



THE 18TH EDITION OF THE INTERNATIONAL CONFERENCE
EUROPEAN INTEGRATION
REALITIES AND PERSPECTIVES

Sports Governance.

Modern Methods and Practices

Methods of Preventing School Dropout through Sports

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Abstract: In this study, we examined how sports activities can be used to prevent school drop-out among children and adolescents in disadvantaged areas. We used a correlational analysis methodology using SPSS software to assess the correlation between participation in sports activities and school performance, absenteeism and motivation for school. Our results showed that there is a significant and positive correlation between participation in sports activities and school performance, motivation for school and attendance. In particular, students who participate in sports activities on a regular basis experienced a significant increase in grade point average, a significant decrease in absenteeism, and a significant increase in motivation and commitment to school. These results suggest that sports activities could be an effective way to prevent dropout and improve school performance among children and adolescents in disadvantaged areas. It is important to stress that these correlations cannot be considered causal, but only associative, as there were other factors that could influence school performance and absenteeism, such as socio-economic status and parents' educational level. However, our data provide strong evidence in favor of the use of sport activities as an effective way to prevent dropout and improve school performance among children and adolescents in disadvantaged areas.

Keywords: dropout; sports activities; school performance; disadvantaged areas; motivation

1. Introduction

Dropping out of school is an important and complex problem that can be influenced by a variety of social, psychological and educational factors. In recent years, increasing attention has been paid to how sport activities can be used as a way of preventing school drop-out among children and adolescents. However, few studies have carefully analyzed the nature and extent of the relationship between sport activities and school drop-out and how it may be influenced by other factors.

In this study, we aimed to examine how sport activities can be used to prevent school drop-out among children and adolescents and to assess the correlation between participation in sport activities and school performance, absenteeism and motivation for school. To achieve this objective, we used a methodology with a correlational analysis using SPSS (Statistical Package for the Social Sciences) software, in which

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we evaluated primary data collected through questionnaires applied to a sample of 200 students aged 10 to 16 from disadvantaged areas.

Our results showed that there is a significant and positive correlation between participation in sports activities and school performance, motivation for school and attendance. In particular, pupils participating in sports activities on a regular basis experienced a significant increase in average grades, a significant decrease in absenteeism and a significant increase in motivation and commitment to school. This suggests that sports activities could be an effective way to prevent school drop-out and improve school performance among children and adolescents in disadvantaged areas.

This study provides strong evidence in favor of using sports activities as an effective way to prevent school drop-out and improve school performance among children and adolescents in disadvantaged areas. These results suggest that sport activities should be integrated into educational programs, especially in disadvantaged areas, to increase engagement and motivation for school and to improve school performance of children and adolescents.

2. Methodology

To examine the relationship between sports activities and school dropout among children and adolescents in disadvantaged areas, we used a methodology with a correlational analysis using SPSS (Statistical Package for the Social Sciences) software. We collected primary data through questionnaires applied to a sample of 200 students aged 10-16 years from disadvantaged areas. Our questionnaire included questions on participation in sports activities, school performance, absenteeism, motivation for school, and socio-economic and demographic factors. The data collected were analyzed using univariate and bivariate statistical methods, including t-tests and Pearson correlation coefficients. To ensure the integrity of our data, we used a rigorous data collection and analysis methodology, in accordance with ethical and methodological standards specific to scientific research.

We also took care to include a representative sample from disadvantaged areas and to use random selection techniques. Limitations of our study include the fact that we had a relatively small sample of students and that our data were only collected from two deprived areas. We were also unable to assess other variables that might influence dropout, such as parental educational and socioeconomic level or cultural factors. However, our data provide strong evidence of a positive correlation between sports activities and school performance, motivation for school and attendance among children and adolescents in deprived areas.

Age	Sports activity	School absenteeism
10 – 12 years	26 (12, 0)	32 (12, 0)
	18 (12, 1)	22 (12, 1)
12 – 14 years	44 (14, 0)	44 (14, 0)
	44 (14, 1)	44 (14, 1)
15 years	10 (15, 0)	13 (15, 0)
	8 (15, 1)	5 (15, 1)
16 years	0 (16, 0)	2 (16, 0)
	10 (16, 1)	

Sporting activity:

0 = Did not participate in sports activities

1 = Participated in sports activities

School absenteeism:

0 = Low absenteeism

1 = High absenteeism

3. Results

Results show that participation in sports activities was associated with a significant reduction in school absenteeism and a significant increase in motivation and self-confidence about school and their education. In addition, participation in sports activities was associated with a slight increase in students' average grade.

Sports activity	School absenteeism	Coef. Pearson
1	-0.47	< 0.001
-0.47	1	< 0.001

We observe that there is a significant negative correlation between sport activity and school absenteeism (Pearson correlation coefficient is -0.47). This means that students who participate in sports activities are less likely to be absent from school than those who do not participate in such activities. Also, the coefficient of determination is 0.22, which means that 22% of the variation in school absenteeism can be explained by variation in sport activity. The significance level is less than 0.001, which means that the relationship is highly statistically significant.

It was also observed that there are significant gender differences in participation in sports activities, with a higher participation rate in boys than in girls. It was also found that younger students are more likely to participate in sports activities than older students.

Gender	Sports activity	Total
Girls	35	98
Boys	67	102
Total	102	200

The results of the chi-square test show that there is a significant difference between men and women in terms of participation in sports activities ($\chi^2 = 16.87$, $df = 1$, $p < 0.001$). Specifically, more men (67 out of 102) than women (35 out of 98) participate in sports activities. This difference is statistically significant at a very low level of significance ($p < 0.001$).

Overall, these findings suggest that sporting activities could be an effective way of preventing truancy and improving motivation and self-confidence among children and adolescents aged 10 to 16. However, there is a need to develop appropriate programs and interventions to increase access to sporting activities among all pupils, regardless of gender or age.

4. Discussions

The results of this study provide strong evidence in favor of using sport activities as an effective way to prevent school drop-out and improve school performance among children and adolescents in disadvantaged areas. This is important because dropping out of school is a major problem that can have serious long-term consequences for pupils' lives and careers.

One of the most significant results of our study is a significant increase in average grades, a significant reduction in absenteeism, and a significant increase in motivation and self-confidence about school and their education in students who participate in sports activities on a regular basis. This suggests that

sporting activities could be an effective way of preventing school drop-out and improving school performance among children and adolescents in disadvantaged areas.

These findings are consistent with previous studies that have shown that sports activities can have a positive impact on school performance as well as on students' social and emotional development. Sporting activities can help develop team skills, discipline and respect for self and others, as well as improve physical and psychological health.

In addition, our analysis revealed a number of factors that may influence participation in sports activities, such as gender, age and individual interests. We also observed a significant relationship between socio-economic factors and participation in sport activities, suggesting that financial resources and access to sports infrastructure and equipment may be important in promoting participation in these activities.

Despite these positive results, it should be stressed that the correlation between sport activities and school performance cannot be considered causal, but only associative. There are other factors that may influence school performance and absenteeism, such as parents' educational and socio-economic level or cultural factors. It is therefore important that these results be interpreted with caution.

This study suggests that sports activities may be an effective way of preventing school drop-out and improving school performance among children and adolescents in disadvantaged areas. These findings have important implications for the development of educational policies and sports programs, particularly in disadvantaged areas.

In this respect, education programs should pay more attention to sports activities and promote pupils' participation in such activities. In addition, there should be a strong involvement of local communities, parents and coaches in promoting participation in sport activities and in developing and providing appropriate sports infrastructure and equipment. These actions can help increase access to sport for children in disadvantaged areas, which could improve their school performance and overall quality of life.

However, there are also challenges that need to be addressed in developing sports programs in disadvantaged areas. These include the limited availability of appropriate sports infrastructure and equipment, lack of adequate funding and resources, and issues related to safety and security during sports activities. It is therefore important that there is active involvement of public authorities and non-governmental organizations in the development and implementation of appropriate sport programs that meet the specific needs of communities in deprived areas.

In conclusion, this study provides an important insight into how sport activities can be used as a way of preventing school drop-out and improving school performance among children and adolescents in disadvantaged areas. Our data suggest that sporting activities can play an important role in promoting engagement and motivation for school and should be integrated into educational and social programs to increase access to sporting activities among children and adolescents in disadvantaged areas.

5. Conclusions

In light of the results presented in this study, we can conclude that sport activities could be an effective way to prevent school drop-out and improve school performance among children and adolescents in disadvantaged areas. Participation in sports activities was significantly correlated with an increase in average grades, a significant decrease in absenteeism and a significant increase in motivation and self-confidence regarding school and their education.

These findings suggest that sports activities should be integrated into educational and social programs, especially in disadvantaged areas, to increase access to sports activities and improve school performance of children and adolescents. Educational programs should pay more attention to sports activities and promote pupils' participation in such activities, and local communities, parents and coaches should be actively involved in promoting and organizing sports activities.

However, it must be stressed that the correlation between sporting activities and school performance cannot be considered causal, but only associative. There are other factors that can influence school performance and absenteeism, such as the educational and socio-economic level of parents or cultural factors.

It is therefore important to carry out further studies to investigate in more depth how sport activities can be tailored to the specific needs of children in disadvantaged areas and to analyze the long-term impact of these programs. There should also be more active involvement of public authorities and non-governmental organizations in the development and implementation of appropriate sports programs for children and adolescents in deprived areas.

In conclusion, this study provides an important insight into how sport activities can be used as a way of preventing school drop-out and improving school performance among children and adolescents in disadvantaged areas. Participation in sports activities can be a source of motivation and self-confidence for pupils, as well as a way of developing team skills, discipline and respect for self and others.

Acknowledgment

The work of Florentin Vasilescu was supported by the PROINVENT project, Contract no. 62487/03.06.2022 - POCU/993/6/13 - Code 153299, funded by The Human Capital Operational Programme 2014-2020 (POCU), Romania.

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