



Chapter 2

REVIEW OF RELATED LITERATURE

This chapter reviews the related literature which substantiate and support the details of this comprehensive study. The researchers anchored the intellectual pursuit to different viewpoints and perspectives to present a deeper and more intensive treatment of the problem. Concepts, findings, theories and notion, from scholarly researches and articles related to language the student athletes and its academic excellence result are presented to justify the teacher’s rationale in undertaking this study. This also provides a synthesis of a study which later on may be confirmed, negate, o improved by the new knowledge that this study will provide.

Student Athlete: A description

A student athlete (sometimes written student–athlete) is a member in an organized competitive sport supported by the educational institution in which he or she is studying. Student athletes must typically adjust in order to balance their time for studying and being an athlete (Gerdy,2000). At 1964, the first-ever executive director of the NCAA, Walter Byers, coined the term “Student-Athlete” (Solomon, 2013). Their status, as the term suggests, is basically the same as members of the debate team or the band, or a club. As the N.C.A.A. puts it, “Student-athletes must, therefore, be students first” (Gutting, 2012). These students are not pushing for a so-called “pay-for-play” plan, sometimes they must jeopardize their academic success in order to accommodate their sports. They live



with the truth that their athletic program might be gone at the crack of a limb (Durrani, 2014).

The Life of a Student Athlete

Maintaining a balance between academics and personal interests is one of the biggest challenges of a student. Daily readings, requirements, and quizzes all build up to the unbearable stress of school year. Extra-curricular activities and responsibilities also add up to the weight of a student. The struggles of a student are often difficult to handle. However, there are those who go beyond: student-athletes (Morilla& Mercado, 2017). Being a student athlete is a hard task. Due to the thorough trainings and competitions inside and outside the university, many student athletes had issues when it comes to academic performance (Lojo,2013).

Student athletes are widely considered as campus stars or heroes. They symbolize school spirit. These students have the key obligation in instilling school pride. They are idolized by students, alumni, faculty, administration and media as symbols of athletic excellence. It's a given that students will have academic work done both in and out of school but student-athletes have to worry about their trainings and games, which at times overlap with their academic lives (Borja& Gloria, 2015). To get by classes, student athletes usually enroll in programs that require less work. A study directed by La Salle on the senior men's basketball group demonstrated various course preference. One player wanted to take up engineering. Another expressed a preference for accounting. But under the circumstances, they were discouraged from pursuing their preferred courses because of time limitations. (Henson,2013).



But despite the challenge of being a student athlete studying in a University, some have managed to balance both responsibilities (Alvarez, 2013). Even athletes have their ways of spending time with their families, friends or just relaxing on their own. During free time, some athletes from De La Salle University in Manila engage in weekly meditations in the study centers as part of their personal and spiritual formation. These activities help the student athletes to de-stress from all the studies and training (Mendoza, 2016.) According to Arsdale (2017), although scholarship money helps him pay for school, it is not the only reason that he chose to become a student athlete. It is mainly about the pride he feels when he is running onto the field representing his school. Being a student athlete isn't easy, but for him, it is worth it. The truth is, it's all about time management. Studying is a balancing act for anyone, whether the student is an athlete, working, or just a normal one. The list goes on. It comes down to how hard the student is willing to work (Waack, 2016).

Student Athlete Pressures

Student athletes put a great deal of time into their studies and in their sport. These students face a high level of stress brought both by activities inside the classroom and the court or field. This stress is elevated by the expectations set on the student athletes by their coaches, institution and teammates to perform their very best (Kissinger, 2009). According to Kissinger, student athletes generally face six typical challenges: 1) balancing athletic and academic responsibilities, 2) balancing social activities with athletic responsibilities, 3) balancing athletic success and/or failures with emotional strength, 4) balancing physical health and injury with the need to continue playing, 5)



balancing relationships with groups of people such as coaches, teammates, parents and friends 6) addressing the end of one's athletic career (Gayles,2004). Student athletes are likely to face great challenges in addressing identity.

Athletes may form an ego identity for athletes as parents, peers, and even strangers that compliment athletes for their performance. This support and encouragement is most likely helpful—but when praises and compliments comes only for athletic competence, a person's entire sense of self-worth hinges on making big plays and winning the competition. When an athlete is unable to perform at such a high level he/she may come under tremendous pressure. This pressure can be self-inflicted or often socially driven. Student athletes typically experience different levels of stress based on various things that happens to them, for example pursuing a degree, time management and many more. All the experiences are heightened because everyone looks to them to perform well (Kissinger, 2009).

This may be viewed as problem because students should be a step forward toward a future that focuses on all of their capabilities and not just their athleticism. Pressure can become overbearing and students have committed suicide, Sarah Devens, a three sport star and all American went to Dartmouth, an ivy league, high academic institution, committed suicide. She had a mental breakdown as the pressure became too much for her to handle. There are huge amounts of responsibility and high expectations placed on the shoulders of all the young student athletes. If what is anticipated from them is achievement in the classroom and in the court or field, it is a must that support shall be provided at all levels of the institution so that they can be intellectually, emotionally, and physically fit as student athletes (Watt & Moore III, 2001).



Factors Affecting Students' Academic Performance

School, colleges and universities have no worth without student. Students are most essential asset for any educational institute. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country, and also capable for the country's social and economic development (Ali et.al, 2009). . Student academic performance measurement has attracted huge attention in previous research, it is said that academic performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from person to person and country to country. Some researchers measure the student academic performance through several ways like CGPA (Cumulative Grade Points Average), GPA (Grade Point Average) and their test result. Galihier (2006) and Darling (2005), used GPA to measure student performance because they mainly focus on the student performance for the particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi&Naqvi, 2006).

Numerous researchers has been discussed the different factors that affects the student academic performance in their research. There are two factors that can affect a student's academic performance. These are internal and external classroom factors and these factors can strongly affect the students' performance. Internal classroom factors includes students capability in English, schedules, class size, textbooks, test results, learning facilities, assignments, environment of the class, difficulty of the course



material, role of mentors in the class, technology used in teaching and systems of exam. External classroom factors include extracurricular activities, family problems, work and financial problems, social and other problems. Research shows that these factors have a big impact on a student's academic performance (Hansen, Joe B., 2000).

According to Harb and El-Shaarawi (2006), the most important factor with positive effect on students' performance is student's English skills. If the students have strong communication skills and have high English skills, it increases the performance of the students. It is possible to see communication as a variable which may be positively connected to performance of the student in open learning. A major difference of this study from previous studies is that it focuses on open learning (Abdullah AL-Mutairi, 2011).

In addition, a 2010 report published by the Centers for Disease Control and Prevention (CDC) of the U.S. Department of Health and Human Services stated that across 50 studies undertaken on the subject of physical activity and academic performance, as reported in 43 separate academic articles, there were a total of 251 associations between physical activity and academic performance, which represented measures of academic achievement, academic behavior, and cognitive skills and attitudes. In the studies examined by the CDC report, "increased time in physical education appears to have a positive relationship or no relationship with academic achievement. Increased time in physical education does not appear to have a negative relationship with academic achievement (Welk GJ, Corbin CB, Dale D.,2000).

Socio-economic factors like attendance in the class, family income, and mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of



student and distance of school can also affect a student's academic performance (Raychauduri et al., 2010). The guidance from the parents and the teachers also indirectly affect the performance of the students (Hussain, 2006).

Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. Proper use of the facilities provided by the institution to the student is a good match between students' learning style and has positive effects on students' performance (NorhidayahAli, et. al., 2009). Also, according to Noble (2006), achievements gained by a student, coping strategies and positive attributions plays a big role on a student's academic performance.

Synthesis of the Reviewed Literature

The aforementioned related literature and studies which have been conscientiously organized and presented directed the researchers in conceptualizing the study. According to Gerdy (2000), Student athletes are members of a sport team organized by the institution they are currently studying in. The term "Student-Athlete" was made/coined by Walter Byers, NCAA's first executive director (Solomon,2013). The term student athletes suggests that it is also the same as being a member of a club or a debate team, but as the NCAA says, they must first fulfil the role of a student (Gutting, 2012). These students are not just playing to get paid, they sometimes put their academics in risk for the sake of attending sports. Knowing that their athletic program might be gone in an instant is something they have to face everyday (Durrani,2014).



Balancing academics and one's interest surely is hard, other activities and other responsibilities also add up to the weight of workload a student. However, student athletes are people that goes beyond that (Morilla& Mercado, 2017). Being a student athlete is a difficult task, due to trainings and competitions, sometimes, athletes had issues in academic results (Lojo, 2013). Student Athletes are considered campus stars or popular, knowing that their school's reputation in every competition they join (Borja& Gloria, 2015).). To get by classes, student athletes usually choose courses that require less work. A study showed that two players were discouraged from taking their desired course because of time limitations (Henson, 2013).

But despite of the many conflict faced by the student athletes, still, many of them managed to surpass it (Alvarez,2013). Even student athletes have their ways in relaxing from the stress brought by academics and sports (Mendoza, 2016). According to Arsdale (2017), money plays a big role in his academics, but that is not the only reason that he chose to become a student athlete, it is the passion to play and the desire and pride to represent his school. Studying is a tough task for anyone, whether the student is working, or an athlete, it all depends on a student's eagerness to work (Waack,2016).

Student Athletes faces high level of stress brought by the pressure put onto them by the people who expects a lot to them (Kissinger,2009). According to Kissinger (2009) and Gayles (2004), student athletes generally face six typical challenges: 1) balancing athletic and academic responsibilities, 2) balancing social activities with athletic responsibilities, 3) balancing athletic success and/or failures with emotional strength, 4) balancing physical health and injury with the need to continue playing, 5) balancing relationships with groups of people such as coaches, teammates, parents and friends 6)



addressing the end of one's athletic career. Pressure may also be self-inflicted or socially driven. They also experience various levels of stress depending on the things that are happening to them (Kissinger, 2009).

This may be a huge problem because students are expected to be one step ahead to a future that focuses on all their strengths and not just their athleticism. An athlete can break down and might not be able to handle pressure anymore that can lead to suicide. Sarah Devens, a three sport star and all American went to Dartmouth, an ivy league, high academic institution, committed suicide. She could not bear the weight of the pressure anymore. A huge responsibility is given to every student athletes. If the best is what we expect from them, every institution might as well provide their student athletes the best support they can give so every student athlete can fulfil their roles both as a student and an athlete (Watt& Moore III, 2001).

According to Ali et.al, (2009), institutions are basically worthless without students. Their reputation lies on the graduates they produce who will eventually become the leaders and manpower for the growth and success of a country. Student academic performance is mainly affected by the following factors: to social, psychological, economic, environmental and personal factors. Galiher (2006) and Darling (2005), used GPA to measure student performance because they mainly focus on the student performance for the particular school year. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi & Naqvi, 2006). There are also two factors that can affect a student's performance, internal and external classroom factors. Internal factors includes factors includes students capability in English, schedules, class size, textbooks, test results,



learning facilities, assignments, environment of the class, difficulty of the course material, role of mentors in the class, technology used in teaching and systems of exam. External classroom factors include extracurricular activities, family problems, work and financial problems, social and other problems (Hansen, Joe B., 2000). According to Welk et. al., (2000) sports has no negative effects toward academic achievement.

According to Harb and El-Shaarawi (2006), English skills is an important factor in a student's academic performance, because communication is a variable connected to open-learning. And if a student has great communication and English skills, its academic performance increases (Abdullah AL-Mutairi, 2011).Socio-economic factors also has a big impact on a student's academic performance (Raychauduri et al., 2010). Also, according to Hussain (2006), guidance from the parents and the teachers also indirectly affect the performance of the students.

Karemera (2003) stated that academic environment and facilities impacts a student's performance. If right facility provided by the institution matches with the student's learning style, it may help and impact a student's academic performance (Norhidayah Ali, et. al., 2009). Accomplishments also play a big role on a student's academic performance, for it helps a student aim higher from what he or she already gained (Noble, 2006).

Gaps Bridged by the Present Study

From the review of the related literature and studies previously presented in this chapter, it was found out there are some studies conducted about student athletes. The



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conducted studies aligned with student athletes and their academic performance generally delved on history, definition, benefits, and issues. This study will attempt to address this gap by focusing on the academic performance of student athletes.