

SPORTS CONDITIONING ON STUDENT ATHLETES' ATTRIBUTE AND ACHIEVEMENT

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Abstract

This study determined the relationship between sports conditioning on athletes' attributes and achievement. Specifically, it sought to identify the level of sports conditioning in terms of training techniques, biomechanical functions, athletes' motivation, injury prevention, and plyometrics. The level of athletes' attributes in terms of positive expectation, self-esteem, interest and study habits, and personality and intellectual level. The level of athletic achievement in terms of recruitment offers, sportsmanship awards, captaining the team, school athletes' awards, and team selection. The significant relationship between sports conditioning and student-athletes' attributes. The significant relationship between sports conditioning and athletic achievement.

This research utilizes a descriptive-quantitative method that uses a stratified sampling technique. The primary tool used in this research is a researcher self-made survey questionnaire, the respondents were 225 student-athletes from three (3) private universities in the province of Cavite

Findings show that the level of sports conditioning in terms of training techniques, biomechanical functions, athletes' motivation, injury prevention, and plyometrics appears to have a remark of strongly agree with verbal interpretation of highly extent. Next, the level of athletes' attributes in terms of positive expectation, self-esteem, interest and study habits, and personality and intellectual level appears to have a remark of strongly agree with verbal interpretation of Highly Extent. Moreover, findings also reveal that the level of athletic achievement in terms recruitment offers, sportsmanship awards, captaining the team, school athletes' awards, and team selection appears to have a remark of strongly agree with verbal interpretation of highly extent. Lastly, study findings show that relationship between sports conditioning and athletes' attributes, and the relationship between sports conditioning and athletes' achievements are both significant.

Thus, the researcher therefore concludes that the null hypotheses are rejected. There is a significant relationship between sports conditioning and student-athletes' attributes. Which implies that that sports conditioning plays a crucial role in shaping athletes' positive expectations, athlete's psychological well-being and self-perception, regular sports conditioning can have significant positive effects on a student-athlete's cognitive functions, emotional well-being, and even their approach to studying and learning. Moreover, there is a significant relationship between sports conditioning and athletic achievement. The result infers that sports conditioning encompasses a variety of physical training techniques that are beneficial to athletes, it also helps athletes develop mental resilience, allowing them to stay focused and determined under pressure during competition.

Based on the drawn conclusions resulted to the following recommendation: It is recommended for the student-athletes to continue their way of conditioning because it has a positive effect on their sports performance. It emphasizes the correlation between sports conditioning and improved athletic performance, instilling in athletes a positive expectation of their ability to achieve their goals through consistent training and conditioning.

Keywords: Sports Conditioning; Athletes' attributes; Athletes' achievement

1. Introduction

Sports conditioning refers to the process of preparing athletes for their specific sport through targeted physical training. The goal of sports conditioning is to enhance an athlete's performance by improving their physical attributes, such as strength, endurance, speed, agility, and flexibility. This type of training is created to satisfy the particular requirements of a particular sport and is often tailored to the individual needs of the athlete. Athletes conditioning also referred to as Sports conditioning is the process of preparing the body for an athlete's training season. The training regimen will change depending on the sport. An athlete who participates in a sports conditioning program will perform better than other athletes with comparable ability levels. Periodization is crucial when developing a sport's conditioning program to ensure that the athlete doesn't overtrain and is in peak form for their upcoming skill training.

It's crucial to remember that sports conditioning should be customized to meet the needs of each athlete as well as the demands of the activity and the particular training phase. Professional athletes frequently create individualized conditioning regimens that maximize their performance and lower their risk of injury in collaboration with coaches and sports scientists.

Doing athletic conditioning will vary depending on the sport that an athlete is playing but many tenets will stay unchanged. Sports participation among students in primary, secondary, and tertiary schools is mandated as mentioned in Article XIV, Section 19, Paragraph 2, of the 1987 Philippine Constitution. It states that every educational institution in the nation is required to participate in regular sports in collaboration with the athletic club and other organizations.

In line with this, each University has special training in sports to make sure that they will strive in the competition. The common practice is the formulation of the varsity team, an elite group of athletes that undergoes a rigid and well-disciplined athletic conditioning routine (Francisco, 2015).

This study is about sports conditioning and its relationship on athletes' attributes and performance. It is vital and significant to the organization because it will lead to the improvement of the knowledge of coaches and the performance of athletes.

This study sought to determine the sports conditioning on athletes' attributes and achievement:

Specifically, it sought to answer the following questions.

1. What is the level of sports conditioning in terms of:
 - 1.1 Training techniques;
 - 1.2 Biomechanical functions;
 - 1.3 Athletes' motivation;
 - 1.4 Injury Prevention; and
 - 1.5 Plyometrics?
2. What is the level of athletes' attributes in terms of:
 - 2.1 Positive expectation;
 - 2.2 Self-esteem;
 - 2.3 Interest and study habits; and
 - 2.4 Personality and intellectual level?
3. What is the level of athletic achievement in terms:
 - 3.1 Recruitment offers;
 - 3.2 Sportsmanship Award;
 - 3.3 Captaining the team;
 - 3.4 Scholar Athlete Awards; and
 - 3.5 Team selection?
4. Is there a significant relationship between sports conditioning and athletes' attributes?
5. Is there a significant relationship between sports conditioning and athletic achievement?

2. Review of Related Literature

Sports conditioning is an indicator of this research which shows the different sub-indicators such as training techniques, biomechanical functions, athletes' motivation, injury prevention, and plyometrics. According to Zentgraf et. al., (2017), training techniques vary depending on the specific goals, sport, and individual needs of athletes. There is a diverse set of training techniques that can be adapted to different contexts. The most effective training programs often combine various techniques to achieve well-rounded development. A coach or trainer will consider the athlete's goals, fitness level, experience, and any limitations when designing a program.

According to Sports Central (2019), proper strength and conditioning permits the development of new movement patterns, the improvement of peripheral skills and coordination, the correction of posture, the stabilization of joints, the strengthening of supporting muscles, the balancing out of muscle imbalances, increased mobility, and much more.

Based on Putnam Valley Athletic Department (2018), the quality of one's Athlete success is contingent upon each person's optimal physical state. Athletes and teams can perform at their peak when they are properly conditioned. A successful athlete is a well-conditioned athlete, and a successful team is a well-conditioned team. It is believed that the advantages of conditioning during practice sessions are on par with or even greater than those of competitions. Gaining a correct understanding of the advantages of conditioning can boost one's quality of life in the future. Regular exercise has been shown to have numerous positive health effects. Establishing enduring routines is crucial for enhancing or preserving muscular strength, flexibility, cardiovascular endurance, and muscular endurance.

Based on Quora (2016), a well-rounded athlete typically possesses a blend of mental and physical qualities, including attention, drive, and the capacity to function under duress, as well as physical qualities like strength, speed, endurance, agility, and coordination. Additionally, many coaches and trainers consider a well-rounded athlete to be one who has a strong understanding of their sport, including strategy and technique, and who is also able to balance their athletic pursuits with other aspects of their life such as academics or other interests.

As stated by Academic Journal (2019), a good study habit is vital for strong academic achievement, and as a result, every parent and educator want their kids to be enthusiastic, voracious readers. Therefore, in order to support students in developing effective study habits, it is crucial to provide an engaging, friendly, and comfortable environment for them. More than any other location, libraries offer students the perfect atmosphere and essential information resources to help them establish and maintain the outstanding study habits required for exceptional achievement in academic assignments. Thus, it is imperative for the students to use the school library to help students develop strong study habits that will prepare them for outstanding performance in their academic work. A habit is an established, recurring inclination or behavior, particularly one that is difficult to break.

Positive expectations, self-esteem, athletes' interest and study habits, and personality and intellectual level are sub-indicators of athletes' attributes which contributes to the development of this study. According to Scheier and Carver (2022), a positive expectation is a flow of things as well as a favorable outcome from the action or event itself. An optimist responds to every task with confidence in achieving desired outcomes and perseverance through the activity, even if it takes a long time and is challenging. Conversely, pessimists are hesitant and full of uncertainty. These variations also have a major impact on how well people manage stress. Genetics influences dispositional optimism to a great extent. It is seen by authors as a comparatively stable and fixed aspect of personality.

According to Psychobiographers Handbook (2017), personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Various theories explain the structure and development of personality in different ways, but all agree that personality helps determine behaviour. The field of personality psychology studies the nature and definition of personality as well as its development, structure and trait constructs, dynamic processes, variations.

As stated by Allegheny Sports (2017), athletic director's all academic award Student-athletes who complete their sports season with a 4.0 GPA or above are awarded special accolades with distinction in recognition of their exceptional academic performance. In addition to receiving a scholar-athlete t-shirt, each laureate is given special mention in neighborhood and school publications. Special distinction is given to high school sports teams that have achieved a team GPA of 3.2 to 3.49 during the course of their athletic season through the Athletic Director's All Scholar Team Award. All teams that meet the requirements for this kind of prize will receive publicity in neighbourhood and educational publications, as well as their team's name and year engraved on a plaque. Teams who achieve a cumulative team GPA of 3.5 or higher during their athletic season are given special distinction with the Athletic Director's All-Academic Team Award. All teams that meet the requirements for this kind of prize will receive publicity in neighbourhood and educational publications, as well as their team's name and year engraved on a plaque.

3. Methodology

The research design used in this study was a descriptive method to gather information about sports conditioning and its relationship on athletes' attributes and performance. A questionnaire was the research tool utilized in this investigation to identify the level of sports conditioning in terms of training techniques, biomechanical functions, athletes' motivation injury prevention and plyometrics. It also determined the level of attributes in terms of positive expectation, self-esteem, interest and study habits, and personality and intellectual level. In addition, it measured the level of athletic achievement in terms of recruitment offers, sportsmanship award, captaining the team, scholar athlete awards, and team selection. Moreover, descriptive correlational used to analysed if there's significant relationship between sports conditioning to athletes' attributes and athletic achievement.

4. Result and Discussion

It shows that student-athlete Strongly Agree that they make sure that after every training they got adequate rest and recovery to prevent burnout and injury ($M = 3.64$; $SD = 0.61$). likewise, student Agree that they use technology to monitor the performance of their training and make data-driven decisions ($M = 2.67$; $SD = 0.91$).

The level of sports conditioning in terms of training techniques attained a weighted mean score of 3.26 and a standard deviation of 0.84 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion shows that conditioning is very important in developing sports training. Through effective training techniques athletes are assured of attaining peak condition in terms of speed, power, agility.

Table 1
Level of Sports Conditioning in Terms of Training Techniques.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I perform strength and conditioning training, to develop, strength, power, and agility	3.56	0.61	Strongly Agree
I sometimes engage in cross-training that involves participating in activities outside the primary sports.	2.97	0.85	Agree
I use technology to monitor the performance of my training and make data-driven decisions.	2.67	0.91	Agree
I also do mental training, which helps me develop mental toughness, focus, and confidence.	3.44	0.71	Strongly Agree
I make sure that after every training I get adequate rest and recovery to prevent burnout and injury.	3.64	0.61	Strongly Agree
Weighted Mean		3.26	
SD		0.84	
Verbal Interpretation		Highly Evident	

This was supported by the statement of Zentgraf et. al., (2017), suggest that effective training techniques is a best way to achieve the peak condition of the athletes. Sports conditioning encompasses a variety of training techniques designed to enhance an athlete's performance in their specific sport. However, as effective a training technique maybe, it is still depending on the specific goals, sports and needs of the athlete.

Furthermore, State Fitness (2020), made a similar finding that athletes conditioning may varies on what are the priority development, it can be training for speed or for power. The most effective training techniques will depend on the specific demands of the sport, the athlete's current fitness level, and their individual goals. A well-designed conditioning program will incorporate a variety of these techniques to create a well-rounded training approach.

Table 2
Level of Sports Conditioning in Terms of Biomechanical Functions.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I perform full-body stretching before engaging in sports activities	3.65	0.56	Strongly Agree
I take enough time to warm up my body before working out	3.65	0.56	Strongly Agree
I execute the proper way and procedure on how to perform a certain sport	3.57	0.61	Strongly Agree
I avoid over-work and make sure I have enough rest after the sports activities	3.42	0.69	Strongly Agree
I perform the proper workout conditioning and cool-down exercises and stretching after playing	3.46	0.69	Strongly Agree
Weighted Mean		3.55	
SD		0.63	
Verbal Interpretation		Highly Evident	

It shows that student-athlete Strongly Agree to perform a full-body stretching before engaging in sports activities, and they take enough time to warm up their bodies before working out ($M = 3.65$, $SD = 0.56$). Additionally, student Strongly Agree that they avoid over-work and make sure they have enough rest after the sports activities ($M = 3.42$, $SD = 0.69$).

The level of sports conditioning in terms of biomechanical functions attained a weighted mean score of 3.55 and

a standard deviation of 0.63 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion shows evidence that biomechanical function greatly affects sports conditioning, performing a full body stretching and warm-up. Thus, it is also important to make the proper procedure and execution.

The finding of this researcher is supported by Mehwish et. al. (2017), athletes are subjected to a variety of situations in the playing environment,

some of which will serve as triggers for injuries.

result in the athlete making adjustments instead of an injury; these adjustments could be biomechanical, structural, behavioural, etc. After then, these athletes engage in sports on a regular basis, which starts a dynamic cycle that could lead to an injury or none at all from repeated engagement.

The above analogy of biomechanical function in sports conditioning is supported by the study by Physio-pedia (2019), that emphasis on biomechanics in sport integrates a thorough examination of athletic movements to reduce the chance of injury and enhance athletic performance. The field of sport and exercise biomechanics comprises the scientific study of human movement mechanics. It refers to the explanation, in-depth examination, and evaluation of how people move when participating in sports.

Lastly, Very Well Fit (2016), also agreed on the findings of the researcher that biomechanics improves human motion during exercise and sports. Biomechanics is the science that studies how the body moves. It combines principles of physics, anatomy, and physiology to analyse human movement. By understanding these principles, exercise professionals and athletes can optimize movement patterns.

Level of Sports Conditioning in terms of Athletes' Motivation

It shows that student-athlete Strongly Agree to participate in sports because of personal enjoyment and satisfaction ($M = 3.72$, $SD=0.53$). While, student-athlete Agree that they join the varsity team because being a part of the team makes them feel accepted and valued member ($M = 3.23$, $SD=0.94$).

The level of sports conditioning in terms of athletes' motivation attained a weighted mean score of 3.29 and a standard deviation of 0.97 and was verbally interpreted as Highly Evident among the respondents.

Table 3

Level of Sports Conditioning in Terms of Athletes' Motivation.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I participate in sports because of personal enjoyment and satisfaction.	3.72	0.53	Strongly Agree
I join the varsity team because I want to sharpen my skills	3.51	0.84	Strongly Agree
I participate in sports because of the popularity I received from it	2.35	1.13	Agree
I join the varsity team because being a part of the team makes me feel accepted and valued member	3.23	0.94	Agree
I gain more friends as I continue playing	3.66	0.60	Strongly Agree
Weighted Mean		3.29	
SD		0.97	
Verbal Interpretation		Highly Evident	

Motivation is a crucial fuel that propels athletes through the challenging world of conditioning. It's what keeps them pushing themselves during grueling workouts and helps them stay committed to their goals. The most powerful motivator comes from within the athlete. This could be the love for the sport, the desire for self-improvement, or the pursuit of a personal goal. Intrinsic motivation leads to sustained effort and a sense of accomplishment.

On the parallel study conducted by Knittle et al., (2018), shows that motivation is an energetic behavior aimed toward a certain objective, the culmination of attempts to inspire a variety of human groupings to work toward a desired outcome, or acting out of personal inclination to help people reach a particular objective. Coaches can play a crucial role by providing positive reinforcement, constructive feedback, and encouragement during conditioning sessions. Celebrating individual and team achievements further fuels motivation.

The fact that motivation is individualized is among its most crucial characteristics. Motivation is centered on the human. Individuals are unique not just in their skills but also in their drive. Since motivation differs from person to person, it is an individual phenomenon. One of the primary determinants of motivation is the variation of demands among individuals.

This is supported by Lazarus (2014), based on cognitive-appraisal theory, three categories of motivation exist based on the cause of an action. These three types of motivation are: intrinsic and extrinsic motivation; situational and

continuous motivation; and, finally, integrative and instrumental motivation. Intrinsic motivation refers to the factors that drive people from the moment of their birth. People gravitate toward the intended activity because they believe it will benefit them personally in terms of enjoyment, excitement, success, contentment, and happiness.

Level of Sports Conditioning in Terms of Injury Prevention

This table shows that student-athlete Strongly Agree that they consistently use the proper and correct techniques of movement in specific sports and they emphasized on the importance of proper hydration, which will prevent muscle cramps caused by dehydration ($M = 3.60$, $SD=0.59$, $SD=0.58$). On the other hand, student-athlete Agree that they avoid sudden increases in training frequency and intensity ($M = 3.16$, $SD=0.68$).

The level of sports conditioning in terms of injury prevention attained a weighted mean score of 3.45 and a standard deviation of 0.65 and was verbally interpreted as Highly Evident among the respondents.

Table 4
Level of Sports Conditioning in Terms of Injury Prevention.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I consistently use the proper and correct techniques of movement in specific sports	3.60	0.59	Strongly Agree
I avoid sudden increases in training frequency and intensity.	3.16	0.68	Agree
I used proper gear and equipment whenever I trained	3.35	0.74	Strongly Agree
I emphasized on the importance of proper hydration, which will prevent muscle cramps caused by dehydration.	3.60	0.58	Strongly Agree
I maintain focus every time I train or play	3.54	0.55	Strongly Agree
Weighted Mean		3.45	
SD		0.65	
Verbal Interpretation			Highly Evident

Injury prevention is an important aspect of sports conditioning. By executing the proper movement of specific sports, the athletes can prevent injury. Moreover, proper movement and execution is also important like in training as athletes is aware that a sudden increase in frequency and intensity is more likely to lead in injury. Athletes are also aware that training or playing using proper gear and equipment will lessen the chance of injury. Furthermore, athletes are also aware that focus in the training or actual game will lead to a zero probability of injury, and lastly athletes are aware that proper hydration is important to avoid muscle cramps and dehydration.

The result is similar to the study of Harry (2022), as preventing injuries in sports is crucial for athletes of all levels. It allows them to stay on the field, perform at their best, and avoid the physical and mental setbacks that come with injuries. Moreover, Athletes are then exposed to extrinsic risk factors when they start playing sports in a particular setting. These could include the tools and environment, including the floor friction in team sports played indoors, the snow conditions needed for skiing in the mountains, a slick surface, extremely cold weather, or improper footwear. Wearing protective gear is one example of an extrinsic element that can lower the chance of injury. Such external risk factor exposure may combine with the inherent.

Similar to the result on the study of Harry (2022), Mehwish et. al. (2017), mentioned that Injury prevention is important to take into account as athletes are exposed to many events and the playing environment. Some of these occurrences may serve as triggers for injuries. Others, on the other hand, result in changes in the athlete instead of injuries; these changes could be biomechanical, structural, behavioral, etc. Then, as a result of these athletes' continued participation in sports, a dynamic cycle is created that could lead to an injury or no injury at all from repeated participation.

Level of Sports Conditioning in Terms of Plyometrics

It shows that student-athlete Strongly Agree to make time for their muscle to recover before making another intense workout ($M = 3.43$, $SD=0.77$). While student-athlete Agree that they execute the single leg hop-bounce and lateral skaters focusing on agility and lateral explosiveness ($M = 3.05$, $SD=0.80$).

The level of sports conditioning in terms of plyometrics attained a weighted mean score of 3.21 and a standard deviation of 0.77 and was verbally interpreted as Evident among the respondents.

Based on the result, it can be seen that plyometric has a significant effect in sports conditioning, as athletes are

knowledgeable to perform the muscle, ligament, and joint stretching before performing an explosive workout like lateral and vertical jumps. Most importantly they are aware that they need to give time to muscle to recover before doing another exercise.

Table 5**Level of Sports Conditioning in Terms of Plyometrics**

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I perform muscle stretch-shortening cycle that involves rapid stretching followed by immediate shortening	3.23	0.77	Agree
I perform training using various series of jumps like vertical jump, broad jump, and depth jumps	3.17	0.84	Agree
I execute the single leg hop-bounce and lateral skaters focusing on agility and lateral explosiveness	3.05	0.80	Agree
I perform ligament and tendon strengthening Exercise	3.18	0.75	Agree
I make time for my muscle to recover before making another intense workout	3.43	0.77	Strongly Agree
Weighted Mean		3.21	
SD		0.77	
Verbal Interpretation		Evident	

The result of this study agrees on the study of Defranceso (2018), as plyometric training is a quick, powerful movement involving an eccentric contraction, followed immediately by an explosive concentric contraction.

In addition, the eccentric concentric coupling phase, or integrated performance paradigm, states that in order to move precisely. Moreover, Proprioceptive and elastic qualities of the body are stimulated during plyometric training, allowing for the production of maximum force in the shortest amount of time.

However, as plyometrics play a very powerful role when training and improving an athlete's ability to perform explosively, it also helps individuals who need to develop their power or rate of force production. Some fitness activities, such as sprinting or jumping rope, have Plyometric components that are appropriate.

Similarly, according to Healthline (2019), plyometric training strengthens your muscles, enabling you to run more rapidly, jump higher, and shift directions. They enhance one's ability to perform in any sport that includes jumping, running, or kicking. Plyometric exercises increase cardiovascular health, burn calories, and tone the entire body. They also boost your stamina and metabolism.

Table 6. Level of Athletes' Attributes in Terms of Positive Expectation

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I have positive expectations toward higher level of competition	3.56	0.60	Strongly Agree
I believe in my abilities and expect success with a confident mindset	3.54	0.64	Strongly Agree
A positive outlook helps me bounce back from defeats and challenges effectively	3.59	0.59	Strongly Agree
I can dwell on failure, and see them as an opportunity for growth and learning	3.65	0.60	Strongly Agree
I believe in my abilities and are confident in the capacity of my team mates	3.62	0.58	Strongly Agree
Weighted Mean		3.59	
SD		0.60	
Verbal Interpretation		Highly Evident	

It shows that Student-athletes Strongly Agree that can dwell on failure, and see them as an opportunity for growth and learning ($M = 3.65$, $SD=0.60$). Likewise, Student-athletes Strongly Agree that they believe in their abilities and expect success with a confident mindset ($M = 3.54$, $SD=0.64$).

The level of athletes' attribute in terms of positive expectation attained a weighted mean score of 3.59 and a standard deviation of 0.60 and was verbally interpreted as Highly Evident among the respondents among the respondents.

The positive expectation plays a major role in building an athlete's attributes. Thus, as they have a positive expectation to higher competition as they play, and they believe in their capacity. Having a positive expectation not only mean that they can win, but also, they have the ability to handle situations like defeats by looking at it as opportunity to grow.

The result of this study agrees on the findings of Zapocni (2017), as positive expectations bring good things in life. Positive expectation is like a giant magnet that attracts a positive future. Moreover, positive expectations anticipate that good things will happen. The best way to foresee a positive expectation is to create it.

Also, similar to the findings of this research is the findings of Make Me Better Blog (2019), setting positive expectation is Setting high standards for yourself is the first crucial step towards achieving true success in life. If you are having trouble overcoming your setbacks, you must overcome your negative ideas. That being said, never think that you are incapable of completing a task.

Level of Athletes' Attributes in Terms of Self-esteem

The table shows that student-athlete Strongly Agree that they are willing to step out of my comfort zone and try new techniques got the highest mean of ($M = 3.66$, $SD=0.58$). And student-athlete Strongly Agree that they can take a calculated risk ($M = 3.12$, $SD=0.74$).

The level of athletes' attribute in terms of self-esteem attained a weighted mean score of 3.40 and a standard deviation of 0.70 and was verbally interpreted as Highly Evident among the respondents.

Table 7

Level of Athletes' Attributes in Terms of Self-esteem

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I have confidence in my skills which influences my performance and decision-making.	3.41	0.71	Strongly Agree
I can take a calculated risk	3.12	0.74	Agree
I believe in my capacity and mental toughness	3.42	0.67	Strongly Agree
I have strong self-esteem that I can handle pressure and maintain focus during challenging situations	3.37	0.67	Strongly Agree
I am willing to step out of my comfort zone and try new techniques	3.66	0.58	Strongly Agree
Weighted Mean		3.40	
SD		0.70	
Verbal Interpretation		Highly Evident	

Based on this study, self-esteem is an important attribute of an athletes, as they influence their performance and they capacity to make decision in more calculated risk. Aside from mental toughness a self-esteem in athlete can help them maintain focus during challenging situation. Most of all as athletes have self-confidence, they are willing to step out of their comfort zone just to learn new things.

This result is parallel to the study of Abdel-Khalek (2016), as self-esteem plays a significant role in shaping athletes' attitudes, behaviors, and performance in sports. It refers to individuals' overall evaluation of their own worth, competence, and value as athletes.

Similarly, Rosenberg (2015), mentioned that self-esteem is used to describe a positive overall assessment of oneself by an individual. He continued, saying that having a high sense of self-worth included a person believing in their ability to achieve in athletics, seeing themselves as deserving, and valuing themselves. They approach challenges with a positive mindset, maintain self-belief in their skills, and are more resilient in the face of setbacks or adversity. Self-esteem influences athletes' motivation to engage in sports and pursue their goals. Athletes with positive self-esteem are intrinsically motivated to participate in sports for personal fulfilment, and sense of accomplishment.

Table 8

Level of Athletes' Attributes in Terms of Interest and Study Habits

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I have a genuine interest in sports that leads to enthusiastic participation in training and competition	3.63	0.57	Strongly Agree
I have strong passion and dedication that makes my study more enjoyable can take a calculated risk	3.60	0.56	Strongly Agree
I study hard to become worthy of becoming a student-athlete	3.57	0.64	Strongly Agree
I have a study habit that is free from distractions, likewise a sports interest that fuels my desire to compete	3.46	0.65	Strongly Agree
I am committed to continuous improvement to overcome challenges and strive for excellence	3.60	0.62	Strongly Agree
Weighted Mean		3.57	
SD		0.61	
Verbal Interpretation		Highly Evident	

The table shows that: student-athlete Strongly agree that they have a genuine interest in sports that leads to enthusiastic participation in training and competition ($M = 3.63$, $SD=0.57$). Likewise, student-athlete Strongly Agree that they have a study habit that is free from distractions, likewise a sports interest that fuels my desire to compete ($M = 3.46$, $SD=0.65$).

The level of athletes' attribute in terms of interest and study habits attained a weighted mean score of 3.57 and a standard deviation of 0.61 and was verbally interpreted Highly Evident among the respondents.

Interest and study habits are significant factors in athlete's attribute. As student athletes participate in sports to demonstrate their passion, they are not neglecting their study to show their dedication in their study. As a model student-athlete, they have a separate discipline for sports and academics, they play hard and study hard.

The findings of this study are similar to the study of Dove (2020), Athletes who study well follow these guidelines: they study in a quiet area, they study every day, they switch off devices that distract them, they take notes on important information, they take regular breaks and rests, they prioritize the more challenging material, and—above all—they remember that they are students, not athletes.

Another similar finding related to this study is according to Coursera (2023), One of the best study habits is to find a peaceful place to work, Studying can be hard. The good news is that anybody can develop good study habits to make studying more effective, efficient, and enjoyable. Athletes, like any other individuals, can benefit from developing effective study habits to balance their academic responsibilities with their athletic pursuits. Effective time management is essential for athletes to allocate sufficient time for both academics and athletics.

Table 9

Level of Athletes' Attributes in Terms of Personality and Intellectual Level

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I have strategic thinking and good decision-making	3.37	0.65	Strongly Agree
My personality is reflected in how I play and treat my teammates and competitors.	3.54	0.62	Strongly Agree
I have tactical awareness that is essential in every competition	3.40	0.63	Strongly Agree
I can play my role, quickly learn new techniques, and adapt to situations	3.47	0.59	Strongly Agree
I have problem-solving skills and can quickly navigate unexpected situations on the field	3.26	0.67	Strongly Agree
Weighted Mean		3.41	
SD		0.64	
Verbal Interpretation		Highly Evident	

This table shows that student-athlete Strongly Agree that personality is reflected in how they play and treat my teammates and competitors ($M = 3.54$, $SD=0.62$). Likewise, student-athlete strongly agree that they are committed to continuous improvement to overcome challenges and strive for ($M = 3.26$, $SD=0.67$).

The level of athletes' attribute in terms personality and intellectual level attained a weighted mean score of 3.41 and a standard deviation of 0.64 and was verbally interpreted as Highly Evident among the respondents.

Based on the table, it can be seen that personality and intellectual level is an important attribute of an athlete. As their personality reflect on the playing field on how they treat their team mate and competitor, showing strategic thinking and sound decision-making. Playing their assign role in the court and adapting to the situation in the playing field.

The findings are similar to the study of Padly (2015), as personality can have tendencies that influence how they relate to other people and the circumstances they find themselves in. The term "personality" refers to the comparatively constant and persistent traits that shape our emotions, ideas, and actions. There are several viewpoints on the concept of personality, and personality itself is a complicated phenomenon.

Similar to the statement of Rosmadi (2015), as personality plays a significant role in shaping an athlete's behavior, performance, and overall success in sports. While individual personalities vary widely among athletes, certain personality traits are commonly associated with athletic performance. A person's personality is the complex of mental attributes that sets them apart from other individuals.

It encompasses all of the mental and emotional patterns that lead us to act and speak in specific ways. Personality is essentially expressed through our emotional tones or temperament. But personality also influences our expectations, values, and beliefs.

Level of Athletic Achievement in Terms of Recruitment Offers

Table below shows that student-athlete strongly agree that they been recruited because they show discipline and commitment to the team ($M = 3.39$, $SD=0.74$). And student-athlete Agree that they have been recruited because of their exemplary talent in their chosen sport ($M = 3.10$, $SD=0.87$).

The level of athletes' attribute in terms recruitment offers attained a weighted mean score of 3.28 and a standard deviation of 0.79 and was verbally interpreted as Highly Evident among the respondents.

Based on the result of the table above, it can be seen that recruitment offers is an important attribute of athletes. As athletes are being recruited because of their exemplary skills in playing, they also exhibit an outstanding dedication on training and on the actual game.

Table 10

Level of Athletic Achievement in Terms of Recruitment Offers.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I been recruited because of my exemplary talent in my chosen sport	3.10	0.87	Agree
I have shown outstanding dedication both on training and in competition	3.33	0.72	Strongly Agree
I been recruited into the team because of my character and behavior	3.23	0.82	Agree
I been recruited because I show discipline and commitment to the team	3.39	0.74	Strongly Agree
I was recruited because of my dedication to the team goals and long-term development	3.32	0.78	Strongly Agree
Weighted Mean		3.28	
SD		0.79	
Verbal Interpretation		Highly Evident	

This result is similar to the study of Tutorial Point (2018), as recruitment offers of potential athletes may depend on what athletes are going to offer. Athlete recruitment is a crucial process that connects talented athletes with colleges and professional teams. It's a competitive world, and factors like athletic ability, academic performance, and personal qualities all play a role in an athlete's success in getting recruited.

Level of Athletic Achievement in terms of Sportsmanship Award.

It shows that: student-athlete Strongly Agree that they have an outstanding commitment to fair play ($M = 3.63$, $SD=0.56$). Likewise, student-athlete Agree that they have been awarded sportsmanship awards because of their exemplary ethical conduct got the lowest mean of ($M = 3.08$, $SD=0.93$).

The level of athletes' attribute in terms sportsmanship award attained a weighted mean score of 3.47 and a standard deviation of 0.71 and was verbally interpreted as Highly Evident among the respondents.

Table 11

Level of Athletic Achievement in Terms of Sportsmanship Award.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student athlete...</i>			
I been awarded sportsmanship awards because of my exemplary ethical conduct	3.08	0.93	Agree
I uphold the principles of integrity, respect, and fairness on and off the court	3.61	0.58	Strongly Agree
I exhibit desirable traits whenever I compete	3.47	0.65	Strongly Agree
I contribute positively to the overall spirit of sport	3.58	0.62	Strongly Agree
I have an outstanding commitment to fair play	3.63	0.56	Strongly Agree
Weighted Mean		3.47	
SD		0.71	
Verbal Interpretation		Highly Evident	

Result shows that sportsmanship award is a significant attribute of an athlete. As athlete exhibit an outstanding conduct, he/she will be awarded with the sportsmanship award. Promoting the spirit of teamwork and fair play, and uphold the principle of integrity and fair play, an athlete certainly will receive the sportsmanship award.

The result of this study is similar to the study of Olu (2016), as sportsmanship comes in a variety of ways and contributes to the enjoyment of competitive gaming. Being a good sport is a vital life skill for individuals of all ages, since it cultivates positive life skills and good habits both within and outside of sporting events.

Moreover, the cultivation of good character and sportsmanship have long been stated objectives of school athletics. Sports offer a social setting where individuals can develop social ideals and behaviors that enhance their character and good citizenship.

As Gough (2017), agrees on findings of the researcher, He described sportsmanship as aiming for achievement while continuing to uphold the principles of justice, integrity, and decency.

It also entails abiding by the laws, which are equivalent to being moral or ethical. Playing well and upholding the moral principles of justice and honesty are examples of good sportsmanship. The gamer follows the guidelines. Additionally, he treats opponents fairly and honestly.

Table 12
Level of Athletic Achievement in Terms of Captaining the Team.

STATEMENT	MEAN	SD	REMARKS
<i>As a student athlete...</i>			
I have significant responsibility that goes beyond just playing the sport well	3.44	0.69	Strongly Agree
I involve leadership, communication, and ability to inspire and motivate teammates	3.38	0.73	Strongly Agree
I demonstrate a highest standard of commitment to the team	3.34	0.74	Strongly Agree
I encourage a positive and resilient mindset especially during hard times	3.49	0.64	Strongly Agree
I work toward building a cohesive team, fostering a sense of camaraderie and unity	3.44	0.68	Strongly Agree
Weighted Mean		3.42	
SD		0.70	
Verbal Interpretation		Highly Evident	

Table shows that student-athlete Strongly Agree that they encourage a positive and resilient mindset especially during hard times ($M = 3.49$, $SD=0.64$). And student-athlete strongly agree that they demonstrate a highest standard of commitment to the team ($M = 3.34$, $SD=0.74$).

The level of athletes' attribute in terms captaining the team attained a weighted mean score of 3.42 and a standard deviation of 0.70 and was verbally interpreted as Highly Evident among the respondents.

Results of the table show that captaining the team plays a significant part of athletes' attributes. As it involves leadership and responsibility that involves communication and lots of effort to motivate the team to achieve the desired goal, showing a highest standard of commitment, and encourage positive mindset especially during hard times. And finally captaining the team involves fostering a sense of camaraderie among each member of the team.

The result of the table above is supported by the study of Santos et. al. (2018), captaining the Athlete leadership in a team context occurs in high-performance sports environments. Indeed, high-performance sports have been found to foster a number of positive outcomes, including the growth of confidence and leadership skills, but they are also heavily influenced by a performance-oriented mindset that determines the results of athletes. Information regarding team leaders' contributions to the growth of positive developmental outcomes—like self-assurance, communication, and teamwork skills—that could benefit their colleagues in high-performance sports and other spheres of life, however, is still lacking.

The result of the researcher's study was also in parallel to the study of Franssen et. al. (2015), as captaining the team influence variables such a team confidence and team performance.

Table 13

Level of Athletic Achievement in Terms of Scholar Athlete Awards.

STATEMENT	MEAN	SD	REMARKS
<i>As a student athlete...</i>			
I excel not only in my athletic endeavour but also, in my academic pursuit	3.46	0.64	<i>Strongly Agree</i>
I balance my academic work and my athletic career	3.46	0.65	<i>Strongly Agree</i>
I show character and leadership qualities	3.39	0.70	<i>Strongly Agree</i>
I've been nominated for a scholar athlete award by my coach and teammates	2.72	1.09	<i>Agree</i>
I achieved the scholar-athlete award because of my hard work and perseverance	2.89	1.07	<i>Agree</i>
Weighted Mean		3.18	
SD		0.91	
Verbal Interpretation		Evident	

This table shows that student-athlete Strongly Agree that they excel not only in my athletic endeavor but also in my academic pursuit and they balance my academic work and their athletic career ($M = 3.64$, $SD=0.64$, $SD=0.65$) respectively. Lastly, student-athlete Strongly Agree that they been nominated for a scholar athlete award by my coach and teammates ($M = 2.72$, $SD=1.09$).

The level of athletes' attribute in terms scholar athlete awards attained a weighted mean score of 3.18 and a standard deviation of 0.91 and was verbally interpreted as Evident among the respondents.

Scholarship is one of the perks of being an elite athlete, as scholarships are one of the most significant perks of being a student-athlete. Athletic scholarships can significantly reduce the financial burden of attending college and open doors to educational opportunities that might not have been possible otherwise. Scholar athlete award is given to athlete that exhibit an exemplary talent in his field, but not neglected his/her academic standing.

This result is supported by Lara-Bercial and Mallett (2016), as scholar athlete award recognizes performance and Some athletes have had outstanding careers; they are role models for others due to their high standards and accomplishments, as well as their honesty, bravery, and self-control.

Similarly to the study of Pierce et. al., (2017), the Athletic Achievement Award is given yearly to an athlete who excels in both practice and competition in terms of athletic skill. This athlete puts a lot of effort into growing as a player and becoming the best at what they do. As athletic achievement is defined as achieving success, recognition, or accomplishment in sports and athletic activities, this athlete must not only possess exceptional athletic skill but also serve as an example for other Special Olympics participants.

Table 14

Level of Athletic Achievement in Terms of Team Selection.

STATEMENT	MEAN	SD	REMARKS
<i>As a student athlete...</i>			
I've been selected to the team because of my talent	3.29	0.78	<i>Strongly Agree</i>
I've been selected to the team because of my dedication to the team	3.35	0.77	<i>Strongly Agree</i>
I show outstanding behavior and discipline	3.54	0.62	<i>Strongly Agree</i>
I am a valuable member of the team	3.29	0.74	<i>Strongly Agree</i>
I'm a good leader and an excellent follower and team member	3.45	0.72	<i>Strongly Agree</i>
Weighted Mean		3.38	
SD		0.74	
Verbal Interpretation		Highly Evident	

The table shows that student-athlete Strongly Agree that they show outstanding behavior and discipline ($M = 3.54$, $SD=0.62$). Likewise, student-athlete Strongly Agree that they have been selected to the team because of my talent and they are a valuable member of the team ($M = 3.29$, $SD=0.78$).

The level of athletes' attribute in terms team selection attained a weighted mean score of 3.38 and a standard deviation of 0.74 and was verbally interpreted as Highly Evident among the respondents.

Team selection plays significant role as athlete attributes, many are the reason why athletes are selected in the team, the first rational reason is that an athletes show an excellent talent in his/her chosen sports, exemplary dedication, outstanding behavior and commitment to the team.

This is also true in the study of Thrive (2016), good team selection is essential for long-term outcomes because, although it is only one aspect of the equation, teamwork is where the rubber meets the road. Once on board, choosing the appropriate individuals for teams is as crucial. The composition of smaller work teams might be just as important as the bigger organizational team, even though you still want to take that into account.

Similarly to the result of Foster (2019), as Thorough thought and investigation should be the first steps in the team selection process. Determining the most critical competencies and experiences is crucial. Following the identification of those requirements, prospective applicants had to be located and given interviews.

Significant Relationship Between Sports Conditioning and Athletes' Attributes

In this study, the table shows the significant relationship between sports conditioning in terms training techniques, biomechanical function, athletes' motivation, and injury prevention and athletes' attributes in terms of positive expectation, self-esteem, interest and study habits, and personality and intellectual level.

Table 15

Significant Relationship Between Sports Conditioning and Athletes' Attributes

Sports Conditioning		Athletes' Attribute			
		Positive Expectation	Self-esteem	Interest and study habits	Personality Intellectual level
Training Techniques	Pearson Correlation	0.212	0.187	0.242	0.318
	Sig. (2-tailed)	.000	.000	.000	.000
	N	216	216	216	216
Biomechanical functions	Pearson Correlation	0.240	0.247	0.291	0.242
	Sig. (2-tailed)	.000	.000	.000	.000
	N	216	216	216	216
Athletes' Motivation	Pearson Correlation	0.290	0.240	0.374	0.281
	Sig. (2-tailed)	.000	.000	.000	.000
	N	216	216	216	216
Injury prevention	Pearson Correlation	0.269	0.258	0.353	0.271
	Sig. (2-tailed)	.000	.000	.000	.000
	N	216	216	216	216
Plyometrics	Pearson Correlation	0.266	0.233	0.248	0.318
	Sig. (2-tailed)	.000	.000	.000	.000
	N	216	216	216	216

This table also shows that there is a significant relationship between sports conditioning in terms training techniques and athletes' attributes in terms of positive expectation, self-esteem, interest and study habits, and personality and intellectual level which is less than the level of significant value of 0.05.

The r-value of 0.212, 0.187, 0.242 and 0.318 respectively. The p value is less than the 0.05 level of significance. Moreover, it also shows that there is a significant relationship between sports conditioning in terms of biomechanical functions and athletes' attributes in terms of positive expectation, self-esteem, interest and study habits and personality and intellectual level with a r-value of 0.240, 0.247, 0.291 and 0.242 respectively analysis as low in the four sub-variables. the p-value of 0.000 in terms of positive expectation, self-esteem, interest and study habits and personality and intellectual level respectively indicates that there is a significant relationship between sports conditioning in terms of biomechanical functions and athletes' attributes which is less than the level of significant value of 0.05 among respondents.

In addition, it shows that there is a significant relationship between sports conditioning in terms of athletes' motivation and athletes' attributes in terms of positive expectation, self-esteem, interest and study habits and Personality and Intellectual level with a r-value of 0.290, 0.240, 0.374 and 0.281 respectively analysis as Low in the four sub-variables. The p-value of 0.000 in terms of positive expectation, self-esteem, interest and study habits and personality and intellectual level respectively indicates that there is a significant relationship between sports conditioning in terms of athletes' motivation and athletes' attributes which is less than the level of significant value of 0.05 among two hundred sixteen respondents.

Furthermore, it also shows that there is a significant relationship between sports conditioning in terms of injury prevention and athletes' attributes in terms of positive expectation, self-esteem, interest and study habits and personality and intellectual level with a r-value of 0.269, 0.258, 0.353 and 0.271 respectively analysis as low in the four sub-variables. The p-value of 0.000 respectively indicates that there is a significant relationship between sports conditioning in terms of injury prevention and athletes' attributes which is less than the level of significant value of 0.05 among 216 respondents.

Lastly, it shows that there is a significant relationship between sports conditioning in terms of plyometrics and athletes' attributes in terms of positive expectation, self-esteem, interest and study habits and personality and intellectual level with a r-value of 0.266, 0.233, 0.348, and 0.318 respectively analysis as low in the four sub-variables. The p-value of 0.000 respectively indicates that there is a significant relationship between sports conditioning in terms of plyometrics and athletes' attributes which is less than the level of significant value of 0.05 among two hundred sixteen respondents.

To summarized, there is a significant relationship between sports conditioning and athletes' attributes. The result infers that sports conditioning such as training technique, biomechanical function, athletes' motivation, injury prevention, and plyometrics plays a crucial role in shaping athletes' positive expectations, athlete's psychological well-being and self-perception, regular sports conditioning can have significant positive effects on a student-athlete's cognitive functions, emotional well-being, and even their approach to studying and learning.

Last table shows the significant relationship between sports conditioning and athletes' achievement.

In this study, the table shows the significant relationship between sports conditioning in terms training techniques, biomechanical function, athletes' motivation, injury prevention, and plyometrics and athletes' achievement in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection.

It also shows that the overall r-value indicates negligible to moderate relationship between sports conditioning and athletes' achievement. The p-value also indicates that there is a significant relationship between sports conditioning in terms training techniques, biomechanical function, athletes' motivation, injury prevention, and plyometrics and athletes' achievement in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection which is less than the level of significant value of 0.05.

Table 16. Significant Relationship Between Sports Conditioning and Athletes' achievement.

Sports Conditioning		Athletes Achievement				
		Recruitment offers	Sports manship awards	Captaining the team	Scholar athlete award	Team selection
Training techniques	Pearson Correlation	0.273	0.224	0.184	0.147	0.178
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	216	216	216	216	216
Biomechanical functions	Pearson Correlation	0.176	0.151	0.153	0.123	0.203
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	216	216	216	216	216
Athletes' Motivation	Pearson Correlation	0.404	0.227	0.207	0.265	0.243
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	216	216	216	216	216
Injury Prevention	Pearson Correlation	0.187	0.247	0.275	0.164	0.196
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	216	216	216	216	216
Plyometrics	Pearson Correlation	0.284	0.219	0.276	0.218	0.241
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	216	216	216	216	216

It shows that there is a significant relationship between sports conditioning in terms of training techniques and athletes' achievements in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection with a r-value of 0.176, 0.151, 0.153, 0.123, and 0.203 respectively analysis as low, low, negligible, negligible, and negligible respectively. the p-value of 0.000 in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection indicates that there is a significant relationship between

sports conditioning in terms of training techniques and athletes' achievement which is less than the level of significant value of 0.05 among two hundred sixteen (216) respondents.

Moreover, table also shows that there is a significant relationship between sports conditioning in terms of biomechanical functions and athletes' achievements in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection with a r-value of 0.273, 0.224, 0.184, 0.147, and 0.178 respectively analysis as low, low, low, low, and negligible respectively. the p-value of 0.000 in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection indicates that there is a significant relationship between sports conditioning in terms of training techniques and athletes' achievement which is less than the level of significant value of 0.05 among two hundred sixteen (216) respondents.

In addition, table also shows that there is a significant relationship between sports conditioning in terms of Injury prevention and athletes' achievements in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection with a r-value of 0.187, 0.247, 0.275, 0.164, and 0.196 respectively analysis as negligible, low, low, negligible, and negligible respectively. the p-value of 0.000 in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection indicates that there is a significant relationship between sports conditioning in terms of training techniques and athletes' achievement which is less than the level of significant value of 0.05 among two hundred sixteen (216) respondents.

Furthermore, table shows that there is a significant relationship between sports conditioning in terms of plyometrics and athletes' achievements in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection with a r-value of 0.284, 0.219, 0.276, 0.218, and 0.241 respectively all of which has an analysis of low. the p-value of 0.000 in terms of recruitment offers, sportsmanship awards, captaining the team, scholar athlete awards, and team selection indicates that there is a significant relationship between sports conditioning in terms of training techniques and athletes' achievement which is less than the level of significant value of 0.05 among respondents.

To summarized, there is a significant relationship between sports conditioning and athletes' achievement. The result infers that sports conditioning such as training technique, biomechanical function, athletes' motivation, injury prevention, and plyometrics has a significant relationship to recruitment offers, as conditioning not only enhances an athlete's performance but also significantly influences the attractiveness of their profile to scouts and recruiters. In addition, conditioning also enhances the athlete's leadership skills by captaining their team that will lead to different awards both in academic and in sports.

5. Conclusion

The researcher therefore conclude that the null hypotheses are rejected:

1. There is a significant relationship between sports conditioning and athletes' attributes. The result infers that sports conditioning plays a crucial role in shaping athletes' positive expectations, athlete's psychological well-being and self-perception, regular sports conditioning can have significant positive effects on a student-athlete's cognitive functions, emotional well-being, and even their approach to studying and learning.
2. There is a significant relationship between sports conditioning and athletic achievement. The result infers that sports conditioning encompasses a variety of physical training techniques that are beneficial to athletes, it also helps athletes develop mental resilience, allowing them to stay focused and determined under pressure during competition.

6. Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. It is recommended for the student-athletes to continue their way of conditioning, because it has a positive effect on their sports performance. It emphasizes the correlation between sports conditioning and improved athletic performance, instilling in athletes a positive expectation of their ability to achieve their goals through consistent training and conditioning.
2. Student-athletes may to continue their way of conditioning, because it has a positive effect on their sports performance by increasing strength and endurance it can contribute to stronger stamina during events, whereas increased agility and flexibility can help athletes move more efficiently and lower the chance of injury.
3. Physical Educator may Integrate sports conditioning ideas and practices into the physical education curriculum at all levels of education, from elementary to higher education, to teach in pupils the value of maintaining a healthy lifestyle and fostering positive psychological traits.
4. Teachers and school organizations may provide continuous support for all student athletes. They should be more considerate of these students because they are involved in both sports and academics while upholding their academic performance. Create a helpful and encouraging environment within the sports conditioning program so that players feel valued and supported as they strive to improve.
5. Future researcher may investigate the methods by which sports conditioning influences athletes'

psychological characteristics, such as goal setting, motivation, self-efficacy beliefs, and resilience.

6. The school administration may improve their recruitment policy for student-athletes and provide opportunities for them to participate in activities that align with their interests and intellectual curiosity, such as tracking progress, analysing performance data, and experimenting with different training modalities.

7. Student-athletes may highlight the importance of discipline and dedication in both sports conditioning and academic pursuits, emphasizing the transferable skills learned through conditioning, by time management and perseverance.

8. Community may organize workshops, seminars, and outreach programs to educate athletes, parents, coaches, and community members on the benefits of sports conditioning beyond physical fitness, with a focus on developing good psychological traits and general well-being.

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