IJAMS
INTERNATIONAL JOURNAL OF ADVANCED MULTIDISCIPLINARY STUDIES
Volume V, Issue 1 January 2025, eISSN: 2799-0664

Special Needs Education (SNEd) Sports Program and the Student-Athletes Performance in Sports Competition: Basis for Metric Program Efficiency

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Abstract — This study provided a comprehensive evaluation of the Special Needs Education (SNEd) Sports Program, examining its demographics, policy implementation, and athlete performance. The program exhibited a balanced sex representation with 55.3% male and 44.7% female participants, showcasing adherence to modern principles of inclusivity. Additionally, an impressive 79.0% of respondents possess education levels above a bachelor's degree, suggesting a well-educated workforce capable of fostering innovation and effective leadership within the program. This highlighted the need for customized professional development to address the diverse qualifications of the staff and participants. While policies and guidelines are largely effective, the study identified critical areas for improvement in budget execution, internal controls, and facility maintenance. Efficient resource management is pivotal for the program's success, necessitating regular assessments and targeted enhancements in these domains. Moreover, advanced professional development for coaches is crucial to ensure alignment with program goals and optimize the use and maintenance of sports facilities and equipment. A notable finding is the decline in athlete performance as they advance to higher competition levels. While athletes perform well at the school level, their performance diminishes at regional and national levels. This trend indicates a pressing need for specialized training programs and coaching that focus on advanced skill development and mental conditioning. Providing comprehensive psychological support is also essential for maintaining athletes' mental well-being and enhancing their performance. To address these challenges, the study recommends a multidisciplinary approach involving policymakers, educators, coaches, and mental health professionals. Enhanced professional development for coaches is vital for keeping them updated with the latest training methodologies and techniques. Additionally, improved resource allocation and management are necessary to ensure that sports facilities and equipment are adequately maintained and available. Special attention should be given to developing training programs that cater to the evolving demands of higher competition levels, along with providing robust psychological support. In conclusion, these strategies are fundamental to the holistic development of student-athletes, ensuring they receive the necessary training, resources, and support to excel. Implementing these recommendations will significantly enhance the effectiveness and sustainability of the SNEd Sports Program, supporting athletes in achieving higher levels of success.

Keywords — Athlete Performance Across Competition Levels, Demographic Diversity and Educational Attainment, Policy and Resource Management

I. Introduction

Education of learners with special needs has come an extensive and lengthy way. It can be in a method from special needs education (SNEd) to integrated education and it has a process from integrated education to inclusive education. Despite the prop-up by several guidelines, policies, and programs from time to time to speed up the bound of all the efforts made in this direction the regular schools with inclusive orientation face many barriers, roadblocks, impediments, and challenges in improving and sustaining the holistic development of learners with special needs (Guzman, 2022).

Special needs education, also referred to as special education, involves instructional programs tailored to meet the unique requirements of students with diverse learning, physical, emotional, or cognitive disabilities. Its history and development reflect a progressive journey towards inclusive and equitable education for all learners. The concept of special education dates back to the early 19th century when institutions for individuals with disabilities began to emerge in Europe and the United States. These early efforts were primarily focused on providing care rather than education. Moreover, the mid-20th century marked significant advancements in special education, particularly through legislation. In the United States, the Education for All Handicapped Children Act of 1975 (now known as the Individuals with Disabilities Education Act, or IDEA) mandated that all children with disabilities have the right to a free and appropriate public education in the least restrictive environment.

In recent times, SNEd is currently a topical subject that is widely discussed and deliberated upon in the field of education in which the Philippines is included. It has invariably been referred to as part of the global education for all agenda as a new education paradigm and as an educational reform goal to make our societies inclusive. The same is accepted in the Philippines, however, the aspect of programs for all is not effectively implemented despite having policies and legal framework that advocate education for all, especially in the implementation of the SNEd sports program (Dequitado, 2020).

The Declaration of the Rights of the Child adopted by the United Nations General Assembly, affirmed that mankind owes to the child the best it has to give. One of the principles concerned with the education of children with special needs runs: "The child who is physically, mentally or visually handicapped shall be given the special treatment, education that is required of his particular condition". Moreover, Republic Act Nos. 3562 and 5250 were approved respectively that teachers, administrators, and supervisors of SNEd should be trained by the Department of Education and impoverished. Sarason (2021) indicated that one of the main purposes of the educational process is to "produce responsible, self-sufficient citizens who possess the self-esteem, initiative, skills, and wisdom to continue individual growth and pursue knowledge." Such an idea of education brings to light initiatives to promote the self-determination of students with special needs. Enhancing students with special needs self-determined behavior characteristics has been a

considerable element of policy, research, and curriculum standards and programs to help students have a smooth and successful transition to a laddered setting (Cho et al., 2023).

The programs in special needs education should enhance children with special needs and create awareness in society to accept children with special educational needs. Therefore, there is a need to introduce comprehensive special needs education sports programs in all developmental programs as it is one of the key elements in improving, sustaining, and developing holistically the learners with special needs. Teachers and administrators are perceived to be integral to the implementation of inclusive education and special needs education sports programs. They played a vital role in the successful implementation of inclusive education as they are viewed as linchpins in the process of including students with special needs.

The United Nations (2019) noted that participation in sports activities contributes to the acquiring of virtues that are considered healthy in any educational program, such as teamwork, as well as increasing the confidence level of students with special needs and hence leads to promoting school connectedness. Furthermore, participation in sports increases performance in the competition and allows students to build a positive attitude towards school. In schools, special needs sports program is a key component of holistic education and can be used to promote schooling among young people with special needs. Dreign (2020) found that engagement in sports activities among students with special needs promotes the participants' academic achievement and a relationship between participation in sports and academic achievement. Similarly, in their studies, Sibley and Etnier (2023) found that participation in both sports and physical activities enhanced the cognitive role in the brain, and high-performance results in competition.

In fact, the introduction of the Special Needs Education (SNEd) sports program in every school either in private or public institutions provides special needs students with opportunities to acquire knowledge of basic and advanced skills in various sports disciplines and/or improve active life for fitness and lifelong health. In the local setting, the Department of Education in various regions in the country holds an annual sports competition and activity that encourages all schools in the region to participate in different sporting events. The event is considered a highly organized competitive physical activity with defined rules and regulations also known as district meet, division meet, regional meet, and Palarong Pambansa.

All schools in the region convene together to promote sportsmanship and develop camaraderie among key officials, coaches, assistant coaches, and athletes through competition at different field events. Public and private schools compete to be the champion of the yearly competition through ranking in terms of medal standing. This activity and competition involve the participation of Special Needs Education athletes. Thus, it is also imperative to conduct a study regarding the level of implementation of the special needs education sports program and its relationship to the performance of the athletes competing in various tournaments and sports events during the competition.

The implementation of Special Needs Education (SNEd) in the Philippines faces several challenges despite ongoing efforts to improve it. Many schools lack the necessary resources, such as special education materials, sports equipment, accessible infrastructure, and assistive technology, to support students with disabilities. This contradicts to Department of Education's flagship program which is “Quality Education for All”. While laws and policies support inclusive education, such as the Magna Carta for Disabled Persons (RA 7277) and the Enhanced Basic Education Act of 2013 (RA 10533), the implementation and enforcement of these policies can be inconsistent and lacking in some areas.

Inclusivity is a primary concern of the Philippine education system regardless of abilities, skills, and composition. Special Needs Education serves as an inclusive approach among Filipino learners with special needs. Several laws have already been put in place to ensure that special learners are not denied of their right to education and can live with dignity and in full. This is both an international obligation and a constitutional mandate as expressed under Article 26 of the United Nations Universal Declaration of Human Rights as well as Article 14 Section 1 of the 1987 Philippine Constitution.

Enabling these mandates are laws that have been promulgated such as Republic Act No. 7277 (Magna Carta for Disabled Persons) and Republic Act No. 11650 (Inclusion and Services for Learners with Disabilities in Support of Inclusive Education), all designed to ensure equitable access to quality education (Gita-Carlos, 2022). The actualization of these laws is also noticeably embedded in the country's education policy-making. Department of Education built the mandate for each school division to have at least one special education center. DepEd meanwhile compelled secondary schools to also offer SPEd program. The highlight of special needs education is even more pronounced in the involvement of various learners in sporting fields and activities either school-based or interschool competitions which are founded on the core principle of special needs education sports program (DeEd, 2020).

According to the United Nations Development Programme (UNDP) development is said to occur when a Nation embarks on activities and efforts that aim at transforming society, driving and sustaining the kind of growth that improves the quality of life for everyone. Going by that, development cannot be said to exist in a country where exclusion is on the increase for whatsoever group of individuals that exist in a country, be it the women, the youths, the children, or as for the purpose of this research, the learners with special needs. For development to thrive in a society practicing full inclusion for all and sundry is a necessity. As part of the focus of the Sustainable Development Goals (SDGs), the mantra "leave no one behind" has been stressed as the bedrock for sustainable, integrating, and developmental sports program intended for learners with special needs which is a considerable framework of inclusivity (World bank, 2018). This study seeks to contribute to development by explaining why special needs education sports program should be implemented to improve the quality of life of the marginalized group and grant them a voice in their respective communities and the society at large because by and large, the United Nations and

other International bodies have put in place plans to foster the adoption and development of sporting activities for purpose of rehabilitation, training and enhancing the quality of life of learners with special needs (DePauw, 2020).

The Department of Education intensifies the participation of learners with special needs in various sporting competitions during the Division meet, City meet, and Regional Athletic meet that serve as a qualifying game for Palarong Pambansa. This has been a long-standing and effective program which also being participated by various learners regardless of their abilities. Implementation of a sports program are activities that provide a framework wherein groups of distinct individuals perform the significant roles and attitudes necessary for social adjustment and competition. Various studies have been established that intensified sports program implementation resulted in high-performance levels among athletes but limited studies have been established scholarly regarding the correlation between the implementation of a special needs education program and the student-athletes' performance in sports competitions.

In the context of selected public schools that offer Special Needs Education in the province of Zamboanga del Norte namely, Dipolog City Division, Dapitan City Division, and Zamboanga Del Norte Division, sports management programs should provide students with a hands-on and experience education that will provide them with the necessary preparation for real-world sports settings. As such school's sports programs focused on providing students with the training they needed but limited specialized sports program for special needs learners also competing in various sports competitions. Sports development programs intended for special needs learners have been significantly impacted by a persistent issue related to the implementation of policy initiatives according to the school's sports monitoring and evaluation. Furthermore, issues like decisions and attained rational outcomes serve as a framework that misguides and governs various aspects related to sports infrastructure, talent identification and nurturing, funding and support systems, and the overall growth of sports at all levels among athletes in Special Needs Education (SNEd).

One of the objectives of a sports program for special needs is to develop and enhance students' skills and talents through active participation in different competitions and provide opportunities for a high level of skill development and competitive success. Thus, it is a crucial component to understand the level of implementation of the special needs education sports program and its relationship to the performance of the athletes competing in various tournaments and sports events during the competition to strengthen and expand our Special Needs Education program, ensuring that all student-athletes, regardless of their abilities, backgrounds, or circumstances have equitable access to quality sports opportunities and the support they need to succeed.

Effective implementation of Special Needs Education (SNEd) sports programs can inspire highly motivated teachers who, in turn, empower students with disabilities to excel in sports. This leads to improved student-athlete performance and helps schools meet educational standards for SNEd programs. This study highlights the role of SNEd teachers in program implementation amid

educational changes, recognizing their decision-making capacity to advance sports development. It also provides a balanced analysis of the program's strengths and weaknesses, offering actionable recommendations for high-quality execution and structural improvements to enhance sports development in public schools.

Objectives

The study generally intends to identify the correlation between the implementation of Special Needs Education (SNEd) sports program and the student-athletes performance in sports competitions as the basis for metric program efficiency in Dipolog City Division, Dapitan City Division, and Zamboanga Del Norte Division.

To address this, the study seeks to address the following specific objectives:

1. To describe the demographic profile of the respondents in terms of age, sex, length of experience in handling SNEd, and educational attainment.
2. To assess the level of implementation of the Special Needs Education (SNEd) Sports Program in terms of policies and guidelines, curriculum and program standards, training and activity plan; and, program resources.
3. To evaluate the status of the student-athletes performance in the sports competition in terms of School level, District level, Division level, Regional Meet/level, and National Meet/ Palarong Pambansa.
4. To determine whether there is a significant difference between the demographic profile of respondents and the level of implementation of the Special Needs Education (SNEd) Sports Program.
5. To ascertain whether there is a significant difference between the demographic profile of respondents and the status of the student-athletes performance in the sports competition.
6. To examine the relationship between the level of implementation of the Special Needs Education (SNEd) Sports Program and the status of the student-athletes performance in the sports competition.
7. Based on the results of the study, propose a three-year program efficiency plan to enhance the implementation of the SNEd Sports Program.

Literature Review

Sports Program is a major contributor to economic and social development among learners with special needs as part of the minority group in our society. Sports development provides a boundless opportunity for learners to head outside, be active and dynamic, and concentrate on

developing different skills. Evaluating correlational studies between the implementation of the Special Needs Education (SNEd) sports program and the sports performance of the student-athlete is crucial. This covers the Sports Program overview and its useful improvements, particularly concerning the public education system in the Philippines and the implication to sports performance in the context of Special Needs Education.

Special Needs Education Program in the Philippines: Historical Context and Policy Framework.

According to Luisiano (2020), the Special Needs Education Program in the Philippines has undergone significant evolution, guided by both national and international policies. The Magna Carta for Disabled Persons (Republic Act No. 7277) and its subsequent amendments provide the legislative backbone for inclusive education. The Department of Education (DepEd) has been pivotal in implementing policies like the "Education for All" (EFA) initiative, which aligns with UNESCO's global goals.

Furthermore, San Sebastian (2021) explained that the special needs education program in the Philippines is designed to provide inclusive education and support for children with disabilities or special needs, especially in sports development and involvement. He also reiterated some legislative frameworks such as Republic Act No. 7277 (Magna Carta for Disabled Persons). This law provides for the rehabilitation, self-development, and self-reliance of disabled persons and their integration into the mainstream of society. Republic Act No. 10533 (Enhanced Basic Education Act of 2013): This law ensures that every child, including those with disabilities, can access quality education. It emphasizes inclusive education as part of the K-12 program.

Moreover, Diesmo (2021) explained that the Department of Education (DepEd) has the following initiatives: Special Education (SPED) Centers which the DepEd has established SPED Centers in various regions to cater to the educational needs of children with disabilities. These centers offer specialized programs and services. Secondly, the Inclusive Education Programs by which the DepEd promotes inclusive education, which integrates children with special needs into regular classrooms. Teachers are provided with training to handle diverse learners. Thirdly, the Individualized Education Plans (IEPs) for children with special needs, schools create IEPs that outline specific educational goals, services, and accommodations tailored to each child's requirements.

Current State and Challenges of the SNEd Program in the Philippines.

Despite policy support, challenges remain in terms of resource allocation, teacher training, and infrastructure. Many schools lack the necessary facilities and trained personnel to effectively cater to students with special needs. Studies, such as those by Hehir et al. (2022) and the Philippine Institute for Development Studies (PIDS), highlight gaps in service delivery, particularly in rural areas.

There is an ongoing need for comprehensive training programs to equip teachers with the skills and knowledge to effectively teach children with special needs. Adequate funding and resources are crucial to the success of special needs education programs. Ensuring that schools have the necessary materials and facilities is a continuous challenge. Raising awareness about the importance of inclusive education and the capabilities of children with special needs is essential to foster a supportive environment. Collaboration with NGOs and International Organizations Various non-governmental organizations (NGOs) and international bodies collaborate with the Philippine government to enhance special needs education. These collaborations often involve training programs, resource provision, and advocacy efforts.

Innovative Practices and Interventions in the SNEd Program.

According to Jamolin (2020), Innovative approaches are emerging, including the use of assistive technologies and inclusive pedagogies. Programs like the Inclusive Education Program by the DepEd emphasize the importance of adapting curricula and teaching methods to diverse learning needs. Community-based rehabilitation programs and partnerships with NGOs also play a critical role in supplementing governmental efforts.

Argelio (2021) also explained in her journal that Sports programs for students with special needs play a crucial role in promoting physical health, social skills, and self-confidence. These programs are often adapted to meet the unique needs of each student, ensuring inclusivity and accessibility. Some key elements are the Adapted Physical Education (APE) which customized physical education programs that modify activities to match the abilities of students with special needs. Secondly, the Unified Sports programs pair students with and without disabilities on the same team, promoting inclusion and understanding. Thirdly, the Special Olympics by which an international organization that provides year-round sports training and athletic competition for children and adults with intellectual disabilities. Fourthly, the Therapeutic Recreation programs are designed to enhance the physical, emotional, and social well-being of individuals through recreational activities. Fifthly, Inclusive Coaching and Training in which the coaches and trainers are often trained in special education techniques to effectively support and engage students with special needs. Lastly, the Accessible Facilities and Equipment, ensures that sports facilities and equipment are accessible to all students, including those with physical disabilities.

Sports Development in the Philippines: Historical Overview and Policy Initiatives.

Sports development in the Philippines is governed by the Philippine Sports Commission (PSC) and the Department of Education. The Republic Act No. 6847 (Philippine Sports Commission Act) underscores the importance of sports in national development. Additionally, the DepEd's Physical Education and School Sports Program (PESS) aims to promote physical activity and sports among students.

According to the Philippine Olympic Committee (POC, 2022), Grassroots programs like Batang Pinoy and the Palarong Pambansa are crucial for talent identification and development.

These programs provide a platform for young athletes to compete and hone their skills. At the elite level, the PSC and the Philippine Olympic Committee (POC) collaborate to prepare athletes for international competitions such as the SEA Games and the Olympics.

Challenges in sports development include inadequate funding, lack of infrastructure, and limited access to quality training facilities. However, there are opportunities for growth through public-private partnerships, increased government investment, and community-based sports programs. The rise of private sports academies and clubs also contributes to the development of a more robust sports culture.

Concepts Underlying the Special Needs Education in the Philippines.

According to Kaneva (2022), Active inclusion of learners in Special Education through sport, not only at school, allows every person, despite their age and position, to implement the right to contribute to the development of the personality, community, and society. And to do so in the dimensions of everyday situations in togetherness with all other participants in the same reality. Inclusive sports competitions and activities enable all children to fully and actively participate in a community that allows them to grow and improve. Inclusive sports for student-athletes with special needs enrich all and highlight the potential of each student. The diversity of each individual in a group is understood as a stimulus and enrichment for the learning and development processes of the whole group. All children have the right, regardless of their physical and cognitive possibilities and limitations, to learn about the equally important perspectives of inclusive sport. Every teacher has the right to be supported in achieving pedagogical situations for an inclusive process for all students.

According to Manlapaz (2020), Special Needs Education (SNEd) should enable all children - with/without physical/cognitive impairment or chronic illness - to participate in sports competitions fully and actively, thus, the intended program should be in place. Special Needs Education (SNEd) enriches us all and highlights the potential of each learner with special needs. Gira (2022) suggested that the public school sector can play a significant role in bolstering and broadening the accessibility of disability sports on a local, regional, and international scale through the creation of a sports environment and the promotion of inclusive sports competitions and practices. The foundation of this kind of work is raising kids to be critical thinkers who can question conventional notions of what constitutes an activity and establish patterns of thinking about disability. This criticality should influence how inclusive practice programming is developed and promoted, both within the school physical activity portfolio and in the practitioner's future interactions with local, regional, and global stakeholders.

Sports Performance pf Student-Athletes in Special Needs Education.

Sorezo (2023) indicated the analysis which implied that student-athletes in Special Needs Education (SNEd) tended to perceive sufficient provisions of support from the schools, but they were still not able to deliver desirable results. This most likely suggests that the schools' assistance

for the athletes and the trainers does not directly affect the performance of student-athletes when it comes to winning medals in sports competitions. The results implied that the success of student-athletes can be attributed to some other factors such as motivation, coaching style, training duration, and many other factors which are also determinants in the sports developmental program.

According to De Guzman (2021), people with impairments frequently encounter social obstacles, and in many countries, their condition is associated with prejudice and unfavorable opinions. People with disabilities are typically not allowed to participate in sports because of the stigma attached to them, which prevents them from taking advantage of possibilities crucial to their social development, health, and well-being. Children who may have restricted mobility or fatigue more quickly than their peers without disabilities may find it difficult to participate in sports within the programs designed specifically for them. Thus, it is important to establish the value of special sports programs for students with disabilities and to research the idea of the physical, psychological, and social well-being of the students who participate in special games. Studies have proven that when the sports development program for learners with disabilities is implemented, there are positive results in their sports performance and outcome.

II. Methodology

Research Design

The research design in this study was a descriptive correlational research design, utilizing a questionnaire checklist for structured questions to gather quantitative data. It was used to determine the correlation between the implementation level of the SNEd Sports Program and the student-athletes performance in sports competitions, serving as a basis for program efficiency metrics. For the structured questions, the study measured the level of implementation of the Special Needs Education (SNEd) Sports Program aligned with the Department of Education (DepEd) Sports Division. The sub-variables in the SNEd Sports Program included Policies and Guidelines, Curriculum and Program Standards, Training and Activity Plans, and Program Resources. Additionally, the structured questions assessed the student-athletes performance in sports competitions at various levels: School, District, Division, Regional, and National.

Respondents

The study focused on one hundred twenty (120) respondents comprising seventy (70) Special Needs Education (SNEd) teachers and fifty (50) coaches from six (6) respondent schools. The participants, both SNEd teachers, and coaches, were from various schools offering Special Needs Education in the province of Zamboanga del Norte, specifically the Dipolog City Division, Dapitan City Division, and Zamboanga del Norte Division. The researcher utilized a total population sampling technique to choose the respondents for this study. This method is systematic and is used to exhaustively search and investigate a finite set or population. In this study, all SNEd

teachers and coaches were involved in the implementation of the Special Needs Education (SNEd) Sports Program.

Research Instrument

A meticulously crafted questionnaire checklist served as the primary instrument for data collection. It utilized a four-point Likert-type scale to measure implementation levels ranging from "Highly Implemented" to "Not Implemented." A panel of experts carefully reviewed the instrument and provided valuable feedback to ensure its relevance and effectiveness. The validity of the questionnaire was established based on the approval of these experts, who offered their opinions, notes, and comments on various aspects, including the alignment of the questionnaire with the study's purpose, the appropriateness of the language used, content accuracy, and the clarity of the items. The instrument's reliability was confirmed through Cronbach's Alpha testing, ensuring internal consistency among items.

Data Analysis

Statistical analyses were conducted using IBM SPSS Statistics and Microsoft Excel The weighted mean was employed to gauge the level of implementation of the Special Needs Education (SNEd) Sports Program in alignment with the Department of Education (DepEd) Sports Division. This evaluation considered various factors, including Organizational Structure, Policies and Guidelines, Curriculum and Program Standards, Training and Activity Plan, Program Resources, and Partnership and Linkages. The data were processed and analyzed using IBM SPSS Statistics (version 25.0) and Microsoft Excel.

To assess the respondents' feedback on the SNEd Sports Program implementation, a four-point Likert scale was used. The ratings ranged from "Highly Implemented" (4 points), indicating comprehensive activities, resources, and a strong commitment to inclusivity, to "Not Implemented" (1 point), indicating the absence of activities or resources for students with special needs. Moreover, the ANOVA test was used to identify differences between the demographic profiles of respondents and the level of implementation of the SNEd Sports Program. It also evaluated the differences between the demographic profiles of respondents and the performance status of student-athletes in sports competitions. Pearson's Chi-Square test was employed to measure the significant relationship between the level of implementation of the SNEd Sports Program and the performance status of student-athletes in sports competitions.

Ethical Considerations

The study adhered to ethical guidelines as outlined by Creswell (2018), ensuring participant confidentiality and informed consent throughout the research process. Participants were fully briefed on their rights and the study's objectives, fostering trust and transparency.

III. Results and Discussion

The primary objective of this research endeavor is to identify the correlation between the implementation of Special Needs Education (SNEd) sports program and the student-athletes performance in sports competitions as the basis for metric program efficiency in Dipolog City Division, Dapitan City Division, and Zamboanga del Norte Division.

Table 1 *Age Profile of the Teacher/Coach Respondents*

Age Profile	f	%
20 – 25 years old	16	13.0
26 – 35 years old	19	16.0
36 – 45 years old	35	29.0
46 – 55 years old	31	26.0
56 – 65 years old	19	16.0
Total	120	100

Legend: f = frequency; and % = percentage

As shown in Table 1, the age profile of teacher/coach respondents reveals a well-diversified demographic, with mid-career professionals aged 36-45 years (29.0%) and 46-55 years (26.0%), bringing extensive experience and practical insights to SNEd sports programs. Younger respondents (20–35 years old), accounting for 29%, contribute fresh perspectives and innovative approaches, while seasoned professionals aged 56–65 years (16%) provide historical context and expertise. This multi-generational representation fosters a dynamic exchange of ideas, blending experience, innovation, and established practices to enhance program effectiveness. Supporting research by Albuquerque et al. (2021) highlights the benefits of democratic, supportive coaching and small-sized games for youth development, suggesting that integrating these methodologies with mental health, nutrition, and multidisciplinary collaboration can further optimize the inclusivity and impact of the SNEd Sports Program.

Table *2* *Sex Profile of the Teacher/ Coach Respondents*

Sex Profile	F	%
Male	55	55.3
Female	65	44.7
Total	120	100

Legend: f = frequency; and % = percentage

The sex profile of teacher/coach respondents reveals a nearly balanced representation, with males comprising 55.3% and females 44.7%, ensuring diverse perspectives and minimizing gender bias in the analysis of SNEd sports programs. This balance fosters inclusivity, enabling insights into the unique challenges and strengths experienced by both sexes, while supporting the development of equitable and gender-sensitive programs. The slight male predominance may reflect societal roles or participation dynamics, but the significant female representation challenges traditional stereotypes, promoting broader discussions on gender roles in sports and coaching. This

balance highlights the need for gender-informed training programs and policies to enhance inclusivity and effectiveness. Insights from Condron et al. (2022) emphasize the importance of comprehensive gender equality training, underscoring the value of such initiatives in fostering equitable practices in education and sports.

Table 3 *Experience in Handling the SNed Profile of the Respondents*

Experience in SNed Profile	F	%
Five years and below	16	13.0
6 to 10 years	19	16.0
11 to 15 years	23	19.0
16 to 20 years	17	14.0
21 to 25 years	19	16.0
26 to 30 years	10	8.0
31 to 35 years	8	7.0
36 to 40 years	8	7.0
Total	120	100

Legend: f = frequency; and % = percentage

Table 3 highlighted a diverse range of experience levels among the 120 respondents in handling Special Needs Education (SNEd). The largest group, 19.0%, has 11 to 15 years of experience, representing a strong base of moderately experienced educators. Meanwhile, 13.0% are newcomers with five years or fewer of experience, bringing fresh perspectives but necessitating professional development. Veteran educators with 26 to 30, 31 to 35, and 36 to 46 years of experience account for 14.0%, contributing valuable historical insights and mentoring potential. Mid-career professionals with 6 to 10 and 21 to 25 years of experience each represent 16.0%, demonstrating balanced competence and adaptability. This equitable distribution fosters a well-rounded SNEd community, enabling tailored professional development for new educators and leveraging the expertise of seasoned professionals for mentorship and training.

Table 4 *Educational Attainment Profile of the Teacher/Coach Respondents*

Educational Attainment Profile	F	%
Bachelor's Degree	15	13.0
Bachelor's Degree with MA units	24	20.0
Master's Degree	39	33.0
Master's Degree with Doctoral units	31	26.0
Doctoral Degree	11	9.0
Total	120	100

Legend: f = frequency; and % = percentage

Table 4 revealed the educational attainment levels of 120 teacher/coach respondents, showcasing a commitment to ongoing academic growth. A small portion, 13.0%, hold a bachelor's degree, while 20.0% are Bachelor's Degree with MA units. The largest group, 33.0%, has completed a master's degree, with 26.0% further pursuing doctoral studies, demonstrating a strong drive for specialized knowledge. Nine percent (9%) have attained a doctoral degree, positioning

them as leaders in their field. Overall, 79.0% of respondents have pursued education beyond a bachelor's degree, highlighting a professional community committed to lifelong learning and academic excellence. The presence of doctoral degree holders emphasizes the availability of mentors and leaders who can drive educational innovation. This mirrors findings from Tolman et al. (2019), which highlighted the significant role of doctoral faculty in educational leadership programs, blending theoretical knowledge with practical experience to prepare future educational leaders.

Table 5 *Level of implementation of the Special Needs Education (SNEd) Sports Program in terms of policies and guidelines.*

Indicators	Teacher/Coach – Respondents $\bar{x}$	SD	Verbal Interpretation
1. Provides well-defined goals and objectives that align with the school's educational mission for special student-athletes.	3.08	0.88	Implemented
2. Provides comprehensive policies and procedures which are documented and accessible to all stakeholders.	2.98	0.87	Implemented
3. Oversees budget execution and internal controls and fully effective school internal qualifications and certifications for coaches, trainers, and other staff involved in the SNEd program.	2.71	0.91	Implemented
4. Prepares regular assessment and evaluation mechanisms which take in place to measure the SNEd program's effectiveness and impact.	2.95	0.89	Implemented
5. Checks and criticizes sporting proposals in the SNEd program which are reviewed by school authority and staff before submission to the implementing body.	2.83	0.83	Implemented
Overall Weighted Mean	**2.91**	**0.88**	**Implemented**

Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Highly Implemented 2.51 – 3.25 = implemented; 1.76 – 2.50 = Rarely Implemented; 1.00 – 1.75 = Not Implemented

The analysis of the implementation of the Special Needs Education (SNEd) Sports Program, based on responses from teachers and coaches, highlights key areas of strength and opportunities for improvement. The program's goals and objectives are well-defined, with a mean score of 3.08, indicating strong alignment with the school's educational mission for special student-athletes. Policies and procedures are in place but could be further refined, as reflected by a mean score of 2.98. Budget execution, internal controls, and staff qualifications scored 2.71, suggesting areas for improvement. Assessment and evaluation mechanisms scored 2.95, indicating room for more frequent evaluations, while the review of sporting proposals by school authorities scored 2.83, suggesting the need for better collaboration. The overall implementation score of 2.91 reflects a generally well-implemented program, with opportunities for continuous improvement. The study by Lim et al. (2023) reinforces the importance of well-defined goals and objectives in

aligning academic and athletic needs, further emphasizing the need for a supportive environment for student-athletes to excel both academically and athletically.

Table 6 *Level of implementation of the Special Needs Education (SNEd) Sports Program in terms of curriculum and program standards.*

Indicators	Teacher/Coach - Respondents $\bar{x}$	SD	Verbal Interpretation
1. Provides grant on curriculum content that focuses on physical fitness, motor skills development, sports skills, game strategies, and safety education.	3.03	0.76	Implemented
2. Establishes clearly the functions that will be distinguished and the funding sources and distinct funds that will be tracked and utilized with complete records and documents intended for the SNEd program alone.	2.88	0.79	Implemented
3. Tailors to meet the needs of students with disabilities and ensure inclusivity during the entire implementation of training in the SNEd program.	3.02	0.76	Implemented
4. There is proper maintenance and accessibility of sports facilities and availability of safe, appropriate equipment for various sports and activities.	2.58	0.82	Implemented
5. Establishes efficient scheduling, necessary qualifications, ongoing professional development for coaches and trainers, and adherence to physical education and SNEd sports program.	2.70	0.83	Implemented
6. Overall Weighted Mean	2.84	0.81	Implemented

Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Highly Implemented 2.51 – 3.25 = implemented; 1.76 – 2.50 = Rarely Implemented; 1.00 – 1.75 = Not Implemented

The analysis of the implementation of the Special Needs Education (SNEd) Sports Program, as detailed in Table 6, provided a comprehensive evaluation across various curriculum and program standards indicators. The highest mean score of 3.03, which pertains to the curriculum content emphasizing physical fitness, motor skills development, sports skills, game strategies, and safety education, indicates strong implementation. This suggests that the program effectively addresses key areas crucial for the holistic development of students with special needs. The relatively low standard deviation of 0.76 also indicates consistency in the positive perceptions of teachers and coaches regarding this component. While the program's curriculum is well-established, areas such as funding, record-keeping, facility maintenance, accessibility of equipment, and professional development for coaches and trainers could benefit from further optimization. The overall weighted mean of 2.84 suggests that the program is generally well-implemented but has room for improvement in certain aspects, particularly in enhancing facilities, scheduling efficiency, and professional development. Loras (2020) conducted a meta-analysis on the impact of curriculum-based physical education on motor competence, showing statistically significant improvements in motor skills for children and adolescents. The study emphasizes the importance of a comprehensive physical education curriculum, which aligns with the findings of the SNEd program. The inclusion of diverse physical and motor skills development components

in the curriculum can significantly enhance the motor abilities of students, contributing to their overall well-being and readiness for physical activities.

Table 7 *Level of implementation of the Special Needs Education (SNEd) Sports Program in terms of training and activity plan.*

Indicators	Teacher/Coach - Respondents $\bar{x}$	SD	Verbal Interpretation
1. There is a system in the performance metrics among the SNEd athletes by which the measurement of athlete performance improvements over time (e.g., speed, strength, endurance) and regular testing and benchmarking to track progress.	2.63	0.87	Implemented
2. Exhibits comprehensive monitoring of the attendance rates for training sessions and activities, ensuring active participation and engagement in the program.	2.71	0.84	Implemented
3. Establishes a specific training flow arrangement in detail specifically for student athletes' improvement and tracking the incidence and types of injuries among participants, implementing measures to prevent injuries and ensure athlete safety.	2.64	0.86	Implemented
4. The school provides mechanisms in the progression of specific skills relevant to the sport and provides tailored coaching and feedback to enhance skill acquisition.	2.69	0.81	Implemented
5. Collects regular feedback from athletes regarding their experiences and evaluate satisfaction levels to improve the training environment and program structure.	2.68	0.84	Implemented
Overall Weighted Mean	2.67	0.84	Implemented

Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Highly Implemented 2.51 – 3.25 = implemented; 1.76 – 2.50 = Rarely Implemented; 1.00 – 1.75 = Not Implemented

The analysis of Table 7 revealed that the Special Needs Education (SNEd) Sports Program's training and activity plans are largely effective, with an overall weighted mean of 2.67, indicating consistent implementation with slight variability. The highest mean score of 2.71 corresponds to the indicator for monitoring attendance rates, which highlights the program's strength in ensuring active participation and engagement. This robust attendance monitoring system is essential for maintaining regular involvement and ensuring that students benefit from the training sessions, which is crucial for their development. While attendance monitoring and tailored coaching for skill development (mean score of 2.69) are strengths, areas such as the performance metrics system (mean of 2.63) and training flow arrangements (mean of 2.64) show potential for improvement. These aspects may benefit from enhanced standardization and more effective strategies for measuring performance and ensuring athlete safety. Demirci et al. (2020) emphasize the importance of sports in promoting socialization, motivation, and integration for children in special education. Their study found that students engaged in sports activities had significantly higher motivation levels. This aligns with the SNEd Sports Program's focus on monitoring attendance and engagement, which helps sustain motivation and social integration,

ultimately improving the students' quality of life. Regular, monitored participation in sports activities is key to fostering intrinsic motivation and ensuring the success of the program.

Table 8. *Level of implementation of the Special Needs Education (SNEd) Sports Program in terms of program resources.*

Indicators	Teacher/Coach - Respondents $\bar{x}$	SD	Verbal Interpretation
1. Provides provisions for funding and budget Allocation by which the availability and adequacy of financial resources dedicated to the sports program, including grants, sponsorships, and internal budget allocations for SNEd are available.	2.70	0.87	Implemented
2. Provides adequate and disability-specific facilities and equipment. The quality, availability, and maintenance of sports facilities and equipment ensure they meet the needs of the athletes and the requirements of the program.	2.56	0.78	Implemented
3. Ensures that there are qualified personnel in the SNEd program. The presence of trained and certified coaches, trainers, and support staff who can effectively develop and manage the sports program.	2.74	0.86	Implemented
4. Access to ancillary services such as medical support, nutritional advice, psychological support, and academic assistance for student-athletes.	2.64	0.87	Implemented
5. Provides training and development opportunities for continuous professional development for coaches and athletes, including workshops, seminars, and access to the latest training techniques and methodologies.	2.64	0.86	Implemented
Overall Weighted Mean	2.66	0.85	Implemented

Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Highly Implemented 2.51 – 3.25 = implemented; 1.76 – 2.50 = Rarely Implemented; 1.00 – 1.75 = Not Implemented

The analysis of Table 8 highlighted the effective management and implementation of resources in the Special Needs Education (SNEd) Sports Program, with an overall weighted mean of 2.66, indicating that essential resources are generally well-managed. The highest mean score of 2.74 reflects the program's strength in providing qualified personnel, with trained and certified coaches, trainers, and support staff being a key component of the program's success. The relatively low standard deviation (0.86) suggests a strong consensus among respondents regarding the competency and deployment of personnel, underscoring the importance of having knowledgeable staff to support and train student-athletes effectively. However, the provision of disability-specific facilities and equipment, which scored a mean of 2.56, indicates that there is room for improvement in meeting the specific needs of students. While facilities and equipment are generally available, further enhancements are needed to ensure that all students with disabilities have access to the appropriate resources for their development. The study by Varela et al. (2020) reinforces the importance of qualified personnel, particularly in the context of resilience programs. Their findings show that coach-led programs can have a significant impact on athletes' self-efficacy, life satisfaction, and stress reduction. This aligns with the SNEd Sports Program's success in deploying qualified coaches and trainers, ensuring that not only physical skills but also resilience and overall

well-being are fostered among students. The findings emphasize the critical role of continuous professional development for coaches, ensuring that they remain equipped to meet the evolving needs of student-athletes.

Table 9. *The status of the student-athletes' performance in the sports competition.*

Indicators	Teacher/Coach - Respondents		
	$\bar{x}$	SD	Verbal Interpretation
School Level	3.07	1.33	Good
District Level	2.90	1.37	Good
Division Level	2.38	1.42	Satisfactory
Regional Level /Meet	2.06	1.36	Satisfactory
Palarong Pambansa	1.73	1.22	Below Expectation
Overall Weighted Mean	**2.43**	**1.43**	**Good**

Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Excellence; 2.51 – 3.25 = Good; 1.76 – 2.50 = Satisfactory; 1.00 – 1.75 = Below Expectations

The evaluation of student-athletes' performance across various competition levels showed a decline as the competition intensifies. At the school level, athletes perform well with a mean score of 3.07, categorized as "Good," but performance drops at the district, division, regional, and national levels, with the national level scoring the lowest at 1.73, categorized as "Below Expectations." Despite this, the overall mean score of 2.43 is still considered "Good." This trend highlights the need for enhanced support, training, and resources as athletes progress to higher competition levels. Woods et al. (2020) suggest adopting an ecological dynamics framework for coaching to help athletes adapt to complex competitive environments. This approach emphasizes the importance of evolving coaching strategies to better equip athletes for higher-level competitions.

Table 10 *The significant difference between the demographic profile of respondents and the level of implementation of the Special Needs Education (SNEd) Sports Program.*

Level of Implementation of Special Needs Education (SNEd)	Analysis of Variance				
	Profile	Critical	Computed	P-value	Interpretation
Policies and Guidelines	Age	2.45	3.425	0.011	Significant
	Sex	3.92	8.394	0.004	Significant
	Experience	2.09	2.132	0.046	Significant
	Education	2.45	3.275	0.014	Significant
Curriculum and Program Standards	Age	2.45	2.494	0.047	Significant
	Sex	3.92	6.313	0.013	Significant
	Experience	2.09	2.108	0.048	Significant
	Education	2.45	2.338	0.059	Not Significant
Training and Activity Plan	Age	2.45	2.004	0.099	Not Significant
	Sex	3.92	10.511	0.002	Significant
	Experience	2.09	1.765	0.101	Not Significant
	Education	2.45	1.390	0.242	Not Significant

Program Resources	Age	2.45	3.659	0.008	Significant
	Sex	3.92	5.142	0.025	Significant
	Experience	2.09	3.078	0.005	Significant
	Education	2.45	2.599	0.040	Significant

Legend: F -test = ANOVA; α = level of significance = 0.05

The analysis of Table 10 revealed that demographic factors such as age, sex, experience, and education significantly influence the implementation of the Special Needs Education (SNEd) Sports Program. These factors affect various aspects, including policies, curriculum, training plans, and resource allocation. For instance, age, sex, and experience influence the curriculum and program standards, while sex alone affects the training and activity plan. All demographic factors are significant for program resources, suggesting the need for a demographic-sensitive approach to enhance program effectiveness. Shoval et al. (2020) also highlight the importance of demographic considerations, showing that gender and engagement in competitive sports influence academic achievements. Their findings suggest that girls in competitive sports perform better academically than boys, and the impact of sports on academic achievement varies by gender. This aligns with the need for tailored approaches in the SNEd Sports Program to accommodate diverse demographic needs and ensure inclusive, effective implementation.

Table 11 *The significant difference between the demographic profile of respondents and the status of the student-athlete's performance in the sports competition.*

Student-athletes Performance	**Kruskal-Wallis Test**				
	Profile	Critical	Computed	P-value	Interpretation
School Level	Age	9.49	1.571	0.814	Not Significant
	Sex	3.84	1.495	0.222	Not Significant
	Experience	14.07	7.215	0.407	Not Significant
	Education	9.49	1.375	0.849	Not Significant
District Level	Age	9.49	3.243	0.518	Not Significant
	Sex	3.84	0.450	0.502	Not Significant
	Experience	14.07	6.956	0.433	Not Significant
	Education	9.49	2.269	0.686	Not Significant
Division Level (Provincial Meet)	Age	9.49	3.674	0.452	Not Significant
	Sex	3.84	0.333	0.564	Not Significant
	Experience	14.07	2.868	0.897	Not Significant
	Education	9.49	3.488	0.480	Not Significant
Regional Level (Regional Meet)	Age	9.49	5.124	0.275	Not Significant
	Sex	3.84	0.206	0.650	Not Significant
	Experience	14.07	3.775	0.805	Not Significant
	Education	9.49	5.393	0.249	Not Significant
National Level (Palarong Pambansa)	Age	9.49	9.191	0.056	Not Significant
	Sex	3.84	1.653	0.199	Not Significant
	Experience	14.07	12.23	0.093	Not Significant
	Education	9.49	6.901	0.141	Not Significant

Legend: Krusal-Wallis Test; α = level of significance = 0.05

The analysis of Table 11 indicateed that demographic factors such as age, sex, experience, and education do not significantly affect student-athletes' performance across different competition levels. The Kruskal-Wallis Test results show that these factors do not influence performance outcomes, suggesting that other variables, such as training quality, individual talent, psychological conditioning, physical fitness, and support infrastructure, are more critical in determining athletic success. Therefore, stakeholders should focus on enhancing these aspects to improve performance. Warneke (2023) supports this view by demonstrating that age and sex have limited influence on speed-strength performance in young individuals. While age affected male performance in specific tasks, it had no significant impact on females. The study emphasizes the need for targeted training interventions to enhance strength and power, especially for females, reinforcing the idea that factors like age and sex are not sufficient on their own to improve athletic performance. Both Warneke (2023) and Shoval et al. (2020) findings align with the conclusion that demographic factors do not significantly impact athletic performance, and that customized approaches should be implemented to accommodate the diverse needs of different demographic groups in both academic and athletic contexts.

Table 12 *The significant relationship between the level of implementation of the Special Needs Education (SNEd) Sports Program in terms of Policies and Guidelines and the status of the student-athlete's performance in the sports competition.*

Status of student-athletes Performance in Sports Competition	**Coefficient of X^2** Level of Implementation of Special Needs Education	Critical	Computed	P-value	Interpretation
School Level	Policies and Guidelines	16.92	19.171	0.024	Significant
District Level		16.92	21.678	0.010	Significant
Division Level		16.92	13.595	0.137	Not Significant
Regional Level		16.92	11.147	0.266	Not Significant
National Level		16.92	12.124	0.006	Significant

Legend:Chi-Square; α = level of significance = 0.05

The analysis of Table 12 revealed a significant relationship between the implementation of Special Needs Education (SNEd) Sports Program policies and student-athletes' performance at various competition levels. The Chi-Square Test showed significant results at the school, district, and national levels, indicating that effective policy implementation positively influences performance outcomes. At the school level, the Chi-Square value of 19.171 ($p = 0.024$) and at the district level, 21.678 ($p = 0.010$), both showed significant impacts. However, at the division and regional levels, no significant relationship was found, as the Chi-Square values (13.595 and 11.147) and p-values (0.137 and 0.266) were not statistically significant. This suggests that other factors may influence performance at these levels. Notably, the national level showed a significant relationship, with a Chi-Square value of 12.124 and a p-value of 0.006, emphasizing the importance of policy implementation at this stage. These findings suggest that structured policies at the school, district, and national levels are crucial for improving performance, while the division

and regional levels may require more attention. Kossman et al. (2020) support this by highlighting barriers to effective policy implementation, such as stakeholder access, school culture, and resources, which hinder athletic performance. Addressing these barriers can enhance the effectiveness of sports programs and improve athletic outcomes.

Table 13 *The significant relationship between the level of implementation of the Special Needs Education (SNEd) Sports Program in terms of Curriculum and Program Standards and the status of the student-athlete's performance in the sports competition.*

Status of student-athletes Performance in Sports Competition	**Coefficient of X^2** Level of Implementation of Special Needs Education	Critical	Computed	P-value	Interpretation
School Level	Curriculum and Program Standards	16.92	10.004	0.350	Not Significant
District Level		16.92	8.466	0.488	Not Significant
Division Level		16.92	8.070	0.527	Not Significant
Regional Level		16.92	5.186	0.818	Not Significant
National Level		16.92	15.604	0.076	Not Significant

Legend:Chi-Square; α = level of significance = 0.05

The data presented in Table 13 revealed that the implementation of Special Needs Education (SNEd) Sports Program curriculum and program standards does not show a significant relationship with student-athletes' performance across various competition levels. The Chi-Square Test results indicate non-significant findings at the school, district, division, and regional levels, with p-values exceeding the significance threshold of 0.05. At the national level, although the Chi-Square value of 15.604 approaches the critical value, the p-value of 0.076 is slightly above the threshold, suggesting a marginal or borderline relationship. These results imply that the current implementation of SNEd curriculum and program standards may not be effectively influencing student-athlete performance. Other factors, such as training quality, athlete commitment, or external support, might play a more crucial role in shaping performance outcomes. Lobo (2022) conducted a study that similarly found no significant relationship between the Special Program in Sports (SPS) and student-athletes' performance, despite high levels of coaching quality, sports events, and facilities. This lack of a significant relationship in both studies contrasts with the significant impacts observed in other areas, such as policies and guidelines, and emphasizes the need for a more holistic approach to improving athletic performance, possibly through better alignment of curriculum and program standards with the unique needs of student-athletes.

Table 14. *The significant relationship between the level of implementation of the Special Needs Education (SNEd) Sports Program in terms of Training and Activity Plan and the status of the student-athlete's performance in the sports competition.*

Status of student-athletes Performance in Sports Competition	**Coefficient of X^2** Level of Implementation of Special Needs Education	Critical	Computed	P-value	Interpretation
School Level	Training and Activity Plan	16.92	7.153	0.621	Not Significant
District Level		16.92	9.744	0.372	Not Significant
Division Level		16.92	8.928	0.444	Not Significant
Regional Level		16.92	6.946	0.643	Not Significant
National Level		16.92	13.449	0.143	Not Significant

Legend:Chi-Square; α = level of significance = 0.05

The analysis of Table 14 revealed that the implementation of the Special Needs Education (SNEd) Sports Program's Training and Activity Plan does not significantly affect student-athlete performance across all competition levels (school, district, division, regional, and national). The Chi-Square Test results show non-significant findings at the school (Chi-Square = 7.153, p = 0.621), district (Chi-Square = 9.744, p = 0.372), division (Chi-Square = 8.928, p = 0.444), and regional levels (Chi-Square = 6.946, p = 0.643). At the national level, while the Chi-Square value (13.449) approaches the critical value, the p-value of 0.143 remains non-significant. These results indicate that the Training and Activity Plan does not have a statistically significant impact on student-athlete performance at any level. However, the findings suggest the need for a redesign of the plan to better address the specific needs of student-athletes with special needs. Additionally, factors such as coaching quality, sports facilities, and psychological support are likely more influential in enhancing athletic performance. Supporting this, Pestano et al. (2021) found that while the Special Program in Sports (SPS) was generally sufficient in terms of resources, the relationship between its implementation and student-athlete performance remained limited. They recommend improving sports facilities, equipment, and coaching to enhance performance.

Table 15. *The significant relationship between the level of implementation of the Special Needs Education (SNEd) Sports Program in terms of Program Resources and the status of the student-athlete's performance in the sports competition.*

Status of student-athletes Performance in Sports Competition	**Coefficient of X^2** Level of Implementation of Special Needs Education	Critical	Computed	P-value	Interpretation
School Level		16.92	5.951	0.745	Not Significant
District Level		16.92	8.914	0.445	Not Significant
Division Level	Program Resources	16.92	11.672	0.232	Not Significant
Regional Level		16.92	8.322	0.502	Not Significant
National Level		16.92	12.004	0.213	Not Significant

Legend:Chi-Square; α = level of significance = 0.05

The analysis of Table 15 explored the relationship between the implementation of the Special Needs Education (SNEd) Sports Program's Program Resources and the performance of student-athletes in various competition levels (school, district, division, regional, and national). The Chi-Square Test results indicate that there is no statistically significant relationship between Program Resources and student-athlete performance at any level. At the school level, the Chi-Square value (5.951, $p = 0.745$), district level (8.914, $p = 0.445$), division level (11.672, $p = 0.232$), regional level (8.322, $p = 0.502$), and national level (12.004, $p = 0.213$) all show non-significant results ($p > 0.05$), suggesting that the availability and utilization of resources do not significantly impact performance outcomes. These findings imply that the current allocation and management of resources within the SNEd Sports Program may not be effectively enhancing student-athlete performance. Possible reasons include the quality of resources being insufficient or irrelevant to the specific needs of special needs athletes, inadequate resource management, or the influence of other factors such as coaching quality, psychological support, and individualized training. These results align with Salino et al. (2022), who found deficiencies in sports facilities, equipment, and teacher availability in public high schools, despite which athletes performed well in regional and national competitions. The study highlighted that the quality of resources, particularly sports facilities and equipment, plays a crucial role in athletic performance, suggesting that improving resource quality and management may be key to enhancing outcomes in the SNEd Sports Program.

IV. Conclusion

This study provides a comprehensive evaluation of the Special Needs Education (SNEd) Sports Program, emphasizing its demographic diversity, policy implementation, resource management, and impact on student-athlete performance. The demographic analysis reveals a balanced representation of age, gender, and experience, with respondents demonstrating high levels of educational attainment. This diversity fosters innovation, leadership, and collaboration,

underscoring the need for tailored professional development and inclusive policies to leverage this qualified pool effectively. Additionally, the program exhibits strong policy implementation and goal clarity, supported by robust curriculum standards. However, areas requiring improvement include budget execution, internal controls, and facility maintenance. Professional development for coaches and trainers, along with resource upgrades, particularly for facilities and equipment, is necessary to enhance program effectiveness. Student-athlete performance trends indicate a decline as competition levels progress, with the most significant challenges occurring at the national level. While school-level performance is commendable, advancing athletes require enhanced training programs, specialized coaching, and additional resources to compete effectively in higher-level competitions. Moreover, the study highlights the limited influence of demographic factors such as age, sex, experience, and education on athletic performance. Instead, factors like training quality, psychological conditioning, and infrastructure play a more critical role. Consequently, stakeholders should prioritize these areas to support athlete development. The findings stress the importance of a holistic approach to improving the SNEd Sports Program. This includes tailoring professional development for educators, fostering mentorship opportunities, and implementing inclusive policies. Enhancing budget execution, resource allocation, and training programs with specialized techniques and psychological support is essential. Collaboration among stakeholders will ensure inclusivity, effectiveness, and the overall success of the program, ultimately improving outcomes for student-athletes with special needs.

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