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STUDENTS' PROFILE & SPORTS PERFORMANCE IN ACADEMIC ACHIEVEMENT OF ALS STUDENTS IN DIVISION OF STA. ROSA CITY

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ABSTRACT

This study was conducted to determine the Students' Profile and Sports Performance in the Academic Achievement of ALS Students in the Division of Sta. Rosa City. Specifically, this study sought answers to the following questions: (1) What is the demographic profile of the respondents with regards to Age, Sex, Level of competition, Number of sports events participated, Number of awards received, Curricular involvement, Extracurricular Activities, and Awards/Recognition. (2) Is there a significant relationship between sports performance and the academic performance of ALS student-athletes with regards to Biomechanical Functions, Emotional Factors, Training Techniques. The descriptive method of research was utilized in this study. The respondents were the 27 student-athletes in the Division of Sta. Rosa S.Y. 2020-2021.

Based on findings of this study The following has the highest frequency, Age "17 to 19 years old" and "Male", Level of competition "Division Level", Number of Sports Participated "2 sports-only", Number of Awards received "1 only", Curricular involvement "Talent", Quiz Bee". In terms of Extracurricular involvement, "Sports Club" has the highest frequency, In terms of Awards and Recognition "Talent awards".

Based on the students' perceptions, the level of sports performance of ALS student-athletes in terms of Biomechanical Functions, Emotional Factors, and Training Techniques was generally very high. The academic performance of ALS student-athletes in terms of General Weighted Average (GWA), the grade "85 to 89" got the highest frequency. With the (Weighted Mean = 86.41 SD = 2.44) and with lowest grade = 83 and highest grade 91, the level of academic performance of ALS student-athletes in terms of General Weighted Average (GWA) has a descriptive equivalent of Very Satisfactory.

The Sports Performance that has a relationship to Academic Performance includes Biomechanical Functions, Emotional Factors, and Training Techniques, for Academic Performance, which are significant at the probability level. This means that sports performance has a very low to slight correlation or definite but small relationship to the academic performance of ALS student-athletes.

INTRODUCTION

The Alternative Learning System or ALS is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternative or substitute. ALS includes both the non-formal and informal sources of knowledge and skills. Due to many reasons, many Filipinos cannot attend and finish formal basic education, some drop out of schools and some do not have schools in their community. Since every Filipino has a right to free basic education, the government establish ALS to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs.

The implementation of ALS paved the way for the rights for education to be asserted by marginalized groups like children, women, people with special needs, and indigenous people communities (VALK, 2009) and also the out of school-youth who did not finish their basic education due to economic and supports issues.

Sports participation among ALS students is required as stated in Article XIV, Section 19, Paragraph 2, of the 1987 Philippine Constitution. It states that all educational institutions shall take regular sports activities throughout the country in cooperation with the athletic club and other sectors.

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BACKGROUND OF THE STUDY

Government efforts to combat school attrition through strengthening student programs and developing a system that will promote continuing education The Alternative Learning System or ALS, thus, promulgated Republic Act 9155 in 2001 or the Governance Act of Basic Education which provides provisions for Alternative Learning System or ALS that will address illiteracy and promote continuing education.

The Philippine constitution provides for the recognition and promotion of other forms of education other than formal education. The state shall establish, maintain, and support a complete and adequate, and integrated system of education relevant to the needs of all people in the society; and concisely encourages non-formal, informal, and indigenous learning systems as well as self-learning, independent and out of school study programs particularly those that respond to community needs (Article XIV, Section 2, Paragraph 1 & 4). There are two major programs on ALS that are being implemented by the Department of Education, through the Bureau of Alternative Learning System (BALS). One is the Basic Literacy Program and the other is the Continuing Education Program – Accreditation and Equivalency (A&E). Both programs are modular and flexible. This means that learning can take place anytime and anyplace, depending on the convenience and availability of the learners. As it is non-formal, education happens outside the classroom, usually conducted at the community learning center, multi-purpose hall, and other available venues within the community

METHODOLOGY

This study analyzed the Students' Profile and Sports Performance in the Academic Achievement of ALS Students in the Division of Sta. Rosa City. Using the descriptive research design. According to Enriquez (2005), descriptive research is characterized as a survey or normative approach to the study of a condition, which is an essential guide to one's thinking. It is used to describe the characteristics of a population or phenomenon being studied.

The target population for this study was the ALS student-athletes in the Division of Sta. Rosa City S.Y. 2020-2021. That consists of twenty-seven (27) athletes who are actively participating in the different sports events.

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study and their corresponding analysis together with the interpretation of the statistical treatment of data, all statistical treatments are presented in graphical form for easy interpretation of the results.

Presentation, Analysis, and Interpretation of Data

Table 1 shows the students' perceptions, the level of sports performance of ALS student-athletes in terms of Biomechanical Functions was generally *very high*. *Perform full-body stretching before engaging in sports activities* have (*M*=4.93, *SD*=0.27) and *take enough time to warm up my body before working out* with (*M*=4.78, *SD*=0.42). They *perform the proper workout conditioning and cool-down exercise and stretching after playing* with (*M*=4.56, *SD*=0.51); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.70 and supported with a standard deviation value of 0.462

Table 1. Level of sports performance of ALS student-athletes in terms of Biomechanical Functions.

Statements	Mean	SD	Remarks
I perform full-body stretching before engaging in sports activities	4.93	0.27	Strongly Agree
I take enough time to warm up my body before working out	4.78	0.42	Strongly Agree
I execute the proper way and procedure on how to perform a certain sports	4.59	0.50	Strongly Agree
I avoid over-work out and make sure I have enough rest after the sports activities	4.63	0.49	Strongly Agree
I perform the proper workout conditioning and cool-down exercise and stretching after playing	4.56	0.51	Strongly Agree
Overall Mean = 4.70 **Standard Deviation = 0.462** **Verbal Interpretation = Very High**			

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Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very High
4	3.40-4.19	Agree	High
3	2.60-3.39	Moderately Agree	Moderately High
2	1.80-2.59	Disagree	Low
1	1.00-1.79	Strongly Disagree	Very Low

Table 2 shows the students' perceptions, the level of sports performance of ALS student-athletes in terms of Emotional Factors was generally *very high*. *Build a positive relationship with teammates and inspire them to work as a team* have (*M*=4.81, *SD*=0.40) and *know how to handle emotion in every sports competition* with (*M*=4.74, *SD*=0.45). They *learn to manage stress and cope with depression and channel the negative emotions and feelings to boost performance* with (*M*=4.63, *SD*=0.49); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.70 and supported with a standard deviation value of 0.458.

Table 2. Level of sports performance of ALS student-athletes in terms of Emotional Factors.

Statements	**Mean**	**SD**	**Remarks**
I know how to handle my emotion in every sports competition	4.74	0.45	Strongly Agree
I channel the negative emotions and feelings to boost my performance	4.63	0.49	Strongly Agree
I learn to manage stress and cope with depression.	4.63	0.49	Strongly Agree
I create an environment of mutual respect with my teammates	4.70	0.47	Strongly Agree
I built a positive relationship with my teammates and inspire them to work as a team.	4.81	0.40	Strongly Agree
Overall Mean = 4.70 **Standard Deviation = 0.458** **Verbal Interpretation = Very High**			

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20-5.00	Strongly Agree	Very High
4	3.40-4.19	Agree	High
3	2.60-3.39	Moderately Agree	Moderately High
2	1.80-2.59	Disagree	Low
1	1.00-1.79	Strongly Disagree	Very Low

Table 3 shows the students' perceptions, the level of sports performance of ALS student-athletes in terms of Training Techniques was generally *very high*. *Using the continuous training technique to boost cardio-respiratory endurance* have (*M*=4.85, *SD*=0.36) and *also perform weight training to develop muscle strength* (*M*=4.67, *SD*=0.48). They *do speed play training to develop speed* with (*M*=4.59, *SD*=0.50); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.67 and supported with a standard deviation value of 0.471.

Table 3. Level of sports performance of ALS student-athletes in terms of Training Techniques.

Statements	**Mean**	**SD**	**Remarks**
I use the continuous training technique to boost my cardio-respiratory endurance	4.85	0.36	Strongly Agree
I do speed play training to develop my speed	4.59	0.50	Strongly Agree
I also perform weight training to develop muscle strength	4.67	0.48	Strongly Agree

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I use the flexibility training methods to enhance my flexibility	4.63	0.49	Strongly Agree
I perform the speed, strength, and flexibility training in an alternating pattern	4.63	0.49	Strongly Agree
Overall Mean = 4.67 **Standard Deviation = 0.471** **Verbal Interpretation = Very High**			

Legend:

Scale	**Range**	**Remarks**	**Verbal Interpretation**
5	4.20-5.00	Strongly Agree	Very High
4	3.40-4.19	Agree	High
3	2.60-3.39	Moderately Agree	Moderately High
2	1.80-2.59	Disagree	Low
1	1.00-1.79	Strongly Disagree	Very Low

Table 4 shows the level of academic performance of ALS student-athletes in terms of General Weighted Average (GWA), out of 27 students, the grade *"85 to 89"* got the highest frequency of seventeen (17) or 62.96% of the sample population and with the descriptive equivalent of *Very Satisfactory*. And the grade *"80 to 84"* got the frequency of seven (7) or 25.93% of the sample population and with a descriptive equivalent of *Satisfactory*. While the scores *"90 to 100"* got the lowest frequency of three (3) or 11.11% of the sample population and with the descriptive equivalent of *Outstanding.*

With the (Weighted Mean = 86.41 SD = 2.44) and with lowest grade = 83 and highest grade 91, the level of academic performance of ALS student-athletes in terms of General Weighted Average (GWA) has a descriptive equivalent of *Very Satisfactory.*

Table 4. Level of academic performance of ALS student-athletes in terms of General Weighted Average (GWA)

Grade	**Frequency**	**Percentage**	**Descriptive Equivalent**
90 – 100	3	11.11	Outstanding
85 – 89	17	62.96	Very satisfactory
80 - 84	7	25.93	Satisfactory
75 - 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did not meet expectations
Total	**27**	100.00	
Weighted Mean	86.41		Very Satisfactory
Lowest Grade	83		
Highest Grade	91		
SD	2.44		

Legend:

Scale	**Descriptive**	**Equivalent**
90% - 100%		
85% - 89%	Closely Approximating Mastery	Very Satisfactory
80% - 84%	Moving Towards Mastery	Satisfactory
75% - 79%	Average Mastery	Fairly Satisfactory
Below 75%	Low Mastery	Did not meet expectation

Table 5 shows the significant relationship between sports performance and academic performance of ALS student-athletes The Sports Performance that has a relationship to Academic Performance includes *Biomechanical Functions, Emotional Factors, and Training Techniques.* The *Biomechanical Functions* with *(r=0.1612), Emotional Factors* with *(r=0.2681),* and *Training Techniques* with *(r=0.2077),* for *Academic Performance,* are significant at the probability level. This means that sports performance

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has a very low to slight correlation or definite but small relationship to the academic performance of ALS student-athletes.

Sports Performance	Academic Performance	r-value	Degree of Correlation	Analysis
Biomechanical Functions	General Weighted Average	0.1612	Very low correlation	Significant
Emotional Factors		0.2681	Slight correlation	Significant
Training Techniques		0.2077	Slight correlation	Significant

Legend

Scale	Degree of Correlation
± 0.00	no correlation, no relationship
$\pm 0.01 - \pm 0.20$	very low correlation, almost negligible relationship
$\pm 0.21 - \pm 0.40$	slight correlation, definite but small relationship
$\pm 0.41 - \pm 0.70$	moderate correlation, substantial relationship
$\pm 0.71 - \pm 0.90$	high correlation, marked relationship
$\pm 0.91 - \pm 0.99$	very high correlation, very dependable relationship
± 1.00	perfect correlation, perfect relationship

CONCLUSION

Based on the interpretation of the data, it is shown that there is a "significant relationship between sports performance and academic performance of ALS student-athletes" at a 0.05 level of significance. It shows that the null hypothesis stating that "*There is no significant relationship between sports performance and academic performance of ALS student-athletes*" is rejected. And the alternative hypothesis stating that "*There is a significant relationship between sports performance and academic performance of ALS student-athletes*" is accepted. it can be inferred that there is a "significant" relationship between them.

RECOMMENDATIONS

Given the findings and conclusions, the following recommendations were given:

1. Administrative supports like facilities, sports equipment may be made available for the students.
2. Coaches may give enough time and effort to train student-athlete for them to become fully prepared for the competition.
3. The ALS Program in the Division of Santa Rosa City may create more training programs, and employ more Coaches who possessed a broader understanding of sports.
4. The ALS Sports program may encourage and support teachers to enhance their coaching skills in different sports.
5. Replication of the present study or a follow-up study is recommended, considering other variables not included in this research.

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