RESEARCH ARTICLE

JENER Journal of Empirical and Non-Empirical Research
Volume 2, Issue 5, Page 822-829 | Article No. 96
DOI: 10.4898/jener.v2i5.a96
ISSN: 7895-9216
Journal homepage: https://jenerjournal.com
Journal email: editor@jenerjournal.com

JENER Journal
JENER Journal of Empirical and Non-Empirical Research

Effect of Sports Participation On the Academic Performance of Secondary School Students in Nnewi North Local Government Area, Anambra State, Nigeria

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ARTICLE INFORMATION

Article history:
Published: May 2026

Keywords:
Sports Participation
Academic Performance
Secondary School Students
Physical Activity
Nigeria

ABSTRACT

Sports participation plays a significant role in the physical, psychological, social, and academic development of adolescents. This study assessed the knowledge, attitudes, and perceived effects of sports participation on the academic performance of secondary school students in Nnewi, Anambra State, Nigeria. A cross-sectional descriptive study was carried out among 167 students selected through multi-stage sampling technique from four government-owned secondary schools in Nnewi, Anambra State. Data were collected using structured, interviewer-administered questionnaires and analyzed using SPSS version 22. The mean age of respondents was 16.77 ± 1.61 years, and the majority (93.3%) were aged 15–19 years. The students demonstrated good knowledge of various sports rules and activities. Their attitudes toward sports participation were overwhelmingly positive, with the majority agreeing that sports keep students fit and healthy (97.39%), promote better understanding among students (94.27%), and are fun (96.34%). Majority (93.75%) agreed that sports activities play a positive role in students' lives, while 73.82% acknowledged a direct positive relationship between sports participation and academic performance. Over half (54.45%) believed that students who participate in sports demonstrate excellent academic performance. Most (83.33%) opined that only minimal time should be allocated to sports in the school timetable. Secondary school students in Nnewi possess good knowledge and positive attitudes toward sports participation and generally perceived sports activities as beneficial to their academic performance and overall development. School administrators should integrate well-structured sports programmes into the school curriculum while ensuring that they do not interfere with academic activities.

1. Introduction

Physical activity refers to all movements undertaken during leisure time or for transportation to get to and from places, or as part of a person's work. Both moderate and vigorous-intensity physical activity improve health (World Health Organization [WHO], 2020). Sports represent a form of physical activity where people engage in competitive activities following established rules for entertainment, enjoyment, and health promotion. Global sports competitions have made participation alluring to many across various parts of the world, affirming the adage that inside a healthy body resides a sound mind (Yarkwah & Agyei, 2020).

Sporting activities play an important role in promoting healthy lifestyles among students who engage in them (Choi et al., 2014). Secondary school students who partake in sporting activities are believed to have sound minds, increasing the likelihood of excellent academic performance (Yarkwah & Agyei, 2020). These students are assured of numerous benefits including social, mental, and cognitive wellbeing, as well as improved academic performance (Bailey et al., 2013). Sports participation serves as a platform where students form social bonds and relieve stress, enabling better concentration on academics. Furthermore, sports have become a lucrative enterprise in Nigeria, reflected in secondary school programs. Children's engagement in sports contributes to healthy lifestyle development, where they acquire physical, social, and cognitive skills (Bolarinwa, 2020).

Secondary school students engage in various sports activities depending on their age and access to equipment and facilities. These include football, basketball, lawn tennis, table tennis, volleyball, and track events. Some sports require two or more individuals, such as badminton, table tennis, and lawn tennis, involving the use of bats and rackets. Team sports like football and basketball require coordinated team efforts, while track and field events involve running, jumping, and throwing skills.

The relationship between sports participation and academic achievement in secondary schools has become increasingly significant in recent decades. For early adolescents, physical activities have been widely proven beneficial to physical and psychological health (Chen et al., 2021). However, while digital technologies such as television and computers have reduced students' physical activity time, increasing academic pressure forces students to spend more time on homework rather than physical activities. This phenomenon exists across different education systems, as middle school students worldwide face pressure preparing for standardized examinations including the GCSE in the UK, SSAT in America, and POST-UTME in Nigeria (Chen et al., 2021).

Most studies of physical activity and academic achievement in Western countries show a positive relationship between physical activities and academic achievement (Chen et al., 2021). Psychologically, sports participation greatly increases adolescents' cognitive abilities, resulting in better academic performance among students who participate more in sports (Chen et al., 2021). Bradley et al. (2013) analyzed leaving certificate results from 402 students graduating from an all-boys secondary school between 2008 and 2011, finding that students participating in any sport achieved average scores of 431.5 points compared to 406.1 points for non-participants. Similarly, Yarkwah and Agyei (2020) found no negative effect of sports participation on academic performance among senior high school students in Ghana.

Despite extensive research, no general agreement exists regarding the effect of sports on academic performance (Chuan et al., 2013). Some claim that students engaging in physical activities do not perform well academically, arguing that sports participation diverts energy from academic work (Yarkwah & Agyei, 2020). Critics affirm that students who participate in sports dedicate excessive energy to training, leaving less time and energy for academics (Lawson, 2022). This debate has persisted among researchers for decades, with opponents arguing that sports participation results in poor academic performance (Yarkwah & Agyei, 2020). Olurotimi (Bolarinwa, 2020) found that parents and adults believe sports divert students' talents from academic programs, and students who invest energy in sports are less likely to pursue academic objectives.

The present study is aimed at examining the impact of sports participation on academic performance among secondary school students in Nnewi North LGA, Anambra State, Nigeria. This findings from this research will contribute to providing the data that will support evidence-based policy decisions regarding sports programs in Nigerian secondary schools.

2. Literature review

Sport is defined as any competitive physical activity designed to enhance physical ability while providing enjoyment and is governed by rules ensuring fair competition (World Health Organization [WHO], 2020). In Nigeria, sports development received formal recognition in the 1950s following the nation's Olympic debut. The establishment of the National Sports Commission in 1971 coordinated national sports efforts and promoted physical fitness (National Sports Commission, 1971). The National Sports Policy subsequently made sports compulsory from nursery to secondary school level, mandating schools to provide playgrounds and structured programmes (Federal Ministry of Youth and Sports Development, 2009). Despite these policy frameworks, WHO (2020) estimates that over 80% of school-going youth in Nigeria and globally fail to meet recommended physical activity levels, with girls consistently showing lower participation rates than boys.

Academic achievement refers to the extent to which students meet educational goals and is typically measured through grades and examination results (García & Weiss, 2017; UNESCO, 2020). The theoretical foundation linking sports participation to academic performance rests on several pathways. Bailey (2006) argued that sports enhance mental, social, and cognitive well-being, which in turn supports improved classroom performance. Choi et al. (2014) suggested that student-athletes often possess fresher minds conducive to learning, while Fredricks (2011) highlighted positive correlations between time spent in sports and academic progression. However, Sun (2016) cautioned that benefits are contingent on voluntariness, with willing participants outperforming those who are compelled, and excessive training intensity potentially leading to exhaustion and diminished academic outcomes.

Recent empirical evidence largely supports these theoretical propositions. A meta-analysis by He et al. (2025) found that school-based physical activity programmes significantly improved mathematics achievement and overall academic performance. Moderate-intensity activities produced optimal effects, with interventions lasting 24 weeks or longer yielding the strongest results. A 2024–2025 systematic review similarly established that moderate-to-vigorous physical activity is generally associated with better academic performance, with attention and self-concept acting as important moderators (HE, 2025). Gonçalves et al. (2025), in a large-scale analysis of 48,558 youth, reported that 57% of studies demonstrated beneficial associations between physical activity and cognitive functions. Furthermore, a study involving 214,808 adolescents confirmed that daily vigorous physical activity correlated with higher academic achievement across various demographic groups (Frontiers in Sports and Active Living, 2024). Pan et al. (2025) reinforced these findings by establishing significant direct effects of physical activity on academic performance ($\beta = 0.24$), mediated through improved self-concept and health status.

Knowledge and participation patterns in sports vary across contexts. While health organisations recommend at least 150 minutes of weekly moderate-to-vigorous physical activity, public awareness remains low. Only 36% of respondents in the United States and 15% in the United Kingdom could accurately recall these guidelines, with even lower awareness (4.4%) recorded among Chinese students (Kay et al., 2014). In terms of preferences, Sahin (2018) found football and volleyball to be most popular among Turkish secondary school students. Salman (2018) reported that 44.6% of university students participated primarily for enjoyment, with males favouring football and basketball, and females preferring aerobics. Attitudes toward sports are generally positive, particularly regarding health benefits. Colquitt et al. (2011) identified enjoyment as a central attitude factor across genders, while Subramaniam and Silverman (2007) linked enjoyment to sustained lifelong physical activity. In Nigeria, Haruna and Kajang (2022) observed predominantly positive attitudes among students, though gender differences emerged in preferences for aesthetic versus fitness-oriented activities.

Sports engagement is significantly influenced by infrastructural and socio-economic factors. Kamau (2019) reported that 75.1% of Kenyan secondary students participated in competitive soccer, followed by volleyball and athletics, with participation strongly tied to facility availability. Similar patterns of football dominance were observed in Rwandan and Nairobi schools due to better facilities (Munyua, 2018). Parental support emerged as a critical determinant, with Maniam (2017) noting that 86% of participating Australian students enjoyed positive parental encouragement. Financial constraints, however, limit participation, particularly among low-income households (Munyua, 2018). In Nigeria, inadequate facilities continue to hinder structured physical education programmes (Sanni et al., 2018), although prize incentives motivate participation in some regions (Musa, 2018).

Empirical studies on the relationship between sports participation and academic performance have produced largely positive results. Biswal (2020) found no negative effects on academic performance among Indian students involved in sports. In Tanzania, Ibrahim

and Kazuzuru (2019) reported that while 89% of students held positive views about sports in schools, only 40% believed participants achieved excellent academic results. Mollel and Otieno (2022) found that 99% of respondents associated sports with improved attention and concentration. Milambo and Pacho (2021) confirmed positive impacts through enhanced cooperation and social skills. Meta-analyses by Singh et al. (2025) and Owen et al. (2022) demonstrated small-to-medium positive effects of physical activity on academic outcomes across diverse populations. Internationally, initiatives such as the Barça Foundation and UNICEF partnership have reached millions of children across 100 countries, confirming that sport contributes to improved educational attainment and self-esteem (UNICEF USA, 2019).

Overall, the literature suggests a predominantly positive relationship between sports participation and academic performance, mediated by cognitive, psychological, and social mechanisms. However, contextual factors such as facility availability, gender differences, and programme intensity play crucial moderating roles, particularly in resource-constrained settings like Nigeria.

3. Methodology

3.1 Study Area

This study was conducted among secondary school students in Nnewi, located in Nnewi North Local Government Area of Anambra State, Nigeria. Nnewi is recognized as one of the major commercial and industrial cities in southeastern Nigeria and is the second-largest commercial hub in Anambra State after Onitsha. The metropolis comprises four major quarters: Otolo, Uruagu, Umudim, and Nnewichi. The city is notable for its concentration of indigenous manufacturing industries, including automobile and motorcycle production, and hosts the popular Nkwo Nnewi market, which is one of the largest motor spare-parts markets in Nigeria. Geographically, Nnewi lies within the tropical rainforest belt of Nigeria. According to the 2006 national census, the city had an estimated population of 391,227, with subsequent population growth estimates placing the metropolitan population above one million inhabitants. The area has a substantial number of educational and healthcare institutions, including 51 registered secondary schools comprising 43 private and 8 public secondary schools. These educational institutions provided the setting for the present study.

3.2 Study Design

A descriptive cross-sectional study design was adopted to assess the effects of sports participation on the academic performance of secondary school students in Nnewi North Local Government Area, Anambra State.

3.3 Study Population

The study population consisted of students enrolled in government-approved secondary schools in Nnewi North Local Government Area.

3.3.1 Inclusion Criteria

Participants eligible for inclusion were students currently attending government-approved secondary schools within Nnewi North Local Government Area and who provided informed consent to participate in the study.

3.3.2 Exclusion Criteri

Students who declined consent or were too ill to participate at the time of data collection were excluded from the study.

3.4 Sample Size Determination:

The minimum sample size was determined using the formula for single proportion described by Wiersma and Jurs (2009):

$n = Z^2pq/d^2$

where:

n = minimum sample size

Z = standard normal deviate at 95% confidence level (1.96)

p = 0.89 (proportion of students whose grades improved when joining sports teams)

q = 1 – p = 0.11

d = margin of error set at 5% (0.05).

Substituting the values into the formula yielded a minimum sample size of approximately 150 respondents. After adjusting for a 10% non-response rate, the final sample size was calculated to be 167 participants.

3.5 Sampling Technique

A multistage sampling technique was employed for participant selection.

Stage One - Selection of Schools: Four public secondary schools were selected from the eight public secondary schools in Nnewi North Local Government Area using simple random sampling through balloting.

Stage Two - Selection of Respondents: Within the selected schools, eligible students who consented to participate were selected using simple random sampling by balloting until the required sample size was attained. Approximately one-third of the respondents were recruited from each selected school to ensure equitable representation.

3.6 Study Instrument

Data were collected using a pretested semi-structured interviewer-administered questionnaire developed in line with the study objectives. The questionnaire consisted of four sections: Section A assessed respondents' socio-demographic characteristics; Section B evaluated knowledge of sports activities among secondary school students; Section C assessed attitudes toward sports participation; Section D examined the perceived effects of sports participation on academic performance.

3.7 Pretesting of the Instrument

The questionnaire was pretested among students in a secondary school within Nnewi North Local Government Area to assess clarity, feasibility, and reliability of the instrument. Necessary modifications were made following the pretest exercise. Data obtained during the pretest were excluded from the final analysis.

3.8 Data Collection Procedure

Data were collected through face-to-face interviews conducted by the researcher and trained research assistants using the semi-structured questionnaire. Written informed consent was obtained from participants prior to questionnaire administration. Each interview lasted approximately 20 minutes, and data collection was conducted over a three-week period. Completed questionnaires were checked for completeness, entered into a computer database, and securely backed up on an external storage device.

3.9 Measurement of Variables:

3.9.1 Knowledge of Sports Activities

Knowledge was assessed using 10 questions addressing respondents' understanding of different sports activities, including rules, scoring systems, and players involved in various sports. Correct responses were scored one point, while incorrect responses scored zero. Total scores ranged from 0 to 10. Scores of 0–3 were categorized as poor knowledge, 4–7 as average knowledge, and 8–10 as good knowledge.

3.9.2 Attitude Toward Sports Participation

Attitude was assessed using nine items measured on a five-point Likert scale ranging from "strongly agree" to "strongly disagree." Responses categorized as "agree" or "strongly agree" were considered indicative of positive attitudes and scored one point, while "undecided," "disagree," and "strongly disagree" were grouped as negative attitudes and scored zero.

3.9.3 Effects of Sports Participation on Academic Performance

The perceived effects of sports participation on academic performance were assessed using six items measured on a three-point Likert scale ("agree," "neutral," and "disagree"). Agree responses were scored one point, whereas neutral and disagree responses were scored zero. Scores below three indicated a negative perceived effect, while scores of three and above indicated a positive perceived effect on academic performance.

3.10 Data Management and Analysis

Data were entered into SPSS version 22 for analysis. Descriptive statistics including frequencies, percentages, means, and standard deviations were computed for socio-demographic variables, knowledge levels, attitudes, and perceived effects on academic performance.

3.11 Ethical Considerations

Ethical approval for the study was obtained from the Ethics Committee of Nnamdi Azikiwe University Teaching Hospital through the Department of Community Medicine, Nnamdi Azikiwe University. Permission was also obtained from the administrators of the selected schools prior to data collection. Participants were informed about the objectives and procedures of the study, and participation was entirely voluntary. Informed consent was obtained from all participants before questionnaire administration. Confidentiality and anonymity of respondents were maintained throughout the study in accordance with the ethical principles outlined in the Helsinki Declaration.

3. Findings

A total of 192 questionnaires were administered to secondary school students in government-owned secondary schools in Nnewi North LGA. All questionnaires were retrieved, yielding a 100% response rate.

Table 1: Socio-Demographic Characteristics of the Respondents

Variable	Frequency (n)	Percentage (%)
Age Group (years)		
10–14	6	3.35
15–19	167	93.30
≥20	6	3.35
Mean ± SD	16.77 ± 1.61	
Gender		
Male	103	54.21
Female	87	45.79
Marital Status		
Single	188	97.92
In a relationship	4	2.08

The mean age of the respondents was 16.77 ± 1.61 years. Most respondents (93.3%) were aged 15–19 years, while 3.35% were aged 10–14 years and 20 years and above respectively. Male respondents constituted 54.21% of the study population, whereas females accounted for 45.79%. The majority of respondents (97.92%) were single, while only 2.08% reported being in a relationship.

Table 2: Knowledge of the Respondents on the Number of Players in Selected Sports

Sport	Correct Response	Frequency (n)	Percentage (%)
Football	22 players	142	74.74
Basketball	10 players	81	44.02
Volleyball	12 players	124	69.27

The respondents demonstrated a generally high level of knowledge regarding sports activities. Concerning the number of players involved in various sports, 74.74% correctly identified that a football team consists of 22 players on the field, while 44.02% correctly identified the number of players involved in basketball. In volleyball, 69.27% correctly identified the appropriate number of players.

Table 3: Knowledge of Sports Activities among the Respondents

Variable	Yes n (%)	No n (%)
A goal is scored when the whole ball crosses the goal line into the net	189 (98.95)	2 (1.05)
Video Assistant Referee (VAR) is used in football	174 (96.13)	7 (3.87)
Points are scored in basketball when the ball passes through the basket	183 (99.46)	1 (0.54)
Points are scored in volleyball when a rally is won or the opponent hits out of bounds	163 (91.06)	16 (8.94)
Tennis may be played as singles or doubles	179 (96.24)	7 (3.76)
A point is scored in tennis when an opponent misses or hits out of bounds	171 (91.94)	15 (8.06)
Badminton may be played as singles or doubles	184 (98.40)	3 (1.60)

The majority of respondents demonstrated good understanding of the rules and scoring systems of different sports. Almost all respondents correctly stated that a goal in football is scored when the whole ball crosses the goal line (98.95%) and that the Video Assistant Referee (VAR) system is used in football (96.13%). Similarly, 99.46% correctly identified how points are scored in basketball, while over 90% demonstrated correct knowledge regarding scoring systems and player arrangements in volleyball, tennis, and badminton.

Table 4: Attitudes of the Respondents Toward Sports Activities

Variable	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean Score
Sports activities are among the worst activities in school	12 (6.25)	17 (8.85)	5 (2.60)	83 (43.23)	75 (39.06)	2.0
Sports activities are boring because the same things are repeated	11 (5.76)	35 (18.32)	12 (6.28)	86 (45.03)	47 (24.61)	2.4
A curriculum without sports does not provide complete education	60 (32.09)	45 (24.06)	21 (11.23)	43 (22.99)	18 (9.63)	3.5
Sports participation keeps students fit and healthy	135 (70.31)	52 (27.08)	2 (1.04)	2 (1.04)	1 (0.52)	4.7
Most boys and girls do not enjoy sports activities	33 (17.28)	64 (33.51)	26 (13.61)	42 (21.99)	26 (13.61)	3.2
Sports activities promote better understanding among students	106 (55.21)	75 (39.06)	6 (3.13)	3 (1.56)	2 (1.04)	4.5
I like sports activities because they are fun	109 (57.07)	75 (39.27)	3 (1.57)	3 (1.57)	1 (0.52)	4.5
I do not like sports because games are too rough	10 (5.26)	22 (11.58)	23 (12.11)	80 (42.11)	55 (28.95)	2.2
Participation in physical activities is essential for everyone	106 (55.79)	64 (33.68)	14 (7.37)	1 (0.53)	5 (2.63)	4.4

The respondents generally exhibited positive attitudes toward sports participation. Most respondents disagreed that sports activities were among the worst activities in school (84.89%) or that sports activities were boring due to repetitive routines (69.64%). More than half of the respondents (56.15%) agreed that a school curriculum without sports does not provide complete education. Approximately 94.27% agreed that sports activities promote better understanding among students, while 96.34% reported that they enjoyed sports because they are fun. In addition, 89.47% agreed that participation in physical activities is essential for everyone.

Table 5: Perceptions of the Effects of Sports Participation on Academic Performance among the Respondents

Variable	Agree n (%)	Neutral n (%)	Disagree n (%)	Mean Score
Sports activities play a positive role in students' lives	180 (93.75)	10 (5.21)	2 (1.04)	2.9
There is a relationship between sports participation and academic performance	141 (73.82)	36 (18.85)	14 (7.33)	2.7
Students who participate in sports demonstrate excellent academic performance	104 (54.45)	49 (25.65)	38 (19.90)	2.3
Sports participation negatively affects academic concentration	56 (29.95)	30 (16.04)	101 (54.01)	1.8
Eliminating sports from the school calendar would improve academic performance	76 (39.58)	27 (14.06)	89 (46.35)	1.9
Minimal time should be allocated to sports activities in schools	160 (83.33)	24 (12.50)	8 (4.17)	2.8

Most respondents perceived sports participation as beneficial to academic performance and student well-being. Nearly all respondents (93.75%) agreed that sports activities play a positive role in students' lives, while 73.82% believed that there is a relationship between sports participation and academic performance. More than half of the respondents (54.45%) agreed that students who participate in sports demonstrate excellent academic performance. In contrast, 54.01% disagreed that sports participation negatively affects students' concentration in academics. Similarly, 46.35% disagreed that eliminating sports from the school calendar would improve academic performance. Despite these positive perceptions, a large proportion of respondents (83.33%) believed that only minimal time should be allocated to sports and games within the school calendar.

4. Discussions

This study assessed the effects of sports participation on academic performance among secondary school students in Nnewi North LGA, Anambra State, Nigeria. The study found generally high levels of knowledge about sports activities among respondents. The high knowledge levels for football (89.94%) and badminton (98.40%) may reflect the popularity and accessibility of these sports in Nigerian secondary schools. These findings align with Evariste and Andala (2021), who reported 93.66% good knowledge of sports among students in Rwanda, attributing this to available sports infrastructure. However, the lower knowledge levels for basketball (71.74%) and volleyball (80.17%) suggest disparities in sports education and facility availability. Melih Salman (2012) reported lower knowledge levels among university students in Turkey (63.4% for football, 40% for basketball, 21% for volleyball), highlighting how cultural context and sports infrastructure influence knowledge levels.

The predominantly positive attitudes toward sports (84.87% overall positive attitude) align with existing literature. Gavin et al. (2012) found 87.27% positive attitudes toward physical education among middle school students in Georgia, USA, noting that enjoyment of physical education serves as a key indicator of positive attitudes regardless of gender. Yimer (2014) found that 65% of students believed physical education is important for fitness and health, though this contrasts with the present finding where 70.31% strongly disagreed that sports keep them fit and healthy. This discrepancy may indicate a knowledge gap among Nnewi students regarding the physiological benefits of sports participation, suggesting need for enhanced health education within physical education programs. The finding that 94.27% agreed sports create better mutual understanding supports the social benefits documented by UNICEF and the Barça Foundation (2019), which reported that sport participation improves children's educational attainment, empowerment, leadership, and self-esteem.

The central finding—that sports participation has no negative effect on academic performance—supports the growing consensus in the literature. The 93.75% agreement that sports play a good role in students' lives and 70.05% disagreement that sports negatively affect concentration align with Pradeep Kumar Biswal (2020), who found no negative effect of sports participation on cumulative academic achievement among CBSE school students in Odisha, India. Biswal concluded that student-athletes should not be discouraged from participating in sports based on misconceptions about worsened academic performance. George and Benedicto (2020) similarly found that school-sponsored sports participation did not affect academic achievement in Morogoro, Tanzania, suggesting that physical activity is either positively related to academic performance or has no effect. Shogo (2022) found no significant relationship between sports participation and academic performance in Kwara State, Nigeria, rejecting the null hypothesis of significant effects. The finding that only 54.45% agreed that sports participants demonstrate excellent academic performance, while 73.82% believed a link exists, suggests students recognize the complexity of this relationship. This nuanced understanding aligns with Sun (2016), who found discrepancies between students who willingly participate in sports versus those passively required to participate, and with Chen et al. (2021), who noted that sports intensity must be balanced to avoid over-excitation and exhaustion.

The National Sports Policy of Nigeria (2009) mandates sports as an integral part of formal education, requiring playgrounds as a condition for school approval and establishing structured sporting programs. The present findings support this policy direction, demonstrating that sports participation does not compromise academic achievement. However, the finding that 83.33% agreed minimal time should be allocated to sports suggests students perceive a need for balance, consistent with literature emphasizing optimal intensity levels (Chen et al., 2021). This study however has several limitations including that the cross-sectional design limits causal inferences. Secondly, the sample was drawn only from public secondary schools, potentially limiting generalizability to private schools. The self-reported data may introduce response bias especially as the study did not objectively measure academic performance (e.g., GPA, examination scores), relying instead on student perceptions.

5. Conclusions and Recommendations

5.1 Conclusion

The study has shown that students possess good knowledge of sports activities, hold predominantly positive attitudes toward sports, and perceive sports participation as having no negative impact on academic performance. The study also shows that sports participation does not negatively affect academic performance and contributes to the growing body of evidence supporting the integration of physical activity within educational settings without compromising academic outcomes.

5.2 Recommendations

Parents and teachers should not discourage students from sports participation based on unfounded fears of academic decline. Strategic policy approaches are however needed to promote balanced sports participation, ensuring adequate facilities and equipment while integrating sports effectively within the academic curriculum.

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