

## COMPARATIVE STUDY OF SPORTS PARTICIPATION ON ACADEMIC PERFORMANCE OF STUDENT-ATHLETES AND NON STUDENT-ATHLETES IN OFFINSO COLLEGE OF EDUCATION, GHANA

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**ABSTRACT:** *The purpose of the study was to compare and ascertain whether participation or non-participation in sports has any influence on the academic performance of OFCE students. Forty student athletes were purposively selected from among the college's student-athlete population of 124 from the Ashanti Brong-Ahafo (ASHBA) team and stratified random sampling was used to select a sample of 160 from a population of 975 non students- athletes in the college. The non student- athletes were divided into Diploma in Basic Education (DBE) A to Diploma in Basic Education (DBE) H separately and then, by random number method of the simple random sampling each student was given the chance to be chosen. The study adopted causal comparative research design with independent t- test as the statistical technique at a significant level of 0.05. Students mean cumulative Grade Point Average (CGPA) score was used as the proxy. The findings revealed that there was slight difference in the CGPA of student athletes compared with non student athletes resulting in student athletes performing slightly better than non student athletes. The fact that the student-athletes sampled for this study had slighter better mean cumulative GPA than the non student-athletes appears safe to conclude that sports participation at Offinso College of Education does not influence the academic performance of student-athletes adversely. Recommendation is therefore made that college authorities organize the college curriculum in such a way that it will give sports the required place and time thereby encouraging all sports educable students to participate in sports.*

**KEYWORDS:** academic performance, cumulative grade point average, non student athletes, sports participation, student athletes.

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## INTRODUCTION

The role of sport participation in the academic achievement of students has been a topic of debate for decades (Din, 2006). Critics have observed that sporting activities take time away from the classroom, sports divert talent from academic programmes and the students who put their energies into sports are less likely to pursue academic objectives (Din, 2006). They do not have time or energy to achieve excellence and satisfaction in both roles (Din, 2006). Supporters of school sport programmes argue that sport participation improves students' academic achievement, motivation, improves students' grades, keeps them in school, raises their educational aspirations, increase students' overall interest and commitment to schooling as well as their engagement in more student-teacher contact, more positive attitudes about schooling, and more parent school contact. Some researchers suggested that further studies may be conducted on this topic because previous studies conducted on the topic were limited (Din, 2006).

Kellaghan and Sloane (1993) concluded for example that, family social status or cultural background need not determine a child's academic achievement at school. They propose that

for academic success, it is what parents do in the home, and not children's family background, that is significant. Similarly, Redding (1999) indicates that in relation to academic outcomes, the potential limitations associated with poor economic circumstances can be overcome by parents who provide stimulating, supportive, and language-rich experience for their children.

Powers (2011) was of the view that children and adolescents who pursue sports activities have been shown to exhibit more active brain function, better concentration levels and classroom behaviour and higher self-esteem than their less-active counterparts. Understandably, all of these factors seem to support better academic performance. In 2002, the California Department of Education examined whether any correlation existed between standardized test scores and results from a state-mandated physical fitness exam. In its analysis of data from over 954,000 fifth, seventh and ninth grade students, the study found that students with higher levels of fitness performed better in school. Students who met three or more physical fitness standards experienced the greatest academic gains.

The greatest Greek philosophers of all time, Socrates, Aristotle, Plato, all recognized physical exercise as means to preserve mental health. Convincing evidence from long-term human studies have shown that physical fitness apparently protects the memory centers of the brain and people who exercise are healthier (Powers, 2011). Regular physical exercise helps enhance our mental state by increasing blood circulation, bringing oxygen and endorphins – hormones released after exercise that have benefits on mood and memory – to the brain tissues, helping promote growth of brain cells and is clearly associated with better performance on several cognitive measures, long term brain health and last but not least, general mental well-being (Neeser, 2005).

Dunn (2005) opined that, exercise makes you smarter. Exercise not only strengthens your body, it can also strengthen your mind. One study found that moderate exercise by older adults can reduce the odds of mild cognitive impairment by 30% to 40%. Some experts believe that exercise can, in fact, keep our minds sharp because it improves circulation throughout the body and the brain, which boosts your attention and ability to concentrate. Exercise may even protect us from developing Alzheimer's disease. In one study, researchers found that older adults who exercise at least 3 times a week are less likely to develop dementia. Exercise can even make you more productive at work. People who exercise during the day perform better, manage their time more efficiently, and are mentally sharper.

Considering the time made available throughout the academic calendar for various sporting programmes and competitions, provision is made for sport programmes in school curriculum and that leads to the organization of intramural and extramural activities, that is, inter-house, inter-school sport progression and further progression to national level (Jordan, 2000). All headmasters and teachers, parents as well as the students are bound to co-operate for the smooth running of the intramural and extramural sport programmes. Unfortunately, there have been diverse opinions from the public, parents, family members, friends and even participation of their wards in sporting activities at the expense of their academic work (Jordan, 2000).

Playing sport at the college level as a student is a right according to UNESCO charter, Article 1.1 (1978) "Every human being has a fundamental right of access to physical education and sport which are essential for the full development of his personality". Sporting activities at the tertiary level underpin the total development of the student in terms of economic gains, intellectual advancement as well as refreshing to the mind and body.

Offinso College of Education (OFCE) is one of the 46 public colleges of education in Ghana with tertiary status which has 1099 students. It is situated in Offinso in the Ashanti Region of Ghana. The college was initially opened on the 3rd February, 1955 to train female teachers. In September 1971, the college was turned into a mixed institution and has since then been admitting both males and females as students.

The vision of the College is that it shall create excellent teaching and learning environment and opportunities for training quality basic school teachers with emphasis on knowledge, skills and values for quality education, recognizing that education is the key to the human resources development of Ghana.

The college has since the inception been participating in collegiate sports since sporting activities are part of the college of education curriculum. Sporting activities such as athletics, handball, volleyball, netball, football, cross country, and table tennis are the disciplines that are included in the college games. Mostly OFCE students put up marvelous performance. For instance, the college has several times taken the overall trophy during college of education games organized for Ashanti- Brong Ahafo College (ASHBA) Zone biennially. For a student to compete on behalf of OFCE, he or she should first compete to gain selection into his or her hall team. The student will then compete on behalf of his or her hall of residence at general inter-hall games or athletics as the case may be. It is during the inter-hall games or athletics that the highly skillful players or athletes are selected as student- athletes for the college.

According to Hammond (2013), student- athletes find their own ways to make up for loss of contact hours and quizzes as a result of participation in university games. It is a fact that some of the time lost can be made up for but majority are completely lost putting the student in a tight corner. It is also possible and important to indicate that during camping and training periods most athletes shift their attention to sports rather than their academic work. Such situation if not curbed properly may impede the academic performance of the student athletes in the university.

On the contrary, college students are normally given break during the one week that is used for the ASHBA games, students are given break in order not for student- athletes to loose in terms of academic work (attending lectures).

Also, their training periods during camping are scheduled in such a way that they can easily attend lectures after training. Mostly training starts at 5:00am and end at 6:00am and in the evening it starts at 3:00pm and end at 5:30pm meanwhile instructional time is 7:00am to 2:00pm between which there are two breaks.

In spite of that, sports participation is dwindling gradually in the college. Few of the student athletes participate up to the National level. For instance, of the one hundred and twenty-four (124) athletes who were selected from the ASHBA colleges to represent the zone at Colleges of Education Sports Association (COESA) games at Takoradi 2012, thirty-five (35) were from OFCE. Only eleven (11) of them turned up. Also thirty eight (38) were selected from OFCE to represent ASHBA zone in 2014 at Akatsi and again only nine (9) made it to the COESA games, furthermore, in 2016 forty two (42) were selected from OFCE and only six (6) turned up. Lastly, in 2018 eighteen (18) were selected but only seven (7) made it to the games. This situation has become worrying.

In Ghana, the completion of a bachelor's degree can be a befitting measure of academic success in a college or university. Adelman and Taylor (1990), states that degree completion is the bottom line for university administrators, state legislators, parents and most importantly students. Also, students' grade point average (GPA) which determines the grade level is the widely accepted means of determining academic success and the degree to which students have learned what they were taught.

Comeaux and Harison (2001) stated that students GPA continued to be a powerful predictor of academic performance for both student- athletes and non student- athletes. The cumulative GPA is very useful and contributes immensely to graduation. With the above, academic performance becomes a level ground to strive by for both student- athletes and non student-athletes.

There has been serious debate on sports and academic performance for years. People who support sports programmes in educational institutions say participation in sports improves students' grade, academic performance, raises their educational aspirations and keep them in schools and colleges. The critics also say, participation in sports takes time away from the classroom and divert students' attention from studies. They continue to say, it is impossible for students to achieve excellence and satisfaction in sports as well as in education. There has been a continuous debate on the role of sports and academic performance of students since long but no consensus has been reached so far.

The researchers has faced a similar situation in OFCE where critics suggest that students' failure in examination in the college is due to sporting activities that are organized and they insist that non student- athletes do better in academics than student- athletes. This argument started from 2005 when 709 students were expelled from the then 36 colleges of education in Ghana out of which 29 of them were OFCE students. Twenty-one (21) of these students were student- athletes. In the next academic year, another six (6) students were expelled and four (4) of them were student- athletes. The expulsion of students has continued up to date. This has therefore become a matter of concern to the researchers (Institute of education, University of Cape Coast, 2018).

In OFCE, a lot of sporting activities take place and students are highly motivated to participate in all the activities. At the end of every academic year, sports dinner is organized and awards and certificates are given to athletes for being part of the college sports. However, sports is not well and massively participated as a result of fear of failure of examination because sports critics in the college argue that is the sports that cause students to fail their exams and are expelled. There are very good athletes who stay away from college sports because they think it is a waste of time and invariably a lot of time meant for students own practice is used for academic work.

To answer these, the researcher sought to compare the influence of sports participation on academic performance of students' athletes and non student- athletes using students' GPA as the proxy in order to help do away with the misconception at the college and to help motivate students' to participate in sports at the college while knowing that they can still be successful in their academic pursuit.

### **Purpose of the Study**

The purpose of the study was to compare and ascertain whether participation or non-participation in sports has any influence on the academic performance of OFCE students.

### **Research Objective**

To find out whether sports participation at OFCE influences the academic performance of student- athletes compare with non student- athletes.

### **Research Question**

What is the academic performance of student- athletes compared with non student- athletes at OFCE in terms of their grade point average score?

### **Justification of the study**

The findings of this study accentuated the comparison of student athletes and non students-athletes to ascertain whether participation or non- participation in sports has any influence on the academic performance of OFCE students therefore college management and students will be able to make an informed decision about sports programmes in the college. Furthermore, the findings gave relevant information to those who are in doubt about the necessity of students' participation in sporting competitions in the colleges. Such persons would be guided with more information and empirical evidence upon which to draw their own conclusions instead of merely speculating. Findings would help inform all stakeholders and policy makers the influence of sports participation on academic performance in order to know how to structure the college's sports programme for students. The findings would help advance knowledge as a source of reference. This study will help encourage further research on the comparison between sports participation and academic performance.

## **METHODOLOGY**

The design for the study is causal comparative. In this type of research, the investigator(s) attempt to determine the cause or consequences of differences that already exist between groups of individuals (Glattorn and Joyner, 2005). The researchers compared sports participation on academic performance of two groups: student- athletes and non student-athletes to establish cause and- effect relationships between sports participation and academic performance. This method does not deal with controlling and manipulating variables. It rather deals with finding out what abilities, capacities and experiences which the subject has and then the effects of these on his/ her present and future performances. According to Fraenkel and Wallen (2009) causal-comparative research attempts to identify a cause-effect relationship between two or more groups. Causal-comparative studies involve comparison in contrast to correlation research which looks at relationship. This research design was found suitable because the researchers did not investigate the cause of academic performance differences between athletes and non- athletes. However, the focus was to compare the academic performance of these two groups of students in OFCE.

### **Population and Sampling**

A population is a larger group to which one hopes to apply the results of a study (Fraenkel and Wallen, 2009). According to Business.com (2008), population is all elements, individuals, or



units that meet the selection criteria for a group to be studied, and from which a representative sample is taken for detailed examination. The target population of this research consists of all regular students (athletes and non student- athletes) of Offinso College of Education in the Ashanti Region of Ghana. The target student- athlete population is the student- athletes who trained and competed in Ashanti- Brong Ahafo (ASHBA) games at Berekum, 2018 while non student- athlete population is any student who did not participate in any organized sport competition at the college. Records at the college indicated that there were 1,099 students in Offinso College of Education. The component of the team size for the various disciplines that represented OFCE at ASHBA games at Berekum, 2018 are as follows:

**TABLE 1: Team size for various disciplines**

<b>SPORT</b>	<b>MEN</b>	<b>WOMEN</b>	<b>TOTAL</b>
Handball	14	14	28
Volleyball	12	12	22
Soccer	18	18	36
Table tennis	4	4	8
Athletics	14	14	24
<b>TOTAL</b>	<b>62</b>	<b>62</b>	<b>124</b>

Source: Field Data (2018).

A sample of 40 student- athletes was purposively selected from among the college's student-athlete population of 124 from the Ashanti/ Brong- Ahafo (ASHBA) team. Purposive sampling was used because the researcher has experience or knowledge about all participant and also participants share similar characteristics example the same course and level. Stratified random sampling was then used to select 160 non student- athletes from 975 non student- athletes in the college. Stratified random sampling technique was used for non student- athletes because there is the need for each category of class (Diploma in Basic Education A (DBEA) to Diploma in Basic Education H (DBE H) students) to be proportionately represented and also to obtain a sample representation of both male and female. The non student- athletes were divided into DBE A- DBE H separately and then, by random number method of the simple random sampling each student was given the chance to choose a number either one or zero. 160 ones and 835 zeros were the options they had to choose from. All students who chose ones were used as the sample. The sample from the student- athletes and non student- athletes was merged into one to constitute the sample for the research work. In all 200 participants were used for the study.

**Table 2: students Level (class)**

<b>Level</b>	<b>Number of Students</b>	<b>Percentage</b>
DBE A	24	12.0
DBE B	25	12.5
DBE C	25	12.5
DBE D	26	13.0
DBE E	25	12.5
DBE F	25	12.5
DBE G	24	12.0
DBE H	25	12.5
	199	99.5

Source: Field data (2018)

Table 2 revealed, only one student's class could not be identified showing 99.5% success. Also, all the students offer the same course but in eight different lecture hall namely: DBE A, B, C, D, E, F, G and H.

### **Instrumentation**

The academic records of students of Offinso College of Education for the first and second semester 2017/2018 academic year was used as the main source of data collection for the study. This was obtained from the College's Assessment Officer. The researchers wrote an introductory letter from the Physical Education Unit to the Principal of the College and copied the assessment officer to enable easy access to the student results and also to have access to work with the students. The information gathered on the participants was grade point average (GPA) of students, gender of student and level of student. The data was interval scale therefore researchers used inferential statistical testing technique called an independent t- test to determine whether: The two sample means (mean cumulative GPA scores of student- athletes and non student- athletes) differ reliably from each other.

### **Table 3: Grading Scheme**

First class	-	3.60- 4.00
Second class upper	-	3.00- 3.59
Second class lower	-	2.50- 2.99
Third class	-	2.00- 2.49
Pass	-	1.00- 1.99
Fail	-	0.00- 0.99

**Source: Transcript from University of Cape Coast, Institute of Education.**

### **Statistical Presentation of Research Questions**

The statistics of the academic performance of selected student- athletes and non student-athletes for the study are presented in Table 4 below. The table revealed students' academic grades, the range of cumulative GPA scores obtained by the student- athletes and non student-athletes, together with the standard deviation units and mean of cumulative GPA scores. The performance of these selected samples for the study was again grouped into high and low GPA achievers according to University of Cape Coast classification criteria.

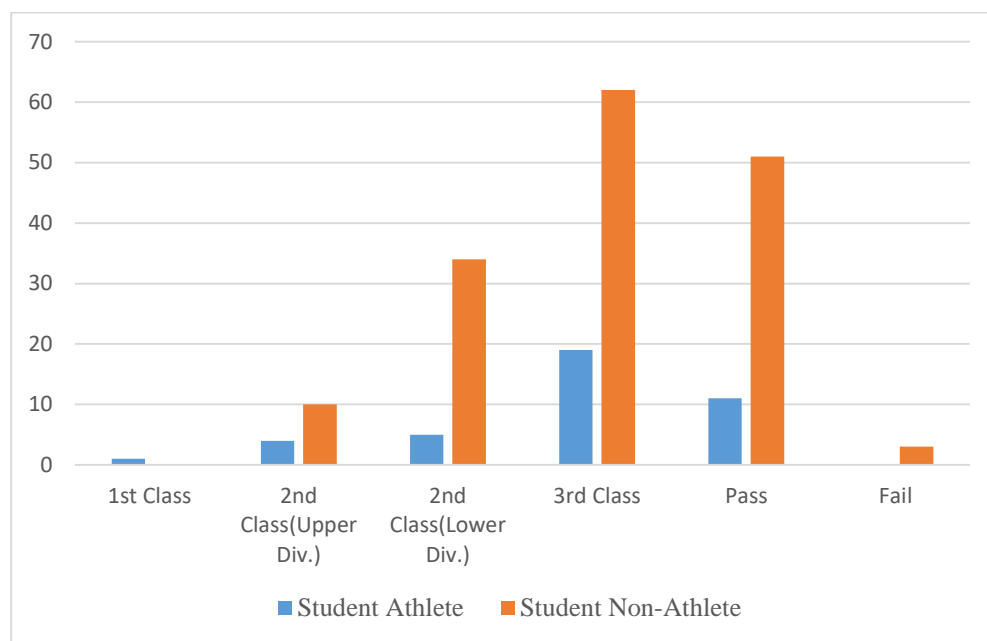
**Table 4: Distribution of Academic Performance of student- athletes and non student-athletes**

Sample	Gender	Grade	Status in GPA	No. Observed	Range of CGPA scores		Mean of CGPA	SD of CGPA
					Min.	Max.		
ATHLETE	MALE	1st Class	High	1	3.62	3.62	3.62	-
		2nd Class(Upper Div.)	High	3	3.05	3.25	3.18	0.12
		2nd Class(Lower Div.)	High	3	2.55	2.80	2.72	0.14
		3rd Class	Low	9	2.05	2.40	2.22	0.13
		Pass	Low	4	1.40	1.95	1.65	0.23
		Fail	Poor	0	-	-	-	-
		<b>MALE ATHLETE</b>		<b>20</b>	<b>1.40</b>	<b>3.62</b>	<b>2.39</b>	<b>0.57</b>
	FEMALE	1st Class	High	0	-	-	-	-
		2nd Class(Upper Div.)	High	1	3.10	3.10	3.10	-
		2nd Class(Lower Div.)	High	2	2.85	2.90	2.88	0.04
		3rd Class	Low	10	2.05	2.35	2.20	0.11
		Pass	Low	7	1.15	1.85	1.55	0.28
		Fail	Poor	0	-	-	-	-
		<b>FEMALE ATHLETE</b>		<b>20</b>	<b>1.15</b>	<b>3.10</b>	<b>2.08</b>	<b>0.51</b>
NON ATHLETE	MALE	1st Class	High	0	-	-	-	-
		2nd Class(Upper Div.)	High	9	3.00	3.45	3.26	0.19
		2nd Class(Lower Div.)	High	26	2.50	2.85	2.66	0.12
		3rd Class	Low	40	2.00	2.45	2.23	0.16
		Pass	Low	24	1.00	1.95	1.58	0.30
		Fail	Poor	1	0.75	0.75	0.75	-
		<b>MALE NON-ATHLETE</b>		<b>100</b>	<b>0.75</b>	<b>3.45</b>	<b>2.26</b>	<b>0.55</b>
	FEMALE	1st Class	High	0	-	-	-	-
		2nd Class(Upper Div.)	High	1	3.05	3.05	3.05	-
		2nd Class(Lower Div.)	High	8	2.50	2.80	2.63	0.12
		3rd Class	Low	22	2.00	2.45	2.16	0.14
		Pass	Low	27	1.00	1.95	1.62	0.28
		Fail	Poor	2	0.75	0.75	0.75	-
		<b>FEMALE NON ATHLETES</b>		<b>60</b>	<b>0.75</b>	<b>3.05</b>	<b>1.95</b>	<b>0.49</b>

**SOURCE: FIELD DATA (2018)**



**KEY:** The higher the mean CGPA the better the results and the lower the S.D. the better the results.



**Fig1: Graphical representations on the academic performance of the sampled data.**

A glance at figure 1 above showed significant variations on the data of academic performance of the selected sample.

In table 4, the mean cumulative GPA scores of the student- athletes were mostly higher than that of non student- athletes and even its only one student- athlete who had 1<sup>st</sup> class for the male category of students with a cumulative GPA score of 3.62. The table indicates, ten (10) student- athletes out of forty (40) had 1<sup>st</sup> class to 2<sup>nd</sup> class lower which are high grades. The breakdown is as follow: one 1<sup>st</sup> class, four 2<sup>nd</sup> class upper and five 2<sup>nd</sup> class lower. Nineteen (19) of them had 3<sup>rd</sup> class and eleven (11) had pass which are low grades. None of the student-athletes failed. In the case of the non student- athletes, none of them had 1st class, ten (10) and thirty four (34) had second class upper and lower respectively which are high grades, sixty four (64) had 3rd class and fifty one (51) had pass which are low grades and three (3) of them failed

Generally, a second look at table 4 and fig. 1 suggest that, the academic performance of student who participate in sports whether male or female as the case may be performs slightly better than those who do not participate in sports at OFCE. Secondly, there were some few individual academic performances which were outstanding and therefore contributed to the spread of the performances of the student- athletes sampled for this study.

## DISCUSSIONS OF FINDINGS AND RESULTS

Research Question: what is the academic performance of student- athletes compared with non student- athletes at OFCE in terms of their GPA score? In comparing to find the difference in

the mean cumulative GPA scores of student- athletes and non student- athletes, an independent group t- test was used. Jackson (2006) recommended an independent group t- test as the most appropriate parametric statistical test for this purpose because it compares the means of two different samples of respondents from a single population.

**Table 5: T-test on the academic performance of the student- athletes and non student-athletes**

<b>Student</b>	<b>Number</b>	<b>Range of CGPA</b>	<b>Mean of CGPA</b>	<b>S.D</b>
Student- athletes	40	1.15 - 3.62	2.27	0.56
Non student- athletes	160	0.75 - 2.15	2.15	0.55

It can be observed from table 5 that, the range of CGPA of student- athletes was 1.15- 3.62 with a mean of 2.27 and standard deviation of 0.55 (M= 2.15, S.D= 0.55). Also the range of CGPA of non student- athletes is 0.75- 3.45 with a mean CGPA of 2.15 and S.D of 0.55 (M=2.15, S.D= 0.55). Therefore, the mean differences between the two samples are 0.12. The results of this analysis shows that at p value of 0.05, there was a slight difference in the mean CGPA of student- athletes and non student- athletes resulting in student- athletes performing slightly better than non student- athletes. The findings confirmed that of Hank (1979) who opined that participating in high school athletics has a basically good effect on the educational achievement of high school students where the educational performance of athletes was better than that of non athletes. Also, Phillips (1971) indicated that athletes tend to exceed comparable non athletes in their achievement of education goals.

## CONCLUSION

The impact that sports exert on academic performance has been debated over the years, some say the impact is positive, while others say it is negative. Early analysis of the effect of participation in sports on academic performance produced inconsistent evidence (Broh, 2002). Even today, there is inconsistent evidence but most research tends to lean towards the idea that participation in sports does, in fact improve academic performance. The results of this particular study indicated that sports participation does influence the academic performance of student-athletes compared to non student-athletes of Offinso College of Education.

Although there is controversy as to whether or not sports participation enhances or decreases academic performance, there have been several studies and surveys that provide evidence. For instance Whitley (1999) compared the GPA, graduation rates dropout rate, attendance rates and discipline referral rates for the 1995 school years of participatory students (students participating in high school sports) and non-participatory students (student not participating in sports). Whitley (1999) found the athlete subgroups outperformed the non-athlete subgroups as a whole in all of the measurable categories. Whitley concluded the GPA scores of the athlete subgroups were higher than the GPA scores of the non-athlete subgroups.

On the contrary, Eitzen and Purdy (1986), also using t-test and descriptive statistics, found that student-athletes of Colorado in the United States of America had lower GPA scores than the

general student population, confirming earlier study by Purdy et al (1982) who found at University of Colorado that, students-athlete who were scholarship holders, blacks and participants in major revenue producing sport of football and basketball had the lowest GPA scores.

The above findings are from United States of America but in Ghana, Hammond (2013), Assessed the influence of sports participation on academic achievement of student-athlete of University of Education, Winneba. Ghana and find out that, the academic achievement of the sampled student-athlete did not differ from that of the sampled non student-athletes did not differ from that of the sampled non student-athletes. Meaning none of the two did better than the other.

Pennah (2013) also did a comparison of academic performance of student-athletes and non student-athletes of Mfanstipim Senior High School in the Central Region of Ghana and concluded that, students have good reasons for participating in sports and do not see participating in sports to be affecting their academic performance and when the academic results of the athletes and non-athletes were compared the mean CGPA of the athletes was higher than the mean CGPA of the non-athletes.

In Ghana, student-athletes go through the same challenges as the general student population unlike in the United State of America where commercialization is another venture for college athletes and therefore are given preferential treatment. This imposes pressure on Ghanaian student-athletes to take their studies very serious because, there is no guarantee that they could do the sports to professional level.

Different demography and conditions can affect how sports participation influence academic performance, therefore caution must be taken when one wants to conclude using this current findings as a yardstick.

From this study, it can be concluded that, student- athletes performed slightly better than non student- athletes and also students have good perception about students' sports participation at the college. Student- athletes do not see sports as a factor that could affect their academic performance. This could be because students still perform well academically so they do not see sports participation as having negative effects on them.

### **Implication**

Researches identify the importance of sports and acknowledge that participation in sports or physical activities contribute to human development physically, socially, emotionally, economically and intellectually. It is by this importance that UNESCO, in 1978 came up with the charter on Physical Education in which articles 1 and 2 states among others, that 'Every human being has a fundamental right of access to physical Education and sport which are essential for the full development of his personality'. (pg2)

It is not surprising that the UN without hesitation encourages nations to enshrine physical exercises and sports in all institutions at all levels on the educational ladder.

A lot goes into what makes a student- athletes successful in combining his academics and sports participation and may require uniquely different strategy as it relates to each college sports team as well as individuals. The old adage "one size fits all" may not be a suitable method for helping every student-athlete to make the grade. This is to say that with the student-athletes

who could not attain good academic performance, appropriate academic support programmes could be put in place by the college authorities to relieve the handicap. It will help student athletes manage and balance their time for sports and academic activities.

## RECOMMENDATION

The fact that the student-athletes sampled for this study had slightly better mean cumulative GPA than the non student-athletes appears safe to conclude that sports participation at Offinso College of Education does not negatively influence the academic performance of student-athletes. However, there should be specific initiatives focusing on the individual student-athletes challenges both personal and environmental that may impact student-athletes dual role in the college. Some of the specific programmes recommended include academic monitoring, personal counseling, career guidance, assignment and compatible academic advisors, inculcation of skills, establishment of student-athletes tutoring, sessions among others. This will always help maintain academic performance and sport participation without any difficulty.

The College authorities, staff and parents should encourage and motivate students to actively participate in sport since this research has proven that student-athletes perform slightly better than non student-athletes.

College authorities should as much as possible avoid organizing sports and lectures concurrently since student-athletes are disadvantaged as they miss lectures.

College authorities are entreated to organize the college curriculum in such a way that it will give sports the required place and time thereby encouraging all sports educable students to participate in sports.

Student-athletes should also learn how to apportion their time properly for both sports, and academic work.

## Suggestion for further study

The researchers suggest any further studies on the comparative study of the academic performance of student-athletes and non student-athletes with an exclusion of constructs from the same demography.

Another study could be conducted comparing the academic performance of female student athletes to female non student athletes and male student athletes to male non student athletes.

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