

Monitoring Student Athlete's Personal Wellness and Sports Engagement Amidst COVID-19 Pandemic

Elona Jane B. Laredo^{1*}, Aprilito C. De Guzman², Nimfa P. Manalo³, Roderick M. Alvarez⁴

¹SSS-III, Department of Education, Governor Feliciano Leviste Memorial National High School, Igualdad St. Lemery, Batangas, Philippines

²Principal IV, Department of Education, Department of Education, Governor Feliciano Leviste Memorial National High School, Igualdad St. Lemery, Batangas, Philippines

³Head Teacher VI, Department of Education, Department of Education, Governor Feliciano Leviste Memorial National High School, Igualdad St. Lemery, Batangas, Philippines

⁴Master Teacher I, Department of Education, Department of Education, Governor Feliciano Leviste Memorial National High School, Igualdad St. Lemery, Batangas, Philippines

Abstract: This study described varsity players' health and mental condition and their engagement to physical activities despite of the pandemic where classes are held through distance learning. This study was conducted for 2 months from the end of February to April 2021. The participants covered 208 public high school students in Governor Feliciano Memorial National High School, Lemery, Batangas. After the approval of the principal, the researcher delivered the letter of request and copies of the questionnaire to the students concerned via messenger and google forms. Then, the responses were collected, summarized and were given proper interpretations and analysis. The study found out that majority of the respondents belong to 14-15 years, male, in Grade 8 level, utilizing modular approach in distance learning, living in rural areas, having 10,000 and below monthly family income and whose parents serve as housewives or househusbands. The varsity players have valued and maintained their personal wellness even in the pandemic and agreed that they encountered difficulties in trainings nowadays. Meanwhile, there is no significant association between the barriers experienced and athlete's wellness condition as well as between the barriers experienced and student athlete's sports engagement. However, there is a significant difference on student athletes' physical wellness and sports engagement when grouped according to their profile variables. An action plan was made and recommended for use to address the identified concerns.

Keywords: athlete, monitoring, personal wellness, sports engagement, pandemic.

1. Introduction

First, the researchers would like to express her sincere gratitude to her principal, Mr. Aprilito De Guzman, for the continuous support, patience, and immense knowledge he shared;

To the department heads, teachers, and students of Governor Feliciano Memorial National High School who helped the

researcher in the realization of this endeavor;

To their friends, for giving motivation and helping the researcher with their valuable suggestions and guidance in various phases of the completion of this action research;

To their special someone for keeping her motivated on her life and academic goals despite of the struggles she faced;

To their Family, for the love, moral support, financial assistance and sweet cheers to motivate the researcher to work at her best;

Above all, to the Almighty God, the author of knowledge and wisdom, for His countless love and unconditional guidance throughout the research work to complete this study successfully. All honor and praises are Yours!

2. Context and Rationale

Sports plays an important role in economic and social growth. Governments acknowledge its importance and even highlighted the contribution it brings to the advancement of women and young people, individuals and communities, as well as to health, education, and social inclusion goals.

The COVID-19 pandemic has spread to almost every country on the planet since it began. Many everyday facets of life, including sport and physical activity, have been affected as a result of social and physical distancing steps, lockdowns of workplaces, schools, and general social life, which have become routine to combat the spread of the disease. To stop the virus from spreading, health officials implemented policies that increased physical separation and limited person-to-person interaction. Closing colleges, community centers, parks, recreational and recreation facilities, and suspending organized sports were among the measures taken.

Health officials issued recommendations for keeping

*Corresponding author: laredoejei14@gmail.com

physical exercise healthy, which included interacting with people from the same household or in small groups while maintaining physical distance. In-home workout activities (e.g., yoga, online fitness classes), outdoor activity during non-peak hours, and proper hand hygiene habits before and after activity were all options for physical activity.

As a result, research on the impact of the pandemic on physical activity, social connections, and mental health has spread quickly. According to a study of parents in Italy and Spain, their children's physical activity levels decreased, screen time increased, and maladaptive emotional and behavioral signs increased. Increased loneliness and less social interactions were linked to increased psychological distress in Germany. After COVID-19 was declared a public health emergency in China, 40% of youth experienced psychological distress (e.g., post-traumatic stress disorder, negative coping, stress).

Like in any other countries, in the Philippines, one of the most affected groups of students during this pandemic are the student-athletes or varsity. As the COVID-19 pandemic has caused widespread instability in the sporting world. Secondary school student-athletes face a diverse set of social and academic challenges as a group. It is critical to recognize some of the particular obstacles this demographic is facing right now, as well as to comprehend where our student-athletes are mentally and physically. This is to ensure that their needs are met and that the population's health and well-being are safeguarded.

Therefore, the researcher who happened to be a MAPEH Teacher in Governor Feliciano Memorial National High School conducted this study this study hoping to track varsity players' health and mental well-being, as well as their engagement in physical activities, considering the pandemic in which classes are delivered through distance learning. Thus, this study will be of big help especially to the teachers and coaches of varsity to assess the students' physical activities particularly in these trying times. This will be a basis of an action plan and would be an addition to the few researchers regarding Health and Physical Education.

3. Innovation, Intervention and Strategy

A. Innovation

- The school provides recorded videos for student-athletes in order to deliver quality workout/exercise programs.
- The school provides/joins health and wellness webinars being provided by the Department of Education.

B. Intervention

- A coach is designated to a specific group of student athletes in order to monitor their trainings/ physical activities/progress.
- Recognitions/awards should be given to students who perform well in physical trainings/sports
- Collaboration/cooperation is needed among coaches, MAPEH teachers and advisers to monitor student-athletes' performance in sports and in academics.

C. Strategy

- *Training Facilities:* Provide the requisite training, development and sports performance facilities.
- *Face to Face preparation:* Implementing and adjusting hygiene protocol, educating student-athletes on the current phase within the protocol, and beginning to welcome student-athletes back to campus for individual.
- *Sports Performance Programming:* Design and deliver a cohesive and integrated Sports Performance Program that offers top-quality mental health, sports psychology, strength and conditioning, rehabilitation, sports medicine and nutrition resources. Focus on utilization of technology, innovation and partnerships with the campus and community.
- *Coaching Staff:* Continue to attract, retain and develop championship-caliber coaches to ensure the maximum development of our student-athletes.

4. Action Research Questions

This study aimed to monitor varsity players' health and mental condition and their engagement to physical activities despite of the pandemic where classes are held through distance learning.

Specifically, this aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Gender
 - c. Grade Level
 - d. Types of Distance Learning
 - e. Residence
 - f. Family Income (monthly)
 - g. Parent's Occupation?
2. How do the athletes assess their current personal health and wellness condition in terms of:
 - a. wellness; and
 - b. engagement to training and sports activities?
3. What is the athlete's level of experience on barriers to training encountered caused by COVID-19 pandemic?
4. Is there a significant relationship between the athlete's current personal wellness condition/ engagement to sports activities and barriers to training?
5. Is there a significant difference between the athlete's physical wellness and engagement to sports activities when grouped according to their profile variables?
6. Based on the findings, what program can be proposed to reinforce student's engagement to sports activities amidst pandemic?

5. Action Research Methods

A. Participants and Other Sources of Data and Information

This study was conducted for 2 months from the end of February to April 2021. The participants covered 208 public high school students in Governor Feliciano Memorial National

High School, Lemery, Batangas. These students comprise Grade 7-10 who composed the school's varsity. 52 participants were from Grade 7, 53 students from Grade 8, 52 students from Grade 9 and 51 students from Grade 10. All of them are student-athletes for the current school year 2021-2022 and enrolled in distant learning- modular type.

Other sources of data and information include primary and secondary data. The primary data came from the research instrument that was used in the study which is the research made questionnaire. The developed questionnaire served as the main gathering instrument which was supported by secondary data from books, journals, articles, theses and electronic resources.

The questionnaire provided a clear direction to guide the respondents in filling up the answers. It contained the difficulties experienced by the students in having their sports engagement nowadays. Likewise, the researcher conducted some interviews and observations with the chosen respondents in order to gather other pertinent information for analysis and interpretation of data.

B. Data Gathering Methods

After checking the validity of the questionnaire, she prepared the copies sufficient for the target populace and sample respondents. Simultaneously, the researcher prepared a letter of request to the head of the school.

The researcher delivered the letter of request and copies of the questionnaire to the students concerned via messenger and google forms. This was strictly done in order to follow safety protocols due to the rising number of COVID-19 cases not only in NCR but also in the province. Then, the researcher retrieved the copies of the questionnaire online. The researcher secured the confidentiality of the results since this was used for educational purposes.

Finally, the responses of the respondents were collected, summarized and were given proper interpretations and analysis based on the answers given in the different problems stated in the study.

C. Data Analysis Plan

To interpret the data collected, the following statistical tools were used to compute and interpret the data. The researcher asked the help of an experienced statistician to do this.

1. *Frequency Count*. This statistical tool was utilized in summarizing the different data gathered using the survey questionnaires and express it into frequency distribution. This was done to make the analysis and interpretation of data systematic.
2. *Percentage*. This was used to indicate the frequency of the sample where scores fall into specific group.
3. *Weighted Mean*. Used to determine the responses on the items that would be rated from a scale of options.
4. *Chi-square* was used in determining significant relationship among the variables. It is a statistic commonly used for testing relationships
5. *T-test*. A t-test is a type of inferential statistic used to determine if there is a significant difference between the

means of two groups, which may be related in certain features.

6. Discussion of Results and Reflection

1) Demographic Profile of the Respondents

Table 1
Distribution of the Students in Terms of Age

Age	Frequency	Percentage
12 to 13 years old	70	33.65
14 to 15 years old	87	41.83
16 years old and above	51	24.52
Total	208	100

The table above shows the respondents' distribution in terms of age. It can be noticed that majority of the respondents belong to 14-15 years old obtaining 87 students equivalent to 41.83 %. This is followed by those who belong to 12-13 years old with 70 students equivalent to 33.65% and the least with 51 students are under 16 years old and above having 51 students or 24.52%.

Table 2
Distribution of the Students in Terms of Gender

Gender	Frequency	Percentage
Male	112	53.85
Female	96	46.15
Total	208	100

Table 2 displays the distribution of students in terms of gender. Majority of the varsity players are male as reflected by 112 students or 53.85% of its population. Meanwhile, 96 students or 46.15% are female.

Table 3
Distribution of the Students in Terms of Grade Level

Grade Level	Frequency	Percentage
Grade 7	52	25.00
Grade 8	53	25.48
Grade 9	52	25.00
Grade 10	51	24.52
Total	208	100

Table 3 shows the distribution of the students in terms of grade level. Majority of the student-athletes are in Grade 8 evidenced by 53 students. Meanwhile, there is an equal distribution between Grade 7 and Grade 9 level as both obtained 52 student-athletes. Lastly, Grade 10 has the least number of varsity players in its level which only listed 51 student-athletes.

Table 4
Distribution of the Students in Terms of Types of Distance Learning

Types of Distance Learning	Frequency	Percentage
Online Learning	0	0.00
Modular Learning	208	100.00
Blended Learning	0	0.00
Total	208	100

Based on the table above, it displays that in terms of type of distance learning, all varsity players who happened to be the student-respondents utilize modular learning approach. No one

took online or blended learning.

Table 5
Distribution of the Students in Terms of Residence

Residence	Frequency	Percentage
Urban	0	0.00
Rural	208	100.00
Total	208	100

Table 5 shows the respondents' type of residence. All of the respondents answered that they live in rural areas. In the Philippines, the rural population or those who lived in areas classified as rural numbered 50.5 million and accounted for 54.7 percent of the total population. In many rural Filipino communities, it is subsistence living, growing and rearing what they eat. Children in rural communities enjoy the space and safety to play outside (PSA, 2021).

Table 6
Distribution of the Students in Terms of Family Income

Family Income (Monthly)	Frequency	Percentage
Above 20,000	8	3.85
16,000- 20,000	7	3.37
11,000- 15,000	7	3.37
10,000 and below	186	89.42
Total	208	100

Table 6 shows the distribution of students in terms of family income. It is evidently reflected that majority of the households where the varsity players live earn 10,000 and below monthly. 8 students belong to a family earning above 20,000 while 7 students belong to families earning 11,000- 15,000 and 16,000-20,000. This means that majority of the students are in the poverty line.

In the case of the Philippines, a minimum wage earner receives a monthly pay ranging from 8,000 to 13,000 depending on which area or region the worker is employed (PSA, 2021). The National Economic and Development Authority even showed that a 10,000 family budget is not enough as it is also affected by a 4.6% inflation rate in the country (Rivas, 2018).

Table 7
Distribution of the Students in Terms of Parent's Occupation

Parent's Occupation	Frequency	Percentage
Professionals	19	9.13
Factory or skilled workers	66	31.73
Housewives or Househusbands	123	59.13
Total	208	100

The last table for the respondents' demographic profile displays the parents' occupation. Majority of the student-respondents answered that their parents serve as housewives or househusbands which obtained 123 varsity players equivalent to 59.13%. It is then followed by those students whose parents are factory or skilled workers with 66 students or equivalent to 31.73%. Ranked least in the population are those whose parents work as professionals obtaining 19 students equivalent to 9.13%. This shows that majority of the varsity players have parents in their house which can guide them in their studies or physical activities.

Filipino parents are usually working long hours or serving on

what a housewife has to do. Research has shown that in rearing of Filipino children, parents' guidance is very crucial but due to financial needs, nowadays, many parents work which resulted to the decreasing importance of the woman's homemaker role (Javier, 2018).

2) *Athletes Personal and Wellness Condition and Sports Engagement Activities*

Table 8
Student Athlete's Personal Wellness

	WM	VI	R
1. I eat healthy foods and observe balance diet.	3.63	SA	4.5
2. I am physically fit because I exercise regularly.	3.56	SA	9
3. I am fully aware of health protocols regarding COVID-19 situation.	3.67	SA	1
4. I am training for my sport but observed physical distance.	3.59	SA	7
5. I remain hydrated and drink enough glasses of water.	3.64	SA	3
6. I have enough sleep and rest.	3.54	SA	10
7. I have access to health care services and readily go for consultation when needed.	3.57	SA	8
8. I keep my communication lines open for my social health.	3.60	SA	6
9. I stay positive at all times.	3.65	SA	2
10. I also take care of my mental health.	3.63	SA	4.5
AVERAGE WEIGHTED MEAN	3.61	SA	

Legend: SA – 3.5 - 4.00; A – 2.5 - 3.49; D – 1.5 - 2.49; SA – 1.00 – 1.49

Table 8 displays the student athlete's personal wellness. The composite mean of 3.61 verbally interpreted as Strongly Agree means that the varsity players value and maintain their personal wellness even in the pandemic. Highest in rank is statement no. 3, "I am fully aware of health protocols regarding COVID-19 situation." with a weighted mean of 3.67 verbally interpreted as Strongly Agree. It is followed by statement no. 9 which states "I stay positive at all times." with a weighted mean of 3.65 verbally interpreted as Strongly Agreed. This just means that majority of the student athletes are knowledgeable regarding government imposed procedures in order to keep citizens safe from the virus and at the same time, protect their mental health by staying positive and hopeful.

According to Asia Society Philippines (2021), public health, business and economies, work, and home environments have been greatly impacted by COVID 19. The pandemic has altered the priorities of all sectors and challenged the leadership and programs of every nation. As schools reopen in the Philippines and the rest of the world, there is now acute attention to the challenges confronting students and the entire education sector in the New Normal. While they stay at home, students are reminded and guided through different platforms regarding strict protocols against the virus.

Moreover, school closure in COVID-19 pandemic era has directly impacted today's young learners. Although more than two thirds of the countries have introduced a platform for distance learning, this program was not successful in underdeveloped countries compared to developed ones with almost 30% of them being able to run a similar program. Yet, Filipinos stay positive, proactive amid coronavirus crisis (Garcia, 2020).

It can also be noted in the table that lowest in rank are statement 6. “I have enough sleep and rest with a weighted mean of 3.54 verbally interpreted as Strongly Agree and statement no. 2, “I am physically fit because I exercise regularly.” with a weighted mean of 3.56. Though considered to get a high score, still, it is alarming that majority of the students answered them the lowest in terms of the indicators which means that getting enough rest and sleep and exercising regularly are their least priorities during the pandemic.

During one of the interviews of the researcher to the athletes, they said that their schedule is affected by many activities to be done in a day because of the modular approach to learning. They suffer from workloads and even forgot to do exercise every day. This is supported by Adonis (2020) who stated that students nowadays are overwhelmed by tasks under ‘new normal’ way of learning.

Table 9
Student Athlete’s Sports Engagement

	WM	VI	R
1. I am very determined to go on with my sport.	3.63	SA	5
2. I see my sport activity as a self- challenge.	3.63	SA	5
3. I train observing correct gear in doing my sport.	3.63	SA	5
4. I have my warm-up exercise first before indulging to heavy sports.	3.66	SA	1.5
5. I am able to indulge to my sport for a long period of time.	3.59	SA	7.5
6. I do engage myself to have my sports’ training regularly.	3.58	SA	9.5
7. I feel active and energetic even after the training.	3.58	SA	9.5
8. I always look forward to my next day training.	3.59	SA	7.5
9. My sport activity is full of meaning and determination.	3.65	SA	3
10. I am happy when I am absorbed in my sport activity.	3.66	SA	1.5
AVERAGE WEIGHED MEAN	3.62	SA	

Legend: SA – 3.5 - 4.00; A – 2.5 - 3.49; D – 1.5 - 2.49; SA – 1.00 – 1.49

Table 9 reveals the student athlete’s sports engagement. The average weighted mean of 3.62 verbally interpreted as Strongly Agree shows that varsity players still engage themselves in physical and sports activities even in the pandemic. Highest in rank are statement no. 4, “I have my warm-up exercise first before indulging to heavy sports.” and statement no. 10 “I am happy when I am absorbed in my sport activity.” which both obtained a weighted mean of 3.66 verbally interpreted as Strongly Agree. This means that student-athletes are properly trained in having warm-up exercise first before playing sports. At the same time, they feel happy in engaging themselves in sports.

This is supported by the study of Kaur *et al.* (2020) which found out that during the initial phase of lockdown, the participants had a negative situational perception and a lack of motivation for fitness exercise. They also showed psychological health concerns and overdependence on social media in spending their free time. However, there was a gradual increase in positive self-perception and motivation to overcome their dependence on gym and fitness equipment and to continue fitness exercises at home. Participants also tended to play music as a tool while working out. The regular fitness workout at home during the lockdown greatly helped them to overcome

psychological issues and fitness concerns.

Meanwhile, lowest in rank are statements no. 6. “I do engage myself to have my sports’ training regularly”, and statement no. 7, “I feel active and energetic even after the training.” both acquired a weighted mean of 3.58 verbally interpreted as Strongly Agree. This means that among the indicators these are the least prioritized yet being done by the student athletes. This calls for consistency of having a regular training and maintaining energy even after it.

Gomez and Conway (2018) explained in their study that to become a top athlete requires time, commitment and carefully planned training. Optimum adaptation to training requires the careful balancing of stress and recovery. The student athlete has to balance all these demands with the additional requirements of an academic program. This can bring unique stresses and challenges to them.

3) Level of Problems/Barriers to Training

Table 10
Level of Problems/ Barriers to Training

	WM	VI	R
1. Local regulations regarding travel, facility closures and public gatherings	3.51	SA	4
2. Lack of access to appropriate facilities	3.50	SA	6
3. Lack of access to appropriate equipment	3.47	A	8
4. Lack of access to training partners	3.50	SA	6
5. Lack of access to coaches/ trainers	3.61	SA	1
6. Fear of exposure to COVID-19	3.57	SA	2
7. Lack of motivation to train	3.50	SA	6
8. Family/ personal responsibilities	3.53	SA	3
9. Too stressed or anxious because of problems	3.40	A	10
10. Body not in good condition	3.41	A	9
AVERAGE WEIGHED MEAN	3.50	SA	

Legend: SA – 3.5 - 4.00; A – 2.5 - 3.49; D – 1.5 - 2.49; SA – 1.00 – 1.49

Table 10 displays the level of problems and barriers to training experienced by student athletes during this pandemic. With an average weighted mean of 3.50, student- athletes agreed that these difficulties really take place among them nowadays. Highest in rank is “Lack of access to coaches/ trainers.” with a weighted mean of 3.57 followed by “Fear of exposure to COVID-19” with a weighted mean of 3.50 and also, followed by “Family/ personal responsibilities” which obtained a weighted mean of 3.53. Majority of the student-athletes strongly agreed on these indicators.

COVID-19 continues to represent the single biggest challenge to contemporary community sport globally. Compliance with social distancing policies, strict return-to-play protocols, and COVID-19 specific training has, perhaps, forever changed the way that children and young people engage in organised sport. Within this context, and while many children and families seek to re-engage with community sport, schools especially sport practitioners have an obligation to ask questions about how the pandemic has impacted youth sport, understand the short- and long-term consequences, and explore what opportunities can be seized to assist and improve future participation and retention (Elliot *et al.*, 2021).

Table 11
Relationship between the Athlete's Wellness Condition/Engagement to Sports Activities and Barriers to Training

Barriers Experienced		Chi-square value	p-value	Decision on H0	Interpretation
	Student Athlete's Personal Wellness	3.596	0.7311	Failed to Reject	Not Significant
	Student Athlete's sports Engagement	5.691	0.4587	Failed to Reject	Not Significant

4) Significant Relationship Between the Athlete's Wellness Condition/Engagement to Sports Activities and Barriers to Training

Table 11 shows the degree of association of the relationship between the athlete's wellness condition/engagement to sports activities and barriers to training. In terms of student athlete's personal wellness, it can be gleaned from the above table that the computed chi – square value of 3.596 revealed a p – value of 0.7311, which is greater than 0.05 level of significance. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant association between the barriers experienced and athlete's wellness condition. Also, the study showed a nominal measure of 0.11 showing a moderate association between the variables tested. In terms of student athlete's sports engagement, it was noted that the computed chi – square value of 5.691 revealed a p – value of 0.4587, which is greater than 0.05 level of significance. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant association between the barriers experienced and student athlete's sports engagement. Also, the study showed a nominal measure of 0.14 showing a moderate association between the variables tested.

Everyone in the sport community is feeling the impact of COVID-19. Events and competitive seasons at all sport levels are being canceled and training facilities are closing. Athletes, coaches, parents, and sport stakeholders are scrambling to develop contingency plans (Byrd *et al.*, 2020). Athletes and sports are not an exemption to the effects of this pandemic. In the field of sports, practice, camps, trainings and preparations for the supposedly scheduled competitions have been totally interrupted much more that our athletes are very much involved in contact sports where social distancing cannot be achieved while playing and practicing. At this point where it has been almost a year since this pandemic started, athletes are encouraged to maintain a conditioning routine during their confinement period at home. They are also encouraged to give more attention to their online studies. While their own expertise in sports remain hampered due to the interruption of athletic events, it is an opportune time to bond with their families while playing the basic sports activities that can be played in their own backyard. This will sort of give balance to their mental and physical conditions.

5) Significant Difference between Student Athlete's Physical Wellness when Grouped According to their Profile Variables

Table 12 shows that there is a significant difference on student athletes' physical wellness when grouped according to their profile variables. Significant differences are noted in terms of age, gender, grade level, family income and parent's occupation while no significant difference was found when it comes to types of distance learning and residence. This means that student athletes have different ways and outlook regarding personal and physical wellness.

Table 12
Difference between Athlete's Physical Wellness when Grouped According to their Profile Variables

Profile Variables	Student Athletes' Physical Wellness			
	F-Value	P-Value	Decision on H0	Interpretation
a. Age	4.097	0.004	Reject	S
b. Gender	5.110	0.001	Reject	S
c. Grade Level	6.443	0.000	Reject	S
d. Types of Distance Learning	1.817	0.129	Failed to Reject	NS
e. Residence	1.391	0.241	Failed to Reject	NS
f. Family Income	2.783	0.029	Reject	S
g. Parent's Occupation	3.698	0.007	Reject	S

Legend: S – Significant

Ns- Not Significant

Table 13
Difference between Student Athlete's Sports Engagement when Grouped According to their Profile Variables

Profile Variables	Student Athlete's Sports Engagement			
	F-Value	P-Value	Decision on H0	Interpretation
a. Age	0.820	0.515	Failed to Reject	NS
b. Gender	2.667	0.035	Reject	S
c. Grade Level	2.469	0.048	Reject	S
d. Types of Distance Learning	3.387	0.001	Reject	S
e. Residence	1.391	0.241	Failed to Reject	NS
f. Family Income	2.783	0.029	Reject	S
g. Parent's Occupation	3.698	0.007	Reject	S

Legend: S – Significant

NS- Not Significant

Table 13 displays the possible difference between student athlete's sports engagement when grouped according to their profile variables. Significant differences are noted in terms of gender, grade level, types of distance learning, family income and parent's occupation while no significant difference was found in terms of age and residence. This means that student athletes have different ways and outlook in engaging themselves in training and sports activities.

A. Reflections

1. Majority of the respondents belong to 14-15 years, male, in Grade 8 level, utilizing modular approach in distance learning, living in rural areas, having 10,000 and below monthly family income and whose parents serve as housewives or househusbands.
2. The varsity players value and maintain their personal wellness even in the pandemic. Majority of them are fully aware of health protocols regarding COVID-19 situation and stay positive at all times. Meanwhile, majority of the varsity players still engage themselves in physical and sports activities even in the pandemic. They still conduct warm-up exercise before the training and feel happy while indulging themselves in sports activities.
3. Majority of the student- athletes agreed that they

encountered difficulties in trainings nowadays. Top among these are lack of access to coaches/ trainers, fear of exposure to COVID-19 and family/ personal responsibilities.

4. There is no significant association between the barriers experienced and athlete’s wellness condition. Also, there is no significant association between the barriers experienced and student athlete’s sports engagement. However, there is a significant difference on student athletes’ physical wellness when grouped according to their profile variables. Significant differences are noted in terms of age, gender, grade level, family income and parent’s occupation. Furthermore, between student athlete’s sports engagement when grouped according to their profile variables,

significant differences are noted in terms of gender, grade level, types of distance learning, family income and parent’s occupation.

7. Conclusion

This paper presented an overview on monitoring student athlete’s personal wellness and sports engagement amidst COVID-19 pandemic.

Table 14
Action plan

KRA	Objectives	Strategies	Persons Involved	Time Frame	Output
1. Development of Personal Wellness	To utilize integrative assessment in different subjects to lessen the workloads of the students in order to have enough rest and sleep Enhance students’ workout/ exercise consistency	Faculty members should plan and collaborate in utilizing Integrative Assessment for students’ performance tasks. -Provide online tutoring/ monitoring/ consultation with the learners through online modalities like video calls, facebook messenger, google meet in terms of proper and regular work out/ exercise	Teachers (Advisers/ Subject Teachers) Learners Coaches MAPEH Teachers Learners Family Members	Year Round	Better Schedule for Students/ Academic-Life Balance Increased Motivation in Doing Regular Exercise/ Daily Workouts
2. Strengthening Student Athlete’s Engagement to Sports Activities	To provide programs that will cater the need for regular sports activities To promote healthy body and maintain athlete’s physical strength before and after the training	Launch sports training programs to be conducted at home and can be monitored online -Conduct virtual meetings with other athletes, group bonding, sharing of difficulties encountered in training -Provide vitamins and food supplements to athletes from LGU and sponsorship from private organizations/ individuals.	Coaches MAPEH Teachers Guest Lecturers Coaches MAPEH Teachers Student Athletes School Admin Coaches SDO- Batangas Province Local Government Unit	Year Round	Standard Sports Training for Student- Athletes Heightened students’ morale and team spirit despite of being distant Healthier Student- Athletes
3. Lessening Barriers	To address the barriers encountered by student athletes in terms of training	Provide adequate number of coaches for student athletes by training more teacher-coaches who will handle student-athlete’s concerns and needs Remove students’ fear of COVID-19 by giving regular and continuous orientation regarding health protocols and safety measures Give parents’ orientation/ coordinate to parents regarding students’ mental health and family responsibility	School Principal Dept. Head Coaches MAPEH Teachers Coaches Teachers SDO Doctor Student Athletes Coaches Advisers Parents Guidance Counselors Athletes	Year Round	Adequate Number of Coaches For Student-Athletes Well Informed and Knowledgeable Student-Athletes Mentally Healthy and Stress Free Student- Athletes

References

- [1] AASP (2020). The COVID-19 Pandemic: Tips for Athletes, Coaches, Parents, and the Sport Community. <https://appliedsportpsych.org/blog/2020/03/the-covid-19-pandemic-tips-for-athletes-coaches-parents-and-the-sport-community/>
- [2] AASP Blog (2020). The COVID-19 Pandemic: Tips for Athletes, Coaches, Parents, and the Sport Community. <https://appliedsportpsych.org/blog/2020/03/the-covid-19-pandemic-tips-for-athletes-coaches-parents-and-the-sport-community/>
- [3] Adonis, Meg (2020). Students overwhelmed by tasks under 'new normal' way of learning. <https://newsinfo.inquirer.net/1346453/students-overwhelmed-by-tasks-under-new-normal-way-of-learning#ixzz6vGPJS9xr>
- [4] Asia Society Philippines (2021). Back-to-School: Challenges for the Philippines and responses from around Asia. <https://asiasociety.org/philippines/asian-perspective>
- [5] Elliot, Sam et al. (2021). Understanding the impact of COVID-19 on youth sport in Australia and consequences for future participation and retention.
- [6] Evans (2020). Sport in The Face of the COVID-19 Pandemic: Towards an Agenda for Research in The Sociology of Sport.
- [7] Garcia, Ves (2020). Filipinos stay positive, proactive amid coronavirus crisis. <https://newsinfo.inquirer.net/1243861/filipinos-stay-positive-proactive-amid-coronavirus-crisis>
- [8] Global Giving (2020). Empowering 50 Student Athletes in the Philippines. <https://www.globalgiving.org/projects/empowering-50-student-athletes-in-the-philippines/reports/>
- [9] Izzicupo (2021). Dual Careers of Athletes during COVID-19 Lockdown. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.657671/full>
- [10] J. Gomez, J. Bradley & P. Conway (2018): The challenges of a high-performance student athlete, Irish Educational Studies.
- [11] Javier, Joyce et al. (2018). Voices of the Filipino Community Describing The Importance of Family in Understanding Adolescent Behavioral Health Needs.
- [12] Johnson, Baker (2019). Komunidad: Life in Rural Philippines. <https://www.vitaminangels.org/stories/komunidad-life-in-rural-philippines>
- [13] Kaur et al. (2020). Physical Fitness and Exercise during the COVID-19 Pandemic: A Qualitative Enquiry. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.590172/full>
- [14] Kaur, Harleen et al. (2020). Physical Fitness and Exercise During the COVID-19 Pandemic: A Qualitative Enquiry. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.590172/full>
- [15] Liu, Isabella Q. (2020). The Impact of COVID-19 Pandemic on High Performance Secondary School Student-Athletes.
- [16] Mirahmadizadeh, Alireza et al. (2020). Evaluation of students' attitude and emotions towards the sudden closure of schools during the COVID-19 pandemic: a cross-sectional study.
- [17] Physiopedia (2021). Physical Activity and COVID-19. https://www.physio-pedia.com/Physical_Activity_and_COVID-19
- [18] PSA (2021). Urban Barangays in the Philippines (Based on 2010 CPH). <https://psa.gov.ph/tags/urban-rural-classification>
- [19] Rivas, Ralph (2018). FACT CHECK: NEDA didn't say family of 5 can live decently on P10,000 a month. <https://www.rappler.com/newsbreak/fact-check/neda-filipino-family-5-members-monthly-budget>
- [20] Shepherd et al. (2021). The Impact of COVID-19 on High School Student-Athlete Experiences with Physical Activity, Mental Health, and Social Connection.
- [21] United Nations (2020). The Impact of COVID-19 on Sport, Physical Activity and Well-Being and its Effects On Social Development. <https://www.un.org/development/desa/dspd/2020/05/covid-19-sport/>
- [22] Vaxjo (2020). The Changes of Training Activity Level in Athletes During The COVID-19 Pandemic: An Analysis of Self-Determination Motivation.
- [23] Woods et al. (2020). The COVID-19 Pandemic and Physical Activity.

Financial Report

The researcher herself funded some expenditures that were incurred during the conduct of the study. These are the following:

Table 15
Expenditures of Action Research

Activity	Cost
Printing of Some Letters and Documents	P150
Internet connection	P 1,500
Load for Mobile Phone (Interview through Calls and Texts)	P500
Total	P 2,150

APPENDIX A

LETTER OF REQUEST/ SURVEY QUESTIONNAIRE

Dear Respondents,

Good day!

The undersigned are currently taking an action research entitled "Monitoring Student Athlete's Personal Wellness and Sports Engagement amidst COVID-19 Pandemic." This aims to monitor varsity players' health and mental condition and their engagement to physical activities despite of the pandemic where classes are held through distance learning.

Kindly answer this questionnaire. Your honest response on this survey will surely help arriving at the most accurate findings that will serve as basis for plan of actions and programs for student athletes. Thus, your participation is earnestly sought.

Rest assured that all the responses will be treated with highest confidentiality and will be used for research purposes only.

Anticipating your kindest response and great help to finish this endeavor. Thank you very much and God bless you, keep safe!

In the spirit of excellence,
ELONA JANE B. LAREDO
SST III-, MAPEH/ Researcher

NIMFA P. MANALO
Head Teacher VI/Researcher

RODERICK M. ALVAREZ
Master Teacher I/Researcher

Noted:

APRILITO C. DE GUZMAN, Ed.D.
Principal IV/Researcher.

SURVEY QUESTIONNAIRE

PART I. RESPONDENT'S PROFILE

Directions: Tick the blank which corresponds to your answer.

- a. Age
 - 12 to 13 years' old
 - 14 to 15 years' old
 - 16 years old and above
- b. Gender
 - Male
 - Female
- c. Grade Level
 - Grade 7
 - Grade 8
 - Grade 9
 - Grade 10
- d. Types of Distance Learning
 - Online Learning
 - Modular Learning
 - Blended Learning
- e. Residence
 - Urban
 - Rural

- f. Family Income (monthly)
 - ___ Above 20,000
 - ___ 16,000- 20,000
 - ___ 11,000- 15,000
 - ___ 10,000 and below

- g. Parent's Occupation
 - ___ Professional
 - ___ Factory or Skilled Workers
 - ___ Housewives/ Househusbands

PART II. ASSESSMENT OF STUDENT'S WELLNESS AND SPORTS ENGAGEMENT

A. STUDENT ATHLETE'S PERSONAL WELLNESS

Directions: Assess your current personal wellness condition. Tick the part which corresponds to your answer. Use the rating scale below:

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- 1- Strongly Disagree

WELLNESS	4	3	2	1
1. I eat healthy foods and observe balance diet.				
2. I am physically fit because I exercise regularly.				
3. I am fully aware of health protocols regarding COVID-19 situation.				
4. I am training for my sport but observed physical distance.				
5. I remain hydrated and drink enough glasses of water.				
6. I have enough sleep and rest.				
7. I have access to health care services and readily go for consultation when needed.				
8. I keep my communication lines open for my social health.				
9. I stay positive at all times.				
10. I also take care of my mental health.				

B. STUDENT ATHLETE'S SPORTS ENGAGEMENT

Directions: Evaluate your sports engagement amidst COVID-19 pandemic. Tick the part which corresponds to your answer. Use the rating scale below:

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- 1- Strongly Disagree

TRAININGS AND SPORTS ACTIVITIES	4	3	2	1
1. I am very determined to go on with my sport.				
2. I see my sport activity as a self- challenge.				
3. I train observing correct gear in doing my sport.				
4. I have my warm-up exercise first before indulging to heavy sports.				
5. I am able to indulge to my sport for a long period of time.				
6. I do engage myself to have my sports' training regularly.				
7. I feel active and energetic even after the training.				
8. I always look forward to my next day training.				
9. My sport activity is full of meaning and determination.				
10. I am happy when I am absorbed in my sport activity.				

PART III. LEVEL OF PROBLEMS/BARRIERS TO TRAINING

BARRIERS EXPERIENCED	4	3	2	1
1. Local regulations regarding travel, facility closures and public gatherings				
2. Lack of access to appropriate facilities				
3. Lack of access to appropriate equipment				
4. Lack of access to training partners				
5. Lack of access to coaches/ trainers				
6. Fear of exposure to COVID-19				
7. Lack of motivation to train				
8. Family/ personal responsibilities				
9. Too stressed or anxious because of problems				
10. Body not in good condition.				

Directions: Assess your level of experience on barriers to training encountered caused by COVID- 19 pandemic. Use the rating scale below:

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- 1- Strongly Disagree

APPENDIX B

DOCUMENTATION/ SURVEYING AND INTERVIEWING



