

# Impact of Physical Education as A Form of Recreational Activities: Academic Performance of the Students

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**Abstract:** Physical Education (PE) is a crucial component of a well-rounded education, supporting students' holistic development for a healthy and active lifestyle. This quantitative correlational study explored the relationships among demographic profiles, perceptions of physical education recreational activities, and academic achievement of Grade VIII students from National High Schools in Eastern Samar. The study used purposive sampling to include 360 respondents from schools in the South Area of Eastern Samar Division. Data from survey questionnaires were consolidated, organized, and presented in tables, then analyzed with statistical tools. Frequency counts, percentages, and rating scales were used to profile the respondents, while the Pearson correlation coefficient was applied to determine the relationships among variables. Data were processed using SPSS software. The study revealed that Grade VIII students exhibited a highly favorable attitude toward physical education recreational activities, emphasizing various activities. However, these activities had minimal impact on academic achievement in unrelated subjects. While participation in physical education did not significantly improve academic performance, it contributed to a healthy lifestyle and positive social relationships. This suggests that students were highly engaged and put forth full effort, indicating that physical activity's psychological and sociological benefits do not negatively affect academic performance in other subjects.

**Keywords:** Academic Performance; Motivation and Physical Education; Recreational Activities; Self-Improvement; Holistic Development; Academic Achievement; Emotional Health.

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## 1. Introduction

Physical Education (PE) is vital in holistic education, supporting students' physical, mental, and social well-being while fostering healthy and active lifestyles. The adage, "All work and no play makes Jack a dull boy," resonates strongly in today's fast-paced world, where academic pressures and limited home opportunities for recreation challenge students' overall development. Contrary to misconceptions, physical education enhances more than physical fitness—it also boosts mental health and cognitive learning. As John F. Kennedy emphasized, a healthy body supports a sharp mind. Modern PE has evolved beyond drills and gymnastics, focusing on comprehensive growth by integrating wellness, teamwork, and lifelong fitness habits.

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Recreational activities, like sports and games, build skills, confidence, and cooperation while motivating students to remain active. However, participation in PE among Filipino high school students remains low [3], underscoring the need for inclusive programs that balance competition, self-improvement, and enjoyment. By bridging traditional and contemporary approaches, PE fosters resilience and equips students with the skills and attitudes essential for success in life. This study aimed to determine the influence of physical education recreational activities on academic performance among Grade VIII students from various National High Schools in the South Area of the Eastern Samar Division [20]. By exploring this relationship, the research highlights the potential of recreational activities in PE to improve both physical health and academic outcomes, demonstrating their broader value in shaping well-rounded and successful learners.

### 1.1. Research Objectives

This study aims to achieve the following objectives: To determine the demographic profile of Grade VIII students from various National High Schools in the South Area of the Eastern Samar Division in terms of:

- Sex
- Age
- Number of hours participated
- Type of recreational activities

To assess the perception of the respondents on Physical Education Recreational Activities in terms of:

- Motivation
- Attitudes
- Physical
- Mental
- Emotional
- Social aspects

To evaluate the academic performance level among Grade VIII students from the different National High Schools in the South Area of the Eastern Samar Division. To determine the significant relationship among the demographic profile, perception, and performance level of Grade VIII students. To propose recommendations based on the results of the study.

### 1.2. Research Gap

Despite the recognized benefits of physical education (PE) in fostering holistic development, there is limited research on the specific influence of recreational activities in PE on students' academic performance. While traditional PE programs often focus on physical endurance and fitness, modern approaches emphasize a more comprehensive development, integrating mental, emotional, and social dimensions. However, participation in PE among high school students in the Philippines remains low [3], reflecting a gap in understanding how these programs impact academic outcomes. Additionally, while recreational activities such as sports and games have been shown to improve coordination, teamwork, and confidence [9], there is a lack of studies exploring how these activities affect students' perceptions of motivation, attitudes, and overall well-being in the context of academic achievement. This study addresses this gap by investigating the demographic profile, perceptions, and academic performance of Grade VIII students in the South Area of the Eastern Samar Division, focusing on the potential of PE recreational activities to enhance educational outcomes.

## 2. Literature Review

Grade school is a critical time when children develop socially, emotionally, spiritually, cognitively, physically, and mentally. Health and educational success are inextricably linked. Andrieieva et al. [1] found that physical activity increases brain activity, as shown in brain imaging and evaluations, while Liegro et al. [4] concluded that regular physical activity, regardless of duration, intensity, or type, is far more beneficial than no physical activity at all.

This shift has left educators teaching to the test rather than focusing on the whole child. Success in the classroom extends beyond test scores [18]. The National Association for Sport and Physical Education (NASPE) asserts that physical education is critical to educating the whole child, promoting health, safety, active engagement, and a well-balanced curriculum for lifelong success. Cairney et al. [2] linked academic performance to consistent participation in 60 minutes of physical activity daily. Western Governors University, in 2020, demonstrated that meaningful physical activity influences cognitive thinking and

learning, enhancing students' ability to learn and recall information. Khan et al. [5] found that sports improve social, mental, and emotional health while fostering behaviour management and academic motivation.

Nemoto et al. [12] reported that students' academic motivation was high during practice but declined slightly before competitions due to stress. However, motivation remained consistent overall, contributing to academic success. Their findings also showed improved behaviour management and a positive classroom and school social climate. Other studies highlighted the socio-emotional benefits of physical activity. Jekauc et al. [7] found that physical activity improved social support, while Leisterer and Jekauc [8] identified positive emotions linked to physical education through task attractiveness, social belonging, perceived competence, and autonomy. Klos et al. [6] discovered that physical activity motivates adolescents to master skills, benefiting their social-emotional health.

### 3. Research Methodology

Data collection, analysis, and interpretation were all carried out using a descriptive quantitative methodology in this study. The purpose of the descriptive approach was to provide insight into the population's attributes by describing the characteristics of high school students who participate in physical education and recreational activities. [19]. As Pangrazi and Beighle [13] noted, random sampling was used to randomly select individuals from the population of interest. This method ensures the results represent the whole population, especially when surveying large groups, such as the grade 8 students of the National Schools of South Area in Eastern Samar Division. A questionnaire was administered to the identified respondents to gather data on students' physical education, recreational activities, and academic performance. This allowed the researchers to analyze the relationship between physical activity and academic success. The study used a quantitative approach with a descriptive design, random sampling, and a questionnaire to gather data. This approach ensured that the results accurately represented the students' participation in physical education and recreational activities. Overall, the study aimed to understand the impact of physical activity on students' well-being and academic performance, with the collected data shedding light on how these factors are interconnected.

### 4. Analysis and Discussion

This study's analysis and discussion section examines the Grade VIII students' demographic characteristics and how they relate to their participation in Physical Education Recreational Activities. It explores factors such as the students' Sex, Age, preferred types of recreational activities, and the time they spend on these activities. This section also looks at the potential influence of these factors on the student's academic performance. Through this analysis, the study aims to understand whether participating in Physical Education activities impacts students' academic achievements.

**Table 1:** Demographic Profile of the Grade VIII Students in terms of Sex

Sex	Frequency	Percentage
Male	201	56%
Female	159	44%
<b>Total</b>	<b>360</b>	<b>100%</b>

This section examines the demographic profile of the respondents in terms of Sex, categorized into male and female. The Grade VIII students served as the study's respondents, with 360 participants. It also presents the frequency and percentage distribution based on the study results. As presented in Table 1, it was revealed that 201, or 56% of Grade VIII students taken as respondents, are male, and 159, or 44%, are female. Therefore, most of the Grade VIII students taken as respondents are male.

**Table 2:** Demographic Profile of Grade VIII Students in terms of Age

Age	Frequency	Percentage
12	9	3%
13	100	28%
14	196	54%
15	25	7%
16	26	7%
17	4	1%
<b>Total</b>	<b>360</b>	<b>100%</b>

This section presents the demographic profile of the respondents in terms of Age, along with the frequency and percentage distribution based on the study results. Table 2 shows the ages of the Grade VIII students who participated as respondents. It can be noted that nine students (3%) were 12 years old, representing the smallest group. There were 100 students (28%) who were 13 years old, making them the second largest group. Meanwhile, 196 students (54%) were 14 years old, representing the largest group. Additionally, 25 students (7%) were 15 years old, followed by 26 students (7%) who were 16 years old. Finally, four students (1%) were 17, representing the smallest group. From this data, it can be inferred that most Grade VIII students who participated as respondents were under 14 years old. This suggests that the majority of respondents were 14 years old and still in the process of determining whether Physical Education Recreational Activities influence their academic achievement.

**Table 3:** Demographic Profile of the Grade VIII Students in terms of Type of Recreational Activities

Type of Recreational Activities	Frequency	Percentage
Swimming	30	8%
Running	45	13%
Walking	58	16%
Playing Basketball	80	22%
Playing Volleyball	64	18%
Playing Badminton	83	23%
<b>Total</b>	<b>360</b>	<b>100%</b>

This section examines the respondents' demographic profile regarding their preferred type of recreational activity. It also presents the frequency and percentage distribution based on the study results. As presented in Table 3, it was revealed that 30 respondents (8%) participated in swimming, which had the lowest frequency among the listed recreational activities. There were 45 respondents (13%) engaged in running, while 58 respondents (16%) preferred walking, making it the third most popular activity. The Grade VIII respondents who played basketball numbered 80, accounting for 22% of the total. Additionally, 64 respondents (18%) reported playing volleyball, and 83 respondents (23%) indicated that playing badminton was their preferred recreational activity. This implies that most Grade VIII respondents preferred playing badminton, and they are still determining whether Physical Education Recreational Activities influence their academic achievement.

**Table 4:** Demographic Profile of the Grade VIII Students in terms of Number of Hours Participated

Number of Hours Participated	Frequency	Percentage
1 – 2 hours	169	47%
3 – 4 hours	91	25%
5 – 6 hours	46	13%
7 – 8 hours	22	6%
9 – 10 hours	11	3%
11 hours and more	21	6%
<b>Total</b>	<b>360</b>	<b>100%</b>

This section examines the respondents' demographic profile regarding the number of hours they participate in recreational activities. It also presents the frequency and percentage distribution based on the study's results. As shown in Table 4, most respondents (169, or 47%) reported engaging in recreational activities for 1 to 2 hours, the most common duration. The second highest category was participation for 3 to 4 hours, with 91 respondents (25%). Meanwhile, 46 respondents (13%) participated for 5 to 6 hours, while 22 respondents (6%) engaged in activities for 7 to 8 hours. 21 respondents (6%) reported engaging in activities for 11 hours or more, and 11 respondents (3%) participated for 9 to 10 hours, the smallest group. This suggests that most Grade VIII respondents typically engaged in recreational activities for 1 to 2 hours, which appears to be the most common among the students.

**Table 5:** Perception of Grade VIII Students on Physical Education Recreational Activity in terms of motivation

Motivation	Mean	Description	Interpretation
I am highly motivated to participate and excited to attend physical education activities.	3.36	Strongly Agree	Highly Desirable

My physical, mental, social, and emotional well-being are all positively impacted whenever I engage in leisure activities.	3.34	Strongly Agree	Highly Desirable
Physical education competitions inspire me to do my best.	3.25	Strongly Agree	Highly Desirable
Physical education instructors inspire me.	3.16	Agree	Desirable
I am determined to excel in physical education classes.	3.30	Strongly Agree	Highly Desirable
I am eager to explore new recreational activities.	3.20	Agree	Desirable
As a student, I intend to excel in all of my physical education courses.	3.36	Strongly Agree	Highly Desirable
I am prepared to make an effort in gym and other extracurricular activities.	3.32	Strongly Agree	Highly Desirable
<b>Total Mean</b>	<b>3.63</b>	<b>Strongly Agree</b>	<b>Highly Desirable</b>

Table 5 shows that the overall mean score for student motivation was 3.63, interpreted as “Strongly Agree” and classified as “Highly Desirable.” This suggests that the respondents are highly motivated to participate in Physical Education Recreational Activities. The statement, “I am highly motivated to participate and feel excited to attend physical education activities,” received the highest mean score of 3.36, indicating strong motivation. Other statements, such as “I know it will positively impact various aspects of my life (physical, mental, social, emotional)” and “I am determined to achieve the highest level of performance in physical education classes,” both received mean scores of 3.34 and 3.36, respectively and were classified as “Highly Desirable.” Motivation to compete in physical education competitions (mean score of 3.25) and instructor inspiration (mean score of 3.16) were also highly rated. Overall, the results indicate that Grade VIII students are highly motivated to engage in Physical Education activities, with most survey statements falling under the “Highly Desirable” category.

**Table 6:** Perception of Grade VIII Students on Physical Education Recreational Activity in terms of Attitude

<b>Attitude</b>	<b>Mean</b>	<b>Description</b>	<b>Interpretation</b>
Physical education is an important subject for me.	3.87	Strongly Agree	Highly Desirable
My goal in physical education is to become a better athlete.	3.77	Strongly Agree	Highly Desirable
Whenever I mess up in PE, it makes me feel terrible.	3.59	Strongly Agree	Highly Desirable
The idea of participating in PE courses is quite exciting to me.	3.58	Strongly Agree	Highly Desirable
Physical education lessons are the most frustrating for me.	3.54	Strongly Agree	Highly Desirable
I feel confident in my physical education skills.	3.66	Strongly Agree	Highly Desirable
My goal in taking PE lessons is to broaden my physical activity repertoire.	3.77	Strongly Agree	Highly Desirable
The benefits of engaging in various forms of physical education are well-known to me.	3.28	Strongly Agree	Desirable
<b>Total Mean</b>	<b>3.63</b>	<b>Strongly Agree</b>	<b>Highly Desirable</b>

As presented in Table 6, the overall mean score for students' Attitudes toward Physical Education Recreational Activities was 3.63, interpreted as "Highly Desirable." This indicates that students have a positive attitude toward participating in Physical Education activities, strongly agreeing with most survey statements. The highest-rated statement, "I take physical education classes seriously," received a mean score of 3.87. At the same time, "I am dedicated to improving my physical education skills" scored 3.77, and both were classified as “Highly Desirable.” The statement “I feel embarrassed when I make mistakes in physical education classes” received a mean score of 3.59, interpreted as "Strongly Agree." Likewise, students expressed enthusiasm about participating in physical education classes (mean score of 3.58) and confidence in their physical education skills (mean score of 3.66).

Additionally, students are interested in learning new physical activities (mean score of 3.77) and recognize the benefits of participating in physical education activities (mean score of 3.28). Overall, the data suggests that Grade VIII students have a

strong, positive attitude toward Physical Education, treating classes seriously and dedicating themselves to improving their skills. Most are enthusiastic and confident in their abilities despite occasional embarrassment when making mistakes.

**Table 7:** Pertains to the Physical Aspect of Physical Education Recreational Activities

Physical Aspect	Mean	Description	Interpretation
Students have a chance to work on their physical coordination through recreational activities.	3.46	Strongly Agree	Highly Desirable
The general health of one's body is enhanced by regular physical activity.	3.37	Strongly Agree	Highly Desirable
Physical endurance is enhanced through engaging in leisure activities.	3.29	Strongly Agree	Highly Desirable
Participating in leisure activities can help you build muscle.	3.26	Strongly Agree	Highly Desirable
In order to become in shape and stay in shape, recreational activities are crucial.	3.35	Strongly Agree	Highly Desirable
Recreation helps build and maintain fitness.	3.24	Agree	Desirable
<b>Total Mean</b>	<b>3.33</b>	<b>Strongly Agree</b>	<b>Highly Desirable</b>

Table 7 shows that all six items related to the Physical Aspect were described as “Strongly Agree” by the respondents, yielding a total mean score of 3.33, which is interpreted as “Highly Desirable.” The statement “Recreational activities provide an opportunity to improve the physical coordination of students” received the highest mean score of 3.46 and was interpreted as “Highly Desirable.” Conversely, “Recreational activities are important in developing and maintaining physical fitness” received the lowest mean score of 3.24, interpreted as “Desirable.” This implies that this factor is practiced by many of the respondents.

Furthermore, pupils could gain from extracurricular activities [11]. Students can focus on their interpersonal skills, problem-solving abilities, and capacity for teamwork through these exercises. The mental health of students can be improved by leisure activities, which can provide a stress-relieving outlet [15]. It is the responsibility of schools to ensure that their pupils have access to recreational opportunities, as these not only improve students' physical health but also help them build social skills, problem-solving ability, and cooperation capacities. Recreational programs should be developed and implemented by schools with the children' ages, abilities, and interests in mind.

**Table 8:** Pertains to the Perception of the Student’s Physical Education Recreational Activities in terms of Mental Aspect

Mental Aspect	Mean	Description	Interpretation
Everyone experiences an increase in happiness and a decrease in tension when they participate in recreational activities.	3.43	Strongly Agree	Highly Desirable
Taking part in a variety of physically active recreational pursuits is a great way to lower stress levels.	3.28	Strongly Agree	Highly Desirable
Recreational activities boost my mental ability.	3.30	Strongly Agree	Highly Desirable
One way to improve one's problem-solving abilities is to take part in recreational activities.	3.27	Strongly Agree	Highly Desirable
One way to alleviate anxiety is to engage in leisure activities.	3.33	Strongly Agree	Highly Desirable
Improving one's mental health is one of the many benefits of engaging in leisure activities.	3.35	Strongly Agree	Highly Desirable
<b>Total Mean</b>	<b>3.33</b>	<b>Strongly Agree</b>	<b>Highly Desirable</b>

Table 8 indicates that all six items related to the Mental Aspect were described as “Strongly Agree,” with a total mean score of 3.33, interpreted as “Highly Desirable.” The statement “Engaging in recreational activities makes every individual feel happier and more relaxed” garnered the highest mean score of 3.43, while “Participating in recreational activities helps to increase problem-solving skills” received the lowest mean score of 3.27.

The findings emphasize that participation in recreational activities helps students feel happier and more relaxed, reduces stress levels, improves cognitive abilities, enhances problem-solving skills, lowers anxiety, and promotes mental well-being. These

results highlight the beneficial effects of recreational activities on mental health, as they aid in stress reduction, cognitive improvement, and overall mental well-being [16].

**Table 9:** Perception of Grade VIII Students on Physical Education Recreational Activities in Terms of Emotional Aspect

Emotional Aspect	Mean	Description	Interpretation
Participating in recreational activities helps to improve the mood.	3.45	Strongly Agree	Highly Desirable
Participating in recreational activities helps to increase self-confidence.	3.26	Strongly Agree	Highly Desirable
Recreational activities help individuals to process emotions better.	3.27	Strongly Agree	Highly Desirable
Recreational activities help individuals to understand other people's emotions better.	3.30	Strongly Agree	Highly Desirable
Recreational activities have a positive effect on healthily expressing emotions.	3.34	Strongly Agree	Highly Desirable
Recreational activities are a great way to express yourself with friends and classmates.	3.31	Strongly Agree	Highly Desirable
<b>Total Mean</b>	<b>3.32</b>	<b>Strongly Agree</b>	<b>Strongly Agree</b>

Table 9 reveals that the statement “Participating in recreational activities helps to improve the mood” received the highest mean score of 3.45, while “Participating in recreational activities helps to increase self-confidence” had the lowest mean score of 3.26. All items were described as “Strongly Agree,” resulting in a total mean score of 3.32, which is interpreted as “Highly Desirable.” These findings suggest that recreational activities significantly improve emotional health by enhancing mood, boosting self-confidence, and helping individuals better understand and express emotions. Additionally, recreational activities serve as a platform for self-expression with peers and friends, emphasizing their positive influence on emotional well-being [10]. Encouraging participation in such activities is vital for promoting emotional health among students.

**Table 10:** Perception of Grade VIII Students on Physical Education Recreational Activities in Terms of Social Aspect

Social Aspect	Mean	Description	Interpretation
People are more likely to form strong friendships when they take part in leisure activities.	3.45	Strongly Agree	Highly Desirable
Collaborative skills can be honed through leisure pursuits.	3.31	Strongly Agree	Highly Desirable
Participating in leisure activities might help people feel more connected to their community.	3.26	Strongly Agree	Highly Desirable
Taking part in extracurricular activities can be a great way to bond with your teachers and peers.	3.27	Strongly Agree	Highly Desirable
Participation in shared leisure activities helps people get to know one another and strengthens bonds among communities.	3.30	Strongly Agree	Highly Desirable
Participation in leisure pursuits fosters camaraderie, openness to new ideas, and mutual understanding.	3.34	Strongly Agree	Highly Desirable
<b>Total Mean</b>	<b>3.32</b>	<b>Strongly Agree</b>	<b>Highly Desirable</b>

Table 10 reveals that the statement “Participating in recreational activities helps individuals to develop better social connections” achieved the highest mean score of 3.45, interpreted as “Highly Desirable.” Meanwhile, “Recreational activities can provide individuals with a sense of belonging” received the lowest mean of 3.26, also interpreted as “Highly Desirable.” The total mean score of 3.32 indicates that all items were described as “Strongly Agree,” reflecting a high level of desirability.

The results suggest that students recognize the social benefits of recreational activities, including developing social connections, fostering collaboration, promoting a sense of belonging, and strengthening relationships with peers and teachers. These activities also encourage openness to new ideas and learning from others. The grand mean of 3.23, interpreted as “Highly

Desirable,” underscores the significant role of these activities in facilitating social interaction, relationship building, and cooperation. Recreational activities effectively promote socialization and community-building. They enable individuals to establish and strengthen social bonds while embracing fresh perspectives and learning collaboratively [14]; [17]. These findings highlight the importance of integrating recreational activities into educational programs to enhance students' social well-being and interpersonal skills.

**Table 11:** Academic Achievement of Grade VIII Students (SY 2022-2023)

Category	Score	Frequency	Percentage
Outstanding	100	0	0%
Very Satisfactory	95-99	6	2%
Satisfactory	85-94	281	78%
Fairly Satisfactory	80-84	73	20%
Did Not Meet Expectations	79 & below	0	0%
<b>TOTAL</b>		<b>360</b>	<b>100%</b>

As shown in Table 11, none of the respondents achieved an Outstanding academic performance. Six respondents (2%) achieved a Very Satisfactory performance level, while the majority, 281 respondents (78%), fell within the Satisfactory category. Additionally, 73 respondents (20%) were classified as Fairly Satisfactory, and no respondents did not meet expectations or had failing grades. The data indicate that most (78%) of respondents achieved satisfactory academic performance, while a smaller portion (2%) demonstrated very satisfactory performance. This highlights that most Grade VIII students' academic achievements for the School Year 2022–2023 are satisfactory.

**Table 12:** The Relationship between the Demographic Profile and Academic Performance of Grade VIII Students

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P-Value	Interpretation
Sex	Academic Performance	.027	Negligible	.607	Not Significant
Age	Academic Performance	.077	Negligible	.342	Not Significant
Type of Recreational Activity	Academic Performance	.070	Negligible	.881	Not Significant
Number of Hours Participated	Academic Performance	.158	Negligible	.108	Not Significant

Table 12 presents an analysis of the relationship between the demographic profiles of the respondents and their academic performance. The data shows no significant correlation between these variables. Sex has a correlation coefficient of .027 and a p-value of .607, indicating no significant impact on academic performance. Similarly, Age, with a correlation of .077 and a p-value of .342, does not contribute to academic achievement. The type of recreational activity shows a negligible relationship with a correlation of .070 and a p-value of .881, suggesting no effect on academic performance. The number of hours participating in recreational activities also shows a negligible correlation of .158 with a p-value of .108, indicating no significant influence on students' academic performance. These results suggest that the demographic factors examined—Sex, Age, type of recreational activity, and number of hours participated—do not significantly impact the academic performance of Grade VIII students.

**Table 13:** The Relationship between the Physical Education Recreational Activities and Academic Performance per Subject Area of Grade VIII Students

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P-Value	Interpretation
Filipino	Physical Education Recreational Activities	.023	Negligible	.669	Not Significant
English	Physical Education Recreational Activities	.076	Negligible	.153	Not Significant
Math	Physical Education Recreational Activities	.060	Negligible	.259	Not Significant



Science	Physical Education Recreational Activities	.042	Negligible	.428	Not Significant
Araling Panlipunan	Physical Education Recreational Activities	.623	Substantial	.000	Highly Significant
Edukasyon sa Pagpapakatao	Physical Education Recreational Activities	.659	Substantial	.000	Highly Significant
Technology and Livelihood Education	Physical Education Recreational Activities	.589	Moderate	.000	Highly Significant
MAPEH	Physical Education Recreational Activities	.619	Substantial	.000	Highly Significant

Table 13 presents the analysis results to assess the relationship between physical education recreational activities and academic performance across various subject areas. Filipinos show no significant relationship with Physical Education Recreational Activities, with a correlation coefficient of .023 and a p-value of .669. Similarly, English reveals a negligible correlation of .076 and a p-value of .153, indicating no significant impact. Mathematics shows a correlation of .060 and a p-value of .259, suggesting no effect on academic achievement. Science also exhibits a negligible relationship with a correlation of .042 and a p-value of .428, indicating no significant influence from recreational activities.

In contrast, Araling Panlipunan shows a significant correlation of .623 with a p-value of .000, indicating that Physical Education Recreational Activities strongly contribute to academic performance in this subject. Similarly, Edukasyon sa Pagpapakatao has a substantial correlation of .659 and a p-value of .000, suggesting a significant positive relationship. Technology and Livelihood Education also show a moderate but significant correlation of .589, with a p-value of .000. Finally, MAPEH reveals a substantial correlation of .619 and a p-value of .000, further highlighting the positive impact of Physical Education Recreational Activities on academic performance in this subject. These findings suggest that Physical Education Recreational Activities do not significantly affect Filipino, English, Mathematics, or Science academic performance. However, they are highly significant in subjects like Araling Panlipunan, Edukasyon sa Pagpapakatao, Technology and Livelihood Education, and MAPEH, where they positively influence students' academic outcomes.

**Table 14:** The Relationship between the Physical Education Recreational Activities and Academic Performance of Grade VIII Students

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P-Value	Interpretation
Physical Education Recreational Activities	Academic Performance	.644	Substantial	.000	Highly Significant

Table 14 highlights the results of the analysis examining the relationship between Physical Education Recreational Activities and the academic performance of Grade VIII students from National High Schools in the South Area of the Eastern Samar Division. Physical Education Recreational Activities exhibit a highly significant relationship with academic performance, as shown by a correlation coefficient of .644 and a p-value of .000. This suggests that students' participation in these activities can positively influence their academic achievement. From the data, it can be inferred that Grade VIII students' academic performance is influenced by their involvement in Physical Education Recreational Activities. These activities may allow students to manage their academic tasks and assignments during their free time. However, for certain academic subjects, the lack of significant results suggests that students may face challenges in keeping up with lessons and activities, which could hinder their ability to cope with the material and lower their academic performance.

## 5. Research Future Opportunities

- **Demographic Influence on Academic Performance:** Future studies could examine how different demographic factors, such as family background or socioeconomic status, affect students' academic performance and participation in Physical Education activities. This could help understand if these factors affect how well students do in school.
- **Types of Recreational Activities and Academic Impact:** Further research could explore which specific types of Physical Education activities positively affect students' academic performance. By comparing activities like basketball, badminton, and running, studies could identify which are most helpful for improving grades and learning.

- **Duration and Frequency of Physical Activity:** Future studies could investigate how the amount of time and how often students engage in recreational activities affects their academic success. Understanding the ideal amount of physical activity could offer important information on how much is enough for positive results.
- **Psychosocial Benefits and Academic Achievement:** Given the potential benefits of recreational activities for students' mental and emotional well-being, future research could explore how these factors influence academic performance. This could include studying how activities that reduce stress and improve mood help students perform better in school.
- **Long-Term Effects of Physical Education Participation:** Long-term studies could follow students over several years to examine how consistent participation in Physical Education activities influences their academic progress and personal growth. This could provide valuable insights into the lasting impact of physical activities on students' overall success in school.

## 6. Conclusion

This study revealed several key findings regarding the academic achievement of Grade VIII students. Most respondents were male and 14 years old, still navigating various factors influencing their academic success. Most students have developed strategies for managing school activities, even when highly focused on their studies. Additionally, 78% of the students reported satisfactory academic achievement, a smaller portion had fairly satisfactory grades, and only 2% achieved very satisfactory results. The study found no significant differences in academic performance based on gender, Age, type of recreational activity, or time spent on these activities, suggesting that students can excel in their classes through personal effort and engagement in recreational activities. In conclusion, the influence of Physical Education Recreational Activities on the academic performance of Grade VIII students in the Eastern Samar Division is evident. Engaging in these activities appears to positively impact their academic achievements, highlighting the importance of such programs in their overall development.

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