

# RELATIONSHIP OF ACADEMIC AND SPORTS PERFORMANCE OF ATHLETES IN NUEVA ECIJA HIGH SCHOOL

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**Abstract:** Sports programs have been an integral part of all schools. They support the academics of the school and therefore foster success in life. These programs are educational and helpful in producing productive citizenship. They help students experience and build skills, like interpersonal and time management, that may be beneficial in their future. Education may kindle the light of knowledge, but sports help to maintain the proper physique. Sports are also an important means of entertainment and use for energy after long hours of study. Students are full of energy, all of which cannot be spent in studies only. The extra energy can lead students to do wrong or unwanted activities which are harmful not only for the health but studies of students as well. This can be avoided through sports. They are the outlets of surplus energy. Students who play sports have their mind occupied and less likely to have their mind wander to wrongful things. A student learns that while playing, he has to play not for his own good but for the good and success of whole team. He or she is to keep in mind the success of his or her school. Sports help students lead a more corporate and mature life. Sports teach our students that the ups and downs are the inevitable aspects of life and should be taken in strides. Playing for a sports can help them experience hardships and allow them to face the trials, hardships and various rigors of daily life in the future. The very breath of sportsmanship is fair play. Sports are another name of honesty, integrity and loyalty for students. Thus a good sportsman can be the ideal citizen of the country. In a 2012 Brown Center report on American school performance the schools with top-ranked baseball, basketball and football teams were found to have better state achievement exam scores than those with less successful sports programs. Not surprisingly, public schools with both successful athletic teams and high academic achievement are found in areas with better financial resources: wealthy, suburban neighborhoods with predominantly white were non-Hispanic populations. According to the report, such advantaged schools are better able to integrate excellence at sports into a broader culture that encourages achievement. In order to measure the relationship of academics and sports performance of athletes in Nueva Ecija High School, 96 respondents from Junior High School who were players of Volleyball, Badminton, Table Tennis, Taekwondo, Chess, Basketball, Lawn Tennis, and Boxing were considered as respondents. The descriptive method of research was used as the method of research. Findings revealed that all the profiles are not significantly related to academic performance except age. Age is negatively related to Academic performance. The negative value of  $r = -.283^{**}$  means the younger the athlete, the higher is his/her academic performance. All the profiles are not significantly related to academic performance except awards received. Awards received is positively related to sports performance. The positive value of  $r = .298^{**}$  means that those who received awards in sports have higher sports performance. Academic performance is significantly related to sports performance. The positive value means that the higher the academic performance of the respondent, the higher is his/her sports performance.

**Keywords:** Academic Performance, Sports Performance Athletes.

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## 1. INTRODUCTION

Academic performance is the demonstrated ability to perform, achieve, and excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance. Academic excellence is more than just making excellent grades. It is the utmost development of your intellectual capacities and skills in service to humanity.

One of the main aims for most parents, teachers, or their school is to succeed academically. For this reason, it is important for them to know which factors are likely to have an influence on a students' academic achievement. With growing research on the positive relationship between academic and sports participation, there should be an increasing number of learners participating in sports activities. As a first class graduate and one who has helped thousands of people achieve

first class results. Ahmed (2017) mentioned in his journal that there are three things to consider in getting academic excellence: 1. Great Honor — people meeting you for the first time will develop a fresh positive perception of you the moment he realizes that you're a first class graduate. From there you get unusual access; Unusual Access — as a first class graduate you've been given amazing access to people and places because of that factor alone. Opportunities exist mostly exclusive to academically excellent people; and 3. Opportunity to not start at the very bottom — you are easily invited to take leadership position instead of starting like everyone else at the bottom.

The purpose of this study was to accurately describe student-athletes and their academic and sports performance which may have resulted from demanding a great deal of the student's time with or without providing additional support. This study investigated the relationship of athletic or sports participation on the academic achievement of junior student-athletes from Nueva Ecija High School. The impetus for the study was the conflicting research as it relates to the impact of athletics' participation had on academic success at the high school levels.

## 2. RESEARCH METHOD

The descriptive method of research, which is used to describe characteristics of a population or a phenomenon, was used in this study. It addresses the “what” question. The characteristics describe the situation or population is usually some kind of categorical scheme also known as descriptive categories. Descriptive research generally precedes explanatory research. Hence research cannot discuss what caused a situation. Thus, descriptive research cannot be used as the basis of a causal relationship, where one variable affects another. In other words descriptive research can be said to have a low requirement for internal validity. (Shields & Rangarjan, 2013). The study focused on the relationship of academics and sports performance of athlete-respondents in Nueva Ecija High School which is a current phenomenon, hence the descriptive method of research is the most appropriate method to use.

## 3. THEORETICAL FRAMEWORK

Sports programs have been an integral part of all schools. They support the academics of the school and therefore foster success in life. These programs are educational and help produce productive citizenship. They help students experience and build skills that may help them in their future, like interpersonal and time management skills. Education may kindle the light of knowledge, but sports help to maintain the proper physique. Sports are also an important means of entertainment and a use for energy after long hours of study. Sports increase a student's performance not only in the classroom but also in their life. In order to measure the relationship of academics and sports performance of athletes in Nueva Ecija High School, 96 students from Junior High School were considered as respondents.

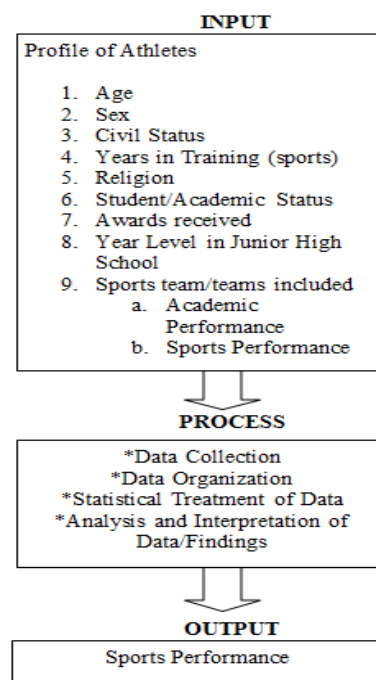


Figure I. Research Paradigm

### Respondents of the Study

The study had a total of 96 respondents, distributed according to the sports they belonged to. As shown on Table 1, Volleyball got the highest number of athlete-respondents having 24 or 25% followed by Taekwondo with 21 or 21.9%. Meanwhile, chess and other sports got the lowest number of respondents with only 4 or 4.2% both.

### Statistical Treatment of Data

The researcher tallied, organized, and presented the data in tabular forms using percentage, ranking, and weighted mean. Microsoft Excel was used in encoding data gathered from the questionnaire. It was also used to determine the frequency count, percentage, weighted mean, and t-test to determine the difference between the personal perception of athlete-respondents for their academics performance and sports performance.

Frequency count and percentage were used to describe the profile of the respondents.

Weighted mean was determined for each item in the academic performance and sports performance of the athlete-respondents. Mean and expected value are used synonymously to refer to one measure of the central tendency either of a probability distribution or the random variable characterized by that distribution.

T-test of two sample means assuming equal variances was used to find the difference on the responses on the athlete-respondents on their academic performance and sports performance.

Spearman rho in statistical package for social sciences was used to determine if there is relationship between the profile of the respondents and their academic and sports performance.

## 4. LITERATURE REVIEW

According to Callari (2009), the three most commonly 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. These standards have resulted in some students having higher grades, higher attendance rates, fewer disciplinary problems, and lower dropout rates (Jansen, 2008; National Federation of State High School Associations, 2008). Proponents of “no pass, no play” supported the requirement that students must pass all courses to earn the right to participate in extracurricular activities because these activities were secondary in importance to academic work (Burnett, 2012). If students took their studies seriously, it was believed they would earn better grades. Burnett added that participation in extracurricular activities was the driving force behind some students’ interest in attending school.

Sports involvement and academic success of student-athletes had been a topic of discussion long time ago. Critics observed that participation in sports may reduce the time available for studying and learning, since they were having difficulties in managing their time between hectic schedules of sports training and requirements of academic subjects. However, sports enthusiasts claimed that sports participation can motivate student-athletes to achieve harder, raise scholastic ambition, can keep them attending school, can improve students’ academic grades, develop awareness the benefits of good health, fitness and exercise, and understanding the spirit of team work, sportsmanship and camaraderie. In addition, researches showed pieces of evidence that student participating in sports and physical activities lead to developed mental and physical alertness, mentally and physically alert students always improved their performances, accomplished more, and likely to continue attending classes in school.

Majority of the previous researches were conducted with high school student-athletes participants, their academic achievement were measured based on their General Weighted Average (GWA) general subjects such as english, math, and science. The present study examined the relationship between sports participation and academic achievement. Their academic achievements were measured and compared in terms of gender based on their GWA (general weighted average). Results of the study would generally help the student-athletes to get the support they need from their parents, relatives, friends, and teachers. It could also serve as an eye opener for school administrator and other critics that participation in sports are not just for fun, leisure, nor hindrance to the future academic success of the student-athletes, hence, it would be of great help for them to push harder, become more active in school, more positive in life, to develop self-discipline, promote fitness and wellness, friendship and camaraderie. In addition, coaches and trainers could have a closer monitoring on both athletic and academic performances of the student-athletes all throughout the school year not just prior to competition, Montecalbo-Ignacio et. Al (2017).

The quality of students' performance remains at top priority for educator, trainers, and researchers who have long been interested in exploring variables that contribute effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and teacher factors according to Buendicho et al. (2010). Generally these factors include age, gender, geographical belongingness, ethnicity, marital status, parents' education level, parental profession, and income.

Sports appear to be an attractive aspect of the high school experience to many students, Fisher et al (2012). Fisher et al. conducted an investigation on the positive and negative correlates of sports participation on inner-city high school students. An anonymous survey was distributed to 838 participants, where 45% were male and 55% were female (Fisher et al). Of the 838 students who were interviewed, the authors found that all of them participated in sports in some way.

Yiannakis and Melnick (2010) conducted a study that purported positive benefits attributable to the participation in high school sports, as opposed to the findings in youths of Fisher et al. (2012). The authors executed a longitudinal investigation from a nationally representative sample of 10th graders in order to assess the net effect of athletic participation on student outcomes after a number of factors were controlled for. Specifically, the controls included student background and 8th-grade measures of the dependent variable of the study. The analysis that the authors conducted was reported in their study. They found that there were positive effects of sport participation on grades, self-concept, locus of control, and educational aspirations in addition to a negative effect on discipline problems. Further, the study indicated that athletic participation was not distributed equally across gender or socioeconomic groups. Specifically, the authors noted that there were certain groups that were more likely to participate in high school competitive sports. Those groups included: (a) males; (b) students from higher socioeconomic levels; (c) students attending private and smaller schools; and (d) students with previous experience in school and private sport teams.

Additionally, Broh (2013) used the National Educational Longitudinal Study to test the effect that participation in extracurricular activities such as athletics had on high school achievement. The author noted that the literature that was reviewed for the study indicated a mixed set of results and that the study was conducted by the author would help add to the literature. The author analyzed the data and reported that participation in athletics resulted in an increased development and a higher degree of academic achievement among students.

In addition to the work of the above authors, Jordan (2009) investigated the relationship between the topical variables, specifically with respect to African American high school athletes. The author used a nationally representative sample in order to examine three central questions: (a) the effects of sports participation on various school engagement and student self-evaluative variables, controlling for background characteristics such as socioeconomic status and gender; (b) the potential differential effects of sports participation for African American students; and (c) the degree to which sports participation affected African American students' academic achievement (Jordan, 2009). The author found that sports participation improved the school engagement and academic self-confidence of all student athletes. Further, Jordan (2009) revealed that a positive intervening relationship existed between sports participation and academic achievement. While race was not a central theme of this study, the findings of the Jordan (2009) investigation shed further light on the different approaches of authors who have taken to research the relationship.

## 5. DISCUSSION

### Profile of the Athlete – Respondents

#### Age of the Athlete – Respondents

Majority of the respondents belonged to ages 14-15 having a frequency of 48 or 50.0% followed by ages 16-17 with 30 or 31.3%. Meanwhile ages 20-21 got the lowest frequency with only 1 or 1%. The data revealed that most of the athletes were in the typical high school years and that majority of them were just in their first year or second year in the field of training in sports.

#### Sex of the Athlete – Respondents

Distribution of athlete-respondents according to sex. Shows that the 60 or 62.5% of the athlete-respondents were males and 36 or 37.5% were females.

It implied that the athletes were highly dominated by males. Coaches of the athletes said in the unstructured interview that males show more courage in the field of sports because they are more enthusiastic in rigid and hard training in sports.

Sex differences in males' and females' sports careers have been shown in some studies. Normally, it is found that females have an earlier start, culmination and end to their sports careers compared to male athletes competing in the same events. In general, it has been found that male athletes display greater achievement motivation and drive to succeed in sport, as opposed to female athletes who show higher levels of motivation to avoid failure. For female athletes these tendencies are more balanced. In the final stage of their careers, sportsmen continue to display high levels of the drive to succeed, whereas sportswomen are more inclined to be preparing for their retirement from top level sport. It would also appear that for sportsmen their relationships with teammates are paramount, whereas for females, relationships with their coach are more significant.

Men and women's competition is almost identical, with only a few rules differences, in sports such as basketball, swimming and diving, track and field, soccer, tennis and golf. In general, accommodations are made for the fact that women are smaller and less muscular than men. In track and field, for example, men throw a 16-pound shot put while women use an 8.8-pound shot. Golf courses have several tees for each hole, and women typically play the forward or middle tees, rather than the longer tees. In high school basketball, the girls' ball is 1 inch smaller in circumference and 2 ounces lighter than the boys'. In college hockey, body checking is forbidden in the women's game, but not the men's.

For many years, women were artificially held back in sports based on supposed physiological inferiority. From 1932 through 1956, for example, women ran no farther than 200 meters at the Olympics. Today, women run the same events as men. This egalitarian spirit allows both women and men to enjoy the benefits of sports, including improved physical fitness, strength gains, weight loss and a reduced risk of disease. Additionally, coed sports such as mixed doubles tennis or coed recreational leagues permit men and women to enjoy the social and fitness aspects of sports together.

Sabo and Veliz (2008), and Web (2013) mentioned in their Journal entitled "Gender in Youth Sports", and "Gender Equality" that there are more boys participating in sports than girls in urban and suburban areas.

On the other hand when it comes to academics, it was proven on the study conducted by M.J. Blume (2011), that on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys (Jacobs, 2002). Standardized achievement tests also show that females are better at spelling and perform better on tests of literacy, writing, and general knowledge (National Center for Education Statistics, 2003). An international aptitude test administered to fourth graders in 35 countries, for example, showed that females outscored males on reading literacy in every country. Although there were no differences between boys and girls in fourth grade on mathematics, boys began to perform better than girls on science tests in fourth grade (International Association for the Evaluation of Education Achievement, Girls continue to exhibit higher verbal ability throughout high school, but they begin to lose ground to boys after fourth grade on tests of both mathematical and science ability. These gender differences in math and science achievement have implications for girls' future careers and have been a source of concern for educators everywhere.

#### **Civil Status of the Athlete – Respondents**

The distribution of the athlete – respondents according to civil status. It shows that 95 or 99.0% of the athlete-respondents were single, while 1 or 1.0% was married.

The findings imply that majority of the athlete-respondents could focus more on their study and sports activities, being still single. It is believed that athletes who do not have their own family have more time and can focus in sports training.

Whether conducted in solitude or with other people, singles tend to spend more time on overall leisure activities and sports than married people. Single people spend on average 5.56 hours a day on overall leisure and sports activities, compared with married people, who spend an average 4.87 hours a day on leisure and sports. (The Sydney Morning Herald 2017).

#### **Number of years in Training of Athlete – Respondents**

The distribution of the athlete – respondents according to number of years in training. It is revealed that 72 or 75.0% of the athlete-respondents have been engaged in their training for 1 to 2 years, while 16 or 16.7% have spent 3 to 4 years of training. Eight or 8.3% of the athlete-respondents have 5 years of training. The results entail that majority of the athletes

had 1 to 2 years of experience as athletes. The decreasing rate of the athletes having 5 and above years of experience is observable. It is revealed that when the athletes are just beginning in their duty as athletes, they are very enthusiastic in doing having a training. However, when they reach their Grade 9 and Grade 10, their interest declined as they become busy in their academic studies.

Training is extremely important and should form an integral part of all elite athletes daily routines. Training allows the body to gradually build up strength and endurance, improve skill levels and build motivation, ambition and confidence. Training also allows athletes to gain more knowledge of their sport as well as enabling them to learn about the importance of having a healthy mind and body. In terms of physical effects of training, regular exercise increases muscle tone, facilitates good circulation, improves strength, agility and flexibility and improves the rate of waste product disposal. Regular training also speeds up recovery time following physical exercise; this enables the body to cope with the demands of training more effectively and makes it more resistant to injury and illness. Training also has benefits for mental health as it improves concentration and increases self-esteem (Serrano and Sampaio 2013).

### **Religion of the Athlete – Respondents**

Majority or 67.7% of the athlete-respondents are Roman Catholic, while 8 or 8.3% of them are Igllesiani Cristo, In addition, there are 3 or 3.1% who are Born Again, and that 6 or 6.3% of them are Igllesiang Diyos, More-over, one or 1.0% of the athlete-respondents are Baptist, and thirteen or 13.5% who are from other sects.

The results denote that majority of the athletes are Roman Catholic. Unstructured interview with the athletes revealed that those who belong to the said religion are not that busy in performing their duties in the church since their religion does not have too many rules. On the other, it can be observed that the lowest in frequency with one or 1.0 % is a member of Baptist. This maybe because of their spiritual obligations or commitment. They cannot give more time to academics and sports because the schedule of their worship or church activities might affect the schedule for academics and sports.

Head (2009) explains this conflict when it comes to religion and sports; he stated that sometimes, religion will cause a disruption in sports. People usually overlook connections between athletes and their faith until someone sacrifices one for the other. It is obvious that the Christian majority is more willing to make sacrifices, as many sporting events happen on Sunday, the holiest of Christian holidays. But for other sectors of the spiritual world, the decisions are not that easy, and regardless of their choices those athletes will face scrutiny for their priority.

For Green (2008), one of the international athletes, he put his faith above the game, teammates, and fans, but his is a rare case. For most athletes, the power of opportunity and advancement is far greater than childhood teachings and old traditions.

### **Academic Status of the Athlete – Respondents**

It is displayed that 92 or 95.8% of the athlete-respondents are in regular academic status, while 3 or 3.1% of them are irregular and that one or 1.0% of them is in probationary academic status. The outcome showed that majority of the athlete-respondents were regular students. Based on the unstructured interview with the coaches they are trying to motivate young athletes or freshmen to join one of their sports in their respective school because at this stage the students are regular in academic status and they can still do things simultaneously compared to those students who are on probationary status.

Tublitz and Taras (2007) conducted a review of studies on younger students and the effect that physical activity had on school performance. The research review showed that there may be some short-term improvements due to physical activity, specifically with respect to concentration, but there is no well substantiated long-term improvement of academic achievement as a result of more vigorous physical activity. The author also noted that the relationship between physical activity in students and academic outcomes requires further elucidation.

### **Awards Received of the Athlete – Respondents**

Table 1 shows the distribution of athlete – respondents according to awards received. It is shown that 69 or 71.9% received awards in academics, while 27 or 28.1% of them received awards in sports.

**Table 1: Distribution of the Athlete – Respondents according to Awards Received**

Awards Received	Frequency	Percent
Academic	69	71.9
Sports	27	28.1
Total	96	100.0

The result on this study is supported by Leonardo Burszty, he mentioned in his study entitled “SHOULD SCHOOLS RECOGNIZE OR AWARD ACHIEVEMENT?” wherein he mentioned that most academic settings make use of awards or other forms of recognition for good performance. These include gold stars, certificates, prizes, honors, honor rolls and selection for advanced track or honors courses and "gifted" programs. Awards and recognition are generally intended at least in part to encourage effort and reward good performance. However, there is little empirical evidence that such policies actually do so. And there are several reasons why awards might in fact adversely affect performance. For example, unlike grades, which are typically reported only to the student, awards or honors are often observable to peers, such as through announcements in class or at ceremonies, or through the classes that a student takes.

When students are given nothing but negative feedback, they will feel beaten down and will lack any desire to put forth effort in the both academics and in sports. They know their efforts will only be met with criticism, so why even bother trying? But when learners are given positive feedback and are rewarded for a job well done, it's only natural for them to continue to work hard and do their very best. Even the slightest positive student recognition does wonders for the learner's morale and enthusiasm about school work and their outlook on school, in general.

#### Year Level in Junior High School of the Athlete – Respondents

Table 2 shows the distribution of athlete – respondents according to the year level.

**Table 2: Distribution of the Athlete – Respondents according to the Year Level**

Year Level	Frequency	Percent
Grade 7	6	6.3
Grade 8	3	3.1
Grade 9	16	16.7
Grade 10	71	74.0
Total	96	100.0

As shown therein, 6 or 6.3% of the athlete-respondents were Grade 7, while 3 or 3.1% of them were from Grade 8, 16 or 16.7% of the athlete-respondents were Grade 9, and 71 or 74.0% of them were Grade 10.

It was proven by the famous international journal named “Child Trends” that participation in athletics has a positive association with academic achievement. Studies have shown that high school athletes have higher grades than non-athletes, lower absentee levels, a significantly smaller percentage of discipline referrals, lower percentages of dropouts, and higher graduation rates, Child Trends (2011)

#### Sports Team of the Athlete – Respondents

Table 3 shows the distribution of athlete – respondents according to their sports team included. It is shown that 24 or 25.0% of the athlete-respondents were engaged in Volleyball, while 8 or 8.3% of them were in Badminton, also, 8 or 8.3% of the athlete-respondents in Table Tennis, More-over 21 or 21.9% of the athlete-respondents were in Taekwondo, while 4 or 4.2% were in Chess, 8 or 8.3 were from Lawn Tennis team, in basketball team they had 11 or 11.5%, eight or 8.3% were from Boxing, and 4 or 4.2% were from other sports.

**Table 3: Distribution of the Athlete – Respondents according to the Sports Team Included**

Sports Team	Frequency	Percent
Volleyball	24	25.0
Badminton	8	8.3
Table Tennis	8	8.3
Taekwondo	21	21.9
Chess	4	4.2
Lawn Tennis	8	8.3
Basketball	11	11.5
Boxing	8	8.3
Others	4	4.2
Total	96	100.0

Sports remain a popular aspect of Philippine culture. As such, the country's government has had several attempts at improving its athletics program through various Republic Acts and Senate Bills. On July 27, 2009, President Gloria Macapagal Arroyo signed Republic Act No. 9850 into law, declaring Arnis as the Philippine National Martial Art and Sport.

Meanwhile, each sporting community hosts/joins both local and international tournaments with the purpose of building itself and/or gauging itself against its peers. Sports in the Philippines are an important part of the country's culture. These are seven major sports in the Philippines: basketball, badminton, boxing, football, billiards, tennis and volleyball. Despite being a tropical nation, ice skating is a popular sport in the Philippines.

Sports such as athletics, weightlifting, aerobics, and martial arts are also popular recreations.

## 6. PERFORMANCE OF ATHLETE-RESPONDENT

### Academic Performance

Table 4 shows the Academic Performance of the athlete-respondents.

It can be seen in the table that item 5, "I make sure to pass all my academic subjects" obtained the highest weighted mean of 3.56 described as always while item 9, "I achieved a general weighted average below 85 percent academics" obtained the lowest weighted mean of 1.56 interpreted as sometimes. Over-all, the items on the Academic Performance of the athlete – respondents obtained an average weighted mean of 2.82 described as often.

**Table 4: Academic Performance of the Athlete-Respondents**

Nr	Items	Weighted Mean	Verbal Description
1	Go to class in a regular basis aside from attending training in sports.	3.36	Always
2	Participate in academic activities like quiz bee and other competitions.	2.15	Sometimes
3	Plan on pursuing non-sports related as a professional career	2.70	Often
4	Commit more of my time to academics	3.15	Often
5	Make sure to pass all my academic subjects	3.56	Always
6	Make sure not only to pass but go above and beyond my academics	3.26	Always
7	Prioritize my academic subjects before sports	3.20	Often



8	Achieved a general weighted average above 85 percent in academics	3.43	Always
9	Achieved a general weighted average below 85 percent academics	2.46	Sometimes
10	Consider my involvement in academic related activities/group as an inspiration/motivation in sports.	3.30	Always
11	Experience additional tutoring services or academic aid provided for non-athletic students	2.38	Sometimes
12	Experience extended deadlines for assignments, projects and other requirements as a student-athletes	2.64	Often
13	Don't feel stress when my academic schedules overlap on my sports related schedules	2.52	Often
14	Don't feel guilty by not submitting my academic requirements on time because of my training in sports	1.90	Sometimes
15	Do adjustments on my academic performance before or after my competition	2.90	Often
16	Am excused to do my academic requirements if I won in a competition.	2.73	Often
17	Don't do cutting classes just to attend my training in sports	3.22	Often
	Overall Weighted Mean	2.82	Often

*Legend: 1.00 to 1.74 Never; 1.75 to 2.49 Sometimes; 2.50 to 3.24 Often; 3.25 to 4.00 Always*

It is clearly showed that learners are still keen when it comes to their academics while being part or having other chores like sports. Other kids care as much or more about the quality of the education and the college experience they will have, and will only consider schools that can deliver on these criteria in addition to a positive sports experience. This may be an internal motivation and it may be driven more by their parents. They will try to get scholarship money if they can from a particular school, but they won't make their school choice based on money alone, and they won't attend a school that doesn't fit their non-athletic criteria just because they were offered money. Kids who are stronger academically and know they probably don't have a future in professional sports are more likely to make academics their priority, Lumpkin (2012).

### Sports Performance

**Table 5: Sports Performance of the Athlete-Respondents**

Nr	Item	Weighted Mean	Verbal Description
1	Go to sports training in a regular basis aside from attending regular classes.	3.07	Often
2	Participate in sports-related activities(i.e.,practices, games, and meetings)	3.15	Often
3	Plan on pursuing sports as a professional career	2.78	Often
4	Commit more of my time to sports	2.76	Often
5	Make sure to pass all my sports evaluation	3.13	Often
6	Make sure not only to pass but go above and beyond my sports performance	3.08	Often
7	Prioritize sports before academics	2.24	Sometimes
8	Achieved a general weighted average above 85 percent in sports	3.01	Often

9	Achieved a general weighted average below 85 percent in sports	1.78	Sometimes
10	Don't feel stress when my training schedules overlap on my academic related schedules	2.55	Often
11	Don't skip my training in sports just to attend other extra-curricular activities	2.74	Often
12	Consider my involvement in sports as an inspiration/motivation in my academics	3.08	Often
13	Am excused in my training in sports if I won in a academic related competition.	2.70	Often
14	Don't feel guilty by not attending training in sports because of my academic schedules.	2.72	Often
15	Don't think that sports is a hindrance to excel academically	2.96	Often
	Overall Weighted Mean	2.78	Often

*Legend: 1.00 to 1.74 Never; 1.75 to 2.49 Sometimes; 2.50 to 3.24 Often; 3.25 to 4.00 Always*

Table 5 shows the sports performance of the athlete-respondents. It can be seen in the table that item 2, "I participate in sports-related activities (i.e. practices, games, and meetings)" obtained the highest weighted mean of 3.15 described as Often while item 9, "I achieved a general weighted average below 85 percent in sports" obtained the lowest weighted mean of 1.78 interpreted as sometimes.

Over-all, the items on the Academic Performance of the athlete – respondents obtained an average weighted mean of 2.78 described as often.

Some high school athletes care more about continuing their sport than their academics, and they will focus more on schools that have the best national reputation for that sport. Given a choice between a mediocre academic school with a strong sports team and a stronger academic school with a mediocre sports team, they are more likely to pick the former than the latter. If their motive for college is more about athletics than academics, priority will be given to schools that give them a full ride, regardless of the reputation or academic standards of the school. Kids who are either elite athletes or mediocre students are more likely to give athletics a higher priority, Lumpkin (2012).

Nowadays, a lot of student that involve in sport often make them hard to maintain their result but they can score during the examination (Shuman Michael, 2009). Besides, a lot of student success in their academic are usually active in sport, it will show if there are any differences between student that participated in sport and student that not participated in sport in their academic achievement (Shuman Michael, 2009).

According to sport participation and academic performance; proof from the National Longitudinal Study of Adolescent Health (2002) gives positive association between sports participation and academic performance. Besides that, based on Eccles, Barber, Stone, & Hunt (2003), studies show that participation in athletic activities is to encourage a wide range of social, physical, and intellectual skills, which leading better in classroom performance. In fact there is fair quantity of proof to support this claim. As noted above, high school athletes on average perform better academically than non-athletes.

Moreover, some previous research states that overall, student athletes graduate at higher rates than students in the general population. The newest graduation rates of 60% compared to 58% for the non-athlete population (Division I Athlete Graduation Rates, 2002).

### **Relationship Between the Profile of the Respondents and their Academic Performance**

Table 6 shows the relationship between the profile of the respondents and their academic performance. All the profiles variables except for age were not significantly related to academic performance. Age is negatively related to Academic performance. The negative value of  $r = -.283^{**}$  means that the younger the athlete, the higher is his/her academic performance.

**Table 6: Result of Spearman rho as Relationship Among the Profile of the Respondents and their Academic Performance**

Profile	r-value	p-value	alpha	Interpretation
Age	-.283**	.005	0.05	Significant Relationship
Sex	.061	.554	0.05	No significant relationship
Civil Status	-.125	.223	0.05	No significant relationship
Years in Training	-.099	.336	0.05	No significant relationship
Religion	-.066	.524	0.05	No significant relationship
Students Status	-.093	.369	0.05	No significant relationship
Awards Received	.019	.858	0.05	No significant relationship
Year Level	-.097	.346	0.05	No significant relationship
Sports Team	.072	.488	0.05	No significant relationship

*\*\*correlation is significant @ 0.01 level*

#### **Relationship Between the Profile of the Respondents and their Sports Performance**

Table 7 shows the relationship between the profile of the respondents and their sports performance. All the profile variables were not significantly related to academic performance except for awards received. Awards received is positively related to sports performance. The positive value of  $r=.298^{**}$  means that those who received in sports have higher sports performance.

**Table 7: Result of Spearman rho as Relationship Among the Profile of the Respondents and their Sports Performance**

Profile	r-value	p-value	alpha	Interpretation
Age	-.064	.539	0.05	No significant relationship
Sex	-.071	.495	0.05	No significant relationship
Civil Status	-.055	.597	0.05	No significant relationship
Years in Training	.189	.065	0.05	No significant relationship
Religion	.199	.052	0.05	No significant relationship
Students Status	.149	.148	0.05	No significant relationship
Awards Received	.298**	.003	0.05	Highly Significant Relationship
Year Level	-.107	.299	0.05	No significant relationship
Sports Team	.147	.152	0.05	No significant relationship

*\*\*correlation is significant @ 0.01 level*

Legend:

NS – No Significant

\* - Significant

\*\* - Highly Significant

### Relationship Between Academic Performance and Sports Performance

Table 8 shows the result of t-Test as to the difference in the over-all responses of the athletes on their academic and sports performance to ascertain whether there exist a significant difference on the aforesaid variables.

As shown therein, academic performance is significantly related to sports performance. The positive value data means that the higher the academic performance of the respondent, the higher is his/her sports performance.

**Table 8: Result of t-Test as to the Difference in the Over-all Responses of the Athletes on their Academic and Sports Performance**

Variables	Sports Performance	p-value	alpha
Academic Performance	.385**	.000	0.05
Interpretation	Highly Significant Relationship		

\*\*correlation is significant @ 0.01 level

The result on the difference in the over-all responses of the athletes on their academic and sports performance was supported by Tower, (2008) in his study entitled “Relationship Between Athletic and Academic Success”. Participation in sport may lead to experiences, attitudes, self-perceptions, and treatment that enhance the academic role for the following reasons: (1) if one is 10 participating in sport there may be an increased interest in the school, including academic activities; (2) to maintain athletic eligibility the athlete is motivated to perform at a higher academic level; (3) athletic success may lead to a heightened sense of worth that spills over into academic achievement; (4) coaches, teachers, and parents take a personal interest in athletes, including their classroom performance; (5) athletic participation may lead to membership in the elite peer groups and an orientation toward academic success; and (6) the athlete may have the hope or expectation of participating in athletics in college” (Snyder, 1990, p. 390). Looking at these six perceived influences for academic success in athletes, the notions of coach/parental pressure and influence, positive relationship with the school due to sport, heightened sense of self-esteem, and pressure due to eligibility requirements are all repeats of prior mentioned research. This repetition of reasons provides a strong basis for its validity, and is the basis for this work.

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