

# The Relationship of Sports Participation in Academic Performance among College of Arts and Sciences Varsity Players

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## Abstract

**Background:** Sports are featured in the curriculums of state universities and colleges (SUCs). The Laguna State Polytechnic University (LSPU) shines in sports competition throughout Region IV, and the College of Arts and Sciences (CAS) varsity athletes are actively engaging in this sports competition. Nevertheless, during the previous decade, the CAS had been routinely rated third to fifth in intramurals.

**Objectives:** The researcher wish to ascertain the embodiment of CAS student athletes' experiences in sports involvement and academic performances to discover the significance of participation in sports and academic performance of students. The findings serve as the foundation for crafting Student Intervention Program.

**Methods:** The descriptive survey approach was used to a total of 30 varsity players in CAS from the 5 programs. The Cronbach alpha was utilized to assess the overall consistency of the self-made instrument and was carried out to CAS students belong to the varsity team using an internet web service.

**Results:** It was established that the student-athletes felt that all the assertions were evaluated as great in the university, especially in CAS, indicating satisfaction with the university's operations. Consequently, athletes excel in both athletics and academics.

**Conclusion:** It was notably that CAS varsity players were deemed to be great by the student-athletes. Respondents were happy with the university's procedures as viewed and experienced in prior sports competitions held not just within the LSPU System but also at the Regional STRASUC or even National SCUAA. Students participating in sports are much more likely to excel academically.

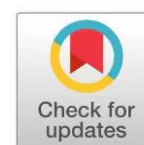
**Keywords:** student's athletes, sports participation, academic achievement, cas students.

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## INTRODUCTION

Sports are popular not just in the Philippines, but all throughout the world. It refers to any type of exercise that improves and develops their talents while they are having fun (Ahmed & Memish, 2019). There are several venues that promote the exploding attractiveness of casual, professional, or individual sport programs. Academia or any entity invested millions of pesos on the burgeoning sports business to promote both professional and college sports. As a result, the appeal of sports on any medium was mirrored in the sports programs of SUCs and HEIs. Winning is always the objective of any school, coach, and player, which puts them under pressure. Furthermore, the temptation of notoriety is constantly present in athletic circumstances.

Intercollegiate athletics, which gives distinction for several colleges and state institutions, was one of the thrilling activities at every school. However, numerous school coaches and directors remained under pressure to win, which fostered animosity between the academic and athletic communities (Nam et al, 2018). The researcher observed that participation in various kinds of sports have a direct effect on the athletes or among participants in a sports competition which has not been investigated in the existing literature. Meanwhile, Gabiola et al (2020) enlightened that consistent physical activity might improve academic achievement. Although little study has been published on the influence of physical exercise on academic performance of individuals with intellectual impairments, research demonstrates that movement and physical activity have an influence on both mental and cognitive function.

A review of research and literature on children is conducted, and the influence of physical exercise on school achievement is determined. According to the author's study evaluation, there is minimal improvement caused by physical exercise, particularly with the focal activity, but there is no obvious and supported long-term growth for academic success as a result of more vigorous physical activity. The study also emphasized the link between academic performance and student physical exercise, which leads in auxiliary revelation.

Conversely, Bjornsen & Dinkel (2017) indicated that sports involvement improved student-athletes' discipline and collaboration abilities. They are driven, which leads to higher achievement in their classes than students who do not engage. It increases student-athletes' confidence in their ability to achieve well in their studies and on their teams. Egger

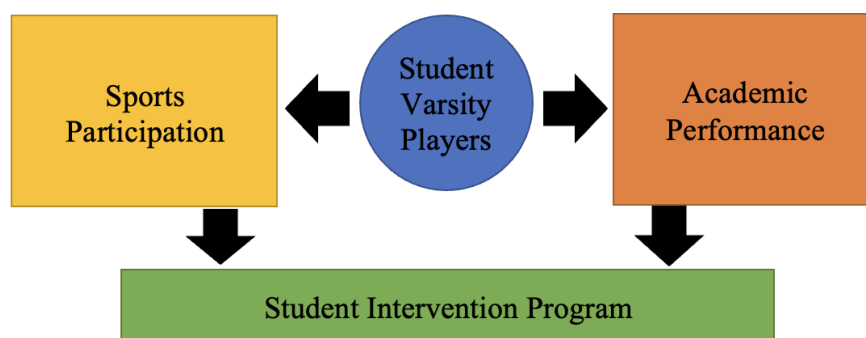
[et al \(2019\)](#) acknowledged that student participation in sports had a good impact on their academic achievement. Furthermore, [Bens \(2017\)](#) stated that coaching from their coaches and faculty members helps their personalities evolve towards a better version of themselves.

Studies have revealed that "engagement in extracurricular activities affects academic achievement, connection to school, and social development" among secondary students, echoing the sports promotion ([Shiraz & Ershad, 2020](#) as cited in NHSAW, 2001, p. 9). Participation in sports and other physical education activities "provides chances for kids to acquire the ideals of teamwork as well as the ability to use academic abilities in those other aspects of a well-rounded learning."

The Laguna State Polytechnic University (LSPU) succeeds not just in Province of Laguna, but also in Region IV A and B. Throughout the STRASUC, the LSPU is always ranked among the top three universities and colleges. In addition, the LSPU won two consecutive STRASUC overall championships in 2018 and 2019. However, the College of Arts and Sciences has consistently ranked third to fifth in intramurals over the last decade. This placement served as encouragement for both academics and athletes to work jointly and collegially toward a common objective and be on top.

### **Conceptual Framework**

The framework shows the relationships of the student varsity players in their sports participation and their academic performance. The results were the basis of the student intervention program. This is also anchored to Snyder and Spreitzer theory as cited in [Fuller et al \(2017\)](#) that showed how student-athletes obtained beneficial effects from participation in sports, namely improved academic achievement. Furthermore, the goal of this theory was to increase student-athletes' interest in school, boost morale development to feel self-worth, receive attention from college coaches as well as teachers, self-belongingness in participating peer groups, self-satisfaction in attaining desire eligible requirements, and to become a member of the varsity team in SUCs and HEIs, which will result in improved academic performance.



**Figure 1.** Conceptual Framework of the Study

The researchers also look at Bandura's (1995, 1997) research on self-efficacy and motivation, as proven by [Trautner and Schwinger \(2020\)](#), which was required for student-athletes who participate in sports to feel better. There is a feedback loop that has a positive impact on pupils' school achievement. Issues with self-worth have an influence on kids' success in both athletics and academics, propelling them to overcome any obstacles along the path. Students with a strong feeling of efficacy can readily manage problems. They may work much longer to overcome any obstacles in their path. Self-efficacy fosters learning and excitement, which improves academic success ([Rhew et al, 2018](#)).

[Burger, Montimer, & Johnson \(2020\)](#) explored how self-esteem and the notion that success exists are related to students' academic progress. Furthermore, self-efficacy principles will lead to improvements in behavior and achievement. People who have a high level of self-efficacy that the activities will indeed be effective; they establish ambitious aspirations for themselves, begin effective plan, devote significant effort to goal-oriented activity, and continue in efforts to achieve their targets despite impediments. A strong feeling of efficacy enables people to do greater and more amazing things, overcoming obstacles along the way. As a nutshell, athletes understand this truth before to, during, and after competing, and they will carry it with them over the the entire lives or endeavors. The treatment of the mind in order to glorify athletics has not been correspondingly ignored ([James, 2020](#)).

Likewise, the students' engagement in sports demonstrates a link between motivation and self-efficacy. Students are at risk when they lose their feeling of mission and become disinterested in their studies, which will lead to academic failure. Some students believe that in order to be eligible for sports activity, they must meet certain academic standards. Students must be inspired to do well for both academics and athletics

as a result of this predicament. Some students try to partake in sporting events by becoming varsity players in college, while others feel that athletics will improve their talents to be a successful student. As a result of having drive and self-efficacy, students will perform well in academics, and it will feel qualified and powerful. All dreams are attainable.

**Objectives:**

This study wants to achieve the following:

1. Identify the extent of manifestation of CAS student varsity players in terms of the following:
  - 1.1 Sports participation
  - 1.2 Academic Achievement
2. Determine the significant relationship of sports participation in varsity players' academic achievement in CAS.
3. Design a Student Intervention Program for CAS student varsity players in Laguna State Polytechnic University.

The study of [Ahmad, Mumtaz, & Ullah \(2019\)](#) determine the impact of sports activities on students' academic achievements at the high school level in Bannu, Pakistan. The results revealed that sports and educational achievement of high school students have no strong relation from the 500 students which randomly selected. However, the current study was focused on the varsity players of CAS in LSPU. The study identifies the academic accomplishments as well as the sports involvement of the student athletes to evaluate the manifestation of sports participation and its relevance in their academics. Furthermore, the findings serve as the foundation for developing a student intervention program to help student-athletes maintain strong performance for both sports participation and academic achievement. In addition, [Evariste \(2020\)](#) evaluated how sports affect students' academic achievement in selected secondary schools in the Gatsibo District of Rwanda. Sports enable the students to recharge their minds before returning to their academic pursuits. These tactics assisted students in becoming academically prepared and enhance their performance within high schools, allowing them to increase their academic performance.

## METHOD

### Study Design and Participants

The primary goal of this descriptive study is to look at the existing dominance of sports involvement on students' academic progress among CAS student varsity players at LSPU. This study employed the descriptive survey approach. Descriptive research involves investigations that back up current acts regarding the type and condition of something (Siedlecki, 2020). Furthermore, this approach is fundamentally relevant for this study since it will provide quality and understanding of the supplied facts.

Table 1 depicts the demographic profile of student-athletes in the College of Arts and Sciences, including age, sex at birth, and field of specialty. Students' athletes are often between the ages of 20 and 21. This is the typical age for a college student. In terms of sex assigned at birth of the respondents, it consisted of 22 boys, which comprised 73.33 percent, and 8 girls, which included 26.67 percent, with a total of 30 student-athletes as respondents. Furthermore, it demonstrates that the College of Arts and Sciences was made of 5 programs that were dominated by males as opposed to girls as were used in the study.

**Table 1.** Demographic Profile of Student's Athletes

Profiles	Age		Sex Assigned at Birth		Major				
	20	21 and above	Male	Female	Psychology	Biology	Chemistry	Math	Broadcasting
<b>Frequency</b>	6	24	22	8	6	4	8	8	4
<b>Percentage</b>	20%	80%	73.33%	26.67%	20%	13%	27%	27%	13%
<b>Total</b>	100%		100%		100%				

Likewise, in terms of specialty, Chemistry and Mathematics have the most student-athletes, accounting for 8 students or 27 percent of the total. Psychology was ranked second, with a frequency of 6 student athletes, or 20 percent. Meanwhile, Biology and Broadcasting had the lowest frequency of all, with a frequency of 4 or 13 percent each.

### Research Instruments

A self-created survey approach was employed in the study to identify the level of manifestations in terms of sports involvement and student academic accomplishment. The researchers used a survey questionnaire to collect the necessary information from the respondents. It also used pilot testing to ensure the instrument's validity and reliability. The Cronbach alpha was used in the study to measure the overall consistency of the research instrument. The pilot testing indicated a Cronbach alpha of 0.7545, implying that the

questionnaire is acceptable. Following the validation of the instrument, improvements were made based on expert recommendations to increase its readability.

### Data Analysis

This study was carried out at LSPU Sta. Cruz Campus, notably the varsity players among CAS students. The self-made survey questionnaire was accepted and modified by the proponent for each responder. To obtain the necessary information to support the study's conclusions and findings, information alongside respondents was used. Additional information gained from a perusal of relevant literature and studies supplemented the data collected through questionnaires. The questionnaire employed a five-point scale. The data set was standardized by using a 5-point Likert scale: 4.21-5.0: Excellent; 3.41-4.20: Very Satisfactory; 2.61-3.40: Satisfactory; 1.81-2.60: Unsatisfactory; 1-1.8: Poor (Table 2).

**Table 2.** Likert Scale

Legend:	Category	Score
5	Excellent (E)	4.21-5.0
4	Very Satisfactory (VS)	3.41-4.20
3	Satisfactory (S)	2.61-3.40
2	Unsatisfactory (UN)	1.81-2.60
1	Poor (P)	1-1.8

The ranking was based on the student's sports participation and academic achievement. Each respondent was asked to tick the box next to the statistic that best corresponded to the statement. The researcher used an online web service to conduct the poll. With the permission of the relevant university official/s, the survey was sent to respondents. In this study, the major data gathering instrument was a questionnaire. An evaluation was provided for each item.

Nonetheless, the frequency and percentage were used in the distribution of participants in the study. The mean and standard deviation have been calculated. The mean of a dataset shows the average value. The mean is crucial because it reveals in which the center value in a dataset is located and because it comprises data from each occurrence in a dataset. The standard deviation, on the other hand, helps to understand that variability, which is important in research since, while the other metrics mentioned earlier are useful, the standard deviation provides a more exact view of the distribution of data. To explore the relationship between the sports participation and academic achievement, a Pearson r moment correlation was used.



## RESULTS

Based on the data gathered, different results are hereby presented, analyzed, and interpreted in [Table 3](#).

**Table 3.** Students' Sports Participation

Statement	Mean	SD	Verbal Interpretation
The university provides adequate funding for practices and training.	4.52	0.67	Excellent
The university allocates funds for sports equipment and other materials.	4.68	0.58	Excellent
The university allows students to participate in sports outside the school.	4.88	0.32	Excellent
Training facilities are available at the university.	4.52	0.77	Excellent
The university gives incentives to the students who win in athletic competitions.	4.72	0.76	Excellent
The sport fosters a sense of camaraderie among the participants.	4.60	0.52	Excellent
Having a group of people with similar interests can help them feel more self-assured in sports participation.	4.68	0.57	Excellent
Sharing physical strengths and weaknesses in specific sports within the team gives assurance and security of belonging.	4.76	0.44	Excellent
Coaches and faculty provide players with a sense of self-worth.	4.72	0.46	Excellent
Sports provide students with life lessons that raise their spirits and develop them holistically.	4.92	0.22	Excellent
<b>Composite Mean: SD</b>	<b>4.70</b>	<b>0.53</b>	

The student's athlete participation reveals that it was rated as excellent in the university which has a composite mean of 4.70 and 0.53 as standard deviation. Among the statements, sports provide students with life lessons that raise their spirit and develop them holistically, which pegged at 4.92. The respondents also agreed that the university allows them to participate in sports outside the school with a mean of 4.88. Respondents also believe that sharing physical strengths and weaknesses in specific sports within their team gives assurance and security of belonging and the coaches and faculty provide players with a sense of self-worth which acquires a mean of 4.76. It is strongly manifested that the university gives incentive to the students who win in athletic competitions and coaches and faculty provide players with a sense of self-worth with a mean of 4.72. In addition, the



university allocates funds for sports equipment and other materials needed in a specific sport and having a group of people with similar interests can help them feel more self-assured in sports participation which both got the mean of 4.68. The students' athletes of the College of Arts and Sciences experience that the sport fosters a sense of camaraderie among the participants which pegged at the mean of 4.60. Meanwhile, the least among the statements which acquire the mean of 4.52 is that the training facilities are available at the university and the university provides adequate funding for practices and training that are strongly manifested in the school.

**Table 4.** Students' Academic Performance

Statement	Mean	SD	Verbal Interpretation
Sports engagement encourages students to excel academically as well.	4.72	0.52	Excellent
Values applied in sports reflect also in the academic aspect.	4.76	0.57	Excellent
Students who participated in sports are wanted to achieve good grades and may be eligible for scholarships.	4.32	1.04	Excellent
Sports engagement can help students achieve the grades they need to step up to the higher level of academic study.	4.36	1.10	Excellent
Players should focus on academics and sports involvement while maintaining their grades.	4.68	0.57	Excellent
Players must balance time and effort with academics and sports participation.	4.68	0.87	Excellent
Academic success acquires an encouraging mind in which to compete in sports.	4.56	0.87	Excellent
Sports offer a progressive frame of mind for studying.	4.76	0.41	Excellent
The sport provides motivation and discipline to achieve good marks.	4.80	0.38	Excellent
Academic performance motivates athletes to perform well in sports.	4.72	0.50	Excellent
<b>Composite Mean: SD</b>	<b>4.64</b>	<b>0.68</b>	

In terms of the student's academic performance, the [Table 4](#) shows that it is rated by the student athlete as excellent which comprises a composite mean of 4.64 and standard deviation of 0.68. One statement among all stood out which comprises the mean of 4.80 which firmly believed that sports provide a positive frame of mind for studying, and the sport provides motivation and discipline to achieve good marks. The respondents agreed

that values applied in sports reflect also in the academic aspect and Sports offer a progressive frame of mind for studying with a mean of 4.76. Two statements also got the same mean of 4.72 where sports engagement encourages students to excel academically as well and academic performance motivates athletes to perform well in sports. Players should focus on academics and sports involvement while maintaining their grades and must balance time and effort with academics and sports participation with a mean of 4.68. However, the least statements are still excellent in the university and perspective of the students who participated in sports are wanted to achieve good grades and may be eligible for scholarships and got a mean of 4.32.

**Table 5.** Significant relationship of sports participation in students' academic achievement

		n	Pearson's r	p	Significance at 0.05
Sports Participation	- Academic Performance	30	0.582	0.002	Significant

A Pearson r moment correlation (Table 5) was conducted to examine the relationship between sports participation and academic performance. The table shows a significantly ( $p=0.002$ ) strong positive correlation between sports participation and academic performance, ( $r=0.582$ ). It indicates that an increase in sports participation will increase academic performance. In the study of Wretman (2017), he attested that participation in school sports was shown to be highly associated with academic success, positive body-image assessments, and self-esteem. Overall, involvement in school sports had a significant standardized effect on academic attainment.

## DISCUSSION

The students of LSPU CAS strongly believe that sports provide life lessons that uplift their spirits and help them develop holistically. The institution allowed the students to take part in sports beyond the classrooms at the institution and they received rewards if they won in competition. Promoting school sport involvement and offering access to a variety of sports all through the school years could be a helpful strategy to enhance students' performance (Siedentop, Hastie, & Van, 2019). Participating in sports in childhood improves cognitive and emotional skills (Bidzan-Bluma & Lipowska, 2018), students were players who frequently leave school to attend training camps or compete outside of the city (Adi & Fathoni, 2020), and athletes are satisfied with their immediate coaches, and there

are incentive chances to improve the work atmosphere through improved remuneration and growth prospects (De Vito et al., 2018). Coaches and teachers instill a feeling of self-worth in their athletes. In addition, being acknowledged as just a good player, becoming a team player, increasing your fitness or reducing weight via hard effort may make you feel amazing and make you desire more and more. These are instances from sport of how human experiences in many elements of our life may impact our self-perceptions, which in turn increases our decisions, perseverance, and performance in various behaviors. These might have both immediate and long-term effects on our self-esteem (Greenway & Price, 2018). Within the team, sharing physical skills and shortcomings in various sports provides comfort and security of inclusion.

The sport gives motivation and discipline for LSPU CAS students to earn high grades. Education programs and activities aimed at increasing sports engagement can improve learners' school experiences and accomplishment while also boosting basic academic achievements (Ennis, 2017). Academics and sports engagement must be balanced in terms of time and effort to retain their good grades. Garcia & Subia (2019) reiterated that school athletic involvement and determining the impact of sports activity have significance on academic excellence. Academic achievement drives players to excel in sports. Participation in organized athletic activities is linked with high marks across students at this institution, according to the findings. Consequently, sports values are reflected in academics and provide a developing mental foundation for studying. The evidence supports the assumption that, in addition to the health benefits for professionals, sports activities contribute to the accomplishment of performance expectations on which institutions of higher learning aspire for (Muñoz-Bullón et al., 2017).

It also found a strong link between sports participation and academic success among student-athletes. As a result of their participation in sports, athletes' perceptions of academic accomplishment, mental processes, including being much more reasonable and patient improved (Montecalbo-Ignacio & Buot, 2017).

Student-athletes were college students, with all of the problems and possibilities that come with being a young adult, but with the added responsibility of being athletes who, in many cases, wear the symbols of their school and embody the objectives and aspirations of their school and community. College students, in general, are a healthy cohort among their peers of the same age, and student-athletes are an even healthier sub-population,

bolstered by discipline, commitment, and consideration to exercise and nutrition, physical activities, health promotion, and mental health are required to meet the demands of both academic and sports responsibilities.

In line with the results of the survey questionnaire, the Student Intervention Program for CAS Student Varsity Players in LSPU is a product of the aforementioned study among Laguna State Polytechnic University, College of Arts and Sciences student varsity players. The student-athletes are excelling in both academics and athletics. The institution should prioritize the sustainability of student varsity players' zest and excitement in order to preserve their active and extremely acceptable performance in both academic and sports obligations. An intervention program for student varsity players was created to help student varsity players maintain their endurance in both academic and athletic commitments.

## **CONCLUSION**

It was discovered that the student-athletes thought all of the statements at the institution, particularly in the College of Arts and Sciences, were excellent. Respondents both male and female across five programs of the CAS were satisfied with the practices of the university as they perceived and experienced in the previous sports competition conducted not only in the LSPU System but also in Regional STRASUC and National SCUAA.

They participated in a variety of sports, but they excelled in one. The institution offers track and field, contact sports, and both team and individual sports. Varsity players at CAS excel in both sports and academics, as seen by their results. The institution provides not just outstanding education but also possibilities for students to develop holistically. The LSPU budgets for equipment and facilities for all players' training and practices, while the college works to sustain and supply sports materials in their training. This allows the athletes to train effectively, win sporting events, and get university rewards. The athletes build their values through engaging in sports both within and outside of the institution, evaluating their self-worth as offered by their various college coaches and instructors, and analyzing their strengths and limitations. They also cherish the camaraderie they share with their coworkers. Furthermore, athletes excel not just in athletics but also in the classroom. The athletes participating in sports are more likely to thrive in their academics. They are optimistically attempting to maintain their status on the varsity squad and might

even be eligible for university scholarships. It is one of the perks that athletes receive if they maintain excellent grades and perform in sports contests. They are focused on getting high marks and balancing their time and effort in participating in sports.

For future research, the researcher/s may compare and evaluate the students' athletes' experiences in sports participation and academic performance in relation to other factors, and they may utilize this study as a reference guide for the Laguna State Polytechnic University System. They might also utilize more data with a larger number of factors and responses to achieve good outcomes when developing an intervention program for all participants. It is also suggested to do research in the same environment that employs the Structural Equation Model (SEM) study approach.

#### **ACKNOWLEDGMENTS**

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#### **CONFLICT OF INTEREST**

The author hereby declares that this research is free from conflicts of interest with any party.

#### **AUTHOR'S CONTRIBUTION**

John Michael Aquino contributed in reading literature that will support and strengthen the study, making the survey questionnaire, processing the research validation, analyzing results and conducting research. Mary Grace Reyes contributed in preparing concepts of the study, making the intervention program for the varsity players, and interpreting and drawing conclusions.

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