ACADEMIC AID FOR STUDENT-ATHLETE’S POST-COMPETITION EXPERIENCES

by:

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It is a challenge for teachers to guide student-athletes in order to overcome post-competition experiences related to academics. Most often, student-athletes, who after long months of training, hesitate to go back in the classroom. They feel timid and prefer to stay at home rather than in the classroom. It is explained that abrupt change to physical orientation lead them to boredom. Therefore, it is a special task for the teachers to win back and motivate them to attend the regular class and to be incorporated again to the normal classroom set up. This is not an easy or an overnight task. It requires patience and perseverance to help up these student-athletes. This task reflects on the teachers’ responsibility that boils down to their vital role in the lives of the students (Ministry of Education - Guyana, 2018).

It is an imperative for teachers to reach out to these students in order to encourage them to attend again in school. Hence, proper communication is the first stage in helping and reaching out them. Constant communication will enable the students to feel the sense of belonging that was forgotten for the entire period of training. Through conversation, relationship is regained and trust is attained. However, conversation must not be one sided. It should be conducive for them to feel the concern and unconditional love coming from their second parent – teacher.

Regular home visitation is also helpful. It is a way to bridge the gap between school and home for students (Kilgore, 2014). The students need motivation to revitalized his enthusiasm in attending school. On the part of the parents, they feel the concern of teachers as the students’ second parents. Hence, they are encouraged to support the
advocacy of the teachers in winning back the students as well as their attendance in school.

If hesitation persists and student-athletes do not want to go back to school, this should not stop the teachers to help the student-athlete. A modular kit is an alternative for them. This method is tedious on the part of the teachers because they have to prepare ahead of time and do extra effort of handling over the lessons. This unconventional way of instruction helps students with special cases to continue their studies despite physical hindrances. However, constant monitoring should be conducted to monitor progress.

The last is the most important factor for the teachers, it is to not lose hope. Usually hopelessness comes if we have so many expectations from the person we are helping out. But this a selfless effort on helping students who are left behind. Our profession mandates us to be agent of change not only for the students who are willing to participate to our lessons but also to those who are experiencing academic challenges. Thus, we are here for their benefit.

Helping out student-athletes is indeed not an easy task. These students had exerted their efforts to bring prestige to their family, our school and our community. Therefore, they deserve special attention. Likewise, it is our moral obligation as teachers to help them out to go back to our classrooms with open arms and help them to love studying again; thus, be incorporated in a classroom as a regular student. More than anything else, it is because we are fashioned by our vocation that nobody should be left behind.
References:
