



Administrative Support and Athletes' Holistic Sports Development: Status and Policy Implications

Yashier T. Hadji Kasan, Dr. Daniel B. Saroca Jr.

Adamson University

This study investigates the relationship between administrative support and athletes' holistic sports development in the Division of Maguindanao Del Norte, BARMM. It explores how different aspects of administrative support—people management, financial management, facilities and equipment, and activity management—impact athletes' mental, physical, emotional, and social development. Using a descriptive-comparative-correlational design, data were collected from 186 respondents consisting of PESS coordinators and PE teachers through a structured survey. Results indicate significant relationships between the level of administrative support and the holistic development of athletes, revealing key policy implications for enhancing sports programs.

Rationale

In recent years, the role of administrative support in shaping athletes' holistic development has garnered increasing attention. Beyond physical prowess, athletes require an environment that fosters mental, emotional, and social growth to achieve comprehensive development and success. Administrative structures, encompassing people management, financial resources, facilities, and activity management, are vital in creating this supportive ecosystem (Aljassar et al., 2023). The interplay between administrative support and athlete development is particularly crucial in regions where sports programs often contend with limited resources and policy constraints, as in the Division of Maguindanao Del Norte, Philippines.

This study is motivated by the need to bridge gaps in understanding how administrative support influences athletes' holistic development. Given the multifaceted nature of athlete growth—encompassing mental, physical, emotional, and social domains—it is essential to assess how well current administrative frameworks support these areas and identify policy gaps that may hinder progress. The outcomes of this research are expected to inform policy recommendations that can better align administrative practices with athletes' needs, thereby enhancing sports programs at both the regional and national levels.

Introduction

The pursuit of excellence in sports demands more than physical capabilities. Athletes must develop a range of skills, including psychological resilience, emotional intelligence, and social cohesion, which are essential for long-term success in competitive environments. The foundation of athletes' holistic development is largely influenced by the administrative support they receive, whether in terms of leadership, financial resources, facilities, or structured activities (Jones et al., 2021). Research indicates that administrative systems can foster or hinder an athlete's development by providing the necessary resources, guidance, and infrastructure to shape their overall experience (Nugroho et al., 2021).

In educational institutions, particularly those in resource-constrained settings, the role of administrators becomes even more pivotal. Effective administrative support creates an environment where athletes can thrive physically, mentally, and emotionally. However, disparities in the level and quality of administrative support have been reported, with some institutions struggling to meet the diverse needs of athletes (Piskova et al., 2021).

Understanding how administrative support impacts athletes is crucial in the context of Maguindanao Del Norte, where sports programs operate under the Ministry of Basic Higher and Technical Education (MBHTE). This study aims to assess the current state of administrative support and its influence on athletes' holistic development within this region. By examining the dimensions of people management, financial management, facilities, and activity coordination, this research highlights areas for policy improvement, ensuring that administrative frameworks align with athletes' development needs.

Furthermore, the relationship between athletes and their coaches is critical to their mental health and performance. Effective coach-athlete dynamics, reinforced by administrative support, foster resilience and well-being, while detrimental coaching practices can lead to issues such as anxiety, depression, and performance decline (Jowett & Wachsmuth, 2020). This study will contribute to a better understanding of how administrative structures, when aligned with holistic development principles, can enhance athletes' overall experience, thus ensuring a balanced focus on physical, emotional, and psychological growth.

Statement of the Problem

This study aims to assess the current state of administrative support and its influence on athletes' holistic development in the Division of Maguindanao Del Norte, focusing on identifying gaps, challenges, and policy implications. Specifically, it seeks to answer the following questions:

1. What is the level of administrative support provided to athletes in terms of:
 - a. People management,
 - b. Financial management,
 - c. Facilities and equipment management, and
 - d. Activity management?
2. Is there a significant difference in the respondents' assessment of the level of administrative support based on the above-mentioned variables?
3. What is the level of athletes' holistic development in terms of:
 - a. Mental development,
 - b. Physical development,
 - c. Emotional development, and
 - d. Social development?
4. Is there a significant difference in the respondents' assessment of the level of athletes' holistic sports development based on the aforementioned variables?
5. Is there a significant relationship between the assessed level of administrative support and the holistic development of athletes?
6. What policy implications can be derived from the study's findings to enhance support for athletes?

This study is significant as it aims to address key areas in administrative support that directly impact athletes' comprehensive development, informing policy recommendations that could improve the management and delivery of sports programs.

Methodology

Research Design

This study employed a descriptive comparative-correlational research design, which is well-suited for providing accurate descriptions, analyzing relationships, and identifying trends in the data (Rovai et al., 2013)—the descriptive component aimed to detail the current conditions of administrative support and holistic sports development. Comparative analysis examined the differences between various groups of respondents (teachers and coordinators). In contrast, correlational analysis assessed the strength of relationships between variables such as administrative support and athletes' holistic development (Mertler et al., 2021).

Sampling Method

The Physical Education and School Sports (PESS) coordinators used a total enumeration method. At the same time, simple random sampling was employed for physical education (PE) teachers in the Division of Maguindanao Del Norte. The final sample consisted of 186 respondents: 86 PESS coordinators and 100 PE teachers. This sample size was adequate for ensuring reliable and valid findings, as the respondents are directly involved in the division's sports programs.

Locale and Population

The study was conducted in the Schools Division of Maguindanao Del Norte under the Ministry of Basic, Higher, and Technical Education (MBHTE) in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Philippines. Given their role in managing and supporting athletic programs, the schools in this division were the primary focus.

Research Instrument

The primary instrument used in this study was a self-constructed survey questionnaire divided into two sections. Part I assessed the level of administrative support in terms of people management, financial management, facilities and equipment, and activity management. Part II evaluated athletes' holistic development in mental, physical, emotional, and social aspects. The survey employed a four-point Likert-type scale, with responses ranging from "strongly disagree" to "strongly agree." Experts validated the instrument and underwent pilot testing to ensure reliability and consistency.

Data Gathering Procedure

Following approval from the researcher's adviser and the Office of the Dean of Adamson University Graduate School, the researcher obtained permission from the Schools Division Superintendent of Maguindanao Del Norte to conduct the study. Participants were oriented regarding the purpose of the study, ensuring that their responses were authentic and reliable. The questionnaires were distributed in person, and collected responses were analyzed and interpreted using statistical software.

Statistical Treatment

Several statistical techniques were employed to analyze the data:

- **Mean:** Used to evaluate the level of administrative support and holistic sports development.
- **T-Test and ANOVA:** These tests were utilized to determine if significant differences existed between the respondents' assessments of administrative support and athletes' development across various variables.
- **Pearson Product-Moment Correlation:** Applied to assess the relationship between the level of administrative support and holistic development outcomes.

Ethical Considerations

The study strictly adhered to ethical standards. Participants' privacy and confidentiality were prioritized, and informed consent was obtained. Respondents were informed of their right to withdraw at any point without any negative consequences. Potential risks were minimized through clear communication and by ensuring that all data remained anonymous and secure throughout the research process (Mertler et al., 2021).

RESULT AND DISCUSSION

This section presents the discussions, analyses, and interpretations of data gathered to answer the questions. The data are analyzed using the Statistical Package for the Social Sciences (SPSS). All results are presented in tabular form with textual presentations for clarity and detailed illustration of the data. Further, this section also presents the summary, conclusion, and recommendation of the study.

The assessment of the teachers and coordinators respondents on the level of administrative support

Tables 2 to 2.3 on the succeeding page present the mean, qualitative interpretation, and discussion of the teachers' and coordinators' levels of assessment of administrative support in terms of people management, financial management, facilities and equipment management, and activity management.

Table 2. Assessment of the teachers and coordinators respondents on the level of administrative support in terms of **People Management**

Indicators	<i>M</i> (Teacher)	<i>SD</i>	Interpretation	Rank	<i>M</i> (Coordinator)	<i>SD</i>	Interpretation	Rank
1. Provide leadership, guidance, and supervision to the organization.	3.27	.566	Highly Supported	1	3.48	.525	Highly Supported	1
2. Conduct various training and seminars to enhance members' abilities.	3.24	.605	Supported	3	3.44	.523	Highly Supported	3
3. Inculcate values and skills through mentorship and collaboration.	3.21	.671	Supported	4	3.47	.525	Highly Supported	2
4. Set clear directions, plans, and objectives for each activity.	3.09	.588	Supported	8	3.37	.614	Highly Supported	6
5. Encourage adaptability to changes among subordinates.	3.17	.570	Supported	6	3.40	.538	Highly Supported	4
6. Guide subordinates in fulfilling their duties and responsibilities.	3.25	.626	Highly Supported	2	3.37	.575	Highly Supported	6
7. Conduct feedback sessions to discuss program strengths and weaknesses.	3.06	.664	Supported	9	3.35	.647	Highly Supported	7

8.	Encourage cooperation and collaboration with stakeholders.	3.19	.647	Supported	5	3.37	.614	Highly Supported	6
9.	Address and take responsibility for organizational issues.	3.17	.604	Supported	6	3.38	.597	Highly Supported	5
10.	Supervise programs and activities effectively.	3.14	.603	Supported	7	3.31	.599	Highly Supported	8
Overall Mean		3.18	.487	Supported		3.39	.476	Highly Supported	

Legend: 3.26 - 4.00 *Highly Supported*; 2.51 - 3.25 *Supported*; 1.76 - 2.50 *Slightly Supported*; 1.00 - 1.75 *Not Supported*

Table 2 presents the assessment of teachers and coordinators on the level of administrative support in terms of people management. The overall mean scores for teachers ($M = 3.18$, $SD = 0.487$) and coordinators ($M = 3.39$, $SD = 0.476$) reveal that teachers generally perceive the level of administrative support in this area as "Supported," while coordinators view it as "Highly Supported."

The highest-rated indicator for both groups was "Provide leadership guidance and supervision to the organization," with teachers rating it at $M = 3.27$ ($SD = 0.566$) and coordinators at $M = 3.48$ ($SD = 0.525$), suggesting a strong leadership presence. This result aligns with Northouse's (2018) assertion that effective leadership is crucial for organizational success and employee satisfaction. Leadership guidance is essential in setting clear directions, motivating employees, and fostering a supportive work environment.

Another highly rated indicator was "Conduct various training and seminars to enhance members' abilities" (teachers: $M = 3.24$, $SD = 0.605$; coordinators: $M = 3.44$, $SD = 0.523$). This supports Aguinis and Kraiger's (2009) view that regular training and development programs significantly enhance employees' skills and overall organizational performance. Training sessions help employees stay updated with the latest knowledge and skills, which is crucial for maintaining a competitive edge.

"Inculcate values and skills through mentorship and collaboration" was also rated highly by coordinators ($M = 3.47$, $SD = 0.525$) and supported by teachers ($M = 3.21$, $SD = 0.671$). Mentorship programs are effective in fostering professional growth and instilling organizational values. According to Noe (2017), mentoring relationships provide employees with valuable guidance and support, helping them navigate their career paths more effectively.

The lowest-rated indicator for teachers was "Conduct feedback sessions to discuss program strengths and weaknesses" ($M = 3.06$, $SD = 0.664$), while for coordinators, it was "Supervise programs and activities effectively" ($M = 3.31$, $SD = 0.599$). Despite being the lowest, these ratings still fall within the "Supported" category, indicating room for improvement. Feedback sessions are critical for continuous improvement and addressing organizational weaknesses, as emphasized by London and Smither (2002). Supervision of programs and activities ensure that organizational objectives are met and that employees are aligned with the organization's goals.

Effective leadership and guidance are crucial for organizational success and employee satisfaction. Northouse (2018) emphasizes the importance of leadership in guiding and supervising organizational activities. Regular training and development programs significantly enhance employees' abilities and organizational performance, as highlighted by Aguinis and Kraiger (2009). Furthermore, feedback sessions are essential for continuous improvement and addressing organizational weaknesses, according to London and Smither (2002).

Noe (2017) supports the importance of mentorship programs in professional growth and skill development. Mentorship provides employees with the necessary support to navigate their career paths, thus enhancing their job satisfaction and performance. Additionally, as noted by Yukl (2013), effective supervision ensures that organizational activities are conducted efficiently and align with strategic objectives.

Table 2.1 Assessment of the teachers and coordinators respondents on the level of administrative support in terms of **Financial Management**.

Indicators	<i>M</i> (Teacher)	<i>SD</i>	Interpreta tion	Rank	<i>M</i> (Coordinator)	<i>SD</i>	Interpreta tion	Rank
1. Allocate budgets and funding for operations and activities.	3.05	.687	Supported	1	3.24	.781	Supported	1
2. Ensure financial transparency and accountability.	2.94	.827	Supported	6	3.16	.879	Supported	3
3. Prioritize funding for sports-related activities.	2.83	.726	Supported	8	3.10	.812	Supported	7
4. Provide sufficient financial assistance for activities.	2.92	.761	Supported	5	3.09	.821	Supported	8

5.	Prepare detailed budgets to promote integrity and honesty.	2.92	.720	Supported	5	3.07	.918	Supported	10
6.	Distribute budgets appropriately among programs and personnel.	2.92	.646	Supported	5	3.17	.814	Supported	2
7.	Utilize funds for emergencies effectively.	2.94	.708	Supported	4	3.09	.835	Supported	9
8.	Employ practical use of funds, focusing on necessary expenses.	2.95	.626	Supported	3	3.15	.790	Supported	5
9.	Set policies to protect funds from fraud and misuse.	2.99	.689	Supported	2	3.14	.856	Supported	6
10.	Provide incentives and rewards for winning teams.	2.88	.832	Supported	7	3.16	.838	Supported	4
Overall Mean		2.93	.608	Supported		3.14	.746	Supported	

Legend: 3.26 - 4.00 Highly Supported; 2.51 - 3.25 Supported; 1.76 - 2.50 Slightly Supported; 1.00 - 1.75 Not Supported

Table 2.1 presents the assessment of teachers and coordinators on the level of administrative support in terms of financial management. Both groups rated financial management support as "Supported," with overall means of $M = 2.93$, $SD = 0.608$ for teachers and $M = 3.14$, $SD = 0.746$ for coordinators. This suggests that while financial management practices are generally viewed as adequate, there is still room for improvement.

The highest-rated indicator for both teachers and coordinators was "Allocate budgets and funding for operations and activities" (teachers: $M = 3.05$, $SD = 0.687$; coordinators: $M = 3.24$, $SD = 0.781$). This reflects the importance of effective budget allocation in ensuring that various operations and activities are adequately funded. Baker (2014) highlights that proper budget allocation is fundamental for the smooth operation and success of programs. Allocating sufficient funds ensures that necessary resources are available, which is critical for achieving organizational goals.

"Ensure financial transparency and accountability" received relatively high ratings (teachers: $M = 2.94$, $SD = 0.827$; coordinators: $M = 3.16$, $SD = 0.879$), indicating the perceived importance of maintaining transparency in financial matters. Bennis, W., Goleman, D., & O'Toole, J. (2008) emphasize that financial transparency and accountability build trust and ensure proper utilization of resources. Organizations that are transparent about their financial practices are more likely to foster a culture of trust and integrity, which is essential for long-term success.

"Prioritize funding for sports-related activities" was rated lower by both teachers ($M = 2.83$, $SD = 0.726$) and coordinators ($M = 3.10$, $SD = 0.812$). This may indicate difficulties in ensuring that sports activities are sufficiently funded. Brown and Williams (2013) stress that focusing on the most important activities is crucial for meeting organizational objectives. Well-funded sports programs are essential for ensuring that athletes are well-prepared and developed in all aspects of their lives.

The lowest-rated indicator for both teachers and coordinators was "Prepare detailed budgets to promote integrity and honesty" (teachers: $M = 2.92$, $SD = 0.720$; coordinators: $M = 3.07$, $SD = 0.918$). This suggests a need for improved budgeting practices that enhance integrity and honesty. Detailed budgeting assists in controlling funds and ensuring their proper utilization within the organization. It is essential for organizations to establish detailed budgets to monitor expenditures and prevent the misuse of funds.

It is therefore important that enough resources are provided for programs in order to ensure that they run effectively. According to Baker (2014), it is crucial to set adequate funds so that the required resources are available for the accomplishment of organizational objectives. Financial accountability and transparency are very important in order to gain credibility and to ensure that the resources are used effectively as pointed out by Bennis, W., Goleman, D., & O'Toole, J. (2008). Brown and Williams (2013) have pointed out that it is essential to focus on the most important activities in order to meet the objectives of the organization.

Detailed budgeting practices help in maintaining financial discipline and ensuring that funds are used efficiently and effectively. This supports the view that organizations need to prepare detailed budgets to track expenditures accurately and prevent any misuse of funds, as discussed by Jones (2010). Moreover, effective financial management practices contribute to the overall sustainability and success of organizations, which is crucial for achieving long-term objectives (Epstein & Buhovac, 2014).

Table 2.2 Assessment of the teachers and coordinators respondents on the level of administrative support in terms of **Facilities and Equipment Management**.

Indicators	<i>M</i> (Teacher)	<i>SD</i>	Interpretation	Rank	<i>M</i> (Coordinator)	<i>SD</i>	Interpretation	Rank
1. Monitor and inspect facilities and equipment regularly.	2.70	.759	Supported	7	3.05	.825	Supported	7
2. Upgrade facilities to meet standards.	2.71	.743	Supported	6	3.02	.867	Supported	9
3. Conduct regular inventory of equipment and facilities.	2.77	.763	Supported	4	3.09	.806	Supported	4
4. Provide guidelines for the usage of facilities and equipment.	2.82	.716	Supported	2	3.15	.744	Supported	3
5. Purchase standard equipment to boost athlete performance.	2.82	.716	Supported	2	3.08	.815	Supported	5
6. Maintain and repair facilities and equipment for safety.	2.75	.716	Supported	5	3.03	.832	Supported	8
7. Provide separate locker and restrooms for men and women.	2.35	.903	Slightly Supported	8	2.90	.895	Supported	10
8. Supply necessary equipment and facilities promptly.	2.75	.730	Supported	5	3.07	.837	Supported	6
9. Ensure venues are adequate and comfortable.	2.86	.682	Supported	1	3.20	.764	Supported	2
10. Conduct evaluations of facilities and equipment for improvement.	2.79	.782	Supported	3	3.23	.746	Supported	1
Overall Mean	2.73	.622	Supported		3.08	.725	Supported	

Legend: 3.26 - 4.00 *Highly Supported*; 2.51 - 3.25 *Supported*; 1.76 - 2.50 *Slightly Supported*; 1.00 - 1.75 *Not Supported*

Table 2.2 presents the assessment of teachers and coordinators on the level of administrative support in terms of facilities and equipment management. Both groups rated this aspect as "Supported," with overall means of $M = 2.73$, $SD = 0.622$ for teachers and $M = 3.08$, $SD = 0.725$ for coordinators. This indicates that while facilities and equipment management practices are generally perceived as adequate, there is still a need for improvement to achieve higher levels of support.

The highest-rated indicator for teachers was "Ensure venues are adequate and comfortable" ($M = 2.86$, $SD = 0.682$), while for coordinators, it was "Conduct evaluations of facilities and equipment for improvement" ($M = 3.23$, $SD = 0.746$). This highlights the importance of ensuring that sports venues are not only available but also comfortable and adequate for use. According to Jensen (2001), upgrading and maintaining facilities to meet standards is crucial for providing a conducive environment for athletes.

"Provide guidelines for the usage of facilities and equipment" received high ratings from both groups (teachers: $M = 2.82$, $SD = 0.716$; coordinators: $M = 3.15$, $SD = 0.744$), emphasizing the need for clear and effective guidelines to ensure the proper use of resources. Chase, Aquilano, and Jacobs (2001) argue that well-defined guidelines and regular inventory management ensure that facilities and equipment are well-maintained and available when needed. This practice helps in preventing misuse and extending the lifespan of equipment.

The lowest-rated indicator for teachers was "Provide separate locker and restrooms for men and women" ($M = 2.35$, $SD = 0.903$), which was rated slightly higher by coordinators ($M = 2.90$, $SD = 0.895$). This indicates a significant area for improvement, as the provision of adequate locker and restroom facilities is essential for maintaining hygiene and comfort. Groth-Marnat, G., Roberts, R., & Beutler, L. E. (2001) highlight the importance of regular monitoring and inspection of facilities to ensure safety and compliance with standards.

"Monitor and inspect facilities and equipment regularly" received moderate ratings from both groups (teachers: $M = 2.70$, $SD = 0.759$; coordinators: $M = 3.05$, $SD = 0.825$), indicating that there is room for improvement in the regular inspection and maintenance of facilities. Proper maintenance and timely upgrades are necessary to keep facilities safe and functional, as discussed by Jensen (2001).

Regular monitoring and inspection of facilities ensure safety and compliance with standards. Groth-marnat, G., Roberts, R., & Beutler, L. E. (2001) emphasizes the importance of regular inspections to identify potential issues and maintain high safety standards. Upgrading facilities is essential for meeting evolving standards and enhancing performance, as highlighted by Jensen (2001). Proper inventory management ensures that facilities and equipment are well-maintained and available when needed, according to Chase, Aquilano, and Jacobs (2001). Effective guidelines for the usage of facilities and equipment help in preventing misuse and ensuring the longevity of resources. Establishing clear guidelines and conducting regular evaluations are crucial for continuous improvement and optimal utilization of facilities, as discussed by Jones (2010). Ensuring that sports venues are adequate and comfortable is vital for providing a conducive environment for athletes, which ultimately enhances their performance and well-being.

Table 2.3. Assessment of the teachers and coordinators respondents on the level of administrative support in terms of **Activity Management**

Indicators	<i>M</i>				<i>SD</i>				Interpretation				Rank			
	(Teacher)				(Coordinator)											
1. Conduct meetings and strategic planning for program success.	3.14	.569	Supported	1	3.31	.656	Highly Supported	5								
2. Provide support during activities.	3.08	.631	Supported	5	3.37	.614	Highly Supported	2								
3. Monitor the progress of activities.	3.09	.637	Supported	4	3.36	.631	Highly Supported	3								
4. Assign roles to avoid overlapping functions.	3.09	.621	Supported	4	3.27	.622	Highly Supported	8								
5. Enforce policies and sanctions as per sport regulations.	2.99	.595	Supported	6	3.28	.626	Highly Supported	7								
6. Organize seminars to improve management skills.	3.09	.637	Supported	4	3.30	.704	Highly Supported	6								
7. Provide consultations to uphold activity integrity.	2.96	.585	Supported	7	3.24	.702	Supported	9								
8. Ensure security during activities.	3.11	.584	Supported	3	3.35	.647	Highly Supported	4								
9. Ensure the presence of a medical team at events.	3.12	.686	Supported	2	3.40	.691	Highly Supported	1								
10. Conduct post-event reviews for future improvements.	2.91	.698	Supported	8	3.27	.658	Highly Supported	8								
Overall Mean	3.06	.512	Supported		3.32	.556	Highly Supported									

Legend: 3.26 - 4.00 Highly Supported; 2.51 - 3.25 Supported; 1.76 - 2.50 Slightly Supported; 1.00 - 1.75 Not Supported

Table 2.3 presents the assessment of teachers and coordinators on the level of administrative support in terms of activity management. Teachers rated activity management as "Supported" with an overall mean of $M = 3.06$, $SD = 0.512$, while coordinators rated it as "Highly Supported" with an overall mean of $M = 3.32$, $SD = 0.556$. This suggests that coordinators perceive a higher level of administrative support in managing activities compared to teachers.

The highest-rated indicator for teachers was "Conduct meetings and strategic planning for program success" ($M = 3.14$, $SD = 0.569$), while for coordinators, it was "Ensure the presence of a medical team at events" ($M = 3.40$, $SD = 0.691$). Conducting strategic planning meetings is essential for ensuring the success of programs and activities. Bryson (2018) emphasizes the importance of strategic planning in aligning organizational activities with goals and objectives.

"Provide support during activities" was rated highly by both teachers ($M = 3.08$, $SD = 0.631$) and coordinators ($M = 3.37$, $SD = 0.614$), indicating the importance of providing adequate support during events to ensure their smooth execution. Shone and Parry (2013) highlight that providing support during activities is crucial for participant satisfaction and the overall success of the event.

"Monitor the progress of activities" also received high ratings (teachers: $M = 3.09$, $SD = 0.637$; coordinators: $M = 3.36$, $SD = 0.631$), stressing the importance of keeping track of progress and any potential problems so that the activities can be properly managed. According to Allen et al. (2010), monitoring progress helps identify areas for improvement and ensures the successful completion of activities.

The lowest-rated indicator for both teachers and coordinators was "Conduct post-event reviews for future improvements" (teachers: $M = 2.91$, $SD = 0.698$; coordinators: $M = 3.27$, $SD = 0.658$), indicating that even though post-event reviews are conducted, there is room for improvement. Post-event reviews are important for identifying gaps and areas of strength in future events, as highlighted by Allen et al. (2010).

"Provide consultations to uphold activity integrity" received moderate ratings (teachers: $M = 2.96$, $SD = 0.585$; coordinators: $M = 3.24$, $SD = 0.702$), suggesting that stronger procedures may be needed to protect the quality of activities. Stakeholder involvement is useful in enhancing accountability and ethical practice, as pointed out by Shone and Parry (2013).

Proper planning and meetings in strategies are very crucial in the implementation of programs and activities. Bryson (2018) also points out that it is necessary to link organizational activities with its goals and objectives through strategic management. Shone and Parry (2013) also pointed out that support during activities helps to avoid complications and make the participants happy. Accomplishment of activities must be tracked since this helps in identifying areas that require attention and thus guarantee achievement of the intended goals as noted by Allen et al. (2010). Feedbacks should not be overlooked because they help in determining the areas that were good and the ones that need improvement for the next event. Allen et al. 2010 noted that there is a need to conduct post event assessments as a way of enhancing future outcomes. Offering consultations to support activity integrity is helpful in preserving the activity's transparency since activities are performed rightly as argued by Shone and Parry (2013).

The significant difference in respondent assessment on the level of administrative supports

The table 3 below presents the test result and the interpretation of the difference between the PE teachers and PESS coordinators assessment on the level of the administrative support in the aforementioned variables.

Table 3. The t-test result between Teachers and Coordinators Assessment on the Level of **Administrative Support**

Compared Variables	<i>M</i>	<i>SD</i>	t-value	p-value	Interpretation	Decision
Teachers Assessment	2.98	0.49	3.277	0.000*	Significant	Rejected Null
Coordinator Assessment	3.23	0.57				Hypothesis 1

Legend: *Significant at $p < 0.05$

Table 3 on the previous presents the T-test results comparing the assessments of teachers and coordinators regarding the level of administrative support. Based on the mean analysis for the data collected, teachers have responded with a mean score of $M = 2.98$ with a standard deviation of $SD = 0.49$, while the mean score for coordinators is $M = 3.23$ with the standard deviation of $SD = 0.57$. The T-test gave the result of $t = 3.277$ along with a p-value of 0.000 level, also showing a statistically significant difference between the two groups of students at the 0.05 level of significance.

This difference indicates that coordinators, overall, have a more favorable attitude towards the level of administrative support than teachers. Therefore, it rejected the null hypothesis (H_0), which is the lack of significant difference between teachers' and coordinators' assessment of the level of administrative support.

The comparison of the teachers' and coordinators' perceptions shows that it is crucial to identify and consider the various perspectives of the groups involved in the organization. Based on Govaerts and Dochy's work (2014), it could be concluded that perceptions of support could be different in various groups, which could affect the organizational effectiveness. This is why there is a need to provide intervention that will help in matching the perception with reality on the perceived level of support in order to increase it among all the groups.

Some of the reasons that may cause this difference in assessments may include the following. It could be that coordinators who have more supervisory positions would have more access to administrative equipment and services hence higher satisfaction levels. In this case, teachers could perceive challenges and lack of resources as more direct compared to students, hence different perception of support. All these differences should be addressed to ensure that there is a healthy working environment within the organization.

According to Govaerts and Dochy (2014), individuals in an organization have different perceptions of support and resources. Such variation can greatly affect the organizational results and the employees' motivation and satisfaction levels. To enhance services at macro and meso levels, it is important to discern these distinctions in order to design specific intercessions. The same authors claim that the assessment of training and support initiatives should occur at various levels if the effects on the different constituencies are to be determined. It is hereby appreciated that this holistic assessment assists in determining areas that require enhancement and guarantee efficient and friendly support structures within the organization. Edmondson and Lei (2014)

say that conversation between the various groups and alignment is usually missing in dysfunctional organizations. When there are strong relationships between the teachers and coordinators, organizations are assured of more positive results in their support.

Avolio, Walumbwa, and Weber (2009) note that effective leadership can bridge the gap between different groups within an organization, ensuring a more cohesive and supportive environment. Leaders play a critical role in influencing and aligning the perceptions of their followers, which is essential for organizational success. Rhoades and Eisenberger (2002) highlight the importance of perceived organizational support in fostering employee commitment and innovation. Ensuring that all groups within an organization feel adequately supported can lead to higher levels of diligence and performance.

The assessment of the teacher and coordinator respondents on the level of athletes' holistic sports development

Table 4 to 4.3 on the succeeding page present the mean, qualitative interpretation and discussion of the level of assessment of the Teachers and Coordinators on the Athletes Holistic Sports Development in terms of mental development, physical development, emotional development and social development.

Table 4. Assessment of the teacher and coordinators respondents on the level of athletes' sports development in terms of **Mental Development**

Indicators	<i>M</i> (Teacher)	<i>SD</i>	Interpretation	Rank	<i>M</i> (Coordinator)	<i>SD</i>	Interpretation	Rank
1. Develop critical thinking skills through dialogues and brainstorming.	2.91	.637	Average	6	3.14	.738	Average	6
2. Enhance decision-making abilities via training and workshops.	2.98	.681	Average	2	3.17	.706	Average	3
3. Provide accessible mental support services for stress and anxiety.	2.78	.690	Average	9	3.07	.764	Average	7
4. Organize programs for improving mental functions like perception and creativity.	2.82	.657	Average	8	3.05	.766	Average	8
5. Implement policies balancing academic performance and sports.	2.97	.627	Average	3	3.17	.723	Average	3
6. Provide counseling to manage stress and performance anxiety.	2.83	.682	Average	7	3.02	.782	Average	9
7. Recognize athletes' ideas to boost confidence.	2.95	.657	Average	4	3.16	.780	Average	4
8. Expose athletes to diverse environments for positive thinking.	3.02	.681	Average	1	3.21	.784	Average	2
9. Empower athletes with healthy coping mechanisms.	2.91	.793	Average	6	3.22	.726	Average	1
10. Foster a sense of belonging to reduce isolation and depression.	2.93	.671	Average	5	3.15	.775	Average	5
Overall Mean	2.91	.580	Average		3.14	.674	Average	48

Legend: 3.26 - 4.00 *Highly Supported*; 2.51 - 3.25 *Supported*; 1.76 - 2.50 *Slightly Supported*; 1.00 - 1.75 *Not Supported*

Table 4 on the previous page presents the assessment of teachers and coordinators on the level of athletes' sports development in terms of mental development. Both teachers and coordinators rated this aspect as "Average," with overall means of $M = 2.91$, $SD = 0.580$ for teachers and $M = 3.14$, $SD = 0.674$ for coordinators. This indicates that while the efforts to develop athletes' mental faculties are perceived positively, there is still room for improvement.

The highest-rated indicator for teachers was "Expose athletes to diverse environments for positive thinking" ($M = 3.02$, $SD = 0.681$), while for coordinators, it was "Empower athletes with healthy coping mechanisms" ($M = 3.22$, $SD = 0.726$). Exposure to diverse environments is crucial for enhancing cognitive flexibility and resilience. According to Lazarus (2006), diverse environments can significantly improve athletes' cognitive and emotional resilience.

"Enhance decision-making abilities via training and workshops" was rated highly by both teachers ($M = 2.98$, $SD = 0.681$) and coordinators ($M = 3.17$, $SD = 0.706$), reflecting the importance of structured training programs in developing critical decision-making skills. Training and workshops are essential for equipping athletes with the necessary skills to make informed decisions under pressure. Burke (2007) emphasizes the importance of decision-making training in enhancing athletes' performance and mental acuity.

The lowest-rated indicator for teachers was "Provide accessible mental support services for stress and anxiety" ($M = 2.78$, $SD = 0.690$), while for coordinators it was "Provide counseling to manage stress and performance anxiety" ($M = 3.02$, $SD = 0.764$). This suggests that there is a need to improve the accessibility and effectiveness of mental support services. Mental support services are crucial for managing stress and anxiety, which can significantly impact athletes' performance and well-being. Andersen (2000) highlights the importance of accessible mental support services in promoting athletes' mental health and performance.

"Recognize athletes' ideas to boost confidence" and "Foster a sense of belonging to reduce isolation and depression" were rated moderately by both groups, indicating the need for further emphasis on these areas. Recognizing athletes' contributions can boost their confidence and foster a sense of belonging, which is essential for their overall development. Reeve (2009) discusses the positive impact of recognition and belonging on athletes' motivation and performance.

Lazarus (2006) supports the idea that exposure to diverse environments enhances cognitive and emotional resilience in athletes. Diverse environments help athletes develop flexible thinking and better coping strategies. Burke (2007) emphasizes the importance of structured training programs in developing critical decision-making skills. Training and workshops are essential for equipping athletes with the necessary skills to make informed decisions under pressure. Andersen (2000) highlights the importance of accessible mental support services in managing stress and anxiety, which can significantly impact athletes' performance and well-being. Providing effective mental support is crucial for promoting athletes' mental health and performance. Reeve (2009) discusses the positive impact of recognizing athletes' contributions and fostering a sense of belonging. Recognition and belonging can boost athletes' confidence and motivation, leading to improved performance and well-being.

Table 4.1. Assessment of the teacher and coordinators respondents on the level of athletes' sports development in terms of **Physical Development**

	Indicators	<i>M</i>	<i>SD</i>	Interpretation	Rank	<i>M</i>	<i>SD</i>	Interpretation	Rank
		(Teacher)				(Coordinator)			
1.	Implement structured training programs to improve fitness.	2.87	.646	Average	4	3.10	.686	Average	6
2.	Educate athletes on proper nutrition and hydration.	3.06	.617	Average	1	3.19	.744	Average	1
3.	Monitor and track athletes' progress.	2.91	.683	Average	2	3.12	.803	Average	5
4.	Utilize sports science tools and technology for performance analysis.	2.69	.692	Average	9	3.02	.719	Average	8
5.	Conduct regular assessments to identify and correct movement dysfunctions.	2.78	.719	Average	8	3.03	.758	Average	7
6.	Promote adequate rest and recovery strategies.	2.88	.608	Average	3	3.12	.773	Average	5
7.	Train athletes in injury prevention and treatment techniques.	2.79	.656	Average	7	3.10	.797	Average	6
8.	Customize training programs to individual needs.	2.85	.672	Average	5	3.13	.732	Average	4
9.	Apply progressive overload principles in training.	2.87	.614	Average	4	3.17	.739	Average	2
10.	Organize leisure activities for maintaining physical condition.	2.81	.631	Average	6	3.16	.749	Average	3
Overall Mean		2.85	.552	Average		3.11	.676	Average	

Legend: 3.26 - 4.00 Highly Supported; 2.51 - 3.25 Supported; 1.76 - 2.50 Slightly Supported; 1.00 - 1.75 Not Supported

Table 4.1 presents the assessment of teachers and coordinators on the level of athletes' sports development in terms of physical development. Both teachers and coordinators rated this aspect as "Average," with overall means of $M = 2.85$, $SD = 0.552$ for teachers and $M = 3.11$, $SD = 0.676$ for coordinators. This indicates that while efforts to develop athletes' physical capabilities are perceived positively, there is still room for enhancement.

The highest-rated indicator for teachers was "Educate athletes on proper nutrition and hydration" ($M = 3.06$, $SD = 0.617$), while for coordinators, it was also "Educate athletes on proper nutrition and hydration" ($M = 3.19$, $SD = 0.744$). Proper nutrition and hydration are critical for athletes' performance and recovery. According to Jeukendrup and Gleeson (2009), educating athletes about nutrition and hydration is fundamental for maintaining their physical health and optimizing performance.

"Implement structured training programs to improve fitness" received high ratings from both teachers ($M = 2.87$, $SD = 0.646$) and coordinators ($M = 3.10$, $SD = 0.686$), reflecting the importance of well-organized training regimens in enhancing fitness levels. Structured training programs are essential for systematic and progressive development of physical fitness. Stone et al. (2007) highlight the significance of periodized training programs in improving athletes' fitness and performance.

The lowest-rated indicator for teachers was "Utilize sports science tools and technology for performance analysis" ($M = 2.69$, $SD = 0.692$), while for coordinators, it was also "Utilize sports science tools and technology for performance analysis" ($M = 3.02$, $SD = 0.719$). This suggests that there is a need to increase the use and accessibility of sports science tools. Utilizing sports science tools can provide valuable insights into athletes' performance and help in identifying areas for improvement. According to Kellmann and Beckmann (2018), sports science tools and technology play a crucial role in enhancing athletic performance through detailed analysis and feedback.

"Conduct regular assessments to identify and correct movement dysfunctions" and "Train athletes in injury prevention and treatment techniques" were rated moderately by both groups, indicating the need for further emphasis on these areas. Regular assessments and injury prevention techniques are critical for maintaining athletes' physical health and preventing long-term damage. Bahr (2016) discusses the importance of regular assessments and injury prevention programs in ensuring athletes' safety and longevity in sports.

Jeukendrup and Gleeson (2009) support the importance of educating athletes on proper nutrition and hydration. Proper nutrition and hydration are critical for athletes' performance and recovery, and educating them about these aspects is fundamental for maintaining their physical health. Stone et al. (2007) emphasize the significance of structured training programs in improving fitness levels. Periodized training programs are essential for the systematic and progressive development of physical fitness, leading to enhanced performance. Kellmann and Beckmann (2018) highlight the role of sports science tools and technology in enhancing athletic performance. Utilizing these tools can provide valuable insights into athletes' performance, helping in identifying areas for improvement and optimizing training regimens. Bahr (2016) discusses the importance of regular assessments and injury prevention programs. Conducting regular assessments helps in identifying and correcting movement dysfunctions, while injury prevention techniques are crucial for maintaining athletes' physical health and preventing long-term damage.

Table 4.2. Assessment of the teacher and coordinators respondents on the level of athletes' sports development in terms of **Emotional Development**

Indicators	<i>M</i> (Teacher)	<i>SD</i>	Interpreta tion	Rank	<i>M</i> (Coordin ator)	<i>SD</i>	Interpretation	Rank
1. Organize workshops on emotional intelligence (EI).	2.63	.691	Average	8	3.02	.881	Average	8
2. Promote a team culture of empathy and support.	2.88	.624	Average	4	3.19	.759	Average	3
3. Provide access to sports psychologists and counselors.	2.56	.671	Average	9	2.95	.866	Average	10
4. Encourage empathy among athletes.	2.94	.600	Average	2	3.16	.765	Average	5
5. Integrate mindfulness practices into training.	2.94	.583	Average	2	3.17	.723	Average	4
6. Engage athletes in mental and emotional skills training.	2.77	.709	Average	7	3.09	.792	Average	8
7. Recognize athletes' efforts in managing emotions and demonstrating sportsmanship.	3.01	.643	Average	1	3.22	.788	Average	1
8. Encourage regular self-reflection among athletes.	2.89	.601	Average	3	3.20	.717	Average	2

9.	Organize team-building activities to promote emotional bonding.	2.83	.652	Average	6	3.12	.773	Average	7
10.	Teach conflict resolution skills to navigate emotional challenges.	2.87	.630	Average	5	3.13	.700	Average	6
Grand Mean		2.83	.519	Average		3.13	.696	Average	

Legend: 3.26 - 4.00 *Highly Supported*; 2.51 - 3.25 *Supported*; 1.76 - 2.50 *Slightly Supported*; 1.00 - 1.75 *Not Supported*

Table 4.2 presents the assessment of teachers and coordinators on the level of athletes' sports development in terms of emotional development. Both teachers and coordinators rated this aspect as "Average," with overall means of $M = 2.83$, $SD = 0.519$ for teachers and $M = 3.13$, $SD = 0.696$ for coordinators. This indicates that while efforts to develop athletes' emotional capabilities are perceived positively, there is still room for improvement.

The highest-rated indicator for teachers was "Recognize athletes' efforts in managing emotions and demonstrating sportsmanship" ($M = 3.01$, $SD = 0.643$), while for coordinators, it was also "Recognize athletes' efforts in managing emotions and demonstrating sportsmanship" ($M = 3.22$, $SD = 0.788$). Recognizing athletes' efforts can boost their confidence and reinforce positive emotional behaviors. According to Weinberg and Gould (2018), recognition and reinforcement of positive behaviors are critical in promoting emotional well-being and sportsmanship among athletes.

"Promote a team culture of empathy and support" received high ratings from both teachers ($M = 2.88$, $SD = 0.624$) and coordinators ($M = 3.19$, $SD = 0.759$), reflecting the importance of fostering a supportive and empathetic team environment. A team culture of empathy and support can significantly enhance athletes' emotional resilience and cohesion. Jones (2019) emphasizes the role of empathetic and supportive team cultures in promoting emotional well-being and team cohesion.

The lowest-rated indicator for teachers was "Provide access to sports psychologists and counselors" ($M = 2.56$, $SD = 0.671$), while for coordinators, it was also "Provide access to sports psychologists and counselors" ($M = 2.95$, $SD = 0.866$). This suggests a need to improve access to professional mental health support. Access to sports psychologists and counselors is crucial for addressing emotional challenges and promoting mental health among athletes. According to Hanton and Mellalieu (2009), providing access to mental health professionals is essential for supporting athletes' emotional and psychological well-being.

"Encourage empathy among athletes" and "Integrate mindfulness practices into training" were rated moderately by both groups, indicating the need for further emphasis on these areas. Encouraging empathy and integrating mindfulness practices can significantly enhance athletes' emotional intelligence and stress management. Kabat-Zinn (2013) discusses the positive impact of mindfulness practices on emotional regulation and stress management.

Weinberg and Gould (2018) support the importance of recognizing athletes' efforts in managing emotions and demonstrating sportsmanship. Recognition and reinforcement of positive behaviors are critical in promoting emotional well-being and sportsmanship among athletes. Jones (2019) emphasizes the role of empathetic and supportive team cultures in promoting emotional well-being and team cohesion. A team culture of empathy and support can significantly enhance athletes' emotional resilience and cohesion. Hanton and Mellalieu (2009) highlight the importance of providing access to sports psychologists and counselors. Access to professional mental health support is crucial for addressing emotional challenges and promoting mental health among athletes. Kabat-Zinn (2013) discusses the positive impact of mindfulness practices on emotional regulation and stress management. Encouraging empathy and integrating mindfulness practices can significantly enhance athletes' emotional intelligence and stress management.

Table 4.3. Assessment of the teacher and coordinators respondents on the level of athletes' sports development in terms of **Social Development**

Indicators	<i>M</i>	<i>SD</i>	Interpretation	Rank	<i>M</i>	<i>SD</i>	Interpretation	Rank
	(Teacher)	(Coordinator)						
1. Promote rapport with the school community.	3.08	.598	Average	7	3.28	.714	Highly	8
2. Develop proper behavior in dealing with community members.	3.12	.608	Average	5	3.34	.662	Highly	4
3. Instill values, camaraderie, and sportsmanship.	3.30	.541	Highly	1	3.47	.568	Highly	1
4. Teach respectful communication under stress.	3.13	.646	Average	4	3.36	.612	Highly	3

5.	Create an engaging environment for achieving common goals.	3.15	.575	Average	2	3.31	.599	Highly	6
6.	Develop a sense of leadership and belonging among athletes.	3.14	.603	Average	3	3.33	.641	Highly	5
7.	Encourage collaboration between sports administrators and the community.	3.11	.567	Average	6	3.37	.595	Highly	2
8.	Conduct consultative meetings with stakeholders.	2.98	.603	Average	9	3.29	.611	Highly	7
9.	Engage athletes in community-sponsored sports activities.	3.00	.667	Average	8	3.31	.637	Highly	6
10.	Enhance performance and values through team-building and community engagement.	2.94	.664	Average	10	3.29	.648	Highly	7
Grand Mean		3.10	.484	Average		3.34	.549	Highly	

Legend: 3.26 - 4.00 *Highly Supported*; 2.51 - 3.25 *Supported*; 1.76 - 2.50 *Slightly Supported*; 1.00 - 1.75 *Not Supported*

Table 4.3 presents the assessment of teachers and coordinators on the level of athletes' sports development in terms of social development. Teachers rated this aspect as "Average" with an overall mean of $M = 3.10$, $SD = 0.484$, while coordinators rated it as "Highly Supported" with an overall mean of $M = 3.34$, $SD = 0.549$. This suggests that while social development efforts are perceived positively by both groups, coordinators see these efforts as more effective than teachers do.

The highest-rated indicator for both teachers and coordinators was "Instill values, camaraderie, and sportsmanship" (teachers: $M = 3.30$, $SD = 0.541$; coordinators: $M = 3.47$, $SD = 0.568$), indicating the strong emphasis on these values in athletic programs. According to Carron and Brawley (1999), instilling values such as camaraderie and sportsmanship is crucial for team cohesion and overall athletic success.

"Encourage collaboration between sports administrators and the community" received high ratings from coordinators ($M = 3.37$, $SD = 0.595$) and was also rated positively by teachers ($M = 3.11$, $SD = 0.567$). Collaboration between sports administrators and the community is essential for creating a supportive environment for athletes. Putnam (2000) emphasizes the importance of community engagement in promoting social capital and achieving common goals.

The lowest-rated indicator for teachers was "Enhance performance and values through team-building and community engagement" ($M = 2.94$, $SD = 0.664$), while coordinators rated it higher ($M = 3.29$, $SD = 0.648$). Team-building and community engagement activities are effective in promoting social bonds and improving performance, as noted by Salas, Rozell, Mullen, and Driskell (1999). This suggests that there may be a need to strengthen these activities to enhance their impact on social development.

"Develop proper behavior in dealing with community members" and "Create an engaging environment for achieving common goals" were rated highly by coordinators, indicating the importance of fostering appropriate behavior and engagement among athletes. According to Eccles and Barber (1999), creating an engaging environment and promoting proper behavior are essential for the social development of athletes.

Carron and Brawley (1999) discuss the importance of instilling values such as camaraderie and sportsmanship for team cohesion and overall success in sports. These values are fundamental for creating a positive and supportive team environment. Putnam (2000) emphasizes the role of community engagement in promoting social capital and achieving common goals. Collaboration between sports administrators and the community is crucial for creating a supportive environment for athletes. Salas, Rozell, Mullen, and Driskell (1999) highlight the effectiveness of team-building and community engagement activities in promoting social bonds and improving performance. Strengthening these activities can enhance their impact on athletes' social development. Eccles and Barber (1999) discuss the importance of creating an engaging environment and promoting proper behavior among athletes. These practices are essential for the social development of athletes, helping them navigate social interactions effectively.

The significant difference in the respondent assessment of the level of athletes' holistic sports development

The table 5 below present the test result and the qualitative interpretation of the difference between the PE teachers and PESS coordinators assessment on the level of athlete's holistic sports development in the aforementioned variables.

Table 5. The t-test result between Teachers and Coordinators Assessment on the Athletes' Holistic Sports Development.

Compared Variables	M	SD	t-value	p-value	Interpretation	Decision
Teachers Assessment	2.92	0.48	3.117	0.000*	Significant	Rejected Null Hypothesis 2
Coordinator Assessment	3.18	0.61				

Legend: *Significant at $p < 0.05$

Table 5 presents the t-test results comparing teachers' and coordinators' assessments of athletes' holistic sports development. The mean scores for teachers and coordinators were $M = 2.92$, $SD = 0.48$ and $M = 3.18$, $SD = 0.61$, respectively. The T-test yielded a t-value of $t = 3.117$ and a p-value of 0.000, indicating a statistically significant difference between the assessments of the two groups at the 0.05 level of significance.

This significant difference suggests that coordinators generally perceive a higher level of holistic sports development among athletes compared to teachers. Consequently, the null hypothesis (Ho2), which states that there is no significant difference between teachers' and coordinators' assessments of the level of athletes' holistic sports development, is rejected.

The disparity in perceptions between teachers and coordinators highlights the importance of understanding and addressing the different experiences and viewpoints of various stakeholder groups within an organization. According to Carron and Eys (2012), perceptions of support and development can vary significantly between different groups, impacting overall organizational effectiveness. This finding underscores the need for targeted interventions to align perceptions and improve the perceived level of holistic development across all groups.

Several factors may contribute to this difference in assessments. Coordinators, who typically hold more supervisory roles, might have greater access to resources and support systems, leading to higher satisfaction levels and perceptions of development. In contrast, teachers might face more direct challenges and resource constraints, affecting their perception of athletes' holistic development. Addressing these differences is crucial for fostering a cohesive and supportive environment.

Carron and Eys (2012) emphasize that different groups within an organization often have varying perceptions of support and development. This variation can significantly impact the overall effectiveness and morale of the organization. Understanding these differences is crucial for developing targeted interventions to improve development across all levels. Bailey et al. (2010) highlights the importance of holistic development in sports, which includes not only physical training but also emotional, social, and mental development. This comprehensive approach ensures that athletes are well-rounded and can achieve their full potential. Fraser-Thomas, Côté, and Deakin (2005) discuss the role of supportive environments in promoting holistic development in athletes. Providing adequate resources and support systems is essential for fostering overall development and success in sports.

Relationship between the assessed level of administrative support and the assessed level of the athletes' holistic sports development.

Table 6 below present the correlation result between the assessed level of administrative support and the assessed level of athletes' holistic sports development in all aforementioned variables.

Table 6. Correlation Coefficient obtained from the Assessed Level of Administrative

Support and the Assessed Level of the Athletes' Holistic Sports Development

Paired Variable	r	t-value	p-value	r-description	Interpretation	Decision
<i>Administrative Support</i>	0.75	2.812	0.030*	High Correlation	Significant	Rejected Null Hypothesis 3
<i>Athletes' Holistic Sports Development</i>						

Legend: *Significant at $p < 0.05$

Table 6 presents the correlation coefficient obtained from the assessed level of administrative support and the assessed level of athletes' holistic sports development. The correlation coefficient (r) is 0.75, indicating a high correlation between administrative support and athletes' holistic sports development. The t-value is 2.812, and the p-value is 0.030, which is significant at the 0.05 level. This suggests a strong positive relationship between the two variables.

This significant correlation implies that higher levels of administrative support are associated with better holistic development of athletes. Therefore, the null hypothesis (Ho3), which states that there is no significant relationship between the assessed level of administrative support and the assessed level of athletes' holistic sports development, is rejected.

The high correlation indicates that effective administrative support plays a crucial role in fostering athletes' overall development. According to Bailey et al. (2010), comprehensive support systems, including administrative backing, are essential for the holistic development of athletes, encompassing physical, mental, emotional, and social aspects.

Furthermore, Carron and Eys (2012) emphasize that strong administrative support contributes to creating a conducive environment for athletes to thrive. This support includes adequate resources, effective communication, and a supportive infrastructure, all of which are crucial for the holistic development of athletes. Bailey et al. (2010) highlights the importance of comprehensive support systems, including administrative backing, in fostering the holistic development of athletes. These systems ensure that athletes receive support across physical, mental, emotional, and social domains. Carron and Eys (2012) emphasize that strong administrative support contributes significantly to creating a conducive environment for athletes. Effective administrative support includes providing adequate resources, fostering effective communication, and building a supportive infrastructure. Fraser-Thomas, Côté, and Deakin (2005) discuss the role of supportive environments in promoting holistic development in athletes. Administrative support is a critical component of such environments, ensuring that athletes can achieve their full potential.

Policy implications to promote greater support for athletes

Based on the study's findings, which highlighted discrepancies in the perception of administrative support between Physical Education (PE) Teachers and Physical Education and School Sports (PESS) Coordinators, it is essential to implement targeted policies that address the gaps identified in key areas such as financial management, facilities, mental and emotional support, and the use of technology in physical training. Further, the differences in assessment between teachers and coordinators, the t-test results show a significant difference in their assessments of administrative support and athletes' holistic sports development. This highlights the need for collaborative efforts and clear communication between teachers and coordinators to align their viewpoints and enhance support for athletes.

In addition, the correlation analysis reveals a high positive correlation between the assessed level of administrative support and the assessed level of athletes' holistic sports development. This indicates that as the level of administrative support increases, there is a corresponding increase in athletes' holistic sports development. Therefore, it is essential for the administration to continue providing strong support in all areas to foster the holistic development of athletes and enhance their overall success.

Table 7 on the following page outlines the policy implications, specific strategies, objectives, and the individuals responsible for ensuring these enhancements are effectively implemented. The overarching objective is to create a more supportive environment that fosters the holistic development of athletes, ensuring they receive the necessary resources, guidance, and care to excel in both their sports and personal lives.

Policy Objectives

1. Ensure consistent and cohesive support from all levels of the sports administration, addressing perception gaps between PE Teachers and PESS Coordinators.
2. Improve the allocation of financial resources and upgrade sports facilities to meet the needs of athletes.
3. Provide comprehensive support for athletes' mental, emotional, physical, and social development through targeted interventions and the integration of modern technology.
4. Establish regular review processes to continuously assess and improve the management of sports activities.
5. Provide comprehensive sports programs that cater diverse interests and abilities among athletes, coaches, stakeholders and community.

Table 7. The policy matrix to improve the management of sports activities.

Area of Concern	Policy Implication	Strategies	Goal	Person In -Charge
Strategic Planning and Communication	Develop and implement a comprehensive strategic planning framework with regular communication and alignment efforts.	-- Conduct regular strategic planning workshops. -- Establish clear communication channels among stakeholders.	Align efforts across administrative levels for cohesive support to athletes.	School Sports Director/Principal
Financial Management	Prioritize funding for sports activities, ensuring equitable distribution and transparency in financial management.	-- Develop a transparent budget allocation process. -- Regularly audit and review sports funding allocations.	Ensure athletes receive adequate resources for their development.	Finance Department/School Treasurer
Facilities and Equipment Management	Invest in upgrading and maintaining sports facilities, providing essential amenities and modern equipment.	-- Conduct needs assessments for facilities. -- Create facilities upgrade plan with a timeline and budget.	Create a conducive environment for athletes to train and compete effectively.	Facilities Manager/School Board

Area of Concern	Policy Implication	Strategies	Goal	Person In -Charge
Mental and Emotional Support	Integrate mental health services and emotional support systems into athletic programs, including hiring sports psychologists.	-- Partner with mental health professionals. -- Provide regular mental health workshops and counseling sessions.	Ensure holistic athlete development by addressing mental and emotional health gaps.	Counseling Department/Sports Coordinator
Technology for Physical Development	Promote the use of sports science tools and technology in training programs, with proper training for PE Teachers and coaches.	--Invest in sports technology and training for staff. --Implement regular assessments of physical training outcomes.	Improve the physical development of athletes through advanced technology and data-driven methods.	Athletic Director/IT Department
Activities Management	Establish regular post-event reviews and feedback mechanisms for continuous improvement in activities management.	--Create a standardized post --event review process. --Involve stakeholders in feedback sessions.	Enhance the effectiveness of activities management through ongoing assessment and improvement.	Events Coordinator/PE Department Head
Perception Discrepancies	Regular assessments should be conducted to understand differing perceptions between PE teachers and PESS coordinators. Tailor support strategies accordingly.	Implement regular perception surveys. Hold focus group discussions to address gaps.	Achieve consistency in the perception of administrative support across different stakeholders.	School Administrator/HR Department

Recommendation

Based on the findings, it is recommended that the Division of Maguindanao Del Norte:

1. Strengthen post-event evaluation and consultation processes to ensure continuous improvement.
2. Enhance mental health and stress management services for athletes to address areas of low support.
3. Allocate additional resources to improve facilities and equipment, ensuring compliance with safety standards.
4. Align the perceptions of teachers and coordinators through workshops and joint activities that emphasize the importance of cohesive administrative support.

Conclusion

This study concludes that administrative support plays a crucial role in athletes' holistic development. While the current support system in Maguindanao Del Norte is generally effective, improvements in activity management and mental health services are necessary. The study's findings provide valuable insights for policy development aimed at enhancing the overall sports environment for athletes.

References

- Ardern, C. L., Hooper, N., O'Halloran, P., Webster, K. E., & Kvist, J. A. (2022). Psychological Support Intervention to Help Injured Athletes "Get Back in the Game": A Design and Development Study. *JMIR*, 6(8), 28851. <https://doi.org/10.2196/28851>.
- Aljassar, M. A. Q., Hoque, K. E., Ali, S. K., bin S., & Alali, A. A. A. (2023). Professionalism in Sports Administration: A Literature Review. *International Journal of Professional Business Review*, 8(1), 0870. <https://doi.org/10.26668/businessreview/2023.v8i1.870>
- Alexander, K. N., Adams, K V., & Dorse, T. E. (2023), Exploring the Impact of Coaches' Emotional Abuse on Intercollegiate student-athletes Experiences, *Journal of Aggression, Maltreatment and Trauma*, 32(9), 1285–1303, <https://doi.org/10.1080/10926771.2023.2166441>
- Anderman, E. M., Patrick, H., & Ha, S.Y. (2022). Achievement Goal Theory and Engagement. In: Reschly, A.L., and Christenson, S.L. (eds), *Handbook of Research on Student Engagement*. Springer, Cham. https://doi.org/10.1007/978-3-031-07853-8_24
- Álvarez, O., Castillo, I., Molina-García, V., & Tomás, I. (2019). Transformational leadership, task-involving climate, and their implications for male junior soccer players: a multilevel approach. *Int. J. Environ. Res. Public Health* 16:3649. <https://doi.org/10.3390/ijerph16193649>

- Almagro B. J., Sáenz-López P., Fierro-Suero S., and Conde C. (2020). Perceived performance, intrinsic motivation, and adherence in athletes. *International Journal of Environmental Research and Public Health*, 17(24), 9441. https://doi.org/10.3390/ijerph17249D_and441
- Azamat, O. (2023). Approaches, behavioral characteristics, principles, and methods of work of coaches and managers in sports. *American Journal of Social Sciences and Humanity Research*, 3(11), 133–151. <https://doi.org/10.37547/ajsshr/Volume03Issue11-16>
- Balcombe, L., De-Leo, D., & Turner, M. J. (2022). Editorial: Athlete psychological resilience and digital mental health implementation. *Front Psychol.* 13, 1082998. <https://doi.org/10.3389/fpsyg.2022.1082998>
- Biswas-Diener, R. (2020) The practice of positive psychology coaching, *The Journal of Positive Psychology*, 15(5), 701-704, <https://doi.org/10.1080/17439760.2020.1789705>
- Bokore, M. G., & Basha, G. (2022). Availability And Handling of Physical Education Facilities and Equipment at Dedu Secondary School, Horro Guduru Wollega Zone, Oromia Regional State, Ethiopia (Doctoral Dissertation, Haramaya University).
- Boyatzis, R., Liu, H., Smith, A., Zwygart, K., & Quinn, J. (2023). Competencies of Coaches that Predict Client Behavior Change. *The Journal of Applied Behavioral Science*, 0(0), <https://doi.org/10.1177/00218863231204050>
- Çakiroğlu, T. (2021). The Role of Athletic Self-Efficacy and Athletic Perfectionism in Predicting Athletic Performance: Performance of Gazi University Student-Athletes. *Journal of Educational Issues Department of Sport Science, Lokman Hakim University, Ankara, Turkey*, 7(2), 300. <https://doi.org/10.5296/jei.v7i2.19108>
- C.E., & Carvalho H. M. (2020). Performance, motivation, and enjoyment in young female basketball players: a psychological interdisciplinary approach. *J. Sports Sci.* 28, 873–885. <https://doi.org/10.1080/02640414.2020.1736247>.
- Chazan, D. J., Pelletier, G. N., & Daniels, L. M. (2022). Achievement Goal Theory Review: An Application to School Psychology. *Canadian Journal of School Psychology*, 37(1), 40–56. <https://doi.org/10.1177/08295735211058319>
- Cho, M. J., & Han, K. W. (2021). Assessing the Effect of Empathy on the Relationship between Athletes Sportsmanship and Antisocial Behaviors. *Korean Journal of Sports Science*, 30(1), 141–154.
- Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Di-Corrado, D., Guarnera, M., Vitali, F., Quartiroli, A., & Coco, M. (2019). Imagery ability of elite-level athletes in individual vs. team and contact vs. non-contact sports. *Peer.* 7, 6940. <https://doi.org/10.7717/peerj.6940>
- Duyan, M. (2021). The effect of coach-athlete relationships on performance for combat athletes. *International Journal of Eurasian Education and Culture*. <https://doi.org/10.35826/ijoecc.515>
- Fang, Y. (2024). Utilizing Wearable Technology to Enhance Training and Performance Monitoring in Indonesian Badminton Players. *studies in sports science and physical education*, 3(1), 11–23. <https://www.pioneerpublisher.com/SSSPE/article/view/647>
- Gammelsæter, H. (2021). Sport is not industry: bringing sport back to sport management. *European Sport Management Quarterly*, 21(2), 257-279.
- Grant, A. M., & O'Connor, S. (2022). Goals in Coaching Practice. *International Handbook of Evidence-Based Coaching*. Springer, Cham. https://doi.org/10.1007/978-3-030-81938-5_32
- Garcia, O. D. (2023). Emotional intelligence and transformational leadership in sports coaches: the mediating role of coaching efficacy and the relationship to coach-athlete relationships (Master's thesis, University of Calgary, Calgary, Canada). <https://prism.ucalgary.ca/hdl.handle.net/1880/116567>
- Hirsch, K. E. (2019). Investigating the Relationships Among Athlete Leadership Behaviors, Athlete Leader Fairness, Cohesion, and Athlete Satisfaction (Doctoral dissertation, University of Windsor (Canada)).
- Lori, A. (2023). Athletes' Narratives of Caring Coaches Who Made a Difference, *Sports Coaching Review*, 12(1), 47-67, <https://doi.org/10.1080/21640629.2021.1896208>
- Jin, H., Kim, S., Love, A., Jin, Y., & Zhao, J. (2022). Effects of leadership style on coach-athlete relationships, athletes' motivations, and athlete satisfaction. *Front Psychol.* 12(13), 1012953. <https://doi.org/10.3389/fpsyg.2022.1012953>.
- Jowet, S., & Wachsmuth, S. (2020). Power in coach-athlete relationships. DOI: 10.4324/9781003007005-8
- Jeong, Y. H., Healy, C. L., & McEwan, D. (2023). The application of Goal theory to goal-setting interventions in sport: a systematic review, *International Review of Sport and Exercise Psychology*, 16:1, 474–499. doi: 10.1080/1750984X.2021.1901298
- Kinoshita, K., MacIntosh, E., & Sato, S. (2022). Thriving in youth sports: the antecedents and consequences. *International Journal of Sport and Exercise Psychology*. 20(2), 356–76
- Kremer, J., Moran, A. P., & Kearney, C. J. (2019). *Pure sport: Practical sport psychology*. Routledge.

- Liang, D., Chen, S., Zhang, W., Xu, K., Cheng, H., Wan, L., & Liu, C. (2021). Investigation of a progressive relaxation training intervention on precompetition anxiety and sports performance among collegiate student athletes. *Frontiers in psychology*, *11*, 617541.
- Martinet, G., & Ansnes, E. (2020). A Literature Review on Coach-Athlete Relationships in Table Tennis. doi:10.30827/DIGIBUG.63717
- Messina, J., & Martin, H. (2021). Achievement Goal Theory: Help Your Athletes Achieve Their Potential. Physical and health education America.
- Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta M., & Westwater, M. L. (2022). On what motivates us: a detailed review of intrinsic vs. extrinsic motivation. *Psychol Med.* *52*(10), 1801-1816. doi: 10.1017/S0033291722001611.
- McManama, O. K. H., Rowan, M., Willoughby, K., Griffith, K., & Christino, M. A. (2021). Psychological resilience in young female athletes. *Int J Environ Res Public Health.* *18*(16), 8668. doi: 10.3390/ijerph18168668.
- Nicholls, S. B., James, N., Bryant, E., & Wells, J. (2019). The implementation of performance analysis and feedback within Olympic sport: The performance analyst's perspective. *International Journal of Sports Science & Coaching*, *14*(1), 63–71. <https://doi.org/10.1177/1747954118808081>
- Schmid, M. J., Charbonnet, B., Conzelmann, A. & Claudia Zuber (2021). More Success with the Optimal Motivational Pattern? A Prospective Longitudinal Study of Young Athletes in Individual Sports. Institute of Sport Science, University of Bern, Bern, Switzerland, Volume 11, 2020 | <https://doi.org/10.3389/fpsyg.2020.606272>
- Stambulova, N. B., Ryba, T. V., & Henriksen, K. (2021). Career development and transitions of athletes: The international society of sport psychology position stand revisited. *International journal of sport and exercise psychology*, *19*(4), 524-550.
- Jones, T. W., Shillaber, B. C., Ryu, J. H., & Cardinale, M. (2021). Development in adolescent middle-distance athletes: A study of training loadings, physical qualities, and competition performance. *Journal of Strength and Conditioning Research*, *35*, 103–110. <https://doi.org/10.1519/JSC.0000000000003437>
- Pestano, R.D., & Ibarra, F.P. (2021). Assessment of the implementation of a special of a special program in sports competition performance in sports in sports competition. In *International journal of Human Movement and Sports Sciences*, *9*(4), 791–796. <https://doi.org/10.13189/saj.2021.090425>
- Pestano, R. D. (2021). Sports teachers' coaching style, behavior, competency, and student-athlete Performance in Sports. *Jurnal Ilmiah Pendidikan Jasmani*, *5*(1), 9–16. <https://doi.org/10.33369/jk.v5i1.14619>
- Piskova, D., Filchenkov, D., & Larina, S. (2021). Psychological and pedagogical problems are typical types of motivation for students engaged in physical education. *World of Science, Pedagogy and Psychology*, *9*(3), 44-53. <https://doi.org/10.15862/24psmn321>
- Ryan, R. M. & Deci, E. L. (2022). Self-Determination Theory. In: Maggino, F. (eds) *Encyclopedia of Quality of Life and Well-Being Research*. Springer, Cham. https://doi.org/10.1007/978-3-319-69909-7_2630-2
- Standage, M. (2023). Self-Determination Theory Applied to Sport In book: *The Oxford Handbook of Self-Determination Theory*. DOI: 10.1093/oxfordhb/9780197600047.013.35
- Tennant, K., Long, A. & Toney-Butler, T. J. (2023). Active Listening In: *Stat Pearls Treasure Island (FL): Stat Pearls Publishing.* <https://www.ncbi.nlm.nih.gov/books/NBK442015/>
- Walton, C. C., Purcell, R., Henderson, J. L, et al. *Mental Health Among Elite Youth Athletes: A Narrative Overview to Advance Research and Practice.* *Sports Health*, 2024;0(0). <https://doi:10.1177/19417381231219230>
- Wekesser, M. M., Harris, B. S., Langdon, J., & Wilson, C. H. (2021). Coaches' impact on youth athletes' intentions to continue sport participation: The mediational influence of the coach-athlete relationship. *International Journal of Sports Science & Coaching*, *16*(3), 490–499. <https://doi.org/10.1177/1747954121991817>
- Van-Zyl, L. E., Roll, L. C., Stander, M. W. & Richter, S. (2020). Positive Psychological Coaching Definitions and Models: A Systematic Literature Review. *Front Psychol.* *6*(11), 793. <https://doi: 10.3389/fpsyg.2020.00793>.
- Zhao, H., Liu, Z., Zhang, S., Xiao, F., Liu, M., Li, R., Zhang, L. & Xu, C. (2022). The compensation incentive effect of athletes: A structural equation model. *Front Psychol.* *18*(13), 1034855. <https://doi: 10.3389/fpsyg.2022.1034855>.
- Mertler, C. A., Vannatta, R. A., & LaVenia, K. N. (2021). *Advanced and multivariate statistical methods: Practical application and interpretation.* Routledge.
- Thomas, J. R., Martin, P., Etnier, J. L., & Silverman, S. J. (2022). *Research methods in physical activity.* Human kinetics.