



OPEN ACCESS

International Journal of Physical Education and Sports Sciences

Volume 1, Issue 1, 2026 |

<https://ijpes.minduraresearch.com/journal/about>

RESEARCH ARTICLE

PARTICIPATION IN PHYSICAL ACTIVITY AND ACADEMIC PERFORMANCE AMONG JUNIOR HIGH SCHOOL STUDENTS

¹Angie D. Aburan¹Apayao State College, Luna, Apayao, Philippines

Article Info

Received: 03-05-2026

Accepted: 05-13-2026

Published: 06-18-2026

Keywords

physical activity, academic performance, MAPEH, junior high school students, participation

Abstract

This study determined the relationship between participation in physical activity and academic performance among Junior High School students at Calanasan National High School. Specifically, it described the students' physical activity profile in terms of type, frequency, and intensity; determined their level of participation in physical activities in MAPEH; assessed their academic performance; and examined the significant relationship between physical activity participation and academic performance. The study employed a quantitative descriptive-correlational research design. A total of 60 Junior High School students were selected through purposive sampling. Data were gathered using the Physical Activity Questionnaire for Children (PAQ-C) and students' official MAPEH grades. Statistical tools such as frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient were used in the analysis of data. Findings revealed that walking or running was the most common physical activity performed by the respondents, while badminton or table tennis was the least performed. Most students were physically active for 6–7 days per week and frequently participated in physical activities during MAPEH classes. Moderate-intensity physical activity was the most common among the respondents. The level of participation in physical activities was interpreted as high, with an overall mean of 3.30. The students obtained a mean academic performance of 82.95, described as satisfactory. Correlation analysis showed a negligible positive relationship ($r = 0.132$) between physical activity participation and academic performance. However, the relationship was not statistically significant ($p = 0.157$). The study concluded that although students demonstrated high participation in physical activities and satisfactory academic performance, physical activity participation did not significantly influence their academic achievement in MAPEH. It is recommended that schools continue strengthening physical education programs and encourage students to maintain balanced participation in academics and physical activities.

INTRODUCTION

Physical activity plays an important role in promoting the physical, emotional, and academic development of learners. Educational institutions worldwide recognize that regular participation in physical activities contributes not only to physical fitness but also to improved cognitive functioning, mental wellness, and school performance. According to the World Health Organization, regular physical activity enhances students' concentration, memory, and classroom behavior, which positively affect academic achievement.

Research studies have shown that physically active students tend to demonstrate better academic performance and classroom engagement. So (2012) found that participation in moderate to vigorous physical activity was significantly associated with higher academic performance among Korean adolescents. Similarly, Alvarez-Bueno et al. (2020) emphasized that physical activity improves attention span, information processing, and executive functioning. Singh et al. (2019) also explained that physically active learners exhibit improved discipline, stronger motivation, and better classroom participation.

In the Philippine educational setting, the Department of Education promotes holistic learner development through the MAPEH curriculum, which includes Music, Arts, Physical Education, and Health. Physical Education provides students with opportunities to engage in sports, exercise, and movement-based activities that support physical and emotional well-being. Studies in the Philippines also indicate that physically active learners tend to become more academically engaged and emotionally resilient.

At Calanasan National High School, students participate in various physical activities through MAPEH classes, sports programs, and recreational activities. However, limited local studies have examined whether participation in physical activities significantly affects academic performance among junior high school learners. Hence, this study was conducted to determine the relationship between participation in physical activities and academic performance among Junior High School students.

OBJECTIVES OF THE STUDY

This study aimed to determine the relationship between participation in physical activities and academic performance among Junior High School students.

Specifically, it sought to answer the following questions:

1. What is the physical activity profile of the respondents in terms of:
 - type,
 - frequency, and
 - intensity?
2. What is the level of participation in physical activities among Junior High School students in MAPEH?
3. What is the academic performance of the students in MAPEH?
4. Is there a significant relationship between physical activity participation and academic performance?

Hypothesis

There is no significant relationship between participation in physical activity and academic performance among Junior High School students.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design. The design was appropriate because it described the physical activity participation and academic performance of the respondents and determined the relationship between the variables.

Respondents of the Study

The respondents were 60 Junior High School students from Calanasan National High School for the School Year 2025–2026. Fifteen students from each grade level (Grades 7–10) were selected through purposive sampling.

Research Instrument

The study utilized the Physical Activity Questionnaire for Children (PAQ-C) to determine the students' level of physical activity participation. Academic performance was measured using the students' official MAPEH grades.

Data Gathering Procedure

Permission to conduct the study was secured from the school authorities. The questionnaire was administered to the respondents during class hours. The researcher ensured confidentiality and voluntary participation throughout the conduct of the study.

Statistical Treatment

The following statistical tools were used:

- Frequency and percentage
- Weighted mean
- Pearson Product-Moment Correlation Coefficient (r)

The level of significance was set at 0.05.

RESULTS AND DISCUSSION

Table 1. a . Physical Activity Profile of the Respondents

Type of Physical Activity	Frequency	Rank
Walking or Running	45	1
Ball Games	16	4
Badminton/Table Tennis	1	5
Swimming	20	3
Dancing	26	2

The findings revealed that walking or running was the most common physical activity among

the respondents. This may be attributed to its accessibility and convenience. Dancing and swimming were also commonly performed activities, while badminton or table tennis was the least preferred activity.

Frequency of Physical Activity

Days Physically Active	Frequency	Percentage
0–1 day	4	6.67%
2–3 days	20	33.33%
4–5 days	14	23.33%
6–7 days	22	36.67%

The data show that most students were physically active for 6–7 days per week, indicating that the majority regularly engaged in physical activities.

Intensity of Physical Activity

Intensity	Frequency	Percentage
Light	18	30.00%
Moderate	36	60.00%
Vigorous	6	10.00%

Most respondents engaged in moderate-intensity physical activities. This indicates that students preferred manageable and sustainable levels of physical exertion.

Table 2. Level of Participation in Physical Activities

Indicators	Mean	Interpretation
Actively participate in physical activities during MAPEH	3.40	Strongly Agree
Willingly join drills and games	3.30	Strongly Agree
Exert effort during challenging activities	3.27	Strongly Agree
Complete required physical activity tasks	3.28	Strongly Agree
Participate enthusiastically in group activities	3.27	Strongly Agree
Overall Mean	3.30	Strongly Agree

The results indicate that students demonstrated a high level of participation in MAPEH physical activities. Students actively participated in class activities and willingly joined drills, exercises, and games conducted during MAPEH classes.

Table 3. Academic Performance of the Students in MAPEH

Grade Range	Frequency	Percentage
70–74	9	15.00%
75–79	8	13.33%
80–84	17	28.33%
85–89	11	18.33%
90–94	15	25.00%
Mean Grade	Interpretation	
82.95	Satisfactory	

The respondents obtained a mean grade of 82.95, interpreted as satisfactory. Most students obtained grades within the 80–84 range.

Table 4. Relationship between Physical Activity Participation and Academic Performance

Variables	r-value	p-value	Interpretation
Physical Activity Participation and Academic Performance	0.132	0.157	Not Significant

The computed correlation coefficient revealed a negligible positive relationship between physical activity participation and academic performance. However, since the p-value was greater than 0.05, the relationship was not statistically significant. Therefore, the null hypothesis was accepted.

The findings imply that physical activity participation does not significantly influence students' academic performance in MAPEH. Other factors such as motivation, study habits, and teaching strategies may contribute more significantly to academic achievement.

CONCLUSION

The study found that students commonly engaged in walking or running and were physically active several days per week. The respondents demonstrated a high level of participation in physical activities during MAPEH classes and achieved satisfactory academic performance.

The correlation analysis revealed that participation in physical activity had a negligible positive relationship with academic performance; however, the relationship was not statistically significant. Therefore, physical activity participation did not significantly influence the academic performance of the respondents in MAPEH.

RECOMMENDATION

Based on the findings of the study, the following recommendations are proposed:

1. Schools should continue strengthening physical education and sports programs to sustain students' active participation.
2. Teachers should provide more varied and engaging physical activities to encourage greater participation among learners.
3. Students should maintain a balance between academic responsibilities and physical activities.
4. Future researchers may include additional variables such as motivation, study habits, and teaching strategies to better explain academic performance.
5. Future studies may use a larger sample size to improve the generalizability of findings.

REFERENCES

- Álvarez-Bueno, C., Pesce, C., Cavero-Redondo, I., Sánchez-López, M., Garrido-Miguel, M., & Martínez-Vizcaíno, V. (2020). Physical activity and academic achievement: An umbrella review. *International Journal of Environmental Research and Public Health*, 17(16), 5972.
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of School Health*, 76(8), 397–401.
- Biddle, S. J. H., & Asare, M. (2011). Physical activity and mental health in children and

- adolescents: A review of reviews. *British Journal of Sports Medicine*, 45(11), 886–895.
- Donnelly, J. E., et al. (2016). Physical activity, fitness, cognitive function, and academic achievement in children. *Medicine & Science in Sports & Exercise*, 48(6), 1197–1222.
- Singh, A. S., et al. (2019). Effects of physical activity interventions on cognitive and academic performance in children and adolescents. *British Journal of Sports Medicine*, 53(10), 640–647.
- So, W. Y. (2012). Association between physical activity and academic performance in Korean adolescent students. *BMC Public Health*, 12, 258.
- World Health Organization. (2021). *WHO reviews effect of physical activity on enhancing academic achievement at school*.