

Influence of Academic and Social Integration on Student-Athlete Performance: A Diagnostic Research Design

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Abstract

Athletes performance is declining. The influence of academic and social integration on student-athletes performance was examined. Through diagnostic research design, data from 152 samples selected through stratified random sampling were analyzed using multiple linear regression. The study concluded that academic integration has significant influence on student-athlete performance, but not the social integration factor. This result partially affirms the Theory of Student Integration. Future research may explore additional variables to trace the remaining 86% of the variance in student-athletes performance. Potential variables may be determined from extracted themes through exploratory studies. Educators and coaches may improve athlete performance by rechanneling resources from academic to social integration related activities.

Keywords: Influence of academic integration, social integration, student-athlete performance, diagnostic research design

Introduction

A decrease in athlete performance was observed internationally, as highlighted in a recent study (Lubna, 2024). The research indicates a decline in sports performance across all countries, especially those that strongly emphasize professionalism, such as Asian countries and United Nations member States (Aprilani, 2023). However, research by Pisaniello et al. (2024) discovered that a large percentage of young athletes had lost their passion and disengaged from sports.

In the United States, the National Federation of State High School Associations reported a four percent decline in high school sports performance (NFHS, 2022). According to the NCAA, student-athletes experience decreased sports performance (National Collegiate Athletic Association, 2023). Additionally, research in the British Journal of Sports Medicine has examined performance-related outcomes and health factors affecting collegiate athletes (British Journal of Sports Medicine, 2025).

In the Philippines, a study in Samar found that performance in individual, dual, and team sports tends to decrease as competition levels increase (Siglos, 2024). Similarly, research in Nueva Ecija indicated that intensifying competition negatively impacts student-athletes, significantly hindering their athletic performance (Baquel & Junsay, 2023).

Despite evidence that declining sports performance is associated with reduced motivation, increased stress, and poorer mental health among athletes (Wu, 2021), there is limited research examining how these factors interact within specific populations, such as student-athletes, and what contextual variables may mitigate or exacerbate these effects. This gap highlights the need for studies investigating these relationships to inform targeted interventions that support both athletes' well-being and performance.

Significance of the Study

This study is significant because it provides valuable insights into how academic and social integration influence student-athletes' overall performance. Understanding these relationships may help educators, coaches, and administrators develop more effective support systems that promote both academic excellence and athletic achievement. By identifying the factors that contribute to student-athletes' success, schools can implement programs that encourage academic engagement, social belonging, and time management among athletes who face the dual demands of study and training. The results of the study also align with the goals of the Philippine Sports Commission in fostering the holistic development of athletes and support the Sustainable Development Goals (SDG) 4 - Quality Education and SDG 3 - Good Health and Well-Being by encouraging a balance between learning and sports participation.

Statement of the Problem

This study examined the contributions of academic and social integration to the performance of student-athletes during the school year 2025-2026. Specifically, it pursued the following objectives:

1. To determine the level of academic integration of student-athletes in terms of class participation, study habits and time management, relationship with teachers, academic motivation, level of social integration in terms of peer relationships, participation in school and sports activities, sense of belongingness, support from coaches, mentors, and student-athletes' performance in terms of academic and athletic performance.
2. To determine the significance of the correlation between academic and social integration and the performance of student-athletes.
3. To determine the significance of the distinct and combined influence of academic and social integration on the performance of student-athletes.

Hypotheses:

- H01: Academic and social integration do not significantly correlate with the performance of student-athletes.
- H02: Academic and social integration do not significantly influence the performance of student-athletes.
- H03: Academic and social integration combined do not significantly influence the performance of student-athletes.

Theoretical Framework

This study was anchored on Tinto's Theory of Student Integration (STI) (1978), which posits that student commitment to persist and succeed in education is influenced by their integration into institutions' academic and social systems.

In this study, the academic integration variable, indicated by class participation, study habits, time management, relationship with teachers, and academic motivation (Santos, 2023), represents integration into the academic institutions mentioned in the theory. On the other hand, the social integration variable, indicated by peer relationships, participation in school, sense of belonging, and support from coaches and mentors (Yishuang Li, 2025), reflects integration into institutional social systems mentioned in the theory. Hence, this study is fully anchored on the Tinto Theory of Student Integration.

Conceptual Framework

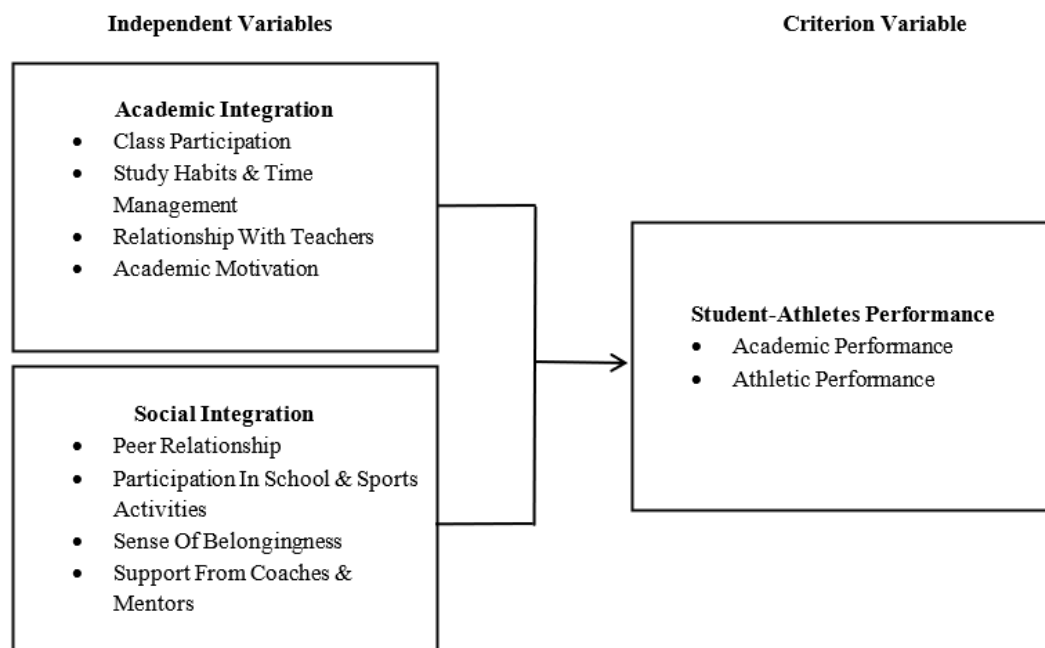


Figure 1. Conceptual Framework of the Study

Methodology

This section includes the research design, the study locale, the sample and sampling, the data-gathering technique, the data analysis technique, and the ethical considerations.

Research Design

In this study, the researcher employed a diagnostic research design, which focuses on understanding the underlying causes of a specific phenomenon or problem and identifying the most effective solutions (Singh, 2023). This design enabled the researcher to arrive at an accurate diagnosis by examining areas for improvement and identifying the root causes of observed issues. Moreover, diagnostic research design allows for a thorough evaluation and analysis of the factors that contribute to the emergence of problems or obstacles, including the elements that influence certain occurrences (Kelkar, 2023).

Locale of the Study

The research environment for this study was in the Municipality of Davao City, specifically in three (3) public schools known for their active sports communities and rich history in athletic development. The City Sports programs were well-regarded, producing successful athletes and teams at the local, regional, and national levels. This selection is believed to enhance the validity of the research and allow for the collection of meaningful and relevant data.

Sample and Sampling technique

The study respondents consisted of 152 high school student-athletes officially enrolled from selected public secondary schools in Davao City for the school year 2025-2026. These are the Grade 10 student-athletes who were actively participating in various sports programs.

The researcher used a proportional stratified random sampling technique in selecting a sample for this study. According to Thomas (2023), proportional stratified random sampling is a sampling technique in which a population is divided into subgroups, and each stratum is randomly sampled in proportion to its representation in the entire population. This approach maintained the population's diversity within the samples, providing more accurate and representative statistical measures for each subgroup and the population as a whole.

Data Gathering Technique

The study used a face-to-face survey to collect data. Specifically, two adapted and modified questionnaires were used in this research, namely: the Student Academic Performance Scale (SAPS) developed by Jabir and Farooq (2022) and the Sports Performance Perception Scale (SPPS) developed by Adam et al. (2023).

The instruments' quality and validity were ensured through review by Physical Education and research experts. A pilot test was then conducted with thirty (30) students who were not part of the main sample to assess the clarity and practicality of the items. Analysis of the pilot test responses showed that the questionnaire had Cronbach's alpha of 0.830 for academic integration, 0.795 for social integration, and 0.823 for student-athletes' performance, demonstrating acceptable internal consistency and reliability. Additionally, all items used a 4-Point Likert-type scale with specific indicators reflecting the respondent's current conditions.

Data Analysis Technique

This study employed three data analysis techniques: descriptive analysis, correlation analysis, and multiple linear regression analysis. Descriptive analysis was used to summarize the dataset and highlight key trends (Fabricant, 2024). In this analysis, the mean and standard deviation were used to assess the levels of the variables. Moreover, correlation analysis examined the strength and direction of relationships between variables. Pearson's r correlation was used as a statistical treatment (Turney, 2024). Lastly, multiple linear regression was then applied to determine how multiple independent variables influence the dependent variable, providing deeper insights into patterns and supporting informed decision-making (Hair et al., 2023). An unstandardized beta coefficient was used as the statistical treatment.

Below is the basis for interpreting the descriptive level of the variables.

<i>Scale</i>	<i>Level</i>	<i>Academic Integration</i>	<i>Social Integration</i>	<i>Student-Athletes Performance</i>
1.00 – 1.74	Very low	Very Poor	Very Poor	Very Poor
1.75 – 2.49	Low	Poor	Poor	Poor
2.50 – 3.74	High	Good	Good	Good
3.75 – 4.00	Very high	Very Good	Very Good	Very Good

For the interpretation of standard deviation, the following percentage standard (Pallant, 2020) was followed:

% of Scores Covered	Interpretation Basis
≈ 68%	Scores are highly consistent
≈ 95%	Scores are moderately dispersed
≈ 99.7%	Scores are highly dispersed

For the interpretation scale of R-value, the following scheme, as proposed by Guilford (1956), was used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect Correlation
Between +/- 0.75 - +/- 0.99	High Correlation
Between +/- 0.51 - +/- 0.74	Moderately High Correlation
Between +/- 0.31 - +/- 0.50	Moderately Low Correlation
Between +/- 0.01 - +/- 0.30	Low Correlation
0.00	No Correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Hair et al. (2019), was used:

β Value Range	Strength of Influence
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

Ethical Consideration

This section covered the precise ethical rules and considerations the researcher adhered to and implemented throughout the study. All protocols concerning research with student-athletes were carefully followed. Prior to data collection, approvals were obtained from the thesis adviser, the Graduate School, and HCDC–Society of Moral Integration and Legal Ethics (SMILE), ensuring compliance with institutional, legal, and ethical requirements. Formal permission was also secured from the Department of Education and the respective school principals. Consent and assent forms were distributed, and parents or guardians were informed of the study purpose, guaranteeing voluntary participation, confidentiality, and the right of respondents to withdraw at any time. During data collection, the researcher clearly explained the study purpose, procedures, and expectations to the student-athletes to ensure informed and ethical participation.

Results

Included in this section are the descriptive analysis, correlation, regression tabular presentation, and the corresponding analysis and interpretation of the statistical results. This section ends with a summary of findings.

Descriptive Analysis

Table 1 is the descriptive table. It presents the descriptive statistical results of the study. Included in the table are the variables academic integration, social integration, and student-athletes' performance, along with their indicators, sample size, standard deviations, means, and interpretations.

Table 1. Descriptive Table (n = 152)

Variables	Standard Deviation	Mean	Descriptive Level
Academic Integration	0.32	3.35	High
<i>Class Participation</i>	0.42	3.33	High
<i>Study Habits and Time Management</i>	0.55	3.23	High
<i>Relationship with Teacher</i>	0.41	3.42	High
<i>Academic Motivation</i>	0.56	3.42	High
Social Integration	0.33	3.44	High
<i>Peer Relationship</i>	0.58	3.30	High
<i>Participation in School and Sports</i>	0.34	3.47	High
<i>Sense of Belongingness</i>	0.52	3.26	High
<i>Support from Coaches and Mentors</i>	0.40	3.73	High
Student Athlete Performance	0.32	3.44	High
<i>Academic Performance</i>	0.38	3.33	High
<i>Athletic Performance</i>	0.35	3.55	High

Specifically, the table shows that the academic integration variable had a mean of 3.35, which is described as a high level. The student-athletes have a very good academic integration. All its indicators were described as high. The standard deviation of 0.32 indicates that the respondents' perceptions of academic integration are highly consistent. Furthermore, the results show that the social integration variable had a mean of 3.44, indicating a high level of social integration. This indicates that the student-athlete has strong social integration. All its indicators obtained a high level. The standard deviation of 0.33 indicates that the respondent's perception of social integration is highly consistent. Finally, the student-athlete performance variable had a mean of 3.44, indicating a high level. It indicates the student-athlete experienced excellent performance. The table also shows a high level across the indicators. The standard deviation of 0.33 indicates that the respondent's perception of student-athlete performance is highly consistent.

Lastly, academic integration, social integration, and student-athletes' performance are all at similarly high levels. Social integration and performance are slightly stronger than academic integration. Overall, the results show a balanced and consistently positive pattern across all areas.

Correlation Analysis

Table 2 is the correlation table. It presents the determinant and criterion variables. It also shows the R-value, p-value, decision on the hypothesis, and the corresponding interpretation.

Table 2. Correlation Table (n = 152)

Variables	Student Athletes Performance			
	R-value	p-value	Decision on H_0	Interpretation
Academic Integration	0.24	0.003	Reject H_0	Low Positive, Significant
Social Integration	0.38	<.001	Reject H_0	Moderate Low Positive, Significant

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the result shows a correlation between academic integration and student-athletes' performance, with a p-value of .003, which is less than the 0.05 level of significance; hence, the null hypothesis was rejected. It indicates that the correlation between academic integration and student-athlete performance is significant. The corresponding R-value of 0.24 indicates a low correlation. It implies that higher levels of academic integration are associated with performance among student-athletes. Moreover, social integration obtained a p-value of .001, which is less than the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that there is a significant relationship between social integration and student-athlete performance. The corresponding R-value of 0.38 indicates a moderately low correlation. This implies that student-athletes who are more socially integrated tend to perform better.

Both academic and social integration are related to student-athletes' performance, but they differ in strength. Academic integration shows only a weak connection with performance, suggesting a limited impact. In contrast, social integration demonstrates a stronger relationship, indicating it plays a more influential role in improving student-athletes' performance.

Regression Results

Table 3 is the regression table. It contains the independent and dependent variables. It also includes the unstandardized and standardized beta coefficients, t-values, p-values, decisions on null hypotheses, and corresponding interpretations.

Table 3: Regression Table (n=152)

Student Athlete Performance							
	Unstandardized Coefficients		Standardized Coefficients				
Variables	B	Std. Error	Beta	t- value	p-value	Decision on H_0	Interpretation
(Constant)	2.15	0.28	—	7.53	<.001	—	—
Academic Integration	0.04	0.09	0.04	0.45	0.648	Failed to Reject H_0	Not Significant
Social Integration	0.33	0.08	0.34	3.68	<.001	Reject H_0	Positive Significant Influence

$R = 0.36$ | $R^2 = 0.14$ | $F = 11.8$ | $p = <.001$

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

The table shows that academic integration had an estimated β of 0.04, indicating that its influence on the criterion is very weak. Indeed, such a degree of influence is not considered significant, as indicated by the p-value of 0.45, which is greater than the 0.05 confidence level; thus, the null hypothesis was accepted, suggesting that academic integration does not significantly influence student-athletes' performance. This implies that when academic integration changes, there is no corresponding change in student-athletes' performance.

On the contrary, social integration showed an estimated β of 0.33, indicating a moderate influence on the criterion. This degree of influence is considered significant as indicated by the p-value of <0.001 , which is less than the 0.05 level of confidence; therefore, the null hypothesis was rejected. This indicates that social integration has a statistically significant positive impact on the student-athletes' performance. This implies that when social integration changes, there is a corresponding 0.033-unit change in the student-athletes' performance.

The table also shows $R^2 = .14$, $p < .001$, indicating that the combined influence significantly explained variation in student-athletes' performance, suggesting that 14% of the variance in student-athletes' performance is accounted for by academic integration and social integration.

Summary of Findings

Based on statistical results, it was specifically found that:

1. Academic and social integration are strongly correlated with student-athletes' performance.
2. Academic integration has no significant influence on student-athletes' performance.
3. Social integration significantly influences student-athletes' performance.
4. Academic integration and Social Integration combined have a moderately significant influence on student-athletes' performance.

Discussions

In this chapter, the findings are discussed, and the conclusions and recommendations are presented.

Correlation of Academic Integration with Student-Athletes' Performance

The finding of this study, that academic integration significantly correlates with student-athletes' performance, supports Quimbo's (2023) idea that academic integration, particularly through effective time management skills, enhances both academic and athletic outcomes, indicating a positive relationship between engagement in academic behaviors and overall performance. Similarly, the current finding aligns with Deita (2024), who emphasized that student-athletes develop stronger time management skills through structured training and competition schedules, which, in turn, contribute to improved academic performance. However, this present finding contradicts Moleski et al. (2023), who stated that academic integration alone determines success, emphasizing that academic performance is influenced by multiple factors such as GPA, institutional support, and athlete status, suggesting that while academic integration plays a significant role, it does not fully account for student-athletes' overall performance.

Correlation of Social Integration with Student-Athletes' Performance

The findings of this study, which show that social integration significantly correlates with student-

athletes' performance, support Gouttebarga et al. (2019), who reported that social support serves as a crucial multidimensional mechanism for athletes' emotional stability across different levels of competition, highlighting the importance of strong interpersonal connections in enhancing performance. Similarly, the current study affirms Freeman & Rees (2010), who highlighted that social support is strongly associated with self-perceived achievement, indicating that athletes with higher levels of perceived support tend to demonstrate greater confidence, satisfaction, and overall performance. However, the finding contradicts the study by Arnold et al. (2018), which found that while social networks influence team effectiveness, the relationship is complex and context-dependent, suggesting that social integration does not always directly translate into improved individual performance.

Social Integration Influenced Student-Athletes' Performance

The finding of this study, stating that social integration has a significant and positive influence on student-athletes' performance, affirms the idea of Li (2025), reporting that higher social adjustment leads to lower stress and academic anxiety, which directly improves performance. Additionally, this study supports Suguis and Elic's (2025) idea that social support significantly influences training engagement, which in turn affects student-athletes' athletic performance and consistency, suggesting that social integration positively affects student-athletes' performance. Conversely, this study contradicts Kim et al. (2025), who reported that student-athletes' performance is influenced by multiple competing factors, suggesting that social integration alone is insufficient to explain performance outcomes.

Combined academic and social integration on student-athletes' performance

It was found that academic and social integration collectively have a weak but significant influence on student-athletes' performance. This finding affirms the idea of Niehues et al. (2025), stating that strong relationships exist within domains, namely academic and athletic, separately. Still, a weak influence across domains suggests that academic and social integration do not strongly affect performance outcomes. Similarly, the current finding agrees with Li (2025), who reported that academic and social integration directly affect student-athletes' performance, as social adjustments improve psychological safety, which then reduces stress and academic anxiety; however, academic integration indirectly influences student-athletes' performance. However, the current finding contradicts the claim of Romine (2023), arguing that academic and social integration have positive impacts on athletic performance. Integration is not weak; it actively enhances academic success and long-term performance outcomes among student-athletes.

Conclusion

Based on the findings, it is concluded that academic and social integration collectively have a weak (14%) but significant influence on student-athletes' performance. Individually, only social integration contributes significantly. As a result, the Theory of Student Integration (STI) was partially supported. Such a theory asserts that student commitment to persist and succeed in education is influenced by their integration into the institution's academic and social systems.

Recommendations

Based on the conclusion, the following are recommended:

1. Future research may examine additional variables not included in this study to explain the remaining 86% of the variance in student-athlete performance. Qualitative research may be conducted to explore emerging themes that could serve as potential new variables.
2. Education leaders and coaches may implement programs to strengthen student-athlete social integration

and reallocate resources from academic integration to achieve optimal outcomes in student-athlete sports performance.

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Appendix A. Survey Questionnaire

Research Title: Influence of Academic and Social Integration on Student-Athlete Performance:
A Diagnostic Research Design

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

Part I. Academic Integration of Student-Athletes Performance

A. Class Participation	4	3	2	1
1. I actively participate in classroom discussions even with my athlete schedule.				
2. I make sure to attend classes regularly despite training or competitions.				
3. I engage in group activities and cooperate with my classmates.				
B. Study Habits and Time Management	4	3	2	1
4. I manage my time well between academics and sports activities.				
5. I follow a regular study schedule to keep up with my lessons.				
6. I prepare for quizzes and exams ahead of time.				
C. Relationship with Teachers	4	3	2	1
7. I feel comfortable approaching my teachers when I need academic help.				
8. My teachers understand and support my responsibilities as a student-athlete.				
D. Academic Motivation	4	3	2	1
9. I am motivated to maintain good grades while being an athlete.				
10. I set academic goals and work hard to achieve them.				

Part II. Social Integration of Student-Athletes Performance

A. Peer Relationships	4	3	2	1
1. I get along well with my classmates and teammates.				
2. I feel comfortable sharing ideas and experiences with my peers.				
3. My peers provide encouragement and motivation in both academics and sports.				

B. Participation in School and Sports Activities	4	3	2	1
4. I actively participate in school events and sports competitions.				
5. I represent my school with pride during athletic activities.				
6. I make an effort to engage in extracurricular activities aside from my sport.				
C. Sense of Belongingness	4	3	2	1
7. I feel that I am an important part of my school community.				
8. I have a strong sense of belongingness both as a student and as an athlete.				
D. Support from Coaches and Mentors	4	3	2	1
9. My coaches and mentors encourage me to balance sports & academics.				
10. I receive guidance and emotional support from my coaches or mentors.				

Part III. Student-Athletes Performance

A. Academic Performance	4	3	2	1
1. I complete my academic tasks and requirements on time despite my training schedule.				
2. I maintain good grades while actively participating in sports.				
3. I manage my time well between sports and academic responsibilities.				
4. I stay motivated to perform well in my studies throughout the school year.				
5. I perform well in class recitations, quizzes, and examinations.				
B. Athletic Performance	4	3	2	1
6. I show dedication and effort during practices and competitions.				
7. I continuously improve my athletic skills and abilities.				
8. I perform well during competitions and contribute to my team's success.				
9. I demonstrate good sportsmanship and discipline in every game.				
10. I balance my academic and athletic commitments without compromising either performance.				