European Journal of Physical Education and Sport Science
ISSN: 2501 - 1235
ISSN-L: 2501 - 1235
Available on-line at: www.oapub.org/edu

DOI: 10.46827/ejpe.v12i4.5960 Volume 12 | Issue 4 | 2025

STUDENT EXPERIENCES AND ACADEMIC PERFORMANCE AMONG BACHELOR OF PHYSICAL EDUCATION STUDENTS

Caube, Jellie Mae,
Laspona, Areane,
Pepito, Raph Johann,
Galaura, Lenziel L.[i]
[1]Student,
College of Teacher Education,
University of Mindanao,
Main Davao City,
Philippines
[2]EdD, Professor,
College of Teacher Education,
University of Mindanao
Main Davao City,
Philippines

Abstract:
The study determined the impact of students' experiences on their academic achievement among 330 BPE Students at the University of Mindanao, Davao City. A quantitative research design using the descriptive-correlational technique was applied. In interpreting the data, mean, standard deviation and Spearman rho were utilized to determine the significant relationship between the two variables. Results revealed that the level of students' experiences and academic performance were very high. The study found that there was a significant relationship between students' experiences and the academic performance of BPE students. This implies that students are more likely to achieve academically at higher levels when they are exposed to a range of learning experiences. Nevertheless, students' experiences and academic performance among BPE Students helped them determine their strengths and weaknesses that would impact their learning journey.

SDG Indicator: #4 (Quality Education)

Keywords: education, academic performance, student experiences, BPE Students

[i] Correspondence: email lenziel02141977@gmail.com

1. Introduction and Review of Literature

Academic performance is one of the main indicators in measuring the student's performance (Nawi, *et al.*, 2023). The students' individuality molds their performance in any aspect of their learning journey. Students who tend to have low motivation are least motivated to learn, participate or mingle with other students, thereby affecting their academic performance. As these students interact in a certain diversity, their perspectives on learning and metacognition differ based on their personal student experiences. Academic performance is not only associated with intellectual quotient (IQ), but there are multiple variables and dimensions to which a certain predictive value can be attributed (Martin, Rodrigo, Izquierdo, & Ajenjo, 2017). Hence, this study aims to connect the gap between student experiences and the academic performance of Bachelor of Physical Education students to determine the inadequate skills that the students do not possess.

Academic performance is vital in influencing a student's fate. It symbolizes the knowledge, skills, and talents that students acquire during their education. Academic success can lead to greater chances for higher education while also increasing a student's confidence and willingness to learn. On the other side, suffering in school is frequently associated with greater dropout rates, emphasizing the importance of academic performance for staying in school and overall well-being (Napil *et al.* 2022). It encompasses the student's involvement in literature and enhancement of skills. The term student academic performance can be described as how well a student is performing in their academic endeavors, such as their grades, test scores, and overall knowledge and understanding of the material (Hamann, Pilotti & Wilson, 2020). The students' performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country, thus responsible for the country's economic and social development (Olufemi, Adediran, & Oyediran, 2018). With the impacts on students' academic performance, people have looked upon education as a key to success. According to Williams (2023), student success is impacted by experiences and interactions that may occur outside formal classroom settings. That technically means that an individual's growth does not only rely on classroom settings; however, it could be influenced by various factors in their day-to-day living. Therefore, the implications of one's experience play a crucial role in one's way of acquiring knowledge.

The student experiences define the life of an individual as a learner. It compromises the experience that molds a student to become a better individual. Struggles have become a pivotal part of one's well-being as they are one of many factors that could mold their personal preference and interests, which could also be reflected in their academic performance (Sverdlik, 2018). Given the subjectivity of one's experiences, the school or an institution struggles to determine and cater to the needs of the students to create outstanding academic performance (Sá, 2023). As an individual differs in their perspective, personal capacities, and interests, adjusting the pace from traditional to modern ways of teaching and learning is somewhat of a struggle due to the huge gaps in

utilizing resources as it differs in instructions and applications (Shohel, 2022) adds up to the edges of their diverse learning experiences. With the different levels of the student's weaknesses and strengths, their specific bracket of opportunities and threats differs, which could also be considered as the impact of their different personal student experiences.

Apart from this context, the academic performance of the students is one of the factors affecting students' experiences. One of the most useful methods of ensuring that students are actively engaged in learning experiences is cooperative learning (Johnson & Johnson, 2018). When students actively participate and are engaged both behaviorally, emotionally, and cognitively, research consistently shows that it positively influences their performance (Ito & Umemoto, 2022). This indicates that when students are more involved, they generally achieve academically. Therefore, it implies that students who are more exposed to various academic and non-academic activities are more likely to reflect a high level of student experiences and a high level of academic performance.

The presence of the teachers, peers, parents and the community contributes to the students' perspectives in participating in academic and non-academic activities. It highlights the importance of collaboration among teachers, schools, and parents in establishing environments that motivate students to fully engage and invest in their endeavors (Delfino, 2019). Therefore, interaction processes involve the exchange of thoughts and knowledge between students, instructors, and course content. Effective communication and collaboration among students and instructors, along with the methods used to deliver course content, play a crucial role in shaping academic performance (Maliszewski, Lukszo, & Hayes, 2020). According to Niyonsaba *et al.* (2022), collaborative learning helps learners to share their understanding and learning experiences and helps to promote their learning performance as well as for both groups and individuals. Student characteristics focus on the attributes of students. This includes their abilities, attitudes, and motivations in studying. These aspects can have an impact on how students perform academically.

The study, "Student Experiences and Academic Performance among Bachelor of Physical Education Students," investigates the association between student experiences and academic performance within the context of Bachelor of Physical Education programs. Elger's Theory of Academic Performance (ToP) offers a thorough framework for investigating this link. ToP places an emphasis on six fundamental components of performance levels: knowledge, skills, identity, personal characteristics, and fixed variables (Elger, 2007). In addition, Elger's Theory of Academic achievement (ToP) can be used in conjunction with Kolb's experiential learning cycle to better understand the dynamics of student experiences and academic achievement. Kolb's model classifies the learning process into four stages: concrete experience, reflective observation, abstract conceptualization, and active exploration (Kolb, 2014). Kolb's model aligns with ToP, implying that academic performance among Bachelor of Physical Education students is a dynamic process of engaging with real-world experiences, reflecting on those

experiences, synthesizing abstract concepts, and actively applying new knowledge and skills.

In line with the main theory, Elger's Theory of Academic Performance, Bandura's Social Learning Theory (SLT) (Bandura, 1977) has also offered support to pursue the goal of this study. Bandura's Social Learning Theory emphasizes the importance of seeing and imitating behaviors, as well as the influence of social factors on learning. This theory can reveal how students' observations (reflective observation) and interactions with peers and instructors during physical activities might shape their academic accomplishments in physical education, emphasizing the critical significance of social effects in the learning process (Rumjaun & Narod, 2020). For that reason, the significance of the instructors and peers' presence is heightened as their involvement in one's academic life is crucial, as they affect one's perspectives on everything.

Higher education has evolved greatly in response to societal changes, technological breakthroughs, and student population diversification (Altbach, 2019). Despite rising recognition of the relevance of student experiences on academic performance, there is still a lack of understanding of how these experiences affect BPE students in particular. Students in the BPE program encounter unique obstacles and possibilities, and it is critical to understand how their experiences affect their academic achievement. This study seeks to fill a gap in the literature by looking into the relationship between student experiences and academic achievement among BPE students. To investigate the relationship between student experiences and academic performance among Bachelor of Physical Education students specifically, it seeks to answer the following questions; (one) ascertain the level of student experience in terms of critical thinking, creative thinking, self-managed learning, adaptability, problem-solving, communication skills, interpersonal skills and group work, active learning, teaching for understanding, feedback to assist learning, assessment, relationship between teachers and students, workload, relationship with other students, cooperative learning, and coherence of curriculum; (two) determine the level of academic performance among Bachelor of Physical Education in students in terms of motivation, communication skills, learning skills, creativity, positive attitude, and study skills; and (three) to know the significant relationship between student experiences and academic performance.

Moreover, the findings will be used to build interventions and support systems to help BPE students enhance their academic performance. As a result, the traditional emphasis on traditional metrics of academic achievement, such as standardized test scores and grade point averages, has broadened to include a more comprehensive understanding of what constitutes a good educational experience. Recognizing that learning occurs outside of textbooks and lecture halls, academics, educators, and politicians have begun to investigate the impact of varied student experiences on academic success (Alhadabi & Karpinski, 2020). Therefore, it concludes that students' acquisition of knowledge and skills is not limited to textbooks and lecture halls. However, it is enhanced and broadened through exposure to different social, academic and nonacademic activities.

Student involvement is a critical ingredient for learning (Fede, Gorman, & Cimini, 2018). Co-curricular activities, extracurricular activities, internships, study abroad programs, mentorship relationships, classroom dynamics, and socio-cultural influences are all examples of student experiences. These experiences can either help or impede a student's academic path. Therefore, it's critical to look into how they affect academic outcomes (Kahu & Nelson, 2018). Understanding the relationship between student experiences and academic performance is important not just for enhancing educational procedures, but also for encouraging holistic development. Furthermore, recognizing the impact of diverse student experiences in molding academic success might assist educators in tailoring their teaching approaches to better engage and encourage students from a variety of backgrounds and interests (Ferreira, Martinsone, & Talić, 2020).

In summary, the goal of this study is to uncover the underlying dynamics between student experiences and academic achievement among BPE students, allowing for the development of strategies and recommendations that will enrich both their educational journey and their future contributions to the field of physical education. It aims to discover the contribution of one's experiences to their academic success, which would help determine the individual's strengths and weaknesses that would create an impact in their learning journey. One's academic performance is fueled by various factors that are crucial in determining one's growth in their learning journey. Moreover, the study entitled "Student Experiences and Academic Performance among BPE Students' aims to integrate one's experiences in their academic success, which implies how crucial one's experiences are in their success in general.

2. Method

2.1 Research Respondents

The study was conducted inside the University of Mindanao, Davao City. The respondents of this study are 330 BPE students of the said university since the total population enrolled in the 2nd semester of AY 2023-2024 is 330 students. A probability sampling technique called stratified random sampling splits the population into one homogeneous category before the sampling process is finished. This technique was used to select respondents, and the population was split up into various classes represented by the four-year levels (Fleetwood, 2023). The survey respondents will be coming from the 1st-year to 4th-year level in the BPE program.

The inclusion of the study is officially enrolled in the second semester of the school year 2023-2024. Thus, the exclusion of this study is those who were dropped and absent during the time the questionnaire was distributed. Before having respondents complete the survey, initial permission from respondents was sought by the researcher. Moreover, respondents have the right to withdraw in light of their choice. In line with this, reassure them that the student's identity and information will be handled with the highest professionalism and confidentiality.

2.2 Research Instrument

The researchers used an adapted questionnaire and created close-ended questions since they are simple to complete, save time, and keep respondents focused on the topic (Mcbride & Sigler, 2019). An adapted questionnaire was used for the Independent Variable (IV), Students Experiences (DV) Academic Performance among BPE students. The IV is adapted from Isabelle Wai-Yin Poon (2013) and the DV is adapted from Samina Yasmin and Almas Kiani (2015), with indicators of Critical thinking (two items), Creative thinking(two items), Self-managed learning(two items), Adaptability(two items), Problem-solving(two items), Communication skills(two items), Interpersonal skills and group work(two items), Active Learning(two items), Teaching for understanding(two items), Feedback to assist learning(two items), Assessment(two items), Relationship between teachers and students(two items), Workload(two items), Relationship with other students(two items), Cooperative learning(two items), Coherence of curriculum(two items). For the DV with indicators of Motivation 1-6 (questions), Communication Skills 7-12, Learning Skills 13-18, Creativity 19-24, Positive Attitude 25-32, Study Skills 33-38.

A Likert Scale was used, ranging from Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree to specify the level of agreement with the respondents to the statement. The following scale will be the basis of analysis and interpretation of the significance of Student Experiences to Academic Performance among BPE Students. The study used the following scale to interpret the data.

The research employed a scale to assess the Students' Experiences and Academic Performance among BPE Students. In the case of a mean range falling between 4.20 and 5.00 (Strongly Agree), it indicates that this event or action happens consistently and without exception every single time it's observed, showing a continuous occurrence in all instances. In the range of 3.40 to 4.19 (Agree), it indicates that this event or action occurs in seven to nine out of ten situations, displaying a high frequency of appearance with occasional instances where it might not occur. In the 2.60 to 3.39 range (Neither Agree nor Disagree), this event or action appears between four to six times out of ten situations, demonstrating a moderate and intermittent frequency. Falling within the range of 1.80 to 2.59 (Disagree), this event or action happens between two to five times out of ten situations, signaling a low occurrence or infrequency, although not rare enough to be classified as "never." Finally, a range of 1.00 to 1.79 (Strongly Disagree) signifies that this event or action never manifests at all, signifying a complete absence of instances within the observed context.

2.3 Research Design and Procedure

This study uses numbers and percentages to clarify and interpret the conclusions. This quantitative study uses a descriptive method to gather quantifiable data for use in the statistical analysis of the population sample, a well-known method for conducting market research that enables gathering and describing demographic information (Bhat, 2023). Methods with an approach known as descriptive research look into one or more

factors. Contrary to experimental research, the researcher just observes and measures the variables in this type of study (McCombes, 2023).

To know the factors that affect the Academic performance of the students. To gather participants' crucial information and reassure them that it was handled with the highest professionalism and secrecy, the researchers used survey questionnaires. First, the researchers will send a letter of permission to the Dean of the College. When approved, a copy will be sent to the BPE Program Head for a heads-up. The hardcopy questionnaire will be given to each of the respondents. This is the most effective technique for obtaining accurate, specific, and concentrated information on quantitative data. The survey was filled out honestly. It was collected right away. After 330 questionnaires were gathered, data were tallied and tabulated, and then it was given to the statistician for analysis and interpretation using the mean, standard deviation, and Spearman rho.

3. Results and Discussion

This chapter presents the tabulated data and findings drawn from the respondents. The data collected were summarized, organized, tabulated, analyzed, and presented in the following, which addressed the study's objectives: students' experiences and academic performance among BPE students at the University of Mindanao.

3.1 Level of Exposure to Student Experiences

The level of exposure of the students to students' experiences were measured in terms of critical thinking, creative thinking, self-managed learning, adaptability, problem solving, communication skills, interpersonal skills and group work, active learning, teaching for understanding, feedback to assist learning, assessment, relationship between teachers and students, workload, relationship with other students, cooperative learning, and coherence of curriculum. The overall mean score of the level of exposure of the students to students' experiences, rating 4.23, is considered a very high mean score, indicating that this action happens consistently and without exception every single time it's observed, showing a continuous occurrence in all instances.

Table 1: Level of Exposure of BPE Students' Experiences

Indicators	Mean	SD
Critical Thinking	4.25	.64
Creative Thinking	4.33	.58
Self-Managed Learning	4.22	.58
Adaptability	4.27	.61
Problem Solving	4.32	.61
Communication Skills	4.17	.60
Interpersonal Skills and Group Work	4.15	.63
Active Learning	4.20	.61
Teaching for Understanding	4.35	.59

Feedback to Assist Learning	4.21	.65
Assessment	4.25	.62
Relationship Between Teachers and Students	4.20	.60
Workload	4.06	.66
Relationship with Other Students	4.28	1.55
Cooperative Learning	4.19	.57
Coherence of Curriculum	4.20	.56
Overall	**4.23**	**.67**

This result indicates that the BPE students at the University of Mindanao are exposed to student experiences that affect their studies. The indicator teaching for understanding garnered the highest mean rating of 4.35, which means that this action happens consistently and without exception every single time it's observed, showing a continuous occurrence in all instances. Therefore, most of the students have proven the significance of teachers' guidance in their academic performance. It is aligned with Delfino (2019) that collaboration among teachers, schools, and parents is essential in establishing environments that motivate students to fully engage and invest in their endeavors. However, the lowest-garnering indicator is workload, which has a 4.06 mean, which signifies that this event or action occurs in 7 to 9 out of 10 situations, displaying a high frequency of appearance with occasional instances where it might not occur. Therefore, the students have acknowledged the value of paperwork, activities, and projects in improving their academic performance. Moreover, the highest mean score gathered is the indicator of teaching for understanding, which tells the importance of the teacher's guidance in one's academic performance. In addition, the lowest mean score is the indicator of workload, which entails that some of the students have comprehended the significance of the given activities in developing their academic capabilities. However, it is sometimes not observed.

By the table shown, it is evident that the students are highly exposed to student experiences, which vary due to the respondents' high ratings on each indicator. Students who have had a wide range of learning experiences are more likely to demonstrate exceptional critical and creative thinking skills. They show the ability to critically assess information, evaluate alternatives, and find novel solutions to challenging situations. This is consistent with the findings of Fede, Gorman, and Cimini, M. E. (2018), who discovered that more exposure to experiential learning opportunities is positively associated with higher levels of critical thinking skills among students.

Furthermore, high exposure encourages self-directed learning, allowing students to take control of their academic journey, create goals, and pursue knowledge independently. Thus, students who have had substantial exposure to student experiences excel at verbal and written communication, successfully expressing ideas and engaging in meaningful discourse. They also have good interpersonal and collaboration skills, working fluidly in groups to achieve common goals. This is in line with the findings of a study conducted by Johnson & Johnson (2018), which stressed the importance of collaborative learning experiences in developing interpersonal skills. Students'

experiences have a significant impact on the teaching and learning environment. Teachers build strong and supportive relationships with their students, creating an environment of trust, respect, and open communication. This is consistent with the findings of Maliszewski, Lukszo, and Hayes (2020), who found that excellent teacher-student connections are critical for increasing student engagement and academic achievement. Students receive constructive feedback that is tailored to help them learn and progress, and assessment techniques are connected with learning objectives, providing useful insights into student performance.

On top of that, the workload is reasonable and manageable, allowing students to concentrate on learning without feeling stressed. This accommodating setting fosters positive peer interactions, resulting in friendly and cooperative learning as the peers and instructors highly influence the learner's skill and knowledge acquisition. Furthermore, the curriculum is cohesive and well-designed, providing students with a structured framework for learning that encourages the integration and synthesis of information across disciplines. Overall, a high level of exposure to student experiences enriches students' educational journeys by promoting holistic development and preparing them for success.

3.2 Level of Exposure to Academic Performance

Numerous factors affect how well students succeed academically, including motivation, communication skills, learning skills, creativity, positive attitude, and study skills. This table examines the body of research on the effects of these factors on students' academic performance. Therefore, these indicators have determined the overall mean of the academic performance variable as a high mean score, as it gathers a 4.09 average, which indicates that this event or action occurs in seven to nine out of ten situations, displaying a high frequency of appearance with occasional instances where it might not occur.

Table 2: Level of Exposure to Academic Performance

Indicators	**Mean**	**SD**
Motivation	4.14	.52
Communication Skills	4.03	.57
Learning Skills	4.17	.53
Creativity	4.11	.51
Positive Attitude	4.05	.53
Study Skills	4.06	.55
Overall	**4.09**	**.54**

Among the indicators, learning skills had the highest rating with a mean score of 4.17, suggesting that this event or action occurs in seven to nine out of ten situations, displaying a high frequency of appearance with occasional instances where it might not occur. Therefore, the students have reflected a high frequency of their learning skills. While still showing a high level of competency, communication skills obtained the lowest mean score of 4.03, indicating that this event or action occurs in seven to nine out of ten

situations, displaying a high frequency of appearance with occasional instances where it might not occur. The results entail that the students' communication skills play a crucial role in molding their academic performance. Moreover, the highest mean score reflects most of the students' positive insights into learning skills. On the other hand, the lowest mean score indicates a low level of interaction that reflects a sometimes not observed skill, which results to a low communication skill.

Students' success in today's highly competitive academic environment depends not just on their subject knowledge but also on their ability to master a wide range of skills. Table 2 indicates students' high levels of exposure to such aspects, which contribute to their success in their academics and show their strong predisposition towards academic accomplishment. As the cornerstone for knowledge acquisition, critical thinking, and problem-solving, learning skills are crucial in determining how well students achieve academically. In line with the study of Kahu & Nelson (2018), the student experiences such as extracurricular activities, classroom dynamics, socio-cultural influences, etc., are a great factor in inculcating the students' communication skills, learning skills, creativity, and positive attitude that affects the students' academic performance. While still showing a high level of competency, communication skills obtained the lowest mean score. It is often known that effective communication is one of the fundamental qualities needed for both personal and academic success. In relation to the study of Niyonsaba *et al.* (2022), collaborative learning helps learners to share their understanding and learning experiences and helps to promote their learning performance as well as for both groups and individuals. Therefore, it implies that the BPE students are inadequate in showcasing their communication skills, resulting in an insufficient academic performance. Common problems include poor presentation strategies, a lack of active listening skills, trouble expressing ideas logically, and issues with academic writing (Drew & Heritage, 2018).

Moreover, cultural background, linguistic ability, and previous educational experiences can all contribute to differences in communication competency (Ting-Toomey *et al.*, 2018). As learners are highly influenced by their peers and instructors, it is undeniable that their culture and environment affect their linguistic ability and knowledge perception. Substantially, the high level of exposure of students to academic performance indicates the students' inclination to academic performance and the crucial implications of the indicators to their academic growth and progress.

3.3 Correlation of Student Experiences and Academic Performance of BPE Students

Table 3 presents the significant relationship between Student Experiences and the Academic Performance of BPE students at the University of Mindanao. It implies a positive relationship between the two variables with a correlation coefficient of .634.

The table implies that when analyzing the relationship between exposure to student experience and academic achievement, it is clear that these two factors have a significant correlation. Therefore, it rejects the null hypothesis at the 0.01 level of significance. With a p-value of .000 and an R-value of .634, this data denotes that the

student experiences and the academic performance have a relevant and significant relationship. Whereas students who are exposed to a variety of learning experiences are likely to have higher levels of motivation, communication skills, learning skills, creativity, a positive attitude, and study abilities, all of which are important variables in academic achievement. These indicators are not separate factors; instead, they are interrelated and frequently correlated, influencing one another and, together, affecting students' total academic progress.

Table 3: Correlation of Student Experiences and Academic Performance of BPE Students

Student Experience	**Academic Performance**						
	Motivation	Communication skills	Learning skills	Creativity	Positive Attitude	Study Skills	**Overall**
Critical Thinking	.344** (.000)	.269** (.000)	.415** (.000)	.470** (.000)	.363** (.000)	.332** (.000)	**.460**** (.000)
Creative Thinking	.287** (.000)	.280** (.000)	.393** (.000)	.399** (.000)	.337** (.000)	.297** (.000)	**.407**** (.000)
Self-Managed Learning	.256** (.000)	.178** (.001)	.354** (.000)	.326** (.000)	.271** (.000)	.218** (.000)	**.300**** (.000)
Adaptability	.362** (.000)	.291** (.000)	.407** (.000)	.272** (.000)	.280** (.000)	.141** (.010)	**.344**** (.000)
Problem Solving	.393** (.000)	.292** (.000)	.388** (.000)	.421** (.000)	.348** (.000)	.358** (.000)	**.450**** (.000)
Communication Skills	.291** (.000)	.292** (.000)	.341** (.000)	.352** (.000)	.372** (.000)	.249** (.000)	**.382**** (.000)
Interpersonal Skills and Group Work	.349** (.000)	.322** (.000)	.364** (.000)	.405** (.000)	.304** (.000)	.354** (.000)	**.413**** (.000)
Active Learning	.310** (.000)	.283** (.000)	.333** (.000)	.180** (.001)	.261** (.000)	.151** (.006)	**.301**** (.000)
Teaching for Understanding	.282** (.000)	.196** (.000)	.312** (.000)	.348** (.000)	.248** (.000)	.232** (.000)	**.304**** (.000)
Feedback to Assist Learning	.317** (.000)	.271** (.000)	.319** (.000)	.421** (.000)	.338** (.000)	.363** (.000)	**.399**** (.000)
Assessment	.450** (.000)	.388** (.000)	.391** (.000)	.339** (.000)	.370** (.000)	.281** (.000)	**.470**** (.000)
Relationship Between Teachers and Students	.376** (.000)	.290** (.000)	.388** (.000)	.395** (.000)	.317** (.000)	.283** (.000)	**.419**** (.000)
Workload	.422** (.000)	.454** (.000)	.388** (.000)	.433** (.000)	.346** (.000)	.416** (.000)	**.489**** (.000)
Relationship with Other Students	.414** (.000)	.353** (.000)	.388** (.000)	.463** (.000)	.462** (.000)	.494** (.000)	**.528**** (.000)
Cooperative Learning	.444** (.000)	.415** (.000)	.390** (.000)	.416** (.000)	.374** (.000)	.338** (.000)	**.485**** (.000)
Coherence of Curriculum	.467** (.000)	.319** (.000)	.322** (.000)	.400** (.000)	.286** (.000)	.836** (.000)	**.421**** (.000)
Overall	**.552**** (.000)	**.461**** (.000)	**.548**** (.000)	**.569**** (.000)	**.508**** (.000)	**.468**** (.000)	.634** (.000)

Moreover, the result of this study indicates a significant relationship between the variety of indicators under the variable student experiences and academic performance. Therefore, the result of this study proves Elger's Theory of Academic Achievement as it signifies the crucial role of knowledge, skills, identity, and personal characteristics in one's academic performance. For that reason, the students manifested that they have developed their ability to make judgements about alternative perspectives and become more willing to consider different points of view, which affects their learning progress.

Supported by Kolb's Experiential Theory, the study represents a high level of relevance as students are more inclined with learning through their own experiences, which, with certainty, reflects in their academic performance. Thereafter, the BPE students at the University of Mindanao exhibited a high academic performance based on their student experiences.

4. Conclusion and Recommendation

In this research, we looked at the link between students' experiences and academic achievement among Bachelor of Physical Education students. Tables one to three show a thorough view of this relationship. Table 1 shows the level of students' experiences, with an overall mean score of 4.23, indicating strong agreement, which means this event or action happens consistently and without exception every single time it's observed, showing a continuous occurrence in all instances. This stresses the significance and frequency of these encounters in the context of a Bachelor of Physical Education. Table 2 shows the level of academic performance, with an overall mean score of 4.09, showing agreement. Therefore, this event or action occurs in seven to nine out of ten situations, displaying a high frequency of appearance with occasional instances where it might not occur. This highlights students' general passion and commitment to their academic studies. Finally, Table 3 shows the association between students' experiences and academic performance, which has an overall mean correlation coefficient of 0.634, showing a somewhat good relationship. This suggests that as students' experiences increase, so does their academic performance, but there are some variations. This demonstrates the link between students' experiences and academic achievements.

Our findings are consistent with Elger's Theory of Academic Performance, which highlights the role of multiple factors, including student experiences, in determining academic achievement. Furthermore, supporting theories such as Kolb's Experiential Learning and Bandura's Social Learning Theory back up our findings by emphasizing the importance of experiential learning and social factors in shaping students' academic performance. Overall, our findings highlight the important impact of students' experiences on their academic accomplishment, as well as the need to create pleasant educational settings that encourage both academic success and student well-being.

Given the findings that communication skills and workload are major concerns among Bachelor of Physical Education students, it is critical to incorporate activities that successfully address these difficulties within the Dasig Program. One suggestion for improving communication skills is to include improvisational theatre courses. Improving exercises not only encourage quick thinking and adaptability, but they also necessitate great listening and clear communication between players. By participating in such activities, students can gain confidence in expressing themselves, actively listening to others, and successfully communicating ideas, all of which are important qualities for academic success and future professional interests (Mukhiddinova *et al.*, 2021).

Additionally, implementing peer mentoring programs could be effective in reducing workload stress. Peer mentorship has been found in research to minimize academic stress while also improving overall academic performance and happiness among students (Lane, S. R., 2020). By matching senior students with freshmen or assigning peer groups, students can share study advice, overcome academic problems together, and provide emotional support, reducing workload and fostering a sense of camaraderie within the Bachelor of Physical Education community. Through these strategic interventions, the Dasig Program can effectively develop students' communication skills and task management, ultimately improving their academic achievement and overall experience.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Caube, Jellie Mae is a fourth-year level college student, pursuing a Bachelor of Physical Education. She is interested specifically in dancing. She wants to become a successful educator.

Laspona, Areane is a fourth-year level college student, pursuing a Bachelor of Physical Education. She wants to become a teacher.

Pepito, Raph Johann is a fourth-year level college student, pursuing a Bachelor of Physical Education. Sports are his passion.

Galaura, Lenziel L. EdD has been a University of Mindanao professor for 26 years. Love to do some research and mentoring as well. She loves her work so much.

References

Alhadabi, A., & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in university students. *International Journal of Adolescence and Youth*, *25*(1), 519-535. https://doi.org/10.1080/02673843.2019.1679202

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2019). *Trends in global higher education: Tracking an academic revolution* (Vol. 22). Brill. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000183219

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191. Retrieved from https://psycnet.apa.org/record/1977-25733-001

Bhat, A. (2023). Descriptive research: Definition, characteristics, Methods examples. *QuestionPro*. Darling-Hammond, L. Teacher Education and the American Future. *J. Teach. Educ. 2009, 61,* 35–47. http://dx.doi.org/10.1177/0022487109348024.

Delfino, A. P. (2019). Student engagement and academic performance of students of Partido State University. *Asian Journal of University Education*, *15*(1). http://dx.doi.org/10.24191/ajue.v15i3.05.

Drew, P., & Heritage, J. (1992). Analyzing talk at work: An introduction. In P. Drew & J. Heritage (Eds.), Talk at work: Interaction in institutional settings (pp. 65). Cambridge University Press. Retrieved from https://aogaku-daku.org/wp-content/uploads/2018/04/IntroAnalyzing-talk-at-work-drew-heritage.pdf

Elger, D. (2007). Theory of performance. Faculty guidebook: A comprehensive tool for improving faculty performance, 4, 19-22. Retrieved from https://www.facultyguidebook.com/TheoryPerformance.pdf

Fede, J. H., Gorman, K. S., & Cimini, M. E. (2018). Student Employment as a Model for Experiential Learning. *Journal of Experiential Education, 41*(1), 107-124. https://doi.org/10.1177/1053825917747902

Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting sustainable social emotional learning at school through relationship-centered learning environment, teaching methods and formative assessment. *Journal of Teacher Education for Sustainability*, *22*(1), 21-36. https://doi.org/10.2478/jtes-2020-0003

Fleetwood, D. (2023). Stratified random sampling: Definition, method and Examples. *QuestionPro.* Retrieved from https://www.questionpro.com/blog/stratified-random-sampling/

Hamann, K., Pilotti, M. A. & Wilson, B. M. (2020). Students' self-efficacy, causal attribution habits and test grades. *Education Sciences, 10*(9), 231. https://doi.org/10.3390/educsci10090231.

Ito T., Umemoto T. (2022) Examining the causal relationships between interpersonal motivation, engagement, and academic performance among university students. *PLoS ONE 17*(9). https://doi.org/10.1371/journal.pone.0274229

Johnson, D. W., & Johnson, R. T. (2018). Cooperative learning: The foundation for active learning. *Active learning—Beyond the future*, 59-71. doi: 10.5772/intechopen.81086

Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher education research & development*, *37*(1), 58-71. https://doi.org/10.1080/07294360.2017.1344197

Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT Press. Retrieved from https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development

Lane, S. R. (2020). Addressing the stressful first year in college: Could peer mentoring be a critical strategy?. *Journal of College Student Retention: Research, Theory & Practice, 22*(3), 481-496. https://doi.org/10.1177/1521025118773319

Maliszewski Lukszo, C., & Hayes, S. (2020). Facilitating Transfer Student Success: Exploring Sources of Transfer Student Capital. *Community College Review, 48*(1), 31–54. https://doi.org/10.1177/0091552119876017

McBride, A., & Sigler, G. (2019). Survey & Questionnaire Design. *STAT Center of Excellence Report*, *7*.

McCombes, S. (2023). Descriptive Research | Definition, Types, Methods Examples. *Scribbr*. Retrieved from https://www.scribbr.com/methodology/descriptive-research/

Mukhiddinova, D. M., Sodiqova, S. T., & Jurayeva, Z. S. (2021). Developing effective communication skills. *Oriental renaissance: Innovative, educational, natural and social sciences, 1*(5), 966-972. DOI:10.31958/jt.v25i1.5826

Napil, M. C., & Ancheta, J. C. (2022). Reading Motivation, Language Learning Self-efficacy and Test-taking Strategy: A Structural Equation Model on Academic Performance of Students. *Asian Journal of Education and Social Studies, 1*-9. https://doi.org/10.9734/ajess%2F2022%2Fv34i4739

Nawi, Farahiyah & Ahmad, Nor & Abdullah, Mohd Zulkifli & Omar, Nor & Dzulkarnain, Natasha & Syed Abu Bakar, Syarifah Mastura & Fauzi, Muna (2023). The Regression Analysis of Factors Contributing to University Students' Academic Performance. *Information Management and Business Review. 15.* 456-464. http://dx.doi.org/10.22610/imbr.v15i4(SI)I.3620

Niyonsaba, A., Nkurunziza, J. B., & Hakizimana, E. (2022). Impacts of Collaborative Learning on Learners' Academic Performance in Chemistry in Three Selected Secondary Schools of Nyamasheke District. *African Journal of Educational Studies in Mathematics and Sciences, 18*(2), 17-27. https://doi.org/10.4314/ajesms.v18i2.2.

Olufemi, O. T., Adediran, A. A., & Oyediran, W. O. (2018). Factors affecting students' academic performance in colleges of education in Southwest, Nigeria. *British Journal of Education, 6*(10), 43-56.

Rumjaun, A., & Narod, F. (2020). Social Learning Theory—Albert Bandura. Science education in theory and practice: An introductory guide to learning theory, 85-99. Retrieved from https://link.springer.com/chapter/10.1007/978-3-030-43620-9_7

Sá, M. J. (2023). A Multidimensional Model of Analysis of Students' Global Experience in Higher Education. Educ. Sci., 13, 232. https://doi.org/10.3390/educsci13030232

Shohel, M. M. C., Shams, S., Ashrafuzzaman, M., Alam, A. S., Al Mamun, M. A., & Kabir, M. M. (2022). Emergency remote teaching and learning: Digital competencies and pedagogical transformation in resource-constrained contexts. In *Handbook of research on Asian perspectives of the educational impact of COVID-19* (pp. 175-200). IGI Global. DOI: 10.4018/978-1-7998-8402-6.ch011

Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, *13*, 361-388.

Ting-Toomey, S. Dorjee, T. (2018). *Communicating across cultures.* Guilford Press. Retrieved from https://www.routledge.com/Communicating-Across-Cultures-Second-Edition/Ting-Toomey-Dorjee/p/book/9781462536474

Williams, S. (2023). *Re(Engineering) Student Success: Constructing Knowledge on Students' Experiences in Engineering Education Programs to Encourage Holistic Student Success*

(Order No. 30571057). Available from ProQuest Central. (2852295294). Retrieved from https://www.proquest.com/dissertations-theses/re-engineering-student-success-constructing/docview/28522