

A Retrospective Evaluation of Interscholastic Athletic Program of a State University in the Philippines

Marshal C. Defensor

Prince Sultan University, Kingdom of Saudi Arabia

Email: ¹*mdefensor12@gmail.com

ABSTRACT

As a state university for teachers, the Philippine Normal University does not only develop student-athletes' pedagogical content knowledge as future physical education teachers but does also enhance their athletic skills through grassroots and specialized training, including active participation in the State Colleges and Universities Athletic Association-National Capital Region Games (SCUAA-NCR). However, despite the effort, the performance of student-athletes in the SCUAA-NCR has been evidently on the decline. To determine where problems are stemming from, this study conducted a retrospective program evaluation of its interscholastic athletic program. The researcher conducted a focus group and surveyed the respondents (n=267), specifically, student-athletes, coaches, and administrators, using expert-validated instruments. Using Context, Input, Product, Process (CIPP) evaluation model, thematic analysis, and data triangulation technique, the following results were obtained: First, the context evaluation received a passing remark with 4.5% mean; however, pressing issues were also identified. Second, the input evaluation had a mean of 4.13%, but it was the lowest as compared to other components. Third, though the process evaluation obtained a good remark with a mean of 4.22%, enduring gaps persisted. Finally, the product evaluation exposed issues that needed immediate resolution, especially in the areas of facilities, equipment and supplies, administrations, and training programs. This study recommends the proposed comprehensive Strategic Development Plan in addressing the identified issues.

Keywords

Athletic program, interscholastic, retrospective evaluation, state university, student-athletes.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

Introduction

Considerable research on the impacts of athletics on student-athletes has been extensively explored over the years [4,6,9,11]. In the Philippines, the athletic participation serves as a significant factor for the optimal development of the Filipino students. The curriculum developers and policy makers designed Physical Education (PE) as a primary part of both the Basic Education Curriculum of the Department of Education (DepEd) and the tertiary level for the holistic development of learners [8]. To further its goal of providing health benefits and creating lasting positive attitudes towards physical activities in the country, the education agency forms the National Sports Associations (NSAs), which further reinforced the primacy of sports competition using PE and Sports for All [5]. Some premier Philippine universities along with other colleges in the country, namely University of the Philippines, Ateneo de Manila University, University of Santo Tomas, National University, University of Manila, De La Salle College, San Beda College, and the Institute of Accounts, served as the first members of the National Collegiate Athletic Association (NCAA). When the University Athletic Association of the Philippines (UAAP), an association of the "Big Three," namely the University of the Philippines, the University of Santo Tomas, and the National University, was established it was then a takeoff from similar sports leagues in the United States [5]. Along with the NCAA and the UAAP, the Private Schools Athletic Association (PRISAA) was established in February 1953. In the same year, the state schools with collegiate status, such as the then Philippine Normal College now the Philippine Normal University, the Philippine College of Commerce

and the Central Luzon Agricultural College, collectively formed the State Colleges Athletic Association (SCAA), which transformed into its new name State Colleges and Universities Athletic Association (SCUAA). The SCUAA refers to the association of the Philippine public colleges and universities that held its first athletic competition way back in March 1972. It had its regional competition across the country that included the National Capital Region (NCR), thus, called the SCUAA-NCR Games. It is the longest-running state interscholastic athletic association with five (5) state colleges and universities competing for fourteen (14) sports events.

In a regular school setting, the interscholastic athletic program provides an equal opportunity for students to participate in sports, experience sportsmanship, and apply values as they engage with it. It has a strong tertiary interscholastic athletic history where each sport association focuses on helping students to become the better version of themselves through the series of training and commitment to their responsibilities. One premier university that gives attention to the positive contribution of the interscholastic program is the Philippine Normal University (PNU). As one of the founding members of the SCUAA, PNU dedicates itself in upholding excellence through sports. The university stays faithfully committed to promote and develop sports through the proper coordination of various sports development programs and cooperation of multiple stakeholders of the university. It gives value to its mission, thereby supporting its student-athletes in their tough time of dealing with academics and athletic programs. The student-athletes journey has become more meaningful and complete through the help of their respective coaches who lead them

identify their goals and help them set workable objectives to excel in sports. Therefore, the PNU athletes have embodied values, work ethics and discipline that helped them become highly respectable student-athletes. However, despite the effort made, the PNU athletes showed little progress despite the sound and organized program offered to them based on the report of the University Center for Sports and Development in 2018. In fact, in the latest 32nd SCUAA-NCR games held in 2019, PNU ranked 6th place out of seven (7) participating universities. This drastic decline of the PNU student-athlete's performances in the said athletic competition has encouraged the researcher to evaluate the PNU interscholastic athletic program. There must have been gaps and issues in the training, recruiting, and coaching of the student-athletes that the current study sought to find out and explore by evaluating its program through the Context, Input, Product, Process (CIPP) Evaluation Model. It was the primary goal of this research to offer implications for enhancing the program and the athletic performance of the student-athletes in the SCUAA-NCR Meet both in the team and individual games.

Using a more specific lens, the current research desires to ensure the status of the athletic environment, sportsmanship, sports knowledge, competitive attitude, and lifelong learning skills as it contributes to the overall experiences of the athletes and other athletic superiors under such interscholastic athletic program [7]. In concretizing the concept of evaluation, Guerra-Lopez [3] valued the significance of conducting program evaluation as it provides action plans and solutions towards program improvement. As regards to athletic program evaluation, DeJong, Hensley, and Tannehill [2] suggested that it does not only offer relevant information toward program development, but it also taps the athletic directors and coaches to produce physically educated people that can adopt healthy and physically active lifestyles. Subscribing to these views, the present researcher has conceived high interests to evaluate the said interscholastic athletic program. Since there has been no study yet conducted for the PNU-IAP evaluation, this research becomes more significant and relevant today. Using the CIPP Evaluation Model [1], this study, specifically, sought to answer the following questions:

1. To what extent are the following contexts of the PNU interscholastic athletic program complemented with the purpose of the SCUAA-NCR Games: (Context Evaluation)

- a. Mission and Vision
- b. Developmental Goals
- c. Strategic Directions
- d. Objectives

2. How does the PNU CIPP evaluated interscholastic athletic program plan to address the needs for program enhancement concerning the following aspects: (Input Evaluation)

- a. Human Resources
- b. Support and Training Programs
- c. Facilities and Equipment

3. What are the processes implemented by PNU in its interscholastic athletic program for SCUAA-NCR Games in

the last 10 years concerning the following actions: (Process Evaluation)

- a. Program Evaluation Process
- b. Program and Activities Management Process
- c. Decision Making Process

4. What are the outcomes of program evaluation for the improvement of the PNU Interscholastic Athletic Program in the following aspects: (Product Evaluation)

- a. Development of student-athlete educational goals
- b. Addressing educational goals and objectives
- c. Strengths and weaknesses in terms of product evaluation
- d. Recommendations to improve the program product

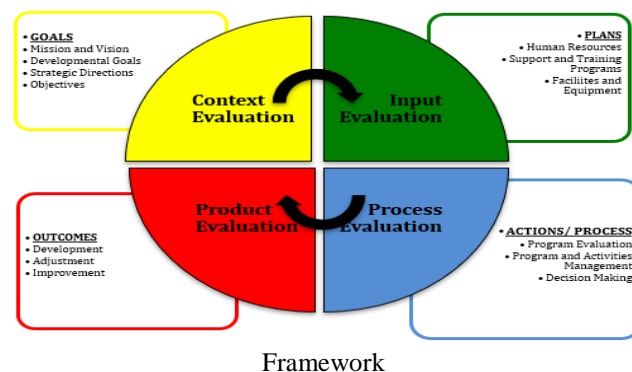
5. What Proposed Enhancement Plan can be integrated with the PNU Interscholastic Athletic Program based on the Context, Input, Process, and Product evaluations?

Methodology

Procedure/Instruments

The present study employed the evaluative research method since it comprehensively involved collecting, analyzing, and integrating quantitative (i.e. survey), and qualitative (i.e. focus group) research. The study likewise adapted the framework from Daniel L. Stufflebeam CIPP Model [1] as shown in figure 1.

Figure 1. Context, Input, Process, Product (CIPP)



Investigating all angles related to the athletic program allowed the research to focus on the PNU Context, Input, Process, and Product. More specifically, the context evaluation pertains to the assessment of goals, mission, and vision, developmental goals, strategic directions, and objectives. Regarding the input evaluation, it evaluates plans that fundamentally serve to better the human resources, support and training programs, and facilities and equipment. The process evaluation, on the one hand, assesses, actions and process to better the program, program and evaluation management, and decision making. The product evaluation, on the other hand, views that outcomes function as an evaluator of the outcomes concerning development, adjustment, and improvement of the interscholastic athletic program for the student-athletes.

In conducting evaluative research, the researcher used a survey to collect the data from the respondents. The researcher sought help from some experts in the field for

validation. The said validation included the descriptive and quantitative instrument validations. On the one hand, the descriptive validation happened for face validation that emphasized the words or phrases used to describe for item assessment. These descriptions were presented as comments, remarks, or suggestions of the experts. On the other hand, the quantitative content validation made use of the 17-item validation checklist.

Three experts validated the tests. The first two validators were hailed from international universities, while the other one serves as a senior faculty of the Institute of Physical Education, Health, Recreation and Dance, and Sports (IPEHRDS) at the Philippine Normal University in the Philippines. The three experts received the questionnaires via e-mails. The results of the validation are shown in Table 1

Table 1. Results of the Summary of the Validators' Level of Acceptability

Item No.	<i>M</i>	<i>SD</i>	Interpretation
1	5.00	0.00	Very Acceptable
2	4.00	0.00	Acceptable
3	4.33	0.58	Acceptable
4	5.00	0.00	Very Acceptable
5	4.00	0.00	Acceptable
6	4.33	0.58	Acceptable
7	4.67	0.58	Very Acceptable
8	4.67	0.58	Very Acceptable
9	4.33	1.15	Acceptable
10	4.00	0.00	Acceptable
11	4.67	0.58	Very Acceptable
12	4.33	0.58	Acceptable
13	4.67	0.58	Very Acceptable
14	4.33	1.15	Acceptable
15	5.00	0.00	Very Acceptable
16	4.67	0.58	Very Acceptable
17	5.00	0.00	Very Acceptable
Overall	4.53	0.58	Very Acceptable

The overall Fleiss Kappa value among the 17 items of the researcher-made evaluation tool in validating EIAP was 0.61 with an interpretation of moderate level of agreement. This finding suggests that the ratings of the three content specialists in evaluating EIAP is moderately consistent with each other. Following the rule of thumb of Fleiss, this Kappa value described the good consistency of the evaluators' ratings. As regards to the reliability of the self-survey questionnaires, the scores of the athletes, coaches and administrators in each segment were subjected to Cronbach's Alpha to determine the reliability of the instrument. Table 2 shows the range and interpretation of the Cronbach's Alpha values for the instrument's reliability.

Table 2. Range and interpretation of Cronbach's Alpha values

Range	Interpretation
0.00 – 0.49	Unacceptable
0.50 – 0.59	Poor
0.60 – 0.69	Questionable

0.70 – 0.79	Acceptable
0.80 – 0.89	Good
0.90 – 1.00	Excellent

Participants

The data were culled from the following respondents (N=267), including athletes, coaches, athletic director and administrator profile (personal data, educational background, playing and coaching experiences); and, retrospective evaluation of the program (alignment of the mission and vision, goals strategic direction, aims, facilities and equipment, budget and activities with the SCUAA-NCR purpose and the Program objectives).

Data collection and analysis / Statistical analysis

Quantitative Data Analysis (Descriptive Data Analysis/ DDA)

These data included the close-ended information pertaining to the following information: (a) Human Resources: athletes, coaches, athletic director, and administrator's profile that included their personal data, educational background, and their playing and coaching experiences; and, (b) The retrospective evaluation of the program that covered the alignment of the program's mission and vision, goals, strategic direction, facilities and equipment, including the budget and its activities. Using the Descriptive Data Analysis procedure, the study obtained the evaluative score from each subcomponent of the survey questionnaire. The tool primarily targeted the standards and sub-focus significant to the study, namely context, input, process, and product. Having the CIPP standard components, the researcher believed that the Descriptive Data Analysis procedure would serve best this study since it supplied numerical data for each question according to their perceived importance and based on explained variability. In evaluating the extent of the PNU athletic program contexts, the researcher highly considered the weights of each sub-focus per question. These weights signified the importance of such subcomponent to the said question. It should also be noted that the researcher gave equal significance to the qualitative data that included the focus groups.

Qualitative Data (Thematic Analysis/ TA)

Acknowledging the relevance of the qualitative data, the researcher also considered focus group interviews to gather the open-ended information. To analyze the interview data and to provide complementing detailed and descriptive results for the statistical findings revealed by the DDA, the researcher employed Braun and Clarke [10] thematic analysis (TA) procedures, alongside Daniel L. Stufflebeam framework in exploring the root cause of the problem. TA pertained to a method for finding, analyzing, organizing, describing, and reporting themes found within a data set [10].

Results & Discussions

Context Evaluation (DDA & TA)

The contexts of PNU interscholastic athletic program complemented with the purpose of the SCUAA-NCR Games

The quantitative results of analysis show that athletes, coaches, and administrators highly rated the context ($M=4.5$, $SD=.765$) in terms of satisfaction. This rating means that athletes and coaches who participated in the program highly recognized the PNU contexts for the interscholastic athletic program as a planned and organized program to respond to the purpose of the SCUAA-NCR Games. Many of the domains found in the context evaluation appeared important for the key respondents to enhance the athletic program. However, concerning the focus group conducted with the respondents, the following themes revealed specific gaps that needed to be addressed at once.

1. Mission and Vision – There is a gap on the PNU mission to deepen students' sports values and the vision to produce skilled and competitive athletes.
2. Development Goals – There is a need for concentration on specific aspect or feature for the enhancement of the athletic program
3. Strategic Goals – There is a need for quality assurance for the betterment of the athletic program
4. Objectives – There is a need for intensification of support in student-athletes participation in the interscholastic program

Input Evaluation (DDA)

The PNU CIPP evaluated interscholastic athletic program plans to address the needs for program enhancement concerning the following aspects: (a) Human Resource; (b) Support and Training Programs; and (c) Facilities and Equipment

The input results show that athletes, coaches, and administrators rated the overall domain satisfactory ($M=4.13$, $SD=.970$). As compared to other 3 subcomponents, this rating was the lowest among other 3 subcomponents. It also affirms that plans for better support and training programs, including the facilities, equipment and supplies, played vital roles in the enhancement of the athletic program. The human resources that included the administrators, coaches, including the athletes agreed that if the facilities, equipment and supplies were inadequate, not updated, and not responsive to the needs of the athletes, then the performance would decline and the chance of a better performance of the athletic program would become impossible.

Process Evaluation (DDA & TA)

The processes implemented by PNU in its interscholastic athletic program for SCUAA- NCR Games in the last 10 years

The process evaluation quantitative result shows that athletes, coaches, and administrators had a satisfactory

rating ($M= 4.22$, $SD=.902$). The athletes and administrators agreed that the current and existing athletic program was manned by competent and professional individuals with good reputation and relationship with the athletes, coaches, and administration. Therefore, program and activities management and decision making seemed working well. However, the scores in facilities, equipment, and supplies persisted as the lowest. This finding suggests that a program evaluation did not happen before. Thus, the finding supports the claim in the input evaluation that there are athletes' needs that must be addressed as part of the improvement and enhancement of the program. As regards to qualitative results, the following findings were generated:

1. Program Evaluation Process
 - a. The administrators are competitive enough to supervise and manage the athletic program, however, they are limited to financial funding for student-athletes sports competence building.
 - b. The administrators are competitive enough to supervise and manage the athletic program, however, they are limited to financial funding for student-athletes sports competence building.
 - c. The athletic director does his job well, however, it stays not enough because of the persistent demands to better the entire program.
2. Program and Activities Management Process
 - a. The student-athletes are undertrained because of the lack of support in the development of the interscholastic performance, funding, and sport specialization.
 - b. There is a loose process of funding or giving other significant support for the interscholastic athletic program.
 - c. There is a loose process of giving support for the equipment and facilities, including the inadequacy of the support that affects readiness and preparedness on interscholastic athletic games.
3. Decision Making Process

The program and activities are not fully releasing the potentials of student-athletes in sports; thus, calibration of the program and activities through unanimous decision for the benefit of the athletes is highly necessary.

Product Evaluation (TA)

The following product evaluation results were drawn based on the findings to improve the PNU standing in the SCUAA-NCR Games

- 1 There is a need to revise the mission and vision of the athletic program, thereby concretizing the purpose of the program and achieving the goal of excelling in the interscholastic athletic competitions.
- 2 There is a need for a well-planned recruitment program for student-athletes.
- 3 There is a need for the intensification of the quality assurance, focus on distinct types of preparatory programs for student-athletes, and the alignment of the coaches' expertise to the sports they are handling, for the betterment of the athletic program.
- 4 There is a need for an intensified support program for the student-athletes' participation in the interscholastic sports competition. The following items must be highlighted

by the program objectives for better performance of the student-athletes in the sports competitions:

a. Providing adequate financial support and scholarship (supporting the working athletes, no to delayed allowances).

b. Systematize the support system from financial, moral, physical, to academic aspects

c. Invest to student-athletes training programs to make them competitive athletes

d. Create competitive financial support and allowance packages that ensure the following aspects:

(1) Provide adequate allowance for the student-athletes

(2) Timely release of student-athlete's allowances

(3) Provide competitive compensation to sports specialists/ coaches

(4) Allocate financial support for outside trainings and exposure of student-athletes to selected sports institutions as part of benchmarking

(5) Provide better and functional facilities and equipment for trainings

(6) Calibrate the grassroots program or the so-called developmental type program of the department to suit the needs of the athletes

(7) Map the program and activity objectives to the general objectives of the interscholastic athletic program.

5. Creation of a competitive and comprehensive sports intervention planning while ensuring the attainment of the following aspects:

a. Mapping of the program objectives to the general purpose of the interscholastic athletic program

b. Adequate facilities and equipment

Proposed Enhancement Plan can be integrated with the PNU Interscholastic Athletic Program based on the Context, Input, Process, and Product evaluations

The researcher made the Philippine Normal University Athletic Program Strategic Development Plan or the PAP Strat Dev Plan with a commitment to develop quality student-athletes who are skilled, fit, and competent for the State Colleges and Universities Athletic Association (SCUAA) games. Most importantly, it aims to intensify the interscholastic athletic program of PNU. Its mission is anchored in the commitments of PNU to achieve the following ideals:

a. Quality education and excellence

b. Knowledge creation and application

c. A culture of sharing and service

d. Growth, efficiency, and accountability

The figure 2 illustrates specific areas of concern found and supported by the quantitative results in the context, input, and process evaluation. To achieve success in the enhancement of the interscholastic athletic program, successive cycles should be given importance. The budget and finance should be increased to allow the athletic director to continue improving the program. The administrators should collaborate with the athletic director and ensure that there is sufficient budget to finance the improvement of facilities, equipment, and supplies for a better athletic program.



Figure 2. PNU Interscholastic Athletic Program Successive Cycle

Conclusion

The reasons behind the continuous decline of Philippine Normal University student-athletes performance in the State Colleges and Universities Athletic Association (SCUAA) games have been explored in this research. Numerous gaps and issues in the training, recruiting, and coaching of the student-athletes have been identified through program evaluation using the CIPP Evaluation Model. It is significant to note that in addressing these issues, the present study proposes the athletic program strategic development plan. While it aims to intensify the interscholastic athletic program of the university, it is also committed to promote the development of quality Physical Education student-athletes to become skilled, fit, and competent for the State Colleges and Universities Athletic Association (SCUAA) games.

References

- [1] D. L. Stufflebeam. The CIPP Model for evaluation. In: Kellaghan T., Stufflebeam D.L. (eds) International Handbook of Educational Evaluation. Kluwer

- International Handbooks of Education. Springer, Dordrecht. 2003
- Academic Advisors for Athletics, 1-2, 2007.
- [2] G. DeJong, L. Hensley, D. Tannehill. National Standards for Physical Education. McGraw-Hill, Reston, VA., 2004.
- [3] Guerra-Lopez, I. Evaluating Impact: Evaluation and Continual Improvement for Performance Improvement Practitioners. Human Resource Development Press, Champaign, IL., 2007.
- [4] R. F. McCarthy. The effect of athletic participation on the academic achievement of high school students. Thesis. Northeastern University Boston, Massachusetts, 2014.
- [5] UNESCO. Innovative practices in physical education and sports in Asia. Bangkok, Thailand. 2008.
- [6] Lumpkin, J. Favor. Comparing the academic performance of high school athletes and non-athletes in Kansas in 2008-2009. Journal of Sport Administration & Supervision, Vol. 4, No. 1, 41-62.
- [7] Lumpkin, S. Stokowski. Interscholastic sports: A character-building privilege. Kappa Delta Pi Record, Vol. 47, No. 3, 124-128. doi: 10.1080/00228958.2011.10516576
- [8] M. Orlanda. Revisiting the service physical education program at the tertiary level: Basis for a revitalized program. Asia Pacific Journal of Multidisciplinary Research, Vol. 3, No. 5, 29-35.
- [9] M. Stucko. Sport participation and academic achievement in high school athletes. Kinesiology, Sport Studies, and Physical Education Synthesis Projects. No. 58, 1-34.
- [10] V. Braun, V. Clarke. Using thematic analysis in psychology. Qualitative Research in Psychology, Vol. 3, No. 2, 77-101. doi: 10.1191/1478088706qp063oa
- [11] N. Tublitz. Re-integrating athletics into academics: Supporting the athletic academic advisor. National Association of