

Doctoral thesis:

# Multicultural/intercultural education prospective for the study of the relationship between extra-curricular athletic activities and academic performance in college students.

Author: Theodoros Priskomatis  
PhD Candidate at the University of Alicante

PhD program:

E020 - INTERCULTURAL AND HISTORICAL TRANSFERS IN THE MEDITERRANEAN MEDIEVAL EUROPE

Director/es: Professor Dr. Jordi Manuel Antoli Martinez

Codirector/es: Professor Dr. Caterina Martinez Martinez

Tutor: Professor Dr. Dr. Vicent Martines

# Introduction

## Background

- The **importance** of physical activity and participation in sports was recognized from antiquity in several cultures and civilizations.
- This was mainly in order to **strengthen** their body for survival, hunting, and military purposes.
- The ancient Greeks were among the first – if not the first – to **recognize** the importance of sports for the well-being of people. This is why they included in their educational system three components:
  - poetry (reading, writing, arithmetic, and literature),
  - music, and
  - gymnastics.



# Introduction

## Why should we examine the subject?

- Extra-curricular activities have **gained** increasing importance in student development within modern education.
- Participation in these activities **provide** students valuable opportunities to develop skills outside the traditional classroom setting.
- Sports – especially - are favored for their ability to offer various educational experiences. Therefore, the **association** between extra-curricular athletic activities and academic success has garnered **attention** in college settings.



# Introduction

## Research objectives

- This study aims to assess **how** multicultural and intercultural education **influences** the link between extra-curricular activities and academic achievement in college students.
  - In response to the increasing **diversity** of student populations, the multicultural and intercultural education field has been expanding in colleges.
    - ❖ Considering students' diverse cultural backgrounds and experiences allows for a deeper understanding of how extra-curricular athletic activities **affect** academic performance.





# Introduction

## This study:

- **Seeks** to bridge the gap with previous studies by examining how involvement in extra-curricular activities affects the academic performance of college students with different backgrounds.
- **Intends** to examine two primary research objectives:
  1. if college students' participation in extra-curricular athletic activities affects their overall **GPA**, and
  2. whether extra-curricular athletic activities **enhance** academic performance within multicultural and intercultural education.



# Introduction

## Research questions

1. What is the **relationship** between college students' participation in extra-curricular athletic activities and their academic performance, as measured by their cumulative grade point average (GPA)?
2. How do **cultural** factors, such as cultural identity, social integration, and support systems, influence the relationship between extra-curricular athletic activities and academic performance in college students?
3. To what extent does integrating **multicultural/intercultural** education principles into extra-curricular athletic activities **enhance** the positive relationship between participation and academic performance?



# Introduction

## Statement of the hypothesis

Hypothesis 1:

Extra-curricular athletic activities among college students have been shown to **correlate** with their overall GPA, indicating a possibility of academic success.

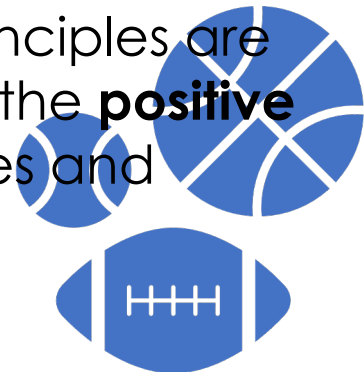
Higher GPAs are expected among regular participants in extra-curricular athletic activities when compared to non-participants.

Hypothesis 2:

**Cultural** factors heavily influence participation in extra-curricular athletic activities and academic success among college students.

Hypothesis 3:

When multicultural and intercultural education principles are integrated into extra-curricular athletic programs, the **positive** association between involvement in these activities and academic success is enhanced.



# Introduction

## Significance of the study (1/2)

This study holds important significance as it expands our **understanding** of the correlation between extra-curricular athletic activities and academic performance. Despite previous investigations into this correlation, this study introduces a **fresh** approach by integrating a multicultural/intercultural education perspective.

### Practical implications:

- **Enhance** academic success.
- Devise and implement **programs** that inspire student involvement and achievement.
- Programs and policies meet the **diverse** requirements of students.
- Make wise **decisions** on resource allocation, program development, and student support services.
- **Allocate** funding and resources to ensure equal access to extra-curricular programs.
- Endorse **inclusive approaches** that respect diversity and stimulate cultural empathy.





# Introduction

## Significance of the study (2/2)

The outcomes of this study will offer **direction** to institutions and policymakers for implementing inclusive:

- programs,
- policies, and
- support structures,

**aimed** at enhancing student

- performance,
- welfare, and
- advancement in various educational contexts.



# Literature Review

- Student **achievement** and extra-curricular **participation**.
- **Development** and **benefits** of extra-curricular activities.
- **Diverse** student bodies and recruitment.
- **Retention** and academic performance.
- **Gaps** and **contradictions** in the literature.



# Methodology

- The **quantitative** method research design chosen, harmonizes with the overall study approach by thoroughly evaluating the influence of extra-curricular activities on student retention and academic performance.
- The study's **target population** includes college students attending “Deree - The American College of Greece”.
- **Why Deree-ACG?**  
Deree-ACG **diverse** student body creates a conducive environment for investigating the effects of extra-curricular athletic activities on academic performance across different cultural backgrounds.



# Methodology

- The **research included**:
  - demographic characteristics (age, gender, continent of origin),
  - academic characteristics (year, GPA),
  - participation in extra-curricular athletic activities, or not.
- The selected, validated **questionnaire** was carefully chosen to guarantee its appropriateness and efficiency in assessing the intended constructs.





# Data Collection

During the research process, data collection was a significant stage, where relevant data were gathered to achieve the objectives of the research, according to the following **timeline**:

- Ethical **approvals** and permission from the College and their IRB committee - obtained in May 2023
- **Distribution** of the online survey questionnaire - June 2023
- **Ongoing** monitoring and supervision - throughout the data collection period
- **Conclusion** of data collection - July – August 2023



# Data Analysis

**Prior** to the administration of the questionnaire, the following actions were taken:

- **Strategies** for identifying and contacting potential participants were used.
- **Explanation** of the purpose and benefits of the study to participants were given.
- **Considerations** for addressing diversity and inclusivity in participant recruitment were examined.
- **Informed consent** procedures were taken.

Securing informed consent is essential to ethical research practices as it guarantees that participants understand the study's purpose, procedures, possible risks, and benefits before becoming involved.

Ethical implications and participant **confidentiality** were carefully taken care of.



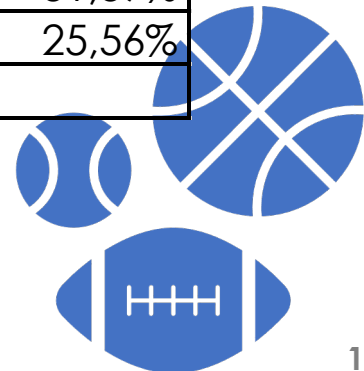
# Discussion

The study findings offered **fresh viewpoints** and insights that increased our understanding of the subject.

The research findings consistently demonstrated a **positive** relationship between extra-curricular activities and academic performance.

Students who participated in such activities demonstrated academic success, as indicated by their **higher** overall GPAs. Additionally, these participants declared **increased** capabilities in time management, study techniques, and overall motivation for their academic activities.

Q5-GPA	PARTICIPATION IN EXTRA-CURRICULAR ATHLETIC ACTIVITIES			
GPA	YES		NO	
2.00 - 4.00	134	60,09%	78	34,98%
2.50 - 4.00	130	58,30%	70	31,39%
3.00 - 4.00	112	50,22%	57	25,56%
	223			



Survey results comparison: Participation in extra-curricular athletic activities / **YES** compared to **NO**

Multicultural/intercultural education prospective for the study of the relationship between extra-curricular athletic activities and academic performance in college students.  
Priskomatis Theodoros - PhD candidate at the University of Alicante

SURVEY RESULTS  
Sport participation and academic performance in college students.  
COMPARISON: PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES  
**YES** compared to **NO**

Q1		Age	
		YES	NO
	18	9 6.43%	5 6.02%
	19	30 21.43%	19 22.89%
	20	27 19.29%	23 27.71%
	21	25 17.86%	13 15.66%
	22	17 12.14%	4 4.82%
	23	14 10.00%	9 10.84%
	24	5 3.57%	4 4.82%
	25	13 9.29%	6 7.23%
	140	100.00%	83 100.00%

Q2		Gender	
		YES	NO
	Male	66 47.14%	37 44.58%
	Female	74 52.86%	45 54.22%
	Other	0 0.00%	1 1.20%
	Prefer not to say	0 0.00%	0 0.00%
	140	100.00%	83 100.00%

Q3		Continent of origin	
		YES	NO
	Europe	120 85.71%	79 95.18%
	North America	13 9.29%	3 3.61%
	South America	0 0.00%	0 0.00%
	Asia	4 2.86%	1 1.20%
	Africa	3 2.14%	0 0.00%
	Australia	0 0.00%	0 0.00%
	Antarctica	0 0.00%	0 0.00%
	140	100.00%	83 100.00%

Q4		Academic Year	
		YES	NO
	Freshman	40 28.57%	29 34.94%
	Sophomore	37 26.43%	26 31.33%
	Junior	24 17.14%	17 20.48%
	Senior	39 27.86%	11 13.25%
	140	100.00%	83 100.00%

Q5		GPA	
		YES	NO
	0.01 - 0.99	1 0.71%	2 2.41%
	1.00 - 1.49	0 0.00%	1 1.20%
	1.50 - 1.99	5 3.57%	2 2.41%
	2.00 - 2.49	4 2.86%	8 9.64%
	2.50 - 2.99	18 12.86%	13 15.66%
	3.00 - 3.49	40 28.57%	24 28.92%
	3.50 - 4.00	72 51.43%	33 39.76%
	140	100.00%	83 100.00%

Q6		Participation in extra-curricular activities	
		YES	NO
	YES	140	0
	NO	0	83
	140	100.00%	83 100.00%

Q7		Sport participation is harmful to the general health of students and it may affect their academic performance negatively.	
		YES	NO
	Strongly disagree	102 72.86%	51 61.45%
	Disagree	26 18.57%	20 24.10%
	Neutral	8 5.71%	9 10.84%
	Agree	3 2.14%	1 1.20%
	Strongly agree	1 0.71%	2 2.41%
	140	100.00%	83 100.00%

Q8		Sport participation inculcates physical fitness and alertness on the student and thereby affects their academic work.	
		YES	NO
	Strongly disagree	14 10.00%	20 24.10%
	Disagree	24 17.14%	12 14.46%
	Neutral	35 25.00%	21 25.30%
	Agree	47 33.57%	25 30.12%
	Strongly agree	20 14.29%	5 6.02%
	140	100.00%	83 100.00%

Q9		Sports participation causes fatal injuries to the students and thereby affects their academic work.	
		YES	NO
	Strongly disagree	59 42.14%	30 36.14%
	Disagree	56 40.00%	33 39.76%
	Neutral	20 14.29%	16 19.28%
	Agree	4 2.86%	4 4.82%
	Strongly agree	1 0.71%	0 0.00%
	140	100.00%	83 100.00%

Q10		Sports participation reduces the risk of diseases that could affect academic performance of students.	
		YES	NO
	Strongly disagree	4 2.86%	5 6.02%
	Disagree	6 4.29%	3 3.61%
	Neutral	25 17.86%	19 22.89%
	Agree	73 52.14%	44 53.01%
	Strongly agree	32 22.86%	12 14.46%
	140	100.00%	83 100.00%

Q11		Participation in sport enhances alertness.	
		YES	NO
	Strongly disagree	1 0.71%	1 1.20%
	Disagree	5 3.57%	4 4.82%
	Neutral	8 5.71%	17 20.48%
	Agree	69 49.29%	35 42.17%
	Strongly agree	57 40.71%	26 31.33%
	140	100.00%	83 100.00%

Q12		Sport participation improves interaction of students with their peers.	
		YES	NO
	Strongly disagree	1 0.71%	0 0.00%
	Disagree	1 0.71%	2 2.41%
	Neutral	11 7.86%	11 13.25%
	Agree	53 37.86%	34 40.96%
	Strongly agree	74 52.86%	36 43.37%
	140	100.00%	83 100.00%

Q13		Sport participation improves self-esteem, which will make them gain confidence in academic activities.	
		YES	NO
	Strongly disagree	0 0.00%	0 0.00%
	Disagree	3 2.14%	1 1.20%
	Neutral	16 11.43%	17 20.48%
	Agree	52 37.14%	31 37.35%
	Strongly agree	69 49.29%	34 40.96%
	140	100.00%	83 100.00%

Q14		Sports participation helps to reduce depression that could affect students' academic work.	
		YES	NO
	Strongly disagree	0 0.00%	0 0.00%
	Disagree	4 2.86%	1 1.20%
	Neutral	12 8.57%	11 13.25%
	Agree	43 30.71%	46 55.42%
	Strongly agree	81 57.86%	25 30.12%
	140	100.00%	83 100.00%

Q15		Sport participation helps to reduce anxiety that could cause failure in students' academic work.	
		YES	NO
	Strongly disagree	0 0.00%	0 0.00%
	Disagree	4 2.86%	10 12.05%
	Neutral	23 16.43%	13 15.66%
	Agree	52 37.14%	41 49.40%
	Strongly agree	61 43.57%	19 22.89%
	140	100.00%	83 100.00%

Q16		Sport participation reduces timidity and increases zeal to study.	
		YES	NO
	Strongly disagree	2 1.43%	3 3.61%
	Disagree	10 7.14%	9 10.84%
	Neutral	63 45.00%	46 55.42%
	Agree	48 34.29%	19 22.89%
	Strongly agree	17 12.14%	6 7.23%
	140	100.00%	83 100.00%

Q17		Participation in sport causes school dropout.	
		YES	NO
	Strongly disagree	66 47.14%	29 34.94%
	Disagree	54 38.57%	37 44.58%
	Neutral	14 10.00%	15 18.07%
	Agree	5 3.57%	2 2.41%
	Strongly agree	1 0.71%	0 0.00%
	140	100.00%	83 100.00%

Q18		Participation in sport is time-consuming and that would affect students' academic activities.	
		YES	NO
	Strongly disagree	26 18.57%	11 13.25%
	Disagree	48 34.29%	20 24.10%
	Neutral	31 22.14%	33 39.76%
	Agree	33 23.57%	16 19.28%
	Strongly agree	2 1.43%	3 3.61%
	140	100.00%	83 100.00%

Q19		Failure in academic work is synonymous with sport participation.	
		YES	NO
	Strongly disagree	90 64.29%	47 56.63%
	Disagree	40 28.57%	28 33.73%
	Neutral	8 5.71%	7 8.43%
	Agree	1 0.71%	1 1.20%
	Strongly agree	1 0.71%	0 0.00%
	140	100.00%	83 100.00%

Q20		Participation in sport affects students attending to school assignments.	
		YES	NO
	Strongly disagree	30 21.43%	14 16.87%
	Disagree	53 37.86%	31 37.35%
	Neutral	36 25.71%	23 27.71%
	Agree	19 13.57%	14 16.87%
	Strongly agree	2 1.43%	1 1.20%
	140	100.00%	83 100.00%

Q21		Some students devote more time to sport than studying or reading for examination.	
		YES	NO
	Strongly disagree	4 2.86%	1 1.20%
	Disagree	11 7.86%	8 9.64%
	Neutral	37 26.43%	29 34.94%
	Agree	71 50.71%	41 49.40%
	Strongly agree	17 12.14%	4 4.82%
	140	100.00%	83 100.00%

Q22		Sport participation promotes friendship among students.	
		YES	NO
	Strongly disagree	0 0.00%	0 0.00%
	Disagree	0 0.00%	1 1.20%
	Neutral	13 9.29%	11 13.25%
	Agree	58 41.43%	43 51.81%
	Strongly agree	69 49.29%	28 33.73%
	140	100.00%	83 100.00%

Q23		Sports participation provides opportunities for students to travel, thereby improve their learning experience.	
		YES	NO
	Strongly disagree	0 0.00%	1 1.20%
	Disagree	7 5.00%	2 2.41%
	Neutral	20 14.29%	22 26.51%
	Agree	61 43.57%	35 42.17%
	Strongly agree	52 37.14%	23 27.71%
	140	100.00%	83 100.00%

Q24		Sport participation provides opportunities for excellence, through interaction with those in authority.	
		YES	NO
	Strongly disagree	1 0.71%	1 1.20%
	Disagree	9 6.43%	6 7.23%
	Neutral	39 27.86%	31 37.35%
	Agree	60 42.86%	31 37.35%
	Strongly agree	31 22.14%	14 16.87%
	140	100.00%	83 100.00%

Q25		Sports participation offers students an opportunity for intercollegiate association.	
		YES	NO
	Strongly disagree	1 0.71%	0 0.00%
	Disagree	2 1.43%	0 0.00%
	Neutral	16 11.43%	15 18.07%
	Agree	81 57.86%	53 63.86%
	Strongly agree	40 28.57%	15 18.07%
	140	100.00%	83 100.00%

Q26		Sports participation provides diverse opportunities for students' development academically and socially.	
		YES	NO
	Strongly disagree	1 0.71%	0 0.00%
	Disagree	2 1.43%	1 1.20%
	Neutral	10 7.14%	7 8.43%
	Agree	64 45.71%	46 55.42%
	Strongly agree	63 45.00%	29 34.94%
	140	100.00%	83 100.00%



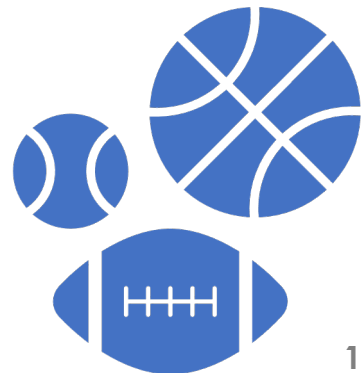
# Discussion

The results **highlight** the significance of developing a welcoming and inclusive school culture that promotes student participation in extra-curricular activities.

**Educational institutions** can use the findings to **plan**:

- how to allocate resources,
- establish curricula,
- carry out programs.

**Decision-makers** can emphasize the inclusion of extra-curricular activities in educational practices by considering the research's findings, **ensuring** that students receive a **thorough and well-rounded education**.



# Discussion

## Future studies could examine:

- The **long-term** impacts of participation in extra-curricular athletics on academic performance.
- The precise **processes** by which extra-curricular athletic participation affects academic achievement.
- How **parental** support and involvement affect the link between extra-curricular athletics and academic performance.
- How the **caliber** and **intensity** of extra-curricular athletic activities **affect** academic achievement in college students from various cultural backgrounds.
- What are the specific **cultural** and **contextual** elements affecting the association between extra-curricular athletic activities and academic performance.

The **particular** influences of:

- cultural identity,
  - social integration, and
  - support networks,
- should be examined.



# Conclusion

- **Positive** relationship between extra-curricular athletic activities and academic performance.
- Cultural factors **influence** the relationship.
- Multicultural and intercultural education **enhances** the positive relationship.
- By actively engaging, students **gain** vital skills and competencies that support their academic performance and personal development.
- Students who engaged in extra-curricular sports, actively had **better** cumulative GPAs than those didn't participate.
- Stronger associations between extra-curricular activity engagement and academic **success** were shown in students with strong cultural identities, who felt more integrated into society and had sound support systems.
- Students who participated in extra-curricular athletic initiatives that prioritized diversity, cultural sensitivity, and tolerance for different opinions made more academic **progress** than those who took part in initiatives with fewer ethnic and intercultural elements.

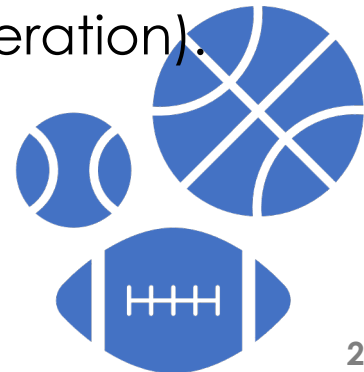


# Conclusion

## Recommendations (1/2)

Colleges and Universities should:

- **Enhance** extra-curricular opportunities (athletics, clubs, arts, volunteer work, and academic enrichment programs).
- **Promote** Multicultural and Intercultural Education (cultural variety, cross-cultural exchange, learning about other cultures).
- **Strengthen** the Support Systems (provide mentoring, advice, and resources).
- **Teach** students Time Management Skills (set-up workshops, seminars, and counselling sessions).
- **Develop** incentive programs to promote involvement (provide scholarships, rewards, or leadership opportunities).
- **Collaborate** with Community groups (stimulate community participation and cooperation).





# Conclusion

## Recommendations (2/2)

- **Allocate** Resources  
(secure enough funds for supplies, infrastructure, personnel, and transportation).
- **Fund** Research and Evaluation studies.

Educational institutions may provide an atmosphere that **supports students' holistic development** by:

- emphasizing the creation of various extra-curricular activities,
- advancing multicultural and intercultural education ideas, and
- offering strong support networks.



# Thank you!



tprisko@gmail.com



+30 6973020300



Theodore Priskomatis

