IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 9, No. 1, January 2025, pp. 154-170

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

ON THE DEVELOPMENT OF SPORTS EDUCATION FRAMEWORK IN MAASIN CITY, PHILIPPINES

Jennifer C. Sarra[1], Pritzel Lee G. Capili[2], Melbert O. Hungo[3] and Leomarich F. Casinillo[4*]
[1]Department of Education, Maasin City Division, Philippines
[2,3]Southern Leyte State University-Tomas Oppus, Philippines
[4]Visayas State University, Philippines
leomarich.casinillo@g.msuiit.edu.ph[1], elagumbay12201990@gmail.com[2], mhungo@southernleytestateu.edu.ph[3], and leomarichcasinillo02011990@gmail.com[4]
*correspondence: leomarichcasinillo02011990@gmail.com
https://doi.org/10.24071/ijiet.v9i1.8913
received 20 June 2024; accepted 31 January 2025

Abstract
The study focused on the crafting of a Sports Development Framework. A Delphi multi-survey was conducted with thirty (30) sports officers from Region VIII, who were selected as study participants through purposive sampling. Specifically, significant questionnaires and interviews were conducted during the first, second, third, and fourth rounds with the same participants. Consensus was reached in the fourth round, and findings were identified: Capacity building; Sports level competition; Community Impact; Project Management; Program specialization, Funding and resources; Training Facilities; Sports officers; Athletes' Performance; and Sports Benefits. It is concluded that a comprehensive approach to sports development involves various facets such as capacity building, competition levels, community impact, project management, and training facilities. Stakeholders, especially sports officers and community engagement, play a crucial role in successful initiatives while prioritizing athlete well-being and societal impacts. Hence, it is recommended to invest in capacity building for sports personnel, establish an inclusive competition structure, actively engage communities, implement effective project management systems, create specialized programs, ensure quality training facilities, and empower sports officers.

Keywords: Delphi method, sports facility, sports training, training facility

Introduction
School sports is the structured learning that takes place beyond the curriculum, also known as out-of-school-hours learning. The school sports program can enhance and expand on the foundational learning in physical education and serve as a link to community sports and activities (Huml, Svensson, & Hancock, 2023). Secondary school sports are crucial for sports development in any nation. The Sports Development Framework aims to increase sports participation at the

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License.

grassroots level and make a significant impact with the help of individuals, partners, and sports organizations (Bamidele & Sunday, 2020). This sports program has been designed to contribute to sports in all schools, aligning with key priorities and strategies at the local, regional, and national levels (Friday et al., 2023).

The recent settlement relating to the sports program presents significant challenges for the school in terms of available resources. Sports supervisors and managers, supported by sports officers, need to be even more focused in their approach to sports development and ensure effective resource utilization (Kwan, Kandasamy, Graham, Konopaki, & Brown, 2023). Sports in schools are not only an essential part of the curriculum, addressing the needs of today's youth, but they also provide opportunities for students with exceptional athletic abilities to compete at an advanced level while pursuing educational goals (Kochanek & Erickson, 2020). These critics argue that the belief in the potential of sport is often based on the common sense of advocates who already believe in its power. This belief is reflected in United Nations phraseology and various country policies that sound promising but lack a solid foundation. Without a strong foundation, there is a risk that "sport for development" is based on the claims of "sports evangelists" (McSweeney, 2020). A more critical and academic approach can improve the quality and effectiveness of future projects and establish the issue for years to come. This requires a willingness and ability to learn. Increasing the learning capacity of the sector may be the biggest challenge in the years ahead (Moustakas, 2020). It is believed that education should focus on ideas that have endured for centuries and are relevant today. Therefore, it is recommended that reading, analyzing, and gathering data through interviews be vital tools in educational frameworks (Heritage, Walqui, & Linquanti, 2020).

In the realm of school sports, officers are expected to fulfill multitasking and multifaceted roles to meet the evolving needs of sports management in educational institutions (Sibay & Gonzales, 2024). Furthermore, the responsibilities of sports officers extend beyond their workplace to their athletes, where they provide moral support and demonstrate skills and knowledge (Chambers & Lim, 2022). The literature on school leadership and administration illustrates how the role of today's school sports leaders has changed significantly from that of classroom teachers to sports leaders. They are tasked with performing multitasking activities and multifaceted roles. Despite these changing roles, school principals manage to sustain and adapt to the nature of their profession (Guidotti et al., 2023). Based on the researchers' observations, the sports program in Maasin City Division needs a sports development framework. This framework aims to accelerate sports competition with the support of higher authorities and sports officers. Currently, some athletes are winning medals while others are not, and sports officers may lack motivation and knowledge of the program. The study's goal is to develop a sports development framework that recognizes the talents and skills of athletes, the dedication of sporting organizations, and the involvement of sports officers, LGU coordinators, and volunteers. This framework will provide structure and guidance for sports development, promoting inclusivity, talent identification, economic impact, and athlete performance. Ultimately, it will contribute to public health, social, and economic development by creating a supportive environment for sports at all levels.

Framework of the study

This study is firmly rooted in the foundational principles outlined in two significant documents: DepEd Order Number 25, series of 2015, which focuses on "Implementing the guidelines on the special program in sports," and DepEd Order Number 54, series of 2010, dedicated to "Strengthening the implementation of the special program in sports." The primary data sources for this research encompass sports officers, including officiating officials, and educational institutions or division sports entities. These individuals possess a wealth of knowledge and expertise in the field of sports, making them valuable contributors whose insights will be channeled through the Delphi method.

The Delphi method recognized as a structured communication technique of paramount importance, serves as the cornerstone for gathering and synthesizing inputs from these experts and stakeholders. Its purpose is to facilitate the attainment of consensus on intricate issues and the anticipation of forthcoming developments within the realm of sports. Through a series of iterative rounds of questioning and feedback, participants engage in the process anonymously, thereby mitigating the influence of bias stemming from their status or reputation (Dašić, 2023).

Central to the Delphi method is the role of the facilitator, who orchestrates the feedback mechanism to ensure that responses are reflective of the collective wisdom of the group, thereby nurturing a culture of consensus-building. This method's versatility extends to its application in forecasting future trends, technological advancements, and policy decisions, leveraging the diverse expertise of participants to generate informed insights. Ultimately, the Delphi method emerges as a potent instrument for harnessing the intellectual capital of experts, enabling informed decision-making, prognostication of outcomes, and exploration of multifaceted issues (Woodcock, 2022).

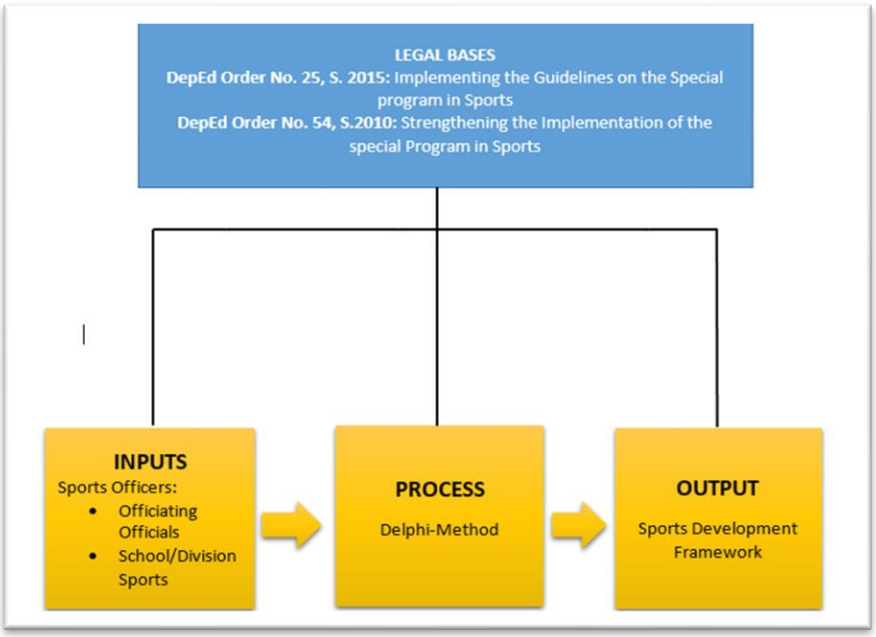


Figure 1. Conceptual model

Upon the completion of the Delphi process, the culmination of inputs will yield a comprehensive sports development framework. This framework will play a

pivotal role in guiding the initiatives of division sports organizations, providing a robust foundation for their operational endeavors and strategic planning (Glibo, Misener, & Koenigstorfer, 2022). Figure 1 presents the conceptual model of this research study.

Method

Research Design. In this research, the Delphi method was implemented, using multiple iterative rounds to reach a consensus among the expert panel. King et al. (2021) characterize the Delphi method as a structured group communication approach that facilitates effective problem-solving within a group. The method involves successive rounds of data collection through questionnaires to establish consensus among participants or experts selected based on predefined criteria. The selection of the Delphi method for this study was driven by its recognized robustness, validity, and reliability, making it a suitable choice for achieving consensus and reliable outcomes.

Research Participants and Locale of the Study. In the process of selecting 30 experts in the sports field from Region VIII, the researcher carefully considered a range of factors. These experts, including sports officers dedicated to driving sports forward through innovative programs, training initiatives, and strategic leadership, hold key roles in advancing sports from local to national levels. The cohort of experts, identified through purposive sampling, includes 10 Division Sports Coordinators, 7 accredited officiating officials, 7 nationally trained coaches, and 3 LGU-accredited trainers, all with specialized expertise in sports development within Region VIII. The selection criteria emphasized specific qualifications, such as extensive experience, knowledge, and skills in sports at both local and national levels for over 5-10 years, as well as active engagement as sports coordinators with recognition as field experts. These stringent criteria ensured that the chosen experts were well-prepared to provide credible data and valuable insights essential for the Delphi study, emphasizing the significance of their profound experience and expertise in the sports domain.

Table 1. Profile of participants

Profile of Participants	Division	No. of Experts	No. of Trainings Conducted
Division Sports	Baybay	1	3
Coordinators	Leyte	1	5
	Ormoc City	1	3
	Tacloban City	1	3
	Northern Samar	1	3
	Southern Leyte	1	4
	Maasin City	1	4
Total		7	25
Accredited Officiating	Maasin City	5	5
Officials	Southern Leyte	1	2
	Baybay City	2	2
	Leyte	3	3
	Ormoc City	2	2
Total		8	9
LGU Trainers	Maasin City	3	6
	Baybay City	2	2
	Leyte	5	8
Total		10	16

Research instruments and data gathering procedure

The Delphi method in this study starts with a structured questionnaire in its first round, departing from the traditional open-ended questionnaire approach. The questionnaire for Round 1 is carefully crafted based on a literature review or secondary analysis, helping participants structure their thoughts effectively. In the initial survey round of the proposed study, participants were asked to outline their ideal sports development framework. Invitations to participate in the study were sent via email and questionnaire, with the communication containing the details of informed consent and the Round 1 survey. Experts were given a 10-day window to complete the survey and submit it via email. After analyzing the received responses, further rounds were conducted with only Round 1 respondents invited to participate in Rounds 2 and 3. Qualitative analysis is an integral part of the Delphi method at the end of each round, facilitating feedback to the panel and enabling the preparation of subsequent round questionnaires. Data analysis for this study was conducted after each of the three rounds, using the content analysis technique as a means of data reduction to extract patterns and themes from the open-ended comments provided by respondents. The data from Round 1 played a crucial role in identifying the experts' envisioned sports development framework, shaping the subsequent rounds of the Delphi process.

Data analysis

This study used the content analysis method to analyze the data gathered through the Delphi method. Content analysis is a research method used to identify patterns in recorded communication. It involves systematically analyzing the content of various forms of communication to identify patterns, themes, and other relevant features, and drawing inferences or conclusions based on the findings. Content analysis in the Delphi method involves examining and analyzing the responses provided by experts in a Delphi study, a structured communication technique to gather opinions from expert panels. Experts anonymously respond to questionnaires, with responses compiled and provided for further input. This analysis focuses on extracting key themes, trends, and insights. The process includes data collection, compilation, coding, categorization, analysis, and interpretation to identify patterns, consensus, and disagreement. Delphi's content analysis synthesizes diverse expert opinions, aiding in consensus-building and generating insights on complex issues systematically.

Ethical considerations

The participants were thoroughly informed about the study's procedures, including the structured questionnaire in Round 1, ensuring transparency and informed consent. The study emphasized voluntary participation, data confidentiality, and the participant's right to withdraw without consequences. Invitations explicitly outlined informed consent details, respecting autonomy. A 10-day response window allowed for thoughtful input. Data confidentiality and anonymity were rigorously maintained. Qualitative analyses after each round adhered to ethical standards, handling feedback with sensitivity. Throughout, transparency, voluntary participation, informed consent, data confidentiality, and respect for autonomy were the paramount ethical principles.

Findings and Discussion

Ideal sports development framework

Table 2 shows the study rounds along with the results from the questionnaires and the corresponding number of responses. The responses are ranked based on their significance, with 30 respondents completing round 1.

An Ideal Sports Development Framework encompasses various elements crucial for the successful development of sports programs. It highlights the importance of sustainability, training, and seminars, and the need for accredited and well-trained sports officers who demonstrate dedication and commitment. The framework emphasizes skills training, sports development programs, and the performance and character formation of athletes. It also addresses the significance of sports management and administration, the strengthening of potential athletes, and the development of mental discipline (Holt et al., 2020). Funding and resources are identified as key components, along with the benefits of sports, such as improving health and well-being and instilling social values. The framework suggests the need for clear project or program specifications, and it covers different levels of sports competition, from school to national levels (Cook et al., 2023). Community engagement and participation are seen as essential for creating stronger and safer communities. The framework calls for complete sports facilities, partnerships and sponsorships, and a proper selection process for athletes. It also mentions the establishment of sports academies or clinics, stakeholder linkages, and the importance of recognition and motivation (Nordin et al., 2023). This framework includes the understanding that sports development is a multifaceted process that requires attention to numerous factors, including infrastructure, human resources, funding, and community involvement. It suggests that for sports programs to be effective, they must be holistic, addressing not only the physical but also the mental and social aspects of athletes and communities. The framework underscores the need for strategic planning, action plans, and the cultivation of a supportive ecosystem that can facilitate the success of sports initiatives.

Table 2. Ideal sports development framework

Sports Sustainability	Sports Training and Seminars	Accredited/Well-trained sports officers	Dedication and commitment
Skills Training	Sports Development Program	Athletes Performance	Character formation
Skills & Knowledge	Sports Management/Administration	Strengthening potential athletes	Mental Discipline
Sports Training Designs & Programs	Funding and Resources	Sports Benefits	Social Values
Project/program specification	Sports-level Competition (School, District, Division, Region, National)	Improving health and well-being	Action Plans
Sports Experience	Community Engagement/Participation	Creating stronger and safer communities	
Complete Sports Facilities	Partnerships/ Sponsorships	Proper selection of athletes	
Sports Academy/Sports Clinic	Stakeholders Linkages	Recognition and motivation	

Findings on the 2nd and 3rd rounds of Delphi method on the ideal sports framework

Table 3 shows the same answers of the participants from Round 1 of the Delphi method. These answers were analyzed and categorized based on the content of the components in their ideal sports development framework. The categorized answers were then sent again to the same participants to determine if they agreed or disagreed. The results show that 6 participants agree with the concept of sports sustainability. According to them, sports sustainability should involve sustaining its model and organizing major sporting events in a durable and sustainable manner.

> *Sport embraces the entire planet, we have a duty to make it sustainable if we want the world to be.*

In a recent skills training session, 13 participants agreed on the inclusion of a sports component within the organizational framework, emphasizing its importance in identifying and nurturing athletes' potential. The significance of skills and knowledge in sports training was acknowledged by 5 participants, with only 2 dissenting. This aspect is crucial for sports officers to assess athletes' abilities and sports-specific knowledge. The consensus on the importance of sports training designs and programs was overwhelming, with 17 participants in favor and none against. This aligns with the views of coaches and officials, who believe that such programs, once approved by sports management, can significantly enhance students' competitive performance. Participants strongly supported the inclusion of projects and program specifications, complete sports facilities, sports training and seminars, sports development programs, and funding resources in a sports development framework. These components are seen as vital for sports development, provided there is cooperation and collaboration among agencies, despite the substantial budget required (Sajadi et al., 2024). The level of sports competitions was a point of contention, with 15 participants in favor and 5 against. This reflects the varying paths athletes take to competition, with some bypassing school-level events to compete directly at city meet, particularly in combative sports. Community engagement, partnerships, and sponsorships, along with stakeholders' linkages, received mixed responses, with 8 out of 18 participants expressing agreement. This indicates a need for the sports sector to establish clear partnership guidelines that cater to the diverse objectives and development paths of each partnership, whether in the DepEd, LGUs, or private sectors.

Participants overwhelmingly agreed that accredited sports officers and athlete performance enhancement are essential for a sports development framework. The officers' role in athletes' success is evident. Some participants recognize sports' benefits, including health, safety, character, discipline, and social values, though a few disagree. Ten participants endorse recognition, motivation, dedication, and commitment, with only three dissenting. These factors, including support, confidence, and stress management, significantly influence motivation and commitment. Commitment ensures that challenges do not derail goals or team support, even during low performance. While most agree that crafting an action plan is vital, two dissenters reveal that sports officers may not fully appreciate its value, suggesting a need for a comprehensive introduction (García-Ceberino et al., 2021).

Table 3. 2nd and 3rd round of the Delphi method on ideal sports framework findings

Ideal Framework Components	Comments	
	Agree	Disagree
Sports Sustainability	6	0
Skills Training	13	0
Skills & Knowledge	5	2
Sports Training Designs & Programs	17	0
Project/program specification	19	0
Sports Experience	4	3
Complete Sports Facilities	20	0
Sports Academy/Sports Clinic	15	2
Sports Training and Seminars	10	0
Sports Development Program	18	0
Sports Management/Administration	10	5
Funding and Resources	20	0
Sports-level Competition (School, District, Division, Region, National)	17	3
Community Engagement/Participation	4	2
Partnerships/ Sponsorships	5	4
Stakeholders Linkages	9	1
Accredited/Well-trained sports officers	23	0
Athletes Performance	15	0
Strengthening potential athletes	10	2
Sports Benefits	8	0
Improving health and well-being	3	2
Creating stronger and safer communities	4	5
Proper selection of athletes	9	5
Recognition and motivation	5	3
Dedication and commitment	5	1
Character formation	5	2
Mental Discipline	4	1
Social Values	4	0
Action Plans	1	2
Total	288	45

Final output of the results of consolidated components of sports development framework during round 3 after the consultation of sports experts

After the 3rd round of the multi-survey Delphi method, participants were given the same content in their answers in round 3 and were instructed to give a consensus on the major sports components from the given responses of their ideal sports development framework with the contents also based on the results of the ranking.

Table 4. Final output of the results of consolidated components of sports development framework during round 3 after the consultation of sports experts

Ideal Framework Components	Ranking Points	Over-all ranking
Capacity Building (Skills Training & Knowledge)	25	3
Sports Level Competition (School, District, Division, Region, National)	22	5
Community Impact (Community Engagement, Partnerships, Sportsmanship, Stakeholders Linkages)	21	6

Ideal Framework Components	Ranking Points	Over-all ranking
Project Management (Program Implementation, Monitoring and Evaluation)	24	4
Project and Program Specialization (Program Design, Funding, Resources)	20	7
Training Facilities (Safe Environment, Complete Equipment)	26	2
Sports Officers (Well-Trained Coaches, Accredited Sports Trainers)	27	1
Athletes Performance (Increasing Participation, Improve Level of Performance)	19	8
Sports Benefits (Improving health and well-being, Creating stronger and safer communities, Improving education, Economy benefits)	15	9

Capacity building

The components included by the participants with 75% was Capacity building which includes skills training, knowledge, and sports program as well. Building the capacity of youth to fulfill their roles and responsibilities within projects emerged as a significant management issue for many participants.

> *The training is structured in a way that the trained young people get firsthand experience of utilizing their knowledge in an organized structure in the community.* (Participant C, personal communication, May 08, 2022).

Participant E explained. Participant H indicated that...*" after every training, there is an implementation period whereby leaders are tasked to run our programs which run on scheduled days*..." a notion reiterated by Participant M leaders are trained, and depending on the levels of training, these peer leaders also train their fellow peers. The importance of developing youth skills to provide opportunities for them while simultaneously giving back to their community after training, support and mentor these athletes to be good role models, good citizens, and good leaders, then they are able to contribute to the general community development (Casinillo & Casinillo, 2021; Casinillo & Guarte, 2018; Mallick & Rahman, 2020).

Community impact

Another identified component of an ideal sports development framework is Community Impact which includes community engagement, partnerships, sponsorships, and stakeholder linkages. These were identified by participants addressing aspects of community engagement and beneficiary participation as approaches to building local ownership and sustainability of project interventions. Participant J explained that:

> *building strong partnerships with local communities and organizations is a way of increasing/encouraging local ownership" and went on to say; "...ideas on how to go about with these initiatives must be from the local context, derived at and through the involvement of the target populations and the communities that they are going to be implemented in. In this way, there is much mileage in terms of the sustainability and effectiveness of the programs operated. Even more necessary, is the involvement of those closest to social*

> *problems in determining their solutions; in this case „youth*. (Participant J, personal communication, May 08, 2022).

The comments from Participant F align with the statement above, emphasizing that programs inclusive of beneficiaries and stakeholders garner more buy-in, exhibit greater sustainability, and enhance ownership for social objectives. In contrast, participant J highlights the importance of communities progressing in alignment with their norms and values, necessitating program adjustments. All sports participants, except one, included knowledge elements in their ranking lists, which pertain to the delivery methods of their projects. Participant E characterizes sports as participative, inclusive, and citizen-focused, serving as the foundation for other project elements. Additional reasons for using sports were also discussed.

> *Providing young people with fun activities has proved to be a way to lessen boredom, which can sometimes lead to anti-social behavior and activity.* (Participant H, personal communication, May 08, 2022).

Meanwhile, other sports participants also illustrated the importance of local youth leadership in project implementation:

> *Firstly, I feel that the community is also important. We are dealing with community development, and I feel that to be successful in any community development project the main implementers of the program should be from the community.* (Participant L, personal communication, May 08, 2022).

Project management

Another component included by the participants was Project management which includes Program Implementation, and Monitoring and Evaluation. Within program management, program design is considered by Participant A as the foundation, direction, and guidance for achieving objectives, and Participant M viewed project-related elements as implementation tools contributing to project objectives.

> *One size does not fit all and one approach cannot be replicated everywhere* (Participant E, personal communication, May 08, 2022).

As explained, behavior change encompasses more than just sports, and within the broader context of life, the development of sports frameworks must define their role and integration. Regarding Monitoring and Evaluation (M&E) of sports framework development projects, participants discussed utilizing data collection tools, surveys, databases, site visits, meetings, participatory tools, and internal reporting systems to review outcomes against indicators (Participants A, B, C, D, & L). Other participants emphasized the significance of reflecting on and learning from data to ensure interventions meet community needs, implement necessary adjustments, enhance effectiveness, and then disseminate findings to stakeholders (Participants C, F, & J).

Project/ program specialization

Participants highlighted Project/Program Specialization, encompassing design, funding, and resources, as a key component in a sports development framework. Haass and Guzman (2020) emphasize understanding the dimensions of a project that can impact its effectiveness, given the uniqueness of each project in time and context. This understanding aids in connecting elements across dimensions and applying them to project systems, processes, and activities, helping to develop indicators for evaluation and improvement.

Atkinson and Goodway (2021) noted that early sport specialization, contrary to belief, did not lead to performance advantages, with some benefits seen in early diversification. However, Mosher et al. (2022) research on the time required to develop expertise (10 years of deliberate practice) and the stages of elite athlete development suggest that athletes should specialize in developing their talents. The debate centers on the appropriate age for specialization, with concerns that it's happening too early and has potential negative impacts on children. Wall et al. (2020) advise caution, emphasizing the need for guidance for young athletes, parents, and coaches to avoid the risks of early specialization.

Resources, including funding, were identified specifically by participants A, K, and L. Meanwhile, needs were addressed in the explanations of participation and involvement and community engagement elements given by participants F and J in the findings, which echoed Castro-Arce and Vanclay (2020) in emphasizing that social inclusion programs should be community-based to address the specific needs of each community.

Training facilities

Participants underscored the significance of training facilities, including a safe environment and comprehensive sports facilities, within their ideal sports development framework. Sports leaders are responsible for planning and maximizing the program's environment through personnel, facilities, and resources, and managing coaches and support staff. The quality and quantity of sports facilities and equipment are crucial for sports development, distinguishing sports cultures in developed and developing nations. Developed countries invest in appropriate standard facilities to enhance athletes' performance (Cipriano et al., 2024).

Shen et al. (2020) noted that while developed countries invest in excellent facilities and conducive environments, developing countries lag, expecting athletes to excel internationally without adequate support. Acquah-Sam (2021) highlighted deficiencies in facilities, equipment, personnel, and maintenance, impacting sports management. Rosete et al. (2022) emphasized the need for good-condition equipment for sports programs to be effective. Athletes recognize that better facilities and modern equipment can improve performance and skill development, leading to better incentives.

Participants identified sports-level competition as a key component, ranging from school to national levels. Initially, skill learning and training are prioritized over competition, with activities designed to be fun and engaging for young children. Many sports have adopted modified versions at the school level, focusing on fundamentals and enjoyment.

The AUSSIE Sports program, run by the Australian Sports Commission from 1986 to 1995, aimed at primary school children, emphasized participation over

winning. It developed modified sports with rules and equipment suited to children's developmental stages. As children gain skills and confidence, they naturally seek to compete, leading to the integration of higher-level competitions into program designs (Casinillo & Suarez, 2021; Howie et al., 2020).

Sports officers

Sports officers, consisting of well-trained coaches and accredited leaders, play a crucial role in an ideal sports development framework, promoting participation and enhancing athlete/team performance (Cipriano, 2024). They guide athletes based on international and domestic codes, providing opportunities in nearly 200 countries. Coaches not only improve athletic performance but also foster personal development, team unity, and community engagement. They contribute to social goals, health promotion, and economic activity (Cassidy et al., 2023; Joseph & McKenzie, 2022).

In this dynamic era, coaches face diverse populations and high expectations, fulfilling roles as educators, guides, psychologists, and managers. The focus has shifted from win-loss records to positive interactions and holistic athlete development. Digital accessibility and visibility add to the excitement and challenges of coaching (Bjørndal & Ronglan, 2021; Crisp, 2020). School sports officers are considered crucial, with participants, including coaches and officials, highlighting their role in project implementation, underscoring their significance in sports development.

> *Each of the teams has a sports leader who works with the team on an ongoing basis, and teaches the participants sport skills… who incorporate life skills into warm-up drills* –Participant G

> *The sports leaders are the ones that will organize the activities... they are implementing the program to achieve the desired objectives.* (Participant L, personal communication, May 08, 2022).

Sports officers have greater knowledge, skills, and ability to contribute to the sports programs. Ferguson (2021) mentioned that sports officers play a critical role in the effective implementation and success of sports programs across various educational and community settings. The expertise of sports officers is multifaceted, encompassing a wide range of knowledge, skills, and abilities that contribute significantly to the development and enhancement of sports initiatives.

Athletes performance

Participants considered Athletes' Performance as one of their ideal sports development framework components and this includes Increasing participation and Improving Level of performance. With increased sports participation in private, non-scholastic, and agency-sponsored programs and the finding that quality coaching is critical for ensuring the beneficial effects of youth sports participation, there is a great need for better understanding. Sports participation can facilitate social inclusion and development through intangible benefits of community identity, unity, and belonging (D'Angelo et al., 2021). Community development and social capital gained through these benefits are of interest to researchers, as it seems that programs focusing on sport as a vehicle for social development, rather than

sport development itself, have greater success in remote communities (Forsell et al., 2022; Thompson et al., 2021).

Sport benefits

Youth sports participation, whether in school or agency programs, offers numerous benefits. Shi and Feng (2022) identified advantages like learning physical skills, appreciating fitness, a sense of belonging, and acquiring sports skills for leisure. Opstoel et al. (2020) added growth and maturation effects, increased fitness from regular physical activity, improved self-concept and social competence improvements, and improved moral development. The latter is the most debated, with researchers questioning if sports automatically build character.

Conclusion

The framework proposes that sports development is multidimensional, necessitating a focus on aspects like capacity enhancement, competitive standards, community influence, project administration, and the availability of suitable training venues. Additionally, the significance placed on sports officers, community involvement, and connections with stakeholders underscores the essentiality of cooperation among different parties for the effectiveness of sports development programs. The incorporation of athletes' achievements and the advantages of sports underscores the importance of placing the welfare and growth of athletes at the forefront, along with recognizing the broader societal benefits of sports. Hence, to enhance sports development, it is crucial to focus on several key areas. There should be a strong emphasis on investing in capacity building by providing comprehensive skills training and knowledge enhancement for sports personnel to enable them to deliver high-quality sports programs effectively.

Additionally, establishing an inclusive competition structure with a tiered system spanning from school to national levels can play a pivotal role in nurturing talent and fostering a competitive sports culture. Moreover, community integration is essential, necessitating active engagement with communities, forging partnerships, and leveraging stakeholders to amplify the impact and sustainability of sports programs. Effective project management is also vital, requiring the implementation of robust systems for program execution, monitoring, and evaluation to track progress and ensure accountability. Furthermore, designing and funding specialized programs tailored to specific sports needs can address gaps and promote excellence in sports development. Investing in quality training facilities that are safe and well-equipped is paramount for athlete development and performance. Lastly, empowering sports officers by ensuring they are well-trained and accredited can significantly elevate the quality of sports education and training, ultimately contributing to the overall advancement of sports initiatives.

References

Acquah-Sam, E. (2021). Developing sports for economic growth and development in developing countries. *European Scientific Journal*, *17*(15), 172-216. https://doi.org/10.19044/esj.2021.v17n15p172

Atkinson, O., & Goodway, J. D. (2021). Investigating the common myths leading parents to enroll their children in early sport specialization. *The Physical Educator*, *78*(6), 630-645. https://doi.org/10.18666/TPE-2021-V78-I6-10499

Bamidele, B. B., & Sunday, A. B. U. (2020). Influence of Nigerian school sports federation on funding of sports in secondary schools in Kogi State, Nigeria. *International Journal of Institutional Leadership, Policy and Management, 2*(2), 271-275.

Bjørndal, C. T., & Ronglan, L. T. (2021). Engaging with uncertainty in athlete development–orchestrating talent development through incremental leadership. *Sport, Education and Society*, *26*(1), 104-116. https://doi.org/10.1080/13573322.2019.1695198

Casinillo, L. F., & Suarez, M. G. (2021). On characterizing school leaders: Evidence from Hindang District, Leyte Division, Philippines. *JPI (Jurnal Pendidikan Indonesia), 10*(2), 325-334. https://doi.org/10.23887/jpi-undiksha.v10i2.30350

Casinillo, L., & Casinillo, E. (2021). Modeling teaching experiences and its predictors among high school educators. *TARAN-AWAN Journal of Educational Research and Technology Management*, *2*(1), 83-93.

Casinillo, L., & Guarte, J. (2018). Evaluating the effectiveness of teaching strategies: the case of a national vocational school in Hilongos, Leyte. *Review of Socio-Economic Research and Development Studies*, *2*(1), 65-80.

Cassidy, T., Potrac, P., & Rynne, S. (2023). *Understanding sports coaching: The pedagogical, social and cultural foundations of coaching practice*. London: Routledge. https://doi.org/10.4324/9781003184348

Castro-Arce, K., & Vanclay, F. (2020). Transformative social innovation for sustainable rural development: An analytical framework to assist community-based initiatives. *Journal of Rural Studies*, *74*, 45-54. https://doi.org/10.1016/j.jrurstud.2019.11.010

Chambers, T., & Lim, H. (2022). What is athlete life management in Singapore's sporting ecosystem? An interpretative phenomenological analysis of a dual-career assistance program. *Qualitative Research in Sport, Exercise and Health, 14*(6), 1005-1021. https://doi.org/10.1080/2159676X.2022.2063369

Cipriano, C. (2024). Exploring the imperative for implementing sports development officer roles. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1*(2), 213-219.

Cipriano, C., Depoyart, J., Hermoso, K., Tenebroso, L., Chao, D., & Jinyu, H. (2024). Sustainable sports leadership and management for schools: A research on the implementation of sports development program. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE), 1*(2), 170-175.

Cook, D., Biscaia, R., Papadas, K., Simkin, L., & Carter, L. (2023). The creation of shared value in the major sport event ecosystem: Understanding the role of sponsors and hosts. *European Sport Management Quarterly*, *23*(3), 811-832. https://doi.org/10.1080/16184742.2021.1931394

Crisp, P. (2020). Leadership, empowerment and coaching: How community sport coaches in the UK can effect behavioural change in disadvantaged youth through incrementally given roles of responsibility. *International Journal of Sport Policy and Politics*, *12*(2), 221-236. https://doi.org/10.1080/19406940.2020.1725095

D'Angelo, C., Corvino, C., & Gozzoli, C. (2021). The challenges of promoting social inclusion through sport: The experience of a sport-based initiative in Italy. *Societies*, *11*(2), 44. https://doi.org/10.3390/soc11020044

Dašić, D. R. (2023). Application of Delphi method in sports. *Спорт, Медији и бизнис*, *9*(1), 59-71.

Department of Education. (2010). *DO 54, s. 2010 – Strengthening the implementation of the special programs in the arts and sports (SPA and SPS).* Pasig City: Republic of the Philippine Department of Education. https://www.deped.gov.ph/wp-content/uploads/2010/05/DO-No.-54-s.-2010.pdf

Department of Education. (2015). DO 25, s. 2015 – Implementing guidelines on the special program in sports (SPS). https://www.deped.gov.ph/2015/06/23/do-25-s-2015-implementing-guidelines-on-the-special-program-in-sports-sps/

Ferguson, J. (2021). Effective sporting organisations: A practitioner's perspective. *Open Journal of Social Sciences*, *9*(12), 167-211. https://doi.org/10.4236/aim.2024.146024

Forsell, T., Tower, J., & Polman, R. (2022). Development of a scale to measure social capital in recreation and sport clubs. *Leisure Sciences*, *42*(1), 106-122. https://doi.org/10.1080/01490400.2018.1442268

Friday, P. J., Beemer, L. R., Martindale, D., Wassmann, A., Eisman, A. B., Templin, T., Zernicke, R.F., Malinoff, L., Schwartz, A., Ajibewa, T.A., Marenus, M.W., & Hasson, R. E. (2023). A novel policy alignment and enhancement process to improve sustainment of school-based physical activity programming. *International Journal of Environmental Research and Public Health*, *20*(3), 1791. https://doi.org/10.3390/ijerph20031791

García-Ceberino, J. M., Feu, S., Gamero, M. G., & Ibáñez, S. J. (2021). Pedagogical variables and motor commitment in the planning of invasion sports in primary education. *Sustainability*, *13*(8), 4529. https://doi.org/10.3390/su13084529

Glibo, I., Misener, L., & Koenigstorfer, J. (2022). Strategic sustainable development in international sport organisations: A Delphi study. *Sustainability*, *14*(16), 9874. https://doi.org/10.3390/su14169874

Guidotti, F., Demarie, S., Ciaccioni, S., & Capranica, L. (2023). Knowledge, competencies, and skills for a sustainable sport management growth: A systematic review. *Sustainability*, *15*(9), 7061. https://doi.org/10.3390/su15097061

Haass, O., & Guzman, G. (2020). Understanding project evaluation–A review and reconceptualization. *International Journal of Managing Projects in Business*, *13*(3), 573-599. https://doi.org/10.1108/IJMPB-10-2018-0217

Heritage, M., Walqui, A., & Linquanti, R. (2020). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Cambridge, MA: Harvard Education Press.

Holt, N. L., Deal, C. J., & Pankow, K. (2020). Positive youth development through sport. In N.L. Holt, C.J. Deal, & R.C. Eklund (Eds.), *Handbook of sport psychology* (pp. 429-446). Hoboken, NJ: John Wiley & Sons, Inc. https://doi.org/10.1002/9781119568124.ch20

Howie, E. K., Daniels, B. T., & Guagliano, J. M. (2020). Promoting physical activity through youth sports programs: It's social. *American journal of lifestyle medicine*, *14*(1), 78-88. https://doi.org/10.1177/1559827618754842

Huml, M. R., Svensson, P. G., & Hancock, M. G. (2023). Exploring the role of educational institutions in student-athlete community engagement. *Journal of Issues in Intercollegiate Athletics*, *7*(1), 224-244.

Joseph, J., & McKenzie, A. I. (2022). Black women coaches in community: Promising practices for mentorship in Canada. *Frontiers in Sports and Active Living*, *4*, 884239. https://doi.org/10.3389/fspor.2022.884239

King Jr, P. R., Beehler, G. P., Donnelly, K., Funderburk, J. S., & Wray, L. O. (2021). A practical guide to applying the Delphi technique in mental health treatment adaptation: The example of Enhanced Problem-Solving Training (E-PST). *Professional Psychology: Research and Practice*, *52*(4), 376-386. https://doi.org/10.1037/pro0000371

Kochanek, J., & Erickson, K. (2020). Interrogating positive youth development through sport using critical race theory. *Quest*, *72*(2), 224-240. https://doi.org/10.1080/00336297.2019.1641728

Kwan, M. Y., Kandasamy, S., Graham, J. D., Konopaki, J., & Brown, D. M. (2023). Development and evaluation of the IPLAY program: A protocol for a mixed-methods feasibility study targeting newcomer youth. *Plos one*, *18*(4), e0284373. https://doi.org/10.1371/journal.pone.0284373

Mallick, S., & Rahman, M. M. (2020). Empowering youth lasting change: SEED SCALE a process to youth engagement and sustainable development. *Technium Social Sciences Journal*, *13*, 501-513.

McSweeney, M. J. (2020). Returning the 'social'to social entrepreneurship: Future possibilities of critically exploring sport for development and peace and social entrepreneurship. *International Review for the Sociology of Sport*, *55*(1), 3-21. https://doi.org/10.1177/1012690218784295

Mosher, A., Till, K., Fraser-Thomas, J., & Baker, J. (2022). Revisiting early sport specialization: What's the problem?. *Sports Health*, *14*(1), 13-19. https://doi.org/10.1177/19417381211049773

Moustakas, L. (2020). Can sport for development programs improve educational outcomes? A rapid evidence assessment. *Physical Culture and Sport. Studies and Research*, *87*(1), 56-69. https://doi.org/10.2478/pcssr-2020-0019

Nordin, A., Jamal, A., Hussin, N. Z. H. M., Abdullah, M. Z., & Saadun, S. J. (2023). Exploring the impact of patriotism, volunteerism and perceived empowerment on community engagement in sports events. *Information Management and Business Review*, *15*(3 (SI)), 490-496. http://dx.doi.org/10.22610/imbr.v15i3(SI).3450

Opstoel, K., Chapelle, L., Prins, F. J., De Meester, A., Haerens, L., Van Tartwijk, J., & De Martelaer, K. (2020). Personal and social development in physical education and sports: A review study. *European Physical Education Review*, *26*(4), 797-813. https://doi.org/10.1177/1356336x19882054

Rosete, E. N., Candelon, Z. G., Gandal, A., Falle, J. A., & Vivencio Jr, L. C. (2022). Sports facilities and equipment: Availability and students' satisfaction in the physical education classes. *Indonesian Journal of Multidiciplinary Research*, *2*(2), 377-380. https://doi.org/10.17509/ijomr.v2i2.43735

Sajadi, S. M., Baghaie, S., & Rezaei, R. (2024). Optimizing sports development: Identifying and prioritizing key indicators for professional and competitive sports. *World Development*, *180*, 106651. http://dx.doi.org/10.1016/j.worlddev.2024.106651

Shen, J., Cheng, J., Huang, W., & Zeng, F. (2020). An exploration of spatial and social inequalities of urban sports facilities in Nanning City, China. *Sustainability*, *12*(11), 4353. https://doi.org/10.3390/su12114353

Shi, P., & Feng, X. (2022). Motor skills and cognitive benefits in children and adolescents: Relationship, mechanism and perspectives. *Frontiers in Psychology*, *13*, 1017825. https://doi.org/10.3389/fpsyg.2022.1017825

Sibay, J., & Gonzales, N. (2024). Leading while teaching: A phenomenological study on the dual roles of novice school heads in the hinterlands. *Psychology and Education: A Multidisciplinary Journal*, *18*(2), 160-190. https://doi.org/10.5281/zenodo.10863152

Thompson, A., Bloyce, D., & Mackintosh, C. (2021). "It is always going to change"–Examining the experiences of managing top-down changes by sport development officers working in national governing bodies of sport in England. *Managing Sport and Leisure*, *26*(1-2), 60-79. https://doi.org/10.1080/23750472.2020.1800507

Wall, J. M., Pradhan, K., Baugh, L. M., Beauchamp, M. R., Marshall, S. K., & Young, R. A. (2020). Navigating early specialization sport: Parent and athlete goal-directed processes. *Sport, Exercise, and Performance Psychology*, *9*(3), 371–389. https://doi.org/10.1037/spy0000187

Woodcock, E. (2022). Barriers and facilitators to automated self-scheduling: Consensus from a Delphi Panel of key stakeholders. *Perspectives in Health Information Management, 19*(1).