

ATHLETES' QUALITIES AND WELL-BEING TOWARDS SKILLS DEVELOPMENT: BASIS FOR CRAFTING TRAINING PLAN

Jerome D. Gadaingan
jerome.bpe@gmail.com

Laguna State Polytechnic University, Philippines

Abstract

This study determined the relationship between athletes' quality and well-being, towards skills development. The result of this study will be the basis for a training program. Specifically, it sought to identify the level of student athletes' quality in terms of persistence, competence, focus, and goal setting, the level of student athletes' well-being in terms of physical, mental, emotional, and social well-being, the level of students' athletes' skills development in terms of motor, cognitive, perceptual, social, and agility skills. The significant relationship between student athletes' quality and skills development. The significant relationship between student athletes' well-being and skills development.

This research uses a descriptive-quantitative method that uses a simple random sampling technique. The respondents were 212 student-athletes from Emilio Aguinaldo College, the National College of Science and Technology, and the National University. A self-made survey questionnaire was used in this study.

Findings show that the level of student athletes' quality in terms of persistence, competence, focus, and goal setting appears to have a remark of Always with verbal interpretation of highly extent. Next, the level of student athletes' well-being in terms of physical, mental, emotional, and social well-being appears to have a remark of Always with verbal interpretation of Highly Extent. Moreover, findings also reveal that the level of students' athletes' skills development in terms of motor, cognitive, perceptual, social, and agility skills appears to have a remark of strongly agree with the verbal interpretation of highly extent. Lastly, study findings show that the relationship between student athletes' quality and skills development and the relationship between student athletes' well-being and skills development are both significant.

Thus, the researcher therefore, concludes that the null hypotheses are rejected. There is a significant relationship between student athletes' quality and skills development. Which implies that student athletes' quality and skills development, require a blend of athletic training, and personal development to excel both in their sports and their personal lives. There is a significant relationship between student athletes' well-being and skills development. Which implies that well-being of student-athletes and their skills development is profoundly interconnected. Well-being encompasses physical, psychological, and emotional health, and it significantly impacts how effectively student-athletes can train, perform, and develop their athletic skills.

Based on the drawn conclusions resulted to the following recommendation: It is recommended that Student-athletes continue to possess a unique blend of qualities that contribute to their success on and off the field, because it has a positive effect to quality to be a great athlete by increasing of their persistence, competence, focus, and goal setting. Likewise, physical educators may integrate development how to be a great into physical education curriculum at all levels of education, from elementary to higher education, to teach pupils to continue the qualities of being athlete toward in their skills development.

Keywords: Well-Being and Skills Development

1. Introduction

Sport is an essential physical activity that requires both skill and physical effort. It is essential for preserving and enhancing one's health, fitness, mental acuity, degree of focus, and social and communication abilities. The Philippine Sports Commission (PSC) was established to support, sustain, and advance the growth of sports in the Philippines and physical education. The legal foundation for the creation of the PSC and its authority to oversee and foster sports in the country is provided by Republic Act No. 6847, also known as "The Philippine Sports Commission Act.". Sports serve as an excellent form of physical activity that not only helps improve physical health but also offers numerous other benefits including mental, emotional, and social advantages. Engaging in sports can be one of the most comprehensive activities due to its multifaceted nature, encompassing aerobic conditioning, muscle and bone strengthening, coordination, and balance.

The World Health Organization (WHO) provides specific recommendations for physical activity among children and adolescents to foster healthy development and prevent various health issues. The World Health Organization states that children should engage in at least 60 minutes a day of moderate-to-intense physical activity to maintain an appropriate level of physical activity.

Athletes' qualities and well-being is crucial to skills development for their success in sports. The dedication to honing and improving their skills sets the foundation for high performance. Among the aspects of athletes' quality toward skills development is technical proficiency, athletes prioritize mastering the technical aspects of their sport, including fundamental skills, techniques, and movements specific to their position or discipline.

Good athletes possess various qualities that contribute to their success both on and off the field. These qualities can be categorized into physical, mental, and personal attributes. Athletes' well-being is a holistic concept that encompasses the physical, mental, and social aspects of their health. It involves maintaining a balance between the demands of training, competition, and personal life while prioritizing overall health and happiness.

Developing an effective sports training program involves careful planning, consideration of individual needs, and a focus on specific goals. Whether you're designing a workout routine for yourself or a group of athletes, a successful training program is not static and should evolve to meet changing needs and goals.

The researcher found this opportunity to seek an answer about athletes' quality and well-being towards skills development. This study may serve as a guide for designing and developing a sports training plan for the student-athletes of Emilio Aguinaldo College, National College of Science and Technology, and National University school year 2023-2024.

2. Review of Related Literature

Student athletes' quality is an indicator that contributes to the advancement of this research, that is consisting of persistence, competence, focus, and goal setting as the sub-indicator.

Persistence is one of the variables found in this study.

According to CoachUp (2023), Persistent athletes are typically those who continually seek improvement, are open to learning from failures, and are able to sustain effort over time to realize their objectives. Coaches and sports psychologists may facilitate the development of persistence in athletes through setting appropriate goals, providing support and motivational feedback, and creating an environment that encourages perseverance.

Moreover, Chrabaszcz et al., (2018), persistence is prominent among student-athletes due to the extra pressures they face that their non-athlete peers may not. The support structures within an institution, such as academic advising, tutoring, and life skills training, can foster persistence and contribute significantly to the success and well-being of student-athletes.

Competence is one of the variables found in this study.

According Yperen (2019), athletes exhibited a better propensity to credit personal work for positive results, a greater drive for competency, and a higher willingness to exert effort. When it comes to explaining positive outcomes, effective psychological therapies like attributional retraining should be applied differently across domains in professional practice.

Moreover, developing athletic competence often involves a long-term process including structured training, coaching, competition experience, and appropriate psychological support. athletic competence and recommended that in order to determine the correlations between these metrics and basketball performance and to create a model for athlete selection, longitudinal research be carried out (Derri et al., 2019).

Focus is one of the variables found in this study.

According to Chignell (2017), focus is crucial for understanding how to lengthen one's attention span and raise awareness. Daniel Goleman provides helpful guidance on developing a positive outlook, strengthening willpower, and eventually leading more focused and productive lives—all for the benefit of humanity and the environment—using a variety of case studies.

In addition, athletes are more likely to use their skills precisely and make wiser decisions at the moment when they are focused on the game. Athletes who are focused can quickly assess situations, make the best options, and make snap judgments (Andruzzi, 2023).

Moreover, Goleman (2020), focus is an in-depth dive into the tools we can use to navigate an increasingly distraction-filled world. Goleman brought decades of experience as a psychologist and journalist to write his 2013 bestseller, and it shows. Using a highly readable blend of scientific research, colorful case studies and practical techniques, this book will open your mind to new ways of focusing. You will learn that focus is a multifaceted beast and that wandering attention can actually be as valuable as laser focus. More than a lesson in paying attention, Goleman explores how and when to harness attention and when to let it slip. Told with compassion and empathy, Focus is an essential read for anyone who ever wondered why their mind

wanders. The lessons within will teach you some basic tricks to improve your concentration while helping you to understand the importance of focusing on the broader picture.

Furthermore, Yuki (2019), mentioned that focus, or concentration, refers to a person's capacity to focus their mental energy on the environment's most pertinent facts. Since mental focus is a skill, it may be developed with practice. Your capacity to refocus will increase if you practice focusing on pertinent cues and disregarding irrelevant ones when you become distracted. You must determine whether the distraction is internal or external in order to increase mental focus.

Goal-setting is one of the variables found in this study.

According to Anderson (2016), Goal setting aid in defining success. Instead of exceeding expectations, people usually maintain them. As a result, objectives and expectations ought to be demanding but doable by an individual or group. Objectives are external to an individual and are sometimes described as "hoped-for" benefits that serve as the focus of motivations. For a group or for a person, goals establish shared tasks and procedures. Having them helps a group stay focused on the objectives and knows what needs to be done.

Moreover, Locke & Latham, (2015), clearly indicates that goals settings are incredibly successful in raising output and performance. Although the size of findings has not been as robust as those showed in industrial organizational settings, goal setting research in sport and exercise contexts has also consistently and powerfully demonstrated performance-enhancement effects.

Setting goals is one of the most well-liked and extensively studied motivating techniques for raising output and performance in athletic, educational, and industrial-organizational contexts. The organizational and industrial literature has provided copious evidence of goal-setting's motivating and performance-enhancing effects, which has led to its acceptance and application to improve productivity and performance.

Furthermore, Gokaraju (2019), Setting goals requires time. The members must first be trained in the process, be introduced to it, execute processes, and keep evaluation records. Establishing goals that all members of the organization will actively pursue and agree upon can be challenging.

The student-athletes' qualities are very important in the world of sports, essential qualities such as persistence, competence, focus, and well-being a qualities that student-athletes must possess. In the context of persistence, the road to athletic success is rarely smooth. Thus, persistence allows athletes to push through these obstacles, learn from mistakes, and keep striving toward their goals. In the context of competence, an athlete's quality refers to the athlete's overall ability to perform their sport effectively, including the necessary skills, knowledge, and behaviors. It is an essential component of athletic success. In the context of focus, it helps athletes remain composed under pressure, managing emotions such as anxiety, frustration, or overexcitement. Lastly in the context of goal-setting, Goal setting helps athletes clarify what they want to achieve and directs their focus towards specific outcomes, which can enhance their day-to-day training and long-term ambitions

Student athletes' well-being is an indicator that contributes to the advancement of this research, that is consisting of physical, mental, social, and emotional.

Physical well-being is one of the sub-indicator found in this study.

According to Lu et al. (2014), physical well-being by understanding their behavioral patterns because trends in health behavior that emerge at a younger age are likely to persist during maturity. Physical competence in athletes refers to the combination of strength, speed, endurance, flexibility, and motor skills that enable effective sports performance. It's the foundation upon which athletic achievement is built, encompassing various physical attributes

Moreover, Bompa et al. (2018) Physical well-being is a crucial aspect of an athlete's performance in sports events. Here are some notable works on physical competence of athletes: The nutritional requirements of endurance athletes are covered in "Sports Nutrition for Endurance Athletes" by Monique Ryan. It also includes tips for refueling the body for the best possible physical performance.

Furthermore, Cardinal (2018), mentioned that physical well-being is advantageous down the life of an athlete. Athletes who aren't physically competent in college are more likely to stay that way later in life, based on research, some of which we at Oregon State University have conducted. College courses requiring physical activity encourage inactive students to become more active, but elective courses typically attract motivated individuals.

Mental well-being is one of the sub-indicator found in this study

According to Micoogullari (2017) Mental well-being symbolizes a person's capacity to handle the difficulties of training and competition, to sharpen their focus, resolve, and confidence, and to remain composed under duress. An athlete's capacity to handle the demands of practice and competition, as well as their increased focus, drive, self-assurance, and ability to maintain composure under duress, have all been attributed to mental toughness.

Moreover, Beyaz (2017), mental well-being can contribute to the success of sports, and under mental skills, according to Weinberg & Gold, concentration is one of them. Being focused will help the athletes to perform well and can avoid an error, Mental competence is needed to have a high level of concentration and helps to cope with pressures in training and any competition.

Emotional well-being is one of the sub-indicator found in this study

According to Li et al., (2019) emotional factors can now be improved with the use of mindfulness-based therapies. These therapies can enhance a sports participant's emotional control, attentional control, and general well-being.

Moreover, Magnus et al., 2021 An athlete's emotional well-being may be strongly impacted by the social setting of sporting events. In order to help athletes, develop and retain emotional competence, coaches, teammates, and family members can offer emotional support, criticism, and role models.

Furthermore, Harms et al. (2016) emotionally well-being is emotional intelligence that is crucial component in athletes life. Athletes with high emotional IQ are better able to control their emotions, interact with teammates and coaches, and handle the stresses and difficulties of sporting events.

Social well-being is one of the sub-indicator found in this study

According to Locke et al., (2013) said that athletes with social well-being possess effective verbal and nonverbal communication skills. They can clearly express their thoughts, listen actively, and provide

constructive feedback to their teammates and coaches. Good communication promotes understanding, collaboration, and teamwork.

Moreover, Wang (2017) found out that socially well-being of an athletes are skilled in managing conflicts and resolving disagreements in a constructive manner. They can navigate conflicts that may arise within the team or during competitive situations, seeking mutually beneficial solutions and maintaining positive relationship.

Furthermore, Tamminen et. al., (2013) studied that social well-being involves exhibiting good sportsmanship during sport events. Athletes with social competence demonstrate respect for opponents, officials, and the rules of the game. They display fair play, integrity, and graciousness in both victory and defeat.

Skills development is an indicator that contributes to the advancement of this research, that is consisting of motor, cognitive, perceptual, social, and agility skills.

Motor skills is a sub-indicator found in this study.

According to Panteli et al., (2013), Motor skills are the learned abilities to perform tasks that require coordination between the brain and the muscles, involving movement and precision. Athletes require highly developed motor skills to execute complex and specific movements demanded by their sports.

Improving motor skills involves not only consistent practice and repetition but also proper instruction and feedback. Learning techniques and cognitive intervention can enhance motor skill acquisition, focusing the learner's attention on the most critical elements of skill execution. The findings of a study by Panteli et al. found that beginner athletes participating in complex tasks may benefit from cognitive intervention techniques that enhance attentional focus on the critical elements of the motor skill (Panteli et al., 2013).

Furthermore, Cueing (2022), Motor skill development can be impacted by how they receive instructional cues. Research has suggested that while cues are necessary for developing athletic motor skill competencies, the way these cues are presented can be critical, because children might perform a motor skill effectively without cues; with cues, however, their skill execution could become disrupted if they try processing the cue it interferes with performance.

Cognitive skills is a sub-indicator found in this study.

According to Meng et.al., (2019), cognitive skills can be enhanced through targeted training and practice. Coaches and sports psychologists often employ specific drills and technologies to sharpen athletes' cognitive skills. Moreover, research has shown that certain types of sports training can result in cognitive benefits. For instance, team sports athletes typically show superior results in tasks that require stimulus-driven visual attention and motor inhibition, likely due to the complex cognitive demands of those sports.

Moreover, Soma (2023), Cognitive skills play a big part in how well athletes do since they have to be able to assess situations fast, decide what to do, and carry it out exactly. Cognitive skills including perception, concentration, memory, decision-making, and reaction time are necessary for success in many sports. Through training and practice, athletes can enhance their cognitive skills, acquire a competitive advantage, boost their performance, and lower their risk of injury.

Perceptual skills is a sub-indicator found in this study.

According to Jain (2017) perceptual skills can lead to better sports performance, and targeted training in these areas, such as using drills designed to simulate game situations or cognitive training programs, can help athletes refine these skills. Coaches and sports psychologists often work on improving athletes' perceptual-cognitive skills to give them a competitive edge.

Moreover, Broadbent (2014) Training athletes in perceptual-cognitive skills may be a helpful strategy to aid in the development of crucial skills like decision-making and anticipatory thinking. It can be applied in cases where athletes are unable to engage in repetitive critical scenarios from their sport or cannot engage in training.

Social skills is a sub-indicator found in this study.

According to Sopa (2021), Sports offer a fantastic avenue for socialization, particularly for young people. It's more than just physical activity; it's a breeding ground for developing valuable social skills, fostering friendships, and building a sense of belonging. The shared experience of practice, competition, and camaraderie creates a strong foundation for friendships. Athletes bond with teammates who share their passion for the sport, building a strong support system.

Agility skills is a sub-indicator found in this study.

According to Lan (2020), being agile means being able to move quickly and effectively while maintaining control over one's body; this calls for quick reflexes, coordination, balance, speed, and the ability to respond appropriately to changing circumstances. Being agile also means that you are moving to the best position to take the next action, such as making a tackle or catching a ball; agility guarantees that your body and sports equipment are in the right position to take the next action effectively.

Furthermore, Walker (2024), Agility is a skills one of the most important physical traits in sport, but must not be confused with change of direction. While change of direction speed is primarily based on physical ability and is usually executed in pre-planned circumstances, agility incorporates reactive abilities in unforeseen environments.

The related studies mentioned about skills development contribute to the development of this research work, the motor skills show the relevance of movement to the advancement of an athlete's motor senses, and the cognitive skills show the relationship of mental capacity in decision making, also the perceptual, social and agility skills show a significant contribution in this research.

3. Methodology

This study used descriptive-quantitative correlational research that uses 212 student-athletes selected via purposive sampling technique from 3 Private College and University in the province of Cavite. A self-made questionnaire was used in this study. The statistical tool used are mean, standard deviation and pearson r moment correlation coefficient.

4. Result and Discussion

Student-Athlete's Qualities

In this study student-athletes qualities include persistence, competence, focus and goal setting and was statistically measured using mean and standard deviation, and verbal interpretation.

Table 1

Level of the Students' Athletes' Quality in terms of Persistence.

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I perform regular sports activity and being persistent in my exercise routine	3.61	0.63	<i>Always</i>
I am persistent in engaging in more challenging physical activities.	3.58	0.65	<i>Always</i>
I am well motivated to perform the scheduled task	3.69	0.64	<i>Always</i>
I am well-disciplined in terms of exercise frequency and intensity	3.66	0.73	<i>Always</i>
I am open to any suggestions regarding my exercise routine.	3.68	0.63	<i>Always</i>
Weighted Mean		3.64	
SD		0.66	
Verbal Interpretation		Highly Extent	

This result implies that athletic success often requires a combination of talent and relentless effort. Persistence allows athletes to push through demanding training sessions, overcome setbacks like injuries or losses, and keep improving when things get difficult. Indicator 3 stating that students-athletes always motivated to perform the scheduled task. (M = 3.69, SD= 0.64). Likewise, the statement in indicator 2 stating that student-athletes are always persistent in engaging in more challenging physical activities. (M=3.58, SD= 0.65).

The level of student athletes' quality in terms of persistence. attained a weighted mean score of 3.64 and a standard deviation of 0.66 and was verbally interpreted as highly extent among the respondents.

Table 2

Level of the Students' Athletes' Quality in terms of competence.

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I am capable of completing the assigned task successfully and efficiently.	3.68	0.60	<i>Always</i>
I possess a combination of traits and abilities that can be easily seen and used to increase training effectiveness.	3.66	0.75	<i>Always</i>
I acquire the capacity for knowledge, judgment, skill, or strength necessary for athletics.	3.54	0.81	<i>Always</i>
I possess the aptitude and power necessary for the training exercise	3.72	0.57	<i>Always</i>
I possess the capacity to develop or work in a specific method that is required to succeed.	3.77	0.44	<i>Always</i>
Weighted Mean		3.67	
SD		0.65	
Verbal Interpretation		High Extent	

The level of student's athletes' quality in terms of competence. attained a weighted mean score of 3.67 and a standard deviation of 0.65 and was verbally interpreted as highly extent among the respondents.

This can imply that while some student-athletes consistent. successful methods is important, the most well-rounded athletes are those who can adapt, personalize their training, and continuously develop their skillset. On the other hand, Athletes learn to analyze situations quickly, make sound decisions on the field or court, and adapt their strategies based on the game flow.

Table 3.

Level of the Students' Athletes' Quality in terms of Focus.

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I stay focus on my target activity	3.69	0.60	<i>Always</i>
I never get distracted once I start to exercise	3.55	0.77	<i>Always</i>
I focus on achieving my goal	3.63	0.81	<i>Always</i>
I try to be productive in every single training exercise	3.72	0.58	<i>Always</i>
I set short-term and long-term goals	3.81	0.48	<i>Always</i>
Weighted Mean		3.68	
SD		0.67	
Verbal Interpretation		Highly Extent	

Result shows that focus of athletes in the games and in actual competition made them a well-discipline athlete. Table 3, indicator 5 states that student-athletes always sets short-term and long-term goals. (M = 3.81, SD=0.48). While the statement in indicator 2 stating that student-athletes always never get distracted once they start to exercise. (M=3.55, SD=0.77).

The level of student-athletes' quality in terms of focus. attained a weighted mean score of 3.68 and a standard deviation of 0.67 and was verbally interpreted as highly extent among the respondents.

Table 4

Level of the Students' Athletes' Quality in terms of Goal-setting

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I set a clear and specific goal	3.73	0.50	<i>Always</i>
I set a precise, measurable, and time-bounded goal	3.64	0.63	<i>Always</i>
I set a quantifiable goal so that progress can be tracked and evaluated	3.71	0.65	<i>Always</i>
I set a realistic and attainable goal	3.64	0.76	<i>Always</i>
I set a goal that is aligned or relevant to my objectives as an athlete	3.58	0.69	<i>Always</i>
Weighted Mean		3.66	
SD		0.65	
Verbal Interpretation		Highly Valid	

In table 4, indicator 5 states that student-athletes always set a clear and specific goal. (M = 3.73, SD=0.50). While the statement in indicator 2 and 4 stating that student-athletes always set a precise,

measurable, and time-bounded goal, and they also set a realistic goal. ($M=3.64$, $SD=0.63$, $SD=0.63$) respectively.

The level of student-athletes quality in terms of goal setting, attained a weighted mean score of 3.66 and a standard deviation of 0.65 and was verbally interpreted as highly extent among the respondents.

Table 6

Level of Athletes' Well-Being in Terms of Mental

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
Sports participation helps me clear up my mind	3.44	0.85	<i>Always</i>
Sports participation improves my concentration and memory retention	3.43	0.89	<i>Always</i>
Sports participation enhances my mental agility	3.43	0.78	<i>Always</i>
Sports enhance my strategic thinking and decision-making	3.42	0.90	<i>Always</i>
Sports participation improves my ability to think deeper	3.54	0.76	<i>Always</i>
Weighted Mean		3.45	
SD		0.84	
Verbal Interpretation		Highly Extent	

In table 6, indicator 1 states that student-athletes always participate in sports to help them clear up their mind. ($M = 3.54$, $SD=0.76$). While the statement in indicator 4 stating that student-athletes always enhance their strategic thinking and decision-making. ($M=3.42$, $SD=0.90$).

The level of student's athletes' well-being in terms of mental, attained a weighted mean score of 3.45 and a standard deviation of 0.84 and was verbally interpreted as highly extent among the respondents.

Table 7

Level of Well-being in terms of Emotional.

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I participate in sports because it helps in reducing stress	3.71	0.56	<i>Always</i>
I participate in regular sports activities because it improves my mood	3.66	0.70	<i>Always</i>
Sports is the best outlet for me to eliminate feelings of anxiety and depression	3.67	0.66	<i>Always</i>
Sports provide a sense of camaraderie and supports	3.67	0.76	<i>Always</i>
Sports help me feel more alive and active	3.65	0.68	<i>Always</i>
Weighted Mean		3.67	
SD		0.67	

Verbal Interpretation**Highly Extent**

In table 7, indicator 1 states that student-athletes always participate in sports because it helps in reducing stress. ($M = 3.71$, $SD=0.56$). While the statement in indicator 5 stating that student-athletes always believe that sports help them feel more alive and active. ($M=3.65$, $SD=0.68$).

The level of student's athletes' well-being in terms of emotional well-being, attained a weighted mean score of 3.67 and a standard deviation of 0.67 and was verbally interpreted as highly extent among the respondents. This can imply that some student-athletes are enjoying sports participation because it helps them cope with their stress and improves their moods.

This result implies that emotional well-being equips athletes to handle pressure, setbacks, and disappointments effectively. They can bounce back from challenges with resilience and maintain a positive outlook.

Table 8.

Level of Athletes' Well-Being in terms of Social

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I gain many friends through sports	3.74	0.50	Always
Sports participation boosts my self-esteem	3.66	0.61	Always
I participate in sports because it provides opportunities for social interaction	3.78	0.56	Always
I develop a social skill and foster a sense of belongingness.	3.66	0.74	Always
Interaction with other people becomes much easier	3.67	0.59	Always
Weighted Mean		3.70	
SD		0.60	
Verbal Interpretation		Highly Extent	

In table 8, indicator 3 states that student-athletes always participate in sports because it provides opportunities for social interaction. ($M = 3.78$, $SD=0.56$). While the statement in indicator 2 and 4 stating that student-athletes always participate in sports to boosts their self-esteem, and sports develop a social skill and foster a sense of belongingness. ($M=3.66$, $SD=0.61$, $SD=0.74$) respectively.

The level of student's athletes' well-being in terms of social well-being, attained a weighted mean score of 3.70 and a standard deviation of 0.60 and was verbally interpreted as highly extent among the respondents.

This can imply that some student-athletes by playing, they enhance their social skill, this is because by playing they meet different people that sooner will become their friends.

Table 9.

Level of Skills Development in terms of Motor Skills

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
Participation in sports activities enhances my gross motor skills and contributes to the development of balance and coordination	3.69	0.56	Always
Participation in sports activities enhances my fine motor skills and leads to precise and controlled movement	3.54	0.70	Always
Sports provide me with the awareness of my own body and its relation to the surrounding environment	3.82	0.42	Always
Sports participation improves my reflexes and reaction time	3.83	0.48	Always
Sports participation improves my timing and rhythm	3.78	0.46	Always
Weighted Mean		3.73	
SD		0.54	
Verbal Interpretation		Highly Extent	

The level skills development in terms of motor skills attained a weighted mean score of 3.70 and a standard deviation of 0.60 and was verbally interpreted as highly extent among the respondents.

This can imply that student-athletes motor skills development is a way of refinement their movement, as it contributes to the development of balance and coordination.

Table 10.

Level of Skills Development in terms of Cognitive Skills

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
Sports participation enhances my memory by remembering plays and strategies.	3.74	0.53	Always
Sports participation improves my concentration and focus	3.51	0.73	Always
Sports participation improves my problem-solving skills	3.77	0.47	Always
Sports participation improves quick response decision-making	3.84	0.47	Always
Sports participation provides an opportunity to improve emotional intelligence and resilience	3.70	0.53	Always

Weighted Mean	3.71
SD	0.57
Verbal Interpretation	Highly Extent

In table 10, indicator 4 states that student-athletes always participate in sports to improves quick response decision-making. ($M = 3.84$, $SD=0.47$). While the statement in indicator 2 stating that student-athletes always participate in sports activities enhances fine motor skills and leads to precise and controlled movement. ($M=3.54$, $SD=0.70$).

The level of student's athletes' well-being in terms of cognitive skills. attained a weighted mean score of 3.71 and a standard deviation of 0.57 and was verbally interpreted as highly extent among the respondents.

Table 11.

Level of Skills Development in terms of Perceptual Skills

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
I can process visual information that enhances visual acuity and tracking abilities	3.68	0.58	Always
I can gain depth perception especially those involving fast-moving objects	3.66	0.65	Always
I can acquire peripheral awareness of the entire playing field	3.69	0.67	Always
I can identify a visual cue	3.54	0.82	Always
I can respond quickly to visual and auditory stimuli	3.60	0.64	Always
Weighted Mean		3.63	
SD		0.68	
Verbal Interpretation		Highly Extent	

The level of student's athletes' well-being in terms of perceptual skills. attained a weighted mean score of 3.63 and a standard deviation of 0.68 and was verbally interpreted as highly extent among the respondents.

This can imply that the development of spatial awareness is a critical skill for athletes across a wide range of sports. Visual awareness allows athletes to see the bigger picture on the field. They can track teammates, opponents, the ball (or puck), and potential scoring opportunities, all at once. This comprehensive awareness enables them to make strategic decisions and adjust their positioning.

This shows that with good visual awareness can effectively utilize their peripheral vision. This allows them to stay focused on the main action while also being aware of movements happening on the periphery, like an opponent making a run or a teammate needing support. Furthermore, being aware of teammates and opponents' positions helps athletes avoid collisions and injuries. For example, a basketball player with good visual awareness can anticipate an opponent's screen and adjust their position to avoid contact.

Table 12.
Level of Skills Development in Terms of Social Skills

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student-athlete...</i>			
I can develop a sense of socialization and team spirit	3.64	0.61	<i>Always</i>
I develop a social communication skill that is transferable to various social settings	3.62	0.65	<i>Always</i>
I can maintain a positive relationship with teammates	3.68	0.56	<i>Always</i>
I contribute to the development of conflict-resolution skills	3.67	0.70	<i>Always</i>
I provide opportunities for my teammates to foster camaraderie and mutual understanding	3.74	0.65	<i>Always</i>
Weighted Mean		<i>3.67</i>	
SD		<i>0.64</i>	
Verbal Interpretation		<i>Highly Extent</i>	

In table 12, indicator 3 states that student-athlete always maintain a positive relationship with teammates. ($M = 3.68$, $SD=0.56$). While the statement in indicator 2 stating that student-athlete always develop a social communication skill. ($M=3.62$, $SD=0.65$).

The level of student's athletes' well-being in terms of social skills. attained a weighted mean score of 3.67 and a standard deviation of 0.64 and was verbally interpreted as highly extent among the respondents.

This can imply that the development of social awareness is a critical skill for athletes across a wide range of sports. Social awareness fosters empathy and the ability to build positive relationships with teammates. This translates to better communication, trust, and a more supportive team environment.

~~Socially aware athletes can read situations and adapt their communication style to motivate and inspire their teammates. They can identify when encouragement, constructive criticism, support teams or simply a listening ear is needed.~~

Table 13.
Level of Skills Development in terms of Agility Skills

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a student-athlete...</i>			
I can gain a strategic advantage by moving with precision and execute plays perfectly	3.63	0.61	<i>Always</i>
I can contribute to my teammates' ability to move efficiently, respond quickly, and maintain control	3.66	0.57	<i>Always</i>
I can accelerate and decelerate quickly	3.73	0.52	<i>Always</i>
I can improve different sports-specific agility	3.67	0.69	

movement requirement

Always

I can gain advantages in optimal performance in a dynamic environment

3.71

0.67

Always

Weighted Mean

3.68

SD

0.62

Verbal Interpretation**Highly Extent**

The level of student's athletes' well-being in terms of agility skills. attained a weighted mean score of 3.68 and a standard deviation of 0.62 and was verbally interpreted as highly extent among the respondents.

This can imply that the development of agility is a critical skill for athletes across a wide range, as agility is not just beneficial in sports. It improves overall movement efficiency, reduces the risk of falls in everyday life, and enhances an individual's ability to navigate unexpected situations.

Good agility can give athletes an edge over opponents by allowing them to react faster to unexpected situations, exploit weaknesses in the opponent's defense, and create scoring opportunities.

Table 14.

Significant Relationship between Student Athletes' Quality and Skills Development.

Student Athletes' Quality		Skills Development				
		Motor	Cognitive	Perceptual	Social	Agility
Persistence	r-value	0.031*	0.041*	0.039*	0.011	0.203*
	Sig.(2-tailed)	0.010	0.003	0.004	0.123	0.000
	N	212	212	212	212	212
Competence	r-value	0.077*	0.103*	0.082*	0.185*	0.006
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.273
	N	212	212	212	212	212
Focus	r-value	0.085*	0.030*	0.084*	0.075*	0.015
	Sig.(2-tailed)	0.000	0.012	0.000	0.000	0.071
	N	212	212	212	212	212
Goal-setting	r-value	0.067*	0.224*	0.066*	0.070*	0.107*
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	212	212	212	212	212

p <0.05 significant

Table 14, shows the significant relationship between the students athletes quality and skills development.

There is a significant relationship between student athletes' quality in terms of persistence to the skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.031, 0.041, 0.039, 0.011 and 0.203 respectively which is less than the level of significant value of 0.05. This can imply that persistence and skills development in student-athletes is a critical quality in student-athletes that directly impacts their ability to develop skills and achieve long-term success in sports. This trait refers to an athlete's willingness to steadfastly continue their efforts in training and competition, even in the face of challenges, setbacks, or slow progress.

There is a significant relationship between student athletes' quality in terms of competence to the

skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.077, 0.103, 0.082, 0.185 and 0.006 respectively which is less than the level of significant value of 0.05. This can imply that competence and skills development in student-athletes is pivotal and multifaceted. athlete's belief in their capabilities to effectively execute specific athletic tasks. This self-perception not only influences their motivation and persistence but also directly impacts how they engage with their training and overall performance.

There is a significant relationship between student athletes' quality in terms of focus to the skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.085, 0.030, 0.084, 0.075 and 0.015 respectively which is less than the level of significant value of 0.05. This can imply that focus and skills development in student-athletes is a fundamental mental skill that enables athletes to learn, execute, and refine their athletic skills effectively. This ability impacts how well athletes can train, how they perform in competitive settings, and how they progress over time in their sport.

There is a significant relationship between student athletes' quality in terms of goal setting to the skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.067, 0.224, 0.066, 0.070 and 0.107 respectively which is less than the level of significant value of 0.05. This can imply that goal setting and skills development in student-athletes is significant and profoundly impactful. Goal setting serves as a foundational psychological skill that guides athletes through their developmental phases, translating their aspirations into structured, actionable plans. This relationship is central to enhancing performance, fostering motivation, and driving continuous improvement.

Table 15.

Significant Relationship between Student athletes' well-being and Skills Development.

Student Athletes' Well-Being		Skills Development				
		Motor	Cognitive	Perceptual	Social	Agility
Physical	r-value	0.129*	0.083*	0.104*	0.215*	0.174*
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	212	212	212	212	212
Mental	r-value	0.094*	0.008*	0.099*	0.059*	0.040*
	Sig.(2-tailed)	0.000	0.181	0.000	0.000	0.003
	N	212	212	212	212	212
Emotional	r-value	0.213*	0.111*	0.183*	0.501*	0.051*
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.001
	N	212	212	212	212	212
Social	r-value	0.022*	0.213*	0.060*	0.015*	0.098*
	Sig.(2-tailed)	0.029	0.000	0.000	0.074	0.000
	N	212	212	212	212	212

p <0.05 significant

There is a significant relationship between student athletes' well-being in terms of mental to the skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.094, 0.008, 0.099, 0.059 and 0.040 respectively which is less than the level of significant value of 0.05. This can imply that mental well-being and skills development in student-athletes is crucially important and has a significant relationship with their skills development, performance, and overall success in sports. Mental well-being encompasses psychological resilience, stress management, emotional stability, and cognitive functions such as concentration and decision-making.

There is a significant relationship between student athletes' well-being in terms of emotional to the

skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.213, 0.111, 0.183, 0.501 and 0.501 respectively which is less than the level of significant value of 0.05. This can imply that emotional well-being and skills development in student-athletes is a critical aspect of an athlete's overall health that significantly impacts their ability to develop skills and perform at their best. As athletes emotional well-being is the capacity to manage their emotions effectively, maintain emotional stability, and cultivate positive emotions.

There is a significant relationship between student athletes' well-being in terms of social to the skills development in terms motor skills, cognitive skills, perceptual skills, social skills, and agility skills with the p-value 0.022, 0.213, 0.060, 0.015 and 0.098 respectively which is less than the level of significant value of 0.05. This can imply that emotional well-being and skills development in student-athletes encompasses their relationships and interactions within and outside their sport, significantly impacts their development and performance. Social well-being is crucial because it affects athletes' mental and emotional states.

5. Conclusion

1. That there is a significant relationship between student athletes' quality and skills development. This is maybe because the quality of student-athletes and their skills development is indeed significant. Quality, in this context, refers to the combination of an athlete's physical abilities, mental capacity, and character attributes, which are essential for both academic and athletic success. The development of their skills in sports and academics is intricately linked to these qualities, as each aspect influences and enhances the other.
2. There is a significant relationship between student athletes' well-being and skills development. This is maybe because well-being encompasses the overall health and quality of life of the student-athletes, including their physical health, mental health, and social relationships. Skills development refers to the enhancement of both athletic and academic abilities.

7.6. Recommendations

Based on the drawn conclusions resulted to the following recommendations:

Student-athlete may continue to possess a unique blend of qualities that contribute to their success on and off the field, because it has a positive effect to quality to be a great athlete by increasing of their persistence, competence, focus, and goal setting by conducting seminar about character development, sports psychology talk and helping in set a goal in ever training that athlete can use in meeting the quality of being a great athlete. Likewise, physical educators may integrate development how to be a great into physical education curriculum at all levels of education, from elementary to higher education, to teach pupils to continue the qualities of being athlete toward in their skills development by attending seminar, and understanding the attitude of the athlete during training and competition in this term we can management to training the athlete properly.

Teachers and Coaches may provide continuous support in terms of the well-being of the student athlete by monitoring the condition of the athlete, provide quality food, vitamins, medical and financially to support the development of the athlete and make performance have a great result during the competition and they should considerate well-being because they are involved both academics and sports while upholding their competition and academic performance. Create a helpful and encouraging environment with their skills development and training program. Additionally, future researchers may identify the level of well-being of student's athletes in terms of the training specially there physical, mental, emotional and social by providing a

creating program that will monitor the condition of the athlete during the training and after the training because it can help them to improve the training program they will use.

Student-athletes may continue to develop their skills that will help them to improve more skills in the sports successfully by improving and adopting different conditioning program that help in creating strategic decision-making, or communication to their teammate while practicing different training exercises.

Teachers and Coaches, may identify the level of skills of student's athletes in terms of motor, cognitive, perception, social and agility during the training by choosing a right training program applying assessment body condition and creating a long term training program that will help to adopt and adjusted program that can fit to the development of the athlete. Students' athletes continue to foster a strong connection between qualities and skills development that will their coaches and teammates create a powerful recipe for athletic growth, personal development, and overall success.

Students' athletes may highlight the importance of well-being and skill during their training by creating different situation that will help them to assessment and creating solution in a problem that can be possible to meet during game and other training days. That will help to identify what training program applicable for developing their skills in different approach that can challenge a positive attitude that also allows them to learn new skills more efficiently and execute properly during the competition.

The researcher can recommend training plan to create more idea in developing skill of the student athlete and can be a basis for their training program in the future, but they continue the program that they use because it is part of there continues progress and skill development in preparation in their competition.

Acknowledgements

This research paper will not be possible without the encouragement, help, support and guidance of the following whom the researcher would like to give her grateful recognition and appreciation.

ALMIGHTY GOD, JESUS CHRIST, for his everlasting love, guidance, blessings, wisdom, knowledge, and divine understanding which he has given to the researcher. Without Him this research will not be possible to accomplish;

HON. PRES. LTC. MARIO R. BRIONES, University President, and also the chairman of the defense panel. For his management and leadership in producing well-trained and equipped educators, for his insightful and significant comments and additional information given to make the study more comprehensive;

ENGR. MANUEL LUIS R. ALVAREZ, Campus Director LSPU Santa Cruz Campus.

DR. ROSARIO G. CATAPANG, Associate Dean, College of Teacher Education and Graduate Studies, for her positive outlook in producing competent, more equipped graduate students;

DR. FREDDIE S. JAVIÑA, his research adviser, for stretching his arms in helping, encouraging, inspiring, supporting, and advising the researcher to finish this thesis.

MR. JOHN MICHAEL D. AQUINO, his research subject specialist, for her support, motivation, and ideas to make this research possible.

DR. ROSARIO G. CATAPANG, his Technical Editor, for patiently polishing the settings and format of the manuscript;

DR. MARIE ANN GONZALES, his internal statistician, for guiding the researcher in gathering data and giving accurate treatment for the study.

DR. BENNY JUACALLA, his external panel, for sharing his knowledge and expertise in the field of Physical Education.

DR. EVELYN SUNICO, his external statistician, for helping the researcher in computing the gathered data and sharing relevant information regarding the study.

DR. AILEEN M. DARAN, his language critic, for her patience in reviewing the paper and revising the language in accordance with academic writing norms; and

The Students from Emilio Aguinaldo College, National College of Science and Technology, and

National University who serves as the respondents of the study.

References

- Agnesia R., (2015) - needs analysis for a developmental reading, writing, and grammar course at a private language school
<https://www.hawaii.edu/sls/wp-content/uploads/2014/09/Agnesia3.pdf>
- Anderson J., Woods T., Amal T., Bass R. and Simpson C. - <https://files.eric.ed.gov/fulltext/EJ1203186.pdf>
- Apuke, O. D. (2017). Research methodology for academic projects. Kaduna:Klamidas Communications.
- Barrett, M., Jones, G., Bunds, K., Casper, J. and Edwards, M. (2021). Teamwork makes the net-work: participant-governed networks and athletics sustainability collaboration. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/IJSHE-05-2021-0188/full/html>
- BOSTAN C.M and CONSTANTINE T. and AIFTINCAI A. (2014) - <https://files.eric.ed.gov/fulltext/EJ1267237.pdf#page=5&zoom=100,50,994>
- Broadbent (2014). Perceptual-cognitive skill training and its transfer to expert performance in the field: future research directions.
<https://pubmed.ncbi.nlm.nih.gov/25252156/>
- Brown, J. M., Miller, W. R., & Lawendowski, L. A. (2019). The self-regulation questionnaire. In L. Vande Creek & T.L. Jackson (Eds.), Innovations in clinical practice: A sourcebook (pp.281-292). Sarasota, FL: Professional Resource Press/Professional Resource Exchange.
- Derri et al., (2019). Assessment of Abilities in Basketball: A Preliminary Study.
<https://journals.sagepub.com/doi/10.2466/pms.1998.87.1.91>
- FILGONA J., SAKIYO J., GWANY D.M., and OKORONKA U. (2020) - https://www.researchgate.net/publication/344199983_Motivation_in_Learn
- GARRET R. (2016) - <http://oasis.col.org/handle/11599/2048>
- Gib, 2020. Impact of Visual Skills Training on Sports Performance: Current and Future Perspectives.
 Retrieved from <http://www.lynnhellerstein.com/wp-content/uploads/2013/01/sports.pdf>
- HADRE P., ETC (2016) - <https://selfdeterminationtheory.org/SDT/documents/200>
- Haywood & Getchell, 2014. Intrinsic motivation in children.
- Harridge (2017). Extracurricular activity: How does participation encourage Positive Youth Development. The Physical Educator, 60(2), 13-19
- HILL N. (2020) https://dese.ade.arkansas.gov/Files/Predictive_Effects_of_Gende

r_SES_and_Body_Mass_Index_Scores_on_20210629142832.pdf

- Jain (2017). Cognitive perceptual skills in sports performance :a critical review of assessment tools.
https://www.researchgate.net/publication/327630723_Cognitive_perceptual_skills_in_sports_performance_a_critical_review_of_assessment_tools
- Jeiven (2023). Dietary supplement training. <https://jeiven.com/courses/dietary-supplement-training/>
- Jones et al (2016). Activity theory, complexity and sports coaching: an epistemology for a discipline. <https://www.tandfonline.com/doi/abs>
- Jukic et al., (2020). Strength and conditioning in top-level team sports: an individual discipline. <https://www.researchgate.net/profile/TEAM-SPORTS-AN-INDIVIDUAL-DISCIPLINE.pdf>
- KAM CHEONG LI AND BILLY TAK-MING WONG (2019) - <https://files.eric.ed.gov/fulltext/EJ1232852.pdf>
- King H. (2019). Strategies for Encouraging Originality in Dance Making in the Pre-K–12 Setting. retrieved from <https://www.tandfonline.com/doi>
- Kohn, H. (2019). Physical Activity, Fitness, and Physical Education: Effects on Academic Performance. Retrieved from Nih.gov website: <https://www.ncbi.nlm.nih.gov/books/NBK201501/>
- Koopmann et al. (2020). Assessing Technical Skills in Talented Youth Athletes: A Systematic Review. <https://link.springer.com/article/10.1007/s40279-020-01299-4>
- Kuo, S., 2022. Well-Being of Teachers: The Role of Efficacy of Teachers and Academic Optimism. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.831972/full>
- Kristijansson (2019). School sports participation and motivation.
- Keegan (2018). Motivational climate research.
- KRUEGE E. (2012) - <https://core.ac.uk/download/pdf/38073363.pdf>
- Lockwood, P. and Perlman, D., 2008. Enhancing the Youth Sport Experience: A Re-examination of Methods, Coaching Style, and Motivational Climate. *Journal of Youth Sports*, 4(1).
- Marsh & Kleitman (2012). *Sportspersonship coaching behaviours, relatedness need satisfaction, and early adolescent athletes' prosocial and antisocial behaviour*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/1612197X.2016.1142461>
- Marrier et al., (2018). Strength and conditioning in top-level team sports: an individual discipline. <https://www.researchgate.net/profile/TEAM-SPORTS-AN-INDIVIDUAL-DISCIPLINE.pdf>
- MAULIYA I., RELIANISA R.Z., AND ROKHYATI U. (2020) - https://www.researchgate.net/publication/354550327_Lack_of_Motivation_Factors_Creating_Poor_Academic_Performance_in_the_Context_of_Grade_7_Students'_Perceptions_of_Their_Achievement_in_English

Department_Students

- Marcone, Mike, 2017. The Impact of Coaching Styles on the Motivation and Performance of Athletes.
- Mock (2010). School vs. Afterschool: A study of Equity in supporting children's Development. *Journal of Research in Childhood Education*. 22(4) 404.
- Muxtorova, X. A., et al. "The Role of Coaches in the Preparation of Young Athletes." *European Scholar Journal*, vol. 2, no. 5, 2021, pp. 73-76
- Minson (2013). Extracurricular activities and Adolescent development. *Journal of Social Issues* 59(4), 865-889.
- MESE E., AND SEVILEN C., (2021) - <https://files.eric.ed.gov/fulltext/EJ1286748>.
- NATIONAL ACADEMIA (2023) – <https://nap.nationalacademies.org/read/13242>
- ONTURK Y. and YILDIZ Y. (2020) - <https://files.eric.ed.gov/fulltext/EJ1267237.pdf>
- PETSCHE A., (2019) - <https://scholarworks.uni.edu/cgi/viewcontent.cgi>
- S.N. GEETHA (2019) - [http://krepublishers.com/02-Journals/T-Anth/Anth-35-0-000-19-Web/Anth-35-1-3-000-19-Abst-PDF/T-ANTH-35-1-3-001-19-2033-Geetha-S.N/T-19-2033-Geetha-S.N.-Tx\[1\].pdf](http://krepublishers.com/02-Journals/T-Anth/Anth-35-0-000-19-Web/Anth-35-1-3-000-19-Abst-PDF/T-ANTH-35-1-3-001-19-2033-Geetha-S.N/T-19-2033-Geetha-S.N.-Tx[1].pdf)
- SANCHEZ ET.AL (2017) - [http://krepublishers.com/02-Journals/T-Anth/Anth-35-0-000-19-Web/Anth-35-1-3-000-19-Abst-PDF/T-ANTH-35-1-3-001-19-2033-Geetha-S.N/T-ANTH-35-01-001-19-2033-Geetha-S.N.-Tx\[1\].pdf](http://krepublishers.com/02-Journals/T-Anth/Anth-35-0-000-19-Web/Anth-35-1-3-000-19-Abst-PDF/T-ANTH-35-1-3-001-19-2033-Geetha-S.N/T-ANTH-35-01-001-19-2033-Geetha-S.N.-Tx[1].pdf)
- SHARMA V. (2018) - https://www.researchgate.net/publication/330243921_Influence_Factors_in_Students'_Motivation_for_Communicative_Competence_in_English_A_Case_Study_in_Saudi_Arabia
- Schultz (2015). Season sports participation among school children.
- Singh (2011). Coaching techniques in skills development.
- Sopa (2021). the importance of socialization through sport in students group integration. https://www.armyacademy.ro/reviste/rev2_2016/Pomohaci.pdf
- SUSON R., (2018) - <https://journals.indexcopernicus.com/api/file/viewByFileId/748750>
- SATTAR, A., BAIG S., REHMAN N., AND BASHIR B. (2019) - https://applications.emro.who.int/imemrf/Professional_Med_J_Q/Professional_Med_J_Q_2013_20_6_956_964.pdf
- SVOBODOVA L. (2015) - https://is.muni.cz/th/s4ddj/Diploma_Thesis_Svobodova

SHI Y., YU H., DI S., AND MA C. (2022) - <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.835171/full>

Soma (2023). Cognitive Skills In Sports, Understanding How They Apply
<https://blog.soma-npt.ch/cognitive-skills-in-sports-understanding-how-they-apply-2/#:~:text=Cognitive%20skills%20such%20as%20perception%2C%20attention%2C%20memory%2C%20decision%2D,reduce%20the%20risk%20of%20injury.>

Trudeau & Shepard (2019). The Effect of Strength Training on Performance in Endurance Athletes.
 Retrieved from <https://link.springer.com/article/10.1007/s40279-014-0157-y>

Troutman and Dufur (2017). Sports activities vs. Academic Achievement for Rural High School Students. National Forum of applied Education Research Journal, 19, 1-11.

THEUS S. (2014) - <https://scholarworkrs.waldenu.edu/cgi/viewcontent.cgi?article=1126&context=dissertations>

~~Teejay D. Panganiban. 2019. Sports Coaching Styles of Trainers in Public Junior High School. International Journal of Recent Innovations in Academic Research, 3(5): 142-154.~~

Thompson, PJL (2017). Introduction to Coaching theory, p.39

Thompson (2012). The Relationship between out-of-school activities and Positive youth development: an investigation of the influences of Communities and family. Adolescence, 40, 67,85.

Tudor, L., Kyaw, B. M., Dunleavy, G., Smart, N. A., Semwal, M., Rotgans, J. I., Campbell, J. (2019). Digital Problem-Based Learning in Health Professions: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration. *Journal of Medical Internet Research*, 21(2), e12945. <https://doi.org/10.2196/12945>

Tomescu G. et al (2023). Using Dance sport as an Educational Resource for Improving Institutionalized Children's Learning Strategies. <https://www.mdpi.com/2227-9067/10/6/1039>

Warner, Matthew Robert, "Coaching Styles and Team Cohesion in High School Male Student-Athletes" (2017). *Masters Theses*. 2881.
 Retrieved: <https://uk.indeed.com/career-advice/career-development/sports-coach-roles-and-skills>

Wolock, 2020. Strength Training for Athletes: Does It Really Help Sports Performance? Retrieved from <https://journals.humankinetics.com/view/journals/ijspp/7/1/article-p2.xml>

WEILER T., AND MURAD W. (2022) - <https://files.eric.ed.gov/fulltext/EJ1375011>

YANG Y., (2022) - <https://www.atlantis-press.com/article/125974922.pdf>

YILAMZ E., SAHIN M., and TURGUT M. (2017) - <https://files.eric.ed.gov/fulltext/>

Yu Y. et al., (2019). Dance tutorial among younger viewer.

https://openaccess.thecvf.com/content_ICCVW_2019/html/HBU

Yperen (2019). Student-athletes' need for competence, effort, and attributions of
Differences between sport and school.

<https://www.tandfonline.com/doi/full/10.1080/10413200.2019.1675198>

success and failure: