International Journal of Education Humanities and Social Science

ISSN: 2582-0745
Vol. 4, No. 04; 2021

FACTORS AFFECTING SPORTS PARTICIPATION IN RELATION TO ACADEMIC PERFORMANCE AMONG SECONDARY STUDENTS IN ZONE 2 SCHOOLS, DIVISION OF ZAMBALES, PHILIPPINES

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ABSTRACT

This study aimed to determine the factors affecting the sports participation in relation to academic performance among secondary students of Zone II, Paluig, Iba, and BotolanZambales during SY 2018-2019.The study utilized quantitative–descriptive research design with questionnaire as the main instrument in gathering data from two hundred forty student-athlete respondents who were purposively and randomly selected. The study determine the factors affecting level of sports participation as to teacher, family, peer, personal, and social media. Based on the summary of the investigations conducted, the researcher have arrived to make conclusions that the student athlete –respondent is a typical male teenager, There is significant difference when grouped according to the level of sports involvement towards all factors affecting the level of participation in sports while significant on curricular program towards teacher factor; significant on age and grade level towards social media factor. The researcher have offered the following recommendations that the family should provide financial and moral support for having children actively engage in sports activities rather than their interest and attention will deviate from drug addiction, and prostitution or liabilities of the community; that the school administration, faculty, staff and personnel should encourage and promote sports for healthy life and living; and to conduct a follow-up study for confirmation and validation on the findings obtained in the study.

Key Words: Sports Participation , Academic Performance , Quantitative–descriptive.

1. INTRODUCTION

Sports have held a significant place in society since before the first Olympic Games in Ancient Greece (Wood, 2011). Some writers suggest there is an innate human desire to compete, to strive, and to succeed. Sports allow a generally safe, controlled, and sanitary environment that acts as an outlet for these desires. Furthermore, sports allow for participants and spectators, sports become a shared experience.

Physical Education is an integral part of educational program design to promote the development of individual physically, mentally, emotionally, socially, and spiritually. It helps student and society improve skill-related components, such as speed, agility, reaction time, balance, coordination and basic movement patterns. Physical education help students and society improve upon are strength, endurance, flexibility, and cardiovascular/respiratory activities. There are many areas physical education can serve and positively affect students and society. The

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academic performance of student athletes commands much attention in the media today. Some student athletes focus on academic performance and graduation rates, to find out how well they are doing in both venues. If researchers could better understand why some athletes do better academically than others, then those students who struggle could be help more effectively.

According to the study stated by Vogan (2017), when thinking about the downsides of student-athletes as it pertains to education, time constraint is the dominant thought that comes to mind. Travis Vogan, a professor at the University of Iowa, recognize that "an athlete's education options are limited." Due to daily practices, meetings, workouts, and games, which last year round, even in the summer, athletes are often unable to take afternoon classes andare discouraged from pursuing specific majors.Participating in high school sports provides students opportunities to benefit from school factors including school engagement that lead to academic achievement. Behavioural engagement in school has been shown to be consistently predictive of child achievement (Fredricks 2004) and is related to achievement scores across all levels. The opportunity to play a high school sport and be a part of an athletic team is a school factor made available to all students that demonstrates school commitment and engagement and can lead to an increase in high school completion.

Those who participate in extracurricular activities develop increased positive feelings toward school (Johnson, Hersey & Blanchard, 2001). According to the study of Francophonie Afro Bangla Sports Trust Dhaka, Dhaka Division, Sport and physical activity are essential for improving child health and wellbeing, and achieving the Millennium Development Goal 4. Evidence has shown that regular participation in physical activity provides all people, regardless of ability, with a wide range of physical, social and mental health benefits, and can prevent or limit the effects of many of the world's leading non-communicable diseases. In addition, sporting events and sport celebrities provide special opportunities to mobilize communities to support immunization, hand washing and other public health campaigns.

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Sport and physical education is fundamental to the early development of children and youth and the skills learned during play, physical education and sport contribute to the holistic development of young people. Through participation in sport and physical education, young people learn about the importance of key values such as: honesty, teamwork, fair play, respect for themselves and others, and adherence to rules. In terms of physical and health aspects of child and youth

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development, there is an overwhelming amount of evidence that focuses on the (mostly positive) effects of sport and exercise on physical health, growth and development.

Physical education and sport have an educational impact. Changes can be seen in (i) motor skills development and performance and (ii) educational potential. This shows the positive relationship between being involved in physical activities and psychosocial development. Sport and physical education is fundamental to the early development of children and youth and the skills learned during play, physical education and sport contribute to the holistic development of young people. Through participation in sport and physical education, young people learn about the importance of key values such as: honesty, teamwork, fair play, respect for themselves and others, and adherence to rules. It also provides a forum for young people to learn how to deal with competition and how to cope with both winning and losing. These learning aspects highlight the impact of physical education and sport on a child's social and moral development in addition to physical skills and abilities.

While the physical benefits of participation in sport are well known and supported by large volumes of empirical evidence, sport and physical activity can also have positive benefits on education.

The purpose of this study is to determine the Factors affecting the sports participation in relation to academic performance among secondary students in Zone 2, Schools Division of Zambales.

2. RESEARCH METHODOLOGY

2.1 Research Design

In this study, it is the goal of descriptive research to understand the nature, characteristics, components and aspects of a phenomenon (Zulueta and Costales, 2004). This design uses content analysis of documents and records, as well as observations and interviews as the key instruments of data collection. The questionnaire was conducted to substantiate data that was obtained from the questionnaire completed by the respondents. Actual observation was done by the researcher to describe how respondents respond to the various instructional methods and learning tasks to substantiate the results of the academic performance of student-respondents in the field of sports.

2.2 Respondents and Sampling Technique

The student-respondents are selected in all secondary grade level who are engage in sports in Zone 2, Schools Division of Zambales. The selected student-respondents include Grade 7, Grade 8, Grade 9, and Grade 10.

The student-respondents are selected using the purposive-quota sampling. This technique was used because it is the purpose of the researcher to select Grade 7, 8, 9, and 10 high school students. The athlete of secondary school, Zone 2 Schools Division of Zambales was chosen as respondents.

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2.3 Location of the Study

The study was conducted in Zone 2 secondary schools in the province of Zambales, Philippines. Fig. 1 shows the location of Palauig, Iba, and BotolanZambales, and Zambales is a province located in the Central part of Luzon that shows Fig. 1

2.4 Instruments

The researcher used questionnaire as the main instrument to provide the data on the perception of the student-respondents of the selected Grade-7, 8, 9, and 10 students in terms of teacher factor, personal , family, peers, and social media Each question will be provided with the choice of probable answers. The respondents are directed to select and check their answer accordingly. The quarterly assessment grade will also be used to assess the academic performance of the student-respondents. Other information incidental to the study will be obtained through informal interview.

This questionnaire was pre-tested to a group of Junior High School students in K to 12 BEC program who were not participants of the study. Some of the items were revised based on the result gathered from the pre-testing of the questionnaire.

Table 1 .Frequency, Percentage and Mean Distribution on the Respondents' Profile Variables N=240

Profile Variables		Frequency (f)	Percentage (%)
Age **Mean=11.94 years old**	12 years old	12	5.00
	13 years old	24	10.00
	14 years old	46	19.20
	15 years old	65	27.10
	16 years old	72	30.00
	17 years old	20	8.30
	18 years old	1	0.40
	Total	240	100.00
Sex	Male	123	51.30
	Female	117	48.80
	Total	240	100.00
Level of Sports Involvement	Highly Involve	118	49.20
	Involve	115	47.90
	Less Involve	7	2.90
	Total	240	100.00
Grade Level	Grade 7	23	9.60
	Grade 8	43	17.90
	Grade 9	67	27.90
	Grade 10	107	44.60
	Total	240	100.00

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2.5 Data Collection

The researcher secured a written permission from the selected school principals of the Schools Division of Zambales Zone 2, before administering the instrument to the respondents. After the approval of the request, the researcher personally administers the instrument to the respondents to ensure one hundred percent retrieval of the instrument.

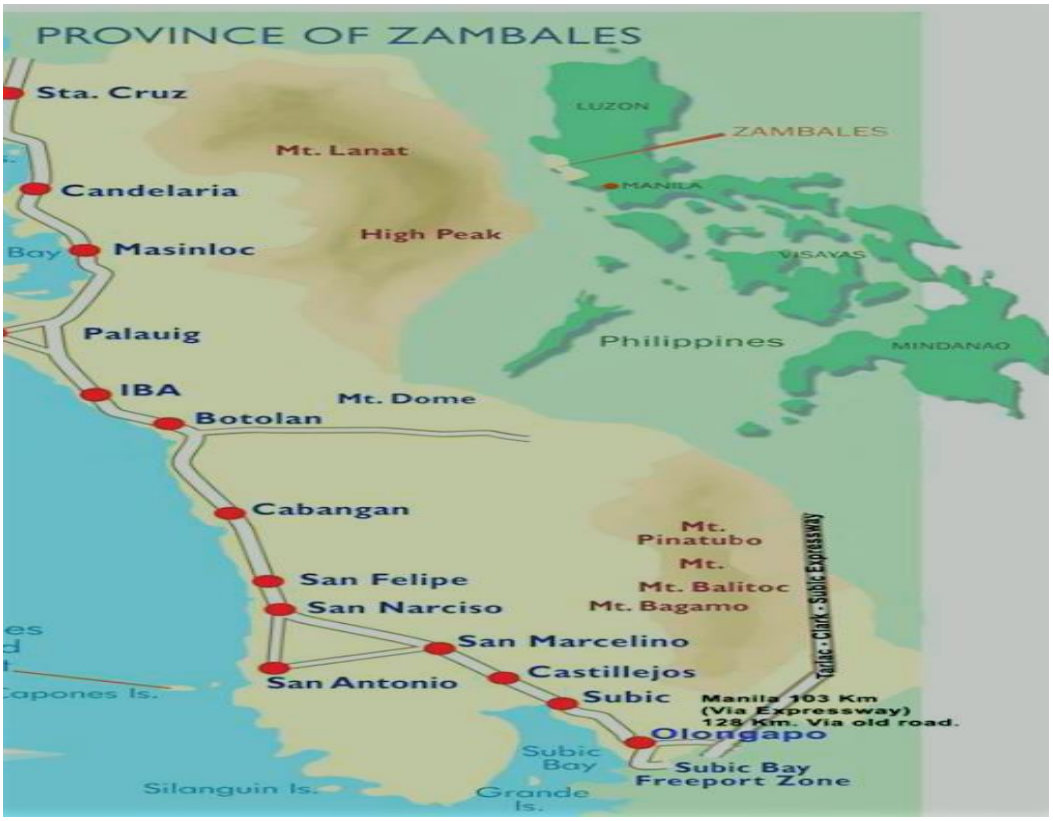

Figure 1 .A map indicating the location of Palauig, Iba, and BotolanZambales

2.6 Data Analysis

The following statistical tools will be used in the analysis of data:

Frequency Count. The frequency count was used to describe the frequency and percentage distribution of the student-respondents.

Weighted Arithmetic Mean.The weighted arithmetic mean was used to determine the weighted value of individual options on Factors affecting sports participation in relation to academic performance among secondary student-respondents in selected Grade 7, Grade 8, Grade 9, and Grade 10 students in Zone 2, Schools Division of Zambales.

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It is computed as shown in the formula:

$$WX = \frac{\sum fm}{n}$$

Where:

WX = weighted arithmetic mean

∑fm = sum of the product of f and x, where f is the frequency of each weight and x is the weight as 5, 4, 3, 2, 1

n = number of respondents

The point value, weighted value, and qualitative description are as follows

Likert Scale. The Likert Scale was used as guide in determining the perception of the respondents on the Factors affecting sports of participation in relation to academic performance of the student-respondents.

The point value, weighted value, and qualitative description are as follows:

Point Value	Weighted Value	Qualitative Description
4	3.25-4.00	Strongly Agree (SA)
3	2.50-3.24	Moderately Agree (MA)
2	1.75-2.49	Agree (A)
1	1.00-1.74	Disagree (D)

Analysis of Variance (ANOVA).This was used to test the hypothesis of no significant relationship between the Factors affecting sports participation in relation to academic performance of the student-respondents.

Decision Rule:

If the computed significant value is greater than or equal to 0.05 alpha level of significance or if the computed F-value is less than the tabular or critical value, the null hypothesis is accepted.

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3. RESULTS AND DISCUSSION

3.1 Profile of the Respondents

Age.Out of two hundred and forty (240) student-athlete respondents, mostly with 72 or equivalent to 30.00% are from age group of 16 years old; 65 or 27.10%, from 15 years old; 46 or 19.20% from 14 years old; 24 or 10.00% from 13 years old; 20 or 8.30% from 17 years old; 12 or 5.00% from 12 years old and only 1 or equivalent to 0.40% is from age group of 18 years old. The computed mean age of the athlete-respondent was 11.94 or 12 years old. The data clearly demonstrate that the student-athlete were relatively young teenagers. According to Bautista (1985), the teenage period is considered as the most crucial stage of personality development. They are characterize to be idealistic, adventurous, and risk takers.

Sex. Majority of the respondents with 123 or equivalent to 51.30% are males while 117 or equivalent to 48.80% are females. This scenario is similarly observed in other district where female school children are dominated by males. This result can be supported by the United Nations Educational and Cultural organizations (UNESCO), Institute of Statistics which found out that there are greater numbers of female secondary learners than males even in the Philippines.

Level of Sports Involvement. Mostly with 118 or equivalent to 49.20% are highly involve; 115 or 47.90% are involve, while 7 or 2.90% are less involve in sports. The data implies on the strong involvement of the students in sports. It helps student and society improve skill-related components, such as speed, agility, reaction time, balance, coordination and basic movement patterns.

Grade Level. Mostly with 107 or equivalent to 44.60% are from Grade 10; 67 or 27.90% from Grade 9; 43 or 17.90% from Grade 8 and 23 or equivalent to 9.60% are from Grade 7.

Sports Engage. Most of the student-athlete respondents are engage in volleyball (women) with 28 or 11.70%; sepak-takraw (women) with 21 or equivalent to 8.80%; basketball (men) 19 or 7.90%; badminton (women) 15 or 6.30%; badminton (men) and volleyball (men), 14 or 5.80%; athletics (men and women), 13 or 5.40%; basketball, (women) 11 or 4.60%; billiard (men), table tennis (men and women) with 10 or 4.20%; softball (women), 8 or 3.30%; chess (men), 6 or 2.50%; baseball (men), gymnastic (men), 5 or 2.10%; archery (men and women), and lawn tennis (men) with 4 or 1.70%; swimming (women), 3 or 1.30%; lawn tennis and taekwondo (women) with 2 or 0.80% and chess, gymnastic (women) and swimming and taekwondo (men) with 1 or equivalent to 0.40% respectively. Students who play sports have their mind occupied and are less likely to have their mind wander to wrongful things. A student learns that while playing, he has to play not for his own good but for the good and success of whole team. Thus a good sportsman can be the ideal citizen of the country.

Curricular Programs.Majority of the student athlete-respondents with 162 or equivalent to 67.50% are from Enhanced basic Education Curriculum (BEC); 69 or 28.80% from Special Program in Sports (SPS); 5 or 2.10% from Science Technology Engineering and Mathematics

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(STEM) and 2 or equivalent to 0.805 from Special Program in the Arts (SPA) and Special program in Foreign Language (PFL) curriculum program.

Table 2. Summary Table on the responses towards factors affecting the level of participation in sports

	Factors affecting the level of participation in Sports	OWM	QI	Rank
1	Teacher Related Factor	2.22	Disagree (D)	5
2	Family Related Factor	2.67	Agree (A)	2
3	Personal Related Factor	2.23	Disagree (D)	4
4	Peer Related Factor	2.49	Disagree (D)	3
5	Social Media Related Factor	2.72	Agree (A)	1
	Grand Mean	**2.47**	**Disagree (D)**	

The student-athlete respondents perceived disagree on teacher, personal and peer related factor with mean of 2.22 and ranked 5th, 2.23 and ranked 4th; and 2.49 and ranked 3rd respectively.However, family and social media related factor was perceived agree with overall weighted mean of 2.67 and ranked 2nd and 2.72 and ranked 1st. The computed grand men on the responses towards the summary of factor affecting the level of participation in sports was 2.47 with qualitative interpretation of disagree. The data clearly demonstrate on the high influence of social media in the level of sports participation of the student-athlete respondents followed by family related factor and the least influential factor was the teacher.

Table 3 .Frequency and Percentage Distribution on Students' Academic Performance N=240

Grades	Interpretation	Frequency	Percent
75-80	Beginners	7	2.90
81-85	Developing	45	18.80
86-90	Approaching Proficient	165	68.80
91-95	Proficient	23	9.60
	Total	**240**	**100.00**
	Overall Weighted Mean	**87.24**	
	Qualitative Interpretation	**Approaching Proficient**	

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Out of two hundred forty (240) students, majority obtain a grade range from 86-90 with 165 or 68.80% interpreted as Approaching Proficient ; 45 or 18.80% with grade of 81-85, Developing ; 23 or 9.60% with grades from 91-95, Proficient; and 7 or equivalent to 2.90%, with grade from 75-80 interpreted as Beginners.

The computed overall weighted mean on the academic performance was 87.24 with qualitative interpretation of Approaching Proficient.

The approaching proficient on the academic performance could be ascribed on the good healthy living of the student-athletes. Their minds are focus on studies and in their extra- curricular activities. This finding is similar to the study conducted by Montecalbo-Ignacio, et. Al (2017), revealed that sports participation of the respondents were measured based on the number of years the student-athletes participated in their respective sports while the academic achievement measured based on their general weighted average (GWA) from academic year 2014-2016.

Result of this study indicated that the longer the student-athletes involved in sports the better the academic grades.

Table 4 .Analysis of Variance to test differences on the perception towards factor affecting level of participation in sports

Groups	*Count*	*Sum*	*Average*	*Variance*
Teacher Related Factor	8	17.75	2.21875	0.181898
Family Related Factor	8	21.37	2.67125	0.083098
Personal Related Factor	9	20.07	2.23	0.06015
Peer Related Factor	5	12.44	2.488	0.14157
Social Media Related Factor	7	19.04	2.72	0.0034

Source of Variation	*SS*	*df*	*MS*	*F*	*F crit*	*Decision*
Between Groups	1.772534189	4	0.443133	4.8515	2.6684	**Reject Ho**
Within Groups	2.922855	32	0.091339			**Significant**
Total	4.695389189	36				

There is significant difference on the perception towards factor affecting level of participation in sports manifested on the computed F-value of 4.8515 which is greater than the F critical value of 2.6684 using 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected. The data clearly implies on the distinction and dissimilarity of opinion towards the factors affecting the level of participation in sports.

Based on the high average value of 2.72 for social media related factor, the respondents are highly motivated and influenced their level of sports involvement because of the prominent people in sports like Manny Pacquiao, the greatest Filipino Boxer; PaengNepomuceno, the

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World Champion in Bowling; Lydia de Vega, the Queen of ASIA's Sprint, Eugene Torre, the World International Chess Master and many others.

The student-athlete respondents are fanatic of watching sports television on Filipino Basketball (PBA), American Basketball Tournament (NBA), and the UAAP Volleyball Men and Women Competition. The social media influenced their desires to engage in sports.

Table 5 .Pearson Product Moment Coefficient of Correlation to determine relationship between the academic performance and the factors affecting the level of participation in sports

Sources of Correlations		Factors Affecting the level of participation in sports				
		Teacher	Family	Personal	Peer	Social
Academic Performance	Pearson Correlation	0.350**	0.605**	0.459**	0.648**	0.587**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	240	240	240	240	240
	Decision	Reject Ho Significant	Reject Ho Significant	Reject Ho Significant	Reject Ho Significant	Reject Ho Significant
	Interpretation	Slight	Moderate	Moderate	Moderate	Moderate

There is slight correlation between academic performance and the teacher factor manifested by the computed Pearson r –value of 0.350** while denotes moderate relationship on family, personal, peer and social factors affecting level of participation in sports with Pearson r-values of 0.605**, 0.459**, 0.648**, and 0.57**. The computed P-values of 0.000, 0.000, 0.000, 0.000 and 0.000 which all are lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected, hence there is significant relationship.

This finding is similar to the study aaccording to Montecalbo-Ignacio R., Ignacio R., &Buot M. (2017) showed that there was really a link between sports participation and academic achievement of the student-athletes. Sports participations developed and enhanced academic excellence, self-discipline, mental/cognitive development and class participation of student-athletes. Sports involvement have positive influence on memory, students' concentration in education, increased learning efficiency, attained higher degree of

academic achievement, and obtained higher school grades. Looking at the relationship presented in the data analysis, this is a good point for the parents, school administrator, teachers, and professors to support the students who want to pursue their passion in sports.

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Since sports involvement not just develop the physical appearances and physical fitness of the student-athletes but also enhance and mold their attitude towards positive behaviors, self-discipline, mental alertness, and help them grow into a more confident individual.

4. CONCLUSIONS

Based on the summary of the investigations conducted, the researcher have arrived to make conclusions that:

The student athlete –respondent is a typical male teenager, Grade 10, highly involve in sports particularly in Volleyball and under the Enhance Basic Education Curricular Program.

The student athlete-respondent disagree on teacher, personal and peer related factors while agree on family and social related factors affecting the level of participation in sports.

The student respondents rated passed in their academic performance.

There is significant difference when grouped according to the level of sports involvement towards all factors affecting the level of participation in sports while significant on curricular program towards teacher factor; significant on age and grade level towards social media factor.

There is significant difference on the perception towards factors affecting the level of participation in sports.

There is slight correlation between academic performance and the teacher factor while denotes moderate relationship on family, personal, peer and social factors affecting level of participation in sports.

5. RECOMMENDATIONS

Based on the summary of the investigations conducted, the conclusions arrived at, the researcher have offered the following recommendations:

The school should provide financial and moral support for children who are actively engage in sports activities rather than their interest and attention will deviate from drug addiction, and prostitution or liabilities of the school and in the community.

The school / district /division should have a strong and comprehensive sports development plan with inclusions on welfare and benefits of athletes, coaches and trainers.

Teachers should be provided with the policy and be oriented on the consideration given to athletes in their participation to sports competition.

School administration, faculty, staff and personnel should encourage and promote sports for healthy life and living to their student-athletes by inviting sports enthusiast in school as their speakers.

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To conduct a follow-up study for confirmation and validation on the findings obtained in the study.

Acknowledgements

The authors acknowledge President Ramon Magsaysay State University and the Department of Education for the support and assistance given during data gathering and some statistical services.

Competing Interests

Authors have declared that no competing interest exist.

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