

Extent of Chaperones' Roles in Supporting Student-Athletes Development and Performance of Student-Athletes: Basis For A Sustainability Plan

Amery C. Bragas *

amerybragas21@gmail.com

Phinma-Araullo University, Cabanatuan City, Maharlika Highway, Brgy. Bitas, Cabanatuan City, Nueva Ecija, 3100, Philippines

Abstract

This study assessed the extent of the roles played by sports chaperones in supporting the development and performance of student-athletes in Congressional District 1 of the Schools Division of Nueva Ecija. Using a descriptive-correlational research design, the study gathered data from sports chaperones, sports coaches, and selected student-athletes. Findings revealed that the respondents were predominantly young, female, single, college-educated, and relatively inexperienced in sports chaperoning, handling both team and individual sports. Despite limited experience, sports chaperones demonstrated a very great extent of performance across all role dimensions, particularly in facilitating communication, stakeholder coordination, and promoting holistic student-athlete development. and supervision, providing emotional and moral guidance, and managing logistics and daily needs were likewise rated highly, affirming the effectiveness of chaperones in maintaining discipline, preventing risks, and fostering a supportive environment. Results further showed that most profile variables were not significantly related to chaperone roles, indicating that performance remained consistent regardless of demographic characteristics; however, civil status and educational attainment significantly influenced emotional and moral guidance. Moreover, all role dimensions were significantly and positively correlated, suggesting that strong performance in one area enhances effectiveness in others, particularly in communication and emotional support. Based on the findings, a sustainability plan was proposed to strengthen sports chaperones through continuous training, mentoring, safe play monitoring, stakeholder collaboration, and institutional support from schools, PTAs, and LGUs. The study concluded that sports chaperones play a vital role in ensuring the welfare, discipline, and holistic development of student-athletes, emphasizing the importance of sustained professional development and systematic support mechanisms for long-term effectiveness.

Keywords: Ensuring Safety and Supervision; Providing Emotional and Moral Guidance; Managing Logistics and Daily Needs; Facilitating Communication and Stakeholder Coordination and Promoting Holistic Development

1. Introduction

Student-athletes hold a distinct position in the school setting because they are expected to meet academic requirements while also responding to the physical, emotional, and psychological demands of competitive sports. These overlapping responsibilities may affect their overall development, athletic performance, academic standing, and personal well-being (Navarro, 2015). In view of these demands, schools rely on several support mechanisms, including the assistance of sports chaperones, whose contribution remains important but often insufficiently recognized. Despite their presence in school sports activities, limited empirical attention has been given to the specific nature and extent of chaperones' influence on student-athletes. Existing literature commonly focuses on coaches, peers, and family members as sources of athletic support, while the multidimensional responsibilities of chaperones during travel, off-campus events, and high-pressure competitions are less frequently examined (Wylleman & Lavallee, 2004). As school sports programs continue to expand and learners participate in higher-level competitions, a clearer understanding of chaperones' functions becomes necessary for evidence-based program design, implementation, and evaluation. Sports chaperones, or designated adult guardians, are generally assigned to supervise student-athletes during competitions, training camps, and other sports-related activities. Their work, however, extends beyond mere accompaniment. They may also function as mentors, emotional supporters, discipline facilitators, and links between student-athletes and the wider school community (Knight, Harwood, & Sellars, 2018). Through these roles, chaperones help shape athletes' attitudes, character emotional regulation, motivation, and readiness, all of which may influence both athletic performance and academic engagement. The holistic development of student-athletes is also strongly connected to the quality of adult guidance available to them. Chaperones may reinforce important habits such as time management, proper nutrition, injury prevention, discipline, and emotional

resilience, which are essential to sustained athletic participation and well-being (Brown, Glastetter-Fender, & Shelton, 2000).

2. Review of Related Literature

In school-based sports, student-athlete development and performance are shaped not only by coaching and training but also by the consistent support of responsible adult figures such as chaperones. Although chaperones have often been viewed primarily as logistical aides during competitions and training activities, recent literature presents them as multifaceted contributors to athlete welfare, motivation, discipline, and overall success. Studies from 2020 to 2025 emphasize the need to examine the demographic profile of chaperones, the scope of their responsibilities, and the capacity-building programs that prepare them for these responsibilities. Literature on capacity building further stresses the value of systematic training that develops role clarity, knowledge, and practical skills among adults working with youth. In sports settings, recommended training areas include first aid, safeguarding policies, risk assessment, communication, and mental-health awareness (Mountjoy & Miller, 2017). Kim and Park (2019) also reported that highly engaged chaperones who attended team meetings, interacted with athletes, and coordinated with coaches had greater influence on athletes' behavior and motivation than passive or minimally involved chaperones. Hence, the level of chaperone involvement is an important consideration in assessing their contribution to student-athlete development. Studies consistently show that trained chaperones perform more effectively and confidently, resulting in safer, more supportive environments for student-athletes (Donnelly, 2019). Chaperones' supportive functions are broad and varied, reflecting their increasing importance in student-athlete development. Bautista (2019) notes that chaperones often manage logistics such as transportation, accommodation, documentation, and emergency procedures—tasks that require organizational competency and meticulous attention to detail. Aside from logistical duties, chaperones also play crucial roles in enforcing safety and child protection policies. The role of chaperones in school sports has grown significantly as institutions emphasize athlete welfare, safety, and holistic development. Literature on youth sports supervision shows that chaperones function as protective adults who ensure athletes' physical safety, emotional stability, and compliance with organizational rules during training competitions, and travel (Santos & Reyes, 2021). Their presence bridges the gaps between coaches, parents, and school administrators, making them crucial in maintaining structured and safe sport environments (Garcia, 2020). Lorenzo and Valdez (2020) found that chaperones often serve as mediators during conflicts, comforters during emotional breakdowns, and mentors who reinforce discipline and sportsmanship. Their ability to communicate effectively, offer encouragement, and maintain a calm and nurturing presence contributes to athletes' resilience and psychological well-being. In addition to physical supervision, chaperones provide emotional and psychosocial support, a responsibility frequently discussed in studies conducted before and after 2021. Young athletes, particularly those exposed to high-pressure competitive environments, may experience stress, anxiety, homesickness, frustration, and emotional fluctuations. Chaperones serve as approachable adults who can listen, reassure, and guide athletes when they encounter difficulties or distress.

The presence of chaperones in school-based athletic programs has become increasingly important as youth sports participation expands and schools give greater attention to student safety, welfare, and holistic development. Literature on student-athlete supervision describes chaperones as responsible adults who help ensure physical protection, emotional support, and behavioral guidance before, during, and after competitions (Santos & Reyes, 2021).

Educational and sports literature has increasingly recognized the role of chaperones in supporting student-athletes, especially as schools strengthened efforts related to athlete welfare, safety, and holistic development. Chaperones, who are often teachers or designated adult personnel, are entrusted with supervising student-athletes during training, competitions, travel, and off-campus activities.

According to Castillo and Ramos (2021), chaperones serve as immediate guardians responsible for monitoring behavior, ensuring safety, and addressing student needs outside the direct supervision of coaches. Their role has evolved from simple accompaniment to a more complex function involving safety management, psychosocial support, and the enforcement of child protection policies. As school sports programs continue to expand their scope through regional, national, and international participation, the need for competent and reliable chaperones has become more essential, especially in safeguarding minors who are exposed to unfamiliar environments and demanding schedules. Despite

their importance, chaperones often face challenges such as unclear role expectations, limited training, and large athlete-to-chaperone ratios (Perez & Mendoza, 2022).

In recent years, the role of chaperones has become more visible as schools, sports organizations, and policymakers seek to strengthen athlete welfare systems. Research from 2020 to 2022 placed stronger emphasis on safety, risk management, and psychosocial support in youth sports, partly in response to the challenges brought by the COVID-19 pandemic and the increasing complexity of school athletic events. Chaperones, as trained or designated adults responsible for the supervision and welfare of student-athletes during training, competitions, and travel, are repeatedly identified as essential contributors to safe and effective sports participation (Cruz & Zamora, 2022). Their presence allows athletes to receive appropriate supervision while coaches focus on technical responsibilities and when parents are unable to attend because of travel, work, or logistical constraints. As schools continue to use sports as a venue for physical health, social development, and character formation, chaperones serve as vital partners in safeguarding learners throughout athletic engagement.

The supportive functions of chaperones also cover logistical, emotional, academic, and social support, reflecting the broadened expectations placed on them in recent academic discourse. Logistical responsibilities include coordinating travel arrangements, managing accommodations, overseeing meals, monitoring schedules, and handling documentation (Basilio, 2022). These require organizational skills and attention to detail that significantly reduce stress among athletes. Emotional support, which has gained increased emphasis in post-pandemic literature, is another critical aspect.

According to De Leon and Cruz (2022), student-athletes often face pressure, anxiety, homesickness, and performance-related stress during competitions, and chaperones serve as accessible adults who offer reassurance, encouragement, and interpersonal mediation. Another recurring concern in recent literature is the high athlete-to-chaperone ratio, which weakens the extent of close supervision. Barbosa (2022) notes that when one chaperone oversees large groups, it becomes difficult to monitor individual behaviors, identify risks, or provide personalized attention. This challenge is compounded by the increasing demands of multi-day competitions and the need for constant vigilance during travel and accommodation. Furthermore, cultural and communication gaps also affect chaperone effectiveness.

In some schools, chaperones are assigned without sufficient consideration of rapport, gender sensitivity, or communication compatibility with student-athletes, factors that may affect trust-building and emotional support (Dela Cruz, 2022). These concerns highlight the need to standardize chaperone selection, orientation, training, and monitoring.

Methodology

3.1 Research Design

This study utilized a quantitative descriptive-correlational research design. This approach was deemed appropriate for assessing the extent of support provided by sports chaperones to student-athletes, evaluating the level of student-athletes' satisfaction with the support they received, and determining the relationships among the study variables without any manipulation of the research conditions.

As explained by Creswell and Creswell (2018), quantitative research gathered and analyze numerical data to describe, explain, and predict phenomena. They further note that descriptive-correlational designs are commonly used in survey research to measure variables such as attitudes, perceptions, and behaviors and to examine how these variables relate to one another in natural settings. Through this approach, the study is able to provide an objective and structured analysis of chaperones' support and student-athletes' satisfaction, serving as a basis for informed interpretation and potential program development.

3.2 Respondents of the Study

The target respondents of this study consist sports chaperones from Congressional District I of the Schools Division Office of Nueva Ecija who had actively accompanied student-athletes in division, regional, and national sports competitions during the past three school years. A total of 80 sports chaperones were selected through purposive sampling based on active involvement in athletic supervision and student-athlete support. The coaches working closely with the sports chaperones were also included as respondents to validate the chaperones' responses regarding the extent of support provided to student-athletes. The coaches were likewise selected through purposive sampling, considering their direct coordination and interaction with the sports chaperones during trainings and competitions.

In addition, student-athletes who had been supervised and assisted by the sports chaperones were included as respondents to determine their level of satisfaction or dissatisfaction with the support and assistance provided during sports-related activities. Similar to the other groups, the student-athletes were selected using purposive sampling based on their participation in athletic events and direct experience with the sports chaperones. Participation on the study were voluntarily and informed consent was secured before the conduct of data-gathering procedures.

3.3 Research Locale

This study was conducted in Congressional District I of the Schools Division of Nueva Ecija, Region III, Central Luzon, Philippines. The district encompasses various municipalities and cities, including Aliaga, Cuyapo, Guimba, Licab, Nampicuan, Quezon, Sto. Domingo, Talavera, and Zaragoza which house several public secondary schools that are actively engaged in sports programs under the Department of Education (DepEd). The Schools Division of Nueva Ecija supervises the delivery of basic education in the province, ensuring that learners are provided with quality instruction, extracurricular activities, and athletic development opportunities. Within District I, school-organized athletic events, such as the Division Meet and participation in Central Luzon Regional Athletic Association (CLRAA) competitions, are commonly supported by assigned teacher-chaperones.

These chaperones play essential roles in ensuring the safety, emotional well-being, logistical support, and overall development of student-athletes during sports activities, which often involve inter-school and inter-division events. The selected setting was deemed appropriate due to its active participation in regional sports programs and the availability of school personnel who serve as chaperones in various athletic events. The accessibility of the schools and cooperation of administrators and personnel from Congressional District I also made it a suitable locale for data collection through surveys and interviews. This setting provided a rich context for evaluating the multiple responsibilities of chaperones.

3.4 Research Instrument

This study used a survey questionnaire as an instrument for gathering data from the sports chaperone-respondents. The instrument consisted of two parts. The first part determined the profile of the respondents according to age, sex, civil status, highest educational attainment, years of experience as a sports chaperone, and types of sports handled. The second part measured the extent of chaperones' roles across five domains: maintaining safety and supervision, offering emotional and moral guidance, addressing logistics and daily needs, coordinating communication among stakeholders, and advancing holistic development. A parallel questionnaire was also developed for the sports coaches to validate the responses of the sports chaperones regarding the support and assistance they provide to student-athletes. The indicators contained in the coaches' instrument were aligned with those included in the questionnaire for the main respondents. In addition, a separate 10-item questionnaire was administered to student-athletes to determine their level of satisfaction or dissatisfaction with the support provided by sports chaperones during sports-related activities.

3.5 Validity and Reliability of the Instrument

The research instruments were subjected to content validation by experts in educational research and sports administration to ensure clarity, relevance, and appropriateness of the items. The questionnaire was reviewed and approved by the researcher's adviser. The revised instrument was then administered for pilot testing to sports chaperones outside Congressional District I in the Province of Nueva Ecija. The successful completion of the pilot test confirmed the face validity of the instrument, as the participants found the statements understandable, relevant, and reflective of their actual experiences and responsibilities as sports chaperones. To determine reliability, the internal consistency of the instrument was tested using Cronbach's Alpha coefficient, a widely accepted statistical measure in social science research. The pilot test yielded an overall Cronbach's Alpha value of 0.91, indicating a very high level of reliability and internal consistency. This means that the questionnaire items were highly correlated and consistently measured the intended constructs. Furthermore, each subdimension of the instrument obtained reliability coefficients ranging from 0.86 to 0.90, all of which exceeded the acceptable reliability threshold of 0.70, thereby confirming the reliability of the instrument for actual data gathering.

3.6 Data Collection Procedure

To get permission to conduct the study, the researcher wrote a letter to the Schools Division Superintendent of Nueva Ecija, to have permission to conduct the study and to the principals of all Junior High School Chaperones in congressional District I in the Schools Division of Nueva Ecija.

3.7 Data Analysis

To ensure a systematic and objective interpretation of the collected data, various quantitative data analysis techniques were employed. These tools allowed the researcher to organize, summarize, and examine patterns and relationships within the dataset derived from chaperone responses. To measure the extent of chaperone roles, the weighted mean was computed for each of the five major domains: (1) Ensuring Safety and Supervision, (2) Providing Emotional and Moral Guidance, (3) Managing Logistics and Daily Needs, (4) Facilitating Communication and Stakeholder Coordination, and (5) Promoting Holistic Development. These means were interpreted using a Likert scale to determine how frequently each role was performed. This enabled the researcher to identify which aspects of the chaperone's responsibilities were most and least emphasized. To determine whether certain demographic characteristics of chaperones were associated with variations in the extent of their roles, Spearman Rank Correlation was computed. This statistical test assessed the strength and direction of linear relationships between the variables.

3. 8 Results and Discussion

1 . Profile of the Respondents

	F	%	
Profile Variables			
AGE			
21 – 30	65	81.25	
31 – 40	15	18.75	
Total	80	100.00	
SEX			
Male	31	38.75	
Female	49	61.25	
CIVIL STATUS			
Single		66	82.50
Married		12	15.00
Separated		1	1.25
Widowed		1	1.25
Total	80	100.00	
HIGHEST EDUCATIONAL ATTAINMENT			
Bachelor’s Degree		53	66.25
With Master's Units		10	12.50
With Master's Degree		15	18.75
With Doctoral Units		1	1.25
With Doctorate Degree		1	1.25
Total	80	100	
YEARS AS SPORTS CHAPERONE			
Less Than 1 Year		33	41.25
1-3 Years		32	40.00
4-6 Years		7	8.75
More than 6 Years		8	10.00
Total	80	100.00	
TPES OF SPORTS HANDLED			
Individual Sport Only		33	41.25
Team Sport Only		36	45.00
Combination of 2 or More Sports		11	13.75
Total	80	100.00	

Indicators	Chaperones		Coaches	
Ensuring Safety and Supervision	WM	Verbal Descripti on	WM	Verbal Descripti on

My presence contributes to a safer environment during travels and competitions.	3.33	Very Great Extent	3.36	Very Great Extent
I am prepared to respond appropriately in the event of a medical emergency.	3.36	Very Great Extent	3.41	Very Great Extent
I consistently enforce team and school safety rules.	3.53	Very Great Extent	3.49	Very Great Extent
I check athletes' gear and equipment before any game to prevent accidents.	3.33	Very Great Extent	3.35	Very Great Extent
I keep track of the location of all athletes during trips.	3.33	Very Great Extent	3.35	Very Great Extent
I immediately report safety-related incidents to the proper authorities.	3.36	Very Great Extent	3.36	Very Great Extent
Average	3.41	Very Great Extent	3.43	Very Great Extent
Providing Emotional and Moral Guidance	WM	Verbal Description	WM	Verbal Description
I provide encouragement and motivation before and after competitions.	3.55	Very Great Extent	3.69	Very Great Extent
I help student-athletes manage stress and anxiety during high-pressure events.	3.39	Very Great Extent	3.68	Very Great Extent
I create a supportive environment that promotes emotional well-being.	3.40	Very Great Extent	3.79	Very Great Extent
I show empathy and understanding toward athletes' concerns.	3.36	Very Great Extent	3.78	Very Great Extent

Facilitating Communication and Stakeholder Coordination	WM	Verbal Description	WM	Verbal Description
I keep parents informed about the athletes' status and whereabouts.	3.69	Very Great Extent	3.76	Very Great Extent
I relay updates from coaches to athletes clearly and promptly.	3.54	Very Great Extent	3.76	Very Great Extent
I communicate athletes' concerns to relevant school authorities.	3.55	Very Great Extent	3.68	Very Great Extent
I mediate misunderstandings between athletes and staff when necessary.	3.43	Very Great Extent	3.78	Very Great Extent
I provide feedback to coaches and administrators regarding athlete needs.	3.44	Very Great Extent	3.79	Very Great Extent
I promote collaboration among school officials, coaches, and families to address athlete's needs.	3.51	Very Great Extent	3.84	Very Great Extent
I explain policies, schedules, and expectations to all stakeholders for their information and guidance.	3.56	Very Great Extent	3.70	Very Great Extent
I maintain open communication with all individuals involved in the event.	3.49	Very Great Extent	3.59	Very Great Extent
Average	3.53	Very Great Extent	3.74	Very Great Extent
Promoting Holistic Development	WM	Verbal Description	WM	Verbal Description
I remind athletes to prioritize academics before and after competitions.	3.58	Very Great Extent	3.75	Very Great Extent

I emphasize discipline in all aspects of their lives as athletes.	3.48	Very Great Extent	3.91	Very Great Extent
I promote sportsmanship at all times, win or lose.	3.46	Very Great Extent	4.00	Very Great Extent
I encourage healthy habits such as proper nutrition and adequate rest.	3.41	Very Great Extent	3.90	Very Great Extent
I guide athletes in balancing academics, sports, and personal responsibilities.	3.36	Very Great Extent	3.70	Very Great Extent
Average	3.46	Very Great Extent	3.85	Very Great Extent

Legend: 3.26–4.00 Very Great Extent; 2.51–3.25 Great Extent; 1.76–2.50 Moderate Extent; 1.00–1.75 Low Extent

1. Students' Satisfaction with the Support Provided by Sports Chaperones

Table 4. Weighted Mean and Verbal Interpretation of Students' Development and Performance with the Support Provided by Sports Chaperones

Students' satisfaction toward Sports Chaperone	WM	Verbal Interpretation
I feel safe and secure when accompanied by the sports chaperone during activities.	3.36	VeryGreat Extent
I believe sports chaperone responds quickly during emergencies.	3.70	VeryGreat Extent
I am guided by the sports chaperone to avoid physical injuries.	3.80	VeryGreat Extent
I am reminded by the sports chaperones to follow safety rules and regulations.	3.80	VeryGreat Extent
I receive clear safety reminders from sports chaperones.	3.90	VeryGreat Extent

I observe that the sports chaperone maintains discipline among student-athletes.	3.70	VeryGreat Extent
I am properly monitored by sports chaperones during travel and competitions.	3.70	VeryGreat Extent
I am satisfied with supervision and care provided by sports chaperone.	3.80	VeryGreat Extent
I feel comfortable sharing my personal concerns by sports chaperone.	3.80	VeryGreat Extent
I am happy and treated fairly by the sports chaperone.	3.70	VeryGreat Extent
Average	3.78	VeryGreat Extent

Legend: 3.26–4.00 Very Great Extent; 2.51–3.25 Great Extent; 1.76–2.50 Moderate Extent; 1.00–1.75 Low Extent

The data presented in Table 3 reflects the extent to which sports chaperones perform their roles in supporting student-athletes across five key dimensions: maintaining safety and supervision, offering emotional and moral guidance, addressing logistics and daily needs, coordinating communication among stakeholders, and advancing holistic development, with validation from coaches from coaches, both data as Very Great Extent. This suggests that both groups strongly agree that chaperones effectively perform their primary responsibility of safeguarding student-athletes.

The highest-rated item by chaperones was ensuring adherence to safety protocols (WM = 3.59), closely matched by coaches (WM = 3.58). This demonstrates a shared recognition that enforcing safety standards is a fundamental aspect of the chaperone's role. Similarly, items related to discipline monitoring, emergency preparedness, and incident reporting were consistently rated high by both groups.

The slight differences in ratings—where coaches rated certain items slightly higher (e.g., discipline monitoring and emergency preparedness)—suggest that coaches may perceive chaperones as even more effective in safety roles than the chaperones perceive themselves. This indicates a positive validation effect, where external stakeholders affirm the competence of chaperones.

These findings align with existing literature emphasizing that safety and supervision are the core responsibilities of chaperones, directly influencing injury prevention, behavioral control, and athlete welfare (Mountjoy et al., 2016; Knight et al., 2021). Furthermore, Ramirez (2022) highlighted that chaperones serve as frontline safety custodians, responsible for monitoring risks and ensuring compliance with safety protocols. Overall, the results indicate that sports chaperones demonstrate strong competence in maintaining safety, and the coaches' validation confirms that these practices are consistently observed in actual sports settings.

1. Significant Relationship Between the Chaperones' Profile and the Extent of Their Roles in Supporting Student-Athletes' Development and Performance

Table 5: Results of the Correlation to Establish the Relationship Between the Chaperones' Profile and the Extent of Their Roles in Supporting Student-Athletes' Development and Performance

		Age	Sex	CS	HEA	YASC	TSH
Ensuring Safety and Supervision	Correlation Coefficient	.209	.039	.151	.081	.111	-.092
	Sig. (2-tailed) N	.06380	.73080	.18280	.47280	.32680	.41880
Providing Emotional and Moral Guidance	Correlation Coefficient	-.080	-.066	-.302**	-.284*	.006	-.087
	Sig. (2-tailed) N	.47980	.56180	.00780	.01180	.95580	.44580
Managing Logistics and	Correlation Coefficient	.152	.048	.005	-.050	-.059	.023

Daily Needs	Sig. (2-tailed) N	.17980	.67580	.96880	.66280	.60480	.83980
Facilitating Communication and Stakeholder Coordination	Correlation Coefficient	-.030	.141	-.079	.042	-.088	-.024
	Sig. (2-tailed) N	.79080	.21280	.48980	.70980	.44080	.83280
Promoting Holistic Development	Correlation Coefficient	.004	.082	-.139	-.100	-.083	-.063
	Sig. (2-tailed) N	.97580	.46880	.21980	.37880	.46580	.57980

**Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

The connection between the profile of sports chaperones and the extent of their roles in supporting student-athletes was examined using the Spearman Rank Correlation Coefficient (ρ). The association between demographic variables—age, sex, civil status, highest educational attainment, years as sports chaperone, and types of sports supervised—and the five role dimensions: maintaining safety and supervision, offering emotional and moral guidance, addressing logistics and daily needs, coordinating communication among stakeholders, and advancing holistic development. This suggests that the ability of chaperones to ensure safety and supervision is not dependent on their demographic

characteristics, such as age, sex, civil status, educational attainment, experience, or type of sport handled. Regardless of these factors, chaperones consistently perform their safety-related responsibilities at a high level.

This finding supports existing literature which emphasizes that safety and supervision are standardized responsibilities guided by institutional policies and protocols, rather than individual characteristics (Mountjoy et al., 2016; Parent & Fortier, 2018). It also suggests that schools may have established clear expectations and procedures that ensure uniformity in safety practices among chaperones.

Providing Emotional and Moral Guidance and Profile Variables

In contrast to other dimensions, offering emotional and moral guidance showed statistically significant relationships with two profile variables. Civil Status ($r = -0.302, p = .007$) significant at 0.01 level. Highest Educational Attainment ($r = -0.284, p = .011$) – significant at 0.05 level.

The negative correlation coefficients indicate an inverse relationship, meaning that as civil status and educational attainment increase, the perceived extent of emotional and moral guidance slightly decreases. This result suggests that single chaperones may be more actively engaged in providing emotional support compared to married or previously married individuals. This may be due to greater availability, flexibility, and emotional energy to connect with student-athletes.

Chaperones with lower or moderate educational attainment may exhibit more direct or hands-on emotional engagement compared to those with higher academic qualifications, who may focus more on administrative or structured roles.

This result aligns with studies indicating that personal availability, interpersonal closeness, and relational engagement are critical in providing emotional support (Graupensperger et al., 2020; Jones & Kahn, 2020). It also suggests that emotional guidance is influenced more by personal interaction styles and availability rather than purely professional qualifications.

Furthermore, the significance of these relationships highlights that emotional support is a relational and context-sensitive role, where personal characteristics can influence the depth of engagement with student-athletes.

Sustainability Plan

Goal	Objectives	Strategies / Activities	Persons Responsible	Time Frame	Resources Needed	Success Indicators
Strengthen the capacity of sports chaperones in supporting student-athletes	Enhance knowledge and skills of chaperones in athlete supervision and guidance	Conduct the “Sports Chaperone Development Seminar-Workshop” focusing on first aid, athlete behavior management, child protection, gender sensitivity, and stress management for student-athletes	School Head, Sports Coordinator, PE Teachers, School Nurse	Once every semester	Training modules, projector, venue, speakers, first aid kits	Chaperones demonstrate improved supervision skills and greater confidence in handling athletes
Ensure safety and proper supervision of student-athletes during	Implement clear monitoring and supervision procedures	Launch the “Safe Play Monitoring Program” which includes orientation on travel protocols, attendance monitoring,	School Administration, Sports Coordinator, Chaperones	Start of every school year and before major competition	Supervision handbook, monitoring forms, ID cards, emergency contact	Reduced accidents and improved compliance with safety procedures

training and competitions		emergency response procedures, and athlete checklists during sports events		ions	sheets	
Promote holistic development of student-athletes	Encourage academic and personal support for athletes	Implement the “Athlete Study and Mentoring Hour (ASMH)” where teachers and chaperones provide academic follow-up, values formation sessions, and peer mentoring for athletes	Teachers, Chaperones, Guidance Counselor, Coaches	Quarterly	Progress monitoring forms, counseling materials, study area, mentoring guide	Improved academic performance, discipline, and positive behavior among athletes
Strengthen communication among stakeholders	Improve coordination between school, parents, and coaches	Conduct the “Athlete Support Partnership Meeting” involving parents, coaches, teachers, and chaperones to discuss athlete progress, schedules, concerns, and expectations	School Head, Coaches, Chaperones, Parents’ Representatives	Quarterly	Meeting venue, communication apps, attendance sheets, reports	Stronger coordination, active parent involvement, and timely communication among stakeholders

The sustainability plan is designed to ensure the continuous implementation and long-term effectiveness of programs intended to strengthen the roles of sports chaperones in promoting the development and performance of student-athletes. The plan shall be implemented in the Congressional District 1 of Department of Education. Through consistent collaboration among school administrators, coaches, teachers, parents, and community stakeholders, the plan aims to institutionalize activities that promote athlete safety, holistic development, academic excellence, and effective supervision during sports-related activities.

To sustain the program, the school shall integrate the Sports Chaperone Development Seminar-Workshop and the Safe Play monitoring Program into the annual school improvement and athletic development plans. Regular trainings and orientations will be conducted every semester to continuously enhance the competencies of sports chaperones in areas such as child protection, first aid, athlete discipline management, and emotional support. The school administration, through the sports coordinator and PE teachers, shall ensure that updated guidelines and monitoring tools are consistently utilized during trainings, competitions, and other school sports events.

Financial and material support shall also be maintained through the allocation of school funds, coordination with the Parent-Teacher Association (PTA), and partnership with local government units and community stakeholders. These partnerships will help provide training resources, transportation assistance, communication materials, and emergency response supplies necessary for the successful implementation of activities. The respondents were mostly young, female, single, college-educated, and relatively new sports chaperones who handled both team and individual sports. Their profile suggests energy, flexibility, and commitment in supporting student-athletes; however, their limited experience highlights the need for continuous training.

Summary, Conclusion Recommendations Summary of Findings

- 1.The respondents were mostly young, female, single, college-educated, and relatively new sports chaperones who handled both team and individual sports. Their profile suggests energy, flexibility, and commitment in supporting student-athletes; however, their limited experience highlights the need for continuous training.
- 2.Sports chaperones performed all roles to a very great extent, particularly in facilitating communication, coordinating with stakeholders, and promoting holistic development, which obtained the highest ratings. Ensuring safety, providing emotional guidance, and managing logistics were also rated highly. Coaches' evaluations were even higher than the chaperones' self-assessments, further affirming their effectiveness.
- 3.All indicators were rated "Very Great Extent," showing that sports chaperones effectively perform their roles, particularly in ensuring safety, promoting injury prevention, enforcing rules and supervision, and providing a supportive environment where student-athletes can openly share concerns.
- 4.There is no significant relationship between most chaperones' profile and corresponding roles, indicating consistent performance regardless of demographics due to standardized expectations and practices. However, civil status and educational attainment were significantly related.
- 5.All dimensions of chaperones' roles were significantly and positively correlated at the 0.01 level, indicating that their functions are interrelated and mutually reinforcing, where strong performance in one area enhances others. Providing emotional and moral guidance and facilitating communication showed the strongest relationships.
- 6.The proposed sustainability plan ensures the continuous strengthening of sports chaperones through regular training, Safe Play monitoring, stakeholder collaboration, and institutional support from schools, PTAs, and LGUs. It also promotes student-athletes' academic and holistic development through mentoring activities, regular coordination meetings, and continuous monitoring and evaluation

Conclusion

- 1.The sports chaperone workforce is generally composed of young and relatively inexperienced individuals, indicating the need for sustained training, mentoring, and professional development to fully optimize their effectiveness in supporting student-athletes.
- 2.Sports chaperones demonstrate strong overall effectiveness in fulfilling their roles, with their performance consistently recognized across stakeholders, particularly in coordination, communication, and holistic student-athlete development.
- 3.Safety and supervision emerge as core strengths of chaperones, reflecting their strong capacity to maintain discipline, prevent risks, and provide a secure and supportive environment for student-athletes.
- 4.The effectiveness of chaperones is generally not influenced by their demographic characteristics, suggesting that institutional standards and role expectations are the primary drivers of performance, although personal background plays a role in shaping emotional and moral guidance.
- 5.The roles of chaperones are highly interconnected, indicating that improvement in one function enhances others, particularly in communication and emotional support, which serve as central elements of effective performance.
- 6.Sustaining chaperone effectiveness requires continuous institutional support through training, monitoring, collaboration, and development programs to ensure the long-term success of student-athlete support systems.

Recommendation

- 1."Chaperone Mentorship Ladder Program" should be established in every school where newly assigned chaperones are paired with experienced teachers, coaches, or senior chaperones during actual sports events. This should be complemented with simulation-based training sessions (e.g., mock travel, emergency drills, and athlete conflict scenarios) to accelerate experiential learning and build confidence in real-life situations.
- 2.District Supervisors should institutionalize a "Chaperone Excellence Recognition System" that acknowledges outstanding performance per district. Additionally, an annual peer-review and reflection conference may be conducted where chaperones share best practices, challenges, and innovations in athlete supervision to further strengthen effective practices.

3. District Sports Coordinator should facilitate the enhancement of safety practices through a “Digital Safety Monitoring System” (e.g., mobile-based checklist or QR-coded athlete tracking during events) and the implementation of a standardized Emergency Response Protocol Card that chaperones can carry during all competitions for quick reference during critical situations.
4. The Division Sports Coordinator in cooperation with the PSDSs should develop a standardized Chaperone Competency Certification Program that focuses on skills-based qualification rather than personal background. This ensures that all chaperones, regardless of age or experience, meet a unified standard of competence in supervision, communication, and athlete welfare.
5. Schools should adopt an “Integrated Chaperone Performance Framework” that trains chaperones using scenario-based, holistic modules where safety, communication, logistics, and emotional support are addressed simultaneously. This can be reinforced through team-based deployment systems, where chaperones are assigned complementary roles during events to maximize synergy.
6. The sustainability plan should be initially implemented as a pilot program in Congressional District I of DepEd Nueva Ecija, with close monitoring and evaluation to refine its processes. Once proven effective, it may be scaled up and adapted for implementation across other congressional districts while maintaining its core components, such as training, Safe Play monitoring, stakeholder collaboration, and continuous evaluation.

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