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The role of special program in sports in the athletic activities and performance of student-athletes in physical education

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ABSTRACT

The role of sports in education has been very evident across various educational institutions. Based on the previously conducted studies, it has been recognized as a builder of solid intellect for students. However, only a few investigations were found concerning the role of SPS in the development of student-athletes' athletic activities and performance in Physical education in a local setting here in the Philippines; hence, the conduct of the study regarding this matter is highly recommended. In connection to this, the present study aims to determine the role of the Special Program in Sports (SPS) in the athletic activities and performance of student-athletes in physical education. This study utilized a self-made questionnaire where inputs were taken from the related literature and studies reviewed and adapted to the Coaching Behavior Scale for Sport (CBS-S). Moreover, part of the questionnaire dealt with the coaching commitment and physical development of student-athletes involving the 4Cs (caring, character, competence, and connection). Descriptive and regression analyses were utilized to interpret data gathered from the respondents. The results have shown that the level of SPS was found to be very high in terms of instructor/coach, sports event, sports facilities, and training schedule. Also, the level of athletic activities was reported as high concerning training performance, regular sports participation, and health status, and very high in regards to theoretical knowledge, athletic potential, focus and discipline, resiliency and humility, and harmony and unity. SPS has been found to have no significant effect on the athletic activities and performance of student-athletes. Recommendations for the improvement of coaches and student-athletes, and future research to support the findings of this study are presented.

Keywords: Athletic activities; performance; special program in sports; student-athletes

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INTRODUCTION

The role of sport in society, particularly in schools, has been proven across research in the past few years (Malm et al., 2019; Westerbeek & Eime, 2021; Wretman, 2017). School sports have been recognized throughout education as a builder of solid intellect. The school institutions, especially the Department of Education, recognize sport's ability to improve the cognitive abilities, rational thinking, and reasoning of even the least promising children. Added by Agot (2019), SPS is implemented in qualified public secondary high schools in order to develop athletes' full potential and prepare them for higher learning and work. It also teaches the values of hard work, concentration, objectivity, and commitment. As such, sports can bring out latent abilities not reached by traditional education. Moreover, school sports can also provide social and emotional

benefits, including self-esteem and problem-solving skills (Shenoi et al., 2022; Taliaferro et al., 2010). Sports can also bring intangible benefits to the school and community (Bailey, 2006).

In the Philippines, the Special Program in Sports (SPS) is a particular program that shall lay the foundation for a career and support for learners with interest, skills, and aptitude in Sports. It aims to develop the talents of youths in sports, but also in the areas of leadership and good sportsmanship. Intensive athletic training balanced with a stringent academic excellence requirement also prepares students to conquer local and international sports competitions. Guidelines and policies to be used in the program are stipulated in the Department of Education Order No. 25, series of 2015. Additionally, the objective of SPS is the enrichment of student-athletes along with the academic performance of student-athletes within the context of the educational mission of schools. As such, school sports should be educational and contribute to the overall education of student-athletes (Guo & Meyerhoefer, 2016; Milambo & Pacho, 2021; Qurban et al., 2018). Other objectives of this particular sports program logically follow students' academic mission and welfare. The sports program offers different sporting events for training, including arnis, athletics, badminton, basketball, baseball, billiards, chess, dance sports, football, futsal, gymnastics, pencak silat, sepak takraw, softball, swimming, table tennis, taekwondo, volleyball, wrestling, and wushu. Numerous studies have been conducted in the Philippines and other countries assessing the implementation of such programs from various secondary public high schools over the past years (Abustan, 2021; Wijaya et al., 2018; Pestano & Ibarra, 2021; Wretman, 2017). Findings revealed that student-athletes perceived that the implementation of the program is highly sufficient in areas such as curriculum for sports, admission and retention policy, support for students, human resources, instructional resources, and moderately sufficient for sport equipment and facilities. However, no empirical studies were found in relation to the aforementioned studies, specifically here in the locality of Pampanga. Hence, conducting a study should is highly needed. In this, the study is focused on determining the role of SPS in the athletic activities and performance of students in Physical Education and comparing if the results will be consistent with other previously conducted studies. Moreover, this investigation is determined to provide new data in the body of knowledge and fill in the gap between research on the role of SPS.

Coach and Student-Athletes

Committed teachers are never satisfied with what they already have (Yildiz & Celik, 2017); instead, they constantly seek new ventures to explore new ideas and ways to contribute to the students significantly. The commitment intrinsically drives teachers to invest more time and energy in keeping up their involvement in school (Altun, 2017). Moreover, they sincerely have a passion and go for teaching and learning. Similarly, those teaching at educational institutions specializing in sports is no different because they handle student-athletes under supervision. As the leaders of various sports teams, coaches provide the necessary mentoring and other services in line with their program (Hinojosa & Maxwell, 2018). In this, student-athletes hardly rely on their coaches' mentoring ability to supervise impetus for them to perform well in various sports competitions. Therefore, teachers' commitment is paramount for students' physical development and academic success.

Sports, on the one hand, with designated coaches, have a priceless value in education. Instruction combines with sports to motivate student-athletes to the highest degree possible, allowing them to make significant progress in sports synonymous while making

life more manageable (Super et al., 2018). Students can benefit from sports and other physical activities in various ways. These are manifested from previously conducted studies (Orhan, 2020; Sierra-Díaz et al., 2019) concerning the benefits of sports, such as physical, mental, and social abilities through different organized sports (Oja & Piksööt, 2022; Wiium & Säfvenbom, 2019). Engaging in sports maintains a balance that suits students' maturity, talents, and interests. Harmoniously, sports also provide a welcome break from the humdrum of daily life for students. On the other hand, study findings found that coaches' commitment can affect student-athletes (Abós et al., 2021; Choi et al., 2020; O'Neil & Hodge, 2020). Student-athletes were also highly connected to their coach in every training session and competition. Sports coaches also serve as role models influencing student-athletes outside of the usual sport setting (Hebard et al., 2021). Through actions and feedback, coaches may influence how athlete acts in their daily survival.

Along with the responsibilities coaches are accountable for, one commits numerous hours and works behind the curtains to produce brilliant athletes and sporting teams, whether on a professional, paid basis or voluntary basis. Coaches are indispensable individuals in the sporting industry to train and produce exceptional athletes, yet what motivates them remains primarily unknown. Within sports, "commitment" is frequently defined as a necessary component underlying persistence, athlete satisfaction, motivation, and achieving goals in sports (Hundito, 2022). As mentioned by Collins et al. (2018), sports and actual work directly affect the physical, emotional, and mental health of student-athletes. It is critical to advance games and active work throughout one's life. On the part of the student-athletes, self-esteem and happiness gained from previous gaming experiences are crucial. Moreover, coaches can positively influence players' positive affective response to their athletic experiences, manifested by generalized feelings such as pleasure, liking, and sports enjoyment. Coaches who demonstrate adequate social support, situational awareness, and democratic behaviors toward athletes (Tucker & Black Jr., 2017), in addition to providing frequent instruction and positive feedback, may facilitate increased sport enjoyment (Kim et al., 2021). Furthermore, coaches who frequently commend players on their performance efforts and express gratitude for their contributions to the entire team can inspire athletes to enjoy sports.

In this ongoing study, coaches' commitment is one of the most influential factors in the overall development of student-athletes. Physical training and conditioning (Su et al., 2022), technical skills (Koopmann et al., 2020), mental preparation (Vodicar et al., 2012), competition strategies (Ives et al., 2020), personal/negative rapport (Davis et al., 2021), sports knowledge (Heppe et al., 2016), time management (Johnson et al., 2011), and teamwork are some of the factors that influence the development of student-athletes, and how the coaches are responsible for these (McEwan & Crawford, 2022).

Physical Training and Conditioning

The success of the student-athletes performance is usually attributed to a unique combination of criteria. Among these criteria, training and conditioning are considered the most critical quality in determining athletes' competitive abilities (Xiao et al., 2021). Strength and conditioning allow an athlete to strengthen supporting muscles, even out muscle imbalances, increase mobility, correct posture, stabilize joints, learn new movement patterns and enhance coordination and peripheral skills. In the study of Eisner et al. (2016) regarding the perception of student-athletes in the importance of strength and conditioning, and its contribution to their overall athletic performance, findings

revealed positive responses regarding athletes' general perceptions. They regarded that strength and conditioning are essential in their athletic development in their sport.

Technical Skills

High-level technical skills and tactical skills are key factors for optimal performance of athletes. Technical skills allow student-athletes to play the game or execute the gesticulations for their sport. It aims to execute a movement to the best of their abilities. Contrastingly, tactical skill development aims to make the athletes more successful in competitions. More often, the use of tactical skills is combined using technical skills. Relative to this, the study findings of Sgrò et al. (2018) revealed that the most used and innovative training method in improving technical and tactical skills is the small sided games (SSGs) which are seem to be worthy and valid methodology to train simultaneously various skills by reproducing several conditions of a real match.

Mental Preparation

Mentally prepared was defined as the ability of an athlete to cope with the demands brought by the various reasons such as practice and competitions, improved determination, focus, self-confidence, and keeping control under pressure (Bulent et al., 2017). In the result on the study of de la Cerna and Diego (2022), there are 4 themes and 8 categories that were mentioned in the aim of exploring mental toughness among student-athletes. The four themes are living the dream, malleability of time, path to elitism, and forward looking. Alongside these themes, the eight categories that were mentioned are family, hope for the future, time management, discipline, pressure, positive outlook, focus and value driven. These current findings suggest that, these themes and categories were discovered on the pursuit of defining mental toughness, how it develops over time, and how coaches may prepare for it.

Competition Strategies

Goal setting in sporting contexts is a regularly utilized method that can lead to enhanced performance (Healy et al., 2018). Researchers, practitioners, athletes, and coaches have all adopted goal-setting recommendations in sports and performance settings. However, it could be contended that these proposals are unduly simplistic and that a lack of critical commentary in the sporting literature fails to distinguish the intricacies of goal setting in training. Equally, the focus of research and practice in goal-setting has predominantly been on goal progress or attainment, thus overlooking the other benefits of effective goal pursuit on additional aspects such as well-being. Interactions between these factors have gained little attention in the academic literature or applied recommendations. This may result in reduced efficiency of goal setting for athletes and eventually lead to sub-optimal performance and well-being.

Additionally, goal setting is critical in various environments where physical education and sports leadership are employed. Students in physical education classes, athletes, sports teams, clients through injury rehabilitation, and adults participating in fitness programs can all benefit from goal-setting. Furthermore, it is significant as a motivational approach and tool for changing behavior or improving performance and utilized as a part of an intervention plan to fix problems or refocus efforts.

Personal/Negative Rapport

Previously conducted studies have shown that coach has the ability to significantly influence athletes through communicative actions and environments they create. Coach-

athlete relationship is the situation in which a coach and an athlete's cognition, feelings and behaviors are mutually and causally interrelated (Foulds et al., 2019). In this, a positive coach-athlete relationship promotes participation, satisfaction, self-esteem, and improved performance of student-athletes. In contrary, coaches who are disappointing, unhelpful and uninspiring will lead to a negative relationship between the two parties.

Sports Knowledge

Coaches have the responsibility of teaching all student-athletes, providing them the knowledge they need to form anything from their basic skills to competitive techniques. Moreover, coaches need to transfer their own knowledge into the athlete, and support their learning through the application of skills to sports. Athletes progress through several training stages as they get older and become more accomplished in their sport (Johnson et al., 2011). Each stage's curriculum should help athletes transition to the next stage through provision of what they need at present, as well as preparing student-athletes for the proceeding one.

Time Management

Time management is important for balancing academics and athletics. Time management has important implications on the development of athletes (Johnson et al., 2011). Coaches are responsible on how to help student-athletes understand time management and optimize their training without compromising academics. Excellent student-athletes are excellent at compartmentalizing various tasks in academic and sports. However, based from previously conducted studies, time management has been shown to be the challenge to students who are involved in sports (Nimphius et al., 2020). Studies have shown that time management was a challenge in balancing sport activities and academic responsibilities (Davis et al., 2019; Nimphius et al., 2020; Thompson et al., 2022).

Teamwork

Teamwork is defined as individuals working together to achieve a common goal; and in sports, is to aim for victory. Each team has the potential to rise or fall based on the group of people who share the same passion and goals, and are working together to achieve success (McEwan & Beauchamp, 2014). From the findings of Salcinovic et al. (2022), team function and performance are correlated to the leadership style of coaches, supportive team behavior, communication and performance feedback. Moreover, these findings may be enhanced through understanding the behavior of these four key variables relative to each other in a broader spectrum.

Competence, Confidence, Connection, and Character/Caring (4Cs)

This study included competence, confidence, connections, character, and caring in terms of physical development. The structure of the 4Cs (Competence, Confidence, Connection, and Character/Caring) is a helpful summary of the areas of improvement that all coaches should remember while instructing students (Vierimaa et al., 2012). Anyone who wants to work effectively and sustainably in a group should cultivate empathy, mindfulness, and affiliation with their teammates.

METHOD

Design

This study aimed to describe the level of a special program in Sports in terms of instructor/ coach and Sports event participation (sports facilities availability and training schedule). Also, it aimed to pronounce the level of athletic activities of student-athletes in terms of training performance, regular sports participation, theoretical knowledge of sports, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health status. Additionally, the level of performance in Physical education of student-athletes is aimed to be described in this study. Finally, this study is focused to determine the relationship and direct influence of SPS on athletic activities and performance in the Physical education of student-athletes.

Participants and Sampling Technique

To attain the goal of this study, researchers have only focused on the public schools in Pampanga, Philippines which offer SPS. In this, *Purposive Sampling Technique* was performed. This technique is also called as Judgment sampling, where the researcher deliberately chooses participants for the study due to the qualities they possess (Lobo et al., 2022). Also, it focused on the participants in the sports curriculum who are developmentally capable of participating in the study. Participants are junior high school students from Grade 7-10 and belong to the SPS section, which consists of 100 student-athletes actively engaged in sports events.

Instrumentation

A questionnaire was utilized for the conduct of this study which is divided into two parts. The said tool is a combination of a self-made questionnaire where inputs are taken from the review of related literature and studies, and an adapted tool. The first part of the questionnaire dealt with coaching commitment. It involved the competition strategies, goal setting, knowledge of sports, mental preparation, positive/negative rapport, physical training and condition, teamwork, technical skills, and time management by using the Coaching Behavior Scale for Sport (CBS-S) by Carlsson and Lundqvist (2016). It is a multidimensional self-report measure designed to assess sport coaches' controlling interpersonal style from the perspective of self-determination theory. The second part dealt with physical development of student-athletes. It involved the level of caring, character, competence, and connection (4C) of the students.

Statistical Analysis

Descriptive statistical analyses were used to describe the level of SPS, Athletic activities, and Level of Performance in PE. In this, Mean (M) and Standard Deviation (SD) were used. Lastly, Regression was performed to determine the relationship and direct influence of SPS on Athletic activities and Performance in PE of student-athletes. (Note: in the result section, values are expressed as means ± standard deviations.)

RESULTS AND DISCUSSION

Firstly, in regards to the SPS level regarding instructor/coach and sports event participation (sports facilities availability and training schedules), statements all yielded a higher mean which corresponds to a great extent based on instructor/coach. Among all the reports, the "school provides coaches and sports instructors for different sports and activities" yielded the highest (4.45 ± 0.85). Secondly, all statements garnered a higher mean corresponding greatly regarding a sports event. Expressly, "school permits the

students to participate in sports competition outside the school" is the highest (4.44 ± 0.84). Thirdly, in terms of sports facilities, all statements resulted in a higher mean, which corresponded to a very great extent. Explicitly, "school has their gymnasium for sports activities" is the highest (4.52 ± 0.77). Lastly, as for the training schedule, all statements generated a high mean and were significantly interpreted. The "training schedule ensures that student-athlete is at their best condition to perform such physical activities" is the highest (4.39 ± 0.86). Generally, the level of SPS was found to be very high in terms of instructor/coach (4.36 ± 0.92), sports event (4.37 ± 0.84), sports facilities (4.38 ± 0.85), and training schedule (4.32 ± 0.92) respectively.

The next result describes the level of athletic activities of student-athletes according to training performance, regular sports participation, theoretical knowledge of sports, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health status. In terms of training performance, all of the statements corresponded to GE. Specifically, the report, "I develop work endurance and strength by performing different kinds of training," garnered the highest (4.15 ± 1.07). Regarding regular sports participation, all statements corresponded to a GE. Remarkably, the information "I am willing to join in every sports competition in our school" garnered the highest (4.14 ± 1.07). In line with the theoretical knowledge of sports, most statements correspond to a VGE. Among the comments, "I can integrate sports content in sporting life" is the highest (4.27 ± 0.85). On the other hand, "I can develop specific means and methods used in preparing individual competition" (4.11 ± 0.97) is the lowest, which corresponds to GE. Most of the statements about athletic potential reached GE and VGE, respectively. The word "I can focus on my goals and achieve them one by one" is the highest (4.39 ± 0.90) interpreted as VGE, and "I am willing to learn other sports/games other than my current sports" is the lowest (4.10 ± 1.10) which indicates as GE. Also, statements under focus and discipline showed VGE and GE, respectively. In line with this, the idea "I try to find my motivation to stay focused on my training and sports competition" reported the highest (4.33 ± 0.96), which corresponds to a VGE. In comparison, "I prioritize my training and sports activities to improve my skills" is the lowest (4.12 ± 0.98), indicating GE. Relatively, in the case of resiliency and humility, all statements noticeably corresponded to VGE. The word "I can develop the confidence to recover and overcome my hardships in sports activities" is the highest (4.38 ± 0.79). Additionally, most statements under harmony and unity corresponded to a VGE. Precisely, "I can fully understand diversity through my social interaction with my co-athletes" garnered the highest (4.33 ± 0.91). On the other hand, "I can promote fairness and solidarity within my co-athletes" is the lowest among the statements (4.17 ± 0.95), which is interpreted as a GE. Lastly, comments which pertain to health status mostly garnered high means, which can be construed as a VGE. Moreover, the statement "I can maintain my well-being and healthy mental state" garnered the highest (4.23 ± 1.00), while "I can increase my physical strength and develop endurance and flexibility" is the lowest (4.09 ± 1.16), which both corresponds to VGE and GE respectively. Overall, the level of athletic activities was reported as high concerning training performance (4.08 ± 0.98), regular sports participation (4.05 ± 1.04), and health status (4.19 ± 1.04), and very high in regards to Theoretical knowledge of sports (4.22 ± 0.92), athletic potential (4.21 ± 1.02), focus and discipline (4.20 ± 0.98), resiliency and humility (4.29 ± 0.93), and harmony and unity (4.26 ± 0.94) correspondingly.

Regarding grades of student-athletes in Physical education, 75 (75%) rated a very satisfactory level with grades within the 85-89 range. Meanwhile, 13 respondents (13%) are in an outstanding rank, which falls under the 90-100 grade range. On the other hand, 12 respondents (12%) fall under satisfactory level with grades within the 80-84 range. In

totality, the level of performance of student-athletes concerning grades resulted (86.99 ± 2.00), which can be interpreted as very satisfactory.

Table 1. SPS, athletic activities, and performance

SPS	Athletic activities and performance	Beta Coefficient	*F*-value	*p*-value	Analysis
Instructor/coach	Training Performance	0.10	18.52	0.60	Not Significant
	Regular Sports Participation	-0.25	13.00	0.25	Not Significant
	Theoretical Knowledge of Sports	-0.37	21.37	0.04	Significant
	Athletic Potential	0.37	17.21	0.07	Not Significant
	Focus and Discipline	0.21	22.35	0.29	Not Significant
	Resiliency and Humility	0.21	23.03	0.22	Not Significant
	Harmony and Unity	-0.30	19.23	0.11	Not Significant
	Health Status	-0.21	12.99	0.35	Not Significant
		-0.09	**0.50**	**0.52**	**Not Significant**
Sports event participation	Training Performance	0.81	18.52	0.33	Not Significant
	Regular Sports Participation	0.41	13.00	0.05	Not Significant
	Theoretical Knowledge of Sports	0.78	21.37	<.05	Significant
	Athletic Potential	0.67	17.21	<.05	Significant
	Focus and Discipline	0.36	22.35	0.06	Not Significant
	Resiliency and Humility	0.29	23.03	0.08	Not Significant
	Harmony and Unity	0.27	19.23	0.13	Not Significant
	Health Status	0.42	12.99	0.06	Not Significant
		-0.04	**0.503**	**0.760**	**Not Significant**
Sport facilities availability	Training Performance	0.53	18.52	<.05	Significant
	Regular Sports Participation	0.53	13.00	<.05	Significant
	Theoretical Knowledge of Sports	0.35	21.37	<.05	Significant
	Athletic Potential	0.69	17.21	<.05	Significant
	Focus and Discipline	0.79	22.35	<.05	Significant
	Resiliency and Humility	0.62	23.03	<.05	Significant
	Harmony and Unity	0.60	19.23	<.05	Significant
	Health Status	0.53	12.99	<.05	Significant
		-0.07	**0.50**	**0.63**	**Not Significant**
Training Schedule	Training Performance	-0.00	18.52	0.96	Not Significant
	Regular Sports Participation	0.06	13.00	0.79	Not Significant
	Theoretical Knowledge of Sports	0.04	21.37	0.81	Not Significant
	Athletic Potential	-0.20	17.21	0.35	Not Significant
	Focus and Discipline	-0.06	22.35	0.74	Not Significant
	Resiliency and Humility	0.10	23.03	0.56	Not Significant
	Harmony and Unity	0.21	19.23	0.28	Not Significant
	Health Status	0.06	12.99	0.79	Not Significant
		0.13	**0.50**	**0.40**	**Not Significant**

Table 1 illustrates the analysis performed regarding the effect of SPS on athletic activities and performance. Firstly, the instructor/coach positively impacts the theoretical knowledge of sports of student-athletes. On the other hand, no significant effect was observed between instructor/coach to training performance, regular sports participation, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health status. A significant positive effect was found between sports event participation, theoretical knowledge of sports, and athletic potential. At the same time, no significant effect was observed on training performance, regular sports participation, focus and discipline, resiliency and humility, harmony and unity, and health status. A significant positive effect was observed between sports facilities' availability for training performance, regular sports participation, theoretical knowledge of sports, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health status. Lastly, no significant effect was observed between training schedule and training performance, regular sports participation, theoretical knowledge of sports, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health

status. Overall, no significant effect was observed between SPS (instructor/coach, sports event participation, sports facilities availability, and training schedule) and athletic activities and PE performance.

Previously conducted studies revealed that special programs in sports have a positive effect on the athletic activities and performance of student-athletes in Physical education (Li et al., 2022; Luo et al., 2022; Salino et al., 2022). This study aims to confirm if other previously worked studies' results are similar to the current research setting.

The investigation shows that the instructor/coach positively affects the student-athletes theoretical knowledge in sports, similar to previously conducted studies (Kaya, 2014; Lobo et al., 2022; Mason et al., 2020). This finding can be construed that instructors and coaches play a vital role in understanding student-athletes in advance of their tactical skills, integrating sports into their daily lives, areas of development, and various effective methodologies for effective performance. On the other hand, the instructor/coach has no significant effect on regular participation, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and the health status of student-athletes. Results of the analysis opposed previously conducted studies on the positive effect of instructor/coach on the frequency of participation of student-athletes (Manzoor, 2018; Wekesser et al., 2021), the potential of athletes through feedbacks (Sumarna et al., 2017; Üzüm, 2018), focus and discipline (Goffena & Horn, 2021), resiliency and humility (Balcombe & De Leo, 2021; Brandt, 2018; Lu et al., 2016), harmony and unity (Freire et al., 2022; Vahdani et al., 2012), and their health status (Bissett et al., 2020; Powers et al., 2020; Simons & Bird, 2022).

Moreover, a significant positive effect was observed between sports participation and theoretical knowledge of sports and athletic potential, parallel to the studies of Brooks et al. (2018) and Hernández-Andreo et al. (2020). It can be postulated that sports participation may improve their ability and potential, resulting in high-performing student-athletes in various competitions. Contrastingly, no significant effect was observed on the training performance, regular sports participation, focus and discipline, resiliency and humility, harmony and unity, and health status. The result of the analysis contradicted the positive findings of previously conducted studies (Caldarella et al., 2019; Gu & Xue, 2022; Moeijes et al., 2019; Tahira, 2022).

The availability of sports facilities was found to have a significant and positive effect on the training performance, regular sports participation, theoretical knowledge of sports, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health status of student-athletes. These can be interpreted that the availability of sporting equipment and facilities are vital to the overall development of student-athletes. Similar studies conducted in relation to these variables are supported by the findings of various scholars (Eime et al., 2017; Lu et al., 2016; Pestano & Ibarra, 2021; Sanger et al., 2016).

Furthermore, no direct and significant effect was found in between the training schedule to the training performance, regular sports participation, theoretical knowledge of sports, athletic potential, focus and discipline, resiliency and humility, harmony and unity, and health status. The result of the analysis contradicted the findings of previously conducted studies (Haugen et al., 2019; Kumyaito et al., 2018; Malagoni et al., 2015). Overall, no significant effect observed between SPS and athletic activities and performance of student-athletes. The findings aforementioned are above are considered inconclusive due to scarcity of studies that can support or refute the claims of this investigation. In this, it is warranted conducting a similar study.

CONCLUSION

Based on the initial findings, this study concluded that SPS has no significant effect on the athletic activities and performance in Physical Education of student-athletes from various public schools in Pampanga. In connection to the yielded results, instructors and coaches should continue providing theoretical knowledge in sports to student-athletes where they are currently engaged. In this, students may progress their tactical skills, develop effective methodologies which can be applied in sports competitions, and apply sports in their daily lives. Moreover, this study recommends that administrators may provide extensive training to instructors and coaches to improve their coaching and leadership skills, which can benefit them and student-athletes. In this, instructors and coaches could address some gaps in the frequency of participation, potential, focus and discipline, resiliency and humility, harmony and unity, and the overall health status of student-athletes.

Lastly, Future researchers may be interested in conducting a similar study on a broader set of populations using other instruments, statistical analyses, and research design, which will help support or refute this study's findings. Finally, this study has demonstrated its primary goal: to determine the role of SPS in the athletic activities and performance of students in Physical Education. Additionally, this adds new data to the body of knowledge and existing literature, supporting and filling the gap between research concerning the effectiveness of sports curricula in secondary public high schools.

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