

# The Status of the Academic Performance of University of Baguio High School (UBHS) Athletes

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## ABSTRACT

This study delves into the status of the academic performance of student-athletes of University of Baguio High School (UBHS) aiming to evaluate the correlation between academic performance and athletic participation; analyze the extent of the effect of athletic participation in events to their academic performance; identify the support given to them by the Athletics Office, UB High School and other UB offices to help them in their academics; and, provide recommendations to further improve their academic performance. Utilizing the descriptive survey method, data was collected through survey questionnaires formatted in Google form and analyzed to understand the academic performance of UBHS student-athletes and explore potential factors influencing their performance. A total of 95 responded to the study among the 154 student-athletes enrolled in the University of Baguio High School for the academic year 2022-2023 who were surveyed. Findings of this study reveal that the academic performance of the participants showed a very satisfactory to outstanding grade and there is no correlation between academic performance and athletic participation. Furthermore, the participants identified that athletic participation enhances their self-confidence, leading to increased engagement in classroom activities. It further propels them to graduate high school, pursue college education, potentially engage in sports at the collegiate level, and refine their time management abilities. Proper scheduling of training, time given to do their assignments, consideration, help, motivation and advice both from their coaches and teachers and counseling were the support identified by the participants given to them by the academic community. Based on these findings, it is recommended that the Athletics Office, UBHS faculty, and the UBHS Principal's Office retain their practices in supporting the student-athletes but should be enhanced to help them excel both in academics and sports.

**Keywords:** Academic Performance, Student-Athletes, Athletic Participation

## INTRODUCTION

High school is one of the most stressful and challenging periods of a student's life. It can be hard to balance for most students, let alone student-athletes with priorities towards academic success and retaining optimal performance on the playing field. Student-athletes are students who participate in sports and represent their school at any level (Jakiwa et al., 2022). A full-time or part-time student at a university or college who takes part in a competitive organized sport sponsored by their school is considered a student-athlete. This word refers to a person who participates in college sports as an amateur primarily for educational

purposes and anticipates social, mental, and physical benefits from their involvement (Kohs, 2015). In essence, they attend school to further their education and ultimately obtain a degree.

In the Philippines, Republic Act No. 10676 defines a student-athlete as a student currently enrolled in any school who is a member of any of the school's athletic teams or programs and who represents or has intentions of representing the school in an inter-school athletic program or competition. To be qualified to represent the school in an interschool athletic program or tournament, they must be enrolled in a minimum of a full-time curriculum and in good standing.

A school's student-athletes are valuable members of the community. They represent the university during sporting events and contests, inspiring and uplifting the whole campus community (Ines, 2021). They represent the school and, at the same time, bring glory to it every time they win and bring home the bacon. Student-athletes receive scholarships from the educational institution where they are enrolled to help pay for tuition, books, and other expenses. To be able to maintain the scholarship, student-athletes need to manage the rigors of academic life by attending courses on time, studying for tests, turning in projects, and cooperating with classmates on specific assignments, and acquiring passing grades while attending scheduled practices and long hours of training sessions to develop their skills in the sport that they represent. Academic work and competitive sports work side by side for the student-athlete, and in order not to compromise, they need to learn to organize and prioritize their objectives correctly. According to Billonid (2020), following popular stereotypes, some believe one can be academically or athletically inclined, but rarely both. The challenge of balancing academic standards with athletic competitiveness is not new. But for athletes, they must perform well academically or athletically.

There are a lot of studies that have been made with regard to the academic performance of student-athletes. Some studies showed that participation in sports was beneficial to the student and that it could provide motivation in the classroom, but other findings revealed otherwise.

The study of Jakiwa et al. (2022) among Malaysian student-athletes implicated that despite being involved as representatives at any level of sport participation during university studies, they would still gain benefits not only in mental, physical, and social aspects but also in academic success. Furthermore, engaging in sports truly fosters a variety of social, physical, and cognitive abilities that improve academic success. This is supported by the findings of Billonid (2020), which showed that student-athletes are just as capable academically as non-athletes and can handle most tasks both inside and outside of the classroom without assistance. The student-athletes were able to keep up with school activities even with the additional time for training and adjusting to the K-12 system. Other studies have shown that sports participation also gives confidence to students which makes them perform well academically. As mentioned by Kohs (2015) in his research, the University of Illinois Chicago student-athletes compared to non-athletes exhibited a marked increase in confidence. He also added that students with a greater sense of motivation and goals tend to build confidence and perform better in their academics. The same result came out in the study of Wretman (2017), which suggests that doing sports in school improves students' grades both directly and indirectly and the results confirm numerous other secondary data studies that found a correlation, if not a prediction, between physical exercise and academic attainment outcomes.

Other literature also showed that there are unique challenges that athletes face when they combine study with a lot of sports. Their schedule can be among the most hectic of any high school student. A student-athlete has a lot on their plate than most people are aware, including attending class, team practices, and games. Notwithstanding scholarly and athletic commitments, understudy competitors should likewise keep up with some sort of public activity and set aside opportunity to rest. Ines (2021), in her study titled

Stress and Coping Strategies of College Student-Athletes, mentioned that student-athletes frequently lack the time to study for exams because they are too tired from training and feel pressure to maintain grades for scholarships or merit-based awards like dean's list, pressure to meet academic requirements on time, and pressure to skip classes in order to prepare for national competitions. Apaak and Sarpong (2015) stated that the Ghana Universities Sports Association (GUSA), university sports administrators, and the management of the various public universities work together to plan the sports calendar for each academic year so that student-athletes in the Ghanaian public universities have enough time to study, achieve good grades, and participate in their many athletic interests at the same time. As mentioned by Brouwer (2022), participants in his study discussed that effective time management was crucial to their scholastic achievement. It was difficult to manage practices, travel, and events on top of regular school activities, and they observed that the key to success was organization and striking a balance between being a student and an athlete.

Sports-engagement benefits both students and the school by enhancing the school's reputation and assisting students in achieving their career goals through their sports (Studocu, n.d.). Student-athletes understand that they have academic responsibilities in addition to their participation in sports and representing the school in various athletic events. For some, involvement in sports might impact their academic performance over time, but for others, sports serve as a source of motivation and boost their confidence to excel academically. According to Billonid (2020), sports enthusiasts assert that participating in sports motivates student-athletes, helping them become physically fit and fostering a spirit of teamwork and sportsmanship. As noted by Coleman (1961), athletics play a crucial role in motivating students.

Numerous studies have looked into the connection between students' involvement in sports and their academic achievement. According to McCarthy (2014), there are currently two major schools of thought on the connection between sports involvement and academic success: either athletic engagement detracts from academic objectives or athletic participation enhances academic achievement. These theories are the Zero-Sum Model Theory and the Developmental Theory.

Seow (2014), stated in his research that because students were spending more time on extracurricular activities (ECA) at the expense of their academic studies, the Zero-Sum framework theorized that extracurricular participation has a negative effect on academic performance. This was also pointed out by McCarthy (2014) in his research that participation in sports is thought to take time away from academics because they are social and athletic in character. Research found that academic stress peaked during the school year, which coincides with an athlete's in- and post-season. Students found it difficult to balance their obligations for both athletics and academics (Strauss, 2021). Although these findings are important, there are pieces of evidence that prove otherwise. Zallo (2020) mentioned in his research that exercise increases blood flow to the brain, raises arousal levels, modifies hormone secretion, heightens mental alertness, and boosts self-esteem that can improve academic achievement. Sports enhance a student's performance both academically and in their overall life. (Esguerra, 2019).

Another theory is the Developmental Theory. McCarthy (2014) provided evidence in his research which states that in the Developmental Theory, sports are seen as experiences that improve students' overall development; from a developmental standpoint, sports may help students achieve both academic and nonacademic goals. According to the hypothesis, playing sports will help a person achieve his or her academic objectives and improve not only his or her social status and interpersonal communication abilities but also his academic performance in the classroom. Sports help students experience and build interpersonal and time management skills that may help them in the future. According to Broh (2022),

participation in sports helps students acquire life skills and traits that are associated with successful academic performance, such as a strong work ethic, self-esteem, perseverance, and locus of control; enhances students' social standing by placing them in the front ranks of academically motivated peer groups, which supports improved academic achievement. It also gives students more opportunities to interact with teachers and other students, which fosters the development of social capital. In this study, academic performance refers to the final average of the students. For the senior high school, the average grade will be obtained from the first and second semester final grade while for the Junior High School, the final average will be the computed grade from the first to fourth quarter.

The aforementioned theories served as guide for this research study. Student-athletes need a lot of help and support from the school, faculty, and staff to be inspired to do better academically. The support that student-athletes receive will assist them in their success while in high school and beyond. Seward, Wormington, and Hulleman (2019) as cited by Ferlazzo (2021) mentioned that the more we can reframe our roles as multidimensional educators rather than just classroom instructors or sports coaches, the more we can empower student-athletes to draw connections between their various identities and start dialogues with others in order to provide them with shared support.

The various social, emotional, and behavioral demands of collegiate athletes cannot be met by one organization, much less provide all the resources needed for academic achievement. Consequently, in order to coordinate efforts to address these objectives, it is essential that colleges and universities establish multidisciplinary approaches (Hodes et al., 2015). A student-athlete's success or any student for that matter is a collaborative effort of the student, faculty, coaches and other members of the academic community.

This research will provide new perspectives in approaching issues on the academic status of student-athletes of UBHS. The result of this study will serve as a basis for the UB administration in monitoring and evaluating student-athletes and student-athlete programs of the UB High School. It will also provide faculty members with the information that is needed in order to better serve the academic needs of athletes. The stakeholders on the other hand will be given a broader perspective for them to better understand their role as a student and an athlete and encourage them to actively participate in the programs and support systems that exist in UB High School. For research, this study will attempt to replicate the positive findings in this area of study and will also become the basis for future research on the same subject.

The goal of attending school is to learn, grow and receive an education that helps an individual throughout every phase of his life. But the opportunity is not the same for every student. For some, it comes easily but to others, not as much.

In an attempt to determine the status of the academic performance of University of Baguio High School (UBHS) athletes, this study will seek to answer the following questions:

1. What is the academic performance of the UBHS athletes in terms of their final average?
  - 1.1 Is there a significant difference in the academic performance of the UBHS athletes along
    - a. class type
    - b. type of events
    - c. level of competition
2. What is the extent of the effect of athletic participation in events to the academic performance of the UBHS athletes?
3. What support do the Athletic Office, UB High School and other UB Offices give to the student-athletes, and other support groups to help them in their academic performance?

4. What specific plan of action can be proposed to enhance the academic performance of the athletes?

**METHODOLOGY**

This study employed the descriptive survey method to investigate the status of the academic performance of student-athletes of the University of Baguio High School. Participants of this study were the student-athletes currently enrolled in the University of Baguio High School for the academic year 2022-2023. The official list of athletes was requested from the UB Athletics Office. There were 64 student-athletes from the Junior High School and 90 student-athletes from the Senior High School that totals to 154. Among the 154 student-athletes who were sent the survey, only 95 submitted responses.

A research-made questionnaire was utilized to determine the status of the academic performance of the student-athletes. It was composed of three parts. Part 1 obtained the demographic profile of the respondents which included class type meaning they receive a 100%, 75% or 50% discount in their tuition fees; the type of events they participate in which could be an individual, dual or team sports: and, their level of competition which means that they competed in the local, regional, national or international level. As for the final grade of the student-athletes, it was requested from the Principal’s Office. Part 2 was 15-item questions to know the extent of effect of athletic participation to the student- athlete’s academic performance. Open-ended questions were constructed for the Part 3 of the questionnaire to allow the participants to provide responses in their own words. Part 1 and Part 2 sought to answer Objectives 1 and 2 while Part 3 answered Objectives 3 and 4. The instrument was sent to the university's Research and Development Center for review to ensure that the statements and instructions were understandable and had face validity. The content validity of the items was examined to make sure they were appropriate for inclusion. For easier administration of the survey questionnaire, it was converted to Google form and was sent to the electronic mails of the respondents. Answered Google forms were downloaded and converted to excel for scrutiny, sorting, and summarizing. To address Objective 1, the data gathered were tabulated, analyzed and compared in terms of demographic profile. The data gathered from Part 2 of the questionnaire were computed to get the mean score to answer Objective 2. The items under the category extent of effect of athletic participation were given weight using a four-point Likert scale. This was done for purposes of determining the effect of athletic participation to the respondents as well as for statistical analysis and interpretation. The following scale range and descriptive equivalent ratings was used:

**Table 1. Extent of Effect of Athletic Participation**

Weight	Scale	Descriptive Equivalent Rating	
		Interpretation	Description
4	3.26 to 4.00	Very Much Agree	There is much effect in my grades
3	2.51 to 3.25	Agree	There is an effect in my grades
2	1.76 to 2.50	Slightly Disagree	There is minor effect in my grades
1	1.00 to 1.75	Very Much Disagree	There is no effect in my grades at all

Thematic analysis was used to approach Objectives 3 and 4 since the respondents’ views and opinions were being asked. As noted by Caulfield (2022), thematic analysis is a good approach to research where

you're trying to find out something about people's views, opinions, knowledge, experiences or values from a set of qualitative data – for example, interview transcripts, social media profiles, or survey responses.

Ethical considerations were followed in the conduct of the study. The researchers sought permission and clearance from all the relevant authorities especially the Vice President for Academic Affairs, Principal, and Assistant Principal through e-mail. The researchers asked for the consent of the respondents to participate in the study and was noted in the first part of the questionnaire. The researchers explained the purpose of the study and the data collection process. The participants were given the freedom of choice to allow them to decide whether they will participate or decline to be part of the study. They were asked for their voluntary participation and encouraged them to answer the questions honestly. Furthermore, since it was explained that their participation was discretionary, the respondents can withdraw from, or leave, the study while it was in progress without feeling an obligation to continue. They didn't need to provide a reason for leaving the study. A consent letter from the parents of the participants were distributed before the respondents answered the questionnaire. Since the list of participants was asked from the Athletics Office, the study's participants' confidentiality was maintained by withholding their names and identities throughout the data collecting, analysis, and reporting phases. A locked drawer held the list, and all files containing survey data will have password protection.

The result of this study will be disseminated to the respondents through a virtual research colloquium. A copy of the study will also be given to the Principal and Athletics Office for reference.

**RESULT AND DISCUSSION**

The data are presented in tables and graphs, described, and interpreted to address the statement of the problem and draw significant conclusions.

Data from the answered questionnaires of the 95 student-athletes in the University of Baguio High School were processed to obtain the demographics and address SOP1.

**Table 2. Demographics**

	Frequency	Percent
Average		
Fairly Satisfactory	2	2.1
Satisfactory	18	18.9
Very Satisfactory	38	40
Outstanding	37	38.9
Total	95	100
Class type		
100%	52	54.7
75%	14	14.7
50%	29	30.5
Total	95	100
Types of events		
Individual Sports	59	62.1
Dual Sports	7	7.4
Team Sports	29	30.5

Total	95	100
Level of competition		
Local	27	28.4
Regional	15	15.8
National	46	48.4
International	7	7.4
Total	95	100

Table 2 displays the results of the demographic questions relating to the survey’s participants. In terms of final average, 38 of the respondents have very satisfactory, 37 outstanding, 18 satisfactory and 2 fairly satisfactory.

As presented in Table 2, out of the 95 survey participants, 40% of them have a very satisfactory average, 38.9% have an average of outstanding and 18.9% and 2.1% have averages of satisfactory and fairly satisfactory respectively. Based on the result, over half of the participants have very satisfactory to outstanding grade. This means that despite the responsibilities of students as athletes, they can attain good grades. Their participation in sports is not a hindrance for them to still excel in academics. This result is backed up the study made by Castagnola (2023) with overall findings her research indicates that student-athletes do well academically, with the majority of respondents having GPAs between 3.5 and 4.0. In addition, in the study of Wretman (2017), high academic accomplishment was revealed by the sample, as 58.3% of students reported receiving "mostly As and Bs" in their most recent grades which according to the findings, students' grades may benefit both directly and indirectly from participating in school sports. However, 18.9% got a final average of satisfactory and 2.1% have fairly satisfactory. This indicates that some of the respondents who fall into this percentage may have difficulties in balancing both academics and sports. It could be the time that their sport demands force them to sacrifice their academics which makes it difficult for them to earn good grades. A study made by Apaak and Sarpong (2015) mentioned that student-athletes felt that there was simply not enough time for them to combine academics and sports and to do their best in both areas. Similarly, a study conducted by Hicks (2018) found out that one of the main reasons student-athletes struggle so much more than those who do not participate in athletics is that participation in sports involves an extraordinary amount of time, time that would normally be spent to academic pursuits.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.386	3	.129	.156	.926
Within Groups	75.046	91	.825		
Total	75.432	94			

As shown in Table 3, a one-way between subjects ANOVA was conducted to compare the significant difference in the academic performance of the UBHS athletes according to Class Type and found that there was no significant differences  $F(3, 91) = 0.156, p > 0.05$ . This means that whether the respondents get a 100%, a 75% or a 50% scholarship, their class type or scholarship do not play a significant role in their performance in academics. Although the respondents were not student-athletes, a study conducted by Jurada and Balaoro (2022) produced similar results on scholarships. Their research sought to figure out

the impact of scholarship awards on a 2 15 BSED student's academic performance at Laguna State Polytechnic University's Santa Cruz Campus and found out that the scholarship award has no discernible impact on the academic performance of BSED students at LSPU-SCC.

**Table 4. Type of Events**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.241	3	1.080	1.306	.277
Within Groups	75.286	91	.827		
Total	78.526	94			

Table 4 presents the analysis of difference between the academic performance and the type of events participated by the respondents. The type of events included in the study were individual sports, dual sports and team sports. The distribution percentage were 62.1%, 7.4% and 30.5% respectively.

A one-way between subjects ANOVA was conducted to compare the significant difference in the academic performance of the UBHS athletes according to type of events and found that there is no statistically significant difference between the groups being compared, as evidenced by the p-value of 0.277, which is above the typical significance threshold of 0.05. The result implies that no difference was found to the students who were doing individual sports, dual sports and team sports with regard to their academic achievement. This is corroborated by Erdmann (2021) in his study titled Effects of Sports and Student Motivation on Academic Success. Her research examined the relationship between sport participation and academic success as determined by student GPA using ANOVA and multiple regression techniques. No statistically significant relationship was found between the type of sport (individual, both, team, or none) and academic success across all tests. This echoes the research made by Kucukibis and Gul (2019) which found that there was no statistically significant difference between team and individual sport for extrinsic motivation and intrinsic motivation.

**Table 5. Level of Competition**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.106	3	1.035	1.090	.357
Within Groups	86.431	91	.950		
Total	89.537	94			

Results of the analysis if there is a significant difference in the academic performance of the respondents along level of competition is presented in Table 5. A one-way between subjects ANOVA was conducted to compare the significant difference in the academic performance of the UBHS athletes according to level of competition and found that there was no significant differences  $F(3, 91) = 1.090, p > 0.05$ . This clearly means that whatever level of competition the respondents were involved with, there was no effect on their academic performance. In the study conducted by Jakiwa et.al (2022), they found out that regardless of level of sport participation that students engaged in, their CGPA results are almost similar which meant



that there will be no difference in academic accomplishment between student-athletes who participate in sports at the highest or lowest level.

Tables 6 reveals the mean and standard deviation on the extent of the effect of athletic participation in events to the academic performance of the respondents.

**Table 6. Extent of the effect of athletic participation in events to the academic performance of UBHS athletes**

	Total (n=95)		
	Mean	SD	DI
1. Motivates me in my studies	2.97	0.87	Agree
2. Helps me develop my time management skills	3.01	0.88	Agree
3. Helps me focus in making my assignments and reviewing for my exams	2.75	0.84	Agree
4. Boosts my self-esteem which make me more active in classroom activities	3.24	0.83	Agree
5.1 Gives me edge from other students because: teachers are lenient when it comes to deadlines	2.83	0.90	Agree
5.2 Gives me edge from other students because: teachers are lenient when it comes to grading of exams	2.79	0.94	Agree
5.3 Gives me edge from other students because: teachers are lenient when it comes to grading of assignments	2.78	0.92	Agree
5.4 Gives me edge from other students because: teachers give perfect score when competitions coincide with giving of quizzes	2.48	1.02	Slightly Disagree
6. Drives me to complete high school in order to attend college and possibly play sports in that arena.	3.22	0.84	Agree
7. 1 My trainings make me miss a lot of: lectures	1.88	0.95	Slightly Disagree
7.2 My trainings make me miss a lot of: quizzes	1.83	0.92	Slightly Disagree

8.1 My competitions make me miss a lot of: lectures	2.08	1.01	Slightly Disagree
8.2 My competitions make me miss a lot of: quizzes	1.96	0.94	Slightly Disagree
9. Consumes a lot of time into playing my sport than studying.	2.24	1.00	Slightly Disagree
10. Makes me so tired after training that I sometimes miss lectures	2.47	1.05	Slightly Disagree
11. Makes me sleep during lectures because of tiredness and bodily pain sustained from training.	2.72	1.08	Agree
12. I hardly contribute during lectures because of tiredness any time I train for my sports.	2.34	1.07	Slightly Disagree
13. Affects my concentration during lectures because of tiredness after training.	2.43	1.09	Slightly Disagree
14. I get emotional fatigued after competitions such that I can hardly study for some time.	2.47	1.10	Slightly Disagree
15. The stress and anxiety of travelling to and from competition affects my studies	2.27	1.05	Slightly Disagree
<b>Overall Mean</b>	<b>2.54</b>	<b>0.51</b>	<b>Agree</b>

Results show that the extent of the effect of athletic participation to the academic performance of the respondents registered an overall mean of 2.54 with minimum variability whose standard deviation measure is 0.51. Among the 15 indicators entered in the effect of athletic participation, boosts my self-esteem which make me more active in the classroom activities got the highest mean of 3.24, followed by drives me to complete high school in order to attend college and possibly play sports in that arena with a mean equivalent to 3.22 and helps me develop my time management skills with a mean of 3.01 which could be interpreted that the respondents agree to the extent of effect the aforementioned indicators have to their academic performance. Stephens (2017) claimed that playing sports can help adolescent children have better levels of self-worth, self-esteem, and self-concept, while Lumpkin and Favor (2012) mentioned that engagement in high school sports was positively correlated with achieving higher grades and increased graduation rates; and, effective time management allows athletes to balance their athletic participation and academic responsibilities, leading to positive outcomes (Rothschild-Checroune et al., 2012).

The indicators that got the lowest mean are my trainings make me miss a lot of quizzes with 1.83, my trainings make me miss a lot of lectures with 1.88 and my competitions make me miss a lot of quizzes with 1.96. The respondents slightly agreed that these indicators have an effect to their academic

performance. The findings of Appak (2015) in his study showed that time constraints which included time spent in trainings and competitions were significant obstacles influencing student-athletes' academic achievement. Similarly, missing school was a common issue experienced by numerous sports schools' student-athletes (Thompson et al., 2022).

Table 7 and 8 (please see appendices) summarizes the various support that student-athletes receive from the Athletic Office, UB High School and other UB offices to help them manage their time for sports and academics and cope with academic responsibilities. The supports given were sorted, classified, and arranged based on the frequency and similarity of comments within each category. Five thematic categories were revealed after data analysis. The statements of the respondents were copied verbatim.

In table 7 (please see appendices), 19 of the survey participants expressed scheduling of training and time to do their school requirements as the key ways they got help from the Athletics Office and UBHS which the researchers categorized under time management. One respondent made this point clear when he mentioned that “The Athletics office works closely with the University of Baguio High School to coordinate schedules and ensure that student-athletes have dedicated time for both their sports activities and academic obligations. This collaboration helps minimize conflicts between training sessions, competitions, and class hours, allowing students to participate fully in both aspects of their education.” There were also 10 respondents who answered that they have time for training in sports and time for academics. Their trainings are scheduled before or after their class. One respondent mentioned, “Training during early morning before classes/training after classes have ended for the day.” The Athletics Office and faculty members of the UBHS recognize the workload of the student-athletes so they work together to help them achieve their full potential. This echoes the recommendation made by Butlig, et al. (2023) that there is a need for coaches and academic teachers to agree on schedule of the training of varsity players by conferring on the details of the activities to be participated by them in a form of effective planning and evaluation of their performance; the monitoring result must be submitted formally to the school administrator and sit down together in improving the schedule of players without sacrificing their academic subjects. From the time management category, eight of the respondents said they receive advises and reminders on how to manage their time and their studies. As remarked by one, “Give some advices and reminders about on how will we manage our time for both sports and academics.” In fact, another respondent said that they attend seminars on time management. Time management is essential for student athletes to succeed academically and athletically. It helps them navigate the demanding schedule of a student-athlete while fostering personal growth, reducing stress, and maximizing their potential both on and off the field/court. As cited by Owen (2016) in his study, students who attended time management seminars or workshops were able to practice time management techniques more successfully than those who did not (Macan, Shahani, Dipboye, & Phillips, 1990).

Another answer pointed out by the student-athletes was the consideration given to them when it comes to their academics. Atleast 10 of the respondents answered that faculty members give them consideration when it comes to their school requirements. “The UBHS gives me considerations into the passing of requirements while the Athletics Office updates me when will a meet occur” and “they give special consideration when we have missed lessons/activities” are just two of the support mentioned. Missing trainings and classes are particularly difficult for the student athletes. These students have to excel at both academics and their chosen sport. With the help that they are getting from their coaches and teachers, they can balance their time without sacrificing any of the two. In the study of O’Neill, et.al. (2017), it was 29 suggested that teachers have a duplicate of the unique yearly periodized training and competition program

that coaches developed for athletes, this would enable educators to schedule assignments and tests ahead of time, ensuring that evaluations were completed outside of key competition dates.

There were other supports cited by the respondents like motivation, understanding, encouragement and advising. All of which fall under the category mentoring and counselling. Student-athletes need to connect to somebody for guidance and support. Counseling services need to be available to help athletes navigate the challenges of balancing academics, athletics, and personal life. As suggested by Yukhymenko–Lescroart, M. A. (2021) in his findings, efforts towards helping student-athletes develop a strong sense of belonging and better integrate into the academic culture on campus are needed.

Results in Table 8 (please see appendices) show that 22 answers from the respondents fell into the academic consideration category. “Time to answer my missed activities after comeptions, They gave us more time in terms of missing activities and participating in other extra curricular activities, Giving us time to review during examination week” are just a few. There are many challenges that student-athletes face. In addition to the academic responsibilities of attending classes on time, studying for exams, turning in projects, cooperating with peers on assignments, and so on, athletes also have athletic responsibilities to attend to, such as lengthy training sessions and local and international competitions (Ines, 2021). With the support that the Athletics office, UBHS and other UB offices give, it eases the burden of the student-athletes especially in coping with their academic responsibilities. From the answers of the participants, it is very clear that time is very important to student-athletes and getting that support means so much to them. Misra and McKean (2000) as cited by Owen (2016) discovered that effective time management techniques raised the likelihood of academic success and that many college advisers and counselors regularly offer time management advice to improve academic performance. The teacher participants in the study made by O’Neill, et.al (2017) reported that their schools allocated study times for student-athletes, most indicated there was a need to help them structure these effectively to maximise available time to complete school work.

There were four participants who mentioned motivation and advising as support that are given to them. A particular student-athlete answered that “Counseling Services: UB may have counseling services available to students, providing emotional support, stress management techniques, and guidance on how to handle academic pressures.” According to Broughton and Neyer (2003), the most widely used and conventional strategy, which is also the one that sports bodies continuously promote, is academic guidance. Moreover, Murray (2020) stated that the academic advisor can provide student-athletes with greater desire to excel in both their sport and academics.

Scholarship also came out as a support received by the student-athletes to cope with academic responsibilities. It was cited 11 times by the survey participants. One student athlete mentioned “100% Scholarship are given to me and to my other teammates as well for studying here in University of Baguio,” and another expressed, “The threat of losing my scholarship if I get a failing grade.” To the respondents, they must perform in academics to maintain their scholarship support. The scholarship served as motivation to excel in their academic responsibilities. As concluded by Arita (2021) in his study, for many student-athletes, the scholarship itself serves as the primary driving force, along with knowledge of the impact of their actions on academic achievement, motivation, and other areas.

Table 9 (please see appendices) condenses the answers of the respondents with regard to their suggestion to the Athletics Office, the UBHS and to their co-student-athletes so that they can perform well in sports and at the same time comply with academic requirements. The suggestions were sorted, classified, and arranged based on the frequency and similarity of comments.

It is apparent that time management which got 11 mentions was what the student-athletes suggested to the Athletic Office, UBHS and to their co-athletes. When the time of the student-athlete is well managed, it enables them to allocate sufficient time for practices, competitions, studying, assignments, and personal activities, leading to improved performance academically and athletically. As remarked by some of the respondents, “Lower the trainings schedule because we train everyday and it take 2- 4hrs of training plus our travel time also. Thats why we dont have time to comply to our academics better. But in my case my grades matters I just do time management. Because Strong athletes carry a lot of stress and epectations from other; To have a flexible schedule in both academics and training for us not to be pressured and stressed; I just wanted to say that we should manage our time.” As indicated by Sammarone (2018), a student-athlete will face challenges juggling their studies, sport, and extracurricular activities, but with perseverance and self-assurance in time management, they will all succeed in the end.

Furthermore, 11 student-athletes suggested consideration in their schedules of training and academics. Like what some of the survey participants suggested, “Consideration and adjustments of trainings when classes are tough especially group project (research); Give us consideration to perform our school activities after our game in different competition; Give consideration intimesof competition...we are all absent(athletes) in class if we compete in schooldays time...instead excuse us.” Simon (2016) in her study asserted that a student-athlete's ability to balance their academic and athletic commitments can be aided by favorable perceptions of their academic aptitude and the general willingness of instructors and staff to make accommodations for their special requirements.

It is very important to improve the school's administration, statistics, academic advisors, head coaches, support staff, and faculty members to know how to appropriately encourage and support their student-athletes. By giving them the chance to succeed, they can raise the university's grade point average and graduation rate (Zallo, 2020). Student-athletes should be taught how to take advantage of the teaching and learning possibilities offered in the academic learning environment by applying the abilities they have developed in the athletic learning environment.

From the foregoing analysis, the researchers endorse the following plan of action.

**Student Development Programs  
University of Baguio High School**

I. GENERAL ACTIVITY INFORMATION	
<b>Program Title:</b>	Time Management for UBHS Student-Athletes
<b>Management Level of the Activity:</b>	<input type="checkbox"/> Institutional <input checked="" type="checkbox"/> School / Office <input type="checkbox"/> Discipline-specific <input type="checkbox"/> Subject
<b>Duration:</b>	Whole Academic year
<b>Venue:</b>	<input checked="" type="checkbox"/> University of Baguio      Room No. / Hall: _____ <input type="checkbox"/> Off-campus                      Address: _____
<b>Participants:</b>	UBHS student-athletes
<b>Overall Coordinator:</b>	

**Description of the Activity:**

UBHS student-athletes encounter distinctive challenges that go beyond the usual stresses experienced by non-athletes. Managing their academic pursuits alongside their academic responsibilities is a common challenge that they face. This program presents suggestions and strategies for augmenting the support given to UBHS student-athletes that will allow the coaches, faculty members and other support groups to work together in implementing plans and helping student-athletes succeed academically

**Objectives of the Activity:**

Objective No.	Objectives	Program Design Objectives					
		1	2	3	4	5	6
1	Establish clear and measurable goals of student-athletes by clarifying their direction, prioritizing tasks and tracking their progress effectively						
2	To help student-athletes manage and maximize their time and resources						
3	Optimize productivity, reduce stress and achieve success both on the field and in the classroom						

**Performance Indicators and Targets:**

Objective No.	Performance Indicators	Targets	Data Needed
1	On-time submission of assignments and tasks	Student-Athletes	Class record
2	Beyond passing GPA every quarter	Student-Athletes	Card

**III. IMPLEMENTATION PLAN**

Time Frame	Activity	Procedure	Person/s Involved
August 2024 – May 2025	Time Management Matrix	<p>Materials needed: Pen Piece of paper</p> <p>Procedure: 1. Write all the tasks you feel you need to accomplish for the week in no particular order. (i.e. practices, games, competitions, team meetings, classes, exam, quiz, performance task, assignment, study time, family obligations, social events)</p>	Student Athletes/Faculty Members/Athletic Office

		<ol style="list-style-type: none"> <li>2. Once complete, look over that list to see which tasks are most urgent and important</li> <li>3. Separate tasks by order of importance. Split the tasks into 4 quadrants of time management to see where each task fits into your plans for the day.</li> </ol>	
August 2024 – May 2025	Keeping Track of Time	<p>Materials needed:</p> <p>Pen Piece of paper</p> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Ask from your teachers and coaches your academic and athletic schedules.</li> <li>2. With the 4 quadrants as your reference, fill out Keeping track of Time Record.</li> <li>3. Keep the record handy. Always check it so that you will be reminded what tasks you are going to do for the day.</li> </ol>	Student Athletes/Faculty Members/Athletic Office
Every end of quarter	Quarterly Meeting	<p>Meeting Guide:</p> <ol style="list-style-type: none"> <li>1. Check that student-athlete’s Time Management Quadrant and Keeping Track of Time Record are properly filled out</li> <li>2. Review quarterly report with the student-athlete             <ol style="list-style-type: none"> <li>a. What grades have been received? (returned assignment, quizzes, PTs, exams, etc)</li> <li>b. Have school assignments have been completed and turned in/missed?</li> </ol> </li> <li>3. Student-athlete self-evaluation             <ol style="list-style-type: none"> <li>a. How do you think you are doing?</li> <li>b. How can you improve?</li> </ol> </li> <li>4. Ask student athletes any questions/comments/concerns</li> <li>5. File quarterly report in a binder.</li> </ol>	Student Athletes/Faculty Members/Athletic Office

**IV. MONITORING AND EVALUATION:**

**Monitoring**

This activity shall be supervised by the MAPEH Department. Narrative report shall be submitted to the Principal for checking.

**Evaluation**

The success of all programs shall be evaluated based on the evaluation tool and Narrative Report.

**II. BUDGET**

Approved budget of the activity:

Proposed budget of the activity:

Item of Expenditure	Quantity	Unit Cost	Sub-Total
Speaker’s Honorarium	4 (hours)	N/A	N/A
<b>TOTAL</b>			<b>N/A</b>

**III. REFERENCES**

Greenough, Brianna D., (2023) “A Framework for a Peer Mentorship Program to Promote Student-Athlete Success at the Grand Rapids Community College”. Culminating Experience Projects.260 <https://scholarworks.gvsu.edu/gradprojects/260>

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**VII. APPENDICES**

**A. Time Management Quadrant**

<p>Quadrant 1: Urgent and Important The most important tasks</p>	<p>Quadrant 2: Not Urgent but Important Tasks you need to schedule</p>
<p>Quadrant 3: Urgent but Not Important Tasks you do when you have extra time</p>	<p>Quadrant 4: Not Urgent, Not Important Tasks you need to delegate</p>

**B. Keeping Track of Time**

WEEKLY SCHEDULE					
Name:			Quarter:		
Week /Dates:			Month:		
	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 AM					
6:30 AM					
7:00 AM					
7:30 AM					
8:00 AM					
8:30 AM					
9:00 AM					



9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
1:00 PM					
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7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
9:30 PM					
10:00 PM					
10:30 PM					
11:00 PM					
ACTIVITY DESIGN AND IMPLEMENTATION PREPARED BY					
Name		Position/Designation	Signature	Date	
ELMER V. BUSTAMANTE MARLON P. DALAGAN		Faculty Members		March 2024	

The responses from the 95 participants surveyed produced the following results.

The academic performance of the participants showed a very satisfactory to outstanding grade. Out of the 95 survey participants, 40% of them have a very satisfactory average and 38.9% have an outstanding average.

Correlation of academic performance of UBHS athletes along class type, type of events and level of competition using ANOVA expressed that there is no statistical significant relationship between the groups compared as evidenced by the p-value of 0.926, 0.277 and 0.357 respectively.

The extent of the effect of athletic participation in events to the academic performance of UBHS athletes received an overall weighted mean of 2.54 and standard deviation of 0.51 having descriptive equivalent

of “agree.” The “boosts my self-esteem which make me more active in classroom activities took the highest weighted mean of 3.24.

The support that the Athletic Office, UB High School and the UBHS Principal’s Office gave to the student-athletes and other support groups to help them in their academic performance were sorted and ranked based on the number of feedback and these were proper scheduling of training, time given to do their assignments, consideration, help, counselling, motivation and advise both from their coaches and teachers.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The following conclusions were formulated based on the findings.

Over three quarters of the respondents have very satisfactory to outstanding grade, while nearly a quarter have averages of satisfactory and fairly satisfactory that resulted in favorable results. The GPA of student-athletes is a testament that they could keep up with school activities whatever their class type in scholarship, the type of sporting events they engage in, and the level of competition they face.

Contrary to the notion that athletic participation detracts from academic pursuits, this study has shown that most of the student-athletes performed better academically. Engaging in sports had positive effects on them that impacted their academic achievement.

The support provided by the Athletic Office, UBHS faculty and staff and other support groups to student-athletes is paramount in nurturing their growth and maximizing their potential in sports and academics. The provision of academic support services, such as counseling, advising, giving considerations in classroom activities and flexible scheduling, ensure that student-athletes can excel academically while pursuing their athletic passions.

### Recommendations

To further enhance the support given to student-athletes, the following recommendations are put forward: The student-athletes can attain good grades despite their responsibilities in athletics but the need to support them is clear. The Athletics Office, UBHS faculty and other UB offices should retain their practices in supporting the student-athletes but should be enhanced to help them excel both in academics and sports. Below are practical strategies that may be implemented:

- Assign a dedicated support staff to provide holistic guidance and assistance to student-athletes
- Offer time management workshops or seminars to help athletes effectively balance their athletic commitments with their academic responsibilities.
- Work with academic advisers or faculty members to create flexible class schedules that accommodate student-athletes' training and competition schedules.
- Implement a system for regularly monitoring student-athletes' academic progress and intervening promptly if any issues arise.
- Assign athletes to academic mentors or upperclassmen who can help them manage the rigors of high school coursework.
- Explore the use of educational technology tools to facilitate communication, access course materials remotely, and stay organized with assignments and deadlines.
- Provide resources and workshops focused on stress management techniques to help athletes cope with the pressures of balancing academics and athletics.
- Foster collaboration between faculty members and coaches to ensure that student-athletes receive consistent messaging and support regarding the importance of academic success.

- Recognize and celebrate the academic achievements of student-athletes to reinforce the value of prioritizing academics alongside athletics

**APPENDIX**

**Table 7. Help given to student-athletes manage their time for sports and academics**

<b>Support</b>	
Scheduling and Time Management	coordinate schedules ...for both their sports activities and academic obligations (19)
	Time for training in sports and time for the academics (10)
	Give some advices and reminders about on how will we manage our time for both sports and academics (8)
Academic Consideration	GIVE MORE TIME AND CONSIDERATIONS IN REQUIREMENTS...(10)
	give additional time to do schoolworks and excuse (3)
	Monitoring of grades and academic performance (3)
	...my CT helped me by lecturing for classes...distributing my tasks to my groupmates
	...if we can't attend the training due to our academics requirements...we do more drills during weekends
Mentorship and Counselling	Motivation and understanding (2)
	Helps me balance myself from being a student athlete (2)
	by showing us discipline...to be more responsible
	Coach chris and joeward encourage us to do trainings...
	they say what i am lacking on
	The athletics office or my adviser give me some advices...
	They always remind us...focus more on our academics while training...
	if you don't improve your studies, you will be delayed in varsity
	... board where we could view the times of our games and words from our coaches to use as inspiration while practicing
	Acomidate my concerns
	Prepare and instruct student athletes so they can achieve their maximum potential in each sport discipline.
	They have policies or guidelines that promote a healthy balance between sports and academics
Support and Assistance	they help give excuse letters to be able to still send missed activities or quizzes (2)
	help us fix our documents to join in competition
	provides security

	We hope to have more rest days during a fast moving lessons and many more
	...Athletics Office updates me when will a meet occur
	They are willing and always assist us anything that matters we need
	More attention to the athletes
	SUPPORT
	increase their participation
Scholarship	Try prioritizing students athletes and giving incentives

**Table 8. Supports given to student-athletes to cope with academic responsibilities**

Support	
Scheduling and Time Management	Modified schedules for training (5)
	Time management (4)
Academic Consideration	Time to answer my missed activities after comeptions (12)
	be considerate of scheduled date for practices or project to be exempted to the training (2)
	Additional points, time extension (3)
	they gave extra assignment to those athletes that went out of town to represent the region (2)
	we're allowed to skip training to attend classes or do our academic needs (2)
	They help the athletes to balance academic and practices
Mentorship and Counselling	they motivate me into becoming a good athlete and student (4)
	Give some advices and reminders for us to cope with our academic responsibilities (4)
	Trainings and opportunities to enhance my skills and support for our competitions (3)
	Academic Enhancement Session in Math and Science
	moral support
	I think they help me to cope academic8 responsibilities by boosting my spirits. I mean my coaches one said to me that when you're in the school, focus on your academic but if you're in sports, focus on trainings/games.
	Counseling Services: UB may have counseling services available to students, providing emotional support, stress management techniques, and guidance on how to handle academic pressures.

	deliver a well-rounded, high-quality education that balances academic 14 brilliance with practical social skills and moral principles in an enjoyable learning environment
Support and Assistance	they help me by supporting me (5)
	They help with the making and approval of excuse letters (3)
Scholarship	They give scholarships to student athletes to lessen payments for tuition (11)
	Allowances (3)
	revoking of athletic scholarship if you have failing grades (2)

**Table 9. Suggestion to the Athletics Office, the UBHS and co-student-athletes**

<b>Support</b>	
Athletics Office	...balanced plan that allocates time for both sports and academics... (16)
	...fulfill the needs of each and every athlete that represents the school (5)
	...open lines of communication.... (3)
	give us support ...(4)
	Give consideration...
	i suggest to the athletics office is to give every team a respectful coach and honestly.
	For me I think that athletics office or the UBHS must expose their athletes more outside baguio and let them play with the name of the school so that the players will be masanay matuto and magwonder sa world ng volleyball
	Formal trainings be instituted within the school aside from individual/private trainings
	For the Athletics Office, i hope that they'll keep on giving more opportunities to some people in able for them to reach their goals and dreams.
UBHS	To be more considerate... (11)
	give additional time (5)
	...open lines of communication ..(2)
	More strict when it comes to studies, making the athlete balanced with academics and sports
Co-Student-Athletes	Learn to manage your time (21)
	Focus and hard work.(3)
	Focus more on academics (2)
	Encourage open lines of communication
	for my co players i suggest that we must treat our like family and support each other

	Know your priorities, be honest with your teachers and coaches and always respectfully ask for permission.
	Be cooperative, show respect for the instructors and your fellow athletes, and keep your attention on achieving your academic goal
	I suggest to focus their goal to perform well to academics and sports
	Be supportive and understanding

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