

Sports Ethics and Management Skills of Coaches in Secondary Schools

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Abstract— The purpose of this study was to determine the level of sports ethics and extent of management skills of coaches in secondary schools in the Municipality of Ajuy for school year 2018–2019. The participants of this study were the 60 (sixty) coaches of 6 (six) Secondary Schools. The level of sports ethics and extent of management skills were assessed using a researcher-made questionnaires. The independent variable in this study was the sports ethics while the dependent variable was the management skills of the coaches. The statistical tool used in the data analyses were mean, standard deviation, One Way ANNOVA (Analysis of Variance) and Person's r. The inferential test was set at 0.05 alpha level of significance. The findings of the study were: The level of sports ethics of coaches in Secondary Schools was "Highly Ethical"; the level of Management Skills of coaches in Secondary Schools was "Highly Skilled"; likewise, there was significant difference in the level of sports ethics and extent of values of coaches in Secondary Schools; there was a significant relationship in the level of sports ethics and extent of management skills of coaches in Secondary Schools in the Municipality of Ajuy.

Keywords— sports ethics, sports management, skills.

INTRODUCTION

Sport Management applies to the business of sport in all of its many facets. It includes the planning, organizing, leading, and evaluating within the context of a sport organization (Colorado Mesa University, 2019). This tends to develop individuals into competent leaders for the various professions that focus on sports and fitness. Thus, management in sports must coincide with guidelines that is acceptable to international norms.

According to (Rosa, B.A. n.d.), ethics is a system of values which helps us to be aware that we cannot live in any manner whatsoever, that in life not everything is permitted and that our behavior has consequences for others and for the society that we help to create. The same vision should be applied to the practice of physical and sports activities. Physical Education in schools, involving multiple sports activities, also praises the plurality and multidimensionality of these practices and the content which is their teaching and learning object.

The author further discussed the basic management fundamental functions of management which includes planning, organizing, leading and evaluating. Planning is a process where an organization sets up goals and sports action coarse to achieve. It is the followed by the way in which such goals can be achieved. This process is continuous but they can change over time. Plans can either be short term or of long term. Short-term plans

can last from within days to a year while long-term plans take over 3 years to eternity to implement.

Organizing is all about implementation of plans and how the goals set during the planning process are going to be achieved. As a sports manager, it is the function of the manager to create schedules of how sporting events are going to be done. The manager needs to recruit the correct people for the sporting jobs like the referees. This involves staffing, which is vital. It is about training the staff, designating jobs and sometimes staff motivation and guidelines for staff i.e. rules and regulations and even signing contracts and pay (Brownfoot, J.N. 2003).

Leading, on the other hand, is when the sports manager directs the sporting activities through the employees. This involves a lot of activities such as delegating and managing conflict. As an example in the South East Games, the International Olympic Committee and Olympic Council of Asia have delegated the sports management duty to the South East Asia Games Federation. The federation is answerable to the Olympic Committee and solves the problems of sports on behalf of the Committees. Leading is usually a difficult skill for new managers to acquire but with time they gain the experience (Thibault & Pedersen 2014).

The final function of a sport a manager is to evaluate results. Evaluation is the review of the progress against the goals that were set during the planning stage. Since

the goals need to be SMART that is simple, measurable, achievable, and relevant and time bound, it is impossible to skip evaluation. (Thibault & Pedersen 2014) asserted that the success of the goals is measured over a period of time. This demands that the managers should set performance standards and have ways of reporting the progress. Reporting is about collecting data and information on the job performance over a period of time against the performance standards. It is through evaluation that it is possible to set up rewarding schemes such as promotions and salary rise or giving recognition for a work well done (Choudhary & Ghosh 2013).

Sports ethics on the other hand revolves on the values that is asserted by the coach. Believing that the practice of sport should be carried out in perfect harmony with the principles of ethics and that values, human relations, social inclusion, the encoded fight and equality of opportunities have been shown to be fundamental aspects of sporting heritage (Rosa, n.d.).

History of sports explains that management must be structured in two factors: honesty and inclusion. The legitimacy of modern sport demands honest play or at least the appearance of honest play. Thus, nothing in sport is more reviled than the athlete who does not try. An athlete who does not put out honest effort is a spoilsport (Crosset and Hums, n.d.). Players who throw games are sellouts. So critical is the perception of an honest effort that sports managers will kick people out of a sport for life if they tarnish the game by the mere possibility the bet on their team to lose.

The theory underlying this research was (Drucker's 1960) theory of management. Leaders need a systematic analysis approach as part of their plan to determine how to make sound decisions regarding unethical behavior (Drucker, 1960). Sound decision making defines the scope of the leader's responsibility, which makes leaders accountable for determining what they must appraise and judge to protect the organization from unethical behavior (Toubiana & Yair, 2012).

The main theoretical anchorage of this study is "The theory of management" which involves two ethical assumptions regarding leadership and decision making. The first ethical assumption is that establishing priorities with a concentration on major areas will produce outstanding results. The second ethical assumption is that making effective management skills that will positively affect the workplace (Toubiana & Yair,

2012). A constant focus on the human impact of management decisions does not always appeal to executives, but they notice how it helps foresee many major trends in organizations (Toubiana & Yair, 2012). The theory of management was applicable to this study because the theory complements the dependent variables management skills which can be determined by leadership and decision making. The theory also complements the independent variable which is the level of ethics. Decision making, and ethical behavior served as a foundation for an examination of various factors that may explain the correlation between leadership, decision making, and ethical behavior.

Another theoretical anchorage is with one of the branches in ethical theory called virtue ethics which explores the relationship of ethics and management.

In the discussion of (Waddock, S. 2007) with regard to virtue ethics, a moral person rests on a combination of key traits such as integrity, honesty, and trustworthiness. Integrity involves not only forthrightness and honesty or truthfulness but also consideration for the soundness of the whole entity that one manages as well as of the society in which the organization is located. Integrity also means firm adherence to a code, such as an ethical code of conduct. Thus, being a moral person suggests that the individual has integrity and can be trusted. In addition to these traits, being a moral person also involves behaviors such as doing the right thing, concern for people, being open, and standards of personal integrity. The essence of ethics, of course, is doing the right thing, especially under difficult circumstances, and that involves being able to reason well about what the right thing to do actually is. To be able to reason well about a difficult ethical situation, a person needs to be open to learning from multiple sources about the situation while taking care not to harm people and actually attempting to treat people well in the decision making process or when decisions are being implemented. To be able to make good decisions ethically, an individual needs to have thoughtfully developed his or her personal set of standards or values, a personal code of conduct or integrity. Personal standards allow an individual to think through a decision with a clear rationale in mind.

The author further discussed that decisions involving ethical considerations need to be made, the moral person sticks to her or his core values, tries to be objective and fair, exhibits concern for society and the welfare of those

in society, and follows ethical decision making rules. But being a moral person is not the only 1 requirement for becoming a moral leader. Moral leadership also includes being a moral manager, which involves recognition that the leader or manager serves as a role model for others in all his or her duties. It also means providing rewards and discipline around the ethical and unethical decisions made by others, so that a clear message is sent about what behaviors are and are not acceptable in the organization or situation. In addition, moral management means communicating openly, explicitly, and frequently about ethics and values.

With these premise, it is critical for the researcher to determine the level of sports ethics and the extent of sports management skills among coaches in the Municipality of Ajuy. This will bring more clarity that management in sports must be guided with ethical points.

Research Questions

This study aimed to determine the level of sports ethics and the extent of management skills of coaches in secondary schools in the Municipality of Ajuy for school year 2018-2019.

Specifically, this study sought to answer the following questions:

1. What is the level of sports ethics of coaches in secondary school?
2. What is the extent of management skills of coaches in secondary school?
3. Is there a significant difference between the levels of sports ethics and extent of management of coaches in secondary school?
4. Is there a significant relationship between sports ethics and management skills of coaches in secondary school?

Thus, the null hypotheses were tested:

1. There is no significant difference between the levels of sports ethics and extent of management of coaches in secondary school?
2. There is no significant relationship between sports ethics and management skills of coaches in secondary school.

LITERATURE REVIEW

Sports Management and Sports Ethics

Sports management and Sports ethics are intertwined and not independent to each other. Sole basis of management and leadership is totally governed by ethical standards of a certain organization, in this case, through management of sports. This comes with proper planning, leading, organizing, and cooperation. As discussed, these parameters are properly defined on the basis of management and ethics. Planning of events and activities, leading not just the players but the whole system in general, organizing the vast structure bureaucratically, and total cooperation with all elements in the organization. Thus, this can have a result-oriented discipline through sports.

RESEARCH METHODOLOGY

This was a survey-correlational research using the quantitative approach which merely focused on describing the level of sports ethics and the extent of management skills of coaches. At the same time, this study sought to determine the relationship between level of sports ethics and the extent of management skills of coaches in Secondary Schools in the Municipality of Ajuy.

A quantitative research which emphasized objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010).

Furthermore, this study was a survey-correlational research wherein it is used to describe an individual or a group by having the respondents complete a survey which is a common measurement in behavior which indicates their responses and finds relationship between phenomena or variables (Sage Publications, n.d.).

Participants

The study was conducted in the Municipality of Ajuy. Included in this study were the secondary schools run by the government, specifically the Department of Education, Region VI Western Visayas–Schools Division of Iloilo.

This includes the following: Ajuy National High School, Bay-ang National High School, Bucana Bunglas

National High School, Culasi National High School, Luca National High School, and Pili National High School.

The participants of the study were the coaches 6 (six) secondary schools in the Municipality of Ajuy.

The research utilized Sloven's Formula and Stratified Random Sampling was also used in order to define the number of participants.

Instruments of the Study

The researcher utilized one (1) researcher made questionnaire with three (3) parts. Profile information of the participants in Part I such as age, sex, marital status, highest educational level, and length of service. Part II of the questionnaire measures the sports ethics of coaches. Part III of the questionnaire measures the management skills of coaches.

Sports Ethics of Coaches Questionnaire. This was measured through a 10-item researcher-made test using the Likert (5-point) scale.

Scale	Description
5	– Always
4	– Often
3	– Seldom
2	– Sometimes
1	– Never

The result was interpreted using the scale and its description below:

Scale	Description
4.21 – 5.00	Highly Ethical
3.41 - 4.20	Satisfactorily Ethical
2.61 - 3.40	Ethical
1.81 – 2.60	Developing Ethical
1.00 – 1.80	Poorly Ethical

Management Skills of Coaches Questionnaire. This was measured through a 10-item researcher-made test using the Likert (5-point) scale.

Scale	Description
5	– Always
4	– Often
3	– Seldom
2	– Sometimes

1 – Never

The result was be interpreted through a scale and its description below:

Scale	Description
4.21 – 5.00	Highly Skilled
3.41 - 4.20	Satisfactorily Skilled
2.61 - 3.40	Skilled
1.81 – 2.60	Developing Skills
1.00 – 1.80	Poorly Skilled

The said questionnaire was adapted to the study of Rivera (2013) which establishes level of ethics in a working environment. The questionnaire had undergone validity and reliability.

The researcher presented it to the selected jurors of experts for content validation using the Carter V. Good and Douglas F. Scates set criteria for validation. The instrument used in this study was rated very good with mean score of 4.58 which meant that the instrument is valid. For reliability, the researcher administered the questionnaire to the respondents. The questionnaire established alpha value of 0.73 which meant that the questionnaire was reliable. Part III of the questionnaire was a researcher-made questionnaire which was answered by employees who assessed the leadership style of their supervisors.

The Instrument had undergone reliability tests during the same year. Three experts who were holders of evaluated instrument. The evaluators used the criteria formulated by Carter B. Good and Douglas F. Scates (2015). The instrument obtained an average validity score of 4.29 which is interpreted as “very good”. The data gathered during the reliability test were statistically analyzed using the Cronbach's Alpha formula. The obtained Cronbach's Alpha was 0.939 which is described as having “very high positive correlation.”

Procedure

To determine the data needed for the investigation the following statistical tools will be used:

- Simple Percentage. This was determined the frequency and percentage of the respondents according to its grouping or category such as age, sex, marital status, educational attainment and length of service.

- Mean. This was used to determine the level of sports ethics and the extent of management skills of coaches in secondary schools.
- One-way ANOVA (Analysis of Variance). This was determined the significant difference on the level of ethics and extent of management of coaches in secondary schools in the Municipality of Ajuy.
- Pearson-r coefficient of correlation. This will determine the relationship between level of ethics and extent of management of coaches in secondary schools in the Municipality of Ajuy.

All level of significant was set to .05 alpha level.

Ethical Considerations

The researcher will present the investigation for proposal hearing to the Dean of the Graduate School, Thesis Adviser and Panel of Evaluators. Upon approval of the proposal, the researcher sought permission from the Adviser and the Dean of the Graduate School to conduct the study. As soon as notification was granted to the researcher to administer the study, the researcher immediately wrote a letter asking permission to conduct study in six secondary schools in the Municipality of Ajuy.

The researcher personally delivered the endorsed letter to the Office of the Schools Superintendent, Schools District Supervisor and to the six school principals with the distribution of the research instruments.

The researcher was personally conducted the research instrument to the six secondary schools in the Municipality of Ajuy. Then the data was gathered, these were subjected for descriptive and inferential data analyses.

RESULTS

The major findings of the study are the following:

1. The level of sports ethics of coaches in secondary school in the Municipality of Ajuy was “Highly Ethical”.
2. The extent of management skills of coaches in secondary school in the Municipality of Ajuy was “Highly Skilled”.
3. There is a significant difference between the levels of sports ethics and extent of management of coaches in secondary school in the Municipality of Ajuy.

4. There is a significant relationship between sports ethics and management skills of coaches in secondary school in the Municipality of Ajuy.

Respondents' profile in terms of Descriptive Data Analysis and Inferential Data Analysis Descriptive Data Analysis

In order to determine the level of sports ethics of coaches in Secondary Schools in the Municipality of Ajuy in terms of factors such as trustworthiness, integrity, and honesty was considered. At the same time, in order to determine the extent of management skills, several managerial indicators was considered such as decision making, rewards system, fair use of authority, communication skills, and considering general consensus. Mean and standard deviation were used in order to determine these variables.

Level of Sports Ethics of Coaches in Secondary Schools

Table 2 shows the level of sports ethics of coaches in the secondary schools in the Municipality of Ajuy. As shown in table 2, the coaches in general are highly ethical (M=4.73, SD = 0.35).

Table 2: Mean and Standard Deviation of Sports Ethics of Coaches

Variable	Mean	Description	SD
Sports Ethics	4.73	Highly Ethical	0.35

Scale	Description
5.00 – 4.21	Highly Ethical
4.20 - 3.41	Satisfactorily Ethical
3.40 - 2.61	Ethical
2.60 – 1.81	Developing
1.80 – 1.00	Poorly Ethical

The result implies that coaches are aware of their duties, roles, responsibilities and the code of conduct being a coach. More so, these coaches are able to distinguish what is right from wrong and the appropriate action that they need to consider in dealing with their players. This result is highly commendable wherein coaches were responsible to maintain ethical standards in sports.

Furthermore, this means that coaches must undergone rigid trainings, sports clinics and accreditations which implemented annually by the schools division of Iloilo to maintain consistency in managing ethically their athletes.

This high level of sports ethics in coaches in Secondary Schools in the Municipality of Ajuy gives moral fairness to the team specifically to the athletes. In line with this, high level, the schools and the Schools Division can definitely gain to it in attaining several awards in the future. Through this high levels, it can uplift discipline among the team (athletes and coaches in general) in achieving their goals through honor, virtue, and building character.

According to Hanson (2012), one of the roles of coaches in a team is to maintain the virtue of ethics. A more ethical approach to athletics is sportsmanship. Under a sportsmanship model, healthy competition is seen as a means of cultivating personal honor, virtue, and character. It contributes to a community of respect and trust between competitors and in society. The goal in sportsmanship is not simply to win, but to pursue victory with honor by giving one's best effort. Ethics in sport requires four key virtues: fairness, integrity, responsibility, and respect.

Ethics, as a system of values, helps the coaches to be aware that we cannot live in any manner whatsoever, that in life not everything is permitted and that our behaviour has consequences for others and for the society that we help to create. The same vision should be applied to the practice of physical and sports activities Physical Education in schools, involving multiple sports activities, also praises the plurality and multidimensionality of these practices and the content which is their teaching and learning object (Rosa,n.d.).

Extent of Management Skillsof Coaches in Secondary Schools

The level of management skills of coaches in secondary schools in the Municipality of Ajuy is interpreted as “Highly Skilled” as shown in Table 3. Comparison of means showed that the level of management skills has a mean score of 4.39 and standard deviation of 0.45.

Table 3: Mean and Standard Deviation of Management Skills of Coaches

Variable	Mean	Description	SD
Management Skills	4.39	Highly Skilled	0.45

Scale	Description
5.00 – 4.21	Highly Skilled
4.20 - 3.41	Satisfactorily Skilled
3.40 - 2.61	Ethical

2.60 – 1.81	Developing
1.80 – 1.00	Poorly Skilled

This implies that coaches can produce better players since they are all highly skilled. Coaches with enough knowledge and skills toward their own field can train their players well and may have the chance to compete in the higher meets.

Furthermore, this means that coaches must undergone rigid trainings, sports clinics and accreditations which implemented annually by the schools division of Iloilo to consistency in maintaining high management standards for their athletes.

This laudable result of management skills of coaches in secondary schools in the Municipality of Ajuy possesses positive insights for the coaches’ personal and professional life. In addition, athletes can look up to their coaches as a symbol of success and professionalism. Moreover, schools and the Schools Division can be certain that the athletes / learners are in good hands citing the high results of this study.

According to (Learn.org, 2019) sports management creates a broad and highly competitive field that incorporates aspects of many different areas, such as business, marketing and accounting.

The article further cited the public interest in health, fitness and spectator sports has also increased over the years, making sports management a holistic training, not just for athletes but to coaches as well, with a variety of job opportunities for those with experience and education. Professionals in sports management might work on international sporting events or local, amateur one.

Inferential Analysis Difference between the Level of Sports Ethics and the Extent of Management Skills of Coaches in Secondary Schools in the Municipality of Ajuy

The result of analysis of variance on the differences in the level sports ethics and the extent of management skills of coaches in Secondary Schools in the Municipality of Ajuy.

The table 4 shows that level of sports ethics has a significant difference on the extent of managements skill, t-value = 6.52, Df = 59, and level of significance = .05 where p-value was set at .05.

Tables 4: t-test Result Between Sports Ethics and Management Skills

Variable	Mean	SD	t	Df	Sig	Description
Sports Ethics	4.73	0.35	6.52*	59	.000	Significant
Management Skills	4.39	0.45				
* p<0.05 significant @ 5% alpha level						
ns p>0.05 not significant @ 5% alpha level						

Sports ethics has higher mean compared to management skills citing the significant difference in both variables. Understandably, both variables are critical to sports and a must practice among coaches.

This implies that coaches act as a leader and a role model in the team. How the coaches behave and communicate are the basis on which others will judge them.

If the coach acts ethically and require the same of others, he/she represents the team, the school, and his profession well and position himself as someone the society can respect. There is no better way to attract and retain good players than to have the respect of those the coach will interact with every day.

This is parallel to Carlson (2011) discussion on Coaches' perspective which states that it must be pedagogical to help the future sports to engage in ethical thinking.

Learning to apply conventional analytical tools to sport situations and become well-versed in ethical conduct principles and values. In addition, learning to express with professionalism in any business setting are the key concepts of sports management.

In an international setting, coaches tend to explore a global view of sport business by developing a deep understanding of the relationships between institutions, culture and humanity and their impact on sport businesses.

Therefore, the null hypothesis which states that there is no significant difference between the levels of sports ethics and extent of management of coaches in secondary school is hereby rejected.

Relationships between the Level of Sports Ethics and Extent of Management Skills of Sports Coaches in Secondary Schools in the Municipality of Ajuy

Test of relationship among the variables, level of sports ethics and extent of management skills is shown in Table 5.

The results revealed that the level of sports ethics is significantly related to extent of management skills, $r = 0.507$ with p -value = .000.

Table 5: Pearson r Between Sports Ethics and Management Skills

Variables	r	Sig	Description
Sports Ethics and Management Skills	0.507*	.000	Significant
* p<0.05 significant @ 5% alpha level			
ns p>0.05 not significant @ 5% alpha level			

This implies that sports ethics is highly related to management attributes and skills in which it is totally critical and needed by coaches and the team in general. Both levels are interdependent to each other as dictated by social order and norms, and grasp of uttermost professionalism as expected to coaches as professional teachers.

This is very helpful because they show relationship between the ideas or pattern of thinking. Anchoring to principles of ethical theory in exploration of application may affect real-world behaviour (Carlson, 2011).

With this anchorage, recognizing and understanding the broad spectrum of relationships among external forces affecting a sport business must be dealt professionally by coaches and how to respond by aligning groups' strategies and resources ([Southern New Hampshire University](#), 2019).

Therefore, the null hypothesis which states that there is no significant relationship between sports ethics and management skills of coaches in secondary school is hereby rejected.

DISCUSSION

Based on the findings and conclusions of this study, the following recommendations were proposed:

1. The athletes may be aware on the sports ethics of their coaches in order to assess and adapt themselves to challenges and opportunities that they need to develop.

Coaches may assess themselves on their sports ethics in order to adjust or recalibrate their strategies towards their athletes for holistic development of the team.

More so, Sports administrators may implement seminars, training, and workshop in order to improve or sustain the sports ethics of every coach.

2. Athletes may be provided the information to describe the management skills of their coaches in particular. This will serve as their basis for improving and adjusting themselves leading towards the opportunity to become more productive athletes.

The coaches may identify the management skills in order to assess issues and backlogs personally as they as they manage the team. The result may help them realize what to improve to themselves in terms of management skills.

Sports Administrators may be provided possible needed information on management skills in relation to sports ethics. With this, they will be able to formulate strategies that will enhance both the level of sports ethics and extent of management skills.

3. Athletes may find means be aware and adapt the learnt sports ethics and management skills from coaches in order to have an overall progress in life through sports.

Coaches may find better avenues or activities in order to improve both their sports ethics and management skills for better inculcation of life-long skills and to have a healthier sports profession.

Sports administrators may perform an inventory of skills for coaches especially for sports ethics and management skills in order to assess the varied situations of coaches and athletes and provide interventional activities for better, more scientific, improvement.

Future researches may investigate more relating factors to sports ethics and management skills of coaches to improve the study.

4. Athletes may consider the relationship of sports ethics and management skill of sports coaches in order to

discern in high and low situations for the productivity of the team.

Sports coaches may devise sports ethics and management skills interventions so that the team, in general, will be well-adapted of any adverse situations that may happen in the team.

Sports administrators may have a mandate to have an activity plan or design in order to construct a systematic guide for the simultaneous development of sports ethics and management skills of coaches.

Future Researchers may conduct additional studies to assert the relationship of sports ethics and management. This will bring better conclusion and strategies in order to establish or work on the simultaneous development of both ethics and management skills of every coach in Secondary Schools.

CONCLUSION

Based on the aforementioned findings, the following conclusions were drawn:

1. The sports coaches in secondary schools are “Highly Ethical” scale when measured their level of sports ethics due to its moral and civic obligations to their athletes / learners and can be related to their profession as Professional Teachers. They are likewise very cautious in dealing with athletes / players in maintaining factors of ethics such as integrity, honesty, and trustworthiness relation to their professional oath as teachers.
2. The sports coaches in secondary school are “Highly Skilled” scale when measured their extent of management skills since they were exposed to management in their profession (e.g. classroom, time, and resources management). The skills outlook of an athlete / player to coaches in Secondary School are totally necessary for the development of the team and the school in general. Consequently, maintenance and development of management skills among coaches is inevitable to their profession for the positive development of the team, school and schools district represented to an event or game.
3. On the comparison to the level of sports ethics and extent of management skills, sports ethics was higher than management skills. Thus, there is still a need for sports coaches to undergo aligned sports team management trainings / seminars in order to

increase their management skills and can be of the best interest of the learners.

4. Sports ethics and management skills are moderately related in coaches of secondary schools in the Municipality of Ajuy. This suggests that ethics and management are intertwined to the coaches' ability or skills. Increase or decrease in the understanding of ethics can simultaneously increase or decrease the ability in management.

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