

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

Daniel Apaak¹, Joseph Anthony Yawson²

¹ Department of Health, Physical Education and Recreation, University of Cape Coast, Cape Coast, Ghana

² Department of Physical Education, Akrokerri College of Education, Obuasi, Ashanti Region, Ghana

[1daniel.apaak@ucc.edu.gh](mailto:daniel.apaak@ucc.edu.gh)

[2tonyawsongh@gmail.com](mailto:tonyawsongh@gmail.com)

Abstract

Participation in sports is a topic that has gained considerable attention over the years. While many scholars argue that sports participation results in high academic output among student-athletes, others contended that it decreases academic performance. There is another school of thought that has established that participation in sports promote absenteeism. Despite these discussions, there is a gap in the literature on the relationship between absenteeism and academic performance among student-athletes particularly in a developing country like Ghana. Therefore, this study investigated the relationship between absenteeism and academic performance among 203 student-athletes in two public senior high schools in the Obuasi Municipality of Ghana. A census was employed to gather data from all the student-athletes who were in form three and form two. A generated form that solicits student-athletes end of semester results in the core subjects English, Mathematics, Integrated Science, and Social studies, and attendance for two semesters was the main instrument used to gather the data. Data was analysed using percentages and correlation. The results showed that student-athletes attendance to classes was high and their academic performance was also good. The results further revealed that the academic performance of the student-athletes is linked to their class attendance. It is recommended that management of senior high schools and other stakeholders within the Obuasi Municipality should find ways of encouraging students to participate in school sports and attend classes regularly since that might improve their academic performance.

Keywords: attendance, academic performance, student-athletes, sports participation.

Introduction

Sports have long been shown to be beneficial in a variety of ways. Many students, nowadays make sports an important part of the college experience. Numerous studies have been conducted around the world to determine the effects of sports on academic performance. The topic has been addressed from different perspectives such as education, psychology, sociology, and sports (Feldman & Matjasko, 2005; Fredricks,

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

2012). Despite the numerous pieces of literature on the relationship between sport participation and academic performance (Chuan et al., 2013; Khan et al., 2014), there is currently no consensus on the exact effects of sports participation on academic performance.

The relationship between sports participation and the academic performance of student-athletes has been investigated for many years (Khan, Jamil, Khan, & Kareem, 2014). Many researchers have identified a lot of benefits from participation in physical activities across different age levels (Blair & Morris, 2009; Taylor & Turek, 2009; Triggemann, 2007). Actively engaging in physical activities regularly among children and adolescents promote strength and endurance, assists to develop healthy bones and muscles, reduces the incidence of obesity, decreases stress and anxiety, improves self-esteem, and assists to regulate blood pressure and cholesterol levels (U.S. Department of Health and Human Services, 2008). Considering this, researches by educational developers have consistently implied that participation in sports promotes peer association and higher self-esteem among adolescents (Barber, Eccles, & Stone, 2001; Broh, 2002; Mahoney, Cairns, & Farmer, 2003). Social acceptance and achievement of higher self-esteem are relevant factors that result in positive feelings associated with attending school which can boost academic performance. Starostka (2014) revealed that sports participation increases academic performance, acquisition of leadership traits, and teamwork. Din (2005) acknowledged that sporting activities improve the academic aims of students and the ability to succeed in studies that reflect a link between sports participation and academics. While other benefits from sports are of relevance, the benefits from academics are equally important to attract the attention of students, parents, and other stakeholders' decision to address the gaps between academic achievements and the increase in the number of student dropouts (Greene & Winters, 2006; Princiota & Reina, 2009).

Previous studies suggest that students who take part in sports have a higher attendance rate than those who do not take part (Gorton, 2010). Time for school sports implies foregoing other activities elsewhere in the school. This could be attributed to the hype and praises associated with participation in school sports which could trigger less attention being given to academic work. Notwithstanding, students will still attend classes to participate in training sessions and be eligible to participate in competitions (Gorton, 2010). Similarly, injuries and recovery time also cause low student-athletes attendance to classes, which may lead to truancy (Cuffe, Waddell, & Bignell, 2014). Furthermore, absenteeism was found to be a major cause of students' negative academic performances (Prakash, et. al, 2017).

A considerable number of researches in this area focused on sports participation and academic performance (Broh, 2002; Singleton, 2016). Student-athletes especially those in senior high schools are supposed to perform better in sports and attend classes regularly to perform better in the classroom as it is relevant to find out what they are doing in the two areas (Grimit, 2014). Looking at the role of sports in schools, student-athletes need to participate in sports and attend classes to improve academic performance. Again, since sport participation and academic performance are inextricably linked, there is the need to establish the relationship between the two in a single study.

Literature Review

Sports Participation and Attendance

While the impacts of athletic participation on academic performance are well documented. There is a dearth of literature regarding participation and absenteeism. Absenteeism is identified as a major problem in schools with poor student attendance having a far-reaching effect on the individual, the school, and the society (Prakash, et. al, 2017). Absenteeism in schools relate to a range of health concerns, health risk behaviours, and school dropouts (Askeland et al., 2015). Findings from Patranella (1987) established that student-athlete attendance rates were significantly higher than that of non-athletes. Student-athletes missed less days attending school compared to non-student athletes. The study's findings further established that non-student athletes missed classes twice as many days as student-athletes. And this explains why Astin (1984) concluded that students who participate in school activities are less likely to drop out of school.

Cuffe, Waddell, and Bignell (2014) examined the effects of sports participation on absenteeism using data from large district public schools. The study established that participating actively in sports decreases absence from school. This was much greater among the earlier grade and black Hispanic boys. Regarding its effects on academic performance, they identified a remarkable diversification in responses to active sports participation according to race, gender, and family structure. Moreover, boys not residing in dual-parent households exhibited small academic improvements in semesters in which they experienced greater sports participation.

Astin (1999) was of the view that the learning and personal development that accompany educational programmes were directly proportional to students involved in that programme. The more students are involved with sports at school, the more they engage in academics and become positive members of the school community. Though sports competition at the high school level may result in absences from school, when athletes are not traveling for sports competitions, they regularly attend classes to enable them to perform better in academics to be eligible to continue playing sports. Athletic participation promotes efficient use of time and increased motivation to excel at different school endeavours. Eccles and Barber (1999), argue that students who participate in sports have lower rates of high school dropouts and higher rates of university attendance compared to other school programmes.

Surprisingly, McNeal (1995) posited that sports participation reduced the probability of a student drop out by approximately 40% when compared to the rate for the total school population. Besides, excess energy acquired in sports stimulates students' interest in school, leading to increased academic performance. Considering this, the absenteeism of student-athletes was lower than non-student athletes. Marsh and Kleitman (2003) reported that athletic participation has "had a favourable effect on school attendance, taking more demanding coursework, time spent on homework, social and academic self-concepts, parental involvement and expectations, educational aspirations during and after school and pursuing higher education" (pg. 208). The mentioned factors go a long way to help the student-athlete to show more interest in school programmes which leads to higher academic outcomes. A number of studies have found lower dropout rates for marginalised students who have frequently engaged in extracurricular activities, especially sports participation, as compared to those students who have not participated in any extracurricular activities (Mahoney & Cairns, 1997; McNeal,

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

1995).

Welk, Meredith, Ihmels, and Seeger (2010) reported that health-related fitness increase school attendance. Notwithstanding, the increase in attendance is irrelevant if students do not focus on their studies, think and behave as required, and work productively towards academic achievements. The attitude of students can affect grades as this directly influences behaviour and the effort put into work. Stead and Neville (2010) opined that taking part in a ten-minute organised physical activity in or outside the classroom daily improves behaviour, and enhances academic performance.

The assertion that student absences from school are a phenomenon that several scholars have explored. For example, Gershenson, Jackowitz, and Brannigan (2017) in a longitudinal study established that the absence of students from school has far-reaching implications which include significant decreases in academic achievement. The harmful effects of student absence from school are approximately linear and were two to three times higher among fourth and fifth graders in North Carolina than among kindergarten and first-grade students in the national early grade schools.

Lang, Joyce, Conaty, and Kelly (2008) analysed factors affecting the attendance of first-year university students and identified unavoidable factors such as illness and family commitments. Other factors identified were personal factors which comprised gender, age, prior subject knowledge, interest in the subject, motivation, influence of peers, and social life. Course-related variables of time of class, difficulty of materials, impact on examination performance, method of teaching and lesson notes (Kottasz, 2002), and the level of the learners (Van-Wallbeek, 2004) were identified.

Students who are athletes have two main aims to achieve and these make them different from the other students. The first aim is to be successful in academics and the second aim is to perform better in competitions to win laurels. Kissinger and Miller (2009), argue that student-athletes are confronted with six unique challenges namely, matching athletics and academic responsibilities, matching social events with academic responsibilities, matching athletic success and or failures with emotional stability, matching physical health and injury with the desire to remain competitive, matching the demands of interactions with individuals like coaches, teammates, parents and friends, and discussing the dissolution of one's college athletic career. Göktaş (2005) argues that challenges encountered by student-athletes are as follows; trying to balance athletic and academic demands, acclimatising to loneliness from social and more “mainstream” activities, coping with success or absence of it, addressing their physical health needs to avoid injury and ensuring rehabilitation, fulfilling numerous relationships, ending an athletic career, academic challenges among others.

Carodine, Almond, and Gratto (2001) assert that some services should be made available to student-athletes. The first service should be an orientation for all the freshmen as soon as they are admitted into schools. The second service is career and life skills development where the life of the student-athlete after their athletics career is discussed by institutions. The researchers referred to Etzel, Barrow, and Pinkney's (1994) model for career planning and placement which comprises the five highest needs relating to the development of a career. They include comprehending career interests, and career-related skills, planning a career vocation, as well as having insight into career-related values and a host of others.

Carodine et al., (2001) identified another service as a factor challenging athletes' minds for personal success

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

(becoming champions or life skills). The intent is to promote high-quality athletic experience, promote academic development which in turn, promotes a successful personality. The programme includes a commitment to both academics and athletics, personal development, and career development. The last service is a collaboration of both faculty staff and athletic academic support by ensuring that student-athletes are not left behind in academics. This service includes academic advising and monitoring of student-athletes performances. The two should work together to ensure student-athletes are not left behind in academics as they are aware of the academic regulations. In senior high school sports in Ghana, the academic board and sports teachers are expected to assume such roles to assist student-athletes to always meet academic eligibility. The last service is academic support service, and this includes tutoring, mentoring programmes, and support for a student with disabilities (Carodine et al., 2001).

Overall, many scholars have reported positive results from participating in athletics, at different levels. Sports participation makes a significant impact on academic accomplishment in numerous ways. For instance, the focus on triumph and hard work in athletics can intensify students' willingness to flourish in school (Dworkin, Larkin, & Hansen, 2003; Glanville, Sikkink, & Hernandez, 2008), the criteria set for student-athletes to attain before participation can inspire student-athletes to perform better in their courses, and the sheer participation in sports may motivate students to feel more committed to their schools and increase their conspicuousness and position among other students and teachers (Broh, 2002; Feldman & Matjasko, 2005). Students who are more committed to their institutions and teachers are more involved in their classrooms, which in turn, improves educational achievement (Crosnoe, Johnson, & Elder, 2004). This importance can advance the educational achievement of high school students, thus improving their academic attainment and assisting to keep them enrolled in school.

While some scholars (e.g., Fredricks & Eccles, 2005) have proposed that students partaking in extra-curricular events can perform better than those who do not, and are high academic achievers (Cox, 2007), others (e.g., Harris, 2012) have postulated that such effects can differ upon examining different groups. For instance, while sports have usually been accepted to have a positive outcome on the educational results of students (Eide & Ronan, 2001), such consequences were found to slightly differ among Black male student-athletes as their participation in sports rises from high school junior varsity to varsity (Harris, 2012). While participation in extracurricular activities at the school level was identified to be connected with improved educational accomplishment and achievement, decreased problem behaviour, enhanced attitudes to educational and occupational goals, more positive psychosocial adjustment, and a decreased likelihood of dropping out (Feldman & Matjasko, 2005; Mahoney, Cairns, & Farmer, 2003); other studies have established that sports participation negatively influences the educational and adolescent social development of racial and ethnic minority students, that involvement in school-based extracurricular activity varies between racial and ethnic groups (Peguero, 2010). Given that there is no consensus among researchers on how engagement in school sports affect student academic outcomes, there is the need for more research to explore this phenomenon (Hartman, 2008) from different perspectives. This study sought to find out whether students who engaged in school sports attended school regularly and whether their school attendance impacted on their academic performance in the Obuasi Municipality of Ghana. Obuasi Municipality was selected for this study

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

because the Municipality is made up of gold mining communities where student absenteeism has been reported to be high (Azumah, Baah, & Nachinaab, 2021). There was the need to examine the relationship between school attendance (absenteeism) and academic performance of this special population of students (i.e. student-athletes) within such a Municipality.

Research Question

The study answered the following research questions:

1. What is the level of absenteeism among SHS student-athletes in Obuasi Municipality?
2. What is the level of academic performance among SHS student-athletes in the Obuasi Municipality?
3. What is the relationship between absenteeism and academic performance among student-athletes in the Obuasi Municipality?

Methodology

This study adopted a descriptive survey design in the form of a quantitative approach. The participants for the study were student-athletes in public senior high schools in Obuasi Municipality of the Ashanti Region. A total of 203 student-athlete were selected to take part in the study. The student-athletes selected participated in events like soccer, netball, volleyball, table tennis, handball, badminton, and athletics (tracks and field). The partakers were between the ages of 16 years and 18 years. The selected athletes were in SHS2 and SHS3 respectively. Census sampling, a sampling technique that implies that every item in the population is selected to take part in the study (Taherdoost, 2016) was adopted.

A form requesting information on student-athletes attendance and end-of-semester results were used as an instrument for collecting the data. The secondary data was used to examine the relationship between absenteeism and academic performance among student-athletes. The secondary data involved students attendance records and end of semester examinations in the core subjects; Mathematics, English Language, Integrated Science, and Social Studies. The four subjects were selected to enable the researcher to make a fair assessment because they are studied by all the student-athletes in the schools. A form containing information on examination results for the four core subjects and attendance was generated and sent to the school authorities for the data. Since the data analysed was secondary data, the researchers ensured that the form used to collect the data was actually used for that purpose by given it to experts in the area of physical education and sports in a public university in Ghana to validate. Data on student attendance and academic performance are data taken by the schools for decision making. Such data is deemed reliable and can be used for research purposes.

Ethical procedure was followed in the conduct of the study. Approval for the study was given by the Institutional Review Board (IRB) of a public University in Ghana before data was collected. An introductory letter from the University was sent to the headmasters of the schools. Student attendance records and examination results for two semesters in the academic year were requested. Student attendance and examination results were obtained from the assistant headmasters in charge of academics of the two public Senior High Schools in Obuasi Municipality of Ashanti Region, Ghana. The introductory letter sent to the

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

headmasters was copied to the heads of the departments for the core subjects, the Physical Education tutors, and class tutors in the schools to enable easy access to the student-athletes results and class attendance. During the collection of the data, the researchers went to the two schools and gave out the designed form that requested information on student-athletes academic performance and attendance for the two semesters to the assistant headmasters' academics. Data collection took about a week.

After initial screening, the data were then entered into Statistical Packages for Social Sciences (SPSS) version 23. Data were analysed using frequencies and percentage counts for the level of absenteeism, and academic performance. However, to examine the relationship between academic performance and attendance among student-athletes in the Obuasi Municipality, Pearson's correlation was used at an alpha level of 0.01(2-tailed).

Results and Discussions

For research question one, frequency and percentage counts were used to compare the number of times student-athletes were present at school to the total number of times schools were session for the two semesters. The results are displayed in Tables 1 and 2.

Table 1: Student-Athletes Attendance for Semester One

Attendance	Frequency	Percentage	Total Attendance
41	1	0.5%	65
43	17	8.4%	65
44	2	1.0%	65
45	19	9.4%	65
46	1	0.5%	65
50	7	3.4%	65
51	11	5.4%	65
52	16	7.9%	65
53	20	9.9%	65
54	35	17.2%	65
55	23	11.3%	65
56	32	15.8%	65
57	11	5.4%	65
58	5	2.5%	65
59	3	1.5%	65
Total	203	100%	

Source: Field Survey (2021)

Table 2: Student-Athletes Attendance for Semester Two

Attendance	Frequency	Percentage	Total Attendance
42	5	2.5%	60
43	20	9.9%	60
44	7	3.4%	60
45	26	12.8%	60
46	2	1.0%	60
50	3	1.5%	60
51	9	4.4%	60
52	8	3.9%	60
53	19	9.4%	60
54	51	25.1%	60
55	24	11.8%	60
56	21	10.3%	60
57	5	2.5%	60
58	3	1.5%	60
Total	203	100%	

Source: Field Survey (2021)

For research question two, percentages were used to examine whether a student passed or failed the core subjects in the two semesters to determine the level of academic performance. To accomplish this, a categorical scale was developed, with student-athletes scoring 0-49 considered to have failed the examination and those scoring 50-100 considered to have passed the exams. This is similar to the grading interpretation used in Senior High Schools, where students need 50-100 to enter tertiary institutions. Table 3 summarises the findings.

Table 3: End of Semester Scores in the Core Subjects for Student-athletes

		Semester One		Semester Two		
		Frequency	Percentage (%)	Frequency	Percentage (%)	
Math's	Fail	54	26.6%	Fail	73	36%
	Pass	149	73.4%	Pass	130	64%
English						
	Fail	70	34.5%	Fail	57	28.1%
	Pass	133	65.5%	Pass	146	71.9%
Social						
	Fail	49	24.1%	Fail	39	19.2%

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

Pass	154	75.9%	Pass	164	80.8%
Science			Science		
Fail	58	28.6%	Fail	63	31%
Pass	145	71.4%	Pass	140	69%

Source: Field Survey (2021)

To determine the relationship between academic performance and attendance among student-athletes Pearson correlation coefficient was used. The result is shown in Table 3.

Table 3: Correlation between Athlete-Students Class Attendance and Academic Performance

		Attendance	Academic Performance
Attendance	Pearson Correlation	1	.967**
	Sig. (2-tailed)		.000
	N	203	203

** . Correlation is significant at the 0.01 level (2-tailed)

Table 3 shows the correlation between student-athletes class attendance and their academic performance. From Table 3, it can be seen that there is a strong positive correlation between athlete students' attendance and their academic performance ($p=0.00$, $r = 0.967^{**}$).

The purpose of the study was to examine the relationship between attendance and academic performance among student-athletes in Obuasi Municipality, Ghana. The findings revealed that absenteeism among student-athletes is low, with many of them attending school for more than 40 days out of a possible 65 and 60 days for semesters one and two, respectively. On the level of academic performance, the number of student-athletes who passed in the core subjects was greater than the number of those who failed, while the results further revealed that student-athletes academic performance is linked to their class attendance.

According to research, absenteeism is a major issue in schools (Azumah et al., 2021). Prakesh et al. (2017), proposed that absenteeism has an impact on the individual, the school, and society. In the current study, student-athletes had higher school attendance for the two semesters studied, so the student-athletes, the school, and the community in which they live did not negatively impact their attendance to school and their participation in sporting activities. A plausible reason could be that students continued participation in sports is linked to their regularity to school, which allows them to be active members of the school community. This is possible because athletes are always eager to participate and even brag about their school achievements. Ebie (2006) confirmed that student-athletes are content to share their athletic accomplishments with others. Although student-athletes may be absent from school occasionally to participate in competitions, once present in school, they must always attend class to be eligible to participate. To promote attendance, coaches, sports

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

teachers, and school officials should exclude student-athletes who do not attend classes regularly from participation.

Cuffe et al., (2014) also claimed that regular participation in sports reduces absence, with the majority of the effect driven by reductions in absences without justification, with a significant decrease in truancy among male student-athletes. This study, however, discovered that absenteeism was much higher in the early lower grades. Although the current study was conducted among senior high school student-athletes who are not in the early grades, absenteeism was still found to be low. This means that student-athletes attend classes regardless of their level. Again, student-athletes who are unable to attend classes always give reasons for their absence, because if they are absent from school without a reason, they are likely to miss training sessions, and coaches or sports teachers can penalize them.

On level of academic performance, the number of student-athletes who passed was on high. It has been discovered that while the relationship between athletic participation and academic performance is theoretically ambiguous, sports participation increases students' motivation and teaches teamwork and self-discipline, which leads to improved academic performance (Rees & Sabia, 2010). Similar to the findings of the current study, Lumpkin and Favor (2012) found that high school athletes earned higher grades, graduated at a higher rate, performed better on standardized tests, and were less likely to drop out. Ebie (2006) discovered that students who participate in sports have a desire for physical fitness through athletic movement, a sense of self-worth through participation, and a sense of self-confidence in their ability to participate in athletic activities successfully. Indeed, extracurricular activities are important parts of many students' high school experiences, and their participation in these activities yield positive results in a variety of areas, including academic achievement.

There is evidence that students who attend school regularly are always successful in academics and it is one of the reasons regular attendance to class is relevant in educational institutions (Pascopella, 2007). Teaching and learning cannot be carried out successfully if many of the students are always absent. Absenteeism is regarded as a major issue in schools with poor student attendance having an adverse effect on the individual, the school, and the society (Prakash, et. al, 2017). Absenteeism in schools relates to a range of health concerns, health risk behaviours, and school dropouts (Askeland et al., 2015).

On the part of student-athletes, Patranella (1987) concurs that student-athletes attendance rates were significantly higher than that of non-athletes. Astin (1984) established that students who participate in school activities (i.e., social clubs, inter-school sports, etc.) are less likely to drop out of school, similar to the findings of the current study. Cuffe, Waddell, and Bignell (2014) also assert that participating actively in sports decreases absence, it does not provide room for unexcused absents, with a significant decline in truancy among male student-athletes. Astin (1999) affirmed that the learning and personal development that accompany educational programmes were directly proportional to students' involvement in that programme.

Student-athletes are expected to attend class regularly because of the health benefits of participating, since it prevents them from unexcused absenteeism. The study's finding synchronise with the claim by Welk, Meredith, Ihmels, and Seeger (2010) that health-related fitness increases school attendance. However, the attitude of students can affect grades as this directly influences behaviour and the effort put into work. Stead and Neville

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

(2010) claimed that taking part in as little as 10 minutes of organised physical activity in or outside the classroom implemented into the schools' daily activities improves classroom behaviour, and enhances academic performance.

Therefore, the more students are involved with sports at school, the more they engage in academics and become positive members of the school community. Although sports competition at the high school level may result in absence from school, when athletes are not traveling for sports competitions, they regularly attend classes to enable them to perform better in academics to be eligible to continue participating in sports. This study has emphasised that student-athletes who usually attend classes perform better.

The study had limitations. Only one municipality in one region was used for the study, therefore generalizing the findings to cover other areas in Ghana will be problematic. Future research in this area should concentrate on selecting other municipalities from other regions of Ghana to study. Again, such a study necessitates a longitudinal investigation so that the relationship between the two variables can be studied consistently over time to allow for a fair assessment. As things stand, the results obtained through this cross-sectional study may change over time. Despite these shortcomings, the study provided details of the relationship between attendance and academic performance among student-athletes in the Obuasi Municipality of Ashanti Region.

Conclusion

Based on the findings it can be concluded that student-athletes who attend school regularly will perform better academically than others who do not attend school regularly.

Recommendations

Based on the findings of this study and conclusion drawn, it is recommended that:

1. Senior High School student-athletes in the Obuasi Municipality should be encouraged to participate in school sports because participation has no negative effect on their school attendance.
2. Senior High School management and other stakeholders in the Obuasi Municipality should find ways of encouraging student-athletes within the Municipality to attend classes regularly as their academic performance is linked to their class attendance.

References

- Askeland, K. G., Haugland, S., Stormark, K. M., Bøe, T., & Hysing, M. (2015). Adolescent school absenteeism and service use in a population-based study. *BMC Public Health*, *15*(1), 626.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, *25*(4), 297-308.
- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, *40*(5), 518.
- Azumah, F. D., Baah, E., & Nachinaab, J. O. (2021). Causes and effects of illegal gold mining (Galamsay) activities on school dropout and residents at the Tutuka Central Circuit in Obuasi Municipality in Ashanti Region, Ghana. *Journal of Education*, *201*(3), 162
173. <https://doi.org/10.1177/0022057420905109>

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

- Barber, B. L., Eccles, J. S., & Stone, M. R. (2001). Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity. *Journal of Adolescent Research, 16*(5), 429-455
- Blair, S., & Morris, J. (2009). Healthy hearts and the universal benefits of being physically active: Physical activity and health. *Annals of Epidemiology, 19*, 253-256.
- Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? *Sociology of Education, 75*(1), 69-95.
- Carodine, K., Almond, K. F., & Gratto, K. K. (2001). College student-athlete success both in and out of the classroom. In M.F. Howard-Hamilton & S. K. Watt (Eds.), *Student services for athletes* (pp. 19-33). New Directions for Student Services, no. 93. San Francisco: Jossey-Bass.
- Chuan, Chun Cheng, Aminuddin Yusof, and Parilah Mohd Shah. "Sports Involvement and Academic Achievement: A Study of Malaysian University Athletes." *International Education Studies* 6, no. 2 (2013): 12-21.
- Cox, R. H. (2007). *Sport psychology: Concepts and applications* (7th ed.). New York, NY: McGraw Hill.
- Crosnoe, R., Johnson, M. K., & Elder, G. H., Jr. (2004). Intergenerational bonding in school: The behavioral and contextual correlates of student-teacher relationships. *Sociology of Education, 77*, 60-81.
- Cuffe, H. E., Waddell, G. R., & Bignell, W. (2014). *Too Busy for School? The Effect of Athletic Participation on Absenteeism* (No. 8426). Institute of Labor Economics (IZA).
- Dickerson, J. A. (2008). *Factors affecting academic performance in selected Division III student-athletes*. [Theses and Dissertations]. Rowan University.
- Din, F. S. (2005). Sports activities versus academic achievement for rural high school students. In *National Forum of Applied Educational Research Journal-Electronic* 19(3), 1-11.
- Dworkin, J. B., Larkin, R. L., & Hansen, D. (2003). Adolescents' account of growth experiences in youth activities. *Journal of Youth and Adolescence, 32*(1), 17-26.
- Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research, 14*(1), 10-43.
- Eide, E., & Ronan, N. (2001). Is participation in high school athletics an investment or a consumption good? *Economics of Education Review, 20*(1), 431-442.
- Etzel, E. F., Barrow, J. C., & Pinkney, J. W. (1994). Career counselling and student athletes: A needs assessment. *Academic Athletic Journal, 8*(2), 37-45.
- Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research, 75*, 159-210.
- Feldpausch, B. M. (2013). An investigation of need for academic support programs for collegiate athletes. *Journal of Chemical Information and Modeling, 53*, 1689-1699.
- Fredricks, J. A. (2012). Extracurricular participation and academic outcomes: Testing the over-scheduling hypothesis. *Journal of youth and adolescence, 41*(3), 295-306.

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

- Fredricks, J. A., & Eccles, J. (2006). Is extracurricular participation associated with beneficial outcomes? *Developmental Psychology*, 42, 698-713.
- Gentsch, H. (2014). Student-athlete or athlete-student? A comparative study on the effects of role identity, time constraints, and motivation on academic success and satisfaction with college-life experience [Master's thesis]. Texas Tech University.
http://repositories.tdl.org/ttuir/bitstream/handle/2346/58501/GENTSC_H-THESIS-2014.pdf?sequence=1&isAllowed=y
- Gershenson, S., Jackowitz, A., & Brannegan, A. (2017). Are student absences worth the worry in US primary schools? *Education Finance and Policy*, 12(2), 137-165.
- Glanville, J. L., Sikkink, D., & Hernandez, E. I. (2008). Religious involvement and educational outcomes: The role of social capital and extracurricular participation. *The Sociological Quarterly*, 49, 105-137.
- Göktaş, Z. (2005). An investigation on the problems of college student-athletes participating in Universiade 2005. *European Journal for Sport and Society*, 7 (1), 53-68.
- Gorton, M. J. (2010). *Exploring the impact of sports participation on academic achievement in a middle school*. [Unpublished master's Thesis]. The College at Brockport.
- Greene, J. P., & Winters, M. A. (2006). Leaving Boys behind: Public High School Graduation Rates. Civic Report No. 48. *Center for Civic Innovation*.
- Grimit, N. (2014). Effects of student athletics on academic performance. *The Journal of Undergraduate Research*, 12(1), 5.
- Harris, O. (2012). From margin to center: Participating in village pedagogy at historically black colleges and universities. *The Urban Review*, 44(3), 1-26.
- Hartman, D. (2008). High school sports participation and educational attainment: Recognizing, assessing and utilizing the relationship. *Los Angeles, CA: LA Foundation*.
- Khan, M. Y., Jamil, A., Khan, U. A., & Kareem, U. (2012). Association between participation in sports and academic achievement of college students. *International Journal of Academic Research in Business and Social Sciences*, 2(8), 419.
- Kissinger, D. B., & Miller, M. T. (2009). *College Student - Athletes*. Charlotte, NC: Information Age Publishing Inc.
- Kottasz, R. (2005). Reasons for student non-attendance at lectures and tutorials: an analysis. *Investigations in university teaching and learning*, 2(2), 5-16.
- Lang, M., Joyce, A., Conaty, F., & Kelly, B. (2008). *An analysis of factors influencing the attendance of first year university students*. In J. Pieterick, J. Pieterick, et al. (Eds.), *Proceedings of European First Year Experience conference*. Wolverhampton, UK, May 7–9, (pp. 141–147)
- Mahoney, J. L., & Cairns, R. B. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology*, 33(2), 241.
- Mahoney, J. L., Cairns, B.D., & Farmer, T.W. (2003). Promoting interpersonal competence and educational success through extracurricular activity participation. *Journal of Educational Psychology* 95(2), 409.
- Marsh, H.W., & Kleitman, S. (2003). School athletic participation: Mostly gain with little pain. *Journal of*

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

Sports and Exercise Psychology, 25(2), 205-229.

- McNeal Jr, R. B. (1995). Extracurricular activities and high school dropouts. *Sociology of Education*, 62-80.
- Morgan, D. (2005). *An investigation of selected academic and non-academic predictor variables of academic performance of student-athletes at Louisiana State University*. [Unpublished doctoral dissertation], Louisiana State University.
- Pascopella, A. (2007). The dropout crisis: Educators sound off on the pros and cons of the National Education Association's 12-step plan to reduce dropouts. *District Administration*, 31-38.
- Patranella, K. W. (1987). *Academic Performance, Attendance, and Schedule Rigor of Extracurricular Participants and Nonparticipants: A Record of Study* [Doctoral dissertation], Texas A & M University.
- Peguero, A. (2010). A profile of Latino school based extracurricular activity involvement. *Journal of Latinos and Education*, 9(1), 60-71.
- Prakash, R., Beattie, T., Javalkar, P., Bhattacharjee, P., Ramanai, S., Thalinja, R., & Collumbien, M. (2017). Correlates of school dropout and absenteeism among adolescent girls from marginalized community in north Karnataka, south India. *Journal of Adolescence*, 61, 64-76.
- Princiotta, D., & Reyna, R. (2009). *Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery*. Washington, DC: National Governors' Association
- Simiyu, N. W. W. (2012). Challenges of being a black student athlete on U.S. college campuses. *Journal of Issues in Intercollegiate Athletics*, 5, 40-63
- Singleton, S. (2016). *The impact of sports participation on the academic achievement of African American girls*. [Unpublished Doctoral Thesis]. Liberty University.
- Starostka, C. (2014). *High school athletic participation effects from teacher perspectives* [Doctoral dissertation], Walden University.
- Stead, R. & Neville, M. (2010). *The impact of physical education and sport on education outcomes: A review of literature*. Loughborough: Institute of Youth Sport.
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM)*, 5.
- Taylor, M., & Turek, G. (2009). If only she would play? The impact of sports participation on self-esteem, school adjustment, and substance use among rural and urban African American girls. *Journal of Sport Behaviour*, 33(3), 315-336.
- Thomas, E. (2008). A college perspective on academics and the student-athlete. *Coach & Athletic Director*, 77 (8), 29-37.
- Tiggemann, M. (2001). The impact of adolescent girls' life concerns and leisure activities on body dissatisfaction, disordered eating, and self-esteem. *The Journal of Genetic Psychology*, 162(2), 133-142.
- U.S. Department of Health and Human Services (2008). *Physical activity guidelines advisory committee report*. Washington, DC: Author.
- Van Wallbeek, C. (2004). Does Lecture attendance matter? Some observations from a first year Economics course at the University of Cape Town, *South African Journal of Economics*, 72 (4), 861-883.

Relationship between attendance and academic performance among student-athletes in Obasi municipality, Ghana

Welk, G. J., Meredith, M. D., Ihmels, M., & Seeger, C. (2010). Distribution of health-related physical fitness in Texas youth: A demographic and geographic analysis. *Research Quarterly for Exercise and Sport*, 81(sup3), S6-S15.