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Phenomenological Probe on Senior High School Teachers' Experiences in Teaching Sports Track During the Transition Years of Philippine K To 12

Sondeo fenomenológico sobre las experiencias de los maestros de secundaria superior en la enseñanza de deportes de atletismo durante los años de transición de Filipinas K a 12

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Abstract

The Philippine education system is currently under transition due to the implementation of Republic Act 10533, also known as the Enhanced Basic Education Act. Since its enactment in 2013, physical education researchers have been examining the initial impact of this transition. Yet, investigations to determine teachers' challenges in the sports Track Program of the senior high school curriculum were barely sufficient. Hence, this research was conducted to probe the challenges of these teachers using a qualitative phenomenology research design. Research participants from selected schools in the Cotabato Province in the Philippines were involved in focus group discussions, in-depth interviews, and extensive field observation. Six significant concerns from the research participants transpired; these are difficulties with online learning, mismatched of students' interests; unrealistic curriculum; inadequate facilities; overloaded teaching loads; and struggles of non-physical education graduates. The findings then served as crucial elements in drawing conclusions and recommendations to better implement the sports track program in the Philippine senior high school curriculum.

Keywords

Sports Track; Field Teachers; Philippine K to 12 Problems; K to 12 Transition Years; Phenomenology

Resumen

El sistema educativo filipino se encuentra actualmente en transición debido a la implementación de la Ley de la República 10533, también conocida como Ley de Educación Básica Mejorada. Desde su promulgación en 2013, los investigadores de educación física han estado examinando el impacto inicial de esta transición. Sin embargo, las investigaciones para determinar los desafíos de los profesores en el Programa de Pista deportiva del plan de estudios de la escuela secundaria superior fueron escasamente suficientes. Por lo tanto, esta investigación se llevó a cabo para sondear los desafíos de estos profesores utilizando un diseño de investigación de fenomenología cualitativa. Los participantes de la investigación de escuelas seleccionadas en la provincia de Cotabato en Filipinas participaron en discusiones de grupos focales, entrevistas en profundidad y una extensa observación de campo. Transcurrieron seis preocupaciones significativas de los participantes de la investigación; estos son: dificultades con el aprendizaje en línea; desajuste de los intereses de los estudiantes; plan de estudios poco realista; instalaciones inadecuadas; cargas de enseñanza sobrecargadas; y luchas de los no graduados en educación física. Luego, los hallazgos sirvieron como elementos cruciales para sacar conclusiones y recomendaciones para implementar mejor el programa de atletismo deportivo en el plan de estudios de la escuela secundaria superior de Filipinas.

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Palabras clave

Atletismo; docentes; Problemas Filipinos K a 12; K a 12 años de transición; Fenomenología

Introduction

Strengthening the educational system is a comprehensive approach to the country's overall development. The 1987 constitution of the Republic of the Philippines continuously encourages its citizens to value education as a reliable tool for accelerating social progress, cultivating patriotism, and promoting complete community development. The law mandates prioritizing education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development. It further emphasizes protecting and promoting the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. Furthermore, it recognizes the complementary roles of public and private institutions in the educational system. It shall exercise reasonable supervision and regulation of all educational institutions, assign the highest budgetary priority to education, and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment (Bernas, 1996).

Despite a strong commitment to providing high-quality education, several indicators reveal that Philippine education has been in grave danger of deteriorating. These include students' performance on worldwide comparative examinations and an insufficient match between the skills and competencies of Filipino graduates and global industry needs. These indications result from insufficient political backing for fundamental changes, a weakened institutional climate conducive to change, and rapid student enrollment, resulting in overcrowded classrooms. Additionally, scholars highlighted that the entire system must be improved (Sergio, 2012).

To address this issue comprehensively, the legislative branch approved the implementation of Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, which aims to improve the country's total education offering by strengthening the

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curriculum and increasing the number of years required for basic education. As a result, all courses in the school curriculum have been thoroughly revised and enhanced to better connect their objectives and goals with today's learners' needs. In addition, Physical Education and Health, as one of the courses taught in the basic education program, have also been enhanced to meet the learners' needs better.

On the side of educators, physical education teachers confront a unique set of challenges in assuring students' academic achievement compared to other subject teachers. The responsibility to enable a learning process in the knowledge that promotes physical literacy among students and focuses on their performance in various physical activities made them unique. Moreover, their substantial knowledge, abilities, and experiences are essential to the growth of students' performances since they serve as the primary source of information that students acquire and use in their careers (Baykara and Orhan, 2020).

Physical education teachers develop professionally when they work in a well-supported setting, allowing them to provide a motivating environment for the learning community while remaining conscious of their efficiency. This conduciveness entails having suitable facilities and equipment, assigning appropriate workloads, sustaining institutional support, and maintaining a reasonable class size filled with cooperative students (Richards et al., 2017). Although multiple studies have stressed the importance of these variables, physical education teachers, particularly in the Philippine context, continue to face difficulties with them, particularly in light of the recent implementation of the K-12 curriculum (Rutkowska and Zalech, 2015).

According to a 2019 Development Asia Poll, the Philippine educational system struggled to keep up with the new curriculum's demands, citing various school-based inadequacies. Senior high school track and strand offerings were limited because of insufficient facilities and a shortage of teaching staff. Sports track, a senior high school program designed to prepare students for careers in physical education or sports-related fields (Nucum, 2018), has been identified as one of the country's least provided strands. Due to institutional constraints on the availability of resources for track offerings, sports track was

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limited to schools that are financially capable of investing in facilities, equipment, and infrastructure, leaving students with the option of competing for slots or choosing another track (Brilliantes et al., 2019). This incompatibility between students' abilities and the sports program jeopardized the efficacy of physical education teachers' instructional tactics and their retention rate (Agboola et al., 2014).

Additionally, due to a lack of human resources, physical education teachers encounter employment mismatch, where the specialization they pursued throughout their university education does not align with the abilities required in the sports track program. Teachers reassigned to the program without respect for their educational background frequently feel burnout due to the pressure to offer a quality education despite their lack of expertise and experience (Cinkir and Kurum, 2015a). Additionally, the broad curriculum overwhelms teachers and students with unreasonable expectations and harms their working conditions. Its disproportionate number of competencies compared to students' learning capacity and a shortage of instructional materials made education challenging. Teachers must continually alter and redesign it to fit the classroom environment (Cogal et al., 2019).

As online classes became the new norm in schools, physical education teachers faced another adversary in their pedagogical content knowledge: technological barriers. As educational institutions are closed to strengthen the implementation of social distancing measures amidst the COVID-19 pandemic, discussion and communication between the teachers and the students took place in virtual classrooms and social media platforms. As a result, these teachers started using technological tools for remote instruction despite their lack of literacy (Mercier et al., 2021). For physical education teachers, this sudden change of learning modality posed a challenge in developing a teaching strategy that does not involve physical interaction, which is a vital component of physical education (Varea et al., 2020).

This study aims to investigate the experiences of Physical Education teachers to draw a foundation for interventions that can be used to enhance the implementation of sports track in the Philippine senior high school. This purpose differentiates from previous research findings that have concentrated exclusively on senior high school teachers' teaching strategies,

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experiences, and methods (Aldevera et al., 2019). This study examines these teachers' experiences to establish the relationship between the factors that contribute to the issues and how they shape the reality of physical education teachers' current working conditions. Because physical education teachers are the key facilitators of students' learning progress, the importance of their inputs should be recognized in decision-making for the holistic enhancement of the learning environment and experience.

Methods And Materials

Research Design and Procedures

To accomplish the study's objective, a phenomenological qualitative design was used. Phenomenology derives the essence of a phenomenon from an individual's firsthand experience. Because it regards human experience as a genuine mode of world interpretation, it is interested in describing and evaluating participants' basic information and impressions regarding their involvement in a particular scenario or occurrence. As this design seeks to comprehend how they experience the world, their perspective becomes a credible source of knowledge (Eddles-Hirsch, 2015). Additionally, phenomenology-qualitative research aims to capture the participants' social reality in their natural environment. This goal is accomplished by using in-depth interviews and focused group discussions, in which data is gathered and interpreted according to the implicit meanings.

In conducting this research, the researchers ensured first an approval letter asking permission from different research environments to conduct this study. After the request was granted and potential participants had been identified, the researchers ensured to give an informed consent contract to the research participants to ensure that the participants engaged in the study were aware of and completely informed about the study's objectives and all undertakings. Following that, a series of interviews were scheduled at the time and place convenient to them. The researchers underwent an in-depth interview (IDI) utilizing the guide questions given to the participants as the primary tool in collecting the data. All discussions

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were audio-recorded and translated verbatim. Validation was done to eliminate confusing terms and clarify different research participants' responses.

Research Participants and Materials

The main participants in this study were 30 physical education teachers teaching senior high school sports track from five (5) chosen schools in Cotabato Province in the Philippines. These teachers taught for 3-5 years in the sports track's grades 11 and 12 of the Philippine senior high school programs. These teachers qualify to be the main participants of this research as they have first-hand experience in designing, implementing and monitoring the sports track curriculum, as well as experienced the dynamics of the program since its implementation in 2016. This included 15 male and 15 female teachers and were carefully chosen through the purposive sampling technique, which enabled the researchers to squeeze a lot of information out of the collected data. This allowed the researchers to describe the significant impact the findings had on the population.

The sample participants allowed the generalization of total populations since only a few schools offer sports track in the Cotabato Province in the Philippines. Further, samples in qualitative research tend to be small to support the depth of case-oriented analysis that is fundamental to this mode of inquiry.

The main instrument used to gather the data was a guide interview questions validated by experts and underwent a thorough ethics review to ensure that no offending statements were there that would cause mental disturbance to the research participants. These interview guide questions consisted of probing questions that allowed participants to elicit their sentiments, concerns, worries, and general experiences teaching Philippine senior high school sports track.

Data Analysis and Interpretation

Three processes were taken to examine the transcribed information: data reduction, data display, and conclusion formulation and verification. Data reduction collects the desired information by filtering participants' responses and extracting the essential and relevant

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concepts. The obtained data are then transformed into figures, tables, or discussions. Thematic analysis is a technique for categorizing data and is used to code qualitative data. On the other side, data display refers to how organized data is presented. This step facilitates the flow of information from which the conclusion will be made. Finally, conclusions were drawn and verified. The conclusion illustration detailed the primary inputs found in the study following their evaluation of their responses to the questions. On the other hand, Verification bolstered the conclusion by reexamining the facts as many times as necessary until the desired confirmation is obtained.

The Piantanida and Garman (2009) experiential-theoretic transition model was used to assure rigor and artistry in this qualitative investigation. The participants' actual experiences were retelling at the outset of the interpretation. Following a thorough discussion of the participants' experiences, iterative interpretations were provided based on their comments. Finally, theories and research were applied to bolster the data's interpretation. Personal bias was avoided to maintain the participants' actual opinions and feelings.

Results

The table below reveals the experiences of physical education teachers in teaching sports track in the Philippine Senior High School. It displays six primary themes, the frequency with which participants responded, and the core ideas. For the frequency of responses, general means the idea was stated by 50% or more of the research participants, typical means the idea was cited by at least 25% but less than 50% of the research participants, and variant means the idea was mentioned by fewer than 25% of the participants.

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Table1. Experiences of Physical Education Teachers in Teaching Philippine Senior High School Sports Track

Major Themes	Frequency of Responses	Core Ideas
Online Learning is Challenging	General	- Teachers face difficulties when it comes to checking their students' outputs online.
	General	- Teachers face challenges when presenting lessons online.
	Typical	- Difficulties in determining which instructional tactics or methods will be used
	Typical	- Internet connection problem
	Variant	- Difficulties in assessing students learning
	Variant	- Difficulties in contacting students in remote areas
Mismatch of Students' Interests to Sports Track Curriculum	Variant	- Incapacity of students to cope due to their lack of enthusiasm in the Sports Track Program
	General	- Certain students are compelled to enroll in the strand due to peer pressure.
	General	- Students are not aligned with the strand; they were simply compelled to enroll due to their GPA being ineligible for other strands.
Sports Track Curriculum Content is Unrealistic	General	- The curriculum is too broad
	Typical	- The curriculum is not good to be true
	General	- Some courses are not applicable in school
	General	- There is a struggle for teachers in terms of curriculum
	Variant	- Teachers haven't adjusted the curriculum yet
	Typical	- There is a struggle in applying it to a classroom setting
	General	- Teachers need to simplify the content because of its broadness
Insufficient Facilities and Equipment	General	- Lack of space and facilities
	General	- poor performance of athletes because of lacking support for sports paraphernalia
	Variant	- Limited budget allotted
Difficulties of Non-PE Graduates	General	- Some teachers are not graduated as Physical Education specialists
	Variant	- Teachers graduated decades ago, making them outdated with trends in Physical Education.
	General	- Difficulties in delivering the lesson since it's not their field
Overloaded Teaching Loads and Student-Teacher Ratio	Typical	- A not proportionate number of teachers to students
	General	- Too much load of subjects for one teacher
	General	- There are difficulties in handling numerous populations of the students

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Legend:

General—response mentioned by 50% or more of the participants

Typical – response mentioned by at least 25% but less than 50%

Variant –response mentioned by less than 25% of the participants

Discussions

Theme 1: Online Learning is Challenging

The first significant theme is concerned with the difficulties that teachers encounter in implementing the new normal curriculum. While the practical application is the preferred method of instruction in physical education, in an age when people are confined to their homes due to government restrictions on physical interaction, educators of this subject are forced to communicate with students virtually and develop strategies that apply to the digitalized learning environment. This difficulty is frequently shared by teachers unfamiliar with current technology: it restricts the setting intended to support learning and influences how physical education values are communicated to students (Jeong and So, 2020). While teachers can teach online, do offline activities, or do both, facilitating virtual classrooms continues to be challenging (Ancheta, 2020). The participants' testimonies corroborated this assertion:

“When it comes to teaching, it's challenging to do online for PE because we can't fathom how we'll teach PE online at first. That is truly the issue.” (T3)

“...based on the application, I largely struggled with methods and the process of deciding what to apply for, particularly online class. Choosing which strategy to pursue, I believe I had a difficult time with that part.” (T5)

Another thing that aided in their struggle was the students' capability. According to the participants, teaching efficacy highly depends on students' capacity to absorb and apply learning to real-world situations. Thus, even if they apply every method possible, they can only do the minimum, which is to provide the tasks needed of them:

“...when it comes to the students, they struggle because

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not everyone excels at physical education, as we all know. Fortunately, students can now utilize technology; however, not everyone can afford to purchase gadgets for online learning.” (T6)

“For the learners, it is their capability... whether they are capable of performing the tasks required. We cannot fully guide students in online learning. Thus, students' grades are solely based on submitted work, regardless of its integrity.” (T2)

Additionally, participants noted that the absence of facilities and the students' limited internet connection contribute to the setting's inconvenient nature. Finally, their inexperience with current technologies provided a barrier in appraising the students' ability to meet the requirements.

“When it comes to the internet, the challenge is in manually scrutinizing the videos they submitted, which takes nearly 24 hours of my time.” (T16)

"It's challenging. You must first view the performances online. Students must submit their requirements, but those who reside in remote places or do not have access to a smartphone will have difficulties. Even a teacher is struggling with this pandemic; how much more so with the students?" (T14)

Theme 2: Mismatch of Students' Interests to Sports Track Curriculum

This theme explores the difficulties teachers experience while dealing with students enrolled in the sports track program. Physical education goes against the nature of the subject, which is to improve students' core motor skills through physically involved activities. The new standard edition of the topic has flaws that preclude comprehensive progress, despite its promising capacity to continue producing acceptable outcomes in students' performance as long as they follow the prescribed curriculum (Torres Navaro, 2018). Strand mismatch was a recurring theme among the participants' stated learning difficulties. One aspect influencing students' profession choices is their interpersonal dimension, in which they place a high premium on other people's perspectives in their social surroundings (Akosah-Twumasi et al., 2018).

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This is evident in the participants' comments, as they noted that they have students that joined the program only due to peer pressure and family pressure that portrayed it as a choice for academically challenged persons.

“What complicate matters is that they do not truly belong on the track. However, as teachers, we must truly cater to them because they are enrolled in our class.”

“In teaching, one of the teacher's frustrations when dealing with specific sports is, at times, a lack of interest. Occasionally, students are coerced or influenced by their peers to participate in an event, and thus, some are not particularly inclined.”

As a result, teachers struggled to maintain a high standard of learning for their students. The students' failure to cope and the diversity of their personalities and learning styles led participants to believe that their teaching technique was unsuccessful and insufficient (Edrmann and Marin, 2019).

Theme 3: Sports Track Curriculum Content is Unrealistic

This theme examines the quality of the curriculum used by teachers to aid students' learning. Senior high school curriculums in various tracks are frequently recommended for revision due to their proclivity to be overwhelming and challenging (Cogal et al., 2019). The amount of material students is required to learn is not proportional to the teachers' level of expertise. This has caused the latter to struggle to acclimate to the new educational system as they search for data resources sufficient to feed the students' competencies. The curriculum stated implementation criteria they were required to follow; nonetheless, participants observed that students were barely meeting the benchmark set by the curriculum. The participants' responses corroborate these:

“...on the curriculum, it is quite difficult. While the curriculum guide for sports track is flexible, if you truly adhere to all learning competencies, you will struggle because there is very little. It's too broad and unrealistic. It is a highly time-consuming process...” (T10)

“...based on the curriculum, certain courses are impossible to complete due to the curriculum's overly broad and unrealistic scope. The curriculum developers failed to recognize that not all courses are

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applicable in all places that offer sports track program.” (T11)

While it is ideal for adhering to what the higher administration has prepared, teachers must redesign their classroom implementation of curriculum policies to accommodate students' needs and to address the inconveniences caused by the existing knowledge gap, a lack of facilities and resources, and a constrained learning environment (Trance and Trance, 2019). The participants indicated why the adjustments were necessary to ensure that the teachings applied to the students:

“Based on the curriculum, it is unrealistic and difficult to implement, but as teachers, we make adjustments to meet the competencies in our context...” (T5)

“... one of the issues I've experienced is that not all lessons or activities are relevant, particularly at our school, which is severely short in resources and equipment. We cannot truly apply anything presented in the curriculum in real-world settings. We need to revise a few competencies....” (T8)

Theme 4: Insufficient Facilities and Equipment

This subject highlights the school administration's failure to give teachers and students the facilities and equipment necessary to improve their performances. Physical education and sports are replete with strenuous physical activities that require facilities and equipment to be carried out correctly. The relationship between students' performance and their availability derives from the capacity of ongoing engagement to pique learners' attention and provide inspiring results (Sanni et al., 2018).

Teachers growing concerned about this need must be considered because it jeopardizes the effectiveness of their teaching technique as they struggle to assist students in producing positive results when applying the teachings (Jenkinson & Benson, 2010). The following participants' statements demonstrate this:

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“It’s difficult because there is still an insufficient amount of equipment and facilities. We have them in some form, but they are insufficient at the moment..” (T6)

“There are still difficulties with teaching, such as lack of facilities and spaces in the school...” (T7)

“...the difficulties stem from the lack of facilities and equipment. Yes, we can teach students all the rules and regulations, but when it comes to application, we frequently fall short due to lack of equipment and resources” (T13)

“...in actual teaching, the issue is that we lack facilities and equipment, which has resulted in students struggling. As with jumps, how can a student jump if no facilities are available? In hurdles, the hurdles have been impossible to perform ever since, even today, due to the absence of hurdles. That concludes the discussion” (T15)

To overcome this impediment, teachers took the initiative to seek out other facilities and equipment that may be used in the application of the lessons to meet the students' needs in some way. The participants detailed their actions of being resourceful as follows:

“It is still up to us, coaches, to find a method to obtain other equipment. We use ropes in place of badminton nets.” (T6)

“So, there are schools with limited resources, which means that teachers must invent things to give students what they deserve. For instance, we're fabricating weight equipment by filling cans with cement.” (T11)

Theme 5: Difficulties of Non-PE Graduates

This issue concerns the incompatibility between teachers' areas of competence and their teaching assignments. When an educational institution lacks sufficient human resources due to problems hiring qualified teachers, administrators see the situation from a managerial perspective and delegate teaching assignments to teachers without regard for their specialty (Yıldız et al., 2018). Out-of-field teachers frequently experience job discontent because of their demanding work environment, as they try to maintain their performance's efficiency despite their deficiencies (Cinkir and Kurum, 2015b).

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Participants encounter these difficulties because of being pushed to teach physical education, even though it is not their area of expertise. They acknowledged their lack of proficiency and showed concern about their tendencies to teach the students incorrectly. Additionally, the inconsistency between their abilities and the abilities they intended to imply for the students harmed their sensation of adaptability. The following are the replies of those who recounted these experiences:

"...in terms of teaching the subjects on the sports track, one of my challenges is that I am not fully ready to teach Physical Education and Sports, as Physical Education is not my primary field of study." (T8)

"...Because I am not a sports graduate, I must first participate in the activities before teaching them to the students, but you cannot learn everything in a short amount of time. Thus, I fear I may give them an incorrect perception of the game's rules. We may be humiliated..." (T13)

On the contrary, this discrepancy broadens the participants' horizons. Teachers were required to research the subject allocated to them and develop their competence to close the knowledge gap. Teacher #8 and teacher #13 adopted a similar strategy: they examined and analyzed the lessons. Conversely, teachers #10 and #16 underline the need to attend seminars and training to stay current.

"However, in the later half, what happened was that I learned by experience. Instead, I studied it." (T8)

"As a result, I occasionally take enough time to undertake research or to consult with my co-teachers about whether anything is correct or incorrect." (T13)

"Since I graduated in 1996, there is a genuine need for me to be retrained through workshops and seminars, as the PE major in today's year is different than it was in 1996." (T10)

"How am I going to update and upgrade myself? By attending available seminar workshops..." (T16)

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Theme 6: Overloaded Teaching Loads and Student-Teacher Ratio

This subject explores the issue of teachers being overburdened with instruction and the imbalance between the number of students enrolled in the Sports Track Program and the number of available teachers. Though administrators attempted to address the human resource shortfall by reassigning teaching staff and increasing their responsibilities, this practical solution destabilized the teaching profession. It jeopardized the quality of students' education (Garcia and Weiss, 2019).

Class sizes would be limited in an ideal world to facilitate focused learning (Maloney, 2020). However, teachers were unable to meet the needs of every student in this situation due to their overwhelming population, which put their teaching tactics to the test in terms of delivering the material that everyone needed to learn. Teacher #9's and Teacher #10's comments corroborated this:

“... due to a shortage of teaching staff in sports, the number of teachers in the classroom is outweighed by the number of students, making it extremely crowded and exhausting...” (T9)

“One factor contributing to the difficulties of teaching athletics track is a dearth of teachers capable of handling specific subjects...” (T14)

Conclusions

This study concludes that physical education teachers are having difficulty adjusting to the new normal education system brought about by the COVID-19 pandemic. Technological barriers may reduce the efficiency of their teaching technique, as the strength of the internet connection varies according to the students' geographical location. This research also concludes that the misalignment of students' interests and unrealistic competencies in the senior high school sports track are risks to physical education teachers' pedagogical content understanding. These imply that regardless of the method used by teachers to facilitate students' learning progress, if their interests and abilities are not aligned with the program or if they are unable to perform to the standard of the provided curriculum,

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no learning environment will be conducive enough for them to acquire the necessary competencies.

Further, this study concludes that non-physical education teachers encounter significant challenges in teaching sports track subjects. This is partly due to a lack of resources and institutional support for sending them to specialize training to enhance their skills and expertise. As a result of these flaws, these teachers have difficulty facilitating their students' learning progress.

Lastly, the findings of this study conclude that three elements influence the job satisfaction of physical education teachers in the senior high school sports track: resource availability, administration support and management, and student engagement. They obtain job satisfaction when they work in an environment that fosters professional progress, where they may interact with competitive learners and receive adequate institutional support for growth.

Recommendations

Hence, based on the findings and conclusions of this research, the following are hereby recommended:

1. Invest in retooling and upgrading teachers' skills, specifically through specialized training that will enhance their abilities and knowledge to become more effective educators, whether in a traditional classroom setting or a digitalized learning environment.
2. Revisit the curriculum for the senior high school sports track to do curriculum mapping, focusing on competencies. This is to ensure that the curriculum is compatible with the students' needs, interests, and degree of readiness and facilitate the development of a student-centered learning process in which teachers may nurture academic progress in their students' performance.
3. School administrators should select highly qualified physical education teachers with substantial knowledge and in-depth expertise in physical education skills; these teachers are more efficient in the hands-on teaching-learning process.

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4. Schools should prioritize funding for facilities and equipment to ensure an adequate budget for developing and improving the sports track program, motivating teachers and students to perform better.

5. Institutional support and external collaboration should be increased to broaden students' opportunities by providing alternative facilities and equipment offered by partner institutions and strengthening their social integration through participation in practices and competitions with other sports track students.

6. Non-PE graduates teaching in the sports track program should be obliged to receive adequate training and education in physical education pedagogy through seminars and workshops designed to address their specific skill and knowledge deficiencies. Such opportunities should be available and accessible to close the gap in non-physical education teachers' ability to teach in the sports track program.

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