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Character Development and Resiliency as Determinants of Physical and Skill- Related Fitness Among Student-Athletes

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Abstract— *The study investigated the role of character development and resiliency as determinants of physical and skill-related fitness among student-athletes of the Nagcarlan Sub-office for the school year 2025–2026. Recognizing the dual demands faced by student-athletes, the research aimed to explore how personal attributes such as resilience and character formation contribute to their overall fitness and performance. Specifically, the study examined the extent to which these psychosocial factors influence both physical fitness and skill-related fitness outcomes.*

Findings from this study will serve as corpus of study for future reference or basis in developing instructional plan or material.

The study utilized quantitative and descriptive-correlational research design was employed to gather data from student-athletes through standardized survey instruments and fitness assessments. Statistical techniques were applied to analyze the relationship between character development, resiliency, and fitness indicators. Findings revealed that student-athletes with higher levels of resiliency and well-developed character traits demonstrated stronger physical endurance, coordination, and skill-related competencies. These results underscore the importance of fostering psychosocial strengths alongside athletic training.

These data accentuate the significance of strengthening support systems, mental health education and supportive environments to further enhance the well-being and resilience of student-athletes. This research signified the importance of taking care of one's mental health and lastly, the gathered data may be used as research corpus and basis for possible intervention project on mental health campaign.

Based on the aforementioned findings and conclusions, the following recommendations were set forth. The researcher recommended that the school must integrate character-building and resiliency-focused outcomes into MAPEH and sports programs, ensuring that training nurtures both physical and personal growth, design fitness programs that balance physical conditioning with psychological development, emphasizing coping strategies, teamwork, and ethical values alongside drills and routines, recognize that training routines are not only preparation for competition but also opportunities to strengthen discipline, perseverance and emotional control, which extend beyond sports into academics and life challenges and explore further how specific psychological traits interact with different fitness components, particularly the negative correlatons observed, to better understand the balance between mental resilience and physical performance.

Keywords—*Character Development, Resiliency and Student Athletes.*

I. INTRODUCTION

Success in student athletics is frequently determined by physical performance, rankings, and medals. But behind every run, serve, and shot is a young person negotiating the difficult path of developing both personally and as an athlete. Unique challenges that put their bodies, intellect, and morals to the test are faced by student-athletes. There is frequently little time for them to stop and think as they balance rigorous training regimens, school obligations, and social demands. Something deeper, such as resilience, discipline, and self-awareness, starts to emerge at these times of stress and tenacity. Qiu (2025) emphasized that consistent physical activity fosters resilience and emotional regulation, showing how athletic training supports inner growth alongside performance.

Physical fitness comprising endurance, strength, and flexibility prepares student-athletes to meet the physical demands of their sport. Casaña (2024) found that athletic participation not only enhances physical fitness but also contributes to mental well-being, reinforcing the dual role of training in shaping both body and mind. Skill-related fitness, such as agility, coordination, and reaction time, sharpens their performance and builds confidence. Landicho and Andal (2024) showed that structured conditioning programs enhanced these skills while also instilling discipline and readiness for challenges. But beyond physical gains, these aspects of fitness may play a vital role in shaping who they become. The repetition of drills, the push through fatigue, the recovery from losses all contribute to the development of character traits like patience, grit, and emotional control. Fortuna et al. (2024) found that athletes cultivated time management and coping strategies through training, underscoring the link between athletic routines and character development.

While physical and skills-related fitness are integral to athletic success, their potential influence on shaping a student-athlete's values, behavior, and coping mechanisms remains underexplored. Many student-athletes experience stress, burnout, and emotional fatigue due to the demands of training, competition, and academic pressure. Kang, Meng, and Su (2024) noted that team sports promote holistic wellness and moral reasoning, which can mitigate these negative effects. Without a strong foundation of character and resilience, these challenges can negatively impact their well-being, motivation, and long-term engagement in sports.

Current training programs tend to focus on measurable outcomes such as speed, strength, and agility, with limited

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attention to how these physical attributes might foster internal growth. There is a lack of empirical data and theoretical frameworks that connect fitness development with moral reasoning, emotional regulation, and perseverance qualities that are essential not only in sports but in life beyond the athletic arena.

This gap in understanding presents a critical problem educators and coaches may be missing opportunities to use fitness training as a tool for holistic development. If physical and skills-related fitness can indeed contribute to character and resiliency, then sports programs must be re-evaluated to ensure they nurture not just competitive athletes, but well-rounded individuals prepared to face adversity with integrity and strength.

II. Result and Discussion

Table I. Level of *Character Development among Student-Athletes in terms of Sportsmanship*

STATEMENT	***MEAN***	***SD***	***REMARKS***
I treat my opponents with respect, regardless of the outcome of the game.	4.32	0.61	Strongly Agree
I accept both victory and defeat with grace and humility.	4.20	0.72	Agree
I follow the rules of the game and encourage others to do the same.	4.20	0.68	Agree
I support and uplift my teammates during both wins and losses.	4.45	0.71	Strongly Agree
I believe that fair play is more important than just winning.	4.34	0.65	Strongly Agree
Weighted Mean	*4.30*		
SD	*0.30*		
Verbal Interpretation	***Very High***		

Table 1 shows that the very high WM=4.30 and SD=0.30 of the Nagcarlan Sub Office alsop student-athletes when it comes to sportsmanship. It demonstrates how highly they value attributes that run deeper than athletic serving: consider respect, fairness and togetherness. In particular, they express strong agreement with supporting and lifting teammates in success and failure (M=4.45, SD=0.71), respecting opponents regardless of win or loss (M=4.32, SD=0.61), and that winning is less important than the spirit of fair play (M=4.34, SD=0;65). They also agree that they take their win and losses with humility (M=4.20, SD =0.72) and follow the rules of the game while encouraging others to do the same (M=4.20, SD= 0.68).

Table II shows that The Nagcarlan Sub Office's student-athletes have a very high degree of gamesmanship (WM=4.45, SD=0.36). This suggests that they have excellent strategic awareness, mental clarity, and poise all of which are essential for striking a balance between integrity and competitiveness. They firmly concur that clever play is necessary for athletic success (M=4.60, SD=0.54), that they maintain mental acuity and concentration throughout competition (M=4.53, SD=0.67), and that they maintain composure and confidence under duress (M=4.46, SD=0.69). Additionally, they grasp the value of psychological tactics in sports (M=4.30, SD=0.70) and the significance of employing strategy and skill to achieve a competitive edge without breaching the rules (M=4.35, SD=0.69).

Table II. Level of Character Development among Student-Athletes in terms of Gamemanship

STATEMENT	**MEAN**	**SD**	**REMARKS**
I use strategy and skill to gain a competitive edge without breaking the rules.	4.35	0.69	Strongly Agree
I stay mentally sharp and focused during competition.	4.53	0.67	Strongly Agree
I understand the importance of psychological tactics in sports.	4.30	0.70	Strongly Agree
I remain composed and confident even under pressure.	4.46	0.69	Strongly Agree
I believe smart play is essential to athletic success.	4.60	0.54	Strongly Agree
Weighted Mean	4.45		
SD	0.36		
Verbal Interpretation	Very High		

Table III. Level of Character Development among Student-Athletes in terms of Integrity

STATEMENT	***MEAN***	***SD***	***REMARKS***
I demonstrate honesty about performance, even when unobserved by others.	4.50	0.55	Strongly Agree
I own up to my mistakes and take responsibility for my actions.	4.48	0.70	Strongly Agree
I refrain from cheating or violating the rules to achieve victory.	4.32	0.75	Strongly Agree
I stay true to my values, even in competitive situations.	4.52	0.60	Strongly Agree
I believe that character matters more than reputation.	4.37	0.61	Strongly Agree
Weighted Mean	*4.44*		
SD	*0.34*		
Verbal Interpretation	***Very High***		

Table 3 shows the Level of Character Development among Student-Athletes in terms of Integrity. All of them responded as Strongly Agree that they demonstrate honesty about performance, even when unobserved by other (M=4.50, SD=0.55), also they own up their mistakes and take a responsibility for their actions (M=4.48, SD=0.70), also they refrain from cheating or violating the rules to achieve victory (M=4.32, SD=0.75), they also stay true to values, even in competitive situations(M=4.52, SD=0.60), they also believe that character matters more than reputation.

Table IV. Level of Character Development among Student-Athletes in terms of Discipline

STATEMENT	***MEAN***	***SD***	***REMARKS***
I stick to my training schedule even when I feel tired or distracted.	4.45	0.57	Strongly Agree
I make sacrifices to improve my performance and reach my goals.	4.46	0.68	Strongly Agree
I stay focused and avoid distractions during practice and games.	4.21	0.78	Strongly Agree
I follow my coach's instructions and respect team rules.	4.41	0.73	Strongly Agree
I believe that consistent effort leads to long-term success	4.52	0.60	Strongly Agree
Weighted Mean	*4.41*		
SD	*0.35*		
Verbal Interpretation	***Very High***		

Table 4 shows the Level of Character development of student- athletes in terms of discipline all of them responded as Strongly Agree that they stick in training schedule even

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when they feel tired and distracted (M=4.45, SD=0.57), followed by they make sacrifices to improve their performance and reach their goals (M=4.46, SD=0.68), they stay focused and avoid distractions during practice and games (M=4.21, SD=0.78), (M=4.41, SD=0..71). Likewise, they follow coach instructions and respect team wins and lastly, believe that consistent effort leads to long-term success (M=4.52, SD=0.60) indicating a Very High respectively.

Table 5 shows the Level of Character Development among student-athletes in terms of Determination all of them responded with strongly agree that they keep pushing themselves even when things get tough (M=4.55, SD=0.56), followed by they bounce back quickly after setbacks or loses (M=4.52, SD=0.65 also they stay motivated to improve, even when progress feels low (M=4.40, SD=0.72),they set goals and work hard to achieve goals (M=4.37, SD=0.65), they believe that person perseverance is key to becoming a beetr athlete (M=4.52, SD=0.61) and they believe their time-management skills support my overall mental well-being indicating a Very High respectively.

Table V. Level of Character Development among student-athletes in terms of Determination

STATEMENT	***MEAN***	***SD***	***REMARKS***
I keep pushing myself even when things get tough.	4.55	0.56	Strongly Agree
I bounce back quickly after setbacks or losses.	4.52	0.65	Strongly Agree
I stay motivated to improve, even when progress feels slow.	4.40	0.72	Strongly Agree
I set goals and work hard to achieve them.	4.37	0.65	Strongly Agree
I believe that perseverance is key to becoming a better athlete.	4.52	0.61	Strongly Agree
Weighted Mean	*4.47*		
SD	*0.32*		
Verbal Interpretation	***Very High***		

Table VI. Level of resiliency among Student-athletes in terms of Goal-setting

STATEMENT	***MEAN***	***SD***	***REMARKS***
I establishes clear goals for athletic and personal development.	4.48	0.60	Strongly Agree
I monitors progress regularly toward personal and athletic goals.	4.32	0.77	Strongly Agree
I maintains commitment to achieving set goals.	4.38	0.70	Strongly Agree
I modifies goals as necessary to reflect growth or challenges.	4.40	0.68	Strongly Agree
I acknowledges that goal-setting enhances motivation and focus.	4.35	0.63	Strongly Agree
Weighted Mean	*4.39*		
SD	*0.37*		
Verbal Interpretation	***Very High***		

Table 6 shows the level of resiliency among student-athletes in terms of Goal-setting all of them responded as Strongly Agree that they establishes clear goals for athletic and personal development (M=4.48, SD=0.60), followed by they monitors progress regularly toward personal and athletic goals (M=4.52, SD=0.65), also they maintains commitment to achieving set goals (M=4.38, SD=0.70) and they modifies goasl as necessary to reflect growth or challenges (M=4.40, SD=0.68) lastly, they acknowledges that goal-setting enhances motivation and focus (M=4.35, SD=0.63)indicating a Very High respectively.

Table VII. Level of Resiliency among Student athletes in terms of Emotional Regulation

STATEMENT	***MEAN***	***SD***	***REMARKS***
I ,manage emotions effectively during stressful situations.	4.49	0.58	Strongly Agree
I maintains calmness under pressure.	4.37	0.69	Strongly Agree
I recovers quickly from emotional setbacks.	4.23	0.75	Strongly Agree
I employ healthy strategies to cope with frustration.	4.46	0.62	Strongly Agree
I recognizes that emotional control enhances performance.	4.46	0.58	Strongly Agree
Weighted Mean	*4.55*		
SD	*0.25*		
Verbal Interpretation	***Very High***		

Table 7 shows the Level of Resiliency among Student-Athletes in terms of Emotional Regulation all of them responded as Strongly Agree that they manage emotions effectively during stressful situations (M=4.49 SD=0.58), also they maintains calmness under pressure (M=4.37, SD=0.69), also they recovers quickly from emotional setbacks (M=4.23 SD=0.75), also they employ healthy strategies to cope with frustration (M=4.46, SD=0.62), and lastly they recognizes that emotional control enhances performance(M=4.46, SD=0.58 indicating a Very High respectively.

Table VIII. *Level of Resiliency among Student-athletes in terms of Coping strategies*

STATEMENT	**MEAN**	**SD**	**REMARKS**
I seek solutions proactively when encountering challenges in training or competition.	4.54	0.58	Strongly Agree
I organizes schedules to balance training, academics, and rest effectively.	4.30	0.74	Strongly Agree
I feels supported by individuals who understand their athletic journey.	4.31	0.76	Strongly Agree
I utilizes breathing exercises, meditation, or stretching to maintain calmness.	4.45	0.53	Strongly Agree
I engage in habits that promote overall well-being.	4.47	0.55	Strongly Agree
Weighted Mean	*4.57*		
SD	*0.28*		
Verbal Interpretation	***Very High***		

Table 8 shows the Level of Resiliency among Student-Athletes in terms of Coping strategies to student-athletes all of them responded as Strongly Agree that they seek solutions proactively when encountering challenges in training pr competition (M=4.54, SD=0.58), followed by they organizes schedules to balance training, academics, and rest effectively (M=4.30 SD=0.74), also they feel supported by individuals who understand their athletic journey (M=4.31, SD=0.76), also they utilizes breathing exercises, mediatation or stretching to maintain calmness (M=4.45 SD=0.53) and they feel engage in habits that promote overall well-being (M=4.47, SD=0.55) indicating a Very High respectively.

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Table IX. Level of Physical related Fitness among student athlete in terms of Body Composition

BMI Range(kg/m2)	Frequency	Percentage	Verbal Interpretation
18.5 – 24.9	154	93.90%	Very Healthy/Optimal
25.0 – 29.9	8	4.88%	Optimal/Moderate Concern
30.0 – 34.9	0	0.00%	High Concern
35.0 – 39.9	0	0.00%	Very High Concern
<18.5 or ≥40.0	2	1.22%	Critical Risk/ Very Low Health Status
Total	164	100.00%	

Weighted Mean	21.36
SD	2.03
Verbal Interpretation	Very High

Table 9 shows the level of physical-related Fitness among student athletes in terms of Body Composition The great majority of student-athletes in this study have a BMI from 18.5-24.9 (very healthy/optimal), which represents 154 respondents (93.90%). A relatively small number of student-athletes have a BMI from 25.0-29.9 (optimal with moderate concern) (n = 8; 4.88%). There were no student-athletes in the 30.0-34.9 and 35.0-39.9 BMI groups (high concern and very high concern, respectively). There were two student-athletes with a BMI <18.5 or ≥40.0 (critical risk and very low health status, respectively).

Table X. Level of Physical related Fitness among student athletes in terms of Cardio-Vascular Endurance

Heart Rate Range (bpm)	Frequency	Percentage	Verbal Interpretation
50-70	6	3.66%	Very High Cardiovascular Endurance
71-90	108	65.85%	High Cardiovascular Endurance
91-110	49	29.88%	Moderate Cardiovascular Endurance
110-130	1	0.61%	Low Cardiovascular Endurance
>130	0	0.00%	Very Low Cardiovascular Endurance
Weighted Mean		21.36	
SD		2.03	
Verbal Interpretation		Very High	
Total	164	100.00%	

Table 10 shows the Level of Physical related Fitness among student-athletes in terms of Cardiovascular endurance measured through heart rate ranges. The distribution shows that most student-athletes fall within the 71–90 bpm range (high cardiovascular endurance), representing 108 respondents (65.85%). A smaller group of 49 respondents (29.88%) are in the 91–110 bpm range (moderate cardiovascular endurance), while only 6 respondents (3.66%) demonstrated very high endurance (50–70 bpm). One respondent (0.61%) was recorded in the low endurance category (110–130 bpm), and none were in the very low endurance group (>130 bpm).

Table XI. Level of physical related Fitness among student athletes in terms of Muscular Strength

Heart Rate Range (bpm)	Frequency	Percentage	Verbal Interpretation
≥ 40	9	5.49%	Very High Muscular Strength
31-39	98	59.76%	High Muscular Strength
21-30	57	34.76%	Moderate Muscular Strength
11-20	0	0.00%	Low Muscular Strength
≤ 10	0	0.00%	Very Low Muscular Strength
Total	164	100.00%	

Table 11 shows the Level of Physical-related fitness in terms of Muscular strength measured through performance ranges. The distribution shows that most student-athletes fall within the 31–39 range (high muscular strength), representing 98 respondents (59.76%). A significant number of 57 respondents (34.76%) are in the 21–30 range (moderate muscular strength), while 9 respondents (5.49%) demonstrated very high muscular strength (≥40). No respondents were recorded in the low (11–20) or very low (≤10) categories.

Table XII. Level of Physical Related fitness among Student athletes in terms of Muscular Endurance

Time Held (seconds)	Frequency	Percentage	Verbal Interpretation
≥ 120	7	4.27%	Very High Muscular Endurance
90 – 119	34	20.73%	High Muscular Endurance
60 – 89	120	73.17%	Moderate Muscular Endurance
30 – 59	3	1.83%	Low Muscular Endurance
< 30	0	0.00%	Very Low Muscular Endurance
Total	164	100.00%	
Weighted Mean		85.49	
SD		15.14	
Verbal Interpretation		Moderately High	

Table 12 shows the Level of Physical Related Fitness aning student athletes in terms of Muscular Endurance measured through the time held in seconds. The distribution shows that the majority of student-athletes fall within the 60–89 second range (moderate muscular endurance), representing 120 respondents (73.17%). A smaller group of 34 respondents (20.73%) are in the 90–119 second range (high muscular endurance), while 7 respondents (4.27%) demonstrated very high endurance (≥120 seconds). Only 3 respondents (1.83%) were recorded in the low endurance category (30–59 seconds), and none were in the very low category (<30 seconds).

Table 13 shows the Level of Physical related Fitness among student athletes in terms of Flexibility, measured through the zipper test. The distribution shows that the largest group of respondents, 67 student-athletes (40.85%), achieved an overlap of 1–4 cm, which is interpreted as high flexibility. A total of 49 respondents (29.88%) demonstrated moderate flexibility, with fingertips just touching (0 cm). Meanwhile, 48 respondents (29.27%) recorded a gap of 1–4 cm, which is interpreted as low flexibility. No respondents achieved very high flexibility (overlap ≥5 cm) or fell into the very low category (gap ≥5 cm).

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Table XIII. Level of Physical Related Fitness among student athletes in terms of Flexibility

Measurement(cm)	Frequency	Percentage	Verbal Interpretation
Overlap ≥ 5 cm	0	0.00%	Very High Flexibility
Overlap 1 – 4 cm	67	40.85%	High Flexibility
0 cm (Fingertips Just Touch)	49	29.88%	Moderate Flexibility
Gap 1 – 4 cm	48	29.27%	Low Flexibility
Gap ≥ 5 cm	0	0.00%	Very Low Flexibility
Total	164	100.00%	
Weighted Mean		3.12	
SD		0.83	
Verbal Interpretation		High	

Table XIV. Level of Physical Related fitness among student athletes in terms of Flexibility (sit and reach)

	Frequency	Percentage	Verbal Interpretation
≥ 35 cm	23	14.02%	Very High Flexibility
26 – 34 cm	132	80.49%	High Flexibility
16 – 25 cm	9	5.49%	Moderate Flexibility
6 – 15 cm	0	0.00%	Low Flexibility
≤ 5 cm	0	0.00%	Very Low Flexibility
Total	164	100.00%	

Weighted Mean	30.02
SD	3.80
Verbal Interpretation	High

Table 14 shows the Level of Physical related fitness among students athlets in terms of Flexibility (sit and reach) measured through the sit and reach test. The distribution shows that the majority of respondents, 132 student-athletes (80.49%), achieved a reach distance of 26–34 cm, which is interpreted as high flexibility. A smaller group of 23 respondents (14.02%) demonstrated very high flexibility (≥35 cm), while 9 respondents (5.49%) recorded moderate flexibility (16–25 cm). No respondents were recorded in the low (6–15 cm) or very low (≤5 cm) categories.

Table XV Level of Skill related Fitness among student athletes in terms of Coordination

Number of Successful Juggles	Frequency	Percentage	Verbal Interpretation
≥ 30	9	5.49%	Very High Coordination
21-29	98	59.76%	High Coordination
11-20	57	34.76%	Moderate Coordination
6 – 10	0	0.00%	Low Coordination
≤ 5	0	0.00%	Very Low Coordination
Total	164	100.00%	

Weighted Mean	23.47
SD	6.86
Verbal Interpretation	High

Table 15 shows the Level of Skill related fitness among student athletes in terms of Coordination show that most of the student-athletes have good coordination (21–29 successful juggles). The 57 respondents achieved moderate (11–20 successful juggles) and 9 respondents have very high coordination (≥30 successful juggles). None of the respondents showed poor coordination (6–10 successful juggles) or very poor coordination (≤5 successful juggles).

Table 16 shows the Level of Skill related fitness among student athletes in terms of Agility distribution shows that the majority of respondents, 121 student-athletes (73.78%), fall within the 11.1–13.0 second range, which is interpreted as high agility. A smaller group of 37 respondents (22.56%) demonstrated moderate agility (13.1–15.0 seconds), while 2 respondents (1.22%) achieved very high agility (≤11.0 seconds). Four respondents (2.44%) were recorded in the low agility category (15.1–17.0 seconds), and none were in the very low category (≥17.1 seconds)

Table XVI. Level of Skill related fitness among Student athletes in terms of Agility

C	Frequency	Percentage	Verbal Interpretation
≤ 11.0	2	1.22%	Very High Agility
11.1 – 13.0	21	73.78%	High Agility
13.1 – 15.0	37	22.56%	Moderate Agility
15.1 – 17.0	4	2.44%	Low Agility
≥ 17.1	0	0.00%	Very Low Agility
Total	164	100.00%	
Weighted Mean		12.64	
SD		0.99	
Verbal Interpretation		High	

Table 17 presents the level of skill-related fitness among student-athletes in terms of speed, measured through the time taken to complete the sprint test. The distribution shows that the majority of respondents, 97 student-athletes (59.15%), fall within the 10.1–15.0 second range, which is interpreted as high speed. A significant portion of 67 respondents (40.85%) demonstrated moderate speed (15.1–20.0 seconds). No respondents were recorded in the very high (≤10.0 seconds), low (20.1–25.0 seconds), or very low (≥25.1 seconds) categories.

Table XVII. Level of skill related fitness among student athletes in terms of speed

Time (seconds)	Frequency	Percentage	Verbal Interpretation
≤ 10.0	0	0.00%	Very High Speed
10.1-15.0	97	59.15%	High Speed
15.1-20.0	67	40.85%	Moderate Speed
20.1-25.0	0	0.00%	Low Speed
≤ 25.1	0	0.00%	Very Low Speed
Total	164	100.00%	
Weighted Mean		14.44	
SD		2.13	
Verbal Interpretation		High	

Table 18 presents the level of skill-related fitness among student-athletes in terms of power measured through the distance achieved in the standing long jump. The distribution shows that the majority of respondents, 87 student-athletes (53.05%), fall within the 170–199 cm range, which is interpreted as moderate power. A significant portion of 58 respondents (35.37%) demonstrated high power (200–229 cm), while 17 respondents (10.37%) achieved very high power (≥230 cm). Only 2 respondents (1.22%) were recorded in the low power category (140–169 cm), and none were in the very low category (≤139 cm). The computed weighted mean of 201.17 with a standard deviation of 21.07 is verbally interpreted as *High*.

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Table XVIII. Level of Skill related Fitness among student athletes in terms of Power

Distance (cm)	Frequency	Percentage	Verbal Interpretation
≥ 230	17	10.37%	Very High Power
200-229	58	35.37%	High Power
170-199	87	53.05%	Moderate Power
140-169	2	1.22%	Low Power
≤ 139	0	0.00%	Very Low Power
Total	164	100.00%	
Weighted Mean	201.17		
SD	21.07		
Verbal Interpretation	High		

Table XIX. Level of Skill related Fitness among student athletes in terms of Balance

Time Held Seconds)	Frequency	Percentage	Verbal Interpretation
≥ 50	2	1.22%	Very High Balance
40-49	85	51.83%	High Balance
30-39	67	40.85%	Moderate Balance
20-29	10	6.10%	Low Balance
≤ 19	0	0.00%	Very Low Balance
Total	164	100.00%	
Weighted Mean		40.09	
SD		6.59	
Verbal Interpretation		High	

Table 19 presents the level of skill-related fitness among student-athletes in terms of Balance, measured through the time held in seconds. The distribution shows that the majority of respondents, 85 student-athletes (51.83%), fall within the 40–49 second range, which is interpreted as high balance. A significant portion of 67 respondents (40.85%) demonstrated moderate balance (30–39 seconds), while 10 respondents (6.10%) were recorded in the low balance category (20–29 seconds). Only 2 respondents (1.22%) achieved very high balance (≥50 seconds), and none were in the very low category (≤19 seconds).

The computed weighted mean of 40.09 with a standard deviation of 6.59 is verbally interpreted as *High*

Table XX. Level of Skill related Fitness among student athletes in terms of Reaction time

Distance (cm)	Frequency	Percentage	Verbal Interpretation
0-3	145	88.41%	Very High Reaction
4-6	19	11.59%	High Reaction
7-9	0	0.00%	Moderate Reaction
10-12	0	0.00%	Low Reaction
≥ 13	0	0.00%	Very Low Reaction
Total	164	100.00%	
Weighted Mean		1.90	
SD		1.62	
Verbal Interpretation		Very High	

Table 20 presents the level of skill-related fitness among student-athletes in terms of reaction time, measured through the distance in centimeters during the drop test. The distribution shows that the majority of respondents, 145 student-athletes (88.41%), fall within the 0–3 cm range, which is interpreted as very high reaction time. A smaller group of 19 respondents (11.59%) demonstrated high reaction time (4–6 cm). No respondents were recorded in the moderate (7–9 cm), low (10–12 cm), or very low (≥13 cm) categories.

The computed weighted mean of 1.90 with a standard deviation of 1.62 is verbally interpreted as *Very High*.

Table XXI Significant Relationship between the Character Development and Physical-related Fitness among Student-Athletes

Character development		Physical-related fitness				
		Body Composition	Cardio-Vascular Endurance	Muscular Strength	Muscular Endurance	Flexibility
Sportsmanship	Pearson Correlation	0.094	-0.054	0.076	0.032	.218**
	Sig. (2-tailed)	0.229	0.494	0.332	0.683	0.005
	N	164	164	164	164	164
Gamemanship	Pearson Correlation	-0.016	0.007	0.036	-0.137	0.133
	Sig. (2-tailed)	0.841	0.929	0.644	0.080	0.089
	N	164	164	164	164	164
Integrity	Pearson Correlation	-0.100	-0.124	0.104	-0.094	.203**
	Sig. (2-tailed)	0.203	0.112	0.185	0.234	0.009
	N	164	164	164	164	164
Discipline	Pearson Correlation	-0.008	0.053	0.020	-0.115	0.079
	Sig. (2-tailed)	0.918	0.498	0.798	0.142	0.313
	N	164	164	164	164	164
Determination	Pearson Correlation	-0.131	-0.019	0.151	-.190*	0.133
	Sig. (2-tailed)	0.095	0.814	0.053	0.015	0.089
	N	164	164	164	164	164

Table 21 reveals several relationships between character development and physical-related fitness among student-athletes. Sportsmanship is significantly and positively correlated with flexibility (r = 0.218, p = 0.005), indicating that those who exhibit better sportsmanship tend to have higher flexibility, while it shows no significant relationship with body composition, cardiovascular endurance, muscular strength, and muscular endurance. In contrast, gamesmanship does not show any significant relationship with all components of physical fitness, suggesting that it has no meaningful connection with the measured variables. Similarly, integrity is significantly and positively related to flexibility (r = 0.203, p = 0.009), but it does not have a significant relationship with body composition, cardiovascular endurance, muscular strength, and muscular endurance. Discipline also shows no significant relationship with any of the physical fitness components, indicating that it does not directly influence these outcomes. On the other hand, determination

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has a significant negative relationship with muscular endurance (r = -0.190, p = 0.015), which suggests that higher determination is associated with lower muscular endurance scores, although it does not show significant relationships with body composition, cardiovascular endurance, muscular strength, and flexibility. Overall, only a few significant relationships are observed, particularly between sportsmanship and integrity with flexibility, and determination with muscular endurance, while the rest of the variables do not show significant associations.

Table 22 shows the The correlation results show varying relationships between character development traits and skill-related fitness components among the 164 respondents. For sportsmanship, there is a significant but weak positive relationship with coordination (r = .200, p = .010) and a significant weak negative relationship with speed (r = -.255, p = .001), indicating that higher sportsmanship is slightly associated with better coordination but lower speed performance. Gamemanship, on the other hand, shows no significant relationships with all skill-related fitness components, suggesting that it does not meaningfully influence coordination, agility, speed, power, balance, or reaction time in this study. For integrity, significant weak positive and negative correlations are observed: it is positively related to coordination (r = .191, p = .014) but negatively related to speed (r = -.158, p = .043) and power (r = -.168, p = .032), implying that higher integrity is slightly associated with improved coordination but slightly reduced speed and power. Discipline also shows significant weak positive correlation with coordination (r = .178, p = .022) and a significant weak negative correlation with power (r = -.255, p = .001), suggesting better coordination but lower power among more disciplined individuals. Lastly, determination shows no significant relationships with any of the skill-related fitness variables, indicating no meaningful association in this sample. Overall, most relationships are weak, showing that character development traits have limited but selective associations with certain components of skill-related fitness.

Table XXII Significant Relationship between the Character Development and Skill-related Fitness among Student-Athletes

Character development		**Skill-related fitness**					
		Coordination	Agility	Speed	Power	Balance	Reaction Time
Sportsmanship	Pearson Correlation	.200*	-0.059	-.255**	-0.124	0.028	0.153
	Sig. (2-tailed)	0.010	0.453	0.001	0.114	0.719	0.051
	N	164	164	164	164	164	164
Gamemanship	Pearson Correlation	0.086	0.078	0.052	-0.047	0.063	-0.002
	Sig. (2-tailed)	0.274	0.319	0.505	0.550	0.420	0.982
	N	164	164	164	164	164	164
Integrity	Pearson Correlation	.191*	-0.129	-.158*	-.168*	0.043	0.023
	Sig. (2-tailed)	0.014	0.101	0.043	0.032	0.586	0.767
	N	164	164	164	164	164	164
Discipline	Pearson Correlation	.178*	-0.001	-0.11	-.255**	0.098	0.046
	Sig. (2-tailed)	0.022	0.988	0.161	0.001	0.211	0.561
	N	164	164	164	164	164	164
Determination	Pearson Correlation	0.006	0.000	-0.098	-0.148	0.099	-0.08
	Sig. (2-tailed)	0.939	0.995	0.210	0.059	0.208	0.310
	N	164	164	164	164	164	164

Table XXIII *Significant Relationship between the Resiliency and Physical-related Fitness among Student-Athletes*

Resiliency		**Physical-related fitness**				
		Body Composition	Cardio-Vascular Endurance	Muscular Strength	Muscular Endurance	Flexibility
Goal-Setting	Pearson Correlation	-0.073	-0.01	0.102	-.174*	0.09
	Sig. (2-tailed)	0.356	0.895	0.196	0.026	0.250
	N	164	164	164	164	164
Emotional Regulation	Pearson Correlation	0.026	-0.034	-0.006	-0.134	0.125
	Sig. (2-tailed)	0.741	0.663	0.936	0.088	0.111
	N	164	164	164	164	164
Coping Strategies	Pearson Correlation	-0.005	0.016	.156*	-0.135	.154*
	Sig. (2-tailed)	0.953	0.836	0.046	0.085	0.049
	N	164	164	164	164	164

The correlation results in Table 23 show the relationships between resilience variables and physical-related fitness components among 164 respondents. For goal-setting, there is a significant weak negative relationship with muscular endurance (r = -.174, p = .026), indicating that higher goal-setting is slightly associated with lower muscular endurance, while all other relationships with body composition, cardiovascular endurance, muscular strength, and flexibility are not significant. Emotional regulation shows no significant relationships with any of the physical fitness components, suggesting that it does not have a meaningful association with body composition, cardiovascular endurance, muscular strength, muscular endurance, or flexibility in this study. In terms of coping strategies, significant weak positive relationships are found with muscular strength (r = .156, p = .046) and flexibility (r = .154, p = .049), indicating that better coping strategies are slightly associated with higher muscular strength and improved flexibility. However, no significant relationships are observed with body composition, cardiovascular endurance, and muscular endurance. Overall, the findings suggest that resilience factors have limited but

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selective and mostly weak associations with physical-related fitness components.

Table XXIV. Significant relationship between the resiliency and skill-related fitness among student-athletes

Resiliency		Skill-related fitness					
		Coordination	Agility	Speed	Power	Balance	Reaction Time
Goal-Setting	Pearson Correlation	0.001	-0.06	-0.037	-0.135	0.057	-0.017
	Sig. (2-tailed)	0.987	0.446	0.639	0.084	0.468	0.830
	N	164	164	164	164	164	164
Emotional Regulation	Pearson Correlation	-0.097	-0.039	-0.102	-.159*	0.095	-0.076
	Sig. (2-tailed)	0.218	0.619	0.196	0.041	0.225	0.332
	N	164	164	164	164	164	164
Coping Strategies	Pearson Correlation	-0.088	-0.055	-0.133	-0.109	.159*	-0.073
	Sig. (2-tailed)	0.263	0.482	0.089	0.165	0.042	0.351
	N	164	164	164	164	164	164

*Note: *p<.05, **p<.01, ***p<.001*

Table 24 shows the results show generally weak relationships between resiliency and skill-related fitness among student-athletes. Goal-setting has no significant relationship with any fitness component, indicating it does not directly influence coordination, agility, speed, power, balance, or reaction time. Emotional regulation shows a significant negative relationship with power ($r = -0.159$, $p = 0.041$), suggesting that higher emotional control is slightly associated with lower power performance. Meanwhile, coping strategies have a significant positive relationship with balance ($r = 0.159$, $p = 0.042$), indicating that better coping is linked to improved balance.

Overall, only a few significant relationships were found, suggesting that resiliency has limited influence on skill-related fitness

III. Conclusion

The findings reveal that student-athletes in the Nagcarlan Sub-Office exhibit high levels of character development, resiliency, and both physical- and skill-related fitness, indicating well-rounded development. There are also selective relationships between psychological traits and fitness components, particularly in flexibility, coordination, strength, and balance. However, not all traits are positively associated, as determination, goal-setting, and emotional regulation show negative relationships with endurance and power. These results suggest that while student-athletes possess strong psychological and physical attributes, the interaction between these domains is limited and develops independently, yet both remain essential in supporting overall performance.

IV. Recommendation

Based on the conclusions, it is recommended that schools and administrators(1) strengthen MAPEH and sports programs by integrating character development and resiliency outcomes alongside physical fitness training to promote the holistic growth of student-athletes.(2) Teachers and coaches should design training programs that balance physical conditioning with psychological development by emphasizing coping strategies, teamwork, discipline, and ethical values in all sports activities. (3) Student-athletes are encouraged to recognize that training is not only for competition but also an opportunity to develop discipline, perseverance, emotional control, and life skills that are useful in academics and daily life. (4) For future researchers, it is suggested to further explore the relationship between psychological traits and specific fitness components, particularly those showing negative correlations, to better understand the interaction between mental resilience and physical performance.

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