

Implementation of school-based sports activity programs

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Abstract: This study sought to find out the extend of implementation of school-based sports activity program for the school year 2023-2024. A descriptive-correlational design was used utilizing a validated and reliability tested researcher-made questionnaire to gather the needed data. There were 148 participants who were randomly selected from a total of 238 athletes who served as respondents in this study. The statistical tools used to analyze and interpret data were frequency count, percentage and mean. The findings established that school-based sports activity programs were “Highly Implemented.” Thus, proper information dissemination through enrichment program, adequate knowledge and trainings onthe implementation of school-based activity program may be considered.

Keywords: School-based Sport Activity, Athletes’ Skills, Attitude

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INTRODUCTION

School-based sports activity programs are considered to be an ideal means of reaching students who are not active in community of sports. It increases physical activity that include programs to enhance physical education (PE) and incorporate physical activity into a regular classroom instruction offers before and after the programs. Thus, students’ participation in sports activity within the school settings can take a variety of forms. Students are given a range of activities that are individual or team based, with periodic testing of specific skills to measure the levels of fitness. It assesses whether extracurricular school-based sports participants are more physically active and more freely motivated towards sports in daily life (Akhmedova, 2022).

On the other hand, physical education was often the dominant form of sports activity in schools due to its widespread prevalence and mandate by most schools. According to the Novak Djokovic Foundation (2021), the enhancement of physical, emotional and mental development of students is certainly the most important contribution of sports for students. Due to its vast reach, unparalleled popularity and foundation of positive values, sport was definitely one of the greatest things of man had ever created. It was also a powerful tool that breaks down all the barriers and helps us feel good about ourselves, both physically and mentally. Therefore, to provide the students a healthy mind in a healthy body - a phrase which widely used in sporting and educational contexts to express the theory that physical exercise is important or essential part of mental and psychological well-being, there should be a balance support of the school between sports activities and academic. Thus, sports activities helped students raise self-esteem, develop school spirit and connect, link with the adults in the community in a positive manner creating a good situation for all. Furthermore, these activities instill discipline and teach management skills and teamwork that boosts leadership qualities that are later adopted into the academic lifestyle. Accordingly, engaging in physical activities is vital for every student’s educational progress. Positive mentoring also allows students to develop a positive mindset.

To cope with these underlying sportsmanship activities, the Department of Education (DepEd) strictly adheres to the Executive Order No. 64, s. 1993 adopting a national policy and program of "Sports for All", which mandates the Department to make physical fitness and sports accessible to all, regardless of age, gender, talent, and capabilities in all its organized sports competitions in order to improve the coordination of various school sports events and activities at the local, national and international levels.

Nowadays, sport is gradually increasing its effect on human life and it is becoming even more important in the society. People now do sports for their personal development as well as their physical and mental abilities. Physical education and sports make human will strong, and also play an active role in self-confidence and character formation.

In view of these, the researcher, being a physical education teacher, has observed that school-based sport activity program and students' skills and attitude had not been maximized to developed after school sports activity programs that provide students an equal opportunity to learn, to play and to enjoy a variety of team and individual sports. With these, the researcher has a great desire to work on a study that benefits students under school-based sports activity program.

Research objective

The goal of this study was to look into the level of implementation of school-based sport activity program for the school year 2023-2024.

THEORETICAL FRAMEWORK

The externalist theories by William J. Morgan (1994) disclosed that sport understand sport as a reflection of larger social phenomena, the philosophy of sport evolved from being a sub-branch of the philosophy of education to being a field of study in its own right. During this time, the field went through three phases: the 'eclectic' phase, the 'system-based' phase and the 'disciplinary' phase. Thus, school-based sport activity program develops positive performance expectations while working on simple tasks and negative performance expectations while working on complex tasks, and that the presence of others activates corresponding positive or negative expectations regarding performance evaluation. It reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

This claim was supported with Descriptive theories by Sebastien (2016) to provide an accurate account of sport's central concepts, and normative theories attempt to provide an account of how sport should be. Normative theories of sport are broadly classified as either 'externalist' or 'internalist.' Externalist theories of sport understand sport as a reflection of larger social phenomena. Sports activity program attempt to achieve a specific state of affairs, using only means permitted by the rules, where the rules prohibit use of more efficient in favor of less efficient means, and where the rules are accepted just because they make possible such activity (Burhaein, 2022).

On the other hand, "Sport Value Framework" (SVF) authored by Woratschek, Horbel and Popp (2014). SVF emphasizes the importance of attitude and behavior (emotions) capability skills where environmental conditions are those conditions that are generally outside the control of the individual and influence of skills of athletes and attitude of athletes in sports achievements and preferences. Thus, sports can have a lasting impact on athletes' lives, since it provides opportunities for athletes to hone their social and mental skills. Yet, other than the physical benefits, sports foster character development through teaching and fostering strategic and analytical thinking, leadership abilities, goal-setting, and risk-takin (Worthington, 2021).

It encompasses a person's confidence in themselves to control their behavior, exert an influence over the environment, and stay motivated in the pursuit of their goal. Athletes can have self-efficacy in different situations and domains, such as school, work, relationships, and other important areas. It is important because it plays a role in how you feel about yourself and whether or not you successfully achieve your goals in life.

LITERATURE REVIEW

In recent, opportunities for students to be physically active had been declined in many Schools due to environmental factors, parental rules, and school policies. Designing the dynamic, participatory school-based intervention program aiming to increase the physical activity in Schools. LeBlanc (2020) school-based participation activity is an important lifestyle associated with a wide range of benefits in students' wellbeing and development, including the prevention of overweight, obesity, and cardiovascular diseases as well as supporting academic achievement and mental health. It has been pointed out that students who are not participating regularly in structured motor-skill-enriched activities may never reach their genetic potential for motor control that underlies sustainable physical fitness later in life.

On the other hand, the World Health Organization (WHO) commends children to be engaged in moderate to vigorous physical activity at least 60 min per day. However, studies with objectively measured physical activity suggest that only 4.6% of girls and 16.8% of boys in Europe aged 10–12 years meet the current physical activity recommendations, and these inactivity trends also dominate in other country (Chadha, 2022). The strong link between health and education was recognized worldwide, public health professionals as well as researchers have identified schools as a strategic place to promote school-based and physical activity.

According to Kulshretha and Pandey (2020) disclosed that in the USA and in some European countries have reduced the time devoted to Physical Education (PE) in the school curriculum; for example, in Spain primary and secondary schools devote 2 h/week to Physical Education. Results from eight European countries showed that a low percentage of children met the minimum recommended of 60 minutes of moderate-to vigorous physical activity per day (MVPA) (30.4% in Spain).

Thus, physical activity behaviors are developed early in life and may persist throughout childhood and adolescence, adequate physical activity level in childhood may also be essential for the prevention of obesity and chronic diseases in later life. In children, MacPhail (2018) regular physical activity is associated with reduced rates of obesity, improved academic and cognitive achievement, better sleep health, and improved health-related quality of life. A reasonable way to assist school-age children to increase their Physical Activity levels is to help them take every opportunity to be active throughout the day.

Studies have also reported that school-based activity program can help to improve physical fitness among young people. Ho and Nguyen (2022) reported that school-based physical activity of young people significantly improved their flexibility and speed–agility, including aerobic fitness. Ilyicheva (2022) emphasized that the body fat of adolescent girls was significantly reduced when school-based exercises, including squats, were regularly performed as part of their after-school activities. In addition, school-based exercise was recently found to have a positive effect on the changes in body composition and muscular and physical aerobic performance of overweight adolescent girls.

While, school-based physical education activity programs, including badminton and table tennis, basketball affect the health-related physical fitness of young people and it is relatively easy to increase the number of adolescents participating in these activities. In this

way, overweight and obese adolescents can also participate in these activities without a sense of disliking such activities. According to a previous study, school-based health education programs are associated with the enhancement of self-concept and self-worth in disadvantaged populations, indicating that these programs can be better implemented in school-based settings rather than in other environments (Mihove et. al., 2022).

In the field of education, teaching and learning go side by side. Education is the only tool that aims to equip and empower its learners with the right knowledge. This knowledge also works towards acquiring various competences and skills that are required for any citizen to capture good employment opportunities and have a positive impact on the society. School-based activity program is the baseline for creative and critical thinking skills enhancement. However, this method will not function properly if students are not motivated enough to achieve their actual potential. The most useful and effective method to teach concepts that are complex in nature is by involving students in interactive activities

Although, children's engagement in sports competition is known to contribute to the developmental outcomes for a healthy lifestyle, where children learn about physical, social and cognitive skills (Murcia, 2019). More broadly, engagement in physical activity is also recognized to contribute a range of positive outcomes, specifically; physical and mental health, social wellbeing, cognitive and academic performance (Meng, 2022). For young people to achieve such outcomes it is recognized that physical education (PE) in schools is an ideal vehicle to promote physical activity due to its availability to all young people. Whilst teachers also have the opportunity to integrate this into the overall education process (Njenga, 2022). The associations found for participation in competitive sport and physical activity often yield multiple benefits.

Mustaji et. al., (2022) recognize that such benefits are not autonomous, independent or disconnected, but instead reinforce each other. Despite these recognized benefits, it remains a concern that within schools the increasing pressures to improve academic scores often lead to additional instructional time for subjects such as mathematics and language at the cost of time for being physically active (Sasongko, 2022). In agreement, Shang and Sivaparhipan (2022) stated that if we want to improve the academic achievement, physical fitness and health of our young people, we should not be limiting the time allocated to PE and school sport. Where possible, this review draws upon evidence that explores the impact of competitive school sport on young people.

However, due to the limited research available on these competition specific outcomes, the findings presented focus on the role physical activity, PE and school sport play on the holistic development of the child. Particular attention has been paid to the academic, diet and health and wellbeing outcomes for young people.

There is a growing body of research, both in the UK and internationally, which has found a positive association between participation in physical activity, and higher academic performance in young people (Chaddock et al, 2015; Singh et al, 2015; Lleras, 2019; Trudeau and Shepard, 2019; Strong et al, 2019; Snell, 2019). Amongst this research there are some key reviews which have studied the influence of physical activity on academic performance (Trudeau and Shepard, 2018; Singh et al., 2020; Taras, 2019). In detail: Trudeau and Shepard (2018) reviewed the literature on the relationship between PE, school physical activity and school sports on academic performance.

They concluded that physical activity can be added to the school curriculum by taking time from other subjects without the risk of hindering student's academic achievement. Further conclusions were made stating the literature strongly suggests that academic achievement, physical fitness and health of children will not be improved by limiting the time allocated to PE instruction, school physical activity and sports programs. It was also reported

that cross-sectional studies generally indicate a positive association between physical activity and academic achievement.

A review by Shcherbik et al., (2022) aimed to describe the prospective relationship between physical activity and academic performance, focusing only on longitudinal studies. It was concluded that participation in physical activity is positively related to academic performance in children, however only 2 high quality studies were found and the need for future high-quality studies was highlighted. These future studies should also examine the dose-response relationship between the two variables as well as explanatory and illustrative mechanisms for this relationship.

Rahman (2020) reviewed literature investigating the association between physical activity and academic outcomes among school-aged children. It was recognized that physical activity is well associated with improved overall health and that among school-aged children it can help develop social skills, improve mental health, and reduce risk-taking behaviors. It was concluded that there may be some short-term benefits of physical activity, such as concentration. The long-term improvement on academic performance is a result of more vigorous physical activity but further research is needed in this area.

METHODOLOGY

Research design

The study employed the descriptive research design in gathering information. This method provides a comprehensive overview of the implementation and impact of school-based sports activity programs by systematically collecting and analyzing detailed information from various stakeholders. This approach allows researchers to draw meaningful conclusions and make informed recommendations to enhance the effectiveness of such programs.

Locale of the study and respondents

This study was conducted in the Province of Capiz for the school year 2023-2024 with 148 participants from the total of 238 participants during Division Meet 2024. They were randomly selected using the Raosoft application. The researcher believed that their experiences are enough to relate themselves to the objectives of this study. Further, the researcher understood that they had the capacity to answer the questions based on their value orientation and experiences as participants to the school-based sports events.

Data gathering instrument and procedure

The needed data were gathered using a researcher-made questionnaire, which was submitted to three experts for content validation. After the validation of the questionnaire, it was pretested to 30 athletes who were not included in the study. The reliability coefficient of the survey questionnaire was 0.852, which was indicated as reliable.

The researcher sought approval to formally float the instrument from the Office of the Schools Division Superintendent of the Department of Education Capiz Division. Likewise, parental consent was sought prior to the data collection. Furthermore, the respondents were informed that their participation in the research was voluntary and that they had the right to back out anytime.

Following approval to conduct the study, the researcher distributed the instrument to the participants. The data gathering was done in-person. She went over and double-checked the responses after collecting the surveys. They were informed that their responses would be kept confidential and used solely for research purposes only.

After the survey was completed and the instrument retrieved, the researcher coded the responses in Microsoft Excel. These were then processed by a statistician using Special

Package for Social Sciences (SPSS). The researcher ensured that each statement and indicator's including verbal description was assigned to the appropriate response, and that the replies were accurately scored. The statistical tools that were utilized to evaluate and interpret the collected data were frequency, percentage and mean.

FINDINGS AND DISCUSSION

School-based sports activity

The school-based sport activity programs in the Province of Capiz included various sports categories: Team sports, Combative sports, Individual sports, Dual sports, and Gymnastics. These school-based sports activities provide students with physical exercise, skill development, and life lessons such as teamwork, discipline, and sportsmanship. The availability and types of sports activities can vary based on school resources, facilities, and student and faculty interests (Snell, 2019).

Team Sports

The team sports program featured activities such as Volleyball, Basketball, Football, Futsal, Softball, Sepak Takraw, and Baseball. Participation during the Division meet included 72 respondents: 19% from the Volleyball team, 18% from the Football team, 17% from Sepak Takraw and Baseball, 15% from Basketball, 14% from Futsal, and no participants in Softball. Team sports teach students to value each teammate's skills and contributions, fostering understanding, good sportsmanship, and personal growth. They help individuals learn to handle winning and losing within a supportive environment (Santos, 2017).

Combative Sports

The combative sports program included Pencak Silat, Taekwondo, Arnis, Wushu, and Boxing. Data revealed participation from 30 respondents: 33% from Pencak Silat, 27% from Arnis, 20% from Taekwondo, 17% from Boxing, and 3% from Wushu. Combative sports involve one-on-one combat, emphasizing discipline, skill, and physical conditioning. Safety measures, such as protective gear and referee supervision, are crucial to minimize risks (Bertuldo, 2019; Wang, 2022).

Individual Sports

Individual sports included Chess, Athletics, Billiard, and Archery. Out of 27 participants, Athletics had 48% participation, Swimming 19%, Archery 15%, Chess 11%, and Billiard 7%. Individual sports focus on personal performance, encouraging athletes to overcome personal weaknesses and work towards individual goals, promoting physical fitness and healthy leisure habits (Donkor, 2021).

Dual Sports

Dual sports featured Badminton, Table Tennis, Lawn Tennis, and Dance sports. Sixteen participants engaged in dual sports: 38% each in Badminton and Dance sports, 19% in Table Tennis, and 6% in Lawn Tennis. Dual sports involve two individuals competing as partners, requiring adaptability and cognitive skills like decision-making and problem-solving. They offer variety, preventing monotony and enhancing commitment and satisfaction (Degala, 2023).

Gymnastics

The rhythmic gymnastics program had 100% participation from three respondents, while no participants engaged in aero gymnastics. Gymnastics involves exercises requiring balance, strength, flexibility, agility, and coordination, contributing to the development of multiple muscle groups. It is a competitive sport demonstrating strength, balance, and body control (Marcos, 2020).

Implementation of School-based Sports Activity Program

The implementation of school-based sports activity program among participants in the Division of Capiz was categorized into four levels: knowledge, training, facility and supervision.

The overall grand mean in the levels of implementation of school-based sport activity program was “Highly Implemented” (M=4.40). This indicates that their participation in school-based sport activity program was essential or core level of knowledge, facility, trainings and supervision. Additionally, the participants in school-based sport activity had developed the sportsmanship in the real-world settings of sports with a minimum training supervision and realistic performance in sports activity. These results conformed with the study by Nurul (2022) which stated that every athlete, has his or her own "natural leadership," and even those players who do not serve as captains or co-captains, possess leadership qualities which can be used in making quick decisions needed in the heat of competition. Nasiopoulou (2022) stated that "not every player has been blessed with great talent, but every player, regardless of ability, can be a great teammate." Furthermore, according to Betram and Kaleeswaran (2019), although physical education and sports are taught as a part of the curriculum in all schools, the lack of adequate time and trained teachers and good facilities are responsible for the little interest students have in this field. Thus, the future challenges to making this field interesting involve an adequate curriculum, sufficient funding allotment for holding various competitions and the role of technology to create awareness about the importance of physical activities and sports in our daily lives.

According to Bernales (2021) implementation of sports management and activity programs should provide students with a hands-on and experience education which provide them with the necessary preparation for real-world sports settings. As such school-based sports programs should focus on providing students with the training they needed. Thus, sports can have a lasting impact on students' lives, since it provides opportunities for students to hone their social and mental skills.

Hence, implementation and participation in sports activities allows socialization, development of leadership skills, discipline, and teamwork. Sports programs are aimed at promoting sportsmanship, fair play, collaboration, and regard for others. According to Alhamdi et., al. (2019), other than the physical benefits, sports foster character development through teaching and fostering strategic and analytical thinking, leadership abilities, goal-setting, and risk-taking. It is among the roles of schools to provide physical activity for children and youths, but physical education classes have engaged students in physical activities only to a very limited extent, owing to the current curriculum. It balances the physical and emotional well-being of the individual, regardless of his age and stature.

CONCLUSIONS AND RECOMMENDATION

Conclusion

Participants demonstrated performance levels that were “Very High” within the expected standards for sports activities and there is consistent evidence of progress toward the prescribed goals, although athletes need to sustain their skills continuously.

Based on the findings of the study, athlete participants developed positive behaviors essential for understanding sports activities. This development occurred with minimal supervision from coaches, supported by the coaches’ utilization of facilities, knowledge, and training.

Recommendation

To enhance the effectiveness of school-based sport activity programs, the researcher recommends that teachers and coordinators maintain high levels of participation and implementation by allocating adequate budgets and adhering to the schools’ Annual Implementation Plan. Regular follow-ups, rewards, and support should be provided to keep athletes motivated and engaged. Encouraging adherence to rules, proper training, and facility use will help establish a positive program image and attract stakeholders. Introducing extra challenges, recognition, and incentives can sustain athlete enthusiasm and development. School heads should prioritize program needs and support teachers’ professional development. Additionally, further research with diverse methodologies is suggested to address aspects not covered in this study.

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