

# Performance of High School Students in Sports Competition: Basis for a Proposed Sports Development Program

Edelou F. Lagrio, Glory Deil A. Dote, Jayvee A. Hernandez and Precy I. Guerra

College of Education, Arts and Sciences, Lyceum of the Philippines University, Batangas City, Philippines

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**Abstract** - *This study aimed to assess the performance of high school students in sports competition as a basis for a proposed sports development program. The researchers used the descriptive method of research with a self-made survey as the main source of data with 62 respondents of varsities in a private university. Findings showed that most of the varsity players in LPU High are in Grade 9, males between 14-15 years old with monthly income ranges from Php31, 000.00 to Php40, 000.00. The researchers found out that the most awards received by the respondents in joining different sports events across different categories were from school intramurals. The researchers proposed a sports development program. To increase the number of athletes to compete higher events, High School department may focus on promoting sports involvement to younger groups especially freshmen. To encourage athletes to take trainings seriously, the school may give them allowance and incentives in the form of scholarships or tuition fee discounts. To formulate new strategies that can help the players be mentally active and physically fit, the school may conduct regular trainings with or without upcoming competition.*

**Keywords:** *Performance, Sports Competition*

## INTRODUCTION

Engaging in sports is one of the avenues where a person finds a sense of identity, contentment, and belongingness. In a challenging modern and competitive world, students who are active are more likely to engage in sports they are comfortable with. The simple games they were playing with their playmates as children can be developed as they grow older thereby making them more skillful and potential athletes in the making. Schools should understand that successful performance pathways require expert coaching, leadership and support staff, all working towards a shared vision, of identifying and confirming the right athletes and supporting those individuals to develop within an optimal environment.

The significance of Sports Development Program is to prepared students of High School department of a private university in the Philippines in the field of sports where they are able to demonstrate and to gain new knowledge, strategy and techniques in certain events. It helps to enhance their level of competencies and abilities thru effective trainings. Sports Development Program also promotes the

students to have disciplined and good habits that benefit students in educational pursuit as well as in their respective future careers because who know that someday they will be a first ever student from this University under study who are a well-known athlete in the whole world. Sports Development Program also served as a fertile ground training for every athlete so when the competition come, they are very well prepared having a weapon of expertise and a shield of determination and confidence.

As Education students majoring in MAPEH, the researchers became interested in studying how students in a beginning secondary educational institution perform in sports competitions to find out how the skills, competencies, and sportsmanship can be enhanced through a sports development program.

## OBJECTIVES OF THE STUDY

This study generally aimed to assess the performance of High School department in sports competition as a basis for a proposed sports development program.

Specifically, it sought to describe the profile of the athletes in terms of grade level, age, sex and family income; determine the performance of LPU High in sports in terms of intramurals, district, city and regional meets; and propose a sports development program.

**METHODS**

**Design**

This study utilized the descriptive method of research. Descriptive research helps provide answers to the questions of who, what, when, where and how associated with particular research problem; a descriptive method is used to obtain information concerning the current status of the phenomena and to describe “what exists” with respect to variables or conditions in a situation [1].

**Participants of the Study**

A total of 62 athletes or 100% from High School Department during the SY 2015- 2016 participated in the study. They are selected during intramurals, the athlete who win in intramurals are represented the school in the next level of competition.

**Instrument**

The researchers utilized a self-made survey to determine the profile and performance of varsity students in sports competition. It was tried out to 5 respondents and was validated by the school statistician.

**Procedure**

After the topic was conceptualized, the researchers came up with a self-made survey questionnaire, the result of which coupled with informal interviews to varsity players involved became the basis for an in-depth analysis of the profile and performance in sports competitions.

**Data Analysis**

The needed data were tallied, encoded and interpreted using descriptive statistics. These include frequency distribution and ranking. In addition, all data were computed using statistical software, PASW version 18 to further analyze the results.

**RESULTS AND DISCUSSION**

Table 1 presents the percentage distribution of the respondents’ profile. It was found out that most of the respondents are Grade 9 with a frequency of 32 or 51.60 percent. It was followed by Grade 10, 7 and 8

respectively. Ideally, there is a notion that the higher the grade level is, the more varsity players a school can produce which is true to Grades 7, 8, and 9. However, the result that Grade 9 has more players than Grade 10 can be attributed to the fact that during the first year of operation, LPU High accepted sophomore transferees from other schools who were in Grade 10 during the survey.

**Table 1. Percentage Distribution of the Respondents’ Profile**

Profile	F	%
<b>Grade Level</b>		
7	7	11.30
8	11	17.70
9	32	51.60
10	12	19.40
<b>Sex</b>		
Male	44	71.00
Female	18	29.00
<b>Age</b>		
12 years old	3	4.80
13 years old	7	11.30
14 years old	17	27.40
15 years old	24	38.70
16 years old	11	17.70
<b>Family Income</b>		
Php10,000 Below	5	8.10
Php10,000-20,000	5	8.10
Php21,000-30,000	6	9.70
Php31,000-40,000	20	32.30
Php41,000-50,000	19	30.60
Php51,000 Above	7	11.30

For the record, during the survey, LPU High School Department already has 726 enrollees with five sections of Grade 7 and Grade 8, 7 sections of Grade 9, and 3 sections of Grade 10. This shows that indeed, the Juniors outnumber all other grade levels.

As to sex distribution, majority of athletes are males which comprises 44 or 71 percent compared to females who got only 29 percent. Thorpe [2] on part four of a seven-part-series e-newsletter stated that women have participated in many action sports from their early stages. As activities where both genders share the same space, many action sports offer opportunities for the development of mutual respect and empowerment. In contrast to many traditional, organized sports that were designed by men for men, most action sports were developed in a different gender context. As such, western women have been active participants from very early in the development of many action sports, thus offering opportunities for alternative gender relations.

Skateboarder, Oliver Percovich, makes a similar observation of skateboarding in Afghanistan, explaining: “Lots of sports here are seen as for boys skateboarding was too new to be related to gender”. Whereas most traditional sports divide men and women into two separate and distinct groups, in many action sports, girls, boys, men and women often share the same space (e.g., the waves, a skateboard park, an indoor climbing facility, the snowy slopes), participating alongside friends and family members from both sexes and of varying ages and ability levels. Moreover, many action sports (e.g., skateboarding, parkour, ultimate frisbee, snowboarding) do not so explicitly privilege the male body (e.g., speed, upper body strength, physical force) as much as sports such as rugby, ice hockey or American Football. Rather, the gender-neutral traits of balance, coordination, personal style, and the creative use of space, are highly valued within action sport cultures, such that boys and girls do not need to be separated in the learning experience (although, for cultural reasons, this may be appropriate in some contexts). In many contexts, action sport cultures remain male-dominated. Yet, in well-organized and appropriately supported environments, boys and girls can learn to respect one another and enjoy sharing the experience together. Arguably, action sports can complement the Sports Development Program (SDP) movement by offering empowering learning experiences that encourage self-expression and creative thinking, and when supported appropriately, can develop a different set of physical and social skills among children and youth from different socio-economic and cultural backgrounds. Women have come a long way since the 1952 Helsinki Games, where they represented only 10 percent of the Olympic athletes. At the 2008 Olympics in Beijing, women represented approximately 43 percent of the total athlete delegation, up from 41 percent in the Athens 2004 Olympics. This does not mean that their biological make-up has changed. What has changed however are the socio-cultural perceptions pertaining to gender. On the other hand, women constitute an invisible minority in sport governing bodies today.

Results of Lopez, et. Al [3] study on personality characteristics reveal that male and female elite table tennis players did not differ in their display of personality characteristics, however, male and female athletes differ on the following factors: openness to change; social confidence; and empathy. Likewise, Kim, et.al [4] in their study on performance characteristics noted that Filipino male athletes were

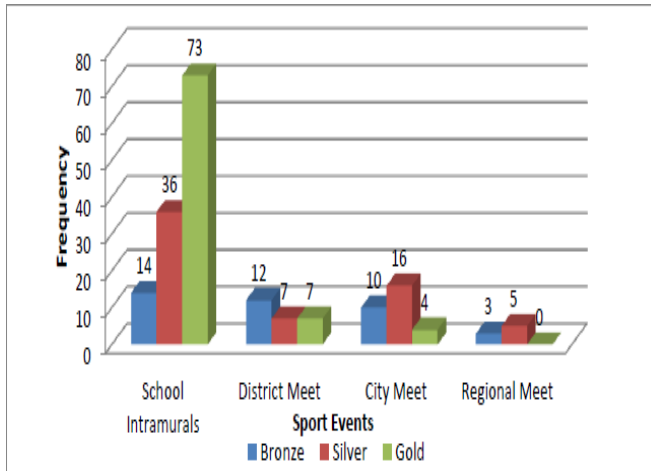
taller, heavier, and had less body fat compared to their female counterparts. Generally, muscular strength differs between genders with the males scoring higher, jump higher and have better aerobic endurance than their female counterparts.

It was also observed from the result that most of them are 15 years old followed by 14 years old who are mostly in Grade 9 which can be attributed to the fact that the longer the stay in a school, the more exposure to different activities a student gets. Again, the reason for Grade 10 to have lesser players can be attributed to the fact that the school is only in its 4th year of operation.

In addition, the respondents’ monthly family income ranges from 31,000 to 40,000 which is close to 41,000 to 50,000 since this two ranges obtained a frequency of 20 and 19. Clark’s [5] study about household income revealed that in 2005, fifty-one (51) percent of two-parent households with children in America spend money on sports and athletic equipment, facility rentals, transportation to sports events, club memberships and competition entry fees. This further revealed that sports participation is most prevalent among children from high-income households and lowest among children from lower income households. This reality eliminates or limits access to quality sports opportunities for millions of American kids in low income families.

In an article written by Mayer [6], she stated that even casual observers note that the children of affluent parents are more likely to succeed in life than the children of poor parents. For example, compared to more affluent children, poor children score lower on tests of cognitive skill in early childhood. They have more behavioral problems in school and at home and are more likely to drop out of high school. Those who do graduate are less likely to enroll in or graduate college are more likely to have children at a young age and are more likely to be poor themselves when they are adults. The most intuitive explanation for this difference is that rich parents can spend more than poor parents on their children and that these investments lead to better outcomes for their children.

As shown from the figure 1, most of the awards received by the respondents in joining different sports events are from school intramurals. Based from the result, there were more gold awards received during school activities which composed of 73 across different categories.



**Figure 1. Distribution of awards on different sports events participated by LPU High**

There were 36 silver and 14 bronze medals as well. This can be attributed to the fact that during the Intramurals, students are encouraged to participate and they have more chances to compete with their schoolmates. Intramurals also serve as the stepping stone the prospective athletes to be noticed and be trained to represent the school in the higher level.

For three years since its establishment, LPU High has been participating in the Batangas City Private

Schools Athletic association (BCPRISAA) where the students compete in sports like basketball boys and girls, volleyball boys and girls, badminton singles and doubles, sepak-takraw, table tennis, taekwondo, and chess. As shown from the figure, in city meets, the respondents were able to get gold medals. They were from the following events: table tennis, basketball, taekwondo, and badminton. They received silver medals in basketball, volleyball, running, and chess while bronze for badminton, running, basketball, volleyball, throwing, and table tennis.

On the other hand, in the District meets they participated in, they were able to get gold medals. These were from events like table tennis, basketball, taekwondo, and badminton. Their silver medals came from basketball, volleyball, running, and chess while their bronze medals came from badminton, running, basketball, volley, throwing, and table tennis.

LPU High’s basketball team and chess players reached the Private Schools Athletic association (PRISAA) and got the second place while taekwondo feather-weight division and swimming got the third place. This shows that as time goes by LPU High keeps on improving its performance in sports and this can be maximized if an active sports development program be implemented.

**Table 2. Proposed Sports Development Program**

Objectives	Strategies	Person’s Involve	Time Scale
1. To formulate new strategies that can help the players be mentally active and physically fit	<ul style="list-style-type: none"> <li>Conduct regular trainings with or without upcoming competition</li> <li>Inclusion of topics related to being committed to and achievements in sports in different subjects</li> <li>Assign a different teacher/coach who has the expertise for each event</li> </ul>	<ul style="list-style-type: none"> <li>Principal, sports committee, athlete’s</li> <li>Subject teacher</li> <li>Principal, Sports Committee, Teachers, coaches</li> </ul>	<ul style="list-style-type: none"> <li>All year-round</li> </ul>
2. To encourage athletes to take trainings seriously	<ul style="list-style-type: none"> <li>Giving athletes Allowance and incentives in form of</li> <li>Scholarships or tuition fee discounts Improve the quality of current trainings</li> </ul>	<ul style="list-style-type: none"> <li>Finance Director, Principal</li> <li>coaches and athletes</li> </ul>	<ul style="list-style-type: none"> <li>From the start of the school year</li> <li>All year- round</li> </ul>
3. To increase the number of athletes to compete to higher events	<ul style="list-style-type: none"> <li>Promoting sports to incoming freshmen during the orientation and initial interview</li> <li>Having sports clinics for freshmen</li> <li>Assessment of personality characteristics of athletes</li> <li>Assessment of performance characteristics of athletes</li> <li>Scouting of potential varsity players from sports events participated in by Elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>Athletes and Sports committee</li> <li>Sports coordinator</li> <li>Guidance counselor</li> <li>PE teachers</li> <li>Sports coordinator</li> </ul>	<ul style="list-style-type: none"> <li>From the start of the school year</li> <li>At the start of the school year</li> <li>At the start of the school year</li> <li>At the start of the school year</li> </ul>

## CONCLUSION

Most of the varsity players in LPU High are in Grade 9, are males, between 14-15 years old and whose monthly family income ranges from 31,000 to 40,000. Most of the awards received by the respondents in joining different sports events across different categories are from school intramurals, only 23 are able to make it in the district, 23 in the city, and 8 in the regional. A sports development program was proposed.

It is recommended that the High School department may focus on promoting sports involvement to younger groups especially freshmen. The High School department may continuously focus on improving its performance in Sports Competition. The proposed Sports Development Program may be considered for implementation.

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