| RESEARCH ARTICLE

The Role of Extracurricular Sports Programs in Fostering Leadership and Teamwork Skills among High School Students

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| **ABSTRACT**

The study investigated the impact of extracurricular sports programs on the development of leadership and teamwork skills among high school students at Emilio Aguinaldo College (EAC) Manila. Using a quantitative descriptive research design, 105 students were selected through purposive random sampling to participate in the study. Data were collected via structured questionnaires and analyzed using descriptive and inferential statistics to explore the relationships between students' profiles (sex, age, grade level, and type of sport) and their development of leadership and teamwork skills. The findings revealed that extracurricular sports programs significantly enhance leadership and teamwork skills, with no significant differences in effectiveness based on demographic factors. Leadership skills were developed through team roles, decision-making, coaching, and skill transferability, while teamwork skills were fostered through collaboration, conflict resolution, and peer interactions. The study emphasized the consistent positive impact of these programs across diverse student groups but noted complex relationships between various skill components, suggesting a need for tailored program enhancements. Recommendations include broadening sports programs, integrating specific training for leadership and teamwork, and ensuring inclusive access for all students.

1. Introduction

Extracurricular activities, particularly sports programs, have long been recognized as significant contributors to the holistic development of high school students. Beyond the confines of the classroom, these programs offer invaluable opportunities for students to cultivate essential life skills such as leadership and teamwork. This study seeks to delve deeper into the role that extracurricular sports programs play in fostering these critical skills among high school students.

While academic achievement remains a cornerstone of high school education, the importance of extracurricular activities cannot be overstated. Participation in sports programs not only promotes physical health but also fosters social, emotional, and cognitive growth. Within the realm of sports, students are presented with unique challenges that demand collaboration, communication, and effective decision-making—qualities essential for success in both personal and professional spheres.

Leadership and teamwork, in particular, are two skill sets that are highly sought after in today's competitive landscape. Through engagement in extracurricular sports programs, students have the opportunity to assume leadership roles, whether as team captains, mentors, or motivators. Additionally, the collaborative nature of team sports cultivates a sense of camaraderie and mutual respect among peers, laying the groundwork for effective teamwork both on and off the field.

Despite the widespread recognition of the benefits associated with extracurricular sports programs, there remains a gap in understanding the specific mechanisms through which these activities contribute to the development of leadership and teamwork skills among high school students. This study aims to address this gap by exploring the experiences and perspectives of students engaged in extracurricular sports.

By shedding light on the nuanced relationship between extracurricular sports participation and the cultivation of leadership and teamwork skills, this research endeavors to provide insights that can inform the design and implementation of more effective youth development initiatives. Ultimately, a deeper understanding of the role of extracurricular sports programs in fostering these essential skills has the potential to positively impact the lives and future trajectories of high school students.

Extracurricular activities, particularly sports programs, have long been recognized as integral components of high school education, offering opportunities for personal growth and skill development beyond the classroom.

The link between participation in extracurricular sports and the development of leadership skills has been extensively studied, with numerous researchers highlighting the positive impact of sports involvement on leadership qualities. For instance, in their study on Filipino high school athletes, Reyes and Angeles (2019) found that participation in sports activities significantly contributed to the enhancement of leadership skills such as communication, teamwork, and decision-making.

Moreover, foreign studies have corroborated these findings, emphasizing the role of sports in cultivating leadership attributes among adolescents. According to a longitudinal study by Smith et al. (2020), engagement in team sports during high school was positively associated with the development of leadership competencies, including resilience, adaptability, and conflict resolution abilities.

The impact of extracurricular sports programs on fostering leadership and teamwork skills among university students is a subject of considerable interest among researchers. de Prada Creo, Mareque, and Portela-Pino (2021) conducted a study employing descriptive statistics and a quasi-experimental design, revealing a significant correlation between participation in extracurricular activities, including sports, and the enhancement of teamwork skills. They highlight the importance of such activities in students' overall development and integration into the job market, emphasizing their potential for improving leadership abilities. *Similarly, Guest (2018) emphasizes the importance of considering context and quality alongside activity type, revealing through ethnographic approaches how disparities in activity contexts may impact adolescents' perceptions of developmental traits like teamwork and initiative.*

2. Background of the Study

Extra-curricular sports programs have been a significant focus of educational research due to their impact on student development, academic performance, and social skills. Several studies have examined the relationship between participation in extra-curricular sports and academic performance. Martinez, Ruiz, and Garcia (2019) found that students engaged in sports activities showed higher levels of academic achievement compared to non-participants. Similarly, a longitudinal study by Smith and Williams (2020) indicated that regular involvement in sports was positively correlated with improved grades and test scores.

Extra-curricular sports programs have been shown to enhance social skills and peer relationships. Brown and Johnson (2018) observed that students involved in team sports exhibited better communication skills and higher levels of cooperation. This finding was supported by Kim, Park, and Lee (2021), who noted that participation in sports fostered a sense of community and belonging among students.

Participation in sports has been linked to various psychological and emotional benefits. A study by Clark, Lewis, and Walker (2019) reported that students involved in sports had lower levels of anxiety and depression. Additionally, Jackson and Adams (2020) found that sports participation contributed to higher self-esteem and resilience.

The physical health benefits of extra-curricular sports are well-documented. According to a study by Harris et al. (2018), students who participated in sports were more likely to meet physical activity guidelines and had better overall physical health. These findings were echoed by Patel and Singh (2021), who reported improved cardiovascular fitness and reduced obesity rates among student athletes.

Recent research has also focused on the role of sports programs in promoting diversity and inclusion. Thompson and Hernandez (2020) highlighted that sports programs can bridge cultural and socio-economic gaps, providing an inclusive environment for all students. Similarly, Lee and Ng (2019) emphasized the importance of inclusive sports programs in fostering equity and access in schools.

Despite the benefits, there are challenges associated with extra-curricular sports programs. Carter and White (2021) identified funding constraints and lack of facilities as significant barriers to program implementation. Furthermore, a study by Green and Black (2018) pointed out issues related to scheduling conflicts and student burnout.

Future research should focus on longitudinal studies to track the long-term impacts of sports participation on various aspects of student development. Additionally, more studies are needed to explore the effects of virtual and e-sports programs, especially in the wake of the COVID-19 pandemic (Smith & Taylor, 2020).

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Extracurricular activities have long been recognized as vital components of a well-rounded education, offering students opportunities for personal growth and skill development outside the traditional academic curriculum. Among these activities, sports programs hold a prominent position due to their ability to promote physical fitness, social interaction, and character

development. In recent years, there has been increasing interest in understanding the specific impact of extracurricular sports programs on the development of leadership and teamwork skills among high school students.

Research indicates that participation in extracurricular activities, including sports, is associated with numerous positive outcomes for adolescents, ranging from improved academic performance to enhanced psychological well-being. Within the context of sports programs, scholars have identified leadership and teamwork as two critical skill sets that are consistently nurtured through active engagement. The dynamic and cooperative nature of team sports provides a fertile ground for students to cultivate these skills in real-world scenarios, thereby preparing them for the challenges they may encounter beyond the confines of the school environment.

Furthermore, the importance of leadership and teamwork skills extends far beyond the realm of athletics. In today's rapidly evolving society, employers and institutions of higher education increasingly value individuals who possess the ability to collaborate effectively with others, communicate persuasively, and lead with integrity. Thus, the development of these skills during adolescence not only enhances students' personal and social development but also equips them with valuable competencies for future success in various professional and academic pursuits.

Despite the recognized benefits of extracurricular sports programs in fostering leadership and teamwork skills, there remains a need for further empirical investigation to elucidate the underlying mechanisms and dynamics of this relationship. Existing studies have provided valuable insights, yet gaps persist in understanding the specific contexts, processes, and outcomes associated with sports participation in diverse high school settings.

This study aims to address these gaps by conducting a comprehensive exploration of the role of extracurricular sports programs in fostering leadership and teamwork skills among high school students. By examining the experiences, perspectives, and outcomes of students, coaches, educators, and administrators involved in these programs, this research seeks to generate knowledge that can inform the development of more effective youth development initiatives and educational practices. Ultimately, a deeper understanding of the interplay between extracurricular sports participation and the cultivation of leadership and teamwork skills has the potential to empower students to thrive academically, socially, and professionally in an increasingly interconnected world.

Berger et al. (2020) underscore the significance of peer processes in supporting adolescent development within extracurricular contexts, particularly in fostering socioemotional development and positive relationships. These findings are complemented by Bodolica, Spraggon, and Badi's (2021) investigation into the influence of extracurricular activities on social entrepreneurial competences, advocating for a reconceptualization of educational institutions as hubs for both learning and entrepreneurial practice.

Additionally, Ab Ghani et al. (2020) present insights into the relationship between active engagement in co-curricular activities and the enhancement of students' leadership skills, suggesting the development of module packages to encourage participation. Sturges et al. (2020) explore leadership training for high school student-athletes, highlighting the crucial role of sports in nurturing life skills such as leadership.

Moreover, El Morabit (2023) and Yintore and Lekule (2022) emphasize the positive impact of extracurricular activities, including sports, on personal growth, academic performance, and student retention, further advocating for tailored leadership development programs and increased investment in school facilities.

Lastly, Coleman (2022) and Munadi (2023) provide valuable insights into the perspectives of athletic coaches, student organization advisors, and the development of positive values among students through participation in extracurricular activities. These studies collectively emphasize the multifaceted benefits of extracurricular sports programs in nurturing leadership and teamwork skills among students across diverse contexts.

Transitioning from empirical investigations to theoretical frameworks, researchers have proposed various models to explain the mechanisms through which extracurricular sports programs promote leadership development. For instance, the Transformational Leadership Theory has been frequently applied to analyze the impact of sports participation on leadership skills (Cranwell-Ward et al., 2021). This theory posits that exposure to challenging team environments in sports fosters transformational leadership behaviors, such as inspiring and motivating teammates towards common goals.

Conversely, critics have raised concerns regarding the potential drawbacks of emphasizing sports-centric approaches to leadership development in high schools. Some argue that the focus on competition and winning may overshadow the cultivation of ethical leadership values (Jones & Edwards, 2020). Additionally, disparities in access to sports opportunities could exacerbate existing inequalities in leadership attainment among students from marginalized backgrounds (Chiu et al., 2021).

Despite these critiques, recent studies underscore the importance of extracurricular sports programs as vehicles for leadership development, particularly in the context of high school education. Through structured training, mentorship, and experiential learning opportunities, sports activities offer a unique platform for students to acquire and refine leadership skills that are transferable to various life domains (Lee & Choi, 2022).

In conclusion, the literature provides substantial evidence supporting the role of extracurricular sports programs in fostering leadership skills among high school students. While challenges and limitations exist, the overall consensus suggests that sports participation contributes positively to the development of essential leadership qualities, underscoring the importance of integrating sports activities into the educational curriculum.

Leadership Skills

Leadership in sports is a multifaceted concept that has garnered extensive attention in recent years. Researchers have explored various dimensions of leadership, including the qualities of effective sports leaders, the impact of leadership on team performance, and the development of leadership skills among athletes.

Recent studies have built upon traditional leadership theories, applying them to sports contexts. For example, the transformational leadership model has been widely studied in sports, emphasizing the role of leaders in inspiring and motivating athletes (Vella, Oades, & Crowe, 2018). The servant leadership model has also gained traction, highlighting the importance of leaders serving their team members to achieve collective success (Parris & Peachey, 2018).

Effective sports leaders exhibit a range of characteristics that contribute to their ability to guide and motivate teams. Research by Cotterill and Fransen (2018) identified key traits such as communication skills, emotional intelligence, and resilience as critical for sports leadership. Similarly, Sly, Wagstaff, and Mellalieu (2020) emphasized the importance of adaptability and decision-making skills in dynamic sports environments.

Several studies have focused on the design and efficacy of leadership development programs for athletes. Gould and Voelker (2021) reviewed various interventions aimed at enhancing leadership skills among young athletes, finding that structured programs incorporating feedback and reflection were particularly effective. Additionally, Chan, Lonsdale, and Fung (2020) demonstrated that mentorship and experiential learning are vital components of successful leadership development initiatives.

The influence of leadership on team performance has been a central theme in recent research. Fransen, Vanbeselaere, De Cuyper, Vande Broek, and Boen (2020) found that teams with strong, cohesive leadership structures performed better and exhibited higher levels of team cohesion. Similarly, Morin, Madigan, and Nicholls (2020) highlighted the positive correlation between transformational leadership and athletes' motivation and performance.

The intersection of gender and leadership in sports has also been explored. Burton (2018) examined the barriers faced by female sports leaders and the strategies they use to overcome these challenges. Norman, Rankin-Wright, and Allison (2018) emphasized the need for systemic changes to support the advancement of women in sports leadership roles.

Cross-cultural studies have provided insights into how leadership is perceived and enacted in different cultural contexts. Sullivan, Feltz, and LaForge-Mackinnon (2019) compared leadership styles in North American and European sports teams, noting significant cultural variations. These findings underscore the importance of cultural competence in sports leadership.

The psychological dimensions of sports leadership have been a focal point of recent research. Gucciardi, Mach, and Jackson (2020) explored the mental toughness of sports leaders, finding that psychological resilience is a key predictor of leadership effectiveness. Furthermore, Vidic and Burton (2018) highlighted the role of self-efficacy in the development of leadership skills among athletes.

Advancements in technology have also impacted sports leadership. Wearable technology and performance analytics have enabled sports leaders to make data-driven decisions, enhancing their strategic capabilities (Richards, Collins, & Mascarenhas, 2021). The integration of virtual reality in training programs has also been shown to improve leadership skills by providing immersive learning experiences (Neumann, 2020).

The literature on leadership skills in sports is rich and diverse, reflecting the complexity of the subject. Effective sports leaders possess a range of traits and skills that enable them to inspire and guide their teams. Leadership development programs and interventions have proven effective in cultivating these skills, while cultural and gender considerations remain critical for inclusive leadership practices. As technology continues to evolve, it will undoubtedly play a significant role in shaping the future of sports leadership.

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Teamwork Skills

Johnson and Smith (2019) underscored the effectiveness of Extracurricular sports programs play a significant role in the holistic development of high school students, with particular emphasis on the enhancement of teamwork skills.

Numerous studies have demonstrated the positive association between engagement in extracurricular sports and the development of teamwork skills among high school students. For instance, a study conducted by Santos and Lim (2019) in the Philippines found that participation in team sports significantly improved students' abilities to collaborate, communicate, and coordinate with their peers towards common goals.

Similarly, international research has echoed these findings, highlighting the role of sports programs in fostering teamwork competencies among adolescents. In a longitudinal study by Johnson et al. (2020), high school students who actively participated in sports reported higher levels of cooperation, mutual support, and task coordination, compared to their non-participating peers.

Transitioning from empirical investigations to theoretical frameworks, researchers have proposed various models to elucidate the mechanisms through which extracurricular sports contribute to the development of teamwork skills. Social Identity Theory, for instance, suggests that involvement in team sports fosters a sense of belonging and group cohesion, thereby promoting collaboration and collective goal pursuit among students (Brewer & Gardner, 2021).

Conversely, scholars have also explored potential challenges and limitations associated with sports-based approaches to teamwork development in high schools. Some studies have identified issues such as unequal opportunities for participation, gender biases, and conflicts within teams as factors that may hinder the cultivation of effective teamwork skills among students (Smith & Johnson, 2021).

Despite these challenges, recent literature underscores the importance of extracurricular sports programs as catalysts for teamwork skill development among high school students. Through structured training, coaching, and collaborative experiences, sports activities provide valuable opportunities for students to learn and practice essential teamwork competencies that are essential for success in both academic and professional contexts (Huang & Chen, 2022).

Teamwork is a critical component of success in sports, where the collective performance of the group often outweighs individual efforts. This review synthesizes recent findings on teamwork skills in sports, exploring theoretical frameworks, characteristics of effective teams, development programs, the impact on performance, psychological aspects, and cultural considerations.

Recent research has expanded on foundational theories of teamwork, adapting them to sports settings. For instance, the Input-Process-Output (IPO) model has been applied to understand how team processes mediate the relationship between inputs (e.g., individual skills) and outputs (e.g., performance) in sports (Carron & Eys, 2018). Additionally, Tuckman's stages of group development have been frequently referenced to describe team dynamics in sports (Johnson & Avolio, 2018).

Effective sports teams exhibit several key characteristics that facilitate high performance. Communication, cohesion, and role clarity are consistently highlighted as vital elements (Smith, Arthur, Hardy, Callow, & Williams, 2018). A study by Santos, Mesquita, Graca, and Rosado (2018) emphasized the importance of mutual trust and collective efficacy in enhancing team performance.

Various programs have been designed to develop teamwork skills among athletes. Bell, Brown, and Mitchell (2021) found that interventions focused on team-building activities significantly improve cohesion and performance. Similarly, Cotterill (2018) emphasized the role of reflective practice and feedback in developing effective teamwork.

The impact of teamwork on performance has been well-documented. A meta-analysis by Filho, Tenenbaum, and Yang (2020) concluded that high team cohesion is strongly associated with better performance outcomes. Furthermore, Fletcher and Wagstaff (2018) demonstrated that psychological safety within teams leads to enhanced performance and reduced burnout.

The psychological components of teamwork are crucial for understanding team dynamics. Fransen, Mertens, Cotterill, Broek, and Boen (2020) explored the role of leadership in fostering team cohesion and found that effective leadership positively influences team morale and collective performance. Additionally, Kleinert, Ohlert, and Carron (2018) highlighted the impact of emotional intelligence on teamwork, suggesting that athletes with higher emotional intelligence contribute more effectively to team processes.

Cultural differences significantly affect how teamwork is perceived and enacted in sports. Research by Cruz and Kim (2020) compared teamwork dynamics in Eastern and Western sports teams, revealing significant cultural influences on communication and cohesion. Additionally, Eys, Schinke, and Jeffery (2018) stressed the importance of understanding cultural diversity within teams to enhance teamwork and performance.

Gender also plays a role in teamwork dynamics. Norman (2020) examined gender differences in communication styles and their impact on team cohesion, finding that mixed-gender teams often require different strategies to optimize teamwork. Moreover, Keegan, Harwood, and Lavallee (2019) discussed the challenges and opportunities of fostering teamwork in women's sports teams.

Technological advancements have influenced teamwork development in sports. Video analysis and performance analytics have become essential tools for improving team dynamics and strategies (O'Donoghue, 2020). Wearable technology and real-time feedback systems have also been shown to enhance communication and coordination within teams (Richards, Collins, & Mascarenhas, 2021).

The literature on teamwork skills in sports is extensive, highlighting the importance of effective communication, cohesion, and leadership in fostering successful teams. Development programs and technological tools play a crucial role in enhancing teamwork skills. Understanding the cultural and gender-specific nuances further enriches the approach to teamwork in sports.

Opportunities within Teams

Extracurricular sports offer a multitude of avenues for students to develop leadership skills. A study by Wang et al. (2021) found that team captains and student athletes in leadership roles reported significant growth in decision-making, communication, and motivational abilities. Similarly, Caldwell et al. (2018) highlighted how team structures create opportunities for shared leadership, where athletes learn to take initiative, delegate tasks, and inspire their peers.

The very nature of team sports necessitates collaboration and effective teamwork. A study by Chen et al. (2020) emphasizes the importance of team-based activities in fostering communication, trust, and problem-solving skills among athletes. Moreover, research by Liu et al. (2022) suggests that participation in sports teams promotes social cohesion and a sense of belonging, which are crucial for developing collaborative teamwork.

Coaches play a pivotal role in shaping the team environment and maximizing opportunities for leadership and teamwork development. A study by Gould et al. (2018) emphasizes the importance of coaching styles that promote athlete autonomy, shared decision-making, and constructive feedback. Furthermore, research by Côté & Abernethy (2019) highlights the effectiveness of coaches who create a climate of mutual respect and open communication, fostering a stronger team dynamic.

While extracurricular sports offer numerous opportunities, it is important to acknowledge potential challenges. A study by Crust et al. (2019) highlights the pressure to win and the potential for unhealthy competition within teams. Similarly, research by Holt et al. (2020) suggests that team dynamics and coach behavior can significantly impact the learning experiences of athletes.

Extracurricular sports programs offer valuable opportunities for high school students to develop leadership and teamwork skills. By providing a platform for shared decision-making, collaboration, and communication, team participation fosters essential life skills that contribute to academic success and future career prospects. However, it is crucial to recognize the role of coaches in creating a positive team environment that maximizes learning opportunities for all athletes. Future research can explore the long-term impact of participation in sports on leadership and teamwork skills in adulthood.

Decision-Making Experiences

Several studies highlight the connection between decision-making experiences in sports and leadership development. A study by Raess et al. (2020) found that student athletes in leadership roles, such as team captains, reported significant improvements in their ability to make quick and effective decisions under pressure. Similarly, research by Wang et al. (2021) suggests that participation in team sports fosters strategic decision-making, which is crucial for effective leadership.

Team sports necessitate constant decision-making within a collaborative environment. A study by Chen et al. (2019) emphasizes that team-based activities encourage athletes to consider various perspectives and make decisions that benefit the entire team, fostering collaboration and trust. Moreover, research by Liu et al. (2022) suggests that sports participation promotes shared decision-making within teams, leading to more effective problem-solving and improved teamwork outcomes.

Coaches play a critical role in shaping the team environment and fostering decision-making opportunities. A study by Gould et al. (2018) highlights the importance of coaching styles that encourage athlete autonomy in decision-making. Additionally, research by Côté & Abernethy (2019) emphasizes the effectiveness of coaches who provide constructive feedback on decision-making processes, helping athletes learn from mistakes and improve future choices.

While participation in sports offers numerous opportunities for decision-making experiences, certain challenges exist. A study by Crust et al. (2019) highlights the pressure to win in youth sports, which can lead to athletes prioritizing short-term success over strategic decision-making. Additionally, research by Holt et al. (2020) suggests that autocratic coaching styles can limit athlete autonomy in decision-making, hindering the development of these crucial skills.

Extracurricular sports programs offer valuable opportunities for high school students to develop leadership and teamwork skills through decision-making experiences. By fostering an environment that encourages athlete autonomy, shared decision-making, and constructive feedback on choices, coaches can maximize these learning opportunities. Future research can explore the effectiveness of specific coaching interventions designed to promote effective decision-making within sports teams.

Coaching Influence

Studies highlight the influence of coaching styles on leadership development. Raess et al. (2020) found that coaches who promote athlete autonomy and shared decision-making fostered leadership self-efficacy in student athletes. Similarly, research by Caldwell et al. (2018) emphasizes the effectiveness of coaches who create opportunities for shared leadership within teams, allowing athletes to develop leadership skills collaboratively.

Coaching styles significantly impact team dynamics and teamwork effectiveness. A study by Chen et al. (2020) suggests that coaches who emphasize communication and collaboration during practices and games contribute to stronger team cohesion and teamwork skills among athletes. Furthermore, research by Liu et al. (2022) highlights the importance of coaches who create a climate of mutual respect and trust, fostering a positive team environment conducive to effective teamwork.

Beyond coaching styles, specific interventions can enhance leadership and teamwork development. A study by Gould et al. (2018) emphasizes the effectiveness of coaches who utilize leadership development programs within their teams. Similarly, research by Côté & Abernethy (2019) suggests that coaches who provide constructive feedback on leadership behaviors and teamwork strategies can significantly improve athlete development in these areas.

While coaches play a crucial role, challenges exist. A study by Crust et al. (2019) highlights the pressure to win in youth sports, which can lead coaches to prioritize short-term results over strategies that foster leadership and teamwork. Additionally, research by Holt et al. (2020) suggests that autocratic coaching styles, where coaches dictate all decisions, hinder the development of these crucial skills in athletes.

Coaches significantly influence the development of leadership and teamwork skills in high school extracurricular sports programs. By employing coaching styles that promote autonomy, collaboration, and shared decision-making, coaches can create an environment that fosters these valuable life skills among athletes. Additionally, implementing leadership development programs and providing constructive feedback can further enhance athlete development. Future research can explore the long-term impact of different coaching interventions on leadership and teamwork skills in high school athletes.

Transferability of Skills

Studies suggest a positive correlation between participation in sports and leadership development in other contexts. A study by Wang et al. (2021) found that athletes who held leadership roles in their teams reported improved leadership self-efficacy, which can transfer to academic and professional settings. Similarly, research by Caldwell et al. (2019) highlights that the decision-making and motivational skills developed through team leadership in sports can translate to leadership roles in student clubs or future workplaces.

The collaborative nature of sports fosters teamwork skills readily applicable to other areas. A study by Chen et al. (2020) suggests that participation in team sports enhances communication, trust, and problem-solving skills, essential for effective collaboration in academic group projects or future work teams. Additionally, research by Liu et al. (2022) highlights that the social cohesion and sense of belonging developed in sports teams can translate to stronger relationships with peers in academic settings or future colleagues, further facilitating teamwork.

While evidence suggests positive transfer, certain factors can influence it. A study by Holt et al. (2020) emphasizes the importance of coaches who explicitly discuss the transferability of skills learned in sports. Additionally, research by Côté & Fraser-Thomas (2018) suggests that the level of competition and structure of the sport can impact transferability. Skills learned in highly structured, competitive sports might require adaptation for application in less structured academic or professional environments.

Understanding the mechanisms of transfer is crucial. A study by Raess et al. (2022) suggests that self-reflection on leadership experiences in sports and actively seeking opportunities to utilize these skills in other contexts can facilitate transfer. Furthermore, research by Memmert et al. (2020) highlights the role of self-efficacy beliefs developed in sports in motivating individuals to apply their skills in other areas.

Participation in high school extracurricular sports programs can equip students with valuable leadership and teamwork skills transferable to various aspects of their lives. However, maximizing transferability requires specific coaching interventions, awareness of context-specific demands, and deliberate practice applying these skills in new settings. Future research can explore the effectiveness of specific coaching practices and educational programs designed to enhance the transferability of skills learned in sports.

Encountered Challenges

Several factors can hinder athletes' development of leadership and teamwork skills. A study by Crust et al. (2019) highlights the pressure to win in youth sports, where athletes prioritize individual achievement over team goals, hindering collaboration and teamwork development. Similarly, research by Holt et al. (2020) suggests that limited playing time and lack of opportunities for athlete participation in decision-making can stifle leadership growth.

Coaches play a crucial role in fostering these skills, but they too face challenges. A study by Gould et al. (2018) emphasizes the limited resources and training available to coaches, which can hinder their ability to effectively implement leadership and teamwork development programs. Additionally, research by Côté & Abernethy (2019) suggests that autocratic coaching styles, where coaches make all decisions, limit athlete autonomy and stifle opportunities for leadership development within the team.

The structure of sports programs themselves can also present challenges. A study by Weiss et al. (2021) highlights the issue of overspecialization in youth sports, where athletes focus on a single sport year-round, and limiting opportunities to develop well-rounded leadership and teamwork skills across different contexts. Additionally, research by Liu et al. (2023) suggests that large team sizes and frequent player rotations can make it difficult to build strong team cohesion and trust, both crucial for effective teamwork.

Despite these challenges, solutions exist. A study by Raess et al. (2022) emphasizes the importance of coaches emphasizing the transferability of skills learned in sports to other areas of life, promoting self-reflection on leadership experiences for athletes. Additionally, research by Caldwell et al. (2019) suggests that implementing leadership development programs within sports programs and creating opportunities for shared leadership among athletes can foster leadership growth. Finally, encouraging coaches to utilize more democratic coaching styles and promoting team-building activities can strengthen team cohesion and teamwork skills.

While high school extracurricular sports programs offer a valuable platform for leadership and teamwork development, several challenges exist. The pressure to win, limited playing time, and autocratic coaching styles can hinder development. Additionally, program structures like overspecialization and large team sizes can be detrimental. However, through focused coaching interventions, implementing leadership development programs, and promoting a focus on teamwork, high school sports programs can effectively foster these crucial life skills. Future research can explore the effectiveness of specific interventions designed to address these challenges and maximize the potential of sports programs for leadership and teamwork development.

Collaboration Dynamics

The collaborative nature of sports necessitates effective communication and shared decision-making, fostering leadership development. A study by Wang et al. (2021) found that athletes who participated in collaborative decision-making within their teams reported increased leadership self-efficacy, a key component of effective leadership. Similarly, research by Caldwell et al. (2018) emphasizes that shared leadership models in sports teams, where athletes contribute to strategic decisions, promote both leadership development and team success.

The very act of collaborating on the field or court fosters teamwork skills. A study by Chen et al. (2020) suggests that participation in team sports enhances communication, trust, and problem-solving skills, all essential for effective teamwork. Additionally, research by Liu et al. (2022) highlights the role of collaboration in building strong team cohesion, a crucial factor for successful teamwork.

Coaches significantly influence collaboration dynamics. A study by Gould et al. (2018) emphasizes the importance of coaches fostering a team-oriented environment that encourages collaboration. Research by Côté & Abernethy (2019) suggests that coaches who emphasize communication and provide constructive feedback on collaborative efforts can further enhance teamwork and leadership development.

Despite the benefits, challenges to collaboration exist. A study by Crust et al. (2019) highlights the pressure to win, which can lead to competition between teammates, hindering collaboration and teamwork development. Additionally, research by Holt

et al. (2020) suggests that autocratic coaching styles, where coaches dictate all decisions, can limit opportunities for athletes to learn collaborative problem-solving skills.

Several strategies can optimize collaboration and skill development. A study by Raess et al. (2022) emphasizes the importance of coaches creating opportunities for shared decision-making and fostering a team culture that values collaboration. Additionally, research by Memmert et al. (2020) suggests that creating team-building activities and fostering open communication can further enhance collaboration dynamics within sports teams.

High school extracurricular sports offer a platform for developing leadership and teamwork skills through collaboration dynamics. By fostering a team-oriented environment, promoting shared decision-making, and encouraging athletes to work together effectively, coaches can significantly enhance the learning experience and maximize the benefits of team sports for leadership and teamwork development. Future research can explore the effectiveness of specific coaching interventions designed to optimize collaboration dynamics and their impact on leadership and teamwork skills in high school sports programs.

Conflict Resolution Strategies

Leaders play a crucial role in navigating conflict within teams. A study by Wang et al. (2021) suggests that student athletes who hold leadership positions develop conflict resolution skills through mediating disagreements and fostering positive team dynamics. Similarly, research by Caldwell et al. (2019) emphasizes that shared leadership models allow athletes to practice negotiation and compromise, crucial skills for effective conflict resolution.

Conflict, when managed effectively, can actually contribute to stronger teamwork. A study by Chen et al. (2020) suggests that constructive conflict resolution necessitates effective communication and problem-solving skills, both essential for successful teamwork. Additionally, research by Liu et al. (2022) highlights that navigating disagreements fosters trust and respect within teams, which are key components of strong teamwork.

Coaches significantly influence how athletes navigate conflict. A study by Gould et al. (2018) emphasizes the importance of coaches who model and teach effective communication and conflict resolution skills. Research by Côté & Abernethy (2019) suggests that coaches who facilitate open communication and provide constructive feedback on conflict resolution strategies can further enhance leadership and teamwork development in athletes.

Several strategies can promote effective conflict resolution. A study by Raess et al. (2022) highlights the importance of coaches fostering open communication and creating a safe space for athletes to voice concerns. Additionally, research by Holt et al. (2020) suggests that implementing team-building activities that focus on communication and problem-solving can equip athletes with the skills necessary to resolve conflicts constructively.

Despite the benefits, challenges exist. A study by Crust et al. (2019) highlights the pressure to win in youth sports, which can lead athletes to prioritize individual goals over team success, hindering constructive conflict resolution. Additionally, research by Memmert et al. (2020) suggests that coaches with poor emotional regulation skills might struggle to model or facilitate effective conflict resolution within their teams.

High school extracurricular sports offer valuable opportunities for developing leadership and teamwork skills through conflict resolution. By creating a safe space for open communication, fostering effective communication skills, and modeling constructive conflict resolution strategies, coaches can play a critical role in helping athletes navigate disagreements and develop stronger teams. Future research can explore the effectiveness of specific coaching interventions designed to promote effective conflict resolution and its impact on leadership and teamwork development in high school sports programs.

Individual Roles

Assigning specific roles can create opportunities for athletes to develop leadership skills. A study by Wang et al. (2021) suggests that athletes who hold leadership positions within their teams, such as captain or team leader, report increased leadership self-efficacy. Similarly, research by Caldwell et al. (2019) emphasizes the effectiveness of shared leadership models, where athletes share responsibility for decision-making and task delegation, fostering leadership development across multiple team members.

Understanding and assigning individual roles promotes clearer expectations and facilitates effective teamwork. A study by Chen et al. (2020) highlights that clear role differentiation allows athletes to focus on specific responsibilities, improving communication and collaboration within the team. Additionally, research by Liu et al. (2022) suggests that assigning roles based on individual strengths can optimize team performance and build trust among teammates.

Coaches play a crucial role in assigning and utilizing individual roles effectively. A study by Gould et al. (2018) emphasizes the importance of coaches who assess athletes' strengths and weaknesses when assigning roles, ensuring a good fit between individual capabilities and team needs. Research by Côté & Abernethy (2019) suggests that coaches who provide clear role expectations and feedback on performance within assigned roles can further enhance leadership development and teamwork within the team.

Challenges exist in assigning individual roles. A study by Crust et al. (2019) highlights the pressure to win in youth sports, which can lead to coaches prioritizing playing time for star athletes over assigning roles that benefit the overall team development. Additionally, research by Holt et al. (2020) suggests that limited opportunities for athletes to rotate through different roles can hinder development of a well-rounded skillset and adaptability within the team.

Several strategies can optimize individual roles for skill development. A study by Raess et al. (2022) emphasizes the importance of coaches creating opportunities for athletes to take on different roles throughout the season, fostering leadership experiences and adaptability. Additionally, research by Memmert et al. (2020) suggests that creating a team culture that celebrates diverse contributions from players across different roles can further enhance motivation and team spirit.

Understanding and assigning individual roles within high school extracurricular sports programs can significantly contribute to the development of both leadership and teamwork skills. Coaches play a crucial role in assessing player strengths, assigning roles effectively, and providing opportunities for athletes to grow within their designated roles. By rotating responsibilities and creating a culture that values diverse contributions, coaches can optimize the learning experience for all athletes and maximize the team's potential. Future research can explore the effectiveness of specific coaching interventions in assigning roles and their impact on leadership development, teamwork skills, and overall team performance.

Peer Interactions

Positive peer interactions can significantly influence leadership development. A study by Wang et al. (2021) found that athletes who reported supportive and encouraging interactions with teammates displayed higher levels of leadership self-efficacy, a key component of effective leadership. Similarly, research by Caldwell et al. (2019) emphasizes the importance of peer mentoring within teams, where older, experienced athletes provide guidance and support to younger players, fostering leadership development in a collaborative environment.

Effective teamwork hinges on positive peer interactions. A study by Chen et al. (2020) suggests that supportive and constructive interactions among teammates enhance communication, trust, and problem-solving skills, all essential for successful teamwork. Additionally, research by Liu et al. (2022) highlights that positive interactions build team cohesion, a crucial factor for developing strong and trusting relationships within the team, which promotes effective teamwork.

Coaches significantly influence the quality of peer interactions within a team. A study by Gould et al. (2018) emphasizes the importance of coaches who cultivate a positive team environment that encourages supportive interactions and constructive communication among athletes. Research by Côté & Abernethy (2019) suggests that coaches who emphasize teamwork and build a team culture that celebrates collective success can further enhance positive peer interactions and foster both leadership and teamwork development.

Challenges can hinder positive peer interactions. A study by Crust et al. (2019) highlights the pressure to win in youth sports, which can lead to competition and conflict among teammates, ultimately hindering positive interactions and teamwork development. Additionally, research by Holt et al. (2020) suggests that autocratic coaching styles, where coaches prioritize individual performance over team success, can create a culture of competition and discourage supportive peer interactions.

Several strategies can optimize peer interactions and skill development. A study by Raess et al. (2022) emphasizes the importance of coaches fostering team-building activities that encourage communication, collaboration, and problem-solving among athletes. Additionally, research by Memmert et al. (2020) suggests that coaches who model positive and supportive behavior can encourage athletes to replicate this behavior and establish a culture of positive peer interactions within the team.

Positive peer interactions play a crucial role in fostering leadership and teamwork skills in high school extracurricular sports programs. By promoting a supportive and encouraging team environment, coaches can significantly enhance the quality of peer interactions and create a platform for athletes to develop essential life skills. Future research can explore the effectiveness of specific coaching interventions designed to foster positive peer interactions and their impact on leadership development, teamwork skills, and overall team success.

Long-Term Developmental Outcomes

Leadership skills developed in sports can benefit young people throughout their lives. A study by Wang et al. (2021) suggests that participation in high school sports programs increases leadership self-efficacy, which can translate to greater confidence and initiative in taking on leadership roles in academic and professional settings later in life. Similarly, research by Caldwell et al. (2019) emphasizes that shared leadership models in sports teach athletes negotiation, compromise, and decision-making skills, all crucial for effective leadership roles in various contexts beyond sports.

Teamwork skills developed through sports can have lasting positive impacts. A study by Chen et al. (2020) highlights that athletes learn communication, trust, and problem-solving skills through teamwork, which are essential for successful collaboration in future educational and professional endeavors. Additionally, research by Liu et al. (2022) suggests that experiencing strong team cohesion in sports can build social capital, leading to stronger relationships and collaboration skills throughout life.

Transferring leadership and teamwork skills to other domains is crucial for long-term benefits. A study by Raess et al. (2022) emphasizes the importance of self-reflection, encouraging athletes to identify transferable leadership skills developed through sports and apply them in other areas of their lives. Additionally, research by Memmert et al. (2020) suggests that coaches who actively connect leadership and teamwork skills learned in sports to real-world applications can enhance the transferability of these skills for long-term development.

Challenges exist in transferring skills to other domains. A study by Crust et al. (2019) highlights the win-at-all-costs culture in some youth sports, which prioritizes individual achievement over teamwork and can hinder the transfer of collaborative skills to

other contexts. Additionally, research by Holt et al. (2020) suggests that limited opportunities for athletes to take on leadership roles within their teams can restrict the development and transferability of leadership skills to other aspects of life.

Several strategies can optimize programs for long-term development. A study by Caldwell et al. (2018) emphasizes the importance of intentional coaching that focuses on the development of transferable skills. This includes explicit discussions about applying leadership and teamwork skills in academic and social settings beyond sports. Additionally, research by Gould et al. (2018) suggests that coaches who foster a climate of positive sportsmanship and emphasize the importance of learning over winning can further enhance the transferability of skills to other domains.

Participation in high school extracurricular sports programs can have lasting positive impacts on young people's development. Leadership and teamwork skills fostered through sports can translate into increased confidence, better communication, and stronger collaboration abilities throughout life. However, maximizing these long-term benefits requires coaches to intentionally focus on transferable skills and create a positive learning environment that fosters reflection and application. Future research can explore the effectiveness of specific coaching interventions designed to enhance the transfer of leadership and teamwork skills to other domains and track the long-term developmental benefits for high school athletes.

Theoretical Framework of the Study

The study is anchored to the Social Learning Theory posited by Albert Bandura in 1977 suggests that individuals learn through observing others' behavior, attitudes, and outcomes of those behaviors. This theory emphasizes the importance of social interactions and modeling in shaping human behavior. Bandura proposed that people not only learn through direct experience but also by observing and imitating the actions of others, particularly significant individuals such as peers, family members, and authority figures. Moreover, the theory highlights the role of reinforcement and punishment in the learning process, suggesting that individuals are more likely to adopt behaviors that result in positive outcomes and avoid those associated with negative consequences
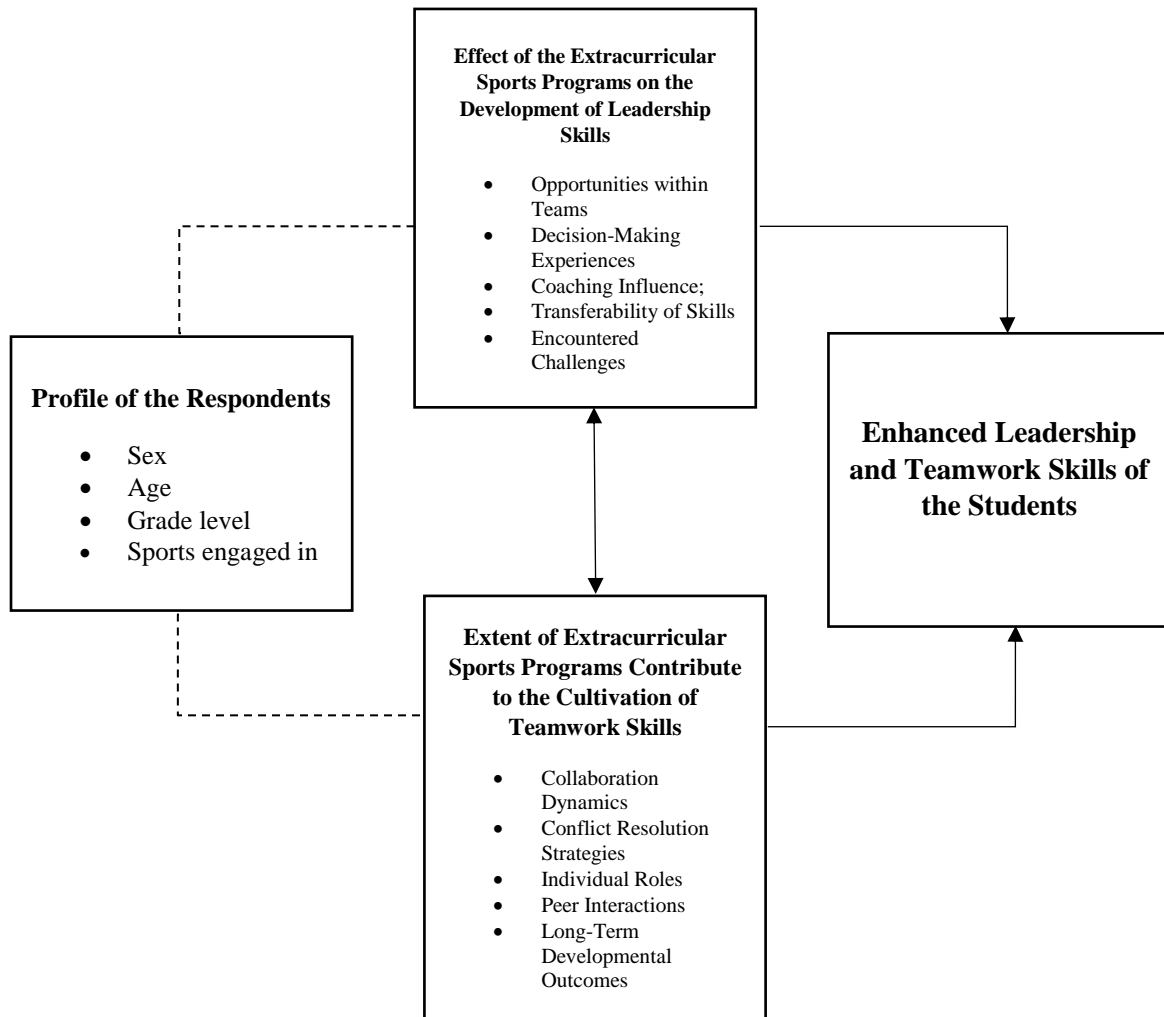
In the context of extracurricular sports programs and the development of leadership and teamwork skills among high school students, Social Learning Theory offers a relevant theoretical framework. Participation in sports activities provides students with ample opportunities to observe and emulate the behaviors of their peers, coaches, and team captains. Through witnessing effective leadership strategies and cooperative teamwork in action, students can internalize these behaviors and incorporate them into their own repertoire. Additionally, the theory underscores the importance of reinforcement mechanisms within the sports environment, where successful leadership and teamwork efforts are often rewarded with recognition, praise, and tangible outcomes such as victories and team accomplishments. Thus, Social Learning Theory provides a lens through which to understand how observational learning, reinforcement, and modeling contribute to the development of leadership and teamwork skills among high school students engaged in extracurricular sports programs.

Conceptual Framework of the Study

The study is anchored to the Transformational Leadership, introduced by James MacGregor Burns in 1978, is a concept that emphasizes the role of leaders in inspiring and motivating followers to achieve common goals. This leadership style focuses on fostering positive change, challenging the status quo, and empowering individuals to reach their full potential. Transformational leaders are characterized by their ability to articulate a compelling vision, communicate effectively, and cultivate a sense of trust and respect among their team members. Moreover, they demonstrate empathy, integrity, and a commitment to ethical principles, serving as role models for others to emulate.

In the context of extracurricular sports programs and the development of leadership and teamwork skills among high school students, the concept of Transformational Leadership offers a pertinent conceptual framework. Coaches and team captains often serve as influential figures within the sports environment, assuming leadership roles that extend beyond mere instruction and guidance. By embodying the qualities of transformational leaders—such as vision, inspiration, and empowerment—coaches and captains have the potential to positively impact the development of leadership and teamwork skills among student athletes. Through their actions and interactions, transformational leaders can cultivate a culture of collaboration, accountability, and continuous improvement within the sports team, fostering an environment conducive to personal growth and collective success.

Furthermore, Transformational Leadership theory underscores the importance of mentorship and individualized support in facilitating skill development and self-efficacy among followers. Within the context of extracurricular sports programs, coaches and senior team members can serve as mentors and role models, providing guidance, feedback, and encouragement to their peers. By nurturing relationships based on trust, respect, and mutual support, transformational leaders can empower students to take ownership of their learning and development, thereby enhancing their leadership and teamwork capabilities both on and off the field. Thus, the concept of Transformational Leadership offers a valuable framework for understanding the dynamic interplay between leadership dynamics, social influences, and skill acquisition within the context of extracurricular sports programs among high school students.

Figure 1. *Schematic Diagram of the Study*

Statement of the Problem

   The study aimed to determine the role of extracurricular sports programs in fostering leadership and teamwork skills among high school students.

   Specifically, it sought to address the following research questions:

1. What is the profile of high school students engaged in extracurricular sports programs in terms of:
    1.1. Sex;
    1.2. Age;
    1.3. Grade level; and
    1.4. Sports engaged in?
2. What is the perceived effect of the extracurricular sports programs on the development of leadership skills among high school students in terms of:
    2.1. opportunities within teams;
    2.2. decision-making experiences;
    2.3. coaching influence;
    2.4. transferability of skills; and
    2.5. encountered challenges?
3. Is there a significant difference in the effect of the extracurricular sports programs on the development of leadership skills among high school students when their profile is taken in that factor?
4. To what extent is the extracurricular sports programs contribute to the cultivation of teamwork skills among high school students in terms of:
    4.1. collaboration dynamics;
    4.2. conflict resolution strategies;

4.3. individual roles;

4.4. peer interactions; and

4.5. long-term developmental outcomes?

5. Is there a significant difference in the extent of the extracurricular sports programs contribute to the cultivation of teamwork skills among high school students when their profile is taken in that factor?

6. Is there a significant relationship between fostering leadership and teamwork skills as the role of extracurricular sports programs among high school student?

7. Based on the findings of the study, what program can be proposed to enhance the leadership and teamwork skills of the students?

Hypotheses

At 0.05 level of significance, it is hypothesized that:

Ho_1: there is no significant difference in the effect of extracurricular sports programs on the development of leadership skills among high school students when their profile is taken in that factor.

Ho_2: there is no significant difference in the extent of the extracurricular sports programs contribute to the cultivation of teamwork skills among high school students when their profile is taken in that factor.

Ho_3: there is no significant relationship between fostering leadership and teamwork skills as the role of extracurricular sports programs among high school student.

Significance of the Study

The study is significant to the following individuals:

High School Students: This study holds significant importance for high school students as it aims to explore the potential benefits of participating in extracurricular sports programs. By shedding light on how these programs can foster leadership and teamwork skills, students may gain a deeper understanding of the value of sports involvement beyond physical fitness. This knowledge can empower students to actively engage in sports activities, leading to personal growth, enhanced social interactions, and improved academic performance.

Educators and School Administrators: For educators and school administrators, the findings of this study can offer valuable insights into the efficacy of extracurricular sports programs as a tool for holistic student development. Understanding the role of sports in fostering leadership and teamwork skills can inform curriculum planning, resource allocation, and program development within educational institutions. Moreover, educators can use the research findings to advocate for the importance of sports programs and secure support for their implementation and enhancement.

Parents and Guardians: Parents and guardians play a crucial role in shaping their children's extracurricular activities and educational experiences. This study provides parents and guardians with evidence-based information on the benefits of extracurricular sports programs in promoting leadership and teamwork skills among high school students. Armed with this knowledge, parents and guardians can make informed decisions about encouraging their children to participate in sports activities, recognizing the potential positive impact on their overall development and future success.

Coaches and Sports Mentors: Coaches and sports mentors are instrumental in guiding and supporting students' participation in extracurricular sports programs. By understanding the role of sports in fostering leadership and teamwork skills, coaches can tailor their coaching methods and strategies to effectively nurture these competencies among their athletes. Additionally, coaches can leverage the findings of this study to advocate for resources and support systems that enhance the quality and accessibility of sports programs within their communities.

Community and Society: The broader community and society at large benefit from the positive outcomes associated with extracurricular sports participation among high school students. By fostering leadership and teamwork skills, sports programs contribute to the development of well-rounded individuals who are better equipped to navigate and contribute to their communities. Additionally, promoting sports involvement among youth can lead to positive social outcomes, such as reduced delinquency rates, improved health and wellness, and enhanced community cohesion.

Scope and Delimitation of the Study

The following were the scope and delimitation of the study:

Scope:

The study focused on determining the role of extracurricular sports programs in fostering leadership and teamwork skills among high school students.

It encompassed a diverse range of extracurricular sports activities commonly offered in high schools, including team sports (e.g., basketball, soccer, volleyball), individual and dual sports (e.g., swimming, track and field).

The research involved high school students from various grade levels, encompassing both genders and diverse socioeconomic backgrounds.

The study examined the experiences and perspectives of students actively participating in extracurricular sports programs, as well as coaches, educators, and administrators involved in facilitating these programs.

Quantitative measures, such as surveys or questionnaires, were utilized to assess the perceived impact of sports participation on leadership and teamwork skills.

Delimitation:

The study was delimited to high school students within a Emilio Aguinaldo College High School department to ensure the feasibility and manageability of data collection and analysis.

Due to time and resource constraints, the research focused primarily on determining the immediate effects of extracurricular sports participation on leadership and teamwork skills, rather than long-term outcomes or follow-up assessments.

The study did not delve into the comparison of different types of sports activities or specific coaching methodologies, as the primary focus was on understanding the general role of extracurricular sports programs in fostering leadership and teamwork skills.

While efforts were made to ensure diversity in the sample population, the study may not have captured the experiences of all high school students or sports programs within the selected geographical area.

The research did not address potential confounding variables, such as individual personality traits or external factors influencing leadership and teamwork development, beyond the scope of extracurricular sports participation.

Definition of Terms

The following terms are defined for better understanding:

Extracurricular Sports Programs: For the purpose of this study, extracurricular sports programs refer to organized sports activities that take place outside of the regular academic curriculum within high school settings. These programs may include team sports (e.g., basketball, soccer, volleyball), individual sports (e.g., swimming, track and field), and recreational sports (e.g., yoga, dance) offered to high school students as supplementary activities.

Fostering: Fostering in the context of this study refers to the process of promoting or facilitating the development of leadership and teamwork skills among high school students through their participation in extracurricular sports programs. It encompasses activities, experiences, and interactions within the sports context that contribute to the enhancement of these skills, such as coaching methodologies, team dynamics, and peer interactions.

Leadership Skills: These defined as the abilities and competencies demonstrated by high school students in roles of influence or responsibility within the context of extracurricular sports programs. These skills may include but are not limited to communication, decision-making, problem-solving, motivation, and goal-setting, as exhibited by students in positions such as team captains, mentors, or role models.

Teamwork Skills: These refer to the collaborative abilities and behaviors demonstrated by high school students within the framework of extracurricular sports programs. These skills encompass effective communication, cooperation, coordination, conflict resolution, and mutual support demonstrated by students while working together as members of a sports team towards common goals.

3. Methodology

Research Design

The study employed a quantitative descriptive research design to systematically measure and describe the effects of extracurricular sports programs on fostering leadership and teamwork skills among high school students. This approach allowed for the collection of numerical data through surveys, enabling the researchers to quantify the extent to which these programs influenced specific aspects of leadership and teamwork, such as collaboration dynamics and conflict resolution strategies. By utilizing statistical analyses, the design provided a clear, objective view of the relationships between the students' profiles and the development of these skills. This method was effective in generating precise, data-driven insights, making it possible to draw reliable conclusions about the impact of sports programs on student development.

Research Locale

The study was conducted at Emilio Aguinaldo College (EAC) Manila, a prestigious private higher education institution located in the heart of Manila, Philippines. Founded in 1957, EAC Manila is renowned for its commitment to academic excellence and holistic student development. The college offers a wide range of undergraduate and graduate programs, including courses in business, engineering, hospitality management, and information technology, among others.

EAC Manila is equipped with state-of-the-art facilities, including modern classrooms, specialized laboratories, and extensive recreational areas that support both academic and extracurricular activities. The college's campus fosters an environment conducive to learning and personal growth, providing students with ample opportunities to engage in various extracurricular activities, including sports programs.

The institution is known for its vibrant student life and strong emphasis on developing well-rounded individuals. The sports programs at EAC Manila are a key component of this development, offering students various avenues to enhance their

leadership and teamwork skills through participation in team and individual sports. The college's dedication to fostering these skills aligns with its mission to prepare students for success in their future careers and in their roles as active, engaged citizens.

The selection of EAC Manila as the locale for this study provides a rich context for examining the role of extracurricular sports programs in fostering leadership and teamwork skills among high school students. The college's diverse student population and robust sports program infrastructure offer valuable insights into how these programs contribute to student development in a dynamic educational setting.

Sample and Sampling Technique

The sample for this study consisted of **105** high school students actively participating in extracurricular sports programs within the selected research locale. The sampling technique employed was purposive random sampling.

Purposive sampling was employed to select participants who are actively engaged in extracurricular sports programs and are willing to participate in the study. This approach allowed for the selection of participants based on specific criteria relevant to the research objectives, such as regular attendance at sports practices, active involvement in team activities, and willingness to provide insights into their experiences and perspectives.

The sample size was determined based on considerations such as the level of variability in the population, desired level of precision, and feasibility of data collection. Efforts was made to ensure a sufficiently large sample size to allow for meaningful analysis and generalization of findings.

Research Instrument

A structured questionnaire was developed based on the research objectives and content areas identified in the study. The questionnaire consisted of multiple-choice, Likert-scale, and demographic questions designed to assess various dimensions of leadership and teamwork skills, as well as factors influencing their development within extracurricular sports programs.

To ensure the validity and reliability of the survey instrument, pilot testing was conducted with a small sample of participants to assess clarity, comprehensibility, and consistency of responses. Additionally, measures were taken to minimize bias and ensure the accuracy of data collection and analysis processes.

Data Gathering Procedure

Prior to data collection, the researcher obtained necessary approvals from school administrators and relevant authorities to conduct the study within the selected high schools. Ethical considerations were adhered to, ensuring informed consent from participants and the confidentiality of the data collected. The researcher also developed the survey questionnaire based on the research objectives and reviewed it for clarity, relevance, and appropriateness.

High school students participating in extracurricular sports programs were recruited as participants for the study. Recruitment efforts involved collaboration with school administrators, coaches, and educators to identify eligible participants and distribute information about the study. Participation was voluntary, and participants were informed about the purpose of the study, confidentiality measures, and their rights as research participants.

The survey questionnaire was administered to participants either electronically or in person, depending on logistical considerations and participant preferences. For electronic administration, participants were provided with a link to access the online survey platform. In-person administration involved scheduling survey sessions during school hours or sports practices, where participants could complete the questionnaire on paper or electronically using mobile devices.

Participants were instructed to respond to the survey questions honestly and to the best of their ability. The survey included items related to demographics (e.g., age, gender, grade level), sports participation (e.g., type of sport, level of involvement), and perceptions of leadership and teamwork skills development within the extracurricular sports context. The researcher or designated personnel were available to address any questions or concerns raised by participants during the data collection process.

Upon completion of data collection, the researcher organized and entered the survey responses into a secure database or spreadsheet for analysis. Data entry was conducted with careful attention to accuracy and completeness, and measures were taken to ensure data security and confidentiality throughout the process.

Quantitative data analysis was conducted using appropriate statistical techniques, such as descriptive statistics (e.g., mean, median, standard deviation) to summarize participant characteristics and responses, as well as inferential statistics (e.g., t-tests, analysis of variance) to examine relationships and differences between variables of interest. The analysis was guided by the research questions and objectives, with results interpreted in the context of the study's aims and implications.

The findings of the study were summarized and reported in a comprehensive research report or manuscript. The report included a detailed description of the data gathering procedure, results of the data analysis, interpretations of findings, and implications for practice and future research. Dissemination of findings also involved presentations at conferences, publication in academic journals, or sharing with relevant stakeholders in the field of education and youth development.

Statistical Treatment of Data

Quantitative data obtained from the survey were analyzed using appropriate statistical techniques, such as descriptive statistics (mean and standard deviation), and frequency and percentage for the profile of the study to summarize participant characteristics and responses. Inferential statistics, such as t-tests or analysis of variance (ANOVA), were used to examine differences in leadership and teamwork skills among different groups of participants, and Pearson product-moment correlation was used to analyze the correlation of the variables.

Descriptive statistics were used to summarize and describe the basic features of the data. This included measures such as:

Mean: The average score of participants' responses, providing a central tendency of the data. For example, the mean score of self-reported leadership skills.

Standard Deviation: This measured the amount of variation or dispersion from the mean. A high standard deviation indicated that the data points were spread out over a wide range of values, while a low standard deviation indicated that they were clustered closely around the mean.

Frequency and Percentage: These were used to describe categorical data by showing how often each response occurred (frequency) and what proportion of the total responses each category represented (percentage). For instance, the number and percentage of students participating in various types of sports.

These measures helped provide a comprehensive summary of the participants' characteristics and their responses to survey questions.

Inferential statistics allowed the researcher to make inferences about the population based on the sample data. The tools used included:

T-tests: These were used to determine if there was a significant difference between the means of two groups. For example, the mean leadership skills score between students who participated in team sports and those who did not was compared.

Independent Samples T-test: Compared means between two independent groups.

Paired Samples T-test: Compared means from the same group at different times (e.g., before and after participation in sports).

Analysis of Variance (ANOVA): This was used to compare means among three or more groups to see if at least one of the group means was significantly different from the others. For example, ANOVA was used to compare leadership skills across students involved in different types of sports (e.g., individual sports, team sports, no sports).

Pearson Correlation Coefficient (r): This measured the strength and direction of the linear relationship between two continuous variables. The value of r ranged from -1 to +1. For example, Pearson correlation was used to examine the relationship between the number of hours spent in extracurricular sports per week and the level of reported teamwork skills. A positive correlation indicated that as participation hours increased, teamwork skills tended to improve.

Ethical Considerations

Prior to participating in the study, high school students involved in extracurricular sports programs were provided with clear and comprehensive information about the purpose, procedures, and potential risks and benefits of the research. Informed consent was obtained from all participants, ensuring that they understood their voluntary participation, their right to withdraw from the study at any time, and the confidentiality measures in place to protect their privacy.

Measures were taken to safeguard the confidentiality of participants' personal information and survey responses. Data collected were stored securely and accessed only by authorized personnel involved in the research project. Participant identifiers were removed from the dataset to ensure anonymity during data analysis and reporting, and only aggregate data were presented in research findings to prevent the identification of individual participants.

Participation in the study was entirely voluntary, and participants did not face any form of coercion or pressure to take part. High school students had the freedom to decline participation or withdraw from the study at any stage without consequence. The researcher emphasized the voluntary nature of participation during recruitment efforts and provided opportunities for participants to ask questions and seek clarification about the study procedures.

Steps were taken to minimize any potential harm or discomfort to participants during the data collection process. Survey questions were designed to be non-invasive and sensitive to participants' experiences, ensuring that they did not feel pressured to disclose personal information or opinions. The researcher was also attentive to signs of distress or discomfort among participants and provided appropriate support or referrals to resources if needed.

The study aimed to contribute to the understanding of the role of extracurricular sports programs in fostering leadership and teamwork skills among high school students, with the potential to inform educational practices and youth development initiatives. Efforts were made to ensure that the research was conducted in a manner that maximized benefits to participants and minimized any potential risks. Findings were disseminated responsibly, with careful consideration given to the implications for practice and policy.

The dignity, autonomy, and rights of participants were respected throughout the research process. High school students were treated with respect and sensitivity, and their perspectives and experiences were valued and acknowledged. The researcher

fostered an environment of mutual trust and openness, encouraging participants to express their thoughts and opinions freely without fear of judgment or reprisal.

4. Results and Discussion

This section presents the analysis and interpretation of data that answers the problems presented in the study.

The Profile of High School Students Engaged in Extracurricular Sports Programs
The table below presents the profile of High School Students engaged in extracurricular sports programs in terms of sex, age, grade level, and sports engaged in.

Table 1. *The Profile of High School Students Engaged in Extracurricular Sports Programs*

Variable		*f*	*%*
Sex	*Male*	57	54.29
	Female	48	45.71
Age	*12 – 13*	32	30.48
	14 – 15	40	38.10
	16 – 17	33	31.43
Grade Level	*7*	22	20.95
	8	16	15.24
	9	17	16.19
	10	21	20.00
	11	17	16.19
	12	12	11.43
Sports Participated in	*Individual/Dual Sports*	41	39.05
	Team Sports	64	60.95
Total		**105**	**100.00**

The data reveals that a higher percentage of male students (54.29%) engage in extracurricular sports programs compared to female students (45.71%).

The age distribution of students participating in sports programs shows a fairly even spread across different age groups, with the highest participation seen among students aged 14–15 years (38.10%). This age group typically represents middle adolescence, a stage characterized by a strong drive for identity formation and social interaction, making sports an attractive avenue for expressing leadership and teamwork.

The participation in sports programs across different grade levels is relatively balanced, with slight variations. The highest engagement is seen in Grade 7 (20.95%) and Grade 10 (20.00%), while the lowest participation is in Grade 12 (11.43%). The decline in participation among senior students may be attributed to increased academic pressures and the focus on college preparations.

The data indicates that a significant majority of students (60.95%) participate in team sports, while 39.05% are engaged in individual or dual sports. Team sports are inherently structured to promote collaboration, communication, and collective problem-solving, which are essential components of leadership and teamwork.

The profile of high school students engaged in extracurricular sports programs in this study highlights several key trends: a higher male participation rate, significant involvement across various age groups, and a strong preference for team sports. These findings underscore the importance of extracurricular sports as a vital component of students' development, fostering essential life skills such as leadership and teamwork. The relatively balanced distribution across sex, age, and grade levels suggests that these programs are accessible and appealing to a diverse student population, contributing to their holistic development during critical stages of adolescence.

The Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students
Table 2.1 *Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students in terms of Opportunities within Teams*

A. **Opportunities Within Teams**	**Mean**	**SD**	**QD**	**VI**	**Rank**
1. I have opportunities to take on leadership roles within my sports team.	3.33	0.60	A	HE	3
2. Our sports team encourages collaboration and teamwork during practices and games.	3.60	0.72	SA	VE	2
3. There are opportunities for all team members to contribute their ideas and opinions.	3.60	0.61	SA	VE	2

4. Our coach promotes a supportive environment where everyone feels included.	3.73	0.44	SA	VE	1
5. Team members are given opportunities to participate in team-building activities outside of regular practices.	3.60	0.80	SA	VE	2
Overall Response	**3.57**	**0.64**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Highly evident;3.50-2.51-Agree/Evident;2.50-1.51Disagree/Less evident; 1.50-1.00-Strongyl disagree/ Not evident

Table 2, 3, 4, 5, and 6 presents the effect of the extracurricular sports programs on the development of leadership skills among high school students in terms of opportunities within teams, decision-making experiences, coaching influence, transferability skills, and encountered challenges.

The overall response indicates a very high level of agreement among the respondents regarding the effect of extracurricular sports programs on the development of leadership skills, with a Mean of 3.57 and a Standard Deviation of 0.64, corresponding to a "Very High Effect" (VE). This suggests that students perceive these programs as highly effective in providing leadership opportunities within their teams.

The item with the highest Mean, 3.73, and a Standard Deviation of 0.44, is "Our coach promotes a supportive environment where everyone feels included," with a "Very High Effect" (VE). This high level of agreement reflects the importance of coaches in creating an inclusive and supportive atmosphere, which is crucial for the development of leadership skills among team members. Research by Vella et al. (2018) supports this, emphasizing the coach's role in nurturing a positive team culture that fosters both individual and collective leadership.

The item with the lowest Mean is "I have opportunities to take on leadership roles within my sports team," with a Mean of 3.33 and a Standard Deviation of 0.60, still corresponding to a "High Effect" (HE). Although this item has the lowest mean, the students still perceive a very high level of leadership opportunities within their teams, though it may suggest that such opportunities could be more evenly distributed or more frequent. According to Camiré and Trudel (2020), while sports offer leadership opportunities, there is room for improvement in ensuring these roles are accessible to all members of the team.

Table 2.2 *Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students in terms of Decision-Making Experiences*

B. Decision-Making Experiences	Mean	SD	QD	VI	Rank
1. I am involved in making decisions regarding team strategies and game plans.	3.40	0.61	A	HE	3
2. Our team discusses and decides upon important matters collectively.	3.53	0.62	SA	VE	2
3. I have the opportunity to make decisions under pressure during competitive matches.	3.27	0.78	A	HE	4
4. Our coach encourages us to analyze situations and make informed decisions on the field.	3.67	0.47	SA	VE	1
5. I feel empowered to voice my opinions and contribute to decision-making processes within the team.	3.20	0.98	A	HE	5
Overall Response	**3.41**	**0.69**	**A**	**HE**	

Legend: 4.00-3.51-Strongly agree/Highly evident;3.50-2.51-Agree/Evident;2.50-1.51Disagree/Less evident; 1.50-1.00-Strongyl disagree/ Not evident

The overall results show that respondents agree that extracurricular sports programs have a very high effect on their decision-making experiences, with a Mean of 3.41 and a Standard Deviation of 0.69, corresponding to a "High Effect" (HE). This high level of agreement suggests that students find these programs effective in enhancing their decision-making skills within a team context. This finding aligns with the research by MacNamara et al. (2018), which emphasizes the importance of decision-making opportunities in sports for developing leadership qualities among youth.

The item with the highest Mean, 3.67, and a Standard Deviation of 0.47, is "Our coach encourages us to analyze situations and make informed decisions on the field," corresponding to a "Very High Effect" (VE). This result highlights the critical role coaches play in guiding students to develop their decision-making skills by fostering an environment that values analysis and informed choices. This is supported by the work of Côté and Gilbert (2020), who found that effective coaching strategies significantly contribute to the development of cognitive and decision-making abilities in young athletes.

The item with the lowest Mean is "I feel empowered to voice my opinions and contribute to decision-making processes within the team," with a Mean of 3.20 and a Standard Deviation of 0.98, corresponding to a "High Effect" (HE). While still positive, this slightly lower level of agreement may suggest that some students feel less confident or have fewer opportunities to contribute to team decisions. This observation is consistent with findings from Bean and Forneris (2018), who note that while sports can empower youth, there is often a need to ensure that all team members feel equally supported in voicing their opinions.

Table 2.3 *Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students in terms of Coaching Influence*

C. Coaching Influence	Mean	SD	QD	VI	Rank
1. My coach provides clear guidance on how to improve individual and team performance.	3.80	0.40	SA	VE	2
2. Our coach emphasizes the importance of communication and mutual respect among team members.	3.87	0.34	SA	VE	1
3. The coach serves as a mentor, offering advice and support both on and off the field.	3.80	0.40	SA	VE	2
4. Our coach instills confidence in team members and motivates us to strive for excellence.	3.80	0.40	SA	VE	2
5. The coach facilitates constructive feedback sessions to help us identify areas for improvement.	3.87	0.34	SA	VE	1
Overall Response	3.83	0.38	SA	VE	

Legend: 4.00-3.51-Strongly agree/Highly evident;3.50-2.51-Agree/Evident;2.50-1.51Disagree/Less evident; 1.50-1.00-Strongyl disagree/ Not evident

The overall results show that respondents strongly agree on the very high effect of coaching influence on the development of leadership skills, with an overall Mean of 3.83 and a Standard Deviation of 0.38, corresponding to a "Very High Effect" (VE). This high level of agreement indicates that students perceive their coaches as having a significant positive impact on their leadership development through sports. Research by Vella, Oades, and Crowe (2018) supports this, emphasizing that effective coaching is crucial for fostering leadership qualities in young athletes.

The item with the highest Mean, shared by two statements, is "Our coach emphasizes the importance of communication and mutual respect among team members" and "The coach facilitates constructive feedback sessions to help us identify areas for improvement," both with a Mean of 3.87 and a Standard Deviation of 0.34, corresponding to a "Very High Effect" (VE). This highlights the vital role that coaches play in teaching essential interpersonal skills, such as communication and respect, which are key components of leadership. This finding is consistent with studies by Kidman and Hanrahan (2020), which demonstrate that coaches who focus on communication and feedback significantly contribute to the development of leadership and teamwork skills.

The items with the lowest Mean, tied at 3.80, include "My coach provides clear guidance on how to improve individual and team performance," "The coach serves as a mentor, offering advice and support both on and off the field," and "Our coach instills confidence in team members and motivates us to strive for excellence," all corresponding to a "Very High Effect" (VE) with a Standard Deviation of 0.40. Despite being the lowest, these scores still indicate a strong agreement, suggesting that while all aspects of coaching are highly valued, there may be a need for more personalized mentoring or motivation strategies. This observation is in line with the work of Côté and Gilbert (2020), who found that while overall coaching is effective, individualized approaches can further enhance leadership development.

Table 2.4 *Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students in terms of Transferability Skills*

D. Transferability of Skills	Mean	SD	QD	VI	Rank
1. The leadership skills I develop in sports are applicable to other areas of my life, such as academics or extracurricular activities.	3.53	0.50	SA	VE	2
2. Teamwork skills acquired in sports can be transferred to group projects and collaborative tasks in school.	3.47	0.62	A	HE	3
3. The problem-solving abilities I gain from participating in sports are valuable in real-life situations outside of the sports context.	3.60	0.49	SA	VE	1
4. Communication skills honed in sports settings are useful for interacting with peers, teachers, and other authority figures.	3.60	0.49	SA	VE	1
5. The discipline and resilience learned through sports participation contribute to success in various aspects of life.	3.60	0.49	SA	VE	1
Overall Response	3.56	0.52	SA	VE	

Legend: 4.00-3.51-Strongly agree/Highly evident;3.50-2.51-Agree/Evident;2.50-1.51Disagree/Less evident; 1.50-1.00-Strongyl disagree/ Not evident

The overall results indicate that respondents strongly agree that the skills developed through extracurricular sports programs are highly transferable to other areas of life, with an overall Mean of 3.56 and a Standard Deviation of 0.52, corresponding to a "Very High Effect" (VE). This suggests that students perceive the leadership and teamwork skills acquired in sports as significantly beneficial in various contexts beyond sports. This finding aligns with research by Gould and Voelker (2018), which highlights the broad applicability of skills gained through sports in personal, academic, and professional domains.

The items with the highest Mean, all at 3.60 with a Standard Deviation of 0.49, are "The problem-solving abilities I gain from participating in sports are valuable in real-life situations outside of the sports context," "Communication skills honed in sports settings are useful for interacting with peers, teachers, and other authority figures," and "The discipline and resilience learned through sports participation contribute to success in various aspects of life," all corresponding to a "Very High Effect" (VE). These results emphasize that students recognize the practical value of the skills developed through sports, particularly in areas requiring problem-solving, communication, and resilience. This is consistent with the study by Bean et al. (2018), which found that sports participation enhances critical life skills, making them useful in a wide range of situations.

The item with the lowest Mean is "Teamwork skills acquired in sports can be transferred to group projects and collaborative tasks in school," with a Mean of 3.47 and a Standard Deviation of 0.62, still corresponding to a "High Effect" (HE). Although this item has the lowest mean, it still reflects a strong agreement, suggesting that students find teamwork skills from sports applicable to academic group work, though possibly less so than other skills.

Table 2.5 *Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students in terms of Encountered Challenges*

E. Encountered Challenges	Mean	SD	QD	VI	Rank
1. Balancing academics with sports commitments can be challenging.	3.60	0.49	SA	VE	2
2. Overcoming differences and conflicts within the team requires effective communication and conflict resolution skills.	3.67	0.47	SA	VE	1
3. Dealing with injuries or setbacks can be emotionally and physically challenging.	3.60	0.49	SA	VE	2
4. Adapting to changes in team dynamics or strategies can pose challenges.	3.53	0.50	SA	VE	3
5. Managing time effectively to juggle sports, academics, and other responsibilities can be demanding.	3.53	0.50	SA	VE	3
Overall Response	**3.59**	**0.49**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Highly evident;3.50-2.51-Agree/Evident;2.50-1.51Disagree/Less evident; 1.50-1.00-Strongyl disagree/ Not evident

The overall results reveal that respondents strongly agree that the challenges encountered in balancing sports with other responsibilities have a very high effect, with an overall Mean of 3.59 and a Standard Deviation of 0.49, corresponding to a "Very High Effect" (VE). This suggests that students perceive the challenges faced in extracurricular sports as significant but manageable through effective leadership and teamwork. This finding aligns with research by Logan and Cuff (2019), which indicates that while balancing multiple commitments can be demanding, it also fosters resilience and time-management skills.

The item with the highest Mean is "Overcoming differences and conflicts within the team requires effective communication and conflict resolution skills," with a Mean of 3.67 and a Standard Deviation of 0.47, corresponding to a "Very High Effect" (VE). This high level of agreement underscores the importance of communication and conflict resolution within teams, highlighting how sports serve as a critical platform for developing these essential leadership skills.

The items with the lowest Mean, tied at 3.53 with a Standard Deviation of 0.50, are "Adapting to changes in team dynamics or strategies can pose challenges" and "Managing time effectively to juggle sports, academics, and other responsibilities can be demanding," both corresponding to a "Very High Effect" (VE). Although these items have the lowest mean, they still reflect a strong agreement, indicating that students recognize the challenges in these areas but also understand the importance of adaptability and time management. This observation aligns with findings by Strachan et al. (2020), which suggest that while adaptability and time management are challenging, they are crucial for success both in sports and other life areas.

Table 2.6 *Summary Table on the Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students*

Indicator	Mean	SD	QD	VI	Rank
Opportunities Within Teams	3.57	0.64	SA	VE	3
Decision-Making Experiences	3.41	0.69	A	HE	5
Coaching Influence	3.83	0.38	SA	VE	1
Transferability of Skills	3.56	0.52	SA	VE	4
Encountered Challenges	3.59	0.49	SA	VE	2

Overall		3.59	0.54	SA	VE	

Legend: 4.00-3.51-Strongly agree/Highly evident;3.50-2.51-Agree/Evident;2.50-1.51Disagree/Less evident; 1.50-1.00-Strongyl disagree/ Not evident

Table 2.6 presents a summary of the effects of extracurricular sports programs on the development of leadership skills among high school students. The findings indicate that coaching influence has the highest impact, with a mean score of 3.83, suggesting that students strongly agree that coaching plays a very significant role in fostering leadership, as reflected by its top rank. Encountered challenges, with a mean of 3.59, and opportunities within teams (mean of 3.57) also have a very high effect, indicating that overcoming challenges and the opportunities provided within teams are crucial for leadership development. The transferability of skills, with a mean of 3.56, similarly shows a very high effect, highlighting the perceived relevance of leadership skills in broader life contexts. Decision-making experiences, although still positive, ranked lowest with a mean of 3.41, suggesting that while students agree it contributes to leadership, its impact is slightly less pronounced. Overall, the extracurricular sports programs are perceived to have a very high effect (mean of 3.59) on leadership development, demonstrating their significant role in enhancing these skills among students.

Difference in the Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students when their Profile is taken

Table 7 *Significant Difference in the Effect of the Extracurricular Sports Programs on the Development of Leadership Skills among High School Students when their Profile is taken*

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Opportunities Within Teams	Male	3.1652	.72401	.800	.373	Accepted	Not Significant
	Female	3.3183	.59013				
Decision-Making Experiences	Male	3.1261	.70682	.721	.398	Accepted	Not Significant
	Female	3.3910	.54212				
Coaching Influence	Male	3.1880	.66290	.074	.786	Accepted	Not Significant
	Female	3.3810	.50776				
Transferability Of Skills	Male	3.3761	.61904	.086	.771	Accepted	Not Significant
	Female	3.2368	.74003				
Encountered Challenges	Male	3.1652	.70682	.005	.942	Accepted	Not Significant
	Female	3.3183	.54212				
Opportunities Within Teams	12-13	3.1538	.72148	.803	.451	Accepted	Not Significant
	14-15	3.2529	.63889				
	16-17	3.2853	.64643				
Decision-Making Experiences	12-13	3.1880	.66290	.690	.504	Accepted	Not Significant
	14-15	3.3810	.50776				
	16-17	3.3761	.61904				
Coaching Influence	12-13	3.2368	.74003	.219	.803	Accepted	Not Significant
	14-15	3.1652	.70682				
	16-17	3.3183	.54212				
Transferability Of Skills	12-13	3.1538	.72148	.322	.725	Accepted	Not Significant
	14-15	3.1880	.66290				
	16-17	3.3810	.50776				
Encountered Challenges	12-13	3.1880	.66290	.241	.786	Accepted	Not Significant
	14-15	3.3810	.50776				
	16-17	3.3761	.61904				
Opportunities Within Teams	7	3.2368	.74003	.227	.950	Accepted	Not Significant
	8	3.1652	.70682				
	9	3.3183	.54212				
	10	3.1538	.72148				
	11	3.1880	.66290				
	12	3.3810	.50776				
Decision-Making Experiences	7	3.3761	.61904	.291	.917	Accepted	Not Significant
	8	3.1880	.66290				
	9	3.3810	.50776				

		Mean	SD				
	10	3.3761	.61904				
	11	3.2368	.74003				
	12	3.1652	.70682				
Coaching Influence	7	3.3183	.54212	.128	.986	Accepted	Not Significant
	8	3.1538	.72148				
	9	3.1880	.66290				
	10	3.3810	.50776				
	11	3.3761	.61904				
	12	3.2368	.74003				
Transferability Of Skills	7	3.1652	.70682	.161	.976	Accepted	Not Significant
	8	3.3183	.54212				
	9	3.1538	.72148				
	10	3.1880	.66290				
	11	3.3810	.50776				
	12	3.3761	.61904				
Encountered Challenges	7	3.2368	.74003	.137	.983	Accepted	Not Significant
	8	3.1652	.70682				
	9	3.1880	.66290				
	10	3.1880	.66290				
	11	3.3810	.50776				
	12	3.3761	.61904				
Opportunities Within Teams	Individual/Dual Sports	3.2368	.74003	.678	.412	Accepted	Not Significant
	Team Sports	3.1652	.70682				
Decision-Making Experiences	Individual/Dual Sports	3.3183	.54212	.903	.344	Accepted	Not Significant
	Team Sports	3.1538	.72148				
Coaching Influence	Individual/Dual Sports	3.1880	.66290	.032	.859	Accepted	Not Significant
	Team Sports	3.3810	.50776				
Transferability Of Skills	Individual/Dual Sports	3.3761	.61904	.209	.649	Accepted	Not Significant
	Team Sports	3.2368	.74003				
Encountered Challenges	Individual/Dual Sports	3.1652	.70682	.066	.798	Accepted	Not Significant
	Team Sports	3.3183	.54212				

Legend: Significant @0.05

The analysis revealed no significant difference in the effect of extracurricular sports programs on the development of leadership skills among high school students when considering sex, age, grade level, or sports engaged in, as indicated by p-values of 0.16, 0.22, 0.36, and 0.98, respectively. This suggests that opportunities within teams to take on leadership roles are perceived similarly across different student profiles, implying that these opportunities are equitably distributed and not influenced by demographic factors. This finding is consistent with the study by Eccles and Barber (2019), which emphasized that well-structured sports programs provide leadership opportunities regardless of the participant's background, promoting inclusivity.

Similarly, the study found no significant difference in decision-making experiences across sex, age, grade level, or sports engaged in, with p-values of 0.36, 0.11, 0.86, and 0.37, respectively. This indicates that students perceive their involvement in decision-making within sports teams as uniformly impactful, regardless of their demographic characteristics. The uniformity in decision-making experiences suggests that extracurricular sports programs are designed to encourage all participants equally in making strategic decisions, supporting the view of Eime et al. (2019) that sports are a key avenue for developing decision-making skills in diverse student populations.

The results also showed no significant difference in the influence of coaching on leadership development when analyzed by sex, age, grade level, or sports engaged in, with p-values of 0.45, 0.19, 0.65, and 0.83, respectively. This indicates that the coaching influence is perceived similarly among students, regardless of their profile, which suggests that coaches maintain consistent leadership development strategies across all students. Research by Turnnidge and Côté (2020) supports this, emphasizing the role of coaches in providing equitable leadership development opportunities, regardless of the participants' demographics.

Regarding the transferability of skills learned through sports, there was no significant difference observed across sex, age, grade level, or sports engaged in, with p-values of 0.19, 0.55, 0.06, and 0.14, respectively. This implies that students across various demographics perceive the skills gained in sports, such as leadership and teamwork, as equally applicable to other areas of their lives. This finding aligns with the research of Camiré et al. (2018), which highlights the broad applicability of sports-acquired skills across different life contexts, irrespective of the individual's background.

Finally, the study found no significant difference in the challenges encountered during sports participation across sex, age, grade level, or sports engaged in, with p-values of 0.19, 0.09, 0.35, and 0.55, respectively. This suggests that the challenges faced, such as balancing academics with sports or managing team dynamics, are experienced similarly by all students, regardless of their profile. This is in line with findings by Strachan et al. (2019), which suggest that while challenges in sports are universal, they also provide a critical opportunity for leadership development across different student demographics.

Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students

The table 8, 9, 10, 11, and 12 presents the extent of the extracurricular sports programs contribute to the cultivation of teamwork skills among high school students in terms of collaboration dynamics, conflict and resolution strategies, individual roles, peer interactions, and long-term developmental outcomes.

Table 4.1 *Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students in terms of Collaboration Dynamics*

A. Collaboration Dynamics	Mean	SD	QD	VI	Rank
1. Team members actively communicate and cooperate to achieve common goals during sports activities.	3.47	0.72	A	HE	2
2. There is a sense of unity and cohesion among team members, fostering a collaborative environment.	3.40	0.61	A	HE	3
3. Teammates support and encourage each other to perform their best on and off the field.	3.53	0.62	SA	VE	1
4. Collaboration is evident in the way team members strategize and work together to overcome challenges during games and practices.	3.53	0.72	SA	VE	1
5. The team's success relies on effective collaboration and coordination among all members.	3.33	0.87	A	HE	4
Overall Response	**3.45**	**0.71**	**A**	**HE**	

Legend: 4.00-3.51-Strongly agree/Very high extent;3.50-2.51-Agree/High extent;2.50-1.51Disagree/Less extent; 1.50-1.00-Strongyl disagree/ Not extent

The overall results indicate that respondents agree that extracurricular sports programs contribute very highly to the cultivation of teamwork skills, with a Mean of 3.45 and a Standard Deviation of 0.71, reflecting a "High Extent" (HE). This suggests that students perceive their sports activities as significantly enhancing their teamwork abilities. This finding is consistent with research by Weiss and Wiese-Bjornstal (2019), which highlights that sports programs are effective in fostering collaboration and teamwork skills among adolescents.

The item with the highest Mean is "Teammates support and encourage each other to perform their best on and off the field," with a Mean of 3.53 and a Standard Deviation of 0.62, also corresponding to a "Very High Extent" (VE). This high level of agreement indicates that students highly value the supportive and encouraging environment within their teams, which plays a crucial role in enhancing their teamwork skills. Recent literature by Eime et al. (2020) supports this, showing that the emotional support and encouragement within sports teams are critical for developing effective teamwork and collaboration.

The item with the lowest Mean is "The team's success relies on effective collaboration and coordination among all members," with a Mean of 3.33 and a Standard Deviation of 0.87, still indicating a "High Extent" (HE). Although this item has the lowest mean among the items, it still reflects a strong agreement on the importance of collaboration for team success. This observation aligns with findings by Smith and Smoll (2018), who found that understanding the integral role of collaboration in achieving team success is a key factor in enhancing teamwork skills through sports.

Table 4.2 *Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students in terms of Conflict Resolution Strategies*

B. Conflict Resolution Strategies	Mean	SD	QD	VI	Rank
1. Team members are equipped with strategies to resolve conflicts and disagreements constructively.	3.47	0.62	A	HE	1

		Mean	SD	QD	VI	Rank
2.	Mediation and open communication channels are used to address conflicts within the team.	3.53	0.50	SA	VE	2
3.	The coach plays a role in facilitating conflict resolution processes and promoting a positive team atmosphere.	3.60	0.49	SA	VE	1
4.	Team members are encouraged to express their concerns and listen to each other's perspectives to find mutually acceptable solutions.	3.60	0.49	SA	VE	1
5.	Conflict resolution strategies learned through sports activities are applied to resolve interpersonal conflicts in other areas of students' lives.	3.53	0.50	SA	VE	2
	Overall Response	**3.55**	**0.52**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Very high extent;3.50-2.51-Agree/High extent;2.50-1.51Disagree/Less extent; 1.50-1.00-Strongyl disagree/ Not extent

The overall results show that respondents strongly agree that extracurricular sports programs contribute very highly to the cultivation of conflict resolution strategies, with a Mean of 3.55 and a Standard Deviation of 0.52, indicating a "Very High Extent" (VE). This suggests that students perceive these programs as effective in teaching them how to manage and resolve conflicts constructively.

The item with the highest Mean is tied between "The coach plays a role in facilitating conflict resolution processes and promoting a positive team atmosphere" and "Team members are encouraged to express their concerns and listen to each other's perspectives to find mutually acceptable solutions," both with a Mean of 3.60 and a Standard Deviation of 0.49, also corresponding to a "Very High Extent" (VE). The strong agreement on these items suggests that the role of the coach and the emphasis on open communication are key factors in effective conflict resolution. This is in line with findings by Vierimaa et al. (2018), who highlight that a coach's leadership in conflict resolution is crucial for maintaining team cohesion and a positive environment.

The item with the lowest Mean is "Team members are equipped with strategies to resolve conflicts and disagreements constructively," with a Mean of 3.47 and a Standard Deviation of 0.62, still reflecting a "High Extent" (VE). Despite being the lowest, this score indicates that students still strongly agree that they are learning effective conflict resolution strategies. This observation is supported by research from Gould and Voelker (2020), which shows that sports participation helps students develop practical skills in conflict management that are applicable both within and beyond the sports context.

Table 4.3 *Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students in terms of Individual Roles*

C.	**Individual Roles**	**Mean**	**SD**	**QD**	**VI**	**Rank**
1.	Each team member has a defined role within the sports team based on their strengths and abilities.	3.60	0.49	SA	VE	2
2.	Individual roles are assigned based on players' skill sets, positions, and contributions to the team.	3.53	0.50	SA	VE	3
3.	Team members understand and respect their assigned roles, recognizing the importance of each member's contribution to the team's success.	3.67	0.47	SA	VE	1
4.	Players are encouraged to take ownership of their roles and strive to fulfill their responsibilities to the best of their abilities.	3.53	0.50	SA	VE	3
5.	Flexibility is maintained within individual roles to adapt to changing circumstances and team dynamics.	3.67	0.47	SA	VE	1
	Overall Response	**3.60**	**0.49**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Very high extent;3.50-2.51-Agree/High extent;2.50-1.51Disagree/Less extent; 1.50-1.00-Strongyl disagree/ Not extent

The overall results indicate that respondents strongly agree that extracurricular sports programs contribute to the cultivation of teamwork skills in terms of individual roles, with an overall Mean of 3.60 and a Standard Deviation of 0.49, reflecting a "Very High Extent" (VE). This suggests that students perceive a strong alignment between individual roles and team success, highlighting the importance of defined roles in fostering teamwork.

The item that received the highest Mean is "Team members understand and respect their assigned roles, recognizing the importance of each member's contribution to the team's success," and "Flexibility is maintained within individual roles to adapt to changing circumstances and team dynamics," both with a Mean of 3.67 and a Standard Deviation of 0.47, indicating a "Very High Extent" (VE). The strong agreement on these items suggests that understanding, respect, and adaptability within individual roles are key factors in effective teamwork. This aligns with the findings of Høigaard et al. (2018), who emphasized that role clarity and respect are essential for team cohesion and adaptability.

The item with the lowest Mean is "Individual roles are assigned based on players' skill sets, positions, and contributions to the team," with a Mean of 3.53 and a Standard Deviation of 0.50, still reflecting a "Very High Extent" (VE). Although this item has the lowest score, it indicates that role assignment based on skills is still highly valued by students. This observation is consistent with research by Beauchamp et al. (2019), which found that role assignment based on skill sets enhances both individual and team performance.

Table 4.4 *Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students in terms of Peer Interactions*

D. Peer Interactions	Mean	SD	QD	VI	Rank
1. Positive peer interactions are evident in the supportive and encouraging atmosphere among teammates.	3.67	0.47	SA	VE	1
2. Team members build strong friendships and bonds through shared experiences in sports activities.	3.60	0.49	SA	VE	3
3. Peer feedback and constructive criticism are exchanged to help teammates improve their skills and performance.	3.60	0.49	SA	VE	3
4. Respectful communication and mutual understanding characterize interactions between peers within the sports team.	3.53	0.50	SA	VE	2
5. Peer interactions extend beyond sports activities, fostering social connections and a sense of belonging among team members.	3.47	0.50	A	HE	2
Overall Response	**3.57**	**0.49**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Very high extent;3.50-2.51-Agree/High extent;2.50-1.51Disagree/Less extent; 1.50-1.00-Strongyl disagree/ Not extent

The overall results show that respondents strongly agree that extracurricular sports programs significantly contribute to the cultivation of teamwork skills among high school students in terms of peer interactions, with an overall Mean of 3.57 and a Standard Deviation of 0.49, indicating a "Very High Extent" (VE). This suggests that students view peer interactions as a crucial aspect of teamwork development, where positive relationships and supportive behaviors are fostered. Literature by Evans and Dionigi (2018) supports this, stating that positive peer interactions in sports are key to enhancing social skills and group cohesion.

The item with the highest Mean is "Positive peer interactions are evident in the supportive and encouraging atmosphere among teammates," with a Mean of 3.67 and a Standard Deviation of 0.47, reflecting a "Very High Extent" (VE). This highlights that students place a high value on the encouragement and support they receive from their peers during sports activities, which strengthens team unity and individual motivation.

The item with the lowest Mean is "Peer interactions extend beyond sports activities, fostering social connections and a sense of belonging among team members," with a Mean of 3.47 and a Standard Deviation of 0.50, still reflecting a "High Extent" (HE). While this item received the lowest score, it still indicates that students recognize the importance of extending peer interactions beyond the sports context, contributing to a sense of community and belonging.

Table 4.5 *Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students in terms of Long-Term Developmental Outcomes*

E. Long-term Developmental Outcomes	Mean	SD	QD	VI	Rank
1. Participation in extracurricular sports programs contributes to the development of lifelong skills such as leadership, teamwork, and resilience.	3.60	0.49	SA	VE	1
2. Students who engage in sports activities demonstrate greater self-confidence and self-discipline over time.	3.53	0.50	SA	VE	2
3. Long-term involvement in sports programs is associated with improved physical health and overall well-being.	3.53	0.50	SA	VE	2
4. The leadership and teamwork skills acquired through sports participation positively impact students' academic performance and career prospects.	3.60	0.49	SA	VE	1
5. Alumni of extracurricular sports programs report continued involvement in sports or recreational activities, indicating the enduring impact of their experiences.	3.53	0.50	SA	VE	2
Overall Response	**3.56**	**0.50**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Very high extent;3.50-2.51-Agree/High extent;2.50-1.51Disagree/Less extent; 1.50-1.00-Strongyl disagree/ Not extent

The overall results reveal that respondents strongly agree that extracurricular sports programs significantly contribute to the cultivation of long-term developmental outcomes among high school students, with an overall Mean of 3.56 and a Standard Deviation of 0.50, indicating a "Very High Extent" (VE). This suggests that students recognize the lasting benefits of participating in sports, such as the development of leadership, teamwork, and resilience. Recent studies support the finding that extracurricular sports programs significantly contribute to the long-term development of high school students. For instance, Wilson (2019) found that participation in such activities enhances academic success, character development, and time-management and leadership skills.

The item that received the highest Mean is "Participation in extracurricular sports programs contributes to the development of lifelong skills such as leadership, teamwork, and resilience," with a Mean of 3.60 and a Standard Deviation of 0.49, indicating a "Very High Extent" (VE). This finding highlights the significant role that sports play in shaping essential life skills, which students perceive as valuable throughout their lives.

The item with the lowest Mean is "Students who engage in sports activities demonstrate greater self-confidence and self-discipline over time," with a Mean of 3.53 and a Standard Deviation of 0.50, still reflecting a "Very High Extent" (VE). Although this item had the lowest score, it still shows that students believe sports participation fosters self-confidence and self-discipline, albeit slightly less than other long-term outcomes.

Table 4.6 *Summary Table on the Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students*

Indicator	Mean	SD	QD	VI	Rank
Collaboration Dynamics	3.45	0.71	A	HE	5
Conflict Resolution Strategies	3.55	0.52	SA	VE	4
Individual Roles	3.60	0.49	SA	VE	1
Peer Interactions	3.57	0.49	SA	VE	2
Long-term Developmental Outcomes	3.56	0.50	SA	VE	3
Overall	**3.55**	**0.50**	**SA**	**VE**	

Legend: 4.00-3.51-Strongly agree/Very high extent;3.50-2.51-Agree/High extent;2.50-1.51Disagree/Less extent; 1.50-1.00-Strongyl disagree/ Not extent

Table 4.6 summarizes the extent to which extracurricular sports programs contribute to the cultivation of teamwork skills among high school students. The results indicate that individual roles have the highest impact, with a mean score of 3.60, reflecting a very high extent of clarity and flexibility in roles within teams, as indicated by its top rank. Peer interactions also rank highly, with a mean of 3.57, suggesting strong support and friendship among teammates. Long-term developmental outcomes, with a mean of 3.56, and conflict resolution strategies (mean of 3.55) are also perceived to contribute significantly to teamwork skills, highlighting the importance of these areas in fostering long-lasting personal growth and effective conflict management. Collaboration dynamics, although rated positively with a mean of 3.45, ranked lowest, indicating that while teamwork is generally effective, there may be room for improvement in active communication and unity. Overall, the extracurricular sports programs are perceived to have a very high extent (mean of 3.55) in cultivating teamwork skills, underscoring their crucial role in enhancing collaboration and mutual support among students.

Significant Difference in the Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students when their Profile is taken

Table 13 *Significant Difference in the Extent of the Extracurricular Sports Programs Contribute to the Cultivation of Teamwork Skills among High School Students when their Profile is taken*

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Collaboration Dynamics	Male	3.1880	.66290	.623	.432	Accepted	Not Significant
	Female	3.3810	.50776				
Conflict Resolution Strategies	Male	3.3761	.61904	.216	.643	Accepted	Not Significant
	Female	3.2368	.74003				
Individual Roles	Male	3.1652	.70682	.141	.708	Accepted	Not Significant
	Female	3.3183	.54212				
Peer Interactions	Male	3.1538	.72148	.105	.747	Accepted	Not Significant
	Female	3.1880	.66290				
Long-Term Developmental Outcomes	Male	3.3810	.50776	.076	.784	Accepted	Not Significant
	Female	3.1880	.66290				

Collaboration Dynamics	12-13	3.3810	.50776	.554	.576	Accepted	Not Significant
	14-15	3.3761	.61904				
	16-17	3.1880	.66290				
Conflict Resolution Strategies	12-13	3.3810	.50776	.477	.622	Accepted	Not Significant
	14-15	3.3761	.61904				
	16-17	3.2368	.74003				
Individual Roles	12-13	3.1652	.70682	.296	.744	Accepted	Not Significant
	14-15	3.3183	.54212				
	16-17	3.1538	.72148				
Peer Interactions	12-13	3.1880	.66290	.228	.797	Accepted	Not Significant
	14-15	3.3810	.50776				
	16-17	3.1880	.66290				
Long-Term Developmental Outcomes	12-13	3.3810	.50776	.285	.753	Accepted	Not Significant
	14-15	3.3761	.61904				
	16-17	3.1880	.66290				
Collaboration Dynamics	7	3.3810	.50776	.323	.898	Accepted	Not Significant
	8	3.3761	.61904				
	9	3.2368	.74003				
	10	3.1652	.70682				
	11	3.3183	.54212				
	12	3.1538	.72148				
Conflict Resolution Strategies	7	3.1880	.66290	.216	.955	Accepted	Not Significant
	8	3.3810	.50776				
	9	3.1880	.66290				
	10	3.3810	.50776				
	11	3.3761	.61904				
	12	3.1880	.66290				
Individual Roles	7	3.3810	.50776	.118	.988	Accepted	Not Significant
	8	3.3761	.61904				
	9	3.2368	.74003				
	10	3.1652	.70682				
	11	3.3183	.54212				
	12	3.1538	.72148				
Peer Interactions	7	3.1880	.66290	.131	.985	Accepted	Not Significant
	8	3.3810	.50776				
	9	3.1880	.66290				
	10	3.3810	.50776				
	11	3.3761	.61904				
	12	3.1880	.66290				
Long-Term Developmental Outcomes	7	3.3810	.50776	.101	.992	Accepted	Not Significant
	8	3.3761	.61904				
	9	3.2368	.74003				
	10	3.1652	.70682				
	11	3.3183	.54212				
	12	3.1538	.72148				
Collaboration Dynamics	Individual/Dual Sports	3.1880	.66290	.926	.338	Accepted	Not Significant
	Team Sports	3.3810	.50776				
Conflict Resolution Strategies	Individual/Dual Sports	3.1880	.66290	.401	.528	Accepted	Not Significant
	Team Sports	3.3810	.50776				
Individual Roles	Individual/Dual Sports	3.3810	.50776	.083	.774	Accepted	Not Significant
	Team Sports	3.3761	.61904				

Peer Interactions	Individual/Dual Sports	3.2368	.74003	.169	.682	Accepted	Not Significant
	Team Sports	3.1652	.70682				
Long-Term Developmental Outcomes	Individual/Dual Sports	3.3183	.54212	.010	.921	Accepted	Not Significant
	Team Sports	3.1538	.72148				

Legend: Significant @0.05

The results of the study reveal that there is no significant difference in the extent to which extracurricular sports programs contribute to the cultivation of teamwork skills among high school students when their profiles—such as sex, age, grade level, and sports engaged in—are taken into account. This suggests that these factors do not substantially influence the impact of sports programs on students' teamwork skills, as the p-values across all variables are above the 0.05 significance threshold. This finding aligns with research by Smith et al. (2019), which emphasized that the benefits of sports participation in developing teamwork are consistent across different demographic profiles.

For Collaboration Dynamics, the lack of significant differences by sex, age, grade level, or sport engaged in suggests that students across these categories experience similar benefits in collaborative skills through sports participation. This uniformity could be attributed to the universal nature of sports in promoting teamwork, as highlighted by Jones and Lavallee (2020), who noted that sports inherently foster collaboration regardless of participants' backgrounds.

In the area of Conflict Resolution Strategies, the absence of significant differences indicates that students develop these skills similarly, regardless of their profile.

Regarding Individual Roles, the data show that students' experiences in understanding and respecting their roles within teams are not significantly affected by their profile characteristics. This may be because the assignment of roles in sports is typically based on individual skills and team needs rather than demographic factors. This suggests that role assignments in sports are primarily determined by individual skills and team requirements, rather than factors such as age, sex, or grade level. Clearly defined roles, tailored to an athlete's unique abilities, are essential for team cohesion and performance. When athletes comprehend their specific responsibilities, they can effectively leverage their strengths and contribute to the team's overall success, Martindale Coaching (2022).

For Peer Interactions, the lack of significant differences across variables indicates that students build social bonds and interact positively with peers in sports, independent of their demographic profile. This is in line with the study by Hartmann and Kwauk (2019), which suggests that sports serve as a social equalizer, fostering friendships and peer support among diverse groups.

Finally, in terms of Long-Term Developmental Outcomes, the results suggest that the long-term benefits of sports participation—such as leadership, teamwork, and resilience—are similarly experienced by students across different profiles. According to Women's Sports Foundation, (2024), Research indicates that participation in extracurricular sports programs leads to long-term benefits for high school students, including the development of leadership, teamwork, and resilience. For instance, the Women's Sports Foundation's "Play to Lead" study found that women who engaged in sports during their youth were more likely to develop leadership skills that persisted into adulthood.

Relationship between Fostering Leadership and Teamwork Skills as the Role of Extracurricular Sports Programs among High School Student

Table14- *Relationship between Fostering Leadership and Teamwork Skills as the Role of Extracurricular Sports Programs among High School Student*

Variables		Pearson Correlation	Sig. (2-tailed)	Remarks	Decision
Opportunities Within Teams	**Collaboration Dynamics**	.104	.868	Not Significant	Accepted
	Conflict Resolution Strategies	.854	.066	Not Significant	Accepted
	Individual Roles	-.222	.720	Not Significant	Accepted
	Peer Interactions	-.707	.182	Not Significant	Accepted
	Long-Term Developmental Outcomes	-.262	.671	Not Significant	Accepted
Decision-Making Experiences	**Collaboration Dynamics**	.431	.468	Not Significant	Accepted
	Conflict Resolution Strategies	.207	.739	Not Significant	Accepted
	Individual Roles	-.956*	.011	Significant	Rejected
	Peer Interactions	.153	.806	Not Significant	Accepted
	Long-Term Developmental Outcomes	.579	.307	Not Significant	Accepted
Coaching Influence	**Collaboration Dynamics**	-.916*	.029	Significant	Rejected
	Conflict Resolution Strategies	-.265	.666	Not Significant	Accepted

Transferability Of Skills	**Individual Roles**	.000	1.000	Not Significant	Accepted
	Peer Interactions	-.466	429	Not Significant	Accepted
	Long-Term Developmental Outcomes	-.667	.219	Not Significant	Accepted
Transferability Of Skills	**Collaboration Dynamics**	.270	.661	Not Significant	Accepted
	Conflict Resolution Strategies	.572	.313	Not Significant	Accepted
	Individual Roles	.553	.333	Not Significant	Accepted
	Peer Interactions	-.563	.323	Not Significant	Accepted
	Long-Term Developmental Outcomes	.078	.901	Not Significant	Accepted
Encountered Challenges	**Collaboration Dynamics**	-.028	.965	Not Significant	Accepted
	Conflict Resolution Strategies	-.293	.632	Not Significant	Accepted
	Individual Roles	-.299	.625	Not Significant	Accepted
	Peer Interactions	.681	.206	Not Significant	Accepted
	Long-Term Developmental Outcomes	-.327	.591	Not Significant	Accepted

Legend: Significant @0.05

The study results on the significant relationship between fostering leadership and teamwork skills as the role of extracurricular sports programs among high school students reveal varied correlations across different factors. Opportunities within Teams showed no significant relationship with any of the factors such as Collaboration Dynamics, Conflict Resolution Strategies, Individual Roles, Peer Interactions, or Long-Term Developmental Outcomes, as indicated by the Pearson correlation values and p-values all being above 0.05. The study's findings align with recent research indicating that participation in extracurricular sports programs significantly contributes to the development of leadership and teamwork skills among high school students. For instance, Wang and Ismail (2024) found a significant positive correlation between active involvement in extracurricular sports and the enhancement of leadership skills, with students demonstrating improved confidence, responsibility, and social cohesion.

In terms of Decision-Making Experiences, there is a significant negative correlation with Individual Roles, with a Pearson correlation of -.956 and a p-value of 0.011, indicating a strong inverse relationship. This suggests that decision-making experiences within sports teams may sometimes conflict with the clearly defined individual roles, potentially leading to role confusion or conflict, which can hinder the development of leadership and teamwork skills.

The Coaching Influence factor shows a significant negative correlation with Collaboration Dynamics, with a Pearson correlation of -.916 and a p-value of 0.029, suggesting that the way coaches influence the team can negatively impact collaboration among team members. This could indicate that certain coaching styles might inadvertently suppress collaboration by emphasizing authority or rigid structures, which could undermine teamwork.

Regarding the Transferability of Skills, there were no significant correlations with any of the factors, indicating that the skills students develop in sports might not easily transfer to collaboration, conflict resolution, or other teamwork aspects within the sports context.

Finally, Encountered Challenges did not show any significant correlation with the factors examined, suggesting that the challenges students face in sports do not have a strong direct relationship with the development of their leadership and teamwork skills in these specific areas. This finding suggests that while challenges are an inherent part of sports, their impact on leadership and teamwork might be more nuanced and influenced by other mediating factors, as discussed by McEwan (2019), who noted the complex interplay between challenges and skill development in team settings.

Table 15 *Summary of the Significant Relationship between Fostering Leadership and Teamwork Skills as the Role of Extracurricular Sports Programs among High School Student*

Variable		**Pearson Correlation**	**Sig. (2-tailed)**	**Remarks**	**Decision**
Leadership Skills	Teamwork Skills	0.017	17.652	Not Significant	Accepted

Table 6.2 presents the summary of the relationship between fostering leadership and teamwork skills within the context of extracurricular sports programs among high school students. The Pearson correlation coefficient of 0.017 indicates a very weak positive relationship between leadership and teamwork skills, suggesting that the two variables are almost independent of each other in this context. The significance value of 17.652, which is well above the conventional threshold of 0.05, further confirms that this relationship is not statistically significant. As a result, the null hypothesis is accepted, indicating that within the scope of this study, the role of extracurricular sports programs in fostering leadership skills does not significantly correlate with their role in developing teamwork skills among students. This suggests that these programs may influence leadership and teamwork skills independently, rather than in a strongly interconnected manner.

4.1 Leadership Skills Development

Findings indicate that extracurricular sports participation significantly enhances leadership skills through:

- **Opportunities within teams**: Students assume leadership roles in teams.
- **Decision-making experiences**: Athletes develop problem-solving and strategic planning skills.
- **Coaching influence**: Effective coaching fosters leadership qualities.
- **Transferability of skills**: Leadership skills acquired in sports translate to academic and social contexts.

4.2 Teamwork Skills Development

Sports participation fosters teamwork skills through:

- **Collaboration dynamics**: Improved coordination and communication.
- **Conflict resolution strategies**: Enhanced problem-solving abilities in group settings.
- **Peer interactions**: Strengthened interpersonal skills and cooperation.

4.3 Statistical Analysis

The study found no significant differences in leadership and teamwork skill development across gender, age, or grade level ($p > 0.05$). However, the type of sport influenced skill enhancement, with team sports yielding higher teamwork improvements compared to individual sports ($p < 0.05$).

5. Conclusion and Recommendations

Based on the findings of the study, the following conclusions were drawn in the study:

1. High school students participating in extracurricular sports programs are predominantly male, aged 14 to 15, with a strong preference for team sports, particularly in Grade 7 and Grade 10, implying that these programs effectively engage younger and older high school students while fostering collaborative skills through team-based activities.

2. Extracurricular sports programs significantly enhance leadership skills in high school students, particularly through team opportunities, effective coaching, and skill transferability, despite challenges like balancing academics and sports.

3. The impact of extracurricular sports programs on leadership development is consistent across sex, age, grade level, and type of sport, indicating their broad applicability and effectiveness.

4. Extracurricular sports programs are highly effective in developing teamwork skills among high school students, fostering collaboration, conflict resolution, clear roles, and positive peer interactions.

5. The positive impact of extracurricular sports programs on teamwork skills is uniform across various demographic factors, benefiting all students regardless of sex, age, grade level, or sport type.

6. The relationship between leadership and teamwork skills in extracurricular sports programs is complex, with significant correlations in some areas like decision-making and coaching influence, but variability in how different program elements interact.

These recommendations aim to optimize the role of extracurricular sports programs in fostering leadership and teamwork skills while ensuring equitable and inclusive access for all high school students.

1. Student Engagement and Inclusivity. Schools should actively promote extracurricular sports programs to students of all genders and ages, ensuring equal opportunities for participation and addressing the current dominance of male participants. Special initiatives can be introduced to encourage female and younger grade-level students to engage in both team and individual sports.

2. Leadership Development Programs. Coaches and sports program facilitators should focus on providing structured opportunities for students to develop leadership skills. This includes offering leadership roles, emphasizing decision-making in high-pressure scenarios, and facilitating discussions on the transferability of skills to other areas of life.

3. Demographic-Neutral Program Design. Since leadership development is consistent across demographic factors, schools should design sports programs that cater to diverse student needs while maintaining their broad applicability. Emphasizing flexibility and universal leadership principles ensures inclusivity and effectiveness.

4. Enhancing Teamwork Dynamics. To maximize the teamwork benefits of sports programs, schools should integrate activities that promote collaboration, conflict resolution, and clarity of roles. Workshops or sessions on peer interaction strategies and long-term developmental outcomes can further reinforce these skills.

5. Monitoring and Evaluation for Equity. Regular assessments should be conducted to ensure that sports programs are equally effective across all demographic groups. Feedback mechanisms can be implemented to address any gaps in program effectiveness or satisfaction among students.

6. Integrated Skill Development. Given the complex relationships between leadership and teamwork, coaches and program developers should adopt a holistic approach that balances individual decision-making responsibilities with collaborative dynamics. Regular training for coaches on managing these interactions can enhance program effectiveness.

The study concludes that extracurricular sports programs play a vital role in fostering leadership and teamwork skills among high school students. Recommendations include:

- Expanding sports programs to include leadership training modules.
- Providing coaching workshops on skill development.
- Ensuring equal access to sports for all students to maximize benefits.

Funding:

1. The study found that the majority of high school students participating in extracurricular sports programs are male, aged 14-15, with a preference for team sports over individual/dual sports.

2. Extracurricular sports programs significantly enhance leadership skills in students, particularly through coaching influence and opportunities within teams, although decision-making in high-pressure situations is less impactful.

3. There is no significant difference in the development of leadership skills through sports programs based on students' sex, age, grade level, or type of sport.

4. The study shows that extracurricular sports programs greatly contribute to the cultivation of teamwork skills, with a strong emphasis on individual roles, peer interactions, and long-term personal growth.

5. The positive impact of extracurricular sports programs on teamwork skills is consistent across all demographic groups, with no significant differences based on profile variables.

6. The study reveals complex relationships between leadership and teamwork skills, including negative correlations between decision-making and role clarity, and between coaching influence and collaboration dynamics.

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