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Sports Club Implementation and Physical Literacy Among Junior High School Students: Basis for An Enhanced School Sports Development Framework

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ABSTRACT: This study determined the extent of School Sports Club (SSC) implementation and its relationship with physical literacy among Junior High School students as a basis for developing an Enhanced School Sports Development Framework. Employing a quantitative descriptive-correlational research design, the study involved 152 students selected through stratified random sampling from a population of 244 School Sports Club participants. Data were collected using a structured questionnaire and analyzed through descriptive statistics, independent-samples t-test, one-way analysis of variance, and Pearson product-moment correlation at the 0.05 level of significance. Findings revealed that SSC implementation was assessed to a Very High Extent (M = 3.6447), with program management and administrator support receiving the highest assessment, followed by facilities and equipment. Similarly, respondents demonstrated a Very High level of self-reported physical literacy (M = 3.6719), with knowledge and understanding obtaining the highest assessment, followed by confidence and physical competence. No significant differences were found in the overall assessments of SSC implementation and physical literacy across respondent profile variables. However, significant differences were identified in equipment assessments according to age ($p = .039$) and in confidence ($p = .020$) and physical competence ($p = .034$) according to sex. Significant positive relationships were established between overall physical literacy and program management and administrator support ($r = .565$), facilities ($r = .702$), and equipment ($r = .766$), all at $p < .001$. Equipment demonstrated the strongest association with physical literacy. The study concluded that more favorable assessments of SSC implementation were associated with higher self-reported physical literacy, although causality could not be established. Based on these findings, the Enhanced School Sports Development Framework was proposed to strengthen administrative leadership, sports facilities, equipment sustainability, inclusive physical literacy development, and continuous program evaluation.

KEYWORDS: physical literacy, program management school, sports club implementation, sports facilities and equipment, school sports development framework

I. INTRODUCTION

Physical literacy has become a central concept in contemporary physical education because it promotes lifelong engagement in physical activity and supports the holistic development of learners. Whitehead conceptualized physical literacy as the motivation, confidence, physical competence, knowledge, and understanding that enable individuals to value and take responsibility for maintaining physically active lifestyles throughout their lives. This multidimensional perspective extends beyond the acquisition of motor skills by emphasizing affective, cognitive, and behavioral development that encourages sustained participation in physical activity. Recent evidence has reinforced the importance of physical literacy in improving children's health, well-being, and educational outcomes, making it a critical objective of school-based physical education and sports programs (Grauduszus et al., 2024; Mayordomo-Pinilla et al., 2025).

Schools serve as one of the most influential environments for developing physically literate learners because they provide structured opportunities for students to participate in physical education, organized sports, and recreational activities. Among these opportunities, school sports clubs provide an avenue for learners to extend their experiences beyond regular classroom instruction while developing physical competence, confidence, teamwork, leadership, discipline, resilience, and social responsibility. Participation in organized school sports has been associated with higher levels of physical literacy, improved physical fitness, greater psychological well-being, and increased engagement in lifelong physical activity (Melby et al., 2022; Sunda et al., 2022). Likewise, recent systematic evidence suggests that integrating physical literacy into school sports programs creates

meaningful learning experiences that positively influence learners' physical, cognitive, and affective development (Valle-Muñoz et al., 2025).

More specifically, there remains a need to examine how program management and administrator support, facilities, and equipment relate to the development of physical literacy, particularly in terms of confidence, physical competence, and knowledge and understanding. Addressing this gap may provide context-specific evidence that can guide school administrators, teachers, sports coordinators, coaches, and policymakers in strengthening the implementation of school sports programs. Such evidence is particularly relevant in light of the recent institutionalization of School Sports Clubs and the continuing emphasis on learner development, health, quality education, and effective school governance.

Guided by these considerations, the present study seeks to determine the extent of school sports club implementation and its relationship with physical literacy among Junior High School students. Specifically, it examines school sports club implementation in terms of program management and administrator support, facilities, and equipment, and physical literacy in terms of confidence, physical competence, and knowledge and understanding. The findings are expected to contribute to the growing body of knowledge on school sports development and provide an empirical basis for the development of an Enhanced School Sports Development Framework that may assist schools in strengthening school sports club implementation and promoting the physical literacy of Junior High School learners.

Research Question

This study aimed to determine the extent of School Sports Club implementation and its relationship with physical literacy among Junior High School students as the basis for developing an Enhanced School Sports Development Framework.

Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1. Age;
    1.2. Sex;
    1.3. Grade Level; and
    1.4. Sports Event?
2. What is the extent of School Sports Club implementation in terms of:
    2.1. Program Management and Administrator Support;
    2.2. Facilities; and
    2.3. Equipment?
3. What is the level of physical literacy among Junior High School students in terms of:
    3.1. Confidence;
    3.2. Physical Competence; and
    3.3. Knowledge and Understanding?
4. Is there a significant difference in the extent of School Sports Club implementation when respondents are grouped according to their profile variables?
5. Is there a significant difference in the level of physical literacy when respondents are grouped according to their profile variables?
6. Is there a significant relationship between the extent of School Sports Club implementation and physical literacy among Junior High School students?
7. Based on the findings of the study, what Enhanced School Sports Development Framework may be proposed to strengthen School Sports Club implementation and promote the physical literacy of Junior High School students?

II. SCOPE AND LIMITATION OF THE STUDY

This study determined the extent of School Sports Club implementation and its relationship with physical literacy among Junior High School students at Barotuan National High School, El Nido, Palawan, during School Year 2026–2027. It employed a quantitative descriptive-correlational research design involving 152 Junior High School students selected through stratified random sampling from a population of 244 School Sports Club members or active participants. The respondents represented Grades 7, 8, 9, and 10. Their profiles were examined in terms of age, sex, grade level, and sports event.

The study specifically examined School Sports Club implementation in terms of program management and administrator support, facilities, and equipment. Physical literacy was assessed in terms of confidence, physical competence, and knowledge and understanding. Data were collected using a structured survey questionnaire that measured the respondents' perceptions of

School Sports Club implementation and their self-reported physical literacy. Descriptive and inferential statistical procedures were employed to determine the extent of implementation, level of physical literacy, significant differences according to respondent profiles, and significant relationships between the major study variables. The findings served as the empirical basis for developing an Enhanced School Sports Development Framework.

The study was delimited to the identified variables, selected respondents, and research locale. It did not examine other factors that may be associated with physical literacy, such as academic performance, socioeconomic status, health conditions, family support, and other personal or environmental influences. Furthermore, the assessment of physical literacy was limited to the respondents' self-reported confidence, perceived physical competence, and knowledge and understanding rather than direct assessments of movement performance or actual physical activity behavior. Given its descriptive-correlational design, the study established statistical associations rather than causal relationships. The proposed Enhanced School Sports Development Framework was developed specifically for the context of the selected school, and its implementation, effectiveness, and applicability to other educational settings require further evaluation and validation.

FRAMEWORK

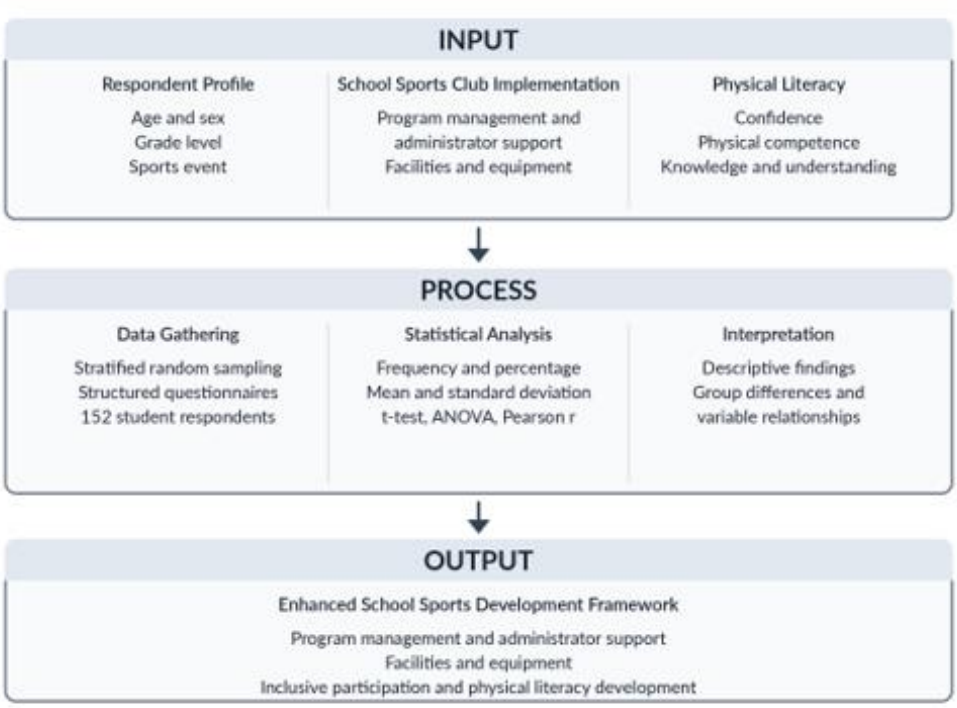


Figure 1. *Conceptual Framework of the Study*

The conceptual framework of the study was organized using the Input–Process–Output (IPO) Model, which illustrated the systematic progression of the research from the identification and measurement of variables to the analysis and interpretation of data and the development of an Enhanced School Sports Development Framework. The model provided a structured representation of how the respondents' profiles, School Sports Club implementation, and physical literacy were examined through quantitative research procedures. It was anchored on Whitehead's Physical Literacy Theory, Self-Determination Theory, and Social Ecological Theory, which collectively provided the theoretical foundation for understanding physical literacy and the organizational and environmental conditions associated with learners' participation in school sports. Figure 1 presents the conceptual framework of the study.

The input component comprised three major elements: the respondents' profiles, School Sports Club implementation, and physical literacy. The respondents' profiles included age, sex, grade level, and sports event, which served as grouping variables in examining significant differences in the study variables. School Sports Club implementation represented the independent variable and was examined in terms of program management and administrator support, facilities, and equipment. These dimensions described the organizational and resource-related conditions associated with implementing school-based sports activities. Physical literacy represented the dependent variable and was assessed in terms of confidence, physical competence, and

knowledge and understanding. These dimensions reflected the learners' self-reported attributes associated with their ability to participate meaningfully in physical activities. Collectively, the input variables established the basis for the descriptive and inferential analyses conducted in the study.

The process component described the systematic procedures employed in gathering, analyzing, and interpreting the research data. The study utilized a quantitative descriptive-correlational research design involving 152 Junior High School students selected through stratified random sampling. Data were gathered using structured survey questionnaires designed to assess the respondents' perceptions of School Sports Club implementation and their self-reported physical literacy. The responses were organized, encoded, verified, and subjected to appropriate descriptive and inferential statistical procedures. Frequency counts and percentages were used to describe the respondents' profiles, while weighted means and standard deviations were employed to determine the extent of School Sports Club implementation and the level of physical literacy. The independent-samples t-test and one-way Analysis of Variance (ANOVA) were utilized to determine significant differences when respondents were grouped according to their profile variables. Pearson product-moment correlation was employed to examine the relationships between School Sports Club implementation and physical literacy. The inferential analyses were conducted at the 0.05 level of significance. The resulting statistical findings were interpreted in relation to the research questions, hypotheses, reviewed literature, and theoretical foundations of the study.

The output component was the Enhanced School Sports Development Framework, which was developed from the empirical findings of the study. The framework provided research-based directions for strengthening program management and administrator support, improving the availability and adequacy of sports facilities and equipment, promoting inclusive and meaningful sports participation, and supporting the physical literacy development of Junior High School students. It was intended to guide school administrators, Physical Education teachers, sports coordinators, coaches, and other relevant stakeholders in improving the planning, implementation, monitoring, and evaluation of School Sports Club programs. As a proposed practical output, the framework provided an organized basis for future implementation and evaluation rather than representing an intervention whose effectiveness had already been established.

The IPO Model was supported by the three theoretical foundations of the study. Whitehead's Physical Literacy Theory emphasized the importance of confidence, physical competence, and knowledge and understanding in sustaining meaningful participation in physical activity (Whitehead, 2010, 2019). Self-Determination Theory explained how supportive environments and experiences that address learners' psychological needs for autonomy, competence, and relatedness may encourage motivation and continued participation in physical activities (Deci & Ryan, 1985; Ryan & Deci, 2020). Social Ecological Theory emphasized the influence of organizational and environmental conditions, including institutional support, facilities, and equipment, on opportunities for physical activity participation (McLeroy et al., 1988). Together, these theoretical perspectives provided a basis for interpreting the relationships examined in the study and identifying relevant considerations for the proposed framework.

The conceptual framework was aligned with the seven Statements of the Problem. The input component corresponded to the identification of the respondents' profiles, the assessment of School Sports Club implementation, and the determination of the level of physical literacy. The process component addressed the statistical examination of differences and relationships among the study variables. The output component corresponded to the development of the Enhanced School Sports Development Framework based on the research findings. The directional connections in the IPO Model represented the progression of research activities from input to process and output, rather than causal relationships between School Sports Club implementation and physical literacy. Thus, the framework provided a coherent structure for conducting the investigation, interpreting its findings, and translating the resulting evidence into a practical school sports development framework.

Research Design

This study employed a quantitative descriptive-correlational research design to determine the extent of School Sports Club implementation and its relationship with physical literacy among Junior High School students. The quantitative approach was appropriate because the study involved the systematic collection, measurement, and statistical analysis of numerical data to describe the variables, examine differences across respondent groups, and determine relationships between School Sports Club implementation and physical literacy. According to Creswell and Creswell (2023), quantitative research provides a systematic approach to measuring variables, examining relationships, and drawing conclusions based on statistical evidence.

The descriptive component was utilized to determine the respondents' profiles in terms of age, sex, grade level, and sports event; assess the extent of School Sports Club implementation in terms of program management and administrator support, facilities, and equipment; and determine the level of physical literacy in terms of confidence, physical competence, and knowledge

and understanding. Descriptive research was appropriate because it enabled the researcher to examine and characterize the existing conditions of the variables without manipulating the participants' experiences or the school sports environment.

The correlational component was employed to determine whether significant relationships existed between School Sports Club implementation and physical literacy among Junior High School students. Correlational research examines the strength and direction of associations between naturally occurring variables without experimental manipulation (Fraenkel et al., 2023). This approach was appropriate because the study investigated whether variations in the perceived extent of School Sports Club implementation were associated with variations in students' self-reported physical literacy. The study also examined significant differences in the major variables when respondents were grouped according to age, sex, grade level, and sports event. Because the investigation employed a nonexperimental correlational design, the identified relationships were interpreted as statistical associations rather than evidence of causal effects.

The research design was consistent with the Input–Process–Output (IPO) conceptual framework of the study. The input component consisted of the respondents' profiles, School Sports Club implementation as the independent variable, and physical literacy as the dependent variable. The process component involved the administration of structured survey questionnaires and the application of descriptive and inferential statistical procedures to analyze the collected data. The output component was the Enhanced School Sports Development Framework, which was developed based on the empirical findings to provide research-based directions for strengthening School Sports Club implementation and promoting physical literacy among Junior High School students.

Through this research design, the study systematically examined the extent of School Sports Club implementation, the level of physical literacy, significant differences according to respondents' profile variables, and significant relationships between the two major constructs. The findings provided the empirical foundation for the development of the Enhanced School Sports Development Framework without implying that the proposed framework had already been implemented or its effectiveness established.

Research Instrument

The primary instrument utilized in the study was a researcher-developed structured survey questionnaire designed to gather data on the extent of School Sports Club implementation and the level of physical literacy among Junior High School students. The questionnaire was developed based on the reviewed literature, relevant theoretical foundations, the conceptual framework of the study, and the provisions of DepEd Order No. 022, s. 2025, concerning the institutionalization of School Sports Clubs in public schools. The instrument was organized into three parts to ensure alignment with the research objectives, operational definitions, and Statement of the Problem.

Part I. Respondents' Profile. The first part gathered the demographic characteristics of the respondents in terms of age, sex, grade level, and sports event. These profile variables were used to describe the respondents and served as grouping variables in determining significant differences in the extent of School Sports Club implementation and the level of physical literacy. The information gathered addressed the first research question and provided the basis for the comparative analyses corresponding to the fourth and fifth research questions.

Part II. School Sports Club Implementation. The second part measured the perceived extent of School Sports Club implementation, which served as the independent variable of the study. It consisted of 15 statements distributed equally across three dimensions: program management and administrator support, facilities, and equipment, with five statements for each dimension. Program management and administrator support assessed the organization, supervision, administrative assistance, and monitoring of School Sports Club activities. Facilities examined the availability, adequacy, safety, maintenance, and accessibility of sports facilities, while equipment assessed the adequacy, condition, suitability, accessibility, and maintenance of sports equipment. The questionnaire items were developed with reference to DepEd Order No. 022, s. 2025, UNESCO's Quality Physical Education Framework, and related scholarly literature concerning the implementation of school-based sports programs.

The respondents assessed the extent of School Sports Club implementation using a four-point Likert-type scale with the following response categories: 4 – Very High Extent, 3 – High Extent, 2 – Low Extent, and 1 – Very Low Extent. Higher numerical ratings indicated a greater perceived extent of implementation. The responses were analyzed using weighted means and standard deviations to describe the extent of implementation across the three dimensions.

Part III. Physical Literacy. The third part measured the respondents' self-reported level of physical literacy, which served as the dependent variable of the study. It consisted of 15 statements distributed equally across three dimensions: confidence, physical competence, and knowledge and understanding, with five statements for each dimension. Confidence assessed the learners' self-belief and willingness to participate in sports and physical activities. Physical competence examined their perceived

ability to perform movement skills and participate effectively in various physical activities. Knowledge and understanding assessed their awareness and comprehension of physical activity principles, sports rules, safety practices, health benefits, and the importance of maintaining an active lifestyle. The questionnaire items were developed based on Whitehead's Physical Literacy Theory and related literature concerning the multidimensional nature of physical literacy.

The respondents assessed their physical literacy using a four-point Likert-type scale with the following response categories: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. Higher numerical ratings indicated higher self-reported levels of physical literacy. The responses were analyzed using weighted means and standard deviations to determine the level of physical literacy across the three dimensions. Since the instrument relied on self-reported assessments, the results reflected the respondents' perceptions of their physical literacy rather than objectively measured physical competence or actual physical activity performance.

The questionnaire contained a total of 30 assessment statements, comprising 15 items for School Sports Club implementation and 15 items for physical literacy, in addition to the respondents' profile questions. Before its administration, the instrument underwent content validation and pilot-testing procedures to examine its relevance, clarity, suitability, and reliability. The finalized questionnaire was administered to the 152 selected respondents following the established data collection procedures. The information obtained was used to describe the respondents' profiles, determine the extent of School Sports Club implementation, assess their level of physical literacy, examine significant differences according to profile variables, and determine significant relationships between the major research variables. The complete research instrument is presented in Appendix A.

Data Management and Data Analysis Procedures

The data gathered in the study were systematically organized, managed, and analyzed to ensure the accuracy, consistency, and integrity of the research findings. Following the retrieval of the accomplished questionnaires, the responses were examined for completeness and consistency. The collected data were coded, encoded, and prepared for statistical processing using the Statistical Package for the Social Sciences (SPSS). Data verification procedures included checking for encoding errors, missing responses, and inconsistencies before conducting the statistical analyses. The information was handled in accordance with the confidentiality and data protection measures established in the study.

Descriptive and inferential statistical procedures were employed to analyze the data and address the research questions. Frequency counts and percentages were utilized to describe the respondents' profiles in terms of age, sex, grade level, and sports event. These procedures addressed the first research question and provided a demographic description of the 152 Junior High School respondents.

Weighted means and standard deviations were used to determine the extent of School Sports Club implementation in terms of program management and administrator support, facilities, and equipment, as well as the level of physical literacy in terms of confidence, physical competence, and knowledge and understanding. The weighted means were used to summarize the respondents' ratings, while the standard deviations described the variability of their responses. Composite means were also computed to summarize the assessments of the major research variables. These descriptive procedures addressed the second and third research questions. The results were interpreted according to the four-point rating scales established for the respective variables.

An independent-samples t-test was employed to determine whether significant differences existed in School Sports Club implementation and physical literacy when respondents were grouped according to sex. This statistical procedure was appropriate for examining differences between the two sex categories represented in the study. The analyses addressed the sex-related comparisons under the fourth and fifth research questions.

One-way Analysis of Variance (ANOVA) was employed to determine whether significant differences existed in School Sports Club implementation and physical literacy when respondents were grouped according to age, grade level, and sports event. This procedure was utilized to compare the assessments of respondents across the categories of the identified grouping variables. Together with the independent-samples t-test, ANOVA addressed the fourth and fifth research questions and provided the statistical basis for evaluating the corresponding null hypotheses.

The Pearson product-moment correlation coefficient (Pearson's r) was employed to determine the strength, direction, and statistical significance of the relationships between School Sports Club implementation and physical literacy. Specifically, the analysis examined the relationships of program management and administrator support, facilities, and equipment with confidence, physical competence, knowledge and understanding, and overall physical literacy. Positive correlation coefficients indicated that higher perceived levels of School Sports Club implementation tended to be associated with higher self-reported physical literacy, whereas negative coefficients would indicate an inverse association. The correlational analyses addressed the sixth research question and provided evidence concerning the relationships between the major variables.

The null hypotheses were tested at the 0.05 level of significance (α = 0.05). Results with p-values below 0.05 were considered statistically significant and served as the basis for rejecting the corresponding null hypotheses. For results that did not meet the established significance criterion, the null hypotheses were not rejected. The statistical findings were interpreted according to the research questions, the direction and strength of the observed relationships, and the limitations of the quantitative descriptive-correlational research design. Accordingly, statistically significant associations were not interpreted as evidence of causal relationships.

The results of the descriptive and inferential statistical analyses provided the empirical evidence used to answer the research questions and evaluate the null hypotheses. The findings also served as the basis for developing the Enhanced School Sports Development Framework, which incorporated directions for strengthening program management and administrator support, improving sports facilities and equipment, promoting inclusive sports participation, supporting physical literacy development, and establishing mechanisms for monitoring and evaluation. The framework constituted the proposed practical output of the study and was not presented as an intervention whose effectiveness had already been established.

III. RESULTS

This chapter presents, analyzes, and interprets the data gathered from the 152 Junior High School respondents in accordance with the Statement of the Problem. The findings are organized according to the sequence of the research questions, beginning with the respondents' profiles, followed by the extent of School Sports Club implementation and the level of physical literacy. The succeeding sections present the significant differences in the major research variables when respondents were grouped according to their profiles and the relationships between School Sports Club implementation and physical literacy. The results of the descriptive and inferential statistical analyses provided the empirical basis for the conclusions, recommendations, and Enhanced School Sports Development Framework.

1. Profile of the Respondents

This section presents the respondents' profiles in terms of age, sex, grade level, and sports event. Frequency counts and percentages were utilized to describe the distribution of the respondents according to these variables.

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Table 1. *Distribution of Respondents According to Profile Variables*

Profile Variables	Frequency (*f*)	Percentage (%)
Age		
11–12 years old	24	15.79
13–14 years old	80	52.63
15–16 years old	48	31.58
17 years old and above	0	0.00
Total	**152**	**100.00**
Sex		
Male	69	45.39
Female	83	54.61
Total	**152**	**100.00**
Grade Level		
Grade 7	35	23.03
Grade 8	44	28.95
Grade 9	40	26.32
Grade 10	33	21.71
Total	**152**	**100.00**
Sports Event		
Athletics	17	11.18
Badminton	34	22.37
Basketball	13	8.55
Volleyball	33	21.71
Softball/Baseball	13	8.55
Football/Futsal	13	8.55
Taekwondo	2	1.32
Sepak Takraw	6	3.95
Dance Sport	4	2.63
Chess	10	6.58
Swimming	3	1.97
Arnis	1	0.66
Billiards	3	1.97
Total	**152**	**100.00**

Note. Percentages were computed based on 152 respondents. Minor differences in percentage totals may occur due to rounding.

Table 1 presents the demographic profile of the 152 Junior High School students who participated in the study. In terms of age, the majority were 13–14 years old (52.63%), followed by those aged 15–16 years old (31.58%), while the smallest represented

age group was 11–12 years old (15.79%). No respondents were aged 17 years or above. Regarding sex, female respondents constituted a slightly larger proportion (54.61%) than male respondents (45.39%). In terms of grade level, Grade 8 had the highest representation (28.95%), followed by Grade 9 (26.32%), Grade 7 (23.03%), and Grade 10 (21.71%). Regarding sports event, badminton recorded the highest representation (22.37%), followed closely by volleyball (21.71%), while arnis had the lowest representation (0.66%). Overall, the findings indicate that the respondents were predominantly aged 13–14 years old, with slightly more females than males, and were distributed across all four Junior High School grade levels and various sporting events. This demographic distribution provided the basis for examining differences in School Sports Club implementation and physical literacy according to the respondents' profile variables.

2. Extent of School Sports Club Implementation

This section presents the extent of School Sports Club implementation in terms of program management and administrator support, facilities, and equipment. These dimensions describe the organizational and resource-related conditions supporting the implementation of school sports activities.

2.1 Program Management and Administrator Support

Program management and administrator support encompass the planning, organization, supervision, monitoring, evaluation, and administrative assistance provided for School Sports Club activities. These practices support the systematic implementation of organized school sports programs.

Table 2. *Extent of School Sports Club Implementation as to Program Management and Administrator Support*

Statements	Weighted Mean	SD	Interpretation	Rank
1. The School Sports Club has clearly defined goals and objectives that are communicated to students.	3.6908	0.51768	Very High Extent	3
2. School Sports Club activities are properly planned and organized throughout the school year.	3.6645	0.52669	Very High Extent	4
3. Teachers and coaches effectively supervise School Sports Club activities.	3.7368	0.47083	Very High Extent	1
4. School administrators provide adequate support for School Sports Club programs and activities.	3.6184	0.52657	Very High Extent	5
5. The implementation of School Sports Club activities is regularly monitored and evaluated for improvement.	3.7171	0.49391	Very High Extent	2
Composite Mean	**3.6855**	**0.33797**	**Very High Extent**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High Extent, 3 – High Extent, 2 – Low Extent, and 1 – Very Low Extent. Rank 1 indicates the highest weighted mean. The assessment was based on 152 respondents.

Table 2 presents the extent of School Sports Club implementation as to program management and administrator support. The composite mean of 3.6855 (SD = 0.33797), interpreted as Very High Extent, indicates that respondents generally perceived the School Sports Club as well-organized, effectively supervised, and supported by the school administration. Among the indicators, the effective supervision of School Sports Club activities by teachers and coaches obtained the highest weighted mean of 3.7368 (SD = 0.47083), followed by the regular monitoring and evaluation of activities for improvement, with a weighted mean of 3.7171 (SD = 0.49391). Conversely, administrative support received the lowest weighted mean of 3.6184 (SD = 0.52657), although it remained within the Very High Extent category. These findings identify supervision and monitoring as the highest-rated aspects of implementation, while administrative support represents a comparatively lower-rated area that warrants continued attention.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of supportive organizational conditions in school-based physical literacy initiatives. Similarly, UNESCO (2024) recognized effective governance, qualified facilitators, and institutional support as essential components of quality physical education. The results underscore the importance of sustaining effective supervision and monitoring practices while strengthening administrative assistance to support the continued implementation of School Sports Club activities.

2.2 Facilities

Sports facilities constitute an essential component of School Sports Club implementation because they provide the physical environment necessary for training, competitions, and other organized sports activities. Their availability, adequacy, safety, accessibility, and maintenance contribute to creating supportive environments for meaningful student participation.

Table 3 presents the extent of School Sports Club implementation as to facilities. The composite mean of 3.6289 (SD = 0.35316), interpreted as Very High Extent, indicates that respondents generally perceived the available sports facilities as safe, accessible, and adequately maintained. Among the indicators, the safety of sports facilities during training and competitions

obtained the highest weighted mean of 3.6908 (SD = 0.47776), followed by regular access to available facilities, with a weighted mean of 3.6447 (SD = 0.50701). Conversely, the sufficiency and appropriateness of sports facilities and the availability of adequate space received the lowest weighted means of 3.5921, both ranking 4.5, although they remained within the Very High Extent category. These results identify facility safety and accessibility as the highest-rated aspects, while facility adequacy and available space represent comparatively lower-rated areas requiring continued attention.

Table 3. *Extent of School Sports Club Implementation as to Facilities*

Statements	Weighted Mean	SD	Interpretation	Rank
1. The school provides sufficient and appropriate sports facilities needed for School Sports Club activities.	3.5921	0.54415	Very High Extent	4.5
2. The sports facilities are safe for students during training and competitions.	3.6908	0.47776	Very High Extent	1
3. The sports facilities are clean and well-maintained.	3.6225	0.51305	Very High Extent	3
4. Students participating in the School Sports Club have regular access to available sports facilities.	3.6447	0.50701	Very High Extent	2
5. The sports facilities have enough space for students to take part in School Sports Club activities.	3.5921	0.56797	Very High Extent	4.5
Composite Mean	**3.6289**	**0.35316**	**Very High Extent**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High Extent, 3 – High Extent, 2 – Low Extent, and 1 – Very Low Extent. Rank 1 indicates the highest weighted mean, while Rank 4.5 indicates tied rankings. The assessment was based on 152 respondents.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of supportive school environments in promoting physical literacy. Similarly, UNESCO (2024) underscored the importance of safe, inclusive, and appropriate facilities in delivering quality physical education. The findings highlight the importance of sustaining facility safety and accessibility while improving the adequacy and availability of sports spaces to support meaningful participation in School Sports Club activities.

2.3 Equipment

Sports equipment constitutes an essential component of School Sports Club implementation because it supports students' participation in training, skill development, and organized sports activities. The availability, adequacy, safety, accessibility, and maintenance of equipment contribute to providing meaningful and developmentally appropriate sports experiences.

Table 4. *Extent of School Sports Club Implementation as to Equipment*

Statements	Weighted Mean	SD	Interpretation	Rank
1. The School Sports Club provides enough sports equipment for students' training and activities.	3.5987	0.57842	Very High Extent	3
2. The sports equipment is in good condition and safe to use.	3.6447	0.48018	Very High Extent	2
3. The available sports equipment is appropriate for the different sports activities offered by the School Sports Club.	3.6776	0.55911	Very High Extent	1
4. Students have sufficient access to sports equipment during School Sports Club activities.	3.5921	0.53184	Very High Extent	4
5. The school regularly maintains or replaces sports equipment when necessary.	3.5855	0.58052	Very High Extent	5
Composite Mean	**3.6197**	**0.38568**	**Very High Extent**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High Extent, 3 – High Extent, 2 – Low Extent, and 1 – Very Low Extent. Rank 1 indicates the highest weighted mean. The assessment was based on 152 respondents.

Table 4 presents the extent of School Sports Club implementation as to equipment. The composite mean of 3.6197 (SD = 0.38568), interpreted as Very High Extent, indicates that respondents generally perceived the available sports equipment as appropriate, safe, and accessible for School Sports Club activities. Among the indicators, the appropriateness of sports equipment for different sports activities obtained the highest weighted mean of 3.6776 (SD = 0.55911), followed by the good condition and safety of sports equipment, with a weighted mean of 3.6447 (SD = 0.48018). Conversely, the regular maintenance or replacement of sports equipment received the lowest weighted mean of 3.5855 (SD = 0.58052), followed by students' access to available equipment, with a weighted mean of 3.5921 (SD = 0.53184). Although all indicators were interpreted as Very High Extent, the findings identify equipment maintenance, replacement, and accessibility as comparatively lower-rated aspects requiring continued attention.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of adequate resources and supportive implementation conditions in school-based physical literacy initiatives. Similarly, McLennan and Thompson (2015) highlighted the provision of appropriate resources as an essential element of quality physical education. The results underscore

the importance of sustaining the availability and suitability of sports equipment while strengthening maintenance, replacement, and accessibility measures to support meaningful participation in School Sports Club activities.

Overall, School Sports Club implementation obtained a composite mean of 3.6447 (SD = 0.32031), interpreted as Very High Extent. Among the three dimensions, program management and administrator support received the highest assessment (M = 3.6855), followed by facilities (M = 3.6289) and equipment (M = 3.6197). These findings indicate that respondents generally perceived favorable organizational and resource-related conditions supporting School Sports Club activities. Although all dimensions were rated Very High Extent, equipment received the lowest assessment, highlighting the need for continued attention to equipment adequacy, accessibility, and maintenance. These results are consistent with Grauduszus et al. (2024), who emphasized the importance of supportive implementation conditions in school-based physical literacy initiatives.

3. Level of Physical Literacy Among Junior High School Students

This section presents the respondents' level of physical literacy in terms of confidence, physical competence, and knowledge and understanding. These dimensions reflect the learners' self-reported attributes associated with meaningful participation in sports and physical activities.

3.1 Confidence

Confidence constitutes an essential dimension of physical literacy because it reflects students' belief in their ability to participate successfully in sports and physical activities. It influences their willingness to explore unfamiliar activities, overcome challenges, and engage in meaningful movement experiences.

Table 5. *Level of Physical Literacy Among Junior High School Students as to Confidence*

Statements	Weighted Mean	SD	Interpretation	Rank
1. I feel confident participating in different sports and physical activities organized by the school.	3.6776	0.52237	Very High	2
2. I am willing to try new sports or physical activities even if they are unfamiliar to me.	3.6053	0.55383	Very High	5
3. I believe that I can successfully perform the physical activities required during School Sports Club programs.	3.6184	0.55115	Very High	3.5
4. I remain confident even when I face challenges during sports or physical activities.	3.6184	0.56304	Very High	3.5
5. I feel comfortable participating in sports activities with my classmates and teammates.	3.7171	0.50714	Very High	1
Composite Mean	**3.6474**	**0.37592**	**Very High**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. Rank 1 indicates the highest weighted mean, while Rank 3.5 indicates tied rankings. The assessment was based on 152 respondents.

Table 5 presents the level of physical literacy among Junior High School students as to confidence. The composite mean of 3.6474 (SD = 0.37592), interpreted as Very High, indicates that respondents generally reported strong confidence in participating in sports and physical activities. Among the indicators, feeling comfortable participating with classmates and teammates obtained the highest weighted mean of 3.7171 (SD = 0.50714), followed by confidence in participating in different school-organized sports activities, with a weighted mean of 3.6776 (SD = 0.52237). Conversely, willingness to try unfamiliar sports or physical activities received the lowest weighted mean of 3.6053 (SD = 0.55383), although it remained within the Very High category. These findings identify confidence in social participation as the highest-rated aspect, while willingness to explore unfamiliar activities represents a comparatively lower-rated area requiring continued encouragement.

The findings are consistent with Melby et al. (2022), who identified positive associations between physical literacy, sports participation, and well-being among adolescents. Similarly, Ryan and Deci (2020) emphasized the importance of perceived competence and supportive environments in promoting motivation and engagement. The results highlight the importance of providing varied, inclusive, and encouraging sports experiences that sustain learners' confidence while strengthening their willingness to participate in unfamiliar physical activities.

3.2 Physical Competence

Physical competence constitutes an essential dimension of physical literacy because it refers to students' perceived ability to perform movement skills effectively and participate in various sports and physical activities. It encompasses movement coordination, control, and the ability to perform physical tasks appropriate to individual capabilities.

Table 6. *Level of Physical Literacy Among Junior High School Students as to Physical Competence*

Statements	Weighted Mean	SD	Interpretation	Rank
1. I can perform basic movement skills needed in different sports and physical activities.	3.6316	0.52341	Very High	3
2. I can participate effectively in different sports and physical activities conducted by the School Sports Club.	3.5461	0.58501	Very High	5
3. I can perform sports skills with proper coordination and control.	3.6382	0.54650	Very High	2
4. I can perform physical activities and sports tasks appropriate to my ability level.	3.6579	0.54110	Very High	1
5. I am physically capable of participating in School Sports Club activities regularly.	3.6250	0.56160	Very High	4
Composite Mean	**3.6197**	**0.40380**	**Very High**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. Rank 1 indicates the highest weighted mean. The assessment was based on 152 respondents.

Table 6 presents the level of physical literacy among Junior High School students as to physical competence. The composite mean of 3.6197 (SD = 0.40380), interpreted as Very High, indicates that respondents generally perceived themselves as capable of performing movement skills and participating in sports and physical activities. Among the indicators, the ability to perform physical activities and sports tasks appropriate to one's ability level obtained the highest weighted mean of 3.6579 (SD = 0.54110), followed by performing sports skills with proper coordination and control, with a weighted mean of 3.6382 (SD = 0.54650). Conversely, the ability to participate effectively in different sports and physical activities conducted by the School Sports Club received the lowest weighted mean of 3.5461 (SD = 0.58501), although it remained within the Very High category. These findings indicate that respondents rated their ability to perform activities suited to their individual capabilities most favorably, while participation across different sports represented a comparatively lower-rated aspect of physical competence.

The findings are consistent with Mayordomo-Pinilla et al. (2025), who examined the relationship between physical literacy, physical activity participation, and health indicators among school-aged children. Similarly, Whitehead (2019) emphasized physical competence as an essential dimension of physical literacy that supports meaningful engagement in physical activity. The results highlight the importance of providing varied and developmentally appropriate sports experiences that strengthen students' perceived movement capabilities and encourage effective participation across different physical activities.

3.3 Knowledge and Understanding

Knowledge and understanding constitute the cognitive dimension of physical literacy, referring to students' awareness and comprehension of physical activity principles, sports rules, safety practices, and the benefits of maintaining an active lifestyle. This dimension enables learners to make informed decisions, participate responsibly in sports and physical activities, and recognize the importance of sustained physical activity for their overall well-being.

Table 7. *Level of Physical Literacy Among Junior High School Students as to Knowledge and Understanding*

Statements	Weighted Mean	SD	Interpretation	Rank
1. I understand why regular physical activity is important for good health.	3.7500	0.47799	Very High	3.5
2. I understand the rules and basic skills of the sports and physical activities offered by the School Sports Club.	3.6974	0.48881	Very High	5
3. I understand why warming up, cooling down, and following safety measures are important during physical activities.	3.7632	0.42655	Very High	2
4. I understand how participation in sports contributes to my physical, mental, emotional, and social well-being.	3.7829	0.48716	Very High	1
5. I understand how the knowledge and skills learned through the School Sports Club can help me maintain an active and healthy lifestyle.	3.7500	0.43444	Very High	3.5
Composite Mean	**3.7487**	**0.31180**	**Very High**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. Rank 1 indicates the highest weighted mean, while Rank 3.5 indicates tied rankings. The assessment was based on 152 respondents.

Table 7 presents the level of physical literacy among Junior High School students as to knowledge and understanding. The composite mean of 3.7487 (SD = 0.31180), interpreted as Very High, indicates that respondents generally reported a strong understanding of physical activity principles, safety practices, and the benefits of sports participation. Among the indicators, understanding how sports participation contributes to physical, mental, emotional, and social well-being obtained the highest weighted mean of 3.7829 (SD = 0.48716), followed by understanding the importance of warming up, cooling down, and observing safety measures, with a weighted mean of 3.7632 (SD = 0.42655). Conversely, understanding the rules and basic skills of sports and physical activities offered by the School Sports Club received the lowest weighted mean of 3.6974 (SD = 0.48881), although it remained within the Very High category. These findings indicate that respondents rated their awareness of the holistic benefits of

sports participation most favorably, while knowledge of sport-specific rules and skills represented a comparatively lower-rated area requiring continued attention.

The findings are consistent with Whitehead (2019), who emphasized knowledge and understanding as essential components of physical literacy that support meaningful and lifelong engagement in physical activity. Similarly, Valle-Muñoz et al. (2025) highlighted the importance of integrating physical literacy principles into physical education to strengthen learners' cognitive and physical development. The results underscore the importance of sustaining students' understanding of the health and developmental benefits of sports while strengthening their knowledge of sport-specific rules, fundamental skills, and safe participation practices.

3.4 Overall Assessment of the Level of Physical Literacy Among Junior High School Students

This section presents the overall level of physical literacy among Junior High School students in terms of confidence, physical competence, and knowledge and understanding. These dimensions collectively describe the learners' self-reported attributes associated with meaningful participation in sports and physical activities.

Table 8. *Overall Level of Physical Literacy Among Junior High School Students*

Parameters	Weighted Mean	SD	Interpretation	Rank
Confidence	3.6474	0.37592	Very High	2
Physical Competence	3.6197	0.40380	Very High	3
Knowledge and Understanding	3.7487	0.31180	Very High	1
Composite Mean	**3.6719**	**0.31947**	**Very High**	

Note. SD = standard deviation. The interpretation followed the four-point response scale: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. Rank 1 indicates the highest weighted mean. The overall assessment was based on 152 respondents.

Table 8 presents the overall level of physical literacy among Junior High School students. The composite mean of 3.6719 (SD = 0.31947), interpreted as Very High, indicates that respondents generally reported favorable levels of physical literacy across the three dimensions. Among these dimensions, knowledge and understanding obtained the highest weighted mean of 3.7487 (SD = 0.31180), followed by confidence, with a weighted mean of 3.6474 (SD = 0.37592). Conversely, physical competence received the lowest weighted mean of 3.6197 (SD = 0.40380), although it remained within the Very High category. These findings indicate that respondents rated their understanding of physical activity principles, safety practices, and benefits more favorably than their confidence and perceived physical competence. The comparatively lower assessment of physical competence identifies an area requiring continued attention through structured movement experiences and opportunities for skill development.

The findings are consistent with Whitehead (2019), who emphasized the integration of confidence, physical competence, and knowledge and understanding in developing physically literate individuals. Similarly, Grauduszus et al. (2024) highlighted the importance of holistic school-based physical literacy initiatives that address physical, cognitive, and affective development. The results underscore the importance of sustaining students' confidence and knowledge while strengthening their perceived movement capabilities through varied, inclusive, and developmentally appropriate sports activities.

4. Significant Difference in the Extent of School Sports Club Implementation When Respondents Are Grouped According to Their Profile Variables

This section presents the results of the inferential statistical analyses conducted to determine whether significant differences existed in the respondents' assessments of School Sports Club implementation when grouped according to age, sex, grade level, and sports event. The analyses examined program management and administrator support, facilities, equipment, and overall implementation at the 0.05 level of significance.

4.1 Significant Difference According to Age

Age was examined as a profile variable to determine whether respondents from different age groups differed significantly in their assessments of School Sports Club implementation. One-way Analysis of Variance (ANOVA) was employed to examine differences across the implementation dimensions.

Table 9 presents the results of the one-way ANOVA examining differences in the extent of School Sports Club implementation when respondents were grouped according to age. The findings revealed no statistically significant differences in program management and administrator support ($F = 0.100$, $p = .905$), facilities ($F = 2.045$, $p = .133$), and overall assessment ($F = 1.814$, $p = .167$). Since the corresponding p-values exceeded the 0.05 significance level, the null hypothesis was not rejected for these parameters. Conversely, equipment exhibited a statistically significant difference ($F = 3.321$, $p = .039$), resulting in the rejection of the null hypothesis for this dimension. This finding indicates that at least one age group differed significantly in its assessment of

sports equipment. However, the reported ANOVA results did not identify the specific age groups responsible for the difference, which would require an appropriate post hoc comparison.

Table 9. *Significant Difference in the Extent of School Sports Club Implementation When Respondents Were Grouped According to Age*

Parameters	F-value	p-value	Decision on H_o	Conclusion
Program Management and Administrator Support	0.100	.905	Fail to Reject	Not Significant
Facilities	2.045	.133	Fail to Reject	Not Significant
Equipment	3.321	.039	Reject	Significant
Overall Assessment	1.814	.167	Fail to Reject	Not Significant

Note. F = analysis of variance test statistic; p = probability value; H_o = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

The findings indicate that age was not associated with statistically significant differences in the overall assessment of School Sports Club implementation, although a significant difference was observed in equipment. Grauduszus et al. (2024) emphasized the importance of appropriate resources and supportive environments in school-based physical literacy initiatives. The findings highlight the importance of considering the potentially different equipment-related needs and experiences of students across age groups when planning sports resources and developing the Enhanced School Sports Development Framework.

4.2 Significant Difference According to Sex

Sex was examined as a profile variable to determine whether male and female respondents differed significantly in their assessments of School Sports Club implementation. An independent-samples t-test was employed to examine differences in program management and administrator support, facilities, equipment, and overall implementation.

Table 10. *Significant Difference in the Extent of School Sports Club Implementation When Respondents Were Grouped According to Sex*

Parameters	t-value	p-value	Decision on H_o	Conclusion
Program Management and Administrator Support	0.432	.666	Fail to Reject	Not Significant
Facilities	0.831	.407	Fail to Reject	Not Significant
Equipment	1.201	.232	Fail to Reject	Not Significant
Overall Assessment	0.932	.353	Fail to Reject	Not Significant

Note. t = independent-samples t-test statistic; p = probability value; H_0 = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

Table 10 presents the results of the independent-samples t-test examining differences in the extent of School Sports Club implementation when respondents were grouped according to sex. The findings revealed no statistically significant differences in program management and administrator support (t = 0.432, p = .666), facilities (t = 0.831, p = .407), equipment (t = 1.201, p = .232), and overall assessment (t = 0.932, p = .353). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected across the four parameters. These results indicate that male and female respondents did not differ significantly in their assessments of School Sports Club implementation. However, the absence of statistically significant differences does not necessarily establish identical experiences or equal access to sports resources between the two groups.

The findings are consistent with UNESCO (2024), which emphasized the importance of inclusive and equitable opportunities in quality physical education. Similarly, Carl et al. (2026) highlighted the relevance of multidimensional physical literacy principles in strengthening physical education practices. The results underscore the importance of sustaining inclusive program management, appropriate sports facilities, and accessible equipment to support meaningful participation among both male and female students.

4.3 Significant Difference According to Grade Level

Grade level was examined as a profile variable to determine whether respondents from different Junior High School grade levels differed significantly in their assessments of School Sports Club implementation. One-way Analysis of Variance (ANOVA) was employed to examine differences in program management and administrator support, facilities, equipment, and overall implementation.

Table 11. *Significant Difference in the Extent of School Sports Club Implementation When Respondents Were Grouped According to Grade Level*

Parameters	F-value	p-value	Decision on H_0	Conclusion
Program Management and Administrator Support	0.988	.400	Fail to Reject	Not Significant
Facilities	2.294	.080	Fail to Reject	Not Significant
Equipment	1.582	.196	Fail to Reject	Not Significant
Overall Assessment	1.577	.197	Fail to Reject	Not Significant

Note. F = analysis of variance test statistic; p = probability value; H_0 = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

Table 11 presents the results of the one-way ANOVA examining differences in the extent of School Sports Club implementation when respondents were grouped according to grade level. The findings revealed no statistically significant differences in program management and administrator support (F = 0.988, p = .400), facilities (F = 2.294, p = .080), equipment (F = 1.582, p = .196), and overall assessment (F = 1.577, p = .197). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected across the four parameters. Although facilities recorded the lowest p-value of .080, this result remained statistically insignificant. These findings indicate that respondents from Grades 7 to 10 did not differ significantly in their assessments of School Sports Club implementation. However, the absence of statistically significant differences does not establish that students across grade levels had identical experiences or access to sports resources.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of supportive school environments in promoting physical literacy across educational settings. Similarly, UNESCO (2024) advocated inclusive and developmentally appropriate physical education opportunities. The results highlight the importance of maintaining consistent program management and accessible sports resources across grade levels to support meaningful participation in School Sports Club activities.

4.4 Significant Difference According to Sports Event

Sports event was examined as a profile variable to determine whether respondents participating in different sports differed significantly in their assessments of School Sports Club implementation. One-way Analysis of Variance (ANOVA) was employed to examine differences in program management and administrator support, facilities, equipment, and overall implementation.

Table 12 presents the results of the one-way ANOVA examining differences in the extent of School Sports Club implementation when respondents were grouped according to sports event. The findings revealed no statistically significant differences in program management and administrator support (F = 0.978, p = .473), facilities (F = 0.852, p = .597), equipment (F = 0.863, p = .586), and overall assessment (F = 0.764, p = .686). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected across the four parameters. These findings indicate that respondents participating in different sports events did not demonstrate statistically significant differences in their assessments of School Sports Club implementation. Nevertheless, the absence of statistically significant differences does not establish that all sports groups experienced identical levels of organizational support, facility access, or equipment provision. Furthermore, the limited number of respondents in certain sports events, particularly arnis and taekwondo, warrants caution when interpreting the results of the group comparisons.

The findings are consistent with UNESCO (2024), which emphasized the importance of inclusive and equitable opportunities in school-based physical education and sports. Similarly, Grauduszus et al. (2024) highlighted the relevance of supportive environments and appropriate resources in physical literacy initiatives. The results underscore the importance of maintaining accessible sports facilities, adequate equipment, and effective program management across different sports events to support meaningful and inclusive School Sports Club participation.

5. Significant Difference in the Level of Physical Literacy When Respondents Are Grouped According to Their Profile Variables

This section presents the results of the inferential statistical analyses conducted to determine whether significant differences existed in the respondents' level of physical literacy when grouped according to age, sex, grade level, and sports event. The analyses examined confidence, physical competence, knowledge and understanding, and overall physical literacy at the 0.05 level of significance.

5.1 Significant Difference According to Age

Age was examined as a profile variable to determine whether respondents from different age groups differed significantly in their levels of physical literacy. One-way Analysis of Variance (ANOVA) was employed to examine differences in confidence, physical competence, knowledge and understanding, and overall physical literacy.

Table 13. *Significant Difference in the Level of Physical Literacy When Respondents Were Grouped According to Age*

Parameters	F-value	p-value	Decision on H_o	Conclusion
Confidence	2.401	.094	Fail to Reject	Not Significant
Physical Competence	1.788	.171	Fail to Reject	Not Significant
Knowledge and Understanding	0.874	.419	Fail to Reject	Not Significant
Overall Assessment	1.681	.190	Fail to Reject	Not Significant

Note. F = analysis of variance test statistic; p = probability value; H_o = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

Table 13 presents the results of the one-way ANOVA examining differences in the level of physical literacy when respondents were grouped according to age. The findings revealed no statistically significant differences in confidence (F = 2.401, p = .094), physical competence (F = 1.788, p = .171), knowledge and understanding (F = 0.874, p = .419), and overall assessment (F = 1.681, p = .190). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected across the four parameters. Among the dimensions, confidence recorded the lowest p-value of .094, followed by physical competence at .171 and knowledge and understanding at .419. However, none of these differences reached statistical significance. These findings indicate that the analysis did not establish significant age-related differences in the respondents' self-reported physical literacy. Nevertheless, the absence of statistically significant differences does not establish that learners across age groups possessed identical physical capabilities, confidence, or knowledge.

The findings are consistent with Melby et al. (2022), who emphasized the relevance of physical literacy to adolescents' sports participation and well-being. Similarly, Mayordomo-Pinilla et al. (2025) highlighted the relationship between physical literacy, physical activity participation, and health indicators among school-aged children. The results underscore the importance of providing meaningful, inclusive, and developmentally appropriate sports experiences across age groups to support students' continued physical literacy development.

5.2 Significant Difference According to Sex

Sex was examined as a profile variable to determine whether male and female respondents differed significantly in their levels of physical literacy. An independent-samples t-test was employed to examine differences in confidence, physical competence, knowledge and understanding, and overall physical literacy.

Table 14. *Significant Difference in the Level of Physical Literacy When Respondents Were Grouped According to Sex*

Parameters	t-value	p-value	Decision on H_o	Conclusion
Confidence	2.345	.020	Reject	Significant
Physical Competence	2.138	.034	Reject	Significant
Knowledge and Understanding	0.177	.859	Fail to Reject	Not Significant
Overall Assessment	1.871	.063	Fail to Reject	Not Significant

Note. t = independent-samples t-test statistic; p = probability value; H_o = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

Table 14 presents the results of the independent-samples t-test examining differences in the level of physical literacy when respondents were grouped according to sex. The findings revealed statistically significant differences in confidence (t = 2.345, p = .020) and physical competence (t = 2.138, p = .034). Since both p-values were below the 0.05 significance level, the null hypothesis was rejected for these dimensions. These findings indicate that male and female respondents differed significantly in their self-reported confidence and physical competence. However, the available statistical summary did not establish which group obtained higher assessments because the corresponding group means were not presented. Conversely, no statistically significant differences were observed in knowledge and understanding (t = 0.177, p = .859) and overall physical literacy (t = 1.871, p = .063). Since both p-values exceeded the established significance level, the null hypothesis was not rejected for these parameters. These results indicate that sex-related differences were statistically evident in specific dimensions of physical literacy but not in the overall assessment.

The findings are relevant to Sunda et al. (2022), who examined physical literacy and organized sports participation among adolescents using gender-stratified analysis. Similarly, Ryan and Deci (2020) emphasized the importance of perceived competence and supportive environments in promoting motivation and engagement. The results underscore the importance of providing inclusive, supportive, and developmentally appropriate sports experiences that address differences in students' confidence and perceived physical competence while promoting equitable opportunities for participation regardless of sex.

5.3 Significant Difference According to Grade Level

Grade level was examined as a profile variable to determine whether respondents from different Junior High School grade levels differed significantly in their levels of physical literacy. One-way Analysis of Variance (ANOVA) was employed to examine differences in confidence, physical competence, knowledge and understanding, and overall physical literacy.

Table 15. *Significant Difference in the Level of Physical Literacy When Respondents Were Grouped According to Grade Level*

Parameters	F-value	p-value	Decision on H_o	Conclusion
Confidence	1.804	.149	Fail to Reject	Not Significant
Physical Competence	2.544	.058	Fail to Reject	Not Significant
Knowledge and Understanding	1.098	.352	Fail to Reject	Not Significant
Overall Assessment	2.130	.099	Fail to Reject	Not Significant

Note. F = analysis of variance test statistic; p = probability value; H_o = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

Table 15 presents the results of the one-way ANOVA examining differences in the level of physical literacy when respondents were grouped according to grade level. The findings revealed no statistically significant differences in confidence (F = 1.804, p = .149), physical competence (F = 2.544, p = .058), knowledge and understanding (F = 1.098, p = .352), and overall assessment (F = 2.130, p = .099). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected across the four parameters. Among the dimensions, physical competence recorded the lowest p-value of .058, followed by confidence at .149 and knowledge and understanding at .352. Although physical competence produced a result close to the established significance threshold, it remained statistically insignificant. These findings indicate that the analysis did not establish significant differences in the respondents' self-reported physical literacy across Grades 7 to 10. Nevertheless, the absence of statistically significant differences does not establish that students across grade levels possessed identical physical abilities, confidence, or knowledge.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of providing holistic physical literacy experiences in school settings. Similarly, Whitehead (2019) highlighted the continuous development of physical literacy through meaningful movement experiences. The results underscore the importance of sustaining inclusive and developmentally appropriate sports activities across grade levels to support students' confidence, perceived physical competence, and knowledge and understanding.

5.4 Significant Difference According Sports Event

Sports event was examined as a profile variable to determine whether respondents participating in different sporting activities differed significantly in their levels of physical literacy. One-way Analysis of Variance (ANOVA) was employed to examine differences in confidence, physical competence, knowledge and understanding, and overall physical literacy.

Table 16. *Significant Difference in the Level of Physical Literacy When Respondents Were Grouped According to Sports Event*

Parameters	F-value	p-value	Decision on H_o	Conclusion
Confidence	0.937	.512	Fail to Reject	Not Significant
Physical Competence	0.680	.768	Fail to Reject	Not Significant
Knowledge and Understanding	0.812	.638	Fail to Reject	Not Significant
Overall Assessment	0.800	.650	Fail to Reject	Not Significant

Note. F = analysis of variance test statistic; p = probability value; H_o = null hypothesis. The level of significance was set at α = .05. The null hypothesis was rejected when p was less than .05.

Table 16 presents the results of the one-way ANOVA examining differences in the level of physical literacy when respondents were grouped according to sports event. The findings revealed no statistically significant differences in confidence (F = 0.937, p = .512), physical competence (F = 0.680, p = .768), knowledge and understanding (F = 0.812, p = .638), and overall assessment (F = 0.800, p = .650). Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected across the four parameters. Among the dimensions, confidence recorded the lowest p-value of .512, followed by knowledge and understanding at .638 and physical competence at .768. However, none of these differences reached statistical significance. These findings indicate that the analysis did not establish significant differences in respondents' self-reported physical literacy across sports events. Nevertheless, the limited representation of certain sports events, particularly arnis and taekwondo, warrants caution in interpreting the group comparisons because the small group sizes may affect the reliability of the statistical results.

The findings are relevant to Melby et al. (2022) and Sunda et al. (2022), who highlighted associations between organized sports participation and physical literacy among adolescents. The results underscore the importance of providing inclusive and varied sports opportunities that support confidence, perceived physical competence, and knowledge and understanding across

different sporting activities. Maintaining equitable access to meaningful sports experiences may help address the diverse developmental needs of students participating in School Sports Clubs.

6. Significant Relationship Between the Extent of School Sports Club Implementation and Physical Literacy Among Junior High School Students

This section presents the results of the Pearson product-moment correlation analysis examining the relationships between School Sports Club implementation and physical literacy among Junior High School students. Specifically, the analysis examined program management and administrator support, facilities, and equipment in relation to confidence, physical competence, knowledge and understanding, and overall physical literacy. The relationships were tested at the 0.05 level of significance.

6.1 Relationship Between Program Management and Administrator Support and Physical Literacy

Program management and administrator support were examined in relation to physical literacy to determine whether organizational practices, supervision, monitoring, and institutional assistance were significantly associated with students' confidence, physical competence, and knowledge and understanding.

Table 17. *Relationship Between School Sports Club Implementation as to Program Management and Administrator Support and Physical Literacy Among Junior High School Students*

Parameters	r-value	Correlation Level	p-value	Decision on H_0	Conclusion
Confidence	.520	Moderate Positive	< .001	Reject	Significant
Physical Competence	.451	Moderate Positive	< .001	Reject	Significant
Knowledge and Understanding	.525	Moderate Positive	< .001	Reject	Significant
Overall Assessment	.565	Moderate Positive	< .001	Reject	Significant

Note. r = Pearson product-moment correlation coefficient; p = probability value; H_0 = null hypothesis. The level of significance was set at α = .05. All p-values originally reported as .000 were expressed as p < .001 following statistical reporting conventions. The correlation levels were retained from the original analysis. The assessment was based on 152 respondents.

Table 17 presents the relationship between School Sports Club implementation as to program management and administrator support and physical literacy among Junior High School students. The findings revealed statistically significant moderate positive correlations with confidence (r = .520, p < .001), physical competence (r = .451, p < .001), and knowledge and understanding (r = .525, p < .001). The overall assessment also demonstrated a statistically significant moderate positive relationship (r = .565, p < .001). Since all p-values were below the 0.05 significance level, the null hypothesis was rejected across all parameters. Among the physical literacy dimensions, knowledge and understanding exhibited the strongest relationship (r = .525), closely followed by confidence (r = .520), while physical competence recorded the weakest relationship (r = .451). These findings indicate that more favorable perceptions of program management and administrator support were associated with higher self-reported physical literacy. However, the observed relationships did not establish causation.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of supportive organizational conditions in school-based physical literacy initiatives. Similarly, McLennan and Thompson (2015) highlighted effective governance and institutional support as essential components of quality physical education. The results underscore the importance of strengthening organized supervision, systematic monitoring, and sustained administrative assistance as considerations in developing the Enhanced School Sports Development Framework.

6.2 Relationship Between Facilities and Physical Literacy

Sports facilities were examined in relation to physical literacy to determine whether their perceived availability, safety, adequacy, and accessibility were significantly associated with students' confidence, physical competence, and knowledge and understanding.

Table 18. *Relationship Between School Sports Club Implementation as to Facilities and Physical Literacy Among Junior High School Students*

Parameters	r-value	Correlation Level	p-value	Decision on H_0	Conclusion
Confidence	.618	High Positive	< .001	Reject	Significant
Physical Competence	.637	High Positive	< .001	Reject	Significant
Knowledge and Understanding	.591	Moderate Positive	< .001	Reject	Significant
Overall Assessment	.702	High Positive	< .001	Reject	Significant

Note. r = Pearson product-moment correlation coefficient; p = probability value; H_0 = null hypothesis. The level of significance was set at α = .05. All p-values originally reported as .000 were expressed as p < .001 following statistical reporting conventions. The correlation levels were retained from the original analysis. The assessment was based on 152 respondents.

Table 18 presents the relationship between School Sports Club implementation as to facilities and physical literacy among Junior High School students. The findings revealed statistically significant high positive correlations with confidence ($r = .618$, $p < .001$) and physical competence ($r = .637$, $p < .001$), while knowledge and understanding demonstrated a statistically significant moderate positive correlation ($r = .591$, $p < .001$). The overall assessment also exhibited a statistically significant high positive relationship ($r = .702$, $p < .001$). Since all p-values were below the 0.05 significance level, the null hypothesis was rejected across all parameters. Among the physical literacy dimensions, physical competence recorded the strongest relationship ($r = .637$), followed by confidence ($r = .618$), while knowledge and understanding exhibited the weakest relationship ($r = .591$). The overall correlation of .702 indicates that more favorable assessments of sports facilities were strongly associated with higher self-reported overall physical literacy. However, these associations did not establish that sports facilities directly caused improvements in physical literacy.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of supportive school environments in promoting physical literacy. Similarly, UNESCO (2024) highlighted the provision of safe, accessible, and appropriate facilities as an essential component of quality physical education. The results underscore the importance of considering facility adequacy, safety, maintenance, and accessibility when developing the Enhanced School Sports Development Framework to support meaningful student participation and physical literacy development.

6.3 Relationship Between Equipment and Physical Literacy

Sports equipment was examined in relation to physical literacy to determine whether its perceived availability, adequacy, safety, maintenance, and accessibility were significantly associated with students' confidence, physical competence, and knowledge and understanding.

Table 19. *Relationship Between School Sports Club Implementation as to Equipment and Physical Literacy Among Junior High School Students*

Parameters	r-value	Correlation Level	p-value	Decision on H_0	Conclusion
Confidence	.679	High Positive	< .001	Reject	Significant
Physical Competence	.756	High Positive	< .001	Reject	Significant
Knowledge and Understanding	.559	Moderate Positive	< .001	Reject	Significant
Overall Assessment	.766	High Positive	< .001	Reject	Significant

Note. r = Pearson product-moment correlation coefficient; p = probability value; H_0 = null hypothesis. The level of significance was set at $\alpha = .05$. Values originally reported as $p = .000$ were expressed as $p < .001$ following statistical reporting conventions. The correlation classifications were retained from the original analysis. The assessment was based on 152 respondents.

Table 19 presents the relationship between School Sports Club implementation as to equipment and physical literacy among Junior High School students. The findings revealed statistically significant high positive correlations with confidence ($r = .679$, $p < .001$) and physical competence ($r = .756$, $p < .001$), while knowledge and understanding demonstrated a statistically significant moderate positive correlation ($r = .559$, $p < .001$). The overall assessment also exhibited a statistically significant high positive relationship ($r = .766$, $p < .001$). Since all p-values were below the 0.05 significance level, the null hypothesis was rejected across all parameters. Among the physical literacy dimensions, physical competence demonstrated the strongest relationship with equipment ($r = .756$), followed by confidence ($r = .679$), while knowledge and understanding exhibited the weakest relationship ($r = .559$). These findings indicate that more favorable assessments of sports equipment were associated with higher levels of self-reported physical literacy, particularly physical competence. However, the observed relationships did not establish that sports equipment directly caused improvements in students' physical literacy.

The findings are consistent with Grauduszus et al. (2024), who emphasized the importance of adequate resources and supportive environments in school-based physical literacy initiatives. Similarly, McLennan and Thompson (2015) highlighted the provision of appropriate instructional resources as an essential component of quality physical education. The results underscore the importance of ensuring the availability, suitability, accessibility, and maintenance of sports equipment as considerations in developing the Enhanced School Sports Development Framework. Strengthening equipment-related provisions may help create supportive opportunities for students to engage in varied sports activities and develop their perceived movement capabilities.

This chapter presents the summary of key findings, conclusions, and recommendations derived from the study. The discussion synthesizes the results according to the Statement of the Problem and identifies their implications for strengthening School Sports Club implementation and physical literacy among Junior High School students. It also presents the Enhanced School Sports Development Framework as the practical output developed from the findings.

Sports Club Implementation and Physical Literacy Among Junior High School Students: Basis for An Enhanced School Sports Development Framework

The study examined the extent of School Sports Club implementation and its relationship with physical literacy among Junior High School students. Using a quantitative descriptive-correlational research design, the study described the respondents' profiles, assessed the major research variables, determined significant differences according to profile characteristics, and examined the relationships between School Sports Club implementation and physical literacy. The following key findings were obtained:

1) The majority of respondents belonged to the thirteen-to-fourteen-year-old age group, were female, and were enrolled in Grade Eight. Badminton and volleyball were the most represented sports events. The respondents represented different age groups, sexes, grade levels, and sports events, reflecting varied demographic characteristics and sporting participation among Junior High School students.
2) The overall extent of School Sports Club implementation was assessed as Very High Extent. Program management and administrator support emerged as the highest-rated dimension, followed by facilities and equipment. Although all dimensions received favorable assessments, equipment obtained the comparatively lowest rating. These findings indicated positive perceptions of organizational support and available sports resources, with equipment provision and maintenance representing important areas for continued improvement.
3) The respondents reported a Very High level of physical literacy across confidence, physical competence, and knowledge and understanding. Knowledge and understanding received the highest assessment, followed by confidence and physical competence. The findings indicated that students generally perceived themselves as knowledgeable about physical activity and confident in sports participation, while physical competence represented the comparatively lowest-rated dimension.
4) No statistically significant differences were observed in the overall assessment of School Sports Club implementation when respondents were grouped according to age, sex, grade level, and sports event. However, a statistically significant difference was identified in equipment assessments according to age. The findings indicated that age-related differences were evident in the equipment dimension but not in the overall assessment of implementation. The specific age groups responsible for the difference were not established by the reported statistical summary.
5) No statistically significant differences were observed in overall physical literacy when respondents were grouped according to their profile variables. Nevertheless, significant differences were identified in confidence and physical competence according to sex. These findings indicated that sex-related differences were limited to selected physical literacy dimensions rather than the overall construct. The reported statistical summary did not establish which sex obtained higher assessments.
6) Statistically significant positive relationships were established between physical literacy and all dimensions of School Sports Club implementation. Equipment demonstrated the strongest association with overall physical literacy, followed by facilities and program management and administrator support. These findings indicated that respondents who reported more favorable implementation conditions also tended to report higher levels of physical literacy. However, the observed relationships did not establish causal effects.
7) The findings identified sustainable equipment provision and maintenance, adequate and accessible sports facilities, continued administrative support, and physical competence development as important considerations for school sports improvement. These findings provided the empirical basis for developing the Enhanced School Sports Development Framework, which integrated program management and administrative leadership, sports facilities development and accessibility, sports equipment provision and sustainability, inclusive physical literacy development, and monitoring, evaluation, and continuous improvement. The framework constituted the proposed practical output of the study and remained subject to validation and implementation evaluation.

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

1. The respondents represented diverse demographic characteristics and sporting backgrounds, with the majority belonging to the thirteen-to-fourteen-year-old age group, being female, and enrolled in Grade Eight. Badminton and volleyball emerged as the most represented sports events. This distribution reflected varied participation in organized school sports activities among Junior High School students.
2. School Sports Club implementation was perceived to be at a Very High Extent, indicating favorable organizational and resource-related conditions for school sports participation. Program management and administrator support emerged as the strongest implementation dimension, while facilities and equipment presented comparatively greater

opportunities for improvement. The findings underscored the importance of sustaining effective organizational practices while strengthening the adequacy, accessibility, and maintenance of sports resources.

3. The respondents demonstrated a Very High level of self-reported physical literacy, particularly in knowledge and understanding. Although confidence and physical competence were likewise assessed favorably, physical competence emerged as the comparatively lowest-rated dimension. This indicated the importance of complementing students' knowledge and confidence with structured movement experiences, progressive skills training, and meaningful opportunities for physical participation.
4. The overall extent of School Sports Club implementation did not differ significantly when respondents were grouped according to age, sex, grade level, and sports event. However, equipment assessments differed significantly according to age, indicating that students from different age groups varied in their perceptions of sports equipment. This finding highlighted the relevance of examining age-related resource requirements without assuming which specific age groups required greater support.
5. Overall physical literacy did not differ significantly across the respondents' profile variables. Nevertheless, significant differences were identified in confidence and physical competence according to sex. These findings indicated that demographic differences were evident in selected physical literacy dimensions rather than the overall construct. They further emphasized the relevance of inclusive and developmentally appropriate sports experiences that address learners' varying confidence and perceived movement capabilities without presuming that either sex demonstrated superior performance.
6. School Sports Club implementation demonstrated statistically significant positive relationships with physical literacy across program management and administrator support, facilities, and equipment. Equipment exhibited the strongest association with overall physical literacy, followed by facilities and program management and administrator support. These findings established those favorable perceptions of organizational and resource-related conditions were associated with higher self-reported physical literacy. However, the relationships did not establish that improvements in School Sports Club implementation directly caused improvements in physical literacy.
7. The findings provided an empirical basis for developing the Enhanced School Sports Development Framework, which integrated program management and administrative leadership, sports facilities development and accessibility, sports equipment provision and sustainability, inclusive physical literacy development, and monitoring, evaluation, and continuous improvement. The framework established a structured approach for sustaining existing program strengths and addressing identified opportunities for school sports development. Its practical application remained subject to appropriate validation, institutional approval, implementation, and subsequent evaluation before its effectiveness could be established.

Based on the findings and conclusions of the study, the following recommendations are advanced to strengthen School Sports Club implementation and promote physical literacy among Junior High School students:

1. Junior High School Students. Students should take an active role in developing their physical literacy by participating consistently in appropriate School Sports Club activities, exploring different sports, and engaging in progressive movement experiences. They must observe established safety practices, apply their knowledge of sports rules and healthy lifestyles, and demonstrate cooperation, discipline, and respect during organized activities. Students should also communicate their participation needs and experiences to teachers and coaches to support the continuous improvement of school sports programs. Particular emphasis should be placed on developing physical competence and confidence through meaningful, inclusive, and developmentally appropriate activities.

2. Physical Education Teachers, Sports Coordinators, and Coaches. Physical Education teachers, sports coordinators, and coaches should implement structured and progressive sports development activities that strengthen students' confidence, physical competence, and knowledge and understanding. They must provide appropriate instruction, regular skills practice, constructive feedback, and opportunities for participation in varied sporting activities. They should assess learners' developmental needs, including differences in perceived confidence and physical competence, without making unsupported assumptions based on sex, age, or sporting background. Furthermore, they must maintain systematic supervision, monitor students' participation, ensure the safe utilization of facilities and equipment, and document program accomplishments to support continuous improvement.

3. School Administrators. School administrators must strengthen institutional support for School Sports Clubs by integrating sports development priorities into school planning, resource allocation, supervision, and evaluation. They should prioritize the

adequacy, safety, accessibility, and maintenance of sports facilities and equipment through regular inventories, condition assessments, preventive maintenance, and appropriate replacement planning. Particular attention must be given to assessing age-related equipment requirements and ensuring equitable access to available resources. Administrators should establish clear personnel responsibilities, strengthen coordination among sports program implementers, and support the validation and institutional implementation of the Enhanced School Sports Development Framework, subject to applicable approvals and available resources.

4. Department of Education Officials and Policymakers. Department of Education officials and policymakers should strengthen the implementation of DepEd Order No. 022, s. 2025, through sustained institutional support, appropriate resource allocation, and systematic monitoring of School Sports Club programs. They must promote policies and implementation guidelines that prioritize safe and accessible facilities, adequate sports equipment, qualified sports personnel, and inclusive participation opportunities. Professional development programs should address effective sports program management, physical literacy instruction, learner-centered coaching, and monitoring and evaluation practices. Policy implementation should also establish mechanisms for identifying school-level resource needs and evaluating the quality and sustainability of School Sports Club activities.

5. Community and Other Educational Institutions. Community stakeholders and other educational institutions should strengthen collaborative efforts that support inclusive and sustainable school sports development. They should establish appropriate partnerships for sharing available sports facilities, supporting equipment provision, organizing developmentally appropriate sports activities, and promoting meaningful physical activity participation. Educational institutions seeking to adopt the Enhanced School Sports Development Framework must first assess its suitability for their respective contexts and undertake the necessary validation and adaptation procedures. Collaborative initiatives should prioritize student safety, equitable participation, responsible resource utilization, and sustained opportunities for physical literacy development.

6. University and Academic Community. Universities and members of the academic community should strengthen research, instructional, and extension initiatives that support school sports development and physical literacy among Junior High School students. Higher education institutions should provide appropriate technical assistance in sports program planning, instrument development, framework validation, monitoring and evaluation, and evidence-informed improvement of School Sports Clubs. Academic partnerships should promote the professional development of Physical Education teachers, coaches, and sports coordinators through relevant training, mentoring, and knowledge-sharing activities. The Enhanced School Sports Development Framework should also be subjected to expert review and further evaluation to establish its feasibility, applicability, and potential contribution to school sports development.

7. Future Researchers. Future researchers should conduct studies involving larger and more diverse samples across multiple educational institutions to strengthen the applicability of findings concerning School Sports Club implementation and physical literacy. Subsequent investigations must consider the use of appropriately validated objective assessments of physical competence alongside self-reported physical literacy measures. Researchers should further examine age-related differences in equipment assessments and sex-related differences in confidence and physical competence through detailed subgroup analyses supported by appropriate statistical procedures. Longitudinal, intervention-based, and mixed-methods research should also be undertaken to explore additional factors associated with physical literacy and evaluate the feasibility, implementation outcomes, and effectiveness of the Enhanced School Sports Development Framework.

Practical Output

ENHANCED SCHOOL SPORTS DEVELOPMENT FRAMEWORK

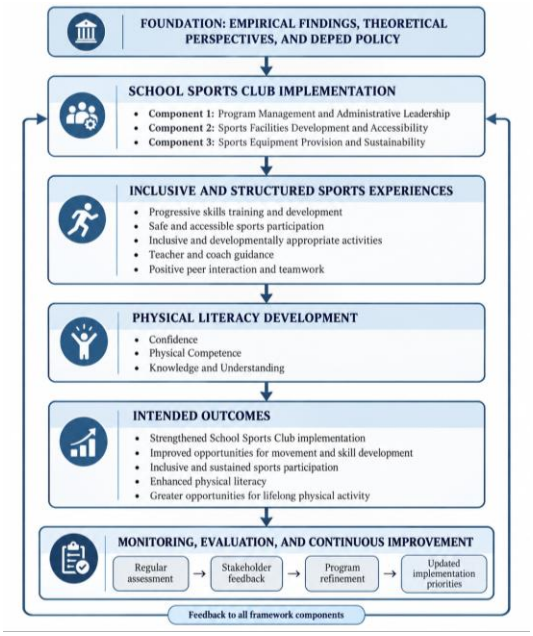


Figure 2. Proposed Enhanced School Sports Development Framework

Rationale: Building Sustainable School Sports Experiences Through Physical Literacy

School Sports Clubs serve as important educational platforms for providing learners with opportunities to develop movement skills, confidence, knowledge, teamwork, and lifelong engagement in physical activity. Beyond preparing students for athletic competitions, these clubs contribute to inclusive learning experiences that support their physical, cognitive, social, and emotional development. Sustaining these opportunities requires a coordinated approach to sports program management, resource provision, learner development, and institutional support.

The Enhanced School Sports Development Framework (ESSDF) was developed to provide a structured and evidence-informed guide for strengthening the implementation of School Sports Clubs. It emphasizes the integration of effective administrative leadership, accessible sports facilities, sustainable equipment management, and inclusive physical literacy activities. Through this approach, school sports development is viewed as a continuous educational responsibility rather than a collection of isolated training sessions or competitions.

The framework is anchored on Whitehead's Physical Literacy Theory, Self-Determination Theory, and Social Ecological Theory. These perspectives emphasize the importance of developing learners' confidence, physical competence, knowledge and understanding within supportive organizational and environmental conditions. The framework also aligns with DepEd Order No. 022, s. 2025, which provides policy guidance for institutionalizing School Sports Clubs in Philippine public schools.

The ESSDF integrates organizational management, resource sustainability, learner-centered sports participation, and continuous monitoring and evaluation. Its implementation is intended to support coordinated school-level planning, strengthen equitable access to sports opportunities, and promote the holistic development of physical literacy. As a proposed practical output, the framework requires appropriate validation, institutional approval, and subsequent evaluation before its effectiveness can be established.

GENERAL OBJECTIVE

The Enhanced School Sports Development Framework aims to strengthen the implementation, sustainability, inclusivity, and quality of School Sports Clubs through improved program management, adequate sports facilities and equipment, and structured opportunities for physical literacy development among Junior High School students.

SPECIFIC OBJECTIVES

Specifically, the framework seeks to:

1. Strengthen program management and administrator support through systematic planning, supervision, stakeholder coordination, and regular program evaluation.
2. Improve the adequacy, safety, accessibility, and maintenance of sports facilities to provide supportive environments for organized physical activities.

3. Enhance the availability, appropriateness, accessibility, and maintenance of sports equipment to address the requirements of different sporting activities and learners.
4. Develop students' confidence and physical competence through inclusive, progressive, and developmentally appropriate sports activities.
5. Strengthen students' knowledge and understanding of sports rules, movement principles, safety practices, and the benefits of lifelong physical activity.
6. Establish a continuous monitoring and evaluation system to assess program implementation, resource utilization, participation, and physical literacy development.

FRAMEWORK STRUCTURE AND COMPONENTS

The Enhanced School Sports Development Framework consists of five interconnected components: Program Management and Administrative Leadership, Sports Facilities Development and Accessibility, Sports Equipment Provision and Sustainability, Inclusive Physical Literacy Development, and Monitoring, Evaluation, and Continuous Improvement.

The first three components address the organizational and resource-related dimensions of School Sports Club implementation. The fourth component focuses on developing confidence, physical competence, and knowledge and understanding. The fifth component provides a continuous feedback mechanism through which implementation progress, resource conditions, and learner development can be monitored and evaluated.

The framework follows an integrated implementation approach in which effective management and adequate resources support meaningful sports participation, while systematic monitoring and evaluation guide continuous program improvement. Its directional relationships represent the intended implementation structure and do not imply causal relationships established by the study.

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