

LOCAL GOVERNMENT UNITS SUPPORT PROGRAMS TO SPORTS COMPETITION IN SAMAR DIVISION

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ABSTRACT

Sports training and providing sports materials among elementary student-athletes are imperative in winning any sports competition. Explicitly, this study delved into investigating the Local Government Units support programs for sports competition in Samar Division and Catbalogan City Division, Province of Samar. Imperative data were taken from the eighty-four (84) respondents of the two (2) divisions through a mixed method of research. An in-depth interview was employed utilizing the Husserlian descriptive phenomenology to obtain the results for the qualitative research. A survey was conducted to triangulate the responses. Results revealed that year 2021 garnered the highest amount of financial support amounting to **₱ 2,825,807.15**. The topmost LGU support programs were: drawing up an incentive program for athletes residing in the LGU who have excelled in local and international competitions; developing priority sports; procuring sports facilities, supplies, and equipment, and allocating prizes for local sports competitions and events, and ensuring that all public spaces where sports and physical activities can take place are kept clean, safe, conducive, and available for public use. LGU of Samar supported DepEd sports competition up to a very high extent with a grand mean of 4.35. This proves that winning schools were supported by LGUs. However, they still find ways and means to train and provide for their student-athletes. Hence, a close coordination between schools and LGUs must be strengthened to sustain the support for the student-athletes.

KEYWORDS: *local government units, sports programs, competition, winning schools, support*

Introduction

Sports are increasingly becoming part of human activities. In many cases, they are being played in competitions within and among various communities. Ultimately, players of a particular sport would agree to set the schedule and certain rules to follow in order to materialize the competition. By some means, a group of individuals who have similar inclinations towards a certain sport would arrange a sports competition to prosper. Such an arrangement cannot formally participate in a national and an international sports competition being that no legal entity binds the participation of all players.



In the Philippines, sports competitions are even evident in the Department of Education (DepEd) schools. These can be the best venue to select student-athletes who can better advance to the final levels and better select the best players to represent the country in the international sports competition. Hence, sports played in international and national competitions are being incorporated into respective school events around the country. Students across all levels are enjoined to compete in certain sports events in which they excel. Winners of the said events will be competing at the district level and eventually at the division level. Whoever gets the first place at the division level will be contending at the regional level, and will also be playing and representing their region at the national level.

Contrariwise, it is not easy to reach the regional and national levels even though student-athletes bagged the sports competition at the division level. Several factors could be linked to the inability to stay competitive. One reason is the support that school and teachers accord to student-athletes in terms of their academic standing (Ignacio et al., 2017). It is apparent that they miss attending classes during practice and competition proper, hence; they cannot submit course requirements on time. Moreover, inadequacy to finance the students' needs and pieces of training that will boost and enhance the talent and skill of the winning student-athletes. Research proved that financial rewards cannot suffice to sustain the training of student-athletes (Tabuena, 2020). Likewise, with the limited resources of schools and an ineffective allocation of resources (Alampay and Garcia, 2019), they cannot entirely support their winning student-athletes in terms of sports activities (Tabuena, 2020). Hence, there is a call for other stakeholders to share the governance in the schools (Balinas, 2018). Naturally, without unity between numerous external and internal factors, no top sports results can be achieved. (Savic et al., 2017). Other government agencies and local government units are enjoined to support schools in all their school activities through proper coordination, monitoring, and disbursement. As such, to better deliver sports services to the grassroots, the local government units of the country have to be tapped and funded to support sports activities, necessary sports materials, and equipment, and possibly, local sports programs. Republic Act 5447, the law that created Special Education Fund (SEF) and School Boards, mandates the allocation of the budget to four (4) priorities, one of which is sports activities (De Guzman & Cerado, 2016). It is the source of the LGUs' support of sports activities in their municipalities, particularly for those who have sought for their financial support for sports activities. In this sense, sports activities and competitions would also be given support as they have been conducted annually as part of school activities. Panagiotopoulos (2016) elucidated that these days, "it has become necessary to unite peoples' efforts in every sport, so as to fulfill objectives which could not be achieved by just one person alone" (p. 3).

In the Province of Samar, there are winning-student athletes amongst the schools in the Department of Education (DepEd) Samar Division who managed to place in the Eastern Visayas Regional Athletic Association (EVRAA) Meet despite the limited resources



experienced by schools in the Department of Education and the undeniable fact that Samar has registered in the Philippine Statistics Agency 2021 report as one with a higher incidence of poverty (Philippine Statistics Agency, 2022). They have improved tremendously considering that they placed third (3rd) in the EVRAA 2019 from tenth (10th) place during EVRAA 2017. The report shows that in the last three years, DepEd Samar Division Schools ranked 10th place at the EVRAA 2017). The elementary got bronze (5th), silver (6th), and gold medals (9th) while in and secondary level they got bronze (2nd), silver (6th), and gold medals (9th) in the year 2017. In the year 2018, DepEd Samar Division Schools ranked 10th place, it was in the year 2019 that DepEd Samar Division Schools ranked 3rd place at the EVRAA 2019. The elementary and secondary levels got bronze, silver, and gold medals. The elementary got bronze (19th), silver (16th) and gold medals (18th) while at the secondary level, they got bronze (16th), silver (13th), and gold medals (4th).

The summary of the winning schools in 2017 did not reveal the success of the schools in DepEd Samar Division, to wit: Leyte 1st place, Ormoc 2nd, Baybay 3rd, Maasin 4th, Tacloban 5th, Biliran 6th, Northern Samar 7th, Eastern Samar 8th, Southern Leyte 9th, Catbalogan City 10th, Borongan City 11th, and Calbayog City 12th place respectively. However, in the EVRAA 2018, Samar bagged 10th place.

It is in this context that the researcher ventured to undertake this study to describe the Local Government Units Support Programs for Sports Competition in Samar Division. In that manner, the researcher believed that it is important to choose this topic for further research. This study will contribute toward the effective, efficient, and productive management of the Local Government Units (LGUs) that support sports.

The study investigated Local Government Units' support programs for sports competitions in Samar Division and Catbalogan City Division in the Province of Samar. More specifically, it sought to answer the following questions:

1. What are the LGU support programs relative to sports competitions?
2. What is the extent of LGU support given to the athletes, coaches and schools?
3. What are the experiences of the winning student-athletes, coaches, school sports coordinators, and school heads in the LGU support relative to sports competition?
3. What are the interventions provided by LGU for sports activities as experienced by the following:
 - 3.1 winning athletes
 - 3.2 leaders;
 - 3.3 coaches; and
 - 3.4 sports coordinators?



Method

The researcher religiously followed certain protocols in the conduct of this study which includes research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed a mixed method of research wherein qualitative and quantitative methods were considered to obtain imperative results. An in-depth interview was carried out using the Husserlian descriptive phenomenology approach, by Collaizzi as adapted by Shosha. to understand Local Government Units Support Programs for Sports Competitions in Samar Division. Further, the results from the interview had to be triangulated by conducting a survey, a quantitative method of research.

Instrumentation

The researcher used a semi-structured interview protocol and guide questions in gathering the data to answer the research questions of the study. The interview guide is composed of three parts: Part I deals with the questions on the LGU support for sports competitions of the winning schools in Samar Division; Part II includes the intervention programs provided by the Local Government Units to the winning student-athletes and to the winning schools; and Part III asks about some challenges that student-athletes, school sports coordinators, sports coaches, and school heads encounter with the support given by the LGU.

A survey questionnaire on the other hand was utilized to triangulate the responses of the key informants. The questionnaire includes the extent of implementation of the LGU support. The instrument is composed of two (2) parts: **Part 1: LGU Support Programs Relative to Sports Competition of DepEd** and **Part 2: Extent of Support by the LGU to the DepEd Sports Competition.**

Both parts had to be answered by Likert scale of 1-5 such that, Part 1 had to be answered with 5-Always, 4-Often, 3-Sometimes, 2-Seldom, and 1 Never. Part 2 had to be answered by choosing from among the options 5-Very Large Extent, 4-Large Extent, 3-Neutral, 2-Little Extent, and 1-Very Little Extent.

Sampling Procedure

The key informants (KIs) of this study were the sports-winning student-athletes, sports coaches, school coordinators, and school heads or principals in the Samar Division of the Department of Education. They were selected purposively since their schools have won the EVRAA. They came from eighteen (18) schools namely: Basey 1 Elementary School, Basey 2 Elementary School, Villareal 1 Elementary School, Villareal 2 Elementary School, Sta. Rita 1 Elementary School, Sta. Rita 2 Elementary School, Hinabangan Elementary School, San



Sebastian Elementary School, Wright 1 Elementary School, Wright 2 Elementary School, Motiong Elementary School, Jiabong Elementary School, San Jorge Elementary School, Pagsanghan Elementary School, Gandara 1 Elementary School, Gandara 2 Elementary School, St. Margarita 1 Elementary School, and Sta. Margarita 2 Elementary School. The LGU representatives where the winning schools are located were also interviewed. Moreover, respondents to the survey were purposively selected as well from the schools in Catbalogan City Division consisting of five (5) schools in each of the six (6) districts namely: Catbalogan 1, 2, 3, 4, 5, and 6 Districts. They composed the student-athletes, school sport coordinators, sports coaches, and school heads.

Data Gathering Procedure

In this study, the researcher applied the three principles in the data gathering, namely: (1) self-determination - each KI viewed the informed consent via messenger, and was freely allowed to decide participation or non-participation; (2) confidentiality of data by allowing each KI to provide code names and by keeping the responses in notes and transcriptions and, thereafter, collating the data immediately after finishing an interview.; and (3) veracity of information through verification and validation of responses during the actual conduct of data collection.

Once interview schedules were set, the researcher conducted 15-30 minutes interview via phone call or video call with identified participants. Due to COVID-19 pandemic and the implementation of Enhanced Community Quarantine, a face-to-face approach was avoided to mitigate the spread of the COVID-19 virus. Answers to the guide questions were audio recorded. Observations of the expression of feelings and verbal were noted. To provide rich information, the researcher translated the questions into the native language to allow student-athletes KIs to understand the questions. KIs were given enough time and were asked to provide as much information as they are comfortable giving. Upon data storage, the researchers take notes and record accurately to secure and understand the information.

The interpretation and analysis of data followed after the interview. Then, the researcher sought the help of his adviser for tallying and formulated themes using the Husserlian analysis, the descriptive phenomenological method by Colaizzi as adapted by Shosha, and the MAXQDA analysis.

Data Treatment

Braun & Clarke's six-phase framework for doing a thematic analysis. This study utilized a descriptive phenomenological method by Colaizzi as adapted by Shosha. The data analysis trailed the seven (6) steps as follows:



Figure 2. Braun & Clarke's six-phase framework for doing a thematic analysis

The researcher used Messenger in informing the KIs about the study and in acquiring their consent to participate. The researcher communicated and coordinated with the Division Sports Coordinator of Samar Division to get the list of the winning schools within the division. Hence, the researcher sent a link to the school coordinators of the schools in the provided list. In the link contained the communication letter, information sheet, and informed consent form.

KIs were given utmost flexibility. They scheduled a particular day and time to be interviewed within the data-gathering timeframe of the study that was conducted in July 2021. KIs were able to select timeslots from eight in the morning (8:00 a.m.) to six in the evening (6:00 p.m.), where per slot can accommodate two KIs. They were then automatically reminded an hour before their interview via g-mail. Only the researcher had access to the personal information of each KI.

The interviews were conducted through phone calls. All phone call interviews were recorded for accuracy. A three-part interview was drafted to further familiarize the researcher with the proper conduct of the administration of phone call interviews, as well as orient them on the flow before, during, and after the interview. Part 1, Before the Interview, contained 6 steps: (1) Greetings, the interviewer greeted and shortly introduced himself/ herself to the participant.; (2) System Check, the interviewer asked the participant if he/she is audible or if there is any static or background noise interfering with the quality of the call; (3) Speed Check, the interviewer asked the participant about the pace of his/her speaking; (4) Formal Introductions, the interviewer formally introduced himself/herself and the background of the study to the participant; (5) Building Rapport, the interviewer built trust between him/her and the participant by reminding him/her that his/her identity is confidential and that participation in the study will have no negative effects on him/her, and; (6) Asking for Further Clarifications, the interviewer asked the participant if he/she has further queries before the start of the interview proper. Part 2 is the interview proper. During this part, the researchers/ interviewers asked the KIs questions contained in the semi-structured guide questions. Lastly, in part 3, After the Interview, the researcher/interviewer thanked the participant for his/ her cooperation and gave him/her some parting words before ending the call.

No face-to-face interviews were conducted. Data gathering was strictly done via phone calls to avoid the risk of viral transmission. Furthermore, participants of this study had no



expense for load during the conduct of the phone call interviews. The KIs were informed about the results derived from the study by sending transcripts via an online messenger application to view and validate some of the responses or information that they provided as truthful descriptions of their experiences.

Results and Discussion

As this study pursued investigating the LGUs' Support Programs to Sports Competition in Samar Division, this chapter presents the empirical findings derived from in-depth analysis and interpretation. It is imperative to figure out the deeper meaning of what had been found from the data gathering. In like manner, the author interpreted the data based on the existing literature and related studies and assess the findings whether they correspond to or contradict what has been presented in the body of knowledge.

LGU Support Programs Relative to Sports Competition

To satisfy the stipulated statements of the problem, the significant results emerged as themes and clustered themes.

The results revealed KIs' awareness of the different support programs or projects of their respective LGU relative to the results of the performance among the student-athletes in their school. It must be understood that awareness refers to a person's understanding or knowledge of a situation or condition (Nava-Muñoz, & Morán, 2013). Some of the key informants were able to determine the different initiatives of their LGUs toward sports. On the contrary, there were also those who know nothing regarding the interventions of LGU. Thus, two themes emerged based on their responses: **Full Awareness and Unawareness**.

Based on the responses of the athletes during the interview, they mentioned that they were receiving cash incentives, allowances, uniforms, shoes, and sports equipment from the LGU.

Some of the responses from the participants were as follows:

Oo, tagan ako hin 1000.00 (Yes, they gave me 1000.00.)-KI 1, L 1

Oo, kuwarta an ira ginhahatag para amon. Mayda liwat uniform. (Yes, they gave us money.)-KI 7, L7-8

Mayda, tatagan kami allowance tig 500. (There is support.)-KI 18, L 24

Kuwarta ira ginpanhatag. (They gave us money.)-KI 19, L 25

Amo adto. Sapatos, kwarta para hit ira snacks, sometimes lunch, kon adto ha EVRAA. Ako mismo nakapot.(That's it. Shoes, money for their snacks, sometimes lunch, if in EVRAA.I personally handle it.) - KI 13, L 29-30

Extent of Support by the LGU to the DepEd Sports Competition

The result revealed that the LGU supported the DepEd sports competition up to a very high extent with a grand mean of 4.35. The top three indicators that rated to be a very high extent of support were: cash incentives are given to the winning athletes and coaches by the LGU (4.57); the winning athletes are given in-kind support by the LGU like shoes, jersey uniforms, etc. (4.53), and the LGU creates sports organizations and associations for easier implementation of the programs, activities, and projects related to sports (4.37). However, the LGU were only rated large extent of support in terms of the provisions for a covered court so that athletes have a venue for their training.

The theme that emerged based on the utterances from the interview with the participants was **adequate LGU support**. It meant that LGU had strong support for the DepEd sports competition by giving an adequate budget for sports-related activities and provisions of scholarships, allowance, and incentives for the winning athletes.

These were the utterances of the KIs during the interview:

Amo adto. Sapatos, kwarta para hit ira snacks, sometimes lunch, kon adto ha EVRAA. Ako mismo nakapot. (That's it. Shoes, money for their snacks, sometimes lunch, if in EVRAA. I personally handle it.) - KI 13, L 29-30

Mayda po ada? hmmm ky mayda po kami net para hit amun pag-uuyag ngan mga bola po nga bago para amun nga mga players. (Maybe there is? hmmm, because we have net in playing as well as a new ball for basketball and volleyball for our players)- KI 20, L 26-28.

Mayda man budget nga naka alutagar. Salit manta, pag naaro kami ha ira hin suporta, madali nala. Sugad man hin mga gamit hit am mga athletes, deri kami nga deri natatagan. Mayda la ito proper communication. Deri ako nahingangalimot kay bis ako ngane, natagan liwat. Sering pa nira, pirme ito may nakaalutagar nga budget para hit sports. (There's a budget allotted. That's why, when we ask for a support, it's easy. Just like the stuff for our athletes, not that we're not given. There must be a proper communication. I cannot forget because I myself was able to receive. Just like what they're saying, there is always a budget for sports.)-KI 12, L 47-54

The extent of LGU support for the sports competition of the schools in the Province of Samar has a total mean of 4.35, a very high extent. Cash incentives given to the winning athletes and coaches by the LGU are the highest support that the LGU allocates for the winning schools of both Samar Division and City Division. It is undeniably true as this was supported by the data taken from the office of the Division Sports Coordinator presented in this paper.



On the other hand, the indicator that points to the LGU providing a covered court so that athletes have a venue for their training got the lowest mean from the responses during the triangulation. This can be inferred that, though LGU provides covered court to be utilized by the community, it was not solely provided for the training and practices of the winning student-athletes. The latter usually are being trained, more or less in the presence of the coach and in the vicinity of the school since the coach is still a teacher.

Experiences of Winning Student-Athletes, Coaches, Sports Coordinators, School Heads, and LGU Sports Representative

The responses of the KIs proved the extent of LGU support to the schools in the Province of Samar. It became *Mahinungdanon* (Meaningful) for them as this theme surfaced. This can be traced to those KIs who are proud and happy with the support that their local government provides. This was backed up with the responses that provided information of LGUs' allocated budget, including Special Educational Fund (SEF), water supply, transportation, uniforms, and sports programs.

Summary of Findings and Results

These themes are important and revealing. The themes generated from the data gathered by the researcher have an important revelation relative to the sports-winning athlete's relatives to the Local Government Units Support Programs to Sports Competition in Samar Division.

Theme 1: Full Awareness

The capacity of the key informants to completely comprehend or grasp the present status of their sport, with or without the interventions of their LGU is referred to as *full awareness*. The green figures signify *full awareness* of the interventions provided by the LGUs. As per data analysis, most of the KIs manifested full awareness of the LGUs' support accorded to the winning schools of the Department of Education in the Samar Division. KIs revealed the various LGUs' interventions vis-à-vis sports enhancement skills among its constituents specifically, the winning athletes of their town. They mentioned several means of support implemented by their respective local government with the coordination of their school. Three (3) of the KIs were able to share the ways their LGUs coordinate and consult their school sports coordinator and school heads, to wit:

Dire masamok an ira strategy kay inagi man hira ha tama na process. (Their strategies are not complicated because they have undergone the right process) -KI 4, L 7-8

Nagconduct hira hin sinisiring na meeting para mapag-istoryahan kun ano an ira objective. (They conducted a meeting to tackle their objective.) -KI 7, L 15-16

Nagprovide hira hin copies han mga documents ha mga heads labi na kun dire hira nakaka-attend han meeting. (They provided copies of the documents to the heads, especially if they are unable to attend the meeting.) – K1 17, L 36-38



The full awareness of the KIs with the LGUs' commitment to helping their school and municipality relative to sports activities conveys the imperative partnership of the winning schools and the local government units to strengthen the sports interest of the youths in their respective locality. Their full awareness of the interventions implies that there are certain measures of support implemented by their local government. This yields inspiration from among the winning athletes to strive harder in their field of sports specialization. With this inclination and support system towards sports, there is a possibility that in the future, and with the consolidated efforts of the LGUs, the Philippines would be able to develop various aspects of sports and improve the existing facets of athletic activities in the country. This is something akin to the status of the sport in China where sports become one of their prominent industries (Zheng et al., 2018).

Sub-theme 1.1. Implemented Programs/Projects

The statements of three (3) of the eighteen (18) key informants—who were fully aware of the various LGU intervention programs—uttered the many sports-related projects the LGU had undertaken in their towns in support of the sports activities of the school such as Basketball tournament, Volleyball Youth Association/Club, Sports Academy, Sports Program, FM station, and improving or enhancing a covered court were the implemented projects of LGUs. Hence, *implemented projects* became one of the sub-themes under the key informants' **full awareness**.

Mayda kami amu ini an Hinabangan Volleyball Youth Association/Club ngan Hinabangan Sports Academy. (Yes, we have. These are the Hinabangan Volleyball Youth Association/Club and Hinabangan Sports Academy.) -KI 8, L 15-17

Mayda gihap bahin hito nga pagtaga sport, han, han hadto makusog an patournament han basketball dinhi ha amon, kuan man ito, natikaharani na ngane it patron, amo ito. (We have relative to sports, the tournament was strengthened here in us, if the fiesta is near, that's it.)-KI 11, L 23-25

Ahhhm, amu an pagpahimo han covered court, tas nacounterpart gehap an LGU. Pati liwat an RARA FM. (Ahhhm, it's establishing the covered court and there is also an LGU counterpart. Also, the RARA FM)-KI 13, L 28-30

The aforementioned LGU initiatives proved that they, too, uphold Republic Act 11470 otherwise known as *An Act Creating and Establishing the National Academy of Sports and Providing Funds Therefor* (Official Gazette, 2020). This Act provides that the “State shall establish a national sports program which shall promote physical education and encourage sports programs, intramurals, league competitions, foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry; and develop athletes with a strong sense of patriotism and love of country.” (Official Gazette, 2020, pp.1-2) This mandate



is implemented and even strengthened in schools through the directives of the Department of Education (DepEd). This was evident when DepEd released *DO 25, S.2015-Implementing Guidelines on the Special Program in Sports* wherein all regular secondary schools, with the capacity to implement and sustain the program in terms of trained teachers, facilities, and equipment shall implement the Special Program in Sports (SPS) (Department of Education, 2015).

As such, the schools in the Division of Samar particularly the winning schools during the Eastern Visayas Regional Athletic Association (EVRAA) were able to hone athletes who foster self-discipline and teamwork during the competition. Thus, public schools (elementary and secondary) seek help from LGUs to sustain their athletes' willingness in joining sports competitions. The collaborative efforts of the schools and LGUs are needed to advance the benefits of the players. As Reyes et al. (2021) recommended based on the result of their study, the LGU has to provide necessary aids for the improvement of the school's performance, in which case, students' performance in all aspects will have to improve as well.

Further, the pieces of evidence of the LGUs' support for sports activities, may it for the winning schools or for the winning athletes, provide a proper venue for the students of their municipality to be sports oriented; thus, making their adolescents winners in sports. The inter-barangay sports competition during tournaments enhances the sports abilities of students and their ability to handle tough situations since they could learn from the situations that occur during the said competition. This can be gauged when the students engaged in sports activities playing for and on behalf of their school, that they get to bring the bacon home despite the scarcity of resources and help.

Sub-theme 1.2. Funds for Sports

One of the intervention programs or initiatives of LGUs as per the responses of the key informants is *financial assistance*. This includes the funds that they are using from the Special Education Fund (SEF) that augments the schools' funding for the other expenses of their athletes which they get from their Maintenance and Other Operating Expenses (MOOE). Provided below were some of the responses, specifically, statements from KIs 3, 4, 5, and 6.

An ira support hit amon mga athletes danay financial assistance tikang ha SEF nga pondo, ngan nahatag gehapon hira uniforms. (Their support with our athletes are sometimes cash assistance from the SEF fund and uniforms also.)- KI 9, L 18-20

Dire kami gintatagan han cash pero nahatag la lugod hin uniform. (We don't receive cash assistance instead we receive uniforms to the athletes.) - KI 14, L 31-32

May- ada tikang ha SEF nga pondo. (Yes, there is. From SEF Fund.) – KI 6, L 11

Mayda ginhatag nga funds more or less 80,000 pesos ngan nahatag liwat hira han uniforms. (There is fund given more or less 80,000 pesos and they also give uniforms). -KI 10, L 21-22



Most of the assistance that LGUs provide was uniforms, shoes, and snacks. There were six (6) schools received cash assistance in the amount of Php 80,000.00 (the least) to Php 500,000.00 (the biggest). This financial assistance did not specify which particular sports the money should be utilized. It is deemed that the total amount of money is to be financed for all the necessities of the athletes.

It has to be noted that financial assistance creates a big impact in the field of sports since without it, student-athletes will have a lesser chance of pursuing their chosen sports as time goes by. This is supported by the claim of Daren (2018) whom she emphasized that without financial aid, the outstanding sports accomplishment will be replaced by employment after high school. They won't have the opportunity to compete at a higher level or, more crucially, complete college and become eligible for a job with a greater salary.

Further, Special Education Fund (SEF) was created to provide additional funding to public education. It is stipulated in Republic Act No. 5447, otherwise known as the *Special Education Fund (SEF)* which is derived from an additional 1% tax on real property (DepEd, DBM, and DILG Joint Circular No. 1, s. 2017). The Philippine public basic education schools have long been suffering from the deteriorating quality of education due to a number of reasons: lack of school infrastructures, facilities, and textbooks, poor teacher-to-student ratio, and poor learning environment (Kritz, 2019). With the resources from the SEF that are intended to address these concerns, the local government units (LGUs) are responsible to supplement the national budget for the education sector.

Moreover, sports development is one of the school's needs to be allocated for SEF funding as reflected in Section 3, the *Legal Bases on the Use of the SEF* in the JC 1, s.2017. Hence, LGUs in the winning schools of Samar Division did not hesitate to allocate a huge amount of funds in support of the athletes' undertakings.

Sub-theme 1.3. Winning Athletes

The LGUs of the winning schools were considered to be sustainers of the winners' sports status since they, too had to provide interventions or support to the winning student-athletes. Figure 4 presented the different interventions that LGUs provide to student-athletes. It has been reflected in the responses of the KIs that uniforms, shoes, and allowances were mostly the provisions of the LGUs. KIs' awareness of the support was rooted in the school principal's initiative of lobbying before the SB council session of their LGU. Moreover, sports coordinator KIs were aware that their LGU provides snacks for the student-athletes during the District Meet and Provincial Meet for the reason that they themselves were entrusted with the money that was intended for the snacks and sometimes meals of the student-athletes. Just as KIs revealed:



Amo adto. Sapatos, kwarta para hit ira snacks, sometimes lunch, kon adto ha EVRAA. Ako mismo nakapot. (That's it. Shoes, money for their snacks, sometimes lunch, if in EVRAA. I personally handle it.) - KI 13, L 29-30

Dire kami gintatagan han cash pero nahatag la lugod hin uniform. (We don't receive cash assistance instead we receive uniforms to the athletes.)- KI 14, L31-32

On the other hand, there were local governments that provide a scholarship, not entirely the true essence of scholarship but just a sort of allowance. Student-athletes get to receive a monthly allowance from their LGU on the dates agreed upon or set by the LGU. The amount of the allowance seems not to suffice what the student-athletes need because the idea that it was not that big. This was confirmed by one KI, to wit:

Amo la ito nga scholarship nga may-ada kwarta pero deri gud dako. (That's the scholarship with financial support, but not a big amount.)- KI 1, L 1-2

The local government support through partial scholarships or, just a mere allowance provided to student-athletes cannot at all sustain the necessary needs of the beneficiaries. However, the local government cannot be blamed for this since there are other expenditures that their office had to attend to and there are other reasons confronting the release of the government's money. At any rate, schools perform well and continue to hone student-athletes knowing that their local government would still be supporting their endeavors. As De Guzman and Cerado (2016) emphasized that it is most likely "the enduring effort of the local government unit to increase its support through annual appropriations combined with sound planning and transparent utilization would produce highly performing schools" (page 6). Further, it was found that scholarship is one of the motivational strategies that teachers predominantly use in maintaining students' talents (Hornstra et al., 2015). In this sense, this was fulfilled by the school with the help of the school head and the respective LGU. This does not only inspire them to maintain their sporting skill, but this could make them better as the competition each year commences.

Sub-theme 1.4. Non-existing

As reflected in Figure 2, some KIs are fully aware of the non-existence of LGUs' interventions along sports in their school. They are fully aware of the absence of interventions or programs for the winning athletes as reflected in Figure 5 They knew that athletes receive rewards from LGUs when the school head informs their municipal mayor. As the two (2) KIs shared:

Waray kami hito nga mga projects para han mga athletes, an LGU baga waray man liwat hito. (We don't have projects for the athletes, LGUs don't have it too.). KI 2, L 2-3

Waray man project/programa nga ginhatag ha amun. (There is no project/program given to us). KI 16, L 35

Without the interventions of LGU, it could hinder sustainable development. According to UN (2018), in the Toolkit for Action for "The Contribution of Sports to the Achievement of the Sustainable Development Goals" developed by the SDF Fund Secretariat, the sport has been referred to as "an important enabler of sustainable development." Correspondingly, Nobel Peace Prize laureate and former South African President Nelson Mandela asserted that "Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair (2000)."

Theme 2. Unaware of Interventions

Contrariwise, there were KIs who expressed *unawareness* of any support from their local government. Very few of the key informants shared that they do not have knowledge about sports intervention from LGU. One (1) KI responded admittedly of being unaware but suddenly claim that they (LGU) underwent a process (whatever it is that was being addressed).

Dire gud ako aware hit ira mga proseso pero inagi gad siguro hira ha tama na pamaagi. (I am not aware of their processes, but I think they had undergone such an appropriate approach). KI 4, L 6-7

Unaware of interventions, as the term suggests, refers to a lack of knowledge on the various interventions undertaken by the LGU in some of the schools in the DepEd Samar Division. This is according to some of the remarks made by the KIs when asked about the existence of certain LGU's initiatives, to which they confidently replied that they don't know anything about it. The replies of the informants yielded one sub-theme: 1.) Unknowledgeable.

Sub-theme 2.1. No Knowledge

As per the responses, some KIs were unaware of the LGUs' initiatives. They were unknowledgeable of the support from the LGUs. This was even revealed by one KI:

Baga waray man ada kami hito? Deri man kami hito maaram. (I guess we don't have that? We don't know about it.)- KI 1, L 1-2



A lack of understanding of the LGUs' sports interventions can have a detrimental impact on the performance of the entire sports community in schools. School sports coordinators, school heads, and school principals should collaborate to promote safe and successful school sport implementation. These professionals seek to encourage consistent, active, and enjoyable engagement in physical activity and sport, according to the Catholic Schools Office Diocese of Maitland-Newcastle (2021), assuring a progressive and coherent approach.

Sub-theme 2.2. Not fully aware

Some KIs are not fully aware of what specific interventions their local government provides nor the process that LGUs does in order to deliver their support to the student-athletes as requested by the school heads. However, the KIs' unawareness does not prove anything about the absence of intervention for the winning athletes or for the winning schools. There might be some factors that the KIs probably could understand considering that some of them are just neophytes in the service as School Sports Coordinators. One of them shared that:

Dire gud ako aware hit ira mga proseso pero inagi gad siguro hira ha tama na pamaagi. (I am not aware of their processes, but I think they had undergone such an appropriate approach).

Extent of Support by the LGU to the DepEd Sports Development

Theme 1. Tangible Support

It is evident in the responses of the winning athletes that their perceptions and experiences of the LGU sports program or intervention are noticeably innocent. The author had to change the course of questioning from sports program to sports support since no response was directly and willingly provided by the KI winning athletes when asked about it. Sports support to be familiar among the winning athletes. This was due to their limited understanding of the term "program". Hence, it is fitting to narrow the question to LGU support or intervention.

Sub-theme 1.1. In-kind

When asked about the LGU support or intervention, KI-winning athletes were able to reply. Nevertheless, some of them knew that what they were receiving was just provided by their coach or the school. There were also many, and though they were receiving uniforms and shoes as well as cash incentives, they were unaware of the process undertaken by their coach and the LGU for them to be able to receive those stuff. In fact, the responses did not provide any knowledge of sports intervention for them, only the idea that they were given those things because they have won the EVRAA. Sometimes, they were provided uniforms because they need them for the upcoming sports competition in their municipality and District Meet. As

revealed by the responses of the winning athletes that generally, the LGUs' role to them was just uniform, shoes, ball, and cash providers. This is what they understood about sports programs. KI-winning athletes shared when they were asked if there were any support given by their LGU:

Siguro mayda, pareho an sapatos, tikang man kan mayor amo sering. (Maybe there is, just like the shoes from mayor, that's what they say.) -KI 9, L10-11

Mayda, sapatos tagan kami tag-urusa. (I did not witness any support from them.)-KI 13, L 19

Mayda po ada? hmmm ky mayda po kami net para hit amun pag-uuyag ngan mga bola po nga bago para amun nga mga players. (Maybe there is? hmmm, because we have net in playing as well as a new ball for basketball and volleyball for our players)- KI 20, L 26-28

Sub-theme 1.2. Cash

KI winning athletes shared that they are receiving cash incentives. They were accompanied by their coach in going to the mayor's office. Some received cash as an incentive while others are receiving cash in a minimal amount for their scholarship. KI winning athletes shared:

Oo, tagan ako hin 1000.00 (Yes, they gave me 1000.00.)-KI 1, L 1

Oo, kuwarta an ira ginhahatag para amon. Mayda liwat uniform. (Yes, they gave us money.)-KI 7, L7-8

Mayda, tatagan kami allowance tig 500. (There is support.)-KI 18, L 24

Kuwarta ira ginpanhatag. (They gave us money.)-KI 19, L 25

Theme 2. Non-existence

On the other hand, there were nine (9) KIs who were certain that they did not receive anything from the LGU. It was an attestation that there was no intervention coming from their local government. The nine winning athletes are quite a number coming from different municipalities. They definitely could speak on behalf of the other athletes. The *non-existence* theme implies that there was indeed an absence of intervention for winning athletes. The fact that the latter knows nothing about the LGUs' support for them only reveals that there was no actual support they receive. The following disclosures from the KI-winning athletes would articulate the two (2) sub-themes of *no support* and *unaware*.

Sub-theme 2.1. No support

Waray ako nakakarawat, ano, ginpakadto la kami ha munisipyo upod hi sir. (I did not receive anything, what, we were asked to go to the municipal office with sir.)-KI 12, L16-17

Waray man ako katagi hin misan ano na suporta. (I did not receive any support at all.)-
KI 4, L4

The above statements were shared by winning athletes who did not receive any support from the LGU. They were truthfully expressing what they experienced. The utterances must be true because they were revealed by elementary-winning student-athletes themselves who experienced nothing of any support from their LGU.

Sub-theme 2.2. Unaware

There were some KI-winning athletes who were unaware of the LGU support or interventions. They were merely playing and receiving uniforms from their coach. They did not even know if there were cash or anything given from their local government, As KI 11 disclosed:

Aw, waray. Waray man ako maaram han ira ginpanhatag. (Oh, I am not aware of the support they give.)-KI 11, L 14-15

Experiences of Winning Student-Athletes, Coaches, Sports Coordinators, School Heads, and LGU Sports Representative

Theme 1: Mahinungdanon (Meaningful)

Mahinungdanon (meaningful) experience surfaced from among the responses of the KIs. This can be traced to those KIs who are proud and happy with the support that their local government provides. It becomes *mahinungdanon* (meaningful) for them when they see that their student-athletes get the support that they deserve in order to feel motivated during competition. The pride that one school head disclosed:

Makalilipay nga nahimugso dara ha imo. Ira man liwat ako gin-aacknowledge. (I am happy that the competition happened because of you. They also acknowledge me.) -KI 13, L 11-13

Further, it becomes *mahinungdanon* (meaningful) for the KIs when they, too feel the happiness of their players. Their fulfillment is felt during the joyous moments of their athletes when they do not feel tired of playing and when they get to learn and develop the skill of a true athlete. KI 14, L 59-64 shared:

Ito nga mga adlaw бага hin deri mahingangalimtan kay urog man it kabataan nga nag-eejoy. It basketball tournament dinhi kay pereho ito hit bublangan, mag-aringasa. Deri ko gud ito mahingangalimtan kay bis mga gugti nga kabataan maaram na magkapot hit bola. (Those days as if I cannot forget because most children enjoyed. The basketball tournament



here is like a cockpit, so noisy. I cannot forget because even children know how to hold a ball.)-
KI 14, L 59-64

Coaches are just like parents; they could feel what their players are feeling at the moment. The relationship built between coaches and their athletes is enormously impactful in the performance of bringing quality outcomes in sporting events (Jowett, 2017). This kind of built relationship encourages and motivates not only the student-athletes but even the coaches, knowing that they are also teaching several subjects. Coaching is only part of the ancillary services provided to their athletes. This becomes meaningful for them to see that their players are enjoying particularly in events which do not require much training like the basketball tournament at their town,

Sub-Theme 1.1 Budget Allocation

Providing a financial plan or budget is one of the aspects used by organizations (Adekanmbi & Boadi, 2008). According to Dixon (2013), budgeting provides a beneficial factor that allows the effective management of spending limits and priorities.

The LGU provided an allocated budget, including Special Educational Fund (SEF), water supply, transportation, uniforms, and sports programs. It was discussed by the following participants:

May-ada gad ito budget. pinaagi ha fund han SEF or Special Education Fund. It kaupayan hito kay naalutagaran liwat it amon eskoylahan hito. Salit amo it maupay hito. Gin-iinform man kami ni ma'am nga may-ada pira ka prosyento it para ha amon.(There's a budget through SEF fund or Special Education Fund. The good thing there is, our school has an allotment from that. That's what makes it good. We were informed by ma'am that there's a percentage for us.)- KI 11, L 41-46

Mayda man budget nga naka alutagar. Salit manta, pag naaro kami ha ira hin suporta, madali nala. Sugad man hin mga gamit hit am mga athletes, deri kami nga deri natatagan. Mayda la ito proper communication. Deri ako nahingangalimot kay bis ako ngane, natagan liwat. Sering pa nira, pirme ito may nakaalutagar nga budget para hit sports.(There's a budget allotted. That's why, when we ask for a support, it's easy. Just like the stuff for our athletes, not that we're not given. There must be a proper communication. I cannot forget because I myself was able to receive. Just like what they're saying, there is always a budget for sports.)-KI 12, L 47-54

Sub-Theme 1.2. Sufficient

The KIs stated that there are no challenges encountered with the chairperson of the sport in LGU and with the School Principal. According to Princen (2003), the idea of sufficiency was derived from the term “enough”, where its construction is commonsensical. It has an

abstract role that influences a sustainable sense, forming a broader concept. The concept of sufficiency is related to this study as the KIs stated that there is a sufficient fund for sports in the municipality where his student-athletes received uniforms. This was disclosed because he was the one who received the money from the local government.

Han akon pakakarawat han kwarta nga ibarayad han mga uniforms han ak mgaathletes, nakasering man ako nga mayda gud pondo nga sufficient it munisipyo para ha sports. (The moment I received the money for the uniforms of my athletes, I could say that there's sufficient fund from the municipality for the sports.)-KI 13, L 55-58

Sub-theme 1.3. Generosity

Accordingly, KI school coordinators revealed that their LGUs were supportive and generous. Their local leaders support them every time they would ask for their support. They just have to coordinate and request their assistance, and even the local Sangguniang Bayan members grant their requests especially if they give them solicitation letters. There must be an initiative for tapping their local leaders with the situation of their student-athletes and other sports materials needed during practice. As one KI school sports coordinator narrated:

Makaruruyag nga gintatagan attention hit LGU. All uniforms were distributed ngada hit kabataan. It kan mayor suporta hit kabataan nakikita man. Nahatag gudman liwat hi mayor. Waray ito probelema ha iya. Mahatagon ito dinhi ha amon. Bis it mga konsehal, nanhahatag ito kon gintatagan solicitation letter.(I want it because the LGU gives attention to it.All uniforms were distributed to all children. He truly gives. No problem with him. We could see Mayor's support. He's generous here with us. Even councilors, if given solicitation letter.)-KI 9, 29-35

Theme 2: Kakurian (Challenges)

The author was able to formulate three sub-themes that emerged through the responses, which described the challenges of the key informants to the LGUs' intervention in sports. **Lack of Fund Support** and **Lack of Coordination** were reflected as their most difficult situation as school sports coordinator or as the school head. They regarded the financial support accorded to them as still lacking since there was no enough financial support given as LGUs claimed that their SEF was for other schools' request in their classroom renovations.

Sub-Theme 2.1: Lack of Fund Support

The study by Anglo-Ruiz F., & Pergelova A., (2014) stated the significant aspect of financial support by the government. It produces a workforce competence where the set objectives are possible to attain. However, most of the responses stated the lack of budget and support in this study. This was disclosed by KI, to wit:



Kulang it pondo nga ginhahatag para suporta. (The fund that they give is inadequate to support.)-KI 16, L 68-69

Sub-Theme 2.2: Lack of Coordination

Coordination is the process of sharing ideas and resources to obtain the set objectives. It is a beneficial aspect to construct a better result for strategic issues. Studies describe that through coordination, a particular activity is attained successfully as it forms management support. On the contrary, one of the challenges encountered by the KIs is lack of coordination, where KI 4 and KI 15 stated that:

Baa kay kamakuri makipagcoordinate hito kay kinahanglan mayda ka himuon nga ma-iplastar ha konseho. Mayda la ako hito ginpapalobby, amo liwat it nabulig ha akon. (Baa, it's difficult to coordinate because there's a need to make something because it needs to be presented before the council. I asked someone to lobby, one who is helping me also.)-KI 4, L 14-18

Waray klaro it ira proseso ngan koordinasyon. Masamok. Yana mayda, sunod na tuig waray. (The process and coordination is unclear. Complicated, now there is, next year nothing)-KI 15, L 65-67.

Conclusions

Based on the study's results, there were no established intervention programs provided by their respective Local Government Units. However, the latter only provides cash incentives as rewards to the winning athletes after the competition, and if only they were informed by the school head of the winnings. LGUs provide only as per request through a solicitation letter by the school head. Hence, LGUs do not entirely have intervention programs for the winning schools and for the winning student-athletes.

That being the case, winning schools find ways and means how to train and provide for their student-athletes particularly if they are at the elementary level. Their winning in their respective sports events was attributed to the concentration training prior to the main sports competition at the regional level. The concentration training was conducted after the sports district meet and the sports provincial meet. Here, the sports coordinators would have the greatest opportunity to select the best players for the regional sports competition. Hence, the best selection of student-athletes could be one of the factors in winning at the regional level.

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