Special Program In Sports (Sps) To Athletic Activities And Performance In Physical Education

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Abstract

This study determined the effect of special program in sports in the academic and athletic performance of student Athletes in Gov. Felicisimo T. San Luis Integrated Senior High School. It aimed to answer the questions such as the Level of Special Program in Sports (SPS) in terms of Sports Instructor/Coach, Participation in Sports Event, Availability of Sports Facilities and Training Schedule. Also, 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. Lastly, the level of Performance in Physical Education of student-athletes in terms of grades.

The study sample comprised all participants from grade 7 to grade 10 SPS section that consist of eighty (80) athletes who were actively participating in the different sports event.

The descriptive method was preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument was used to obtain data from the randomly selected respondents. This process was used in this study to determine the relation of Special Program in Sports on the Academic and Athletic Performance of Athletes in Gov. Felicisimo T. San Luis Integrated Senior High School.

And to determine the Level of performance in physical education of student-athletes in terms of grades the study reveals that of one hundred (100), seventy-five (75) respondents or about 75.00% of the population were rated on a very satisfactory level as they garnered grades within 85-89. This is seconded in frequency by those who performed on an outstanding level, with thirteen (13) or 13.00% of the population got grades between 90-100. On the other hand, the remaining 12% of the population or twelve (12) respondents were able to obtain grades between 80-84, being remarked as performing on a satisfactory level.

Overall, the SPS student-athletes can be regarded to as performing on a very satisfactory level, with a mean grade of 86.99 and a standard deviation of 2.00.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that "The Special Program in Sports have no significant effect on athletic and academic performance of student athletes in Gov. Felicisimo T. San Luis Integrated Senior High School, Santa Cruz District, Division of Laguna" is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect.

Keywords: academic performance, special program in sports, athletic potential

1. INTRODUCTION

The role of sport in society, and more particularly in schools, has been proven for many decades. School sports has been recognized throughout the education sectors as a builder of strong intellects. 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. It also teaches the values of hard work, concentration, objectivity and commitment. As such, sports can bring out latent abilities that is not reached by traditional education means.

Moreover, school sports activity can also provide social and emotional benefits including self-esteem and problem-solving skills (Taliaferro, 2010). And sports can also bring about intangible benefits to the school and community as a whole.

Gov. Felicisimo T. San Luis Integrated Senior High School as the heart of sports among different schools in Laguna acknowledge the significance of special sports program for both the students and school. Administrators made decisions to benefit the short-term and long-term well-being of their students.

It is strongly believed that physical activity can be added to the school curriculum without academic consequences and also can offer physical, emotional, and social benefits that may result in the development of athletics and academic performance of students' athletes. In line with this, the school implements the special sports program following the guidelines issued by the Department of Education to schools offering sports track in the curriculum.

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.

The objective of school special program in sports is the enrichment of student athletes as well as 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 students' athletes. Other objectives of special program in sports logically follow the educational mission and welfare of students.

With numerous reasons to the implementation of special program in sports, the researcher seeks to find out its effect to students athletic and academic performance in Gov. Felicisimo T. San Luis Integrated Senior High School.

1.1 Objectives of the Study

The purpose of this study is to determine relation of Special Program in Sports on the academic and athletic performance of student athletes in Gov. Felicisimo T. San Luis Integrated Senior High School. This research sought answers to the following questions:

1. What is the Level of Special Program in Sports (SPS) in terms of:
   - 1.1 Sports Instructor/Coach
   - 1.2 Participation in Sports Event
   - 1.3 Availability of Sports Facilities
   - 1.4 Training Schedule
2. What is the level of Athletic Activities of student-athletes in terms of:
   - 2.1 Training Performance
   - 2.2 Regular Sports Participation
   - 2.3 Theoretical Knowledge of Sports
   - 2.4 Athletic Potential
   - 2.5 Focus and Discipline
   - 2.6 Resiliency and Humility
   - 2.7 Harmony and Unity
   - 2.8 Health Status
3. What is the level of Performance in Physical Education of student-athletes in terms of grades?
4. Does the special program in sports significantly affect the athletic activities and performance in Physical Education?

2. METHODOLOGY

2.1 Research Design

This study used a descriptive type of research. This method is the most widely used research design as indicated by theses, dissertations, and research reports of research institutions. In education research, the most commonly descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or physical environment of schools (Veroy, 2013).

The descriptive method was preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument was used to obtain data from the randomly selected respondents. This process was used in this study to determine the relation of Special Program in Sports on the Academic and Athletic Performance of Athletes in Gov. Felicisimo T. San Luis Integrated Senior High School.

2.2 Respondents of the Study

To narrow the scope of the study, the researcher chose to focus only on the participants who are in the sports curriculum and are developmentally capable of participating in the study. The target population for this study are the student-athletes enrolled in Special Program in Sports at Governor Felicisimo T. San Luis Integrated Senior High School. The study sample comprised all participants from grade 7 to grade 10 SPS section that consist of 100 athletes who are actively participating in the different sports event.

2.3 Research Instrument

To gather important information, the researchers made used of purposive sampling technique as students were already grouped accordingly. The subjects were selected based on some characteristics in accordance with the purpose of the study.

The questionnaire in a form of checklist was used as the main data gathering instrument as research tool used in this study. The researcher was able to get valid responses from the respondents for the information needed in the study.

The questionnaire-checklist was divided into two parts: Part I of the questionnaire dealt with special program in sports Part II of the –questionnaire comprised the athletic and academic performance of the student athletes from the school respondent. The questionnaire utilized a five-point rating scale indicated below.

Weighted Scale	Interpretation
5	Always
4	Almost Always
3	Sometimes
2	Seldom
1	Never

2.4 Statistical Treatment

Statistical treatment was used to analyze and interpret the data given by the respondents. After the questionnaire was administered to respondents, all the data were gathered, analyzed, tabulated, and interpreted.

To determine the level of implementation of special program in sports in GFTSIS, the researcher made used of mean and standard deviation.

To determine the level of athletic and academic performance of student athletes, the proponent used mean and the standard deviation while, in determining the significant effect of the special sports program to athletic and academic performance of student athletes, Pearson-r correlation and regression analysis were used.

3. RESULTS AND DISCUSSION

This section presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were presented in the same sequence with the research questions posed in the study.

Table 1. Level of Special Program in Sports (SPS) in terms of Sports Instructor/ Coach

STATEMENT	MEAN	SD	REMARKS
School provides coaches and sports instructor for different sports and activities.	4.45	0.85	To a very great extent
Coaches and sports instructors have the mastery knowledge about the sports that they handle.	4.42	0.82	To a very great extent
Coaches and sports instructor are capable of providing expert training for the athletes.	4.31	1.04	To a very great extent
Coaches and sports instructor supports the athletes on their competition inside and outside the school premises.	4.37	0.91	To a very great extent
Coaches and sports instructors are able to manage athlete's training without affecting their academic activities.	4.27	0.96	To a very great extent

Overall Mean = 4.36
Standard Deviation = 0.92
Verbal Interpretation = Very High

Table 1 illustrates the level of special program in sports (SPS) in terms of Sports Instructor/Coach. Among the statements above, "School provides coaches and sports instructor for different sports and activities" yielded the highest mean score (M=4.45, SD=0.85) and was remarked to a very great extent. This is followed by "Coaches and sports instructors have the mastery knowledge about the sports that they handle" with a mean score (M=4.42, SD=0.82) and was also remarked to a very great extent. On the other hand, the statement "Coaches and sports instructors are able to manage athlete's training without affecting their academic activities" received the lowest mean score of responses with (M=4.27, SD=0.96) yet was also remarked to a very great extent.

Overall, the level of special program in sports (SPS) in terms of Sports Instructor/Coach attained a mean score of 4.36 and a standard deviation of 0.92 and was Very High among the respondents.

Table 2. Level of Special Program in Sports (SPS) in terms of Participation in Sports Event

STATEMENT	MEAN	SD	REMARKS
School provides sports activities which enables the athletes to participate.	4.34	0.95	To a very great extent
School celebrates annual intramurals to encourage more student athletes.	4.38	0.84	To a very great extent

STATEMENT	MEAN	SD	REMARKS
School build relationship with other stakeholders that are connected to sports to support athletes and their sports activities.	4.33	0.84	To a very great extent
School links on community programs that promotes sports activities.	4.38	0.75	To a very great extent
School permits the students to participate sports competition outside the school.	4.44	0.84	To a very great extent

Overall Mean = 4.37
Standard Deviation = 0.84
Verbal Interpretation = Very High

Table 2 illustrates the level of special program in sports (SPS) in terms of Sports Event. Among the statements above, "School permits the students to participate sports competition outside the school" yielded the highest mean score (M=4.44, SD=0.84) and was remarked to a very great extent. This is followed by "School celebrates annual intramurals to encourage more student athletes" and "School links on community programs that promotes sports activities" with a mean score (M=4.38, SD=0.84) and (M=4.38, SD=0.75) respectively and were also remarked to a very great extent. On the other hand, the statement "School build relationship with other stakeholders that are connected to sports to support athletes and their sports activities" received the lowest mean score of responses with (M=4.33, SD=0.84) yet was also remarked to a very great extent.

Overall, the level of special program in sports (SPS) in terms of Sports Event attained a mean score of 4.37 and a standard deviation of 0.84 and was Very High among the respondents.

Table 3. Level of Special Program in Sports (SPS) in terms of Availability of Sports Facilities

STATEMENT	MEAN	SD	REMARKS
School has their own gymnasium for sports activities.	4.52	0.77	To a very great extent
School has their own human kinetics center that is available for all the students and athletes.	4.31	0.87	To a very great extent
School has complete equipment for athlete's trainings.	4.34	0.88	To a very great extent
School can support training for various kinds of sports by providing correct facilities (e.g. swimming pools, stadiums, halls, sports pavilion etc.)	4.42	0.81	To a very great extent
School promotes sports activities by continuously providing and maintaining sports facilities.	4.31	0.93	To a very great extent

Overall Mean = 4.38
Standard Deviation = 0.85
Verbal Interpretation = Very High

Table 3 illustrates the level of special program in sports (SPS) in terms of Sports Facilities. Among the statements above, "School has their own gymnasium for sports activities" yielded the highest mean score (M=4.52, SD=0.77) and was remarked to a very great extent. This is followed by "School can support training for various kinds of sports by providing correct facilities (e.g. swimming pools, stadiums, halls, sports pavilion etc.)" with a mean score (M=4.42, SD=0.81) and was also remarked to a very great extent. On the other hand, the statements "School has their own human kinetics center that is available for all the students and athletes" and "School promotes sports activities by continuously providing and maintaining sports facilities" received the lowest mean score of responses with (M=4.31, SD=0.87) and (M=4.31, SD=0.93) respectively yet were also remarked to a very great extent.

Overall, the level of special program in sports (SPS) in terms of Sports Facilities attained a mean score of 4.38 and a standard deviation of 0.85 and was Very High among the respondents.

Table 4. Level of Special Program in Sports (SPS) in terms of Training Schedule

STATEMENT	MEAN	SD	REMARKS
Student Athlete's training schedule do not complicate with their academic schedules.	4.30	0.92	To a very great extent

STATEMENT	MEAN	SD	REMARKS
Athletes have given opportunity to choose for their training schedule.	4.24	0.91	To a very great extent
Training schedule consist of strength fitness, cardiovascular fitness and rest days.	4.31	1.00	To a very great extent
Training schedule ensures that student athlete is at their best condition to perform such physical activities.	4.39	0.86	To a very great extent
Training schedule does not force the athletes to perform hard trainings when they have to do other school activities.	4.36	0.90	To a very great extent

Overall Mean = 4.32
Standard Deviation = 0.92
Verbal Interpretation = Very High

Table 4 illustrates the level of special program in sports (SPS) in terms of Training Schedule. Among the statements above, "Training schedule ensures that student athlete is at their best condition to perform such physical activities" yielded the highest mean score (M=4.39, SD=0.86) and was remarked to a very great extent. This is followed by "Training schedule does not force the athletes to perform hard trainings when they have to do other school activities" with a mean score (M=4.36, SD=0.90) and was also remarked to a very great extent. On the other hand, the statement "Athletes have given opportunity to choose for their training schedule" received the lowest mean score of responses with (M=4.24, SD=0.91) yet was also remarked to a very great extent.

Overall, the level of special program in sports (SPS) in terms of Training Facilities attained a mean score of 4.32 and a standard deviation of 0.92 and was Very High among the respondents.

Table 5. Level of Athletic Activities of the student-athletes in terms of Training Performance

STATEMENT	MEAN	SD	REMARKS
I can do various work outs that related to my field of sports.	4.04	1.02	To a great extent
I am able to measure and track my training performances.	4.11	0.98	To a great extent
I dedicate time for my daily trainings and sports activities.	4.10	0.95	To a great extent
I try different trainings to improve my athletic performance.	4.00	0.89	To a great extent
I develop work endurance and strength by performing different kind of trainings.	4.15	1.07	To a great extent

Overall Mean = 4.08
Standard Deviation = 0.98
Verbal Interpretation = High

Table 5 illustrates the level of athletic activities of the student-athletes in terms of training performance. Among the statements above, "I develop work endurance and strength by performing different kind of trainings" yielded the highest mean score (M=4.15, SD=1.07) and was remarked to a great extent. This is followed by "I am able to measure and track my training performances" with a mean score (M=4.11, SD=0.98) and was also remarked to a great extent. On the other hand, the statement "I try different trainings to improve my athletic performance" received the lowest mean score of responses with (M=4.00, SD=0.89) yet was also remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of training performance attained a mean score of 4.08 and a standard deviation of 0.98 and was High among the respondents.

Table 6. Level of Athletic Activities of the student-athletes in terms of Regular Sports Participation

STATEMENT	MEAN	SD	REMARKS
I am willing to join in every sports competition in our school.	4.14	1.07	To a great extent
I do join sport events outside the school.	3.98	1.11	To a great extent
I try to find some activities related to sports and spare some time joining it.	3.96	1.04	To a great extent
I promote sports by participating on community programs related to these.	4.12	1.06	To a great extent
I am able to participate with online and offline campaigns regarding sports activities.	4.03	0.94	To a great extent

Overall Mean = 4.05
Standard Deviation = 1.04
Verbal Interpretation = High

Table 6 illustrates the level of athletic activities of the student-athletes in terms of regular sports participation. Among the statements above, "I am willing to join in every sports competition in our school" yielded the highest mean score (M=4.14, SD=1.07) and was remarked to a great extent. This is followed by "I promote sports by participating on community programs related to these" with a mean score (M=4.12, SD=1.06) and was also remarked to a great extent. On the other hand, the statement "I try to find some activities related to sports and spare some time joining it" received the lowest mean score of responses with (M=3.96, SD=1.04) yet was also remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of regular sports participation attained a mean score of 4.05 and a standard deviation of 1.04 and was High among the respondents.

Table 7. Level of Athletic Activities of the student-athletes in terms of Theoretical Knowledge of Sports

STATEMENT	MEAN	SD	REMARKS
I am able to develop tactical ability in sports to organize and get the best out of me.	4.26	0.86	To a very great extent
I can integrate sport content in sporting life.	4.27	0.85	To a very great extent
I am able to pinpoint the areas that I need to improve.	4.26	0.96	To a very great extent
I am able to develop specific means and methods used in preparing individual competition.	4.11	0.97	To a great extent
I am able to use my personal knowledge in sports and apply it for my everyday lifestyle.	4.22	0.97	To a very great extent

Overall Mean = 4.22
Standard Deviation = 0.92
Verbal Interpretation = Very High

Table 7 illustrates the level of athletic activities of the student-athletes in terms of theoretical knowledge of sports. Among the statements above, "I can integrate sport content in sporting life" yielded the highest mean score (M=4.27, SD=0.85) and was remarked to a very great extent. This is followed by "I am able to develop tactical ability in sports to organize and get the best out of me" and "I am able to pinpoint the areas that I need to improve" with the mean score (M=4.26, SD=0.86) and (M=4.26, SD=0.96) respectively and were also remarked to a very great extent. On the other hand, the statement "I am able to develop specific means and methods used in preparing individual competition" received the lowest mean score of responses with (M=4.11, SD=0.97) and was remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of theoretical knowledge of sports attained a mean score of 4.22 and a standard deviation of 0.92 and was Very High among the respondents.

Table 8. Level of Athletic Activities of the student-athletes in terms of Athletic Potential

STATEMENT	MEAN	SD	REMARKS
I can perform with my uppermost range of my ability.	4.13	1.00	To a great extent
I am able to focus on my goals and achieve it one by one.	4.39	0.90	To a very great extent
I set goals and maximize my own potential in achieving it.	4.23	0.95	To a very great extent
I pursue my passion in the field of sports and give my full determination for it.	4.18	1.11	To a great extent
I am willing to learn other sports/games other than my current sports.	4.10	1.10	To a great extent

Overall Mean = 4.21
Standard Deviation = 1.02
Verbal Interpretation = Very High

Table 8 illustrates the level of athletic activities of the student-athletes in terms of athletic potential. Among the statements above, "I am able to focus on my goals and achieve it one by one" yielded the highest mean score (M=4.39, SD=0.90) and was remarked to a very great extent. This is followed by "I set goals and maximize my own potential in achieving it" with the mean score (M=4.23, SD=0.95) and was also remarked to a very great extent. On the other hand, the statement "I am willing to learn other sports/games other than my current sports" received the lowest mean score of responses with (M=4.10, SD=1.10) and was remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of athletic potential attained a mean score of 4.21 and a standard deviation of 1.02 and was Very High among the respondents.

Table 9. Level of Athletic Activities of the student-athletes in terms of Focus and Discipline

STATEMENT	MEAN	SD	REMARKS
I am able to resist distractions and temptations that tend to hinder in attaining my goals.	4.15	1.00	To a great extent
I prioritize my trainings and sports activities to improve my skills.	4.12	0.98	To a great extent
I try to find my motivation to stay focus on my trainings and sports competition.	4.33	0.96	To a very great extent
I am able to train my will power to improve my own skills and abilities.	4.19	1.03	To a great extent
I am committed on everything that I do especially when it comes on my sports.	4.20	0.93	To a very great extent

Overall Mean = 4.20
Standard Deviation = 0.98
Verbal Interpretation = Very High

Table 9 illustrates the level of athletic activities of the student-athletes in terms of focus and discipline. Among the statements above, "I try to find my motivation to stay focus on my trainings and sports competition" yielded the highest mean score (M=4.33, SD=0.96) and was remarked to a very great extent. This is followed by "I am committed on everything that I do especially when it comes on my sports" with the mean score (M=4.20, SD=0.93) and was also remarked to a very great extent. On the other hand, the statement "I prioritize my trainings and sports activities to improve my skills" received the lowest mean score of responses with (M=4.12, SD=0.98) and was remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of focus and discipline attained a mean score of 4.20 and a standard deviation of 0.98 and was Very High among the respondents.

Table 10. Level of Athletic Activities of the student-athletes in terms of Resiliency and Humility

STATEMENT	MEAN	SD	REMARKS
I am able to develop confidence to recover and overcome my hardships in sports activities.	4.38	0.79	To a very great extent
I am willing to experience new trainings and sports techniques.	4.32	0.94	To a very great extent
I show humbleness whether I win or lose in my competitions.	4.24	0.97	To a very great extent
I am able to withstand the pressure I am experiencing during sports competition.	4.25	1.03	To a very great extent
I am able to develop my confidence from my own sports' abilities and skills.	4.25	0.91	To a very great extent

Overall Mean = 4.29
Standard Deviation = 0.93
Verbal Interpretation = Very High

Table 10 illustrates the level of athletic activities of the student-athletes in terms of resiliency and humility. Among the statements above, "I am able to develop confidence to recover and overcome my hardships in sports activities" yielded the highest mean score (M=4.38, SD=0.79) and was remarked to a very great extent. This is followed by "I am willing to experience new trainings and sports techniques" with the mean score (M=4.32, SD=0.94) and was also remarked to a very great extent. On the other hand, the statement "I show humbleness whether I win or lose in my competitions" received the lowest mean score of responses with (M=4.24, SD=0.97) yet was also remarked to a very great extent.

Overall, the level of athletic activities of the student-athletes in terms of resilience and humility attained a mean score of 4.29 and a standard deviation of 0.93 and was Very High among the respondents

Table 11. Level of Athletic Activities of the student-athletes in terms of Harmony and Unity

STATEMENT	MEAN	SD	REMARKS
I am able to fully understand diversity through my social interaction with my co-athletes.	4.33	0.91	To a very great extent
I am able to build good relationship and found new friends with the same interest in sports field.	4.21	0.99	To a very great extent
I am able to promote fairness and solidarity within my co-athletes.	4.17	0.95	To a great extent
I am able to understand my role as an athlete and develop harmony with my co-athletes.	4.29	0.87	To a very great extent
I am able to do things with teamwork and collaboration.	4.32	0.97	To a very great extent

Overall Mean = 4.26
Standard Deviation = 0.94
Verbal Interpretation = Very High

Table 11 illustrates the level of athletic activities of the student-athletes in terms of harmony and unity. Among the statements above, "I am able to fully understand diversity through my social interaction with my co-athletes" yielded the highest mean score (M=4.33, SD=0.91) and was remarked to a very great extent. This is followed by "I am able to do things with teamwork and collaboration" with the mean score (M=4.32, SD=0.97) and was also remarked to a very great extent. On the other hand, the statement "I am able to promote fairness and solidarity within my co-athletes" received the lowest mean score of responses with (M=4.17, SD=0.95) and was remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of harmony and unity attained a mean score of 4.26 and a standard deviation of 0.94 and was Very High among the respondents.

Table 12. Level of Athletic Activities of the student-athletes in terms of Health Status

STATEMENT	MEAN	SD	REMARKS
I can maintain my physical fitness by doing various physical activities and trainings.	4.21	0.97	To a very great extent
I am able to practice healthy habits and consider it as part of my everyday life.	4.22	1.04	To a very great extent
I am able to increase my physical strength and develop endurance and flexibility.	4.09	1.16	To a great extent
I can maintain my well-being and healthy mental state.	4.23	1.00	To a very great extent
I am able to avoid bad habits that can destroy my body.	4.22	1.05	To a very great extent

Overall Mean = 4.19
Standard Deviation = 1.04
Verbal Interpretation = High

Table 12 illustrates the level of athletic activities of the student-athletes in terms of health status. Among the statements above, "I can maintain my well-being and healthy mental state" yielded the highest mean score (M=4.23, SD=1.00) and was remarked to a very great extent. This is followed by "I am able to practice healthy habits and consider it as part of my everyday life" and "I am able to avoid bad habits that can destroy my body." with the mean score (M=4.22, SD=1.04) and (M=4.22, SD=1.05) and were also remarked to a very great extent. On the other hand, the statement "I am able to increase my physical strength and develop endurance and flexibility" received the lowest mean score of responses with (M=4.09, SD=1.16) and was remarked to a great extent.

Overall, the level of athletic activities of the student-athletes in terms of health status attained a mean score of 4.19 and a standard deviation of 1.04 and was High among the respondents.

Table 13. Level of Performance in Physical Education of Student-Athletes in terms of Grades

RANGE	FREQUENCY	PERCENTAGE	REMARKS

90-100	13	13.00	Outstanding
85-89	75	75.00	Very Satisfactory
80-84	12	12.00	Satisfactory
75-79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	100	100.00	

Overall Mean = 86.99
Standard Deviation = 2.00
Verbal Interpretation = Very Satisfactory

Table 13 presents the level of performance in physical education of student-athletes in terms of grades. Out of one hundred (100), seventy-five (75) respondents or about 75.00% of the population were rated on a very satisfactory level as they garnered grades within 85-89. This is seconded in frequency by those who performed on an outstanding level, with thirteen (13) or 13.00% of the population garnering grades between 90-100. On the other hand, the remaining 12% of the population or twelve (12) respondents were able to garner grades between 80-84, being remarked as performing on a satisfactory level.

Overall, the SPS Student-athletes can be regarded to as performing on a very satisfactory level, with a mean grade of 86.99 and a standard deviation of 2.00.

Table 14. Significant Effect of the Special Program in Sports to the Athletic Activities and Performance in Physical Education

Special Program in Sports	Athletic Activities and Performance	Beta Coefficient	F value	p-value	Analysis
Sports Instructor/ Coach	Training Performance	0.103	18.524	0.609	Not Significant
	Regular Sports Participation	-0.252	13.006	0.255	Not Significant
	Theoretical Knowledge of Sports	-0.378	21.373	0.043	Significant
	Athletic Potential	-0.372	17.219	0.076	Not Significant
	Focus and Discipline	-0.210	22.351	0.290	Not Significant
	Resiliency and Humanity	-0.215	23.039	0.227	Not Significant
	Harmony and Unity	-0.301	19.236	0.118	Not Significant
	Health Status	-0.215	12.997	0.357	Not Significant
	Grade	**-0.098**	**0.503**	**0.529**	**Not Significant**

Special Program in Sports	Athletic Activities and Performance	Beta Coefficient	F value	p-value	Analysis
Participation in Sports Events	Training Performance	0.189	18.524	0.330	Not Significant
	Regular Sports Participation	0.419	13.006	0.051	Not Significant
	Theoretical Knowledge of Sports	0.782	21.373	0.000	Significant
	Athletic Potential	0..675	17.219	0.001	Significant

	Focus and Discipline	0.362	22.351	0.061	Not Significant
	Resiliency and Humanity	0.294	23.039	0.088	Not Significant
	Harmony and Unity	0.275	19.236	0.139	Not Significant
	Health Status	0.422	12.997	0.062	Not Significant
	Grade	**-0.046**	**0.503**	**0.760**	**Not Significant**

Special Program in Sports	Athletic Activities and Performance	Beta Coefficient	F value	p-value	Analysis
Availability of Sports Facilities	Training Performance	0.534	18.524	0.006	Significant
	Regular Sports Participation	0.536	13.006	0.012	Significant
	Theoretical Knowledge of Sports	0.351	21.373	0.047	Significant
	Athletic Potential	0.699	17.219	0.001	Significant
	Focus and Discipline	0.799	22.351	0.000	Significant
	Resiliency and Humanity	0.625	23.039	0.000	Significant
	Harmony and Unity	0.607	19.236	0.001	Significant
	Health Status	0.536	12.997	0.017	Significant
	Grade	**-0.071**	**0.503**	**0.632**	**Not Significant**

Special Program in Sports	Athletic Activities and Performance	Beta Coefficient	F value	p-value	Analysis
Training Schedule	Training Performance	-0.009	18.524	0.966	Not Significant
	Regular Sports Participation	0.061	13.006	0.794	Not Significant
	Theoretical Knowledge of Sports	0.047	21.373	0.810	Not Significant
	Athletic Potential	-0.202	17.219	0.358	Not Significant
	Focus and Discipline	-0.067	22.351	0.747	Not Significant
	Resiliency and Humanity	0.109	23.039	0.561	Not Significant
	Harmony and Unity	0.216	19.236	0.285	Not Significant
	Health Status	0.063	12.997	0.797	Not Significant
	Grade	**0.138**	**0.503**	**0.401**	**Not Significant**

Table 14 presents the significant effect of special program in sports to the athletic activities and performance in physical education. Specifically, it shows the effect of Sports Instructor/Coach, Participation in Sports Events, Availability of Sports Facilities, and Training Schedule to the Training Performance, Regular Sports Participation, Theoretical Knowledge of Sports, Athletic Potential, Focus and Discipline, Resilience and Humility, Harmony and Unity, Health Status, and Grades of the students.

Sports Instructor/Coach is observed to have a significant negative effect to the Theoretical Knowledge of Sports (-0.378) of the students. This is backed by the computed p value of 0.043 which is less than the significance alpha, hence the significance of the tests. On the contrary, it is also with this grounds that the remainder of the descriptors are declared to not be significantly affected by the sports instructor/coach.

Similarly, Participation in Sports Events is observed to have a significant positive effect to the Theoretical Knowledge of Sports (0.782) and Athletic Potential (0.675) of the students. The tests incurred p-values of 0.000 and 0.001 which are less than the significance alpha 0.05. Also, the remainder of the indicators were observed to not be significantly affected by the participation of the students in sports events.

Consecutively, Availability of Sports Facilities is observed to have a significant positive effect to the athletic activities of the students namely, Training Performance (0.534), Regular Sports Participation (0.536), Theoretical Knowledge of Sports (0.351), Athletic Potential (0.699), Focus and Discipline (0.799), Resilience and Humility (0.625), Harmony and Unity (0.607), and Health Status (0.536) of the students. The tests were able to incur p-values less than that of 0.05. On the other hand, it shows no significant effect to the grades of the student-athletes.

Lastly, Training Schedule is observed to have no significant effect to the Training Performance, Regular Sports Participation, Theoretical Knowledge of Sports, Athletic Potential, Focus and Discipline, Resilience and Humility, Harmony and Unity, Health Status, and Grades of the students. All the tests incurred p-values greater than 0.05 hence the call for the remark not significant.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis "The Special Program in Sports have no significant effect on athletic and academic performance of student athletes in Gov. Felicisimo T. San Luis Integrated Senior High School, Santa Cruz District, Division of Laguna" is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect.

4. CONCLUSION AND RECOMMENDATION

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows that the Special Program in Sports (SPS) affect the student-athlete's sports activities and their academic performance. The researcher then come up to the conclusion that the null hypothesis stating that the "The Special Program in Sports have no significant effect on athletic and academic performance of student athletes in Gov. Felicisimo T. San Luis Integrated Senior High School, Santa Cruz District, Division of Laguna" is rejected. This calls for the acceptance of the alternative which incites that there is a significant effect.

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested that school should further implicate programs that improve student-athlete's training performance. Promoting the importance of training may also help student maintain their strength and endurance for sports activities.
2. School may initiate other programs and activities related in sports so that student-athlete may also increase their sports participation. Linkages from other stakeholders and community would also help.
3. Moreover, school should also encourage student athlete to do other trainings, exercises and practices that prioritize their health status. Also providing health instructors can also be a big help for every athlete's physical fitness.
4. Furthermore, maintaining good connection within the student-athlete and school may also lead to a better effectiveness of sports projects and activities. On this way, problems and lapses can be addressed easier.

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