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RESEARCH ARTICLE

Development of Manual for Intramural Activity Management

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ABSTRACT

Intramural sports programs play a vital role in fostering student participation, leadership, and holistic development; however, their effectiveness largely depends on how systematically they are planned and managed within schools. This study aimed to design and validate an Intramural Activity Management Manual for three private schools in Cagayan de Oro City. Anchored in Design and Development Research (DDR) and guided by the Analysis, Design, and Development (A–D–D) phases of the ADDIE model, the study focused on developing a structured, context-responsive manual grounded in actual school practices. A purposive sample of four Senior High School Physical Education teachers and sports coordinators, three of whom served dual roles as PE teachers and sports coordinators, and one directly involved in intramural program implementation, participated in the needs analysis, while three expert validators evaluated the developed manual. Data were collected through semi-structured interviews and an expert validation rating scale. Qualitative data were analyzed using thematic analysis, while quantitative data were treated using descriptive statistics. Findings revealed that school intramural sports activity management is shaped by student participation, teacher leadership and supervision, facilities and resource conditions, participation and selection systems, institutional collaboration, and safety and risk management. These contextual dimensions informed the development of the manual's structure and content. Expert feedback led to revisions that enhanced clarity, organization, usability, and operational completeness, particularly in planning systems, organizational structure, safety compliance, and documentation. The manual was rated from very good to excellent across content quality, practical applicability, organization and clarity, contextual suitability, and overall evaluation. The study concludes that the developed Intramural Activity Management Manual is a structured, practical, and context-responsive resource that can support effective, consistent, and safe implementation of school intramural sports programs.

KEYWORDS Intramural sports, Sports activity management, School-based sports programs, Context-responsive manual

Introduction

In Philippine schools, intramural sports programs serve as structured platforms for promoting student well-being, values formation, and active participation in physical activity. Anchored in the Department of Education's commitment to accessible and inclusive school sports (DepEd, 2025), these programs extend learning beyond the classroom by engaging students in organized activities that cultivate leadership, teamwork, discipline, and social interaction.

Despite their educational value, schools in the Philippines face persistent challenges in implementing intramural programs effectively. These include planning difficulties, limited resources, and the absence of context-specific instructional materials, resulting in inconsistent and often unstructured implementation (Wilson & Millar, 2021; Cullarin-Bernales, 2021; Gabunilas *et al.*, 2025). Consequently, teachers frequently resort to improvised approaches or generic Physical Education content, constraining program effectiveness and limiting students' experiential learning (Aboagye *et al.*, 2022; Toteles & Pratama, 2023).

Globally, sports education and program management emphasize structured, experiential, and student-centered approaches to developing competencies in planning, organizing, and evaluating sports events (Braunstein-Minkove *et al.*, 2023; Lock & Adams, 2021). Countries such as Finland, Japan, and Australia have successfully implemented inclusive and sustainable school sports systems, demonstrating the importance of integrating theoretical knowledge with practical application to enhance student engagement and leadership (Eime *et al.*, 2021; Guidotti *et al.*, 2023; Anderson-Butcher *et al.*, 2025).

In contrast, the Philippine context reveals a gap between policy and practice. Although school-based sports programs are promoted within a competency-based and inclusive education framework, their implementation remains constrained by limited resources, insufficient teacher preparation, and weak program coordination (Poblador & Tagare, 2022; Cagas *et al.*, 2022). As a result, students are deprived of meaningful opportunities to develop leadership, organizational, and event management competencies within intramural settings (Stella *et al.*, 2024; Legarte & Jalos, 2025).

From the researcher's experience as a Physical Education teacher in a private school, intramural programs often lack standardized procedures and organized management systems, resulting in inconsistencies between intended learning outcomes and actual practices. This highlights the need for structured, context-responsive instructional resources to guide teachers in effectively managing intramural sports programs.

Despite the recognized importance of intramural sports, there is limited research on the development of instructional manuals tailored to the Philippine school context. This gap underscores the need for research-informed tools that bridge theory and real-world implementation.

Thus, this study aims to develop and validate an Intramural Activity Management Manual designed to support teachers in planning, organizing, and managing school intramural programs. The manual is grounded in existing policies of the Department of Education and informed by global best practices in sports education and program management. By providing a structured yet adaptable resource, the study seeks to enhance the effectiveness, consistency, and safety of intramural sports implementation.

This initiative also aligns with the United Nations Sustainable Development Goals, particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education), by promoting active lifestyles, inclusive participation, and holistic student development through structured school sports programs (United Nations, 2023).

Methods

This study employed a Design and Development Research (DDR) approach to develop and validate an Intramural Activity Management Manual for selected private schools in Cagayan de Oro City. The study was guided by the Analysis–Design–Development (A–D–D) phases of the ADDIE model, focusing on identifying contextual needs, designing the structure of the manual, and developing and refining the final output through expert validation. The Implementation and Evaluation phases were not included, as the study concentrated on manual development and validation.

A purposive sampling technique was used to select participants with relevant expertise in Physical Education and sports activity management. Four (4) Senior High School Physical Education teachers and sports coordinators from four private schools in Cagayan de Oro City participated in the needs analysis phase. Among them, three served concurrently as PE teachers and sports coordinators, while one was directly involved in intramural program implementation. They were selected based on their active involvement in organizing and managing school intramural programs. For the validation phase, three (3) expert evaluators assessed the developed manual: two were Doctor of Philosophy (PhD) holders in Physical Education with broad experience in intramural sports management, one of whom has direct experience in university-level intramural administration, and one was an experienced Physical Education practitioner with proven expertise in sports activity management. Experts were tasked with examining the manual's operability, specificity, clarity, organization, and contextual applicability.

Data were collected using two primary instruments. A semi-structured interview guide was used during the analysis phase to gather qualitative data on existing practices, challenges, and contextual conditions in managing intramural sports programs. An expert validation rating scale was used during the development phase to evaluate the manual in terms of content quality, clarity and organization, usability, contextual suitability, and overall effectiveness. The instrument utilized a five-point scale and included open-ended sections for qualitative feedback and recommendations. Mean ratings were interpreted using the following ranges: 4.50–5.00 (Excellent), 3.50–4.49 (Very Good), 2.50–3.49 (Good), 1.50–2.49 (Fair), and 1.00–1.49 (Poor).

Prior to data collection, necessary permissions and ethical considerations were secured. Participants were informed of the study's purpose, and informed consent was obtained. Interviews were conducted in a school conference room to ensure a quiet, private, and conducive environment, and were audio-recorded with permission. Responses were transcribed and organized for analysis. Following the development of the initial manual, copies were provided to expert validators for evaluation. Their ratings and feedback were collected and used to refine the manual.

Qualitative data from the interviews were analyzed using thematic analysis, guided by categories drawn from the research objectives and aligned with the study's conceptual framework. This process allowed the identification of key themes such as student participation, teacher roles, resource conditions, and safety management. Quantitative data from the expert validation were analyzed using descriptive statistics, particularly mean scores, to determine the level of acceptability of the manual. Qualitative feedback from validators was analyzed through content analysis and was used to improve the clarity, structure, and completeness of the manual. To enhance the trustworthiness of the analysis, themes were derived inductively from the interview data and were continually verified against the study's research objectives and conceptual framework to ensure credibility. A systematic and clearly documented analytic procedure was maintained across the Analysis, Design, and Development phases, providing an audit trail that supports the dependability and confirmability of the findings.

All ethical standards were observed throughout the study. Participation was voluntary, and confidentiality was ensured through anonymization of responses. Data were securely stored and used solely for research purposes. The study adhered to the principles of respect for persons, beneficence, and justice.

Results

The results of this study are presented in alignment with the Design and Development Research (DDR) framework, specifically following the Analysis, Design, and Development phases of the ADDIE model. The study aimed to develop a context-responsive and structured Intramural Activity Management Manual for selected private schools. The results are presented in four parts: (1) school context of intramural sports activity management, (2) the prototype manual structure, (3) expert feedback on the drafted manual, and (4) the recommended Intramural Sports Activity Management Manual.

The qualitative findings reveal key categories that describe the school context of intramural sports activity management based on the qualitative data gathered from participants. Specifically, intramural management was found to be shaped by multiple interconnected themes: student participation, teacher leadership, availability of facilities, participation systems, institutional collaboration, and safety considerations. Student participation emerged as a central component, highlighting learners' active involvement in organizing and managing sports activities. Meanwhile, teachers play a crucial role as facilitators and supervisors, ensuring that activities are properly guided and aligned with school objectives. The availability of facilities and resources was also identified as a determining factor in the scope and quality of intramural programs. In addition, structured participation systems such as tryouts were found to regulate student involvement, while institutional collaboration supports the coordination of large-scale sports events. Safety and risk management further ensure the protection and well-being of participants. Collectively, these dimensions underscore that intramural sports management is a multi-dimensional process shaped by both organizational and contextual factors.

Table 1 presents the subsections, descriptions, and bases of the proposed Intramural Sports Activity Management Manual. The structure of the manual was developed from the categories identified during the analysis phase, ensuring alignment with schools' contextual needs for managing intramural sports programs. The manual is organized into key components that address essential aspects of sports activity management, including planning, organizational structure, leadership roles, participation systems, resource management, safety protocols, and evaluation processes. Each subsection is grounded in the identified categories and core ideas derived from the qualitative findings, ensuring that the manual reflects actual school practices. The alignment between the subsections and their corresponding bases demonstrates that the manual is both systematically structured and context-responsive. This ensures its relevance as a practical guide for teachers, administrators, and student leaders in implementing effective, well-organized intramural sports programs.

Table 1. Subsections, Description, and Bases of the Prototype Intramural Management Manual

Subsections	Description	Bases
Background of School Intramurals, Purpose of the Manual, Scope and Coverage, Target Users	Introduces the manual's purpose, scope, intended users, and fundamental concepts related to school intramural sports programs.	Institutional Collaboration in Intramurals – Intramurals are school-wide activities requiring shared understanding among stakeholders; Core Idea: Need for coordinated communication and common orientation across the school.
Organizational Structure of the Intramural Program, Executive Committee, Technical	Presents the organizational structure and identifies the committees and roles involved	Student Participation in Intramural Management – Students are assigned

Committees, Student Leadership Committees	in managing intramural sports activities within the school.	committees (materials, documentation, logistics); Core Idea: Need for structured committees and organized task delegation.
Roles and Responsibilities of School Administration, PE Department, Teachers, Student Leaders, and Officials	Defines the specific duties and responsibilities of various stakeholders involved in organizing and managing sports events.	Teacher Leadership and Supervision – Teachers guide, plan, and oversee activities while students assist; Core Idea: Shared responsibility with teacher-led supervision.
Intramural Planning Timeline, Needs Assessment, Budget Preparation, Selection of Sports Events, Event Scheduling and Bracketing	Provides guidelines for planning and preparing intramural programs, including resource assessment, budgeting, event scheduling, and tournament formats.	Teacher Leadership and Supervision – Teachers manage planning, budgeting, and organization; Core Idea: Importance of systematic planning and logistical preparation.
Eligibility of Participants, Registration Procedures, Team Formation, Try-Out Procedures, Competition Formats	Provides guidelines on participant eligibility, team organization, and competition structures such as single elimination, double elimination, and round robin formats.	Participation and Selection System in Intramurals – Use of try-outs and limited participation due to constraints; Core Idea: Need for structured selection and competition systems.
Identification of Sports Facilities, Venue Preparation, Equipment Inventory and Allocation, Maintenance Strategies	Presents procedures for managing sports facilities and equipment used during intramural activities.	Facilities and Resource Context – Availability of facilities influences implementation; Core Idea: Facilities and resources shape program execution.
Safety Policies and Protocols, Risk Assessment, Emergency Response Procedures, First Aid and Injury Reporting	Provides guidelines to ensure participant safety during sports activities, including risk assessment and emergency management procedures.	Safety and Risk Management in Intramurals – Enforcement of safety protocols; Core Idea: Need for structured safety and risk management procedures.
Monitoring of Intramural Activities, Evaluation of Sports Events, Feedback Systems, Documentation and Improvement Plans	Describes procedures for monitoring, evaluating, and documenting sports activities to improve future intramural programs.	Teacher Leadership and Supervision / Institutional Collaboration – Teachers oversee and monitor activities; Core Idea: Need for documentation, monitoring, and continuous improvement systems.

Table 2 presents the feedback provided by experts during the evaluation and the corresponding actions taken to refine the Intramural Sports Activity Management Manual. The feedback focused on enhancing the manual's conceptual clarity, structural organization, operational completeness, formatting, and language. Experts recommended improvements in clarifying the purpose and objectives of the manual, strengthening organizational structures, and ensuring the inclusion of essential operational and compliance requirements. Revisions were also made to improve formatting consistency, language clarity, and overall presentation. The incorporation of these recommendations produced a more organized, practical, and user-friendly resource better aligned with the needs of teachers, administrators, and student leaders involved in intramural sports management.

Table 2. *Feedback of Experts on the Sports Activity Management Manual and the Actions Taken in Response to the Feedback*

Type of Feedback	Feedback	Source of Comment	Section	Action Taken
Conceptual and Functional Improvements	Improved the title of the manual	Expert 3	Preliminary Pages	Implemented
	Revise to be more practical and less research-oriented; simplify objectives and improve presentation	Expert 3	Chapter 1	Implemented

	Clarify purpose, reduce research-heavy content, improve visual presentation	Expert 3	Chapter 1	Implemented
	Clearly state the purpose, users, and application of the manual	Expert 3	Preliminary Pages	Implemented
	Ensure consistency in learning objectives (structure and wording)	Expert 3	Chapter 2	Implemented
	Decide emphasis between illustrations and textual explanations	Expert 3	Chapter 2	Implemented
	Add reflection questions and reduce excessive citations	Expert 3	Chapter 2	Implemented
	Include summary in every chapter	Expert 3	Chapter 2	Implemented
Structural and Organizational Changes	Replace with steering and working committee format	Expert 2	Chapter 3	Implemented
	Illustrate the organizational chart	Expert 3	Chapter 3	Implemented
	Expand preparation timeline to 8 weeks with stakeholder consultation	Expert 2	Chapter 5	Implemented
Operational and Compliance Requirements	Require medical certificate and waiver/parent permit before participation	Expert 2	Chapter 5	Implemented
	Include eligibility screening documents (entry form, medical certificate, waiver)	Expert 2	Chapter 5	Implemented
	Include forms: Individual Personal Sheet, Waiver/Parent Permit, Medical Certificate	Expert 2	Chapter 7	Implemented
	Add Intramural Identification Form	Expert 2	Chapter 7	Implemented
	Include Team Composition	Expert 2	Chapter 7	Implemented
Formatting and Layout	Use a separate page for the manual description	Expert 3	Preliminary Pages	Implemented
	Improve format and consistency of headings and structure	Expert 3	Preliminary Pages	Implemented
	Adjust spacing	Expert 1	Chapter 3	Implemented
	Improve spacing	Expert 1	Chapter 5	Implemented
	Left-align text	Expert 1	Chapter 5	Implemented
	Improve aesthetic presentation (bracketing)	Expert 3	Chapter 7	Implemented
Language and Clarity	Delete unnecessary statements for clarity and relevance	Expert 3	Preliminary Pages	Implemented
	Reduce AI-like tone	Expert 3	Chapter 2	Implemented

	Make discussion concise and eliminate repetitive statements	Expert 3	Chapter 2	Implemented
	Spelling corrections	Expert 1	Chapter 4	Implemented
	Correct spelling	Expert 1	Chapter 5	Implemented
	Use proper capitalization	Expert 1	Chapter 5	Implemented
	Complete hanging sentence in visual presentation	Expert 1	Chapter 7	Implemented
Supplementary and Enhancement Elements	Specify authors	Expert 1 & 3	Preliminary Pages	Implemented
	Enhance acknowledgment section with specific names and deeper appreciation	Expert 3	Preliminary Pages	Implemented
	Include a statement acknowledging AI as a tool in manual development	Expert 3	Preliminary Pages	Implemented
	Incorporate a brief account of the manual development process	Expert 3	Preliminary Pages	Implemented
	Convert items into five choices	Expert 1	Chapter 7	Implemented
	Remove Part 2	Expert 1	Chapter 9	Implemented
	Indicate appendices properly	Expert 1	Appendices	Implemented

Table 3 presents the expert evaluation of the Intramural Sports Activity Management Manual across five key domains. Overall, the manual received high ratings, with most indicators falling within the “Very Good” to “Excellent” range, indicating strong acceptability and effectiveness as an instructional resource. In terms of content quality and relevance, the manual was rated highly for its clarity, accuracy, and alignment with intramural sports management principles. The inclusion of localized contexts further strengthened its applicability to school settings. For practical applicability and operational relevance, the manual demonstrated strong performance, particularly in promoting student participation, leadership, and real-world sports management practices, confirming that the manual provides functional and actionable guidance for organizing intramural activities. The domain of organization and clarity also received positive ratings, suggesting that the manual is logically structured and easy to follow. However, the visual presentation indicator in this domain received a comparatively lower mean score (see Table 3), indicating an opportunity to improve the graphical layout and design elements to further enhance user understanding. In terms of contextual suitability, the manual was rated highly for its adaptability across different school contexts and its emphasis on safety, inclusivity, and resource considerations. Overall, the findings indicate that the Intramural Sports Activity Management Manual is a practical, relevant, and context-responsive resource with strong potential to support effective and consistent implementation of intramural sports programs in schools.

Table 3. Expert Evaluation Report of the Intramural Activity Management Manual

Indicators	Expert 1	Expert 2	Expert 3	Mean	Description
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A. Content Quality and Relevance					
The content clearly explains the concepts and principles of intramural sports management.	4	4	4	4.00	Very Good
Concepts, definitions, and examples related to sports event organization and management are accurate and appropriate.	5	4	4	4.33	Very Good
The manual presents clear guidelines for planning, organizing, and implementing intramural sports programs.	4	4	4	4.00	Very Good
Content addresses important components of sports management such as leadership, teamwork, governance, safety, and event planning.	4	4	4	4.00	Very Good
The manual integrates localized and Philippine school-based sports contexts relevant to intramural programs.	5	4	4	4.33	Very Good
B. Practical Applicability and Operational Relevance					
The manual provides practical strategies for organizing and managing school intramurals.	4	5	4	4.33	Very Good
The manual supports student participation and leadership roles in sports activities.	5	5	4	4.67	Excellent
Activities and procedures reflect real-world sports event management practices.	5	5	5	5.00	Excellent
The manual promotes collaboration, leadership, and teamwork among students and organizers.	4	5	5	4.67	Excellent
The manual provides practical guidance for event planning, officiating, and competition management.	4	5	4	4.33	Very Good
C. Organization and Clarity					
The manual is logically organized and systematically structured.	5	4	3	4.00	Very Good
Instructions and procedures are clear, understandable, and easy to follow.	5	4	4	4.33	Very Good
Tables, diagrams, forms, and templates enhance understanding of the procedures.	4	3	4	3.67	Very Good
The chapters present step-by-step guidance for organizing intramural sports activities.	5	4	4	4.33	Very Good
Sections of the manual are well-organized and easy to navigate.	5	5	4	4.67	Excellent
D. Contextual Suitability					
The manual is feasible for schools with limited facilities, equipment, or resources.	5	5	4	4.67	Excellent
Procedures can be adapted for different school sizes and student populations.	5	5	5	5.00	Excellent
The content is relevant for both public and private school intramural programs.	5	5	5	5.00	Excellent

The manual incorporates safety procedures and risk management considerations in sports events.	4	5	4	4.33	Very Good
The manual supports ethical, inclusive, and student-centered sports participation.	5	5	5	5.00	Excellent
E. Overall Evaluation					
Overall quality, accuracy, and clarity of the Sports Activity Management Manual.	4	4	4	4.00	Very Good
Practical usefulness of the manual for organizing and managing school intramural programs.	5	5	4	4.67	Excellent
Potential of the manual to improve intramural sports management practices in schools.	5	5	5	5.00	Excellent
Readiness of the manual for implementation in school intramural programs.	4	5	4	4.33	Very Good
Overall impression and recommendations for final revision and improvement.	5	4	4	4.33	Very Good

Based on the expert feedback and validation results, the final recommended Intramural Sports Activity Management Manual was produced. The revised manual incorporates all refinements identified through the evaluation process, addressing concerns related to clarity, organizational structure, safety compliance, and operational completeness. The result is a structured, practical, and context-responsive resource that is ready for adoption by Physical Education teachers, sports coordinators, and school administrators in implementing effective and organized intramural sports programs.

Discussion

Managing intramural sports programs in schools presents several challenges, including inconsistencies in planning, limited resources, lack of structured guidelines, and varying levels of student participation. These issues often result in fragmented implementation and reduced opportunities for meaningful student engagement in sports activities. As revealed in this study, teachers compensate by drawing on personal experience and informal arrangements—strategies that, while practical, produce inconsistent outcomes and limit students' development of organizational and leadership competencies (Aboagye *et al.*, 2022; Mirzaei Kalar *et al.*, 2019; Legarte & Jalos, 2025).

Despite these challenges, schools attempt to address gaps through student involvement and teacher-guided supervision, where learners take active roles in organizing and managing intramural activities. This approach reflects an emerging practice of experiential learning, where students develop leadership, teamwork, and organizational skills through direct participation (Sweeney & Schramm-Possinger, 2022; Cano & Gómez-Baya, 2025). However, without structured guidance and standardized systems, these efforts remain inconsistent and highly dependent on individual practices. This highlights the need for a structured and context-responsive framework that can support schools in implementing intramural programs more effectively.

The Intramural Sports Activity Management Manual developed in this study was designed to address these gaps by providing a systematic and practical framework grounded in actual school contexts. The manual integrates key components such as organizational structure, planning systems, participation guidelines, resource management, and safety protocols, ensuring a comprehensive approach to intramural management. By translating identified contextual needs into structured components, the manual supports both teachers

and students in organizing and implementing sports programs more effectively (Farhat *et al.*, 2025; Jagadish & Modi, 2022).

The results of the expert evaluation indicate that the manual is a well-structured and practical resource, demonstrating strong performance across content quality, applicability, organization, and contextual suitability. These findings suggest that the manual is capable of supporting consistent and effective intramural program implementation while promoting student engagement and leadership development. The emphasis on real-world application and operational guidance further strengthens its usability in school settings (Beyene *et al.*, 2022; Frigillana, 2022).

Feedback from experts also contributed to the refinement of the manual, particularly in improving clarity, organization, formatting, and operational completeness. Enhancements such as clearer role definitions, improved planning structures, and strengthened safety procedures ensured that the manual aligns with practical requirements and educational standards. These revisions highlight the importance of systematic and responsive development in producing a program management manual (Gurgis & Kerr, 2021).

Overall, the findings suggest that integrating structured management systems, experiential learning approaches, and context-responsive strategies is essential in strengthening intramural sports programs. The developed manual provides a practical and adaptable tool that bridges the gap between theory and practice, supporting schools in delivering organized, inclusive, and effective intramural activities while aligning with broader educational goals and student development outcomes (Eime *et al.*, 2021; Department of Education, 2025; United Nations, 2023).

Conclusion

This study aimed to develop and validate a context-responsive Intramural Activity Management Manual for selected private schools in Cagayan de Oro City. Guided by the Design and Development Research (DDR) framework and the Analysis, Design, and Development (A-D-D) phases of the ADDIE model, the study employed a systematic process involving qualitative analysis of school contexts using thematic analysis, followed by manual development and expert evaluation on a five-point rating scale. Findings revealed that intramural activity management is shaped by dimensions such as student participation, teacher supervision, organizational systems, resource availability, institutional collaboration, and safety considerations. These contextual challenges often result in inconsistent implementation due to the absence of structured and localized instructional materials.

Drawing from these findings, the developed manual emphasized practical applicability, structured organization, and alignment with real school conditions. The manual integrates essential components such as planning systems, organizational structures, participation guidelines, resource management, and safety protocols. Expert evaluation confirmed that the manual demonstrates strong content quality, usability, and contextual relevance, while also recommending refinements in clarity, organization, and operational completeness. The final version of the manual addresses both instructional and management challenges in implementing intramural sports programs.

Overall, this study highlights the importance of developing context-responsive manuals that are systematically structured to address the real operational needs of school-based sports programs. The Intramural Sports Activity Management Manual contributes to improving the organization, consistency, and effectiveness of school intramural programs, while promoting student engagement, leadership development, and experiential learning. These contributions should be interpreted in light of the study's limitations: the small purposive sample of informants and validators, the focus on private schools in a single city, and the scope being confined to the Analysis, Design, and Development phases of the ADDIE model, without

Implementation and Evaluation. Findings are therefore best regarded as transferable rather than broadly generalizable, and warrant confirmation through wider implementation.

In light of the findings, it is recommended that schools adopt the developed manual as a guide for organizing and managing intramural sports programs. Physical Education teachers are encouraged to utilize the manual to enhance planning, implementation, and student involvement in sports activities. School administrators may support its implementation by providing necessary resources and promoting collaboration among stakeholders. Curriculum developers may further contextualize the manual to suit different school environments, particularly those with limited facilities. Finally, future researchers are encouraged to conduct implementation studies to evaluate the long-term impact of the manual on student outcomes, program effectiveness, and school-based sports management practices.

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AI Declaration: This study utilized artificial intelligence tools to assist in preparing this article. Specifically, ChatGPT was used to convert the full thesis manuscript into a reduced journal article format, with human supervision and editing, to ensure academic rigor and integrity. Additionally, ChatGPT and Grammarly AI were used to enhance the language quality, clarity, and tone of the final manuscript. The author carefully reviewed and edited all outputs to maintain scholarly standards.

Data Availability Statement: The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request. Requests for access will be evaluated in accordance with ethical guidelines and data privacy policies.