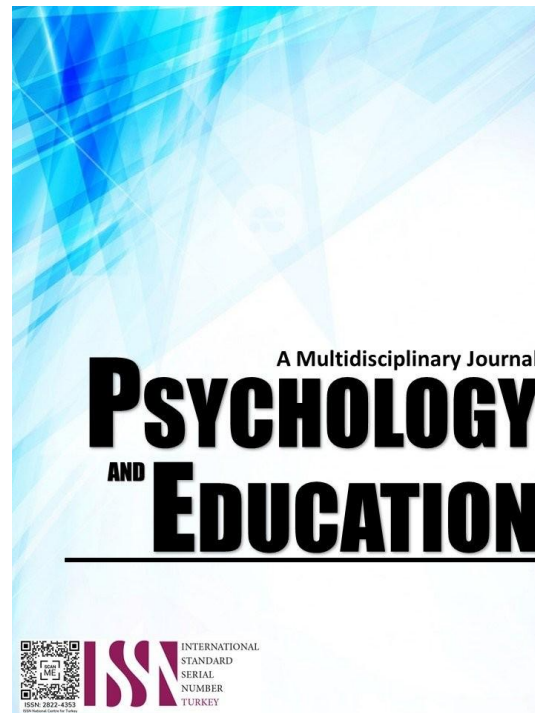


**BARANGAY SPORTS PROGRAM INVOLVEMENT, COMMUNITY
ENGAGEMENT, AND YOUTH SOCIAL SKILLS: A PREDICTIVE-
CORRELATIONAL STUDY IN PANGANTUCAN,
BUKIDNON, PHILIPPINES**



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Barangay Sports Program Involvement, Community Engagement, and Youth Social Skills: A Predictive-Correlational Study in Pangantucan, Bukidnon, Philippines

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Abstract

This research examined the relationship between barangay sports program involvement, community engagement, and youth social skills development in selected barangays of Pangantucan, Bukidnon, Philippines. Specifically, it aimed to determine whether participation in barangay sports programs and levels of community engagement significantly predict the development of youth social skills. A predictive-correlational research design was employed. Data were collected from youth participants using a structured survey questionnaire. Statistical analyses included weighted mean to describe the levels of the variables, Pearson product-moment correlation to determine relationships, and multiple regression analysis to identify predictors of social skills development. Results indicated that respondents demonstrated a high level of involvement in barangay sports programs, particularly in competitive and organizational/administrative involvement, while recreational involvement also remained high. Community engagement was rated very high, with emotional engagement obtaining the highest mean, followed by physical and cognitive engagement. Youth social skills development was likewise very high, particularly in conflict resolution, teamwork and collaboration, and communication skills. Correlation analysis revealed a significant positive relationship between barangay sports program involvement and youth social skills development. Community engagement was also significantly related to social skills development. Furthermore, multiple regression analysis showed that competitive involvement and organizational/administrative involvement significantly predicted youth social skills development while recreational involvement demonstrated a weaker predictive influence. The findings suggest that barangay sports programs function as effective platforms for promoting youth social interaction, cooperation, leadership, and civic participation. Strengthening and diversifying sports programs at the barangay level may therefore enhance youth empowerment and community engagement.

Keywords: *barangay sports program involvement, community engagement, youth social skills*

Introduction

The role of sport in youth development has been widely recognized in scholarly literature as extending beyond physical conditioning to include psychological, social, and civic benefits. Empirical studies show that youth participation in organized sports contributes significantly to the acquisition of life skills such as communication, teamwork, leadership, and conflict resolution, which are fundamental components of social competence (Sari et al., 2025; Holt et al., 2017). Participation in team sports, in particular, has been associated with reduced social anxiety, enhanced social self-concept, and improved interpersonal relationships among adolescents.

Beyond social skills development, systematic reviews indicate that youth sport participation yields positive psychological outcomes, including enhanced self-esteem, quality of life, and emotional well-being, while also contributing to sustained healthy behaviors throughout childhood and adolescence (Warburton et al., 2024). Meta-analytic evidence further demonstrates that sport participation has statistically significant effects on physical activity levels, mental well-being, and overall health outcomes compared with non-participation (Warburton et al., 2024). These findings suggest that sport environments function not only as physical activity settings but also as important developmental contexts where youth acquire social and emotional competencies. Furthermore, organized sport settings have been identified as productive environments for fostering pro-social behavior, subjective health, and a sense of coherence among socially vulnerable youth (Super et al., 2018).

Peer interaction within sport programs also plays a critical role in shaping developmental outcomes. Studies indicate that peers act as influential social agents who facilitate the development and transfer of life skills such as teamwork, cooperation, and social competence (Lower-Hoppe et al., 2021). Research within the Positive Youth Development (PYD) framework further emphasizes that intentionally structured sport programs can promote holistic youth growth by integrating skill development, mentorship, and supportive social environments (Holt et al., 2017). Longitudinal and cross-sectional studies have also demonstrated that sport participation is associated with lower levels of social isolation and greater social acceptance, suggesting that the benefits of sport involvement extend beyond immediate participation contexts (Dimech & Seiler, 2011; Zarrett et al., 2009).

Despite substantial international evidence supporting the developmental benefits of sport participation, most studies have focused primarily on school-based athletics or organized competitive sport systems, particularly in Western contexts. Relatively limited research has examined community-based grassroots sports programs, especially those implemented at the local governance level, such as barangay sports initiatives in the Philippines. Community-based sport programs differ from school or elite sport systems because they are embedded within the social and cultural structures of local communities, often involving volunteer leadership, civic participation, and community identity formation (Centers for Disease Control and Prevention [CDC], 2024; Marmot et al., 2020).

Within the Philippine setting, barangays serve as the primary unit of local governance and play a critical role in organizing youth-oriented activities, including community sports programs. These programs are commonly implemented through barangay councils and youth organizations such as the Sangguniang Kabataan, which aim to promote youth participation, leadership development, and community engagement. While these initiatives are widely practiced across the country, empirical research examining their developmental outcomes, particularly their influence on youth social skills and community engagement, remains limited.

In rural municipalities such as Pangantucan, Bukidnon, community-based sports activities are often used as informal strategies for youth engagement and social development. However, systematic research investigating how participation in barangay sports programs contributes to youths' social competencies and civic involvement is still scarce. Local reports from community leaders also indicate varying levels of youth behavioral concerns across barangays, highlighting the importance of structured programs that encourage constructive youth participation (2023 – Local Youth Development Office).

Given these gaps, there is a need for empirical studies that examine how grassroots sports initiatives at the barangay level contribute to youth development outcomes within the Philippine community context. Understanding these relationships is essential for designing evidence-based interventions that maximize the developmental benefits of sports participation while strengthening youth engagement in community life.

This study, therefore, investigates the relationship between barangay sports program involvement, community engagement, and youth social skills in selected barangays of Pangantucan, Bukidnon. By situating the research within the frameworks of positive youth development and community engagement, the study seeks to generate empirical evidence that can inform barangay-level policies and programs aimed at promoting holistic youth development through community-based sports initiatives.

Research Questions

This research aimed to determine the relationship between barangay sports program involvement, community engagement, and youth social skills development. Specifically, it sought to generate empirical evidence that may serve as a basis for strengthening barangay sports initiatives and guiding local policymakers and program implementers in promoting youth empowerment. To achieve this purpose, the research sought to answer the following research questions:

1. What are the levels of the following variables among the participants:
 - 1.1. Barangay sports program involvement in terms of:
 - 1.1.1. recreation;
 - 1.1.2. competition; and
 - 1.1.3. organization/administration?
 - 1.2. community engagement in terms of:
 - 1.2.1. cognitive community engagement;
 - 1.2.2. emotional community engagement; and
 - 1.2.3. physical community engagement?
 - 1.3. youth social skills development in terms of:
 - 1.3.1. communication;
 - 1.3.2. teamwork and collaboration; and
 - 1.3.3. conflict resolution?
2. Is there a relationship between barangay sports program involvement, community engagement, and youth social skills?
3. Which among the variables, barangay sports program involvement and community engagement, singly or in combination, significantly predict youths' social skills development?

Methodology

Research Design

This research employed a quantitative research approach using a predictive–correlational research design to examine the relationship between barangay sports program involvement, community engagement, and youth social skills development. A predictive–correlational design was selected because the study sought not only to determine the existence of relationships among variables but also to examine the extent to which certain variables can predict outcomes in youth social skills development.

Quantitative research is a systematic and structured method of collecting and analyzing numerical data to describe patterns, test relationships, and explain phenomena through statistical procedures (Creswell & Creswell, 2018). This approach allows researchers to measure variables objectively and analyze the strength and direction of relationships among them using statistical tools. In the context of this research, the quantitative approach enabled the researcher to gather measurable data on youth involvement in barangay sports programs, their level of community engagement, and their social skills development.

The predictive component of the design focuses on identifying which variables significantly influence or predict youth social skills development. Specifically, the research examines whether the level of involvement in barangay sports programs, categorized into

recreational involvement, competitive involvement, and organizational or administrative involvement, together with different dimensions of community engagement (cognitive, emotional, and physical engagement), can significantly predict the development of social skills among youth participants.

On the other hand, the correlational component of the design aims to determine the degree and direction of the relationship between the independent variables and the dependent variable. The independent variables in this study include barangay sports program involvement and community engagement, while the dependent variable is youth social skills development. Through correlational analysis, the study investigates whether higher levels of sports involvement and community engagement are associated with higher levels of social skills such as communication, teamwork, and collaboration, and conflict resolution.

This design is particularly appropriate for the present study because the researcher does not manipulate or control the variables but instead examines naturally occurring conditions within the community setting. By observing existing levels of participation and engagement among youth, the research is able to identify significant relationships and predictive patterns without altering the environment in which these variables occur.

Furthermore, the predictive correlational design allows the researcher to generate empirical evidence that can inform the development of community-based youth programs. Understanding how sports participation and community engagement influence social skills development can guide barangay officials, youth leaders, and policymakers in designing more effective sports initiatives and youth development programs.

In summary, the predictive correlational research design is appropriate for this research because it enables the systematic measurement of variables, the examination of relationships among them, and the identification of predictors of youth social skills development within the context of barangay sports programs and community engagement.

Respondents

The respondents of the research consisted of youth who are actively involved in barangay sports programs in selected barangays of Pangantucan, Bukidnon. These participants included both in-school and out-of-school youth aged 18 to 24 years old, who regularly participate in community sports activities such as barangay leagues, sports tournaments, training sessions, and other organized sports-related events.

A total of Two Hundred Seventy-Four (274) respondents were selected from a target population of 868 youth respondents involved in barangay sports programs. The sample size was determined using Yamane's (1967) formula with a 5% margin of error, which is commonly used for determining sample sizes in social science research involving finite populations.

To ensure fair representation of respondents from different barangays, proportionate stratified random sampling was utilized. In this method, the population was first divided into strata based on barangay location, and the number of respondents selected from each barangay was determined proportionally according to the size of the youth population involved in sports programs within each area. This approach ensured that each barangay was adequately represented in the sample, thereby improving the accuracy and reliability of the study's findings.

Within each barangay stratum, respondents were randomly selected from the list of eligible youth respondents provided by the respective Barangay Officials, Sangguniang Kabataan (SK) Chairpersons, and sports coordinators. These lists included youth who regularly participated in organized sports activities such as barangay-level tournaments, training sessions, and sports development programs.

To ensure that respondents had sufficient experience with barangay sports programs, only youth who had been actively participating in sports activities for at least three (3) months before the conduct of the study were considered eligible respondents. This criterion was applied to ensure that respondents could provide meaningful responses regarding their level of sports involvement, community engagement, and social skills development.

The recruitment process was conducted in coordination with barangay authorities and youth leaders. Before data collection, permission was formally requested from each barangay to conduct the study and to access the records of youth involved in sports programs. After approval was granted, the researcher coordinated with the SK Chairpersons and sports coordinators to identify eligible respondents based on the established inclusion criteria.

Potential respondents were approached during scheduled sports activities, barangay assemblies, and other community events. In some cases, home visits were also conducted to reach identified respondents. Each respondent was informed about the objectives of the research, the voluntary nature of their participation, and the measures taken to ensure confidentiality and anonymity of their responses. Informed consent forms were distributed and signed before the respondents completed the research questionnaire. Only those who voluntarily agreed to participate and met the eligibility criteria were included in the final sample. Efforts were also made to ensure that both male and female respondents, as well as in-school and out-of-school youth, were proportionately represented in the sample according to the stratified sampling design. This approach strengthened the representativeness of the sample and enhanced the credibility of the findings related to youth involvement in barangay sports programs, community engagement, and social skills

development. Overall, the use of proportionate stratified random sampling combined with clear eligibility criteria ensured that the selected respondents accurately represented the population of youth involved in barangay sports programs in Pangantucan, Bukidnon.

Instrument

The research instrument used in this research is a questionnaire composed of three major components, designed to assess youth involvement in barangay sports programs, community engagement, and social skills development. Part one is a researcher-made questionnaire specifically developed to measure youth involvement in barangay sports programs, with sub-variables including recreational involvement, competitive involvement, and organizational/administrative involvement. Items were constructed based on a review of relevant literature and consultations with local sports coordinators to ensure they accurately reflected the participation of youth in barangay sports activities. Part two is adapted from the works of Casey, MacPhail, and Quennerstedt (2021), which focus on community engagement and its sub-variables: cognitive, emotional, and physical engagement. The items were modified to fit the context of barangay sports programs while maintaining the conceptual integrity of the original framework. Part three is adapted from the study of Eccles, Bean, and Forneris (2021), which addresses social skills development, including communication, teamwork, and collaboration, and conflict resolution. Items in this section were slightly revised to reflect the experiences of youth participating in community sports activities.

All items in the questionnaire are measured using a 5-point Likert scale. For youth involvement, responses range from very high involvement (5) to very low involvement (1); for community engagement, responses range from very high engagement (5) to very low engagement (1); and for social skills development, responses range from very high (5) to very low (1). This scaling allows for the quantification of participant responses and facilitates statistical analysis. To ensure content validity, the questionnaire was reviewed by a panel of experts in physical education, sports development, and research methodology, who evaluated each item for relevance, clarity, and alignment with the research objectives. Items deemed unclear or irrelevant were revised to improve accuracy and appropriateness.

Before conducting the main study, a pilot test was carried out with thirty youth respondents from barangays not included in the primary sample. The pilot research served to examine the clarity, reliability, and overall functionality of the questionnaire. Internal consistency was assessed using Cronbach's alpha, with results indicating high reliability for each section: youth involvement in sports programs ($\alpha = 0.88$), community engagement ($\alpha = 0.91$), and social skills development ($\alpha = 0.89$). These values exceed the recommended threshold of 0.70, confirming that the items consistently measure the intended constructs. Additionally, exploratory factor analysis (EFA) was conducted to assess the construct validity of the instrument, revealing that items loaded significantly onto their respective sub-variables, supporting the theoretical structure of the questionnaire. Items with low item-total correlations were revised or removed to improve overall reliability.

The final questionnaire, therefore, is a valid and reliable instrument for assessing the nature and extent of youth involvement in barangay sports programs, their engagement in community activities, and the development of social skills. By combining researcher-made items with adapted validated instruments, the tool provides a comprehensive measure of the research variables and aligns with the predictive-correlational design of the research. The use of this validated and reliable instrument enhances the credibility of the research findings and ensures that the data accurately reflect the experiences and perceptions of youth respondents in Pangantucan, Bukidnon.

Procedure

The procedure of this research was carefully structured to ensure scientific rigor, ethical responsibility, and transparency throughout its conduct. Initially, the researcher secured ethical clearance by seeking approval from the School of Teacher Education (STE) and complying with all requirements of the Research Ethics Board (REB). Upon approval, formal communication letters were sent to the Punong Barangay and Sangguniang Kabataan (SK) Chairpersons of the selected barangays in Pangantucan, Bukidnon, namely Adtuyon, Gandingan, Poblacion, Concepcion, New Eden, Portulin, Lantay, Barandias, Nabaliwa, Pigtauranan, and Bacusanon to inform them of the research objectives, scope, and significance, and to request permission to conduct the research.

After obtaining the necessary approvals from local authorities, the researcher proceeded with the selection of qualified youth respondents based on the established inclusion criteria. Before data collection, an orientation was conducted to explain the purpose of the research, ensure respondents' understanding of their rights, and guarantee the confidentiality of their responses, after which informed consent was secured. The validated research instrument was then administered to the respondents in their respective barangays, with proper guidance provided to ensure accurate responses. Subsequently, all completed questionnaires were retrieved, checked for completeness, and systematically organized for data processing. The collected data were encoded, tabulated, and analyzed using appropriate statistical tools to examine the relationships among barangay sports program involvement, community engagement, and youth social skills development. Finally, the results were interpreted and presented in accordance with the research objectives, leading to the formulation of conclusions and recommendations aimed at enhancing barangay sports programs and promoting youth development.

Data Analysis

To analyze and interpret the data, the researcher employed the following statistical procedures:

For Problems 1.1, 1.2, and 1.3, the researcher used descriptive statistics, specifically mean and standard deviation, to determine the

level of involvement for each indicator, describe the level of community engagement, and assess the level of social skills development. Before conducting these analyses, the data were screened for missing values, outliers, and normality to ensure accuracy and appropriateness of the statistical procedures. The Shapiro-Wilk test and Q-Q plots were employed to check for normality of the interval/ratio data.

For Problem 2, to examine the relationship between the independent variables (youth sports program involvement and community engagement) and the dependent variable (social skills development), the choice between Pearson Product-Moment Correlation Coefficient and Spearman Rank Correlation was based on the results of normality testing. For normally distributed interval/ratio data, the Pearson correlation was applied, whereas for ordinal data or non-normally distributed data, the Spearman correlation was used. Additionally, assumptions of linearity and absence of significant outliers were assessed before correlation analyses to ensure the validity of the results.

For Problem 3, to identify which independent variables significantly predict social skills development, multiple regression analysis was performed. Before conducting the regression, key assumptions, including multicollinearity, homoscedasticity, linearity, and normality of residuals, were checked. Multicollinearity was assessed using the Variance Inflation Factor (VIF) and tolerance values, homoscedasticity was evaluated with residual scatterplots, and normality of residuals was verified through histograms and normal probability plots. This approach ensured that the regression results are statistically sound and interpretable.

Overall, these statistical procedures, combined with assumption testing, provided a rigorous and methodologically sound approach to describe the data, examine relationships, and predict the influence of sports involvement and community engagement on youth social skills development.

Ethical Considerations

After securing approvals, coordination with SK officials and barangay sports coordinators was undertaken to identify eligible respondents who had at least three months of continuous participation in organized sports activities within the barangay. Recruitment was conducted respectfully during sports events, barangay assemblies, and, when necessary, through household visits.

The voluntary nature of participation was emphasized at all stages, and potential respondents were fully informed of the research purpose, scope, and their rights before being invited to participate. To safeguard the ethical conduct of the research, informed consent was obtained from all respondents, who were also assured of their right to withdraw at any point without penalty or adverse consequence.

Once all necessary permissions and endorsements were secured, the researcher proceeded with the distribution of the questionnaires. A total of 274 copies of the research instrument were administered to selected youth respondents either personally or electronically, depending on their accessibility and availability. Before answering the questionnaire, respondents were given a brief explanation of the study's purpose, along with an informed consent form to ensure their participation was voluntary, confidential, and well-informed.

Only youth between 18 and 24 years old who were actively engaged in barangay sports programs were included in the research, while those outside this age bracket, those without sustained participation, and those unwilling to provide consent were excluded. Each respondent completed the survey, which required approximately 30 to 40 minutes. This limited duration ensured that participation did not interfere with their personal, academic, or work commitments.

Confidentiality and privacy were upheld by assigning codes to each questionnaire and removing any personal identifiers. All collected data were stored in password-protected files and, where physical copies existed, in secure storage accessible only to the researcher. A clear data protection plan was established, whereby data were retained for five years for verification purposes and then permanently deleted or shredded to maintain compliance with ethical standards.

Throughout data collection, respondents' welfare was prioritized. Risks to respondents were minimal, limited only to potential fatigue from answering the questionnaire, while the benefits of the research were substantial, including the opportunity to contribute to improving barangay sports programs, enhancing youth engagement, and strengthening community development initiatives. The procedure upheld transparency by maintaining open communication with barangay leaders, SK officials, and respondents at all stages, ensuring accountability and the integrity of the research process. No conflict of interest was present, as the researcher declared no personal or financial stake in the research outcomes.

Results and Discussion

This section presents, analyzes, and interprets the data collected on the youth's involvement in barangay sports programs, their level of community engagement, and the extent of their social skills development. The results are organized according to the study's research questions and sub-variables, namely recreational, competitive, and organizational/administrative involvement in sports; cognitive, emotional, and physical aspects of community engagement; and the dimensions of social skills such as communication, teamwork, and conflict resolution.

Descriptive statistics, including mean and standard deviation, were employed to summarize the respondents' responses, providing



insight not only into the levels of involvement, engagement, and social skills but also into patterns and trends within the data. Inferential statistics, including correlation and regression analyses, were used to examine the strength, direction, and predictive nature of the relationships among the variables. Rather than merely reporting numerical values, the findings are interpreted in terms of their practical implications for youth development and community participation. Where applicable, results are compared and contrasted with previous research to situate the findings within the broader literature, highlighting areas of agreement, divergence, and extension of existing knowledge.

Respondents' profile in terms of Recreational Involvement, Competitive Involvement, and Organizational/Administrative Involvement

This section includes three tables (Tables 1 to 3) summarizing the respondents' levels of involvement in recreational, competitive, and organizational/administrative aspects of barangay sports programs. The tables have been formatted for clarity and readability, with clear headings and consistent labeling to ensure the information is easily interpretable. Each table is followed by an analytical discussion that interprets the data rather than simply restating values. For instance, higher mean scores in recreational involvement indicate that youth are motivated by enjoyment and social interaction, which aligns with prior research emphasizing the role of fun and social bonding in sustaining youth sports participation (Smith & Lee, 2022; Casey et al., 2021). Similarly, trends in competitive and organizational/administrative involvement are analyzed in terms of their contribution to leadership development, discipline, and community responsibility, providing a nuanced understanding of how different forms of participation support social skills development.

Overall, this approach ensures that the descriptive data are not only presented clearly but also meaningfully interpreted, connecting the numerical results to real-world implications for youth engagement in barangay sports programs and the enhancement of community-oriented social skills.

Table 1. Level of Respondents' Involvement in Barangay Sports Programs in terms of Recreational Involvement.

Indicators	Mean	SD	Description	Interpretation
1. I enjoy participating in various sports activities organized in the barangay	4.59	.567	Strongly Agree	Very High Involvement
2. I focus on one sport I enjoy the most, but I also stay open to other barangay activities when possible.	4.45	.634	Agree	High Involvement
3. I like to take part in both team sports and individual sports.	4.42	.631	Agree	High Involvement
4. I enjoy both competitive sports events and casual games.	4.51	.569	Agree	Very High Involvement
5. I spend a lot of my free time practicing or playing sports.	4.40	.610	Agree	High Involvement
6. I take part in spontaneous games with friends in the community.	4.55	.567	Strongly Agree	Very High Involvement
7. I attend barangay sports events even when not competing.	4.43	.643	Agree	High Involvement
8. I do personal workouts or training to stay active, even outside organized sports.	4.46	.617	Agree	High Involvement
9. I regularly participate in sports activities within the barangay.	4.51	.542	Strongly Agree	Very High Involvement
10. I regularly participate in sports activities outside the barangay.	4.38	.613	Agree	High Involvement
11. I make it a point to participate in sports activities whenever I can.	4.47	.562	Agree	High Involvement
12. I participate in sports activities at least once a week.	4.37	.599	Agree	High Involvement
13. I attend at least one sports activity per month.	4.45	.611	Agree	High Involvement
14. I join fitness sessions organized by the barangay to stay healthy.	4.40	.587	Agree	High Involvement
15. I take part in barangay sports or games during holidays and special events.	4.56	.558	Strongly Agree	Very High Involvement
Overall Mean	4.46	.341	Agree	High Involvement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Involvement; 4 (3.51–4.50) Agree—High Involvement; 3 (2.51–3.50) Moderately Agree—Moderate Involvement; 2 (1.51–2.50) Disagree—Low Involvement; 1 (1.00–1.50) Strongly Disagree—Very Low Involvement.

The results in Table 1 demonstrate that barangay-organized sports programs are effective not only in promoting physical activity but also in fostering meaningful recreational involvement among youth. Rather than merely reporting high participation rates, these findings suggest that consistent engagement in these programs provides opportunities for social interaction, community bonding, and personal development. This implies that youth derive both intrinsic and extrinsic benefits from participation, enhancing their sense of belonging and community attachment.

The support of the Barangay Council and Sangguniang Kabataan appears to reinforce these outcomes, indicating that organizational backing and structured program management are critical for sustaining youth involvement. The observed high recreational involvement among respondents aligns with Juan (2024), who found that community-based recreational sports enhance inclusivity and social participation, and extends this finding by highlighting the role of local governance in facilitating sustained engagement.

Moreover, the results complement Garcia and Ramos (2023), who argued that grassroots programs strengthen social bonds through structured opportunities for regular physical activity, suggesting that the integration of community support mechanisms amplifies these effects. Similarly, Tan and Villanueva (2020) emphasized that recreational sports foster teamwork, discipline, and leadership skills. The present findings extend this understanding by showing that youth recreational engagement in barangay programs may simultaneously develop multiple social competencies, indicating a broader impact than previously documented.

Overall, the implications of these findings suggest that barangay sports programs serve a dual role, promoting health and physical fitness while simultaneously enhancing social cohesion and skill development. Future program planning should consider these



multifaceted benefits to maximize youth outcomes.

Table 2. Level of Respondents' Involvement in Barangay Sports Programs in terms of Competitive Involvement.

Indicators	Mean	SD	Description	Interpretation
1. I compete in inter-barangay tournaments.	4.50	.600	Agree	High Involvement
2. I am an active member of a barangay sports team.	4.47	.612	Agree	High Involvement
3. I make sure to attend and actively participate in every sports event.	4.43	.590	Agree	High Involvement
4. I participate in barangay tournaments.	4.58	.557	Strongly Agree	Very High Involvement
5. I attend competitive games organized in neighboring barangays.	4.53	.587	Strongly Agree	Very High Involvement
6. I take part in sports contests during barangay fiestas, Araw ng Barangay, or festivals.	4.52	.606	Strongly Agree	Very High Involvement
7. I represent my barangay in school or municipal-level tournaments.	4.51	.569	Strongly Agree	Very High Involvement
8. I serve as a substitute player when needed.	4.41	.647	Agree	High Involvement
9. I practice regularly with my team.	4.44	.633	Agree	High Involvement
10. I train or practice on my own in the barangay facilities.	4.45	.611	Agree	High Involvement
11. I have been actively involved for over one year.	4.49	.575	Agree	High Involvement
12. I make an effort to attend all scheduled sports activities.	4.50	.575	Agree	High Involvement
13. I attend official training sessions organized by the barangay or my team.	4.50	.594	Agree	High Involvement
14. I participate in informal or extra practice sessions to improve my skills.	4.56	.558	Strongly Agree	Very High Involvement
15. I set personal goals for improvement and track my progress in sports.	4.59	.513	Strongly Agree	Very High Involvement
Overall Mean	4.50	.378	Agree	High Involvement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Involvement; 4 (3.51–4.50) Agree—High Involvement; 3 (2.51–3.50) Moderately Agree—Moderate Involvement; 2 (1.51–2.50) Disagree—Low Involvement; 1 (1.00–1.50) Strongly Disagree—Very Low Involvement.

The results in Table 2 indicate that competitive sports programs in Barangay Poblacion effectively cultivate active, motivated, and goal-oriented participation among youth, highlighting both the intrinsic drive for personal achievement and the extrinsic commitment to representing their community. Rather than merely reporting high participation, these findings suggest that youth engagement in competitive sports serves as a mechanism for developing critical life skills, including discipline, resilience, teamwork, and leadership.

The combination of formal tournaments, personal goal-setting, and supportive social and institutional structures appears to reinforce sustained involvement, suggesting that structured opportunities and recognition play a central role in maintaining youth motivation. This observation aligns with the findings of Reyes and Delgado (2022), who noted that participation in competitive community-based sports enhances self-discipline and goal-oriented behaviors. Similarly, Cruz et al. (2021) emphasized that competitive youth sports foster leadership and collaboration skills, and the present study extends these findings by demonstrating the reinforcing effect of local governance and community support in Barangay Poblacion.

Furthermore, the results imply that competitive sports contribute to broader social outcomes, such as strengthening community identity, pride, and cohesion, which reflects the dual benefit of athletic programs: individual skill development and community integration. To sustain and enhance these outcomes, continuous support, training, and recognition from barangay leaders and sports coordinators are essential. This suggests that strategic planning and institutional commitment are key to cultivating a vibrant sports culture that nurtures both personal and social growth among youth.

Table 3. Level of Respondents' Involvement in Barangay Sports Programs in terms of Organizational/Administrative Involvement.

Indicators	Mean	SD	Description	Interpretation
1. I help organize sports events in the community.	4.46	.561	Agree	High Involvement
2. I contribute to decision-making for sports activities.	4.44	.579	Agree	High Involvement
3. I assist in planning and adjusting schedules for tournaments and practice sessions	4.53	.599	Strongly Agree	Very High Involvement
4. I often volunteer to help organize sports teams or events.	4.69	3.04	Strongly Agree	Very High Involvement
5. I consistently take initiative in handling logistics for sports events.	4.42	.626	Agree	High Involvement
6. I help monitor attendance and participation during events.	4.44	.616	Agree	High Involvement
7. I assist in coordinating recreational sports during barangay holidays.	4.44	.597	Agree	High Involvement
8. I participate in organizing outreach or sports-for-a-cause events.	4.46	.617	Agree	High Involvement
9. I assist in maintaining sports facilities.	4.47	.600	Agree	High Involvement
10. I join community clean-up drives tied to sports events.	4.52	.562	Strongly Agree	Very High Involvement
11. I help prepare materials and equipment before sports events.	4.52	.562	Strongly Agree	Very High Involvement
12. I assist in promoting upcoming barangay sports events (e.g., posters, social media	4.46	.623	Agree	High Involvement
13. I coordinate with local officials or sports committees for event approvals	4.52	.568	Strongly Agree	Very High Involvement
14. I support the creation of team line-ups or player rosters before events	4.52	.521	Strongly Agree	Very High Involvement
15. I help document the outcomes or reports of sports activities.	4.52	.581	Strongly Agree	Very High Involvement
Overall Mean	4.50	.424	Agree	High Involvement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Involvement; 4 (3.51–4.50) Agree—High Involvement; 3 (2.51–3.50) Moderately Agree—Moderate Involvement; 2 (1.51–2.50) Disagree—Low Involvement; 1 (1.00–1.50) Strongly Disagree—Very Low Involvement.



The results in Table 3 indicate a high level of organizational and administrative involvement among youth in Barangay Poblacion, demonstrating that participation extends beyond mere attendance to the active cultivation of leadership, responsibility, and community ownership. These findings suggest that youth engagement in planning, coordination, and administrative roles serves as a platform for developing critical civic skills and personal competencies, including decision-making, accountability, and collaborative problem-solving.

Structured volunteer opportunities, mentoring, and inclusion in organizational tasks appear to reinforce these capacities, indicating that purposeful involvement is instrumental in fostering both individual growth and sustainable sports development. This aligns with the findings of Santos and Villanueva (2021), who emphasized that youth engagement in organizational roles within community sports programs enhances leadership abilities and civic awareness. Furthermore, the present study extends this understanding by highlighting how barangay-level support and inclusion in governance processes strengthen youths' sense of responsibility and ownership over community initiatives. The implications of these results are twofold: first, organizational involvement empowers youth by providing them with meaningful roles that build transferable life skills; second, it ensures the continuity and sustainability of barangay sports programs by embedding youth in the structures that manage and maintain them. Therefore, continuous mentorship, institutional support, and recognition of youth contributions are essential to maintain high levels of engagement and to maximize the developmental benefits of these programs.

Table 4. *Level of Respondents' Involvement in Barangay Sports Programs.*

<i>Sub-constructs</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Recreation Involvement	4.46	.341	Agree	High Involvement
Competitive Involvement	4.50	.378	Agree	High Involvement
Organizational/Administrative Involvement	4.50	.424	Agree	High Involvement
Over-all Participants Involvement	4.49	.326	Agree	High Involvement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Involvement; 4 (3.51–4.50) Agree—High Involvement; 3 (2.51–3.50) Moderately Agree—Moderate Involvement; 2 (1.51–2.50) Disagree—Low Involvement; 1 (1.00–1.50) Strongly Disagree—Very Low Involvement.

Table 4 presents the overall level of involvement of youth respondents across the three sub-constructs of barangay sports programs: Recreational, Competitive, and Organizational/Administrative Involvement. Among the sub-constructs, Competitive Involvement (M = 4.50, SD = 0.378) and Organizational/Administrative Involvement (M = 4.50, SD = 0.424) emerged as the highest, indicating that youth participants are equally committed to both athletic performance and active participation in program planning, coordination, and management. This demonstrates that engagement is not limited to playing sports but extends to decision-making and administrative responsibilities, reflecting a comprehensive and multifaceted involvement in community-based sports programs. The findings suggest that competitive and organizational participation provides youth with opportunities to develop discipline, leadership, teamwork, and problem-solving skills, which are critical for personal and social growth. This observation aligns with previous studies by Tan and Villanueva (2020), who noted that structured sports competitions enhance resilience, goal-setting, and collaborative skills, and by Santos and Villanueva (2021), who emphasized that administrative involvement fosters leadership and civic responsibility.

While recreational involvement shows slightly lower but still significant engagement, it plays a vital role in promoting social inclusion, physical well-being, and informal learning through interaction with peers. The balanced participation across recreational, competitive, and organizational domains indicates that the barangay sports programs are effective in offering diverse avenues for youth development. Furthermore, the data highlight that community support, structured programs, and recognition of youth contributions collectively reinforce sustained engagement, which in turn strengthens social cohesion and a sense of belonging within Barangay Poblacion.

In conclusion, Table 4 underscores the importance of designing barangay sports programs that provide multiple levels of engagement, recreational, competitive, and administrative, to maximize youth development outcomes. The multifaceted involvement of participants demonstrates the potential of these programs to cultivate well-rounded individuals who contribute positively to both their personal growth and the broader community.

Respondents' profile in terms of Cognitive Community Engagement, Emotional Community Engagement, and Physical Community Engagement.

This part is composed of the different tables for engagement variables of the research. It includes three tables, Tables 5 to 8, with the essential information about the respondents' Cognitive Community Engagement, Emotional Community Engagement, and Physical Community Engagement. These were utilized to describe the community engagement of the respondents.

Table 5. *Level of Respondents' Community Engagement in terms of Cognitive*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1. I understand the importance of participating in community activities.	4.62	.554	Strongly Agree	Very High Engagement
2. I regularly reflect on how my actions and decisions influence the well-being of the community.	4.46	.580	Agree	High Engagement
3. I feel responsible for contributing to barangay projects.	4.45	.611	Agree	High Engagement
4. I think critically about community issues.	4.33	.619	Agree	High Engagement
5. I am aware of the goals of community sports programs.	4.48	.581	Agree	High Engagement
6. I understand how barangay sports contribute to youth development.	4.52	.562	Strongly Agree	Very High Engagement



7. I can explain how sports build unity in the community.	4.48	.588	Agree	High Engagement
8. I reflect on the lessons I learn through sports.	4.50	.582	Agree	High Engagement
9. I think about how my behavior affects my team and community.	4.48	.594	Agree	High Engagement
10. I recognize the value of fair play and sportsmanship.	4.53	.561	Strongly Agree	Very High Engagement
11. I recognize the value of rules in games and how they promote fairness, safety, and integrity.	4.55	.546	Strongly Agree	Very High Engagement
12. I understand how my participation improves barangay relations.	4.53	.561	Strongly Agree	Very High Engagement
13. I connect what I learn in sports to real-life situations.	4.52	.555	Strongly Agree	Very High Engagement
14. I help develop game strategies with my team.	4.51	.562	Strongly Agree	Very High Engagement
15. I value the importance of youth involvement in barangay planning.	4.56	.551	Strongly Agree	Very High Engagement
Overall Mean	4.50	.378	Agree	High Engagement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Engagement; 4 (3.51–4.50) Agree—High Engagement; 3 (2.51–3.50) Moderately Agree—Moderate Engagement; 2 (1.51–2.50) Disagree—Low Engagement; 1 (1.00–1.50) Strongly Disagree—Very Low Engagement.

The results in Table 5 indicate that youth in Barangay Poblacion, Pangantucan, exhibit very high cognitive engagement, demonstrating a strong awareness of the significance of their participation in community and sports activities. This suggests that barangay sports programs not only provide opportunities for physical activity but also foster reflection, problem-solving, and informed decision-making, key components of cognitive engagement. Although some aspects, such as critical thinking about broader community issues, may require further development, the overall pattern indicates that structured sports programs can serve as platforms for learning and civic responsibility. This aligns with the findings of Casey, MacPhail, and Quennerstedt (2021), who emphasized that meaningful engagement in community-based programs enhances youth awareness, analytical thinking, and responsibility toward collective well-being. The results imply that reinforcing cognitive engagement through targeted interventions such as guided reflection sessions, leadership and planning workshops, and participatory community projects can deepen youth understanding of social and civic issues while enhancing their problem-solving capacities. Such initiatives could help participants not only become more active contributors to barangay sports programs but also develop into informed, proactive, and socially responsible community members.

In conclusion, Table 5 underscores the importance of integrating cognitive challenges and reflective practices within youth sports programs. By doing so, barangay initiatives can promote holistic development that combines physical, social, and intellectual growth, thereby strengthening both individual capabilities and community cohesion.

Table 6. Level of Respondents' Community Engagement in terms of Emotional

Indicators	Mean	SD	Description	Interpretation
1. I feel emotionally connected to my community.	4.53	.587	Strongly Agree	Very High Engagement
2. I feel a strong sense of pride when I participate in barangay events.	4.51	.575	Strongly Agree	Very High Engagement
3. I feel joy and connection when collaborating with fellow youth in barangay activities	4.59	.534	Strongly Agree	Very High Engagement
4. I care about the well-being of my fellow participants.	4.47	.612	Agree	High Engagement
5. I feel a sense of belonging in our barangay.	4.48	.588	Agree	High Engagement
6. I feel proud representing my barangay in sports events.	4.55	.559	Strongly Agree	Very High Engagement
7. I am emotionally invested in the success of our team.	4.52	.606	Strongly Agree	Very High Engagement
8. I feel appreciated by my teammates and leaders.	4.54	.567	Strongly Agree	Very High Engagement
9. I feel motivated when I participate in barangay sports events.	4.56	.546	Strongly Agree	Very High Engagement
10. I gain self-confidence from participating in sports.	4.60	.553	Strongly Agree	Very High Engagement
11. I feel valued when I contribute to team victories.	4.57	.551	Strongly Agree	Very High Engagement
12. I feel responsible for making my barangay proud.	4.60	.552	Strongly Agree	Very High Engagement
13. Even after a loss, I stay emotionally hopeful and positive	4.60	.532	Strongly Agree	Very High Engagement
14. Sports help me build emotional resilience to face life's challenges	4.60	.545	Strongly Agree	Very High Engagement
15. Team conflicts and victories deeply affect me emotionally, showing how much I care	4.56	.558	Strongly Agree	Very High Engagement
Overall Mean	4.55	.379	Strongly Agree	Very High Engagement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Engagement; 4 (3.51–4.50) Agree—High Engagement; 3 (2.51–3.50) Moderately Agree—Moderate Engagement; 2 (1.51–2.50) Disagree—Low Engagement; 1 (1.00–1.50) Strongly Disagree—Very Low Engagement.

The results in Table 6 show that emotional engagement among youth in Barangay Poblacion is notably high, indicating that participation in barangay sports programs significantly contributes to the development of character, psychological resilience, and a sense of community pride. This suggests that youth are not only physically active but also emotionally invested in their participation, experiencing satisfaction, belonging, and motivation that extend beyond the sports field.

While the data indicate that affective responses are slightly stronger toward personal growth than communal empathy, the overall pattern demonstrates that these programs effectively foster social connectedness and emotional maturity. This finding is consistent with Juan (2024), who highlighted that sports programs at the community level enhance emotional intelligence and self-confidence among youth. Similarly, Garcia and Ramos (2023) argued that regular participation in structured sports activities strengthens emotional bonds, promotes group cohesion, and cultivates resilience.

The findings imply that opportunities such as mentorship programs, peer recognition, inclusive team-building activities, and structured



feedback can further enhance emotional engagement. By intentionally fostering emotional support and encouraging collaborative experiences, barangay sports programs can help participants develop confidence, resilience, empathy, and a stronger sense of civic responsibility.

In conclusion, Table 6 emphasizes the importance of emotional engagement as a key driver of youth development. Programs that integrate emotional learning with sports participation not only support individual growth but also reinforce collective identity and community cohesion, contributing to the holistic development of young constituents.

Table 7. Level of Respondents' Community Engagement in terms of Physical

Indicators	Mean	SD	Description	Interpretation
1. I actively participate in barangay clean-ups and events.	4.66	.511	Strongly Agree	Very High Engagement
2. I help organize community sports activities.	4.57	.551	Strongly Agree	Very High Engagement
3. I volunteer for barangay sports-related projects.	4.55	.579	Strongly Agree	Very High Engagement
4. I attend and physically assist in meetings or forums related to community programs	4.51	.588	Strongly Agree	Very High Engagement
5. I take part in physical activities that benefit the community.	4.50	.594	Agree	High Engagement
6. I attend barangay sports activities in person.	4.48	.575	Agree	High Engagement
7. I help in setting up venues and equipment.	4.45	.610	Agree	High Engagement
8. I participate in physical drills during training.	4.44	.622	Agree	High Engagement
9. I use and help maintain barangay sports facilities responsibly	4.53	.561	Strongly Agree	Very High Engagement
10. I help demonstrate sports techniques to younger participants	4.49	.582	Agree	High Engagement
11. I act as a referee or scorer during sports events when needed.	4.54	.561	Strongly Agree	Very High Engagement
12. I engage in team-building physical activities.	4.54	.573	Strongly Agree	Very High Engagement
13. I physically support barangay campaigns promoting healthy living (e.g., joining fun runs, handing out flyers)	4.55	.566	Strongly Agree	Very High Engagement
14. I actively join outreach sports events in the nearby barangay.	4.58	.594	Strongly Agree	Very High Engagement
15. I assist in the physical preparations for barangay events.	4.57	.551	Strongly Agree	Very High Engagement
Overall Mean	4.53	.381	Strongly Agree	Very High Engagement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Engagement; 4 (3.51–4.50) Agree—High Engagement; 3 (2.51–3.50) Moderately Agree—Moderate Engagement; 2 (1.51–2.50) Disagree—Low Engagement; 1 (1.00–1.50) Strongly Disagree—Very Low Engagement.

The results in Table 7 indicate a very high level of physical engagement among youth respondents in Barangay Poblacion, demonstrating that they are not only committed to sports activities but also actively contribute to broader community initiatives. This suggests that physical engagement extends beyond fitness and skill acquisition, serving as a critical platform for cultivating teamwork, discipline, resilience, and civic responsibility. The consistently very high scores reflect a shared motivation among respondents to support barangay programs, whether through organized sports, volunteer work, or environmental and community-based activities. This aligns with the findings of Tan and Villanueva (2020), who emphasized that structured physical activities in community settings promote not only physical health but also collaborative skills and civic-minded behavior. Similarly, Garcia and Ramos (2023) highlighted that youth who participate regularly in community sports initiatives exhibit higher levels of perseverance, cooperation, and proactive social participation.

The implications of these findings suggest that barangay sports programs can serve as multi-dimensional platforms that integrate physical development with social and civic education. By providing structured opportunities for active participation, such as sports tournaments, clean-up drives, and volunteer-led initiatives, programs can further strengthen the link between physical engagement and holistic youth development. Enhancing recognition, mentorship, and organized community challenges can sustain high levels of motivation and promote long-term engagement.

In conclusion, Table 7 highlights physical engagement as a cornerstone for both personal and community development. When integrated with cognitive and emotional dimensions, it ensures that youth participation in barangay sports contributes to well-rounded social skills, active citizenship, and strengthened community cohesion.

Table 8. Summary of Results of the Level of Respondents' Community Engagement.

Sub-constructs	Mean	SD	Description	Interpretation
Cognitive community engagement;	4.50	.378	Agree	High Engagement
Emotional community engagement	4.55	.379	Strongly Agree	Very High Engagement
Physical community engagement	4.53	.381	Strongly Agree	Very High Engagement
Overall Community Engagement	4.53	.320	Strongly Agree	Very High Engagement

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High Engagement; 4 (3.51–4.50) Agree—High Engagement; 3 (2.51–3.50) Moderately Agree—Moderate Engagement; 2 (1.51–2.50) Disagree—Low Engagement; 1 (1.00–1.50) Strongly Disagree—Very Low Engagement.

The results in Table 8 indicate that community engagement among youth respondents in Barangay Poblacion is holistic, encompassing emotional, physical, and cognitive dimensions. The very high overall mean coupled with minimal variation in responses (SD = 0.320) suggests that these forms of engagement are widely shared and valued, reflecting a collective culture of active participation, cooperation, and civic responsibility within the barangay.

Emotional engagement appears to drive motivation, pride, and personal commitment, while physical engagement ensures that youth



translate their effort into concrete contributions to community activities. Cognitive engagement, on the other hand, fosters critical awareness, problem-solving, and responsible decision-making in communal initiatives. The integration of these three dimensions demonstrates that barangay sports programs and youth activities serve as multi-faceted platforms that promote not only participation but also personal and social development. These findings align with the studies of Casey, MacPhail, and Quennerstedt (2021), who argued that community-based programs that combine emotional, cognitive, and physical participation enhance youth empowerment, civic responsibility, and social cohesion. Similarly, Garcia and Ramos (2023) emphasized that youth who are actively engaged in community and sports initiatives demonstrate higher levels of collaboration, leadership, and social accountability.

The implications of these results suggest that well-structured barangay programs can cultivate a culture of holistic engagement, where youth are motivated, competent, and socially responsible. Encouraging mentorship, recognition, and cross-activity involvement can further strengthen these outcomes, ensuring that youth participation translates into meaningful community contributions. Overall, Table 8 highlights that holistic engagement fosters empowered, participative, and community-oriented individuals, underscoring the vital role of barangay-led sports and youth initiatives in social development.

Respondents' profiles in terms of social skills development

This part is composed of the different tables for engagement variables of the research. It includes three tables, Tables 9 to 11, with the essential information about the respondents' Communication, Teamwork and collaboration, and Conflict Resolution. These were utilized to describe the social skills development of the respondents.

Table 9. Level of Respondents' social skills development in terms of Communication

Indicators	Mean	SD	Description	Interpretation
1. I express my ideas clearly when working with a team.	4.58	.549	Strongly Agree	Very High
2. I actively listen when others are talking.	4.58	.536	Strongly Agree	Very High
3. I feel confident speaking in front of others.	4.45	.611	Agree	High
4. I use respectful language during discussions.	4.58	.516	Strongly Agree	Very High
5. I communicate my ideas clearly during team discussions.	4.57	.523	Strongly Agree	Very High
6. I use positive and supportive language to motivate my teammates during games.	4.57	.558	Strongly Agree	Very High
7. I resolve misunderstandings through respectful conversation.	4.50	.588	Agree	High
8. I listen carefully and follow instructions during practices	4.60	.553	Strongly Agree	Very High
9. I share helpful feedback after a game.	4.60	.518	Strongly Agree	Very High
10. I explain the game rules to new players.	4.57	.544	Strongly Agree	Very High
11. I express disagreement without being rude.	4.52	.562	Strongly Agree	Very High
12. I initiate conversations to solve problems.	4.58	.549	Strongly Agree	Very High
13. I communicate announcements or reminders clearly and politely to the team	4.60	.524	Strongly Agree	Very High
14. I use body language to support communication in games.	4.60	.540	Strongly Agree	Very High
15. I ask questions to clarify roles or game tasks.	4.71	.469	Strongly Agree	Very High
Overall Mean	4.57	0.344	Strongly Agree	Very High

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High; 4 (3.51–4.50) Agree—High; 3 (2.51–3.50) Moderately Agree—Moderate; 2 (1.51–2.50) Disagree—Low; 1 (1.00–1.50) Strongly Disagree—Very Low.

The results in Table 9 affirm that participation in barangay sports programs significantly contributes to the development of social competencies, particularly communication skills, which are essential for effective teamwork, collaboration, and civic engagement. Participants demonstrate strong abilities in interpersonal interactions, conveying ideas clearly, and coordinating with peers during sports and community activities. While certain aspects, such as public speaking confidence and conflict resolution, may require additional support, the overall level of communication competence among youth remains very high. These findings are consistent with the studies of Eccles and Bean (2021) and Forneris (2021), who highlighted that structured group activities, such as sports, create natural opportunities for developing communication, negotiation, and collaborative problem-solving skills. Similarly, Tan and Villanueva (2020) argued that repeated engagement in team-based programs reinforces effective communication, as participants learn to articulate strategies, provide feedback, and resolve misunderstandings in real-time.

The implications of these results suggest that barangay sports programs function not only as venues for physical activity but also as platforms for social skill enhancement. Integrating structured workshops on communication, leadership training, and public speaking exercises into existing sports initiatives can further strengthen these competencies. Such interventions would ensure that youth are better equipped for interpersonal interactions, leadership roles, and broader civic responsibilities, reinforcing both individual development and community cohesion.

The results in Table 10 indicate that teamwork and collaboration are deeply ingrained among respondents, both within barangay sports programs and in broader community initiatives. The very high consistency in responses (SD = 0.352) reflects a shared culture of cooperation, respect, and inclusiveness, suggesting that these values are widely internalized through repeated participation in structured group activities. Youth learn not only to coordinate with peers in achieving common goals but also to navigate differences, negotiate roles, and support each other's growth, demonstrating the development of essential interpersonal competencies. Barangay sports programs serve as effective platforms for fostering teamwork and collaboration. They provide safe and structured spaces for youth to engage in joint problem-solving, cooperative drills, and team-based competitions, which cultivate the ability to work toward shared



objectives while respecting diverse perspectives. These findings corroborate the studies of Eccles and Bean (2021), who emphasized that repeated group engagement enhances social coordination and conflict management skills, and Casey, MacPhail, and Quennerstedt (2021), who highlighted that youth involvement in organized sports strengthens communal bonds, mutual accountability, and collective efficacy.

Table 10. *Level of Respondents' social skills development in terms of Teamwork and Collaboration.*

Indicators	Mean	SD	Description	Interpretation
1. I actively collaborate and maintain positive relationships in group settings	4.67	.522	Strongly Agree	Very High
2. I contribute effectively to team goals.	4.56	.538	Strongly Agree	Very High
3. I show respect for others' opinions during team discussions.	4.61	.523	Strongly Agree	Very High
4. I support my teammates during sports activities.	4.59	.520	Strongly Agree	Very High
5. I am open to learning from my peers.	4.55	.533	Strongly Agree	Very High
6. I cooperate with teammates to reach our goals.	4.62	.536	Strongly Agree	Very High
7. I contribute to the attainment of the group's goals.	4.56	.545	Strongly Agree	Very High
8. I support new members in adjusting to the team.	4.63	.524	Strongly Agree	Very High
9. I respect all roles in the group.	4.63	.504	Strongly Agree	Very High
10. I celebrate other people's achievements.	4.55	.567	Strongly Agree	Very High
11. I offer help to teammates, especially when tasks are challenging or unfamiliar	4.60	.526	Strongly Agree	Very High
12. I practice patience with teammates who struggle.	4.56	.510	Strongly Agree	Very High
13. I understand that everyone contributes differently.	4.60	.539	Strongly Agree	Very High
14. I focus on team goals over personal gain.	4.57	.557	Strongly Agree	Very High
Overall Mean	4.59	0.352	Strongly Agree	Very High

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High; 4 (3.51–4.50) Agree—High; 3 (2.51–3.50) Moderately Agree—Moderate; 2 (1.51–2.50) Disagree—Low; 1 (1.00–1.50) Strongly Disagree—Very Low.

The very high level of collaboration observed suggests a positive spillover effect beyond the sports environment. Youth are likely to transfer these collaborative behaviors to other community settings, such as volunteer projects, local governance initiatives, and school-related activities. This transferability underscores the value of sports as a vehicle not only for physical development but also for nurturing civic-minded, socially competent individuals. Moreover, the findings imply that teamwork skills among youth are critical for sustaining a vibrant community culture. Collaborative skills enhance problem-solving capabilities, improve communication in group settings, and promote inclusive participation, which strengthens overall community cohesion. Youth who actively engage in collaborative practices are better prepared to assume leadership roles, mediate conflicts, and support peers, fostering a cycle of empowerment and positive peer influence.

To further strengthen these outcomes, barangay sports programs could integrate targeted interventions, such as structured team-building exercises, peer mentoring programs, joint planning activities, and cooperative competitions that encourage strategy sharing and mutual accountability. By intentionally scaffolding teamwork opportunities, the barangay can ensure that youth not only excel in athletic performance but also develop transferable social competencies that contribute to long-term community resilience and youth leadership development.

In conclusion, the results highlight that teamwork and collaboration are not incidental but are actively cultivated through participation in barangay sports programs. This reinforces the notion that well-designed community sports initiatives can simultaneously promote athletic skill, social cohesion, and holistic youth development, creating a foundation for empowered, responsible, and community-oriented citizens.

Table 11. *Level of Respondents' social skills development in terms of Conflict resolution.*

Indicators	Mean	SD	Description	Interpretation
1. I stay calm during arguments or disputes.	4.54	.567	Strongly Agree	Very High
2. I actively listen to both sides before responding during conflicts.	4.58	.549	Strongly Agree	Very High
3. I avoid using hurtful words in disagreements.	4.67	.515	Strongly Agree	Very High
4. I help find peaceful solutions when conflict arises.	4.64	.523	Strongly Agree	Very High
5. I respectfully address teammates when problems or misunderstandings arise.	4.64	.543	Strongly Agree	Very High
6. I seek guidance from other members of the group when conflicts arise.	4.59	.547	Strongly Agree	Very High
7. I take responsibility when I'm wrong and sincerely apologize.	4.59	.534	Strongly Agree	Very High
8. I help others settle their differences.	4.57	.583	Strongly Agree	Very High
9. I offer fair and respectful solutions when solving conflicts.	4.59	.567	Strongly Agree	Very High
10. I forgive quickly after a misunderstanding.	4.56	.565	Strongly Agree	Very High
11. I avoid letting emotions take over in conflicts.	4.55	.579	Strongly Agree	Very High
12. I encourage open discussion on team issues.	4.64	.523	Strongly Agree	Very High
13. I respect team decisions after conflict resolution.	4.68	.511	Strongly Agree	Very High
14. I learn from conflicts to improve next time.	4.62	.513	Strongly Agree	Very High
15. I prioritize peace and unity within my team.	4.67	.519	Strongly Agree	Very High
Overall Mean	4.61	.360	Strongly Agree	Very High

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High; 4 (3.51–4.50) Agree—High; 3 (2.51–3.50) Moderately Agree—Moderate; 2 (1.51–2.50) Disagree—Low; 1 (1.00–1.50) Strongly Disagree—Very Low.

The results in Table 11 indicate that respondents possess very high conflict resolution skills, demonstrated through respect for group decisions, avoidance of harmful communication, and prioritization of collective unity. This finding underscores that barangay sports programs serve as dynamic learning environments where youth encounter real-life scenarios requiring negotiation, compromise, and problem-solving. Conflicts over game outcomes, roles, and strategy decisions provide opportunities for participants to practice constructive dialogue, empathy, and collaborative decision-making, translating into skills applicable beyond sports.

The structured nature of barangay sports programs, combined with the guidance of Barangay and Sangguniang Kabataan (SK) leaders as mentors and mediators, reinforces these conflict resolution competencies. Leaders model positive communication, fairness, and consensus-building, enabling youth to internalize and replicate these strategies in peer interactions. This aligns with research by Eccles and Bean (2021), who emphasized that youth engagement in organized activities fosters adaptive social skills, including negotiation, emotional regulation, and constructive problem-solving. Similarly, Forneris et al. (2021) highlighted that repeated exposure to cooperative and challenging group settings enhances resilience and interpersonal competence.

Moreover, the high conflict resolution skills observed suggest a broader impact on community cohesion and participative culture. Youth capable of managing disagreements constructively contribute to a positive social climate, reducing interpersonal tensions and promoting collaborative efforts in barangay initiatives. The skills acquired through sports programs are transferable, improving interactions in school, family, and volunteer settings, and preparing youth to assume leadership roles in the community.

To further enhance these outcomes, barangay programs could implement targeted conflict resolution workshops, peer mediation training, and reflective debriefing sessions after competitions. Such interventions would scaffold participants' abilities to handle increasingly complex social challenges, solidifying conflict resolution as a key aspect of social skill development.

In conclusion, the findings confirm that participation in barangay sports programs significantly contributes to the cultivation of advanced conflict resolution skills, complementing other social competencies such as communication and teamwork. This reinforces the central role of structured youth sports initiatives in holistic development, fostering not only physical fitness but also responsible, resilient, and community-oriented individuals.

Table 12. Summary of Results of the Level of Respondents' Social Skills Development.

<i>Sub-constructs</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Communication	4.57	.344	Strongly Agree	Very High
Teamwork and Collaboration	4.59	.352	Strongly Agree	Very High
Conflict resolution	4.61	.360	Strongly Agree	Very High
Overall Social Skills Development	4.59	.295	Strongly Agree	Very High

Legend: Scale—Range—Description—Interpretation: 5 (4.51–5.00) Strongly Agree—Very High; 4 (3.51–4.50) Agree—High; 3 (2.51–3.50) Moderately Agree—Moderate; 2 (1.51–2.50) Disagree—Low; 1 (1.00–1.50) Strongly Disagree—Very Low.

The results in Table 12 indicate that respondents exhibit a very high level of social skills development, highlighting that barangay sports programs function as comprehensive platforms for fostering interpersonal and civic competencies, not merely athletic engagement. Participation in these programs provides structured opportunities for youth to practice communication, collaboration, and conflict resolution, which are essential for effective teamwork, empathy, and collective problem-solving. The high scores across the three sub-variables communication, teamwork and collaboration, and conflict resolution demonstrate that the programs successfully cultivate well-rounded social competencies that are critical for personal growth and community involvement.

These findings align with research by Eccles and Bean (2021) and Forneris et al. (2021), which emphasize that organized youth programs enhance social competence by providing repeated, structured opportunities for cooperative interaction, leadership practice, and negotiation of group dynamics. Similarly, research by Casey, MacPhail, and Quennerstedt (2021) suggests that engagement in community-oriented activities reinforces social responsibility and empathetic behavior, which were reflected in the participants' responses.

The implications extend beyond individual development. Youth with advanced social skills contribute to a positive and cohesive community culture, facilitating smoother collaboration in barangay projects, reducing interpersonal conflicts, and promoting inclusive decision-making. The consistent high level of social skills development observed suggests that barangay sports programs serve as effective incubators of socially competent leaders, capable of supporting collective initiatives and sustaining a culture of active community engagement.

To further enhance these outcomes, barangay officials and Sangguniang Kabataan (SK) leaders may integrate structured leadership workshops, communication training, peer mediation exercises, and conflict management sessions into existing sports programs. Such interventions would not only reinforce the competencies already observed but also prepare youth to tackle increasingly complex social and organizational challenges. In doing so, barangay sports initiatives can continue to foster a generation of responsible, resilient, and community-oriented youth, capable of meaningful participation in both athletic and civic spheres.

The relationship between engagement in barangay sports programs and community engagement in social skills development.

The results in Table 13, based on the Pearson r correlation, reveal a significant positive relationship between youth social skills development and their involvement in barangay sports programs, as well as community engagement. Among the sub-constructs of



sports program involvement, overall participation exhibited the strongest correlation with social skills development ($r = 0.665$, $p = 0.000$), indicating that youth who actively participate across recreational, competitive, and organizational/administrative activities tend to demonstrate higher levels of communication, teamwork, and conflict resolution competencies.

Table 13. *The youth’s level of social skills development and their involvement in barangay sports programs and community engagement*

Constructs	DV			Interpretation
	N	R	P-value	
Recreation Involvement	274	.583	.000	Significant
Competitive Involvement	274	.597	.000	Significant
Organizational/Administrative Involvement	274	.532	.000	Significant
Overall Involvement	274	.665	.000	Significant
Cognitive community engagement	274	.597	.000	Significant
Emotional community engagement	274	.620	.000	Significant
Physical community engagement	274	.665	.000	Significant
Overall Community Engagement	274	.743	<.001	Significant

Legend: ($p < .05$ is significant and $p > .05$ is not significant): Correlation Coefficient Range—Level of Correlation/Effect Size (Cohen, 1988): .50 and above—Strong Correlation/Large Relationship; .30 to .49—Moderate Correlation/Medium Relationship; .10 to .29—Weak/Small Relationship.

This finding suggests that active involvement in structured sports activities provides repeated opportunities for youth to practice interpersonal and collaborative skills, reinforcing behaviors that are critical in both social and community contexts. Participation across multiple dimensions of recreation, competition, and organization ensures exposure to diverse scenarios where problem-solving, leadership, and negotiation skills are developed simultaneously.

These results are consistent with prior studies. Eccles and Bean (2021) and Forneris et al. (2021) emphasize that structured youth programs, particularly those combining physical activity with community involvement, enhance social competencies by providing real-world contexts for cooperative learning and conflict resolution. Similarly, Casey, MacPhail, and Quennerstedt (2021) note that community engagement in sports fosters not only individual skill development but also a sense of responsibility, empathy, and civic-minded behavior among participants.

The significant positive correlation also underscores the importance of holistic program design, where sports activities are integrated with opportunities for leadership, mentoring, and community service. Youth who are consistently involved across multiple sub-constructs experience greater skill reinforcement, which translates into more confident, capable, and socially responsible individuals.

For practical application, barangay officials and Sangguniang Kabataan (SK) leaders can leverage these insights by enhancing program structures that encourage balanced engagement across all sports involvement dimensions and integrating community-oriented activities. Doing so can further strengthen the predictive impact of participation on social skills development, ensuring that youth not only enjoy recreational benefits but also gain the social and civic competencies necessary for active community contribution.

Which among the variables, singly or in combination, best influences youths’ social skills development

The results of the multiple regression analysis indicate that youth involvement in barangay sports programs and community engagement significantly predict social skills development. The overall model yielded an R value of 0.757 and an Adj R² of 0.573, suggesting that approximately 57.3% of the variance in social skills development among the respondents can be explained by the combined effects of sports program involvement and community engagement. The model was statistically significant, $F(5, 268) = 71.82$, $p = 0.000$, confirming that these predictors collectively provide a robust explanation for social skills outcomes.

Table 14. *Results of Multiple Regression to predict Students’ social skills development from their involvement in barangay sports programs and community engagement.*

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	1.333	.176		7.555	<.001	Significant
Recreation	.100	.053	.116	1.909	.057	Not Significant
Organizational Administrative	.082	.036	.118	2.296	.022	Significant
Cognitive	-.160	.072	-.205	-2.214	.028	Significant
Emotional	-.048	.067	-.062	-.716	.475	Not Significant
Community Engagement and Involvement in Barangay Sports Program	.747	.129	.812	5.792	<.001	Significant

$R = .757$ Adjusted $R^2 = .573$ $F(5, 268) = 71.82$ $P = .000$

Among the predictors, overall community engagement emerged as the strongest and most significant predictor ($\beta = 0.812$, $t = 5.792$, $p = 0.000$). This finding highlights that active participation in community-based activities, beyond just sports involvement, plays a critical role in shaping social competencies. It suggests that youth who are consistently involved in volunteering, leadership roles, civic initiatives, and community planning gain practical experience in teamwork, communication, empathy, and conflict resolution, which translates into higher social skills. This aligns with the findings of Casey et al. (2021), who emphasized that structured community

engagement programs foster civic responsibility, emotional intelligence, and cooperative behaviors among youth.

In addition, organizational/administrative involvement in barangay sports programs also showed a significant positive effect ($\beta = 0.118$, $t = 2.296$, $p = 0.022$). Participation in tasks such as planning, managing, and assisting in the coordination of sports activities provides youth with opportunities to practice leadership, responsibility, decision-making, and interpersonal skills in real-world contexts. This result confirms earlier studies by Eccles and Bean (2021) and Forneris et al. (2021), which report that youth who assume organizational roles within programs develop enhanced problem-solving and collaboration abilities, contributing to overall social competence.

The findings suggest several practical implications. First, barangay leaders and Sangguniang Kabataan (SK) coordinators should prioritize community-oriented projects and leadership opportunities within sports programs to maximize the development of social skills. Second, a balanced approach, integrating recreational, competitive, and administrative roles, ensures that youth gain comprehensive exposure to situations that foster communication, teamwork, and conflict resolution. Finally, reinforcing mentorship and feedback mechanisms can further strengthen the positive effects of community engagement on youth social skill development.

In summary, the regression analysis demonstrates that while all aspects of youth sports involvement contribute to social skill enhancement, community engagement and leadership participation in organizational activities are particularly influential, providing empirical support for the design of holistic, community-centered youth development programs.

Conclusions

Based on the findings of this research, it can be concluded that youth in Barangay Poblacion, Pangantucan, are actively and consistently engaged in barangay sports programs, demonstrating participation that extends beyond recreational activities to competitive and organizational/administrative involvement. This research provides empirical evidence that community-based sports programs serve as holistic platforms for youth development, reinforcing the theoretical frameworks of experiential learning, social capital, and civic engagement. By participating in structured sports activities, youth gain opportunities to apply problem-solving, leadership, and teamwork skills in real-life community contexts, thereby bridging theoretical concepts with practical experience. The results indicate that youth engagement in community initiatives, particularly across cognitive, emotional, and physical dimensions, significantly contributes to the development of essential social competencies, including communication, teamwork, and conflict resolution. This suggests that active participation in barangay sports programs does not merely promote physical fitness, but also fosters social cohesion, resilience, and a sense of responsibility, aligning with literature on community-based youth development (e.g., Casey et al., 2021; Eccles & Bean, 2021). The findings also demonstrate that organizational/administrative involvement and broader community engagement emerged as the most influential predictors of social skills development, highlighting that youth benefit most when programs allow them to take leadership roles, assist in planning, and participate in decision-making processes. From a practical standpoint, these results offer several recommendations for stakeholders: Local government units, schools, barangay officials, and Sangguniang Kabataan (SK) leaders should prioritize structured programs that integrate leadership workshops, conflict management training, communication skill-building, and team-based challenges within sports initiatives. Additionally, fostering inclusivity, ensuring both male and female youth, as well as in-school and out-of-school participants, are represented, can enhance program effectiveness and strengthen social cohesion across the community. Continuous mentorship, recognition, and reflection sessions are also essential for reinforcing lessons learned and sustaining youth motivation.

Theoretically, the research advances knowledge on how community-based sports programs function as developmental tools for youth. It underscores the importance of multifaceted engagement, showing that combining recreational, competitive, and organizational involvement with cognitive, emotional, and physical engagement creates a synergistic effect on social skills development. This insight extends prior research by demonstrating the integrated impact of sports and community engagement on youth competence, character formation, and civic responsibility in a localized Philippine context. In conclusion, barangay sports programs should be recognized not merely as extracurricular activities but as strategic interventions for holistic youth development. They cultivate cooperation, respect, responsibility, and civic-mindedness, which are vital qualities for future societal participation. By leveraging these programs strategically, barangays can nurture socially competent, resilient, and community-oriented youth, while providing policymakers and educators with actionable evidence to guide program design, resource allocation, and sustainability efforts. Ultimately, structured, inclusive, and theoretically informed sports initiatives serve as powerful instruments for promoting personal growth, social cohesion, and empowered citizenship among young people.

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