

SPORTS ENGAGEMENT AND ACADEMIC PERFORMANCE OF PUPIL-ATHLETS IN PUBLIC ELEMENTARY SCHOOLS

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Abstract

This study aimed to assess the level of sports participation and academic performance among pupil-athletes in public elementary schools within the Baras Sub-Office during the 2024-2025 school year. The research involved two respondent groups. The first group comprised the entire population of teacher-coaches in the selected schools, totalling 50 individuals. These participants were described based on age, sex, civil status, educational attainment, length of service, position, and in-service training attended. The second group included all pupil-athletes from the same schools, totalling 60 individuals. They were characterized according to age, sex, sibling position, number of siblings, monthly family income, parents' educational background, and parents' occupations.

A descriptive survey research design was employed, utilizing a researcher-developed questionnaire checklist as the primary data collection instrument. This tool measured the extent of pupil-athletes' engagement in sports activities, specifically in planning and preparation, training, and participation in competitions. Additionally, documentary analysis was conducted to evaluate the academic performance of the pupil-athletes, based on their grades from the first and second quarters.

The study found that teachers and pupils shared similar perceptions regarding the extent of pupil-athletes' sports engagement across planning, training, and competition participation. Furthermore, the academic performance of pupil-athletes was found to be significantly influenced by their level of involvement in sports activities. The findings suggest that providing pupil-athletes with increased support and consideration in their academic responsibilities and sports participation may enhance their overall performance. It is recommended that teachers and parents strengthen their partnership in guiding pupil-athletes to effectively balance their academic and athletic commitments.

Keywords – Pupil-athletes, Sports engagement, Academic performance, Teacher-coaches, Elementary education.

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INTRODUCTION

Education plays a very significant role to an individual's life and development. It is the foundation of the economic, social and civil development of any nation, increases human well-being and is a decisive factor in enabling people to become better, productive and responsible members of society. Furthermore, education is linked to an individual's well-being and possibilities for a better life and plays an important part in the development of human resources. It guarantees that people gain the knowledge and skills they need to become more productive and improve their quality of life. Moreover, the sustainability of civilization depends on the function that education plays in society. Training people for the future and the advancement of humanity is what education is all about. Education reform is frequently given top priority by governments, and policymakers and school administrators are always looking for methods to increase student progress. Furthermore, the 1987 Philippine Constitution, Article XIV Section 19 states 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.”

This emphasizes that Physical Education has a significant impact on pupils' academic performance in the classroom and is crucial in helping them develop their skills and potential as future athletes. In the past, it was seen to be a crucial component of the curriculum to improve social, intellectual, motor, and physical development. The purpose of physical education in the curriculum is to promote health. Through sports and leisure, it seeks to enhance students' social, emotional, cerebral, and physical abilities. Playing sports has been linked to improved satisfaction with the body's intuitive and dynamic processes, which in turn has a positive impact on academic achievement. Anent to this, DepEd Memorandum No. 005, s.2023 on “Sports for All Policy” mandates that:

“DepEd must make physical fitness and sports accessible to all, regardless of age, gender, talent, and capabilities, in all organized competitions.”

This provides that sports are a special and well-known way to encourage positive and significant change in pupil-athletes motivation. The idea that athletics

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always allude to positive outcomes in a wide range of societal and personal issues is reflected in the program's guiding principles. Undeniably, sports engagement can significantly affect pupils' academic growth, particularly if they take part in warm-up and training events. Since pupil-athletes spend so much time exercising outside of the classroom, they view sports as impeding their academic success. Sports programs have been created to help pupils who are bored or lazy in class. Parents' consent, students' standing in the class, their abilities and potential, and the teachers themselves all play a role in this program. Emphasis has been placed on achieving athletic objectives as well as diversity and inclusivity, both of which are advantageous to the students enrolled in the program. This concept lays the foundation for students' participation in sports and their future sporting achievements; it also permits the training program to be taken into account, leading to a gradual change in physical education classes.

Every school has had some sort of sports program. They encourage achievement in life by bolstering the school's academic program. They assist students in gaining experience and developing abilities that could aid them in the future, such as

time management and interpersonal skills. Sports aid in maintaining a healthy body, while education may ignite the flame of knowledge. After studying for a long time, sports are a great way to unwind and recharge. Students have a lot of energy that they cannot use solely for studying. The excess energy may cause students to engage in inappropriate or undesired activities that are detrimental to their academic performance as well as their health. Sports can help you avoid this. They are the places where excess energy is released. Participating in sports keeps students' minds busy and reduces the probability that they will stray from important topics.

The relationship between pupil-athletes' participation in sports and academic achievement has long been debated. Since students were struggling to balance the demanding schedules of sports training with the demands of academic courses, critics noted that playing sports may limit the amount of time available for studying and learning. On the other hand, sports fans asserted that playing sports can inspire student-athletes to work harder, increase their academic ambition, keep them in school, improve their academic performance, and foster an appreciation for the value of teamwork, sportsmanship, and

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camaraderie. Additionally, studies have provided evidence that students who participate in sports and physical activities develop mental and physical alertness. Students who are mentally and physically alert consistently perform better, accomplish more, and are more likely to stay in school.

In public elementary schools specifically in Baras Sub-Office, it has been observed that many pupils are engaged in different sports discipline. Many of them are athletes in a specific category. They participate in several competition in school level, district, division, regional and up to the national level. The Local Government Unit of Baras District are very supportive in terms of funding and giving appropriate budget prior to the needs of the department. This is one of the reasons why most of the school in the district are actively participating in different sports discipline. In view of this, the researcher, as one of the tournament managers in the district, was prompted to conduct a study to assess the sports engagement and academic performance of pupil-athletes in public elementary schools in the District of Baras, Division of Rizal

OBJECTIVES OF THE STUDY

The study aimed to determine the extent of sports engagement and academic performance of pupil-athletes in public

elementary schools in Baras Sub-Office during the School Year 2024-2025.

METHODOLOGY

This study is a descriptive type of research utilizing a questionnaire as the tool in gathering of pertinent data.

According to Ardales (2020), descriptive research is a method which purports to “describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena”, In some situations and conditions that call for mechanical and technical advantage, descriptive research aims to seek familiarity with the subjects accurately, and provides the necessary background for establishing a more precise problem for subsequent, more specific study and for the development and testing of hypothesis.

Specifically, the study applied the descriptive survey research design. This research design is appropriate to the study since the aim is to assess the participation in sports with pupil-athletes' academic achievement. Additionally, documentary analysis was used because of the academic achievement of the pupil-athletes was based on their average grades in the first and second quarter.

The study considered two groups of respondents. The first group of respondents

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considered the total population of teacher-coaches in public elementary schools in Baras Sub-Office. This consists of 50 teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended. The second group of respondents considered the total population of the pupil-athletes in public elementary schools in the same sub-office. This consists of 60 pupils. They were described in terms of age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation.

To determine the extent of sports engagement and academic performance of pupil-athletes in public elementary schools in Baras Sub-office, the study utilized a researcher-made questionnaire-checklist as research instrument in gathering sufficient data. The questionnaire-checklist consists of two parts. Part I dealt with the profile of the respondents such as teacher-coaches' age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended and pupil-athletes' age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation.

Part II dealt with the extent of sports engagement of pupil-athletes with respect to planning and preparation, training and participation in actual competition. Each aspect consists of 10 items with a total of 30 items.

The questionnaire-checklist was content-validate. Their comments, suggestions and recommendations were incorporated in the final copy of the questionnaire-checklist.

Table 1
Respondents of the Study

School	Teacher- Coaches	Pupil- Athletes
Baras Elementary School	25	32
Baras-Pinugay Elementary School Main	4	4
Baras- Pinugay Elementary School - One Ynares Annex	1	1
Baras-Pinugay Elementary School - Phase 2 Annex	8	11
Evangelista Elementary School	1	1
Malalim Elementary School	1	1
Painaan Elementary School – Main	2	2
Painaan Elementary School – Heroesville Annex	1	1
Pinugay Elementary School	5	5

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San Roque Elementary School	1	1
Santiago Elementary School	1	1
Total	50	60

RESULTS AND DISCUSSION

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

Table 2 presents the frequency and percentage distribution of the teacher-coaches in terms of the selected variables.

Table 2
Frequency and Percentage Distribution of the Teacher-Coaches

Age	f	%	Rank
51 years old and above	10	20.0	3
41-50 years old	16	32.0	2
31-40 years old	20	40.0	1
21-30 years old	4	8.0	4
Total	50	100	
Sex			
Male	16	32.0	2
Female	34	68.0	1
Total	50	100	
Civil Status			
Single	20	40.0	2
Married	24	48.0	1
Widow/Widower	6	12.0	3
Total	50	100	
Educational Attainment			
Masters' Degree with Doctoral Units	4	8.0	4
Masters' Degree	14	28.0	2
With MA units	20	40.0	1
Bachelor's Degree	12	24.0	3
Total	50	100	
Length of Service			
15-19 years	8	16.0	3
10-14 years	16	32.0	2
5-9 years	20	40.0	1
Below 5 years	6	12.0	4
Total	50	100	
Position Title			
Master Teacher I	4	8.0	4
Teacher III	12	24.0	3
Teacher II	18	36.0	1
Teacher I	16	32.0	2
Total	50	100	
In-Service Trainings Attended			
International	8	16.0	4
National	12	24.0	2
Regional	6	12.0	5
Division	10	20.0	3
District	14	28.0	1
Total	50	100	

Table 3 presents the frequency and percentage distribution of the pupil-athletes in terms of the selected variables.

Table 3
Frequency and Percentage Distribution of the Pupil-Athletes in Terms of the Selected Variables

Age	F	%	Rank
13 years old and above	12	20.0	2
10-12 years old	44	73.3	1
7-9 years old	4	6.7	3
Total	60	100.0	
Sex	F	%	Rank
Male	40	67.7	1
Female	20	33.3	2
Total	60	100.0	
Sibling Position	F	%	
Fourth and above	10	16.7	4
Third	12	20.0	3
Second	20	33.3	1
First	18	30.0	2
Total	60	100.0	
Number of Children in the Family	F	%	
6 and above	10	16.7	3
4-5	30	50.0	1
2-3	12	20.0	2
1	8	13.3	4
Total	60	100.0	
Monthly Family Income	F	%	
₱ 50,000 and above	2	3.3	5
₱ 30,000 - ₱ 49,999	3	5.0	4
₱ 20,000 - ₱ 29,999	8	13.3	3
₱ 10,000 - ₱ 19,999	28	46.7	1
below ₱ 10,000	19	31.7	2
Total	60	100.0	
Parents' Educational Attainment	Father	Mother	
	f	%	R
College Graduate	15	25.0	2
College Undergraduate	20	33.3	1
High School Graduate	10	16.7	4
High School Undergraduate	12	20.0	3
Elementary Graduate	3	5.0	5
Total	60	100.0	
Occupation	Father	Mother	
	f	%	R
Government Employee	15	25.0	2
Private Company Employee	18	30.0	1
Self Employed	12	20.0	3
OFW	6	10.0	5
Others	3	15.0	4
Total	60	100.0	

Extent of Sports Engagement of Pupil-Athletes as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

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Table 4

Extent of Sports Engagement of Pupil-Athletes as Perceived by the Two Groups of Respondents with Respect to Planning and Preparation

Planning and Preparation	Teacher-Coaches			Pupil-Athletes		
	W \bar{x}	VI	R	W \bar{x}	VI	R
In preparing for sports competition, the pupil-athletes ...						
1.get enough sleep each night to improve performance.	4.49	OE	3	4.07	OE	5
2.create an exercise plan that includes cardiovascular workouts, strength training and flexibility exercises.	4.37	OE	7	4.04	OE	6
3.incorporate recovery sessions and rest days into the plan.	4.38	OE	6	3.95	OE	9
4.visualize performance and practice positive self-talk.	4.47	OE	5	3.84	OE	10
5.eat a healthy diet and drink plenty of water.	4.31	OE	9	4.25	OE	4
6.use planners to prioritize tasks.	4.23	OE	10	3.98	OE	7
7.balance time between academics and sports.	4.58	AE	2	3.97	OE	8
8.communicate with teachers, teammates, and coach to establish a good rapport which can be helpful if there is a need not to miss a class, practice, or game.	4.32	OE	8	4.48	OE	1
9.make sure of the readiness of the needed materials before the competition.	4.48	OE	4	4.26	OE	3
10.show confidence, determination, and commitment.	4.62	AE	1	4.30	OE	2
Overall W \bar{x}	4.43	OE		4.11	OE	

Legend : AE – Always Engaged OE-Often Engaged

Results indicate that as perceived by both groups, pupil-athletes are often engaged in the necessary planning and preparation for their sports activities and sports competition. This means that pupil athletes are guided and are aware of the things to do and do the required preparations for future sports competition.

Findings imply that teacher-coaches help pupil-athletes develop their athletic skills and ensure their overall well-being.

Proper nutrition, injury prevention and balance between academics and sports are maintained among pupil-athletes.

This is aligned with the statements of Mayer (2022), that the pupil-athletes should enhance their goal-setting abilities. Sports inherently require setting specific, measurable, and time-bound goals, whether improving personal bests, mastering a new skill, or winning a championship. This practice of goal setting in sports can seamlessly translate into academic settings. He also stated that student-athletes should enhance their goal-setting abilities, underscores the value of this skill for overall success.

Table 5 presents the extent of sports engagement of pupil-athletes as perceived by the two groups of respondents with respect to training.

Table 5

Extent of Sports Engagement of Pupil-Athletes as Perceived by the Two Groups of Respondents with Respect to Training

Training The pupil-athletes ...	Teacher-Coaches			Pupil-Athletes		
	W \bar{x}	VI	R	W \bar{x}	VI	R
1.appear at adequate training to perform at their best.	4.55	AE	3	4.25	OE	1
2.attend training which include conditioning such as strength, endurance, flexibility training, and technical preparation.	4.37	OE	7	4.04	OE	8
3.reduce the risk of injury or fatigue while on training session.	4.38	OE	6	4.07	OE	7
4.follow instructions of trainers and coaches.	4.48	OE	4	3.91	OE	10
5.show positive attitude during training.	4.31	OE	9	4.09	OE	6
6.participate in training without sacrificing academic progress	4.22	OE	10	3.95	OE	9
7.advance skills and self-discipline during training.	4.58	AE	2	4.11	OE	5
8.develop strong time management skills to balance their academic and athletic commitments.	4.35	OE	8	4.14	OE	4
9.come on time on scheduled training.	4.47	OE	5	4.23	OE	2
10.play the best of their ability while having fun during training.	4.69	AE	1	4.16	OE	3
Overall W \bar{x}	4.44	OE		4.10	OE	

Legend : AE – Always Engaged OE – Often Engaged

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Findings revealed that as perceived by teacher-coaches, pupil-athletes are often engaged in trainings as supervised by their trainers and coaches. Pupil-athletes are observed by coaches that they are doing their best in trainings while playing and having fun. Likewise, as perceived by pupil-athletes themselves, they often engaged in trainings to prepare themselves in sports competition.

Results imply that tailored training plans are provided to athletes based on individual athlete needs and specific sports. Moreover, trainings for pupil-athletes focus on technical skills development, strength and conditioning, and tactical strategies. Findings further implies that trainings are conducted to promote positive sportsmanship and respect for opponents and integrate values like teamwork, discipline, and perseverance into training.

This relates with the citation of Schultz (2023), that for national or high-performance athletes, training and practice are highly demanding as they are required to follow the training schedule and work closely with their coaches. Athletes are only entailed to attend centralize training when there is a competition. Most of the time, they do not

have any regular training and competition throughout a year.

Table 6 presents the extent of sports engagement of pupil-athletes as perceived by the two groups of respondents with respect to participation in actual competition.

**Table 6
Extent of Sports Engagement of Pupil-Athletes as Perceived by the Two Groups of Respondents with Respect to Participation in Actual Competition**

Participation in Actual Competition The pupil-athletes ...	Teacher-Coachess			Pupil-Athletes		
	W \bar{X}	VI	R	W \bar{X}	VI	R
1.keep optimistic in every game.	4.54	AE	3	4.16	OE	7
2.stay focused during playtime.	4.38	OE	6	4.11	OE	8
3.show sportsmanship.	4.34	OE	8	4.34	OE	3
4.respect coaches, trainers and other athletes.	4.49	OE	4	4.41	OE	2
5.give their best effort and play to the best of their ability.	4.28	OE	9	4.20	OE	5
6.show positive attitude while playing.	4.23	OE	10	4.43	OE	1
7.demonstrate adaptability and resiliency during competition.	4.61	AE	1	4.21	OE	4
8.manifest self-esteem.	4.35	OE	7	4.18	OE	6
9.avoid tension and anxiety during competition .	4.43	OE	5	4.03	OE	9
10.enhance self discipline during competition.	4.57	AE	2	4.00	OE	10
Overall W \bar{X}	4.42	OE		4.21	OE	

Legend : AE – Always Engaged OE-Often Engaged

Data reveal that as perceived by teacher-coaches, pupil athletes are often engaged in actual competition in their respective sports event. Likewise, they believed that they are ready for participating in actual competition after planning and preparation and rigid training. Results also indicate that pupil-athletes show positivity during actual competition and demonstrate sportsmanship during actual competition.

Results imply that in actual competitions, pupil-athletes demonstrate adaptability and resiliency, enhance self-

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discipline, show optimism in every game and show positive attitude while playing. Findings further imply that pupil-athletes respect coaches, trainers and other athletes.

This has relevance with the statements of Licuanan (2020) that sports help the athletes to make decisions that they feel is right and to believe in these decisions. Student-athletes felt more motivated to attend class, improved their academic performance, and improved their time management abilities. Participation in athletics takes a considerable amount of dedication by athletes, especially to make choices regarding athletic, academic and personal commitments. As student-athletes often must follow a code of conduct. This code of conduct includes following appropriate behaviors and maintaining minimum grades in order to maintain eligibility.

Table 7 presents the summary on the extent of sports engagement of pupil-athletes as perceived by the two groups of respondents with respect to the different aspects.

Table 7

Summary on the Extent of Sports Engagement 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
Planning and Preparation	4.43	Often Engaged	2	4.11	Often Engaged	2
Training	4.44	Often Engaged	1	4.10	Often Engaged	3
Participation in Actual Competition	4.42	Often Engaged	3	4.21	Often Engaged	1
Composite W \bar{x}	4.43	Often Engaged		4.14	Often Engaged	

It could be deduced from the results that pupil-athletes are engaged in planning and preparation, trainings and in actual competitions. This means that they do the necessary planning and preparation for future competition with the guidance and support by their coaches, trainers and parents. Likewise, they undergo trainings in preparation for actual competition.

Findings imply that with the planning, preparation and trainings conducted by pupil-athletes, they can participate in actual spots competition with positive attitudes and with spirit of sportsmanship.

This is in connection with the discussion of Addai (2021) that sport engagement plays a crucial role in promoting physical well-being, fostering social connections, and enhancing overall quality of life. It also facilitated personal development by fostering leadership skills, teamwork, and providing educational and career opportunities. Engagement in sports can help students learn to handle emotions, set goals, develop self-respect, develop self-

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esteem and life satisfaction. Sports can help students reduce the risk of anxiety disorders and low self-esteem.

Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Sports Engagement of Pupil-Athletes with Respect to the Different Aspects

Table 8 presents the results of the t-test on the significant difference between the perception of the two groups of respondents on the extent of sports engagement of pupil-athletes with respect to the different aspects.

Table 8

Results of the t-test on the Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Sports Engagement of Pupil-Athletes with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Planning and Preparation	1.327	.621	Accepted	Not Significant
Training	1.854	.098	Accepted	Not Significant
Participation in Actual Competition	1.135	.912	Accepted	Not Significant

Based on the findings, it can be concluded that there is no discernible difference between the two groups of respondents regarding the degree of pupil-athletes participation in sports.

This implies that teacher-coaches and trainors have developed the necessary athletic

skills among the pupil-athletes which make them ready in actual competition. Findings further imply that teacher-coaches and pupil-athletes are aware of the needed skills, attitudes and expectations for successful sports endeavor.

This is in connection with the findings of the study of Jakiwa (2022) that there is no statistically significant difference among student-athletes in their level of sport participation and academic success.

Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Sports Engagement of Pupil-Athletes with Respect to the Different Aspects in Terms of their Profile

Table 9 presents the results of the F-test on the significant difference on the perception of the teacher-coaches on the extent of sports engagement of pupil-athletes with respect to the different aspects in terms of their profile.

Table 9

Results of the F-test on the Significant Difference on the Perception of the Teacher-Coaches on the Extent of Sports Engagement of Pupil-Athletes with Respect to the Different Aspects in Terms of their Profile

Results denote that age, educational attainment and length of service of teachers are significant on perception on the extent of

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sports engagement of pupil athletes with respect to the different aspects. On the contrary, in terms of sex, civil status, position title and in-service trainings attended, no significant difference exists.

Findings imply that observation of teacher-coaches regarding sports engagement of pupil-athletes with respect to planning and preparation, training and participation in actual training differ significantly when they are grouped according to age, educational attainment and length of service. On the other hand, sex, civil status, position title and in-service trainings has nothing to do with their observations.

This relates with the discussion of Henson (2023) that athlete engagement is a critical concept for all sports coaches to understand. Every coach knows that committed, self-motivated and enthusiastic athletes train smarter, harder and more consistently than those athletes who lack these qualities.

Aspects/Variables	Fcomp	p-values	Ho	VI
Age				
Planning and Preparation	6.132	.022	Rejected	Significant
Training	5.411	.001	Rejected	Significant
Participation in Actual Competition	4.365	.007	Rejected	Significant
Sex				
Planning and Preparation	.126	.784	Accepted	Not Significant
Training	.198	.723	Accepted	Not Significant
Participation in Actual Competition	.133	.788	Accepted	Not Significant
Civil Status				
Planning and Preparation	1.294	.321	Accepted	Not Significant
Training	1.622	.519	Accepted	Not Significant
Participation in Actual Competition	1.398	.728	Accepted	Not Significant
Educational Attainment				
Planning and Preparation	4.759	.009	Rejected	Significant
Training	5.274	.016	Rejected	Significant
Participation in Actual Competition	5.499	.023	Rejected	Significant
Length of Service				
Planning and Preparation	4.073	.003	Rejected	Significant
Training	6.922	.004	Rejected	Significant
Participation in Actual Competition	9.075	.008	Rejected	Significant
Position Title				
Planning and Preparation	.832	.093	Accepted	Not Significant
Training	.912	.081	Accepted	Not Significant
Participation in Actual Competition	.919	.092	Accepted	Not Significant
In-Service Trainings Attended				
Planning and Preparation	.921	.213	Accepted	Not Significant
Training	.387	.986	Accepted	Not Significant
Participation in Actual Competition	.443	.098	Accepted	Not Significant

Table 10 presents the results of the F-test on the significant difference on the extent of sports engagement of pupil-athletes as perceived by themselves with respect to the different aspects in terms of their profile

Results denote that age, educational attainment and length of service of teachers are significant on perception on the extent of sports engagement of pupil athletes with respect to the different aspects. On the contrary, in terms of sex, civil status,

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position title and in-service trainings attended, no significant difference exists.

Findings imply that observation of teacher-coaches regarding sports engagement of pupil-athletes with respect to planning and preparation, training and participation in actual training differ significantly when they are grouped according to age, educational attainment and length of service. On the other hand, sex, civil status, position title and in-service trainings has nothing to do with their observations.

This relates with the discussion of Henson (2023) that athlete engagement is a critical concept for all sports coaches to understand. Every coach knows that committed, self-motivated and enthusiastic athletes train smarter, harder and more consistently than those athletes who lack these qualities.

Age	Fcomp	p-values	Ho	VI
Planning and Preparation	5.162	.008	Rejected	Significant
Training	6.023	.006	Rejected	Significant
Participation in Actual Competition	7.191	.021	Rejected	Significant
Sex				
Planning and Preparation	4.922	.021	Rejected	Significant
Training	5.529	.019	Rejected	Significant
Participation in Actual Competition	5.033	.019	Rejected	Significant
Sibling Position				
Planning and Preparation	7.921	.007	Rejected	Significant
Training	5.191	.002	Rejected	Significant
Participation in Actual Competition	6.213	.019	Rejected	Significant
Number of Children in the Family				
Planning and Preparation	5.587	.002	Rejected	Significant
Training	7.417	.009	Rejected	Significant
Participation in Actual Competition	9.622	.021	Rejected	Significant
Monthly Family Income				
Planning and Preparation	5.298	.013	Rejected	Significant
Training	6.922	.043	Rejected	Significant
Participation in Actual Competition	7.698	.021	Rejected	Significant
Fathers' Educational Attainment				
Planning and Preparation	4.278	.012	Rejected	Significant
Training	7.923	.039	Rejected	Significant
Participation in Actual Competition	9.654	.022	Rejected	Significant
Mothers' Educational Attainment				
Planning and Preparation	4.298	.002	Rejected	Significant
Training	5.123	.008	Rejected	Significant
Participation in Actual Competition	7.685	.004	Rejected	Significant
Fathers' Occupation				
Planning and Preparation	9.298	.008	Rejected	Significant
Training	7.987	.012	Rejected	Significant
Participation in Actual Competition	5.622	.032	Rejected	Significant
Mothers' Occupation				
Planning and Preparation	9.234	.003	Rejected	Significant
Training	7.883	.001	Rejected	Significant
Participation in Actual Competition	5.276	.005	Rejected	Significant

Level of Academic Performance of the Pupil-Athletes as Revealed by their Average Grades in the First and Second Quarter

Table 11 presents the level of academic performance of the pupil-athletes as revealed by their average grades in the first and second quarter.

Table 11

Level of Academic Performance of the Pupil-Athletes as Revealed by their Average Grades in the First and Second Quarter

**LEADING PRACTICES IN EDUCATION: COMPENDIUM OF RESEARCH ON STRATEGIES
 INTERVENTION AND EDUCATOR WELL-BEING**

Grades	Verbal Interpretation	Frequency	Percent	Rank
90 – 100	Outstanding	3	5.0	4
85 – 89	Very Satisfactory	30	50.0	1
80 – 84	Satisfactory	20	33.3	2
75 – 79	Fairly Satisfactory	7	11.7	3
Total		60	100.0	
Highest Grade		91		
Lowest Grade		79		
Mean		85.29 (Very Satisfactory)		
Standard Deviation		3.221		

Findings denote that many of the pupil-athletes are performing well in their studies. This means that despite pupils' engagement in sports they can do the necessary learning tasks in the school.

Results imply that pupil-athletes have managed their time in studying and their involvement in sports. They have managed the demands of training and competition while maintaining academic performance. This conforms with the ideas of Gomez (2023) that the impact of sports on academic excellence in students is significant and multifaceted. It played a significant role in enhancing students' mental health and well-being, which is closely linked to academic performance. A positive mental state is crucial for effective learning and academic excellence, as well as balancing them with your learning. By enhancing cognitive skills, improving time management and organization, positively impacting mental health, developing teamwork, cooperation,

social skills, and building resilience and perseverance, sports can contribute greatly to a students' academic success.

Additionally, participation in sports has been shown to significantly enhance various cognitive skills in students, which are essential for academic success. It often requires quick thinking and decision-making, skills that can transfer to academic tasks. The sense of accomplishment and self-esteem gained from sports achievements can spill over into academic pursuits providing pupil-athletes with the confidence and motivation needed to excel in their studies.

Significant Relationship Between the Extent of Sports Engagement of Pupil-Athletes and their Level of Academic Performance

Table 12 presents the result of the test on the significant relationship between the extent of sports engagement of the pupil-athletes and their level of academic performance.

Table 12

Result of the Test on the Significant Relationship Between the Extent of Sports Engagement of Pupil-Athletes and their Level of Academic Performance

**LEADING PRACTICES IN EDUCATION: COMPENDIUM OF RESEARCH ON STRATEGIES
INTERVENTION AND EDUCATOR WELL-BEING**

Aspects	r-value	p-value	Decision	Verbal Interpretation
Planning and Preparation	.822	.009	Rejected	Significant
Training	.819	.021	Rejected	Significant
Participation in Actual Competition	.825	.026	Rejected	Significant

Results denote that academic performance of pupil athletes is significantly related to their sports engagement. This means that athletes' planning and preparation, training and participation in actual sports competition is related to their academic performance.

Findings imply that achievement of pupil-athletes in academics is influenced by their sports engagement. This means that academic performance of pupil-athletes is associated with their engagement in sports with respect to planning and preparation, training and participation in actual competition.

This is in consonance with the findings of the study of Agustin (2022) that students are now participating at the international level, which is the greatest level of sports competition, after previously only competing at the school level. This only showed that pupil-athletes' participation in sports competition improved their academic achievement and raised the bar for sports competition rather than impairing it.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions are drawn:

1. Teachers and pupils have similar perceptions on the extent of sports engagement of pupil-athletes with respect to planning and preparation, training and participation in actual competition.
2. Sports engagement of pupil-athletes with respect to planning and preparation, training and participation in actual competition vary when they are grouped according to age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment and parents' occupation.
3. Academic performance of pupil-athletes is significantly influenced by their engagement in sports.

In the light of the findings, the following recommendations are hereby offered:

1. School principals may recognize and reward pupil-athletes for their achievements and efforts in sports. This can include awards, certificates, and public recognition during school assemblies.
2. Coaches may regularly request for the facilities and materials needed by the pupil-athletes to make them always motivated and engaged in sports.

- 3.** Teachers and parents may strengthen their partnership in guiding pupil-athletes to balance their academic and sports activities.
- 4.** Pupil-athletes may be given more consideration in their academic activities and involvement in sports activities to achieve better performance.
- 5.** The proposed action plan is recommended for implementation.
- 6.** Parallel studies may be conducted considering other variables.

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