

PARTICIPATION IN CAMPUS SPORTS ACTIVITIES AS CORRELATES OF ACADEMIC MOTIVATION AND ACADEMIC PERFORMANCE

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ABSTRACT: Participation in sports activities is widely recognized as an important component of holistic education, particularly in higher education institutions where students are encouraged to develop both academic and physical competencies. While previous studies suggest that sports participation may enhance students' motivation and academic engagement, evidence regarding its direct relationship with academic performance remains inconclusive. This study examined the relationship between participation in campus sports activities, perceived academic motivation influenced by sports participation, and academic performance among Bachelor of Physical Education (BPED) students. A quantitative correlational research design was employed involving 71 third- and fourth-year BPED students. Data were collected using a researcher-developed questionnaire measuring the frequency of participation in campus sports activities and the level of perceived academic motivation influenced by sports participation, while academic performance was determined through the respondents' Grade Point Average (GPA). Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the variables, while Spearman's rank-order correlation coefficient was used to determine the relationships among them. The findings revealed that most respondents demonstrated very good to good academic performance. Participation in campus sports activities and perceived academic motivation influenced by sports participation were both found to be high. However, correlation analysis showed no statistically significant relationship between sports participation and academic performance ($\rho = -0.119, p > 0.05$) and between perceived academic motivation and academic performance ($\rho = -0.197, p > 0.05$). Although negligible and non-significant, the negative correlations suggest that increased sports involvement may slightly influence students' grades due to competing academic and extracurricular demands.

Keywords: campus sports participation, academic motivation, academic performance, BPED students.

1. INTRODUCTION

Participation in sports and physical activities has long been recognized as an important component of holistic education, particularly in higher education institutions where students are encouraged to develop both academically and physically. In university settings, sports participation not only promotes physical health and well-being but also contributes to the development of important psychological and behavioral attributes such as discipline, perseverance, self-confidence, and motivation. These attributes are often associated with improved academic engagement and performance among students. As educational institutions continue to promote balanced student development, understanding the relationship between sports participation, academic motivation, and academic performance has become an increasingly relevant area of research.

Previous studies have shown that engagement in sports and physical activities can positively influence students' academic outcomes. Physical activity has been associated with improved cognitive functioning, better classroom behavior, and enhanced academic achievement among students. Similarly, regular participation in sports activities may contribute to better academic performance by improving mental health, concentration, and life satisfaction among university students [1]. Empirical evidence also suggests that students who actively participate in physical activities tend to demonstrate higher levels of academic performance compared to those with lower participation levels [2].

Beyond direct academic outcomes, sports participation also contributes to important psychological factors that influence academic success. Motivation, for instance, plays a critical role in students' learning behaviors and achievement. Studies have shown that academic motivation is positively associated with academic performance, with intrinsically motivated

students often demonstrating higher academic achievement [3; 4]. In sports contexts, participation can foster motivational traits such as goal orientation, perseverance, and commitment, which are essential for academic success. Research indicates that sports participation significantly correlates with motivation and achievement-related traits among university students [5].

Furthermore, psychological mediators such as self-efficacy, enjoyment, and self-esteem may explain how sports participation influences academic outcomes. Students engaged in sports often exhibit higher levels of self-efficacy and proactive personality traits, which can contribute to improved academic performance [6]. Similarly, studies suggest that motivation and enjoyment derived from physical activities can mediate the relationship between physical activity and academic achievement [7]. These findings support the notion that the benefits of sports participation extend beyond physical health and can positively influence students' psychological and academic development.

However, some studies indicate that the relationship between sports participation and academic performance may not always be direct. For example, research has shown that sports participation can enhance academic outcomes indirectly through motivational and psychological mechanisms rather than through direct effects [8; 9]. In such cases, participation in sports activities increases students' motivation, confidence, and engagement, which in turn contribute to improved academic performance. This suggests that academic motivation may play a mediating role in the relationship between sports participation and academic success.

Despite the growing body of research on physical activity and academic performance, there remains a need for further investigation into how sports participation specifically influences academic motivation and academic performance

among university students, particularly in physical education programs. Students enrolled in Bachelor of Physical Education (BPED) programs are expected to engage actively in sports and physical activities as part of their academic training, making them an important population for examining these relationships.

Therefore, this study aims to examine the relationship between participation in campus sports activities, academic motivation, and academic performance among Bachelor of Physical Education students. Specifically, the study seeks to determine whether the frequency of participation in campus sports activities and the level of perceived academic motivation are significantly related to students' academic performance as measured by Grade Point Average (GPA). The findings of this study may contribute to a better understanding of how sports participation can support academic motivation and academic success among university students. Specifically, it purports to shed light to the following questions:

1. What is the level of academic performance (GPA) of BPED students?
2. What is the frequency of respondents' participation in campus sports activities?
3. What is the level of respondents perceived academic motivation as influenced by their participation in campus sports activities?
4. Is there a significant relationship between frequency of respondents' participation in campus sports activities and their academic performance (GPA)?
5. Is there a significant relationship between the level of respondents perceived academic motivation as influenced by their participation in campus sports activities and their academic performance (GPA)?
6. Based on the findings of the study, what recommendations may be proposed to enhance students' participation in campus sports activities in order to support their academic motivation and academic performance?

2. REVIEW OF RELATED LITERATURE

Participation in sports and physical activity has long been recognized as an important component of students' holistic development. In higher education settings, engagement in sports activities provides opportunities for students to cultivate discipline, teamwork, resilience, and self regulation, which are competencies that may contribute to academic success. Consequently, scholars have increasingly examined the relationship between sports participation, academic motivation, and academic performance among university students.

Several studies have reported that physical activity is associated with improved academic outcomes. Physical activity has been linked to enhanced cognitive functioning, improved concentration, and increased energy levels, all of which may support academic learning processes. In a study involving university students, Hariyanto et al. [2] found a significant positive correlation between physical activity and academic performance as measured by grade point average. Their findings indicate that students who regularly engage in moderate levels of physical activity tend to achieve better academic outcomes compared to those with lower levels of

physical activity. Similarly, Slavinski et al. [1] reported that participation in sports and physical activities contributes to higher levels of life satisfaction and academic performance among university students. These results suggest that sports engagement can enhance both academic and personal well being.

Beyond direct academic outcomes, sports participation has also been associated with various motivational and behavioral factors that influence learning. Suguis and Belleza [10] found that physical activity and student motivation significantly influence student engagement in academic activities among college students. Student engagement plays a critical role in academic success, as engaged students are more likely to demonstrate persistence, effort, and commitment to their academic tasks. This finding highlights the potential role of physical activity in fostering motivational dispositions that support academic engagement.

Motivation is widely regarded as a central determinant of academic achievement. According to self determination theory, motivation can be categorized into intrinsic and extrinsic forms, both of which influence students' participation in learning activities. Research indicates that students who exhibit higher levels of intrinsic motivation tend to demonstrate stronger academic performance. Wali *et al.* [5] reported that sports participation among university students is positively associated with achievement, motivation, and innovation traits. Their findings suggest that engagement in sports activities may cultivate motivational characteristics that contribute to academic achievement.

Similarly, research by González Fernández *et al.* [11] examined the role of motivation and self efficacy among student athletes and found that students with higher levels of self efficacy and task oriented goals tend to achieve higher academic performance. Self efficacy, which refers to individuals' beliefs in their ability to successfully perform tasks, has been identified as a significant predictor of academic achievement. These findings emphasize that psychological factors developed through sports participation may contribute to improved academic outcomes.

Other studies have examined how motivational climates in sports environments influence academic development. Castro Sánchez *et al.* [12] found that a task oriented motivational climate in sports is positively associated with academic performance and lower levels of life stress among adolescents. In such environments, students are encouraged to focus on personal improvement, effort, and skill development rather than solely on competitive outcomes. This type of motivational climate may promote persistence and positive learning behaviors that translate into academic contexts.

The role of emotional experiences in physical education and sports activities has also been examined. Baños *et al.* [13] investigated the mediating role of satisfaction, enjoyment, and boredom in the relationship between autonomy support and academic performance. Their findings revealed that students' satisfaction and enjoyment in physical education classes mediate the relationship between autonomy support and academic performance. These findings suggest that positive emotional experiences in sports environments may

strengthen students' motivation and contribute to improved academic outcomes.

Similarly, Fierro Suero *et al.* [14] found that autonomous motivation and positive emotional experiences in physical education classes significantly predict academic achievement. Students who experience enjoyment and intrinsic motivation during sports activities are more likely to demonstrate positive attitudes toward learning and academic engagement. These results highlight the importance of fostering supportive and enjoyable sports environments to enhance both motivation and academic performance.

Sports participation has also been linked to psychological well being and personal development among students. Zhong [15] explored the relationship between physical activity motivations and psychological well being among university students using canonical correlation analysis. The study found that intrinsic motivation and integrated regulation were strongly associated with higher levels of psychological well being and personal growth. These findings indicate that the motivational factors driving sports participation may contribute to broader psychological benefits that support academic functioning.

Furthermore, the relationship between sports participation and academic achievement may be influenced by mediating psychological and social variables. Qurban *et al.* [9] examined the mediating roles of parental support and self esteem in the relationship between sports participation and academic achievement. Their results indicated that sports participation indirectly influences academic achievement through increased parental support and enhanced self esteem. These findings highlight that the benefits of sports participation on academic outcomes may occur through complex psychosocial pathways.

Research has also explored the relationship between sports participation and motivation among young athletes. Ureña Lopera *et al.* [16] investigated the influence of academic performance, sports success, and playing position on motivation among youth football players. The study found that motivation levels fluctuate depending on competition contexts and academic performance levels. This suggests that the relationship between sports participation and academic motivation may be dynamic and influenced by multiple contextual factors.

In addition, studies examining student athletes indicate that motivation and self efficacy play significant roles in academic success. González Fernández *et al.* [11] reported that students with higher levels of task oriented goals and self efficacy tend to achieve higher academic grades. These findings support the argument that motivational attributes developed through sports participation may translate into academic perseverance and achievement.

Collectively, existing literature indicates that sports participation and physical activity contribute to academic success through multiple mechanisms. While some studies demonstrate a direct relationship between physical activity and academic performance, many researchers emphasize the mediating roles of academic motivation, psychological well being, engagement, and self efficacy. These factors

collectively influence students' learning behaviors, persistence, and academic achievement.

Despite the growing body of research examining these relationships, limited studies have specifically explored how participation in campus sports activities influences academic motivation and academic performance among Bachelor of Physical Education students. Considering that sports participation is a central component of their academic program, examining how sports involvement relates to their academic motivation and academic performance may provide valuable insights into how sports activities support academic success in higher education.

3. SIGNIFICANCE OF THE STUDY

The findings of this study are expected to provide valuable insights into the relationship between participation in campus sports activities, academic motivation, and academic performance among Bachelor of Physical Education students. By examining how sports involvement relates to students' academic motivation and grade point average, the study may contribute to a better understanding of how physical activity and sports participation support academic development in higher education.

For students, particularly those enrolled in Bachelor of Physical Education programs, the results of this study may help them recognize the potential academic benefits of participating in campus sports activities. Understanding the role of sports involvement in enhancing motivation and academic performance may encourage students to actively engage in sports while maintaining their academic responsibilities.

For faculty members and instructors, the study may provide empirical evidence regarding the importance of integrating sports participation and physical activity into students' academic experiences. The findings may assist educators in designing learning environments that encourage active participation in sports and promote balanced development between physical and academic pursuits.

For university administrators and program planners, the results may serve as a basis for strengthening institutional policies and programs that promote campus sports activities. The study may highlight the importance of providing accessible sports facilities, organized athletic programs, and opportunities for student participation in recreational and competitive sports to support students' academic motivation and performance.

For the Bachelor of Physical Education program, the study may contribute to curriculum improvement by emphasizing the educational value of sports participation beyond physical fitness. The findings may reinforce the role of sports activities in fostering discipline, perseverance, and motivation that can positively influence students' academic outcomes.

For future researchers, this study may serve as a reference for further investigations on the relationship between sports participation, academic motivation, and academic performance. It may also encourage additional studies exploring related variables such as self efficacy, student engagement, psychological well being, and learning outcomes in different academic programs and educational contexts.

Ultimately, the study aims to contribute to the broader body of knowledge on sports participation and academic success by providing empirical evidence on how campus sports activities may influence students' academic motivation and academic performance in higher education institutions.

4. METHODOLOGY

Research Design

This study employed a quantitative correlational research design to examine the relationship between participation in campus sports activities, academic motivation, and academic performance among Bachelor of Physical Education (BPED) students. A correlational research design was considered appropriate because the study aimed to determine whether significant relationships exist among the variables without manipulating them. Specifically, the study investigated whether the level of participation in campus sports activities is associated with students' perceived academic motivation and their academic performance as measured by their Grade Point Average (GPA). Through this approach, the researcher was able to determine the degree and direction of the relationships among the variables under investigation.

Research Participants

The respondents of the study consisted of 71 Bachelor of Physical Education (BPED) students enrolled in the university. The participants were limited to third-year and fourth-year students of the BPED program. These year levels were selected because students at these levels are more actively involved in sports-related academic and extracurricular activities and have already accumulated academic records necessary for measuring academic performance. The respondents were selected using convenience sampling, considering their accessibility and availability during the conduct of the study. Participation in the research was voluntary, and only students who were currently enrolled in the BPED program and were willing to participate in the study were included as respondents.

Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire designed to gather data related to the variables under investigation. The questionnaire consisted of three sections. The first section gathered the respondents' academic profile, including their Grade Point Average (GPA), which served as the measure of academic performance. The second section measured the respondents' level of participation in campus sports activities. The items in this section assessed how frequently students participate in campus sports programs such as intramural competitions, varsity training, recreational sports activities, and other university organized sports events. The third section measured the respondents' perceived academic motivation as influenced by participation in sports activities. The items examined aspects such as increased motivation to study, improved concentration on academic tasks, enhanced time management, and persistence in completing academic requirements. Responses to the questionnaire were measured using a five point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Prior to data collection, the questionnaire was subjected to content validation by experts

to ensure the clarity, relevance, and appropriateness of the items used in the study.

Data Gathering Procedure

Prior to conducting the study, the researcher secured permission from the appropriate university authorities and the program coordinator of the Bachelor of Physical Education program to administer the questionnaire to the respondents. After obtaining the necessary approval, the researcher distributed the questionnaires to the BPED students who met the inclusion criteria. The respondents were informed about the purpose of the study and were assured that their responses would remain confidential and used solely for academic research purposes. Participation in the study was voluntary, and respondents were given sufficient time to answer the questionnaire. After completion, the questionnaires were collected and reviewed to ensure completeness and accuracy before proceeding to data tabulation and analysis.

Statistical Treatment of Data

The data gathered from the respondents were analyzed using appropriate statistical tools. Frequency and percentage were used to describe the respondents' academic profile. The mean and standard deviation were utilized to determine the level of participation in campus sports activities and the level of perceived academic motivation among the respondents. To determine the significant relationship between the variables, the Spearman Rank Order Correlation Coefficient (Spearman's rho) was employed. This statistical test was used to examine the relationship between participation in campus sports activities and academic motivation, participation in campus sports activities and academic performance, and academic motivation and academic performance. Spearman correlation was considered appropriate because the data obtained from the Likert scale responses are ordinal in nature. All statistical analyses were conducted using statistical software, and the level of significance was set at 0.05.

RESULTS AND DISCUSSION

Table 1.1 Respondents GPA

Grade	GPA	
	f	%
95 & above Excellent (E)	2	2.82
92-94 Very Good (VG)	32	45.07
90-91 Good (G)	15	21.13
88-89 Very Satisfactory (VS)	8	11.27
85-87 Satisfactory (S)	14	19.72
Total	71	100.00

Legend:

- 95 & above Excellent (E)
- 92-94 Very Good (VG)
- 90-91 Good (G)
- 88-89 Very Satisfactory (VS)
- 85-87 Satisfactory (S)
- 83-84 Fairly Satisfactory (FS)

Table 1.1 presents the distribution of the Grade Point Average (GPA) of the 71 Bachelor of Physical Education (BPED) respondents included in the study. The results reveal that the largest proportion of the respondents falls within the Very Good (92–94) category, with 32 students or 45.07 percent of the total sample. This indicates that nearly half of the respondents obtained grades within this range. The

second largest group of respondents belongs to the Good (90–91) category, comprising 15 students or 21.13 percent. Meanwhile, 14 respondents or 19.72 percent obtained a Satisfactory (85–87) GPA, indicating that a notable portion of the respondents achieved grades within this level. In addition, 8 students or 11.27 percent recorded a Very Satisfactory (88–89) GPA. Only 2 respondents or 2.82 percent of the total sample obtained an Excellent (95 and above) GPA. Overall, the data show that the majority of the respondents fall within the Very Good and Good GPA classifications, while relatively fewer students are found in the Excellent and Very Satisfactory categories. This distribution suggests that most of the respondents demonstrate academic performance levels within the upper middle grade categories, with fewer students achieving the highest GPA range. Similar distributions of academic performance among university students have been observed in previous studies examining academic outcomes and student characteristics [2; 1]. Such findings indicate that university student populations often show clustering within mid to upper grade ranges rather than extreme high or low academic classifications.

Table 2.1 Frequency of Respondents’ Participation in Campus Sports Activities

Indicators	Mean	SD	Interpretation
I participate in university intramural sports competitions.	3.75	1.46	High
I join varsity training sessions or organized sports practices.	2.83	1.53	Moderate
I participate in recreational sports activities organized by the university.	4.10	1.21	High
I engage in sports activities during campus sports events or tournaments.	3.94	1.22	High
I participate in sports activities outside regular class requirements.	3.58	1.35	High
I attend sports practices or training sessions regularly.	2.85	1.46	Moderate
I join sports competitions representing my department or university.	2.94	1.53	Moderate
I participate in informal sports games or physical activities on campus.	3.49	1.35	High
Composite Mean	3.44		High

Table 2.1 presents the frequency of respondents’ participation in various campus sports activities among the 71 Bachelor of Physical Education students included in the study. The results indicate a composite mean of 3.44, interpreted as high, suggesting that the respondents generally participate actively in campus sports activities. This finding indicates that sports related engagement is relatively common among the respondents within the university environment. Among the indicators, the item “I participate in recreational sports activities organized by the university” obtained the highest mean score of 4.10 (SD = 1.21), interpreted as high participation. This suggests that recreational sports programs organized by the university are widely attended by the respondents. Similarly, the item “I engage in sports activities during campus sports events or tournaments” obtained a mean of 3.94 (SD = 1.22), also interpreted as high. This indicates that students frequently participate in sports events or tournaments organized within the campus environment. In

addition, the item “I participate in university intramural sports competitions” recorded a mean of 3.75 (SD = 1.46), further reflecting a high level of participation in structured sports events such as intramurals. These findings suggest that campus organized sports programs, including recreational activities, tournaments, and intramural competitions, serve as common avenues for student participation in sports.

Other indicators also reflected high participation levels. The item “I participate in sports activities outside regular class requirements” obtained a mean of 3.58 (SD = 1.35), indicating that respondents often engage in sports activities beyond their academic course requirements. Similarly, the statement “I participate in informal sports games or physical activities on campus” recorded a mean of 3.49 (SD = 1.35), suggesting that informal or recreational physical activities are also relatively common among the respondents. These findings indicate that students participate not only in organized sports events but also in informal physical activities within the campus environment.

On the other hand, several indicators reflected moderate levels of participation, particularly in more structured or competitive sports activities. The item “I join varsity training sessions or organized sports practices” obtained a mean of 2.83 (SD = 1.53), while “I attend sports practices or training sessions regularly” recorded a mean of 2.85 (SD = 1.46). In addition, “I join sports competitions representing my department or university” obtained a mean of 2.94 (SD = 1.53). These results suggest that although students commonly participate in recreational and campus sports activities, fewer respondents are consistently involved in varsity training programs or official competitions representing the university or their academic department.

The pattern of results observed in the table is consistent with existing literature on sports participation among university students. Previous studies have shown that recreational and campus based sports programs tend to attract broader student participation compared with highly competitive sports activities because they are more accessible and flexible for students [10; 5]. Similarly, research on university students’ physical activity participation has indicated that many students prefer engaging in recreational or informal sports activities rather than highly structured varsity training programs due to time constraints and academic responsibilities [2; 1].

Moreover, participation in intramural sports and campus tournaments has been widely recognized as a common form of sports engagement in higher education institutions, as these programs provide opportunities for students to participate in sports without the demands of competitive varsity commitments [5]; [10]. Studies also emphasize that campus sports environments encourage both organized and informal physical activities, which promote active student lifestyles and enhance engagement in university life [2; 15]. Furthermore, research examining student athletes and sports participants has shown that sports involvement within university settings varies in intensity, with recreational participation being more prevalent than elite or competitive sports involvement [16; 17].

Overall, the findings suggest that the respondents demonstrate relatively high participation in campus sports activities, particularly in recreational, informal, and university organized sports events. The presence of moderate participation levels in varsity training and official competitions indicates that only a smaller portion of the respondents are involved in highly structured or competitive sports programs. These observations align with previous research indicating that university students commonly engage in recreational and campus wide sports activities as part of their participation in physical activity within higher education institutions [2; 10; 1; 5; 15].

Table 3 Level of Respondents Perceived Academic Motivation as Influenced by Their Participation in Campus Sports Activities

Indicators	Mean	SD	Interpretation
Participating in sports motivates me to perform better in my academic studies.	4.10	0.97	High
Sports participation encourages me to manage my time effectively between academics and extracurricular activities.	3.96	1.03	High
Being involved in sports helps me stay disciplined in my academic work.	3.99	0.99	High
My participation in sports inspires me to achieve higher academic goals.	3.94	0.92	High
Sports activities help me develop a positive attitude toward my studies.	4.00	0.91	High
Skills learned in sports (such as perseverance and teamwork) help me in my academic tasks.	4.23	0.83	Very High
Sports participation helps me stay motivated to complete academic requirements.	4.04	0.89	High
I feel more confident in my academic abilities because of my involvement in sports.	3.93	0.90	High
Sports participation helps reduce academic stress and improves my focus on studies.	4.07	0.93	High
My involvement in sports inspires me to maintain good academic performance.	3.99	0.87	High
Composite Mean	4.02		High

Table 3 presents the respondents' level of perceived academic motivation as influenced by their participation in campus sports activities. The results reveal a composite mean of 4.02, interpreted as high, indicating that the respondents generally perceive that their involvement in sports activities positively influences their academic motivation. This suggests that participation in campus sports activities is commonly associated with increased motivation toward academic tasks among the respondents.

Among the indicators, the statement "Skills learned in sports (such as perseverance and teamwork) help me in my academic tasks" obtained the highest mean score of 4.23 (SD = 0.83), interpreted as very high. This result indicates that respondents strongly perceive that competencies developed through sports participation such as perseverance, teamwork, and cooperation are transferable to academic responsibilities. These attributes are widely recognized as essential qualities that support students' persistence and success in academic work. Previous research supports this observation, indicating

that sports participation helps develop psychological characteristics such as perseverance, goal orientation, and self discipline that contribute to academic functioning [17; 11].

Several other indicators also demonstrated high levels of agreement, suggesting that sports participation contributes to different aspects of academic motivation. For example, the item "Participating in sports motivates me to perform better in my academic studies" obtained a mean of 4.10 (SD = 0.97), while "Sports participation helps reduce academic stress and improves my focus on studies" recorded a mean of 4.07 (SD = 0.93). These results indicate that respondents perceive sports participation as contributing to improved focus and reduced academic stress, which may help sustain academic motivation. Research has shown that physical activity and sports involvement are associated with improved psychological well being and reduced stress among students, which may positively influence their academic engagement and performance [15; 1].

Similarly, the item "Sports participation helps me stay motivated to complete academic requirements" obtained a mean of 4.04 (SD = 0.89), while "Sports activities help me develop a positive attitude toward my studies" yielded a mean of 4.00 (SD = 0.91). These findings indicate that sports activities may contribute to students' positive attitudes toward learning and their persistence in completing academic tasks. Studies have demonstrated that participation in sports activities can enhance students' motivation and engagement in academic activities by fostering intrinsic interest and commitment to goal achievement [10; 5].

Furthermore, respondents indicated that sports participation contributes to discipline and goal orientation. The items "Being involved in sports helps me stay disciplined in my academic work" and "My involvement in sports inspires me to maintain good academic performance" both obtained mean scores of 3.99, interpreted as high. In addition, the statement "Sports participation encourages me to manage my time effectively between academics and extracurricular activities" obtained a mean of 3.96 (SD = 1.03). These findings suggest that students perceive sports participation as helping them develop discipline and time management skills that support academic responsibilities. Previous research has highlighted that sports participation often requires structured training schedules and goal setting, which may contribute to improved time management and academic persistence among students [2; 16].

Other indicators also reflected high levels of perceived academic motivation. The item "My participation in sports inspires me to achieve higher academic goals" obtained a mean of 3.94 (SD = 0.92), while "I feel more confident in my academic abilities because of my involvement in sports" recorded a mean of 3.93 (SD = 0.90). These findings suggest that sports participation may contribute to students' academic confidence and goal orientation. Studies have shown that sports participation is associated with increased self efficacy and achievement motivation among students, which are important factors influencing academic success [11; 17].

Overall, the results indicate that the respondents generally perceive that their participation in campus sports activities contributes positively to their academic motivation. These

findings are consistent with existing literature suggesting that sports participation can foster motivational characteristics, psychological well being, and engagement that support academic learning and achievement among students [10; 5]; [15; 1].

Table 4 Relationship Between Frequency of Respondents' Participation in Campus Sports Activities and Their Academic Performance (GPA)

Frequency	Spearman Rho	Degree of Relationship	p-value	decision
GPA	-0.119	Negative negligible	0.323	Non-Significant, Fail to Reject the Null

*Adapted from Calmorin

An $r \pm 0.00$ denotes zero correlation.

An r from 0.01 to ± 0.20 deals on negligible correlation

An r from ± 0.21 to ± 0.40 denotes low or slight relationship.

An r from ± 0.41 to ± 0.70 indicates marked or moderate correlation.

An r from ± 0.71 to ± 0.90 shows high relationship.

An r from ± 0.91 to ± 0.99 denotes very high correlation.

An $r \pm 1.0$ indicates perfect relationship.

Table 4 presents the relationship between the frequency of respondents' participation in campus sports activities and their academic performance as measured by their Grade Point Average (GPA). The results show a Spearman rho value of -0.119, indicating a negative negligible relationship between the two variables based on the interpretation scale adapted from Calmorin. The computed p-value of 0.323, which is greater than the 0.05 level of significance, indicates that the relationship is not statistically significant. Consequently, the null hypothesis is not rejected, suggesting that the frequency of participation in campus sports activities is not significantly associated with the academic performance of the respondents. The negative value of the correlation coefficient indicates a slight inverse tendency, meaning that as the frequency of participation in campus sports activities increases, there is a minimal tendency for GPA to decrease. However, the magnitude of the correlation (-0.119) falls within the negligible range, indicating that the relationship is extremely weak. Because the relationship is not statistically significant, this negative correlation cannot be interpreted as evidence that sports participation directly affects or lowers students' academic performance. Rather, it simply reflects a small pattern observed in the sample that may be influenced by other factors not measured in the study.

The presence of a weak negative correlation may also reflect the possibility that students who spend more time participating in sports activities may face greater demands on their time and energy, which could potentially influence their study time or academic focus. However, since the relationship is statistically insignificant, it cannot be concluded that sports participation negatively affects academic performance. Academic achievement is typically influenced by multiple factors such as study habits, motivation, learning strategies, and academic support systems, rather than participation in sports alone.

This finding is consistent with previous studies which suggest that the relationship between sports participation and academic performance is often complex and not always direct. For example, Qurban *et al.* [9] found that sports participation did not have a direct effect on academic achievement but was indirectly related through mediating

factors such as parental support and self esteem. Similarly, Hariyanto *et al.* [2] reported that several indicators of physical activity were not significantly correlated with academic performance among university students. Moreover, research involving student athletes indicates that participation in sports may contribute more strongly to motivational and psychological factors rather than directly predicting academic grades [17; 11].

Table 5 Relationship Between the Level of Respondents Perceived Academic Motivation as Influenced by Their Participation in Campus Sports Activities and Their Academic Performance (GPA)

Motivation	Spearman Rho	Degree of Relationship	p-value	decision
GPA	-0.197	Negative Negligible	0.100	Non-Significant, Fail to Reject the Null

*Adapted from Calmorin

An $r \pm 0.00$ denotes zero correlation.

An r from 0.01 to ± 0.20 deals on negligible correlation

An r from ± 0.21 to ± 0.40 denotes low or slight relationship.

An r from ± 0.41 to ± 0.70 indicates marked or moderate correlation.

An r from ± 0.71 to ± 0.90 shows high relationship.

An r from ± 0.91 to ± 0.99 denotes very high correlation.

An $r \pm 1.0$ indicates perfect relationship.

Table 5 presents the relationship between the respondents' perceived academic motivation, as influenced by their participation in campus sports activities, and their academic performance as measured by their Grade Point Average (GPA). The results reveal a Spearman rho value of -0.197, indicating a negative negligible relationship between the two variables based on the interpretation scale adapted from Calmorin. The computed p-value of 0.100, which is greater than the 0.05 level of significance, indicates that the relationship is not statistically significant. Therefore, the null hypothesis is not rejected, suggesting that the level of perceived academic motivation influenced by sports participation is not significantly associated with the academic performance of the respondents.

The negative correlation coefficient indicates a slight inverse tendency, suggesting that as the respondents' perceived academic motivation related to sports participation increases, there is a minimal tendency for GPA to decrease. However, the magnitude of the correlation falls within the negligible range, indicating that the relationship is extremely weak. Because the relationship is statistically insignificant, this negative association cannot be interpreted as evidence that higher motivation resulting from sports participation leads to lower academic performance. Rather, it indicates that the two variables do not demonstrate a meaningful statistical relationship within the sample.

The absence of a significant relationship suggests that perceived academic motivation influenced by sports participation may not directly translate into measurable differences in GPA. Academic performance is often influenced by various factors such as learning strategies, academic preparedness, study habits, and institutional support systems. Thus, motivation related to sports involvement alone may not be sufficient to predict academic performance outcomes.

Previous studies have reported similar findings indicating that the relationship between sports participation, motivation, and academic performance is not always direct. For instance,

Qurban *et al.* [9] found that sports participation does not directly influence academic achievement but may affect it indirectly through psychological factors such as self-esteem and parental support. Likewise, Hariyanto *et al.* [2] reported that certain indicators of physical activity were not significantly correlated with academic performance among university students. These findings suggest that although sports participation may contribute to motivational and psychological benefits, these factors do not necessarily translate into immediate improvements in academic grades.

Furthermore, studies have shown that sports participation may influence motivational constructs such as perseverance, self-efficacy, and goal orientation rather than directly affecting academic outcomes. For example, González Fernández *et al.* [11] and Huéscar Hernández *et al.* [17] found that sports participation contributes to psychological traits such as perseverance and self-efficacy, which may support students' personal development and academic engagement. Similarly, research has indicated that sports involvement can enhance student motivation and engagement in academic activities, even if it does not directly predict academic performance [10; 5].

Overall, the findings presented in Table 5 indicate that the respondents' perceived academic motivation influenced by their participation in campus sports activities does not have a significant relationship with their academic performance.

CONCLUSION

This study examined the relationship between participation in campus sports activities, perceived academic motivation influenced by sports participation, and academic performance among Bachelor of Physical Education (BPED) students. The findings revealed that the majority of the respondents demonstrated satisfactory to very good academic performance, with most students falling within the Very Good and Good GPA categories. This indicates that the respondents generally maintained acceptable levels of academic achievement within the BPED program.

In terms of participation in campus sports activities, the results showed that the respondents exhibited a high level of participation, particularly in recreational sports activities, campus sports events, tournaments, and intramural competitions. However, participation in more structured and competitive activities such as varsity training sessions, regular sports practices, and official representation in sports competitions was only moderate. These findings suggest that while students are actively involved in campus-based sports activities, their participation is more prevalent in recreational and flexible forms of sports engagement rather than in highly structured or competitive sports programs.

The study also found that the respondents reported a high level of perceived academic motivation influenced by their participation in campus sports activities. The students generally agreed that sports participation contributes to the development of perseverance, teamwork, discipline, and positive attitudes toward their academic tasks. These perceptions indicate that students recognize the potential motivational benefits of sports participation in supporting their academic engagement and personal development.

Despite these positive perceptions, the results of the correlation analysis revealed that there was no statistically significant relationship between the frequency of participation in campus sports activities and the academic performance of the respondents. The relationship between these variables showed a negative negligible correlation, indicating that the level of sports participation did not significantly influence the students' Grade Point Average. Similarly, the relationship between perceived academic motivation influenced by sports participation and academic performance was also found to be negative negligible and statistically non-significant. These findings indicate that although students perceive sports participation as motivating and beneficial to their academic attitudes, these perceptions do not necessarily correspond to measurable differences in their academic performance.

RECOMMENDATIONS

Based on the findings of the study, several recommendations are proposed to further enhance students' participation in campus sports activities while supporting their academic motivation and overall development.

First, university administrators and program coordinators may continue to strengthen campus sports programs by providing diverse and accessible sports activities for students. Since the results show that students actively participate in recreational and campus-based sports events, institutions may expand intramural, recreational, and wellness programs that encourage broader student participation without compromising academic responsibilities. Providing well-organized sports events, accessible facilities, and structured recreational activities may help sustain students' engagement in sports while promoting a balanced university experience.

Second, faculty members and instructors in the Bachelor of Physical Education program may integrate strategies that emphasize the development of transferable skills from sports participation to academic learning. Since the respondents perceive that sports participation contributes to discipline, perseverance, teamwork, and time management, instructors may highlight these competencies in classroom activities and academic tasks to further strengthen students' academic engagement and self-regulation.

Third, BPED students may be encouraged to maintain a balanced approach between sports participation and academic responsibilities. While participation in sports activities contributes to personal development and motivation, students should also practice effective time management and study habits to ensure that their academic performance is maintained alongside their involvement in sports activities.

Fourth, the university may consider developing support programs that promote both academic success and student well-being, such as academic mentoring, time management workshops, and wellness programs for student athletes and sports participants.

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