

Establishing A Special Program in Sports (SPS) at Mangelen Integrated School: A Feasibility Study

Donnamari S. Perez, Lorelyn B. Teogangco, John Michael P. Castino

Mindanao State University - General Santos City, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.905000365>

Received: 10 May 2025; Accepted: 19 May 2025; Published: 17 June 2025

ABSTRACT

This study sought to assess the feasibility to establish Special Program in Sports (SPS) at Mangelen Integrated School (MIS), Kamanga, Maasim, Sarangani Province. The initiative aims to address the growing needs of student-athletes by providing specialized training in swimming. The proposed program aims to integrate hands-on athletic training with academic instruction, thereby equipping students for higher-level competitions and potential careers in sports-related fields.

Moreover, this study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to gather comprehensive data. Surveys, KIIs, and FGD were conducted to assess the feasibility and demand of the SPS program. Findings indicated a high level of interest and support from both learners and parents, validating the existence of a strong potential market for the program. However, successful implementation will require substantial resource enhancement, collaboration with sports-related institutions, and systematic planning to address infrastructural requirements. While challenges such as funding and resource acquisition were identified, these can be addressed through strategic stakeholder engagement, targeted recruitment efforts, and diversified financial support. With careful budget management and the pursuit of external funding sources, the SPS program is deemed financially sustainable and capable of delivering significant, long-term benefits to students and the wider school community.

INTRODUCTION

Mangelen Integrated School, located in Kamanga, Maasim, Sarangani Province, is uniquely positioned beside Maasim Bay, providing students with a natural environment conducive to aquatic sports, particularly swimming. Recognizing this advantage, the proposed Special Program in Sports (SPS) aims to nurture the athletic potential of learners while promoting physical fitness, discipline, and holistic development.

According to Article XIV, Section 19, "The State shall foster physical education and sports activities, competitions, and amateur sports, as well as training in international contests, to help promote self-discipline, cooperation, and a spirit of excellence for the development of a healthy citizenry. Furthermore, all educational institutions are bound to initiate regular sporting activities throughout the country in collaboration with the athletic associations and other relevant sectors." However, even as the government encourages the integration of physical education and sports into the school curriculum, there are still unserved, underserved, and marginal institutions that have little or no access to properly equipped training facilities, competent coaching staff, and sustainable programming.

Consequently, a lot of students, especially those from underprivileged schools, encounter hurdles which prevent them from engaging in physical activity, thus increasing the chances of them getting neglected in the emerging issues of sports education in schools. In addition, the Philippines faces significant obstacles in implementing effective sports and physical education initiatives. According to the 2022 Philippine Report Card on Physical Activity, 84.5% of adolescents aren't sufficiently active, with only 15.4% meeting the recommended 60 minutes of physical activity daily. This highlights the urgent need for improved programs to engage youth in physical activity (Cagas et al., 2022).

The skimming outline indicates that many schools in the Division of Sarangani have managed to implement the Special Programs in Sports (SPS) with the help of local government units, sports bodies, and even private companies. The problem is that there have been no attempts to offer an SPS program in MIS, which makes it difficult for students to harness all their athletic potential. The distance to these schools presenting more complicated approaches to sports training poses serious obstacles to students who want to engage in active formal training.

These gaps lead to students' engagement in competitive sports, professional coaching, and participation in higher-level competitions being severely limited. Considering these observations, it is crucial that the MIS moves to implement the SPS Program to reduce the gaps in sports education, provide young students who stand to benefit most from these opportunities, and improve the standards of physical education and athletic training altogether.

Additionally, the socio-economic context of the community surrounding MIS shows how urgent the need is for the SPS Program. There are a lot of families in the area that are financially incapable, and Private Sports Training or other extracurriculars that require extra money for enrollment is out of the question. Consequently, public schools tend to be the only place where students can hone their athletic skills. However, these students are at a disadvantage in comparison to their competitors from urban or well-resourced schools who have trained coaches and better facilities. Furthermore, Salino et al. (2022) stressed that the adequacy of sports facilities and equipment directly correlates with the performance of student-athletes in competitions. The research highlights that insufficient facilities and equipment hinder the athletic performance of students, emphasizing the necessity for improved resources to foster athletic development.

Thus, the implementation of SPS at MIS aims to bridge these gaps by designing a comprehensive and sustainable sports training program for student-athletes. This will also serve as model to other schools, proving that facilities is not a deterrent in implementing such program. The impact of bridging sports engagement gaps through the SPS Program at MIS will help close disparity in the sports engagement, enable uptake of an overall healthy and active student population and will also contribute to a healthier, more active student population while fostering a culture of athletic excellence that benefits both the learners and the broader school community.

Legal Bases

The establishment of SPS program is anchored on several legal and policy framework designed to address the needs of talented students in the different sports disciplines in the Philippines. The primary legal basis of the program is Article XIV Section 19 paragraph one (1) and two (2) of the 1987 Philippine Constitution. It states that: *"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."* Thus, all educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.

It is being further supported by the Republic Act No. 5708 as *"An Act Providing for the Promotion and Financing of an Integrated Physical Education and Sports Development Program for the Schools in the Philippines."* DECS Memorandum No. 242, s. 2000 outlined the guidelines for a pilot program to test a "Special Sports Program" at the secondary school level which is essentially about establishing a specialized curriculum focused on athletics and sports within a regular high school program alongside regular academics.

Moreover, DepEd Order No. 25, s. 2015 supports this law emphasizing the need to develop the Sports enthusiasts among High School learners which envisions to equip SPS graduates for employment or higher learning in the field of sports and related ideas. Hence, these legal and policy bases will provide a strong foundation for the proposed SPS program at MIS.

Thus, the establishment of the SPS program at Mangelen Integrated School not only rests on strong legal and policy foundations but also aligns with broader national education and health goals. It supports the Department of Education's commitment to holistic development under the K to 12 curriculum by nurturing learners'

physical, mental, and social well-being. In terms of health, SPS contributes to national goals of promoting active lifestyles, preventing youth-related health issues, and fostering lifelong fitness habits. Through SPS, MIS can play a vital role in fostering well-rounded, healthy, and skilled individuals who are prepared for both academic and athletic success.

Significance of the Study

The proposed implementation of the SPS program at MIS will be highly valuable to a wide range of stakeholders, students, teachers, school administrators, parents, policymakers, researchers, and the community. It is expected to bring transformative benefits that will improve student well-being, foster school engagement, and support overall physical and mental development. Its significance can be highlighted as follows:

The School. The implementation of the SPS program in MIS in the Division of Sarangani will be essential in addressing limited access to sports opportunities. Given the geographical isolation and resource constraints, this program will help ensure that students engage in physical activities that enhance their well-being and discipline. By integrating sports into the school system, it can create a more dynamic learning environment, motivating students to stay in school and actively participate in extracurricular activities. Additionally, the program will strengthen community involvement by encouraging partnerships with local leaders, parents, and organizations to sustain sports initiatives. Lastly, the program can promote cultural identity and inclusivity, making sports more accessible and relevant to students in remote areas.

The School Head. The implementation of the SPS program will provide the school head with a valuable opportunity to enhance student development by promoting physical education and sports engagement. As the key decision-maker, the school head can use this initiative to create a more balanced and holistic learning environment, ensuring that students develop not only academically but also physically, socially, and emotionally. The program will also allow the principal to strengthen partnerships with local government units, sports organizations, and community stakeholders to secure necessary resources and support. Furthermore, it will help the principal address student retention and motivation by integrating sports as a tool for improving school participation and engagement.

The Teachers. The SPS program will greatly benefit teachers by providing them with opportunities to integrate sports and physical activities into their teaching strategies, making learning more engaging and interactive. It will also equip teachers with additional skills and training in coaching and mentoring students, enhancing their professional growth. Through this program, teachers can foster discipline and resilience among students, contributing to their overall character development. Additionally, the initiative will promote a more active and dynamic school environment, allowing teachers to support holistic education beyond the traditional classroom setting.

The Learners. The SPS program will provide learners with opportunities to engage in sports and physical activities, promoting their overall health, well-being, and social development. It will help them develop important life skills such as discipline, perseverance, and sportsmanship, which are essential for personal growth. By participating in structured sports programs, learners will become more motivated and engaged in school, leading to improved academic performance and attendance. Additionally, the initiative will allow students to experience equal opportunities in sports, fostering inclusivity and confidence in their abilities.

The Parents. Parental involvement is crucial in encouraging students to participate in sports and maintain an active lifestyle. This study will raise awareness about the long-term benefits of sports participation in terms of physical health, emotional well-being, and character development. It will also emphasize how parents can support school sports programs by engaging in advocacy, volunteering, and promoting healthy habits at home. By identifying barriers that prevent students from joining sports activities, this study can help bridge the gap between school programs and parental support. Encouraging family participation in sports will strengthen the bond between parents and their children while fostering a positive attitude toward physical fitness.

The Community and Other Stakeholders. The SPS program will foster stronger community engagement by encouraging local leaders, businesses, and organizations to take an active role in supporting school sports initiatives. It will create opportunities for collaboration between the school and various stakeholders, such as local government units, NGOs, and sports organizations, to provide resources, training, and facilities for student-athletes. The program will also help promote a culture of health and wellness within the community, inspiring more people to value physical activity and youth development. Additionally, it will serve as a platform for discovering and nurturing local sports talents, potentially leading to broader opportunities for students in regional and national competitions.

The Researchers. The SPS program will provide researchers with valuable insights into the effectiveness of sports promotion in schools, addressing gaps in access, participation, and program sustainability. It will serve as a foundation for future studies, enabling researchers to explore best practices, challenges, and innovations in integrating sports into the educational system. The findings from this study can contribute to the development of evidence-based policies that support physical education and student well-being in underserved areas. Additionally, researchers can use the program's outcomes to analyze the impact of sports on student engagement, academic performance, and socio-emotional development. Thus, the study will help generate new knowledge and recommendations that can guide educators, policymakers, and institutions in improving school-based sports programs nationwide.

Objectives of the Study

The following are the objectives of this Feasibility Study:

1. Assess the number of students in Grade 7-12 who may be interested in participating in the proposed SPS program, conduct surveys, KII and FGD, and examine the track record of the learners for the last three school years.
2. Assess the required physical infrastructure and facilities to support the program, propose a class schedule, and outline strategies for long-term sustainability.
3. Identify potential challenges and risks and develop risk mitigation strategies to ensure smooth operation and sustainability of the program.
4. Propose budget allocations for the establishment and operational costs and conduct a cost-benefit analysis to determine the feasibility and sustainability of the program.
5. Explore ethical implications concerning the implementation of SPS.
6. 6. Provide a recommendation based on the study's findings on whether or not to implement the SPS at MIS.

METHODOLOGY

Data Gathering Procedure

To evaluate the viability of implementing the SPS at Mangelen Integrated School, this feasibility study utilized a descriptive research design, enabling a structured and comprehensive analysis of relevant data. A multi-method approach was employed to capture diverse perspectives and ensure a well-rounded assessment. Inputs were gathered from key stakeholders including students, parents, coaches, and the school head through the use of surveys, key informant interviews (KIIs), focus group discussions (FGDs), and documentary analysis.

To ensure adherence to ethical research standards, the proponents formally sought approval by submitting letters to the Schools Division Superintendent and the school head of Mangelen Integrated School. These letters, duly noted and endorsed by the subject professor, outlined the purpose and scope of the study and included a request to administer surveys and conduct interviews with key stakeholders.

Following the approval of the communication letters, informed consent forms were disseminated to all identified respondents and participants, including parents, teachers, and learners. Recognizing the sensitivity of the study and the involvement of minors, consent was first secured from parents or guardians to ensure the

protection of learners' rights and welfare. Participants were clearly informed about the voluntary nature of their involvement, their right to withdraw from the study at any point without consequence, and the strict confidentiality with their responses would be ensured.

Early informal surveys and anecdotal observations at Mangelen Integrated School (MIS) revealed that most learners live near the bay, making swimming an innate skill for most of them. This natural familiarity with water has translated into strong performance during competitions at the district, municipal, and even provincial levels. Previous participation in local swim meets and school-based sports events further demonstrates the students' competitiveness and interest in swimming, highlighting the potential for developing a formal Special Program in Sports (Swimming) at MIS. Documentary analysis further supported the study by examining existing policies and track record of the athletes for three (3) consecutive school year. The data collected was processed, analyzed, and interpreted using descriptive statistics to determine the feasibility and sustainability of the SPS program at MIS.

Ethical considerations were adhered throughout the study to avoid engaging in practices that could be constructed as implicit or explicit abuse or exploitation of those with whom we sought to conduct the research with. Thus, to ensure the trustworthiness of the study, six key principles of ethical research were upheld including obtaining informed consent, voluntary participation, anonymity, confidentiality, potential for harm, and results communication.

Locale of the Study

This study was conducted at Mangelen Integrated School, located in Barangay Kamanga, Maasim, Sarangani Province. The school serves a diverse population of learners, including Blaán, Christian, and Muslim. For the school year 2024–2025, the school recorded a total enrollment of 1,145 students from Kindergarten to Grade 12, with 645 learners enrolled in the secondary level (Grades 7 to 12). It has of 48 teachers, along with three (3) non-teaching personnel, two (2) Local School Board paid teachers, and two (2) ALIVE teachers.

Moreover, the school was strategically positioned near Sarangani Bay, a coastal area known for its rich marine biodiversity and calm waters. Due to its proximity to the bay, many learners at the school naturally developed a strong inclination toward swimming, either as a recreational activity or as a necessary skill for their daily lives. The school also served a diverse population of learners, including those from fishing communities who relied on the coastal environment for their livelihood. The school's location provided a unique setting for integrating aquatic activities into education, fostering not only swimming proficiency but also environmental awareness among students. With its direct access to the bay, the school had the potential to incorporate water-related programs, making it an ideal site for studies related to swimming skills development, coastal education, and water safety.

Given this context, MIS was a relevant and appropriate locale for this study, as it provided insights into how geographic location and community engagement contributed to the learners' development of swimming skills and other aquatic competencies.

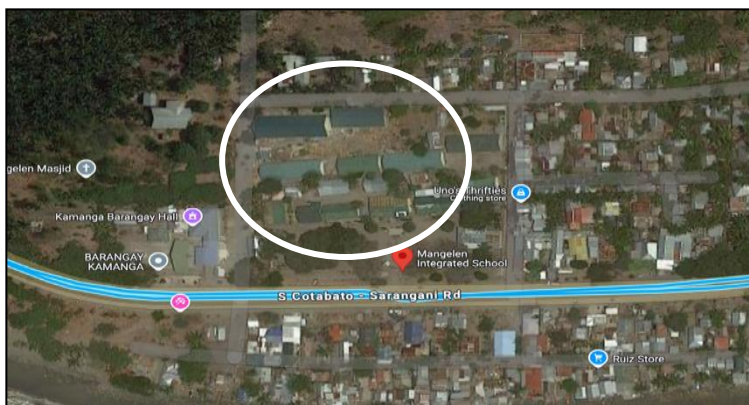


Figure 1. Map of Mangelen Integrated School (Google Map, 2025)

Respondents and Participants

The respondents of this study consist of Grade 7 to Grade 12 learners and parents whose children were enrolled in MIS, meanwhile the participants were the learners, parents, coaches and school head, strategically selected to represent key stakeholders in evaluating the feasibility of SPS at Mangelen Integrated School. These respondents and participants served as the immediate target audience, making their insights critical in assessing their interest, awareness, and readiness to participate and support the program.

Table 1 . Distribution of Learner-Respondents

Grade Level	Population (N)	Sample Size (n)
Grade 7	95	35
Grade 8	121	45
Grade 9	113	42
Grade 10	84	31
Grade 11	134	51
Grade 12	98	37
Total	645	241

Table 1 presents the distribution of learner-respondents, which includes students from Grade 7 to Grade 12. To determine the appropriate sample size for the study, Slovin's formula was applied using a 95% confidence level and a 5% margin of error. This statistical approach ensured a reliable and manageable number of respondents from the total population of Junior High School and Senior High School learners. To further enhance the validity of the study and ensure equitable representation across all six grade levels, proportional stratified sampling was employed. This method allowed for fair inclusion of respondents based on the actual population size of each grade level within the school.

Table 2. Distribution of Parent-Respondents

Grade Level	Number of Parents
Grade 7	12
Grade 8	16
Grade 9	11
Grade 10	8
Grade 11	10
Grade 12	13
Total	70

Table 2 presents the distribution of parent-respondents who participated in the survey. Out of a total population of 586 parents, only 70 were surveyed due to limitations in availability and accessibility. This study utilized convenience sampling, a non-probability sampling method where participants were selected based on their availability, accessibility, and willingness to participate. This approach was chosen due to time constraints and the practicality of reaching participants who were directly involved in or knowledgeable about the study. While not intended to represent the entire population, this method allowed for efficient data collection from relevant and readily accessible respondents (Nikolopoulou, 2023).

Table 3. Distribution of Key Informant Interview and Focus Group Discussion Participants

Participants	Number of Key Informant Interview (KII)	Number of Focus Group Discussion (FGD)
School Head	1	
Teacher-Coach	2	
Learners		8
Parents		8
Total	3	16

Table 3 presents the distribution of the key informants, selected through purposive sampling. With these, this study utilized eight (8) learners and eight (8) parents for FGD, while two (2) coaches and one (1) school head as key informants. These individuals provided specialized knowledge or perspectives on the feasibility study conducted about the offering of SPS at MIS. These participants were purposively chosen to capture diverse yet relevant perspectives on the proposed swimming program's implementation, challenges, and sustainability.

Sampling Technique

The study employed a combination of sampling techniques to ensure the selection of appropriate and representative participants. Proportional sampling was used for learner-respondents to accurately reflect the distribution across grade levels, thereby enhancing the representativeness of the data. For parent-respondents, convenience sampling was applied to efficiently reach individuals who were readily available and willing to participate. While this method allowed for practical data collection, it carries the risk of sampling bias, as it may not fully represent the broader parent population. To mitigate this, efforts were made to include parents directly involved or knowledgeable about the program. Meanwhile, purposive sampling was utilized for the Key Informant Interviews (KII) and Focus Group Discussions (FGD), specifically targeting participants with relevant knowledge, experience, and insights essential to the study's objectives.

RESULTS AND DISCUSSION

A. Market Study: Educational Needs and Market Analysis

The first objective of this feasibility study is about the market study wherein the target learners who will enroll in the proposed offering of special program in sports were identified. Moreover, educational needs and market analysis particularly on the interest and demands of the respondents and key informants (learners, parents, coaches and school head) were conducted.

On the Number of Target Learners who will Potentially Enroll in the Proposed Special Program in Sports (SPS)

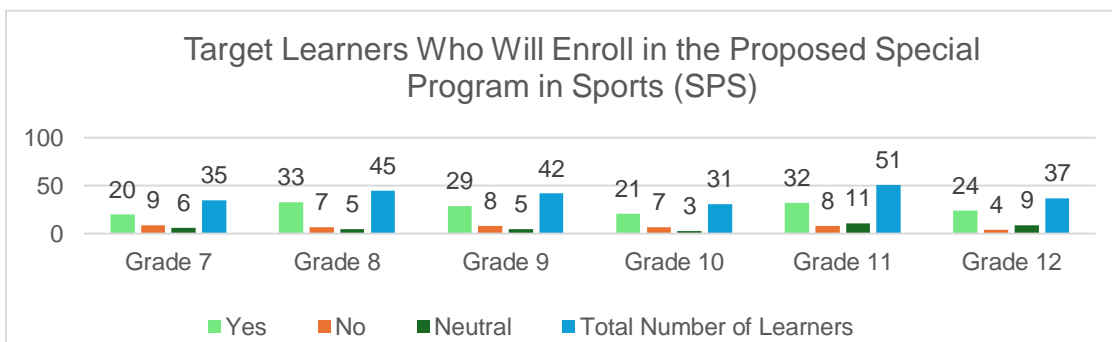


Figure 2. Number of Target Learners Who Will Potentially Enroll in the Proposed Special Program in Sports (SPS)

Figure 2 underscores a promising outlook for the proposed Special Program in Sports (SPS) at Mangelen Integrated School, with 159 students across six grade levels expressing potential interest in enrolling. This figure not only demonstrates a strong initial demand for the program but also signals a wide appeal that spans both Junior and Senior High School Levels. Notably, Grade 8 shows the highest number of interested learners at 33, followed closely by Grade 11 with 32 learners, Grades 9 and 12 follow with 29 and 24 potential enrollees, respectively, while Grade 10 accounts for 21 and Grade 7 with 20 learners.

Moreover, among the 241 surveyed learners, 159 individuals, accounting for 66%, expressed a keen interest in enrolling, highlighting a strong demand for a sports program at Mangelen Integrated School. This suggests that many learners appreciate the importance of developing sports-related skills, particularly in swimming. Their responses also reflect a strong enthusiasm for improving their swimming abilities through structured training.

Conversely, 43 students, or 18%, indicated “no” interest in the program. This may be attributed to various reasons, such as a preference for other sports, limited swimming ability, or concerns that participation might interfere with their academic focus. Additionally, a smaller group of 39 students, representing 16%, remained “neutral”. This suggests that while most students support the program, some may require further information or clarification about its benefits and structure. Those who are uncertain could potentially be encouraged through targeted outreach efforts, such as informational sessions or introductory workshops, to help them gain a clearer understanding of the program's value.

Further, the even distribution of potential enrollees across the grade levels indicates that the program has the capacity to grow steadily over time, ensuring sustainability through continuous intake of new students while retaining those who start in earlier grades. This makes the SPS not only a timely initiative but also a viable long-term educational investment for the school and the community.

Supporting this outlook, Padua et al. (2024) emphasized in their study that students’ personal interest is a critical factor in fostering participation in physical activities. Their research shows that when learners are personally invested in sports, they are more likely to engage, persist, and excel making programs like SPS more effective and impactful. When the design and implementation of SPS are aligned with these interests, student motivation, retention, and achievement are likely to improve significantly. Therefore, the current data does not merely reflect enrollment numbers; it reflects a deeper alignment between student aspirations and the program's objectives. This alignment forms a strong foundation for a holistic, interest-driven sports education that supports both athletic and personal development among learners.

On the Potential Interest and Enrollment in the Special Program in Sports from both Learners and Parents.

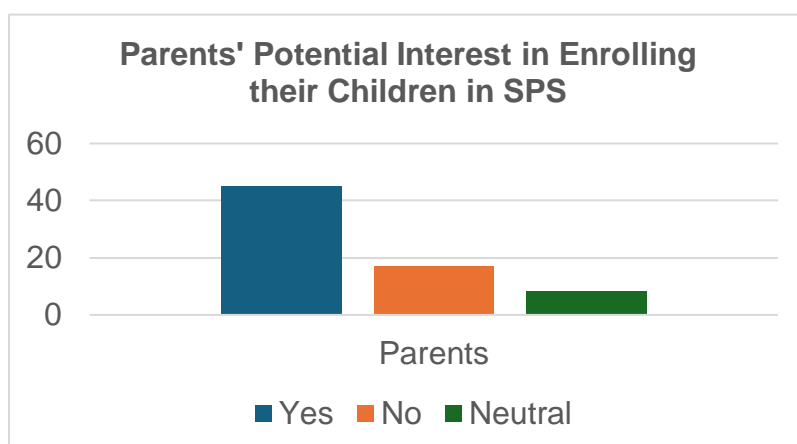


Figure 3. Survey Results on the Parents’ Interest in Enrolling their Children in the Special Program in Sports

The survey results (Figure 3) on the potential interest and support in the SPS at Mangelen Integrated School shows significant enthusiasm from the parents. It shows that 45 out of 70, or 64%, expressed support for the swimming program, demonstrating a strong level of interest in providing their children with opportunities to

develop aquatic skills. Many parents recognize the educational benefits of swimming, including enhanced discipline, physical fitness, and water safety skills that are valuable both in academics and real-life situations. On the other hand, only a small group of 17 parents said “no” to the program, likely due to concerns about costs, available resources, or a preference for other extracurricular activities better suited to their children's interests. Additionally, 8 or 11% of the parents were “unsure,” which reflects a need for more communication and information to address any reservations they might have about the program's implementation or long-term benefits for their children.

Meanwhile, the quantitative data collected through survey questionnaires is supported by insights from Focus Group Discussions (FGDs). Both students and parents conveyed enthusiasm about the opportunity to participate in formal swimming training, recognizing its numerous benefits such as the potential to earn scholarships and even compete at the national level.

“Akong friends naghatag sila sa akong inspirasyon na para magtuon ug swimming. Ug ana ako friends nindot daw mag swimming daw kay pwede ka mamahimong scholar.” (FGD-S2 lines 16-18)

“Naghatag sa akong ang akong friends ug parents kay ang akong papa nakaabot sa palarong Pambansa.” (sic) (FGD-S7 lines 31-32)

Furthermore, the learner-participants saw the program as a valuable opportunity to maintain good health, recognizing swimming as an effective form of exercise that not only improves physical fitness but also helps reduce stress and anxiety.

“Dili na kayo ka sigeg cellphone mam makaexercise pa imong lawas.” (FGD-S1 lines 103-105)

“Makatabang pa sa mental health mam, makawala ug anxiety mam, stress mam kay di ba sa swimming kay nag-enjoy man ko mam”. (FGD-S2 lines 106-109)

Nevertheless, parents also expressed their support on enrolling their children in the proposed special program in sports of Mangelen Integrated School expressing:

“Kami nagauyon me sama sa ilahang ginaingon na ang usa ka parent ang suporta sa mga anak dako na tabang para ang bata maningkamot. Suporta dyud me kanunay nila bisan sa mga financial nila na pangangailangan.” (FGD-P5, P3, P6 lines 41-44)

“Kinahanglan ang suporta sa parent mam para ang bata magpursige sa ilahang mga pangandoy. Usahay dili malikayan na magasto ta para sa mga anak , pero ok lng na mam kay para man sad sa ilahang kaayuhan.” (FGD-P8 lines 47-49)

The study's findings revealed a strong interest and support among stakeholders for the implementation of the Special Program in Sports (SPS), particularly in swimming. Parents expressed confidence that the program would equip their children with a competitive advantage in the sport, potentially influencing their future career opportunities. Kovacs et al. (2024), accentuated that children whose parents are actively involved in both their education and sports are more likely to receive awards for sports performance, participate in sports talent management programs, and achieve top placements in national sports competitions. The study underscores the significant influence of parental involvement on children's sports achievements and future career opportunities.

Moreover, students exhibited a high level of enthusiasm for structured training, access to appropriate facilities, and the provision of necessary sports equipment. Parents demonstrated substantial support for the initiative, recognizing its potential benefits, while coaches identified key resource and training gaps that may be addressed to optimize program implementation.

These findings underscore the feasibility of establishing the SPS program, provided that the identified challenges are systematically addressed through strategic planning, targeted resource allocation, and collaborative efforts among stakeholders to ensure sustainability and inclusivity. Hence, physical education activities may have adequate facilities and equipment to succeed. There is a necessity for schools to have

standardized training facilities and equipment for physical education activities. Good sports programs operate at their peak efficiency only when backed by appropriate equipment in good condition. Every school indeed needs facilities and equipment to provide high-quality instruction (Piloton et. al, 2024).

On the Track Record of the Learner-Athletes for the Last Three Years

Table 4. Student-Athletes’ Municipal Level Performance in Individual and Team Swimming for the Last Three Years

	2022-2023			2023-2024			2024-2025		
Municipal									
Individual									
1,500Free Style	Gold: 2	Silver: 1	Bronze: 0	Gold: 3	Silver: 0	Bronze : 0	Gold: 2	Silver : 0	Bronze: 1
100 Breast Stroke	Gold: 3	Silver: 0	Bronze: 0	Gold: 2	Silver: 0	Bronze : 1	Gold: 3	Silver : 0	Bronze: 1
200 Breast Stroke	Gold: 3	Silver: 0	Bronze: 0	Gold: 2	Silver: 1	Bronze : 0	Gold: 2	Silver : 0	Bronze: 0
50 meters Breast stroke	Gold: 3	Silver: 1	Bronze: 0	Gold: 3	Silver: 0	Bronze : 0	Gold: 2	Silver : 1	Bronze: 0
800 Free Style	Gold: 3	Silver: 1	Bronze: 0	Gold: 3	Silver: 0	Bronze : 0	Gold: 4	Silver : 0	Bronze: 1
50 meter free style	Gold: 3	Silver: 0	Bronze: 0	Gold: 3	Silver: 0	Bronze e: 2	Gold: 4	Silver : 0	Bronze: 0
100 meters free style	Gold: 3	Silver: 1	Bronze: 0	Gold: 3	Silver: 0	Bronze e: 0	Gold: 2	Silver : 0	Bronze: 0
200 meter free style	Gold: 3	Silver: 0	Bronze: 0	Gold: 2	Silver: 0	Bronze e: 0	Gold: 3	Silver : 1	Bronze: 0
400 meter free style	Gold: 3	Silver: 0	Bronze: 0	Gold: 3	Silver: 0	Bronze e: 1	Gold: 0	Silver : 1	Bronze: 0
100 meter fly	Gold: 3	Silver: 0	Bronze: 0	Gold: 3	Silver: 0	Bronze e: 0	Gold: 4	Silver : 0	Bronze: 0
Team									
Free style Relay 4 by 50	Gold: 2	Silver: 0	Bronze: 0	Gold: 0	Silver: 0	Bronze e	Gold: 2	Silver : 0	Bronze: 0
TOTAL MEDALS	GOLD: 29	SILVER: 4	BRONZE:	GOLD: 27	SILVER: 1	BRONZE: 4	GOLD: 26	SILVER: 3	BRONZE: 3

Table 4 presents the medal tally for municipal individual and team swimming events over three school years: 2022–2023, 2023–2024, and 2024–2025. It shows the number of gold, silver, and bronze medals earned across various swimming categories such as freestyle, breaststroke, and relay events. Over the three years, the swimmers consistently performed well, with the 19 gold medals achieved in 2022–2023, followed by 27 in 2023–2024, and 26 in 2024–2025. The data highlights the team’s strong dominance in gold medals, with fewer silver and bronze medals overall.

Table 5. Student-Athletes' Sarangani Provincial Athletic Association (SPAA) Level Performance in Individual and Team Swimming for the Last Three Years

	2022-2023			2023-2024			2024-2025		
SPAA									
1,500 Free style	Gold: 1	Silver : 1	Bronz e: 0	Gold : 2	Silv er: 0	Bron ze: 1	Gold: 2	Silve r: 0	Bronze : 0
800 Free Style	Gold: 3	Silver : 0	Bronz e: 0	Gold : 1	Silv er: 1	Bronz e: 1	Gold: 2	Silve r: 0	Bronze : 0
400 free style	Gold: 3	Silver : 0	Bronz e: 0	Gold : 1	Silv er: 0	Bronz e: 1	Gold: 2	Silve r: 0	Bronze : 1
200 Breast Stroke	Gold: 3	Silver : 0	Bronz e: 1	Gold : 2	Silv er: 1	Bronz e: 0	Gold: 2	Silve r: 1	Bronze : 1
100 Breast Stroke	Gold: 3	Silver : 0	Bronz e: 1	Gold : 2	Silv er: 1	Bronz e: 0	Gold: 2	Silve r: 1	Bronze : 0
400 Breast Stroke	Gold: 2	Silver : 0	Bronz e: 0	Gold : 2	Silv er: 1	Bronz e: 0	Gold: 0	Silve r: 0	Bronze : 0
50m Breast Stroke	Gold: 1	Silver : 1	Bronz e: 0	Gold : 3	Silv er: 0	Bronz e:1	Gold: 3	Silve r: 0	Bronz e: 0
100 meter fly	Gold: 1	Silver : 0	Bronz e: 1	Gold : 3	Silv er: 0	Bronz e: 1	Gold: 3	Silve r: 0	Bronz e: 0
Free style 50 meters	Gold: 1	Silver : 0	Bronz e: 0	Gold : 2	Silv er: 0	Bronz e: 0	Gold: 2	Silve r: 0	Bronz e: 0
Free style Relay 4 by 50	Gold: 1	Silver : 1	Bronz e: 0	Gold : 2	Silv er: 0	Bronz e: 0	Gold: 2	Silve r: 0	Bronz e: 0
TOTAL MEDALS	GOL D: 19	SILV ER: 3	BRO NZE: 3	GO LD: 20	SIL VE R: 4	BRO NZE: 5	GOL D: 20	SIL VER : 2	BRO NZE: 3

Table 5 presents the medal distribution for individual and team swimming events under the Sarangani Provincial Athletic Association (SPAA) across three academic years: 2022–2023, 2023–2024, and 2024–2025. It details the number of gold, silver, and bronze medals earned in various events, including freestyle, breaststroke, and relays. Throughout these years, swimmers demonstrated steady performance, with the highest gold medal count of 20 achieved in both 2023–2024 and 2024–2025, and 19 in 2022–2023. The data underscores the team's consistent success and competitive strength.

Table 6. Student-Athletes' SOX Regional Athletic Association (SRAA) Level Performance in Individual and Team Swimming for the Last Three Years

	2022-2023			2023-2024			2024-2025		
SRAA									
Free style Relay 4 by 50	Gold: 0	Silver : 0	Bronz e: 1	Gold: 0	Silver : 0	Bronze: 1	Gold: 0	Silv er: 0	Bronze: 1
TOTAL	GOL D: 0	SILV ER: 0	BRO NZE: 1	GOLD : 0	SILV ER: 0	BRON ZE: 1	GOL D: 0	SIL VE R: 0	BRONZ E: 1

Table 6 presents the medal tally for the SRAA in the freestyle 4x50 relay swimming event. Over the recorded entries, no gold or silver medals were earned, but the team consistently secured bronze medals, achieving a total of three. This indicates steady performances resulting in third-place finishes, though the team fell short of reaching the top two positions.

Therefore, this data highlights a strong demand in the establishment of the program. With a significant number of potential athletes, the SPS program has the opportunity to establish itself as a sustainable and growing initiative, fostering athletic development among students. Moreover, Pestano and Ibarra (2021) found out in their study on evaluating the implementation of SPS in the Philippines found that while student-athletes performed satisfactorily at the division level, their performance declined at regional and national competitions. This suggests a need for enhanced training programs, facilities, and resources to maintain and improve competitive performance at higher levels.

B. Technical Study: Strategic Planning and Sustainability

The study found that the current resources at MIS were insufficient to fully support the implementation of the SPS program.

These findings were echoed in Key Informant Interviews (KIIs) with coaches.

“Wala tayong resources ang meron lang sa Sarangani sa SANSA lang talaga doon lang yong swimming facility na para maayos ng train ang mga bata. May naa coaches na ginatrain kaya lang siyempre ang kulang sa facilities dyud. Tapos dili maintegrate sa program ba kay beyond sina may mga subject unya wala na ta time na mahatag sa pagpractice, tipid na sa time.” (KII-C1 lines 43-47)

“Wala tay resources parehas sa anang swimming facility, dira lang sad ta nagrely sa atong PTA, pero kulang

dyapun maam.” (KII-C2 lines 47-48)

Despite the identified insufficiency of resources at Mangelen Integrated School (MIS) to fully support the implementation of the Special Program in Sports (SPS), the school's strategic partnership with the Sarangani National Sports Academy (SANSA) serves as a key mitigating factor. This collaboration provides student-athletes with valuable opportunities to access specialized training programs, utilize high-quality sports facilities, and receive expert coaching that would otherwise be unavailable within the school premises. These external resources help bridge the gap caused by the school's limited infrastructure and contribute significantly to the enhancement of students' athletic skills and competitive readiness.

Furthermore, MIS is actively working to integrate sports science and swimming fundamentals into its academic curriculum. This initiative aims to provide a more holistic educational experience by ensuring that student-athletes not only improve in their chosen sport but also develop an understanding of the scientific principles that support athletic performance, such as proper technique, physical conditioning, and injury prevention. By embedding structured training sessions within regular class schedules, the school ensures that athletic development is aligned with academic instruction, allowing students to thrive in both areas. This integrated approach promotes discipline, time management, and a well-rounded development, positioning the SPS program as a meaningful and sustainable part of the school's educational offering.

This approach maximizes available resources and fosters a sustainable training environment for student-athletes at MIS. By partnering with the SANSA and integrating sports training into the academic curriculum, the school ensures that students have access to specialized coaching and facilities despite resource limitations. Through continued collaboration and curriculum integration, MIS is committed to providing equitable opportunities for aspiring swimmers to thrive. This approach not only supports the development of student-athletes but also strengthens the feasibility of the SPS program. As Kusuma and Suherman (2022) noted, with the right training and resources, students with strong sports potential have the ability to rise to the national level. MIS's efforts aim to ensure that these opportunities are available, fostering both athletic excellence and academic success for its students.

Proposed Training for Teacher-Coaches on the Proposed Special Program in Sports

Table 7. Training Proposal for Teacher-Coaches of SPS at Mangelen Integrated School

Component	Details
Title of Training	Coaching for Excellence: Swimming Coaches' Development Program
Target Participants	PE teachers, SPS coordinators, and potential swimming coaches (at least 15 participants)
Objective	To equip participants with technical, safety, and pedagogical competencies in swimming instruction
Duration	3 days (24 hours)
Proposed Date	(Insert Preferred available date)
Venue	Sarangani National Sports Academy (SANSA)
Training Partner	Division Local Sports Council / Red Cross (for safety training)
Modules	<ol style="list-style-type: none"> 1. Fundamentals of Competitive Swimming 2. Swim Coaching Techniques 3. Safety and Risk Management 4. Lesson Planning and Athlete Development 5. Basic Lifesaving and First Aid
Expected Output	Certified/Trained school-based swimming coaches ready to handle SPS athletes
Training Methods	Lecture, video demonstration, pool-based practicum, role-play, simulations
Resources Needed	<ul style="list-style-type: none"> - Training kits and modules - Access to swimming pool - Resource speakers/trainers - First-aid equipment
Estimated Budget	₱ 50,000.00
Sponsoring Agency	Mangelen Integrated School / LGU
Sustainability Plan	Annual refresher course, accreditation with sports associations, train-the-trainer approach

Table 7 outlines the proposed three-day training program for PE teachers, SPS coordinators, and potential swimming coaches under the SPS specialized in swimming. The training aims to equip participants with essential skills in technical instruction, safety management, and athlete development. It includes five core modules: Fundamentals of Competitive Swimming, Coaching Techniques, Safety and Risk Management, Lesson Planning, and Basic Lifesaving. Using lectures, demonstrations, practicum, and simulations, the program ensures hands-on learning. Conducted in partnership with accredited institutions, the training prepares participants to deliver safe and effective swimming instruction aligned with the SPS framework.

This proposed training is both practical and strategic in strengthening the Special Program in Sports (Swimming). Practically, it improves the readiness and competency of school personnel to deliver quality swimming instruction, even without on-campus facilities. Strategically, it builds a sustainable implementation model by developing in-house expertise, minimizing reliance on external trainers, and aligning with DepEd's

vision of holistic sports development. The inclusion of risk management and first aid ensures student safety, while partnerships with LGUs and institutions foster community support and resource efficiency. Thus, Dalamitros et al. (2023) emphasized that the educational background of coaches greatly influences their professional growth and effectiveness. Their findings support the value of structured development programs for teachers transitioning into sports coaching roles. Overall, the training serves as a vital foundation for a successful and well-supported SPS swimming program.

Table 8. Proposed Budget Breakdown for Swimming Coaches’ Development Program

Item	Description	Estimated Cost
Venue Rental	Use of Sarangani National Sports Academy facilities (3 days)	₱ 10,000.00
Swimming Pool Access	Pool rental, utilities, maintenance fees	₱ 8,000.00
Trainers/Speakers Honorarium	Technical trainers and safety instructors (3–4 persons)	₱ 12,000.00
Training Kits and Modules	Printed materials, folders, IDs, notebooks	₱ 5,000.00
First Aid and Lifesaving Materials	Rental/purchase of demo kits, manikins, first-aid supplies	₱ 5,000.00
Meals and Snacks	3 meals and 2 snacks/day x 15 participants x 3 days	₱ 7,500.00
Certificates and Printing	Certificates of participation, evaluation forms	₱ 1,500.00
Contingency Fund	Miscellaneous/unexpected expenses (approx. 2%)	₱ 1,000.00
TOTAL		₱ 50,000.00

Table 8 outlines a detailed budget allocation for the three-day Swimming Coaches’ Development Program, ensuring all key components are covered within the ₱ 50,000.00 limit. Major costs include venue and pool rental (₱ 18,000.00), trainers’ honoraria (₱ 12,000.00), and participant materials and safety equipment (₱ 10,000.00). Meals, certificates, and a small contingency fund are also included. The breakdown ensures the training is practical, resource-efficient, and aligned with the program’s goals.

Proposed Sample Class Schedules for the Proposed Special Program in Sports

GRADE VII– SPS CLASS PROGRAM

Section: Villapañe

Class Adviser: Chenie Jen C. Villapañe

TIME	No. of Minutes	DAY				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am - 7:15 am	15	FLAG CEREMONY				
7:15 am – 7:30 am	15	DAILY ROUTINE				
7:30 am -8:15 am		Math	Filipino	Math	Filipino	AP

	45	(Rentura)	(Abordo)	(Rentura)	(Abordo)	(Danial)
8:15 am- 9:00 am	45	Math (Rentura)	Values Ed (Carcedo)	Tech Draw (Agreda)	AP (Danial)	HGP
9:00 am- 9:15 am		Health Break				
9:15 am - 10:00 am	45	Science (Cabucos)	Math (Rentura)	Filipino (Abordo)	English (Badad)	MAPEH (Haguisan)
10:00 am - 10:45 am	45	Science (Cabucos)	ICF (Agreda)	Filipino (Abordo)	English (Badad)	MAPEH (Haguisan)
10:45 am -11: 30 am	45	Values Ed (Carcedo)	ICF (Agreda)	NMP	NMP	NMP
11:30 am – 12:45 pm		Health Break				
12:45 pm - 1:30 pm	45	MAPEH (Haguisan)	AP (Danial)	English (Badad)	Tech Draw (Agreda)	SPS Program (Swimming)
1:30 pm - 2:15 pm	45	MAPEH (Haguisan)	NMP	English (Badad)	Filipino (Abordo)	
2:15 pm - 3:00 pm	TVE (Arcabal, Cuenca, Adam)					
3:00 pm- 3:45 pm	TVE (Arcabal, Cuenca, Adam)					
3:45 pm- 4:30 pm		Collaborative Expertise Session	NRP	Collaborative Expertise Session		

GRADE VIII – SPS CLASS PROGRAM

Section: Carcedo

Class Adviser: Fritz D. Carcedo

TIME	No. of Minutes	DAY				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am - 7:15 am	15	FLAG CEREMONY				
7:15 am – 7:30 am	15	DAILY ROUTINE				
7:30 am -8:15 am	45	Science (Villapañe)	Filipino (Abordo)	Filipino (Abordo)	AP (Cabatingan)	HGP

8:15 am- 9:00 am	45	Science (Villapañe)	ESP (Limbaga)	Tech Draw (Limbaga)	Tech Draw (Limbaga)	MAPEH (Haguisan)
9:00 am- 9:15 am		Health Break				
9:15 am - 10:00 am	45	Math (Baltazar)	Math (Baltazar)	ICF (Peradillo)	Science (Villapañe)	MAPEH (Haguisan)
10:00 am - 10:45 am	45	Math (Baltazar)	Filipino (Abordo)	ICF (Peradillo)	Science (Villapañe)	AP (Cabatingan)
10:45 am -11: 30 am	45	AP (Cabatingan)	Filipino (Abordo)	NMP	NMP	NMP
11:30 am – 12:45 pm		Health Break				
12:45 pm - 1:30 pm	45	English (Campos)	NMP	MAPEH (Haguisan)	English (Campos)	SPS Program (Swimming)
1:30 pm - 2:15 pm	45	English (Campos)	AP (Cabatingan)	MAPEH (Haguisan)	Filipino (Abordo)	
2:15 pm - 3:00 pm	TVE(Arcabal, Cuenca, Adam)					
3:00 pm- 3:45 pm	TVE (Arcabal, Cuenca, Adam)					
3:45 pm- 4:30 pm		Collaborative Expertise Session	NRP	Collaborative Expertise Session		

GRADE IX– SPS CLASS PROGRAM

Section: Pascua

Class Adviser: Jenelyn A. Pascua

TIME	No. of Minutes	DAY				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am - 7:15 am	15	FLAG CEREMONY				
7:15 am – 7:30 am	15	DAILY ROUTINE				
7:30 am -8:15 am	45	English (Campos)	Filipino (Abordo)	Tech Draw (Agreda)	Math (Pascua)	HGP (Pascua)

8:15 am- 9:00 am	45	English (Campos)	ESP (Pascua)	ESP (Pascua)	Tech Draw (Agreda)	MAPEH (Haguisan)
9:00 am- 9:15 am		Health Break				
9:15 am - 10:00 am	45	Filipino (Abordo)	Math (Pascua)	ICF (Peradillo)	Science (Cabucos)	MAPEH (Haguisan)
10:00 am - 10:45 am	45	Filipino (Abordo)	Math (Pascua)	ICF (Peradillo)	Science (Cabucos)	AP (Cabatingan)
10:45 am -11: 30 am	45	AP (Cabatingan)	ESP (Pascua)	NMP	NMP	NMP
11:30 am – 12:45 pm		Health Break				
12:45 pm - 1:30 pm	45	MAPEH (Haguisan)	Science (Cabucos)	MAPEH (Haguisan)	NMP	SPS Program (Swimming)
1:30 pm - 2:15 pm	45	MAPEH (Haguisan)	Science (Cabucos)	MAPEH (Haguisan)	AP (Cabatingan)	
2:15 pm - 3:00 pm	TVE (Arcabal, Cuenca, Adam)					
3:00 pm- 3:45 pm	TVE (Arcabal, Cuenca, Adam)					
3:45 pm- 4:30 pm		Collaborative Expertise Session	NRP	Collaborative Expertise Session		

GRADE X– SPS CLASS PROGRAM

Section: Cabucos

Class Adviser: Kris Zaynelle E. Cabucos

TIME	No. of Minute s	DAY				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am - 7:15 am	15	FLAG CEREMONY				
7:15 am – 7:30 am	15	DAILY ROUTINE				
7:30 am -8:15 am		ICF	Tech Draw	Values Ed	Math	HGP

	45	(Agreda)	(Limbaga)	(Badad)	(Rentura)	(Cabucos)
8:15 am- 9:00 am	45	ICF (Agreda)	Tech Draw (Limbaga)	Values Ed (Badad)	Math (Rentura)	ICF (Agreda)
9:00 am- 9:15 am		Health Break				
9:15 am - 10:00 am	45	Science (Cabucos)	Math (Rentura)	MAPEH (Haguisan)	English (Campos)	ICF (Agreda)
10:00 am - 10:45 am	45	Science (Cabucos)	Math (Rentura)	MAPEH (Haguisan)	English (Campos)	Values Ed (Badad)
10:45 am -11:30 am	45	Values Ed (Badad)	NMP	ESP (Badad)	NMP	NMP
11:30 am – 12:45 pm		Health Break				
12:45 pm - 1:30 pm	45	Filipino (Abordo)	Science (Cabucos)	MAPEH (Haguisan)	AP (Cabatingan)	SPS Program (Swimming)
1:30 pm - 2:15 pm	45	Filipino (Abordo)	Science (Cabucos)	MAPEH (Haguisan)	NRP	
2:15 pm - 3:00 pm	TVE (Arcabal, Cuenca, Adam)					
3:00 pm- 3:45 pm	TVE (Arcabal, Cuenca, Adam)					
3:45 pm- 4:30 pm		Collaborative Expertise Session	NRP	Collaborative Expertise Session		

GRADE XI– SPS CLASS PROGRAM

Section: Batoto

Class Adviser: Bryan M. Batoto

TIME	No. of Minutes	DAY				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am - 7:30 am	15	FLAG CEREMONY				
7:30 am -8:30 am		Practical	TVE-	Earth & Life	TVE- SMAW/	Work

	60	Research 1 (Batoto)	SMAW/ EIM/Cookery (Alicarte, Fortaleza, Juliano)	Science (Numbre)	EIM/Cookery (Alicarte, Fortaleza, Juliano)	Immersion (Juliano)
8:30 am- 9:30 am	60			Media Information and Literacy (Alicarte)		
9:30 am- 9:45 am		Health Break				
9:45 am - 10:45 am	60	Personal Development (Teogangco)	TVE- SMAW/ EIM/Cookery (Alicarte, Fortaleza, Juliano)	Media Information and Literacy (Alicarte)	TVE- SMAW/ EIM/Cookery (Alicarte, Fortaleza, Juliano)	Earth & Life Science (Numbre)
10:45 am - 11:45 am	60			Physical Educ (Teogangco)		
11:45 am – 12:45 pm		Health Break				
12:45 pm - 1:45 pm	60	Contemporar y (Alicarte)	Personal Development (Teogangco)			SPS Program (Swimmin g)
1:45 pm - 2:45 pm	60	Practical Research 1 (Batoto)	Statistics (Batoto)		Practical Research 1 (Batoto)	
2:45 pm - 3:45 pm	60		CGP (Peralta)	Earth & Life Science (Numbre)		
3:45 pm- 4:45 pm		Earth & Life Science (Numbre)	HGP (Batoto)	Collaborative Expertise Session	Co-curriucular/ Culminating Activities	

GRADE XII– SPS CLASS PROGRAM

Section: Teogangco

Class Adviser: Lorelyn B. Teogangco

TIME	No. of Minut es	DAY				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00 am - 7:30 am	15	FLAG CEREMONY				
7:30 am -8:30 am	60	Philosophy (Teogangco)	TVE- SMAW/ EIM/Cooke	Physical Educ (Numbre)	TVE- SMAW/ EIM/Cookery (Alicarte,	Work Immersion (Fortaleza)
8:30 am- 9:30 am	60			Philosophy		

			ry (Alicarte, Fortaleza, Juliano)	(Teogangco)	Fortaleza, Juliano)	
9:30 am- 9:45 am		Health Break				
9:45 am - 10:45 am	60	Practical Research 2 (Batoto)	TVE-SMAW/ EIM/Cooke ry (Fortaleza,P eralta, Juliano)	Earth & Life Science (Numbre)	TVE- SMAW/ EIM/Cookery (Fortaleza,Peralt a, Juliano)	Philosophy (Teogangco)
10:45 am - 11:45 am	60			Earth & Life Science (Numbre)		
11:45 am – 12:45 pm		Health Break				
12:45 pm - 1:45 pm	60	Earth & Life Science (Numbre)	Media Information and Literacy (Alicarte)			SPS Program (Swimming)
1:45 pm - 2:45 pm	60	Work Immersion (Fortaleza)	Practical Research 2 (Batoto)		Work Immersion (Fortaleza)	
2:45 pm - 3:45 pm	60		HGP (Teogangco)	Contemporary (Alicarte)		
3:45 pm- 4:45 pm		Contempora ry (Alicarte)	CGP (Peralta)	Collaborative Expertise Session	Co-curriucular/ Culminating Activities	

Table 9: Contingency and Flex-Time Plan for SPS (Swimming)

Area of Concern	Possible Conflict	Contingency/Flex Strategy
Academic Schedule	Missed classes due to training or competition	- Assign make-up classes or tutorials after training hours - Coordinate with subject teachers for flexible deadlines
Exams and Assessments	Overlap with tournaments or out-of-town events	- Allow early or delayed exam schedules with proper documentation - Coordinate with test committees
Training Schedule	Conflicts with other extracurricular or remedial classes	- Implement rotational training schedules (e.g., morning or late afternoon sessions) - Use weekends for extended training
Student Fatigue or Burnout	Physical/mental strain from balancing sports and academics	- Schedule wellness breaks and academic catch-up time

		- Monitor student well-being through regular guidance check-ins
Teacher-Coach Coordination	Lack of alignment in expectations and support	- Conduct monthly coordination meetings between academic and SPS staff to align priorities
Emergency Situations	Illness, injury, or unexpected cancellations	- Activate a recovery support plan (rest, academic assistance) - Adjust training load accordingly
Parental Involvement	Concerns about missed academic learning	- Hold quarterly orientation/updates with parents on SPS progress and academic standing

To ensure that student-athletes can meet academic requirements while actively participating in SPS training and competitions a Contingency and Flexi Time Plan for SPS is suggested. This plan promotes academic flexibility, physical well-being, and collaborative planning ensuring that student-athletes under SPS can thrive in both academic and athletic endeavors.

Table 9 outlines key areas of concern where conflicts may arise between academic and sports activities, along with proposed contingency or flexible strategies to address them. It covers challenges such as scheduling conflicts between classes, exams, and training; student fatigue; coordination between teachers and coaches; emergency situations; and parental concerns. For each concern, practical solutions are suggested, including makeup classes, flexible scheduling, rotational training, wellness monitoring, regular coordination meetings, recovery plans, and parent engagement sessions to ensure balance and support for student-athletes.

Strategic Planning for Sustainability

The study proposed strategic planning approaches to address resource gaps and ensure program's sustainability.

- 1. Resource Mobilization and Funding Sustainability:** Collaborate with local businesses, corporations, and government agencies to secure funding for training, equipment, and facilities.
- 2. Infrastructure Development:** Partner with local swimming pools, universities, or private clubs for facility access.
- 3. Capacity Building and Professional Development:** Provide continuous professional development, certifications, and workshops to ensure high-quality coaching.
- 4. Athlete Development and Career Pathways:** Work with universities and sports institutions to secure scholarships for promising athletes.
- 5. Community Engagement and Stakeholder Participation:** Encourage former athletes and sports enthusiasts to support and mentor young athletes.
- 6. Policy Development and Institutional Support:** Ensure the program is embedded in the school's curriculum and policies to guarantee long-term implementation.

Management Study: Risk Assessment and Mitigation Strategies Potential Risks Related to the Implementation of SPS

The implementation and operation of the proposed Special Program in Sports (SPS) at Mangelen Integrated School may face several potential risks, particularly in the areas of budget constraints, inadequate teacher training, and lack of training facility.

Budget Constraints. One of the major challenge involved resource acquisition, particularly for constructing facilities, procuring swimming materials, and funding teacher's and learner's training.

"There are many constraints and challenges. The unavailability of the swimming facilities like swimming pool, insufficient materials to be used by the swimmers, and the training of the swimmers. With regards with the stakeholders if there are willing cause the budget if kasali ba sa kanilang fund kasi di man yan madali pa approved pa sa kanilang head." (sic) (KII-P lines 39-47)

Despite these gaps, the school's ongoing partnership with the Sarangani National Sports Academy (SANSA) was identified as a significant help. They were able to train on a proper facility that is very essential for the improvement of their performance given that salt water is really different compared to pool water.

Inadequate Teacher Training. Another critical risk was lack of professional swimming coach. Teachers expressed enthusiasm for the program but emphasized the need to have a coach that is a pro in this field.

"Ang importante na matrain ang mga coaches at the same time naay expert trainer guide para sa ing-ana field." (KII-C1 lines 18-19)

Lack of Training Facility. The lack of training facilities poses a significant risk to the Special Program in Sports (SPS) as it directly affects the quality of athlete development and performance. Without proper swimming pools, equipment, and training spaces, students may struggle to receive adequate practice, limiting their progress and competitiveness.

"Dapat kumpleto ang facilities nato like ang swimming pool unya wala man swimming pool diri so dagat lang dyapun ka magadto." (KII-C2 lines 18-22)

The implementation of the Special Program in Sports (SPS) faces three major challenges. First, budget constraints significantly limit the construction of swimming facilities, the procurement of essential equipment, and the funding for teacher and student training. This financial limitation affects the program's overall sustainability and quality. Second, the lack of professional swimming coaches hampers proper skill development. Although teachers show enthusiasm, they acknowledge the need for expert trainers to provide specialized guidance and ensure athlete safety.

Lastly, the absence of adequate training facilities, particularly swimming pools, forces students to practice in less suitable environments such as open water. This not only affects performance and consistency but also poses safety concerns and limits competitive readiness. As highlighted in a study conducted in Antipolo City, the absence of adequate sports amenities undermines the effectiveness of training and the overall performance of athletes (Peña, 2024).

Thus, addressing these challenges through increased funding, professional development for coaches, and investment in training facilities is essential to enhance the effectiveness of the SPS and foster athletic excellence.

Mitigation Strategies

Implementing effective risk mitigation strategies is crucial to overcoming challenges in the rollout and management of the Sports Program at MIS. Major issues that need to be addressed include securing sufficient budget, providing proper training for teachers, and acquiring necessary resources. If these risks are not managed properly, they could hinder the success of the program.

Table 10. Matrix on Risk Mitigation Strategies Related to the Implementation and Operation of the SPS at Mangelen Integrated School

Risk Area	Risk Impact	Likelihood	Mitigation Strategy	Responsible Party
Budget Constraints	Limits the acquisition of proper sports equipment and resources, affecting the quality of training and student performance.	High	Seek partnerships with local government units (LGUs), private sponsors, and alumni associations to support funding; implement resource-sharing among schools or divisions to maximize limited budgets.	School Head, PTA, DepEd, LGU, Alumni Associations
Inadequate Teacher Training	Leads to ineffective coaching and athlete development due to lack of specialized knowledge and skills.	Medium	Conduct regular in-service training, workshops, and certifications in sports coaching in collaboration with sports organizations or national sports agencies.	School Head, DepEd, Partner Sport Agencies, Coaches
Lack of Training Facility	Prevents regular and proper practice sessions, which hinders skill improvement and readiness for competitions.	High	Utilize available community sports centers or school partnerships; propose phased facility development using school improvement plans and tap external grants.	School Head, DepEd, LGU

Table 10 outlines a risk management plan for school sports programs, identifying three key risks: budget constraints, inadequate teacher training, and lack of training facilities. Budget issues, rated as highly likely, limit access to equipment and resources; to address this, the plan suggests partnerships with LGUs, sponsors, and alumni. Inadequate teacher training, with medium likelihood, affects coaching quality; regular training and collaboration with sports agencies are recommended. The lack of training facilities, also highly likely, hinders practice and readiness.

Monitoring and Evaluation Mechanism

Monitoring and evaluation are essential in ensuring the successful implementation, ongoing enhancement, and long-term viability of the Special Program in Sports (SPS) at Mangelen Integrated School.

Table 11. Monitoring and Evaluation Mechanism for the Implementation and Operation of the SPS at Mangelen Integrated School

Risk Area	Monitoring and Evaluation Mechanism
Budget Constraints	Conduct quarterly financial audits; track actual expenses versus planned budget; submit fund utilization reports for review by school heads and stakeholders.
Inadequate Teacher Training	Maintain a training attendance log; conduct pre- and post-training evaluations; collect feedback from coaches and monitor improvement in coaching performance.

Lack of Training Facility	Use facility usage logs and inspection checklists; perform regular safety and condition assessments; gather feedback from students and coaches on adequacy.
---------------------------	---

Table 11 presents targeted mechanisms designed to systematically monitor critical risk factors such as budget limitations, insufficient teacher training, and the absence of adequate training facilities. These strategies including regular audits, structured feedback systems, participation monitoring, and financial assessment that enable the school to address challenges promptly and effectively. By continuously collecting and analyzing performance and participation data, the program stays attuned to the evolving needs of student-athletes allowing for timely adjustments in coaching strategies, training intensity, and resource allocation to foster a more competitive, well-rounded, and supportive sports development environment.

Sustainability Plan

The sustainability of the Special Program in Sports at Mangelen Integrated School needs for a strategic, athlete-focused approach that emphasizes long-term growth and ongoing enhancement. A solid sustainability framework guarantees the program stays adaptable to the varying needs of athlete learners while ensuring operational efficiency and maintaining high standards in sports education. This includes securing reliable resources and funding, promoting active engagement from stakeholders, focusing on the continuous professional development of coaches and staff, and establishing effective monitoring and evaluation practices.

Table 12. Program Sustainability Plan for the SPS at Mangelen Integrated School

Risk Theme	Sustainability Plan
Budget Constraints	Strengthen partnerships with local government units, private sponsors, and alumni networks to secure ongoing funding. Establish a transparent budgeting system and regularly update stakeholders on fund utilization to build trust and continued support.
Inadequate Teacher Training	Institutionalize regular coaching clinics and in-service training sessions in collaboration with sports associations. Create a professional learning community among PE teachers to ensure continuous skill upgrading and mentorship.
Lack of Training Facility	Develop a phased facility improvement plan aligned with school development goals. Collaborate with LGUs and sports organizations to access community facilities and explore grant opportunities for sports infrastructure upgrades.

Table 12 shows tailored sustainability strategies for each identified risk theme, providing a clear, evidence-based pathway to reinforce the program's resilience, inclusivity, and long-term impact on the growth and success of athlete learners in sports.

Table 13. Phased Infrastructure Development Plan for School-based Swimming Pool at Mangelen Integrated School

Phase	Description	Objectives	Estimated Timeline	Key Partners/Support
Phase 1	Planning and Feasibility Study	Assess site suitability, conduct needs analysis, and create pool design	3–6 months	School Head, LGU, Engineers, PTA
Phase 2	Site Preparation and Groundwork	Clear and prepare the site, lay foundation	3–4 months	LGU, DPWH, School Maintenance Team

Phase 3	Construction of Basic Training Pool	Build a small-scale pool for basic instruction (e.g., 25m x 5m, 4 ft deep, 6 or more lanes)	6–9 months	Contractor, LGU, Possible Donors
Phase 4	Installation of Pool Systems	Add filtration, water supply, drainage, and safety features	2–3 months	Local Water District, Suppliers
Phase 5	Facility Enhancement	Construct changing rooms, showers, storage, and seating area	4–6 months	LGU, School Governing Council
Phase 6	Final Inspection and Utilization	Ensure safety compliance and begin school-based training activities	1 month	DepEd, School Inspection Committee
Ongoing	Maintenance and Program Integration	Schedule regular maintenance; integrate pool use in PE and SPS curriculum	Continuous	School Admin, PE Dept., Community

Table 13 presents a phased infrastructure development plan for constructing a school-based swimming pool to support the Special Program in Sports (Swimming). The plan outlines six key phase from initial planning and feasibility study to construction, system installation, and facility enhancement, culminating in full utilization and maintenance. This step-by-step approach allows the school to gradually build its own training facility, reduce reliance on external venues, and ensure long-term program sustainability with the support of LGUs and community stakeholders.

Financial Study: Financial Projections and Cost- Benefit Analysis

The financial study analyzed the feasibility of implementing the SPS program at MIS by assessing the required budget, identifying potential funding sources, and conducting a cost-benefit analysis. As a public school, the institution benefits from a substantial Maintenance and Other Operating Expenses (MOOE) allocation based on its student, teacher, and classroom population.

Detailed Budget for the Program

The financial requirements of the program were broken down into key areas, with emphasis placed on optimizing the use of existing resources and funding opportunities. The projected budget is presented in Table 14.

Table 14. Proposed Budget Allocation Matrix for Establishment and Costs of the SPS Program at MIS

Cost Category	Initial Establishment Cost	Ongoing (Operational Cost)	Estimated Cost	Funding Source	Discussion
Training Facility	Construction or rental of a swimming facility, procurement of necessary equipment	Regular maintenance, equipment upgrades, and facility improvements	₱ 12,000,000.00	School Budget, SEF, LGU, Private Sponsors	A dedicated facility is crucial for structured training; partnerships with external venues may be needed in the interim.

Teacher Training	Certification and specialized training in sports science and advanced coaching	Continuous professional development, refresher courses, and workshops	₱ 50,000.00	School Budget, MOOE, SEF, External Grants	Ensuring well-trained educators is vital to delivering high-quality sports instruction and athlete development.
Funds for Learners' Training	Initial procurement of training materials, competition fees, and athlete support programs	Sustained funding for competitions, transportation, and advanced coaching sessions	₱ 200,000.00	DepEd Grants, LGU, Private Donors, Sports Organizations	Financial support for student-athletes ensures equal opportunities and accessibility, particularly for those from low-income backgrounds.

Funding Sources

The school's financial stability is reinforced by its MOOE allocation, which can be used for both operational and instructional expenses related to the implementation of the program. Additional funding sources were identified, including Department of Education (DepEd) grants designed for specialized programs like SPS. Local government units (LGUs) were also recognized as potential financial supporters, with recommendations to allocate resources from the Special Education Fund (SEF) to enhance infrastructure and educational materials.

Moreover, the school's existing partnership with SANSA offers ongoing support, particularly in sports, by providing resources and expertise. This collaboration can be expanded to further strengthen the program's implementation. Additionally, partnerships with private organizations and universities were identified as viable sources for equipment sponsorships and advanced training opportunities.

Cost-Benefit Analysis

The cost-benefit analysis demonstrated that the Special Program in Sports (SPS) is likely to yield considerable long-term benefits that surpass its initial expenditures. The program is anticipated to greatly boost student interest and performance in swimming, supported by survey findings showing that 66% of learners expressed enthusiasm for participating in structured training sessions. This high level of interest is expected to lead to enhanced swimming abilities, which are crucial for excelling in sports.

Teachers emphasized that the presence of a professional swimming coach plays a vital role in developing students' skills, directly contributing to better performance in competitions. Furthermore, the program's positive effect on the community was evident during the Focus Group Discussion (FGD), where one parent shared:

"Para sa akong mamakatabang na siya na programa mam, ok mana siyang swimming program kay ang bata man gud, mas gwapo dyod na makabalo maglangoy ang bata for safety in case ing-ana ug makatabang pud siya sa uban na dili kabalo maglangoy." (sic) (FGD-P2 lines 17-20)

The school head emphasized the strategic importance of the program, stating:

"Yes maam, our school have several stakeholders possible partners if this program will be push thru, we have the Sarangani Energy Corporation, we have also the barangay, and we have also the LGU. Actually, this program was presented to our mayor, this was one of the Agenda in our meeting in sports that we will be requesting the Municipal Mayor to construct or to have the swimming pool for Maasim just for the swimmers."

Because Maasim has several potential athletes swimmers, problema lang natin wala tayong facilities. Wala tayong swimming pool sa Maasim. So this was already presented to our Municipal Mayor and he promised he will look for an area and the budget also is one of the considerations.” (sic)(KII-P lines 26-35)

The financial analysis determined that implementing the Special Program in Sports (SPS) is achievable with the additional support from the Local government units (LGUs), Department of Education (DepEd), and private sector partnerships, the necessary financial resources for the program can be secured. Consequently, LGUs play a pivotal role in funding and supporting local sports programs. Golo (2024) emphasized prioritizing financial resources for community development, administrative expenses, sports and recreational activities, and environmental projects. It underscores the importance of strategic budget allocation by LGUs to effectively support youth development programs, including sports initiatives.

Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

The Special Program in Sports (SPS) holds the potential to create meaningful positive impacts within the community, though it also faces challenges in harmonizing with local socio-cultural norms.

By offering advanced swimming training to students, the program fills an important gap in the Municipality of Maasim and supports the community's goals for educational advancement and economic growth. During the Focus Group Discussion (FGD), parents voiced strong approval for the initiative, emphasizing the lasting benefits it could bring to their children and the broader community.

“Maenhance dyod ang ilahang skills mam tapos kung nay mga disaster or mga problema makatabang pud sila mam. Parehas anang nay nalumos so makatabang pud sila mam.” (FGD-P7 lines 25-27)

Integrating the specialized sports curriculum into the existing educational framework poses challenges, particularly in balancing new content with current teaching practices. Coaches noted that adapting their teaching methods to accommodate the SPS curriculum would require training and resources.

“Naay magtudlo dyod na maayo or professional trainer dyod kay naa sila sa linya sa standard sa swimming.” (KII-C2 lines 39-19)

Although the SPS program is generally well-received, some community members have expressed concerns about the potential risks associated with swimming training. To address this, it is important to emphasize that proper safety measures and supervision are in place to ensure the well-being of students during swimming activities, helping to ease concerns and build greater trust in the program.

Accordingly, Ekanayaka et. al (2021) indicated that while intensive school swimming programs are beneficial, they are insufficient on their own to ensure long-term swimming proficiency. Regular, ongoing swimming instruction is necessary to maintain and enhance these skills. This underscores the importance of structured and supervised swimming programs within schools to ensure student safety and skill retention

Ethical and Socio-Cultural Strategies

To address the ethical and socio-cultural concerns identified in the implementation of the Special Program in Sports (SPS), the study proposes the following strategies:

1. Widen access and participation:

Encourage broader student involvement in sports by offering inclusive training opportunities beyond the core SPS participants. Extracurricular sports clinics, weekend training sessions, or community-based sports events can help engage more students and promote a culture of physical fitness.

2. Clear and fair selection process:

Establish transparent, merit-based selection criteria for identifying SPS participants, ensuring that these are communicated clearly to students, parents, and other stakeholders. This promotes fairness, avoids bias, and strengthens community trust in the program.

3. Cultural sensitivity and local relevance:

Adapt sports activities and training methods to respect local customs and traditions. Integrating indigenous games or regionally popular sports can help make the program more culturally meaningful and widely accepted.

4. Active community involvement:

Involve parents, local leaders, and community members in the planning and implementation of SPS through regular dialogues, orientations, and feedback sessions. Their input can help align the program with local values and strengthen community support.

5. Professional development for coaches and teachers:

Provide training and support for coaches and PE teachers to enhance their ability to deliver safe, inclusive, and culturally responsive sports instruction. Emphasizing student safety, proper coaching techniques, and sensitivity to diverse backgrounds will improve program outcomes.

The socio-cultural study concluded that the SPS program holds strong potential to positively impact the community by addressing gaps in athletic development and promoting holistic student growth. However, ethical issues such as equitable access, safety concerns, and cultural alignment may be thoughtfully managed to ensure the program's effectiveness and sustainability.

On the Decision to Implement the Proposed Special Program in Sports

Based on the findings of the comprehensive feasibility study, it is highly recommended to proceed with the implementation of the Special Program in Sports (SPS) at Mangelen Integrated School. This program effectively addresses existing educational gaps and meets the increasing demand for a specialized curriculum that supports learner-athletes. The study's in-depth analysis across market, technical, managerial, financial, and socio-cultural aspects confirms the program's relevance, practical viability, and potential for long-term sustainability.

On Market Study: Educational Needs and Market Analysis

The decision to implement the proposed Special Program in Sports (SPS) is strongly validated by the results of the market study, which highlight a clear and increasing demand within the target communities. The study identified 159 or potential enrollees across six grade levels, indicating a strong initial enrollment base. Parental interest in the program was notably high, though often influenced by considerations such as program costs, available facilities, and safety. These findings clearly underscore the program's relevance and its potential to fill a critical gap in the school's current educational offerings.

On Technical Study: Strategic Planning and Sustainability

The technical feasibility of the Special Program in Sports (SPS) is affirmed by the school's demonstrated readiness and proactive strategic planning. The proposed class program outlines a structured training schedule and acknowledges the immediate need for upskilling teacher-coaches through targeted professional development. While the school currently lacks dedicated sports facilities, this challenge can be addressed through strategic collaboration with the Sarangani National Sports Academy (SANSA), which can serve as a partner venue for training and athlete development. Furthermore, long-term sustainability is supported by clearly defined strategies, including partnerships with the Department of Education (DepEd), Local Government Units (LGUs), Non-Governmental Organizations (NGOs), and the Sarangani Energy Corporation

(SEC), ensuring ongoing technical and resource support. Collectively, these measures highlight the school's strong potential to successfully launch and sustain the SPS program.

On the Management Study: Risk Assessment and Mitigation Strategies

A thorough assessment of potential implementation risks has been carried out, identifying key challenges such as budget constraints, insufficient teacher training, and limited access to appropriate facilities. In response, well-defined risk mitigation strategies have been developed, including the establishment of partnerships for resource mobilization, the provision of targeted professional development programs for educators, and the utilization of community training centers or partner schools to supplement facility needs. These proactive and strategic measures are designed to effectively overcome anticipated obstacles, ensuring a smooth and efficient rollout of the Special SPS and reinforcing its long-term sustainability and operational success.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

The financial analysis affirms the viability of the Special Program in Sports (SPS) through a detailed breakdown of both initial capital requirements and recurring operational expenses, particularly those related to training, facility development, and program maintenance. The projected budget is strategically supported by multiple funding streams including the school's Maintenance and Other Operating Expenses (MOOE), Special Education Fund (SEF), grants, donations, and prospective contributions from external partners. This diversified financing model demonstrates prudent fiscal management and enhances long-term sustainability. Moreover, the cost-benefit analysis underscores the substantial return on investment, highlighting the program's enduring impact on the academic, physical, and personal development of learner-athletes. This strengthens the justification for implementation, ensuring that the financial commitment translates into meaningful and transformative educational outcomes.

On the Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

Ethical and socio-cultural considerations play a vital role in reinforcing the implementation of the Special Program in Sports (SPS). Rooted in the principles of equity, inclusivity, and cultural sensitivity, the program is designed to ensure that all learners including those from economically disadvantaged background have equitable access to quality education and athletic development opportunities. The SPS promotes respect for diversity by recognizing and nurturing the unique talents of learner-athletes, while fostering an environment that values both academic achievement and athletic excellence. To strengthen inclusivity, the program seeks to provide equal opportunities regardless of gender, accommodate learners with disabilities through adaptive training approaches, and honor cultural differences, including the needs of Indigenous Peoples and other minority groups. Ethical use of resources, transparency in stakeholder engagement, and a balanced integration of sports and academics are central to the program's framework. By addressing existing gaps in sports education and championing holistic, inclusive student development, the SPS holds significant promise in empowering youth and creating a positive, community-wide impact.

Thematic Analysis of Qualitative Accounts

The study conducted at Mangelen Integrated School revealed strong and widespread support from key stakeholders including the school head, teacher-coaches, students, and parents for the proposed implementation of a Special Program in Sports (SPS). Utilizing qualitative interviews and a thematic analysis approach, the research uncovered a compelling narrative of community interest and readiness for the program. Among the most significant findings was the pronounced enthusiasm of students to have specialized training in swimming, which surfaced as a sport of major interest and potential. Parents and teacher-coaches expressed enthusiasm for the program, recognizing its potential to enhance students' physical development, discipline, and overall well-being. The school head also conveyed full support, seeing the SPS as a valuable addition that aligns with the school's goals.

However, despite the evident excitement, the study also uncovered several major challenges that may be addressed for the program to succeed. Chief among these is the absence of a swimming facility and the lack of

proper equipment necessary for training and competitions. The shortage of qualified swimming coaches further complicates the situation, as teacher-coaches stressed the critical need for professional trainers who can offer specialized instruction and ensure the safety and development of the students. Without the necessary facilities, equipment, and expertise, the school risks falling short of the program's full potential.

Financial limitations were another recurring concern raised by stakeholders. Implementing a swimming-focused SPS program requires significant funding not only for initial setup but also for continuous operation and improvement. Recognizing this, the school proposed sourcing funds from multiple avenues, including support from the Department of Education (DepEd), Local Government Units (LGUs), the Parent-Teacher Association (PTA), and the School's Maintenance and Other Operating Expenses (MOOE) budget. This multi-source funding strategy is seen as essential for overcoming financial hurdles and ensuring the long-term success of the Special Program in Sports at Mangelen Integrated School.

Table 15. Thematic Analysis on Learners' FGD on the Establishment of SPS at Mangelen Integrated School

Utterances/Transcripts	Codes	Categories	Themes
"My friends convinced me to join swimming."	Peer Influence	Interest Triggers	Motivation
"Swimming is great because you can become a scholar."	Scholarship Motivation	Aspirational Goals	
"I became interested in swimming simply because I enjoy it."	Personal Enjoyment	Intrinsic Motivation	
"I first learned how to swim from my older sister."	Informal Learning	Learning Sources	Readiness and Awareness
"I joined contests... I even won medals."	Competitive Experience	Sports Participation	
"We need more training time and proper techniques."	Skill Development Needs	Training Expectations	Program Implementation
"We need goggles, attire, and materials."	Equipment Needs	Material Support	
"It reduces screen time and keeps us active."	Physical Wellness	Health Benefits	Perceived Benefits
"Swimming helps with anxiety and can get you a scholarship."	Mental Wellness & Opportunity	Personal Growth	
"There should be a swimming facility for us to practice."	Facility Recommendation	Infrastructure Needs	Suggestions for Improvement
"The program should be open to 18 and above."	Inclusivity	Accessibility	

Table 16. Thematic Analysis on Parents' FGD on the Establishment of SPS at Mangelen Integrated School

Utterances/Transcripts	Codes	Categories	Themes
"Swimming strengthens the body."	Physical Health	Perceived Benefits	Awareness and Perception
"Swimming helps exercise the body."			
"It's better if a child knows how to swim for safety."	Safety & Survival	Practical Life Skills	
"They can help in emergencies like drowning."			

"It helps prevent vices."	Behavior Prevention	Child Development	
"We should support them financially and morally." "Expenses are okay because it's for their well-being."	Willingness to Support	Parental Involvement	Readiness and Support
"Parental support is important so that children will persevere."	Motivational Support	Emotional Backing	
"Sometimes we have to borrow or take out a loan."	Financial Constraint	Economic Challenges	Challenges and Concern
"Swimming can be dangerous... we just have to trust in God."	Safety Concerns / Faith	Risk Awareness & Coping	
"The school should provide facilities and equipment."	Need for Resources	School Support	Recommendations & Future Directions
"We recommend this program so other children can learn too."	Advocacy for Others	Peer Influence	
"Maybe our children can even reach international competitions."	Aspirational Outcome	Long-Term Vision	

Table 17. Thematic Analysis on Coaches' Interview on the Establishment of SPS at Mangelen Integrated School

	Codes	Categories	Themes
"We have potential swimmers... this will enhance their skills."	Talent Development	Student Potential	General Perceptions & Awareness
"They can receive college scholarships."	Scholarship Opportunities	Educational Benefit	
"Train the coaches... there should be an expert trainer."	Coach Training Needs	Capacity Building	Coaching Readiness & Resources
"We just practice in the sea... students need to be trained early."	Improvised Training / Early Development	Limited Resources	
"Program should be given attention and budget."	Government Support	Sustainability	Sustainability & Future Directions
"We need skilled trainers to teach proper technique."	Expert Instruction	Program Quality	
"Only SANSA has facilities... students have academic subjects too."	Facility Limitation & Time Conflict	Infrastructure Gap	School Readiness & Resources
"We rely on PTA... no partnerships exist."	Lack of External Support	Community Engagement	
"No continuous program... focus only during competitions."	Lack of Continuity	Systematic Weakness	Challenges &

“Training in sea vs. pool differs in impact.”	Inconsistent Training Environment	Training Standards	Constraints
“Swimming falls under MAPEH, but only during sports events.”	Limited Curriculum Integration	Curriculum Constraints	Stakeholder Involvement & Support
“Teachers are willing... but there may be a well-implemented program.”	Teacher Willingness	Institutional Support	

Table 18. Thematic Analysis on School Head’s Interview on the Establishment of SPS at Mangelen Integrated School

Utterances/Transcripts	Codes	Categories	Themes
““This will help our athletes especially in swimming. It will enhance their skills and give them an avenue to practice and improve.”	Skill Development	Student Growth Opportunities	Perceived Benefits of SPS
“Students can use this for their education; in college, they can avail scholarships.”	Scholarship Opportunities	Student Growth Opportunities	
“As to the facilities, that is the challenge because we do not really have a swimming pool and other materials needed.”.	Lack of Facilities	Infrastructure Constraints	Challenges in Implementation
“There are many constraints... no swimming pool, lack of materials, lack of training.”	Resource Limitations	Infrastructure & Program Constraints	
“We have stakeholders like the Sarangani Energy Corp, Barangay, and LGU. The mayor promised to help build a pool.”	Stakeholder Support	Community Engagement	Support from External Partners
“Teachers need training and support to implement this.”	Need for Capacity Building	Teacher Readiness	Program Integration Support
“We can invite professional swimmers to help coach.”	Access to External Trainers	Capacity Enhancement	
“Not all parents can support financially; budget is sometimes not enough.”	Financial Constraints	Parental Limitations	Socioeconomic Barriers
“If approved by the region, it will be included in the programming and class schedule.”	Curriculum Integration Feasibility	Program Planning	Institutional Readiness
“We will follow the DepEd guidelines; other schools are also offering sports track.”	Policy Compliance	Administrative Strategy	Institutional Readiness
“We have athletes who qualified for SRAA. Teachers will support this.”	Athletic Potential and Support	School Commitment	Stakeholder Willingness

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the feasibility study, several key recommendations are proposed for the successful establishment and implementation of the Special Program in Sports (SPED) at Mangelen Integrated School:

On the Market Study: Educational Needs and Market Analysis

The study revealed that 159 out of 241 learners, or roughly 66%, from Grades 7 to 12 expressed a strong interest in enrolling in a Special Program in Sports (SPS) focused on swimming. Similarly, 45 out of 70 parents, accounting for 64%, indicated their support for the proposed program. Data gathered through surveys, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs) from learners, parents, teacher-coaches, and school head consistently point to a substantial need for specialized swimming training among junior and senior high school learners as evidenced. Furthermore, the track records of learner-athletes for three school year underscore the urgency of addressing this gap, as many struggle to keep up with competitors in higher-level competitions due to the lack of formal training and access to proper swimming facilities. Taken together, these findings emphasize not only the clear demand for a swimming-specialized SPS but also its potential to cultivate athletic talent, promote physical development, and support the holistic growth of interested learners.

On the Technical Study: Strategic Planning and Sustainability

The implementation of the Special Program in Sports (SPS) is technically viable, provided that strategic planning and effective resource mobilization are given priority. Although Mangelen Integrated School currently lacks adequate swimming facilities and trained coaches, these challenges can be addressed through well-established partnerships. To support the long-term success and sustainability of the program, a comprehensive strategic partnership plan has been developed. This plan involves collaborative efforts with the Department of Education (DepEd), the Local Government Unit (LGU), the Sarangani National Sports Academy (SANSA), the Sarangani Energy Corporation (SEC), and qualified swimming professionals. These stakeholders will play a critical role in delivering technical expertise, professional services, and material support, ultimately contributing to the effective implementation and continued growth of the SPS.

On the Management Study: Risk Assessment and Mitigation Strategies

While potential risks are inherent in the implementation of the Special Program in Sports (SPS), these challenges can be effectively managed through well-targeted mitigation strategies. A key step is to diversify funding sources by pursuing grant opportunities, securing ongoing support from local government units (LGUs), and mobilizing community-driven fundraising initiatives. Equally important is the establishment of partnerships with community stakeholders and sports organizations to provide specialized training for coaches, ensuring the program is staffed with competent and well-prepared mentors. To sustain program quality and responsiveness, a comprehensive monitoring and evaluation system may also be implemented capable of identifying emerging issues early and supporting data-informed decisions for continuous improvement.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

The implementation of the Special Program in Sports (SPS) at Mangelen Integrated School is financially viable, provided that strategic budget planning and diversified funding mechanisms are effectively employed. The financial study underscores the program's feasibility, with clearly defined allocations addressing both establishment and operational requirements. The total estimated cost amounts to ₱12,250,000.00, covering key expenses such as ₱12,000,000.00 for the construction of training facilities and acquisition of necessary equipment, ₱50,000.00 for teacher capacity-building, and ₱200,000.00 for learner training and development.

To ensure financial sustainability, funding will be drawn from multiple sources, including the school's Maintenance and Other Operating Expenses (MOOE), the Special Education Fund (SEF), support from the local government, and potential contributions from private and external partners. A cost-benefit analysis

further affirms that the anticipated long-term educational, athletic, and social benefits far exceed the initial and ongoing investment, establishing the SPS as a sound and impactful undertaking for the school and its stakeholders.

Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

This socio-economic assessment recognizes that important ethical and socio-cultural dimensions arise in connection with the SPS. Such issues include equitable access to education including persons with disabilities (PWDs), regardless of social standing; cultural inclusivity through participation of local traditions and values; ethics founded upon respect for diversity and dignity; gender and diversity issues; ethical resource and technology use; support in building trust among all stakeholders through transparency and accountability; and combining academic learning with practical life skills. The study stresses the need for accessibility of SPS for all learners, especially those at the margins, and their contribution to a positive direction within the broader socio-economic context of the community.

The comprehensive analysis presented in the Results and Discussion chapter culminates in a strong recommendation for the implementation of the Special Program in Sports (SPS) at Mangelen Integrated School. Findings from the market survey reveal substantial community interest, with 66% of respondents expressing support for the initiative and an anticipated initial enrollment of 159 learners across six grade levels. While the school currently faces challenges related to inadequate physical facilities requiring an estimated ₱12,000,000.00 for full development these can be addressed through strategic partnerships with local government units, private stakeholders, and sports organizations. A thorough risk assessment was conducted, accompanied by well-planned mitigation strategies. The proposed SPS is designed to offer specialized athletic training while ensuring inclusivity by addressing the learners' diverse socio-cultural backgrounds and promoting equity, regardless of economic status. By nurturing athletic talent alongside academic development, the program is poised to expand both educational and career pathways for learners with sports-oriented skills.

Recommendations

Based on the findings of the feasibility study, several key recommendations are proposed for the successful establishment and implementation of the SPS at MIS.

On the Market Study: Educational Needs and Market Analysis

To ensure the successful implementation and long-term impact of the Special Program in Sports (SPS), it is strongly recommended to initiate comprehensive advocacy and information campaigns within the local community. These efforts should emphasize the program's commitment to learner safety, academic excellence, and expanded career opportunities in the field of sports. Leveraging various media platforms, stakeholder forums, and school-based orientations will be key to dispelling misconceptions, addressing stigma often associated with sports-focused education, and fostering an inclusive, well-informed environment.

Ensuring equitable access to the SPS requires the establishment of structured support systems. These may include financial assistance, complimentary medical and skill assessments, and logistical support to remove socio-economic barriers that could otherwise hinder student participation. To sustain these interventions, Mangelen Integrated School should actively pursue partnerships with local government units (LGUs), non-government organizations (NGOs), and private sector stakeholders to secure consistent funding, technical support, and resource augmentation.

Ongoing monitoring and evaluation will be essential for maintaining the program's relevance, effectiveness, and responsiveness to community needs. Regular performance reviews should guide data-driven refinements in implementation, while continuous professional development for teachers particularly in specialized areas such as sports coaching, swimming techniques, and safety protocols will enhance instructional quality. Finally, fostering multi-sectoral collaboration will strengthen the program's sustainability and integration into the broader educational landscape, ensuring that the SPS becomes a transformative platform for athletic and academic growth.

On the Technical Study: Strategic Planning and Sustainability

It is recommended that the program adopt a phased approach to infrastructure development to promote strategic implementation and long-term sustainability. The initial phase should prioritize the construction of essential sports facilities beginning with a swimming pool and the acquisition of appropriate training equipment to ensure a safe and inclusive environment for all learners. These foundational elements are critical not only for skill development but also for upholding safety standards and encouraging participation. In subsequent phases, the focus should shift toward the continuous professional development of teachers and coaches, equipping them with the latest methodologies in sports science, athletic training, and learner-centered instruction. This staged development strategy will ensure that resources are optimized, outcomes are measurable, and the program evolves in alignment with the learners' needs and community expectations.

In addition, to maintain quality and ensure the effective use of resources, a comprehensive monitoring and evaluation system should be established. This includes maintaining facility usage logs and conducting regular inspections using standardized checklists to assess the condition and safety of all equipment and infrastructure. Periodic safety assessments should be performed to ensure compliance with national standards. In addition, feedback mechanisms should be implemented to gather insights from students and coaches regarding the functionality, accessibility, and adequacy of the facilities and equipment. These evaluation tools will support data-driven improvements and uphold the overall effectiveness and sustainability of the program.

On the Management Study: Risk Assessment and Mitigation Strategies

It is recommended to establish a dedicated class program as it ensures a structured balance between academic learning and athletic training, allowing student-athletes to develop holistically without compromising either area. By aligning class schedules with training sessions, the program accommodates the unique needs of sports-inclined learners, promoting discipline, time management, and academic achievement alongside physical development.

To strengthen instructional delivery and optimize learner outcomes within the program, ongoing professional development for teachers and coaches may be prioritized. Training should emphasize evidence-based strategies in differentiated instruction, athletic performance enhancement, injury prevention, and behavioral support tailored to the unique needs of student-athletes. Additionally, integrating therapeutic interventions particularly in managing stress, recovery, and focus can significantly improve overall learner well-being and performance. These capacity-building efforts, complemented by strategic collaborations with specialists, will empower educators and coaches to deliver high-quality, holistic instruction that supports both the academic growth and athletic excellence of every learner.

A comprehensive monitoring and evaluation system may be institutionalized to ensure the continuous improvement and accountability of the Special Program in Sports (SPS). This system should include structured review cycles to track student-athletes' academic and athletic progress, measure the overall impact of the program, and assess the effectiveness of instructional delivery by teachers and coaches. To support data-driven decision-making, standardized documentation protocols may be developed and consistently implemented covering areas such as performance assessments, individualized training and education plans (ITEPs), and regular progress reporting. These tools will not only maintain educational quality but also ensure that the unique needs and developmental goals of each learner are systematically addressed and supported throughout the program.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

To maintain the financial viability of the program, it is essential to explore multiple funding avenues beyond the school's standard budget allocation. Building strong alliances with Local Government Units (LGUs), non-government organizations (NGOs), and private entities should be a key strategy to secure vital resources. These partnerships are expected to play a pivotal role not only in launching the program but also in supporting its long-term growth especially in areas requiring advanced tools, infrastructure, and expert input.

Financial planning must follow a clear set of priorities, initially focusing on core investments such as the development of sports facilities, acquisition of specialized training equipment, and intensive capacity-building programs for teachers and coaches. Implementing these investments in phases will allow the school to gradually strengthen the program while maintaining responsible fiscal management. In addition, setting aside a contingency reserve ideally between 5% and 15% of the total budget will offer flexibility to adapt to unexpected needs or capitalize on new opportunities.

To uphold accountability and promote confidence among stakeholders, a transparent financial management system should be established. This should include regular, user-friendly reports on how funds are allocated and spent. When applicable, a shared-cost approach may also be adopted to encourage community involvement, giving parents and local partners a stake in sustaining the program and contributing to its long-term success.

Socio-Economic Study: Ethical and Socio-Cultural Considerations in Educational Projects

To ensure the community embraces and sustains the program over the long term, it is crucial to establish ongoing consultations with key stakeholders. These discussions will ensure that the program remains responsive to the community's needs, cultural values, and expectations. By involving the community in the planning process, the program's relevance is strengthened, and local ownership and shared responsibility are encouraged.

In addition, awareness campaigns should be launched to challenge the stigma surrounding swimming, highlighting the sport's positive impact on academic performance, personal development, and social well-being. Efforts must also be made to ensure that students from all socioeconomic backgrounds have equal opportunities to participate in the program.

It is recommended to build partnerships with higher education institutions to secure scholarship opportunities, supporting students in their future athletic and academic careers. At the same time, developing a parent support network will help strengthen community ties and encourage resource sharing and collective engagement. These initiatives are essential for fostering an inclusive, supportive culture that extends beyond the classroom and into the community.

Decision to Implement the Proposed Project

Based on the findings of the study, it is strongly recommended that the Special Program in Sports (SPS) be implemented at Mangelen Integrated School. To ensure the program's success, initial efforts should focus on mobilizing key resources, enhancing teacher and coach competencies, and forging partnerships with external stakeholders who can provide technical and financial support. A strategic, phased implementation is advised beginning with the most essential elements of the program such as foundational sports infrastructure and initial training modules to facilitate a smooth rollout and build momentum for long-term growth. In parallel, a robust monitoring and evaluation framework must be established to regularly track progress, measure outcomes, and inform continuous improvements. This evidence-based approach will not only guide the program's development but also ensure that it remains aligned with the needs and aspirations of learners and the broader school community.

REFERENCES

1. Cagas et al. (2022). Results from the Philippines' 2022 report card on physical activity for children and adolescents. *Journal of Exercise Science & Fitness*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9579405/>
2. Dalamitros et al. (2023). Swimming coaches' professional development and training practices: An international survey. *Frontiers*. <https://www.frontiersin.org/journals/sports-and-active-living/articles/10.3389/fspor.2023.1229066/full>
3. Department of Education (DepEd). (2015). *Implementing guidelines on the Special Program in Sports (SPS)* (DepEd Order No. 25, s. 2015). <https://www.deped.gov.ph/2015/06/23/do-25-s-2015-implementing-guidelines-on-the-special-program-in-sports-sps/>

4. Department of Education Culture and Sports (DECS) Memorandum. (2000). *Implementing guidelines for the pilot testing of the Special Sports Program at the secondary level* (DECS Memorandum No. 242, s.2000). <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/10/39280>
5. Ekanayaka et al. (2021). Influence of a survival swimming training programme on water safety knowledge, attitudes and skills: A randomized controlled trial among young adults in Sri Lanka. *International Journal of Environmental Research and Public Health*. <https://pubmed.ncbi.nlm.nih.gov/34769944/>
6. Golo, C. (2024). Optimizing budget allocation of youth development for the Sangguniang Kabataan in Brgy. ABC, Malolos, Bulacan using goal programming. *Academia.edu*. https://www.academia.edu/126366218/Optimizing_Budget_Allocation_of_Youth_Development_for_the_Sangguniang_Kabataan_in_Brgy_ABC_Malolos_Bulacan_using_Goal_Programming
7. Kovacs et al. (2024). The role of parental involvement in academic and sports achievement. *Heliyon*. <https://www.sciencedirect.com/science/article/pii/S2405844024003219>
8. Kusuma, A. I., & Suherman, W. S. (2022). Evaluation of the sports special class implementation program of junior high school level in Sleman District. *Active: Journal of Physical Education, Sport, Health and Recreation*. <https://journal.unnes.ac.id/sju/peshr/article/view/58821>
9. Nikolopoulou, K. (2023). What is convenience sampling?: Definition & examples. *Scribbr*. <https://www.scribbr.com/methodology/convenience-sampling/>
10. Padua et al. (2024). Engagement and interest through physical activities among senior high school students at Muntinlupa National High School. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/engagement-and-interest-through-physical-activities-among-senior-high-school-students-at-muntinlupa-national-high-school/>
11. Pante et al. (2025). Establishing a special program for journalism at Spottswood National High School a feasibility study. *International Journal of Research and Innovation in Social Science*. https://rsisinternational.org/journals/ijriss/articles/establishing-a-special-program-for-journalism-at-spottswood-national-high-school-a-feasibility-study/?fbclid=IwY2xjawKLy5tleHRuA2FlbQIxMABicmlkETFWTjE0STZQM1AwVVbHtIJ2AR7xtDC5PZSn02EZT0Yga7YAoq4fcHA_sDGNP6Am7chiKoSHbQsLe7WVHARbKw_aem_RF7YPhIXYEd1nhANKEEM1w
12. Peña, M. T. B. D. (2024). Beyond the scoreboard: The impact of facility shortages on sports development. *Psychology and Education: A Multidisciplinary Journal*, 29(2). <https://doi.org/10.5281/zenodo.14539145>
13. Pestano, R., & Ibarra, F. (2021). Assessment on the implementation of special program in sports and student-athletes performance in sports competition. *International Journal of Human Movement and Sports Sciences*, 9(4), 791–796. <https://doi.org/10.13189/saj.2021.090425>
14. Piloton et al (2024). Scimatic. <https://scimatic.org/storage/journals/11/pdfs>
15. /3290.pdf
16. Republic Act No. 5708. (1969). *An act providing for the promotion and financing of an integrated physical education and sports development program for the schools in the Philippines*. <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/7676>
17. Salino et al. (2022). Athletic participation, time management and academic performance of student athletes in San Isidro, Leyte. *ResearchGate*. https://www.researchgate.net/publication/367571262_Athletic_participation_time_management_and_academic_performance_of_student_athletes_in_San_Isidro_Leyte