Student-Athletes Related Factors and Performance among Public Secondary High Schools: Basis for Developing a Sports Program

ERVEEN JOHN D. ESCASA
Teacher I,
Cagsiay 1 National High School
Division of Quezon, Quezon Province

DARWIN D. OFRIN, Ed.D.
darwin.ofrin@lspu.edu.ph

Abstract — High School students are required to manage a variety of stressors related to academic, athletic, social, and financial commitments. In addition to the burdens facing most of the high school students, student athletes must devote a substantial amount of time to improving their sporting abilities. The strength and conditioning coaches and trainers sees the athlete on nearly a daily basis and is able to recognize the changes in athletic performance and academic performance. The study aims to assess significant relationships on the factors affecting the status of student – athlete and their performance as to academic and athletic. This also seeks to determine the Status of Student-Athlete's Related Factors such as Training Activities, Perks and Incentives, and Family Support given to Public secondary school to student athletes in terms of its ability to increase the morale of the players. The survey questionnaire and tests were utilized to gather the data. This study used descriptive research design for developing a Sports Program. Results revealed that there is a significant relationship on the factors affecting the status of student – athlete and their performance as to academic and athletic. In addition, there is a significant relationship between family support and academic. Likewise, there a significant relationship between family support and athletic performance. While there is no significant relationship between Perks and incentives in academic performance and athletic performance. The teacher may include the related factors in designing a program.

Keywords — Academic Performance, Athletic Performance, Student - Athletes Related Factors, Perks and Incentives, Family Support, Training activities

I. Introduction

The youth should be given the chance to be recognized and to commit themselves in helping solve social problem in the barangay. This then should imply that the youth utilize their leisure time wisely, through sports activities that would eventually improve their personality and their commitment.

By and To become a Student-Athlete requires time, commitment and carefully planned training. Optimum adaptation to training requires the careful balancing of stress and recovery. The student athlete has to balance all these demands with the additional requirements of an academic

program. This can bring unique stresses and challenges. However, sports enthusiasts claimed that sports participation can motivate student-athletes to achieve harder, raise scholastic ambition, can keep them attending school, can improve students' academic grades, develop awareness on the benefits of good health, fitness and exercise, and understanding the spirit of team work, sportsmanship and camaraderie. In addition, researches showed pieces of evidence that student participating in sports and physical activities lead to developed mental and physical alertness, mentally and physically alert students always improved their performances, accomplished more, and are likely to continue attending classes in school.

For these reasons, sports programs have been included in the Department of Education curriculum in almost all part of the world since it always aimed to develop healthy living among students. These programs also promote the development of one's behavior and discipline which is very important to the growth of students. As stated by National Federation of State High School .

Associations (2013), "participation in school athletics promotes citizenship, sportsmanship, lifelong lessons, teamwork, self-discipline and can facilitate the emotional aspect of the youth."

Article XIV, Section 19(1) of the 1987 Philippine Constitution recognizes that the State shall promote physical education and encourage sports programs, league competitions and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.

This bill aims to provide appropriate recognition to the rights and general welfare of Student-Athletes in terms of co-curricular and extracurricular activities and mental and physical health aspects. This bill also provides protection to Student-Athletes from discriminatory policies that restrict them from participating and competing in amateur sports. It also recognizes the vital role of schools and athletic associations in providing avenues for the Student-Athletes to develop their full potential.

Participating in any sports activities not only enhance the physical aspect of an individual but have other significant effects on students' lives especially on their academic performance. Terry-McElrath and O'Malley (2012) mentioned that "participation in organized sports experiences has the unintended benefit of improving academic-related outcomes." "It is also believed by most educators that athletic participation reduces the probability of school dropout.

According to Schley (2012) "there have been several studies and surveys that provide evidence that participation in school athletics not only enhances academic achievement but can have positive effects in other areas. Previous research has shown that athletics can increase self-esteem, social status, and future success in education. At-risk students and students with academic problems have also been shown to perform better when involved in athletics." However, Fenton (2015) "contradicts the findings of the studies mentioned above and stated that sometimes being a talented athlete can seem to inherently contradict academic success.

High school sport involvement has the potential to enrich every individual participant's overall educational experience, while ensuring that his or her academic success is always viewed as the highest priority (Lumpkin & Favor, 2012).

Organized sport participation and physical activity have been positively related to academic achievement and improved school performance. Sport participation and time spent practicing and competing has the capability of serving as an additional channel of learning. However, many students make the decision to participate on a team without knowing the various effects it can have on their academic performance.

Further challenges arise when socioeconomically disadvantaged students struggle with meeting the financial cost of the involvement in sports and extra - curricular activities that aid in furthering the education and athletic opportunities. The cultural-linguistically diverse students are often in catch-up mode with English language barriers and feel discouraged to engage personally with teachers, coaches, and counselors

This research study is anchored on determining the profile of the respondent, the perception of the respondents on the student – athletes related factors and student – athletes' performance. The purpose of this study is to assess the significant relationship on the factors affecting the status of student – athlete and their performance as to academic and athletic.

Literature Review

This Chapter presents the related literature and studies which are deemed important in the development of the present research work.

Athletic Performance

According to Aquilina (2013), the requirements placed on Olympic and professional athletes in contemporary world sport are such that they need to dedicate themselves more and more to achieving excellence. This immediately implies that most athletes' time is dedicated to developing their sporting career, with very little time left to develop other aspects of their lives outside their sport.

According to Checroune, et. al (2013), participation in a varsity athletic program requires a great amount of time and effort to meet the demands of practices, meetings, training, film sessions and games, thus adding extra stressors to first-year students trying to integrate into university life in general. These time commitments may reduce a student athlete's academic engagement and, therefore, negatively affect one's academic success.

Academic Performance

According to Oriard (2012) in 1965, the NCAA implemented its first academic requirements for incoming freshmen, mandating a 1.6 minimum GPA and then in 1973 raised the

minimum to 2.0. It wasn't until 1986 that SAT or ACT minimum scores and core class requirements were added. The sliding scale (GPA to SAT/ACT score ratio) was implemented in 1996 in addition to a 13 core class requirement. In the 2000s, the NCAA began implementing degree progress standards.

According to Huml, M. R., et. al (2014), Student-athlete perceptions of the academic resources and support staff within stand-alone athletic academic centers. An online survey was completed by 196 NCAA Division-I student-athletes at two private institutions in the Northeast and one public institution in the Midwest.

Lumpkin and Favor (2012), examined the comparison of the academic results between athletes and non-athletes. The study included a total of 139,349 student participants, all of which were currently enrolled in grades 9-12 in Kansas High Schools.

In the study of Menalo and De la Cruz (2012), Findings revealed that the athletic performance of varsity players in TIP Manila are truly affected by school factors which include the training and sports facilities, training schedules and incentives, the varsity players related factors such as profile, attitudes and types of events, and the trainers and coaches related factors such as trainer and coaches' fields of specialization, attitude and coaching techniques.

In addition to the stressors of academic life, student-athletes are under constant scrutiny that can result in some forms of psychological damage. In 2007, research reported that athletes perceived they were viewed negatively by both faculty and students.

Perks and Incentives

Bradley and Conway (2016), believe that, "Being part of an organized school team, practicing several times per week and representing the school competitively will promote self-esteem, self-concept and social capital within the student and develop a strong level of school connectedness" (p. 712-713).

According to Vermillon (2015), There has been a large amount of scholarship devoted to understanding the factors influencing student athletes' perceptions of development, recruitment, and services provided by athletic departments.

According to Economou, et al. (2021), the convergence of the trauma that a global pandemic can bring, and the traumatic termination of athletic seasons places an already vulnerable group at a higher risk for mental health distress.

Ortega, et. al (2021), the percentage of Latinx college athletes in the National Collegiate Athletic Association (NCAA) continues to grow, yet research remains scarce on their experiences. In this qualitative study.

Sullivan (2018), despite these limitations, the present study makes important contributions to the literature on the potential effectiveness of theory-driven concussion education programs for secondary school athletes.

Family Support

DeMeulenaere (2012), interviewed four students from public schools in an urban school district in northern California, as well as their families and friends to gain a better understanding of their sport involvement and how it helps in navigating challenges in developing a positive and successful identity as a student.

In a study by Mounsey, et al. (2013), the researchers found that students who worked had slightly higher GPAs (Grade Point Averages) than those who did not, although the difference was not significant (mean of 2.95 for working students and mean of 2.93 for non-working students).

Student-athletes rarely responded to this stereotype threat by working harder according to Dee (2014), and the academic stigma against student-athletes is a significant contributor to academic underperformance.

Morris, et. al (2021), there has been a renewed focus on athlete-mental health at the NCAA and higher education institutions across the country. Many once thought student-athletes may be insulated from mental health problems, but recent studies have shown otherwise. Overall, results from this study are encouraging.

Zullo (2018), the audience for the research is multifaceted. Given the limited scholarship in Division II sports marketing and publicity, this research enables those in academia to tailor their lesson plans within courses focused on intercollegiate athletics to levels other than Division I.

(Smith, 2011). College is meant to preparestudents for the real world. By failing to adequately prepare our student-athletes the institution also fails to serve this important function.The argument can be made that collegiate athletics overshadows academia at many schools.

Vergara, et.al (2021), the uniqueness of the present study lies in the efforts of a consistent number of European parents of student-athletes who contributed to uncover the multi-level relationships between aspects of parenting DC athletes applicable to individuals, to the sport and academic contexts and to the society.

According to Parker, et. al (2021), student-athletes in their first-year transition to university experience many psychological and social stressors as they balance multiple commitments. Our study examined whether a student-athlete social identity affected psychosocial adjustment as students transition to postsecondary, and whether it acted by reducing stress to foster academic adjustment.

Ricketta, et. al (2019), despite increasing attention to concussion safety, many young athletes still do not report concussion-like symptoms to athletic staff. This systematic review was conducted to identify barriers and facilitators to reporting of concussions by high school and collegiate athletes.

Training Activities

With many benefits and many more stressors related to the student-athlete experience, what is life after college like for student-athletes? Research indicates that employers value student-athletes for, among other things, their time management skills, competitiveness, leadership qualities, and team related skills (Chalfin, et al., 2015

According to Liu (2020), the COVID-19 pandemic is a challenging time for high performance secondary school student-athletes. During this time, the large majority of athletes have faced the cancellation or postponement of important competitions or meets.

According to Gomez (2016), to become a top athlete requires time, commitment and carefully planned training. Optimum adaptation to training requires the careful balancing of stress and recovery.

According to Checroune (2013), participation in a varsity athletic program requires a great amount of time and effort to meet the demands of practices, meetings, training, film sessions and games, thus adding extra stressors to first-year students trying to integrate into university life in general.

Nimphius (2020), this review article has summarized some of the ways that strength and conditioning professionals may be able to gain a better understanding of the types of stressors encountered by collegiate athletes, the impact these stressors may have on athletic performance, and suggestions for assisting athletes with developing effective coping strategies.

Brown, et. al (2021), this study explored relations between career decision-making self-efficacy, career locus of control, identity foreclosure, and athletic identity among 189 collegiate student-athletes.

Gender

Gurpinar (2014), the aim of this study was to assess the relation between Acceptance of Cheating, Acceptance of Gamesmanship and Keep Winning in Proportion and, education level, gender, sport experience, sport branch and sport type of the student athletes. The study group are in secondary and high schools and have done any sport to be licensed.

II. Methodology

This study used descriptive research design to investigate the existing condition. Descriptive method used to describe the present behavior or characteristics of a particular population. It aims to draw the facts about the Status of students – athletes: Basis for developing a Sports Program.

Respondents of the Study

The respondents of the study consisted of all student-athletes of the four (4) National High Schools in Mauban, Quezon with 80 students – athletes.

Sampling Techniques

The study used a purposive sampling technique in determining the respondent.

Research Instrument

A survey questionnaire devised by the researcher outlining the data needed based on independent and dependent variables. These questionnaires were divided into two parts. The first part is the demographic profile of the student – athlete respondents. The second part is a comparative numerical rating scale about the status of student – athlete.

Content validity of the questionnaire is highly regarded by the researcher. The issuance of the major instrument was done online by the researcher during the actual gathering of data in order to aid the respondents in answering questions found highly technical in nature.

Research Procedure

To facilitate the study, the researcher underwent several steps in gathering the data needed.

The researcher wrote to the District Superintendent of the Department of Education District of Mauban, Quezon to ask for permission to conduct the survey to student-athletes of the National High Schools in Mauban, Quezon. After approval, the researcher was personally administering the survey to the respondents.

It is done to ensure that the document was gathered immediately right after the respondents have accomplished the questionnaire. Additional data about the academic performance of the student-athletes also be gathered from concerned sources. Data gathered was tabulated, consolidated and subjected to statistical analysis. Results was presented in table form and a discussion an interpretation will be done.

The actual gathering of data was done upon go signal through online from the thesis adviser, wherein at the end the researcher will prepare online request letter which addressed to the Schools Division Superintendent in Quezon Province to be copy furnished to the principal in

public high school in Mauban District to issue online sets of questionnaires to the foregoing actual respondents representing student -athletes in the said school.

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Statistical Data

After gathering and tabulating the data, the researcher used the following statistical tools:

1. Frequency and percentage used to describe the profile of the respondents and the number of responses in the survey.
2. Weighted mean and Standard Deviation were computed using SPSS to describe the level of perception of the students – athletes related factors.
3. Pearson's r or Pearson's Correlation Coefficient used to determine the significant relationship on the factors affecting the status of student - athlete and their performance as to academic and athletic. The dataset subjected to the SPSS.

III. Results and Discussion

Part I. Profile of the Respondents

The salient findings on the distribution of the respondents as to sports primarily played. It is manifested that thirteen (13) of the respondents or 16.25% are playing basketball, twelve (12) of the respondents or 15% are playing Badminton, nine (9) or 11.25% are playing Lawn tennis, Softball/Baseball and Volleyball. Eight (8) or 10% are engaged in Dancesport, four (4) or 5% of the respondents playing Track and Field and Cycling, three (3) or 3.75%, one (1) or 1.25% engaged in swimming, taekwondo and chess. While there is no engaged in Football/soccer and Arnis. The student - athletes as to number of years playing sports 1 – 2 years has the highest frequency of twenty six (26) or 32.50% of the total sample followed by the 3-4 years having twenty - one (21) or 26.25%, 5 – 6 years has eighteen (18) or 22.50% and 7 – 8 years has fifteen (15) or 18.75%. There are 19 or 23.75% of the respondents were three days in a week spent on practice/training. Secondly, 16 or 20% were two days and three days in a week spent on practice. It was followed by 14 or 17.50% of the respondents were one day in a week spent on practice, 8 0r 10% were six days in a week spent on practice and 7 or 8.75% were four days in a week spent on practice. While there is no daily spent on practice by the respondents. The data reveals that 30 or 37.50% of the

respondents were 3 - 4 hours in a day spent practicing their sports primary played. It was followed by 22 or 27.50% has 5 – 6 hours in a day spent in practicing/training, 8 or 10% has 7 – 8 hours in practicing/training. While there is 1 or 1.25% were 9 – 10 hours spent practicing. The majority of the respondents of 35 out of 80 or 43.75% were 18 years old and it was followed by 13 or 16.25% were 17 years old while 1 or 1.25% of them were 14 years old. The majority of the respondents or fifty - three (53) out of eighty (80) or 66.25% were males while twenty seven (27) or 33.75 of them were females. This confirms that females are dominated by male when it comes to population in this study.

Part II. Perception on Student-Athletes Related Factors

The salient findings on the perception on the student – athletes related factors in terms of training activities. It shows that Some of the indicators were perceived Agree with an overall mean of **3.42.** Furthermore, the respondents perceived the highest mean of **3.55** on the 4th indicator. They make sure that the coach's function in the team is understood by all athletes. Results also reveal that student - athlete were agree in during training their coach expected every athlete to carry out one's assignment to the last detail, this indicator got the lowest mean of **3.28.** In terms of perks and incentives, all the indicators were perceived Agree with an overall mean of **3.21.** Furthermore, the respondents perceived the highest mean of **3.41**on the 8th indicator. The trainer helps student to manage their tasks in training sessions. Results also reveal that student - athlete were agree in each player has their own locker in good condition and fit my needs, this indicator got the lowest mean of **2.90.** The perception student- athletes related factors in terms of family support. Most of the indicators were perceived Agree with an overall mean of **3.36.** Furthermore, the respondents perceived the highest mean of **3.5** on the 7th and 8th indicators. Good relationships in the family and children as an important value in the family. Results also reveal that student - athlete were agree in my family helps me to do every day routine in sports, this indicator got the lowest mean of **3.24**

Part III. Performance of Student – Athletes in Academic

The salient findings on the performance of student – athlete in academics the majority of the respondents of 42 out of 80 or 52.50% has an academic performance of 90 – 100 while 28 or 35% has an academic performance of 85 – 99.

Part IV. Performance of Student – Athletes in Athletic

The salient findings on the performance in athletic as to municipal level. The majority of the respondents was in municipal level with 29 out of 80 respondents or 36.25%. There are 12 participant and there are 7 municipal champion in this competition level while there is no placement in municipal 4th runner up. The respondents' performance in athletic as to congressional level. This competition level was the 2nd high performance with 27 or 33.75% out of 80 respondents. The respondents' performance in athletic as to provincial level. This competition level has 17 or 21.25% out of 80 student – athletes. In this competition level got 3 champions and

5 first runner ups while there are 2 participants. The performance of student – athletes in athletic as to regional level. The data reveled that there are 3 or 3. 75% out of 80 respondents get into this level of competition. The performance of student – athletes in athletic as to national level. The data revealed that there are 2 or 2.50% out of 80 respondents joined in this level of competition with 1 national -champion and 1 second runner up. However, the performance of student – athletes in athletic as to international level. The data revealed that there are 2 or 2.50% out of 80 respondents.

Part V. Test of relationship between factors affecting status of student – athletes and their performance

The salient findings there is a significant relationship was observed between Training activities and academic performance at 0.05 level of significance. However, there is a significant relationship between family support and academic performance at 0.05 level of significance. Likewise, there a significant relationship between family support and athletic performance at 0.01 level of significance. While there is no significant relationship between Perks and incentives in academic performance and athletic performance.

This can be gleaned that perks and incentives did not affects the performance of student – athlete.

IV. Conclusion

Based on the findings of the study, the following is hereby concluded:

The results of the study showed that there are variables with or without significant relationship. Hence, the findings revealed that there is a significant relationship on the factors affecting the status of student – athlete and their performance as to academic and athletic, the null hypothesis posted in the study is not sustained. A significant relationship was observed between Training activities and academic performance. However, there is a significant relationship between family support and academic performance. While there is no significant relationship between Perks and incentives in academic performance and athletic performance.

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