

ACADEMIC PERFORMANCE OF STUDENT-ATHLETES: BASIS FOR PROJECT SAW (STUDENT-ATHLETES FOR THE WIN) A SCHOOL SPORTS PROGRAM

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ABSTRACT

There are still concerns regarding physical education, sports competition, and pupils' academic progress. The main purpose of this study is to determine whether athletic competition interferes with student athletes' academic performance. The research involved 80 student-athletes from Southville IV National High School for the School Year 2018 - 2019. The previous school year's data were used to determine the frequency (f) distribution and percentage (percent) of respondents' demographic profile, academic performance level, and the highest level of sports competition received without the use of any school sports program. This research utilized the descriptive–experimental research strategy for this study. The information is acquired through descriptive research that makes use of empirical observations and measurements. Alternatively, an experimental inquiry was carried out in order to discover the cause and effect relationship in question. The variables associated with the objectives allowed the researcher to obtain data or make predictions in a variety of ways. According to past data, the majority of student-athletes were novices or youngsters who have never won a gold medal. There were just two student-athletes who have won international awards, and half of the respondents have a fairly satisfactory level of academic performance, while nearly 25% have a level of poor academic performance that resulted in unfavorable results. Because of the implementation of the Project SAW (Student-Athletes for the Win) sports program, student athletes' academic performance has improved to the point where they have been recognized as athlete of the year as well as receiving other distinctions. Students who had previously only competed at the school level have advanced to the highest level of sports competition, which was the international level, where they are now competing. This only demonstrated that involvement in sports competition did not hinder the academic performance of student-athletes, but rather resulted in enhanced academic performance and a higher level of sports competition; thus, the recommendation for Project SAW to be used by aspiring and potential student-athletes.

Keywords: Academic Performance, Sports Program, Physical Activity, Sports Competition, Student-Athletes

INTRODUCTION

Music, Physical Education, and Health are one of MAPEH's four components. Physical Education is an important component in developing students' ability and potential as future

athletes, and it frequently affects their academic performance in class. Historically, it was viewed as an essential part of the educational curriculum to enhance physical, intellectual, motor, and social development. Physical education is part of the



curriculum to encourage good health. It aims to improve students' physical, mental, emotional, and social skills through sports and recreation. A good effect of sports participation on academic achievement has been connected to enhanced contentment with the body's intuitive and dynamic thinking. Physical activity is connected to improved mental health. An investigation of whether present school-based physical education showed that it is effective as intensive bodily activity in terms of academic progress and dropout rate. According to (Kidd, 2008), sports are a unique and most visible activity for fostering good and considerable change in motivating students. The sports program principles reflect the notion that sports always hint at constructive consequences in an extensive range of societal and individual concerns. It is also important to apprehend why sport is grasped as a tool for development and how it changes students and communities into more disciplined persons (Hall et al., 2018).

Academic performance refers to a student's achievement of the program's goals, milestones, and objectives. These are shown by grades, which reflect the conclusion of testing, topic, or course evaluation procedure. In adding up to improving classroom attentiveness, attention span, and enthusiasm in learning, increasing student physical activity reduces arousal and boredom. One study found that youngsters who were more interested in class had better classroom learning and academic achievement. Academic performance relates to how students manage their academics and finish tasks. This includes data processing and retention, as well as verbal and written communication skills (Bailey, 2009). Undeniably, sports engagement can have a significant impact on student academic development, especially if students participate in training and warm-up competitions. They see sports as a hindrance to students' academic progress since they spend so much time outside the classroom exercise.

Early marriage, low educational quality, low educational opportunities, and parental education are among the many reasons today's youth are not completing their education. Other specific factors include the absence of motivation, lack of information, and stimulating conduct and attitude, as well as sports involvement (K. Inoue et al.,

2015). These factors contributed to a large number of high school dropouts. Studies show that introducing a sports program within the school curriculum has been effective in addressing these issues. In order to help students, maintain a more disciplined training routine that does not interfere with their studies, the sports program is centered on the students' class schedule. Students can better balance their time between athletics and academics with the help of this program. A number of initiatives have been launched to use athletics to improve students' social development, their skill sets, and their competitive mindsets (Kidd, 2008).

Sports programs have been developed to combat boredom and laziness among students in the classroom. An initiative is an extensively purposeful use of sport, physical activity, and play to accomplish particular strategic priorities that not only concentrate on physical enhancement and sports abilities but also aim to improve academic performance and community levels as well. They can use their missions to discourse some of the inaccuracies or false beliefs that occur about education in some groups, and they can use sport as a knob to direct youth to programs or frameworks that will assist them in their academic development. They can also serve as safe havens for children and adolescents, protecting them from many of the risk-taking behaviors that are connected with poor educational outcomes (UNICEF, 2016).

Sport, according to (Moustakas, 2019), can contribute to excellent educational outcomes through involvement. Many studies have linked physical education and school sports to improved mental skills, positive school attitudes, academic performance, and discipline conduct. These benefits are not guaranteed and are contingent on the relationships between coaches and mentors as well as the sports programs they execute. The sports program is used with parental agreement, student position in class, skills and potentials, and teachers themselves. Achieving sporting goals, as well as inclusivity and diversity, has been stressed, all of which benefit the learners involved in the program. Among secondary school students, sports, fitness, and recreation have gained in popularity, especially among girls. Physical education is undervalued due to schoolchildren's



lack of confidence and motivation to participate. Because students devote more time exercising than schooling, most secondary school physical education programs are worthless and ineffective. Despite the fact that students' health issues have continued to deteriorate, physical education activities are being changed more than ever to make room for more perilous study time. Even if the current inquiry shows that physical education is positively connected with enriched academic performance, this tendency persists when leisure is properly allocated for quality physical education. As a result, it is crucial that school sports programs and physical education programs are investigated. (Kathleen, 2012).

An increasing body of study suggests that regular physical activity has benefits that extend well beyond the individual's own physical well-being. As a result of the good effects that physical activity has on mood, memory, focus, and classroom behavior in youngsters and adolescents, data suggests a link between academic success and physical activity in school (Pandolfo, 2018). As a result, with the right sports program, students' academic performance can benefit from regular physical and training activity, which is best achieved by understanding general sports training principles such as overloading, reproducibility, advancement, personalization, sequence, and precision (Korey, 2019).

With an increased emphasis on academic accomplishment and standardized tests, schools have overlooked the vital role of sports in their programs. Priority has never been given to potential athletes, and sports activities have grown less important, despite the fact that they provide several advantages to students' physical and emotional health. To help secondary school administrators decide whether to increase, maintain, or eliminate physical activity and physical education programs, an increasing number of researchers have endeavored to investigate the relationships between school-based physical activity perspectives and students' academic performance (Bloom, 2010). This concept establishes the groundwork for students' involvement in the world of sports and their future athletic accomplishments; it also allows for consideration of the training program, which results

in a progressive transformation of physical education classes. (Botagariyev et al., 2016).

According to (Zhang et al., 2019), structured and complex sports are helpful to enhance a variety of learning processes, including attention, presence, and inhibiting functions, all of which are critical for achieving academic goals and developing life skills that are necessary for positive youth development. However, advocates of classroom strength training have proposed that physical education and sport may affect students' academic improved performance either directly or indirectly through the accomplishment of broader social objectives that have an effect on academic achievement. An increasing amount of attention has been drawn to the subject of whether or not participation in sports and other forms of physical activity can help to improve intellectual aspects of memory and concentration. Numerous large-scale evaluations of the relationship between physical exercise and learning behavior have revealed that students might well get cognitive benefits from physical activity, including sport, which may ultimately result in favorable academic performance. (Stead and Neville, 2010).

Based on the foregoing preconceptions about PE and how it affects students' academic performance, the researcher discovered that MAPEH teachers are worried about their student athletes' scores, despite their determination and hardships to make up for missing classes. Despite their efforts, pupils failed in several subjects amidst their commitment and training. The MAPEH Department at Southville IV National High School envisions responsible athletes who are disciplined, driven, goal-oriented, globally competitive, and high potential individuals created by trained, kind-hearted, hard-working, patient, and God-fearing coaches and trainers. The Division Supervisor at MAPEH is willing to contribute quality technical assistance, mentoring, and coaching, to build up nurture - behavior and competitive athletes and coaches that will act as an inspiration and role model for other learners or sports achievement in the heart of the Southville IV National High School community.

Inspired by the previous year's (SY 2017-2018) record of the academic achievement and sports awards earned by the student-athletes



without using any sports program, this research study has been conducted. When it was first established, the MAPEH Department was interested in developing a program that would help students and athletes alike improve their grades while competing in various sporting events. While it's frustrating for coaches who do not get the recognition they deserve, it is also a hardship for those who do. A School Sports Program, Project SAW (Student-Athlete for the Win), was developed and extended to student-athletes as a result of this outcome.

This research study examined the success of the Project SAW in terms of student athletes' academic performance and the awards they obtained at sporting competitions (DO No. 79 s. 2011).

OBJECTIVES OF THE STUDY

The major goal of this study was to determine the students' level of academic performance and sports competition as the basis for Project SAW. This study aimed to:

1. Determine the respondent's profile in terms of age, gender, number of years competing in sports, and greatest awards obtained.
2. Evaluate the level of students' academic performance and awards obtained in sports competitions without using Project Saw.
3. Compare the degree of academic performance and sports, competition awards won by student-athletes after using Project SAW.
4. Promote Project SAW as a successful school sports program.

METHODOLOGY

This study used a descriptive-experimental design. The data was gathered by a descriptive study using empirical observations and measurements. These strategies take a lot of work and planning. They nearly never give open-ended answers. (Kothari, 2007). The descriptive design was employed to describe the study's variables or

respondents. An alternative method of determining the descriptive analysis and inferential link was to conduct an experimental inquiry. The objectives' variables allowed the researcher to collect data or test hypotheses using various methods. A sequence of data analyses led to conclusions and recommendations regarding the objectives. This study used the Project SAW as the primary variable. The researcher's thoughts were reflected in the descriptive research design. A structural plan connected the study and showed how all of the key components worked together to try to answer the research questions. The survey analysis was based on descriptive research utilizing a research-based questionnaire. In addition to interviews, it also collected data via phone calls. The researcher gathered data from a group of people via surveys, observations, and data gathering, and analyzed the results to generate numerical statistics. A percentage distribution was used to calculate it.

A research proposal was submitted by the researcher prior to the study's implementation. Having received approval from both the School Head and the parents, the study was conducted with the assurance that all data gathered from student participants would be kept confidential and that their time for lesson discussion would not be hindered by the DepEd Order No. 9 s. 2005 on Instituting Measures to Increase Engage on Time on Task. For the duration of the study, the participant chose a pseudonym, and this pen name was used to code all of the information and data received from respondents. Individuality, generosity, and honesty, as well as other ethical standards related to intellectual interactions, contributed to supporting the consistency of growth and directing the researcher's efforts throughout the investigation. It was also important to gain the School Division's Research Unit's acceptance and endorsement. Every measure that was required to ensure the effectiveness of this action study was taken.

The sports program was disseminated to all 80 student-athletes in Southville IV National High School. Purposive sampling was also utilized since the researcher purposefully selected a population to investigate depending on the characteristics of the setting. Individuals and groups who are



exceptionally knowledgeable or experienced about the topic of interest must be sought out and selected in this manner. (Cresswell and Plano Clark, 2011). As a result, this descriptive-experimental research study was significant in presenting facts concerning the type and condition of the respondent's academic performance and athletic competitiveness. This section emphasizes the nature, condition, and status of current events, as well as what is being done to preserve or further assess the success of such assessments in the academic performance of students who participate in sports activities through the use of a school sports program or Project SAW (Students for the Win). The research was conducted between the third and fourth quarters of the school year because sports competitions began around this time period.

Table1
Population and Sample Size of the Respondents

Grade Level	Frequency (f)	%
7	21	26.25
8	22	27.5
9	19	23.75
10	18	22.5
Total	80	100

Table 1 shows the total of 80 respondents, of which 26.25 percent or 21 were in Grade 7, 22.25 percent or 27.5 percent were in Grade 8, 19 or 23.75 percent were in Grade 9, and 18 or 22.5 percent were in Grade 10. Results reflect that most respondents were in Grade 8, which had the highest percentage of respondents.

RESULTS AND DISCUSSION

1. Respondent's profile in terms of age, gender, number of years competing in sports, and greatest awards obtained

1.1. In terms of Age

Table 2
Demographic Profile in terms of Age

Age	Frequency (f)	%
13	9	11.25
14	18	22.5
15	23	28.75
16	22	27.5
17	8	10
Total	80	100

Table 2 represents the respondents' demographic profile in terms of age. Among all the respondents' ages, 15 years old was the most dominating with 23 or 28.75%, followed by 16 years old with 22 or 27.5%, 14 years old with 18 or 22.5%, 13 years old with 9 or 11.25%, and 17 years old with just 10% or a frequency of 8 (DepEd Order No.79 s. 2011).

1.2. In terms of Sex

Table 3
Demographic Profile in terms of Sex

Sex	Frequency (f)	%
Male	47	58.75
Female	33	41.25
Total	80	100

Table3 shows that there were 47 males or 58.75% of the total, and 33 females, or 41.25%. Male student-athletes account for most of those who answered the survey's questions.

1.3. In terms of the Number of Years as Athlete

Table 4
Demographic Profile in terms of Number of Years as Athlete

No. of Years as Athlete/Player	Frequency (f)	%
0 -2	42	52.5
3-5	28	35
6-8	7	8.75
9 and above	3	3.75
Total	80	100



As can be seen in Table 4, the majority of the players were complete novices. There were 42 or 52.5% of athletes who have 0-2 years of experience; 28 or 35% who have 3-5 years of experience; 7 or 8.75% who have 6-8 years of experience; and the least number of athletes who have nine or more years of experience with a frequency count of 3 or 3.75%.

1.4. In terms of the Highest Awards Received

Table 5
Demographic Profile in terms of the Highest Awards Received

Awards Received	Frequency (f)	%
Bronze	48	60
Silver	32	40
Gold	0	0
Total	80	100

Table 5 displays the awards each respondent has won; the bronze medal was the most prevalent with 48 or 60% followed by silver with 32 or 40% and zero gold awards.

2. Level of students' academic performance and awards obtained in sports competitions without using Project Saw

Table 6
Level of Student-Athletes Academic Performance

Level of Academic Performance	Frequency (f)	%
Poor	18	22.5
Fairly Satisfactory	41	51.25
Satisfactory	15	18.75
Very Satisfactory	4	5
Outstanding	2	2.5
Total	80	100

According to the results of the survey, 18 or 22.5% of student-athletes have poor academic performance; 41 or 51.25% have fairly satisfactory academic performance; 15 or 18.75% have satisfactory academic performance; four or five percent have very satisfactory academic performance, and two or 2.5 percent have

outstanding academic performance. The data suggests that only a small percentage of student-athletes got the exceptional award; this could be because they place a greater emphasis on athletic training than academic engagement. As stated by (Bailey et al., 2009) in their study, it is true that students' involvement in sports can have a significant impact on their academic achievement, especially if they participate in training and tune-up games. This is why many view sports as a hindrance to their educational advancement, as they spend the majority of their time outside the classroom, focusing on sports training rather than classroom teaching and learning activities.

Table 7
Highest Level of Sports Competition

Level of Sports Competition	Frequency (f)	%
School Level	14	17.5
District	25	31.25
Division	30	37.5
Regional	6	7.5
National	3	3.75
International	2	2.5
Total	80	100

According to the data gathered, the highest level of sports competition received by respondents was Division level at 30 or 37.5 %, followed by District level at 25 or 31.25 %, School level at 14 or 17.5 %, Regional level at 6 or 7.5 %, National level at 3 or 3.75 %, and international level at only 2 or 2.5 %. Achievement is critical, even more so when it comes to competition. Students strive to compete at the greatest level of athletics, yet their abilities appear to fall short of expectations. Previous studies have found that victory in athletic competition results in positive academic advancement and achievement. According to (Stead and Nevill, 2010), comprehensive examinations of the association between physical activity and learning behavior indicate that students may certainly gain cognitively from physical activity, including sport, which may result in positive outcomes in their studies.



3. To compare the degree of academic performance and sports, competition awards won by student-athletes after using Project SAW

Table 8
Students' athletes' Academic Performance after the application of Project SAW

Level of Academic Performance	Frequency (f)	%
Poor	0	0
Fairly Satisfactory	9	11.25
Satisfactory	32	40
Very Satisfactory	19	23.75
Outstanding	20	25
Total	80	100

Table 8 summarized the academic achievement of student-athletes who participated in Project SAW, a school sports program. The zero percentage results for low academic performance demonstrated a substantial difference compared to the previous year's report of 51.25 percent; 40 percent or 32 percent for satisfactory; 19 or 23.75 percent for very satisfactory; and 20 or 25 percent for exceptional. This indicates that the implementation of Project SAW resulted in an improvement in the academic performance of student-athletes. As (Hall and Reis, 2018) describe, the concept that sport undoubtedly results in negative outcomes for a variety of school-related academic concerns and individual level is a mistake, as proper scheduling and program training can help develop discipline, which will eventually impact students' academic achievement and sports awards. Additionally, the focus was on the sports program's discourse in order to understand why sport is viewed as a tool for development and how sport helps students and communities evolve into more disciplined individuals.

Table 9
Student Athletes' highest-level sports competition received using Project SAW

Level of Sports Competition	Frequency (f)	%
School Level	0	0
District	0	0
Division	20	25
Regional	45	56.25
National	10	12.5
International	5	6.25
Total	80	100

Table 9 summarizes the results and differences in the awards obtained by students in various levels of sports competitions following their use of the Project SAW. According to the study's findings, there was no percentage at the school or district level, in comparison to the previous year, which had a higher proportion following the implementation of Project SAW. There were 20 or 25% who advanced to the Division level, 45 or 56.25% who accelerated to the regional level, the highest percentage in comparison to the previous year; ten student-athletes improved to the National level with 12.5 percent, and 5 or 6.25 percent evolved to the National Level of sports competition. This is a positive indicator that the sports program being implemented resulted in a significant increase in the level of sports competition received by students in comparison to the previous year. Additionally, the sports program assisted students in coping with classroom pressures. The development of sports programs has resulted in the alleviation of students' boredom and laziness in the classroom. A strategy is a broad intentional use of sport, physical activity, and play to accomplish specific developmental goals that include not only physical development and sports skills but also academic performance and community levels.

These programs can use sport as a lure to direct youth onto activities or mechanisms that promote their academic achievement. Additionally, they can serve as safe environments for adolescents, shielding them from a variety of

uncertain behaviors related to poor educational performance (UNICEF, 2016).

3. School sports program or the Project SAW

The SAW project's objective is to train and strengthen aspiring and future athletes through a variety of sports programs and exercises in order to prepare them to compete internationally in a variety of sports competitions while cultivating a spirit of sportsmanship and ethical behavior that will have the greatest impact on their academic progress and excellence as 21st-century learners. Along with quality education, physical health, and sportsmanship, the MAPEH Department believes that future and aspiring athletes will benefit from superior performance provided by comprehensive sports facilities with creative sports programs, matrix-based matrix sports activities, and eco-friendly training venues. The MAPEH Department is optimistic that the sports program will be most successful when all trainers, coaches, athletes, parents, and stakeholders work cooperatively to fulfill the department's dream for student-athletes to bring home the highest award in athletic competition and to be the pride of the school and community as they improve their academic performance.

Program Objectives

1. Develop future athletes by providing them with the necessary preparation, experiences, and knowledge in their chosen sport and classroom excellence.
2. To enable them to maintain a healthy balance between academics and sports.
3. To aid, support, and guide them not just in athletics, but also in their academic pursuits.
4. Strengthen the spiritual, intellectual, and physical capacities of aspiring and future student-athletes in order for them to compete at the greatest level of the sport.

Periods of the Program/Training Designs

The sports program shall consist of a scheduled and progressive sequence of activities; the type, time, length, and duration of the training shall be determined by the athletes' ages and prior sporting experience; it shall also assess and promote the athletes' growth throughout the training, and it shall discern the various phases of the sporting event when scheduling the sporting activity. The timeframes for the program to be considered and planned shall be classified as:

Training. will influence the athletes' readiness to participate in an event.

Competition. which will require continuous practice until a timeline is prepared and centered on competition;

Adjustment. throughout the recovery period's administration.

These three phases of the sports program's design are critical to the event's success. This would serve as the basis for the athlete's preparation and workout. The growth of sports differs according to the athletic event.

CONCLUSIONS

The following conclusions are formed in light of the study's findings:

1. The majority of student-athletes are novices and youngsters who have never won a gold medal.
2. Only two student-athletes have been recognized at the International Awards competition.
3. Half of the respondents have a fairly satisfactory level of academic performance, while nearly a quarter have a below-average level of performance that resulted in unfavorable results.
4. The results demonstrated a significant difference in academic achievement and level of athletic competitiveness following the implementation of Project SAW.
5. It is strongly advised that the Project SAW (Student-Athletes for the Win) be used to comply with the requirements of DepEd Order No. 79 s. 2011 for all student-athletes.



RECOMMENDATIONS

The following actions are strongly recommended in light of the study's results and conclusions:

1. When selecting a possible athlete, keep in mind the students' age and grade level.
2. Develop their potential and talents as a player and as a student through a rigorous training program.
3. Establish boundaries for the training program; closely monitor time management between training and studies.
4. It may be proposed that teachers allow sufficient time for student-athletes to catch up and complete their activity in order to submit the missing lessons.
5. Other schools interested in recruiting a student-athlete may consider and endorse the proposed Project SAW.

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