' performance.

Table 37

Analysis of Variance (ANOVA) on the Level of Athletes' Performance Assessed by Coaches when Grouped According to their Sex.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.375	2	0.188	0.753	0.475
Within Groups	19.186	77	0.249		
Total	19.561	79			

Decision: Not significant ($p = 0.475 > 0.05$). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 37 presents the analysis of variance (ANOVA) on the level of athletes' performance as assessed by coaches when grouped according to their sex. The computed F-value of 0.753 with a p-value of 0.475 is not statistically significant at the 0.05 level of significance, since the p-value is greater than α = .05. Therefore, the null hypothesis is failed to be rejected, indicating that there is no significant difference in the coaches' assessment of athletes' performance when grouped according to sex. This finding suggests that male, female, and coaches who preferred not to disclose their sex provided comparable assessments of athletes' performance. Thus, coaches' sex does not significantly differentiate their evaluation of athletes' performance, indicating that the assessments are generally consistent across the identified sex groups.

Table 38

Analysis of Variance (ANOVA) on the Level of Athletes' Performance Assessed by Coaches when Grouped According to their Coaching Experience.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.704	3	0.235	0.946	0.423
Within Groups	18.857	76	0.248		
Total	19.561	79			

Decision: Not significant (p = 0.423 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 38 presents the analysis of variance (ANOVA) on the level of athletes' performance as assessed by coaches when grouped according to their coaching experience. The computed F-value of 0.946 with a p-value of 0.423 is not statistically significant at the 0.05 level of significance, since the p-value is greater than α = .05. Therefore, the null hypothesis is failed to be rejected, indicating that there is no significant difference in the coaches' assessment of athletes' performance across the different categories of coaching experience. This finding suggests that coaches with varying levels of experience provide comparable assessments of athletes' performance. Thus, the length of coaching experience does not significantly differentiate their evaluation of athletes' performance, indicating that the assessments remain generally consistent regardless of the coaches' accumulated experience.

Table 39

Analysis of Variance (ANOVA) on the Level of Athletes' Performance Assessed by Coaches when Grouped According to their Highest Educational Attainment.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.293	2	0.147	0.586	0.559
Within Groups	19.268	77	0.250		
Total	19.561	79			

Decision: Not significant (p = 0.559 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 39 presents the analysis of variance (ANOVA) on the level of athletes' performance as assessed by coaches when grouped according to their highest educational attainment. The computed F-value of 0.586 with a p-value of 0.559 is not statistically significant at the 0.05 level of significance, since the p-value is greater than α = .05. Therefore, the null hypothesis is failed to be rejected, indicating that there is no significant difference in the coaches' assessment of athletes' performance across the different categories of educational attainment. This finding suggests that coaches with different levels of educational attainment provide comparable assessments of athletes' performance. Thus, the coaches' highest educational attainment does not significantly differentiate their evaluation of athletes' performance, indicating generally consistent assessments across educational attainment groups.

Table 40

Analysis of Variance (ANOVA) on the Level of Athletes' Performance Assessed by Coaches when Grouped According to their Trainings and Seminars Attended.

Sources of Variation	SS	df	MS	F	p
Between Groups	0.770	4	0.193	0.768	0.549
Within Groups	18.791	75	0.251		
Total	19.561	79			

Decision: Not significant (p = 0.549 > 0.05). **Interpretation:** Failed to reject H_0; there is no significant difference.

Note: *SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.*

Table 40 presents the analysis of variance (ANOVA) on the level of athletes' performance as assessed by coaches when grouped according to the number of trainings and seminars attended. The computed F-value of 0.768 with a p-value of 0.549 is not statistically significant at the 0.05 level of significance, since the p-value is greater than α = .05. Therefore, the null hypothesis is failed to be rejected, indicating that there is no significant difference in the coaches' assessment of athletes' performance across the different categories of trainings and seminars attended. This finding suggests that coaches with varying levels of participation

in professional trainings and seminars provide comparable assessments of athletes' performance. Thus, the number of trainings and seminars attended does not significantly differentiate coaches' evaluations of athletes' performance.

Table 41
Pearson Coefficient Correlation Between Sports Development Programs and Athletes' Performance in Secondary Schools in the Division of Las Piñas as Assessed by Athletes.

Description / Variables	Sports Development Programs	Athletes' Performance
Pearson Correlation	1	0.474**
Sig. (2-tailed)		.000
N	170	170
Pearson Correlation	0.474**	1
Sig. (2-tailed)	.000	
N	170	170

Variables Relationship	R-Value	P-Value
Sports Development Programs Athletes' Performance	0.474**	0.000

Decision: Significant ($p = 0.000 < 0.05$). **Interpretation:** Reject H_0; there is a significant relationship.

*Note: r = Pearson correlation coefficient; p = probability value. Correlations are significant at α = .05.: *p<0.05, **P<0.01*

Table 41 presents the Pearson correlation analysis examining the relationship between sports development programs and athletes' performance in secondary schools in the Division of Las Piñas, as assessed by athletes. The results show that the correlation coefficient between sports development programs and athletes' performance is r = 0.474, with a p value of 0.000. This indicates a moderate positive relationship between the two variables that is statistically significant at the .05 level of significance. The direction and magnitude of the correlation suggest that as the implementation of sports development programs increases, athletes' performance tends to increase as well. These findings provide evidence of a significant association between sports development programs and athletes' performance.

Table 42
Pearson Coefficient Correlation Between Sports Development Programs and Athletes' Performance in Secondary Schools in the Division of Las Piñas as Assessed by Coaches.

Description / Variables	Sports Development Programs	Athletes' Performance
Pearson Correlation	1	0.474**
Sig. (2-tailed)		.000
N	170	170
Pearson Correlation	0.474**	1
Sig. (2-tailed)	.000	
N	170	170

Variables Relationship	R-Value	P-Value
Sports Development Programs Athletes' Performance	0.474**	0.000

Decision: Significant ($p = 0.000 < 0.05$). **Interpretation:** Reject H_0; there is a significant relationship.

*Note: r = Pearson correlation coefficient; p = probability value. Correlations are significant at α = .05.: *p<0.05, **P<0.01*

Table 42 presents the Pearson correlation analysis examining the relationship between sports development programs and athletes' performance in secondary schools in the Division of Las Piñas, as assessed by coaches. The results show that the correlation coefficient between sports development programs and athletes' performance is r = 0.474, with a p value of 0.000. This indicates a moderate positive relationship between the two variables that is statistically significant at the .05 level of significance. The direction and magnitude of the correlation suggest that as the implementation of sports development programs increases, athletes' performance tends to increase as well. These findings provide evidence of a significant association between sports development programs and athletes' performance based on the coaches' assessment.

In the domain of support for learning at home, correlations ranged from r = 0.642 with physical facilities to r = 0.716 with the overall mean of facilities supporting parental involvement, indicating strong to very strong positive relationships. This finding suggests that improvements in general facilities, including classrooms, resource centers, and accessibility features, directly enhance parents' ability to support learning at home through take-home materials, digital resources, and guidance from teachers.

For collaboration in decision-making, correlations were also strong and positive, ranging from r = 0.491 with support services to r = 0.635 with the inclusive learning environment. This indicates that inclusive policies, accessible facilities, and adequate support structures facilitate parental participation in decision-making processes such as IEP meetings, school committees, and feedback mechanisms. The results highlight that the effectiveness of collaborative structures is closely tied to the broader adequacy of SNED facilities.

Finally, the overall mean of adequacy of facilities for SNED programs demonstrated very strong positive correlations with the overall mean of facilities supporting parental involvement ($r = 0.708$, $p = 0.000$). This finding underscores a clear pattern: schools that invest in comprehensive, accessible, and inclusive facilities are more likely to provide environments that actively engage parents, enhancing both educational quality and partnership between the school and families. The findings are supported by existing literature which emphasizes that the adequacy of facilities s a significant predictor of parental involvement in special needs education. According to Evans and Thompson (2023), accessible physical and support infrastructures create enabling environments that encourage parents to actively participate in their children's education. Similarly, Martin and Lewis (2024) highlight that both structure resources and institutional support system significantly influence the level of parental engagement, particularly in inclusive and special needs education settings. Furthermore, Lopez and Martinez (2024) explain that when schools provide adequate facilities and accessible learning resources, parents are more likely to engage in communication, decision making and home base learning support, thereby strengthening overall education outcomes.

In conclusion, the correlation analysis indicates that the adequacy of school facilities and the adequacy of facilities supporting parental involvement are mutually reinforcing. Strong physical infrastructure, inclusive practices, and sufficient support services not only improve learning conditions for students with special needs but also empower parents to participate meaningfully in their children's education. This underscores the importance of holistic facility planning that integrates accessibility, inclusivity, and family engagement as interconnected priorities in SNED programs.

This section presents a concise summary of the major findings of the study based on the statistical analyses presented in the preceding chapters. The findings are organized according to the research questions stated in Chapter 1 and focus on the principal descriptive, comparative, and correlational results.

1. **Profile of the Respondents.**

The athlete respondents were predominantly adolescents, with the largest proportion belonging to the 14–15 age group, followed by those aged 16–17. The distribution by sex was relatively balanced, with females slightly outnumbering males. Grade 10 constituted the largest group of athletes, followed by Grades 9 and 11. Volleyball had the highest representation among the sports events, followed by badminton and basketball. In terms of playing experience, most athletes had 1–2 years of experience, followed by 3–4 years. Among coaches, most were aged 25–34 years, with male and female respondents relatively balanced. Most coaches held a bachelor's degree, while the majority had either no sports-related training/seminar attendance or had attended only 1–2 trainings or seminars during the preceding five years.

2. **Level of Sports Development Programs.**

The overall assessment indicated that sports development programs were Implemented. Among the four dimensions, Coaching Competence and Support received the highest overall assessment, followed by Institutional and Administrative Support, Training Program, and Sports Facilities and Equipment. Athletes generally provided higher assessments than coaches across the dimensions. The comparatively lowest assessment was recorded for sports facilities and equipment.

3. **Extent of Athletes' Performance.**

The overall extent of athletes' performance was assessed as High Extent. Among the four dimensions, Psychological Readiness received the highest assessment, followed by Tactical Skills, Technical Skills, and Physical Conditioning. Both athletes and coaches generally assessed performance at a High Extent.

4. **Differences in Sports Development Programs According to Respondent Profile.**

Among athletes, statistically significant differences in the assessment of sports development programs were found when grouped according to age and grade level. No significant differences were found according to sex and length of playing experience. Among coaches, no statistically significant differences were found when assessments were grouped according to age, sex, coaching experience, educational attainment, and number of trainings or seminars attended. Accordingly, the null hypotheses were rejected for athlete age and grade level, while they were not rejected for the other demographic groupings examined.

5. **Differences in Athletes' Performance According to Respondent Profile.**

The analysis showed that athletes' assessments of their performance did not significantly differ according to age, sex, grade level, or length of playing experience. However, a statistically significant difference was found when athletes were grouped according to sports event. In the coaches' assessments of athletes' performance, no statistically significant differences were found according to coach age, sex, coaching experience, educational attainment, or trainings and seminars attended. Thus, the null hypothesis was rejected for sports event, while the null hypotheses for the other groupings were not rejected.

6. **Relationship Between Sports Development Programs and Athletes' Performance.**

Pearson correlation analysis revealed a moderate positive and statistically significant relationship between sports development programs and athletes' performance based on the reported assessment. The obtained correlation coefficient was r

= .474 with $p < .001$. Thus, the null hypothesis stating that there is no significant relationship between sports development programs and athletes' performance was rejected. The result indicates that higher assessments of sports development programs were associated with higher assessments of athletes' performance.

7. Basis for the Proposed Strategic Enhancement Program.

The findings provided an empirical basis for developing a Strategic Enhancement Program for sports development in the secondary schools of the Division of Las Piñas. The proposed program is grounded on the identified strengths and areas requiring further attention, particularly the implementation of training programs, improvement of sports facilities and equipment, strengthening of coaching competence and support, enhancement of institutional and administrative support, and development of athletes across technical, physical, tactical, and psychological dimensions.

This section presents the conclusions derived from the major findings of the study. The conclusions are based on the empirical evidence presented in the preceding chapters and directly address the research questions guiding the study. Each conclusion synthesizes the essential meaning of the findings without unnecessarily repeating statistical details.

Based on the findings of the study, the following conclusions were drawn:

Respondent Profile. The demographic characteristics of the athletes and coaches demonstrate a diverse secondary-school sports population in the Division of Las Piñas. Athletes were predominantly adolescents with relatively short to moderate playing experience, while coaches represented varied ages and professional experience. The generally limited participation of coaches in sports-related trainings and seminars provides an important contextual characteristic of the sports development environment examined in the study.

Level of Sports Development Programs. Sports development programs in the secondary schools of the Division of Las Piñas are generally Implemented. Coaching Competence and Support emerged as the strongest dimension, while Sports Facilities and Equipment obtained the comparatively lowest assessment. This indicates that the existing sports development system has established program and coaching mechanisms, but resource-related aspects remain an area requiring continued attention.

Extent of Athletes' Performance. Athletes' performance is generally demonstrated at a High Extent across technical, physical, tactical, and psychological dimensions. Psychological Readiness obtained the highest assessment, whereas Physical Conditioning received the lowest. The findings therefore indicate that athlete performance is multidimensional and that the four domains collectively characterize the performance of athletes within the research setting.

Differences in Sports Development Programs. Athletes' assessments of sports development programs vary significantly according to age and grade level, but not according to sex and length of playing experience. In contrast, coaches' assessments do not significantly differ according to age, sex, coaching experience, educational attainment, or number of trainings and seminars attended. Thus, differences in perceived program implementation are evident in selected athlete demographic groups but are not consistently observed across coach characteristics.

Differences in Athletes' Performance. Athletes' assessments of their performance do not significantly differ according to age, sex, grade level, or length of playing experience. However, performance assessments differ significantly according to sports event. Coaches' assessments of athletes' performance likewise do not significantly differ when grouped according to their demographic and professional characteristics. These findings indicate that sports-specific context is more clearly associated with differences in perceived athlete performance than the demographic characteristics examined in the study.

Relationship Between Sports Development Programs and Athletes' Performance. There is a moderate, positive, and statistically significant relationship between sports development programs and athletes' performance. The finding indicates that higher assessments of sports development programs are associated with higher assessments of athletes' performance. However, the correlational nature of the analysis does not establish that sports development programs directly cause changes in athlete performance.

Basis for the Strategic Enhancement Program. The collective findings establish an empirical basis for developing a Strategic Enhancement Program for secondary-school sports in the Division of Las Piñas. The enhancement program should build upon existing strengths in coaching competence and support while giving particular attention to sports facilities and equipment, continuing coach development, physical conditioning, and sport-specific athlete development. The program should likewise recognize differences associated with athletes' age, grade level, and sports event.

Taken together, the conclusions indicate that sports development in the secondary schools of the Division of Las Piñas is an established but continuously improvable system. The significant relationship between sports development programs and athletes' performance further demonstrates the importance of examining program conditions alongside athlete outcomes. The

findings provide a context-specific empirical foundation for strengthening school-based sports development through systematic, responsive, and evidence-informed enhancement initiatives.

Based on the findings and limitations of the study, the following recommendations are proposed for future research:

Replication across broader settings. Future researchers may replicate the study in other public and private secondary schools, school divisions, or geographic regions to determine whether the observed patterns in sports development programs and athletes' performance are consistent across different institutional and geographic contexts.

Inclusion of additional explanatory variables. Subsequent studies may examine other factors that may be associated with athletes' performance, such as training frequency and intensity, quality and accessibility of facilities, coach–athlete relationships, athlete motivation, psychological support, injury history, competition exposure, nutrition, and recovery practices. Including these variables may provide a more comprehensive understanding of factors associated with athlete development.

Use of longitudinal and mixed-methods designs. Future research may employ longitudinal designs to examine changes in sports development and athlete performance over time. Mixed-methods studies may also combine quantitative assessments with interviews, focus-group discussions, or observations to provide deeper explanations of the patterns identified through statistical analysis.

Use of objective performance measures. Future researchers may complement perception-based questionnaires with objective indicators, such as standardized physical-fitness assessments, technical-skill assessments, competition records, attendance and training logs, injury records, and verified performance results. This may provide additional evidence for examining the relationship between sports development programs and actual athlete performance.

Further investigation of sport-specific differences. Since significant differences in athlete performance were observed according to sports event, future studies may conduct sport-specific investigations to determine whether the training requirements, facilities, coaching approaches, and performance indicators differ across team and individual sports.

Evaluation of the proposed Strategic Enhancement Program. Future researchers may conduct an evaluation of the proposed Strategic Enhancement Program after its implementation. A pretest–posttest, quasi-experimental, or longitudinal design may be used to determine whether the interventions are associated with measurable changes in program implementation and athlete performance and whether these changes are sustained over time.

Expansion of stakeholder perspectives. Subsequent research may include school administrators, athletic coordinators, parents, teachers, and other relevant stakeholders to provide a broader understanding of the institutional factors that facilitate or constrain school-based sports development.

These recommendations may guide future scholarly inquiry toward a more comprehensive, longitudinal, objective, and context-sensitive understanding of sports development programs and athlete performance. They may also provide opportunities to further examine and evaluate evidence-informed strategies for strengthening secondary-school sports development.

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