

Exploring Existing Sports Initiatives and Their Implications for School Sports Programs in Southern Pinukpuk, Kalinga

Floyd Nicol D. Naranjo 

Graduate School, Northeastern College Santiago City, Isabela Philippine

Corresponding author: floydnicolenaranjo@gmail.com

Article History: Received: May Accepted: June Revised: June 2026 Accepted: July 2026

Abstract This study assessed the sports programs implemented by certain schools in Southern Pinukpuk, Kalinga, to propose a sports development program. It specifically analyzed the respondents' demographics, evaluated sports initiatives concerning the formulation of objectives, projects executed, availability of facilities, human resources, and budget distribution, identified challenges faced during the execution of sports activities, and crafted a proposed sports development program. The study utilized a descriptive research design and included 40 participants, consisting of school administrators and teacher-coaches, chosen through purposive sampling. Data collection was conducted using a validated questionnaire created by the researcher, and the analysis involved frequency counts, percentages, weighted means, and ranking. Results indicated that most respondents were male, married, and primarily occupied teaching roles. The overall assessment of sports initiatives was rated as Practiced (AWM = 3.54), with the formulation of objectives receiving the highest score and facility provision the lowest. The main challenges identified were inadequate sports facilities and equipment, insufficient budget allocation, and limited training opportunities for coaches. Based on these results, a sports development program was proposed, emphasizing facility enhancement, coaching improvement, increased student involvement, financial backing, effective sports management, and stakeholder engagement. The study concludes that although sports initiatives are generally implemented effectively, addressing challenges related to resources and support is crucial to enhance sports development and foster comprehensive student growth.

Keywords: *School Sports Programs, Sports Initiatives, Physical Education, Student-Athletes,*

INTRODUCTION

Physical activity, health, and sports are globally important for boosting physical, mental, and social well-being. When you regularly get moving, it not only improves your physical health but also builds mental toughness and enhances your overall quality of life. This is especially true for university students and teenagers, as studies have shown (Gavala-González et al., 2022; Tao et al., 2025). However, there is a major concern worldwide because young people are becoming more sedentary, which is linked to higher risks of chronic diseases and poorer mental health (Mouton et al., 2023). Sports are a great way to tackle these lifestyle-related health issues. They encourage physical activity and help with emotional control and cognitive benefits (Martín-Rodríguez et al., 2024). In addition, sports are increasingly seen as crucial for youth development. They teach discipline, teamwork, and leadership skills, which are essential for both social and personal growth (Säfvenbom et al., 2023). School sports programs also play a key role in boosting academic performance, self-confidence, and social skills among students, supporting their overall development in educational settings (Cavalheiro Do Espirito Santo et al., 2024). These points highlight the need to make physical activity and sports a part of youth development strategies worldwide.

The Philippines has a rich and passionate sports culture widely embraced by its people, with sports playing a significant role in Filipino identity and community life. This cultural importance is reflected in the enthusiasm of youth participating in grassroots sports programs, which foster competence and social skills crucial for long-term athletic development (Bondoc Jr, 2023). Government support is evident through policies and Republic Acts aimed at strengthening sports development, particularly school-based programs that nurture young talent and promote physical activity as part of education. The Special Program in Sports (SPS) has been evaluated for its effectiveness in secondary schools, highlighting the importance of adequate facilities, competent coaches, and human resources in enhancing student-athlete performance at local and national levels (Pestano & Ibarra, 2021). In the Philippine context, sports are a vital tool for nation-building and youth empowerment, promoting discipline, teamwork, and leadership among young Filipinos. These elements are integral to personal and social development, supporting broader national goals of strengthening community cohesion and fostering pride (Bondoc Jr, 2023). The Philippine Sports Development Plan, along with initiatives by the Department of Education (DepEd), Philippine Sports Commission (PSC), and local government units (LGUs), emphasizes grassroots sports promotion and the integration of sports in school curricula to ensure inclusive participation and talent development nationwide (Pestano & Ibarra, 2021).

Despite these efforts, challenges persist in Filipino sports development, including insufficient facilities, limited budgets, and a shortage of trained personnel. Schools struggle to meet program needs, affecting implementation (Letshokotla et al., 2024). Moreover, teacher-coaches and administrators encounter resource constraints and coordination issues (Letshokotla et al., 2024). These challenges highlight the need for stronger policies, increased funding, and grassroots capacity-building for sustained development. Specifically, in Southern Pinukpuk, Kalinga, initiatives reveal gaps in facilities, human resources, and budget management, hindering success. The current state requires thorough assessment to identify strengths and weaknesses (Pestano & Ibarra, 2021). Addressing these issues is critical to designing a context-specific program tailored to local realities, promoting student development and community engagement (Yu et al., 2024). While studies explore sports participation, few evaluate initiatives in Southern Pinukpuk, Kalinga. Prior research focused on performance, neglecting administrative elements such as objectives, facilities, human resources, and budget allocation. There is a lack of localized data on rural school sports program challenges. Additionally, no study has developed a contextualized program based on stakeholder assessments in this district. This study addresses these gaps by evaluating current initiatives and proposing an enhanced sports development program tailored to Southern Pinukpuk.

RESEARCH QUESTIONS

This study aimed to evaluate the sports initiatives undertaken by the selected schools in the District of Southern Pinukpuk, Kalinga, as a basis for a proposed sports development program. Specifically, it sought to answer the following research questions:

1. What is the profile of the respondents in terms of age, gender, civil status, present position, highest educational attainment, and seminars and training related to sports?
2. How may the sports initiatives undertaken by the selected schools in the District of Southern Pinukpuk, Kalinga, be evaluated in terms of objectives formulation, projects undertaken, facility provision, human resources, and budget allocation?
3. What issues and concerns did the respondents encounter in the implementation of sports activities in the selected schools?
4. What sports development programs can be proposed based on the study's findings?

METHODS

Research Design

This study utilized a descriptive research design to assess the sports initiatives undertaken by the selected schools in the District of Southern Pinukpuk, Kalinga. The descriptive method was appropriate because it described the current condition of sports programs in terms of objectives formulation, projects undertaken, facility provision, human resources, and budget allocation. It also helped identify the issues and concerns encountered during the implementation of sports activities. Through this design, the researcher gathered factual information from school administrators and teacher-coaches to serve as the basis for the proposed sports development program.

Locale of Study

This study was conducted in selected schools in the District of Southern Pinukpuk, Kalinga. The locale was chosen because the schools actively implement sports activities and programs for students. The district provided a suitable setting for evaluating the effectiveness of sports initiatives, including facilities, training, and budget support. The findings of the study were intended to help improve sports development programs within the district.

Respondents of the Study

The respondents of the study were school administrators and teacher-coaches from the selected schools in Southern Pinukpuk, Kalinga. They were chosen because they are directly involved in planning, implementing, and supervising sports activities in their schools. A total of 40 respondents participated in the study, comprising 15 school administrators and 25 teacher-coaches. Their responses provided important information regarding the status of sports initiatives and the problems encountered in implementation.

Sample and Sampling Procedure

The study used purposive sampling to select the respondents. This sampling technique was appropriate because the respondents had direct involvement and experience in sports activities and programs. The researcher intentionally selected school administrators and teacher-coaches who could provide reliable information relevant to the study. Through purposive sampling, the researcher was able to gather accurate and meaningful data needed for the investigation.

Research Instrument

The researcher used a researcher-made questionnaire as the main instrument for data gathering. The questionnaire consisted of two parts: the profile of the respondents and the assessment of sports initiatives in terms of objectives formulation, projects undertaken, facility provision, human resources and budget allocation. It also included questions regarding issues and concerns encountered during sports implementation. The instrument was validated by experts to ensure its reliability and accuracy before distribution to the respondents.

Gathering Procedure

The researcher first secured permission from the concerned school authorities before conducting this study. After approval, the questionnaires were personally distributed to the respondents. The purpose of the study was explained clearly, and the respondents were assured that their answers would be treated with confidentiality. The complete questionnaires were collected, checked, and organized for further analysis. Informal interviews were conducted to support and clarify the data gathered.

Data Analysis Techniques

The data gathered were analyzed using appropriate statistical tools. Frequency count and percentage

were used to describe the profile of the respondents, while weighted mean was utilized to determine the evaluation of sports initiatives. Ranking was also used to identify the highest and lowest indicators in the assessment. The results are presented in tables and interpreted based on the objectives of the study.

RESULTS AND DISCUSSION

Table 1 Profile of the Respondents

Profile Variables	Frequency	Percentage
Age		
20–25 years old	8	20.00
26–30 years old	12	30.00
31–35 years old	10	25.00
36–40 years old	4	10.00
40 years old and above	6	15.00
Total	40	100.00
Gender		
Male	28	70.00
Female	12	30.00
Total	40	100.00
Civil Status		
Single	11	27.00
Married	29	73.00
Total	40	100.00
Present Position		
Teacher I	8	20.00
Teacher II	10	25.00
Teacher III	7	17.00
Head Teacher	4	10.00
Principal I	6	15.00
Principal II	5	13.00
Total	40	100.00
Highest Educational Attainment		
Bachelor's Degree	19	47.00
Master's Degree	11	27.00
Doctor's Degree	10	26.00
Total	40	100.00

Table 1 presents the demographic profiles of the 40 respondents involved in the study. The findings show that most respondents were 26–30 years old (30%), followed by those aged 31–35 years (25%), indicating that the majority are in their early to-middle professional careers. In terms of gender, 70% were male and 30% were female, suggesting a greater male representation in school sports-related roles. Most respondents were married (73%), reflecting a relatively mature and experienced workforce in the study. Regarding position, the largest group consisted of Teacher II (25%) and Teacher I (20%), indicating that classroom teachers play a major role in sports program implementation in schools. In terms of educational attainment, nearly half of the respondents held a bachelor's degree (47%), while the rest held master's (27%) and doctoral degrees (26%), demonstrating that many participants possessed advanced academic qualifications. Overall, the profile suggests that the respondents are relatively experienced educators and school leaders who are well positioned to provide reliable insights into the implementation of sports initiatives in Southern Pinukpuk, Kalinga.

Table 2 Evaluation of Sports Initiatives Undertaken by the Selected Schools

Indicators	Average Weighted Mean	Standard Deviation	Verbal Interpretation
Objectives Formulation	3.77	0.62	Practiced
Projects Undertaken	3.51	0.58	Practiced
Facility Provision	3.18	0.71	Moderately Practiced
Human Resources	3.55	0.64	Practiced
Budget Allocation	3.70	0.60	Practiced
Overall Average Weighted Mean	3.54	0.63	Practiced

The evaluation of sports initiatives undertaken by the selected schools demonstrates notable practices in key components essential for effective sports development. Objectives formulation, with an average weighted mean of 3.77, indicates that schools prioritize setting clear goals to steer their sports programs. This aligns with strategic planning principles, which emphasize the importance of well-defined objectives to foster organizational growth and efficient resource management in educational contexts, including sports institutions (Aliyev et al., 2025). Similarly, the projects undertaken scored 3.51 on average, reflecting the active implementation of sports activities that support holistic athlete development. Such initiatives resonate with research highlighting the value of structured sports programs in nurturing student athletes' physical and psychological growth (Thompson et al., 2022). Human resources, scoring 3.55, reveal competent staffing, which is critical given the role of skilled coaches and educators in optimizing athlete performance and well-being, as underscored in specialized sports education programs (Heiestad et al., 2025). Budget allocation, with a mean of 3.70, also reflects the adequacy of financing sports initiatives. However, funding disparities in educational sports programs have been identified, requiring focused policy interventions to optimize financial support for human resources and infrastructure (Irfan et al., 2021). Facility provision, at 3.18 and moderately practiced, remains an area needing improvement, as adequate physical infrastructure is pivotal for comprehensive athlete development and program success (Thompson et al., 2022). Overall, the combined average weighted mean of 3.54 indicates that sports initiatives are generally well practiced but highlight the continuous need for strategic planning, adequate budgeting, competent human resource development, and infrastructural enhancement in schools to support sustainable sports growth (Suratmin et al., 2022).

Table 3 Issues and Concerns Encountered in the Implementation of Sports Activities

Issues and Concerns	Average Weighted Mean	Standard Deviation	Verbal Interpretation
Lack of sports facilities and equipment	4.21	0.66	Very Serious
Insufficient budget allocation for sports programs	4.15	0.71	Serious
Limited training and seminars for coaches	3.98	0.63	Serious
Conflict between academic schedules and sports activities	3.85	0.69	Serious
Lack of support from stakeholders and community	3.74	0.72	Serious
Inadequate monitoring of sports programs	3.61	0.67	Serious
Limited opportunities for sports competitions	3.58	0.65	Serious
Poor maintenance of sports facilities	3.50	0.70	Serious
Overall Average Weighted Mean	3.83	0.68	Serious

Evaluating school sports programs reveals critical issues in their implementation. Inadequate facilities (mean = 4.21) hinder athletic development, consistent with findings on the negative impact of such shortages (Pestano & Ibarra, 2021; Rahaman et al., 2024). Insufficient budgets (mean = 4.15) also constrain program growth and effectiveness (Irfan et al., 2021; Suratmin et al., 2022). Limited coach training (mean = 3.98) reflects gaps in capacity building; research confirms that coach education is vital for performance and injury prevention, yet it often remains insufficient (Elipe-Lorenzo et al., 2025; Ling et al., 2021). Furthermore, scheduling conflicts (mean = 3.85) highlight the difficulty of balancing academic and athletic commitments (Yang et al., 2024). Other concerns—lack of stakeholder support (3.74), inadequate monitoring (3.61), limited competition (3.58), and poor maintenance (3.50)—represent systemic barriers to program sustainability (Pestano & Ibarra, 2021; Rahaman et al., 2024). With an overall mean of 3.83, these serious challenges necessitate strategic policies, funding, and infrastructure interventions (Babayev et al., 2025). Addressing these issues is essential to enhance the developmental impact of school sports and ensure equitable access to quality programs.

Table 4 Proposed Sports Development Program

Objectives	Activities/Strategies	Persons Involved	Time Frame	Expected Outcome
Improve sports facilities and equipment	Procurement and repair of sports facilities and equipment	School Administrators, LGU, Teachers	Whole School Year	Improved sports facilities and safer sports activities
Enhance coaching skills and competencies	Conduct seminars, training courses, and workshops for coaches	DepEd Officials, Sports Coordinators, Coaches	Quarterly	Competent and well-trained sports coaches
Increase student participation in sports	Organize intramurals, sports clinics, and athletic events	Teachers, Coaches, Students	Every Semester	Increased student participation and interest in sports
Strengthen financial support for sports programs	Conduct fund-raising activities and request LGU assistance	School Heads, PTA, LGU	Whole School Year	Sustained financial support for sports activities
Promote effective sports management	Develop sports policies, monitoring, and evaluation system	School Administrators and Sports Coordinators	Quarterly	Organized and effective implementation of sports programs
Encourage community and stakeholder involvement	Establish partnerships with stakeholders and community organizations	School Officials, Community Leaders	Whole School Year	Stronger support for sports development initiatives

Table 4 presents a proposed sports development program designed to address the challenges identified in this study. The program emphasizes improving sports facilities and equipment, enhancing coaching competencies, increasing student participation, strengthening financial support, promoting effective sports management, and encouraging stakeholder involvement. These initiatives are expected to create a more supportive environment for sports development and improve students' overall participation and performance. The focus on facility improvement is consistent with findings that adequate sports infrastructure is essential for successful sports programs and athlete development (Pestano & Ibarra,

2021; Thompson et al., 2022). Likewise, conducting seminars and training for coaches can enhance their skills and effectiveness, which are crucial for quality sports instruction and athlete development (Ling et al., 2021; Heiestad et al., 2025). The inclusion of sports events and intramurals aims to increase student engagement, while collaboration with local government units (LGUs), parent-teacher associations (PTAs), and community stakeholders can provide sustainable financial and institutional support. Furthermore, establishing monitoring and evaluation systems can improve program implementation and accountability (Babayev et al., 2025). Overall, the proposed program offers a practical and comprehensive approach to strengthening school sports initiatives and promoting holistic student development.

CONCLUSION

Based on the findings, the sports initiatives undertaken by the selected schools in Southern Pinukpuk, Kalinga, are generally practiced and effectively implemented, particularly in the areas of objective formulation, projects undertaken, human resources, and budget allocation. However, facility provision was only rated as moderately practiced, indicating a need for improvement in sports infrastructure and equipment. The study also revealed that respondents encountered serious challenges in implementing sports activities, with the lack of sports facilities and equipment, insufficient budget allocation, and limited training opportunities for coaches emerging as the most significant concerns. These findings suggest that while schools demonstrate commitment to sports development, addressing resource limitations and strengthening support mechanisms are necessary to ensure the sustainability and effectiveness of sports programs. The proposed sports development program offers a practical framework for enhancing sports initiatives and promoting holistic student development.

RECOMMENDATIONS

Based on the findings of the study, schools in Southern Pinukpuk, Kalinga, should strengthen their sports programs by improving sports facilities and equipment, increasing budget allocations, and providing regular training and professional development opportunities for teacher-coaches. School administrators should also establish stronger partnerships with local government units, parents, and community stakeholders to secure additional resources and support for sports initiatives. Furthermore, effective monitoring and evaluation systems should be implemented to ensure the successful delivery of sports activities and continuous program improvement. By addressing these concerns, schools can create a more supportive environment that promotes greater student participation, enhances athletic performance, and contributes to the holistic development of learners.

LIMITATIONS OF THE STUDY

This study has several limitations that should be considered when interpreting its findings. First, the research was conducted in selected schools in Southern Pinukpuk, Kalinga; therefore, the findings may not be representative of other municipalities, provinces, or regions with different educational environments, sports resources, and community support systems. The study focused on existing sports initiatives and their implications for school sports programs. It did not comprehensively examine other factors that may influence the success of school sports programs, such as funding availability, quality of sports facilities, coaching expertise, parental involvement, student motivation, health conditions, and local government support.

This study provides valuable insights into the current status of sports initiatives in Southern Pinukpuk and offers evidence that may assist school administrators, teachers, coaches, and policymakers in strengthening school sports programs.

FUTURE RESEARCH DIRECTIONS

Future studies should include a wider geographical scope by involving schools from other municipalities, provinces, or regions to facilitate comparisons and improve the generalizability of

the findings. Comparative research between urban and rural schools or between public and private schools may also provide a broader understanding of effective sports initiatives. Future research may investigate additional factors that influence the success of school sports programs, including school leadership, community partnerships, parental involvement, coaching competencies, funding mechanisms, facility availability, and the integration of sports into holistic education. Qualitative studies using interviews, focus group discussions, and field observations are likewise recommended to gain deeper insights into stakeholders' experiences and perspectives.

ETHICS STATEMENT

This study was conducted in accordance with the accepted ethical standards for educational research. Approval to conduct the study was obtained from the appropriate educational authorities and school administrators before the commencement of data collection. Participation in the study was voluntary, and informed consent was obtained from all participants after they were informed of the study's purpose, procedures, potential benefits, and minimal risks. For participants who were minors, informed consent was obtained from their parents or legal guardians, in accordance with institutional and applicable legal requirements, along with the students' assent, where appropriate. Participants were informed of their right to decline participation or withdraw from the study at any time without penalty.

REFERENCES

- Aliyev, S., Valiyev, Y., Huseynova, K., & Khalilov, T. (2025). The Impact of Strategic Planning on Management in Higher Sports Education Institutions. *International Journal of Computational and Experimental Science and Engineering*, 11(2). <https://doi.org/10.22399/ijcesen.1417>
- Babayev, H., Taghiyev, A., & Khalilov, T. (2025). Strategic Management Condition in Coaching Specialties: Planning and Implementation of Sports. *International Journal of Basic and Applied Sciences*, 14(4), 46–54. <https://doi.org/10.14419/k40wvc57>
- Bondoc Jr, R. S. (2023). Motivation and attitudes of college varsity players towards community-based sports initiatives: Precursor to grassroots sports program. *Environment and Social Psychology*, 8(2). <https://doi.org/10.54517/esp.v8i2.1702>
- Cavalheiro Do Espirito Santo, R., Melo, G., Dubey, V., Jankauskiene, R., Bacevičienė, M., & Agostinis-Sobrinho, C. (2024). 24-hour Movement Behaviour study—Lithuanian protocol: a comprehensive overview of behaviours and health outcomes in adolescents. *BMJ Open Sport & Exercise Medicine*, 10(4), e002191. <https://doi.org/10.1136/bmjsem-2024-002191>
- Elípe-Lorenzo, P., Díez-Fernández, P., Ruibal-Lista, B., & López-García, S. (2025). Barriers faced by people with disabilities in mainstream sports: a systematic review. *Frontiers in Sports and Active Living*, 7, 1520962. <https://doi.org/10.3389/fspor.2025.1520962>
- Gavala-González, J., Torres-Perez, A., Gálvez-Fernández, I., & Fernández-García, J. C. (2022). Lifestyle and Self-Perceived Quality of Life in Sports Students: A Case Study. *International Journal of Environmental Research and Public Health*, 19(3), 1598. <https://doi.org/10.3390/ijerph19031598>
- Heiestad, H., Myklebust, G., Bahr, R., & Moseid, C. H. (2025). Making, not breaking the young, aspiring athlete: the development of Prep to be PRO (Nærmere Best) - a Norwegian school-based educational programme. *BMJ Open Sport & Exercise Medicine*, 11(2), e002388. <https://doi.org/10.1136/bmjsem-2024-002388>
- Irfan, I., Rusdin, R., Yanti, S., Shandi, S. A., & Ihsan, I. (2021). Public Policy for Financing the Practice of Physical Education. *International Journal of Human Movement and Sports Sciences*, 9(2), 209–218. <https://doi.org/10.13189/saj.2021.090207>
- Letshokotla, T. M., Maleka, D., Galantino, M. L., & Nkuna, R. (2024). Sport development in rural schools of Lephalale in Limpopo province: Barriers and facilitators. *The South African Journal of Physiotherapy*, 80(1), 2004. <https://doi.org/10.4102/sajp.v80i1.2004>
- Ling, D., Boyle, C., Schneider, B., Janosky, J., Kinderknecht, J., & Marx, R. (2021). 363 Coach education as a strategy to improve adherence to ACL injury prevention programs: a cluster-randomized

- controlled trial. *British Journal of Sports Medicine*, 55(Suppl 1), A137.2-A138. <https://doi.org/10.1136/bjsports-2021-ioc.330>
- Martín-Rodríguez, A., Gostian-Ropotin, L. A., Beltrán-Velasco, A. I., Belando-Pedreño, N., Simón, J. A., López-Mora, C., Navarro-Jiménez, E., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2024). Sporting Mind: The Interplay of Physical Activity and Psychological Health. *Sports (Basel, Switzerland)*, 12(1), 37. <https://doi.org/10.3390/sports12010037>
- Mouton, A., Mcdonough, S., & Vuillemin, A. (2023). S3-1 Explorations of physical activity programmes among people with chronic diseases. *The European Journal of Public Health*, 33(Suppl 1). <https://doi.org/10.1093/eurpub/ckad133.014>
- Pestano, R. D., & Ibarra, F. P. (2021). Assessment of the Implementation of Special Program in Sports and Student-Athletes Performance in Sports Competition. *International Journal of Human Movement and Sports Sciences*, 9(4), 791–796. <https://doi.org/10.13189/saj.2021.090425>
- Rahaman, A., Karim, Z. A., Nadzalan, A. M., & Akbar, A. (2024). Challenges and Issues Encountered by Elite Coaches in Developing Student-Athletes at Malaysian Sports Schools. *Retos*, 56, 797–809. <https://doi.org/10.47197/retos.v56.104742>
- Säfvenbom, R., Strittmatter, A.-M., & Bernhardsen, G. P. (2023). Developmental Outcomes for Young People Participating in Informal and Lifestyle Sports: A Scoping Review of the Literature, 2000–2020. *Social Sciences*, 12(5), 299. <https://doi.org/10.3390/socsci12050299>
- Suratmin, S., Adi, I., Darmayasa, I., Danardani, W., Kumala, R., Liskustyowati, H., & Rozi, M. (2022). Evaluation of Multilateral Based Elementary School Students' Athletic Sports Development Program. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 6(4), 647–659. <https://doi.org/10.33369/jk.v6i4.24560>
- Tao, X., Wu, X., Fu, J., Xiao, Y., & Zhong, T. (2025). Associations between physical activity and health-related quality of life among university students in Zhuhai, China. *Scientific Reports*, 15(1), 31319. <https://doi.org/10.1038/s41598-025-15822-y>
- Thompson, F., Rongen, F., Cowburn, I., & Till, K. (2022). The Impacts of Sports Schools on Holistic Athlete Development: A Mixed Methods Systematic Review. *Sports Medicine (Auckland, N.z.)*, 52(8), 1879–1917. <https://doi.org/10.1007/s40279-022-01664-5>
- Yang, N., Espeso, L., & Sualog, N. (2024). Implementation of Off-Campus Youth Sports Training Under the Background of “Double Reduction” Policy. *JPAIR Multidisciplinary Research*, 55(1), 22–53. <https://doi.org/10.7719/jpair.v55i1.409>
- Yu, Y., Appiah, D., Zulu, B., & Adu-Poku, K. A. (2024). Integrating Rural Development, Education, and Management: Challenges and Strategies. *Sustainability*, 16(15), 6474. <https://doi.org/10.3390/su16156474>

AI DISCLOSURE STATEMENT

AI Disclosure Statement

During the preparation of this work, the author(s) used ChatGPT to assist with grammar checking and language editing. After using this tool, the author(s) reviewed and edited the content as necessary and take full responsibility for the content of the published work.

How to cite:

Naranjo, F. N. D. (2026). Exploring existing sports initiatives and their implications for school sports programs in Southern Pinukpuk, Kalinga. *Bamboo Nexus: Journal of Innovation, Education, and Climate Action (BN-JECA)*, 1(1), 151–159. <https://doi.org/10.67691/bnjeca.v1i1.015>