

Correlates of School Support and After School Activities to Academic Performance of the Tau Student Athletes SY 2018 - 2019

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Abstract

The purpose of this study is to propose a sports development program for the university by determining how school support and after school activities affect the student-athlete performance of Tarlac Agricultural University. This study aims determine the importance of school support and school activities of the student-athletes of Tarlac Agricultural University. The study used descriptive-correlational research design to find relationships of the variables involved. The salient findings of the study are as follows: That there were more male student-athletes than female, most of the student-athletes involve in ballgames as sports discipline and most of the student-athletes were middle performers. On the school support, the student-athletes of the university has training and clothing allowance. But claimed that they have no monthly allowances, athletes' insurance, and housing. It was also found out that most of the student-athletes were hooked up in social media platforms as their after school activities, rather than to work on their courses' requirement, training for improvement and hanging out with friends. On the relationships, it was found out that there is a significant relationship between the after school activities of student-athletes to their academic performance. With regards to the after school activities of student-athletes and to their athletic performance, it was found out that these two were significantly related based on the data gathered. It was also found out that there is a significant relationship between the athletic performance of the student-athletes to their academic performance.

Keywords— Student-athletes, school support, school activities, academic performance

I. INTRODUCTION

Sports have become a major shift and attraction for students nowadays in the Philippines. The prints, radio, television and internet media have contributed much to the popularity of both professional and amateur sports in the country. Millions of pesos if not billions of pesos are spent on the upgrading of sports facilities and training of athletes. It is not surprising, that the popularity of sports has been reflected in the programs of every colleges and universities in the country. As reflected in Article 15, Section 19 of the 1987 Philippine Constitution 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 a healthy and alert citizenry.” Also, under Section 6 of Republic Act 6847 mandates the Philippine Sports Commission (PSC) to set the priorities and direction of a national sports agenda, giving emphasis to grassroots participation.

Multiple times a year throughout the country, researchers, administrators, students, sports fans, and coaches gather at sport-related conferences to hear panels debate the most predominant issues and how they will affect the future landscape of sports in the country. Athletics versus academics has been at the forefront of sports in colleges and universities

for many years and serves as the underlying questions for other issues as well.

In SCUAA student athletes must carry a load of at least 12 units per term and maintain a 60 percent passing mark. The rules are non-negotiable as they should be because no league will want a varsity athlete playing for a school without going to class or flunking his course. This means student athletes must know how much to sacrifice in academics for sports because if they forego studies completely, they jeopardize their athletic eligibility. On his column, *Sporting Chance*, Joaquin Henson of *Philippine Star*, cite the program of Ambassador Cojuangco which started on the year 2013 – 2014, for the La Salle basketball men team. The program started with career visioning for athletes which has career counseling and testing, the program also include orientation of parents of athletes to explain the concept of the program. Dr. Coscolluela of La Salle, who conducted the program said, “The faculty will be oriented on the goals, policies and procedures of the varsity sports program, the practice schedules, the peak varsity competition periods which may require adjusted class schedules and make-up classes,” she said. “The faculty will also be encouraged to use differentiated teaching strategies that enable students to find meaningful ways of learning that are attuned to their styles and domains of interest”. Perhaps, other schools may consider undertaking a similar program to prepare their athletes for life after school.

Similarly, it is possible that athletic communities in state universities and colleges have developed a negative reputation with respect to the performance in academics. After school programs have become a developmental for young people but the current social, political and economic climate continue to pose the following challenges: funding, program sustainability and expansion, quality improvement and maintenance and programming to meet the needs of an increasing diverse group of athletes, this is according to James Bartlett Presbrey, (2017) on his study entitled “The Development and Sustainability

of Sports-Based Youth Development Programs as a Viable Options for After-School Programs”. Burns et. al. (2013), on their study “Academic Support Services and Career Decision-Making Self-Efficacy in Student Athletes”, found out that academic support services were positively related to levels of career decision-making self-efficacy of student athletes.

Recent research has begun to investigate the influence of school support and after school activities to student athletes. Recently, the NCAA has created metrics to examine the academic performance of student-athletes such as the Academic Progress Rate (APR) and the Graduation Success Rate (GSR). Previous investigations have provided insights into the recent focus on academic performance of student-athletes. Gruit (2014) stated that, when it comes to education of student-athletes, most research focuses on GPA and traditional educational views. She also found out that student athletes do better in school than their peers. The broad goal of the Commission on Higher Education, however, is to prepare individuals for the rest of their lives and develop productive members of the society. Research suggests that participation in athletics is motivating student-athletes in the classroom in terms of better time management and motivation to attend classes, Byrd and Ross (1991). School varsity athletics provides an opportunity for holistic education, yet little research has been done to understand the overall impact of athletics through investigating the school support and school activities and the well-being of the student-athletes.

School varsity athletics supporters counter that the time commitments create structure and routine that often support academic success and can help overcome risk factors. Athletics participation itself provides non-traditional education that aids in the overall development of young people, contributes to increased academic performance of student-athletes. This was proven in the study of Gayles & Hu (2009), with their research findings that engagement and sport participation of students had also

motivated them to engage in educationally purposeful activities and the impact of their experiences on cognitive and affective outcomes.

As teachers, student advisers and coaches of student-athletes, the researchers noticed that there is not much research conducted in this area of endeavor, also the researchers observed that the factors involve in this study is not given priority in past researches conducted. This

motivated the researchers to look into the importance of school support and after school activities of the student-athletes as to the relationship of their academic performance and athletic performance.

The purpose of this study is to propose a sports development program for the university by determining how school support and after school activities affect the student-athlete performance of Tarlac Agricultural University.

Sex		Age			Athletic Involvement					Athletic Performance		
M	F	16-18	19-21	22-25	Ball Games	Athletics	Martial arts	Archery	Swimming	Champion	Middle Performer	Losing
30	25	20	30	5	24	15	8	6	2	2	45	8

Objectives of the Study

This study has the following objectives;

1. To describe the student-athletes of TAU in terms of the following;
 - a. Sex;
 - b. Age;
 - c. Academic performance;
 - d. Sports involvement; and
 - e. Athletic performance.
2. to determine the school support given to student athletes.
3. to determine the after school activities of the student athletes.
4. to determine the relationship between after school activities and academic performance of the student-athletes.
5. to determine the relationship between after school activities and athletic performance of the student athletes.
6. to determine the relationship between athletic performance and academic performance of the student-athletes.

II. METHODOLOGY

This chapter presents the methods of the study, namely the research design, locale of the study, data gathering instruments, data gathering procedures and statistical tools to be used.

Research Design

The study will make use of the descriptive-correlational research design to find relationships of the following variables; school support, after school activities, academic performance and athletic performance of the Tarlac Agricultural University student-athletes. The descriptive will be employed in determining the school support and after school activities of the student-athletes. Correlational because it will determine the extent to which the school support, after school activities, academic performance and athletic performance correlates each other.

The study used Questionnaire Checklist to answer the specific problems of the study. It was subjected to validation by experts and the suggestions and their suggestions were considered in the finalization of the checklist.

III. RESULTS AND DISCUSSIONS

This chapter presents the findings of the study which aimed to determine the effects and looked for the relationship of school support and after school activities of TAU student-athletes. It also presents the discussion and interpretation of the results of the analysis.

Table 1. *Profile of TAU Student-athletes*

	Monthly Allowance	Clothing Allowance	Athletes Insurance	Training Allowance	Athletes Housing	Sports Development Program
No. of Students	0	55	0	55	0	6
%	0	100	0	100	0	10.90

It can be gleaned on the table that there were 25 females of the TAU student-athletes and 30 were all males. Furthermore, most of the athletes were at the age of 19-21 which indicates that they are still in the midst of their prime as student-athletes. Along their involvement in sports, most of them belong to the ball games followed by athletics, martial arts, archery and swimming. With regards to their athletic performance, most of the student-athletes are middle performers; this was based on the number of athletes that 45 of them are middle performer out 55 respondents. This result indicates that the Tarlac Agricultural University (TAU) student-athletes need to perform better in their own respective sports discipline.

Table 2. School Support of TAU Student-Athletes

The table 2 presents the School support of Tarlac Agricultural University (TAU) student-

athletes. It can be seen on the table that all the student-athletes receives clothing allowances in terms of competition uniforms and training allowances. But there were only 6 or 10.90 percent receives sports development in terms of their respective sports discipline. Furthermore, it was also found out that there is no housing, athlete insurance, and monthly allowance for all student-athletes in the university. This contradicts the study of Hartman & Kwauk (2011), on their study, “Sport and Development: An Overview, Critique, and Reconstruction”, which states the general purpose is to show that practitioners interested in using sport for development however defined must acknowledge these theoretical issues and create appropriate programming if their intended outcomes are to be achieved.

Table 3. *After School Activities of Student-athletes*

Number of student-athletes (n = 55)	Courses' requirements (assignments, projects/outputs)	Hanging out with friends	Hooked in multi-media platforms (facebook, instagram)	Still training for improvement
F	20	7	30	17
%	36.37	12.72	54.54	30.90
Rank	2	4	1	3

In table 3, the after school activities of the student-athletes were presented. It shows that student-athletes hooked in multi-media platforms with 30 or 54.54 percent which rank first, followed by doing their courses' requirements with a frequency and percentage of 20 and 36.37 respectively, at rank third is

still training for improvement which has a frequency and percentage of 17 or 30.90, while the last is hanging out with friends with a frequency of 7 or 12.72 percent. This only means that most of the student-athletes were hooked into multimedia platforms as their after school activities rather than doing their courses'

requirements or have their training after class to improve their capabilities. These findings were agreed to the findings of Fraser-Thomas in her study, “Youth Sports Programs: An Avenue to foster positive youth development”, that the

importance of sport programs built on developmental assets and appropriate setting features in bringing about the five C’s of positive development (competence, confidence, character, connections, and compassion/caring.

Table 4. Relationship between After School Activities to Academic Performance

Variables (n = 55)	Courses’ requirements (assignments, projects/outputs)	Hanging out with friends	Hooked in multi-media platforms (facebook, instagram)	Still training for improvement
Correlation Coefficient	0.004	-0.021	0.187	-0.220
Sig (2-tailed)	0.979	0.881	0.173	0.107

Legend: test at $\alpha = 0.05$ level of significance

In the table 4 above, it shows that there is a significant relationship between the after school activities to the academic performance of student-athletes. It further shows that doing courses’ requirements and hooked up in social media platforms has positive relationship while the hanging up with friends and training for improvement shows negative relationship to academic performance. This could only mean that doing courses’ requirements and hooked up with multimedia platforms has an effect to the academic performance of the student-athletes. This is aligned with the study of James Bartlett

Presbrey, (2017) on his study entitled “The Development and Sustainability of Sports-Based Youth Development Programs as a Viable Options for After-School Programs”, whose findings states that after school programs have become a developmental for young people but the current social, political and economic climate continue to pose the following challenges: funding, program sustainability and expansion, quality improvement and maintenance and programming to meet the needs of an increasing diverse group of athletes.

Table 5. Relationship between After School Activities to Athletic Performance

Variables (n = 55) Athletic performance	Courses’ requirements (assignments, projects/outputs)	Hanging out with friends	Hooked in multi-media platforms (facebook, instagram)	Still training for improvement
Correlation Coefficient	0.004	-0.144	0.065	0.033
Sig (2-tailed)	0.979	0.295	0.636	0.812

Legend: test at $\alpha = 0.05$ level of significance

The table 5 shows the relationship between the after school activities to athletic performance of the Tarlac Agricultural University (TAU) student-athletes. It shows that there is a significant relationship between after school

activities to their athletic performance. Furthermore, doing courses’ requirements, hooked in social media platform, and still training for improvement shows positive relationship to athletic performance and only

the hanging out with friends shows negative relationship. This could only mean that these factors will greatly affect the athletic performance of the student-athletes.

Table 6. *Relationship between Academic Performance to Athletic Performance*

Variable	Athletic Performance
Academic Performance	
Correlation Coefficient	-0.035
Sig (2-tailed)	0.799

Legend: test at $\alpha = 0.05$ level of significance

The table 6 shows the relationship between the academic performance to athletic performance of the student-athletes of the Tarlac Agricultural University (TAU). It can be gleaned on the table that there is a significant relationship between the academic performance to the athletic performance of the student-athletes. The academic performance has slight effect on the athletic performance of the student-athletes

IV. CONCLUSION

Based on the findings of the study, the following conclusions were formulated:

1. Most of the student-athletes were middle performers and prefer ball games as their sports discipline.
2. School support is not adequate to maintain student-athletes in order for them to perform well.
3. Most of the student athletes were hooked up in social media rather than have their focus in doing their courses' requirements and training.
4. After school activities of student-athletes were significantly related to their academic performance.
5. After school activities and athletic performance of the student-athletes were significantly related.
6. The athletic performance and academic performance of the student athletes indicates relatedness.

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