

COACHES' PERCEPTION ON ATHLETES' INCENTIVE: BASIS FOR POLICY FORMULATION

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ABSTRACT

The study aimed to determine the coaches' perception on sports incentives given to student-athletes who represented the Province of Zambales and the school's division in various athletic competitions. The study used mixed method research through quantitative and qualitative survey and utilized purposive sampling technique. One hundred twenty-six (n=126) athletic-coaches were selected as respondents for this study. Results indicate that majority of the respondents came from Cluster 1, male, had attended CLRAA as the highest level of sports participation, practice the exemption of Quarterly Test only in MAPEH subject and students' level of participation to Provincial Meet able them to receive incentives. Findings of the study revealed that majority of the respondents were strongly agree that Personal Development Incentive, Monetary Incentive and Curricular Consideration/Incentive are key factors that influence student-athletes to improve athletic performance before, during and after sports competitions. There is significant difference on Monetary Incentive and Curricular Consideration/Incentive while there is no significant difference on the perception of the coach-respondents on Personal Development Incentive. The study revealed major reasons on how athletic-coaches perceived sports incentives in the Schools Division of Zambales: to refuel student-athletes to perform best in every competition; to serve as a motivation to athletes to give better performance in their chosen sports; to craft clearer guidelines and policies on special incentive program and provide recognition program for outstanding athletes, coaches and sports officials. Thus, the researcher recommended that DepEd and Provincial Government should come up with a standard policy on a much higher rewards and incentive system to deserving athlete winners and coaches including allocation of allowances to officiating officials and this should be released through a schools' division memorandum or a provincial resolution for proper dissemination; there should be a standard policies and guidelines pertaining to curricular considerations and incentives to be given to athletes as basis for giving academic considerations of their class adviser, academic teachers and school head; look for incentive sponsors and sports organization who will help the SDO or school in consistency of athlete's incentive implementation; strengthen grassroot sports programs in every district school in the province through series of trainings, lectures and competitions; conduct a recognition and awarding ceremony for outstanding athletes, teacher-coaches and sports officials of the Schools Division of Zambales; and future researchers should conduct a follow-up study with in-depth and wider in scope so as to validate the findings obtained in the study.

Keywords: Zambales, incentive, coaches, athletes, applied research, policy research.

1. INTRODUCTION

Various studies (Vallerand & Rousseau, 2001; Tshepang et al., 2012; Keegan et al., 2009) discussed the use of internal and external rewards as a form of motivation. Countries use monetary rewards and social events to motivate athletes to win medals at major games. In addition, Johnson et al. (2011), explained that coaches should develop athletes' full potential

and helping them achieve their goals, hence, coaches should acquire a working knowledge of all areas affiliated with performance enhancement.

Becker (2009), believed that the importance of coaching is self-evident. Coaches are responsible for developing athletes' mental, physical, technical, and tactical abilities, and in addition to all of these responsibilities, they are also expected to win. The few individuals who meet all of these expectations emerge from their peers as superior coaches.

In the Philippines, Physical Education and Health provide students with the knowledge and skills that enables them to achieve and maintain a physically active and healthful life, not only during their time in school but for a lifetime. These aspects are integral components of a balanced educational program. It adheres all learners to be healthy and physically active increase their chances of achieving to their highest academic potential and are better able to handle the demands of today's hectic schedules. Thus, the DepEd vision stated that, we dream of Filipinos who passionately love their country and contribute meaningfully to building the nation. As a public-school servant leader and a promoter of an effective delivery of every curriculum to the learners with the aim to protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education as mentioned in the DepEd Mission.

In the Philippines, the 1987 Philippine Constitution mandates the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry, (Article XIV section 1987). In pursuit of this, schools adhere to improve students participatory in physical fitness activities and schools' sports program development.

Josol (2018) believed that since they represented their respective schools, districts, clusters, divisions, regions and other higher competitions they deserve special assistance by giving them advanced lessons, special tests, self-learning modules, and the like to help them catch up with their lessons and deserve other incentives like cash or in any forms no matter if they win or lose. While there's no DepEd Order or Memorandum that gives specific guidelines on how the grades of these learner-athletes will be considered, some regional directors and schools division superintendents already took the initiative to specifically address this confusion among teachers. Using DepEd Order 8, s. 2015 section V (d) as basis, all subject teachers are encouraged to give the learner-athletes due consideration in all quizzes. Activities, performance tasks on the dates that they are out on training and competitions. It has become a practice that the grades of the concerned athletes must be retained or increased.

This research aimed to strengthen the sports development program of the Schools Division of Zambales by crafting relevant policies and guidelines to support the needs of the athletic coaches and student-athletes in terms of a standard special privileges, awards and recognition ceremonies and curricular incentives as a fuel of motivation to athletes as they joined for various sports competitions in the Philippines and abroad. Hence, this study was formulated.

2. METHODS AND MATERIALS

2.1 Research Design

The study used descriptive research design through survey-questionnaire as the main instrument in gathering the required data from the participants. Further, the study utilized non-probability sampling technique specifically purposive sampling since the study will utilize qualitative research.

2.1 Participants

The participants of this study were public high school teacher-coaches who have been coaching student-athletes for three years now. One hundred twenty-six (n=126) athletic-coaches were selected as respondents for this study. This study was conducted during academic year 2020-2021.

2.1 Research Tools

The online survey questionnaire was composed of three (3) parts which used as the main instrument. The first part was consisting of questions regarding the personal details such as cluster, sex, teach, and highest level of sports participation of coaches. The second part dealt with the factors affecting the perception of teacher-coaches on various incentive programs for athletes as to the following elements: personal development incentive, monetary incentive and curricular consideration/incentive. And the third part was composed of qualitative questions on the influence of sports incentives among athletes and the coaches' recommendations to improve well the incentive program of the Schools Division Office and the Provincial Government of Zambales.

2.1 Data Collection

Upon the endorsement of the regional office on the approval of the proposed research, a letter addressed to the Schools Division Superintendent, requesting permission to conduct the study in the thirteen (13) district schools from Subic to Sta. Cruz which was prepared by the researcher. The endorsement letter to float questionnaire has been approved by the Schools Division Superintendent on June 9, 2021.

The draft of the applied research was subjected to editing in both technical and content aspects, with the Education Program Supervisor in Physical Education and Sports, sports specialists, school heads, and three (3) other colleagues who are knowledgeable in research who were asked to check and give suggestions to improve the research proposal. The personal data contained in the google form which was provided by the researcher was properly collected with consent from the respondents as defined under the Data Privacy Act of 2012 and existing rules and regulations of the National Privacy Commission to ensure protection, security and confidentiality of the respondents.

The researcher was also set an appointment for an individual interview and focus group discussion of the chosen participants. The data gathered from the answered questionnaires were checked, tabulated and analyzed according to the statistical tools described. The principle of privacy, anonymity, and confidentiality had undertaken by the researcher to ensure the non-disclosure of the identity and the data gathered of and to those participating in the study. Some of these ethical concerns considered by the researcher was the informed consent among the participants, the anonymity of the participant's identity and the confidentiality of their responses on the said questionnaire. Research protocol in the new normal education had also followed by the researcher who sought permission of the Schools Division Superintendent.

2.1 Data Analysis

All data yielded by the instrument had been tallied, tabulated, analyzed and interpreted accordingly. To interpret the data effectively, the researcher employed the following statistical treatment that had been utilized through the use of Microsoft-Excel program and Statistical Package for the Social Sciences (SPSS).

Percentage was employed to determine the frequency counts and percentage distribution of personal related variables of the respondents; The Weighted Mean was used to determine the assessment of the respondents on the factors affecting their perception on athlete incentives; and Analysis of Variance (ANOVA) was used to test if there is a significant difference on the factors affecting the perception of coaches on athlete incentives.

3. RESULTS

Table 1: Frequency and percentage distribution of the respondents' demographic profile

Profile Variable	Cluster	Frequency (f)	Percentage (%)	Rank
Cluster	Cluster 1	34	27.00	1
	Cluster 2	31	24.60	1.5
	Cluster 3	31	24.60	1.5
	Cluster 4	17	13.50	4
	Cluster 5	5	4.00	6
	Cluster 6	8	6.30	5
	Total		126	100.00
Sex		Frequency (f)	Percentage (%)	Rank
	Male	83	65.90	1
	Female	43	34.10	2
	Total	126	100.00	
Highest Level of Sports Participation		Frequency (f)	Percentage (%)	Rank
	District Meet	11	8.70	4
	Zonal Meet	5	4.00	5
	Provincial Meet	37	29.40	2
	CLRAA/Regional	54	42.90	1
	Palarong Pambansa	17	13.50	3
	Philippine National Games	2	1.6	6
	International Competitions	0	0.00	7
Total	126	100.00		

Table 1 shows the frequency and percentage distribution of the respondents' demographic profile as to their cluster, sex and highest level of sports participation.

For Cluster, the Schools Division of Zambales is composed of six (6) clusters in the conduct of Provincial Athletic Meet from the public, private, technical-vocational, and higher educational institutions. The Cluster I, composed of athletic delegation from the Districts of Sta. Cruz, Candelaria, and Masinloc, the Cluster 2 (Palauig, Iba, & Botolan), the Cluster 3 (Cabangan, San Felipe, San Narciso and San Antonio), the Cluster 4 (San Marcelino, Castillejos, Subic), the Cluster 5 (President Ramon Magsaysay State University - Laboratory High School) and the Cluster 6 (Zambales National High School in Iba).

For Sex, out of one hundred twenty-six (126), there were 83 or equivalent to 65.90 percent are males and 43 or 34.10 percent are females.

For Highest Level of Sports Participation, out of one hundred twenty-six (126), there were 11 or 8.70% who have attended the level of District Meet, 5 or 4.00% for Zonal Meet, 37 or 29.40% for Provincial Meet, 54 or 42.90% CLRAA or regional, 17 or 13.50% for Palarong Pambansa, 2 or 1.6% for Philippine National Games and 0 or 0.00% for International Competitions.

Table 2: Perception of respondents on other privileges received by student-athletes before and after the competition

Other Type of Privileges given to athletes	Other Type of Privileges	Frequency (f)	Percentage (%)	Rank
Other Type of Privileges given to athletes	Quarterly Test Exemption only in MAPEH	59	46.80	1
	Quarterly Test Exemption in all subject areas	33	26.20	2
	Written Work Exemption	12	9.50	4
	Performance Task Exemption	22	17.50	3
	Total	126	100.00	

Table 2 shows the responses of the teacher-coaches on other privilege, aside from cash incentives, that student-athletes have been receiving before and after the sports competitions.

Fifty-nine (59) or 46.80 percent of the respondents have been practicing the exemption for quarterly test in MAPEH subject for students who have participated in the athletic competitions, while 33 or 26.20 percent of the respondents practice the exemption of quarterly test in all subject areas; 22 or 17.50 percent of the respondents practice the performance task exemption while only 12 or 9.50 percent of the respondents practice the written work exemption.

Table 3: Perception of respondents on which student-athletes receive privileges

Profile Variable	Which Athlete Receive Privileges	Frequency (f)	Percentage (%)	Rank
Athletes who participated and won in the following:	District Meet	10	7.94	4.5
	Zonal Meet	16	12.70	3
	Provincial Meet	49	38.89	1
	CLRAA/Regional	38	30.16	2
	Palarong Pambansa	10	7.94	4.5
	International Competitions	3	2.38	6
	Total	126	100.00	
Non-winning athletes/Participant in the following:	District Meet	37	29.37	2
	Zonal Meet	19	15.08	4
	Provincial Meet	43	34.12	1
	CLRAA/Regional	20	15.87	3
	Palarong Pambansa	5	3.97	5
	International Competitions	2	1.59	6
	Total	126	100.00	

Table 3 shows the responses of the teacher-coaches on which student-athletes receive privileges in joining sports competitions.

For winning athletes, there were 10 or 7.94 percent for District Meet; 16 or 12.70 percent for Zonal Meet; 49 or 38.89 percent for Provincial Athletic Meet; 38 or 30.16 for CLRAA/Regional; 10 or 7.94 percent for Palarong Pambansa; and 3 or 2.38 percent for International Competitions.

While for non-winning athletes, there were 37 or 29.37 percent for District Meet; 19 or 15.08 percent for Zonal Meet; 43 or 34.12 percent for Provincial Athletic Meet; 20 or 15.87 for CLRAA/Regional; 5 or 3.97 percent for Palarong Pambansa; and 2 or 1.59 percent for International Competitions.

Table 4: Perception of the Respondents towards Personal Development Incentive

Personal Development Incentive	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Remarks	Rank
Athletes are receiving enhanced values formation in school and during competitions	91 (364)	35 (105)	0 (0)	0 (0)	3.72	SA	3.5
Improved holistic development as individual/person	91 (364)	35 (105)	0 (0)	0 (0)	3.72	SA	3.5
Special acknowledgment in the school and the community as varsity player/athlete	99 (396)	27 (81)	0 (0)	0 (0)	3.79	SA	1
Develop intra and inter personal relationship with other people	93 (372)	33 (99)	0 (0)	0 (0)	3.74	SA	2
Participation in the Regional/National and International Sports Competitions	88 (352)	35 (105)	3 (6)	0 (0)	3.67	SA	5
Overall Weighted Mean					3.73	Strongly Agree	

Legend: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree); 1.00-1.75 (Strongly Disagree)

This further revealed that the giving of sports incentives through various mode either personal development, cash incentive, incentive and curricular incentives are happening in the Schools Division of Zambales through the support of coaches, advisers, subject teachers, the school head and local government officials.

It is evident in the table 4 above that the respondents perceived Strongly Agree (SA) in the five (5) indicators of the Personal Development Incentive that (1) athletes are receiving enhanced values formation in school and during competitions ($\bar{x}=3.72$); (2) Improved holistic development as individual/person ($\bar{x}=3.72$); (3) Special acknowledgment in the school and the community as varsity player/athlete ($\bar{x}=3.79$); (4) Develop intra and inter personal relationship with other people ($\bar{x}=3.74$); and (5) Participation in the Regional/National and International Sports Competitions ($\bar{x}=3.67$). The Overall Weighted Mean (OWM) of the responses for Personal Development Incentive was 3.73 interpreted as Strongly Agree (SA).

Table 5: Perception of the respondents towards monetary incentive

Monetary Incentive	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Remarks	Rank
Athletes should receive cash incentives from the Local/Provincial Government	106 (424)	19 (57)	1 (1)	0 (0)	3.83	SA	1
The athletes should receive cash incentives from the Regional/National Government	98 (392)	27 (81)	1 (1)	0 (0)	3.76	SA	2
Athletes are receiving cash incentives from the private organizations or individuals	49 (196)	58 (174)	15 (30)	4 (4)	3.21	SA	3
Athletes are receiving cash incentives from the school staff or personnel	41 (164)	64 (192)	19 (38)	2 (2)	3.14	A	4
Athletes are receiving cash incentives from their coaches	32 (128)	58 (174)	32 (64)	4 (4)	2.94	A	5
Overall Weighted Mean					3.38	Strongly Agree	

Legend: 3.26-4.00 (Strongly Agree); 2.51-3.25 (Agree); 1.76-2.50 (Disagree); 1.00-1.75 (Strongly Disagree)

Table 5 shows the perceptions of the respondents towards Monetary Incentives. The respondents perceived Strongly Agree (SA) in three (3) indicators of the Monetary Incentives that (1) Athletes should receive cash incentives from the Local/Provincial Government ($\bar{x}=3.83$); (2) The athletes should receive cash incentives from the Regional/National Government ($\bar{x}=3.76$); (3) Athletes are receiving cash incentives from the private organizations or individuals ($\bar{x}=3.21$); while perceived Agree (A) on the two (2) indicators of the Monetary Incentives: that (4) Athletes are receiving cash incentives from the school staff or personnel ($\bar{x}=3.14$); and (5) Athletes are receiving cash incentives from their coaches ($\bar{x}=2.94$). The Overall Weighted Mean (OWM) of the responses for Monetary Incentives was 3.38 interpreted as Strongly Agree (SA).

Table 6: Perception of the Respondents towards Curricular Consideration/Incentive

Curricular Consideration/Incentive	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Remarks	Rank
Athletes are exempted to take the quarterly examination only in MAPEH	59 (236)	47 (141)	20 (40)	0 (0)	3.31	SA	3
Athletes are exempted to take the quarterly examination in all subject areas	35 (140)	42 (126)	43 (86)	6 (6)	2.84	A	5
Athletes are given additional points in all subject areas	56 (224)	51 (153)	19 (38)	0 (0)	3.29	SA	4
Athletes are given extra considerations to comply for the requirements and activities they missed	102 (408)	23 (69)	1 (2)	0 (0)	3.80	SA	1
Grades of the students are retained / or increased depending on the level of sports participation	78 (312)	34 (102)	14 (28)	0 (0)	3.51	SA	2
Overall Weighted Mean					3.35	Strongly Agree	

Table 6 shows the perceptions of the respondents towards Curricular Consideration/Incentive. The respondents perceived Strongly Agree (SA) in four (4) indicators of the Curricular Consideration/Incentive that (1) Athletes are exempted to take the quarterly examination only in MAPEH (\bar{x} =3.31); (3) Athletes are given additional points in all subject areas (\bar{x} =3.29); (4) Athletes are given extra considerations to comply for the requirements and activities they missed (\bar{x} =3.80); (5) Grades of the students are retained / or increased depending on the level of sports participation (\bar{x} =3.51); while perceived Agree (A) on one indicator of the Monetary Incentives that (2) Athletes are exempted to take the quarterly examination in all subject areas (\bar{x} =2.84). The Overall Weighted Mean (OWM) of the responses for Curricular Consideration/Incentive was 3.35 interpreted as Strongly Agree (SA).

Table 7: Analysis of Variance to test differences on the perception of the coach-respondents towards personal development incentives

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.085714	4	0.271428571	1.273838	0.278907	2.386188
Within Groups	133.1746	625	0.213079365			
Total	134.2603	629				

Table 7 shows Analysis of Variance to Test Differences on the Perception of the Coaches-respondent towards Personal Development Incentives.

The computer-generated *P*-value of **0.278907** which is greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is **Accepted**, hence, there is **no significant differences** on the dimension of Personal Development Incentives as perceived by coach-respondents.

Table 8: Analysis of Variance to test differences on the perception of the coach-respondents towards monetary incentives

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	73.80317	4	18.45079	45.6573655	0.0000	2.386188
Within Groups	252.5714	625	0.404114			
Total	326.3746	629				

Table 8 shows Analysis of Variance to Test Differences on the Perception of the Coaches-respondent towards Monetary Incentives.

The computer-generated *p*-value of **0.0000** which is less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is **Rejected**, hence, there is **significant differences** on the dimension of Monetary Incentives as perceived by coach-respondents.

Table 9: Analysis of Variance to Test Differences on the Perception of the Coach-Respondents towards Curricular Considerations/Incentives

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	55.94285714	4	13.98571	28.96145	0.0000	2.386188
Within Groups	301.8174603	625	0.482908			
Total	357.7603175	629				

Table 9 shows Analysis of Variance to Test Differences on the Perception of the Coaches-respondent towards curricular considerations/incentives.

The computer-generated p -value of **0.0000** which is less than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is **Rejected**, hence, there is **significant differences** on the dimension of Curricular Considerations as perceived by coach-respondents.

4. DISCUSSION

The above findings clearly manifest that giving of incentive through medals, cash awards, curricular incentives served as motivational factor to the athletes to improve their athletic performance in the training and competition and better improve training performance given by their coaches and trainers and other sports officials.

Evaluating transcript responses of the participants were the critical and most exciting part of a qualitative research. It gives the researcher a more diverse explanations on how teacher-coaches answer the specific question, *"If privileges exist, why do they exist?"*.

The emerged theme for this question is *"To refuel student-athletes to perform best in every competition"* from the three (3) emerged sub-themes, (1) *"To boost confidence of the athletes during competitions"*; (2) *"In order to motivate the student-athlete to do well and give their very best"*; and (3) *"In reward student-athletes even in small ways"*. These emerged sub-themes revealed the significance of various special incentives to boost the confidence of the athletes in participating and joining for sports competitions.

Likewise, Participant 7 and 9, respectively also stressed that *"Privileges exist to refuel athlete's eagerness to win and to become champion, not only for themselves but for the school, school division, province of Zambales. That is why special incentives should be given to them and should be crafted by the school division sports officer or provincial sports officer as approved by the SDS and the Governor"* (P7), and *"To inspire all student-athletes to do more and give all their best to win"* (P9). The teacher-coaches believed that giving rewards in a form of personal development, monetary and curricular incentives are happening in the school system especially when athletes have great contribution through winning gold-silver-bronze medals to elevate the name of the school in the spotlight of sports competitions and when athletes perform best for the honor and glory of the school, the municipality, the school's division and the region, in general.

For qualitative question no. 1, the coaches-respondent answered the specific question, *"How do these sports incentives affect their performance of athletes in their competitions?"*.

The emerged theme for this question is *"It serves as motivation to give better performance in their chosen sports"* from the three (3) emerged sub-themes, (1) *"These incentives affect them emotionally and mentally"*; (2) *"It helps to sustain their effort and boost their moral"*; and (3) *"It motivates them to perform better"*. These emerged sub-themes revealed the strong relationship of crafting standard policies on sports incentives for student-athletes of the Schools Division of Zambales as these incentive programs are one way to encourage them to compete more productively in their chosen sports events and achieve the best result for the honor of our province.

Likewise, Participant 1, 5 and 15, respectively also stressed out that *"These incentives affect them emotionally and mentally through setting goals to get the desired incentive"* (P1); *"They are determined to win without it but they are more determined to win because of it. It's a bonus for them"* (P5); *Giving incentives to athletes is one way of motivating them to do all their best in achieving the team's goal which is to win their games"* (P15).

The teacher-coaches believed that giving of incentives to athletes in any kind can be a source of motivation to them to perform their full potential during training and competition proper. In addition, this also helps sustain their effort and boost their moral as an athlete. Thus, the provision of creating guidelines and policies for giving of special incentives for student-athletes are highly encouraged. These guidelines and policies should be presented to

various municipal and the provincial leaders of Zambales for possible funding and other appropriate actions to be undertaken.

The in-depth valuation of transcript responses, gives the researcher a more diverse explanations on how teacher-coaches answer the specific question, *“Any recommendations to improve the incentive program for athletes in SDO Zambales?”*

The emerged theme for this question is *“Craft clearer guidelines and policies on special incentive program and provide recognition program for outstanding athletes, coaches and sports officials”* from the four (4) emerged sub-themes, (1) *“Craft clearer guidelines and policies on personal, monetary incentives and curricular considerations for athletes”*; (2) *“Strengthen internal and external linkages to provide additional assistance in giving incentives”*; (3) *“Give higher cash incentives for athletes”* and (4) *Creation of recognition program for outstanding athletes, coaches, trainers and sports officials*. These emerged sub-themes revealed the eagerness of sports coaches to elevate the sports standing or ranking of the Schools Division of Zambales and the Province of Zambales in the Central Luzon Regional Athletic Association (CLRAA) meet where Zambales has already clinched the 3rd Runner up position behind the powerhouse Bulacan (Champion), Bataan (1st Runner up) and Olongapo City (2nd Runner up) in the year 2019. According to some of the sports coaches, the school's division in-charge for sports must have clearer guidelines and policies through the issuance of school division memorandum on how student-athletes to be entitled in various special sports incentives to be given to them such as monetary, personal development or curricular considerations especially for athletes who have been participating in the national and international competitions.

Likewise, Participant 1, 7, 9, and respectively also stressed their recommendations on how to improve the sports incentive program of the SDO Zambales *“Craft clear guidelines and policies on the various special incentive program to be given to all deserving athletes such as grade incentives and monetary incentives from athletic meets in the district meet up to international sports competitions they are joining. The guidelines and policies should be presented through school's division memo for proper dissemination”* (P1); *“Look for incentive sponsors and sports organization who will help the SDO or school in consistency of athlete's incentive implementation. Also, looking for external linkages can also provide help and assistance to our goals”* (P7); *“Give the athletes what they deserve for they are the pride of SDO Zambales. Give higher incentives for athletes”* (P9); and *“The SDO should create a recognition program for outstanding athletes, coaches, trainers and sports officials so that they will be given due recognition for giving their best efforts in different levels of sports competitions”* (P15).

This further revealed that giving of incentive in a form of financial support, personal development and curricular considerations to student-athletes is one way to motivate student-athletes to perform best in and off the competition.

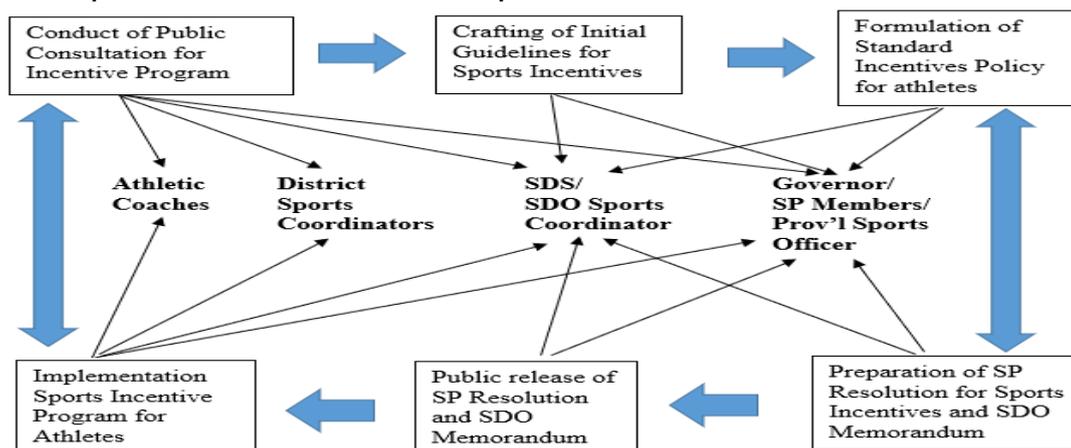


Figure: Proposed Sports Incentive Framework

Based from the conducted focus group discussions with selected athletic coaches and their salient responses from the survey questionnaire, the researcher is proposing a Sports Incentive Framework for Zambales athletes. Hence, the Schools Division of Zambales and the Provincial Government of Zambales may adopt the proposed sports incentive framework for an improved manner of providing athletes a visualization of a better athletic rewards and incentive system in Zambales.

The incentive framework is composed of six (6) steps from the consultation program to implementation program. The step 1 is the conduct of a Public Consultation for Incentive Program to be attended by coaches, trainers, sports coordinators, school division sports coordinators and officials of the Provincial Government; step 2 is the crafting of Initial Guidelines for Sports Incentives; stage 3 is the Formulation of Standard Incentives Policy for athletes; step 4 is the Preparation of Sangguniang Panlalawigan Resolution for Sports Incentives and School Division Memorandum; step 5 is the public release of Sangguniang Panlalawigan Resolution and SDO Memorandum and step 6 is Implementation Sports Incentive Program for Athletes.

5. CONCLUSION

Based on the summary of the investigation conducted, it can be concluded that: majority of the respondents came from Cluster 1 (Masinloc-Candelaria-Sta. Cruz Districts), male, had attended CLRAA/Regional Meet as their highest level of sports participation, practice the exemption of Quarterly Test only in MAPEH subject and the athletes' level of participation to Provincial Meet regardless of result receive the special privileges.

The majority of the coach-respondents were Strongly Agree (SA) that Personal Development Incentive ($OWM=3.73$), Monetary Incentive ($OWM=3.38$) and Curricular Consideration/Incentive ($OWM=3.35$) are key factors that influence student-athletes to improve their athletic performance before, during and after sports competitions.

There is significant difference on Monetary Incentive ($p-0.00(<) 0.05$) and Curricular Consideration/Incentive ($p-0.00(<) 0.05$) while there is no significant difference on the perception of the coach-respondents on Personal Development Incentive ($p-0.28 (>)0.05$).

Themes were drawn and were interpreted. This led to the development of a final thematic structure revealing major reasons on how athletic-coaches perceived sports incentives in the Schools Division of Zambales: To refuel student-athletes to perform best in every competition; to serve as a motivation to athletes to give better performance in their chosen sports; to craft clearer guidelines and policies on special incentive program and provide recognition program for outstanding athletes, coaches and sports officials.

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