

Sports Performance and Stress Resiliency On Student-Athletes Academic Success

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Abstract

This descriptive study aims to determine the sports performance and stress resiliency on student-athletes academic success. This aims to answer the level of sports performance, level of stress resiliency and the level of academic success in terms of academic engagement and academic performance. The primary aim of this study is to determine Sports Performance and Stress Resiliency on Student-Athletes Academic Success. Specifically, the study sought answers to the following questions: What is the level of sports performance in terms of strength, reactivity, stamina and flexibility. What is the level of stress resiliency in terms of emotional, social and physical? What is the level of academic success in terms of academic engagement and Academic Performance? Does sports performance have significant relationship on the academic success of student athletes? Does stress resiliency have significant relationship on the academic success of student athletes?

Sixty (60) respondents composed of thirty (30) grade 11 and thirty (30) grade 12 from sports track strand who already grouped before this study was conducted was chosen as the official respondents of this study.

The descriptive method was utilized in this study since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. The research also used the survey questionnaire to obtain data from the selected respondents. The process of descriptive survey research went beyond mere gathering and tabulation of data. It involved an element of interpretation of the meaning or significance of the result since the investigation is concerned with determining the Sports Performance and Stress Resiliency on Student-Athletes Academic Success

Keywords: sports performance, stress resiliency, academic success

1. INTRODUCTION

Covid 19 brought the world into one of the most complex situations that the society may experience. It has altered all the human behaviours, relations and lifestyles. To the very great extent it also affects the educational system and all the related activities of the students including the sports and recreational activities.

Physical education has been really disrupted because of the problems brought by the pandemic. Student athlete may encounter circumstances that may disrupt their mental health and trigger their stress. However, student athletes are known for being resilient. They have trained to stand against hardships and stressful situations.

Balcombe and De Leo (2021) further stated that the current pandemic's effect on mental health is uncertain with reports of it being largely negative related to loneliness and unemployment. There are different responses to pandemic stress with regards to cultural differences and social environment. Athletes are special in their experience of psychological resilience, there is a trend of positive adjustment to adversity and stress. Additionally, study of Boghrabadi, Arabameri and Sheikh (2015) indicates that athlete group was better than in terms of resilience and coping strategies.

Moreover, across all themes, mental toughness was more prominent in sports than academics, where student-athletes generally described mental toughness as playing a crucial role in their academics. In addition, results showed support for the unidimensional nature of mental toughness through its general applicability described by participants in both domains without restriction of different dimensions. Therefore, the findings of this study indicate that mental toughness is a crucial psychological resource for student-athletes within both sports and academics. (Brock 2021)

Student athletes are also expected to achieve higher academic success despite of pandemic. They are also tended to fare better than nonathletic in their academic, personal and professional life.

In connection with the above discussion, the researcher wants to further study if there are any changes that occur on the system of sports because of the current situation. This will aim to determine sports performance and stress resiliency on student-athletes academic success.

As a student athlete, being able to perform well in both sports and academic symbolizes that they are able to manage their time and efforts for both fields. Being able to handle stressors and resilient on the difficulties they may encounter are also part of positive behavior that student athlete must have. The strength and conditioning professional see the athlete on nearly a daily basis and is able to recognize the changes in performance and behavior an athlete may exhibit as a result of these stressors. As such, the strength and conditioning professional may serve an integral role in the monitoring of these stressors and may be able to alter training programs to improve both performance and wellness.

Study of Heydari, et. al. (2016) stated that athletic students have a higher level of resiliency in comparison with

non-athletic students. Thus, it means that they are more capable of successful compatibility consequence with threatening conditions, which include physical, rational, social and emotional domains for the interpretation of life events.

Moreover, studies also found that students who participated in Division-I and Division-III intercollegiate athletics did not have a better GPA or greater outcomes in cognitive learning and motivation. On the other hand, the findings of some studies tended to recognize the academic benefits from student athletes' athletic participation and showed that athletes actually perform better than their nonathlete peers. (Chen et. al 2013)

With this in mind, the researcher wants to explore the factors that can affect student athletes' academic success. This will further explores the relationship of sports performance and stress resiliency in the academic success of the student athletes.

1.1 Objectives of the Study

The primary aim of this study is to determine the Sports Performance and Stress Resiliency on Student-Athletes Academic Success.

1. What is the level of sports performance in terms of:
 - 1.1 Strength;
 - 1.2 Reactivity
 - 1.3 Stamina
 - 1.4 Flexibility
2. What is the level of stress resiliency in terms of:
 - 2.1 Emotional
 - 2.2 Social
 - 2.3 Physical
3. What is the level of academic success in terms of;
 - 3.1 Academic Engagement
 - 3.1.1 Emotional Engagement
 - 3.1.2 Behavioral Engagement
 - 3.1.3 Cognitive Engagement
 - 3.2 Academic Performance
 - 3.2.1 1st Grading GWA
4. Does sports performance have significant relationship on the academic success of student athletes?
5. Does stress resiliency have significant relationship on the academic success of student athletes?

2. METHODOLOGY

2.1 Research Design

Descriptive method was used to determine the correlation of sports performance and stress resiliency on student-athletes academic success during the pandemic.

According to Calmorin (2007), the descriptive research includes present facts or current conditions concerning the nature or persons, a number of subjects or class of events, classification of events, classification or measurement.

Descriptive research is characterized as fact-finding with adequate interpretations.

Moreover, it is also quantitative research which is a method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions.

Descriptive research should have a clear and accurate research question/problem.

This method enables the researcher to interpret the theoretical meaning of the findings and the hypothesis development for further studies. (Fluet, 2021)

2.2 Respondents of the Study

Sixty (60) respondents composed of thirty (30) grade 11 and thirty (30) grade 12 from sports track be assessed and used as respondents of this research.

2.3 Research Instrument

The instrument used in the study was a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to determine the sports performance and stress resiliency on student-athletes academic success.

The teacher questionnaire consisted the following data to determine the level sports performance of the student-athlete in terms of strength, reactivity, stability and flexibility. The level of stress resiliency in terms of mental, emotional, social and physical. The level of academic success in terms of academic engagement, emotional engagement, behavioural engagement and cognitive engagement. The level of academic performance in terms of 1st grading GWA.

The respondents were asked to place a checkmark on the responses they had chosen from the given scale and indicate the 1st semester GWA in the final part of the questionnaire. Each of the answers in the questionnaire will be

weighted as follows 5 with the verbal interpretation of highly satisfactory; 4 with very satisfactory; 3 with satisfactory; 2 with moderately satisfactory; 1 with needs improvement.

Legend:

Numeric Weight	Verbal Interpretation
5	4.20 – 5.0 highly satisfactory
4	3.40 – 4.19 very satisfactory
3	2.60 – 3.39 satisfactory
2	1.80 – 2.59 moderately satisfactory
1	1 – 1.79 needs improvement

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites.

The initial draft of the questionnaire will be presented to professors and panel members for comments and suggestions. The final form of the questionnaire was reproduced and administered to respective respondents.

2.4 Statistical Treatment

The responses tabulated as basis for statistical treatment of the data. In order to analyze and interpret the data gathered, weighted mean, standard deviation, Pearson r correlation and regression analysis will be utilized in the study.

4. RESULTS AND DISCUSSION

This section presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were interpreted in the same sequence with the research questions posed for the study.

Table 1. Level of sports performance in terms of Strength

STATEMENT	MEAN	SD	REMARKS
<i>Allow to potentiate earlier and to a greater extent.</i>	4.60	0.6	Highly
<i>Produce superior performances during sport-specific tasks.</i>	4.56	0.5	Highly
<i>Strengthen the muscles without muscle imbalances.</i>	4.46	0.7	Highly
<i>Enhance body coordination and peripheral skills.</i>	4.44	0.6	Highly
<i>Learn new movements and increase mobility.</i>	4.44	0.7	Highly
Overall Mean = 4.50			
Standard Deviation = 0.66			
Verbal Interpretation = Very High			

Table 1 illustrates the level of sports performance in terms of Strength. Among the statements above, “*Allow to potentiate earlier and to a greater extent*” yielded the highest mean score ($M=4.60$, $SD=0.61$) and was remarked with Highly Satisfactory. This is followed by “*Produce superior performances during sport-specific tasks*” with a mean score ($M=4.56$, $SD=0.54$) and was also remarked with Highly Satisfactory. On the other hand, the statements “*Enhance body coordination and peripheral skills*” and “*Learn new movements and increase mobility*” received the lowest mean score of responses with ($M=4.44$, $SD=0.68$) and ($M=4.44$, $SD=0.71$) respectively yet were also remarked Highly Satisfactory.

Table 2. Level of sports performance in terms of Reactivity

STATEMENT	MEAN	SD	REMARKS
<i>Make a powerful movement using specific strategies and/or techniques.</i>	4.54	0.6	Highly Satisfactory
<i>Practice and develop skills by continuous training.</i>	4.54	0.6	Highly Satisfactory
<i>Positively take response whenever it is needed.</i>	4.50	0.6	Highly Satisfactory
<i>Actively participates in every sports activity.</i>	4.50	0.6	Highly Satisfactory
<i>Capable of handling stress during sports competitions.</i>	4.50	0.6	Highly Satisfactory
Overall Mean = 4.52			
Standard Deviation = 0.62			
Verbal Interpretation = Very High			

Table 2 illustrates the level of sports performance in terms of Reactivity. Among the statements above, “*Make a powerful movement using specific strategies and/or techniques*” and “*Practice and develop skills by continuous training*” yielded the highest mean score ($M=4.54$, $SD=0.62$) and were remarked with Highly Satisfactory. On the other hand, the statements “*Positively take response whenever it is needed*”, “*Actively participates in every sports activity*” and “*Capable of handling stress during sports competitions*” received the lowest mean score of responses with ($M=4.50$, $SD=0.62$), ($M=4.50$, $SD=0.65$) and ($M=4.50$, $SD=0.62$) respectively yet were also remarked Highly Satisfactory. Overall, the level of sports performance in terms of Reactivity attained a mean score of 4.52 and a standard deviation of 0.62 and was Very High among the respondents.

Table 3. Level of sports performance in terms of Stamina

STATEMENT	MEAN	SD	REMARKS
<i>Control own body position and maintain balance.</i>	4.35	0.73	Highly Satisfactory
<i>Generate optimum power while playing and/or doing physical activities.</i>	4.40	0.74	Highly Satisfactory
<i>Improve coordination, posture, overall strength, and athletic skill.</i>	4.42	0.74	Highly Satisfactory
<i>Uncover weaknesses and build head-to-toe strength.</i>	4.40	0.71	Highly Satisfactory
<i>Develop stability, mobility and integrate whole-body training.</i>	4.35	0.79	Highly Satisfactory
Overall Mean = 4.38			
Standard Deviation = 0.73			
Verbal Interpretation = Very High			

Table 3 illustrates the level of sports performance in terms of Stamina. Among the statements above, “*Improve coordination, posture, overall strength, and athletic skill*” yielded the highest mean score ($M=4.42$, $SD=0.74$) and was remarked with Highly Satisfactory. This is followed by “*Generate optimum power while playing and/or doing physical activities*” and “*Uncover weaknesses and build head-to-toe strength*” with the mean scores ($M=4.40$, $SD=0.74$) and ($M=4.40$, $SD=0.71$) and were also remarked with Highly Satisfactory. On the other hand, the statements “*Control own body position and maintain balance*” and “*Develop stability, mobility and integrate whole-body training*” received the lowest mean score of responses with ($M=4.35$, $SD=0.73$) and ($M=4.35$, $SD=0.79$) respectively yet were also remarked Highly Satisfactory. Overall, the level of sports performance in terms of Stamina attained a mean score of 4.38 and a standard deviation of 0.73 and was Very High among the respondents.

Table 4. Level of sports performance in terms of Flexibility

STATEMENT	MEAN	SD	REMARKS
Maintain appropriate muscle length and balance.	4.54	0.6	Highly
		2	Satisfactory
Combine multiple movements into a single movement.	4.50	0.6	Highly
		2	Satisfactory
Move muscles and joints through a full normal range of motion.	4.50	0.5	Highly
		8	Satisfactory
Prevent incorrect body alignment.	4.48	0.6	Highly
		2	Satisfactory
Promote efficient movement and good posture.	4.44	0.6	Highly
		2	Satisfactory

Overall Mean = 4.49**Standard Deviation = 0.61****Verbal Interpretation = Very High**

Table 4

illustrates the level of sports performance in terms of Flexibility. Among the statements above, “Maintain appropriate muscle length and balance” yielded the highest mean score ($M=4.54$, $SD=0.62$) and was remarked with Highly Satisfactory. This is followed by “Combine multiple movements into a single movement” and “0” with the mean scores ($M=4.50$, $SD=0.62$) and ($M=4.50$, $SD=0.58$) and were also remarked with Highly Satisfactory. On the other hand, the statement “Promote efficient movement and good posture” received the lowest mean score of responses with ($M=4.44$, $SD=0.62$) yet was also remarked Highly Satisfactory.

Overall, the level of sports performance in terms of Flexibility attained a mean score of 4.49 and a standard deviation of 0.61 and was Very High among the respondents.

Table 5. Level of stress resiliency in terms of Mental

The Parent	MEAN	SD	REMARKS
Build and maintain a good relationship between co-athletes.	4.33	0.6	Highly
		0	Satisfactory
Take control and positively respond to every situation.	4.27	0.5	Highly
		4	Satisfactory
Accept challenges to develop mental toughness and take steps to accomplish it.	4.27	0.6	Highly
		1	Satisfactory
Remain hopeful despite failures and inabilities.	4.25	0.6	Highly
		0	Satisfactory
Develop confidence from own abilities and skills.	4.27	0.6	Highly
		8	Satisfactory

Overall Mean = 4.28**Standard Deviation = 0.60****Verbal Interpretation = Very High**

Table 5 illustrates the level of stress resiliency in terms of Mental. Among the statements above, “Build and maintain a good relationship between co-athletes” yielded the highest mean score ($M=4.33$, $SD=0.60$) and was remarked with Highly Satisfactory. This is followed by “Take control and positively respond to every situation”, “Accept challenges to develop mental toughness and take steps to accomplish it” and “Develop confidence from own abilities

and skills” with the mean scores ($M=4.27$, $SD=0.54$), ($M=4.27$, $SD=0.61$) and ($M=4.27$, $SD=0.68$) and were also remarked with Highly Satisfactory. On the other hand, the statement “*Remain hopeful despite failures and inabilities*” received the lowest mean score of responses

with ($M=4.25$, $SD=0.60$) yet was also remarked Highly Satisfactory.

Table 6. Level of stress resiliency in terms of Emotional

The parent	MEAN	SD	REMARKS
Handle emotions toward different situations.	4.33	0.6	Highly Satisfactory
Maintain a hopeful outlook and accept that change and setbacks are part of life.	4.31	0.6	Highly Satisfactory
Respond effectively in stressful or unexpected situations and crises.	4.31	0.6	Highly Satisfactory
Utilize and optimize a range of mental qualities to withstand the pressures experienced.	4.38	0.6	Highly Satisfactory
Look for the positive side of every negative outcome.	4.31	0.6	Highly Satisfactory
Overall Mean = 4.33			
Standard Deviation = 0.65			
Verbal Interpretation = Very High			

Table 6 illustrates the level of stress resiliency in terms of Emotional. Among the statements above, “*Utilize and optimize a range of mental qualities to withstand the pressures experienced*” yielded the highest mean score ($M=4.38$, $SD=0.64$) and was remarked with Highly Satisfactory. This is followed by “*Handle emotions toward different situations*” with the mean score ($M=4.33$, $SD=0.66$) and was also remarked with Highly Satisfactory. On the other hand, the statements “*Maintain a hopeful outlook and accept that change and setbacks are part of life*”, “*Respond effectively in stressful or unexpected situations and crises*” and “*Look for the positive side of every negative outcome*” received the lowest mean score of responses with ($M=4.31$, $SD=0.66$) yet were also remarked Highly Satisfactory.

Overall, the level of stress resiliency in terms of Emotional attained a mean score of 4.33 and a standard deviation of 0.65 and was Very High among the respondents.

Table 7. Level of stress resiliency in terms of Social

The parent	MEAN	SD	REMARKS
Adjust and adapt to the situation without being distressed.	4.19	0.6	Satisfactory
Accept and give attention to other beliefs and opinions.	4.25	0.6	Highly Satisfactory
Respect and care for others despite individual differences.	4.27	0.6	Highly Satisfactory
Absorb changes from the environment.	4.29	0.6	Highly Satisfactory
Develop good relations and build connections with other people.	4.42	0.6	Highly Satisfactory
Overall Mean = 4.28			
Standard Deviation = 0.65			
Verbal Interpretation = Very High			

Table 7 illustrates the level of stress resiliency in terms of Social. Among the statements above, “*Develop good relations and build connections with other people*” yielded the highest mean score ($M=4.42$, $SD=0.65$) and was remarked with Highly Satisfactory. This is followed by “*Absorb changes from the environment*” with the mean score ($M=4.29$, $SD=0.65$) and was also remarked with Highly Satisfactory. On the other hand, the statement “*Adjust and adapt to the situation without being distressed*” received the lowest mean score of responses with ($M=4.19$, $SD=0.67$) and was remarked Satisfactory.

Overall, the level of stress resiliency in terms of Social attained a mean score of 4.28 and a standard deviation of 0.65 and was Very High among the respondents.

Table 8. Level of stress resiliency in terms of Physical

STATEMENT	MEAN	SD	REMARKS
<i>Practice hard training to improve physical abilities.</i>	4.67	0.56	Highly Satisfactory
<i>Balance and resistance on physical training.</i>	4.65	0.56	Highly Satisfactory
<i>Develop strength and endurance to withstand physical difficulties.</i>	4.56	0.58	Highly Satisfactory
<i>Improve physical support system to overcome challenges and sports problems.</i>	4.63	0.57	Highly Satisfactory
<i>Enhance body stamina to control and handle hard situations.</i>	4.63	0.56	Highly Satisfactory
Overall Mean = 4.63			
Standard Deviation = 0.56			
Verbal Interpretation = Very High			

Table 8 illustrates the level of stress resiliency in terms of Physical. Among the statements above, “*Practice hard training to improve physical abilities*” yielded the highest mean score ($M=4.67$, $SD=0.56$) and was remarked with Highly Satisfactory. This is followed by “*Balance and resistance on physical training*” with the mean score ($M=4.65$, $SD=0.56$) and was also remarked with Highly Satisfactory. On the other hand, the statement “*Develop strength and endurance to withstand physical difficulties*” received the lowest mean score of responses with ($M=4.56$, $SD=0.58$) yet was also remarked Highly Satisfactory.

Overall, the level of stress resiliency in terms of Physical attained a mean score of 4.63 and a standard deviation of 0.56 and was Very High among the respondents.

Table 9. Level of academic success in terms of Academic Engagement as to Emotional Engagement

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STATEMENT	MEAN	SD	REMARKS
<i>Develop a regular channel of communication with peers, classmates, and co-athletes.</i>	4.65	0.53	Highly Satisfactory
<i>Collaboratively interact with other people in the surroundings.</i>	4.65	0.53	Highly Satisfactory
<i>Construct knowledge and solve the task from affective domains.</i>	4.65	0.56	Highly Satisfactory
<i>Encourage other peers/co-athletes to work collaboratively.</i>	4.65	0.56	Highly Satisfactory
<i>Build healthy relationships and effectively socialize with other people.</i>	4.65	0.53	Highly Satisfactory
Overall Mean = 4.65			
Standard Deviation = 0.54			
Verbal Interpretation = Very High			

Table 9 illustrates the level of academic success in terms of Academic Engagement as to Emotional Engagement. All of the statements incurred a mean score of 4.65. The third and fourth statements only differed in standard deviation which was 0.56 compared to the 0.53 of the rest.

Overall, the level of academic success in terms of Academic Engagement as to Emotional Engagement attained a mean score of 4.65 and a standard deviation of 0.54 and was Very High among the respondents.

The findings show that emotional involvement has an impact on athletes' academic achievement, implying that athletes develop emotional strength and collaborative abilities that contribute to high academic performance.

Table 10. Level of academic success in terms of Academic Engagement as to Behavioral Engagement

STATEMENT	MEAN	SD	REMARKS
<i>Actively participate in the class discussion and other school activities.</i>	4.69	0.55	Highly Satisfactory
<i>Involve in academic and/or social or extracurricular activities inside and outside the school premises.</i>	4.67	0.60	Highly Satisfactory
<i>Observe and explore the things that are not familiar with.</i>	4.67	0.63	Highly Satisfactory
<i>Engage in other activities that can enhance both academic and sports performances.</i>	4.65	0.60	Highly Satisfactory
<i>Encourage learning and gaining knowledge from various kinds of activities.</i>	4.67	0.60	Highly Satisfactory
Overall Mean = 4.67			
Standard Deviation = 0.59			
Verbal Interpretation = Very High			

Table 10 illustrates the level of academic success in terms of Academic Engagement as to Behavioral Engagement. Among the statements above, “*Actively participate in the class discussion and other school activities*” yielded the highest mean score ($M=4.69$, $SD=0.55$) and was remarked with Highly Satisfactory. This is followed by “*Involve in academic and/or social or extracurricular activities inside and outside the school premises*”, “*Observe and explore the things that are not familiar with*” and “*Encourage learning and gaining knowledge from various kinds of activities*” with the mean scores ($M=4.67$, $SD=0.60$), ($M=4.67$, $SD=0.63$) and ($M=4.67$, $SD=0.60$) and were also remarked with Highly Satisfactory. On the other hand, the statement “*Engage in other activities that can enhance both academic and sports performances*” received the lowest mean score of responses with ($M=4.65$, $SD=0.60$) yet was also remarked Highly Satisfactory.

Table 11. Level of academic success in terms of Academic Engagement as to Cognitive Engagement

STATEMENT	MEAN	SD	REMARKS
<i>Will to take advanced knowledge on the lesson and/or training.</i>	4.60	0.5	Highly Satisfactory
<i>Create motivation to learn and engage in academic and physical activities.</i>	4.65	0.5	Highly Satisfactory
<i>Pay attention on how to stimulate interest in learning.</i>	4.63	0.6	Highly Satisfactory
<i>Construct knowledge and solve a task using domain-specific knowledge.</i>	4.60	0.6	Highly Satisfactory
<i>Monitor and evaluate own learning habits and academic progress.</i>	4.65	0.5	Highly Satisfactory
Overall Mean = 4.63			
Standard Deviation = 0.58			
Verbal Interpretation = Very High			

Table 11 illustrates the level of academic success in terms of Academic Engagement as to Cognitive Engagement. Among the statements above, “*Create motivation to learn and engage in academic and physical activities*” and “*Monitor and evaluate own learning habits and academic progress*” yielded the highest mean scores ($M=4.65$, $SD=0.56$) and ($M=4.65$, $SD=0.53$) respectively and were remarked with Highly Satisfactory. This is followed by “*Pay attention on how to stimulate interest in learning*” with the mean scores ($M=4.63$, $SD=0.64$) and was also remarked with Highly Satisfactory. On the other hand, the statements “*Will to take advanced knowledge on the lesson and/or training*” and “*Construct knowledge and solve a task using domain-specific knowledge*” received the lowest mean score of responses with ($M=4.60$, $SD=0.57$) and ($M=4.60$, $SD=0.53$) respectively yet were also remarked Highly Satisfactory. Overall, the level of academic success in terms of Academic Engagement as to Cognitive Engagement attained a mean score of 4.63 and a standard deviation of 0.58 and was Very High among the respondents. **Table 12.** Level of Academic Performance 1st Grading GWA

Scores	Total	Descriptive Equivalent
90 – 100	0	Outstanding
85 – 89	16	Very Satisfactory
80 – 84	37	Satisfactory
75 – 79	7	Fairly Satisfactory
Below 75	0	Did not Meet Expectations
Total	60	
Weighted Mean	83.33	Moving Towards Mastery
SD	8.37	
Variance	70.0904	
Skewness	-0.2587	
Kurtosis	-1.2277	

Legend:

Scale	Remarks	Verbal Interpretation
96% - 100%	Mastered	Outstanding
86% - 95%	Closely Approximating Mastery	Very Satisfactory
66% - 85%	Moving Towards Mastery	Satisfactory
55% - 65%	Average Mastery	Fairly Satisfactory
15% - 34%	Low Mastery	Did not meet expectation
5% - 14%	Very Low Mastery	Did not meet expectation
0% - 4%	Absolutely No Mastery	Did not meet expectation

Table 12 shows the level of Academic Performance 1st Grading GWA, out of 60 students, the scores “80 to 84” got the highest frequency of thirty-seven (37) or 61.67% of the sample population and with descriptive equivalent of *Satisfactory*. The scores “85 to 89” got the frequency of sixteen (16) or 26.67% of the sample population and with descriptive equivalent of *Very Satisfactory*. While the scores “75 to 79” got the lowest frequency of seven (7) or 11.67% of the sample population and with descriptive equivalent of *Fairly Satisfactory*.

With the (Weighted Mean = 83.33 SD = 8.37) and with variance of 20.0904 indicating how the data scores are homogeneous to each other. The Skewness of -0.2587 which is fairly symmetrical and a Kurtosis of -1.2277 shows that the level of Academic Performance 1st Grading GWA has a linear relationship with thin distribution and has a descriptive equivalent of *Moving Towards Mastery*.

Table 13. Significant Relationship between sports performance and academic success of student athletes during pandemic

sports performance	academic success	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
	Emotional Engagement	0.439	Moderate	0.240	0.002	Significant
	Behavioral Engagement	0.440	Moderate	0.240	0.002	Significant
Strength	Cognitive Engagement	0.390	Weak	0.240	0.008	Significant
Academic Performance						
	1 st Grading GWA	0.474	Moderate	0.240	0.001	Significant

<i>sports performance</i>	<i>academic success</i>	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
Reactivity	Emotional Engagement	0.480	Moderate	0.240	0.001	Significant
	Behavioral Engagement	0.448	Moderate	0.240	0.001	Significant
	Cognitive Engagement	0.347	Weak	0.240	0.016	Significant
Academic Performance						
<i>1st Grading</i>						
GWA						
		0.469	Moderate	0.240	0.001	Significant

<i>sports performance</i>	<i>academic success</i>	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
Stamina	Emotional Engagement	0.388	Weak	0.240	0.006	Significant
	Behavioral Engagement	0.490	Moderate	0.240	0.000	Significant
	Cognitive Engagement	0.444	Moderate	0.240	0.002	Significant
Academic Performance						
<i>1st Grading</i>						
GWA						
		0.471	Moderate	0.240	0.001	Significant

<i>sports performance</i>	<i>academic success</i>	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
Flexibility	Emotional Engagement	0.373	Weak	0.240	0.008	Significant
	Behavioral Engagement	0.380	Weak	0.240	0.008	Significant
	Cognitive Engagement	0.381	Weak	0.240	0.008	Significant
Academic Performance						
	1 st Grading GWA	0.473	Moderate	0.240	0.001	Significant

Range	Legend: Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 13 presents the significant relationship between sports performance and academic success of student athletes during pandemic. Specifically, it shows the relationship between strength, reactivity, stamina and flexibility and emotional engagement, behavioral engagement, cognitive engagement and academic performance.

Sports performance is observed to have a significant relationship with emotional engagement, behavioral engagement, cognitive engagement and academic performance with strength of weak to moderate. All of which incurred p-values less than the significance alpha.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between sports performance and academic success of student athletes" is rejected. Hence, it calls for the acceptance of the alternative which incites a significant relationship.

Table 14. Significant Relationship between stress resiliency and academic success of student athletes

<i>Stress resiliency</i>	<i>academic success</i>	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
Mental	Emotional Engagement	0.493	Moderate	0.240	0.000	Significant
	Behavioral Engagement	0.441	Moderate	0.240	0.002	Significant
	Cognitive Engagement	0.445	Moderate	0.240	0.002	Significant
Academic Performance						
	1 st Grading GWA	0.360	Weak	0.240	0.012	Significant

<i>Stress resiliency</i>	<i>academic success</i>	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
Emotional	Engagement	0.367	Weak	0.240	0.01	Significant
					0	
	Behavioral	0.504	Moderate	0.240	0.00	Significant
	Engagement				0	
	Cognitive	0.531	Moderate	0.240	0.00	Significant
	Engagement				0	
Academic Performance						
	1 st Grading	0.457	Moderate	0.240	0.00	Significant
	GWA				1	

<i>Stress resiliency</i>	<i>academic success</i>	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
	Emotional	0.388	Weak	0.240	0.001	Significant
	Engagement					
	Behavioral	0.490	Moderate	0.240	0.006	Significant
Social	Engagement					
	Cognitive	0.444	Moderate	0.240	0.000	Significant
	Engagement					
Academic Performance						
	1 st Grading	0.471	Moderate	0.240	0.001	Significant
	GWA					

Stress resiliency	academic success	Computed r value	Strength	Critical r value	p- value	Analysis
Academic Engagement						
	Emotional Engagement	0.480	Moderate	0.240	0.001	Significant
	Behavioral Engagement	0.448	Moderate	0.240	0.001	Significant
Physical	Cognitive Engagement	0.347	Weak	0.240	0.016	Significant
Academic Performance						
	1 st Grading GWA	0.469	Moderate	0.240	0.001	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 14 presents the significant relationship between stress resiliency and academic success of student athletes. Specifically, it shows the relationship between mental, emotional, social and physical and emotional engagement, behavioral engagement, cognitive engagement and academic performance.

Stress resiliency is observed to have a significant relationship with emotional engagement, behavioral engagement, cognitive engagement and academic performance with strength of weak to moderate. All of which incurred p-values less than the significance alpha.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between stress resiliency and academic success of student athletes" is rejected. Hence, it calls for the acceptance of the alternative which incites a significant relationship.

4. CONCLUSION AND RECOMMENDATION

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows that sports performance and stress resiliency affect the student athletes' academic success. The researcher concludes that the hypotheses stating that "There is no significant relationship between sports performance and the academic success of student athletes" and "There is no significant relationship between stress resiliency and the academic success of student athletes" are both rejected which calls out that the alternative hypotheses are accepted.

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested that the school may provide more coaches and additional physical teachers to give more priority on the sports activities of the student athletes.
2. It is recommended for the school heads to maintain on promoting the importance of mental health and emphasizing the development on how to improve stress resiliency. Student athletes should be involved in various trainings and programs for their healthy mind and body.
3. Moreover, school should also give prior consideration for each student athletes and address their needs for both sports activities and academics. School must engage them in a more productive learning that can help them motivate themselves.
4. Lastly, it is recommended to help the student athletes to maintain their good stand as both student and athlete. Also, give them opportunities to be involved on other activities outside the school and community to continuously develop their own skills and abilities.

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