

Structured Sports Activity Training For Jhs Students Of Haligue Silangan National High School, Sy.2025-2026

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Abstract

Sports and structured training play an important role in promoting students' physical fitness, discipline, teamwork, and overall well-being. This action research examined the influence of structured sports activity training among junior high school student-athletes at Haligue Silangan National High School during School Year 2025–2026. Specifically, the study aimed to determine the extent of students' sports activities in terms of cardiovascular endurance, muscular strength, and agility and coordination. It also sought to identify the influence of structured sports activity training on students' participation and engagement, discipline and teamwork, and motivation toward physical education and sports. In addition, the study determined the effectiveness of sports activity training and the challenges encountered by student-athletes during training activities. The study utilized a descriptive quantitative research design involving 50 randomly selected student-athletes from Grades 7 to 10. A researcher-made questionnaire served as the primary instrument in gathering data, while frequency, weighted mean, composite mean, and ranking were used in analyzing the responses.

Findings revealed that the level of students' sports activities was moderate, particularly in cardiovascular endurance, muscular strength, and agility and coordination. Moreover, structured sports activity training was found to have a high influence on students' performance, especially in strengthening discipline, teamwork, participation, and motivation toward sports and physical education. The study also showed that sports activity training was effective in improving students' physical endurance, confidence, and engagement in sports activities. However, student-athletes encountered several challenges, including academic pressure, limited sports facilities and equipment, and physical fatigue during training sessions.

Based on the findings, the researcher proposed Project SPORTS, a structured sports activity program designed to strengthen students' physical fitness, participation, and holistic development. The study further recommends continuous institutional support, improved sports facilities, and sustainable training programs to enhance the overall development of student-athletes.

Keywords: *agility and coordination, cardiovascular endurance, motivation, physical fitness, structured sports activity training, student-athletes, teamwork*

I. Introduction

Sports and physical activities have long been recognized as important components of holistic education because they contribute not only to physical fitness but also to discipline, teamwork, leadership, and resilience among learners. In the school setting, sports activities provide students with opportunities to develop confidence, social interaction, and emotional well-being while improving their physical performance. For junior high school learners, participation in organized sports activities becomes more meaningful because students are at a stage where physical, social, and emotional growth are rapidly developing. Because of this, schools are encouraged to provide structured sports programs that can guide students toward positive growth and development.

Structured sports activity training refers to organized and systematic physical activities guided by clear objectives, schedules, and measurable outcomes. Unlike unstructured or recreational play, structured sports programs provide learners with proper guidance, monitored training, and goal-oriented activities that help improve endurance, strength, agility, discipline, and teamwork. Through organized training, students are given opportunities to strengthen not only their athletic skills but also their character and sense of responsibility.

The integration of structured sports activities in schools is supported by several educational policies and legal frameworks in the Philippines. DepEd Order No. 25, s. 2015, also known as the Policy Guidelines on the Special Program in Sports (SPS), highlights the importance of promoting sports programs that nurture learners' athletic potential and holistic development. Similarly, DepEd Order No. 022, s. 2025 on the Institutionalization of School Sports Clubs emphasizes the significance of strengthening school-based sports participation to improve learners' physical fitness, engagement, and discipline. Moreover, Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 promotes learner-centered education that supports holistic growth and development among students. These policies collectively recognize sports as an essential component of quality education because physical activities contribute to lifelong wellness, character formation, and academic success.

Globally, organizations such as UNESCO and the World Health Organization continuously emphasize the importance of sports and physical activity in promoting health, inclusion, and sustainable development. Participation in sports activities helps reduce sedentary lifestyles, improve physical fitness, and strengthen social relationships among learners. Furthermore, structured sports programs contribute to the development of discipline, teamwork, perseverance, and leadership, which are considered important life skills inside and outside the classroom.

Despite the recognized importance of sports activities, many schools still encounter challenges in implementing sustainable and effective sports training programs. Some student-athletes experience limited access to facilities, equipment, and institutional support, while others struggle to balance academic responsibilities and sports participation. In some instances, students also encounter physical strain, fatigue, injuries, and motivational concerns that affect their participation in training activities. These concerns highlight the need to examine how structured sports activity training influences students' physical fitness, participation, discipline, teamwork, and motivation toward sports and physical education.

Within the context of Haligue Silangan National High School, structured sports activity training is considered an important strategy in strengthening students' physical fitness and holistic development. The school recognizes the need to provide organized and inclusive sports programs that can support student-athletes in improving their skills and performance. However, despite the implementation of sports activities, many student-athletes still face challenges that limit their full participation and development.

This action research aimed to determine the influence of structured sports activity training among junior high school student-athletes of Haligue Silangan National High School during School Year 2025–2026. Specifically, it sought to determine the extent of students' sports activities in terms of cardiovascular endurance, muscular strength, and agility and coordination. It also aimed to identify the influence of structured sports activity training on students' participation and engagement, discipline and teamwork, and motivation toward physical education and sports. Furthermore, the study intended to determine the effectiveness of sports activity training, identify the challenges encountered by students, and propose appropriate training activities based on the findings.

II. Materials and Methods

Research Design

The study utilized a descriptive quantitative research design. This design was considered appropriate because it enabled the researcher to gather numerical data regarding the sports activities and experiences of student-athletes without manipulating variables. Through this approach, the researcher was able to determine patterns, trends, and relationships related to structured sports activity training among junior high school students.

Subjects of the Study

The respondents of the study were 50 randomly selected student-athletes from Grades 7 to 10 at Haligue Silangan National High School during School Year 2025–2026. These students were chosen because they actively participated in school sports activities and represented the school in athletic events. Random selection was utilized to minimize bias and ensure fair representation among the respondents.

Data Gathering Instrument

The primary instrument used in the study was a researcher-made survey questionnaire based on related literature and studies concerning sports activity training and student development. The questionnaire was divided into several parts to address the objectives of the study.

Part I measured the extent of students' sports activities in terms of cardiovascular endurance, muscular strength, and agility and coordination. Part II determined the influence of structured sports activity training on participation and engagement, discipline and teamwork, and motivation toward physical education and sports. Part III assessed the effectiveness of sports activity training, while Part IV identified the challenges encountered by student-athletes during training activities.

To ensure the validity and reliability of the instrument, the questionnaire underwent validation by the school head, sports coordinator, subject coordinator, and research adviser. Necessary revisions were incorporated before the final administration of the instrument.

Data Gathering Procedure

The researcher first secured approval from the concerned authorities before conducting the study. After approval was granted, the questionnaires were distributed to the respondents through Google Forms and printed copies. Respondents were informed about the purpose of the study, and confidentiality of responses was assured. After the retrieval of the accomplished questionnaires, the responses were organized, tabulated, and analyzed using appropriate statistical tools.

Statistical Treatment of Data

The gathered data was analyzed using appropriate statistical tools to ensure accurate interpretation of the responses obtained from the respondents. Frequency and percentage were utilized to determine the distribution of responses and describe the profile of the respondents. Meanwhile, weighted mean was used to determine the extent of students' sports activities, the influence of structured sports activity training, its effectiveness, and the challenges encountered by student-athletes. Composite mean was also employed to obtain the overall average of the responses for each variable included in the study. In addition, ranking was used to identify the highest and lowest indicators based on the computed mean scores. These statistical treatments enabled the researcher to analyze the data systematically and draw meaningful conclusions regarding the influence of structured sports activity training among junior high school student athletes.

III. Results

1. Extent of Students' Sports Activities

The findings revealed that the level of students' sports activities was moderate, with an overall composite mean of 2.86. In terms of cardiovascular endurance, the respondents obtained a composite mean of 2.81, verbally interpreted as Moderate Extent, indicating that students were moderately engaged in endurance-related activities. Meanwhile, muscular strength obtained a composite mean of 2.88, while agility and coordination garnered a composite mean of 2.90, both showing that students actively participated in activities that improved their physical fitness and movement skills. These findings indicate that structured sports activities contributed positively to students' endurance, strength, agility, and coordination through organized training sessions.

2. Influence of Structured Sports Activity Training on Students' Performance

The findings revealed that structured sports activity training had a high influence on students' performance, with an overall composite mean of 3.00. Participation and engagement obtained a composite mean of 2.92, indicating that students were actively involved in sports-related activities and training sessions. Discipline and teamwork garnered a composite mean of 3.10, while motivation toward physical education and sports obtained the composite mean of 2.97, both verbally interpreted as Highly Influential. These findings show that structured sports

activity training positively affected students' discipline, cooperation, participation, and motivation toward sports and physical education.

3. Effectiveness of Sports Activity Training

The findings revealed that sports activity training was effective, with a composite mean of 3.14 and a verbal interpretation of Effective. Improving students' physical performance in school sports obtained the highest weighted mean of 3.30, followed by training sessions that enhance endurance and strength with a weighted mean of 3.18. Meanwhile, motivating students to participate in physical education classes and developing physical and mental resilience both garnered a weighted mean of 3.08, while promoting discipline and focus that contributed to academic performance obtained the lowest weighted mean of 3.06. These findings indicate that structured sports activity training positively contributed to students' physical fitness, resilience, motivation, and overall performance.

4. Challenges Encountered by Student-Athletes

The findings revealed that student athletes often encountered challenges during structured sports activity training, with a composite mean of 2.70 and a verbal interpretation of Often. The top three challenges identified were difficulty in receiving adequate support from teachers, coaches, or peers during training, which obtained the highest weighted mean of 2.90, followed by time constraints in balancing sports training with academic requirements, with a weighted mean of 2.84, and difficulty in maintaining motivation and consistency in sports activities, which garnered a weighted mean of 2.64. These findings indicate that student-athletes experienced challenges related to support systems, academic responsibilities, and motivation during training activities.

5. Proposed Sports Training Activities

Project SPORTS, or Structured Programs for Optimal Resilience, Teamwork, and Success, is proposed to strengthen structured sports activity training among student-athletes of Haligue Silangan National High School. The program includes endurance exercises, strength and agility drills, teamwork activities, leadership opportunities, and motivation-building strategies to improve students' physical fitness, discipline, teamwork, and participation in sports. It also integrates injury-prevention routines and academic balance coaching to support the holistic development of student-athletes.

IV. Discussion

The findings of the study demonstrate that structured sports activity training plays a significant role in improving students' physical fitness, participation, discipline, teamwork, and motivation toward sports and physical education. Through organized and goal-oriented activities, students were able to strengthen their endurance, agility, coordination, and muscular strength while developing positive attitudes toward teamwork and responsibility.

The results also confirm that structured sports activities contribute positively to students' holistic development because learners become more engaged, disciplined, and motivated in participating in school sports programs. Organized training sessions encourage students to

become physically active while developing important life skills such as perseverance, cooperation, and leadership.

However, despite the positive outcomes, several challenges continue to affect the effectiveness of sports activity training programs. Student athletes experienced difficulties in balancing academic responsibilities and sports participation, while limited facilities and equipment affected the quality of training activities. Physical fatigue and risk of injuries also remain among the common concerns encountered by learners during sports training. These findings emphasize the importance of strengthening institutional support, improving sports facilities, and implementing balanced training programs that promote students' safety and well-being.

V. Conclusion

The study concluded that structured sports activity training positively influenced the physical fitness, participation, discipline, teamwork, and motivation of junior high school student-athletes at Haligue Silangan National High School. The findings revealed that students actively participated in sports activities that enhanced cardiovascular endurance, muscular strength, and agility and coordination.

The study revealed that structured sports training had a high influence on students' performance because it strengthened their discipline, teamwork, and motivation toward physical education and sports. Moreover, sports activity training was found to be effective in improving students' physical endurance, confidence, and engagement in sports activities.

Despite these positive findings, student-athletes still encounter challenges related to academic pressure, limited facilities and equipment, and physical fatigue during training sessions. Therefore, schools should strengthen sports development programs, improve institutional support, and provide inclusive and sustainable sports activities that address the needs of student-athletes.

The proposed structured sports activity training program may serve as a guide in improving school-based sports activities and supporting the holistic development of junior high school learners.

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