

Sports Managers' Skills, Practices and Challenges of Selected Local Universities and Colleges in the New Normal: A Groundwork for a Flexible Development Program

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ABSTRACT

Sport management comprises consolidation of skills, practices and tact to deal with challenges within the context of a sports program in an institution. The general objective of this study is to examine Sports Managers' Skills, Practices and Challenges of Selected Local Colleges and Universities in the New Normal: A Groundwork for a Flexible Development Program. A flexible development program has the ability to quickly adapt to environmental change while taking new trends and technology breakthroughs into account. Quantitative and qualitative method is concerned with the collected data analysis through survey questionnaires and interviews with statistical treatment data to identify the conditions of administration of sports managers' skills, practices and challenges in selected Local Universities and Colleges in the new normal. The statistical population of the study comprised 49 sports managers of sport of LCU in Region 4A that include of sports directors, sports coordinator, sports development officer, sports finance, coaches, trainers, and sports office staff. The data analysis includes the use of frequency table, weighted means and regression analysis. Sports Managers' Practices as Predictors of Sports Management Skills the results of finding show the organizational structure and public relations services significantly determine the level of management skills of the sports managers. Qualitative data from the narrative responses shows the different considerations adopted in teaching and coaching in the new normal. In the face of the new normal situation, many sports institutions have been able to keep their doors open as a result of different sports managerial skills. The desired quality sports program in an institution achieves is a product of a good sports management practices which can create a sense of new approach in the greater challenges in returning to sports activities.

Keywords: challenges, flexible development program, practices, skills, sports managers

INTRODUCTION

Sports management is a field of education dealing with the development of sports. This field is associated to planning, leading, organizing, controlling, and evaluating sports and other physical activities within an institution in the concept of De Sensi, et al. (2003). Individuals engaged in this task or profession are more likely to face certain conflicting and challenging situations in performing their duties.

Sports management in schools include some activities such as providing sports development and general planning activities in the field of sports, organizing all relevant resources and sports program functions, administering human resources development policies (which includes selection of players, coaches, trainers and other staff needed in a program), providing communication and coordination, deciding on the implementation

of most appropriate solutions, processes and controls, and eliminating destructive conflicts. Sports management as a vital area include complicated activities that ensure management functions are carried out in more sensible way, giving good contribution, and performing well in an effective manner which is cited in Zec (2011).

A sports manager is a person who carries out sports management skills in school's institutional setting whose objective is to achieve the best outcome of sports operations. In support to this, Teodora (2020) cited that sports manager is also the person appointed to lead an economic entity, fulfilling in full or in part the functions of sports management. People behind the sports management team are the sports directors, sports marketing manager, event sports coordinator, sports facility manager, sports finance, sports coaches and sports trainers, office system sports staff and other

sports services delegated by the school administration. Sports managers play an important role in an institution as the implementer of sports programs and other related physical activities like intragroup and interscholastic event, sports promotion, sports partners' sponsorship, sports officiating mechanics and training progression of their athletes and others.

One of the challenges faced by the administration of school institutions

is building a tactical plan to create good impression in sports management practices that would motivate and invigorate the other sports enthusiast towards the fulfillment of institutional sports program objectives. Undoubtedly, there is no common practices for a best leader in sports as various situations happen that needs different approach. The more serious the challenge in managing the sports program, the greater is the demand in improving sports practices and policies.

But the COVID-19 pandemic has affected entire aspects of our life today, but also the sports developments worldwide. The sports in colleges and universities have been seen the cancellation of sporting events at all levels. The consequent restrictions on group training due to social distancing measures, closure of school training gym facilities and loss of face-to-face access to coaches and support personnel has caused down side of sports program. Sports managers play an important role in any school and is considered a vital aspect in administering sports programs and facing new challenges in the new normal. This study will determine the sports managers' skills, practice and challenges of selected Local Colleges and Universities in the new normal and will examine its relationship to respondents' profile.

Theoretical Framework

The importance of theory in sport management which all contributing scholars in this exchange stress that theory serves a pivotal role for an academic discipline, and sport management is no exception (Cunningham 2013). As Doherty (2013) notes, "theory should be the foundation of research (it guides research questions), practice (it aids explanation, prediction, and control), and teaching (it advances students' learning and understanding,

and subsequent research and practice)." Irwin and Ryan (2013) extend a line of thinking by suggesting that theory can guide service and outreach activities, while Chelladurai (2013) notes that teaching informed theories he developed, and vice versa.

System management is a set of principles or doctrines viz. directing, coordinating, planning and supervision which enhances sports management practices. The theoretical framework for this study is based on the premise that a set of principles that characterized "system theory of management" are connected to form a complex entity for the purpose of achieving the management objectives of an organization. It was noted that systems theory of management is as ordered and comprehensive assemblage of facts, principles, doctrines or the like in a particular field of knowledge. In systems theory of management, each system has its own environment and functions within it. In other words, a system may be a sub-system of a larger supra system or cluster of systems. This justifies the description of management as a process of providing sufficient systems that will make an organization function effectively (Krectner, 1992). This view was further strengthened by Johnson (1997) when he described systems as those procedures used to make sure that the activities of a given organization are effectively discharged. It is along this direction that the concept of systems of management in an organization becomes relevant to this study. However, because management of any sports program usually takes into account directing, coordinating, planning and supervision, McDonald (1997) posited that sports management can be linked to systems that contain many subsystems on which success of the organization depends.

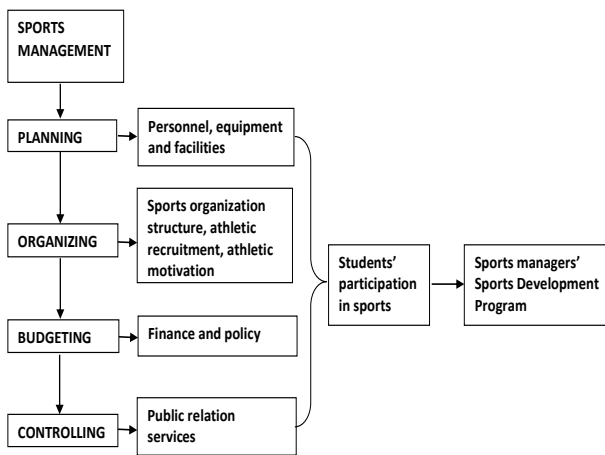


Figure 1. Theoretical Frameworks

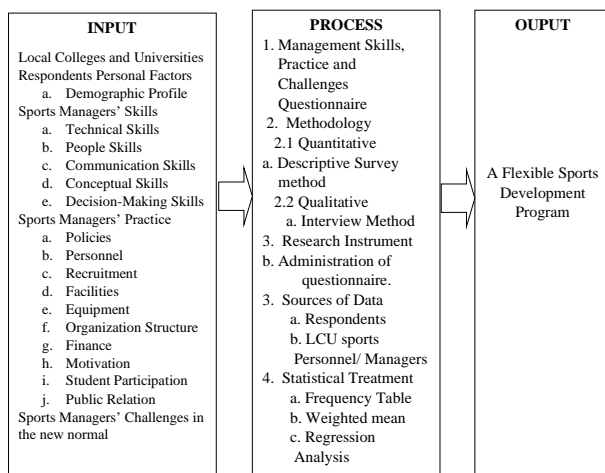


Figure 2. Research Paradigm

This paradigm shows that the sports management study is divided into three areas; Inputs are conditions that exist prior to sports management activity, whereas processes are the method in gathering data of interactions as regards to the sports management group. Outputs are the results of this research activity that are valued by the LCU Region 4A sports management group.

Inputs reflect the factors effecting the sports management advancement through personal factor of sports manager, sports management skills, sports management practice and sports management challenges in new normal. Processes are mediating mechanisms that convert inputs to outputs. Therefore, process is the methodology of the study that represent interactions that take place among the sports management members. The output indicates sports management effectiveness that will contribute a groundwork for flexible sports development program in LCU Region 4A.

Objectives of the Study

The general objective of this study is to examine the sports managers' skills, practices and challenges of selected local colleges and universities in the new normal as a groundwork for a flexible development program.

Specifically, this study sought to achieve the following objectives:

1. Determine the demographic characteristic information of the sports' managers as to:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Job Designation as sports manager
 - 1.4. Institution employed
 - 1.5. Educational Qualifications
 - 1.6. Years as Sports Managers
 - 1.7. Training Attended
2. Asses the sports the sports management skills that include:
 - 2.1. Technical skills
 - 2.2. People skills
 - 2.3. Communication skills
 - 2.4. Conceptual skills
 - 2.5. Decision making skills,
3. Evaluate the practices of sports managers of LUCs in Region 4A in terms of:
 - 3.1. Sports policies
 - 3.2. Personnel
 - 3.3. Athletes' recruitment
 - 3.4. Sports facilities
 - 3.5. Sports equipment
 - 3.6. Organizational structure
 - 3.7. Finance
 - 3.8. Athletes motivational practice
 - 3.9. Students' participation in sports
 - 3.10. Public relation services in sports
4. Ascertain which of the background information predicts the management skills of the sports managers.
5. Describe the challenges of sports managers of LUCs in the New Normal.
6. Develop a Flexible Sports Development Program for New Normal.

Scope and Limitations

This study focused on the sports management skills, practices and challenges of the sports directors, sports coordinators, sports facilities

manager, sports finance officer, coaches, sports trainer and office staff of the selected local colleges and universities in the new normal. This research used online surveys designed for selected local colleges and universities in with 100 respondents from local colleges and universities in region 4A Philippines. The study covered areas that include respondents' demographic profile. It also surveyed the respondents' sports management skills. Among the management skills which were surveyed are technical skills, people skills, communication skills, conceptual skills, and decision-making skills. Another area covered and surveyed was the sports management practices. Areas under this were financial management practices, personnel management practices, athletes' recruitment practices, sports facilities management practices, sports equipment management practices, organizational structure management practices, sports policy management practices, athletes' motivation management practices, students' participation management practices, and public relations services management practices. The last area included in this study is the survey of the challenges encountered in the management of sport in new normal in local colleges and universities in region 4A with the intention of finding ways of overcoming the challenges and to contribute to the improvement of university/college sport.

This research is not extended to the sport's managerial leadership and style. However, the sports management was included in this study for the reason that they are interconnected on sports managers, it showed that sports manager is the performer of the task under sports management operation. The observed practice of giving least attention and support to sports motivates the researcher to pursue this study with the aim of promoting a flexible development sports management program suited for new normal for local colleges and universities of region 4A. The use of mixed method of research was used. Quantitative and qualitative method were concerned for collecting data analysis through survey questionnaire. The respondents responded in the item on a Likert scale that allows determining the agreement or disagreement level. The respondents responded in a qualitative type of questioned that focuses more on discovering, understanding, and

exploring to meet the research objective. Purposive sampling technique was used in this study where the researcher wanted sports management expertise sample that is the most useful to the purpose of the research. This study was conducted within the school year 2021 to 2022 and covered the data collected from that period.

RESEARCH METHODOLOGY

This chapter dealt with the research process, the research design, the respondents, the research instrument, the data gathering procedure and the statistical treatment of data. These are presented in the section below.

Locale of the Study

The research was conducted among the selected local colleges and universities that are situated in region 4A are under local government unit control. The researcher conducted a survey to respondents who are currently employed in selected local college and universities who are the executant of the sports management program and who are considered sports managers. Among those categorized as sports managers include sports directors, sports coordinator, sports facilities manager, sports finance, sports coaches, sports trainers, office system sports staff and other sports services delegated by college or university administration. The questionnaires were administered by researcher relating to sports management skills, practices and challenges of respondents in an online procedure.

Research Design

The researcher used mixed method of research to obtain information concerning the current status of sports management in the LCU Region 4A and gathered their point of view toward a need for new direction for the sports development. Quantitative and qualitative method is concerned with collected data analysis via survey questionnaires with statistical treatment data to identify conditions of administration of sports managers' skills, practices and challenges in selected local universities and colleges in new normal.

Quantitative research deals with numbers and statistics, while qualitative research deals with

words and meanings. Quantitative methods allow systematic measurement of variables and test hypotheses. Qualitative methods allow exploration of the concepts and experiences in more detail. Quantitative research is expressed in numbers and graphs. It is used to test or confirm theories and assumptions. This type of research can be used to establish generalizable facts about a topic. The common quantitative methods include experiments, observations recorded as numbers, and surveys with some closed-ended questions. Qualitative research is expressed in words. It is used to understand concepts, thoughts or experiences. This type of research enables you to gather in-depth insights on topics that are not well understood. Common qualitative methods include interviews with the open-ended questions, observations described in words, and literature reviews that explore concepts and theories.

The goal of this mixed method research is to describe a phenomenon and its characteristics. The term “mixed methods” refers to emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis.

Population and Sampling

In this study, the researcher selected one hundred (100) respondents from Local Universities and Colleges in Region 4A. These respondents consist of sports managers include of sports directors, sports coordinator, sports development officer, sports finance, coaches, trainers, and sports office staff. The data from the outer region 4A is considered not valid. All data were recorded according to the most recent and current research methods as conducted by researchers at the time this research was written. Purposive sampling technique are used in this study where the researcher wants sports management expertise sample that is most useful to the purpose of the research.

Statistical Treatment

Data analysis includes the use of frequency table, weighted means and regression analysis.

The statistical output was computed using the SPSS Software, a Data Analytics Software Tools developed by IBM for data management, advanced analytics, multivariate analysis, business intelligence, criminal investigation.

Descriptive statistics was used in the data analysis of the variables on sports managers’ skills and practices. Hayes (2022) defined descriptive statistics as brief descriptive coefficients that summarize given data set, which can either be representation of the entire population or a sample of a population. Descriptive statistics is broken down into measures of central tendency and measures of variability (spread). Measures of central tendency include mean, median, and mode, while measures of variability include standard deviation, variance, minimum and maximum variables, kurtosis, and skewness.

Regression analysis of data was used in the demographic characteristic of the respondents. CFI Education Inc. (2022) defined regression analysis as a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables. It can be utilized to assess the strength of the relationship between variables and for modeling the future relationship between them. In addition, Frost (2022) explained that regression coefficients are estimates of unknown population parameters and describe the relationship between a predictor variable and the response. The coefficient value represents the mean change in the response given a one-unit change in the predictor.

A frequency table was also used in the demographic characteristic of the respondents. Frost (2022) describes a frequency table as a lists of set of values and how often each one appears. Frequency is the number of times a specific data value occurs in your dataset. These tables help you understand which data values are common and which are rare. These tables organize your data and are an effective way to present the results to others. Frequency tables are also known as frequency

distributions because they allow you to understand the distribution of values in your dataset.

Analysis of variance (ANOVA) was also used in the data analysis of the study. Frost (2022) says that analysis of variance (ANOVA) assesses the differences between group means. It is a statistical hypothesis test that determines whether the means of at least two populations are different. At a minimum, you need a continuous dependent variable and a categorical independent variable that divides data into comparison groups to perform ANOVA.

RESULTS AND DISCUSSIONS

Based on the foregoing problems, the following are the findings of the study:

1. The demographic characteristic information of the sports' managers in terms of:

1.1. Age, most of the respondents are aged less than 30 years old, with some minimal numbers having a range of ages from 31 and above. This reflects that the people involved in the sports activities and events are mostly of the younger age.

1.2. Gender, majority of the respondents are male with 65%. This indicates that sports programs, activities and events are still dominated by the males.

1.3. For the frequency and percentage distribution of the demographic characteristic information in terms of designation in sports management, the data shows most of the respondents are head coach in an institution. It is followed by sports trainer with about 33 percent, Director of sports with about 25 percent and Assistant coach with 20 percent. Other sports related positions are represented by a few of the respondents.

1.4. Institution employed, the majority of the respondents are from the colleges with 53% followed by those from the University at 39%.

1.5. Educational qualifications, most of the respondents have a bachelor's degree, master's and doctoral degrees related to PE with 31%, 14% and 4%, respectively. There are those with degrees not related to PE and sports but are assigned roles as sports personnel.

1.6. Years as sports managers, most of the respondents have 1 to 5 years of experience (43%) followed by those with 6 to 10 years of experience. There are minimal numbers who have more than 10 years of experience. There are minimal numbers who have more than 10 years of experience. Years of experience in the sports management can be a very competitive qualification to develop fortitude needed to thrive in a high-pressure work like organized sports league.

1.7. Training attended, the number of trainings, seminars and workshops attended vary from 1 year to 20 years with about an equal distribution from groups 6 to 10, 11 to 15 and 16 to 20 in number. Thirty-one (31) percent have between 1 to 5 trainings attended, while 4 or 8% have more than 20 trainings attended. The sports training, seminars and workshop attended by the sports managers are seemingly low of number taken.

2. The sports the sports management skills that include:

2.1. Technical skills. It shows that the least technical skill of the respondents were highly skilled in nine of the ten indicators and skilled in one of the ten indicators. The respondents have the highest skills among the indicators in overseeing the game and the interrelationship of the players with a mean of 3.80. The second highest mean is 3.76 in understanding the policies concerning managing sports performance. It is followed by assessing the team's performance against clearly define criteria and in checking the facilities and equipment used in sports events, both having a mean score of 3.69. The least technical skill the respondent have is in using computer software.

2.2. People skills. In terms of people skills, data shows the respondents are highly skilled in nine out of ten indicators and skilled in only one of the ten indicators. The highest skill with a mean of 3.80 is in sharing results and giving feedback to the team. The second highest skill is in providing people with assignments to develop their skills, give timely coaching and acting as role model with a mean of 3.78. It is followed by the ability to motivate athletes and coaches to do good job and setting the team's direction and priorities, reviewing teams' successes and failures and helping towards team members working well together.

2.3. Communication skills. In the area of sport managers' communication skills, the findings showed that respondents are in the average level in writing memos, letter, written reports, and other paper works. It suggests that the respondents must also enhance their written communication skill.

The skill with the highest mean (3.61) is explaining new assignment to facilitators of sports event. It is followed by a mean of 3.59 in accepting comments and suggestions on the result of sports event. The next highest skill is in communicating high expectations of people, trusting capable people to do their work and celebrating team achievements; and discussing the order of activities, giving details on who is responsible for each sport and the map diagram of where each sport is taking place. Both of these skills have a mean of 3.57. The skill least acquired by the respondents is in producing clearly written reports intended to different audiences and editing reports with a mean of 3.37, in writing memos with a mean of 3.45 and handling tasks and paper works with a mean of 3.47. In term of communication skills the result of findings that in performing writing memos, letter, written reports, and other paper works the data shows in an average level.

2.4. Conceptual skills. With regards to sports managers' conceptual skills, the findings revealed that the least skill of the respondents is in performing departmental job such as ticket taker, seeking feedback, setting personal development goals and showing a sense of humor and creating risk management plan and assigning first aid officers.

It is shown in the result that the respondents are highly skilled in seven of ten indicators and skilled in three of ten indicators. The respondents have the highest skill in directing situations and sports sessions to help guide and motivate groups of people on skills, regulations, health and safety; and developing strategic plan for health safety measures of athletes, both with a mean of 3.71. It is followed by the skill in understanding the organization as a whole and relationships among its parts and starting tasks right away, getting things done quickly and going the extra mile. Both indicators have a mean of 3.57. The least skill of the respondent is in performing departmental job such as ticket taker

(mean of 3.29), seeking feedback, setting personal development goals and showing a sense of humor (mean of 3.43) and creating risk management plan and assigning first aid officers (mean of 3.47).

2.5. Decision making skills. In terms of sports managers' decision-making skills, the least skill is "finding what is right despite personal risk", "says no if necessary", and "has the courage to take tough decisions".

Data shows the respondents are highly skilled in all indicators. The highest skill is in ensuring that all aspects of the sports even are organized before it begins and assessing the satisfaction of every athlete, coach and audience to seek for improvement of the event. Both indicators have a mean of 3.71. The least skill is in finding what is right despite personal risk, saying no when necessary and having courage to take the tough decisions with a mean of 3.53.

2.6 Summary findings on sports management. In the five categories of sports manager skills, viz. technical, people, communication, conceptual, and decision-making skills, results show respondents are highly skilled in all dimensions. The highest skill level is on people skills while lowest is communication skills. It is worth noting that respondents know very well how to handle people. However, they are not very much skilled as to communication, conceptualization and making plans.

3. The practices of sports managers of LUCs in Region 4A in terms of:

3.1. Finance. In the assessment of sports manager's practices in terms of finance, the finding shows that respondents the amount paid by the students to augment the funding for sports and on sufficiency of the budget for sports in the institutions. The institution may provide enough funds to support sports program.

Results show respondents agree on all indicators with a composite mean of 3.1 interpreted as "agree". The mean ranges from a high of 3.47 to a low of 2.63. The respondents assessed the effective management and allocation of budget request with a mean of 3.47. It is followed by the control of sports finances by the Local Government with a mean of 3.39. The least assessments are on the

amount paid by the students to augment the funding for sports and on the sufficiency of the budget for sports in the institutions with a mean of 2.63 and 2.86, respectively.

3.2. Personnel. In the area of the assessment of sports manager's practices in terms of personnel, the finding shows that "Involvement of sports staff in decision making when conflict arises" is least practiced.

It shows the mean assessment in terms of personnel with composite mean of 3.55. Results show the respondents strongly agree on seven of eight indicators and agree on one of the eight indicators. The highest assessment is on the item "sports staff devote to decisions of plans and action for sports program development with a mean of 3.61. This is followed by the three indicators: "sports personnel are recruited for both recreational and competitive sports", the sports staff are encouraged to have training/ development opportunities" and "sports staff hold to one another being accountable to delivering sports plans" having the same mean of 3.59. The least assessment is on the involvement of sports staff in decision making when conflict arises with a mean of 3.47.

3.3. Athletes' recruitment. With regards to assessment of sports manager's practices in terms of athletes' recruitment, the finding showed that automatic admission of skillful athletes is least observed.

It shows the mean assessment on athlete's recruitment with a composite mean of 3.59. Data shows the respondents strongly agree on seven of eight indicators and agree on one of the eight indicators. The highest mean assessment is on the recruitment based on student-athlete's performances with a mean of 3.67. It is followed by two indicators, presence of week-established procedure for identifying and recruiting new sports men and women, and the management of recruitment by the director with support from the school administrator, with the same mean of 3.65. The least assessment is on automatic admission of skillful athletes with a mean of 3.39.

3.4. Sports facilities. In the assessment of sports manager's practices in terms of sports facilities, the results showed that the "Availability of a sports

complex that has all the necessary facilities in the institution" has the lowest mean average.

It shows the mean assessment in terms of sports facilities with a composite of 3.45. Results show the respondents strongly agree in two of the eight indicators and agree on six of the eight indicators. The highest assessment is on the involvement of every member of sports unit in planning of sports facilities management practices with a mean of 3.59. This is followed by the availability of sports facilities to enhance growth and development of sports management practices with a mean of 3.51.

3.5. Sports equipment. For assessment of the sports manager's practices as to sports equipment, the findings show the "regular purchase of sports equipment" is least observed.

It shows the mean assessment on the sports equipment with a composite mean of 3.49. Results show the respondents strongly agree on four of the eight indicators and agree on the remaining for indicators. The highest assessment is on proper storage of sports equipment provided by the institution with a mean of 3.55. It is followed by two indicators with the same mean of 3.53, "standard sports equipment are made available for the student-athletes" and "coaches are consulted before purchasing any sport equipment". The least assessment is on the regular purchase of sports equipment with a mean of 3.41.

3.6. Organizational structure. In the area of assessment of sports manager's practices in terms of organizational structure the finding showed that the item "Sports unit being managed by qualified and technically sound personnel" is least practiced.

It shows the mean assessment on organizational structure with composite mean of 3.56. Results show the respondents strongly agree on six of the eight indicators and agree on two of the eight indicators. The highest assessment is on the director of sports being a specialist on sports matters with a mean of 3.67. It is followed by a mean of 3.65 on organizational structure providing effective and efficient management control. The least assessment with a mean of 3.45 on the sports unit being managed by qualified and technically sound personnel.

3.7. Sports Policies. In the assessment of sports manager's practices in terms of sports policy, findings show that the practice of "Sports policy requiring only qualified staff to manage sports program" is least observed.

It shows the mean assessment on sports policy with a composite mean of 3.50. Results show the respondents strongly agree on five of eight indicators and agree on three of eight indicators. The highest mean assessment is on sports unit having a well-established policy for efficient handling of sports management practice with a mean of 3.57. The least assessment is on sports policy requiring only qualified staff to manage sports program with a mean of 3.41.

3.8. Athletes motivational practice. With regards to assessment of sports manager's practices as to athlete's motivation, the findings reveal that practice of "Granting wellness retreat opportunities on preparation for competition" is least observed.

It shows the mean assessment on athlete's motivation with a composite mean of 3.47. The respondents strongly agree on the three indicators and agree on five indicators of the eight indicators. The highest assessment is the foremost concern of the institution on the mental health of the student-athletes with a mean of 3.61. It is followed by the organization of a befitting sports award ceremony and the granting of scholarships, both with 3.51 mean. The least assessment is on granting wellness retreat opportunities during preparation for competition with a mean of 3.43.

3.9. Students' participation in sports. In the assessment of sports manager's practices as to student's participation, finding shows "Student's active participation in sports management in school" got the lowest mean average followed by "Students union government is used to source for the additional funds for intercollegiate program."

It shows the mean assessment on student's participation with a composite mean of 3.39. Respondents strongly agree in one indicator and agree in seven of the eight indicators. The highest mean assessment is "eligible students of the institution are used in sporting competitions" with a mean of 3.51. The lowest mean assessment is on student's active participation in sports management

in school with a mean of 3.33. It is followed by "students union government is used to source for additional funds for inter collegiate program" with a mean of 3.35.

3.10. Public relation services in sports. In the area of assessment of sports manager's practices in terms of public relation services, the finding revealed a low mean average in the practice "Community being reached in the dissemination of sports programs" followed by the practice "Encouragement on proper and adequate dissemination of sports information".

It discloses the mean assessment on the public relations services with a composite mean of 3.45. Respondents strongly agree on one and agree on seven of the eight indicators of the public relation services. The highest assessment is on adequate publicity services provided for the effective coverage of all sports programs with a mean of 3.51. The least assessment is on the community being reached in the dissemination of sports programs with a mean of 3.39. This is followed by the encouragement on proper and adequate dissemination of sports information with a mean of 3.41.

3.11 Summary of findings on sports managers' practices. The summary of the finding in the assessment sports managers' practices in the 10 areas showed that lowest composite mean is in terms of finance and student's participation. The highest composite mean is on athlete's recruitment followed by organizational structure and personnel. The lowest composite mean is on finance with a composite mean of 3.10 followed by student's participation with a composite mean of 3.39. This finding of this study revealed that on finance and the student's participation of sports management practices must be given more attention to by school administration and may cause the cumulative effect on the athlete's motivation and students' participation.

4. The background information predicts the management skills of sports managers:

4.1 The background information of the respondents that predicts sports management skills the results show negative effects of age, education, and number trainings on the management skills and

there is a positive effect of sex, institution, and years of experience on the management skills.

For every decrease in the age group, there is .004 increase in the skills. For every decrease in the number of trainings, there is .01 increase in the skills. On the other hand, there is positive effect of sex, institution, and years of experience on the management skills. Female respondents tend to have higher management skills. Those in the university and those with higher years of experience tend to have higher management skills. However, the regression analysis shows not one of the background information significantly predict sports management skills ($F=0.334, p>.05$).

4.2 In the area of sports managers' practices as predictors of sports management skills, the results revealed that the organizational structure and public relations services significantly determine the level of management skills of the sports managers.

Organizational structure ($t=2.956, p<.01$) and public relations services ($t=2.217, p<.05$) significantly determine the level of management skills of the sports managers while 48.6% of the variation in the sports management skills is brought about by the two significant predictors, organizational structure and public relations services. The other domains, finance, personnel, athlete's recruitment, sports facilities, sports equipment, sports policies, athlete's motivational practice and student's participation in sports were not found to be significant predictors of sport management skills

5. The challenges of sports managers of LUCs in the New Normal. Qualitative data from the narrative responses shows the different considerations adopted in teaching and coaching in the new normal. Themes that emerge in the narrative responses include dependence on the technology, change in choice of sports events, change of training approach, considerations in teaching and coaching, prioritizing safety and health of students-athletes and sports managers and change in organizational structure.

Organizational structure might have to be changed in new normal. Participants believed that in order to cope up with the COVID-19 pandemic,

there should be a huge emphasis on ensuring that well-planned safety protocols will be entirely implemented, which got the highest consensus across all categories ($n = 44$). It is followed by guidance from medical personnel for sports training ($n = 23$) which is related to putting health and medical officer and coordinators ($n = 18$) as deemed necessary by the organization. Both categories emphasize the role of medical experts in helping sport managers and athletes' transition to the new normal. There was equal agreement how a stronger health team ($n = 15$) and changes in trainer system program ($n = 15$) are both necessary to spark change in the organizational structure, with a small number of participants ($n = 12$) agreeing to limit sport events to avoid physical contact. Interestingly, 1 participant asserted how students should be included in the organizational structure.

With this, it is not surprising to find substantial evidence on the dependence on technology as indicated by their recommendations to conduct more virtual meetings ($n = 20$), use online platforms such as Google and Zoom ($n = 19$), use the Internet for training videos such as those found in YouTube ($n= 19$), use E-training materials ($n= 18$), use computer, laptop, and cellphones ($n= 17$), implementation of hybrid learning ($n= 11$), use of live streaming, podcasts, and webinars ($n= 10$), and lastly, use of online sports ($n = 8$) as shown in the following responses.

Thus, there were also observed changes in the choice of sports events. It was suggested that more individual sports ($n= 24$) like swimming and cycling can be done. It was followed by virtual sports ($n= 22$) such as e-tournaments, and non-contact sports ($n= 21$) like scrabble, frisbee, Zumba and board games. Dual sports ($n= 18$) like badminton, lawn tennis and table tennis, were also suggested. Lastly, team sports ($n= 17$) can be done provided strict safety protocols are followed. Following are some responses given.

With these changes in terms of the sports event's choice, there are also observed changes in training approaches. Participants were mostly in favor with the conduct of trainings with a limited

number of participants (n = 22), emphasizing the need to get physically trained. However, they also consider hybrid/blended training (n = 15) and coach-guided training (n = 15) as secondary options. Proper body conditioning prior to training (n= 14) and home workouts (n= 11), in a form of exercises, are also encouraged by the participants. Lastly, of equal significance were dynamic approach and circuit training (n = 3) as well as gradual training (n = 3).

Any of the training approaches show how considerations in the teaching-learning should also be suggested. Most participants believe that they are being more considerate during the unprecedented times through motivating (n = 16) student athletes. Participants were also empowered to give different instructional materials and drills (n = 12) that would keep student-athletes interested and not bored. An equal consensus was achieved in terms of being considerate on the feelings of student-athletes (n = 10), being more understanding (n = 10), and teaching in different platforms (n = 10).

This is why the mental health conditions of the student-athletes should also be given emphasis during these times. Suggestions included having open communication with athletes (n = 17), ensuring strong mind and resiliency (n = 15), counselling (n = 13), guidance of psychologist (n = 11), and seminars on mental health (n = 11).

Lastly, participants agreed that institutions should prioritize the safety and health of students, athletes, and sports managers at all times, with an overwhelming number of 49 participants asserting how institutions should follow IATF protocols at all times. They also agreed that such protocols should be followed strictly (n = 45), such as social distancing. Limited face to face training (n = 24) is encouraged, yet the crowd should be limited (n = 21). Athletes should also be vaccinated (n = 19). Facemasks should be worn at all times (n = 15) and equipment should be regularly sanitized (n = 13).

Individually, athletes should test negative for antigen tests (n = 7), bring their own pens and alcohol (n = 6), and share food with no one (n = 2).

Conclusions

Based on the findings, the following conclusions were drawn:

1. Based on the study's results and the profiles of the respondents, it can be deduced that the majority of them are head coaches and under 30 years old. Most of them are male and come from colleges with degrees in physical education and sports.

2. The respondents' people, technical, and decision-making abilities are very strong in terms of sports management, while their conceptual and communication skills are less strong. When a sports manager or leader shares results and feedback with the team and can provide people tasks that could help them advance their skills, it is highly regarded. The manager or leader possesses the ability to control the situation and comprehend the rules governing athletic performance. They can take comments and ideas while also explaining new duties. They may make sure the sporting activities are well-organized in every way and gauge how happy the athletes and staff are. The manager or leader is concerned about rules, health, and safety. A strategy plan has been prepared for the athletes' health and safety precautions.

They find it difficult to create committees and to foster a spirit of cooperation among the employees, volunteers, and facilitators. The manager/leader's proficiency with using computer software and producing well-written reports, memoranda, and letters is limited. They lack the judgment to make moral judgments and the guts to make difficult choices.

3. In terms of sports manager practices, the respondents agree quite strongly on hiring athletes, organizational structure, and staff, but relatively little so on finances, student engagement, and sports facilities. Even though the requested budget did not have enough money to cover the costs of the institution's sporting events, there is an excellent and efficient management control system in place, and the director of sports successfully manages and distributes the budget. Even though it's important to recruit qualified and technically sound staff to run sports programs, the members of the sports unit can participate in planning the sports activities. According to a consensus among all parties, student-athlete recruiting is based on athletic accomplishments, and teams made up of qualified

students compete in sports. However, there is a lack of student involvement in sports management, particularly when it comes to the student government raising extra money for sporting events. Although student-athletes' mental health is a top priority in institutions, benefits to support health conditions, such as free hostel housing and wellness retreats for the athletes, are not given significant emphasis.

When it comes to purchasing sporting equipment, coaches are consulted, and equipment is stored properly. However, equipment is not regularly purchased, and there is a lack of skilled employees to maintain sporting goods. Not every college has sporting facilities available for student athletes to use. Although there are sufficient public relations services offered, they are unable to reach every member of the community.

4. It was discovered that organizational structure and public relations services were highly significant determinants of sport management abilities. It may be inferred that organizational structure is significant because it determines how sports managers, sports staff, and athletes "fit in" with one another in terms of job tasks, decision-making processes, the requirement for collaboration and public relations, levels of responsibility, and reporting mechanisms.

5. To stay up with the development of information technologies and learn how to make the most of the new technologies that we may utilize in the new normal condition, it is crucial that sports managers receive proper training. The majority of sports managers have embraced the new information technology and are studying, developing, and adopting new techniques that will assist them grow their sports management practices and skills and adapt to a flexible sports program. Every student-athlete must assure their safety when returning to sports activity in the new normal, with the sports management placing this as their first priority.

6. For the student-athletes who want to represent their school in the highest-level sporting achievements, it is necessary to create, modify, and organize for new sports flexible programs that can continuously implement for a preparation of organized sports competition. This is necessary to

achieve the highest quality in the sport in this new normal.

Recommendations

From the foregoing conclusions, the following recommendations are given:

1. The institutions may provide enough funds to support the sports events, and student contributions may not be the only source to augment the funds. The institutions may seek assistance from local government units to provide additional funds for facilities establishment, sports complex and sports equipment needed by the athletes.

2. The management of the school may conduct training and workshops on documentation process specifically in preparing written communication and in the use of computers for more efficient practice. There may be trainings on the decision-making skills specifically on risk management.

3. The leader of a sports institution knows how to use all the resources he has at hand. The sports managers not only administer and control, but develops and innovates. In a face of new normal situation, many sports institutions have been able to keep their doors open as a result of different sports managerial skills. The desired quality sports program in an institution achieves is product of good sports management practices that can create sense of new approach in greater challenges in returning to sports activities.

4. Sports managers can be effective in maintaining and sustaining sports organizations if they use the all indicators of sports managerial skills in a right way. Therefore, it can be agreed that sports manager's skills indicators can be applied in sports organizations by the sports managers that is one factor affecting the innovation and motivation, creating competition and have a healthy relationships, and increasing job performance and productivity of sports managers in sports organizations. Identifying and reviewing various sports management skills and the issues affecting them are essential. In fact, having the skills will contribute to better understanding of the sports management. For high-level of sports managers in the process of selecting sports managers for sports organizations can use management skills indicators

presented in this study as selection and appointment process model for sports managers.

5. Information dissemination in terms of sports publicity may be enhanced by utilizing social media, local newspapers, tarpaulins, and posters to reach wider audience during sports events.

6. The human resource department may establish qualifications of personnel for positions related to sports equipment maintenance and the implementation of the policies may be strengthened.

7. The practices in management of personnel in institutions should be all sports personnel must align on related to sports educational qualification.

8. Institutional sports organization management practices of local college and universities in Region 4A should be aligned by CHED-DOH guidelines in return to sports activity so that such practices should be common to all LCU nationwide in awareness of health protocol in the new normal to have well-ordered program.

9. The institutions should formulate and implement appropriate policy in the new normal for the successful organization of their sports flexible program.

10. The institutions should provide adequate appropriate sources of motivation for the students to participate in sports flexible program.

11. The institutions should encourage individual of students in decision making process relating to organization of sports to ensure greater participation of students in sports.

12. Other Local Colleges and Universities in Region 4A must involve sports organization outside their campus for successful sports program formulation and implementation.

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