

**Sports and recreational activities and socio-emotional well-being
among seminarians in Roxas City**

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ABSTRACT

This survey-correlational research study examined the relationship between sports and recreational activities and the socio-emotional well-being among seminarians in Roxas City. Physical activity has been widely recognized as an important factor in promoting mental health, emotional stability, and positive social relationships. However, limited research has explored its impact within the seminary context, where seminarians experience structured routines that include academic, spiritual, and communal responsibilities. Using a descriptive–correlational research design, the study investigated the level of participation of seminarians in sports and recreational activities and their level of socio-emotional well-being in terms of emotional and social dimensions. Data were gathered from seminarians through a structured survey questionnaire and analyzed using appropriate statistical tools to determine the relationship between the variables. The findings revealed that seminarians generally demonstrate active participation in sports and recreational activities and show a positive level of socio-emotional well-being. Furthermore, results indicated a significant relationship between participation in sports and recreational activities and the socio-emotional well-being of seminarians. This suggests that greater engagement in physical activities contributes to improved emotional stability, stronger social connections, and overall well-being. The study highlights the importance of integrating sports and recreational activities into seminary formation programs as part of a holistic approach to human development. The findings may serve as a basis for seminary administrators and formation directors in designing programs that promote physical activity to support the emotional and social well-being of seminarians.

Keywords: Sports activities, recreational activities, socio-emotional well-being, seminarians, physical activity, emotional stability, social well-being, seminary formation, correlational research, Roxas City.

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INTRODUCTION

The formation of seminarians toward pastoral ministry is a complex and multidimensional undertaking that encompasses intellectual, spiritual, emotional, and social dimensions. Central to this process is the holistic development of the person, wherein physical

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engagement through sports and recreational activities occupies a meaningful, though often underexplored, role. Sports activities, defined as organized and structured physical games or competitions requiring skill, teamwork, discipline, and physical exertion, encompass a wide range of practices such as basketball, volleyball, badminton, football, and table tennis. These activities are broadly recognized for their contributions to physical fitness, endurance, coordination, and overall health. Beyond their physiological dimensions, however, sports participation has been consistently linked to emotional and psychological well-being, making them particularly relevant within the seminary environment where seminarians navigate the intersecting demands of academic work, communal living, and spiritual formation.

The scientific literature offers robust and convergent evidence that physical activity positively affects mental health across diverse populations. Physical exercise stimulates the release of endorphins, serotonin, and dopamine, neurotransmitters that collectively elevate mood, reduce stress, and enhance cognitive functioning (Sharma et al., 2015). Meta-analytic evidence further confirms that various forms of exercise, including walking, yoga, resistance training, and aerobic activity, produce antidepressant effects comparable in magnitude to psychotherapy or pharmacological intervention, particularly in individuals experiencing mild to moderate depression (Sharma et al., 2015). Importantly, this benefit is not confined to vigorous or sustained physical effort. Shorter and more enjoyable forms of movement, such as dancing or a ten-minute walk, have been observed to produce considerable reductions in anxiety and meaningful improvements in mood (Miller et al., 2025). This finding broadens the implications of physical activity research and suggests that even modest engagement can yield measurable psychological returns.

These findings are especially relevant when examined among young adult populations, where the evidence base is particularly strong. A study involving 489 adults between the ages of 18 and 35 demonstrated that greater physical activity was strongly associated with higher levels of psychological well-being, with intrinsic motivation serving as a significant mediating variable (Chu et al., 2022). Systematic reviews focused on college students similarly confirm that physical activity is positively associated with well-being and self-esteem while being negatively associated with depression (Li et al., 2024). Frequent physical involvement during adolescence and early adulthood has further been shown to reduce susceptibility to anxiety, depression, and stress (Miller et al., 2025). In addition, exercise strengthens resilience by equipping individuals with more effective coping strategies when confronted with life stressors (Zhang et al., 2024). Taken together, this body of evidence underscores the protective and promotive role of physical activity in the socio-emotional lives of young adults.

Complementing the benefits of organized sports, recreational activities constitute another vital dimension of physical and emotional engagement. Recreational activities are leisure-based pursuits undertaken for relaxation, enjoyment, and personal satisfaction. Unlike competitive sports, they tend to be less structured and are primarily oriented toward refreshing the mind and body. Examples include walking, jogging, dancing, hiking, music, games, watching films, gardening, and other personally meaningful hobbies. Research indicates that even short and enjoyable recreational engagements can positively influence mood and reduce anxiety and stress (Miller et al., 2025). Participation in recreational activities creates opportunities for emotional release, relaxation, and social interaction. For seminarians who follow structured and demanding daily schedules shaped by spiritual disciplines and communal obligations, recreational activities can serve as a healthy counterbalance that prevents emotional exhaustion and the onset of burnout. Beyond their restorative function, recreational activities also foster creativity, self-expression, and personal growth, while supporting the development of positive emotional states such as joy, contentment, and optimism, all of which are foundational to emotional resilience and holistic formation.

Despite the wealth of evidence supporting the benefits of physical activity for general and secular student populations, the literature pertaining specifically to seminarians remains limited and underdeveloped. Seminarians inhabit institutionalized settings that are simultaneously highly academic, spiritually structured, and communal, a combination that generates distinct pressures and emotional demands not commonly addressed in mainstream physical activity research. Qualitative evidence suggests that even when seminarians acknowledge the importance of maintaining physical health, they often experience a gap between intention and behavior, attributed to demanding schedules, fatigue, and competing priorities (Lopez, 2022). This intention-behavior gap is compounded by irregular participation patterns, as many seminarians tend to prioritize academics, spiritual commitments, or rest during their limited free time. As a consequence, opportunities to experience the full psychological and social benefits of physical activity are frequently foregone.

The contextual gap in the existing literature is further deepened by the absence of studies that specifically examine how organized sports and recreational activities affect the mental, emotional, and social health of seminarians as a distinct population preparing for lifelong pastoral ministry. Most available research has been conducted on general student groups, leaving unaddressed the particular ways in which physical activity may support holistic development within the seminary context. Moreover, the literature seldom identifies concrete measures that seminaries can adopt to integrate physical activity more intentionally into their formation programs. It is within this gap that the present study situates itself, directing focused attention toward the nature of seminarians' engagement in sports and recreational activities and the relationship of such engagement to their emotional and social well-being.

The concept of socio-emotional well-being serves as a central construct in this investigation. Socio-emotional well-being refers to an individual's capacity to understand, manage, and express emotions effectively while sustaining positive and healthy relationships with others. It encompasses emotional stability, self-awareness, self-esteem, empathy, social connectedness, and the ability to cope constructively with stress and adversity. In the seminary context, the cultivation of socio-emotional well-being is especially critical, given that seminarians undergo a formation process integrating spiritual, intellectual, emotional, and social growth. When socio-emotional well-being is inadequately nurtured, the cumulative pressures of academic demands, communal living, spiritual expectations, and personal discernment may give rise to stress, social isolation, anxiety, or more pronounced emotional difficulties.

To theorize the relationship between sports and recreational participation and the socio-emotional well-being of seminarians, the present study draws upon three interrelated theoretical frameworks: the Biopsychosocial Model of Health (Engel, 1977), Self-Determination Theory (Deci et al., 2000), and the Broaden-and-Build Theory of Positive Emotions (Fredrickson, 2001). Together, these theories offer a multidimensional lens through which the influence of physical activity on well-being can be understood in its full complexity.

The Biopsychosocial Model of Health articulates that well-being is shaped by the dynamic interplay of biological, psychological, and social factors (Engel, 1977). Within the seminary context, where academic, spiritual, and communal demands converge, sports and recreational activities can function as holistic interventions that simultaneously improve physical fitness, reduce stress and anxiety, and promote fraternal bonds and interpersonal relationships. This model thus provides the conceptual basis for the study's multidimensional approach to well-being. Self-Determination Theory extends this foundation by addressing the motivational processes underlying engagement in physical activities (Deci et al., 2000). According to this theory, sustained engagement is most likely when an activity fulfills three

fundamental psychological needs: competence, the sense of mastery; autonomy, the sense of choice; and relatedness, the sense of meaningful connection to others. In the seminary setting, sports and recreation may serve not merely as leisure but as channels for self-development and community building, with intrinsic motivation playing a mediating role in the psychological outcomes experienced by participants. The Broaden-and-Build Theory of Positive Emotions further enriches this framework by proposing that positive emotional experiences broaden an individual's cognitive and behavioral repertoires and, over time, accumulate as durable personal resources (Fredrickson, 2001). Sports and recreational activities, as sources of pleasure, friendship, and renewal, generate precisely the kinds of positive emotional experiences that this theory identifies as foundational. In the long term, these experiences may cultivate resilience, emotional stability, adaptive coping, and social connectedness, qualities that are indispensable for seminarians as they prepare for pastoral leadership.

The convergence of these three theoretical perspectives provides a cohesive and comprehensive framework for the present investigation. The Biopsychosocial Model foregrounds holistic health, Self-Determination Theory explains the motivational mechanisms governing participation, and the Broaden-and-Build Theory articulates the long-term psychological and social dividends of positive emotional engagement. In their integration, these frameworks collectively situate sports and recreational involvement as a meaningful and theoretically grounded dimension of seminary formation, warranting systematic empirical examination.

Statement of the problem

This study aimed to examine the relationship between sports and recreational activities and the socio-emotional well-being among seminarians at St. Pius X Seminary and Sancta Maria Mater et Regina Seminarium for the school year 2025-2026.

Specifically, the study sought to answer the following questions:

1. What is the level of participation in sports activities among seminarians?
2. What is the level of participation in recreational activities among seminarians?
3. What is the level of socio-emotional well-being among seminarians as a whole, and in terms of Emotional well-being and Social well-being of seminarians?
4. Is there a significant relationship among participation in sports and recreational activities and the socio-emotional well-being of seminarians?

METHODOLOGY

This chapter presents the research design and methodology employed in the study, covering the purpose and design of the research, the methodological procedures, and the data analysis approach used to address the objectives of the investigation.

The present study utilized a quantitative research method employing a descriptive-correlational research design in order to determine the level of participation in sports and recreational activities and the socio-emotional well-being among seminarians during the Academic Year 2025-2026. Quantitative research, according to Clark (2021), is a systematic approach that involves the collection and analysis of numerical data to examine patterns and relationships among variables. This method allows for objective measurement and statistical analysis, making it appropriate for studies that aim to describe and determine relationships among variables. Bhandari (2021) described correlational research as a non-experimental design that measures the relationship between variables without manipulating them. It helps determine the strength and direction of relationships but does not establish causation. In this study, the independent variables were participation in sports and recreational activities, while

the dependent variable is socio-emotional well-being. The statistical tools used include mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (r), with the level of significance set at 0.05. This design was deemed appropriate as it allows the researcher to describe the current conditions and determine whether a significant relationship exists among the variables.

The participants of this study were the 149 out of 179 seminarians from St. Pius X Seminary Specifically Grades 7 to 12, and Sancta Maria Mater et Regina Seminarium in Roxas City, Capiz. Stratified random sampling was employed in the selection of the participants, wherein each year level was given a proportionate chance of being represented in the study. The participants were selected randomly from their respective year levels using the lottery technique. The names of the seminarians in every year level were written on slips of paper, rolled, and placed in a designated box for each group. The desired sample size was determined using Taro Yamane's formula to ensure fairness and accuracy in the selection of participants. The distribution of the population, sample size, and percentage by grade level was as follows: Grade 7 had a population of 29, from which 24 respondents were drawn, representing 16% of the total sample; Grade 8 had a population of 14, yielding a sample of 12, which comprised 8% of the total; Grade 9 likewise had a population of 15, from which 12 respondents were selected, also comprising 8%; Grade 10 had a population of 22, producing a sample of 18, accounting for 12% of the total; Grade 11 had a population of 18, with 15 respondents selected, representing 10%; Grade 12 had a population of 18, from which 15 respondents were drawn, likewise representing 10%; and Sancta Maria Mater et Regina Seminarium had a population of 63, with 53 respondents selected, accounting for 35% of the total sample. The combined total population across all groups was 179, from which a total sample of 149 respondents was drawn, constituting 100% of the intended sample size. This distribution ensured that each group was fairly represented, thereby respecting the diversity of experiences among seminarians while keeping the results reliable and balanced.

The instrument used in this study was a structured questionnaire designed to measure participation in sports activities, recreational activities, and socio-emotional well-being. The questionnaire was carefully constructed to suit the seminary context and aligned with the objectives of the study. It consisted of three parts. The first part measured the level of participation in sports activities, focusing on how often seminarians engaged in sports and the extent of their involvement. The second part measured participation in recreational activities, including leisure and relaxation activities. The third part assessed socio-emotional well-being, particularly emotional and social aspects.

To gather data on sports activities, an 11-item researcher-made questionnaire was prepared based on the level of participation of seminarians in sports-related activities. Responses were measured using a five-point Likert scale wherein a scale value of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. This scale was used to determine the level of engagement and well-being of the respondents. The following descriptive scale was applied in interpreting the mean scores: a mean range of 4.21 to 5.00 was described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. Prior to the use of the instrument in gathering the data, it underwent content validation by a jury composed of three experts. Their suggestions and recommendations were incorporated into the modification of the instrument. Likewise, the questionnaire was pilot tested among thirty (30) respondents with characteristics similar to the target participants to determine its validity and reliability. Data gathered from the pilot testing were analyzed using the Statistical Package for Social Sciences (SPSS). The reliability coefficient of the questionnaire was .864, which implied that it was reliable.

To gather data on recreational activities, a 19-item researcher-made questionnaire was prepared based on the level of involvement of seminarians in leisure and relaxation activities. Responses were measured using the same five-point Likert scale wherein a scale value of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. This scale was used to determine the level of engagement and well-being of the respondents. The same descriptive scale was applied in interpreting the mean scores, with a range of 4.21 to 5.00 described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. Prior to the use of the instrument in gathering the data, it underwent content validation by a jury composed of three experts. Their suggestions and recommendations were incorporated into the modification of the instrument. Likewise, the questionnaire was pilot tested among thirty (30) respondents with characteristics similar to the target participants to determine its validity and reliability. Data gathered from the pilot testing were analyzed using the Statistical Package for Social Sciences (SPSS). The reliability coefficient of the questionnaire was .780, which implied that it was reliable.

To gather data on socio-emotional well-being, an 18-item researcher-made questionnaire was prepared based on the emotional and social experiences of seminarians. Responses were measured using the same five-point Likert scale wherein a scale value of 5 corresponded to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. This scale was used to determine the level of engagement and well-being of the respondents. The same descriptive scale was likewise applied in interpreting the mean scores, with a range of 4.21 to 5.00 described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. Prior to the use of the instrument in gathering the data, it underwent content validation by a jury composed of three experts. Their suggestions and recommendations were incorporated into the modification of the instrument. Likewise, the questionnaire was pilot tested among thirty (30) respondents with characteristics similar to the target participants to determine its validity and reliability. Data gathered from the pilot testing were analyzed using the Statistical Package for Social Sciences (SPSS). The reliability coefficient of the questionnaire was .769, which implied that it was reliable.

The process of data gathering in this study was carefully planned to ensure accuracy, ethical responsibility, and respect for the seminarians who served as participants. Before the distribution of the questionnaires, the researchers first sought formal approval from the seminary authorities to secure permission to conduct the study within the formation houses. This step was essential to align the research process with institutional guidelines and to show respect for the academic and pastoral programs. This study strictly adhered to established ethical research standards to ensure the protection and well-being of all respondents. Participation in the study was completely voluntary, and the seminarians had the right to withdraw from the study at any point without any negative consequences. The dignity, privacy, and welfare of the participants were given utmost importance, ensuring that no form of physical, psychological, or emotional harm would arise from their involvement in the study. Confidentiality and anonymity of the responses were also maintained throughout the research process. These measures ensured that the study upheld integrity, respected the rights of the participants, and aligned with institutional and ethical research protocols.

Once permission was granted, the researchers personally explained the purpose of the study to the seminarians and assured them of confidentiality, anonymity, and voluntary participation. Participants were informed that their names were not required and that their honest answers would be used only for academic purposes. They were also reminded that participation was entirely voluntary and that they could withdraw from the study at any point without any negative consequences. This was done to safeguard the dignity and rights of the respondents. The survey questionnaire was distributed at a time convenient for the seminarians, ensuring that data collection would not interfere with their academic and formation activities.

The researchers provided clear instructions and remained available to clarify any questions while the respondents were answering the forms. After completion, the questionnaires were collected immediately to ensure that all responses were secured and handled responsibly. The completed questionnaires were carefully checked, organized, and prepared for analysis. Throughout this process, the researchers maintained the highest regard for the trust of the seminarians, ensuring that the information they shared was treated with care and integrity. This step-by-step approach ensured that the data gathered were both reliable and ethically obtained, forming a solid foundation for the analysis and findings of the study. The reliability coefficient of the questionnaire in Sports Activities was .864, in Recreational Activities was .780, and in Socio-Emotional Well-Being was .769, which implied that all instruments were reliable.

The data collected from the survey questionnaires were analyzed using appropriate statistical tools to address the objectives of the study. The mean was used to determine the level of participation in sports activities, recreational activities, and socio-emotional well-being among seminarians, identifying the overall average responses of the respondents regarding the variables of the study. The standard deviation was used to determine the homogeneity and heterogeneity of the responses of the seminarians in terms of sports activities, recreational activities, and socio-emotional well-being, and also measured the degree of variation in the responses of the participants. The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between participation in sports and recreational activities and the socio-emotional well-being of seminarians, measuring the strength and direction of the relationship between the variables of the study. All inferential tests were set at a .05 level of significance.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered from the seminarians of St. Pius X Seminary and Sancta Maria Mater et Regina Seminarium in Roxas City, Capiz. The study employed a descriptive-correlational research design, utilizing a structured survey questionnaire as the primary data collection instrument administered to the full population of seminarian respondents. Data were analyzed using descriptive statistics, specifically the mean and standard deviation, to determine the levels of participation in sports and recreational activities as well as the level of socio-emotional well-being among the seminarians. Inferential analysis was subsequently conducted using the Pearson Product-Moment Correlation Coefficient (Pearson's r) to test the relationships among the identified variables at the 0.05 level of significance. The discussion that follows is grounded in the data gathered from the respondents and is organized in direct relation to the research objectives of the study, proceeding from descriptive findings to inferential results and their broader interpretive implications.

Level of participation in sports activities

The level of participation of seminarians in sports activities yielded a grand mean of 4.29 and a standard deviation of 0.62, interpreted as very high on the adopted scale where 4.21 to 5.00 corresponds to very high, 3.41 to 4.20 to high, 2.61 to 3.40 to moderate, 1.81 to 2.60 to low, and 1.00 to 1.80 to very low. This finding indicates that seminarians are highly engaged in sports activities, including games, physical training, and organized competitions. The very high level of participation suggests that sports constitute an integral component of seminary life, contributing to the physical development, discipline, and overall well-being of the

seminarians. Engagement in sports may also foster values such as teamwork, perseverance, and self-control, all of which are essential in the holistic formation of future clergy. This high level of participation may further be attributed to the structured nature of seminary life, wherein physical education and physical activities are regularly incorporated into the daily schedule, typically ranging from one to two hours of allotted time per day. This routine provides seminarians with consistent and institutionally supported opportunities to engage in sports, making physical activity not merely accessible but a regular and formative dimension of their program. As a result, seminarians are able to develop not only physically but also socially through regular peer interaction during these activities. The relatively low standard deviation of 0.62 further indicates that responses are consistent across the group, meaning that most seminarians share a similar and uniformly high level of participation in sports activities. This finding is consistent with Sharma et al. (2015), who established that participation in physical activities enhances overall well-being, improves self-esteem, and reduces symptoms of anxiety and depression. Similarly, Zhang et al. (2024) emphasized that regular physical activity strengthens resilience and helps individuals cope with stress, a finding particularly relevant to seminarians who simultaneously face academic and spiritual demands. The high level of participation is likewise aligned with Snedden et al. (2018), who found that students involved in sports tend to experience lower stress and better quality of life, suggesting that seminarians may derive comparable physical and social benefits from their active involvement in sports.

Level of participation in recreational activities

The level of participation of seminarians in recreational activities yielded an overall mean score of 4.24 and a standard deviation of 0.61, also interpreted as very high on the same scale. This result indicates that seminarians are actively involved in recreational activities, including leisure games, hobbies, and relaxation activities. Similar to sports activities, the structured schedule within the seminary provides designated time for rest and recreation, which may fall within or alongside the daily one-to-two-hour physical activity period. This institutional provision allows seminarians to engage not only in structured sports but also in more relaxed and self-directed recreational pursuits. Such opportunities promote mental relaxation and strengthen interpersonal relationships among peers. The high level of participation further implies that seminarians recognize the importance of balancing their academic and spiritual responsibilities with adequate leisure time. Recreational activities may serve as a means of relieving stress, promoting mental relaxation, and enhancing the quality of interpersonal relationships within the seminary community. The consistency of responses, as reflected by the low standard deviation of 0.61, suggests that participation in recreational activities is a broadly shared practice among the respondents rather than an isolated behavior. These findings are supported by Miller et al. (2025), who found that even short periods of recreational engagement can significantly reduce anxiety and improve mood. Kleiber et al. (2011) similarly emphasized that recreational activities serve as restorative mechanisms that help individuals recover from stress and maintain a functional sense of balance. Additionally, Coventry et al. (2021) highlighted that nature-based recreational activities, such as walking and outdoor engagement, reduce symptoms of depression and anxiety, a consideration that is particularly pertinent given that seminarians often live in structured environments with access to natural surroundings. These activities may therefore contribute positively to their relaxation, spiritual reflection, and overall psychological restoration. Taken together, these findings imply that recreational activities play an important role in helping seminarians manage stress and maintain mental balance despite the demands of their formation program.

Level of socio-emotional well-being among seminarians

The level of socio-emotional well-being among seminarians yielded a grand mean of 3.94 and a standard deviation of 0.56, interpreted as high. When examined by dimension, social well-being obtained a mean of 4.10 and a standard deviation of 0.61, also interpreted as high, while emotional well-being obtained a mean of 3.81 and a standard deviation of 0.60, likewise interpreted as high, though comparatively lower than the social well-being dimension. The high level of social well-being at 4.10 supports the findings of Eime et al. (2013), who emphasized that participation in group activities fosters social connections, a sense of belonging, and a reduction in feelings of isolation, all of which are particularly relevant in seminary settings where communal living is a foundational dimension of formation. The relatively lower mean for emotional well-being at 3.81, while still within the high range, is consistent with Smith et al. (2022), who found that seminarians may experience psychological distress arising from the convergence of academic, spiritual, and personal demands inherent in their vocation. This slight disparity between social and emotional well-being dimensions suggests that while seminarians maintain strong interpersonal connections within their community, their emotional health may be subject to additional pressures that are not fully addressed through social engagement alone. Calaguas (2023) further noted that while physical activity contributes to well-being, spiritual and personal factors often exert a stronger influence on emotional health, which may explain why seminarians report strong social relationships yet continue to experience certain emotional challenges. Overall, the findings suggest that seminarians are socially well-adjusted but may benefit from additional emotional and psychological support structures to strengthen their holistic well-being.

Relationship between participation in sports activities, participation in recreational activities, and socio-emotional well-being

The inferential analysis using the Pearson Product-Moment Correlation Coefficient revealed a significant positive relationship between participation in sports activities and participation in recreational activities ($r = 0.271$, $p = 0.001$), reflecting a weak positive correlation that is statistically significant at the 0.05 level of significance. The null hypothesis for this pair of variables is therefore rejected. This result suggests that seminarians who are actively engaged in sports activities are also more likely to participate in recreational activities, implying that involvement in one form of physical engagement may encourage broader participation in leisure and physical pursuits. In contrast, the analysis revealed no significant relationship between participation in sports activities and socio-emotional well-being ($r = -0.007$, $p = 0.936$), as the obtained p-value exceeds the 0.05 alpha level, leading to a failure to reject the null hypothesis for this variable pair. Similarly, no significant relationship was found between participation in recreational activities and socio-emotional well-being ($r = -0.009$, $p = 0.915$), with the p-value likewise exceeding the 0.05 alpha level and the null hypothesis consequently not rejected. These results indicate that participation in both sports and recreational activities does not have a significant influence on the socio-emotional well-being of the seminarians, notwithstanding the very high levels of participation documented in both domains.

This outcome invites careful interpretive consideration. Although seminarians demonstrate a very high level of participation in both sports and recreational activities, such engagement alone may not be sufficient to enhance their socio-emotional well-being in a statistically meaningful way. One plausible explanation lies in the inherent nature of

competitive sports, wherein clear distinctions between winners and losers are an expected feature of participation. While winning may bring satisfaction, confidence, and motivation, losing may produce disappointment, frustration, or a temporary decline in self-esteem. These contrasting emotional responses may offset one another, thereby limiting the net positive impact of sports participation on socio-emotional well-being at the aggregate level. Even in recreational activities, which are generally less competitive in character, the psychological benefits derived from participation may depend substantially on the quality of the experience and the individual's intrinsic motivation. If activities are undertaken out of obligation rather than genuine enjoyment, or if seminarians do not experience a meaningful sense of belonging or self-expression during these activities, the positive emotional effects may be diminished or neutralized. This interpretation is consistent with Chu et al. (2022), who emphasized that intrinsic motivation plays a key role in realizing the psychological benefits associated with physical activities.

The structured demands of seminary life may also contribute significantly to this outcome. Seminarians operate within a comprehensive formation program that encompasses academic responsibilities, spiritual obligations, and the internalization of personal discipline. These overlapping pressures may generate forms of stress and emotional complexity that physical and recreational activities alone are insufficient to address. As established by Smith et al. (2022), seminarians may experience psychological distress as a direct consequence of the rigors of formation, underscoring the need for comprehensive and multidimensional support systems that extend beyond physical engagement. This perspective is further reinforced by Calaguas (2023), who emphasized that spiritual well-being plays a more decisive role in influencing mental health compared to physical activity alone, suggesting that in the specific context of seminary life, socio-emotional well-being is shaped more powerfully by spiritual formation, personal reflection, and emotional support than by participation in sports and recreational activities. While the high levels of participation documented in this study are consistent with prior scholarship affirming the benefits of physical activity for health and social interaction, including the work of Sharma et al. (2015) and Biddle and Asare (2011), the absence of a statistically significant relationship between these activities and socio-emotional well-being indicates that emotional health is governed by more complex and multidimensional factors. These may include personal coping mechanisms, the quality of interpersonal relationships, access to professional counseling, and the depth of spiritual formation experienced within the seminary.

The findings of this study collectively affirm that while participation in sports and recreational activities is demonstrably high among seminarians and is positively associated with each other, it does not emerge as a statistically significant predictor of socio-emotional well-being within this particular population. The significant and positive, though weak, correlation between sports and recreational participation ($r = 0.271$, $p = 0.001$) confirms that physical engagement in one domain is associated with engagement in the other, reinforcing the value of institutionally structured physical activity programs within seminary formation. At the same time, the non-significant relationships between these activities and socio-emotional well-being ($r = -0.007$, $p = 0.936$; $r = -0.009$, $p = 0.915$) highlight the necessity of complementing physical activity programs with initiatives that directly address the emotional, psychological, and spiritual dimensions of seminarian formation. The documented high level of social well-being ($M = 4.10$, $SD = 0.61$) alongside a comparatively lower emotional well-being mean ($M = 3.81$, $SD = 0.60$) further suggests that communal life and group participation support social adjustment, yet may not be sufficient to resolve the emotional complexities unique to seminary formation. These findings contribute to the growing body of literature on the well-being of seminarians and religious formation students, offering empirical evidence that holistic development within seminary contexts requires a deliberately integrated approach that

encompasses physical, social, emotional, psychological, and spiritual dimensions in concert. The subsequent chapter of this manuscript will present the summary of findings, conclusions drawn from the results, and recommendations directed toward seminary administrators, formation directors, and future researchers in this field.

CONCLUSION

The present study examined the level of participation in sports and recreational activities and its relationship to the socio-emotional well-being of seminarians from St. Pius X Seminary and Sancta Maria Mater et Regina Seminarium in Roxas City, Capiz during the Academic Year 2025–2026. Employing a quantitative descriptive-correlational research design, the study involved 149 seminarians selected through stratified random sampling using Taro Yamane's formula and the lottery technique. Data were gathered through a structured questionnaire and analyzed using mean, standard deviation, and Pearson Product-Moment Correlation Coefficient at the 0.05 level of significance. The study sought to determine the level of participation in sports and recreational activities, the level of socio-emotional well-being in terms of emotional and social well-being, and whether significant relationships existed among these variables.

The findings of the study revealed that seminarians demonstrated a very high level of participation in both sports and recreational activities. This indicates that seminarians are actively engaged in physical and leisure pursuits as integral components of their daily seminary life. It can be concluded, therefore, that such active engagement contributes meaningfully to their physical fitness, personal discipline, teamwork, and social interaction, while also fostering camaraderie and a positive community atmosphere within the seminary environment. The high value that seminarians place on leisure and relaxation further suggests that recreational activities serve as an essential counterbalance to the rigorous academic and spiritual demands of seminary formation. In view of these findings, seminarians are encouraged to sustain their very high level of participation in both sports and recreational activities, as these contribute not only to physical well-being but also to stress relief, emotional balance, and community bonding. Seminary formators are likewise encouraged to integrate structured physical and leisure activities into the formation schedule, while seminary administrators are urged to provide adequate facilities, equipment, and recreational spaces that fully support and institutionalize this engagement. Future researchers are encouraged to investigate the specific factors that sustain such high levels of participation, including motivation, peer influence, institutional support, and accessibility of facilities, as well as to explore the particular recreational activities practiced by seminarians and examine how these influence emotional recovery, social interaction, and overall formation experience.

With respect to socio-emotional well-being, the study found that seminarians generally exhibited a high level of socio-emotional well-being, with social well-being rated highest among its dimensions, while emotional well-being, though still within the high range, was comparatively lower. From these findings, it can be concluded that seminarians are capable of cultivating strong interpersonal relationships and sustaining a supportive social environment, which reflects the relational and communal nature of seminary life. However, the relatively lower rating in emotional well-being suggests that seminarians may continue to face emotional challenges that merit deliberate attention and institutional response. Accordingly, seminarians are encouraged to actively strengthen their emotional well-being through self-reflection, prayer, open communication, and the development of healthy coping strategies. Seminary formators are encouraged to provide continuous emotional guidance programs that assist

seminarians in managing personal struggles, stress, and interpersonal difficulties. Seminary administrators, in turn, are urged to enhance mental health support systems, including counseling services, peer support groups, and emotional wellness programs, to address the emotional needs of seminarians comprehensively. Future researchers are encouraged to investigate other contributing factors that shape socio-emotional well-being among seminarians, such as spiritual formation, academic pressure, personal struggles, and the quality of interpersonal relationships, in order to deepen the understanding of this population's emotional and social development.

The study further found a significant relationship between participation in sports activities and participation in recreational activities, indicating that engagement in one form of physical or leisure activity encourages involvement in other related activities, thereby promoting an overall active and balanced lifestyle among seminarians. Conversely, no significant relationship was found between participation in sports and recreational activities and socio-emotional well-being. This finding leads to the conclusion that involvement in sports and recreational activities alone does not directly determine or influence the socio-emotional condition of seminarians, and that socio-emotional well-being is shaped by a broader constellation of factors including spiritual formation, personal experiences, academic demands, and available emotional support systems. In light of this, seminarians are encouraged to maintain their participation in both sports and recreational activities, recognizing their value for social interaction, physical vitality, and emotional stability even in the absence of a direct correlation with socio-emotional outcomes. Seminary formators are encouraged to continue incorporating these activities into formation programs as supportive tools for community building and healthy interaction, while seminary administrators are urged to strengthen holistic formation programs that integrate physical, recreational, spiritual, and emotional development in a unified framework. Future researchers are encouraged to explore additional variables such as spirituality, academic stress, personality traits, and coping mechanisms, and to employ alternative research designs or larger population samples to further examine and validate the non-significant relationship identified in the present study, thereby contributing to a more comprehensive understanding of seminarian well-being.

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