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Striving for excellence: Teacher competencies and sport experiences as keys to achieving eligibility in sport designation

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Abstract
This study investigates the critical role of MAPEH (Music, Arts, Physical Education, and Health) teacher-coaches in integrating sports within the Philippine basic education system, with an emphasis on their competencies and experiences in sports coaching. Grounded in Kolb's Experiential Learning Theory, the research examines how the personal sports backgrounds of MAPEH teachers influence their effectiveness in coaching roles in Cluster 1 Junior High Schools in Las Piñas. Through a comparative-correlational approach, data was collected via surveys, focusing on variables such as coaching experience, athletic background, certification, success, knowledge of sports and sports professional assessment, development and management. The study reveals that MAPEH teacher-coaches with robust sports experiences and certifications are significantly more effective in their coaching roles. It also identifies gaps in the current professional development programs, highlighting the need for targeted support to enhance the coaching competencies of these teachers. A key outcome of this research is the proposal for a Coaching Eligibility Program, which aims to establish standardized criteria for MAPEH teachers assigned as coaches. This program is designed to ensure that teacher-coaches possess the necessary skills and knowledge to lead effective sports programs, thus elevating the overall quality of sports education within the academic curriculum. The proposed program emphasizes the importance of continuous professional development, certification, and equitable access to coaching opportunities, which are essential for fostering a competent and confident structure of teacher-coaches. The implications of this study underscore the importance of investing in the professional growth of MAPEH teachers, as their enhanced coaching competencies directly contribute to the success of school sports programs. By supporting teacher-coaches through structured eligibility criteria and professional development, the education system can achieve a more effective integration of academics and athletics, ultimately benefiting both the educators and the educational institutions.

Keywords: Sports experiences, teaching competencies, coaching eligibility

Introduction
The inclusion of academics and athletics in the Philippine basic education system has become increasingly important as it develops, especially in terms of producing well-rounded kids who perform well in the classroom and on the pitch. The importance of teachers has come to light due to the rising emphasis on students' holistic development, particularly those in MAPEH (Music, Arts, Physical Education, and Health) departments who frequently serve as both sports coaches and educators. The substantial influence that teacher competences have on student results has been demonstrated by recent studies, particularly those conducted by Valenzuela (2021) [45] and Ingersoll (2019) [24]. This effect is especially evident in situations when education and athletics cross.

The goal of this study was to gain a deeper understanding of the abilities needed by MAPEH teacher-coaches in order to successfully include sports into the academic program. It examined how these teachers balance their multiple duties as instructors and coaches, as well as how their involvement in sports at a personal level enhances their efficacy in both capacities. The study, which was based on Kolb's (1984) experiential learning theory, looked at how teachers' experiences in sports related to their teaching competencies and how that affected their

capacity to inspire and engage students in both academic and athletic contexts.

The study also examined the teacher-coaches' demands for professional development, realizing that their capacity to succeed in both capacities frequently depends on their availability to continuing education and assistance. The study found shortcomings in the MAPEH instructors' present options for professional development, and it suggested creating a Coaching Eligibility Program as a focused solution. The goal of this program is to provide MAPEH teachers the abilities, credentials, and information they need to become more successful sports coaches, which will eventually increase student performance in the classroom and on the field.

By focusing on recent scholarly insights, this research contributes to the broader discourse on the integration of sports and academics in the Philippine education system. It offers practical recommendations for policymakers and educational leaders on how to support MAPEH teachers in their dual roles, emphasizing the importance of structured professional development programs and equitable access to coaching opportunities. The findings of this study have significant implications for the development of future educational strategies aimed at enhancing the quality of sports coaching within the basic education system, thereby promoting a more holistic approach to student development.

Methods and Materials

Research Design

The study employed a comprehensive research method, specifically tailored for the researcher to collect information about the prevailing conditions pertinent to the selected field of study. According to Padillo *et al.* (2021) [48], descriptive survey research was a method that delineated and interpreted the current state of "what is." It illuminated existing or non-existing conditions, prevailing or non-prevailing practices, held or upheld beliefs, points of view or attitudes, ongoing processes, felt effects, and emerging trends. Utilizing this research method allowed the researcher to acquire the necessary data and gain comprehensive insights into the study.

Specifically, the study employed the descriptive comparative-correlational research design. This methodology was chosen to explore the complex relationships between experience and teacher competencies in sports coaching. According to Fraenkel *et al.* (2019) [49], the descriptive comparative-correlational research design sought to provide a methodical summary by carefully outlining the traits and profiles of educators who coached sports, utilizing statistical metrics. The comparative analysis aimed to identify differences and similarities in the experiences and competencies of teachers across various groups, highlighting patterns and trends. Correlation coefficients were used in the correlational exploration process to measure the direction and degree of the relationships between teacher experiences and competencies. By integrating these components, the study aimed to offer a targeted and thorough understanding of how teacher competencies and experiences interacted in the context of sports coaching.

Respondents of the study

During the data collection process, the researcher considered variables including eligibility and teacher competences in athletic coaching, as well as convenience, reliability, and location. Within a given division, a particular group of junior high schools served as the source of responses. The survey was carried out during the academic year 2023–2024 on the campuses of several schools in this division, taking these parameters into consideration. Participants in the study were designated as MAPEH faculty members who were allocated coaching positions at particular Junior High Schools in the targeted cluster. These people were purposefully chosen for their relevance to the study. During the academic year 2023–2024, a consensus of faculty members employed in these schools participated in the survey as responders. In order to establish their eligibility requirements for handling coaching assignments, the researcher gathered data from the respondents on important aspects of teacher competences in sport coaching. A survey questionnaire was used to collect data, with reference to the academic year 2023–2024. Teachers working in topics other than MAPEH, those outside the defined cluster, and those departing from MAPEH employment without having a sports coaching teaching load throughout the study's period of time were all excluded.

Research Instrument

The study employed a specialized instrument, under validation and endorsement by an advisor and five Physical Education and Sports experts, to assess teacher competencies in sports coaching and eligibility. The instrument consisted of two parts: a checklist questionnaire profiling respondents against qualification standards, and a survey questionnaire probing various study-specific variables to capture respondents' perceptions.

In pursuit of clarity, the researcher facilitated participant understanding by aiding with the questionnaire, designed for simplicity and comprehensibility. Anticipating positive outcomes, face-to-face administration of the instrument was conducted, enabling effective data collection and insights into the competencies required for sports coaching and eligibility. Building on Velasco and Alforja's (2021) [46] methodological innovation, Salonga (2022) [37] applied their framework to assess sports coaches' performance and experiences in Tarlac Province. This adaptation demonstrated the methodology's flexibility and effectiveness in a regional context, contributing to the understanding of sports coaching and emphasizing the importance of rigorous research methods.

Participants were involved in a single session, lasting approximately 30 minutes, to provide demographic information and complete a structured questionnaire on sports coaching competencies. Participation was voluntary, with the option to withdraw at any stage, and participants were encouraged to contact the researcher with any questions regarding the study's procedures.

The interpretation of the result of the study will be based on the Likert scale

Table 1: Numerical and Adjectival Interpretation of Survey

Scale	Numerical Ranges	Adjectival Interpretation
4	3.500 - 4.000	Highly Evident
3	2.500 – 3.499	Evident
2	1.500 – 2.499	Slightly Evident
1	Below – 1.499	Not Evident

Data Gathering Procedures

The MAPEH Department Office, strategically located and well-equipped, served as the venue for the study's data

collection, ensuring participant privacy and minimal research interruptions. The face-to-face methodology included obtaining informed consent, collecting demographic information, and administering a structured questionnaire on sports coaching competencies. Researcher aided and addressed queries throughout, with participant feedback sought for data validation, concluding with thanks for their contributions. Statistical analysis comprised percentage calculations, weighted means, and a ranking procedure for questionnaire items. Additionally, the Mann-Whitney U Test investigated gender impacts on coaching experiences and competencies, the Kruskal-Wallis Test examined age-related differences in sports experiences and teaching competencies, and the Kendall Tau Test assessed correlations between sports experiences and teaching competencies, all contributing to a nuanced understanding of factors influencing sports coaching efficacy.

Results and Discussion

In the fast-paced world of school athletics, student success greatly depends on the skill of MAPEH teachers. These instructors, who support a varied curriculum, are crucial to fostering development that is well-rounded. However, their ability to improve student participation and physical proficiency may be hampered by gaps in their coaching qualification and training.

In order to find relationships between the demographic characteristics of MAPEH teachers and the effectiveness of school sports coaching, this study examines these details. Examining tenure, gender ratios, sports variety, and instructor demographics, the study clarifies the intricate interactions that occur within school sports programs. Finding out how these factors affect coaching quality as a whole can help develop plans to support sports programs and encourage students to be more active and healthier.

Table 2: Distribution of respondents according to school

	Frequency	Percent
Secondary School A	20	30.77
Secondary School B	8	12.31
Secondary School C	7	10.77
Secondary School D	18	27.69
Secondary School E	12	18.46
Total	65	100.00

Table 2 reveals that respondents are spread across five schools, with Secondary School B and Secondary School C hosting the largest shares of 30.77% and 27.69%, respectively. This suggests a higher concentration of seasoned sports professionals at these schools, likely due to factors like larger student bodies and enhanced funding, which correlate with more robust sports programs. Secondary Schools D, E, and A follow with 12.31%, 10.77%, and 18.46% of respondents, respectively, ensuring a broad representation of experiences for the study. The prominence of MAPEH teachers at Secondary Schools B and C is supported by research and policies that link resource availability to improved sports program outcomes and teacher satisfaction. Studies by Abdurahman (2020) [1], Alcazar *et al*. (2021) [2], and Capinpin and Estrella (2022) [5] affirm that well-funded schools with strong sports infrastructures can foster better student-athlete performance and coaching success. Moreover, DepEd Order No. 35, s. 2020, and findings by Ramos (2021) [31] highlight the benefits of support and mentorship for teacher-coaches, further contributing to the efficacy of sports programs at these institutions.

Table 3. Distribution of respondents according to Age

	Frequency	Percent
21-30 yrs. old	23	35.38
31-40 yrs. old	23	35.38
41-50 yrs. old	9	13.85
51-60 yrs. old	10	15.38
Total	65	100.00

Table 3 reflects an equitable age distribution among MAPEH teachers, with both the 21-30 and 31-40 age brackets representing 35.38% of respondents. This balance suggests a dynamic blend of youthful vigor and seasoned expertise within the teaching cohort. The inclusion of teachers aged 41-50 (13.85%) and 51-60 (15.38%) indicates a valued presence of veteran educators with extensive coaching experience. This diverse age composition fosters an educational milieu where the fresh perspectives of younger teachers complement the wisdom and mentorship of their more experienced counterparts, enhancing the overall quality and adaptability of sports coaching programs.

Table 4: Distribution of respondents according to Sex

	Frequency	Percent
Male	25	38.46
Female	40	61.54
Total	65	100.00

Table 4 indicates a predominance of female MAPEH teachers, with 61.54% females compared to 38.46% males. This mirrors the general trend in education and health-related fields where females are more prevalent. Such gender dynamics may shape the curriculum, potentially leading to a focus on inclusive and non-competitive physical activities, fostering an environment conducive to widespread student engagement in sports.

Table 5: Distribution of respondents according to Sports Assignment

	Frequency	Percent
Arnis	7	10.77
Athletics	9	13.85
Basketball	13	20.00
Martial arts	7	10.77
Racket sport	6	9.23
Volleyball	12	18.46
others	11	16.92
Total	65	100.00

Table 5 indicates basketball (20%), volleyball (18.46%), and athletics (13.85%) as the primary sports assignments for MAPEH teachers, reflecting a curriculum that values diversity. Including a range of activities, from mainstream sports to cultural and alternative ones like Arnis and martial arts, ensures a comprehensive physical education that caters to varied student interests, promoting overall development

and engagement in sports.

Table 6: Distribution of respondents according to years in Handling Sports

	Frequency	Percent
One year and below	9	13.85
2 to 4 years	22	33.85
5 to 7 years	18	27.69
8 to 10 years	7	10.77
more than ten years	9	13.85
Total	65	100.00

Table 6 reveals that a notable number of MAPEH teachers have 2 to 4 years (40%) and 5 to 7 years (27.69%) of experience in sports coaching, indicating a workforce that is relatively new but growing in expertise. A smaller group has over 10 years (13.85%) of experience, suggesting the potential for enhanced professional development programs to cultivate long-term proficiency. Mentorship and ongoing training are emphasized as key to upholding high standards in sports education and ensuring effective teaching practices for student benefit.

Table 7: Level of Respondent's Sports Experience

Level of respondent's sports experiences	Weighted mean	Standard deviation	Verbal interpretation
Athletic Background			
I participated in a particular sport during my school years.	3.23	0.932	True of me
I actively participated in my sport during my school years.	3.29	0.805	Very true of me.
I never participated in sports in my school years	1.65	1.052	Not true of me.
I participated in my sports for several years	2.95	0.991	True of me
I joined a sports competition for fun	2.88	0.944	True of me
I joined sports competitions at the regional level	2.08	1.203	Slightly true of me.
I joined sports competitions at the national level	1.91	1.221	Slightly true of me.
I joined a sports competition and won several times	2.34	1.108	Slightly true of me
I was one of the best members of the team	2.20	0.987	Slightly true of me
I feel my participation in sports during my school years significantly contributed to the development of my coaching skills.	2.95	0.959	True of me
Average	2.547692	0.624	True of me
Coaching Certification			#N/A
I am not a certified coach in the sport I was assigned	2.49	1.226	Slightly true of me
I am a certified coach in the sport I am assigned	2.20	1.188	Slightly true of me
I have a beginner coaching certificate in my sport	2.08	1.136	Slightly true of me
I have an intermediate coaching certificate in my sport	1.98	1.053	Slightly true of me
I have an advanced coaching certificate in my sport	1.83	1.084	Slightly true of me
I have a local coaching certificate in my sport	2.03	1.199	Slightly true of me
I have a national coaching certificate in my sport	1.72	1.111	Not true of me
I have an international coaching certificate in my sport	1.66	1.079	Not true of me
I am considering to pursue an additional coaching certificate in the future	2.72	1.068	True of me
Coaching certifications are believed to be relevant to the sports I coach.	3.20	0.887	True of me
Average	2.192308	0.729	Slightly true of me
Level of Competition			#N/A
As an athlete, I joined the school at the intramural level.	3.20	1.019	True of me
I played in a provincial sport competition	1.94	1.184	Slightly true of me
I played in a regional sports competition	1.89	1.161	Slightly true of me
I played in a national sport competition	1.69	1.131	Not true of me
I played in an international sport competition	1.57	1.015	Not true of me
My team joined interschool sport competition	2.42	1.298	Slightly true of me
My team joined a provincial sport competition	2.06	1.210	Slightly true of me
My team joined a regional sport competition	1.97	1.262	Slightly true of me
My team joined a national sport competition	1.85	1.215	Slightly true of me
My team joined an international competition	1.68	1.120	Not true of me
Average	2.026154	0.888	Slightly true of me
Success and Achievement			#N/A
I have achieved notable recognition in sports-related activities in my school years.	2.05	1.037	Slightly true of me
I received awards or recognitions during my playing years for my contributions to sports activities.	2.25	1.132	Slightly true of me
My success in sports has been recognized within the school community.	2.46	1.076	Slightly true of me
I have continued my involvement in sports or physical activities beyond my school years.	2.63	1.098	True of me
I have achieved notable recognition in sports-related activities after my school years.	2.17	1.112	Slightly true of me
My team during my school days win in provincial level	1.83	1.112	Slightly true of me
My team during my school days win in a national level	1.68	1.120	Not true of me
The teams I handled win in a provincial sports competition	1.71	0.996	Not true of me
The team I handles win in a regional sport competition	1.91	1.128	Slightly true of me
The team I handled win in a national sport competition	1.63	1.098	Not true of me
Average	2.030769	0.806	Slightly true of me
Grand mean	2.199231	0.661	Slightly true of me

Table 7's data reflects a moderate to high athletic involvement among MAPEH teachers during their school years, with active participation in sports indicated by weighted means of 3.29 and 3.23. However, regional and national competition participation was less common, suggesting a potential gap in competitive experience.

Addressing this through professional development could enhance coaching competencies, leveraging teachers' personal sports backgrounds to foster student-athlete development and enrich sports education programs. Additionally, the study's findings indicate that MAPEH teachers generally hold beginner to intermediate coaching certifications, with average weighted means of 2.08 and 1.98 respectively, while advanced and international qualifications are less common, reflected by lower weighted means of 1.83 and 1.66. Despite this, the belief in the value of formal coaching qualifications is notably high, with a mean of 3.20, underscoring the recognized need for such credentials in enhancing coaching quality. The data suggests a gap in higher-level certifications, which could be addressed through targeted professional development initiatives, encouraging the pursuit of advanced training and recognizing such achievements within the educational system. Respondents' involvement in competitive sports, as both participants and coaches, is generally modest, with a higher engagement at school and intramural levels. The decline in participation at provincial and beyond suggests a need for better resources and support systems to enhance coaching effectiveness and manage the demands of higher-level competition. Addressing these challenges through improved training, access to facilities, financial and psychological support, and policy interventions could bolster coaches' performance and encourage greater involvement in advanced competitions. Also, the study indicates that MAPEH teachers exhibit a low to moderate achievement level in sports, with limited recognition at higher competitive levels. However, their ongoing engagement in sports post-school suggests a sustained interest. The findings point to a need for formal training and professional development to bridge gaps in coaching qualifications and competitive experience. Balancing teaching and coaching duties presents challenges, emphasizing the necessity for additional support and resources for MAPEH teachers. This could include advanced training opportunities, competitive platforms, and incentives for achievements to enhance their coaching capabilities. The study's insights advocate for initiatives that address the unique needs of teacher-coaches, promoting their continuous involvement and success in sports coaching. In summary, the study's outcomes suggest that MAPEH teachers, while possessing a moderate athletic background, acknowledge the need for formal coaching certifications. Yet, there's a discernible need for advanced training to elevate their coaching efficacy. The demographic diversity, with notable female representation and varied ages, indicates a rich potential for an inclusive educational setting. To harness this potential, it's imperative to bolster support through professional development and certification programs, thereby enhancing the quality of sports education and fostering a more engaging learning environment for students.

Significant differences between Sports Experiences and Demographic Profile: The statistical analysis reveals no significant differences in the level of sports experience among MAPEH teachers from various schools, now referred to as School A, School B, School C, School D, and School E. The p-values for athletic background, coaching certification, level of competition, success and achievement, and overall sports experience all exceed the 0.05 significance threshold, ranging from 0.131 to 0.318. This suggests a consistent level of sports-related experience and qualifications among the teachers across these schools, which could be indicative of uniform educational policies or similar opportunities for professional development in sports education within the region. The acceptance of the null hypothesis points to a homogeneity in sports experiences among the institutions, potentially beneficial for maintaining a standardized quality of sports education.

There are no appreciable differences in the sports experience of MAPEH teachers among age groups (21–30, 31–40, 41–50, and 51–60 years). The null hypothesis was accepted as a result of the chi-square tests for athletic background, coaching certification, competition level, success, and overall experience, which produced p-values ranging from 0.210 to 0.976. These findings imply that age is not a significant factor in sports experience, suggesting that ongoing professional growth and institutional support may be more important in fostering coaching expertise than chronological age. This casts doubt on conventional wisdom on age-related experience and emphasizes the value of lifelong learning and adaptability in sports coaching for coaches of all ages.

Male and female respondents did not significantly differ in their sports experience when analyzed according to gender groups. With p-values ranging from 0.107 to 0.962, the Mann-Whitney U test results provide evidence in favor of the null hypothesis, which states that gender has no discernible effect on participants' levels of sports experience. This result is in line with studies that contend gender has no intrinsic bearing on coaching effectiveness or sporting competencies. Sports experiences are probably more influenced by mentorship, institutional support, and resource availability. These observations support coaching programs that put individual competencies ahead of gender stereotypes, encouraging equity and diversity in sports education.

Across a range of assignments, including Arnis, Athletics, Basketball, Martial Arts, Racket Sports, and Volleyball, the analysis could not find any patterns in the participants' sports experiences. The null hypothesis was accepted as a result of Chi-Square tests showing non-significance in athletic background, coaching certification, level of competition, and success and achievement. These results imply that the development of a sports experience is more influenced by institutional support and resource availability than by the particular sport. This is consistent with earlier studies that highlight the fact that, independent of their sport assignment, teacher-coaches' coaching efficacy is increased when they receive fair support and opportunity for professional development. The findings highlight the significance of emphasizing all-encompassing support systems in coaching education in order to guarantee uniform coaching efficacy throughout various sports programs.

Based on years of managing sports (from less than a year to over ten years), sports experiences were analyzed, and no discernible variations were found in terms of athletic background, coaching certification, competitive level, or success and achievement. The null hypothesis was accepted since the p-values showed non-significance in all categories. The idea that greater skill is inevitably associated with longer coaching tenure is called into question by this data. Rather, it bolsters studies that highlight the value of good coaching education and continuous professional growth over a few years of experience alone. The impact of institutional elements, such mentorship and resource accessibility, on coaching efficacy is significant. According to the findings, in order to guarantee excellent coaching and successful outcomes for student-athletes, educational institutions had to give priority to offering coaches, irrespective of their level of expertise, ongoing assistance and opportunities for

professional development.

Table 8: Level of the respondents teaching competencies

Level of the respondents teaching competencies	Weighted mean	Standard deviation	Verbal interpretation
Knowledge of Sport. I am competent in			
Planning and structuring coaching sessions	2.85	0.852	Great extent
Demonstrating sports techniques and skills	2.95	0.717	Great extent
Providing constructive feedback and reinforcement	3.00	0.707	Great extent
Motivating and inspiring athlete	3.25	0.751	Great extent
Building rapport and trust with athletes	3.32	0.793	Very great extent
Managing group dynamics and behavior	3.28	0.696	Very great extent
Assessing athlete progress and performance	3.14	0.726	Great extent
Developing individualized coaching plans	2.97	0.865	Great extent
Utilizing technology and resources in coaching	2.98	0.820	Great extent
Using student-centered and skill-based philosophy in coaching.	3.17	0.698	Great Extent
Average	3.090769	0.621	Great Extent
Sports Assessment			
Define appropriate criteria for evaluating students' skills and knowledge	3.02	0.718	Great extent
Evaluate students' skills and knowledge using a range of tools and methods	3.08	0.714	Great extent
Evaluate students' skills and knowledge using observation, self-assessment and feedback	3.14	0.634	Great extent
Give oral and written feedback that is clear, specific and related to the evaluation criteria	3.08	0.620	Great extent
Evaluate students formatively and use the result to support teaching learning	3.17	0.651	Great extent
Evaluate students in a manner that is transparent, fair and which supports their professional learning	3.11	0.732	Great extent
The effectiveness of my assessment and feedback provision on the individual performance of athletes is evaluated. Give effective assessment and feedback on the performance of individual athlete	3.11	0.640	Great extent
Give effective assessment and feedback on the performance of the team	3.18	0.659	Great extent
Evaluate students' performance using varied assessment tools	3.12	0.650	Great extent
Collaborate with other coaches to ensure consistent assessment practices across the sports program	3.12	0.761	Great extent
Average	3.112308	0.570	Great extent
Key Aspects of Sports Development Respondents			
Encourage students of all ages and backgrounds to participate in sports	3.46	0.686	Very great extent
Involve students in community sports programs, school sports clubs, and recreational leagues.	3.43	0.684	Very great extent
Ensure that sports opportunities are accessible to everyone,	3.48	0.615	Very great extent
Ensure that factors such as income, gender, ethnicity, or ability, is not a hindrance for promoting inclusivity and diversity in sports.	3.54	0.561	Very great extent
Provide quality coaching and education programs that helps individuals develop their skills, knowledge, and understanding of sports.	3.43	0.585	Very great extent
Give activities like coach training courses, sports clinics, and workshops.	3.25	0.791	Great extent
Maintain sports facilities, such as playing fields, courts, and recreational centers, to provide suitable spaces for sports activities to take place.	3.12	0.761	Great extent
Organize sports competitions, tournaments, and events to provide opportunities for athletes to showcase their skills and helps to promote sports within the community and attract spectators.	3.25	0.613	Great extent
Create a supportive environment that enables individuals to participate in sports, develop their skills, and enjoy the many benefits that sports can bring to individuals and communities alike.	3.29	0.605	Very great extent
Integrate the latest and scientific approaches in developing student athlete's performance.	3.17	0.741	Great extent
Average	3.341538	0.532	Very great extent
Sport Management			
A, Planning			
The sports program's goals are clear, measurable, aligned with the strategic plan, and involve PE teachers, students, and coaches in planning for effective outcomes.	3.20	0.617	Great extent
The athletic program has enough resources to meet program goals through clear, measurable objectives and a robust yearly plan for strategic implementation.	3.09	0.631	Great extent
Average	3.146	0.571	Great extent
B. Organizing			
The job titles, roles, and responsibilities are clearly specified within the sports management structure, and organized structures are analyzed, updated, and reformed to meet community needs.	3.15	0.618	Great extent
1. Coaches possess the necessary experience, knowledge, accreditation, and qualifications to effectively develop players and competitors, and training sessions are consistently held to an acceptable standard while ensuring the distribution of work aligns with the abilities of those involved in sports management.	3.17	0.627	Great extent
Average	3.162	0.594	Great extent
C. Budgetting			
There is an allocated budget specifically designated for player training, and the program implementation is conducted within this budget while still meeting the necessary targets.	2.62	0.930	Great extent
Players and coaches are properly compensated, including allowances and other benefits, while the sports committee regularly reviews progress towards achieving budget and cash flow projections.	2.80	0.887	Great extent
Average	2.708	0.843	Great extent
D. Leading			
PE teachers and coaches provide support for players to navigate the challenges and successes of their playing careers, and there are experienced, knowledgeable, and skilled coaches available to develop talents.	3.23	0.656	Great extent
Coaches actively seek out prospective talent and provide opportunities for their growth and development, while ensuring the coaching structure is effective and the sports management offers sufficient incentives to attract new participants.	3.18	0.705	Great extent
Average	3.208	0.661	Great Extent
E. Evaluating			
There is an evaluation of the athletic program's impact on athletes, and all current strategic planning documents are reviewed regularly.	3.11	0.664	Great extent
There has been an assessment of the current financial and program status of the sports management, and human resource advisors review the plan to identify any gaps while ensuring all necessary precautions are in place to ensure the safety of athletes and coaches.	3.15	0.690	Great extent
Average	3.131	0.663	Great extent
Grand mean	3.169	0.597	Great extent

With a weighted mean of 3.32, which indicates strong proficiency, MAPEH educators gave "Building rapport and trust with athletes" the highest rating in the sports knowledge category. This demonstrates how well they support the formation of healthy coach-athlete connections, which is essential for athlete growth. On the other hand, "Planning and structuring coaching sessions" had the lowest rating (2.85), but still demonstrating a high degree of proficiency. While the overall average of 3.14 points to a high degree of expertise, it also shows that, in order to improve overall effectiveness, specific professional development is required, especially in the area of coaching session design. MAPEH educators showed great competence in the sports evaluation area, especially in "Giving effective assessment and feedback on team performance," which had the highest weighted mean (3.18). This illustrates their ability to offer helpful criticism, which is crucial for raising team productivity. This task had the lowest mean (3.02) for "Defining appropriate criteria for evaluating students' skills and knowledge," suggesting that although they are still competent, they could do more in terms of clearly defining the evaluation criteria. The overall average of 3.10 indicates a reasonable level of proficiency in sports assessment; however, further assistance in improving assessment techniques may increase overall efficacy.

When assessing the sports development abilities of MAPEH educators, "Ensuring that factors like income, sex, ethnicity, or ability are not barriers to promoting inclusivity and diversity in sport" received the highest weighted mean (3.54), indicating a strong commitment to inclusivity. The lowest mean, 3.12, was found for "Maintaining sports facilities," indicating a need for better facility maintenance. The overall sports development average was 3.33, indicating strong competency with a focus on inclusion promotion and some issues with sports infrastructure maintenance. Great support for student-athletes is evident in the evaluation of sports management competencies among MAPEH educators. The highest weighted mean of 3.23 was recorded for "PE teachers and coaches providing support to players in navigating their careers." On the other hand, the lowest mean of 2.62 was recorded for "Allocated budget specifically for player training," indicating difficulties in allocating financial resources. The average score for all sports was 2.92, which indicates strong proficiency in sports administration but also emphasizes the necessity of improved funding to increase the efficacy of sports programs. Notwithstanding budgetary limitations, the instructors exhibit great proficiency in every facet of sports instruction, which is essential for efficient sports administration.

Significant differences between Teaching Competencies and Respondents Profile

There were no discernible disparities in the teaching competences amongst the five schools analyzed; Chi-Square values showed consistency in the understanding of sport, sports assessment, sports development, and sports management. Additionally, there was no discernible variation in the overall competencies (Chi-Square = 5, p = 0.310). These findings imply that teaching competencies are uniform among the schools, most likely as a result of comparable educational backgrounds or standardized training. Because of this uniformity, kids are guaranteed a comparable sports education, underscoring the significance of preserving and enhancing these competencies through focused interventions and continuous professional development.

In an investigation into how age affects teaching competences among MAPEH educators, no discernible variations were discovered between age groups (21–60) in domains including sport knowledge, sports evaluation, important facets of sports development, and sports administration. The null hypothesis, which states that age has no discernible impact on teaching competencies, was accepted after statistical analysis utilizing the Kruskal Wallis and Chi-Square tests produced p-values that were significantly over the significance threshold. This implies that other elements, such as institutional support and professional development, can have a greater bearing on how effective a teacher is. It is advised that mentorship programs and ongoing professional development be implemented in order to uphold good teaching standards for all age groups.

There was little variation in the teaching competencies of MAPEH educators across various sports tasks, according to research. Chi-Square analysis revealed p-values of **0.291**, **0.173**, **0.423**, and **0.739** for domains such as sports knowledge, sports evaluation, sports development, and sports management, respectively. These results imply that the kind of sport taught had no discernible effect on competency levels. This demonstrates that the efficiency of teaching is not limited by an educator's area of expertise in sports, emphasizing the transferability of fundamental teaching abilities across a range of sports disciplines. Regardless of the assigned sport, the study supports comprehensive teacher preparation programs that give instructors adaptable abilities for delivering high-quality physical education.

There were no significant differences found in the link between MAPEH instructors' years of experience managing sports and their teaching competencies. P-values from Chi-Square tests for different competencies, including **0.548** for sport knowledge, **0.200** for sports assessment, **0.292** for important aspects of sports development, and **0.262** for sports management, indicate that experience level has little bearing on a teacher's ability to teach. This research casts doubt on the idea that more years in the classroom translate into more successful teaching, emphasizing instead the value of ongoing professional development and cutting-edge pedagogical techniques. The research backs up a comprehensive strategy that emphasizes organized professional development and research-based methods for improving teaching competencies.

The Relationship between Sports Experiences and Teaching Competencies

With a correlation coefficient of 0.552 and a statistically significant p-value of 0.000, the study's analysis shows a somewhat favorable link between sports experience and teaching competencies. This suggests that teachers who have taught more sports tend to be more competent teachers. The degree and direction of the association between two variables are indicated by the correlation coefficient, which has a range of -1 to +1. If both variables grow as one does, there is a strong positive association shown by a coefficient near +1. The intermediate range is occupied by the coefficient of 0.552 in this instance, indicating a significant but imperfect association between sports experience and teaching competencies. The p-value evaluates the likelihood that the observed link happened by accident. Statistical significance is generally defined as a p-value of less than 0.05, which suggests that the results are unlikely to be the result of random variation. The study's p-value of 0.000 is much below this cutoff, demonstrating the validity of the correlation. This correlation supports the idea that a teacher's ability to instruct students can be improved by having a lot of sports experience.

Expert teachers have probably worked with a range of sporting situations, which has given them a wealth of real-world experience and efficient teaching techniques. They may use this wealth of knowledge to handle a variety of sports education scenarios and deliver richer, more nuanced instruction. Furthermore, the research indicates that whilst experience holds significance, it has to be supplemented with continuous professional development to guarantee sustained advancement in teaching proficiencies. Literature highlighting the significance of ongoing learning and adaptation to uphold high standards in education supports this strategy. In conclusion, the study emphasizes the value of sports experience in enhancing teaching competences and stresses the necessity of ongoing professional development to optimize teaching efficacy in the physical education sector.

The Coaching Eligibility Program

The Coaching Eligibility Program is designed with the purpose of enhancing the professional status and teaching abilities of MAPEH instructors in the field of sports education. Through a series of international engagements, management workshops, and seminars on fiscal stewardship, this program will support the progression of coaching credentials and cultivate a culture of lifelong learning. The program's primary components include practical instruction in financial literacy and athlete advocacy, which is emphasized by a dedication to equality and the preservation of infrastructure. Success metrics are based on the observable increase in certification attainment, the visible improvement in pedagogical skill sets, and the palpable improvement in sports program quality, as attested to by teacher and student testimonies. The program's mentorship concept, in conjunction with strategic partnerships with prestigious sports organizations for instructional delivery, aims to foster a sustainable and forward-thinking sports education environment. Incorporating international training experiences is essential because it guarantees that teachers are knowledgeable about current international approaches, which adds world-class efficacy to local sports curricula.

The program also aims to improve students' understanding of sports management, with a focus on financial planning and supporting athletes' careers. Through the distribution of specialized courses and resources pertaining to financial management and athlete development, the program aims to develop a comprehensive coaching competency framework that is essential to the advancement of sports education. The initiative envisions a strong framework for the amplification of sports education, partnered with prestigious sports organizations to offer certification courses and integrate mentoring into professional development. This comprehensive schema is recommended in order to provide MAPEH teachers with the necessary resources to create a thriving sports environment and to make a major contribution to the success of sports instruction in academic contexts.

Conclusions

Successful sports programs are the result of investing in robust MAPEH programs with specialized staff and resources, as demonstrated by well-funded schools like School A and School D. An inclusive curriculum that promotes lifelong physical exercise is supported by the majority of female educators at MAPEH, and the teachers' varied age ranges enhance the learning environment. A thorough sports program supports cultural traditions and accommodates a range of interests. The growing number of newly hired MAPEH instructors emphasizes how crucial mentorship and continuous professional development are to the success of education.

The competitive experience that MAPEH teachers have gained via their active participation in athletics provides a strong basis for their teaching. More funding, organisational collaborations, and training are needed to improve sports education. According to the study, professional development has a greater impact on teaching efficiency than demographic characteristics. Prioritizing tools, encouragement, and drive is crucial; possibilities for parity among schools and gender parity are especially important. The quality of sports education in general and the coaching abilities of MAPEH teachers in particular depend heavily on ongoing sports involvement, advanced training, and mentorship programs. According to the study, MAPEH teachers are excellent at establishing a connection with athletes and giving team feedback, but they still need to work on improving their session planning and individual assessment techniques. They have to enhance sports facility management while staying true to their commitment to diversity. Regardless of demographic considerations, the research emphasizes the value of continuous professional development and real-world experience in improving teaching competencies. In order to provide high-quality sports education, teachers' athletic background is essential, and hiring decisions should take this into account in addition to professional development possibilities.

The purpose of the Coaching Eligibility Program is to match the coaching credentials of MAPEH teachers with their athletic background. In association with sporting organizations, it will provide advanced qualifications and opportunities for professional growth through workshops and seminars. Enhancing coaching abilities, competitive involvement, and sports administration—including financial planning and athlete assistance—will be the main objectives of the program. Certification rates, instructional enhancements, participation in competitions, and participant feedback will all be taken into consideration when evaluating success, with a focus on the importance of continuous learning and experience for high-quality sports education and student-athlete development.

Recommendations

Participating in a variety of sports and using teachers' knowledge to improve their athletic ability are crucial for student-athletes in order to create a healthy sports education environment. To improve their abilities and guarantee inclusivity in their programs, MAPEH instructors and coaches should always pursue advanced coaching certifications and professional development opportunities. In order to improve the quality of instruction, school officials must prioritize providing enough resources for sports education and infrastructure. They also need to set up mentorship programs. In addition to pushing for better educational resources and supporting their kids' participation in sports, parents are essential in fostering an inclusive sports culture. To ensure consistent, high-quality sports instruction, the Department of instruction must standardize professional development and certification programs for MAPEH teachers. Moreover, partnerships with sports organizations are essential to improving coaching abilities. In order to inform and enhance sports education methods, future researchers are urged to look into the long-term effects of coaching certifications, the effectiveness of professional development in physical

education, the impact of mentorship on the professional development of MAPEH educators, and more.

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