

# Impact of Technical Assistance on Student-Athletes' Learning

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**Abstract:** *The major goal of this research is to see how technological help affects student-athlete learning. The goal of this research is to learn more about the obstacles that student-athletes face in terms of academics, athletics, and mental health. Researchers used the descriptive correlational research method to determine the impact of technical assistance on MHPNHS' student-athletes learning. Questionnaire method has been used as their primary data gathering tool and it is a standardized questionnaire used on answering the said study. Results showed 2.41 point of mean and interpreted as "Disagree" on Technical Assistance Questionnaire and 2.31 point of mean and interpreted as "Disagree" on Student-Athletes' Learning Questionnaire. The study's findings led to the following conclusions: first, technical assistance was described as "neutral"; many teachers believe that sports are the true cause of student-athletes' poor academic performance; second, student-athlete learning was similarly described as "neutral"; and technical assistance has an impact on student-athlete learning because it causes mental illness, which is one of the reasons for poor academic performance. Third, the impact of technical Assistance on Student-Athletes' Learning has the evident by 0.244 correlation coefficients. Although the correlation is theoretically positive, the relationship between the variables is weak. Student-athletes should be provided appropriate care and consideration, as well as adequate support from their parents and teachers, in order to increase the variable. Parents and teachers should be patient with their children and students. They can be a supportive observer, allowing their young athlete to make mistakes and giving your athlete space.*

**Keywords - Student-Athletes, Academic Performance, Inadequacy, Rights, Mental Health**

## 1. INTRODUCTION

The daily life of a Student-Athlete is challenging. Student-Athletes face many different problems that can affect their mental health and academic performance. The lack of support from teachers and families makes them even more miserable. It is therefore important to identify the factors that motivate the students to improve their academic performance and also ascertain the reasons for athletic motivation [1]. The scope of school activities used in this particular research is based on the school's academic and sports involvement of the students inside and outside the school premises as well as the concern of MAPEH (Music, Arts, Physical Education, and Health) Teachers whether the school gives equally support in academic and sports activities [2]. Changes in the competitive environment, in- or off-season, may strongly influence the choices that student-athletes make in the academic environment and, thus, affect their overall academic progress [3]. Student-athletes undergo many stressors from academics to their sport. One area of concern suggested by Lazarus (2000) in sports psychology is how detrimental negative emotions are in athletic performance and vice versa [4]. Every Student-athlete needs a support from families and teachers for their academics. In terms of the study habits, the athletes gave their best effort on exams and quizzes, participating in class activities and discussions and in submitting all academic requirements that they've missed right after the competition [5]. It will be considerably more difficult if the student is not supported in their academics.

The main objective of this study is to determine the impact technical assistance on student-athletes' learning. This study hopes to gain a better understanding of the challenges that student-athletes experience in terms of academics, athletics, and mental health. Consequently, the student-athletes will not experience academic difficulties or a mental collapse.

## 2. RELATED WORKS

This study examined the perceptions of students regarding the support of the school between academic and sports activities [2]. It focuses more on the school's support towards sports activities on how will the school provide the students "a healthy mind in a healthy body" in motivating them as well as to promote and sustain the sports activities [2]. Physical activity is central to health, and its importance clearly extends beyond its role in achieving energy balance to prevent any harmful risk factors [2]. However, a lack of assistance can have an impact on a student's mindset. Mental illness is a growing issue for student-athletes [21]. This is something that MHPNHS student-athletes can experience. It will be tough for them to develop study habits if they experience this kind of illness. In terms of the study habits, the athletes gave their best effort on exams and quizzes, participating in class activities and discussions and in submitting all academic requirements that they've missed right after the competition [5]. This will be very difficult for them to make it having this kind of illness. Being a student and an athlete is very challenging. The student-athletes must learn to balance both academic and athletic responsibilities [38]. Student-athletes are a unique student population requiring support for academic, personal, and athletic needs and issues [32]. Injury is a major stressor for athletes and can pose significant challenges. The psychological response to injury can trigger and/or unmask mental health issues [11].

## 3. STATEMENT OF THE PROBLEM

The main problem of this study is to determine the impact of technical assistance on student-athletes' learning. Specially, this study sought answers to the following questions:

1. What is the impact of technical assistance on student athlete?
2. What is the level of student-athlete’s learning?
3. Does the technical assistance significantly influence the student-athletes’ learning?
4. What implications may be derived from the findings of the study?

**4. METHODOLOGY**

The researchers used the descriptive correlational research method. A correlational research is a type of research technique that includes the observation of two variables in order to establish a statistically corresponding relationship between them. Particularly, the aim of this research is to determine the impact of technical assistance on MHPNHS’ student-athletes learning.

The researchers used a questionnaire method for their primary data gathering tool. The questionnaire mainly helps them to organize and collect the expected data from the respondents. It is a standardized questionnaire used on determining the impact of technical assistance on MHPNHS’ student-athletes learning.

Guided by the raosoft software, a calculator for sample size, the respondents of the study composed of 100 out of 191 student-athletes in Marcelo H. Del Pilar National Highschool during the school year 2021-2022. The researchers used random sampling technique or the fish bowl technique in determining the sample from the population.

To gather the necessary data for this study, the researchers utilized two 15-item self-made questionnaire which aims to describe the Technical Assistance and Student-Athletes’ Learning. This questionnaire is a 5-point Likert type questionnaire and was subjected to expert validation.

With a careful approval of Research coordinator of the Marcelo H. Del Pilar National High School after implementing all the comments, suggestions and recommendations during the proposal defense, a letter was sent to the school principal to ask permission to conduct the study. With their approval, the researchers prepared the google forms link indicating the consent form on the first part of the survey and then distribute them to the respondents with the assistance of the researchers’ contact persons per strand/section.

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures was used: mean procedures, frequency counts, and Pearson r coefficient/regression analysis.

**5. RESULTS AND DISCUSSION**

**Technical Assistance**

Table 1. Technical Assistance Questionnaire

Indicators	Mean	Interpretation
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1.) I don’t experienced lack of support from my family and teachers.	2.53	Neutral
2.) I’ve heard negative feedbacks or comments from teachers regarding on the student athlete's academics abilities.	3.09	Neutral
3.) Teachers have treated me unfairly.	2.77	Neutral
4.) Teachers insisted that I couldn't combine academics and sports at the same time.	2.77	Neutral
5.) Teachers believe I am academically incapable.	2.93	Neutral
6.) Teachers give students-athletes a special activity when they are absent or late due to competition.	2.85	Neutral
7.) Teachers do not allow student-athletes to recall the lessons they have missed.	2.72	Neutral
8.) Teachers assumed I am only interested in sports.	2.87	Neutral
9.) I have received negative thoughts from teachers.	2.64	Neutral
10.) Teachers gave me consideration when I have a busy schedule.	2.92	Neutral
11.) Teachers sometimes not allowing me to attend training.	2.73	Neutral
12.) I have experienced misunderstanding with a teacher because of my schedule.	2.8	Neutral
13.) Teachers gave me negative thoughts about continuing my sports.	2.63	Neutral
14.) Teachers say that I will get low grades when I continue being an athlete.	2.71	Neutral
15.) Teachers don’t give me time to do my missed tasks.	2.6	Neutral
<b>Total</b>	<b>2.41</b>	<b>Disagree</b>

Table 1 shows that the technical help on the learning of students-athletes was "Disagree," as evidenced by the average score of 2.41 mean percentage score. This was shown by the following indicators; the student-athletes don’t experienced lack of support from their family and teachers (2.53). The student-athletes heard a negative feedback or comments from teachers regarding on their academic abilities (3.09). They are treated unfairly by teachers (2.77). Student accused of being incapable to do their academics and sports at the same time (2.77). The students are academically incapable 2.93). The

student-athletes have a special activity when they are absent or late due to competition given by their teachers (2.85). Student-athletes did not allow them to recall the lesson they have missed (2.72). Student-athletes are only interested in sports said by teachers (2.87) Student athletes have a consideration when they have a busy schedule (2.92) They can't be excuse sometime on their teachers (2.73). They have experienced misunderstanding with a teacher because of their schedule (2.8). Student-athletes received negative thoughts about continuing their sports from their teacher (2.63). Student-athletes will get low grades when they continue being an athlete (2.71). The student-athletes did not give a time to do their missed task by their teachers (2.6).

A study supported this finding, indicating that sports may be the real source of the low academic progress of athletes [1]. This indicates that certain teachers believe that student-athletes' poor academic performance is due to sports.

**Student-Athletes' Learning**

Table 2. Student-Athletes' Learning Questionnaire

Indicator	Mean	Interpretation
1.) I feel at ease in the classroom when I'm studying.	2.47	Disagree
2.) My self-esteem as an athlete dropped.	2.86	Neutral
3.) It's difficult for me to concentrate on my studies.	3.03	Neutral
4.) I had developed anxiety as a result of my teachers' mistreatment of me.	2.72	Neutral
5.) I experienced burnout as a result of exhaustion in academics and sports.	2.79	Neutral
6.) Support from teachers and family improves the academic and athletic performance of student-athletes.	3.27	Neutral
7.) I found it difficult to comprehend what was being taught to me.	2.94	Neutral
8.) Athletes need understanding of their teachers and parents to escape academic burnout.	3.26	Neutral
9.) I felt less motivated going to school.	2.73	Neutral
10.) I find my school works hard as sometimes I'm unable to attend class.	2.9	Neutral
11.) I have difficulty keeping up with my classmates especially when recitation.	2.98	Neutral

12.) I am having trouble doing my task on time.	2.93	Neutral
13.) I can't focus on discussions.	2.72	Neutral
14.) I sometimes having a hard time to understand the lessons.	2.88	Neutral
15.) I am having a hard time communicating with my teachers.	2.74	Neutral
<b>Total</b>	<b>2.31</b>	<b>Disagree</b>

Table 2 shows that student-athletes learning was "Disagree" as evidenced by the average score of 2.31 mean percentage score. This was shown by the following indicators; they feel at ease in the classroom when they are studying. (2.47). their self-esteem as an athlete dropped (2.86). The student-athletes are having difficulties to concentrate on their studies (3.03). They had developed anxiety as a result of my teacher's mistreatment of them (2.72). They experienced burnout as a result of exhaustion in academic and sports (2.79). The student-athletes improves their academic and athletic performance when they have the support from their teachers and family (3.27) They found it difficult to comprehend what was being taught to them (2.94) Student-athletes needs the understanding of their teachers and parents to escape academic burnout (3.26) They felt less motivated going to school (2.73) They find their homework's hard as sometimes they are unable to attend class (2.9) Student-athletes have difficulty keeping up with class specially when recitation (2.98) They are having trouble doing their task on time (2.93) They can't focus on discussions (2.72) They are sometimes having a hard time to understand the lessons (2.88) They are having a hard time communicating with their teachers.(2.74)

Mental disorder is a growing issue for student-athletes [21]. It means that lack of assistance affects student-athletes' learning since it leads to mental illness, which is one of the reasons why academic performance is declining.

**Impact of Technical Assistance on Student-Athletes' Learning**

Finding reveals that technical assistance has effects on student-athletes' learning, evident by 0.244 correlation coefficients. This means that some of student-athletes found themselves having a hard time on their school activities.

Although technically a positive correlation, the relationship between the variable is weak. The nearer the value is to zero, the weaker the relationship.

**Implications drawn from the findings of the study**

One of the major challenges that student-athletes confront is technical help. It makes individuals hesitant to seek help and understanding. Giving the teachers the information they need to aid the student-athletes is a huge relief. It can help them relax because they have given enough thought and

consideration to what they are doing. It is critical to recognize that balancing learning and playing is difficult. So it's important to understand how to assist these Student-Athletes in improving their performance. Teachers, for example, should provide them adequate time to complete their duties, act as a good advisor, and show encouragement for the athletes. It can help them gain confidence and play and study more effectively. It may relieve some of the pressure they feel when managing their calendars. These factors make life easier for student-athletes.

## 6. CONCLUSIONS

The following conclusions were drawn from the study's findings: first, technical assistance was described as "neutral". Many teachers believe that sports are the true cause of student-athletes' poor academic performance; and second, student-athletes' learning was likewise described as "neutral"; technical assistance has an impact on student-athlete learning because it causes mental illness, which is one of the reasons for poor academic performance. Third, finding reveals that technical assistance has effects on student-athletes' learning, evident by 0.244 correlation coefficients.

## 7. RECOMMENDATIONS

Based on the conclusions of the study, the following are the recommendations: In order for student-athletes to receive support from their families and teachers, they must listen and give attention to the student. They might watch its competition and pay attention to its needs.

In order for students to feel comfortable in the classroom, teachers must let their students know that they are supportive of their sports. Teachers can pay attention to them, provide them chances, and understand their circumstances.

The impact of technical assistance on Student-Athletes' Learning has the evident by 0.244 correlation coefficients. Although the correlation is theoretically positive, the relationship between the variables is weak. Student-athletes should be provided appropriate care and consideration, as well as adequate support from their parents and teachers, in order to increase the variable. Parents and teachers should be patient with their children and students. They can be a supportive observer, allowing their young athlete to make mistakes and giving your athlete space.

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