Predictors Associated with the Curricular Performance of Student-Athletes

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Abstract. This study was conducted to establish the potential association between predictors and curricular performance of student-athletes. To accomplish the reason for the study the descriptive research design was used. One hundred thirty-four athletes from the Province of Pampanga who competed in the Central Luzon Regional Association (CLRAA) in the School Year 2016-2017 served as respondents of the study. The sports involvement of student-athletes and its perceived effects on their curricular performance. For physical aspect, sixty-six or 49.25% agreed is the poor balance diet, Seven or 5.52% strongly disagreed that the injury acquired from sports involvement affected their curricular performance. On the other hand, the social aspect, Seventy-four or 55.22% agreed is teachers' discrimination was a factor that affects their curricular performance. While 11 or 8.20% strongly disagreed is the discrimination from classmate can effect on their curricular performance. Likewise, in the emotional aspect, seventy or 52.23% disagreed Failure/defeat in sports involvement may result in loss of Self-reliance. While six or 4.47% strongly agreed that defeats led to the loss of Courage. Lastly, mental aspect, Fifty-nine or 44.02% agreed that cause of anger often becomes the focus of attention. While eleven or 8.20% which were describing strongly agreed is the worry.

1. Introduction

In the past, academic performance was often measured more by ear than today. A teacher's observations made up the bulk assessment, and today's summation or numerical methods of determining how well a pupil is performing is a relatively recent invention. Grading system came into existence in America in the late Victorian period and was initially criticized due to high subjectivity. Different teachers valued different aspect of learning more highly than others. Although some standardization attempted order to make the system fairer, today, changes have been made to incorporate differentiation for individual pupil's abilities, and exploration of alternate methods of measuring performance [1].

In the education sector, sports are a part of the curriculum at all levels because school sports help to develop the mental, physical, social, and emotional aspects of the pupils [2].
Because of the importance of physical education, an organized program for sports activities should be participated in by the pupils in the school. It has been known that sports involvement develops the physical, social, emotional and mental aspects of the pupil.

Although researchers acknowledge that participation in athletics can serve as a buffer to stress [5]; also suggest that athletic participation it can become an additional stressor that traditional pupils do not experience. Athletes experience unique stresses related to their active status, such as extensive time demands; a loss of the ‘star status’ that many had experienced as school athletes; injuries; and conflicts with their coaches, among other factor. In addition to these stresses, athletes must also meet the increased academic demands. The interaction of these multiple stressors presents a unique problem for the pupil athlete, and evidence suggests that the combination of these stresses hurts their well-being. For example, a recent investigation found that almost half of the male athletes and slightly more than half of the female athletes interviewed indicated that the stresses associated with sport participation, such as the pressure to win, excessive anxiety, frustration, conflict, irritation and fear significantly affected their mental or emotional health [6]. Moreover, studies have suggested that athletes who experience high levels of stress are more likely to practice bad health habits and to experience psychological problems, including low self-esteem [5].

In addition to mental health concerns, many athletes report physical health concerns as well, such as lack of sleep, continuous tension, fatigue, headaches, and digestive problems [6]. 10% of athletes suffer from psychological and physiological problems that are severe enough to require counseling intervention. Even more alarming is the fact that pupil athletes tend to avoid seeking out available counseling [7], so the percentage of pupil athletes who may require such intervention is possibly higher than this figure. This is important since Murray [7] has learned that in addition to those psychological and physiological issues mentioned above, athletes may also be in particular need of counseling for a variety of additional stress-related concerns, including time management, burnout, fear of failure, anxiety, depression, and self-esteem issues. Recent research has supported the contention that time, in particular, is a substantial obstacle for many athletes.

Complicating the transition for the pupil athlete are difficulties related to academic success. 95% of male athletes and 86% of female athletes were stressed by factors such as tests and examinations, preparing papers for class, missing classes because of travel, and making up missed assignments. Also, many athletes find they are unprepared for academic life or falsely believe that they will be treated differently in the classroom because they are athletes.

Finally, athletes often find relationships with others quite stressful. For instance, recent findings have suggested that athletes often report problems such as negative and unsatisfactory relationships with teachers, coaches, and fellow athletes.

2. Objectives

This research aimed to analyze the predictors associated with the curricular performance of student-athletes in the Province of Pampanga. Specifically, it sought to answer the following questions.

1. How may the profile of the respondents be described regarding age, sex, grade level, and sports involvement?

2. How may the respondents’ academic performance be described regarding their general weighted average?

3. How may the factors that affect the curricular performance of student-athletes be described?
4. How may the sports involvement of student-athletes be described regarding:
   a. physical aspect;
   b. Social aspect;
   c. Emotional aspect; and
   d. Mental aspect?
5. Is there a significant relationship between these factors and the curricular performance of the
   student-athletes?
6. Is there a significant relationship between the respondents' sports involvement and their
   curricular performance?

3. Hypotheses of the Study
   1. Is there a significant relationship between these factors and the curricular performance of the
      student-athletes?
   2. Is there a significant relationship between the respondents' sports involvement and their
      curricular performance?

4. Research Method
   This study made use of the descriptive method to investigate the existing condition. In the present study, the
   present condition refers to the predictors associated with the curricular performance of student-athletes in
   the Province of Pampanga. The correlation method was used to determine if there was a relationship between
   the factors and the respondents' curricular performance; and if there was a relationship between the
   respondents' sports involvement and their curricular performance.

5. Results and Discussions
   Profile of the Respondents
   The respondents of the study were 134 student-athletes from public schools in the Province of
   Pampanga. The profile included age, sex, grade level, general average, and sports involvement.
   
   Seventy-two or 53.7% of the student-athletes were 11 years old. This means that the age of the
   majority of the athletes in the Province Pampanga was age 11 which is the maximum age requirement for
   elementary students. In the sports competition Majority of them were female and are qualified in the age
   requirement of the Department of Education in school sports competition as reflected in DepEd Memo
   (2003) strictly implements the age requirement for all athletes who will participate in the Palarong
   Pambansa. According to existing guidelines, participating athletes must be Filipino citizens and must be
   enrolled in recognized schools at the beginning of the current school year. The age limit for elementary and
   secondary athletes is 13 and 18 years respectively. The DepEd secretary extolled the merits of the Palarong
   Pambansa in contributing to the development of the youth in discipline, responsible and globally
   competitive citizens.
   
   The mean average of the pupil-athletes. The data reveals the mean average to be 82.92; the
   minimum average was 76.20, and the maximum average was 89.00.
As revealed, 94 or 70.1% among the student-athletes were grade six, 20 or 14.9% were grade five, and 20 or 14.9% were grade 6. The number of respondents was from the Becuran Elementary School, with 18 or 13.4%; Sta. Rita Elementary School and Magalang Elementary School each had 5 or 3.7%.

The pupil-athletes' sports involvement. Twenty four or 17.9% of the respondents were involved in athletics, and 24 or 17.9% were into swimming. Only three or 2.2% were from lawn tennis. The majority of the athletes played individual sports. This may be a manifestation that individual sports require a more significant amount of athletes than dual sports.

The factors that affect the respondents' curricular performance. As revealed in the data, 66 or 49.2% of the respondents agreed that anxiety affected their curricular performance. Lack of vitamins was considered by 65 or 48.50% as a factor affecting curricular performance. This implies that anxious individuals find it harder to avoid distractions and take more time to turn their attention from one task to the next than their less anxious peers. This shows that it is important that teachers focus not only on whether a student's curricular performance seems to be alright but also on how much effort the student had to put in to achieve that level. Anxious students may be trying desperately hard to keep up. Meanwhile, lack of vitamins hampers curricular success. Lack of vitamins affects intelligence and curricular performance. Students with the lowest amount of protein in their diet had the lowest achievement scores, and those with iron deficiency demonstrated shortened attention span, irritability, fatigue, and difficulty concentrating.

Sports involvement of student-athletes and its perceived effects on their curricular performance.

**A. Physical aspect**

Sixty-six or 49.25% agreed poor diet affected their curricular performance; 7 or 5.52% strongly disagreed that injury acquired from sports involvement affected their curricular performance. This shows that when pupils’ basic nutritional needs are not met, they perform poorly in their studies to those with better nutrition.

**B. Social aspect**

Seventy-four or 55.22% agreed teacher’s discrimination was a factor that affects their curricular performance; while 11 or 8.20% strongly disagreed that discrimination from classmate can effect on their curricular performance. This implies that discrimination from teachers is related to lower levels of self-esteem and a higher level of anxiety which can affect the curricular performance of student-athletes.

**C. Emotional aspect**

Seventy or 52.23% disagreed that failure/defeat in sports involvement may result in loss of Self-reliance. While 6 or 4.47% strongly agreed that defeats led to loss of Courage. This simply shows that failure/defeat in sports competitions lose the ability of the athletes to face difficulty in life. Trainers and coaches must give concern on the emotional aspect of the athletes after competition. Athletes must be encouraged to understand and accept the results.

**D. Mental aspect**

Fifty-nine or 44.02% agreed that cause of anger often becomes the focus of attention, and then it leads to negative thoughts. While 11 or 8.20% which were describing strongly agreed is the worry. This could be a manifestation that the extent of negative feelings can go from anger, frustration, irritability, into even anxiety and depression, passing through many other feelings, none of them pleasant.
The relationship between the factors and the curricular performance of the pupil athletes

There is no significant relationship between the factors and the curricular performance of student-athletes as evidenced of the significant are greater than 0.05 negative of error.

On the other hand, shows that there is a significant relationship between curricular performance and the injury acquired from sports involvement, failure/defeat in sports involvement may result in the loss of self-confidence. This implies that injury to the athlete may cause him to worry. Worry which causes person anxiety may distract a person's way of thinking. Lose of self-confidence affect you emotionally and physically. This may affect the academic performance of an athlete due to loss of concentration caused by these factors.

6. Conclusions

From the results of the study, the following conclusions were drawn:

1. With a maximum age of 11 years old, the respondents belonged to the age requirement of the department of education in provincial, regional and national sports competition.

   The Becuran Elementary school had a more significant number of athletes in the composition of the Province of Pampanga. Athletics and swimming outnumbered dual and team sports regarding players' composition.

2. Numerically, athletes had higher curricular performance based on their general average.

3. Since respondents agreed that anxiety affected their curricular performance, therefore, trainers, coaches, and sports directors must create a program for anxiety prevention.

4. The sports involvement affects their curricular performance investigated in this study showed that poor balance diet and teachers discrimination with higher ratings for both physical aspect and social aspect, Disagreement on the Failure/defeat and loss of Self-reliance in sports involving as athletes' perception in the emotional aspect. Negative thoughts have influenced athletes' mental capacity.

5. The result shows that there is no significant relationship between the factors and the curricular performance on the responses of student-athletes.

6. There is a significant relationship with the athletes’ sports involvement and curricular performance.

7. Recommendations

By the findings and conclusions, the following are recommended:

1. To trainers, coaches and physical education teachers must help facilitate growth help the student to know themselves. They must be sensitive to some symptoms that individuals manifest when their adjustment is not occurring effectively during late childhood.

2. Sport's head of the Province of Pampanga provides enough budgets for training, supplies, and equipment for the sports program.

3. Since Sports participation has no adverse effect on the curricular performance of every student, this study would like to encourage everyone, especially students and Sports teachers continually
participate in Sports and, to all Sports enthusiasts, to encourage and mold students on the total development continually.

4. The DepEd officials should also give an adequate budget for training and seminars for the trainer, coaches and physical education teachers in all schools on certain principles, are likely to reduce levels of anxiety in athletes. After all, education and sports should not only be centered on curricular and extra-curricular activities, but also on concerns related to training the physical, social, emotional and mental aspect. The budget should be monitored to ensure that they are spent where they are intended for.

5. Training for athletes to compete in any sports competitions should not ensure constant practice and discipline, but must also look into the nourishment. To ensure that diet, physical and social development is well provided for the athletes, they should engage the expertise of nutritionists and sports psychologist.

6. Since the data show that factors have no significant relationship to pupils' curricular performance, it is recommended that this research is considered as a useful document to prove the benefits of Sports participation in total human development, especially in the curricular performance of the students.

7. Since sports involvement has a significant effect on the curricular performance of every student-athlete, this study would like to recommend that trainers, coaches, and administrators should adopt one standard chart to monitor the curricular performance of student-athletes and provide educational counseling.

8. References

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