

Perception of Athletic Scholars toward Sports as a Marketing Tool: Basis for LPU-Laguna Sports Enhancement Development Program

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ABSTRACT

The purpose of this study was to discover athletic scholars' attitudes toward sports as a marketing tool—the foundation for the LPU-Laguna Sports Enhancement Development Program. The researcher aims to: (1) identify the demographic profile of the respondents according to their age, gender, number of years as an athlete, year level, and type of sport; (2) determine the perception of the Athletic Scholars toward sports in their respective schools; (3) determine what benefits the school will offer athletes; and (4) identify if there is a significant relationship between the demographic profile of the respondents and their perception. This study is composed of 44 college student-athletes as respondents. To collect the necessary data, the researcher used quantitative and correlational methods. The data were analyzed using Chi-square or P value; this method helped the researcher find out if there was a significant relationship between the demographic profile of the respondent and their perception toward sport development programs. According to the survey results, the demographic profile has no relation to becoming a student athlete as long as you have skills and a good attitude; additionally, it is shown that the Sports Enhancement Development Program is a facility offering a variety of programs that teach discipline, respect, and focus of mind that may help them apply it in their future and academic path; additionally, it teaches the athletes to overcome their fear and boost their morale and confidence. The researcher must improve the benefits they will be offered to gain more student athletes and to increase the population of students enrolling in them.

Keywords: *Perception of Student Athletes, Sports Enhancement Development Program, Chi-square or P value, Benefits, Improvements (improve).*

INTRODUCTION

Sports are competitive physical activities that use specialized equipment and facilities with unique time and space dimensions, with a high emphasis on breaking records. The instructional program focuses on the teaching of motor skills, fitness, knowledge, and attitudes to all students (Burton, 2011). Sport development has become a leading issue for sport policymakers and sport managers worldwide. Sport development systems have two main goals: to increase the number of active participants in sport and to improve the quality of athletic performances. There are three tasks necessary for an effective pyramid model that have been identified: athlete recruitment, athlete retention, and athlete transitions (2015).

Varsity sports are a part of many colleges and universities in the Philippines. It serves to provide academic opportunities, promote school spirit, and promote the school itself. At the core of a varsity sports program is the student-athlete. They have to train to perform well in their sport as well as study to satisfy their academic responsibilities (2014). Sports participation and academic success of student-athletes have long been discussed. Sports participation, according to critics, may reduce the time available for studying and learning because student-athletes struggled to balance their time between hectic schedules of sports training and the requirements of academic subjects. However, sports enthusiasts claimed that sports participation can motivate student-athletes to achieve harder, raise scholastic ambition, keep them attending school, improve students' academic grades, develop awareness of the benefits of good health,

fitness, and exercise, and understand the spirit of team work, sportsmanship, and camaraderie. Furthermore, research found evidence that student participation in sports and physical activities leads to increased mental and physical alertness; mentally and physically alert students always improved their performances, accomplished more, and were more likely to continue attending school (2014).

Review of Literature

The article of Jean et al. (2014) exhibits a worldwide vision for games through another system that fuses the components essential for a formatively stable way to deal with youth sport associations. The system suggests that adolescent game contribution incorporates three fundamental components: participating in exercises (what) while making associations with others (who) in a particular setting (where). At the point when these three components emphatically communicate, they create a setting that, when rehashed, prompts changes in the individual resources of the members.

This study, according to Trail and Chelladurai (2011), examined the direct and indirect effects of individual characteristics on the relevance of intercollegiate athletic aims and the endorsement of various techniques in intercollegiate sports. Issues and dialogues involving sports interest and scholarly accomplishment have been ongoing for quite some time, according to Montecalbo-Ignacio et al. (2015). Sports fans claimed that investing in any sport helps understudied rivals have "a sound personality and a sound body."

An increasing number of intercollegiate games projects are spending vital resources toward building appealing games offices, preparation and scholastic structures, and exceptional assistance administrations. Vital interests in these areas continue to drive a strong need for major school games programs, all with the goal of improving general school engagement for understudy competitors. Sports development, according to Girginov et al. (2012), need a purposeful approach that involves understanding the establishment and dissemination of links across national game associations (NSOs), members, clubs, and relationships, just as there are between various offices.

Conceptual Framework

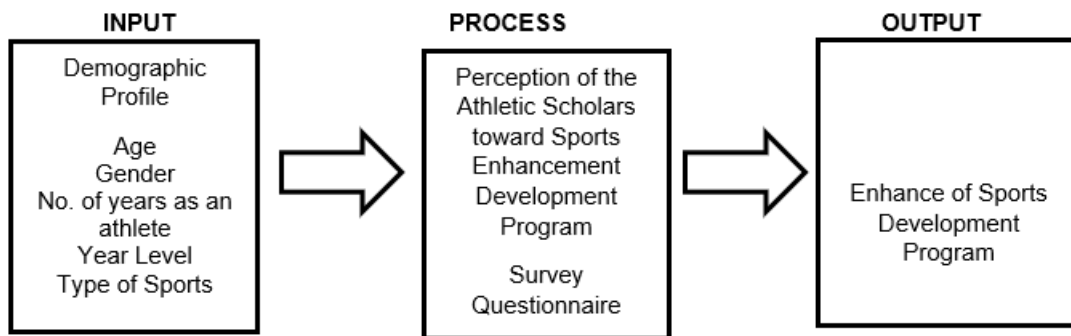


Figure 1. Conceptual Framework

This conceptual framework is a normal one that all researchers use. This figure presents the input, process, and output, or the conceptual framework. The input shows what the dependent variables indicate and the present demographic profile of the respondent. The researchers collected the respondents' age and gender, as well as their grade level, the number of years they have been athletes, and what sports they participate in. We gather data through

the use of a survey questionnaire, which is distributed personally to the respondent. The survey's objective is to obtain the perceptions of the athletic scholars toward the Sports Enhancement Development Program at LPU-Laguna and the benefits of the program. Also, we used the Cronbach test to know if the data that will be gathered will be reliable. With the current input and process, the researcher hopes to provide and propose recommendations to improve the LPU-Laguna Sports Development Program.

Objectives of the Study

The purpose of this study is to look attentively at the athletic scholars at LPU-Laguna. It seeks to understand the players' perspectives to make advice on how to use sports more effectively as a marketing tool. The researcher intends to determine the demographic profile of the respondents in terms of age, gender, number of years as an athlete, year level, and type of sport; to determine the perception of athletic scholars toward sports in their respective schools; to determine what benefits that school will have offered to athletes; to determine the significant relationship of the respondent's perception of athletic scholarship when grouped according to demographic variables.

METHODOLOGY

The researchers collected primary data using quantitative methodologies. This research was designed to address questions about the advantages of the Sports Development Program, Athletic Scholars' perceptions of sports as a marketing tool, and the advancement of the Sports Development Program at LPU-Laguna. The respondents are LPU-Laguna college student-athletes from the volleyball men's, volleyball women's, and basketball men's teams, for a total of forty-four (44) college student-athletes. These individuals are in the best position to be the study's respondents, providing information necessary to improving the distribution performance of student-athletes and the Sports Development Program at the Lyceum of the Philippines University-Laguna.

The researchers administered a five-part survey questionnaire. The first section is the respondent's response based on their demographic profile, the second is the respondent's response if they want to become athletic scholars, the third is the respondent's response if they want to have a sports enhancement development program, the fourth is the respondent's perception of a sports enhancement development program, whether they agree or disagree, and finally, the respondent must scale.

RESULTS AND DISCUSSIONS

Table 1 shows the respondents' demographic profile according to age, gender, number of years as an athlete, grade level, and the kind of sport. According to the statistics acquired, the majority of student athletes at LPU-Laguna are between the ages of 18 and 25 and are playing for about 2 years. According to Lupo et al. (2017)'s research, they must begin being athletes in secondary school between the ages of 13 and 18 and that youth competitors ordinarily start contending around 8 years old and need of a 10 year experience to accomplish first class execution, with 5 to 10 years to contend at the most significant level. Majority of the respondents are in grade 11 and most are playing volleyball. In the study of Anne Bowker, Shannon Gadbois, Becki Cornock (2003) 100 grade grade 11 student completed the measures of sports participation and gender orientation.

Table 1. Demographic profile of the respondents

Category	Frequency	Percent
Age		
14	2	6
15	5	14
16	6	17
17	6	17
17	9	26
18	13	37
Gender		
Male	25	71
Female	9	29
Year		
1	6	17
2	13	37
3	5	14
4	1	3
5	10	29
Grade Level		
Grade 7	0	0
Grade 8	3	9
Grade 9	4	11
Grade 10	7	20
Grade 11	15	43
Grade 12	6	17
Sports		
Volleyball	20	57

Table 2 shows The perception of athletic scholars towards sports as a marketing tool: the foundation for the LPU-Laguna Sports Enhancement Development Program The statement "Sports Development Program is a facility that offers a variety of programs that teach discipline, respect, and mental focus, which may help students/athletes apply it in their future and academic path." received the highest weighted mean of 3.97.

Table 2. Perception of student athletes toward Sport Development Program

Statements	Weighted Mean	Verbal Interpretation
Sports Development Program is a facility offering variety of programs that teach discipline, respect and focus of mind that may help the students/athletes to apply it in their future and academic path.	3.97	Strongly Agree
Sports Development Program teaches athletes to overcome their fears, and to boost their confidence inside and outside the court.	3.94	Strongly Agree

Sports Development Program can enhance athlete's sporting knowledge, ability and general motivation.	3.94	Strongly Agree
Sport Development Program can help the Universities to get interested athletes to enroll on their school.	3.91	Strongly Agree
Sports Development Program aims to assists students/athletes in finding a balance between education and sports, where both can exist and a student can meet their potential in both areas.	3.89	Strongly Agree
Sports Development Program provides student both with additional knowledge around becoming elite performers and uses their sporting gift to support their education.	3.89	Strongly Agree
Composite Mean	3.92	Strongly Agree

Notes: 1.00-1.49 Strongly Disagree 1.50-2.49 Disagree 2.50-3.49 Agree 3.50-4.00 Strongly Agree

Table 3 shows the ranking of incentives. The majority of the student athletes' demands are dormitory space and a monthly allowance. According to Winders (2014), when it comes to important program competitors, most have their education fees covered, but their grants are not guaranteed.

Table 3. Ranking of Incentives given to student athletes

Incentives	Weighted Mean	Rank
Tuition Fee	4.51	1
Apparel	4.4	2
Dormitory	3.37	3
Monthly Allowance	3.14	4

The training program's ranking is shown in Table 4. The training style is the greatest level required for student athletes. Zhestkova, Y.K., Sharifullina, S.R., and Kuznetsova, Z.M. conducted research. (2019), they are designed to help competitors prepare.

Table 4. Ranking of training program given to student athletes

Traing Programs	Weighted Mean	Rank
Training Style	4.71	1
Coaching Qualification	4.6	2.5
Scheduke of Training	4.6	2.5
Equipment	4.37	3

Table 5 reveals that the academic system was the most well-supported system offered to student-athletes by LPU-Laguna. According to Marcella G. Otto et al. (2019), important interest in these areas is driving a large need for substantial school programs, all with the goal of increasing general school comprehension for understudy competitors.

Table 5. Ranking of support system given to student athletes

Support System	Weighted Mean	Rank
Academic	4.51	1
Learning Tools	4.49	2
Transportation	3.14	3

According to table 6 age, gender, years, and sports have no significant association in terms of demographic profile or perception. It signifies that it has nothing to do with whether he or she is perceived to be old or young. In athletics, it makes no difference whether an athlete is young or elderly; age has no bearing. Even whether an athlete is male or female, it does not imply that males are superior to females; they are equal; there is no major difference.

Table 6. Relationship between the demographic profile towards perception

	p-value	Interpretation
Age	.562	Not Significant
Gender	.109	Not Significant
Years	.632	Not Significant
Level	.894	Not Significant
Sports	.380	Not Significant

Notes: If p-value is $<.05$, then significant, If p-value is $>.05$, then not significant

CONCLUSIONS

There are no qualifications to become a student athlete based on the demographic profile findings, which include age, gender, number of years as an athlete, grade level, and sport type, as long as you have talents and a good attitude. The researchers also discovered that respondents highly agreed that the Sports Development Program is a facility that offers a number of programs that teach discipline, respect, and mental concentration and may assist students and athletes utilize them in their futures and academic pathways. They also believe that the Sports Development Program teaches students how to conquer their worries while also boosting their morale and confidence on and off the field. Furthermore, sports development programs can assist colleges in attracting prospective players to their campus. The researchers also determined the athletes' parameters. The first is incentives: athletes must receive free or reduced tuition, free clothes, a free dormitories, and a monthly stipend. Athletes must have a decent training method, a fantastic coach watching over them, a training regimen that works with their schedule, and the essential equipment.

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