

Effects of Sports Participation on the Social Well-Being and Academic Performance of Grade 8 Students

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Abstract

This study examined the effects of sports participation on the social well-being and academic performance of Grade 8 student-athletes in selected public secondary schools in Binangonan, Rizal for School Year 2025–2026. Employing a descriptive survey research design, the study involved 35 teacher-coaches and 106 student-athletes from nine secondary schools. The respondents were described in terms of demographic and professional profiles, while student-athletes were profiled according to age, sex, family structure, socioeconomic status, and sports participation. A researcher-made questionnaire-checklist and documentary analysis of first quarter grades were used to gather data. Findings revealed that teacher-coaches were mostly middle-aged females with 1–10 years of coaching experience, while student-athletes were predominantly 14-year-old males from medium-sized families with modest family income. Sports participation was perceived to have a positive effect on social well-being in terms of interpersonal skills, concern for others, and self-control, with teachers rating it as “always” and students as “often.” No significant difference was found between the perceptions of the two groups. Certain demographic variables such as teacher-coaches’ age and civil status, and student-athletes’ sex and sibling position showed significant differences in specific social skill domains. The academic performance of student-athletes was very satisfactory, with a mean grade of 87.437. Interpersonal skills and concern for others were significantly related to academic performance, while self-control was not. The study concludes that sports participation enhances selected aspects of social well-being and contributes indirectly to academic success. It is recommended that schools strengthen sports programs that integrate social skills development and provide targeted support for coaches and students. An action plan is likewise proposed to further enhance implementation and ensure balanced development of both academic and social competencies among learners engaged in school sports programs. Future researchers may explore additional variables and wider populations to validate and expand the present findings in similar contexts.

Keywords: Sports Participation, Social Well-Being, Academic Performance, Student-Athletes, Interpersonal Skills

Introduction

Education is a fundamental process of acquiring knowledge, skills, values, and attitudes that enable individuals to become productive members of society. It is not only concerned with cognitive development but also with the holistic growth of learners, including their emotional, social, and physical well-being. Educators play a vital role in guiding learners not only to understand academic content but also to apply their learning in meaningful and enjoyable ways that enhance their overall quality of life.

Sports participation has been widely recognized as an essential component of holistic education. It plays a significant role in developing students’ physical fitness, discipline, leadership, teamwork, and self-confidence. Through active engagement in sports, students are given opportunities to build resilience, manage stress, and strengthen interpersonal relationships. Moreover, sports provide an avenue for learners to experience enjoyment and relaxation, which helps balance academic demands and reduces school-related stress.

In the Philippine context, the importance of education and student development is strongly emphasized in the 1987 Philippine Constitution, Article XIV, Section 1, which mandates the State to protect and promote the right of all citizens to quality education. This provision highlights the government’s responsibility in ensuring accessible and inclusive educational opportunities that support the holistic development of learners, including their participation in physical and sports-related activities.

Similarly, DepEd Order No. 022, s. 2025, reinforces the institutionalization of school sports programs, emphasizing the role of sports in developing physically fit, disciplined, and socially responsible learners. These policy directions affirm that sports participation is not merely an extracurricular activity but an integral part of learner development that contributes to both physical and psychosocial growth.

Recent studies further support the positive effects of sports participation on students' development. Udeme and Ochor (2024) found that sports participation enhances adolescents' physical health, social behavior, teamwork, leadership skills, and academic discipline. Li et al. (2024) also emphasized that extracurricular sports participation significantly improves subjective well-being among students, with emotion regulation acting as a key mediating factor. These findings suggest that sports contribute not only to physical development but also to emotional stability and social functioning.

Locally, Richardson and Ompoc (2024) revealed that student-athletes are highly influenced by social interaction, competence, and appearance as motivating factors for sports participation. Butlig et al. (2023) further established that sports participation has a significant relationship with academic achievement, while Quimbo (2022) emphasized the role of time management in strengthening the positive link between sports engagement and academic performance. Aquino and Reyes (2022) also found that student-athletes demonstrate strong academic and athletic performance when supported by structured sports programs within the institution.

Despite the positive findings, gaps remain in existing literature. Most studies focus primarily on academic performance or general well-being, with limited emphasis on the combined effects of sports participation on both social well-being and academic performance among Grade 8 learners specifically. Furthermore, few studies examine the moderating influence of demographic factors such as sibling position, civil status of coaches, and socioeconomic background in shaping students' social development outcomes. There is also a need for more localized studies in the context of Binangonan, Rizal, where school-based sports programs may differ in implementation and support systems.

In addition, observations from educators indicate that while many student-athletes demonstrate positive social behaviors such as teamwork, cooperation, and communication, some still struggle in balancing academic responsibilities and sports commitments. This suggests that sports participation does not automatically guarantee balanced development and may require stronger guidance and structured support systems.

Given these gaps, this study is conducted to determine the effects of sports participation on the social well-being and academic performance of Grade 8 student-athletes in selected public secondary schools in Binangonan, Rizal. The findings of this study aim to contribute to the improvement of school sports programs and provide evidence-based insights for educators, coaches, and policymakers.

Material and methods

2.1 Research Design

This study utilized the descriptive research method which is designed to gather information about present existing conditions needed in the study.

2.2 Locale of the Study

The study was conducted in all public secondary schools in Binangonan District, Division of Rizal. These include Don Jose Ynares Memorial National High School, Guronasyon Foundation Inc. National High School, Janosa National High School Mahabang Parang National High School, Margarito A. Duavit Integrated School, Pag-asa National High School, Rizal National Science High School, Talim Point National High School and Vicente Madrigal Integrated School..

2.3 Respondents of the Study

The respondents of the study were the total population of teacher-coaches and student-athletes in selected public secondary schools in Binangonan District. The respondents consist of 35 teacher-coaches and 106 student-athletes. The teacher-coaches were described in terms of age, sex, civil status, position title, educational attainment, number of years as coach and in-service trainings attended. The student-athletes were described in terms of age, sex, sibling position, monthly family income, parents' educational attainment, number of children in the family, and sports engagement.

2.4 Sample and Sampling Procedure

The study employed a total enumeration sampling technique wherein all available respondents from the selected public secondary schools in Binangonan District were included. The respondents consisted of 35 teacher-coaches and 106 student-athletes, representing the entire population of identified participants within the study locale. The teacher-coaches were described in terms of age, sex, civil status, position title, educational attainment, number of years as coach, and in-service trainings attended, while the student-athletes were profiled according to age, sex, sibling position, monthly family income, parents' educational attainment, number of children in the family, and sports engagement. This sampling procedure ensured that all qualified respondents were fully represented, allowing for a comprehensive analysis of the variables under investigation.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the primary instrument in gathering the needed data. Part I of the instrument focused on the profile of the respondents, specifically the teacher-coaches in terms of age, sex, civil status, position title, educational attainment, number of years as coach, and in-service trainings attended, and the student-athletes in terms of age, sex, sibling position, monthly family income, parents' educational attainment, number of children in the family, and sports engagement. Part II measured the extent of effects of sports participation on the social well-being of Grade 8 student-athletes in terms of interpersonal skills, concern for others, and self-control, with each domain consisting of 10 items or a total of 30 items. A 5-point Likert scale was used to interpret responses ranging from "Always" to "Never." Documentary analysis was also employed to determine the academic performance of student-athletes based on their first quarter grades as reflected in School Form 9, using a descriptive grading scale from "Outstanding" to "Did Not Meet Expectations." The instrument underwent content validation through the assistance of experts in the field of research, including the dean, adviser, statistician, school principal, sports coordinator, and selected professorial lecturers, whose suggestions and recommendations were incorporated in the final refinement of the questionnaire-checklist.

2.6 Data Gathering Procedure

The study followed the Gantt Chart of Activities in the conduct of the research. This included the formulation of the research problem up to the revision of the manuscript and submission of the final copy. Permission to conduct the study was obtained from the Office of the Schools Division Superintendent. After the validation of the instrument, the questionnaire-checklist was administered to the respondents using Google Survey Forms. The researcher was guided by the provisions of the Data Privacy Act throughout the data-gathering process. After the retrieval of the responses, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). The data were analyzed and interpreted based on the sub-problems of the study. The summary of findings, conclusions, and recommendations were formulated based on the results of the analysis. After the oral defense, the manuscript was revised in consideration of the comments and suggestions of the Oral Examination Committee. The manuscript was also subjected to an anti-plagiarism process at the statistical center. After finalization, hardbound copies were submitted to the Office of the Graduate Studies Program and other concerned offices.

2.7 Data Analysis Techniques

The study employed appropriate statistical tools to analyze the collected data based on the specific objectives of the study. Frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of selected variables. Weighted mean was utilized to determine the extent of effects of sports participation on the social well-being of Grade 8 student-athletes as perceived by the two groups of respondents with respect to interpersonal skills, concern for others, and self-control. To test for significant differences between the perceptions of teacher-coaches and student-athletes, an independent samples t-test was applied. One-way Analysis of Variance (ANOVA) was used to determine significant differences when respondents were grouped according to their profile variables. The level of academic performance of student-athletes, based on their average grades, was analyzed using mean and standard deviation. Finally, Pearson product-moment correlation was employed to determine the significant relationship between the extent of sports participation effects on social well-being and the academic performance of student-athletes.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As shown in Table 1.1, the majority of the 35 teacher-coach respondents are 41–50 years old (42.9%), followed by those aged 21–30 years (40.0%) and 31–40 years old (17.1%). In terms of sex, most are female (51.4%) while 48.6% are male. As to civil status, 62.9% are married and 37.1% are single. Regarding position title, more than half are Teacher III (51.4%), followed by Teacher I (45.7%), while only 2.9% are Teacher II. In terms of educational attainment, the largest group are MAT/MAEd graduates (40.0%), followed by bachelor's degree holders (31.4%), those with EdD/PhD units (20.0%), and 8.6% with EdD/PhD degrees. As to number of years as coach, most have 1–10 years of experience (65.7%), followed by 11–20 years (28.6%), and 21–30 years (5.7%). Finally, in terms of in-service trainings attended, most participated in division-level trainings (37.1%), followed by regional (31.4%) and district (25.7%) levels, while only a few attended

national and school-level trainings (2.9% each). Overall, the data indicate that the teacher-coaches are predominantly mid-career professionals with substantial experience in coaching and active participation in professional development activities at various levels.

Table 1.1
Frequency, Percentage and Rank Distribution of the Teacher-Coaches-Respondents in Terms of the Selected Variables

Profile	f	%	Rank
Age			
51 years old and above	-	-	-
41-50 years old	15	42.9	1
31-40 years old	6	17.1	3
21-30 years old	14	40.0	2
Total	35	100.0	
Sex			
Male	17	48.6	2
Female	18	51.4	1
Total	35	100.0	
Civil Status			
Single	13	37.1	2
Married	22	62.9	1
Annulled/Separated	-	-	-
Widow/Widower	-	-	-
Total	35	100.0	
Position Title			
Teacher III	18	51.4	1
Teacher II	1	2.9	3
Teacher I	16	45.7	2
Total	35	100	
Educational Attainment			
EdD/PhD units	7	20.0	3
With EdD/PhD units	3	8.6	4
MAT/MAEd	14	40.0	1
With MAT/MAED units	-	-	-
Bachelor's degree	11	31.4	2
Total	35	100	
Number of Years as Coach			
31 years and above	-	-	-
21-30 years	2	5.7	3
11-20 years	10	28.6	2
1-10 years	23	65.7	1
Total	35	100.0	
In-Service Trainings Attended			
National	1	2.9	4.5
Regional	11	31.4	2
Division	13	37.1	1
District	9	25.7	3
School	1	2.9	4.5
Total	35	100	

As shown in the table 1.2. below, out of 106 student-athlete respondents, most are 14 years old (76.4%) and male (57.5%), while 42.5% are female. In terms of sibling position, nearly half are fourth-born (46.2%), followed by first-born (29.2%), second-born (14.2%), and third-born (10.4%). Most belong to families with 4–5 children (55.7%), followed by 2–3 children (40.6%), and a small percentage with 6–7 children (3.8%). As to parents' educational attainment, fathers are mostly college undergraduates (41.5%) while mothers are mostly high school graduates (32.1%). In terms of monthly family income, the majority belong to the Php 15,000–Php 19,999 bracket (45.3%), followed by Php 10,000–Php 14,999 (34.9%), Php 20,000–Php 24,999 (16.0%), and a small proportion below Php 9,999 (3.8%). Regarding sports participation, basketball is the most

commonly played sport (26.4%), followed by volleyball (17.0%), badminton (12.3%), athletics and others (11.3% each), chess and sepak takraw (9.4% each), swimming and table tennis (4.7% each), tennis (2.8%), and taekwondo (1.9%). Overall, the results indicate that the student-athletes are mostly early adolescents from middle-income families, with basketball emerging as the most popular sport.

Table 1.2
Frequency, Percentage and Rank Distribution of the Student-Athletes-Respondents in Terms of the Selected Variables

Profile	f	%	Rank			
Age						
16 years and above	-	-	-			
15 years old	25	23.6	2			
14 years old	81	76.4	1			
Total	106	100.0				
Sex						
Male	61	57.5	1			
Female	45	42.5	2			
Total	106	100.0				
Sibling Position		%				
5 th and above	-	-	-			
4 th	49	46.2	1			
3 rd	11	10.4	4			
2 nd	15	14.2	3			
1 st	31	29.2	2			
Total	106	100.0				
Number of Children in the Family						
1	-	-	-			
2 – 3	43	40.6	2			
4 – 5	59	55.7	1			
6 – 7	4	3.8	3			
8 and above	-	-	-			
Total	106	100.0				
Parent’s Educational Attainment	Father			Mother		
	F	%	R	f	%	R
College Graduate	20	18.9	3	30	28.3	3
College Undergraduate	44	41.5	1	32	30.2	2
High School Graduate	28	26.4	2	34	32.1	1
High School Undergraduate	11	10.4	4	10	9.4	4
Elementary Graduate	3	2.8	5	-	-	-
Total	106	100.0		106	100.0	
Monthly Family Income						
Php 25,000 and above	-			-		-
Php 20,000 – Php 24,999	17			16.0		3
Php 15,000 – Php 19,999	48			45.3		1
Php 10,000 – Php 14,999	37			34.9		2
Php 9,999 below	4			3.8		4
Total	106			100.0		
Sports Participated						
Athletics	12			11.3		4.5
Basketball	28			26.4		1
Volleyball	18			17.0		2
Badminton	13			12.3		3
Swimming	5			4.7		8.5
Table Tennis	5			4.7		8.5
Tennis	3			2.8		10
Chess	10			9.4		6.5
Sepak Takraw	10			9.4		6.5

Taekwondo	2	1.9	11
Others	12	11.3	4.5
Total	106	100.0	

3.2 Extent of Effects of Sports Participation on the Social Well-Being of Student-Athletes as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

The table shows that teacher-coaches obtained a composite weighted mean of 4.55, verbally interpreted as “Always,” while student-athletes obtained a composite weighted mean of 4.47, interpreted as “Often,” indicating generally positive perceptions on the effects of sports participation on social well-being. For teacher-coaches, concern for others ranked first with a mean of 4.69 (“Always”), followed by interpersonal skills with 4.66 (“Always”), while self-control ranked last with 4.30 (“Often”). Similarly, student-athletes also rated concern for others highest with a mean of 4.69 (“Always”), followed by interpersonal skills with 4.53 (“Always”), and self-control as lowest with 4.18 (“Often”). These results suggest that both groups share similar perceptions, with concern for others emerging as the most developed social skill fostered through sports participation, while self-control appears to be the least developed among the indicators. This implies that sports participation strongly promotes empathy, cooperation, and positive relationships among student-athletes; however, emotional regulation and self-discipline still require further enhancement through guided support. The findings further suggest that structured sports programs and consistent coaching strategies play a vital role in reinforcing desirable social behaviors and improving students’ ability to handle pressure and challenges effectively. This aligns with Richardson and Ompoc (2024), who emphasized that sports participation enhances social interaction, competence, and a sense of belonging among student-athletes.

Table 2

Extent of Effects of Sports Participation on the Social Well-Being of Student-Athletes as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

Aspects	Teachers-Coaches			Student-Athletes		
	WX	VI	Rank	WX	VI	Rank
Interpersonal Skills	4.66	Always	2	4.53	Always	2
Concern for Others	4.69	Always	1	4.69	Always	1
Self-Control	4.30	Often	3	4.18	Often	3
Composite WX	4.55	Always		4.47	Often	

Legend: Always (Very High Effect)

3.3 Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Sports Participation on the Social Well-Being of Student-Athletes with Respect to the Cited Aspects

As shown in the table, the obtained p-values for interpersonal skills (0.123), concern for others (0.955), and self-control (0.277) are all higher than the 0.05 level of significance; hence, the null hypothesis is accepted. This indicates that there is no significant difference between the perceptions of teacher-coaches and student-athletes on the extent of effects of sports participation on the social well-being of Grade 8 student-athletes. Both groups share similar perceptions regarding the influence of sports participation on interpersonal skills, concern for others, and self-control. This suggests that sports participation is consistently viewed by both respondents as beneficial in promoting social development among student-athletes. It further implies that engagement in sports provides meaningful opportunities for learners to interact, cooperate, and develop positive relationships, thereby strengthening their social behavior and emotional understanding. The similarity in perceptions also highlights the effectiveness of sports programs in fostering shared values and social skills among participants, as observed by both educators and students. Moreover, it suggests that teacher-coaches play a crucial role in reinforcing these positive behaviors through guidance and supervision during sports activities. This finding is in connection with Aquino and Reyes (2022), who reported that both student-athletes and institutional stakeholders shared positive perceptions of sports participation and expressed satisfaction with school sports programs and their implementation.

Table 3

Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Sports Participation on the Social Well-Being of Student-Athletes with Respect to the Cited Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Interpersonal Skills	1.549	0.123	Accepted	Not Significant
Concern for Others	0.056	0.955	Accepted	Not Significant
Self-Control	1.091	0.277	Accepted	Not Significant

3.4 Significant Difference on the Extent of Effects of Sports Participation on the Social Well-Being of Grade 8 Student-Athletes as Perceived by the Two Groups of Respondents with Respect to the Different Aspects in Terms of Their Profile

The table 4.1. shows that the test for significant difference on the extent of effects of sports participation on the social well-being of Grade 8 student-athletes, as perceived by teacher-coaches in terms of sex, educational attainment, position title, number of years as coach, and in-service trainings attended, obtained p-values higher than the 0.05 level of significance; thus, the null hypothesis is accepted. However, when grouped according to age with respect to interpersonal skills and civil status with respect to interpersonal skills and self-control, the obtained p-values are lower than 0.05, leading to the rejection of the null hypothesis. These findings indicate that most teacher-coach profile variables do not significantly influence their perceptions on the effects of sports participation on student-athletes' social well-being in terms of interpersonal skills, concern for others, and self-control. This suggests a generally consistent perception among teacher-coaches regardless of sex, educational attainment, position, coaching experience, and training exposure. However, variations in age and civil status appear to influence how teacher-coaches perceive interpersonal skills and self-control, implying that personal maturity and life experience may shape how they interpret student behavior and social development outcomes. This further suggests that while professional qualifications and experience may standardize perceptions, individual differences linked to age and civil status can still affect evaluative judgments. Hence, targeted capacity-building and reflective practices may help ensure more uniform assessment and support for student-athletes' social development. These findings are in relation to Terrado (2022), who emphasized that the effectiveness of sports development programs is influenced by the qualifications, training, and roles of teachers and coaches, highlighting the importance of well-prepared educators in successful sports program implementation.

Table 4.1

Computed F-values on Extent of Effects of Sports Participation on the Social Well-Being of Grade 8 Student-Athletes as Perceived by the Teacher-Coaches-Respondents with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Interpersonal Skills	5.469	.009	Rejected	Significant
Concern for Others	.628	.540	Accepted	Not Significant
Self-Control	1.759	.188	Accepted	Not Significant
Sex				
Interpersonal Skills	2.627	.115	Accepted	Not Significant
Concern for Others	.579	.452	Accepted	Not Significant
Self-Control	1.859	.182	Accepted	Not Significant
Civil Status				
Interpersonal Skills	31.105	.000	Rejected	Significant
Concern for Others	.289	.594	Accepted	Not Significant
Self-Control	21.691	.000	Rejected	Significant
Educational Attainment				
Interpersonal Skills	.834	.485	Accepted	Not Significant
Concern for Others	1.719	.183	Accepted	Not Significant
Self-Control	1.191	.329	Accepted	Not Significant
Position Title				
Interpersonal Skills	1.540	.230	Accepted	Not Significant
Concern for Others	.455	.639	Accepted	Not Significant
Self-Control	.908	.413	Accepted	Not Significant
Number of Years as Coach				
Interpersonal Skills	1.635	.211	Accepted	Not Significant
Concern for Others	1.701	.199	Accepted	Not Significant
Self-Control	.569	.572	Accepted	Not Significant
In-Service Trainings Attended				
Interpersonal Skills	.698	.599	Accepted	Not Significant
Concern for Others	1.072	.388	Accepted	Not Significant
Self-Control	.618	.653	Accepted	Not Significant

The table 4.2.below reflects the results of the test for significant differences on the extent of effects of sports participation on the social well-being of Grade 8 student-athletes as perceived by themselves with respect to interpersonal skills, concern for others, and self-control in terms of their profile variables. Findings show that age, number of children in the family, parents' educational attainment, monthly family income, and sports participated obtained p-values higher than the 0.05

level of significance; thus, the null hypothesis is accepted, indicating no significant differences. However, when grouped according to sex with respect to interpersonal skills and sibling position with respect to concern for others, the obtained p-values are lower than 0.05; hence, the null hypothesis is rejected, indicating significant differences. This implies that most demographic and family-related factors do not influence student-athletes' perceptions on how sports participation affects their social well-being, suggesting that the positive effects of sports on interpersonal skills, concern for others, and self-control are generally experienced regardless of age, family size, parental education, income level, or type of sport played. However, differences in sex may influence how students develop or perceive interpersonal skills, possibly due to variations in socialization patterns and behavioral expression between males and females. Likewise, sibling position may shape concern for others, as birth order can influence responsibility, empathy, and interaction styles within the family setting. Overall, the findings suggest that while sports participation provides universal benefits in social development, certain personal and familial characteristics may still shape specific social skill outcomes. This is in relation to Latorre (2023), who emphasized that demographic factors such as sex, age, and sports involvement significantly influence students' social interaction and overall developmental experiences.

Table 4.2

Computed F-values on Extent of Effects of Sports Participation on the Social Well-Being of Grade 8 Student-Athletes as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Interpersonal Skills	.033	.855	Accepted	Not Significant
Concern for Others	.567	.453	Accepted	Not Significant
Self-Control	.028	.868	Accepted	Not Significant
Sex				
Interpersonal Skills	6.064	.015	Rejected	Significant
Concern for Others	.617	.434	Accepted	Not Significant
Self-Control	3.034	.084	Accepted	Not Significant
Sibling Position				
Interpersonal Skills	1.406	.245	Accepted	Not Significant
Concern for Others	5.837	.001	Rejected	Significant
Self-Control	1.494	.221	Accepted	Not Significant
Number of Children in the Family				
Interpersonal Skills	2.270	.108	Accepted	Not Significant
Concern for Others	.632	.534	Accepted	Not Significant
Self-Control	1.678	.192	Accepted	Not Significant
Father's Educational Attainment				
Interpersonal Skills	1.248	.296	Accepted	Not Significant
Concern for Others	.811	.521	Accepted	Not Significant
Self-Control	.715	.583	Accepted	Not Significant
Mother's Educational Attainment				
Interpersonal Skills	2.805	.044	Accepted	Not Significant
Concern for Others	1.142	.336	Accepted	Not Significant
Self-Control	1.781	.155	Accepted	Not Significant
Monthly Family Income				
Interpersonal Skills	.481	.696	Accepted	Not Significant
Concern for Others	.483	.695	Accepted	Not Significant
Self-Control	.416	.742	Accepted	Not Significant
Sports Participated				
Interpersonal Skills	1.359	.218	Accepted	Not Significant
Concern for Others	.800	.617	Accepted	Not Significant
Self-Control	.674	.731	Accepted	Not Significant

3.5 Level of Performance of Student-Athletes as Revealed on Their Average Grades in the First Quarter

The table shows that most student-athletes achieved Very Satisfactory academic performance (43.4%), followed by Outstanding (33.0%) and Satisfactory (23.6%), with no respondents falling under Fairly Satisfactory or Did Not Meet Expectations. The highest grade recorded was 94 and the lowest was 80, with a mean of 87.437 and a standard deviation of 3.6713, indicating closely clustered and consistently high academic performance among the respondents. These results suggest that student-athletes generally perform well academically, implying that participation in sports may contribute positively to their discipline, focus, time management, and cognitive functioning. Regular engagement in sports activities

appears to support better concentration and learning efficiency, helping students maintain good academic standing while balancing both sports and studies. This further implies that sports participation complements academic development by promoting skills that enhance school performance. The findings are supported by Zhang et al. (2023), who reported that students who participate in sports tend to achieve higher academic outcomes compared to those who do not engage in sports activities.

Table 5
Level of Performance of Student-Athletes as Revealed on Their Average Grades in the First Quarter

Grade	Descriptors	Average Grades	
		Frequency	Percentage
90 and above	Outstanding	35	33.0
85-89	Very Satisfactory	46	43.4
80-84	Satisfactory	25	23.6
75-79	Fairly Satisfactory	-	-
70-74	Did Not Meet Expectations	-	-
Total		106	100.0
Highest		94	
Lowest		80	
Mean		87.437 (Very Satisfactory)	
Std. Deviation		3.6713	

3.6 Significant Relationship Between the Perceived Extent of Effects of Sports Participation on the Social Well-Being of Student-Athletes and their Level of Academic Performance

As depicted in the table, the hypothesis on the significant relationship between self-control and the academic performance of Grade 8 student-athletes is accepted, since the p-value is higher than 0.05, indicating no significant relationship. Meanwhile, the results for interpersonal skills and concern for others obtained p-values lower than 0.04; thus, the null hypothesis is rejected, indicating a significant relationship between these variables and academic performance. This means that self-control developed through sports participation does not directly influence academic performance, while interpersonal skills and concern for others are significantly related to students' academic outcomes. This implies that student-athletes who demonstrate strong social interaction skills and empathy tend to perform better academically, as these traits help them build positive relationships with teachers and classmates, fostering a more supportive and collaborative learning environment. It further suggests that sports participation contributes to academic success not only through physical and psychological development but also through the enhancement of social competencies that promote effective communication, teamwork, and cooperation in school settings. These social abilities enable students to participate more actively in classroom activities and complete academic tasks more efficiently. This is in connection with Butlig et al. (2023), who found a significant relationship between sports participation and academic achievement, emphasizing that student-athletes tend to perform better academically when supported by proper guidance, structure, and balanced engagement in sports and academics.

Table 6
Significant Relationship Between the Perceived Extent of Effects of Sports Participation on the Social Well-Being of Student-Athletes and their Level of Academic Performance

Aspects	r-values	p-value	Ho	VI
Interpersonal Skills	.201	.040	Rejected	Significant
Concern for Others	.364	.000	Rejected	Significant
Self-Control	.183	.062	Accepted	Not Significant

Conclusions & Recommendations

Based on the findings of the study, it is concluded that most profile variables of teacher-coaches (sex, educational attainment, position, number of years as coach, and trainings attended) and student-athletes (age, number of children in the family, parents' educational attainment, monthly family income, and type of sports participated) do not significantly influence the perceived effects of sports participation on the social well-being of student-athletes. However, certain variables such as teacher-coaches' age and civil status, and student-athletes' sex and sibling position are found to be significant in specific aspects of social well-being, particularly interpersonal skills and concern for others. It is also concluded that sports participation is not significantly related to academic performance in terms of self-control, but interpersonal skills and concern for others are significantly associated with the academic performance of student-athletes.

In light of these findings, it is recommended that school administrators strengthen sports programs that emphasize not only physical development but also the enhancement of interpersonal skills and concern for others among student-athletes. Teacher-coaches should be provided with continuous training and support to better guide students in developing self-control and other social competencies. Teachers are encouraged to integrate activities that promote teamwork, empathy, and positive interaction in sports-related and classroom activities. Students should be guided to practice self-reflection and emotional regulation while maintaining a balanced focus on both academics and sports participation. The proposed action plan should be implemented, and further studies may be conducted using other variables to expand and validate the findings of this research.

Compliance with ethical standards

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