

Social and Emotional Influence on the Integral Development of Senior High School Student Athletes

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Abstract — The study aims to determine the influence of social and emotional factors on the development of Senior High School athletes at Sta. Rosa, Laguna and seeks to answer the following questions: (1) What is the level of social influence in terms of teamwork and collaboration, communication skills, leadership development, sense of belonging and social identity, and cultural and social awareness? (2) What is the level of emotional influence in terms of stress relief and emotional regulation, confidence and self-esteem, sense of belonging and social support, resilience and mental toughness, and goal orientation? (3) What is the level of development of senior high school athletes in terms of physical well-being and fitness, emotional and psychological resilience, academic development, character development, and spiritual development? (4) Do social influences have a significant relationship with the development of senior high school athletes? (5) Do emotional influences have a significant relationship with the development of senior high school athletes?

Descriptive statistics such as weighted mean, standard deviation, frequency, and percentage, as well as Pearson Product–Moment Correlation, were employed to analyze the data.

The results revealed that social influence is generally high to very high across all dimensions, including teamwork and collaboration, communication skills, sense of belonging and social identity, and cultural and social awareness. Leadership development was rated moderately compared to other social dimensions. This indicates that student-athletes perceive social factors as important mechanisms for promoting cooperation, effective communication, inclusion, and cultural respect in both academic and athletic settings.

Emotional influence was found to be consistently high across all measured dimensions, including stress relief and emotional regulation, confidence and self-esteem, sense of belonging and social support, resilience and mental toughness, and goal orientation. This suggests that athletes' emotional skills such as self-confidence, stress management, perseverance, and goal-directed behavior play a critical role in supporting integral development.

In terms of athlete development, senior high school students achieved high to very high ratings across physical well-being and fitness, emotional and psychological resilience, academic development, character development, and spiritual development, with character development receiving the highest rating. These findings indicate that athletes maintain discipline, respect, responsibility, and a strong sense of personal and social growth.

Further analyses showed that social influence has significant positive relationships with most areas of athlete development, particularly teamwork, communication skills, sense of belonging, and cultural awareness, while leadership development showed limited significance. Emotional influence demonstrated strong and significant relationships across all domains, highlighting the importance of emotional regulation, confidence, resilience, and goal orientation in overall development. These results imply that social and emotional factors collectively contribute to the holistic growth of

senior high school student-athletes, enhancing not only performance but also personal, social, academic, and spiritual development.

I. INTRODUCTION

The senior high school years represent a critical stage in the holistic development of learners, particularly for student-athletes who juggle both academic responsibilities and athletic commitments. In this dual role, their growth is not only shaped by physical training and classroom performance but also by social and emotional factors that significantly influence their overall well-being and success.

Social influence refers to the elements that shape human interactions and societal structures, including cultural norms, values, and social institutions. Also, it encompasses both interactions among people and their collective co-existence (Fiveable, 2025). For student-athletes, these factors are reflected on how they interact with peers, teachers, coaches, and family, which in turn influence their motivation, teamwork, and sense of belonging.

In addition, emotional influence refers to feelings and affections experienced by the individual. This is also all about a performer's feelings and how these can influence the outcome of any activity (Maier, 2023). In this context, emotional factors is an important part on how student-athletes manage stress, maintain confidence, and regulate their emotions during both academic tasks and athletic performance.

Balancing these demands becomes even more challenging as they face academic pressures while striving for excellence in sports. Positive social connections can foster teamwork, discipline, and support, while effective emotional regulation can enhance focus, adaptability, and coping mechanisms in high-pressure situations.

Given these considerations, it is essential to examine how social and emotional influences contribute to the overall development of senior high school student-athletes. This study seeks to provide insights into the ways these factors shape their academic performance, athletic growth, and personal well-being.

II. METHODOLOGY

This study employed a quantitative research design to investigate the role of social and emotional influences on the holistic development of senior high school student-athletes.

According to Roger (2015) quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical

or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyze data for trends and relationships and to verify the measurements made. Quantitative research may be considered as a way of thinking about the world. It is essentially deductive: measurements are made, analysis is applied and conclusions are drawn.

Moreover, it utilizes the descriptive approach which Purdy (2023) stated that it is a methodological approach aimed at detailing behaviors, situations, events, and outcomes without delving into theoretical predictions or cause-and-effect relationships. It can be conducted through various means, including observation, case studies, and surveys.

III. RESULT AND DISCUSSION

Table I. Level of Social Influence in terms of Teamwork and Collaboration

STATEMENT	MEAN	SD	REMARKS
Work effectively with teammates during practice and competitions.	4.13	1.03	Agree
Share ideas and strategies to improve team performance.	4.31	1.04	Strongly Agree
Support teammates in achieving common goals.	4.37	0.96	Strongly Agree
Communicate openly with teammates during games and training.	4.25	1.05	Strongly Agree
Respect the contributions of every teammate regardless of skill level.	4.34	1.05	Strongly Agree
Weighted Mean	4.28		
SD	1.03		
Verbal Interpretation	Very High		

The level of social influence in terms of teamwork and collaboration attained a weighted mean of 4.28 with a standard deviation of 1.03, verbally interpreted as Very High. This indicates that teamwork and collaboration greatly influence the respondents' behavior, promoting unity, cooperation, and shared responsibility within the group. This further implies that respondents benefit from a supportive and collaborative environment where respect, communication, and active participation are consistently practiced.

The findings suggest that teamwork and collaboration are essential components of social influence. Through cooperation, mutual respect, and effective communication, respondents are able to strengthen group relationships, enhance performance, and successfully achieve common goals.

Table 2 shows the level of social influence as perceived by the respondents in terms of communication skills. Respondents agree that they listen attentively when others are speaking, use appropriate language and tone when communicating with peers and teachers, provide constructive feedback respectfully, and respond confidently when asked to share their opinions or insights. They also agree, though slightly lower, that they express their ideas clearly during class discussions or team meetings.

The level of social influence in terms of communication skills attained a weighted mean of 4.04 with a standard deviation of 1.05, verbally interpreted as High. This indicates that communication skills are evident among the respondents and play an important role in facilitating interaction,

understanding, and participation. This further implies that while communication is generally effective, there is still room for improvement, particularly in clearly expressing ideas.

Table II. Level of Social Influence in terms of Communication Skills

STATEMENT	MEAN	SD	REMARKS
Express ideas clearly during class discussions or team meetings.	3.75	1.07	Agree
Listen attentively when others are speaking.	4.08	1.13	Agree
Use appropriate language and tone when talking to peers and teachers.	4.08	0.92	Agree
Provide constructive feedback to others respectfully.	4.08	1.10	Agree
Respond confidently when asked to share opinions or insights.	4.19	0.99	Agree
Weighted Mean	4.04		
SD	1.05		
Verbal Interpretation	High		

The findings suggest that communication skills are a significant component of social influence. Through active listening, appropriate expression, and respectful feedback, respondents are able to engage in meaningful interactions and contribute to group discussions effectively.

Table 3 shows the level of social influence as perceived by the respondents in terms of leadership development. Respondents agree that they listen attentively when others are speaking, use appropriate language and tone when communicating with peers and teachers, provide constructive feedback respectfully, and respond confidently when asked to share their opinions or insights. They also agree that they express their ideas clearly during class discussions or team meetings, although this indicator obtained the lowest mean among the items.

Table III. Level of Social Influence in terms of Leadership Development

STATEMENT	MEAN	SD	REMARKS
Express ideas clearly during class discussions or team meetings.	3.77	1.07	Agree
Listen attentively when others are speaking.	4.09	1.13	Agree
Use appropriate language and tone when talking to peers and teachers.	4.06	0.92	Agree
Provide constructive feedback to others respectfully.	4.08	1.10	Agree
Respond confidently when asked to share opinions or insights.	4.18	0.99	Agree
Weighted Mean	4.04		
SD	1.05		
Verbal Interpretation	High		

The level of social influence in terms of leadership development attained a weighted mean of 4.04 with a standard deviation of 1.05, verbally interpreted as High. This indicates

that leadership-related skills such as communication, confidence, and respect are evident among the respondents. This further implies that respondents possess foundational leadership qualities that enable them to interact effectively, guide peers, and contribute to group processes.

The findings suggest that leadership development is an important aspect of social influence. Through clear communication, active listening, confidence, and respectful feedback, respondents are able to demonstrate leadership behaviors that support collaboration and influence group dynamics positively.

Table 4 shows the level of social influence in terms of sense of belonging and social identity. Respondents strongly agree that they build positive relationships and participate in school or team activities to foster a sense of belonging. They also agree that they feel accepted as valued members of the community, identify with school traditions and culture, and recognize pride in being part of the group.

The level of social influence in terms of sense of belonging and social identity obtained a weighted mean of 4.16 with a standard deviation of 0.98, verbally interpreted as High. This indicates that respondents generally feel connected and involved within their school or team environment. This further implies that positive relationships and active participation contribute to strengthening their social identity and sense of inclusion.

Table IV. Level of Social Influence in terms of Sense of Belonging and Social Identity

STATEMENT	MEAN	SD	REMARKS
Feel accepted as a valued member of the school community.	4.14	0.95	Agree
Identify with the traditions and culture of the school or team.	4.11	0.98	Agree
Build positive relationships that strengthen connection with peers.	4.28	0.95	Strongly Agree
Participate in school or team activities to foster a sense of belonging	4.26	0.92	Strongly Agree
Recognize pride in being part of the school or athletic group.	3.99	1.07	Agree
Weighted Mean	4.16		
SD	0.98		
Verbal Interpretation	High		

The findings suggest that sense of belonging and social identity play an important role in social influence. Through meaningful relationships and active engagement, respondents develop a stronger connection to their community and a clearer sense of identity.

Table 5 shows the level of social influence in terms of cultural and social awareness. Respondents strongly agree that they respect cultural differences among classmates and teammates and adapt their behavior to align with social norms. They also agree that they participate in activities that promote cultural appreciation and show sensitivity when interacting with peers from different backgrounds.

The level of social influence in terms of cultural and social awareness attained a weighted mean of 4.19 with a standard deviation of 1.03, verbally interpreted as High. This indicates that respondents demonstrate awareness and respect for

cultural diversity, which positively influences their social interactions. This further implies that fostering inclusivity and cultural understanding contributes to a harmonious and respectful environment.

Table V. Level of Social Influence in terms of Cultural and Social Awareness

STATEMENT	MEAN	SD	REMARKS
Respect cultural differences among classmates and teammates.	4.34	1,04	Strongly Agree
Respect cultural differences among classmates and teammates.	4.30	0.98	Strongly Agree
Participate in activities that promote cultural appreciation.	4.11	1,05	Agree
Show sensitivity when interacting with peers from different backgrounds.	3.98	1,02	Agree
Adapt behavior to respect social norms in various situations.	4.21	1.01	Strongly Agree
Weighted Mean	4.19		
SD	1.03		
Verbal Interpretation	High		

The findings suggest that cultural and social awareness are essential aspects of social influence. Through respect, sensitivity, and adaptability, respondents are able to interact effectively with diverse groups and promote inclusivity within their community.

Table 6 shows the level of emotional influence as perceived by the respondents in terms of stress relief and emotional regulation. Respondents agree that they control negative emotions that may affect performance, use healthy strategies to cope with pressure, stay calm and composed in challenging situations, and recognize emotions and respond appropriately. They also agree that they manage stress effectively during academic and athletic activities, although this indicator obtained the lowest mean among the items.

The level of emotional influence in terms of stress relief and emotional regulation attained a weighted mean of 4.05 with a standard deviation of 1.00, verbally interpreted as High. This indicates that respondents are capable of managing their emotions and stress in various situations. This further implies that emotional regulation skills contribute to maintaining focus, stability, and performance in both academic and athletic contexts.

Table VI. Level of Emotional Influence in terms of Stress relief and Emotional Regulation

STATEMENT	MEAN	SD	REMARKS
Manage stress effectively during academic and athletic activities.	3.89	1.04	Agree
Stay calm and composed in challenging situations.	4.08	0.93	Agree
Recognize emotions and respond appropriately	4.01	1.08	Agree
Use healthy strategies to cope with pressure.	4.11	1.03	Agree
Control negative emotions that may affect performance.	4.17	0.94	Agree
Weighted Mean	4.05		
SD	1.00		
Verbal Interpretation	High		

The findings suggest that stress relief and emotional regulation are important components of emotional influence. Through self-control, awareness, and healthy coping strategies, respondents are able to handle pressure and maintain balanced emotional states.

Table VII. Level of Emotional Influence in terms of Confidence and Self-esteem

STATEMENT	MEAN	SD	REMARKS
Believe in your ability to accomplish academic and athletic tasks.	4.22	1.05	Strongly Agree
Accept both strengths and weaknesses with a positive attitude.	4.23	1.02	Strongly Agree
Take on new challenges without fear of failure.	4.02	1.08	Agree
Speak confidently in front of peers and teachers.	3.98	0.93	Agree
Show pride in personal achievements, big or small.	4.06	1.00	Agree
Weighted Mean SD Verbal Interpretation	4.10 1.02 High		

Table 7 shows the level of emotional influence as perceived by the respondents in terms of confidence and self-esteem. Respondents strongly agree that they accept both their strengths and weaknesses with a positive attitude and believe in their ability to accomplish academic and athletic tasks. They also agree that they show pride in personal achievements, take on new challenges without fear of failure, and speak confidently in front of peers and teachers.

The level of emotional influence in terms of confidence and self-esteem attained a weighted mean of 4.10 with a standard deviation of 1.02, verbally interpreted as High. This indicates that respondents generally possess a positive self-image and confidence in their abilities. This further implies that strong self-esteem helps them face challenges, express themselves, and strive for personal growth.

The findings suggest that confidence and self-esteem are essential aspects of emotional influence. Through self-belief, positive mindset, and willingness to take risks, respondents are able to enhance their performance and personal development

Table 8 shows the level of emotional influence as perceived by the respondents in terms of sense of belonging and social support. Respondents agree that they participate in group activities that strengthen bonds, feel connected to classmates, teammates, and teachers, and receive encouragement from peers in both academic and athletic activities. They also agree that they experience acceptance from peers regardless of differences and rely on friends or teammates for support during stressful times.

The level of emotional influence in terms of sense of belonging and social support attained a weighted mean of 4.11 with a standard deviation of 0.99, verbally interpreted as High. This indicates that respondents feel supported and connected within their social environment. This further implies that strong peer relationships and support systems contribute to emotional well-being and motivation.

Table VIII. Level of Emotional Influence in terms of Sense of Belonging and Social Support

STATEMENT	MEAN	SD	REMARKS
Feel connected to classmates, teammates, and teachers in school.	4.16	1.00	Agree
Receive encouragement from peers in both academic and athletic activities.	4.15	0.89	Agree
Rely on friends or teammates for support during stressful times.	4.00	0.99	Agree
Participate in group activities that strengthen bonds with others.	4.18	1.03	Agree
Experience acceptance from peers regardless of differences.	4.08	1.03	Agree
Weighted Mean SD Verbal Interpretation	4.11 0.99 High		

The findings suggest that sense of belonging and social support play a vital role in emotional influence. Through connection, encouragement, and acceptance, respondents are able to build positive relationships and cope effectively with challenges.

Table IX. Level of Emotional Influence in terms of Resilience and Mental toughness

STATEMENT	MEAN	SD	REMARKS
Bounce back quickly after experiencing setbacks or failures.	4.08	1.01	Agree
Stay motivated even when facing difficult challenges.	4.23	0.94	Strongly Agree
Maintain focus under pressure during academic or athletic tasks.	4.13	0.94	Agree
Handle criticism constructively without losing confidence.	3.31	0.85	Agree
Persist in completing tasks despite obstacles.	4.13	0.98	Agree
Weighted Mean SD Verbal Interpretation	3.97 1.00 High		

Table 9 shows the level of emotional influence as perceived by the respondents in terms of resilience and mental toughness. Respondents strongly agree that they stay motivated even when facing difficult challenges. They also agree that they maintain focus under pressure, persist in completing tasks despite obstacles, and bounce back quickly after experiencing setbacks or failures. Meanwhile, they agree that they handle criticism constructively without losing confidence, although this indicator obtained the lowest mean among the items.

The level of emotional influence in terms of resilience and mental toughness attained a weighted mean of 3.97 with a standard deviation of 1.00, verbally interpreted as High. This indicates that respondents are generally resilient and able to cope with challenges, although certain aspects such as handling criticism may still need improvement. This further implies that resilience supports persistence and motivation in both academic and athletic settings.

The findings suggest that resilience and mental toughness are important components of emotional influence. Through

perseverance, focus, and adaptability, respondents are able to overcome difficulties and continue striving toward their goals.

Table X. Level of Emotional Influence in terms of Goal Orientation

STATEMENT	MEAN	SD	REMARKS
Set clear goals for both academic and athletic performance.	4.17	0.96	Agree
Stay committed to goals despite challenges or distractions.	4.17	1.01	Agree
Break down large goals into smaller, achievable steps.	3.89	1.06	Agree
Track progress regularly to ensure goals are being met.	3.99	1.06	Agree
Adjust strategies when goals are not immediately achieved.	4.04	0.91	Agree
Weighted Mean	4.05		
SD	1.00		
Verbal Interpretation	High		

Table 10 shows the level of emotional influence as perceived by the respondents in terms of goal orientation. Respondents agree that they set clear goals, stay committed despite challenges, and adjust strategies when goals are not immediately achieved. They also agree that they track their progress regularly and break down large goals into smaller, achievable steps, although these indicators obtained slightly lower means.

The level of emotional influence in terms of goal orientation attained a weighted mean of 4.05 with a standard deviation of 1.00, verbally interpreted as High. This indicates that respondents demonstrate a clear sense of direction and commitment toward achieving their goals. This further implies that goal-setting and strategic planning contribute to improved performance and personal development.

The findings suggest that goal orientation is a key aspect of emotional influence. Through planning, persistence, and adaptability, respondents are able to work toward their objectives and achieve desired outcomes effectively.

Table 11 shows the level of development of senior high school athletes in terms of physical well-being and fitness. Respondents strongly agree that they follow a healthy lifestyle that supports athletic performance. They also agree that they engage in regular physical exercise, monitor their physical health to prevent injuries and illnesses, and participate actively in training sessions to improve strength and endurance.

The level of development in terms of physical well-being and fitness attained a weighted mean of 4.15 with a standard deviation of 0.93, verbally interpreted as High. This indicates that respondents maintain good physical habits necessary for athletic performance. This further implies that consistent training, proper health monitoring, and a healthy lifestyle contribute to their overall physical development.

The findings suggest that physical well-being and fitness are essential components in the development of student-athletes. Through regular exercise, active participation, and healthy practices, respondents are able to sustain and enhance their physical capabilities.

Table XI. Level of Development of Senior High School Athletes in terms of Physical Well-being and Fitness

STATEMENT	MEAN	SD	REMARKS
Engage in regular physical exercise to maintain fitness.	4.12	1.08	Agree
Follow a healthy lifestyle that supports athletic performance.	4.23	1.00	Strongly Agree
Monitor physical health to prevent injuries and illnesses.	4.10	0.95	Agree
Participate actively in training sessions to improve strength and endurance.	4.09	0.97	Agree
Participate actively in training sessions to improve strength and endurance.	4.20	1.02	Agree
Weighted Mean	96.01		
SD	3.34		
Verbal Interpretation	Very High		

Table 12 shows the level of development of senior high school athletes in terms of emotional and psychological resilience. Respondents strongly agree that they stay calm and composed when faced with academic or athletic pressure. They also agree that they maintain a positive outlook, adapt well to unexpected challenges, manage emotions effectively, and recover quickly from emotional setbacks.

The level of development in terms of emotional and psychological resilience attained a weighted mean of 4.15 with a standard deviation of 0.93, verbally interpreted as High. This indicates that respondents possess the ability to manage stress and maintain emotional stability. This further implies that resilience helps them cope with pressures and challenges in both academic and athletic environments.

Table XII. Level of Development of Senior High School Athletes in terms of Emotional and Psychological Resilience

STATEMENT	MEAN	SD	REMARKS
Stay calm and composed when faced with academic or athletic pressure.	4.24	0.97	Strongly Agree
Recover quickly from emotional setbacks or disappointments.	4.11	0.89	Agree
Maintain a positive outlook during stressful situations.	4.16	0.91	Agree
Manage emotions effectively to stay focused on tasks.	4.10	0.96	Agree
Adapt well to unexpected challenges or changes.	4.13	0.92	Agree
Weighted Mean	4.15		
SD	0.93		
Verbal Interpretation	High		

The findings suggest that emotional and psychological resilience is a vital aspect of athlete development. Through adaptability, emotional control, and a positive mindset, respondents are able to overcome difficulties and remain focused on their goals.

Table XIII. Level of Development of Senior High School Athletes in terms of Academic Development

STATEMENT	MEAN	SD	REMARKS
Completes academic requirements on time despite athletic commitments.	4.11	0.98	Agree
Maintains satisfactory academic performance while participating in sports.	4.23	0.84	Strongly Agree
Manages time effectively between studies and athletic training.	4.12	0.92	Agree
Understands lessons even with a busy training or competition schedule.	4.16	0.97	Agree
Remains focused on academic goals despite physical fatigue from training.	4.24	0.81	Strongly Agree
Completes academic requirements on time despite athletic commitments.	4.11	0.98	Agree
Weighted Mean SD Verbal Interpretation	4.17 0.91 High		

Table 13 shows the level of development of senior high school athletes in terms of academic development. Respondents strongly agree that they maintain satisfactory academic performance and remain focused on academic goals despite physical fatigue from training. They also agree that they complete academic requirements on time, manage their time effectively, and understand lessons even with a busy schedule.

The level of development in terms of academic development attained a weighted mean of 4.17 with a standard deviation of 0.91, verbally interpreted as High. This indicates that respondents are able to balance their academic responsibilities with athletic commitments. This further implies that effective time management and determination contribute to their academic success.

The findings suggest that academic development remains strong among student-athletes. Through discipline, focus, and proper time management, respondents are able to meet academic demands while actively participating in sports.

Table XIV. Level of Development of Senior High School Athletes in terms of Character Development

STATEMENT	MEAN	SD	REMARKS
Demonstrates discipline in managing both academic and athletic responsibilities.	4.23	0.87	Strongly Agree
Shows respect toward teachers, coaches, teammates, and classmates.	4.28	0.92	Strongly Agree
Displays responsibility in completing assigned tasks and commitments.	4.18	0.85	Agree
Accepts constructive feedback from teachers and coaches positively.	4.20	0.88	Agree
Shows self-control in handling conflicts and stressful situations.	4.20	0.94	Agree
Demonstrates discipline in managing both academic and athletic responsibilities.	4.23	0.87	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.22 0.89 High		

Table 14 shows the level of development of senior high school athletes in terms of character development. Respondents strongly agree that they show respect toward teachers, coaches, teammates, and classmates, and demonstrate discipline in managing both academic and athletic responsibilities. They also agree that they display responsibility in completing tasks, accept constructive feedback positively, and show self-control in handling conflicts and stressful situations.

The level of development in terms of character development attained a weighted mean of 4.22 with a standard deviation of 0.89, verbally interpreted as Very High. This indicates that respondents exhibit strong character traits essential for both academic and athletic success. This further implies that values such as respect, discipline, responsibility, and self-control are well-developed among the respondents.

The findings suggest that character development is a highly evident aspect of student-athlete growth. Through positive values and responsible behavior, respondents are able to build strong interpersonal relationships and uphold integrity in various situations.

Table 15. Level of Development of Senior High School Athletes in terms of Spiritual Development

STATEMENT	MEAN	SD	REMARKS
Reflects on personal values when making decisions in school and sports.	4.18	1.04	Agree
Uses faith or personal beliefs to cope with stress and pressure.	4.20	1.01	Agree
Practices self-reflection to improve personal behavior and performance.	4.21	0.88	Strongly Agree
Seeks inner peace or guidance during times of challenge.	4.08	1.07	Agree
Applies spiritual or value-based principles in daily life decisions.	4.31	0.85	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.20 0.97 Very High		

Table 15 shows the level of development of senior high school athletes in terms of spiritual development. Respondents strongly agree that they apply spiritual or value-based principles in daily life decisions and practice self-reflection to improve personal behavior and performance. They also agree that they reflect on personal values, use faith or beliefs to cope with stress, and seek inner peace or guidance during challenges.

The level of development in terms of spiritual development attained a weighted mean of 4.20 with a standard deviation of 0.97, verbally interpreted as High. This indicates that respondents value spiritual growth and integrate it into their daily lives. This further implies that spirituality contributes to their decision-making, coping mechanisms, and overall personal development.

The findings suggest that spiritual development plays an important role in shaping student-athletes. Through self-reflection, faith, and value formation, respondents are able to strengthen their inner well-being and guide their actions effectively.

Table 16 presents the test of significant relationship between social influence and the development of senior high school student-athletes across five domains. Using Pearson Product–Moment Correlation with 120 respondents, the analysis determined whether dimensions of social influence are significantly associated with the athletes’ development in terms of physical well-being and fitness, emotional and psychological resilience, academic development, character development, and spiritual development.

Table XVI. Significant Relationship of Social Influence on the Development of Senior High School Student Athletes

Social Influence		Development of athletes				
		Physical well-being and fitness	Emotional and psychological resilience	Academic Development	Character Development	Spiritual Development
Teamwork and collaboration	Pearson Correlation	.806***	.548***	.629***	.572***	.564***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Communication skills	Pearson Correlation	.884***	.686***	.724***	.686***	.675***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Leadership development	Pearson Correlation	-0.028	0.04	0.019	0.053	.214*
	Sig. (2-tailed)	0.765	0.667	0.835	0.565	0.019
	N	120	120	120	120	120
Sense of belonging and social identity	Pearson Correlation	.836***	.664***	.713***	.769***	.712***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Cultural and social awareness	Pearson Correlation	.851***	.641***	.677***	.737***	.683***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120

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

The results reveal that most dimensions of social influence—particularly teamwork and collaboration, communication skills, sense of belonging and social identity, and cultural and social awareness show statistically significant positive relationships with all domains of athlete development, with $p < 0.001$ indicating strong and consistent associations. Among these, communication skills and cultural and social awareness exhibit the strongest relationships, especially in physical well-being and fitness. However, leadership development shows no significant relationship with most domains except for spiritual development, where a weak but significant relationship was observed ($p < 0.05$). These findings imply that social interaction, communication, inclusivity, and cultural awareness play a crucial role in enhancing the overall development of student-athletes, while leadership skills may have limited influence in certain areas.

The findings demonstrate that social influence is strongly and consistently associated with the development of senior high school student-athletes across most domains. Social factors such as teamwork, communication, belongingness, and cultural awareness contribute meaningfully to improving athletes’ physical, emotional, academic, and character development. The results further suggest that social influence functions as an interconnected system that supports holistic growth, where positive interactions and supportive environments enhance not only performance but also personal and social development of student-athletes.

Table XVII. Significant Relationship of Emotional Influence on the Development of Senior High School Student-Athletes

Emotional Influence		Development of athletes				
		Physical well-being and fitness	Emotional and psychological resilience	Academic Development	Character Development	Spiritual Development
Stress relief and Emotional Regulation	Pearson Correlation	.896***	.709***	.662***	.702***	.655***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Confidence and Self-esteem	Pearson Correlation	.876***	.613***	.711***	.716***	.596***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Sense of belonging and social support	Pearson Correlation	.813***	.592***	.622***	.514***	.612***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Resilience and Mental toughness	Pearson Correlation	.833***	.630***	.607***	.636***	.724***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120
Goal Orientation	Pearson Correlation	.853***	.693***	.738***	.633***	.675***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	120	120	120	120	120

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

Table 17 presents the test of significant relationship between emotional influence and the development of senior high school student-athletes across five domains. Using Pearson Product–Moment Correlation with 120 respondents, the analysis determined whether dimensions of emotional influence are significantly associated with the athletes’ development in terms of physical well-being and fitness, emotional and psychological resilience, academic development, character development, and spiritual development.

The results reveal that all dimensions of emotional influence stress relief and emotional regulation, confidence and self-esteem, sense of belonging and social support, resilience and mental toughness, and goal orientation show statistically significant positive relationships with all domains of athlete development, with $p < 0.001$ indicating strong and consistent associations. Among these, stress relief and emotional regulation exhibit the strongest relationship, particularly in physical well-being and fitness ($r = .896$), while goal orientation and resilience also demonstrate high correlations across multiple domains. These findings imply that emotional stability, self-confidence, support systems, perseverance, and goal-directed behavior play a crucial role in enhancing the overall development of student-athletes.

The findings demonstrate that emotional influence is strongly and consistently associated with the development of senior high school student-athletes across all measured domains. Emotional factors contribute meaningfully to improving athletes’ physical, emotional, academic, character, and spiritual development. The results further suggest that emotional influence operates as an integrated system that supports holistic growth, where effective emotional management, resilience, and motivation enhance both performance and personal development of student-athletes.

IV. CONCLUSION

Based on the findings of this study, it can be concluded that the results of the study showed that the statement stating that the null hypothesis stating that there is no significant relationship between social influence and the development of senior high school student-athletes is rejected. The analysis showed that most dimensions of social influence specifically teamwork and collaboration, communication skills, sense of belonging and social identity, and cultural and social awareness are significantly associated with multiple aspects of athlete development, including physical well-being, emotional resilience, academic performance, character, and spiritual growth. This indicates that positive social interactions, effective communication, inclusion, and respect for cultural diversity enhance students' overall development and contribute to their success both academically and athletically.

Second, the statement stating that the null hypothesis stating that there is no significant relationship between emotional influence and the development of senior high school student-athletes is rejected. The analysis revealed that all dimensions of emotional influence stress relief and emotional regulation, confidence and self-esteem, sense of belonging and social support, resilience and mental toughness, and goal orientation are significantly associated with all measured areas of athlete development. This suggests that students who effectively manage their emotions, maintain confidence, build supportive relationships, and demonstrate resilience and goal-directed behavior are more capable of achieving holistic growth in physical, emotional, academic, character, and spiritual domains.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) the researcher recommend that student-Athletes are encouraged to actively participate in team activities, practice emotional regulation, and set personal goals to enhance their physical, emotional, academic, character, and spiritual development. Consistent reflection on social interactions and emotional responses can help them build resilience, self-confidence, and motivation. (2) the researcher recommend that coaches and Trainers are recommended to implement structured programs that focus on teamwork, communication, leadership opportunities, and emotional skills training. Providing guidance on stress management, goal setting, and constructive feedback can strengthen athletes' holistic growth and performance. (3) the researcher recommend that teachers and School Administrators are encouraged to integrate social and emotional learning into curricula and athletic programs. They can provide supportive frameworks, such as workshops on resilience, collaborative activities, and mentoring programs, to enhance students' development in both academic and athletic domains. (4) the researcher recommend that parents and Guardians are recommended to foster a nurturing home environment by supporting their children's emotional regulation, social interactions, and goal-oriented behavior. Encouraging participation in both academic and athletic

activities and providing emotional guidance can complement the school and coaching programs. (5) the researcher recommend that future researchers are encouraged to build on this study by exploring interventions that strengthen social and emotional influences on student-athletes. Further studies can focus on developing evidence-based programs to enhance holistic development and guide best practices in Philippine educational and athletic settings.

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