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Effects of Sports Involvement on the Academic Performance of Pupil-Athletes in Public Elementary Schools

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Abstract

The study investigated the effects of sports involvement on the academic performance of pupil-athletes in selected public elementary schools in San Mateo District during the School Year 2025–2026. Participating schools included Guitnang Bayan Elementary School, Justice Vicente Santiago Elementary School, Silangan Elementary School, and Sto. Niño Elementary School. The study employed a descriptive survey research design complemented by documentary analysis. Two groups of respondents were considered: 250 teacher-coaches and 289 pupil-athletes. Teacher-coaches were described in terms of age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. Pupil-athletes were described based on age, sex, sibling position, number of children in the family, parents' educational attainment, occupation, and monthly family income.Data were gathered using a researcher-made questionnaire checklist measuring the perceived effects of sports involvement on willingness to learn, class participation, task completion, and assessment, while academic performance was determined from first-quarter average grades. Findings revealed that teacher-coaches are primarily 21–39 years old, male, married, holding Teacher I positions, pursuing graduate studies, and have attended school-level in-service trainings. Pupil-athletes are mostly 13–14 years old, male, first or second-born children, from families with 1–3 children, with monthly incomes below ₱15,000, and parents with college-level education employed in private companies.Sports involvement showed high influence on pupil-athletes' willingness to learn, class participation, task completion, and assessment. While perceptions of teacher-coaches and pupil-athletes were similar for most areas, significant differences existed regarding task completion. Age of teacher-coaches influenced their perceptions. Pupil-athletes demonstrated very satisfactory academic performance, which was not significantly related to their perceived effects of sports involvement.The study recommends aligning academic and sports schedules, providing holistic support systems, and fostering collaboration among teachers, coaches, and parents to enhance pupil-athletes' overall performance and well-being. Future research may consider additional variables affecting sports involvement.

Keywords: sports involvement, academic performance, pupil-athletes, elementary education, teacher-coaches, San Mateo District

1. Introduction

Education is widely recognized as a cornerstone for personal development and societal advancement, providing individuals with the knowledge, skills, and values necessary to navigate the challenges of modern life and improve their quality of living. Beyond academic instruction, holistic education includes fostering physical, social, and emotional competencies that contribute to the well-being of learners. In the Philippines, the 1987 Constitution underscores the importance of physical education and sports programs, stating that:"The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry" (1987 Philippine Constitution, Article XIV, Section 19).

This legal provision highlights the critical role of physical education in developing students' potential as future athletes while promoting holistic growth. DepEd Order No. 022, s. 2025 further reinforces this mandate, requiring the institutionalization of school sports clubs to provide accessible and structured opportunities for physical activity and sports participation, including Arnis as a mandatory sport. Such policies reflect a growing recognition that sports involvement can contribute positively to students' cognitive, social, and emotional development.

Globally, studies have shown that sports participation may enhance academic outcomes by improving cognitive function, self-discipline, and time management (Nguri, 2024; Marsh, 1988; Snyder & Spreitzer, 1990). Jakiwa (2022)

observed that the level of sports participation did not significantly affect Malaysian student-athletes' academic success, highlighting the need to consider contextual factors such as age and competition level. Similarly, White (2021) found no significant difference in academic achievement between middle school athletes and non-athletes, suggesting that participation alone may not determine academic outcomes. However, studies in high school and college settings have reported both positive and negative effects of athletic involvement, with time management and scheduling emerging as critical moderators (Butlig, 2023; Quimbo, 2023).

Locally, research indicates that Filipino student-athletes demonstrate varying levels of academic performance despite their involvement in sports. Fortuna (2024) and Usop and Morbo (2025) highlighted that student-athletes could maintain satisfactory academic performance when provided with structured support systems and effective time management strategies. Billonid and Cabailo (2021) emphasized that participation in K–12 extracurricular programs, including athletics, did not negatively affect academic performance. Yet, gaps remain in understanding the effects of sports involvement on pupil-athletes in public elementary schools, where balancing academic responsibilities and training schedules may pose unique challenges.

Observations from public elementary schools reveal that some pupil-athletes prioritize sports over academics, resulting in difficulties in task completion and class participation. While sports promote discipline, perseverance, and holistic development, unstructured schedules may compromise academic performance. This underscores the need for research that examines not only the correlation between sports involvement and academic performance but also contextual factors such as teacher-coach perspectives, student demographics, and school-based support systems. Addressing these gaps can inform policies and programs that foster both athletic and academic excellence from the elementary level, ensuring that student-athletes thrive both on the field and in the classroom.

2. Materials and methods

2.1 Research Design

The researcher used the descriptive research design with structured questionnaires as the primary instrument for data collection

2.2 Research Setting

The study was conducted in selected public elementary schools in San Mateo District, Schools Division Office of Rizal. These schools include Guitnang Bayan Elementary School, Justice Vicente Elementary School , Silangan Elementary School and Sto. Niño Elementary School.

2.3 Respondents

The study considered two groups of respondents. The first group included the total population of teacher-coaches in selected public elementary schools in San Mateo District, Schools Division Office of Rizal. This consists of 250 teachers. They were described in terms of age, sex, civil status, position title, educational attainment, length of service and in-service trainings attended. The second group of respondents included the total population of pupil-athletes in the cited schools. This consists of 289 pupil-athletes. They were described in terms of age , sex, sibling position, number of children in the family, parents' educational attainment , parents' occupation and monthly family income.

2.4 Research Instruments

The study employed a researcher-made questionnaire-checklist as the primary data-gathering instrument. It consisted of two parts. Part I collected the profile of respondents, including teacher-coaches' age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended, as well as pupil-athletes' age, sex, sibling position, number of children in the family, parents' educational attainment, occupation, and monthly family income.Part II assessed the extent of the effects of sports involvement on pupil-athletes' academic performance across four domains: willingness to learn, class participation, task completion, and assessment. Each domain comprised 10 items, totaling 40 items. Respondents rated each item using a five-point Likert-type scale ranging from 1 (Least Effect) to 5 (Very High Effect). Pupils' academic performance was interpreted using the standard grading scale: Outstanding (90 and above), Very Satisfactory (85–89), Satisfactory (80–84), Fairly Satisfactory (75–79), and Did Not Meet Expectations (70–74).The instrument was content-validated by the thesis adviser, statistician, professorial lecturers, principal, master teacher, sports coordinator, and the dean of the Graduate Studies Program. Their feedback and recommendations were incorporated into the final version of the questionnaire-checklist to ensure clarity, relevance, and reliability.

2.5 Data Collection

The study was conducted following the Gantt Chart of Activities, from the formulation of the research problem to the revision and submission of the final manuscript. After validating the questionnaire-checklist, permission to conduct the study was secured from the Office of the Schools Division Superintendent. The instrument was administered to

respondents via Google Forms and printed copies, in compliance with the Data Privacy Act of 2012.Upon retrieval, the data were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Findings were then interpreted to formulate the summary of results, conclusions, and recommendations. Following the oral defense, panel suggestions were incorporated, and the manuscript underwent an anti-plagiarism check at the statistical center. Final editing and revisions were completed before submitting hardbound copies to the Office of the Dean of the Graduate Studies Program and other relevant offices.

2.6 Data Analysis

The study used descriptive and inferential statistics to analyze data. Frequency, percentage, and rank distribution described respondents' profiles. Weighted mean measured the perceived effects of sports involvement on pupil-athletes' academic performance. Independent t-tests and one-way ANOVA examined differences in perceptions between groups and across demographic profiles. Frequency, mean, and standard deviation assessed pupil-athletes' academic performance, while correlation analysis determined the relationship between perceived sports involvement and actual academic outcomes.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of the Selected Variables

As shown in the table 1.1, in terms of age, out of 250 teacher-coaches, 46% are 21-30 years old while 35.2% are 31-40 years old. Most of them are males with 72%, married with 50.8%. Majority of the respondents are Teacher I with 50.4%. As to their educational attainment, 46.4% are bachelor's degree holder and 38.8% are master's degree holder. Regarding their length of service, majority of them have been in the service for 1-10 years with 87.6%. As regard to their in-service trainings attended, majority (71.6%) of respondents have attended school-level trainings.

Table 1.1. *Frequency and Percentage Distribution of the Teacher Coach- Respondents in Terms of the Selected Variables*

Age	**f**	**%**	**R**
21-30 Years old	115	46.0	1
31-40	88	35.2	2
41-50	47	18.8	3
Total	250	100.0	
Sex	**f**	**%**	**R**
Male	180	72	1
Female	70	28	2
Total	250	100.0	
Civil Status	**f**	**%**	**R**
Single	116	46.4	2
Married	127	50.8	1
Widow	7	2.8	3
Total	250	100.0	
Position Title	**f**	**%**	**R**
Master Teacher	14	5.6	3
Teacher III	101	40.4	2
Teacher II	9	3.6	4
Teacher I	126	50.4	1
Total	250	100.0	
Educational Attainment	**f**	**%**	**R**
Doctorate Degree	2	0.8	5
with Doctorate units	8	3.2	4

Master's Degree	97	38.8	2
With MA units	27	10.8	3
Bachelor's Degree	116	46.4	1
Total	250	100.0	
Length of Service	**f**	**%**	**R**
11-20 years	26	10.4	2
1-10 years	219	87.6	1
Below 1 year	5	2.0	3
Total	250	100.0	
In-Service Trainings Attended	**f**	**%**	**R**
National Level	5	2.0	5
Regional Level	11	4.4	4
Division Level	27	10.8	3
District Level	28	11.2	2
School Level	179	71.6	1
Total	250	100.0	

As gleaned from the table 1.2. below, out of 289 pupil-athletes, majority (59.2%) are between 13-14 years old and most of them are males with 75.4%. With regard to their sibling position, 41.9% are first born child and 34.6% are second born child. As to the number of children in the family, 47.1% are only child, while 27% belong to families with 2 children and the rest belong to families with more than 4 children. In terms of parents' educational attainment, 36% are high school graduates and 32.5 are college graduates. In terms of parents' occupation, most of the parents are private company employees. With regard to their monthly family income, 45% belong to families with monthly income Php 10, 001- Php 15, 000, while 29.7% have monthly family income below Php 10, 000o. The rest have monthly family income above P15,000.

Table 1.2. *Frequency and Percentage Distribution of the Pupil-Athlete Respondents in Terms of the Selected Variables*

Age	**f**	**%**	**R**
10-12 years old	99	34.3	2
13-14 years old	171	59.2	1
15 years old and above	19	6.5	3
Total	**289**	**100.0**	
Sex	**f**	**%**	**R**
Male	218	75.4	1
Female	71	24.6	2
Total	**289**	**100.0**	
Sibling Position	**f**	**%**	**R**
1st	121	41.9	1
2nd	100	34.6	2
3rd	18	6.2	4.5
4th	32	11.1	3
5th and above	18	6.2	4.5
Total	**289**	**100.0**	
Number of Children in the Family	**f**	**%**	**R**
1	136	47.1	1
2-3	78	27.0	2
4-5	33	11.4	4
6 and above	42	14.5	3
Total	**289**	**100.0**	
Parents' Educational Attainment			
College Graduate	94	32.5	2
College Undergraduate	73	25.3	3
High School Graduate	104	36.0	1
High School Undergraduate	14	4.8	4
Elementary Graduate	4	1.4	5

Total	**289**	**100.0**	
Parents' Occupation			
Government Employee	54	18.7	2
Private Company Employee	182	63.0	1
OFW	23	7.9	4
Others	30	10.4	3
Total	**289**	**100.0**	
Monthly Family Income			
Php 20, 001 and above	39	13.5	3
Php 15, 001- Php 20, 000	34	11.8	4
Php 10, 001- Php 15, 000	130	45.0	1
Below Php 10, 000	86	29.7	2
Total	289	**100.0**	

3.2. Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

As depicted from the table, the composite weighted means obtained are 4.34 and 4.28 both interpreted High Effect. For both groups, first in rank among the aspects is Task Completion with weighted means of 4.49 and 4.38 respectively. Likewise, for both groups, last in rank is "Class Participation with weighted means of 4.26 and 4.21, respectively. All the other aspects are interpreted High Effect.It could be deduced from the results that Sports involvement is perceived to have a positive impact on pupil-athletes' academic performance across various aspects. The findings suggest that sports involvement can enhance pupil-athletes' learning outcomes, engagement, and overall academic achievement. The findings highlight the importance of sports involvement in promoting academic success among pupil-athletes. This implies that schools and educators can intensify sports programs to support pupil-athletes' academic development and achievement.This conforms with the discussion of Coleman (2021) that sports involvement can have significant physical, mental, and social benefits like improved health, teamwork, and a sense of community. It is also associated with positive academic outcomes for students, although it requires balancing with other commitments. In terms of social aspect, sports involvement develops teamwork and social skills, provides opportunities to make new friends and build a sense of community and teaches sportsmanship and personal responsibility.

Table 2: *Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by the Two Groups of Respondents With Respect to the Different Aspects*

Aspects	**Teacher-Coaches**			**Pupil-Athletes**		
	W$\bar{X}$	**VI**	**R**	**W$\bar{X}$**	**VI**	**R**
Willingness to Learn	4.29	High Effect	3	4.27	High Effect	2
Class Participation	4.26	High Effect	4	4.21	High Effect	4
Task Completion	4.49	High Effect	1	4.38	High Effect	1
Assessment	4.31	High Effect	2	4.25	High Effect	3
Composite W$\bar{X}$	**4.34**	**High Effect**		**4.28**	**High Effect**	

3.3. Significant Difference on the Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

The table shows that with respect to willingness to learn, class participation, and assessment, the t-test results show small t-values with probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference between the perception of the two groups of respondents on the extent of effects of sports involvement on the academic performance of pupil-athletes with respect to the cited aspects. On the other hand, with respect to task completion, the null hypothesis is rejected since the probability value is less than .05.The results indicate that teacher-coaches and pupil-athletes have different perceptions on the effect of sports involvement on task completion. However, they have similar views with regard to willingness to learn, class participation and assessment.Findings imply that sports involvement has a significant impact on pupil-athletes' task completion, but the extent of this impact is perceived differently by teacher-coaches and pupil-athletes. The findings highlight the need for educators and coaches to work together to

understand the effects of sports involvement on pupil-athletes' academic performance. The results can inform the development of strategies to support pupil-athletes' academic success, particularly in task completion. This is in connection with the ideas of Gomez (2023) that sports programs are educational and help produce productive citizenship. They help students experience and build skills that may help them in their future, like interpersonal and time management skills. The impact of sports on academic excellence in students is significant and multifaceted. Integrating sports into students' lives should be encouraged and supported as a vital component of their overall educational experience.

Table 3: *Result of the t-test in the Significant Difference on the Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by the Two Groups of Respondents with Respect to the Different Aspects*

Aspects	Groups	N	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Willingness to Learn	Teachers	250	4.293	0.627	0.453	0.650	Accepted	Not Significant
	Athletes	289	4.269	0.625				
Class Participation	Teachers	250	4.255	0.337	1.308	0.191	Accepted	Not Significant
	Athletes	289	4.208	0.472				
Task Completion	Teachers	250	4.486	0.568	2.338	0.020	Rejected	Significant
	Athletes	289	4.379	0.487				
Assessment	Teachers	250	4.312	0.399	1.067	0.286	Accepted	Not Significant
	Athletes	289	4.254	0.034				

3.4. Significant Difference on the Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by the Two Groups of Respondents With Respect to the Different Aspects in Terms of Their Profile

As shown in the table 4.1., there is a significant difference in the perceived extent of effects of sports involvement on all aspects (Willingness to Learn, Class Participation, Task Completion, and Assessment) in terms of Age (F-value = 4.528, 5.272, 5.833, and 4.446, respectively; p-value < 0.05). No significant differences were found in the perceived extent of effects of sports involvement on all aspects in terms of Sex, Civil Status, Position Title, Educational Attainment, Length of Service, and In-service Trainings Attended.The results suggest that the age of teacher-coach respondents has a significant impact on their perception of the effects of sports involvement on pupil-athletes' academic performance. This means that teacher-coach respondents of different ages have varying perceptions on the effects of sports involvement on pupil-athletes' academic performance.Findings imply that there is a need for educators and coaches to consider the age and experience of teacher-coach respondents when evaluating the effects of sports involvement on pupil-athletes' academic performance. The results can inform the development of strategies to support pupil-athletes' academic success, considering the perceptions of teacher-coach respondents of different ages. This relates with the findings of the study of Gouws (2022) that there is a need to be an increase in the knowledge of the teachers and the learners, and to see the important benefits of sports. The status of sports in Zimbabwe varies from one school to another, as some schools have a high status as it reflects on their school timetable, where other schools have a low status as it is almost non-existent.

Table 4.1: *Result of the F-Test in the Significant Difference on the Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by the Teacher Coach- Respondents With Respect to the Different Aspects in Terms of Their Profile*

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
Willingness to Learn	4.528	0.012	Rejected	Significant
Class Participation	5.272	0.006	Rejected	Significant
Task Completion	5.833	0.006	Rejected	Significant
Assessment	4.446	0.013	Rejected	Significant
Sex				

Willingness to Learn	0.272	0.603	Accepted	Not Significant
Class Participation	2.358	0.126	Accepted	Not Significant
Task Completion	1.929	0.166	Accepted	Not Significant
Assessment	0.073	0.787	Accepted	Not Significant
Civil Status				
Willingness to Learn	1.406	0.214	Accepted	Not Significant
Class Participation	0.440	0.724	Accepted	Not Significant
Task Completion	0.532	0.532	Accepted	Not Significant
Assessment	1.707	0.166	Accepted	Not Significant
Position Title				
Willingness to Learn	1.023	0.383	Accepted	Not Significant
Class Participation	0.793	0.499	Accepted	Not Significant
Task Completion	0.484	0.694	Accepted	Not Significant
Assessment	1.228	0.300	Accepted	Not Significant
Educational Attainment				
Willingness to Learn	0.500	0.735	Accepted	Not Significant
Class Participation	0.001	1.000	Accepted	Not Significant
Task Completion	0.936	0.443	Accepted	Not Significant
Assessment	0.327	0.860	Accepted	Not Significant
Length of Service				
Willingness to Learn	1.524	0.220	Accepted	Not Significant
Class Participation	1.101	0.334	Accepted	Not Significant
Task Completion	0.985	0.375	Accepted	Not Significant
Assessment	1.257	0.286	Accepted	Not Significant
In-service Trainings Attended				
Willingness to Learn	0.669	0.614	Accepted	Not Significant
Class Participation	1.082	0.366	Accepted	Not Significant
Task Completion	0.863	0.487	Accepted	Not Significant
Assessment	0.478	0.752	Accepted	Not Significant

The table 4.2. below reflects that no significant differences were found in the perceived extent of effects of sports involvement on all aspects (Willingness to Learn, Class Participation, Task Completion, and Assessment) in terms of Age, Sex, Sibling Position, Number of Children in the Family, Parents' Educational Attainment, Parents' Occupation, and Monthly Family Income.The results indicate that the profile of pupil-athletes (age, sex, sibling position, etc.) does not have a significant impact on their perception of the effects of sports involvement on their academic performance. This means that pupil-athletes have a consistent perception of the effects of sports involvement on their academic performance, regardless of their profile. This implies that there is similarity of the perceived effects of sports involvement on pupil-athletes' academic performance. The results can inform the development of strategies to support pupil-athletes' academic success, without considering their individual profiles.This relates with the study of Escalona (2024) which revealed that elite athletes attained a lower overall academic performance than controls , which was confirmed for both sexes .These differences were separately confirmed for most academic subjects , as well as when attending to different sport classifications . Young elite athletes attained a lower academic performance than their non-elite peers, regardless of their type of sport.

Table 4.2: *Result of the F-Test in the Significant Difference on the Extent of Effects of Sports Involvement on the Academic Performance of Pupil-Athletes as Perceived by Themselves With Respect to the Different Aspects in Terms of Their Profile*

Profile/Aspects	F-value	p-value	Ho	Verbal Interpretation
Age				
Willingness to Learn	0.018	0.982	Accepted	Not Significant
Class Participation	1.938	0.146	Accepted	Not Significant
Task Completion	0.614	0.542	Accepted	Not Significant

Assessment	0.149	0.862	Accepted	Not Significant
Sex				
Willingness to Learn	0.195	0.659	Accepted	Not Significant
Class Participation	1.198	0.275	Accepted	Not Significant
Task Completion	0.951	0.330	Accepted	Not Significant
Assessment	0.270	0.603	Accepted	Not Significant
Sibling Position				
Willingness to Learn	0.918	0.454	Accepted	Not Significant
Class Participation	0.771	0.545	Accepted	Not Significant
Task Completion	1.417	0.228	Accepted	Not Significant
Assessment	0.751	0.558	Accepted	Not Significant
Number of Children in the Family				
Willingness to Learn	2.072	0.104	Accepted	Not Significant
Class Participation	2.034	0.109	Accepted	Not Significant
Task Completion	1.021	0.384	Accepted	Not Significant
Assessment	2.546	0.063	Accepted	Not Significant
Parents' Educational Attainment				
Willingness to Learn	1.191	0.315	Accepted	Not Significant
Class Participation	1.315	0.264	Accepted	Not Significant
Task Completion	0.908	0.460	Accepted	Not Significant
Assessment	1.019	0.398	Accepted	Not Significant
Parents' Occupation				
Willingness to Learn	0.828	0.479	Accepted	Not Significant
Class Participation	0.192	0.902	Accepted	Not Significant
Task Completion	0.119	0.949	Accepted	Not Significant
Assessment	1.151	0.329	Accepted	Not Significant
Monthly Family Income				
Willingness to Learn	0.615	0.606	Accepted	Not Significant
Class Participation	0.425	0.735	Accepted	Not Significant
Task Completion	1.821	0.143	Accepted	Not Significant
Assessment	0.473	0.701	Accepted	Not Significant

3.5. Level of Academic Performance of the Pupil-Athletes as Revealed in Their Average Grades in the First Quarter

As shown in the table, the majority of pupil-athletes (54%) have a "Very Satisfactory" performance, with an average grade of 85-89., 19% of pupil-athletes have an "Outstanding" performance , with an average grade of 90 and above. The mean average grade is 86.70, which falls under the "Very Satisfactory" rating. The standard deviation is 3.128, indicating a relatively low variability in grades The results indicates that the pupil-athletes have a good level of academic performance, with most of them achieving "Very Satisfactory" performance. This means that the pupil-athletes are trying their best to achieve better performance despite their involvement in sports Findings imply that the pupil-athletes can balance their academic and athletic responsibilities effectively. Furthermore, the findings highlight the importance of supporting pupil-athletes in their academic pursuits, as they are able to achieve good grades despite their athletic commitments. The results can inform the development of strategies to further support pupil-athletes' academic success, such as providing academic counseling and resources. This conforms with the citation of Chong (2022), that sports involvement can have both positive and negative effects on pupil-athletes' academic performance, with benefits including improved cognitive function, time management, and discipline. Sports can foster discipline, perseverance, and motivation, which can translate to greater academic commitment and aspirations.

Table 5: *Level of Academic Performance of the Pupil- Athletes as Revealed in Their Average Grades in the First Quarter*

Grade	Verbal Interpretation	f	%
90 and above	Outstanding	55	19
85 - 89	Very Satisfactory	156	54
80 - 84	Satisfactory	78	27
75 - 79	Fairly Satisfactory	-	-
below 75	Did not meet expectations	-	-
Total			
Highest Rating			**92**
Lowest Rating			**81**
Mean			**86.70 – Very Satisfactory**
Standard Deviation			**3.128**

3.6. Significant Relationship Between the Perceived Extent of Effects of Sports Involvement and the Level of Academic Performance of the Pupil- Athletes

It could be gleaned from the table that the r-values for all aspects (Willingness to Learn, Class Participation, Task Completion, and Assessment) are close to 0, indicating a very weak correlation between sports involvement and academic performance. The p-values for all aspects are greater than 0.05, indicating that the correlations are not statistically significant. Findings indicate that there is no significant relationship between the perceived extent of effects of sports involvement and the level of academic performance of pupil-athletes. This means that sports involvement does not have a significant impact on pupil-athletes' academic performance.This is aligned with the findings of the study of Usop and Morbo (2025) which revealed no significant relationship between sports involvement and written task performance. Thus, the null hypothesis was accepted, suggesting only a low positive correlation that was not statistically significant. Despite demanding schedules, softball athletes demonstrated academic competence, particularly in written assignments.

Table 6: *Computed r-Values on Significant Relationship Between the Perceived Extent of Effects of Sports Involvement and the Level of Academic Performance of the Pupil- Athletes*

Aspects	r-values	p-values	H_O	Verbal Interpretation
Willingness to Learn	-0.028	0.640	Accepted	Not Significant
Class Participation	-0.048	0.412	Accepted	Not Significant

Task Completion	0.019	0.749	Accepted	Not Significant
Assessment	0.000	1.000	Accepted	Not Significant

4. Conclusion & Recommendations

The study concludes that coaches and pupil-athletes have differing perceptions regarding the effects of sports involvement on academic performance, particularly in the area of task completion. Additionally, the age of teacher-coaches significantly influences their views on the effects of sports involvement on pupils' willingness to learn, class participation, task completion, and assessment. However, the actual academic performance of pupil-athletes is not significantly affected by their perceived level of sports involvement across these aspects.

In light of these findings, it is recommended that school administrators orient teachers to design tasks that recognize pupil-athletes' dual responsibilities, and that coaches and academic teachers coordinate training schedules while aligning learning competencies with physical activities. Schools should strengthen support systems such as academic advising, time management training, flexible deadlines, and mental health resources to help athletes balance sports and academics effectively. Collaboration among coaches, teachers, and parents should be encouraged to provide holistic support. Implementation of the proposed action plan is recommended, and further research may explore additional variables related to sports involvement and academic performance.

Compliance with ethical standards

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