



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2020; 7(2): 69-75
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www.kheljournal.com
Received: 04-01-2020
Accepted: 06-02-2020

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Values gained and human development aspects of cheerleading

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Abstract

The study focused on the relationship between the effects of cheerleading participation and the values gained and aspects of human development such as mental, physical, social, emotional, spiritual and aesthetic aspects among the cheerleading participants in Iligan City in the year 2008-2009. The respondents of the study were the cheerleading participants of the selected schools in Iligan City. The study utilized descriptive – correlation method of research.

The data generated results that cheerleaders should balance their participation in cheerleading to avoid mental stress so as not to affect their studies. It is therefore, highly recommended that teachers must encourage students to join in a cheerleading team, especially the Physical Educators. It is also recommended that the administrators must give scholarship to the students who are qualified to join a cheerleading team.

Keywords: Values, human development, cheerleading

1. Introduction

Cheerleading is considered one of the best sports for the youth which is continually evolving not only in Philippines but throughout the whole world. Cheerleading is an organized activity which involves leading a series of cheers to rally the crowd at sports events (Campbell, 2000)^[4]. The effectiveness of the program is frequently related to the total development of the individual, be this physical or psychological development. In particular, the development of desirable traits is usually attributed to participation in cheerleading. There is a need therefore for teachers and cheerleading organizers to re-orient the cheerleaders the positive outcome derived from such participation.

Personality development for the youth is important; this leads to more interactive and positive comparisons between self and others. Cognizant of its adverse effect to its total development of the individual, the need to know the effect of cheerleading on personality development is important. This study therefore which is entitled “Values Gained and Human Development Aspects of Cheerleading” is deemed necessary to verify the contention that participation in cheerleading indeed has an effect to the development of human aspects.

2. Statement of the problem

This study focuses on the values gained and developed through cheerleading participation and the effects of the participation on the aspects of the human development. It aims to find out from among the selected performing schools in Iligan City whether participation could contribute to the satisfaction of basic need for creative self-expression; promote total health – physical and mental.

It also seeks to answers to the following sub-problems:

1. What is the respondents’ cheerleading participation?

In terms of:

- 1.1 Age;
- 1.2 Gender;
- 1.3 Frequency of practice;

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- 1.4 Duration of practice;
 - 1.5 Number of years in cheerleading;
 - 1.6 Attendance of practice; and
 - 1.7 Interest in cheerleading;
2. What are the values gained through cheerleading participation?
 3. Is there a significant relationship between the effects of cheerleading participation and the values gained and aspects of human development such as mental, physical, social, emotional, spiritual and aesthetic aspects of the cheerleading participants among selected schools in Iligan city?
 4. How do the age, sex, frequency, duration, number of years in cheerleading, attendance and interest impinge in the relationship between the effects of cheerleading participation and the values gained and aspects of human development such as mental, physical, social, emotional, spiritual and aesthetic aspects of the respondents?
 5. How do the values gained and aspects of human development among respondents differ when they are group according to age, sex, frequency, duration, number of years in cheerleading, attendance and interest of the

study? and

6. What action plans can be made based on the results of the study?

3. Objectives

These are the following objectives in Cheerleading Participation:

1. To provide support to schools in the promotion of cheerleading within their own schools and regions. To encourage athletes to develop skill level, enthusiasm, and a repertoire of cheers, chants, stunts, pyramids, and dances.
2. To develop self-esteem, self-confidence and teamwork.
3. To develop social skills through cooperation, commitment and leadership.

4. Conceptual framework

Figure 1 shows the conceptual model of the study. It presents the schematic diagram in which relationships among the effects of cheerleading and values gained and aspects of human development are analyzed. The arrow points to the values gained and aspects of human development believed to be affected by the cheerleading participation.

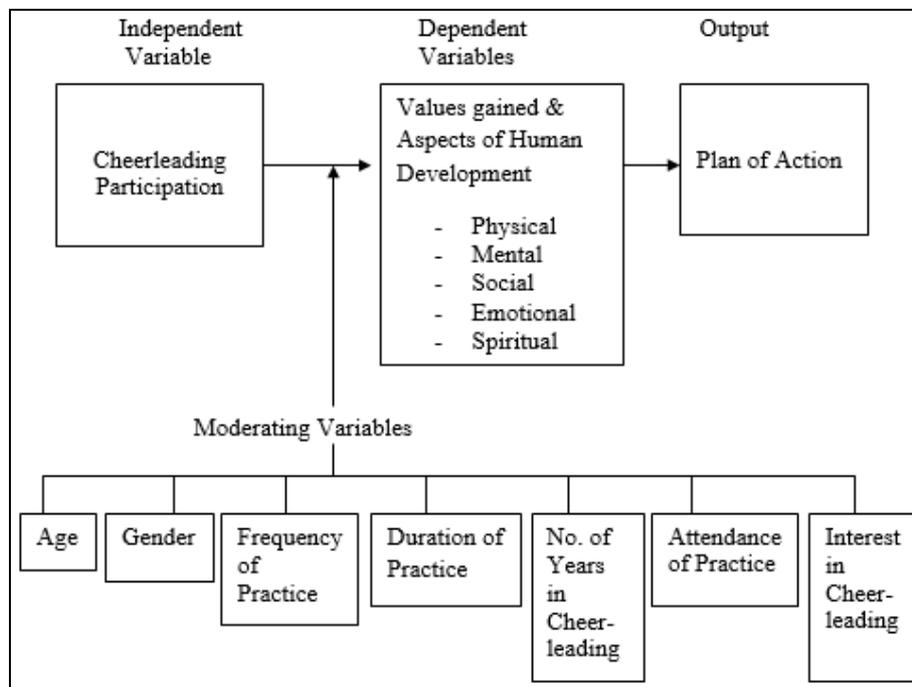


Fig 1: The Paradigm Model

The conceptual framework also determines the relationship between the effects of cheerleading and values gained and aspects of human development and how age, gender, frequency of practice, duration of practice, attendance of practice, number of years in cheerleading and interest in cheerleading interplay in the relationship between independent and dependent variables. Other variables such as socio-economic status, extent of participation, and skills acquired will not have significant effects on aspects of human development in cheerleading participation.

5. Scope and limitation

The study focused on the values gained and human development aspects of cheerleading among selected participating schools in Iligan City in the year 2008-2009. The respondents were the cheer dancers who are actively

participating in the cheerleading program offered by the schools or Institutions in tertiary level. Cheerleading is believed to help human development on different aspects.

The study also includes the variables such as age, gender, number of years in cheerleading, frequency of practice, duration of practice, attendance of practice and interest in cheerleading is believed to interplay in the effects of cheerleading on human development aspects.

The respondents of this study included males and females cheerleading participants in selected performing schools or institutions (private or public sectors). These schools are MSU-Iligan Institute of Technology (College of Education), Iligan Medical College, and St. Peter's College. The study was conducted during their practice inside the school premises. It was done exclusively in Iligan City.

6. Research and methodology

6.1 Locale of the study

Iligan City – the location and place where the study was being conducted, is a highly urbanized city in the province of Lanao del Norte, Philippines, and the province's former capital. It is approximately 795 kilometers southeast of Manila. According to the 2007 census, it has a population of 308,046 people. It is bounded on the north by the municipality of Lugait, Misamis Oriental, to the south by the municipalities of Baloi, Linamon and Tagoloan, Lanao del Norte, to the east by the territories of Lanao del Sur and Bukidnon, and to the west by Iligan Bay. This is also the 2nd largest city in Northern Mindanao next to Malaybalay City. (http://en.wikipedia.org/wiki/Iligan_City)

6.2 Research design

The study utilized the descriptive – correlational method of research, which determined the relationship between the effects of cheerleading participation and values gained and aspects of human development together with other selected variables which were believed to interplay in the relationship between the effects of cheerleading on human development aspects among selected schools in Iligan City. The design was appropriate enough in testing the hypotheses of the study.

6.3 Samples and sampling procedure

The respondents of the study included participants who were active in cheerleading program offered in the different schools or institutions in Iligan City.

The selection of the respondents had been conducted in selected schools or institution in tertiary level such as MSU-Iligan Institute of Technology (College of Education), Iligan Medical College and St. Peter's College.

Based on the cheerleading participants enrolled in selected performing schools of Iligan City, the target sample size by schools were 35 respondents in MSU-IIT, 27 respondents in Iligan Medical College and 31 respondents in St. Peter's College.

6.4 Research instruments

This study made use of self-made questionnaire to gather information to be used to answer the problems formulated in Chapter I.

The self – made questionnaire generated data on the personal profile and other moderating variables among cheerleading participants of selected schools in Iligan City (Appendix C), which composed of three (3) parts. Part I. was designed to generate information on the Respondents Profile such as age, gender, and school/institution; Part 2 was formulated in order to gather information regarding cheerleading participation of Iligan City. Likewise, frequency, duration of practice, number of years in cheerleading, attendance of practice was investigated. Also, other possible reasons of interest in cheerleading were investigated; finally, Part 3 is consisted of values such as psychological, social and mental satisfaction on the respondents' reasons in participating in cheerleading.

To determine the effects of cheerleading participation on the mental, physical, social, emotional, and spiritual aspects of the respondents, a self-made checklist questionnaire was used (Appendix D). Each aspect was composed of ten (10) items and the questionnaire was composed of 50 items. Each aspect of human development consisted of ten (10) items which pertained to cheerleading activity. Choices of responses were as follows: Always, Seldom, Never and were coded with the corresponding following weight: 5 – for always; 3-for seldom; 1-for Never. The following scoring ranges were as follows: 3

- 5 for Always; 2 - 3 Seldom; and 1 – 2 for Never with the highest maximum score of 5 and with the minimum 1. The instruments sought to find answers whether the cheerleading participation together with the other variables was a significant factor which determined the effects of cheerleading on the aspects of human development.

The self – made instrument was validated by using the instruments given to 20 cheerleaders in selected schools of Iligan City to obtain their comments and suggestions. After which, all comments and suggestions were presented and incorporated to the adviser for revisions and then a number of copies of the questionnaire were distributed to the actual number of respondents.

6.5 Data collection method

To insure accuracy and speedy retrieval of data for the study, the researcher personally conducted the fielding of the instruments. A letter had been sent to the different colleges requesting permission for the researcher to conduct the study in the area; and had their members in cheerleading as the respondents. Upon the approval of the request, another letter was given as a waiver for the respondents' cooperation, participation and consent.

Distribution was done personally by the researcher to the respondents before or after the practice in cheerleading inside the school premises at the selected colleges or institution. The meeting with the respondents had unlocked difficulties which were encountered in answering the questions. The aid of interpretation and explanation of the questions was facilitated as well.

After the data was gathered, they were tallied and encoded for processing. Raw and recorded data were keyed in SPSS version 12. The editing of the data was done gradually to insure accuracy.

6.6 Statistical treatment

In the treatment of the data, the following statistical tools were used in summarizing and analyzing the data to arrive at the correct interpretation using the SPSS version.

Descriptive statistics, Frequency of Count and Percentage were used to describe the profile of the respondents in general and to test the values gained in cheerleading participation.

To test the relationship between the effects of cheerleading and human development aspects among selected schools of Iligan City the Multiple Regression and Correlation was used. The data were analyzed using the SPSS program to measure Multiple Regression or Correlation between the independent and dependent variables. To test if there was an interaction effect between the variables, Anova test was used. The Chi-Square Test was used to test the relationship on the effects of independent and dependent Variable.

7. Results and Discussion

7.1 Respondents' values gained

Participation in cheerleading is believed to help the development of the individuals. Through this participation, the cheerleaders can gain values in terms of its psychological, social and mental values. To answer question number 2 from the statement of the problem, the table below (see, table 1) presents the values that can be gained through cheerleading participation based on the findings below.

Not only in sports activities where individuals develop their total human values but also through cheerleading. Through cheerleading participation, table 1 reveals that 46.1% of the cheerleaders believed that cheerleading was a challenging

activity and closely developed their sense of achievement; there were 25.9% who achieved that it could develop their team work, cooperation within the group; 48.4% of the cheerleaders claimed they gained new friends and acquaintances; 34.4% of them agreed they could mentally learn more about the skills in cheerleading; and this was

followed by those who believed that they could learn and acquire new motor skills comprising 24.7% of the respondents.

The findings imply that the above mentioned are the values gained when engaging in cheerleading activities.

Table 1: Espondents' Values Gained Through Cheerleading Participation

Values	Reasons in pursuing cheerleading	Percentage (%)
Psychological	1. Emotional Outlet	10.8
	2. Relief from boredom	9.7
	3. Sense of achievement	25.9
	4. Mental relaxation	7.5
	5. Challenge	46.1
	Total	100
Social	1. Gain new friends and acquaintances	34.4
	2. Be a member of the group.	6.5
	3. Developed team work, cooperation unit within the group.	48.4
	4. Sense of belongingness	6.5
	5. Develop leadership	4.2
	Total	100
Mental	1. Learn and acquire a new motor skills	24.7
	2. Opportunity to master or perfect skills.	10.7
	3. Increase knowledge of the activity	22.6
	4. Develop creativity.	14.0
	5. Learn more about the skills.	28.0
	Total	100

The results are supported by Stattin (1998), that development is construed holistically such as psychological influences. He added that the impact of school activity participation is meaningful only in terms of its functional relation with other developing aspects, the organism as a whole, and its developmental history.

In addition, the above findings on the values gained were supported by the study of Barber and Eccles (2005) ^[8]. According to them, organized activity facilitates healthy development. Cheerleading participation provides a developmental forum for initiative and engagement in challenging tasks and allows participants to express their talents, passion and creativity. He added that through participation, it promotes the development of such assets as social, physical, and intellectual skills.

7.2 Multiple regression and correlation for the aspects of human development vs. the respondents' cheerleading participation.

To answer the first null hypothesis that "there is no significant relationship on the effects of the mental, physical, social, emotional and spiritual aspects of the respondents in terms of age, gender, frequency of practice, duration of practice, number of years in cheerleading, attendance and interest", table shows the results of multiple regression and correlation on the aspects of human development and respondents' cheerleading participation.

Table 2: Summary Results on Multiple Regression and Correlation for All Aspects of Human Development and Cheerleading

Human Aspect	Cheerleading	Significant P-Value
Mental	Significantly related	0.034*
Physical	Not significantly related	0.272 ^{ns}
Social	Not significantly related	0.112 ^{ns}
Emotional	Not significantly related	0.131 ^{ns}
Spiritual	Not significantly related	0.151 ^{ns}

^{ns} not significant at α 0.05, *significant at α 0.05

The table 2 shows the summary results on the significant relationship on the effects of cheerleading and the aspects of human development. It shows that only the mental aspect is significantly related to the effects in cheerleading participation.

The general findings of the significant relationship on the effects of cheerleading among the mental, physical, social, emotional and spiritual aspects of the respondents in terms of age, gender, frequency, duration, number of years in cheerleading, attendance and interest, only the mental aspect was significantly affected in cheerleading participation with the corresponding significant p-value of 0.034. The other aspects; physical, mental, social and spiritual with the corresponding significance of 0.272, 0.112, 0.131, 0.151, which were very much more than the level of significance of 0.05, could not be affected by cheerleading participation. Therefore, the null hypothesis (Ho1) was accepted only in terms of physical, social, emotional and spiritual aspect that there was no significant relationship on the effects of cheerleading participation but the null hypothesis (Ho1) somehow rejected in one aspect of human development which is the mental aspects of human development.

In connection with the results, the findings were supported by the study of Ratus (1992) and Nevid (1992). They found out that as an active human being, one must accommodate and extend the concept of adjustment including self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions.

7.3 Chi-square test for the aspects of human development vs. The respondents' cheerleading participation.

In addition to table 3, table 4 also shows the relationship on the effects of the mental, physical, social, emotional and spiritual aspects of the respondents in terms of age, gender, frequency of practice, duration of practice, number of years in cheerleading, attendance and interest in cheerleading participation.

Relationship on the Effects of the Aspects of Human Development vs. the Respondents' Cheerleading Participation

Cheerleading Participation	Mental	Physical	Social	Emotional	Spiritual
Frequency	6.149*	2.903	3.655	4.763*	1.133
Duration	1.011	0.834	2.685	0.320	5.595*
Number of years	0.617	0.687	0.262	0.395	3.536
Attendance	0.654	3.196	9.675*	4.383*	2.853
Interest	2.346	0.616	1.373	1.817	2.783

*Dependent

As shown above, the mental (6.149) and the emotional (4.763) aspects of human development were dependent on the number of times the cheerleaders had their practices or rehearsals for a week. Both aspects were dependently developed upon its frequency of practice. Aside from this, of all the five aspects, only the spiritual aspect had relationship to cheerleading participation in terms of its number of hours spent for every session. Cheerleaders' spiritual aspects had something to do dependently on its endeavor and dedication to cheerleading participation. This aspect gained greater value of 5.595 using the chi-square test compared to the mental (1.011), physical (0.834), social (2.685) and emotional (0.320) aspects.

This implies that through its duration in cheerleading participation, only the spiritual aspect was dependent among other aspects of human development. In addition, social and emotional aspects of cheerleaders who had regular attendance were found to be dependent. Using the chi-square method, it

was found that the social, with the value of 9.675, and the emotional, with the value of 4.383, were the aspects that were specifically dependent on the regular attendance of the cheerleaders' cheerleading participation. Therefore, regular members of cheerleading team with regular attendance greatly helped their human development - socially and emotionally. On the other hand, the cheerleaders' number of years in cheerleading participation did not have an effect on the relationship on the total development of individual.

7.4 Grouping vs. Aspects of Human Development

To answer the third null hypothesis (Ho3) that "the aspects of human development among respondent does not differ when they are grouped according to age, gender, frequency of practice, duration of practice, number of years in cheerleading, attendance and interest in cheerleading", table 4 shows the results on how they differed when the variables were grouped according to the respondents' cheerleading participation.

Table 4: Grouping vs. Aspects of Human Development

Respondents' Cheerleading Participation	Mental				Physical				Social			
	5	3	1	mean	5	3	1	mean	5	3	2	mean
Age												
16 – 17	31	13	0	2.09	38	6	0	2.24	26	18	0	1.98
18 – 19	33	5	0	1.94	38	0	0	2.04	27	10	1	1.77
Above 19	7	4	0	0.51	10	1	0	0.57	8	3	0	0.53
Gender												
Male	31	7	0	1.89	35	3	0	1.98	29	9	0	1.85
Female	40	15	0	0.83	51	4	0	2.87	32	22	1	2.43
Frequency												
1 – 3 times	55	11	0	3.31	63	3	0	3.48	46	20	0	3.12
4 – 6 times	16	11	0	1.22	23	4	0	1.37	15	11	1	1.17
Duration												
1 – 3 hrs.	53	14	0	3.3	63	4	0	3.52	45	22	0	3.13
4 – 6 hrs.	18	8	0	1.23	23	3	0	1.33	16	9	1	1.16
Number of years												
1 – 3 yrs.	60	17	0	3.77	72	5	0	4.03	50	26	1	3.54
Over 3 yrs.	11	5	0	0.75	14	2	0	0.82	11	5	0	0.75
Attendance												
Absentee	2	0	0	0.11	2	0	0	0.11	2	0	0	0.11
Regular	7	2	0	0.44	7	2	0	0.44	2	7	0	0.33
Irregular	62	20	0	3.98	77	5	0	4.3	57	24	1	3.69
Interest												
Interested	7	0	0	0.38	7	0	0	0.38	6	1	0	0.33
Not Interested	64	22	0	4.15	79	7	0	4.47	55	30	1	3.94

Grouping vs. Aspects of Human Development (continuation)

Respondents' Cheerleading Participation	Emotional				Spiritual			
	5	3	1	Mean	5	3	1	Mean
Age								
16 – 17	34	10	0	2.15	29	13	2	2.0
18 – 19	31	7	0	1.89	28	10	0	1.83
Above 19	10	1	0	0.55	11	0	0	0.59
Gender								
Male	31	7	0	1.89	32	5	1	1.89
Female	44	11	0	2.52	36	18	1	2.53

Frequency								
1 – 3 times	57	9	0	3.35	47	18	1	3.12
4 – 6 times	18	9	0	1.26	21	5	1	1.30
Duration								
1 – 3 hrs.	55	12	0	3.34	49	18	0	3.22
4 – 6 hrs.	20	6	0	1.27	19	5	2	1.20
Number of years								
1 – 3 yrs.	63	14	0	3.84	59	17	1	3.72
Over 3 yrs.	12	4	0	0.77	9	6	1	0.69
Attendance								
Absentee	2	0	0	0.11	2	0	0	0.11
Regular	5	4	0	0.40	5	4	0	0.40
Irregular	68	14	0	4.11	61	19	2	3.91
Interest								
Interested	7	0	0	0.38	7	0	0	0.38
Not Interested	68	18	0	4.24	61	23	2	4.04

As a result, when the variables in cheerleading participation were grouped accordingly, the aspects of human development did not differ. In other words, the null hypothesis (Ho3) was accepted since they did not differ when they were grouped accordingly.

8. Conclusions and Recommendations

8.1 Conclusions

Based on the results of this study, the following conclusions are made:

1. Generally, there are five aspects of human development. These are: mental, physical, social, emotional and spiritual. Among the five aspects stated, four of them do not have a significant relationship to the effects of cheerleading participation; only the mental aspect is significant. Therefore, it is better to balance one's participation in cheerleading to avoid mental stress which can possibly cause failure in academics. On the other hand, physical, social, emotional and spiritual are normally developed in cheerleading participation or in any sports activities for that matter.

In addition, the emotional development of cheerleaders is enhanced through the number of times they practice every week and also through their regular attendance. Also, through their regular attendance during practices, social development is manifested.

2. The aspects of human development do not differ when they are grouped according age, gender, frequency, duration, number of years in cheerleading, attendance and interest in cheerleading. According to Piaget (1967) and Helanko (1967) ^[14], aspects of human development will be developed to the point where they can understand externally the rules of the cheerleading activity as cheerleaders compete by the rules.

8.2 Recommendations

Since the findings revealed that among the five aspects, only the mental aspects have a significant relationship on the effects in cheerleading participation, the following are highly recommended to the following:

1. The Students
The researcher proposes to the concerned teachers and institutions to educate the students on the benefits and values they can get in engaging in the cheerleading team.
2. The Physical Educators
To help fulfill the needs of the students to be a complete well-being, it is highly recommended that teachers must encourage students to join cheerleading team, especially

Physical Educators.

3. The Institute
The researcher proposes to the concerned administrators to support the cheerleading program of the schools. They must provide facilities and equipments for cheerleading trainings to fully develop the skills of the cheerleaders. It is also recommended that the administrators must give scholarship to the students who are qualified for a cheerleading team and that they should assign Physical educators to supervise the cheerleading team.

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