

# Academic Achievement and Athletic Performance of Freshmen Athletes in the Special Program for Sports of the Philippine Normal University Academic Year 2013–2014

Rosanna A. Diana

*Philippine Normal University, Manila, Philippines*  
*diana.ra@pnu.edu.ph*

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**Abstract:** The Philippine Normal University (PNU), as the National Center for Teacher Education, considers the evaluation of the impact of Teacher Education on students as one of its research priorities. Given the mentioned research priority of the University, this study was intended to help in the assessment of the “Admit to Play End to Teach Program,” of PNU, by evaluating the athletic performance and academic achievement of the freshmen athletes, AY 2013–2014. It used the descriptive design and obtained both quantitative and qualitative data. It utilized the following data gathering tools/procedure: 1.) Questionnaire 2.) Grades in the General Education subjects 3.) Focus Group Discussions. Data were processed using frequencies and percentages. Qualitative data were coded and clustered thematically. The study presented a picture of freshmen athletes in the Special Program for Sports of PNU, AY 2013–2014; the factors that affect the athletic performance of the freshmen athletes; the factors that affect the academic performance of the freshmen athletes; and the problems and difficulties were the comprehensive bases for the development of “Intervention Program” to help enhance the academic achievement and athletic performance of athletes. Results of the study were recommended for consideration of admitting students with sports skills.

## 1 INTRODUCTION

During the Academic Year 2013–2014, selected students directly entered Philippine Normal University as varsity players and were labeled as Physical Education Majors. The said section is composed of students who were admitted because of their excellent skills in different sports. Though these students did not pass the University’s Admission Test (PNUAT), they were able to enter the university through the “Admit to Play End to Teach Program,” a program approved by the PNU Administration. The program invited those student–athletes who demonstrated exceptional performance on their games. These are the students who were able to join and win in the National and other High–Level Sports Competition. They were all screened using the Standard Operating Procedure (SOP) of the University. The main goal of the said program is to give those who want to teach and have good skills in sports a chance to move their career. While these students are doing their best to represent the school in different sports competitions like the State Colleges

and Universities Athletic Association (SCUAA) games, they are also performing well in their academics since it is a requirement of SCUAA. Therefore, these students will be able to achieve their desired holistic development. This study aimed to help in the assessment of the “Admit to Play End to Teach Program,” of the Philippine Normal University, by evaluating the athletic performance and academic achievement of the freshmen athletes, AY 2013–2014.

## 2 MANUSCRIPT PREPARATION

The “Admit to Play End to Teach Program” is composed of typical freshmen athletes. This study is mainly concerned in finding out the Academic Achievement and Athletic Performance of these Freshmen Athletes in the said Special Program for Sports of Philippine Normal University. Specifically this study seeks to answer the following questions:

- 1) What is the Profile of the freshmen athletes who belong in the Special Program for Sports in

terms of: a.) Gender; b.) Age; c.) Civil Status; d.) Family Background; e. Event.

- 2) What is the Performance Profile of the student-athletes in the SCUAA competition?
- 3) What is the Academic Achievement Profile of the freshmen athletes who belong to the Special Program for Sports in terms of Grade Point Average (GPA)?
- 4) What are the factors that affect the athletic and academic performance of each athlete?
- 5) What intervention program can be prepared to help enhance the academic achievement and athletic performance of athletes?

### 3 LITERATURE REVIEW

Several studies on the academic and athletic performances were conducted to provide the background of the study (Chuan, 2013 & Adler, 1995).

Sports enhance the mental aspect of an individual (Tower, 2008). Athletes need to learn and understand the rules and regulations of the sports events in order to perform well (Grimit, 2014). Joining sports enhances the ability of the athletes to solve problems (Lumpkin, 2012). They need to learn difficult strategies of playing the game. Continuous learning of solving problems enhances intellectual and health conditions (Trudeau, 2008).

Aside from continuously enhancing their sports skills, the student athletes likewise need to maintain certain academic standard (Gaston, 2004). The multiple demands from the student athletes may negatively influence both their academic and sports performance. Awith multiple school activities may fall both in their academic subjects and in their sports career if they are not properly motivated. Motivation is needed for developing and performing athletic skills (Kohs, 2015).

Maloney (1993) investigated whether intercollegiate athletic participation affects scholarly success. The overall means of course grades suggested that athletes do not do as well in the classroom as regular students (Rees, 2010). Background factors explain this underperformance for most sports; athletes come to school with lower SAT scores and poorer high school preparation. However, players in the revenue sports do worse even accounting for this. They investigated the cause of this unexplained underperformance (Stone, 1999). They found that it was a seasonal phenomenon. For them, this means that the exploitation of athletes extends beyond the sidelines and into the classroom.

Sellers (1992) in his study examined race differences in the predictors of college grade point average (GPA) for student-athletes participating in revenue producing sports. The findings suggest there are different predictors of college academic achievement for black versus white student-athletes. High school GPA and mother's occupation are the only significant predictors of college GPA for black student-athletes. On the other hand, high school GPA, socioeconomic status, and SAT/ACT scores were significant predictors for white student-athletes.

The study conducted by Moling (2009) stated that the participation is also concerned with personal adjustment, group adjustment and adjustment as a member of the society. Hence, participation in sports provides opportunities for the development of desirable social traits needed for social life.

### 4 DEFINITION OF TERMS

Academic Profile - The result of effort exerted by the freshmen athletes in their courses. This includes their grades in their subjects.

Athletic Profile - A measured report on the athletic performance of the freshmen athletes. In this study, it is described by the rating given to the student-athletes by their respective coaches.

Academic Achievement - The performance of the athletes in their courses. This will be measured through an analysis of their grades in the different subjects.

Student-Athletes - These are the students enrolled in a university who also perform as the school's representatives for competitions in sports.

SCUAA - This is the abbreviation for State Colleges and Universities Athletic Association. It is the association which leads in the Annual Sports Competition of the country's state colleges and universities.

### 5 METHODS

The research used the descriptive design. It assessed the "Admit to Play End to Teach Program," of the Philippine Normal University, by finding out the Academic Achievement and Athletic Performance of Freshmen Athletes, AY 2013-2014. The study obtained both quantitative and qualitative data from the Freshmen Athletes, AY 2013-2014, in the said Special Program for Sports of Philippine Normal

University. This research used the following data-gathering tools/procedure:

- Following some of the variables on the the Student’s Information Sheet produced by the Admission Office which entering freshmen fill-up for completion during enrollment, a Questionnaire was developed by the researcher, specifically for the Profile of the Freshmen Athletes, AY 2013–2014, in the Special Program for Sports of Philippine Normal University. This was used to obtain quantitative and qualitative feedback from the athletes regarding their Athletic Performance and Academic Achievement.
- The researcher used the grades in the General Education subjects of each freshman athlete to analyze how the athlete performed in the subjects.
- Focus Group Discussions. FGDs was conducted to Freshmen Athletes, AY 2013–2014, in the Special Program for Sports of Philippine Normal University, to determine the factor that affect the athletic and academic performance of the freshmen athletes and to gather their collective experiences/feedback about the strengths/weaknesses of the “Admit to Play End to Teach Program” and their comments/suggestions, which will improve the Program. A set of Guide Questions was prepared for this purpose.

A total of 29 Freshmen Athletes, AY 2013–2014, who registered on the Special Program for Sports of Philippine Normal University, will be evaluated on their Academic Achievement and Athletic Performance. Data were processed using frequencies and percentages. Qualitative data were coded and clustered thematically.

## 6 RESULTS AND DISCUSSION

For AY 2013–2014, data from the answered questionnaires of the 29 freshmen athletes in the Special Program for Sports of the Philippine Normal University were processed to obtain the profile.

Table 1 shows the predominance of the males over the females, having a percentage of 75.9% and the latter with only 24.1%. Age wise, the greatest number of the respondents (14 or 48.3%) were 19 years old for both male and female, while there were 8 or 27.6% for both male and female who were aged 18. Both males and females were predominant in volleyball and basketball and few in Arnis, Athletics, Badminton, Football, Pep Squad and Sepak Takraw for male and none for females. It was recorded that there were 100% who answered “single” to the item of “civil status” on the questionnaire of the respondents.

Table 1: Frequency and Percentage Distribution of Respondents according to Gender, Age, High School Sports Involvement.

Sports	Male (Single)							Female (Single)							Total	
	17	18	19	20	21	22	f	17	18	19	20	21	22	f	f	%
Arnis			1				1								1	3.4
Athletics	1		1				2								2	6.9
Badminton					1		1								1	3.4
Basketball		1	5				6				1			1	7	24.1
Football				1			1								1	3.4
Pep Squad		1					1								1	3.4
Sepak Takraw		1	2				3								3	10.3
Volleyball		3	2	1		1	7	1	2	3				6	13	44.8
<b>F</b>	<b>1</b>	<b>6</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>29</b>	<b>100</b>
<b>%</b>	<b>3.4</b>	<b>20.7</b>	<b>37.9</b>	<b>6.9</b>	<b>3.4</b>	<b>3.4</b>	<b>75.9</b>	<b>3.4</b>	<b>6.9</b>	<b>10.3</b>	<b>3.4</b>	<b>0</b>	<b>0</b>	<b>24.1</b>	<b>=</b>	<b>100</b>

In terms of socio-economic status, the respondents were asked to check from the choices provided in the questionnaire the socio-economic status of their family. The findings showed that 83% of the respondents indicated that they belonged to the middle-class-family while about 17% said they belonged to the low-class-family. It should be noted that there were none who answered that they belonged to the high-class-family. Most of the

respondents (79.2%) were living with their parents, while there were about 21% who indicated living with their relatives at home. Family size, as used in this study, means number of children plus the parents. Majority of the respondents (58.6%) belonged to families with five (5) to seven (7) members. This means that, at most, there were only five children in a family.

Table 2: Frequency and Percentage Distribution of Respondents according to Socio-Economic Status, Person/s They Are Living With, and Family Size.

Family Size	Low			Middle			Total	
	Parents	Relatives	f	Parents	Relatives	f	f	%
8 -10	1	0	1	3	2	5	6	20.7
5 -7	1	2	3	13	1	14	17	58.6
2 - 4	1	0	1	4	1	5	6	20.7
F	3	2	5	20	4	24	29	100
%	10.3	6.9	17.2	68.9	13.8	82.76	=	100

Table 3 below shows that more than half of the respondents had both father and mother who were able to go to college. Fifty-five percent (55.2%, to be

exact) of the fathers and 44.8 of the mothers, in fact, with college degrees. On the other hand, a little over 24% of both parents did not reach college.

Table 3: Frequency and Percentage Distribution of Respondents according to Parents' Educational Attainment and Parents' Status of Occupation.

Educational Attainment	Father				Mother			
	Employed	Unemployed	f	%	Employed	Unemployed	f	%
College Graduate	16		16	55.2	13		13	44.8
College Undergraduate	8		8	27.6	7		7	24.1
High School		3	3	10.3		6	6	20.7
Elementary		2	2	6.9		3	3	10.3
F	24	5	29	100	20	9	29	100
%	82.8	17.2	100		69.0	31.0	=	100

On the fact that more male parents earned a college degree, data on parents' income (Table 4) show that men are earning more than women. 34.5%

of the male parents and 24.1% of the female parents were earning more than 10,000.

Table 4: Frequency and Percentage Distribution of Respondents according to Parents' Income.

INCOME BRACKET	PARENTS			
	Father		Mother	
	f	%	f	%
10,000 up	10	34.5	7	24.1
9,000 - 9,999	5	17.2	4	13.8
8,000 - 8,999	4	13.8	3	10.3
7,000 - 7,999	1	3.4	2	6.9
6,000 - 6,999	1	3.4	1	3.4
5,000 - 5,999	1	3.4	1	3.4
4,000 - 4,999	0	0.0	3	10.3
3,000 - 3,999	5	17.2	2	6.9
2,000 - 2,999	2	6.9	2	6.9
1,000 - 1,999	0	0.0	2	6.9
999 below	0	0.0	2	6.9
Total	29	100.00	29	100.00

In terms of performance profile of the student-athletes in the SCUAA competition, Table 5 shows that they were involved in eight (8) different sports, which were classified into two (2); individual-dual sports that include Arnis Athletics Badminton and the team sports like Basketball, Football, Pep Squad, Sepak Takraw and Volleyball. The ten (10) bronze medals were received by the following student-

athletes; two (2) from athletics, one (1) in arnis, badminton and football, and four (5) from volleyball. Majority of the respondents (65.5%) did not receive awards in the SCUAA.

On the team standing, most of the respondents (13 or 44.8) were on the 4th runner up from volleyball team, followed by the 5th runner up (7 or 24.1%) from basketball team, 3rd runner up (6 or 20.7%) from

arnis, badminton, football and Sepak-Takraw team, and 2nd runner up (3 or 10.3%) from Athletics and Pep-Squad team.

Table 5: Frequency and Percentage Distribution of Respondents according to Sports Involvement and Its Type, SCUAA Awards Received.

Award	Individual-Dual Sport					Team Sport			Total	
	Arnis	Athletics	Badminton	Basketball	Football	Pop Squad	Sepak Takraw	Volleyball	f	%
Bronze	1	2	1		1			5	10	34.5
None				7		1	3	8	19	65.5
Team Standing									29	100
2 <sup>nd</sup> Runner Up		2				1			3	10.3
3 <sup>rd</sup> Runner Up	1		1		1		3		6	20.7
4 <sup>th</sup> Runner Up								13	13	44.8
5 <sup>th</sup> Runner Up				7					7	24.1
								Total	29	100

When asked about the number of hours they allot for training, the greater bulk of the respondents (22 or 75.9%) disclosed seven (7) to nine (9) hours of

training. A negligible number (7 or 24.1%) of the respondents had four (4) to six (6) hours of training.

Table 6: Frequency and Percentage Distribution of Respondents according to Number of Hours Allotted for Training.

Number of Hours	Arnis	Athletics	Badminton	Basketball	Football	Pep-Squad	Sepak-Takraw	Volleyball	Total	
									f	%
7 to 9				7	1	1		13	22	75.9
4 to 6	1	2	1				3		7	24.1
								Total	29	100

For the Academic Achievement Profile of the freshmen athletes who belong to the Special Program for Sports, in terms of Grade Point Average (GPA),

more than half of the respondents (72.41%) obtained averages ranging from 80 to 84, while 27.59 had averages of 85 to 89.

Table 7: Frequency and Percentage Distribution of Respondents according to General Education Subjects Average per Semester.

Average Grade	1 <sup>st</sup> Sem.		2 <sup>nd</sup> Sem.	
	Frequency	Percentage	Frequency	Percentage
85 – 89	11	37.93	8	27.59
80 – 84	18	62.07	21	72.41
	29	100	29	100

In terms of the number of hours they allot for studying, most of the respondents (about 61%) revealed below one (1) to two (2) hours of studying,

with the highest number of the respondents (15 or 51.7%) giving themselves one (1) to two (2) hours and a small number (3 or 10.3%) for less than an hour.

Table 8: Frequency and Percentage Distribution of Respondents according to Number of Hours Allotted for Studying.

Number of Hours	Frequency	Percentage
5 to 6	3	10.3
3 to 4	8	27.6
1 to 2	15	51.7
Below 1	3	10.3
	29	100



As regards the factors that affect the athletic and academic performance of the freshmen athletes, through Focus Group Discussion, the respondents revealed the following factors:

#### **Athletic**

- Lack of time for training;
- Lack of tune-up games played before the **Actual games**
- Time management

#### **Academic**

- Lack of extra time to study
- Poor study habits
- Lack of ability to understand lessons

In addition, the following were the gathered collective experiences/feedback about the strengths/weaknesses of the “Admit to Play End to Teach Program” plus their comments/suggestions:

### **6.1 Athletic Experiences / Feedbacks**

#### **6.1.1 Summary of the Responses:**

- manifest good relationship with their teammates/co-trainees;
- attend trainings/practices regularly;
- come on time during trainings/practices;
- come prepared and motivated during trainings/practices;

#### **6.1.2 Other Responses:**

- deteriorating sports performance;
- insufficient time for training;
- can't manage time to do both trainings and doing other tasks

#### **6.1.3 Comments/Suggestions:**

- More time for training
- Time management

### **6.2 Academic Experiences / Feedbacks**

#### **6.2.1 Summary of the Responses:**

- manifest good relationship with their classmates which at the same time their teammates/co-trainees;
- come prepared and motivated during class hours;
- manage to balance the studies and training because of having enough number of subjects/units;

#### **6.2.2 Other Responses:**

- tardiness/frequent absences in class hours;
- deteriorating performance inside the classroom;
- the time allotted for each meeting is not enough to understand the lessons;
- low motivation to do school work;
- difficulty in making better grades;
- difficulty in getting along with the professor;
- poor time management;
- poor study habits;
- aside from class hour, no extra time to study;

#### **6.2.3 Comments/Suggestions:**

- Extra time for studying
- Time management

Based on the identified factors that affect the athletic and academic performance, problems and difficulties encountered by the respondents, an intervention program was prepared to help enhance the academic achievement and athletic performance of the athletes.

### **6.3 Program Goal**

The goal of the program is to enhance the academic achievement and athletic performance of athletes.

### **6.4 Program Delivery Mechanism**

#### **Team Study Program**

- Freshmen-Athletes are required to attend team study with a minimum of 7.5 per week. This is a supervised study time for freshmen-athletes having academic difficulty.

#### **Tutorial Program**

- Tutor and the Freshmen-Athletes meet at least twice per week for one hour with additional sessions if necessary.

#### **Informational Team Meetings**

- A chance to discuss such topics as athletic eligibility, changes of policy, and special events in a group meeting.

#### **Educational Seminar–Workshops**

- Beneficial seminar–workshops are to be conducted twice a month with the entire team.

#### **Individual and Group Counseling and Advising**

- To foster the intra- and inter-personal learning and development of coping and socializing techniques.

## 6.5 Program Content

The programs emphasized on dealing with the academic and athletic performance enhancement of freshmen-athletes and specifically concentrate on dealing with poor study habits, difficulty in managing time, tardiness/frequent absences and difficulty in making better grades, sustaining practice motivation, maintaining competitive level, maintaining sports eligibility.

## 6.6 Human Resources

An advisory team is comprised of at least one person from every event/sport that the freshmen-athletes might touch—faculty, coaches or athletic trainers.

## 7 SUMMARY

This profile has presented the following picture of freshmen athletes in the Special Program for Sports of the Philippine Normal University, AY 2013–2014: 1. The freshmen-athletes, in general, were largely male, majority were 19 years of age for both male and female and single and predominant in volleyball and basketball events. 2. More than half of the respondents belonged to middle-class-family, living with their parents with an average number of five (5) children in a family. 3. More than half of the respondents had parents who were able to go to college. More male parents earned a college degree and earned more than women. 4. The freshmen-athletes were involved in eight (8) different sports, classified into individual-dual sports and team sports. 5. Ten (10) bronze medals were received by the student-athletes and majority of the respondents did not receive awards in the SCUAA. On the team standing, most of the respondents were on the 4th runner up. 6. Almost all of the freshmen-athletes allotted seven (7) to nine (9) hours of training. 7. More than half of the respondents obtained averages ranging from 80 to 84 with one (1) to two (2) hours allotted for studying. 8. The factors that affect the athletic performance of the freshmen athletes were the lack of time for training; lack of tune-up games played before the actual games and time management. 9. The factors that affect the academic performance of the freshmen athletes were the lack of extra time to study, poor study habits and lack of ability to understand lessons. 10. Problems and difficulties can be a comprehensive basis for the development of intervention program.

## 8 CONCLUSIONS

After analyzing the profile that presented the picture of freshmen athletes in the Special Program for Sports of the Philippine Normal University, AY 2013–2014, particularly on the academic and athletic performances, results showed that there were comprehensive problems and difficulties in enhancing their sports skills, likewise in maintaining certain academic standard. With this, it can be concluded that the Special Program for Sports of the Philippine Normal University, AY 2013–2014, can be retained but change or revision must be done in order to further enhance the athletic and academic performance of freshmen athletes and also develop the desirable social traits needed for social life.

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