

Sports Engagement and Social Emotional Skills to the Academic Performance of the Students: A Comparative Analysis

Rhonn John Viel L. Aligarbes¹, Freddie S. Javiña²

¹Laguna State Polytechnic University, Philippines

Email address: rhonnjohnaligarbes@gmail.com /freddie.javina@lspu.edu.ph

Abstract— This study determined the relationship between students' sports engagement, social-emotional skills, and academic performance among Senior High School student-athletes in Santa Cruz, Laguna. The result of this study served as the basis for crafting a proposed monthly player action plan. Specifically, it sought to identify the level of students' sports engagement, level of students' social-emotional skills and students' academic performance; the significant relationship between students' sports engagement and social-emotional skills; and the significant effect of students' sports engagement on academic performance.

This research used a descriptive-quantitative method. The respondents were One Hundred Senior High School student-athletes from selected secondary schools in Santa Cruz, Laguna. A researcher-made survey questionnaire was used in this study, and academic performance was obtained through students' third quarter grades.

Findings show that the level of students' sports engagement is very high across all dimensions. Next, the level of students' social-emotional skills is very high in all dimensions. Moreover, findings also reveal that the level of students' academic performance in terms of third quarter grade appears to have a verbal interpretation of High, with the majority of respondents obtaining Outstanding and Very Satisfactory ratings. Study findings show that the relationship between students' sports engagement and social-emotional skills is significant.

Thus, the researcher therefore concludes that there is a significant relationship between sports engagement and social-emotional skills thus rejecting the hypothesis. This implies that participation in sports enhances students' emotional regulation, self-discipline, and interpersonal competence. Moreover, sports engagement collectively influences academic performance, rejecting the second hypothesis which implies that involvement in sports activities supports students' holistic development without hindering their scholastic achievement.

Based on the drawn conclusions, the following recommendations were given: It is recommended that school administrators, teachers, and coaches continuously strengthen structured sports programs and integrate social-emotional skill development within athletic training.

Keywords— Sports Engagement, Social-Emotional Skills, Academic Performance, Student-Athletes, Senior High School, Holistic Development.

I. INTRODUCTION

Sports play a significant role in the lives of every individual. Sports build discipline and moral values in a person, shaping them to become a better person. The impact of physical activities on adolescents' rule consciousness: the chain

mediation effect of friendship quality and emotional intelligence (Peng et al., 2025) shows that sports activities significantly enhance adolescents' awareness and respect for rules/social norms. Importantly, team interactions and friendships formed through sports and mediate that effect, showing how social dynamics in sports reinforce internalization of discipline and moral values. There are a lot of sports in the world, and it has their own category: Individual, Dual, and Team Sports. In the Philippines they use sports not just for entertainment but also for pride and honor, some of the Filipinos are very fanatic of some sports like boxing, basketball and volleyball and some of them spends time to play the particular sports that they want even though they have a busy schedule, some of them use sports as a work like in PBA and many other professional leagues, that's how sports change the lifestyle of every Filipinos.

Sports are physical activities that are organized or informal participation and intended to express or enhance mental and physical health, build social bonds, or produce results in competition at all levels, and have their own rules and guidelines to be followed. The Association for Applied Sport Psychology (2021) describes sport as "all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels. There are many success stories in sports; many of the famous professional athletes have become rich because of sports.

Social-emotional skills play a crucial role in personality development. Many students nowadays don't know how to express their feelings, and sometimes it leads to depression and anxiety, feelings of loneliness, and guilt. Durlak et al. (2022), a large-scale meta-analysis showed that students who received social-emotional training demonstrated significantly lower levels of psychological distress. Many students have anxiety attacks because they are loaded with negative thoughts in their minds; that's why social-emotional skills are very important to inculcate in students, for them to know how to manage their feelings and emotions, and to relate to others.

Being a student athlete is never easy; they need to balance academics, life, and being an athlete, some of whom are prone to stress because they have an overloaded task to do. Some of them missed a lot of quizzes and exams on other subjects. Players represent their respective school and give them pride

and honor; on the other hand, players just receive recognition alone, and they need to face the reality of being a student and being a normal person who has a personal problem. That is why this research was created by the researcher to know “Sports Engagement and Social-Emotional Skills to the Academic performance of the Students: A comparative Analysis.

II. METHODOLOGY

The researcher used the descriptive–correlational method of research to determine the relationship between students’ sports engagement, social-emotional skills, and academic performance as evaluated by selected Senior High School student-athletes in Santa Cruz, Laguna. According to Hancock et al. (2019), quantitative research design is a strategy that lays the foundation for integrating all elements of quantitative research so that results are reliable, bias-free, and generalized as much as possible. Moreover, Bloomfield and Fisher (2019) define descriptive research design as a method of investigating current phenomena with extreme precision and explaining precisely what researchers have observed.

The purpose of descriptive–correlational research is to determine the relationship between students’ sports engagement, social-emotional skills, and academic performance among selected Senior High School student-athletes in Santa Cruz, Laguna in terms of sports engagement such as school activities, community sports, and school sports; social-emotional skills such as self-awareness, self-management, and social awareness; and academic performance as measured by the students’ third quarter grades.

III. RESULT AND DISCUSSION

Table 1 presents the level of sports engagement in terms of school activities. The overall weighted mean of $M = 4.60$ ($SD = 0.33$) for School A, $M = 4.61$ ($SD = 0.42$) for School B, and

$M = 4.48$ ($SD = 0.46$) for School C indicates a very high level of engagement among the respondents. All items were rated “Strongly Agree,” reflecting high student motivation and active participation.

Among the three schools, School B obtained the highest mean, followed closely by School A, while School C recorded the lowest mean, although still within the very high category. The minimal difference between Schools A and B suggests similarly effective sports programs, whereas the lower mean and higher variability in School C indicate less consistent participation among students.

Overall, the findings suggest that school activities effectively promote students’ participation and interest in sports. However, differences among schools highlight the need for consistent program implementation and resource support.

Table 2 presents the level of sports engagement in terms of community sports. The overall weighted mean of $M = 4.71$ ($SD = 0.41$) for School A, $M = 4.47$ ($SD = 0.55$) for School B, and $M = 4.27$ ($SD = 0.55$) for School C indicates a very high level of engagement. All indicators were rated “Strongly Agree,” reflecting active participation and positive attitudes toward community sports.

Among the three schools, School A obtained the highest mean, followed by School B, while School C recorded the lowest mean. This suggests that students in School A are more actively involved in community sports, whereas participation in School C is comparatively lower. The higher standard deviations in Schools B and C indicate greater variability in responses, suggesting less consistent engagement among students.

Overall, the findings imply that while community sports promote students’ motivation and social interaction, levels of participation vary across schools, possibly due to differences in opportunities and available resources.

TABLE I. Level of Sports Engagement in terms of School Activities.

Statements	School A			School B			School C		
	Mn	SD	R	Mn	SD	R	Mn	SD	R
The sports related subject increases my interest in participating in physical activities.	4.85	0.36	SA	4.53	0.68	SA	4.63	0.49	SA
I feel motivated to learn more about sports because of the lessons in class.	4.78	0.48	SA	4.67	0.55	SA	4.70	0.57	SA
The sports related subject encourages me to engage in regular exercise or sports activities.	4.78	0.48	SA	4.60	0.56	SA	4.37	0.56	SA
I enjoy attending classes related to sports or physical education.	4.85	0.43	SA	4.60	0.62	SA	4.57	0.63	SA
I look forward to more sports related lessons or practical activities	4.81	0.48	SA	4.63	0.61	SA	4.37	0.67	SA
Weighted Mean	4.60			4.61			4.48		
SD	0.33			0.42			0.46		
Verbal Interpretation	Very High			Very High			Very High		

TABLE II. Level of Sports Engagement in terms of Community Sports.

Statements	School A			School B			School C		
	Mn	SD	R	Mn	SD	R	Mn	SD	R
I actively participate in sports activities organized by my community.	4.60	0.63	SA	4.57	0.77	SA	4.27	0.74	SA
I feel motivated to improve my skills through community sports events.	4.85	0.43	SA	4.43	0.68	SA	4.23	0.68	SA
Community sports activities help me develop teamwork and cooperation skills.	4.75	0.44	SA	4.53	0.57	SA	4.30	0.60	SA
Participating in community sports boosts my confidence and self-esteem.	4.78	0.48	SA	4.47	0.63	SA	4.37	0.61	SA
I plan to continue joining community sports programs in the future.	4.55	0.78	SA	4.37	0.89	SA	4.17	0.83	A
Weighted Mean	4.71			4.47			4.27		
SD	0.41			0.55			0.55		
Verbal Interpretation	Very High			Very High			Very High		

Table 3 shows the level of sports engagement in terms of school sports, with weighted means of $M = 4.79$ ($SD = 0.46$)

for School A, $M = 4.59$ ($SD = 0.43$) for School B, and $M = 4.42$ ($SD = 0.50$) for School C, all interpreted as very high.

School A consistently obtained the highest ratings, indicating strong institutional support, structured programs, and active student participation. School B follows closely, while School C again shows the lowest mean, suggesting comparatively lower engagement levels.

Despite these differences, all schools remain within the very high category, indicating that school sports programs are generally effective across institutions, although School A appears to provide a more enriched or competitive environment. School sports helps the students to become more aware on other peoples feelings and emotion.

Table 4 presents the level of social-emotional skills in terms of self-awareness. The weighted means of $M = 4.64$ ($SD = 0.35$) for School A, $M = 4.41$ ($SD = 0.60$) for School B, and $M = 4.35$ ($SD = 0.46$) for School C indicate a very high level of self-awareness.

School A obtained the highest mean, suggesting that students in this school demonstrate stronger emotional recognition and reflective abilities. The lower means of

Schools B and C, combined with higher variability, indicate less consistency in emotional awareness among students.

These findings suggest that while students across schools are generally self-aware, differences may be influenced by school climate, guidance programs, or exposure to reflective practices.

Table 5 shows the level of self-management skills, with weighted means of $M = 4.67$ ($SD = 0.42$) for School A, $M = 4.23$ ($SD = 0.53$) for School B, and $M = 4.29$ ($SD = 0.41$) for School C, all interpreted as very high .

School A again recorded the highest mean, indicating that students are more capable of regulating emotions, managing stress, and maintaining motivation. Schools B and C show slightly lower means, suggesting that students may experience more challenges in emotional regulation and consistency of behavior.

The results highlight that while self-management is generally strong, School A demonstrates a more stable and developed capacity for emotional control compared to the other schools.

TABLE III. Level of Sports Engagement in terms of School Sports.

Statements	School A			School B			School C		
	Mn	SD	R	Mn	SD	R	Mn	SD	R
<i>I actively participate in school-based sports programs and competitions (e.g., intramurals, school leagues, District to Palarong Pambansa)</i>	4.80	0.61	SA	4.70	0.53	SA	4.50	0.63	SA
<i>School sports competitions motivate me to improve my skills and performance.</i>	4.73	0.56	SA	4.63	0.56	SA	4.47	0.57	SA
<i>Participating in school-based sports programs helps me develop teamwork and sportsmanship.</i>	4.85	0.43	SA	4.67	0.55	SA	4.43	0.63	SA
<i>I enjoy learning new strategies and techniques during school sports programs and competitions.</i>	4.85	0.43	SA	4.60	0.62	SA	4.47	0.63	SA
<i>I plan to continue joining school-based sports programs and competitions in the future.</i>	4.70	0.69	SA	4.33	0.84	SA	4.23	0.73	SA
Weighted Mean	4.79			4.59			4.42		
SD	0.46			0.43			0.50		
Verbal Interpretation	Very High			Very High			Very High		

TABLE IV. Level of Social-Emotional Skills in terms of Self-Awareness.

Statements	School A			School B			School C		
	Mn	SD	R	Mn	SD	R	Mn	SD	R
<i>I can recognize my emotions and understand how they affect my behavior.</i>	4.55	0.60	SA	4.53	0.68	SA	4.33	0.66	SA
<i>I am aware of my strengths and areas that I need to improve.</i>	4.70	0.46	SA	4.57	0.57	SA	4.40	0.62	SA
<i>I can identify situations that make me feel stressed, happy, or frustrated.</i>	4.63	0.59	SA	4.37	0.76	SA	4.47	0.63	SA
<i>I reflect on my actions to understand why I reacted in a certain way.</i>	4.75	0.44	SA	4.50	0.68	SA	4.33	0.61	SA
<i>I can explain my feelings clearly when communicating with others.</i>	4.55	0.55	SA	4.07	0.98	SA	4.23	0.50	SA
Weighted Mean	4.64			4.41			4.35		
SD	0.35			0.60			0.46		
Verbal Interpretation	Very High			Very High			Very High		

TABLE V. Level of Social-Emotional Skills in terms of Self-Management.

Statements	School A			School B			School C		
	Mn	SD	R	Mn	SD	R	Mn	SD	R
<i>I can stay calm and focused even when I face difficult situations.</i>	4.65	0.58	SA	4.33	0.71	SA	4.20	0.66	A
<i>I am able to control my impulses and think before I act.</i>	4.65	0.53	SA	4.17	0.79	A	4.20	0.66	A
<i>I set personal goals and work consistently to achieve them.</i>	4.73	0.55	SA	4.23	0.68	SA	4.40	0.56	SA
<i>I can manage my stress in healthy and appropriate ways.</i>	4.63	0.59	SA	4.17	0.87	A	4.33	0.48	SA
<i>I stay motivated to complete tasks even when they are challenging.</i>	4.68	0.57	SA	4.47	0.57	SA	4.30	0.65	SA
Weighted Mean	4.67			4.23			4.29		
SD	0.42			0.53			0.41		
Verbal Interpretation	Very High			Very High			Very High		

Table 6 presents the level of social-emotional skills in terms of social awareness. The overall weighted mean of $M = 4.70$ ($SD = 0.39$) for School A, $M = 4.54$ ($SD = 0.54$) for School B, and $M = 4.25$ ($SD = 0.54$) for School C indicates a very high level of social awareness among the respondents. All statements were rated “Strongly Agree,” reflecting

students’ strong empathy, respect, and understanding of others.

In comparison, School A obtained the highest mean, followed by School B, while School C recorded the lowest mean. This suggests that students in School A demonstrate stronger interpersonal sensitivity and social understanding,

whereas School C shows relatively lower, though still very high, levels.

Overall, the findings indicate that students possess well-developed social awareness skills, although slight differences

among schools suggest variations in the consistency of social interaction and empathy development.

TABLE VI. Level of Social-Emotional Skills in terms of Social Awareness

Statements	School A			School B			School C		
	Mn	SD	R	Mn	SD	R	Mn	SD	R
I can understand how other people feel even if they do not say it directly.	4.68	0.53	SA	4.57	0.73	SA	4.17	0.75	A
I treat people from different backgrounds with respect and openness.	4.65	0.62	SA	4.57	0.57	SA	4.27	0.69	SA
I try to consider other people's perspectives before making judgments.	4.73	0.55	SA	4.53	0.73	SA	4.37	0.61	SA
I recognize when someone needs help and try to offer support.	4.68	0.57	SA	4.40	0.62	SA	4.20	0.74	A
I can adapt my behavior depending on the social situation I am in.	4.75	0.49	SA	4.63	0.67	SA	4.27	0.54	SA
Weighted Mean	4.70			4.54			4.25		
SD	0.39			0.54			0.54		
Verbal Interpretation	Very High			Very High			Very High		

TABLE VII. Level of student's academic performance in terms of 3rd Quarter Grade

Performance	Frequency	Percentage	Remarks
90 – 100	53	53.00%	Outstanding
85 – 89	28	28.00%	Very Satisfactory
80 – 84	18	18.00%	Satisfactory
75 – 79	1	1.00%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	100	100%	
Weighted Mean	88.98		
SD	4.62		
Verbal Interpretation	High		

Table 7 presents the level of students' academic performance based on their 3rd Quarter grades. The majority of the respondents, 53 students (53.00%), obtained grades ranging from 90–100, which is interpreted as Outstanding. Meanwhile, 28 students (28.00%) received grades of 85–89 (Very Satisfactory), and 18 students (18.00%) earned 80–84 (Satisfactory). Only 1 student (1.00%) achieved 75–79 (Fairly Satisfactory), while no student scored below 75, indicating that all students met or exceeded expectations.

Overall, the students' academic performance shows a weighted mean of 88.98 with a standard deviation of 4.62, verbally interpreted as High. This suggests that the majority of students performed well academically, with most achieving very satisfactory to outstanding levels of performance.

Table 8 shows the differences in sports engagement among the three schools. The results revealed significant differences in school activities and community sports ($p < .05$), but no significant difference in school sports ($p > .05$).

In comparison, School A demonstrated higher engagement levels, particularly when compared to School C, which obtained the lowest mean scores. School B showed moderate engagement, falling between the two.

The absence of significant differences in school sports suggests that programs are consistently implemented across schools, while variations in school activities and community sports may be influenced by differences in resources, support, and opportunities.

TABLE VIII. Differences Between students from three schools Sports Engagement.

		M	SD	M	SD	df	t	p	Cohen's d
School Activities	School A	4.81	0.11	4.61	0.17	54	2.16	0.02	1.42
	School B	4.71	0.16	4.47	0.30	51	1.95	0.03	0.99
	School C	4.79	0.21	4.59	0.18	65	1.85	0.03	0.98
Community Sports	School A	4.81	0.11	4.48	0.21	50	3.29	0.00	2.04
	School B	4.71	0.16	4.27	0.30	51	3.70	0.00	1.99
	School C	4.79	0.21	4.42	0.25	60	3.11	0.00	1.57
School Sports	School A	4.61	0.17	4.48	0.21	57	1.12	0.13	0.66
	School B	4.47	0.30	4.27	0.30	58	1.46	0.07	0.69
	School C	4.59	0.18	4.42	0.25	57	1.38	0.09	0.76

TABLE IX. Differences Between students from three schools Social-Emotional Skills

		M	SD	M	SD	df	t	p	Cohen's d
Self-Awareness	School A	4.79	0.21	4.41	0.36	53	2.88	0.00	1.32
	School B	4.79	0.21	4.27	0.28	58	4.21	0.00	2.06
	School C	4.70	0.15	4.54	0.30	50	1.32	0.10	0.69
Self-Management	School A	4.64	0.12	4.35	0.21	53	2.79	0.00	1.67
	School B	4.67	0.17	4.29	0.17	63	3.78	0.00	2.20
	School C	4.70	0.15	4.25	0.29	51	3.80	0.00	1.99
Social Awareness	School A	4.41	0.36	4.35	0.21	54	0.39	0.35	0.19
	School B	4.27	0.28	4.25	0.29	58	0.14	0.44	0.07
	School C	4.54	0.30	4.25	0.29	58	2.05	0.02	0.98

Table 9 shows significant differences in social-emotional skills among the three schools in terms of self-awareness and self-management ($p < .05$), with large effect sizes. However,

no significant difference was found in social awareness ($p > .05$), indicating a similar level across groups.

In comparison, School A obtained the highest levels of self-awareness and self-management, followed by School B, while School C recorded the lowest scores. This suggests that students in School A demonstrate stronger emotional understanding and regulation than those in the other schools. The absence of significant differences in social awareness implies that students across all schools have comparable abilities in empathy and social interaction. Overall, the findings indicate that self-related emotional skills vary across schools, whereas social awareness remains consistent.

Table 10 reveals the significant relationship between students' sports engagement and their social-emotional skills, specifically self-awareness, self-management, and social awareness.

The findings indicate that school activities, community sports, and school sports all demonstrate positive and statistically significant relationships with students' social-emotional skills, ranging from moderate to strong associations. All relationships are statistically significant at $p < .001$, confirming that participation in school activities is positively

linked with self-awareness, self-management, and social awareness.

This implies that integrating structured and inclusive school-based activities can serve as an effective strategy for fostering students' emotional understanding and interpersonal sensitivity within the academic environment. Similarly, involvement in community sports shows a moderate to strong positive relationship with social-emotional competencies, particularly in strengthening self-management.

This signifies that engagement beyond the school setting provides meaningful opportunities for students to develop emotional regulation, responsibility, and social interaction skills in diverse and real-world contexts. Schools and communities may therefore benefit from strengthening partnerships that encourage broader sports participation.

In addition, school sports are positively associated with key social-emotional domains, with self-management emerging as the most strongly linked dimension. This implies that structured athletic programs within schools play a vital role in cultivating discipline, resilience, and behavioral control among students.

TABLE X. Significant relationship between students' sports engagement and Student's Social-emotional skills

Sports Engagement		Social-Emotional Skills		
		Self-Awareness	Self-Management	Social Awareness
School activities	Pearson Correlation	.457***	.458***	.491***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	100	100	100
Community Sports	Pearson Correlation	.522***	.601***	.466***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	100	100	1100
School Sports	Pearson Correlation	.454***	.581***	.498***
	Sig. (2-tailed)	<0.001	<0.001	<0.001
	N	100	100	1100

TABLE XI. Regression analysis between the Effect of Student's Sports Engagement and Student's Academic Performance.

a. Dependent Variable: Academic Performance

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	2.0000	3	0.0000	5.0000	0.0000
	Residual	1.0000	12	0.0000		
	Total	3.0000	15			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), School Sports, School Activities, Community Sports						
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	
	B	Std. Error	Beta	t		
1	(Constant)	80.060	5.539		14.455	.000
	School Activities	.570	1.424	.051	.400	.690
	Community Sports	-1.195	1.574	-.135	-.759	.450
	School Sports	2.526	1.580	.265	1.598	.113

Table 11 reveals the ANOVA results show that the regression model is statistically significant ($F = 5.000$, $p < .001$). This indicates that, taken together, the three forms of sports engagement significantly predict students' academic performance. Thus, sports engagement collectively contributes to explaining variations in academic outcomes.

However, when the predictors are examined individually school activities ($B = .570$, $p = .690$) show a positive but non-significant effect on academic performance. Community

Sports ($B = -1.195$, $p = .450$) demonstrate a negative but non-significant effect. School Sports ($B = 2.526$, $p = .113$) exhibit a positive effect, but it is also not statistically significant at the 0.05 level. Since all significance values are greater than 0.05, none of the individual predictors independently exert a statistically significant influence on academic performance.

The findings imply that while sports engagement may support academic performance in a broader sense, it is not a sole determinant of academic success. Academic performance

is likely influenced by multiple interacting factors such as cognitive ability, motivation, study habits, instructional quality, and home environment.

terms of physical ($r=0.225$, $p=0.024$, $N=100$), mental ($r=0.139$, $p=0.166$, $N=100$), emotional ($r=0.170$, $p=0.090$, $N=100$), social ($r=0.170$, $p=0.090$, $N=100$) and spiritual ($r=0.194$, $p=0.052$, $N=100$). The relationship is ranged from moderate to strong. This means that MAPEH teachers well-being is based on their physical, mental, emotional, social and spiritual. This bodes well in policy decisions regarding teacher workload and support systems and helping schools develop strategies to promote teachers' well-being and prevent burnout.

IV. CONCLUSION

Based on the findings above, the following conclusions were drawn: (1) Highly significant relationship between sports engagement and social-emotional skills was noted. The data reveals that as students increase their participation in sports, their levels of self-awareness, self-management, and social awareness also rise. Thus, the null hypothesis is rejected, implying that sports serve as a functional laboratory for emotional intelligence. (2) A significant effect of sports engagement on academic performance is hereby accepted. The regression analysis confirms that participation in sports does not hinder but rather supports academic success. This implies that the discipline and goal-setting skills learned on the field directly translate to better performance in the classroom. (3) Community-based sports engagement emerged as a premier platform for developing self-management skills. The exceptionally strong correlation in this area suggests that playing within the community (such as SK-led programs) requires a higher degree of personal responsibility and autonomy compared to other settings. (4) Institutional variations significantly impact student engagement levels. The differences found between the three schools, supported by large effect sizes (Cohen's d), imply that school culture, facilities, and coaching styles are critical factors in how deeply a student commits to physical activities. (5) School-led sports programs are the most consistent predictors of academic excellence. While all forms of sports are beneficial, the structured nature of school sports showed the strongest positive "weight" in predicting grades. Consequently, a proposed monthly player development plan has been created for implementation to maximize these academic gains.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) The researcher recommended that school head may demonstrate a multifaceted approach by continuously funding and supporting diverse sports programs that serve as a social laboratory for student development. (2) The researcher recommended that the department heads and coaches may implement the proposed monthly player development plan suitable to address the holistic growth of the student-athletes. (3) The researcher recommended that teachers may address the academic needs of athletes with a holistic approach, providing necessary

support and flexible guidance to help them balance their dual roles successfully. (4) The researcher recommended that student-athletes may allocate specific time slots for activities that promote both physical training and academic review; incorporate mindfulness to improve focus; and focus on articulating their feelings more clearly to improve self-awareness. (5) Future researchers may make use of this study to enhance their readings of corresponding work, which could support the current research initiative's conclusions even more, specifically exploring other factors like study habits and home environment.

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