

# STUDY HABITS OF STUDENT-ATHLETES IN RELATION TO THEIR ACADEMIC PERFORMANCE

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**ABSTRACT:** *Academic success is determined by having good grades which is a product of different academic quizzes, exams, activities, projects and many more. This then leads one to ask whether students have enough time to study and do readings. This context is true to regular students who need to struggle with personal concerns and so many academic requirements on top of regular exams. However, a greater issue arises concerning students who are athletes at the same time. An additional cup is added to be juggled – the practice sessions, which most of the time is done every day. Researches on study habits and academic performance have been conducted for over decades. However, accounting student-athletes, their unique situations, has not been focused. Hence, the intention to conduct a study directed on student-athletes' study habit and academic performance which will enable the gathering of empirical data needed for intervention and assistance program was the compelling motivation of this study. The findings provide that there is a significant relationship between the respondents' study habits and academic performance. Moreover, female respondents were found to have better study habits than the male respondents of the study. Furthermore, the mother's educational attainment as a variable was found to be a factor influencing the respondents' study habit.*

**Keywords:** study habits, student-athletes, grades, academics, achievement

## 1. INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Although [1] purport that high and low academic performance is a product of diverse factors, and cannot be associated to a single variable, researchers remain to account study habit as an essential consideration in attaining academic success. [2] claimed there exist a relationship between effective use of study habit and academic performance. And, this is the reason that explains the increasing number of researches on the said topic. In fact, [3] highlights its importance when they reported that students fail not because they lack the ability, but because of the absence of a study habit. Moreover, [4] asserted that success in school is largely determined by the students' study habit. Researchers have reported various benefits of having a study habit. [5] reported that a good study habit aids students in doing tasks involving critical reflection. [6] noted that it helps in mastering a topic or subject. Moreover, [4] claimed that study habit develops in students a feeling of confidence and competence.

Through the years, investigations on study habits and its relationship with academic performance have become central to many empirical studies. [7] studied the relationship among study habits, test anxiety, achievement, motivation and academic success among grade ten Turkish high school students which aimed to provide essential information not only in preparing the learners to adolescent's academic life but also in developing well being at school. [8] investigated and found, among high school students, the relationship of their study habit and academic performance. [1] conducted a study on study habits and academic performance of junior secondary high school student. Moreover, in their study, the academic achievement of students in the core subjects such as Integrated Science, Mathematics, English and Arts and the various aspect of study habit like reading notes, time allocation among others were explored in terms of relationship with each other.

In the attempt to further the expound the basic understanding about the relationship between study habit, or its components, and academic performance, studies accounting different variables and focused on different respondents were undertaken. For the respondents, the study on study habits were conducted to students of varied levels – [9] had college students as respondents, [7] gathered data from tenth graders, [10] had surgery residents preparing for the board exam were the respondents of their study, [11] studies the study habits of primary school students among other variables as predictors of academic achievement, and, [12] analyze the study habits of digital native gamers. However, student-athletes are an underserved population. Review of the literature brings to light the understanding that there are none and at best few numbers of researches directed toward the investigation of study habits of the student-athletes and the relationship to their academic performance.

Student-athletes are faced with time demands that [13] maintained to mean that they are tied up with a hectic schedule juggling practice in one hand and education on the other. Athletes are even considered as a special population because of many reasons two most important of which are that the live a stressful life and follow regimented schedule [14]. [15] in [14] claim that student-athletes' being time constraint take away from them the opportunity to take advantages of academic resources. The non-athletes are at an advantage over the student-athletes. The latter have divided attention and time as there is a need to allot time for training and eventually for the games. As such, student-athletes are most of the time taken away from their classes and miss discussions thus [16] in [14] claimed that student-athletes could hardly compete with non-athletes in school.

The life lived by students is indeed demanding and complex – how much more that of the student-athletes. Subjected to the same demands with that of a regular student, the great challenge is laid before these students. Researchers on study habit and academic performance have been conducted for over decades. However, accounting student-athletes, their

unique situations, has not been focused of studies. Hence, the intention to conduct a study directed on student-athletes' study habit and academic performance which will enable to gather empirical data needed for intervention and assistance program is the compelling motivation of this study. Moreover, the variables of gender and mother's educational attainment were included as a variable in the investigation.

## 1.2 RESEARCH QUESTIONS

This study aims to investigate the possible correlation between high school student-athletes' study habits and academic performance. Specifically, this study attempts to answer the following questions:

1. What is the study habit of the respondents?
2. What is the academic performance of the student-athletes?
3. Is there a significant relationship between the study habits of student-athletes and their academic performance?
4. Is there a significant difference in the study habits of the student-athletes when data are grouped according to gender and mother's educational attainment?

## 2. METHODOLOGY

### 2.1 RESEARCH DESIGN

This study employed descriptive-quantitative-correlational research design. It sought to determine the hypothesized significant relationship between study habits and academic performance among high school student-athletes with the use of a survey questionnaire and the respondents' General Point Average; as well as the degree of difference in the study habit when data are grouped according to gender and mother's. The study is determined to be descriptive because it intends to collect data and tabulate the same to describe a phenomenon or trend [17] in [18]. Moreover, the study is identified to be non-experimental because of the absence of a control group and the non-use of intervention as claimed by the [19]. The collection of data was performed one shot and in a very short period of time; thus, the study is identified to be cross-sectional [20] in [21].

### 2.2 PARTICIPANTS OF THE STUDY

A total of seventy-two (72) student-athletes enrolled in the public secondary high school. To qualify as a participant of the study, two inclusion criteria must be satisfied. First, the student-athlete must have actively participated in sports events for at least two (2) years. Second, the student-athlete must be a bona fide student by the time the study was conducted. Among the respondents, 10 of which are Grade 7 students, 19 are Grade 8, 25 are Grade 9 and 18 are Grade 10 students. Moreover, 33 respondents are female and 39 of which are male student-athletes.

### 2.3 RESEARCH INSTRUMENTS

To determine the study habits of the respondents, the adaption of an instrument developed by [9] was made. Originally the questionnaire was only of 12 questions distributed under three categories: Note Taking, Concentration, and Review. Three (3) items were included to provide five items for each category. An extensive review of the literature was done before the composition of three (3) items. The instrument was checked for face validity, comprehensibility of the instruction and statements. The

adapted instrument was subject to content validity to ascertain that the included items are appropriate. Four (4) experts were consulted for the validation. Two (2) of which are Doctor of Education, One (1) Master's degree holder in the field of Pedagogy and Language Teaching and one (1) is a Master's degree holder in Psychology.

After the validation of the experts, the data gathered was computed. All items were accepted and made part of the questionnaire for reliability testing. The instrument was pilot tested to thirty (30) student-athletes who are excluded from participating in the final administration of the instrument. Subjected to Cronbach's alpha reliability test, the instrument yielded the reliability coefficient of 0.80 and was determined to be reliable.

The questionnaire is of two parts. Demographic Profiles which includes gender, and mother educational attainment. The second part is the Study Habit Questionnaire (SHQ) consists of fifteen questions.

The components are access to notes, scheduling and ability to concentrate. Items number 1, 5, 8 11 and 12 are for the component on Access to Notes. Items number 2, 4, 7, 10, and 15 for Scheduling. Items number 3, 6, 9, 13 and 14 are for Ability to Concentrate.

To determine the academic performance of the respondents, their grade point average (GPA) in for the 1st and 2nd quarter will be utilized across all subject areas.

### 2.4 DATA ANALYSIS PROCEDURE

#### *Scoring Procedure for the Study Habits Questionnaire*

The results of the respondents' answers were computed to get the mean score. The items under each category in the study habits questionnaire were given weight using a five-point Likert scale. This was done for purposes of determining the respondents' study habits as well as for statistical analysis and interpretation. The presentation, analysis and interpretation of the data were based on the Likert scale weighted means following the scale range, as given:

**Table 1: Study Habits Scale**

Scale Range	Category
4.20 – 5.0	Good
3.40 – 4.19	Somehow Good
2.6 – 3.39	Fair
1.8 – 2.59	Somehow Poor
1.0 - 1.79	Poor

#### *Scoring Procedure for the Respondents' Academic Performance*

The academic performance of the student-athletes was based on the average mean scores they obtained in the first and second quarter in the school year 2015-16. Eight subject areas are included in the computation of the grades every quarter of the academic year. For this study, two grading periods were used to serve as the cumulative score constituting the GPA of the respondents.

The GPA was given description and interpretation through the use of the given scale presented below:

**Table 2: Academic Grade Scale**

Grade	Adjectival Equivalent
90 and above	Advance
85 – 89	Proficiency
80 – 84	Approaching Proficiency
75 - 79	Developing
74 and below	Beginning

**3. RESULTS AND DISCUSSION**

**3.1 ON THE STUDY HABIT OF THE RESPONDENTS**

The data reveals that the mean score of 2.87 with a standard deviation of 0.491 is described as “fair”. This means that the respondents have yet fully developed their study habit. This result concurs with the findings of [15] in [14] that the student-athletes could not take advantage of academic resources. The reason that can be accounted for this is that claim provided by [13] that the student-athletes do not have time to spare for doing readings in the library, reviewing notes and others as they need to practice and do routine exercises.

**3.2. ON THE RESPONDENTS’ ACADEMIC PERFORMANCE**

The data reveal that the mean score of 80.68 with a standard deviation of 3.15 with a description of "Approaching Proficiency". This implies that the students have developed the fundamental knowledge and skills and understandings and with little guidance from the teacher.

This result is contrary to the reports of existing literature. [22] claimed that student-athletes struggle. There are two possible reasons for this result. First, the student-athletes in the study may have been able to balance the demands brought about by being an athlete and a student at the same time. Second, this may due to the preferential treatment that teachers give to student-athletes as [22] claimed. Faculty members may have given points to students grade in consideration of their unique contribution to the school.

**3.3 ON THE CORRELATION BETWEEN RESPONDENTS’ STUDY HABIT AND ACADEMIC PERFORMANCE**

**Table 3.0: Correlation: Respondents’ Study Habits and Academic Performance**

Variables	Coefficient of Correlation	P-value	Interp.
Study Habit and Academic Performance	.533	.000*	Significant

\*significant at alpha = 0.001

Table 3.0 presents the correlation between study habit and academic performance. It shows that the coefficient of correlation of .533 with the corresponding value of .000 is significant at alpha 0.05. This implies that the students who have good study habit are the same students who have high

academic performance. Conversely, it implies that the students who have poor study habit are the same students who have low academic performance. The result remains to confirm the findings of [2] [4], [7] and [8]. An effective study habit then is associated with high academic performance.

**3.4 ON THE DIFFERENCE IN THE RESPONDENTS’ STUDY HABIT ACCORDING TO GENDER**

**Table 4.0: Difference: Study Habits of Respondents according to Gender**

	Mean	Std.	Mean Difference	t	Sig.
M	2.750	.43	0.268	-2.37	0.020
F	3.018	.53			

Table 4.0 shows the hypothesized significant difference in the student's study habit between male and female respondents. It shows that the t value of -2.375 with a corresponding p-value of 0.020 is less than alpha 0.05. This means that there is a significant difference in the study habit of the respondent when data are grouped according to gender. Further, it implies that the female respondents have better study habit than the male respondents. This finding contradicts with the result reported by [7] that females and males have no significant difference in their study habits. However, this study that in the case of the student-athlete respondents of the study the females have better study habit than the males.

**Table 4.1: Difference: Study Habit of Respondents by Mothers’ Educational Attainment**

Sources of Variance	Sum of Squares	Mean Square	F	Sig.
Between Groups	2.42	.806	3.71	0.016*
Within Groups	14.77	.217		
Total	17.18			

\*significant at alpha = 0.05

Table 4.1 provides the hypothetical significant difference among respondents when data are group according to mothers’ educational attainment. It shows that the F value of 3.71 with the corresponding probability value of 0.016 is significant at alpha =0.05. This implies that mothers’ educational attainment is a factor affecting the respondents’ study habits. It is necessary therefore to run a post hoc analysis using Tukey Test to determine between what particular groups there is a significant difference.

**Table 4.2: Post-Hoc Analysis (Tukey Test):**  
Difference on the Study Habit of Respondents based on Mothers' Educational Attainment

Groups Compared		Mean Difference (I-J)	Std. Error	Sig.	Interpretation
1 & 2; 1 & 3; 1 & 4; 2 & 3; 2 & 4; 3 & 4					
(1)	(2)	-.23333	.13516	.318	Not Significant
	(3)	-.42500*	.16011	.048	Significant
	(4)	-.76667*	.29059	.049	Significant
(2)	(1)	.23333	.13516	.318	Not Significant
	(3)	-.19167	.14062	.527	Not Significant
	(4)	-.53333	.28033	.237	Not Significant
(3)	(1)	.42500*	.16011	.048	Significant
	(2)	.19167	.14062	.527	Not Significant
	(4)	-.34167	.29317	.651	Not Significant
(4)	(1)	.76667*	.29059	.049	Significant
	(2)	.53333	.28033	.237	Not Significant
	(3)	.34167	.29317	.651	Not Significant

N=72, 1=Elementary, 2=High School, 3=College Level, 4=Post-Graduate Level

Table 4.2 presents the post hoc analysis on the difference on the respondents' study habit by mother's educational attainment. It can be seen in this table that there is a significant difference in the study habits of the respondents whose mother educational attainment is elementary level and college level and elementary level and Postgraduate level. This evidenced by their mean difference of  $-.42500^*$  in favour of the former (mothers' educational attainment which is College Level) and  $-.76667^*$  in favour of the mothers' educational attainment which is Post Graduate, with their p-value of .048 and .049, respectively, significant at alpha .05. The data here imply that the respondents whose mothers are of college and postgraduate level have assisted their children to develop good study habit. This may be due to the greater educational experience, making them appreciate more the need to have a study habit, which they had as compared to those mothers who have had elementary education only.

#### 4. CONCLUSION

Based on the findings of this study, it is safe to conclude that student-athletes' study habit can influence their academic performance. It is necessary therefore those student-athletes be assisted in developing good study habit which would eventually lead to having quality academic performance.

On the finding that females have better study habit and academic performance than males, schools should conduct assisting programs focused more on male student-athletes. Moreover, on the findings that mother's with higher educational attainment tend to influence their children in having good study habit, the school should profile student-athletes in terms of parents' educational background, and provide assistance to parents who have low educational attainment to matters related to the nature of schooling that they may be able to relate better to their children's schooling affairs- assisting better their children as end result.

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