

FACTORS AFFECTING STUDENT-ATHLETE ACADEMIC PERFORMANCE IN ST. PAUL UNIVERSITY SURIGAO

Jessie N. Galindo¹, Daniel Jay L. Lontoc,² Julianne Cyrah T. Ilustre³, Jhaica A. Resare⁴

1 Faculty Member of College of Education, Culture and Arts, St. Paul University Surigao, Surigao City, Philippines

2 Student of College of Education, Culture and Arts, St. Paul University Surigao, Surigao City, Philippines

3 Student of College of Education, Culture and Arts, St. Paul University Surigao, Surigao City, Philippines

4 Student of College of Education, Culture and Arts, St. Paul University Surigao, Surigao City, Philippines

DOI: <https://doi.org/10.56293/IJMSSSR.2024.5104>

IJMSSSR 2024

VOLUME 6

ISSUE 4 JULY - AUGUST

ISSN: 2582 - 0265

Abstract: This study investigates the factors affecting the academic performance of student-athletes at St. Paul University Surigao during the second semester of A.Y. 2023-2024. Utilizing a quantitative approach with an interpretive survey design, data were collected from 95 student-athletes using a survey adapted from Escasa and Ofrin (2022). Statistical tools including Frequency Count and Percentage Distribution, Mean and Standard Deviation, and Multiple Regression Analysis were employed. Key findings indicate that 31.6% of participants were 20 years old, with a majority (52.6%) being female. Most participants (51.5%) trained for over two hours per session. The GPA distribution showed that 29.5% had a GPA of 89.00. Training programs, achievement, perks and incentives, physical fitness tests, and family support were evaluated. The physical fitness test was the only significant predictor of GPA ($p=0.021$), with a negative relationship ($r=0.340$). Other factors such as age, sex, training duration, and competition level did not significantly predict GPA with the regression equation of $GPA=88.6137-1.702\times Physical\ Fitness\ Test$. Contrary to prior research by Escasa and Ofrin (2022), demographic and training-related characteristics did not significantly impact academic performance. The study concludes that additional variables like study habits, sleep patterns, and psychological factors should be considered in future research to better understand the academic performance determinants in student-athletes. This research highlights the need for comprehensive strategies to help student-athletes balance their academic and athletic responsibilities effectively.

Keywords: Academic Performance, Student-Athletes, Physical Fitness Test, Quantitative Study, St. Paul University Surigao, GPA Determinants

1. Introduction

In the dynamic landscape of modern education, the dual role of student-athletes presents a captivating intersection where academic pursuits intertwine with athletic aspirations. Across educational institutions worldwide, student-athletes navigate challenging terrain, striving to excel both on the field and in the classroom. However, amidst their athletic prowess, a lingering question persists: What are the underlying factors shaping the academic performance of student-athletes? This academic inquiry holds practical significance for educators, coaches, policymakers, and parents. Recognizing the intricate web of influences that mold the educational journey of student-athletes is crucial for devising effective support systems and fostering an environment conducive to holistic development.

The NASBE report (2004) states, "Engaging in daily practices instills in the player's qualities of discipline, teamwork, physical fitness, and organization." These skills and attributes can enhance the student's ability to succeed in the class, even if studies contradict the previous statement. Since schools are a house of all learning, the main focus is on studying Science and Mathematics, and the students are motivated to prioritize their studies over participating in sports. However, to be included, they have realized that they should allow athletes to play their desired sport in an inter-school sports game. Since the primary purpose of schooling is to learn, students must achieve academically as a prerequisite to participating in extracurricular activities and being on the team.

According to Callori (2002), the three most used academic eligibility standards include pass-to-play, a minimum grade point average, and a requirement that allows only a specified number of failing grades.

Moreover, organized sports participation and physical activity should relate to academic achievement and improved school performance. Participation and time spent practicing and competing in Sports serve as an additional learning channel. However, many students decided to participate in a team, not knowing the various effects on their academic performance. Athletes, parents, and coaches must be familiar with the multiple effects sports participation can have on themselves, their children, and their players. While some effects can be beneficial, others are negative. (Dyer et al., 2017)

Every student-athlete knows that there is a struggle between grades and sports. The team or individual is affected. It does not matter if it is them or a teammate slipping up; it affects everyone. Student-athletes need to set aside time for their studies, and that time management is a vital part of playing for a team. It may seem small, but 36% of athletes fail, almost four out of 10. Even one can bring down an athlete's GPA and affect their entry into colleges they desire if they do not bring their grades up. (Dorsey, 2023). Participation in athletics was in a tight spot when juxtaposed with academic performance for many years of discussions and research. Its critics would claim that athletics are barriers to students' performance inside the classroom or "outside the court." Sports enthusiasts often oppose this by claiming that this engagement hones the students holistically (Quimbo, 2023).

Motivation for any student-athlete is like an exercise that includes general health, maintaining fitness, reducing stress, enjoying pleasure, and feeling good/better. Motivation involves several ideas that direct an individual to act or do something that energizes, directs, and sustains behavior (Hughes et al., 2015). University student-athletes should meet the same academic standards as other students and their athletic demands. These athletes must take a full academic load every semester and practice up to twenty hours a week. The time they spent from practice and competing takes the energy and time from their studies.

Conducting a study on the factors affecting student-athlete academic performance at Saint Paul University Surigao could offer valuable insights into the challenges and opportunities this specific group of students faces. Investigating the factors influencing academic performance among student-athletes can provide a clearer understanding of their unique circumstances in balancing their athletic commitments and educational responsibilities. By acknowledging and addressing student-athlete challenges, the study and its subsequent recommendations can foster a positive and supportive culture within the university community. It can improve morale, increase student-athlete satisfaction, and strengthen a sense of belonging.

The researchers aimed to determine the factors influencing the academic performance of student-athletes at St. Paul University Surigao, explicitly investigating whether their status, benefits, achievements, participation in training programs, and performance in physical fitness tests adequately support their academic performance.

Conceptual Framework

The researchers anchored their study on Escasa and Ofrin (2022). The framework of their research is to understand that student achievement and behavior encompasses various facets, each shedding light on the intricate dynamics at play within educational settings. Moreover, it mentioned the status of Student-athlete-related Factors such as Training Activities, Perks and Incentives, and Family Support. Training activities enhanced their time management, competitiveness, leadership, and team-related skills. Thus, through athletic involvement, students were given incentives to succeed academically. Perks and incentives for student-athletes are essential for their athletic and academic success, development, and future career opportunities. These benefits also contribute to the success and reputation of the athletic programs and institutions they represent. Also, family support is indispensable for student-athletes, providing emotional, financial, logistical, and moral backing that enhances their ability to succeed in sports and academics. This support system helps nurture their growth, well-being, and preparation for future endeavors.

The diversity among students becomes apparent in learning styles and knowledge processing. Understanding how students learn best and process acquired knowledge is essential for effective teaching strategies tailored to

individual needs and preferences. Observational learning is another significant avenue through which students gain knowledge and behaviors. Students glean valuable insights and skills by observing and emulating others, contributing to their academic growth.

Figure 1. Schematic Diagram of the Study on Factors Affecting Student-Athlete Academic Performance at St. Paul University Surigao

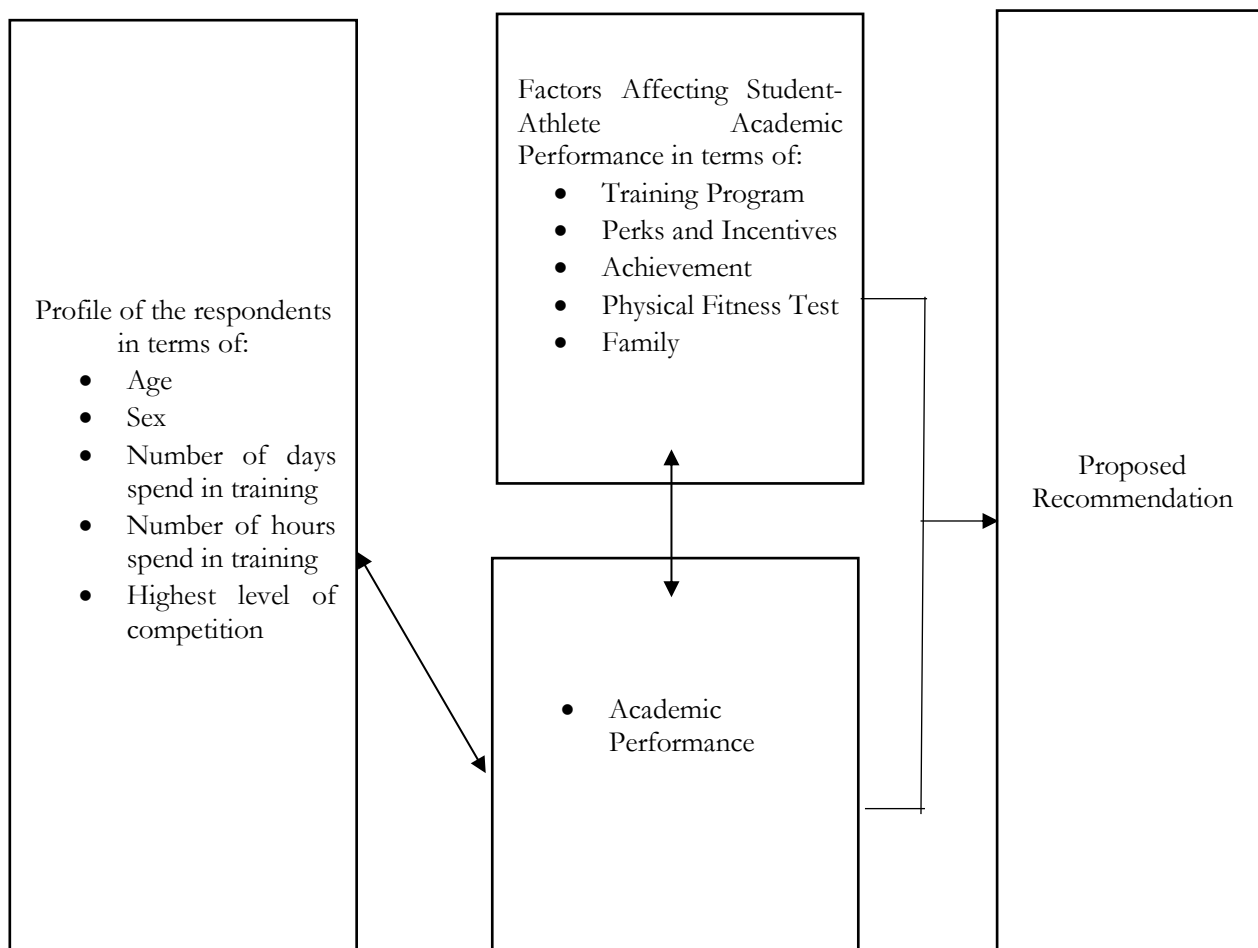


Figure 1 depicts a schematic diagram consisting of four boxes. The first box encompasses the profile variables of the participants, including age, which signifies the duration of their existence; sex, indicating the physical distinctions between male and female student-athletes; the number of days spent in training, reflecting the frequency of their training sessions; hours spent in training per day, illustrating the intensity of their training regimen; and the type of sport in which they engage during their college tenure. The second box presents the independent variables, which consist of the training program aimed at enhancing overall fitness levels for improved sports performance, perks and incentives provided to student-athletes as rewards or motivators, achievements attained by the student-athletes, a physical fitness test assessing strength, agility, and endurance, and the family unit, comprising parents and children offering mutual support within the household. The third box presents the dependent variable as academic performance, their Grade Point Average (GPA) from the previous semester.

Method

The study aimed to identify the Factors Affecting the Academic Performance of Student Athletes at Saint Paul University Surigao. This study employs a quantitative approach using an interpretive survey design. The

participants of the study were the student-athletes of St. Paul University Surigao. Who were enrolled in the second semester of A.Y. 2023-2024. The main instrument used to solicit information was an adapted survey questionnaire by Escasa and Ofrin (2022) consisting of two (2) parts. Frequency Count and Percentage Distribution, Mean and Standard Deviation, and Multiple Regression Analysis were the statistical tools used in this study.

Results and Discussion

Based on the findings revealed in this study, the conclusions were drawn:

1. The profile analysis of the study participants provides several key insights. The age distribution reveals that the largest age group is 20-year-olds, comprising 31.6% of the sample, indicating a significant representation of younger adults. The gender distribution shows a slight female predominance at 52.6%, suggesting a balanced but slightly female-skewed representation. Regarding training duration, 36.1% of participants train for two days, making it the most common training period. Additionally, 51.5% of participants spend more than two hours per training session, indicating that over half of the participants invest a substantial amount of time in their training activities.
2. The GPA frequency data indicates that the most prevalent GPA among participants is 89.00, constituting 29.5% of the sample. This distribution shows a notable concentration of GPAs in the 83.00 to 91.00 range, which are described as good, particularly highlighting 89.00. These findings conclude that a significant portion of participants performed excellently academically despite their responsibility on the field as Students-Athletes.
3. The data interpretation highlights the factors affecting student-athletes' academic performance, with family support emerging as the most significant factor, having the highest mean score of 3.66 (SD=0.450). This underscores the crucial role of family decision-making and support in enhancing student-athletes' academic achievements and physical fitness. Research supports this, indicating that parental involvement boosts children's academic ambitions and reduces dropout rates (Yoshikawa, 2022; Mazzeschi, 2020).
4. Therefore, the research revealed a negative relationship between the physical fitness test and the Grade Point Average (GPA). Contrary to expectations, demographic and training-related characteristics such as age, sex, training days, hours of training, and high-level competition did not significantly predict Grade point Average (GPA). This contradicts prior research findings by Escasa and Ofrin (2022), indicating that additional factors beyond the physical fitness test may influence academic performance. Thus, the study highlights the importance of considering additional variables such as study habits, sleep patterns, and psychological factors to understanding of determinants of academic performance in student-athletes. Future research should explore these factors to elucidate their impact on academic performance and develop strategies to effectively support student-athletes in balancing their athletic and educational commitments.

Recommendations

To address the needs based on the Findings on Relationship and Conclusions, the following are recommended:

1. *For the School Administration.* The school administrators may consider providing a solid support system for student-athletes, including resources such as sports equipment, practice facilities, and coaches' skills training. Furthermore, educational leaders should prioritize the development of student athletes' academic performance and behavior. By allocating internal funds, generating resources, and implementing development programs, schools can create a quality management system for sports programs that enhances the overall experience of student-athletes.
2. *Student-athlete.* They may consider instilling discipline and improving management skills and teamwork, which boosts leadership qualities later adopted into their academic lifestyle.
3. *Teachers/Coaches.* Teachers may consider that, like many student-athletes, sports are one of their motivations in life. Students will acquire discipline and wellness and can learn a lot about themselves. Classroom teachers can support the coach and the student-athlete and value their efforts in the extracurricular arena to benefit the student. Coaches also need to value academic achievement and have high expectations for their student-athletes regarding attendance, behavior, and academic performance. Coaches may utilize schedule of assessments such standardized test, exam, submission of project, and the end of the grading period and then plan based on school calendar the

schedule accordingly, when possible; if requirements of school are excessive, then it would be difficult for athletes to give their best at practice.

4. *As for Future researchers*, this may encourage them to continue to develop and dive deeper into understanding the factors that affect student-athletes' academic performance using other variables that was not mentioned in the study, which may help them perform better both in the field and in the classroom setting.

Acknowledgements

The journey towards developing this study was never easy. It was filled with obstacles and hardships but at the end of the tunnel, there is always a light. The researchers would take this opportunity to express their thoughtful gratitude to the people who have been the instruments for the completion of this paper:

We would like to express our deepest gratitude to Mr. Jessie N. Galindo for his invaluable guidance, unwavering support, and insightful feedback throughout the duration of this research project. They are truly fortunate to have had Mr. Jessie N. Galindo as their mentor, and their dedication to excellence has been a constant source of inspiration. They are indebted to him for his mentorship, which has undoubtedly enriched their academic journey.

In addition, we would like to extend our heartfelt appreciation to our families for their unwavering love, support, and understanding throughout the course of this research endeavor. Their patience, encouragement, and belief to researchers have been indispensable as they navigated the challenges and demands of academic pursuit. This achievement would not have been possible without their love and encouragement."

Lastly, we also express our deepest gratitude to our dean, Dr. Liza L. Chua, for her guidance and encouragement throughout the study.

References

1. Banbel, M., & Chen, S. S. (2014). Academic tutoring program and services for supporting collegiate student-athletes. *KAHPERD Journal*, 52(1), 52-63.
2. Chalfin, P., Weight, E., Osborne, B., & Johnson, S. (2015). The value of intercollegiate athletics participation from the perspective of employers who target athletes. *Journal of Issues in Intercollegiate Athletics*.
3. Czekanski, W. A., & Turner, B. A. (2015). Just exchange in intercollegiate athletics. *Journal of Issues in Intercollegiate Athletics*.
4. Dee, T. S. (2014). Stereotype threat and the student-athlete. *Economic Inquiry*, 52, 173-182.
5. ESCSA, E. J. D. (2022). Student-athletes related factors and performance among public secondary high schools: Basis for developing a sports program.
6. Gayles, J. G., & Hu, S. (2009). The influence of student engagement and sport participation in college outcomes among Division I student-athletes. *The Journal of Higher Education*.
7. Gomez, J., Bradley, J., & Conway, P. (2018). The challenges of a high-performance student athlete. *Irish Educational Studies*, 37(3), 329-349.
8. Heird, E. B., & Steinfeldt, J. A. (2013). An interpersonal psychotherapy approach to counseling student-athletes: Clinical implications of athletic identity. *Journal of College Counseling*.
9. Huml, M. R., Svensson, P. G., & Hancock, M. G. (2014). Exploring the role of educational institutions in student-athlete community engagement. *Journal of Issues in Intercollegiate Athletics*.
10. Lang, K. B. (2012). The similarities and differences between working and non-working students at a mid-sized American public university. *College Student Journal*, 46, 243-255.
11. MacDonald, L. A., & Minahan, C. L. (2018). Mindfulness training attenuates the increase in salivary cortisol concentration associated with competition in highly trained wheelchair-basketball players. *Journal of Sports Sciences*, 36(4), 378-383.
12. Martinez, J. M., Stinson, J. L., Kang, M., & Jubenville, C. B. (2010). Intercollegiate athletics and institutional fundraising: A meta-analysis. *Sport Marketing Quarterly*, 19(1), 36-47.
13. Milton, P. R., Freeman, D., & Williamson, L. M. (2012). Do athletic scholarships impact academic success of intercollegiate student-athletes: An exploratory investigation. *Journal of Issues in Intercollegiate*

- Athletics, 5, 329-338.
18. Mounsey, R., Vandehey, M. A., & Diekhoff, G. M. (2013). Working and non-working university students: Anxiety, depression, and grade point average. *College Student Journal*, 47, 379-389.
 19. National Collegiate Athletic Association. (2015). 2015-16 NCAA Division I manual. Retrieved from <http://www.ncaapublication.com/productdownloads/D116.pdf>
 20. National Collegiate Athletic Association. (2015). GOALS 2015 Survey Instrument. Retrieved from http://www.ncaa.org/sites/default/files/Instrument_0.pdf
 21. National Collegiate Athletic Association. (2016). Results from the 2015 GOALS study of the student-athlete experience. NCAA Convention. Retrieved from http://www.ncaa.org/sites/default/files/GOALS_convention_slidbank_jan2016_public.pdf
 22. National Collegiate Athletic Association. (2016). NCAA GOALS Study of the student-athlete experience: Initial summary of findings January 2016. Retrieved from http://www.ncaa.org/sites/default/files/GOALS_convention_slidbank_jan2016_public.pdf
 23. Nichols, M. K., Lough, N. L., & Corkill, A. J. (2019). Exploring success: Variations in Division I student-athlete academic and athletic performance. *Journal of Issues in Intercollegiate Athletics*, 12(1), 11.
 24. Powers, M., Fogaca, J., Gurung, R. A., & Jackman, C. M. (2020). Predicting student-athlete mental health: Coach-athlete relationship. *PSI CHI Journal of Psychological Research*, 25(2), 172-180.
 25. Pueo, B., Jimenez-Olmedo, J. M., Lipinska, P., Busko, K., & Penichet-Tomas, A. (2018). Concurrent validity and reliability of proprietary and open-source jump mat systems for the assessment of vertical jumps in sport sciences. *Acta of Bioengineering and Biomechanics*, 20(4).
 26. Republic Act 10676. An Act Protecting the Amateur Nature of Student-Athletes in the Philippine by Regulating the Residency Requirement and Prohibiting the Commercialization of Student-Athletes.
 27. Shulman, J. L., & Bowen, W. G. (2001). *The game of life: College sports and educational values*. Princeton: Princeton University Press.
 28. Simons, H. D., Bosworth, C., Fujita, S., & Jensen, M. (2007). The athlete stigma in higher education. *College Student Journal*, 41(12), 251-273.
 29. Stone, J., Harrison, C. K., & Mottley, J. (2012). "Don't call me a student-athlete": The effect of identity priming on stereotype threat for academically engaged African American college athletes. *Basic & Applied Social Psychology*.
 30. Wang, W.-C., Kao, C.-H., Huan, T.-C., & Wu, C.-C. (2011). Free time management contributes to better quality of life: A study of undergraduate students in Taiwan. *Journal of Happiness Studies*.
 31. Winand, M., Zintz, T., Bayle, E., & Robinson, L. (2010). Organizational performance of Olympic sport governing bodies: Dealing with measurement and priorities. *Managing Leisure*. 23 544