



ATHLETE'S PERFORMANCE: BASIS FOR COMPREHENSIVE SCHOOL SPORTS PROGRAM

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ABSTRACT

School sports program is a substantial component of every learning institution, coaches, and athletes' development. It enables the school to provide opportunities for the teachers to develop their sports coaching skills, it also assures an opportunity to the learners to develop their bodily kinesthetic ability, skills, and talents on their chosen sports discipline. And allows the learning institution to provide quality school sports program, conducive sports environment, and an avenue to compete and advance to the different level of sports competition. The researcher conducted this study to seek an answer to the following research objectives; 1. To what extent did the athletes perform in the following phases as assessed by the coaches and athletes themselves: 1.1 training; and 1.2 competition proper? 2. Was there any significant difference between the assessment of the two groups of respondents on the athletes' performance on the following phases: 2.1 training; and 2.2 competition proper? 3. To what extent was the athletes' performance affected by the: 3.1 mental factor; 3.2 physical factor; 3.3 emotional factor; 3.4

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social factor; and 3.5 environmental factor? 4. Was there any significant difference between the assessment of the two groups of respondents on the factors affecting the athletes' performance? 5. Was there any significant relationship between the factors affecting the athletes' performance on the following phases: 5.1 training; and 5.2 competition? 6. What developmental school sports program may be proposed to address the problem found out in the study? The researcher utilizes the descriptive method of research which is used to gather quantifiable data for statistical treatment through data analysis. T-test and Correlation were used as the research tool to analyze the gathered data among 90 respondents wherein the 75 respondents were athletes, and the remaining 15 respondents were coaches. After a careful analysis of gathered data, it is concluded that both athletes and coaches have a significant contribution in terms of training and contributions, identified aspects did not significantly relate on its effect on the level of their performance in terms of training and competition. And upon scrutinizing the result this study recommended to have a comprehensive school sports program that can help the learning institution, coaches, and student-athletes to develop their potential through well-structured school sports program, effective and efficient sports coaches, quality and enough sports environment, religious participation in community leagues and sports clinic, and lastly a consideration of having a special section and program for every coaches and students-athletes in every learning institution.

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Keywords: *Athletes Program, Sports Development, Sports Management, School Sports Program*

INTRODUCTION

The role of education is the holistic development of an individual that would eventually prepare him for the multitude of challenges life has to offer in the real world. It is the function of any educational institution to produce graduates who will be an asset to the development of a sustainable community, rather than a liability to the growing demands of the modern society. While it is true that the multifaceted educational system, with its politics, bureaucracy, and diverse culture, faces a tremendous pressure on how to provide quality education to its clientele, educational institutions the world over are exerting efforts to come up with means of improving itself.

The inclusion of sports and sporting activities in the curriculum from pre-school to universities is one concrete step in the attempt to provide means of developing the students holistically. Training in sports is believed to be crucial in developing various positive values and behavioral patterns. Numerous studies have also been conducted to prove the essential contribution of sports involvement among students.

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The promotion of sport and physical education at schools plays a vital role in generating motivation for and commitment to life-long sports participation. Although it is true that a very small number of a school's population find themselves in professional leagues, it cannot be denied that the training of athletes like Michael Jordan, Maria Sharapova, Tiger Woods, Serena Williams, to name a few, started to take a formal form in school. Big names in whatever sports competition are usually tied up to a name of a school.

Facilitating sport and physical education at schools thereby encourages a culture of healthy lifestyles and social cohesion through sports participation. Evidence exists that sport and physical activity can furthermore benefit learning and development, although this has not been fully capitalized upon. The importance of facilitating and promoting sport participation and physical education at school level therefore becomes evident.

When individuals, especially children of young age participate in school sports, it provides a sense of belonging, enables them to work in a team environment. Besides, it helps the students to interact with peers in a social and friendly manner. It also helps to learn to consider the interests of teammates and to practice mutual respect and gain their cooperation. Work together, share time, emotional space and other resources help to understand each other. Furthermore, it helps to take turns to play and learn to cope with success and failure as a group and a team. These interactions can greatly facilitate bonding and lasting friendships with schoolmates, which can help make children more sociable in the future career.

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Several research have indicated that children who participate in sports and physical activities are less likely to move towards crimes. Engaging themselves in sports reduces the amount of unsupervised free time on their hands and prevents boredom. This makes options such as smoking, alcohol, and drugs less attractive. It was found out that girls who play sports do better at school and learn the importance of goal setting, planning, strategizing all of which can be important sections of workplace success, which has avoided less likely to have sex or get pregnant at an early age.

On another note, some experts on health and sports claim that the clearest benefits of school-based sports programs can be seen in the overall physical health of teenagers. According to various research, over the past 20 years, many studies have looked at the correlation between the rising rates of obesity and the declining funding for physical activity, whether in a gym class or after-school sports, in high schools.

Young people generally get less physical activity the older they get, but if they stay involved in sports programs, they are more likely to reap the physical benefits they otherwise would not receive. This certainly helps alleviate one of the factors that can lead to obesity. At the same time, the physical activity helps obesity prevention, but that activity can lead to better eating habits. Young people involved in physical activity generally consume more fruits and vegetables, are less likely to be overweight and are more likely to become physically active adults.

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(Taliaferro, 2010) One good habit can lead to many good habits, so keeping young people physically active is imperative for their overall health.

Teen girls tend to see the greater social benefits of competing in team sports. The physical activity combined with the camaraderie and purpose lead to a winning combination for girls. Girls who compete in sports get better grades, graduate at higher rates, and have more confidence. The vast majority avoid unplanned pregnancies, drugs, obesity, depression, and suicide. (Anderson, 2012)

In addition, sports also result in improvement of confidence, self-esteem for some students who are not strong in academics. It helps to strengthen their belief system, which may result in improved academic performance. It also serves as the best icebreaker for fresh students and helps in friendship and faster assimilation. Therefore, taking into consideration all these merits, the schools should include sports environment with proper facilities, dedicated instructors, and time to help their students pursue sports.

The different sports programs are intended to promote participation in inter-school, district, and provincial school sport leagues, enhancing sporting skills at school level as well as enabling talent identification at grass roots. The school sport program can therefore be regarded as a mechanism to encourage inclusivity, promoting skills development through the involvement of able-bodied learners as well as learners with special needs in sporting activities. As such, the

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School Sport Program, through its multifaceted approach, enhances mass participation in sports as well as fostering a culture of healthy lifestyles and social cohesion.

School sport has furthermore been recognized as an essential component in facilitating the identification and development of talent within the province. The system provides learners with the necessary support services and facilities required to achieve podium results, ensuring the talent from schools are nurtured in a formalized, high-performance system.

The same concept of schools being a nurturing ground for future professional athletes prevails in the Philippines. There are various leagues in the country which serves as training pool of athletes for higher competition. Athletes were named here, and some became popular like Manny "Pacman" Pacquiao, world champion on different divisions of boxing and Lydia De Vega, dubbed as Asia's Sprint Queen and a two-time Olympian of Athletics. We also have basketball legends like Robert Jaworski, Benjie Paras, Alvin Patrimonio, Atoy Co, Allan Caidic, Johnny Abarientos and many more. We also have at present the best players of volleyball - to name some are Allyssa Valdez, Jia Morado and Dennise Lazaro, multi-awarded athletes on their discipline. Although we are in a tropical country, we tried to manage and surprised other countries in figure skating, the very first country in Southeast Asia to qualify in 2014 Winter Olympic in the person of Michael Christian Martinez. There is the legend in billiard Efren Bata Reyes whose name became a word of mouth by most Filipinos. Despite our country's outlook towards sports, there are still personalities who lead and inspire us in different athletic competitions.

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In the public schools, teachers are trained to become coaches and undergo coaching and officiating seminar workshop. This way, personnel will be available to fill up the needs of every athlete in terms of technical and managerial aspects. Sometimes they spend money just to cover up the needed materials or equipment. They were pressured between their classroom obligations and sports duties.

Athletes from public schools experience many things that make them determined and strong or may also lead to the other side of it. They experience academic and nonacademic imbalance because of the demands of teachers and the curriculum. Some schools do not have standard sports equipment and training facilities which are regularly needed in sports training and competition. Proper nutrition is not properly addressed. Most of them have low level of nutritional status and low physical stability. Problems that triggered their emotions like family, friends and financial problem are also a prominent factor.

In private schools they have sports program that leads some athletes into holistic development. Adaption of sports in the school curriculum which provides the athletes to choose what sports to play and compete and spend their time with. Equipped standard sports training facilities for training as well as in competition are available. They also enjoy the services of a nutritionist and availability of the right food in the school canteen and cafeteria. Counsellors and activities that will enrich their emotions and social interactions are also in evidence. Well trained coaches in different field or areas in developing the athletes and highly guaranteed incentives

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that motivates the athletes to perform well are all part of a well-organized and functioning school sports program.

There is also the implementation of the DECS Memorandum No. 242, series of 2000 entitled Implementing Guidelines for the Pilot Testing of the Special Sports Program at the Secondary Level and DepEd Order No. 46, series of 2012 entitled Policy and Guidelines on the Implementation of the Special Curricular Programs at the Secondary Level which are both rescinded to DepEd Order No. 25 series of 2015 entitled as Implementing Guidelines in Special Programs in Sports. (SPS) was originally conceived to address the needs of the talented students in different sports discipline and to identify and create a pool of athlete who will be trained to compete in national and international competitions. However, in the course of the program implementation, there was a paradigm shift that elevated the SPS to higher degree of relevance. The program is now envisioned to equip SPS for employment or higher learning in the field of sports and other related field or areas.

The Schools Division of Lipa City, although small compared to other divisions, is not an exception to a growing concern of uplifting the sports program. The Stallions League is the official name of Lipa City School Division Sport Competition which was recently introduced during the conduct of 2017 Division Sports Competition. Various changes occurred on the sports implementation and management of Lipa. On the later years, few number of sporting events were

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implemented by the School's Division of Lipa City due to some aspects affecting the implementation and management process of it.

The developmental changes in the school curriculum, limited playing areas, purchase of low-quality sports equipment due to lack of budget and outnumbered efficient coaches and officiating officials are all contributing to a lower or poorer performance of athletes in the Division in the higher levels of competition.

Having all these observations in the Division and the unquestionable benefits that student-athletes derive from sports, the researcher conducted this study to identify the different factors that dominate the athletes' performance during training and competitions and create strategic plan which is suited to intervene the existing sports program.

MATERIALS AND METHODS

Research Design

The researcher utilized the descriptive research method to determine the factors that affect the athlete's performance in the School's Division of Lipa City.

Descriptive method is a method of research used to gather quantifiable information for statistical inference through data analysis. It can define and measure the significance of something about a group of respondents and the population they represent and may reveal strengths of a targeted group's opinions, attitudes, and behaviors with regard to a given subject.

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This method is best to be employed in the conduct of this study since it tried to describe some phenomenon such as the athletes' performance and the factors that affect the said performance. It focused on careful mapping out of circumstance, situation or set of events to describe what is happening or what has happened. At the same time, it also answered the significant differences and relationship that exist or do not exist among the factors affecting the athlete's performance during training and competition and their performances.

Respondents of the study

Table 1
Distribution of Respondents

Schools	Athletes	Coaches	Total
Anilao National High School	5	1	6
Bolbok Integrated National High School	5	1	6
Bugtongnapulo National High School	5	1	6
Bulcanin National High School	5	1	6
Inosluban Marawoy Integrated National High School	5	1	6
Fernando Air Base Integrated National High School	5	1	6
Lipa City National High School	5	1	6

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Lipa City Science Integrated National H.S.	5	1	6
Lodlod National High School	5	1	6
Lumbang Integrated National High School	5	1	6
Pinagkawintan Integrated National High School	5	1	6
Pinagtongulan Integrated National High School	5	1	6
Rizal National High School	5	1	6
San Celestino Integrated National High School	5	1	6
San Isidro National High School	5	1	6
Total	75	15	90

Respondent of the study were 75 athletes and 15 coaches of selected athletic events among the 15 junior high schools in the Schools Division of Lipa City of the current school year 2018 – 2019. Table 1 shows the distribution of the respondents by schools.

Research Instrument

The main data gathering tool utilized in this investigation was researcher-made survey questionnaire. A survey questionnaire consisted of two parts, part one pertained to the performance of athletes in terms of training and competition. Part two focused is the factors affecting the performance of the athletes.

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Preparation and Validation of the Questionnaire

The questionnaire was crafted through the use of various resources such as books, journals and articles which were related to the study. The first draft was constructed and submitted to the adviser for corrections, modification and enhancement. Based on the adviser's constructive criticism and suggestions, the second will be made submitted to a panel of experts along the line of public administration to be able to establish its validity. Finally, a well-constructed questionnaire will be made and validated.

Data Gathering Procedure

The researcher sent letter to the Schools Division Superintendent seeking a permission to conduct the said study within the division. Upon approval of the letter, the researcher went to the 15 junior high schools in the Schools Division of Lipa to seek also permission from the school principals. After permission was granted, the researcher will distribute the said questionnaire to five athletes and one coach per school. The distribution and retrieval of questionnaires will last for one week through the assistance of the schools' respective sports coordinators.

Scoring and Interpretation of Responses. After the retrieval of questionnaires. The responses for the athlete's performance during training and competition.

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Weight	Range	Verbal	Interpretation
5	4.50 – 5.00	Very Great Extent	(VGE)
4	3.50 – 4.49	Great Extent	(GE)
3	2.50 – 3.49	Moderate Extent	(ME)
2	1.50 – 2.49	Less Extent	(LE)
1	1.00 – 1.49	No Extent	(NE)

Moreover, the responses for the factors affecting the athletes performance were scored and interpreted through the given scale also.

Weight	Range	Verbal	Interpretation
5	4.50 – 5.00	Very Great Extent	(VGE)
4	3.50 – 4.49	Great Extent	(GE)
3	2.50 – 3.49	Moderate Extent	(ME)
2	1.50 – 2.49	Less Extent	(LE)
1	1.00 – 1.49	No Extent	(NE)

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Statistical Treatment of Data

The data that were obtained by the respondents from the survey questionnaires were then tabulated, analyzed and interpreted.

The following statistical tools were applied in the treatment of the data.

Ranking. The ranking was used to determine the importance of responses with the use of frequency count, percentage and ranking of weighted mean.

Weighted Mean. In this study the mean will be used to compute the extent of performance of the athletes in the two phases noted in the study and the extent by which the factors affect the athlete's performance.

t-test. an analysis of two populations means through the use of statistical examination; a t-test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known. This was applied to determine the null hypothesis and significant differences of two variables.

Correlation. This was applied to determine the null hypothesis and the significant relationship of two variables.

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RESULTS AND DISCUSSION

1. Extent of the Athletes Performance

There are two crucial phases in the life of any student-athlete: training and competition. How the athletes perform in these phases is believed to be interrelated with one another. Some believe that the athletes' performance during training is always indicative of how they will perform in the actual competition. On the other hand, an athlete's performance during his actual games is used to design the most appropriate training program.

1.1. Training. Table 2 presents the level of performance of the athletes during training as perceived by both the coaches and the athletes themselves.

It can be gleaned from the table that the perception of both respondents, promoting harmonious relationship among his co-athlete, trainer and coach was performed to a great extent as denoted by the weighted mean of 4.42.

Table 2

Assessment of the Athletes' Performance During Training

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Attend the scheduled training regularly and sign on the attendance record sheet.	3.80	GE	9	3.75	GE	9	3.78	GE	9
Prepare themselves and their personal training belongings before the training start.	3.87	GE	8	4.35	GE	3	4.11	GE	5.5

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Listen well to the instructions and raise question for clarification.	4.07	GE	4.5	4.20	GE	6	4.14	GE	4
Analyze and concentrate on a given training instruction.	4.40	GE	1	4.41	GE	2	4.41	GE	2
Perform the task on a given period of time.	4.00	GE	6	4.03	GE	8	4.06	GE	7
Execute properly the stretching, warm up exercise, exercise proper, footwork, play drills, and cool down exercise to avoid injury.	4.13	GE	3	4.25	GE	5	4.19	GE	3
Enjoy and communicate with their co athletes during training proper.	4.07	GE	4.5	4.04	GE	7	4.05	GE	8
Promote harmonious relationship among his/her co athlete, trainer and coach.	4.33	GE	2	4.51	VGE	1	4.42	GE	1
Utilize proper training equipment in standard facilities for further familiarization.	3.60	GE	10	3.57	GE	10	3.59	GE	10
Rest, relax and replenish on a given period of time.	3.93	GE	7	4.29	GE	4	4.11	GE	5.5
Composite Mean	4.02	GE		4.14	GE		4.09	GE	

It was followed by the indicator that athletes' analyzed and concentrated on a given training instructions to a great extent as pegged by its weighted mean of 4.41 On the other hand, the indicator that received the lowest weighted mean was utilizing proper training equipment in standard facilities for further familiarization to great extent as evinced by its weighted mean of 3.59 Evidently, this can be attributed to the fact that, in most cases, proper

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training equipment in standard facilities were not available to the student-athletes of the public secondary schools.

In summary, the perception of the coaches about the performance of their athlete’s during training was to a great extent as showed by its weighted mean 4.09. This result was mirrored in the article of Miele in 2015 emphasized the importance of concentration and meditation. This would help the athlete set a clearer goal and visualize success. It is also supported by the work of Cho in 2006 which stressed that that peers are very important to student athletes because it allows close social networks and injunctive norms that will help them develop their social behavior.

1.2 Competition. Table 3 presents the level of performance of the athletes during competition as perceived by both the coaches and the athletes themselves.

Table 3
Assessment of the Athletes’ Performance During Competition

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Arrive in the training venue ahead of time and make a courtesy call.	3.80	GE	10	3.81	GE	9	3.81	GE	10
Prepare and bring all the personal training belongings during competition.	4.33	GE	3	4.12	GE	5	4.23	GE	4

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Listen and analyze carefully the play and movement instruction to be execute in the game.	3.93	GE	8	4.36	GE	2	4.15	GE	6
Execute properly warm up exercise, exercise proper, footwork, play drills before the start of the game to avoid injury.	4.20	GE	5	4.33	GE	3	4.27	GE	2
Perform the necessary game play needed to fulfill the team or individual goals.	4.07	GE	7	4.04	GE	7	4.06	GE	8
Enjoy and communicate with his/her co athlete during the game.	4.27	GE	4	4.11	GE	6	4.19	GE	5
Promote fair play and sportsmanship among other athletes.	4.47	GE	1	4.00	GE	8	4.24	GE	3
Respect and listen to the official's judgment during the game.	4.40	GE	2	4.52	VG E	1	4.46	GE	1
Play the game with enthusiasm and pride.	3.87	GE	9	3.84	GE	10	3.86	GE	9
Rest, Relax and Replenish after the game competition	4.13	GE	6	4.27	GE	4	4.2	GE	7
Composite Mean	4.15	GE		4.12	GE		4.14	GE	

It was reflected on the table that the coaches perceived the athletes' performance to a great extent as shown by the highest weighted mean of 4.46 which was on respecting and listening to the official judgment during the game.

Second in rank was promoting fair play and sportsmanship among other athletes to a great extent as evidenced by the weighted mean of 4.40.

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In contrast arriving in the training venue ahead of time and making a courtesy call fell at the bottom of the list. It garnered a weighted mean of 3.81 and was also interpreted as great extent. This item was given the lowest mark by the coaches admitting that this was very seldom done in reality.

In summary, the perception of both respondents during competition was to great extent which marked a composite mean of 4.14. These results were related to the work of Rathee and Singh. It was revealed that achievement in sports demand specific behavior from an athlete. The performer in such events must have ability to assess the situation, select the response, decide quickly and then implement it with determined efforts.

2. Significant Difference Between the Assessments of the Two Groups of Respondents on the Athletes' Performance.

2.1. Significant Differences on the Assessments of the Two Groups of Respondents on the Level of Performance of the Athletes During Training

Table 4 shows the test results on the significant differences between the assessments of the coaches and the athletes themselves on their level of performance during training.

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Table 4

Significant Differences on the Assessment of the Two Groups of Respondents on the Level of Performance of the Athletes During Training

Variables	AWM	df	Ct	Tv	Level	Decision on Ho
1. Assessment of the Coaches	4.02	9	-2.13	2.26	Not Significant	Accepted
2. Assessment of the Athletes Themselves	4.14					

The computed t-value of -2.13 did not exceed the tabular value of 2.26 at 0.05 level of significance using 9 degrees of freedom. This proved that there was no significant difference between the assessments of the coaches and the athletes themselves on their level of performance during training; hence, the postulated null hypothesis on the areas of relationship was accepted.

The findings implied that the assessments of the coaches and the athletes themselves on their level of performance during training was the same. It was evidenced by the same great extent assessments of the two group of respondents on the level of performance of the athletes during training.

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2.2. Significant Differences on the Assessment of the Two Groups of Respondents on the Level of Performance of the Athletes During Competition

Table 5 shows the test results on the significant differences between the assessments of the coaches and the athletes themselves on their level of performance during competition.

Table 5

Significant Differences on the Assessment of the Two Groups of Respondents on the Level of Performance of the Athletes During Competition

Variables	AWM	df	Ct	Tv	Level	Decision on Ho
1. Assessment of the Coaches	4.02	9	0.09	2.26	Not Significant	Accepted
2. Assessment of the Athletes Themselves	4.14					

The computed t-value of 0.09 did not exceed the tabular value of 2.26 at 0.05 level of significance using 9 degrees of freedom. This proved that there was a no significant difference between the assessment of the coaches and the athletes themselves on their level of performance

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during competition; hence the postulated null hypothesis on the areas of relationship was accepted.

The findings implied that the assessment of the coaches and the athletes themselves on their level of performance during competition was the same. It was evidenced by the same great extent assessment of the two group of respondents on the level of performance of the athletes during competition.

3. Factors Affecting the Athletes' Performance

Whether it is the competition proper or the training phase, athletes' performance is influenced by various interconnected factors.

3.1 Mental Factor. Table 6 gives the perceptions of both coaches and the athletes themselves on the mental factors that affect athletes' performance.

Table 6

Mental Factors Affecting the Athletes' Performance

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Understand how to interact in the field or court to employ a play that will help me defeat my opponents.	3.93	GE	9	3.69	GE	9	3.81	GE	9
Experience anxiety or worry before or during athletic game that interferes with my mindset on the play	4.42	GE	1	4.23	GE	5	4.33	GE	2

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Balance my time between schoolwork, practices and games, as well as family pressures and everyday life.	3.92	GE	8	4.31	GE	4	4.12	GE	7
Engage myself deeply into the game and ignore distractions around	4.20	GE	5.5	4.40	GE	2	4.30	GE	4
Set systematic goals that are focused on the process and performance rather than focused on the outcome of competition.	4.00	GE	7	4.08	GE	7	4.04	GE	8
Look forward with excitement on every good thing that may come up with my performance.	4.40	GE	2	4.20	GE	6	4.30	GE	3
Give importance to past experiences along with the lessons and challenges that they present, which may be increased in major competitions.	4.27	GE	4	4.02	GE	8	4.15	GE	6
Avoid physical harm among other opponent that may cause trouble.	4.39	GE	3	4.54	VGE	1	4.47	GE	1
Follow organize routine from day to day schedule.	3.80	GE	10	3.54	GE	10	3.67	GE	10
Perform strongly to attract or draw the greatest public attention possible.	4.20	GE	5.5	4.32	GE	3	4.26	GE	5
Composite Mean	4.15	GE		4.13	GE		4.14	GE	

It can be noted that according to the respondents' results physical harm among opponents should be avoided for it may cause trouble and this garnered the highest weighted mean of 4.47. Next, athletes experiencing anxiety or worry before or during athletic game interfered with their mindset on the play as manifested by its weighted mean of 4.33 and a verbal interpretation of great extent. Undoubtedly, this is the most common observation of the coaches with their athletes.

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In contrast, the coaches perceived that athletes followed organized routine from day to day schedule and this was least felt among the indicators in mental factor. It registered a weighted mean of 3.67 and was verbally interpreted as great extent.

In summary, both respondents perceived that the mental factors affected the athletes' performance to a great extent as revealed by the composite mean of 4.14.

This result was echoed by the work of Bali in 2015 where he emphasized that although Psychology preparation is a component that has been often neglected by athletes and coaches alike, studies have shown that mental readiness was felt to be the most significant statistical link with Olympics ranking. Athletes have frequently been quoted to state how the mental aspect is the most important part of one's performance in sports.

3.2 Physical Factors. Table 7 gives the perceptions of both coaches and the athletes themselves on the physical factors that affect athletes' performance.

Table 7

Physical Factors Affecting the Athletes' Performance

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Ensure that their cardio vascular system is strong enough to endure fatigue and can withstand extreme physical activities associated with training and competing	3.93	GE	8.5	4.05	GE	8	3.99	GE	10

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See to it that they have incredible muscular endurance to sustain the strength to move their bodies for hours at a time.	4.41	GE	1	4.15	GE	5	4.28	GE	2
Receive appropriate training advice, drills, and programs to optimize their movements, linearly and laterally.	3.93	GE	8.5	4.12	GE	6	4.03	GE	9
Manifest positive anatomic and physiological characteristics of athletes that makes a fairly reliable prediction of positive athletic performance.	4.20	GE	5.5	4.27	GE	3	4.24	GE	4
Require themselves to have the specific physique or body composition for good performance in sports.	4.00	GE	7	4.01	GE	10	4.00	GE	8
Keep their body mass index (BMI) in balance	4.40	GE	2	4.04	GE	9	4.22	GE	5
Practice eating the right type and amount of food following a regular timing of food intake, along with an ample amount of fluids and supplements that help competitive athletes perform at their best.	4.27	GE	4	4.07	GE	7	4.17	GE	7
Avoid unnecessary movements and activities that will harm and make them uncomfortable during the game	4.39	GE	3	4.29	GE	2	4.34	GE	1
Reduce neural activation of the body because of vices affecting coordination and speed of appropriate limb movement during sports performance.	3.80	GE	10	4.72	VGE	1	4.26	GE	3
Seek rest and relaxation to renew energy during training days.	4.20	GE	5.5	4.16	GE	4	4.18	GE	6
Composite Mean	4.15	GE		4.19	GE		4.17	GE	

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The data from table 7 presented the physical factors that affected the athlete's performance. They should avoid unnecessary movement and activities that harmed and made them uncomfortable during the game achieved a weighted mean of 4.34

Followed by the next indicator which garnered a weighted mean of 4.28 which was performed to a great extent and sought to it that there must be incredible muscular endurance to sustain the strength to move athletes' bodies for hour at a time.

On the other hand, the physical factors that was last in rank was the insurance that their cardio vascular system should be strong enough to endure fatigue and can withstand extreme physical activities associated with training and competing. This received the lowest weighted mean of 3.99 and a verbal interpretation of great extent according to the coaches' perceptions.

In totality, the perceptions of the coaches towards the physical factors affecting the athletes' performance was to great extent and gained a composite mean of 4.17.

This finding was accentuated also in the work of Tallara in 2017. Her study pointed out the importance of maintaining a normal BMI or body mass index for athletes to perform well during training and competitions. She also emphasized that the most common concern of the student-athletes is injury during games.

3.3 Emotional Factors. Table 8 shows the perceptions of both sets of respondents of this study towards the emotional factors that affect the athletes' performance.

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It can be gleaned upon from the table that based on the perceptions of the coaches the concept that athletes experienced a genuine sense of enjoyment and happiness in the performance of various athletic activities registered the highest weighted mean of 4.26 and a verbal interpretation of great extent.

This was followed by the idea that athletes should control negative emotion that may result to emotional fatigue and exhaustion that may in turn, lead to the failure to perform a task. It garnered a weighted mean of 4.18 which was interpreted as to a great extent.

Table 8
Emotional Factors Affecting the Athletes' Performance

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Foster positive attitude towards helping their team visualize and achieve success.	4.21	GE	2	3.97	GE	5	4.09	GE	4
Engage in continued sport activities to reach their full athletic potential.	4.07	GE	6	3.96	GE	6	4.02	GE	6
Manifest passion in all aspects of an athlete's life	4.07	GE	6	4.25	GE	3	4.16	GE	3
Experience a genuine sense of enjoyment and happiness in the performance of various athletic activities.	4.22	GE	1	4.29	GE	1	4.26	GE	1
Exhibit optimism in facing the challenges of both training and competition and practice tolerance in handling uncontrollable suffering.	3.86	GE	10	3.83	GE	9	3.85	GE	9

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Control adrenaline rush for the strength, pain threshold and performance.	3.87	GE	9	3.84	GE	8	3.86	GE	8
Tolerate and endure distractions brought about by different problems that results to failure of execution of the game plan	4.07	GE	6	3.87	GE	7	3.97	GE	7
Control negative emotion that may result to emotional fatigue and exhaustion that may, in turn, lead to the failure to perform a task	4.07	GE	6	4.28	GE	2	4.18	GE	2
Maintain composure to avoid worrying about poor results and the consequences of a poor performance.	4.20	GE	3	3.79	VGE	10	3.00	GE	10
Handle pressure on them to perform well during major competitions	4.19	GE	4	4.12	GE	4	4.2	GE	5
Composite Mean	4.08	GE		4.02	GE		4.05	GE	

However, the statement to maintaining composure to avoid worrying about poor results and the consequences of a poor performance. can be found at end of the list. It registered a weighted mean of 3.00 that was verbally interpreted as to moderate extent.

As a whole the perception of respondents towards the emotional factors resulted to a great extent as indicated by the weighted mean of 4.05.

This result was echoed by the work of Valbuena in 2015 when he studied how some emotional, social and mental factors affect athletes of varying sports. The study also revealed that emotional factors indeed affected an athlete's performance.

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3.4 Social Factors. Table 9 shows the result of the perception of both coaches and athletes towards the social factors that may affect an athlete’s performance.

It can be inferred from the table that based on the perceptions of the coaches the highest weighted mean of 4.34 was obtained by the item suggesting that student-athletes communicated clearly with their teammates to promote harmonious relationship among themselves.

Table 9
Social Factors Affecting the Athletes’ Performance

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Receive support from family and friends that influences their mood, that would in turn affect their performance.	3.93	GE	8.5	4.05	GE	7	3.99	GE	9
Initiate self-motivation to fulfill their potential and exert effort to perform well.	4.44	GE	1	4.15	GE	4	4.30	GE	2
Compete in various competition to uplift their morale	3.93	GE	8.5	4.12	GE	5	4.03	GE	7
Maintain positive image and high social status even after games.	4.20	GE	5.5	4.27	GE	2	4.24	GE	3
Take full responsibility on their actions while at play.	4.00	GE	7	4.01	GE	9	4.01	GE	8
Share new ideas and help others in implementing them.	4.40	GE	2	4.04	GE	8	4.22	GE	4
Appreciate other race and God-given gifts to perform better in practices and game	4.27	GE	4	4.07	GE	6	4.17	GE	6

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Communicate clearly with their teammates to promote harmonious relationship among themselves	4.38	GE	3	4.29	GE	1	4.34	GE	1
Elicit motivation from recognition through publication of athletic performance through the use of public forums and blogs and other forms of mass media	3.80	GE	10	3.72	VGE	10	3.76	GE	10
Compete in a game with a positive stereotype, like being expected to win and helping co-athletes to perform better.	4.20	GE	5.5	4.16	GE	3	4.18	GE	5
Composite Mean	4.16	GE		4.09	GE		4.13	GE	

Next in rank was initiating self-motivation to fulfill their potential and exerting effort to perform well having a weighted mean of 4.30. Camaraderie and the sense of “oneness” is deeply instilled in the athletes. They always try to share new insights and are willing to contribute to the implementation of new strategies that can help them reach their success.

On the other hand, the lowest weighted mean of 3.76 was registered by the statement of eliciting motivation from recognition through publication of athletic performance through the use of public forums and blogs and other forms of mass media. This can be attributed to the fact that, unlike university leagues, these local players are not paying much attention to their popularity, especially via mass media.

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In summary the perception of respondents toward social factors gained a composite mean of 4.13 which was performed to great extent.

This result was reflected in the work of Moffet in 2002 where he found a strong connection between the Olympic athletes' performance with the athletes' coach, teammates, family and other people surrounding them. The same is true in the study of Lucas in 2015 with the student-athletes in the State University of Pennsylvania.

3.5 Environmental Factors. Table 10 shows the perceptions of both the coaches and the athletes towards the environmental factors that are affecting the athletes' performance in their game.

As can be gleaned from the table, the highest weighted mean was 4.49 which was about participating of athletes in community leagues and other athletic engagements in the community to further develop their potentials as an athlete.

This was due to the fact that student-athletes also found their own means of improving their games even outside the bounds of their respective schools.

Next was the indicator saying that athletes considered the judgment rendered by game officials as fair and just to ensure the game's integrity with a weighted mean of 4.13 and was done to a great extent. It goes to show that student-athletes were observed by their coaches to be compliant with the game officials' judgment.

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Table 10

Environmental Factors Affecting the Athletes' Performance

Indicators	Coaches			Athletes			Average		
	WM	VI	R	WM	VI	R	AWM	VI	R
Use appropriate sports equipment and facilities that could improve their performance as athletes	3.00	ME	10	3.81	GE	9	3.41	ME	10
Immerse themselves in modern advances and applications to gain greater insight to improve their performance, learn new training methods and elevate their athletic skills.	4.00	GE	6	4.15	GE	5	4.08	GE	7
Consider the judgment rendered by game officials as fair and just to ensure the game's integrity	4.40	GE	2	4.27	GE	3	4.34	GE	2
Remain composed and competitive despite high temperature that can cause various heat illnesses to athletes such as heat cramps and heat stroke; and very low temperatures that may lead to hypothermia.	4.20	GE	5	4.39	GE	2	4.30	GE	3
Prefer the presence of natural environment that reduces stress, improves cognitive function and provides beneficial changes in cardiovascular indicators among athletes.	4.33	GE	3	3.97	GE	8	4.15	GE	5
Elicits motivation from financial support given by school administration or other school stakeholders	4.27	GE	4	4.09	GE	6	4.18	GE	4
Maintain balance between academic and athletic activities	3.93	GE	8	4.00	GE	7	3.97	GE	8

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Participate in community leagues and other athletic engagements in the community to further develop my potentials as an athlete.	4.53	GE	1	4.44	GE	1	4.49	GE	1
Perform school / classroom duties and obligation as prescribed by the authorities	3.80	GE	9	3.65	VGE	10	3.73	GE	9
Participate in training program prescribe by the coaches.	4.07	GE	7	4.20	GE	4	4.14	GE	6
Composite Mean	4.05	GE		4.10	GE		4.06	GE	

On the other hand, the indicator suggesting that athletes used appropriate sports equipment and facilities that improved their performance to a moderate extent as athletes which obtained the lowest mean of 3.41. This can be attributed to the fact that public secondary schools lacked the requisite facilities and equipment in sports. And this could be one of the most serious problems of the coaches and athletes in the future.

In summary, the respondents perceived to great extent the environmental factors which garnered an average weighted mean of 4.06.

This result was echoed in the work of Siegel and Laursen, 2012 which gave importance to the external environment of students in relation to how they participate and succeed in sports.

Summary. Table 11 shows the summary of the factors affecting the level of performance of the athletes.

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As can be gleaned from the table, the level of performance of the athletes during training and competition was affected to great extent by the different factors to a great extent as divulged by the overall mean rating of 4.11.

Table 11

Factors Affecting the Level of Performance of the Athletes

Factors	Coaches			Athletes			Composite		
	AWM	VI	R	AWM	VI	R	CWM	VI	R
Mental Factors	4.15	GE	2.5	4.13	GE	2	4.14	GE	2
Physical Factors	4.15	GE	2.3	4.19	GE	1	4.17	GE	1
Emotional Factors	4.08	GE	4	4.02	GE	5	4.05	GE	5
Social Factors	4.16	GE	1	4.09	GE	4	4.13	GE	3
Environmental Factors	4.05	GE	5	4.10	GE	3	4.06	GE	4
Over-all Average Weighted Mean	4.12	GE		4.11	GE		4.11	GE	

Foremost in rank was physical factors with the highest mean rating of 4.17. Mental factors, environmental factors and social factors also affected the performance of the learners. Last in rank was the emotional factors as revealed by the lowest average weighted mean of 4.05.

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It could be attributed that physical factors ranked first among this factors affecting the athletes' performance because of the coaches together with the administration provided the athletes with complete training equipment and facilities. And provided them with regular medical check-up for them to sustain the strength of the athletes.

4. Significant Differences on the Assessments of the Two Groups of Respondents on the Factors Affecting the Level of Performance of the Athletes

Table 12 shows the test results on the significant differences between the assessments of the coaches and the athletes themselves on the different factors affecting their level of performance during training and competition.

Table 12

Significant Differences on the Assessment of the Two Groups of Respondents on the Factors Affecting the Level of Performance of the Athletes

Variables	AWM	Df	Ct	Tv	Level	Decision on Ho
1. Assessment of the Coaches	4.12	4	0.48	2.78	Not Significant	Accepted
2. Assessment of the Athletes Themselves	4.11					

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The computed t-value of 0.48 did not exceed the tabular value of 2.78 at the 0.05 level of significance using 4 degrees of freedom. This proved that there was a significant difference between the assessments of the coaches and the athletes themselves on the different factors affecting their level of performance during training and competition; hence, the postulated null hypothesis on the areas of relationship was accepted.

The findings implied that the assessment of the coaches and the athletes themselves was the same on the different factors affecting the level of performance of the athletes. It was evidenced by the same great level assessment on the different factors such as mental factors, physical factors, emotional factors, social factors and environmental factors.

5. Significant Relationship Between the Factors Affecting the Athlete’s Performance.

5.1. Significant Relationship Between the Factors Affecting the Athletes’ Performance and the Level of Performance of the Athletes During Training

Table 13 reflects the test results on the significant relationship between the factors affecting the athletes’ performance and their level of performance during training.

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Table 13

Significant Relationship Between the Factors Affecting the Athletes' Performance and the Level of Performance of the Athletes During Training

Variables	AWM	Df	Ct	Tv	Level	Decision on Ho
1. Factors Affecting the Level of Performance of the Athletes	4.11	10	0.29	2.23	Not Significant	Accepted
2. Level of Performance of the Athletes During Training	4.09					

The computed t-value of 0.29 did not exceed the tabular value of 2.23 at the 0.05 level of significance using 10 degrees of freedom. This proved that the factors affecting the athletes' performance did not significantly relate to its effect on the level of performance of the athletes during training; hence, the presupposed null hypothesis on the areas of relationship was accepted.

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The findings implied that the great extent athletes' performance during training was not affected by the great extent manifestation of mental factors, physical factors, emotional factors, social factors and environmental factors.

5.2. Significant Relationship Between the Factors Affecting the Athletes' Performance and the Level of Performance of the Athletes During Competition

Table 14 presents the test results on the significant relationship between the factors affecting the athletes' performance and their level of performance during competition proper.

The computed t-value of -0.56 did not exceed the tabular value of 2.20 at the 0.05 level of significance using 11 degrees of freedom. This proved that the factors affecting the athletes' performance during competition proper did not significantly relate to its effect on the level of performance of the athletes; hence, the presupposed null hypothesis on the areas of relationship was accepted.

Table 14

Significant Relationship Between the Factors Affecting the Athletes' Performance and the Level of Performance of the Athletes During Competition

Variables	AWM	Df	Ct	Tv	Level	Decision on Ho
1. Factors Affecting the Level of Performance of the Athletes	4.11	11	-0.56	2.20	Not Significant	Accepted

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2. Level of Performance of the Athletes During Competition Proper	4.09					
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The findings implied that the great extent athletes' performance during competition proper was not affected by the great extent manifestation of mental factors, physical factors, emotional factors, social factors and environmental factors.

PROPOSED SCHOOL SPORTS DEVELOPMENT PROGRAM

School-based sports programs can bring out noticeable positive reactions and behaviors in teens. Not only can it help individual student-athletes to reach their full potential, but they can also produce well-rounded citizens of the society. This is the reason why all schools engage their students in some kind of sporting activities.

Therefore, the question of what schools lose when they cut off this kind of program is obvious. There have been numerous studies already conducted looking into the benefits of sports among students and without fail, these studies revealed that there is a multitude of benefits that one can get from engaging in school sports: from the most rudiments of health benefits to the social relationships and connections and the more practical outcome of opening the opportunity for a future career in sports.

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Hence, schools exert efforts to be able to establish a school sports development plan. In the case of the public secondary schools in the Division of Lipa City, there is no evidence that a well-structured sports development plan is already in place.

After thorough analysis of the results of this investigation, the researcher would like to propose Project C.O.A.C.H. (Creating Opportunities for Athletes to Charge for Honor). This project has the general aim of producing highly competitive student-athletes with the values and character of a true champion.

Areas of Concern	Objectives	Strategies	Persons Involved	Time Frame	Expected Output
Athletes' performance	Provide appropriate sports equipment needed by athletes in various sporting field.	- tapping various stakeholders for sponsorship - allotting an aggregate amount of budget from school MOOE, SEF, LSB, NGO	Coaches, athletes School Personnel, LGU's, NGOs, various stakeholders	Year Round	Provided appropriate sports equipment and facilities that student-athletes utilized during practice or training
	Uplift the athletes' morale and sense of pride for self and the school he/she is playing for	Initiating seminar workshop, team building, lecture, training regarding school sport development program	Coaches, athletes School Personnel, LGU's, NGOs, various stakeholders	Year Round	Uplifted athletes' morale and sense of pride.

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Factors Affecting Athlete's Performance	Train student – athletes following a well-structured training program per sports/field	-instituting a comprehensive sports program that coaches can use in training their athletes - conferring/consulting with experts to be able to assess the feasibility and safety of the designed training program	Coaches, athletes experts like professional athletes, trainers, coaches and health practitioners	Year Round	Trained student-athletes' in a performing the sports training program.
	Ensure that the students-athletes' physical body is equipped and can withstand training	Undergoing Physical Examination and check up	Coaches, athletes, health practitioners	Year Round	Ensured Student-athletes with physical sound and fit body.
	Enhance the student-athletes' self-control and emotions so they will not be hampered by these during performances	-having the athletes engage in self-meditation activities like yoga -insisting on a period of relaxation after major competitions of heavy training	Coaches, athletes	Year Round	Enhanced the student-athletes' in participating competition.
	Recognize student-athletes in their athletic performance	-posting of athletes' achievements on social media sites -posting of athletes'	Coaches, athletes, school personnel, parents	Year Round	Rewarded and recognized student-athletes' performance

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		achievements on the school's bulletin boards -recognizing the winning athletes during school programs and PTC -sending personal congratulatory letters to the parents for their child's achievement			and achievements in competitions
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Conclusion

After careful and resilient analysis of the data gathered, the researcher arrived at the following conclusions:

1. Both the coaches and the athletes described that performance of the athletes during training and competition was to great extent.
2. There was no significant difference between the assessments of the coaches and the athletes themselves on their level of performance during training and competition proper.
3. Both set of respondents perceived that the athletes' performance was affected by mental, physical, emotional, social, and environmental factor to a great extent.
4. There was a significant difference between the assessments of the coaches and the athletes themselves on the different factors affecting their level of performance during training and competition proper.

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- *****
5. The factors affecting the athletes' performance did not significantly relate to its effect on the level of performance of the athletes during training and competition proper.
 6. The proposed school sports development program can help the school improve the level of performance of their student-athletes and bring out the best potential among them.

Recommendations

1. A well-structured training program must be implemented in training the student-athletes.
2. There should be special teachers or coaches with lesser teaching loads so that they can closely monitor and guide the training of their athletes.
3. The school should take bolder steps towards improving the school's infrastructure that would support student-athletes' development.
4. Tie up with community leagues and other non-professional leagues should be strengthened to provide athletes with better training and tune up opportunities.
5. Sports clinic should be consistently and religiously conducted to better identify and mold good athletes.
6. A special student-athlete should be put into place so that student-athletes will not be left behind when they are out of their classes due to practices and games.
7. A deeper investigation of the other factors that affect student-athletes' performance may be conducted.

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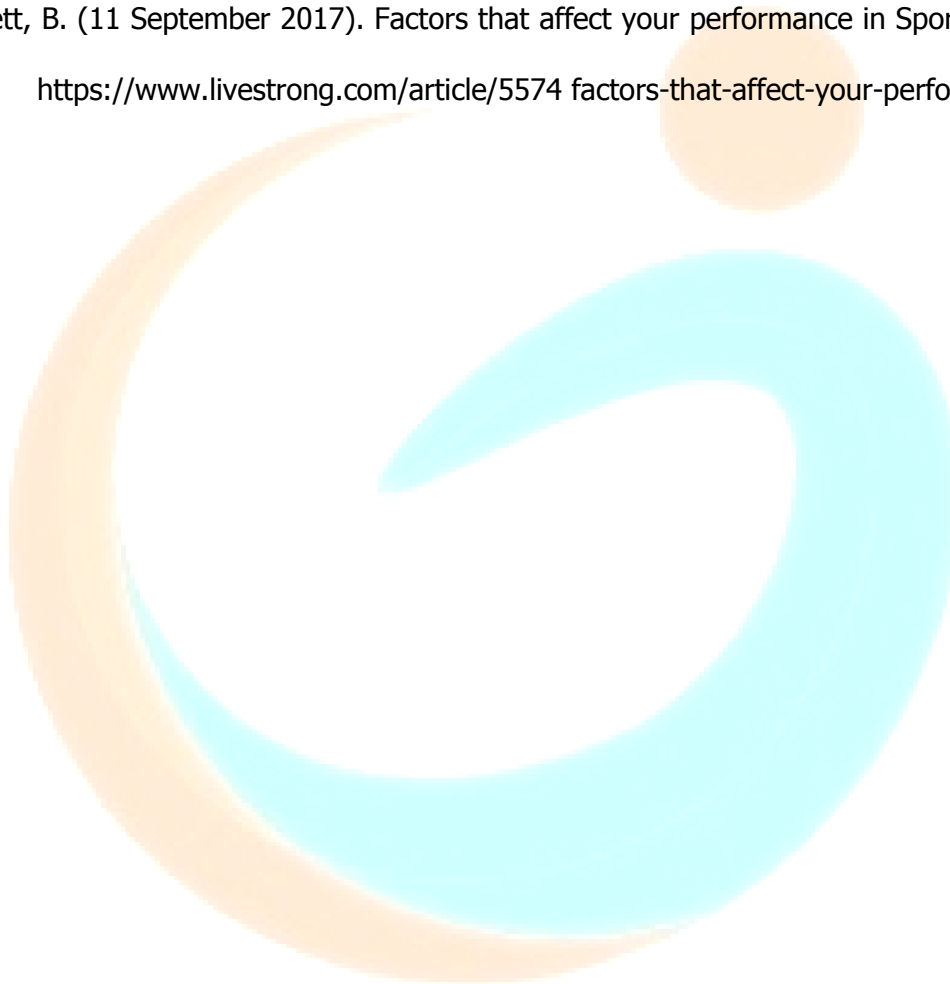
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