

Student-Athletes Involvement in Sports and Their Academic Performance

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Abstract

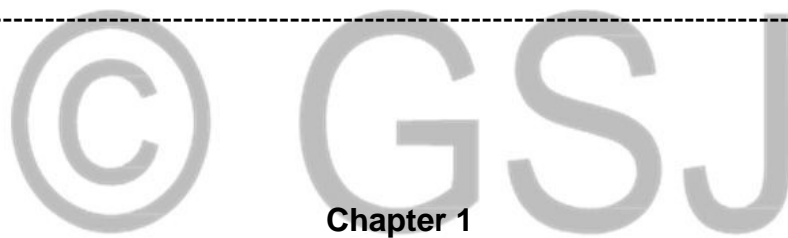
Student-athletes are individuals who actively participate in sports while pursuing their academic education. These students exhibit a unique balance between their athletic commitments and academic responsibilities. Their involvement in sports can have both positive and negative impacts on their academic performance, and it is an area of great interest and concern for educators, coaches, and parents. The study employed the descriptive survey method and the instrument used to collect data was a questionnaire, which provided a quantitative method of data gathering expressed in numerical terms. The result showed that student-athletes had good time management skills and prioritized their tasks to complete schoolwork and assignments on time. The student-athletes performed better in the classroom developed impressive time management skills, felt motivated to complete their school, were motivated to attend classes, and experienced a smoother transition into the student lifestyle. The study provided a unique perspective on student-athletes. It shows that students can have better academic performance despite their tight schedule in sports. Hence, this study concludes that those student-athletes who prioritize and set goals to manage their learning are more likely to experience academic success.

Keywords: *Student-athletes, academic performance, sports time, general percentage average*

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Chapter 1

Student-athletes Involvement in Sports and Their Academic Performance

Sports play a vital role in students' lives. It enhances the physical and mental abilities of students and it has a significant impact on their holistic development. Participating in athletics has been known to improve the cognitive and memory functions of the brain, helping students perform better in tests and academics. Furthermore, traits such as discipline and perseverance also play an essential part in better academic performance.

Montecalbo-Ignacio et al. (2017) stressed that sports fans believe that participating in sports can motivate student-athletes to work harder, increase their academic aspirations, maintain their academic commitment, and improve their

academic performance. Quimbo (2023) argues that balancing studies, sports, and social life may harm student-athletes' performance. However, Felce (2018) contends that it is still achievable.

Balancing sports and academics can challenge high school and college students. With so much time dedicated to sports, there is limited time to do homework, prepare for classes, or study for tests. In the Philippines, extracurricular activities are essential in showing the student's talents, especially in sports. The UAAP tournament in the Philippines is an annual extracurricular activity that enhances and showcases the sports talents of students. This organization organizes different sports such as basketball, volleyball, chess, archery, swimming, baseball, and many more, where some of the chosen students of the participating schools. This organization produces great athletes that can compete in the international leagues and represent the country.

Academics and athletics establish two significant and prevailing social settings that shape and foster student athletes' inspiration, accomplishment, and direct motivation. The academic and athletic settings inside which student-athletes live, accomplish, and flourish to overlook whether character expected sport lead exact and inaccurate way through accomplishment of goals Lescroart (2017). If students can't balance their athletic and academic responsibilities, they risk a decline in their performance in at least one of these areas. A decrease in academic performance in most schools results in the student being withdrawn or strongly encouraged to disengage from sports. Alternatively, if students focus too heavily on their academic studies, their performance and skills may suffer.

Furthermore, Ignacio (2019) stated that some critics also claimed that student-athletes could not flourish in both athletics and academics at the same time. Quimbo

(2023) also added that athletic participation critics would claim that it is detrimental to the students' performance inside the classroom or "outside the court." However, Kots (2021) explained that student-athletes can balance their commitments in studies and practices, including also social activities, relaxation, and sleep. Then planning and time management will keep them ahead in whatever they do.

Brecht (2019), attested in his article that students who are involved in sports tend to focus on these activities more than academic exercises, this leads to difficulties in their academics. Although an influencing aspect in terms of the overall development of a student, it also comes as both a boon and a bane. Students who are holistic enough are good in both their academics and extracurricular activities. Billionid (2022) also stated in his research that "adapting to the new education system and having extracurricular activities like sports might be challenging for student-athletes since they must attend classes and get a passing grade while being an athlete and having practices most of the time." Therefore, some students have low grades because some college athletes spend their time on sports training instead of studying that may affect their academic performance.

Although Cross and Fouke (2019) stated that time management would help student-athletes prioritize tasks effectively in order to meet deadlines and achieve worthy goals. Anselmo (2019) emphasized the importance of academic performance here in the Philippines since some college student-athlete does not know the importance of academic responsibilities like attending classes, studying, and passing their exams.

Thus, the aim of this research is to determine the athletic participation of Fourth-Year College Education Students and their academic achievements during the initial term of the 2022-2023 academic year in Pilgrim Christian College.

Conceptual Framework of the Study

This study is based on CHED Order 63 s. 2017 (Policies and Guidelines on Local Off-Campus Activities). Sports activities referred to in this order are considered non-curricular or non-program-based activities, among others, and are left to the discretion of the concerned Higher Education Institution (HEI) for implementation strategies as long as the safety and security of the students are ensured. Off-campus activities refer to activities that include all authorized Higher Education Institutions curricular and non-curricular activities undertaken outside the premises of the institutions. CHED recognizes the academic freedom of the HEIs in promoting quality education for the continuing intellectual growth, the advancement of learning and research, and the education of high-level professionals while enriching historical and cultural heritage through the conduct of off-campus activities as part of the curriculum (CHED order 63 s. 2017).

Engagement is a term used to describe the degree of students' involvement in both classroom and extracurricular activities, and it is frequently utilized to examine how college affects a range of desired results. According to Rafiullah (2017), the extent to which students participate in such activities is a function of both the students and the college environment. In other words, engagement requires student effort and institutional support through policies and practices that facilitate active participation in such activities.

Regarding their study habits, athletes should strive to do their best on exams and quizzes, actively participate in class activities and discussions, and complete all academic requirements. While it is widely recognized that involvement in school athletics can help them develop time management skills, discipline, and focus, they should also prioritize their academic responsibilities. Additionally, according to Garcia (2019), the higher the academic performance, the higher was the participation of the respondent in school athletics.

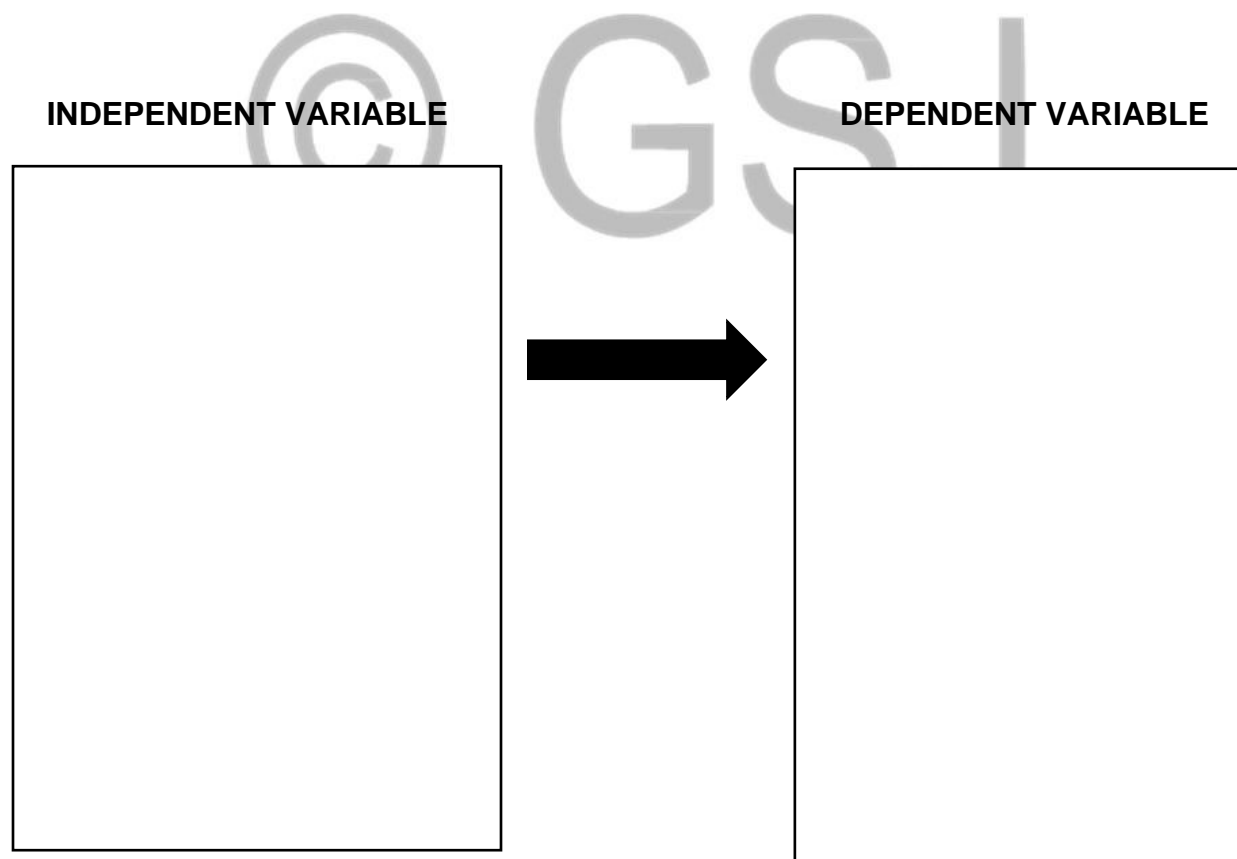


Figure 1

Schematic Diagram showing the interplay between the Independent and Dependent variable of the study.

Statement of the Problem

This study investigated the involvement of sports time and academic time of Fourth-year Education students in school year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the extent of time the student-athletes involve in terms to:
 - 2.1 Academic time;
 - 2.2 Sports time?
2. What is the academic performance of the student-athletes in the First Semester of School Year 2023?
3. Is there a significant relationship between sports time and academic performance among student-athletes in the First Semester of School Year 2023?

Hypothesis

Problems 1 and 2 are hypotheses-free. Problem 3 was tested at a .05 level of significance is stated as:

HO: There is no significant relationship between sports involvement and the academic performance of school athletes.

Significance of the Study

This study investigated the involvement of sports time and academic time of Fourth-year Education students in Pilgrim Christian College in the First Semester of the

School Year 2022-2023. The finding of this study redounded to the benefit of the following:

For teachers, this will serve as their guide in implementing school policies regarding the participation of students in sports activities. That student-athletes can balance their academic and athletic commitment, and in promoting their success both in and out of the classroom.

For parents, it will serve as a basis to support and discipline their children in participating in sports activities. Student-athletes can develop the skills, confidence, and resilience needed to succeed on and off the field.

For students, this study will be the way for student-athletes to stay motivated in sports and to focus on their academic performance. It is essential as athletic achievement opens up opportunities beyond the field.

Future researchers, this study will provide a foundation for future research. Additionally, it aims to better comprehend the specific requirements and difficulties of student-athletes and create effective approaches supported by evidence to help them achieve success both in their sport and academics.

Scope and Limitation

This study focused on fourth-year students at Pilgrim Christian College. Its objective was to investigate the relationship between sports involvement and the academic performance of the respondents.

Definition of Terms

To achieve a better comprehension of the various terminologies used in this study, the operational definitions of the following terms are defined. This will provide clarity and

consistency in language usage, and to ensure that readers understand the concepts being presented.

School Athletic Involvement. Refers to extracurricular activities sponsored by and usually held at school but not part of the academic curriculum. They often involve some time commitment outside of the regular school day.

Non-Academic Activities. Refers to the activities showing skills, talents and, abilities. It also refers to any activities or events that are not directly related to the formal education or curriculum, such as sports, arts, clubs, social events, or community service. These activities can help students develop skills, interests, and relationships outside the classroom.

Academic Performance. Refers to the general weighted average of the Grade Fourth-year College students of Pilgrim Christian College. It also refers to a student's ability to complete educational tasks and achieve learning outcomes as measured by grades, test scores, or other academic indicators. It can also encompass factors such as attendance, class participation, and engagement in academic activities.

Academic Time. Refers to the number of hours and time dedicated to academic pursuits, such as attending classes, studying, completing assignments, and preparing for exams. It is the period during which students engage in educational activities and work towards meeting their learning goals.

Practice Time. Refers to the number of hours that students participate sports activities. It is the period during which the individual focuses on perfecting their technique or performance through repetition and deliberate practice.

Chapter 2

Literature Review

This chapter contains a review of the literature and studies related to the variables of the study. It provided insights for the researcher in pursuing the investigation to determine the impact of sports activities on student's academic performance.

Academic Time

According to Comeaux (2019) One of the most significant challenges facing college athletes is the time needed to effectively combine their dual roles as students and athletes. Student-athletes differ from non-athletes in committing much extra time to their athletic pursuits in addition to their regular academic obligations and scheduling enough time for their personal and social requirements. Athletic participation and academic performance among athletes involved in big-time college sports. Contrary to popular belief, most athletes enter college with optimistic and idealistic goals and attitudes about their impending academic careers.

Kajal (2021) stated that, while universities and athletic departments highlight academics as a top priority and offer academic support systems like tutors and computer centers, the emphasis on balancing the roles of student and athlete is consistently reiterated. However, there are implicit messages and systems in place that encourage college athletes to prioritize athletics over their academic prospects. In addition, according to Bugge (2018), student-athletes at every level of competition are obligated to fulfill academic standards while managing their commitments to both sports

and academics. These responsibilities include attending classes, arranging tutoring and study hall sessions, and completing homework assignments. Additionally, student-athletes are limited to a maximum of 20 hours per week dedicated to athletics-related duties. Meanwhile, Dearman (2017) stated concerns about the increasing demands placed on students not only within the classroom but outside it as well. Parents and educators face the challenging task of balancing the pressures of educational and athletic activities that students encounter. In light of student needs and limited time, educational leaders, along with parents, are faced with making difficult decisions about what opportunities their students should or should not take advantage of and still maintain a high level of achievement.

Scott et al. (2018) conducted multiple regression analysis on the data, which revealed the distinction between the GPA scores of HBCU student-athletes and non-athletes. New educational theoretical models should be developed to train and educate student-athletes. Further research will use experimental mix methods procedure using pre and post-test conditions along with experimental research design and method using secondary data sources.

The majority seemed to agree with the specific limits of athletically related activities. They also wanted to add three activities – travel time, compliance meetings, and team promotional activities – without increasing their weekly time commitment. They also advocated for a minimum of eight hours of overnight break between practices, games, or team meetings. Additionally, they suggested limiting athletic activities during exam periods and allowing student-athletes to pursue educational or career development opportunities.

In addition, David Frank (2021) states that despite saying that they support the education of their student-athletes, coaches have a conflict of interest. By demanding more and more practice time, coaches are doing their student-athletes a disservice and taking them away from their studies.

Sports Time

According to Marques (2018), engaging in specific sports can bring significant benefits to the academic performance of adolescents. While these advantages are likely influenced by improved cardiorespiratory fitness, sports that involve intricate motor skills and individual participation may directly contribute to academic achievement. It is crucial for students to maintain continued involvement in sports to ensure academic success. According to Holloway (2017), many educators support the idea that extra-curricular activities, especially athletics, can enhance academic performance. Although there is a debate about the impact of athletic participation on academic performance, various studies and surveys have suggested that it not only boosts academic achievement but also has favorable effects in other aspects, such as increasing self-esteem, social status, and prospects for future education. It can increase self-esteem, social status, and future success in education. Involvement in athletics has also demonstrated to improve the performance of at-risk and academically struggling students.

Deeba (2017) based on a review of literature, it is substantiated that extracurricular activities, including athletics, contribute positively to the academic objectives of schools. The research findings indicated that participation in sports reduced the likelihood of students dropping out of school by approximately forty percent. These activities were particularly beneficial for at-risk students, as they helped establish and strengthen the student-school connection, leading to improved academic outcomes.

The author argued that educational policymakers should reconsider the practice of restricting students from engaging in extracurricular activities in order to promote greater effort and dedication in the classroom. It was highlighted that prohibiting such participation could have a detrimental impact on students' overall academic achievements.

Meanwhile, Ahmad (2019) emphasized that students who participate in extracurricular activities will benefit from having better examination results, having higher standardized test scores, and a higher educational attainment, attending class more regularly and having higher self-concept. Participating in college club activities can teach students valuable skills such as teamwork and leadership, while also decreasing the likelihood of problem behaviors. It is recommended that educational institutions provide sufficient facilities for students to engage in extracurricular activities both on and off campus, outside of scheduled class hours. Thus, McGarrity (2022) stated that students who participate sufficiently in these activities have more tremendous success in academic institutions as well as later in life. It also showed that achievement in sports activities is a factor that can predict success in life beyond college.

Vos (2017) recommended that educators examine the connection between extracurricular activities, learning approaches, and academic performance to improve the effectiveness of learning. Previous studies consistently indicate a positive correlation between a deep learning approach and academic achievement. It is posited that participating in extracurricular activities boosts students' self-confidence, subsequently fostering a deep learning mindset. However, there is limited knowledge regarding this particular relationship and further research is needed to explore it in depth. According to Ignacio et al. (2017), sports involvement and the academic success

of student-athletes have been a topic of discussion a long time ago. Critics observed that participation in sports might reduce the time available for studying and learning, since students-athletes were having difficulties managing their time between hectic schedules of sports training and requirements of academic subjects. However, sports enthusiasts claim that sports participation could motivate student-athletes to achieve harder, raise scholastic ambition, can keep them attending school, can improve students' academic grades, develop awareness of the benefits of good health, fitness, and exercise, and understanding of the spirit of teamwork, sportsmanship, and camaraderie. In addition, research showed pieces of evidence that students participating in sports and physical activities lead to developed mental and physical alertness; mentally, and physically alert students constantly improved their performances, accomplish more, are likely to continue attending classes in school.

General Percentage Average

Being a college athlete requires immense dedication and responsibility both physically and mentally. College athletes carry the weight of school spirit on their shoulders and have to manage their GPA to remain eligible to play. This requires them to maintain their physical fitness as well. Balancing academic and athletic responsibilities can be challenging, as it can distract from academic responsibilities. However, if academics suffer, eligibility for college sports is at risk. Consequently, according to Eddie (2019), both sports and academics take center stage in competing for your time. As a college athlete, one cannot operate without the other.

On the other hand, Kansas (2021) said that the mean GPAs of students who participated in extra-curricular activities were significantly higher than students who did not participate in extra-curricular activities, and the mean GPAs of students who

participated in two or more extra-curricular activities were significantly higher than those students who participated in one extra-curricular activity.

CHAPTER 3

Methodology

This chapter presents the procedure, research methods, and techniques used to analyze the research paper's information. It enables the reader to evaluate the study's validity and reliability critically.

Research Design

The study employed the descriptive survey method, where data was collected from selected students using tally sheets. The responses on variables such as sports time and academic time were tabulated and used for descriptive statistics to gather quantifiable information for statistical reference on the target audience through data analysis. The instrument used to collect data was a questionnaire, which provided a quantitative method of data gathering expressed in numerical terms.

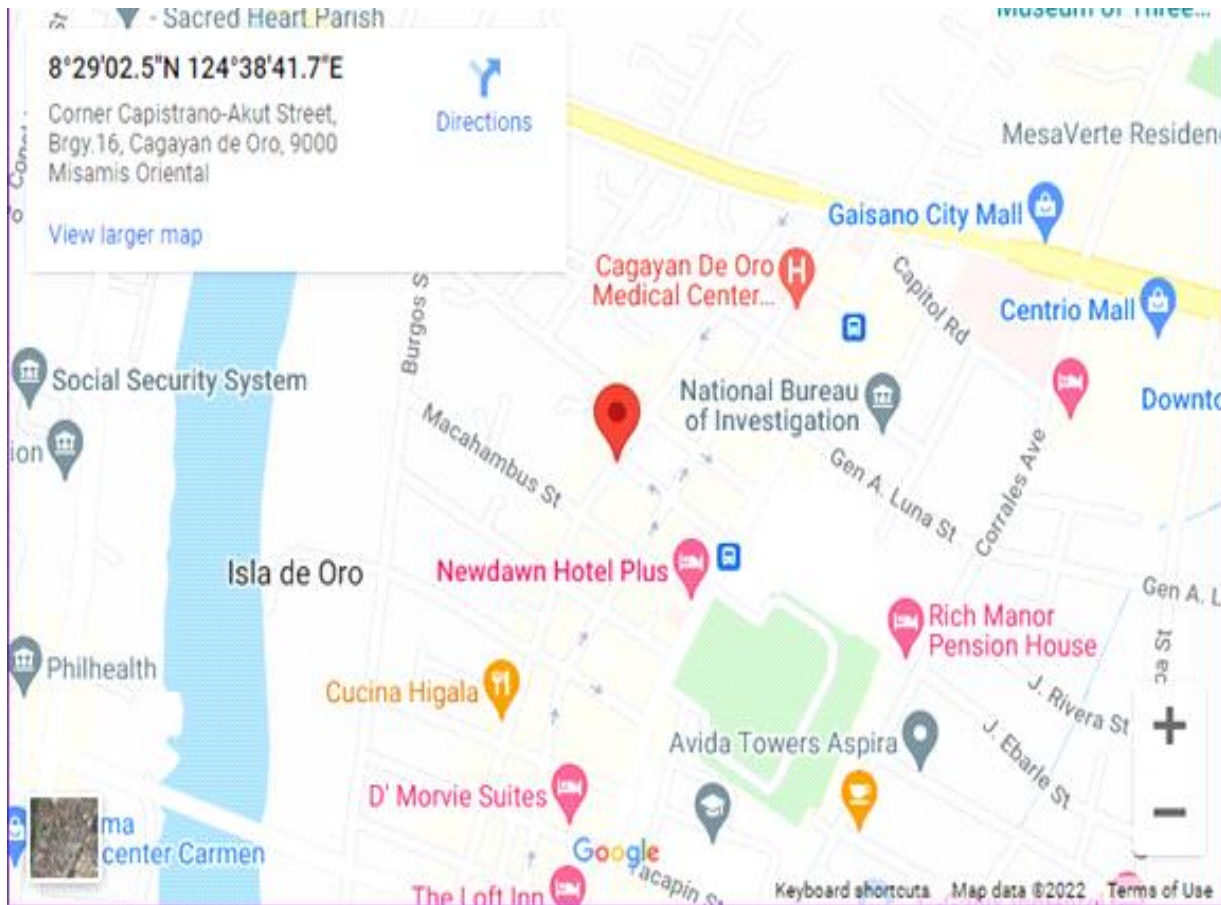
Setting

This study was conducted in Pilgrim Christian College, situated at Corner Capistrano-Akut Street, Brgy.16, Cagayan de Oro. Pilgrim Christian College is a school in the province of Misamis Oriental, Region 10 - Northern Mindanao, in the municipality of Cagayan De Oro City (capital).

Pilgrim Christian College (PCC) is a private learning institution located in Cagayan de Oro City. The college offers Basic and Tertiary Education programs and is known for providing a "whole person education" that focuses on academic excellence, Christian faith, and community service.

Pilgrim Christian College is recognized by CHED and offers a variety of undergraduate degree programs from departments such as Arts and Sciences, Business and Accountancy, and Education. Aside from these courses, the college has a Senior High School department with the Academic and Technical-Vocational-Livelihood (TVL) tracks. Since its foundation in 1948, Pilgrim Christian College has consistently expanded its programs. It has received various recognitions from different academic organizations, including a Level II accreditation from the Association of Christian Schools, Colleges and Universities-Accrediting Agency Incorporated (ACSCU-AAI) as certified by the Federation of Accrediting Agencies (FAAP).

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Source: <https://www.edukasyon.ph/schools/pilgrim-christian-college>

Figure 2

The Location Map of the Setting of the Study

Respondents and Sampling Procedure

The study's respondents were the 30 fourth-year College in Education Department at Pilgrim Christian College in the 1st Semester of School Year 2022-2023. The respondents were selected as their institution is a school with a majority of student athletes and has an active population that prioritizes sports, physical activities, and academics, cultivating a strong athletic culture with popular sports like basketball,

volleyball, taekwondo, karate, and track and field. Simple random sampling was used to determine the respondents of this study.

Instrument

The study employed a researcher-made tally sheet. The first part gathered information on the number of hours spent on activities, while the second part aimed to determine the number of hours spent on academics. To ensure that the questionnaire was simple, meaningful, easily administered, and adequate in collecting the necessary data, it was tested on 20 selected respondents who were not part of the student-athlete population with similar characteristics to the actual respondents but did not participate in the study. Revisions were made before the actual distribution of the instrument and after the validation using Cronbach, which yielded a final result of .937.

Data Gathering Procedure

Before the data gathering, a letter of request was presented to the Dean of the Education Department, asking permission to allow the researcher to conduct the study and administer the research instruments to the respondents. Once permitted, a formal letter is sent to the Vice-President for final approval. An appointment was then arranged with the department concerned to conduct the study.

The consent form respected the participant's right to withdraw from the study. The identity of the participants was kept confidential. During the administration of the instruments, the researchers observed the necessary health protocols mandated by the Inter-Agency Task Force (IATF). The researchers also explained each item thoroughly to ensure that the respondents understood each statement.

Categorization of Variables

To facilitate the interpretation gathered and analysis of the data, the following descriptions was utilized:

Numbers of hours engage in studying and Number of hours engage in practice

Scale	Range	Description	Interpretation
4	3.25 – 4.00	Never	Less Involved
3	2.49 – 3.24	Sometimes	Involved
2	1.75 – 2.00	Often	Very Involved
1	1.00 – 1.74	Always	Very Much Involved

Academic Performance

1.0 – 1.3	Outstanding
1.4 – 1.7	Very Satisfactory
1.8 – 2.1	Satisfactory
2.2 – 2.5	Fairly Satisfactory
2.6 – 3.0	Passing Mark

Statistical Data Analysis

The collected data were analyzed using descriptive statistics. Mean and standard deviation were calculated to determine the student-athletes' involvement in Academic Time and Practice Time. Additionally, Pearson Product Moment Correlation was used to identify whether the respondents' academic time and practice time had a significant relationship with their academic performance.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyzes, and interprets the gathered data. It helps in understanding the collected data and drawing conclusions that can inform future research or contribute to the body of knowledge in a specific field.

Problem 1. What is the extent of time are the students' athletes involve:

2.1 Academic time;

2.2 Sports time?

The involvement of student-athletes in academic time and sports time was tabulated by determining the mean and standard deviation as shown in Table 1 and Table 2. The mean gives an idea of the central tendency of the data. On the other hand, the standard deviation shows how much the data deviates from the mean.

Table 1, found in the next page, shows the student-athlete's involvement in academic time, with an **overall mean of 2.41 (SD=0.24), Often (Very Involved)**. The indicator "I spend time to study for every examination" with a mean of 2.26 (SD=0.78) "I understand my lessons very well." with a mean of 2.36 (SD=0.85) "I participate in all class activities and discussions." with the mean of 2.43 (SD=0.85) "I set priorities and goals to manage my learning" with the mean of 2.56 (SD=0.72) "I submit all academic requirements that miss right after the competition." with the mean of 2.4 (SD=0.96) "I borrow notes from my classmates whenever I missed a lesson." with the mean of 2.3 (SD=0.79) "I manage my time very well to attain good grades." with the mean 2.1 (SD=0.71) responded Often (Very Involve). While the indicator "I take special classes in order to cope with my academics." with a mean of 2.86 (SD=0.93), "I am always

attentive in class despite my hectic schedule.” with a mean of 2.3 (SD=0.83), “I complete and pass my assignments on time.” with the mean of 2.1 (SD=0.75) “I take tutoring services to maintain a passing grade.” with the mean of 2.86 (SD=1.16) “Additional academic help is provided for student-athletes.” with the mean of 2.46 (SD=1.04) “In terms of academics, I have an advantage over non-athletic students.” with the mean of 2.46 (SD=0.77) Sometimes responded (Involve).

Table 1

The student-athletes involvement in academic time

Indicator	Mean	SD	Description	Interpretation
1. I study every day after my training.	2.56	0.77	Sometimes	Involved
2. I take special classes in order to cope up with my academics.	2.86	0.93	Sometimes	Involved
3. I spend time to study for every examination.	2.26	0.78	Often	Very Involved
4. I understand my lessons very well.	2.36	0.85	Often	Very Involved
5. I participate in all class activities and discussions.	2.43	0.85	Often	Very Involved
6. I am always attentive in class despite of my hectic schedule.	2.3	0.83	Sometimes	Involved
7. I complete and pass my assignments on time.	2.1	0.75	Sometimes	Involved
8. I am on-time with my school tasks and use my time productively.	2.1	0.80	Sometimes	Involved
9. I set priorities and goals to manage my learning	2.56	0.72	Often	Very Involved
10. I submit all academic requirements that miss right after the competition.	2.4	0.96	Often	Very Involved
11. I take tutoring services to maintain a passing grade.	2.86	1.16	Sometimes	Involved
12. Additional academic help is provided for student-athletes.	2.46	1.04	Sometimes	Involved
13. In terms of academics, I have an advantage over non-athletic students.	2.46	0.77	Sometimes	Involved
14. I borrow notes from my classmates whenever I missed a lesson.	2.3	0.79	Often	Very Involved
15. I manage my time very well to attain good grades.	2.1	0.71	Often	Very Involved
Overall Mean	2.41	0.24	Often	Very Involved

Note:

1.00 – 1.74	Always
1.75 – 2.00	Often
2.49 – 3.24	Sometimes
3.25 – 4.00	Never

There are concerns about the increasing demands placed on students, not only inside the classroom but also outside it. Dearman (2017) reports that parents and educators face the daunting challenge of balancing the time pressures of both education and sports that student's experience. In light of student needs and limited time, educational leaders, along with parents, are faced with making difficult decisions about what opportunities their students should or should not take advantage of and still maintain a high level of achievement.

The indicator "**I manage my time very well to attain good grades.**" obtained the highest mean of 2.1 (SD=0.71) and is described as Often (Very Involve). Student-athletes have good time management skills and prioritize their tasks to complete school work and assignments on time. They plan, set aside the time they need for projects and assignments, and make better use of that time. According to Florida National University (2019), student-athletes have a great deal of responsibility to manage both physically and mentally. They must also maintain a high GPA in order to be eligible to compete, in addition to keeping up with the physical requirements needed to maintain their athleticism.

According to Vanagas (2022), student-athletes often have a very challenging experience because they need to focus on their classes and athletic preparation while also taking enough time to have fun. Even though some student-athletes may find themselves overwhelmed in this situation and need student-athlete time management to stay focused, it may be a significant problem because many student-athletes may rely on scholarships that require an excellent GPA to maintain.

Furthermore, according to Garcia (2019), in terms of academic time, the athletes should give their best effort on exams and quizzes, participating in class activities and

discussions in submitting all academic requirements. Participating in school athletics is widely believed to help students develop better time management skills and become more disciplined and focused. However, students also need to prioritize their academic work. Additionally, this study found a significant relationship between academic performance and participation in school athletics, suggesting that students who perform better academically also tend to participate more in athletics.

On the other hand, the indicator **"I take tutoring services to maintain a passing grade" got the lowest mean of 2.86 (SD=1.16), described as Sometimes (Involved)**. Student-athletes may need additional personal and academic support to be productive in their courses and manage their learning ability. Not all student-athletes avail tutoring services, as they are able to manage their time well and are motivated to maintain good grades.

According to Chen (2020), student-athletes must maintain good grades while attending school for several reasons. Firstly, they represent their school and should strive for excellence both academically and athletically. Secondly, good grades and effort in sports make it easier for them to obtain scholarships. Lastly, maintaining good grades is necessary to remain eligible to participate in sports. Therefore, tutoring services are typically utilized by student-athletes who are having difficulty maintaining good grades.

The overall mean of 2.41 (SD= 0.24), Often (Very Involved) which indicates that student-athletes involvement as to academic time. This result reveals that respondents' student-athletes in academic time performed better in the classroom, developed impressive time management skills, felt motivated to complete their school, were

motivated to attend classes, and experienced a smoother transition into the student lifestyle.

With this, Billonid (2020) states that student-athletes have the same academic performance as non-athletes, and they can perform generally inside and outside the classroom the same as non-participants of sports.

Table 2

The student-athletes involvement in sports time

Indicator	Mean	SD	Description	Interpretation
1. I participate in sports competition.	1.86	1.04	Often	Very Involved
2. I participate in practice/trainings.	1.8	0.96	Always	Very Much Involved
3. I spend the majority of my free time in sports.	1.93	0.94	Often	Very Involved
4. It allows me to use effective communication skills within my co-athletes.	1.9	0.88	Always	Very Much Involved
5. I am motivated to prepare, train hard and make personal sacrifices to achieve excellence.	1.73	0.82	Always	Very Much Involved
6. I participate in school athletic activities since there are good benefits in for its involvement.	1.96	0.92	Often	Very Involved
7. I do my best when competing because I want to get in the winner's circle.	1.73	0.90	Always	Very Much Involved
8. Being a student athlete develops my skills and cognitive abilities.	1.8	0.84	Always	Very Much Involved
9. Athletic participation helps me to become physically and mentally active.	1.8	0.92	Always	Very Much Involved
10. It enhances my whole personality that is why my desire to be student athlete is very high.	1.73	0.86	Always	Very Much Involved
11. I prioritize my athletic schedule as a student athlete.	1.76	1.00	Often	Very Involved
12. I find extreme practices and extra training sessions helpful in order to be physically prepared.	1.96	1.02	Often	Very Involved
13. I never consider my involvement in sports as an impediment to my academic performance.	1.7	0.83	Always	Very Much Involved
14. I have what it takes to perform well even under pressure.	1.76	0.93	Often	Very Involved
Overall Mean	1.81	0.06	Often	Very Involved

Note:

1.00 – 1.74	Always
1.75 – 2.00	Often
2.49 – 3.24	Sometimes
3.25 – 4.00	Never

Table 2 in the previous page, shows the student-athlete's involvement in sports time, with an overall mean of 1.81 (SD=0.06), Often (Very Involved). The indicator "I participate in practice/trainings." with the mean of 1.8 (SD=0.96) "It allows me to use effective communication skills within my co-athletes.." with the mean of 1.9 (SD=0.88) "I

am motivated to prepare, train hard and make personal sacrifices to achieve excellence.” with the mean of 1.73(SD=0.82) “I do my best when competing because I want to get in the winner’s circle.” with the mean of 1.73 (SD=0.90) “Being a student athlete develops my skills and cognitive abilities.” with the mean of 1.8(SD=0.84) “Athletic participation helps me to become physically and mentally active.” with the mean of 1.8(SD=0.92) “It enhances my whole personality that is why my desire to be student athlete is very high.” with the mean 1.73(SD=0.86) “I find extreme practices and extra training sessions helpful in order to be physically prepared.” with the mean of 1.9 (SD=1.02) “I never consider my involvement in sports as an impediment to my academic performance.” with the mean 1.7 (SD=0.83) responded Always (Very Much Involved). While the indicator “I participate in sports competition.” with a mean of 1.86(SD=1.04), “I spend the majority of my free time in sports.” with the mean of 1.93 (SD=0.94), “I participate in school athletic activities since there are good benefits in for its involvement.” with the mean of 1.96 (SD=0.92), “I prioritize my athletic schedule as a student-athlete.” with the mean of 1.76(SD=1.02) “I have what it takes to perform well even under pressure.” with the mean of 1.76(SD=0.93) Often responded (Very Involved).

Participation in specific sports may have significant benefits for academic performance in adolescents’ sports enthusiasts claim that sports participation can motivate student-athletes to achieve harder and raise scholastic ambition. Participating in sports can help students stay in school, improve their academic grades, develop awareness of the benefits of good health, fitness, and exercise, and foster an understanding of the spirit of teamwork, sportsmanship, and camaraderie. As Ignacio, et al. (2017) stated, students participating in sports and physical activities lead to develop

mentally and physical alertness, mentally and physically alert students always improve their performances, accomplish more, are likely to continue attending classes in school.

Muñoz (2017) stated that learning effectiveness requires an understanding of the relationship among extra-curricular activities, learning approach, and academic performance. It is also argued that this helps educators develop techniques designed to enrich learning effectiveness. Studies have typically revealed a positive association between the deep approach and academic achievement.

Howell Wechsler (2019), director of the Division of Adolescent and School Health for the Centers for Disease Control, reviewed 50 studies examining the effect of school-based physical activity on academic performance and discovered that half of the studies showed positive associations, and virtually none of the research demonstrated any negative impact. Multiple studies have demonstrated that even short periods of physical activity can increase the duration and intensity of concentration after the activity, including those conducted within the classroom. For some students, sports can provide motivation for improved academic performance. Tom Welter, an executive director of the Oregon School Activities Association, concedes that not all athletes are natural students; however, the grade requirements to stay eligible and play the sport they love drives them to overcome obstacles in the classroom and improve performance, establishing a work ethic that can serve them well for as long as they remain in an academic setting. The study, which included 317 students, showed that the fittest kids scored nearly 30 percent higher on standardized tests than the least-fit group Payne (2018). Furthermore, less-fit students received grades in their core subjects that were 13 percent to 20 percent lower than their more physically fit classmates.

The indicator **"I have what it takes to perform well even under pressure"** obtained the highest mean of 1.76 (SD=0.93), described as Always (Very Much Involved). Human performance is best when the mind and body are in sync. To thrive in challenging situations, individuals must turn stressful situations into positive ones. In other words, the ability to successfully execute motor skills under heightened levels of pressure can be the difference between success and failure. The formula for performing under pressure is something that athletes, coaches, and researchers are all striving to understand. One of the main barriers, yet one of the most exciting aspects of sports, lies in their unpredictability. You cannot really control the outcome of a sporting event, but you can control how you react to the event, giving yourself the best chance of winning.

The research study by Holloway (2017) reviewed literature supporting the notion that extracurricular activities, such as athletics, enhance the academic mission of schools. Based on his literature review, he concluded that athletic participation reduces the probability of school dropout by approximately forty percent. Involvement in these activities appears to support at-risk students by maintaining, enhancing, and strengthening the student-school connection. He argues that educational decision makers should re-examine the practice of not allowing students to participate in extracurricular activities as a means of encouraging harder work in the classroom. He asserts that disallowing participation for this reason may have a negative effect on the overall academic achievement of students.

However, the indicator **"I find extreme practices and extra training sessions helpful in order to be physically prepared"** obtained the lowest mean of 1.96 (SD=1.02), described as Often (Very Involved). The development of high-school

athletes can prepare them for the requirements of physical preparation training and the demands of the sport.

Problem 2. What is the academic performance of the Fourth-Year student-athletes in the First Semester of School Year 2022 - 2023?

To analyze the academic performance of the respondents, we computed the frequency of their academic performance levels along with the corresponding percentages. Additionally, we calculated the overall mean and standard deviation to make appropriate interpretations.

Table 3
Academic Performance

Level of academic performance	Frequency	Percentage	MEAN	SD	Interpretation
Very satisfactory	5	16.13%	2.08	0.35	Satisfactory
Satisfactory	13	41.94%			
Fairly satisfactory	11	35.48%			
Passing mark	2	6.45%			
Total	31	100%			

Note:

1.0 – 1.3	Outstanding	1.4 – 1.7	Very Satisfactory	2.6 – 3.0	Passing Mark
1.8 – 2.1	Satisfactory	2.2 – 2.5	Fairly		

Table 3 in the previous page shows the level of academic performance of the respondents, with an overall mean of 2.08 (SD=0.35), indicating a "Satisfactory" performance level. This means that 13 participants (41.94%) achieved a satisfactory grade, demonstrating that most student-athletes are performing well academically despite their athletic commitments.

The result in Table 3 is also related to the study of Billonid (2020) that says that participating in sports has no negative impact on a student-athletes academic

performance as long as student-athletes continue to develop in terms of academic excellence, self-discipline, cognitive skills, and class participation. A study conducted by Florida National University (2018) suggests that athletic activities can potentially distract student-athletes from their academic responsibilities, as the main challenge for them is to balance academic performance with their sports commitments. However, Garcia (2019) propose that student-athletes who manage their time effectively can excel in both sports and academics. By properly prioritizing and managing their time, student-athletes can balance their responsibilities and fulfill their commitments to both.

Meanwhile, the 2 (6.45%) respondents who recorded a passing mark grade indicate that these student-athlete needs improvement in their academic performance. While obtaining a passing grade is beneficial, it may not be sufficient to meet graduation requirements. Additionally, according to Coursera (2022), receiving a passing grade might imply that you did not entirely comprehend and retain all of the course material. Burnett and Brecht' such as "inadequate academic backgrounds, poor study habits, tight schedules, peer distractions, and waning motivation" often become frustrated, which contributes to low grades in college. Nevertheless, Kots (2021) explained that by balancing the commitments not just in studies and practices but also in social activities, relaxation, and sleep. Then they will be capable of planning and time management to stay ahead in whatever they do.

Problem 3. Is there a significant relationship between the sports time and academic performance among the student-athletes in the First Semester of School Year 2023,

In this scenario, we computed the P and R values. P is a statistical calculation that determines the probability of finding a variable through a particular set of observations that supports the null hypothesis if it is true. Meanwhile, the R value is

used to assess the correlation between two variables. It is expressed as a number between negative one and positive one, with a higher absolute value indicating a stronger relationship between the variables.

Table 4

Interpretation of Academic time and Sports time

Factors Affecting Motivation	Academic Performance		Interpretation	Decision
	R-value	P-value		
Academic Time	-0.773	.00001	Negative No Significant Relationship	The null hypothesis is accepted.
Sports Time	-0.304	.102418	Negative No Significant Relationship	The null hypothesis is accepted.

Note: *significant at $p < 0.05$ alpha level S – significant NS – not significant

The results revealed a direct relationship between sports participation time and academic performance among student-athletes during the first semester of the 2023-2024 school year. Thus, Table 4 presents the numerical data gathered on the significance of variables to each other. Examines whether there is any connection at all between a student-athletes' participation in athletics and their academic success. Thus, the academic time has an interpretation of the significant values of 0.773 and .00001 which indicates that the student's academic time is not affected by their sports. On the other hand, the sports time has an interpretation of significant values of -0.0304 and .102418 which also indicates that the students' sports time is not affected by their academics.

In this regard, all college student-athletes should be reminded of the value of academics. It is because they are expected to manage their sports commitments and

academic obligations (Anselmo, 2019). Lescroart (2017) added that academics and athletics create two critical and predominant social environments that mold and nurture student-athletes inspiration, success, and direct motivation. The study took into account the academic and athletic environments in which student-athletes operate to determine whether athletic involvement accurately or inaccurately predicted goal attainment, regardless of their predisposition towards sports.

The advantages of physical activity (PA) for student's health and well-being are well-known, according to Laura Dallolio (2022). There is increasing evidence that higher levels of physical activity are associated with various positive outcomes, such as improved academic performance, cognitive function, and mental and physical health.

Furthermore, according to Owen et al. (2022), it is most beneficial for academic performance if students participate in sports. The research team evaluated the relationship between sports engagement and academic performance among nine to 18-year-olds by conducting a systematic review and meta-analysis of data from 115 studies involving more than one million students.

According to Muktadir (2022), the aspect of sports that involves failure is often underrated. Persistence and discipline are essential for success in life, and sports can provide a means to develop these qualities. The inherent nature of sports creates a natural sense of competition between winners and losers, leading to a sense of accomplishment. Participation in sports also enhances students' tactical, mental, and physical training. Improved concentration and clarity of thought resulting from sports can lead to better academic performance. Therefore, students who participate in sports and fitness have a greater likelihood of achieving academic success.

The essential cognitive abilities of students—the ability to think, read, learn, recall, reason, and solve problems—are developed and taught through regular engagement in sports and physical activity. Engaging in sports and physical activities has a positive impact on academic performance because they promote the improvement of brain function and cognition by increasing blood flow to the brain, nor epinephrine and endorphin levels, and growth factors that support synaptic plasticity and help create new nerve cells.

Additionally, Sharna (2023) emphasized that participating in athletics can aid students in improving their academic performance. Regular physical activities can enhance memory and mental rejuvenation in students. Incorporating athletics into their routine can result in better academic performance. Improved physical and mental health from physical activity can enhance students' ability to focus on their studies.

Research has shown that participating in sports alone can lower stress levels and boost academic achievement because playing sports teaches the value of hard effort, which aids with academic focus and discourages procrastination.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

This chapter presents the summary and findings of the study. It shows the essential information and insight into the conclusions. It also presents the recommendations which will benefit specific individuals and similar future studies.

Summary

This study sought to determine the student-athlete's involvement in their Academic time and Sports time, and the learner's academic performance as shown in the General Weighted Average (GWA). This study used the descriptive survey research method, and Pearson Product Moment Correlation. The instrument used to gather data was tested and validated the reliability test of Cronbach's Alpha and the General Weighted Average of the respondents. The study respondents were thirty fourth-year student-athletes enrolled in Pilgrim Christian College for the school year 2022-2023. Mean, percentage, and standard deviation were used to analyze the data and determine the level of parental involvement and its impact on the academic performance of the learners.

Findings

Based on the collected and analyzed data, this study has yielded the following findings.

1. Time involvement in 4th-year student-athletes' academic time and sports time shows "Very involved." Student-athletes have good time management skills, that they prioritize their tasks to complete school work and assignments on time. Student-athletes in academic time performed better in the classroom developed impressive

time management skills, felt motivated to complete their school, were motivated to attend classes, and experienced a smoother transition into the student lifestyle. Moreover, they could perform generally inside and outside the classroom the same as non-participants of sports.

2. The overall academic performance of the student-athlete is Satisfactory. Which indicates that despite being a student-athlete, they are doing good with their academic performance. The researchers concluded that sports do not have a detrimental effect on academic performance, provided that student-athletes effectively manage their time. However, the factors such as inadequate academic backgrounds, poor study habits, tight schedules, peer distractions, and waning motivation may affect the academic success of student-athletes.
3. There is no significant relationship between the student-athlete's academic time and sports time. Thus, the null hypothesis is accepted.

Conclusions

1. The study provided a unique perspective on student-athletes. It shows that students can have better academic performance despite their tight schedule in sports.
2. The student-athletes academic efforts and time management are essential to academic success.
3. Student-athletes only achieved a passing grade, suggesting that they require improvement in their time management and sports involvement to enhance their academic performance. Hence, we conclude that those student-athletes who prioritize and set goals to manage their learning are more likely to experience academic success.

Recommendations

Based on the study's findings, the researcher offers a considerable number of recommendations which were enumerated in the following paragraphs.

Students need to prioritize time management. They must create a schedule that balances academic work, athletic commitments, and personal time. They must give time for studying, homework, and stick to the schedule. They need to set realistic and achievable goals. Setting goals can help student-athletes stay motivated and also focus on their academic performance. It is crucial for student-athletes to develop good study habits, such as creating a quiet study space with minimal distractions. Additionally, they should regularly communicate with their teachers, informing them of their athletic commitments and seeking feedback on their academic progress.

Parents. They can play a significant role in supporting their student-athlete. They must encourage a balanced approach to athletics and academics. They must emphasize the importance of academic success and support their student-athlete in finding a healthy balance between sports and school work. They can help their student-athlete focus on their progress and achievements rather than solely on winning or losing. Above all, parents need to offer emotional support to their child while also ensuring they receive proper nutrition and rest.

Teachers. Teachers play a vital role in helping student-athletes balance their academic and athletic commitments. To support student-athletes, teachers should offer flexible scheduling, prioritize communication, and advocate for their needs within the school community. By doing so, teachers can help student-athletes balance their academic and athletic commitments and promote success in and out of the classroom.

Future researchers. Future researchers can support student-athletes by studying the physical effects of high-level athletics, exploring ways to balance academic and athletic commitments, investigating coaching and mentorship's role, and exploring new technologies and training methods. By doing this, they can understand the unique needs and challenges of student-athletes, and develop evidence-based strategies to support their success both on and off the field.

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