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## **Sports Performance and Challenges of Student-Athletes in a Catholic School**

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**Abstract.** This descriptive-correlational study determines the level of sports performance of student-athletes in a Catholic school in Bacolod City during the academic year 2019-2020 in terms of personality traits, sex, types of sport, family monthly income and academic level. It also determines whether a significant relationship exists between the level of sports performance and demographics. Lastly, to identify the multiple challenges face by student-athletes. The results revealed that student-athletes' level of sports performance is very satisfactory, which means student-athletes in Catholic school possessed and exceed most of the characteristics of a sport-excellent individual. On the other hand, no significant relationships exist between demographics and level of sports performance. Moreover, all variables do not predict the sports performance of student-athletes. Student-athletes face multiple challenges in the areas of administration, sports, academics and personal development.

**Keywords.** Sports Performance, Challenges, Student-Athletes, Descriptive-Correlational, Bacolod City

### **A. Introduction**

Successful student-athletes are physically, psychologically, socially, and spiritually dedicated to a high-level accomplishment in their participation in the context of sports and academic achievements. Enhancement of an integral and combined skill-set is needed to obtain optimal development in sports (Nucum, 2018). In line with this, Parnabas et al. (2015) confirmed that male student-athletes performances are greater than those of female student-athletes. Moreover, Nezhad, Rahmati, and Nezhad (2012) state that student-athletes from families with a higher level of social-economic stability were more active and participative in sports than others. However, in line with sport and personality, Mollazadeha et al. (2019) determined that the personality characteristics of student-athletes in terms of "sex" and "types of the sport event" are different.

According to Kim et al. (2014), Filipino student-athletes are shorter, lighter, have a lower aerobic capacity, leg power, and flexibility. Additionally, Gomez et al. (2018) supported in their study that the student-athletes suffered from challenges such as lack of facilities and equipment, insufficient budget and incentives, training schedules, and academic requirements that can affect their performance in sport and academics.

Furthermore, few studies concentrate more on the performance and challenges of student-athletes; instead, they focus more on the experiences of the professional athletes rather than on the experiences and struggles of student-athletes (Henrion, 2009). Also, the athlete's performance is mostly evaluated using tools or performance evaluation systems to assess their performance in sports (Arastey, 2020). However, in this study, coaches/trainers were the ones who evaluated and assessed the sport performance of their athlete's character and skill in each sports event.

Thus, the researcher was interested in finding out the level of sports performance of student-athletes in a Catholic school and identifying the multiple challenges that the student-athletes are facing. The findings served as the basis for the Proposed Student-Athletes Sports Training Program.

## **B. Research Method**

This study utilized a quantitative research design using descriptive and correlational research approaches. The descriptive approach was used to describe the level of sports performance of student-athletes in a Catholic school when they are taken as a whole and grouped according to demographics and areas of coach's rating. Also used to explore the challenges encountered by the student-athletes in the said Catholic school. Meanwhile, the correlational approach was employed to determine if a significant relationship exists between the level of sports performance of student-athletes in a Catholic school when they are grouped according to demographics.

This study used two questionnaires. The first instrument used was a researcher-made questionnaire adopted from the Coach's Rating (Piedmont, 1999 cited in Nikbakhsh et al. 2013) for coaches. Each player was rated by the coach of each sport using the performance-relevant dimensions: coachability, athletic ability, game performance, teamplayerness, and work ethics. Ratings were based on a 5-point Likert scale. It is a paper-pencil self-administered instrument that consists of 25 items. Using the Good and Scates criteria, the instrument got a validity rating of 4.8, making the instrument valid. Using Cronbach's Alpha, the instrument yielded an Alpha of .900, which means the instruments were reliable.

The second questionnaire for student-athletes was a researcher-made checklist about the personality traits and challenges faced by student-athletes. Part I contained the demographic profile of respondents. Part II is a researcher-made checklist about the challenges encountered by student-athletes. The Sports Performance and Challenges Student-Athletes Survey Questionnaire (SPC-SASQ) is a paper-pencil self-administered instrument consisting of 62 items. Using Cronbach's Alpha, the instrument yielded an Alpha of .844, which means the instruments were reliable. Also, multiple regression was used to determine the predictors of sports performance of student-athletes.

## **C. Results and Discussion**

Overall, the level of sports performance when all variables and areas were taken together and based on the assessment of the coaches ( $M=3.93$ ,  $SD= 77.00$ ) is very satisfactory. Generally, the student-athletes possess and exceed most of the dimensions in training and actual competition in Catholic school. It implies that student-athletes in Catholic school can perform at their highest performance regardless of sex, character, skills, and experiences, which gave them the edge to excel in a different event in the different levels of competition.

Table 1 presents the demographic profile of the respondents, identified using complete enumeration. The respondents were 77 out of 104 college student-athletes from different sports

such as Athletics, Table Tennis, Chess, Basketball, Volleyball, Football, and Sepak Takraw enrolled during the school year 2019-2020 and participated in NOPSSCEA and ASAM.

### 1. Profile of the Respondents

Table 1  
*Demographic Profile of the Respondents*

<b>Variable</b>	<b>f</b>	<b>%</b>
Sex		
Male	65	84.4
Female	12	15.6
Academic Level		
Lower Class	34	44.2
Upper Class	43	55.8
Family Monthly Income		
Low Income	48	62.3
High Income	29	37.7
Years of Playing		
Short Term	30	39.0
Long Term	47	61.0
Type of Sport		
Individual/Dual	23	29.9
Team	54	70.1
Personality Trait		
Sanguine	18	23.4
Choleric	24	31.2
Melancholic	8	10.4
Phlegmatic	27	35.1
<b>Total</b>	<b>77</b>	<b>100.0</b>

Of the 77, 84.4% (n=65) were male student-athletes, while 15.6% (n=12) were female student-athletes. Moreover, 55.8% (n=43) were in their upper-class level, and 44.2% (n=34) were in their lower-class level. In terms of playing years, only 39.0 % (n=30) student-athletes were involved in the short-term category and only 61.0% (n=47) were involved in the long-term category. In terms of types of sports, under individual/dual sports were only 29.9% (n=23), while 70.1% (n=54) were under team sports. In terms of personality traits, student-athletes with sanguine personality were only 23.4% (n=18), with choleric personality were only 31.2% (n=24), with melancholic personality were only 10.4% (n=8), and with phlegmatic personality were only 35.1% (n=27).

### 2. Level of Sports Performance of Student-Athletes by Demographics, Areas and as a Whole

As shown in Table 2, the level of sports performance when all variables were taken together and based on the assessment of the coaches is very satisfactory (M=3.93, SD= 77.00). Generally, the student-athletes possess and exceed most of the dimensions in training and actual competition.

As shown in Table 2, the level of sports performance when student-athletes are grouped according to the personality traits is very satisfactory: sanguine personality (M=3.98, SD=0.33); choleric personality (M=3.83, SD=0.54); melancholic personality (M=3.85, SD=0.49); and phlegmatic personality (M=4.01, SD=0.37). The personality traits of student-athletes in this

Catholic school are mostly phlegmatic or easy-going, stable, and consistent. The level of sports performance in every area according to personality traits in terms of coachability, athletic ability, game performance, teamplayerness and work ethic all areas in personality traits were rated very satisfactory, which means that student-athletes in catholic school possess and exceed most dimensions in training and actual competition which enables them to function at their best in training regardless of how training is done, results of competition, and can still adapt to training demands and competitions. Based on the result, the personality of the athletes will also vary depending on the nature of the sports events.

Table 2  
*Level of Sports Performance of Student Athletes*

Variable	Coachability			Athletic Performance			Game Performance			Team Playerness			Work Ethics			Sports Performance		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex																		
Male	3.90	0.50	VS	3.96	0.50	VS	3.88	0.49	VS	3.96	0.56	VS	3.90	0.54	VS	3.92	0.44	VS
Female	4.05	0.57	VS	3.55	0.47	VS	3.77	0.47	VS	4.30	0.58	VS	4.30	0.53	VS	3.99	0.39	VS
Academic Level																		
Lower Class	3.84	0.54	VS	3.87	0.52	VS	3.88	0.55	VS	3.92	0.62	VS	3.92	0.58	VS	3.89	0.49	VS
Upper Class	3.99	0.48	VS	3.91	0.51	VS	3.85	0.43	VS	4.09	0.54	VS	3.99	0.53	VS	3.97	0.39	VS
Family Monthly Income																		
Low Income	3.88	0.50	VS	3.90	0.45	VS	3.88	0.38	VS	4.05	0.42	VS	3.94	0.36	VS	3.93	0.34	VS
High Income	3.99	0.53	VS	3.89	0.61	VS	3.83	0.63	VS	3.95	0.78	VS	3.99	0.78	VS	3.93	0.56	VS
Years of Playing																		
Short Term	3.82	0.54	VS	3.87	0.42	VS	3.90	0.42	VS	3.94	0.51	VS	3.90	0.37	VS	3.89	0.37	VS
Long Term	3.99	0.48	VS	3.91	0.57	VS	3.84	0.53	VS	4.06	0.61	VS	4.00	0.65	VS	3.96	0.47	VS
Type of Sport																		
Individual/Dual	4.03	0.57	VS	3.73	0.44	VS	3.79	0.47	VS	3.96	0.64	VS	4.00	0.61	VS	3.90	0.42	VS
Team	3.87	0.48	VS	3.96	0.53	VS	3.89	0.49	VS	4.04	0.55	VS	3.94	0.53	VS	3.94	0.44	VS
Personality Trait																		
Sanguine	3.89	0.50	VS	3.92	0.47	VS	3.96	0.39	VS	4.16	0.54	VS	3.99	0.38	VS	3.98	0.33	VS
Choleric	3.88	0.55	VS	3.83	0.55	VS	3.78	0.63	VS	3.88	0.64	VS	3.80	0.67	VS	3.83	0.54	VS
Melancholic	3.85	0.61	VS	3.75	0.49	VS	3.65	0.48	VS	3.85	0.89	VS	4.13	0.81	VS	3.85	0.49	VS
Phlegmatic	4.00	0.47	VS	3.98	0.52	VS	3.94	0.38	VS	4.10	0.39	VS	4.03	0.44	VS	4.01	0.37	VS
<b>As a whole</b>	<b>3.92</b>	<b>0.51</b>	<b>VS</b>	<b>3.89</b>	<b>0.51</b>	<b>VS</b>	<b>3.86</b>	<b>0.49</b>	<b>VS</b>	<b>4.02</b>	<b>0.58</b>	<b>VS</b>	<b>3.96</b>	<b>0.55</b>	<b>VS</b>	<b>3.93</b>	<b>77.00</b>	<b>VS</b>

Note: NI=Needs Improvement, F=Fair, S=Satisfactory, VS=Very Satisfactory, O=Outstanding

As shown in Table 2, the level of sports performance when student-athletes are grouped according to sex is very satisfactory: male (M= 3.92, Sd=0.44) and female (M=3.99, SD=0.39). It can be noted that female student-athletes' sports performance is slightly higher than the performance of male student-athletes. The level of sports performance in every area according to sex in terms of coachability, athletic ability, game performance, teamplayerness and work ethic for both male and female student-athletes were rated very satisfactory, which means that student-athletes possess and exceed most of dimensions in training and actual competition. The study of Parnabas et al. (2015) confirmed that the performances of male athletes are higher than those of female athletes. Another article stated that male student-athletes and female student-athletes differ in size and structure of the body (Langford, 2019).

As shown in Table 2, the level of sports performance when student-athletes are grouped according to the types of sport is very satisfactory: student-athletes in the individual sport (M=3.90, SD=0.42) and team sports got a very satisfactory rating (M=3.94, SD=0.44). The level of sports performance in every area according to types of sport in terms of coachability,



athletic ability, game performance, teamplayerness and work ethic were rated very satisfactory, which means that student-athletes possess and exceed most dimensions in training and actual competition. Based on the result, team sports performed slightly higher than individual sports because of the large number of student-athletes that participated in the team sports. It also implies that student-athletes in team sports can perform at their highest when they are part of a team. On the other side, individual sports were likely to struggle in training, motivation, and managing defeats and losses because of high expectations and burnout. A similar result confirms that team sports were slightly higher than individual sports (Maslen, 2015). In contrast, Parnabas et al. (2015) confirmed that individual athletes perform better than team athletes. Athletes of individual sports worked double and harder for competition.

In Table 2, the level of sports performance when student-athletes are grouped according to the years of playing is very satisfactory. Student-athletes in their 1-7 years of playing ( $M=3.89$ ,  $SD=0.37$ ) and those in their 8-15 years or more ( $M=3.96$ ,  $SD=0.47$ ) were both rated as very satisfactory. The level of sports performance in every area according to years of playing in terms of coachability, athletic ability, game performance, teamplayerness and work ethic were rated very satisfactory, which means that student-athletes possess and exceed most dimensions in training and actual competition. Based on the result, it implies that student-athletes in the longer-term category have a wide range of experiences when it comes to technical, tactical, and psychological aspects of sports compare to student-athletes with shorter playing years because of delayed improvement of sports skills or delayed discoveries of interest in sports. A study suggests that the coordination of movements of the most senior players during the competition is higher than that of junior players, and it develops over time with minimal training sessions (Casas, 2019). This contrasts with the findings of Kalén (2019) which states that there was a deterioration of physiological abilities in senior players who played over 30 years compared to junior football players. Regardless of the years of playing, student-athletes must continue to train hard, learn new skills, adapt to changes, and transform talents to discover opportunities and authentic experiences on and off the court.

As shown in Table 2, the level of sports performance when student-athletes are grouped according to the family monthly income: student-athletes with a lower income ( $M=3.93$ ,  $SD=0.34$ ) and student-athletes with a higher income ( $M=3.93$ ,  $SD=0.56$ ) were rated very satisfactory. The level of sports performance in every area according to family monthly income in terms of coachability, athletic ability, game performance, teamplayerness and work ethic were rated very satisfactory, which means that student-athletes possess and exceed most dimensions in training and actual competition. Based on the result, student-athletes with high family income have higher sports performance than student-athletes with low family income. Regardless of the financial status of their families, student-athletes in catholic school are eager to train and study to achieve their fullest potential in sports and academics. Furthermore, Nezhad et al. (2012) presented in their study that children from families with a higher level of social-economic stability were more active and participated in sports more than others.

As shown in Table 2, the level of sports performance for both lower-class level ( $M=3.89$ ,  $SD=0.49$ ) and upper-class level ( $M=3.97$ ,  $SD=0.39$ ) was rated as very satisfactory. The level of sports performance in every area according to academic level in terms of coachability, athletic ability, game performance, teamplayerness and work ethic were rated very satisfactory, which means that student-athletes possess and exceed most dimensions in training and actual competition. Based on the result, student-athletes in the upper class performed better than the lower-class student-athletes. The findings implies that upper-class student-athletes are more dedicated and prepared in terms of training. Lower class student-athletes often wanted

academics to play a significant role in their college career, but as the years went on, the priorities changed to a point when athletics was the higher priority (Cooper & Cooper, 2015).

### 3. Relationship in the Level of Sports Performance of Student-Athletes

As shown in Table 3, the Chi-Square Test of Association was used to determine the significant relationship between each demographic and sports performance. Based on the result, there are no significant relationships between personality trait [ $\chi^2(9)=5.870$ ,  $p=0.753$ ], sex [ $\chi^2(3)=0.614$ ,  $p=0.893$ ], type of sport [ $\chi^2(3)=3.671$ ,  $p=0.299$ ], years of playing [ $\chi^2(3)=4.390$ ,  $p=0.222$ ], family income [ $\chi^2(3)=2.915$ ,  $p=0.405$ ], and academic level [ $\chi^2(3)=1.753$ ,  $p=0.625$ ] and sport performance.

**Table 3. Relationship between Demographics and Sports Performance**

Variable	$\chi^2$	df	p
Personality Trait x Sports Performance	5.870	9	0.753
Sex x Sports Performance	0.614	3	0.893
Type of Sport x Sports Performance	3.671	3	0.299
Years of Playing x Sports Performance	4.390	3	0.222
Family Income x Sports Performance	2.915	3	0.405
Academic Level x Sports Performance	1.753	3	0.625

*Note: the relationship is significant when  $p < 0.05$*

The absence of a significant relationship is shown by the data about the level of sports performance and personality traits as assessed by the coaches [ $\chi^2(9)=5.870$ ,  $p=0.753$ ]. Most of the student-athletes do not depend on what type of personality could they possess because of some other factors such as the influence of teammates, coach, and family motivation and passion to sports. In contrast with the study of Ellis (2019) there is a significant relationship between personality and the chosen sport of an individual. These individuals will play the sport that they love with enjoyment and confidence and develop a sense of fulfillment every time they play and become successful.

As shown in Table 3, there is no significant relationship between sex and sports performance [ $\chi^2(3)=0.614$ ,  $p=0.893$ ]. In contrast with the result, sex was found to be a significant factor affecting the level of problems in terms of emotional and personal fears that impact the sports performance of student-athletes (Göktaş, 2010). The results on the relationship of sex and sports performance of Yi-Hsiu and Chen-Yueh (2013) revealed that males are greater than females to participate in masculine sports while females are greater than males to participate in feminine sports.

As shown in Table 3, there is no significant relationship between the type of sport and sports performance [ $\chi^2(3)=3.671$ ,  $p=0.299$ ]. This finding contrasts with the finding of Short (2015) that there is a positive relationship between team size and collective efficacy. The findings also suggest that the more members on a team, the more efficacious that team is. In line with the findings of San Miguel (2019), there is a significant relationship between types of sports and sports engagement.

As shown in Table 3, there are no significant relationships between years of playing and sports performance [ $\chi^2(3)=4.390$ ,  $p=0.222$ ]. This finding contrasts with that of Ibañez et al. (2018) that those student-athletes born earlier in the year have more motor experiences, leading to a better sports performance than their peers born late. Hence, they could perform better in

their athletic career than the junior athletes, who are oftentimes hindered by their chronological limitations in their sports performances.

As shown in Table 3, there is no significant relationship between family income and sports performance [ $\chi^2(3)=2.915$ ,  $p=0.405$ ]. In contrasts with Nezhad et al. (2012) that conducted a study to determine the relationship between the socio-economic stability of the student-athletes and family in sport participation in Rasht-Iran. Student-athletes from families with a higher level of social-economic stability were more active and participative in sports than others. According to San Miguel (2019), there is a significant relationship between socio-economic status, and motivation to sports engagement.

As shown in Table 3, there is no significant relationship between academic level and

Table 4  
*Predictors of Sports Performance as a Whole*

Variable	$r^2$	F	df	p
Constant	0.037	0.448	6, 70	0.844

Sex, Academic Level, Family Monthly Income, Years of Playing, Type of Sport, Personality Trait

sports performance [ $\chi^2(3)=1.753$ ,  $p=0.625$ ]. In contrasts with the findings of San Miguel (2019) that there was a significant relationship between academic level and sports engagement.

Table 5  
*Predictors of Sports Performance when grouped according to Demographics*

Variable	Beta	t	p
Constant	3.251	7.066	0.000
Sex	0.099	0.634	0.528
Academic Level	0.075	0.696	0.489
Family Monthly Income	-0.027	-0.252	0.802
Years of Playing	0.112	1.029	0.307
Type of Sport	0.117	0.948	0.346
Personality Trait	0.042	0.930	0.355

*Note: predictors of Sports Performance when  $p \leq 0.05$*

Another study by Uyan (2017) on the effect of extra-curricular sporting activities on academic performance among student-athletes of Davao Oriental Regional Science High School. The result revealed a significant positive relationship between sports participation and academic performance.

#### **4. Prediction of Sports Performance of Student-Athletes in a Catholic School**

Multiple regression was used to determine the predictors of sports performance. Multiple linear regression indicated that there was no significant collective effect between personality trait, sex, years of playing, type of sport, family monthly income and academic level on sports performance [ $F(6, 70)=0.448$ ,  $p=0.844$ ,  $r^2 =0.037$ ].



The variable personality traits does not significantly predict the sports performance of student-athletes. Thus, student-athletes can showcase their excellent skills and abilities regardless of their personality traits because of other factors that contribute to their performance in sport such as motivation, previous experiences, and influence of people that surrounds them. Moreover, similar findings of Weber (2010) showed that personality traits do not have a predictive power of WPT (Wonderlic Personnel Test). In contrast with the study of Piedmont (1999) cited in Nikbakhsh et al. (2013) personality traits are found to be one of the significant predictors of sports performance.

Meanwhile, the variable sex does not significantly predict the sports performance of student-athletes. In contrast with the study of Ridpath and Tudor (2019), stated that sex significantly predicts sports performance among student-athletes. However, sports performances will evolve for both male and female in terms of psychological and physiological aspects but in a gradual manner. Both female and male student-athlete can perform their role and responsibilities in accordance the sport's rules and game.

The variable years of playing does not significantly predict the sports performance of student-athletes. In contrast, Boccia et al. (2017) indicated that student-athletes below 16 years old are poor predictors in track and field events. Thus, years of playing does not contribute to the sports performance of a student-athletes because all athletes undergo many years of training and competition to be successful in their chosen sports.

The variable types of sport does not significantly predict the sports performance of student-athletes. Both groups varied in training and character transformation. The performance of student-athletes depends on their systematic training program per event and sport environment. Regardless of types of sport they rely on their skills and depend on their capabilities as they compete with others.

The variable family monthly income does not significantly predict the sports performance of student-athletes. Thus, student-athletes take part actively in sport for scholarships and grants offered by the university sports program and the passion and enjoyment provided by their chosen sports despite of their financial stability or income status of their family. In contrast, the study of Vick (2013) and Sharma (2015) found a good predictor of family monthly income on the sport performance of student-athletes.

Overall, the demographic variables of student-athletes do not predict their sports performance in the field of sports. Moreover, student-athletes depend more on their abilities, efforts, actions, and behavior that they exerted during practice and actual games with the supervision of their coach, trainer, and more skilled individual. Moreover, student-athletes understand that training is important to enhance one's skills and develop their respective sports (Ingrell et al., 2019).

##### ***5. Challenges encountered by Student-Athletes in a Catholic School***

Frequency was used to determine the significant challenges encountered by student-athletes in the areas of facilities and equipment, administration support, sport, academics, and personal/health-related factors.

Based on the data, the challenges encountered by the student-athletes are lack of service bus for transport from school to the playing venue 76.6% (n=59), limited cash incentive every end of the competition period 72.7% (n=56), and inadequate monthly allowance in administrative support 67.5% (n=52). Meanwhile, the gap of training to class schedules 45.5% (n=35), coach techniques/training strategies, the ability of the coach to communicate effectively and efficiently in terms of the game plan and decision-making 37.7% (n=29) respectively, and fear of failures and defeats are the challenges in sports-related areas 44.2% (N=34). The academic challenges include making up missed assignments, which got the highest 51% (N=66.2). Personal/health-related challenges include physical stress (injuries and accidents) 46.8% (N=36), poor nutrition knowledge of a balanced meal 55.8% (n=43), inability to properly find time for both academics and sport 55.8% (n=43), experience sleep disorder (insomnia and sleep apnea) 45.5% (n=35), high expectation of parents/friends in sports 53.2% (n=41), and lack of knowledge about motivating oneself or other teammates 46.8% (n=36).

**Table 6. Challenges Encountered by Student-Athletes**

<b>Challenges</b>	<b>f</b>	<b>%</b>
<b>Facilities and Equipment</b>	8	10.4
<b>Administration support</b>		
<b>1. Financial Assistance</b>		
1.1. insufficient scholarship grants for all student-athletes	39	50.6
1.2. limited accident insurance in case of injuries and accident	24	31.2
1.3. inadequate monthly allowance	52	67.5
1.4. insufficient training/game allowance every practice and during competitions	42	54.5
1.5. limited medical/dental health check-up annually for student-athletes	41	53.2
<b>2. Budget &amp; Incentives</b>		
2.1. limited set of uniforms/shoes every year	42	54.5
2.2. limited cash incentive every end of the competition period	49	63.6
2.3. limited budget for training-workshops for student-athletes	46	59.7
2.4. limited board and lodging for all student-athletes	42	54.5
2.5. limited budget for repairing and purchasing sports facilities and equipment	45	58.4
<b>3. Provision of Transportation</b>		
3.1. lack of service bus for transport from school to the playing venue	59	76.6
3.2. limited transportation fee in case of no service bus from school to the playing venue.	56	72.7
<b>Sports-related</b>		
<b>1. Training Schedules</b>		
1.1. gap of training to class schedules	35	45.5
1.2. morning training schedule (ex. 6 am onwards)	30	39.0
1.3. afternoon training schedule (ex. 1 pm to 5 pm)	18	23.4
1.4. night training schedule (ex. 5 pm to 9 pm)	28	36.4
1.5. length of Training time (ex. 3 hours or more)	29	37.7

<b>2. Coach's Factor</b>		
2.1. coach techniques/training strategies	29	37.7
2.2. ability of the coach to communicate	29	37.7
2.3. coach's attitude towards student-athletes and other coaches.	24	31.2
2.4. coach's qualifications and credentials	23	29.9
2.5. coach's knowledge and skills on their specialization	23	29.9
<b>3. Training and Competition</b>		
3.1. lack of proper warm-up and cool down	21	27.3
3.2. overtraining that can cause injuries and accident	24	31.2
3.3. experience burnout because of training and competitions	26	33.8
3.4. fear of failures and defeats	34	44.2
3.5. audience's cheers, noise, etc.	22	28.6
<b>Academics</b>		
1.1. difficulty keeping grades up for eligibility	44	57.1
1.2. making up missed assignments	51	66.2
1.3. difficulty keeping pace with major and minor subjects	45	58.4
1.4. difficulty completing required internships	27	35.1
1.5. cannot take classes because of team conflicts	32	41.6
1.6. cannot meet class requirements due to sport	36	46.8
1.7. difficulty understanding subjects taught in class	37	48.1
1.8. too tired to attend class	43	55.8
1.9. difficulty focusing in class	41	53.2
1.10. difficulty coping with class schedules and training schedules	36	46.8
<b>Personal/Health-related</b>		
<b>1. Stress</b>		
1.1. cognitive – (perceptual Changes, Decision Making, Memory, Response Selection)	32	41.6
1.2. emotional – (violence, Withdrawal from the sporting situation, nervousness, and anger)	28	36.4
1.3. environmental- (change of weather and temperature and venues)	24	31.2
1.4. Physical Stress- (injuries and accidents)	36	46.8
<b>2. Nutrition</b>		
2.1. No proper diet	35	45.5
2.2. more consumption of alcoholic beverages and soft drinks	20	26.0
2.3. poor practical skills of choosing and preparing meals	39	50.6
2.4. poor nutrition knowledge of a balanced meal	43	55.8
<b>3. Time Management</b>		
3.1. inability to properly find time for both academics and sport	43	55.8
3.2. inadequate time to complete classwork	42	54.5
3.3. inadequate time for study sessions	38	49.4
3.4. inadequate time to cope with missed subjects due to absences and tardiness	39	50.6
<b>4. Sleep</b>		
4.1. sleep environment (Ex. spending nights in unfamiliar hotels)	23	29.9
4.2. sleeping less than 5 hours	36	46.8
4.3. sleeping more than 8 hours	30	39.0
4.4. sleep disorder (Ex. Insomnia and sleep apnea)	35	45.5
<b>5. Family/Peer Relationship</b>		

5.1. lack of social acceptance and approval of peers	23	29.9
5.2. inadequate time to socialize with family/friends	29	37.7
5.3. high expectation of parents/friends in sports	41	53.2
5.4. too much pressure with parents/friends before/during/after competitions	26	33.8
<b>6. Motivational Techniques</b>		
6.1. Lack of use of Imagery and Pep talk	24	31.2
6.2. Improper use of breathing/relaxing technique	28	36.4
6.3. Lack of reinforcement and reward	27	35.1
6.4. Lack of knowledge about motivating oneself or other teammates	36	46.8

The top challenge in administrative support is the lack of transportation to the playing venue for safety and security as they compete in different places that requires transportation. The second challenge is the limited cash incentives. Aside from praises, medals, and trophies, student-athletes are looking for cash incentives as a reward for their training and winning in a competition. The third challenge is the inadequate monthly allowance for student-athletes. For many years, student-athletes' monthly allowance was only (Php 500) which is not enough to meet the daily needs of student-athletes.

Challenges in the sports-related area include the gap of training to class schedules, every student-athlete's weakness is managing time for training and classes. Some athletes' schedule has only 30 minutes to 1-hour gap from their classes to their training or vice versa. Second, the coaching techniques/training strategies and ability of the coach to communicate, ineffective coaching and communication creates an environment where athletes' psychological aspect and physiological abilities might diminish from practice to actual performance. Lastly, student-athletes find the fear of failures and defeats, some student-athletes could lose their motivation and confidence once they failed or are defeated, but most of them take failures and defeats as a stage for improvement in preparation for the next competition.

Challenges for the area of academics include making up missed assignments. The amount of missed class time due to training and competition puts added pressures on student-athletes to catch up with subject content and assignments on return to school (Gomez et al., 2018).

Personal or health-related challenges include physical stress (injuries and accidents). Sports also play a provocative role in physical injuries. For some student-athletes, the psychological response to injury can trigger serious mental health issues such as depression, anxiety, disordered eating, and substance use or abuse (Brown, 2014).

Next, student-athletes' inadequate sports nutrition knowledge may place them at nutritional risk, lead to impaired performance, and affect their lean body composition and energy levels. Athletics personnel should not assume that student-athletes have adequate sports nutrition knowledge (Andrews et al., 2016). Eating a balanced diet can help provide the energy one needs to enjoy in a casual sport or activity.

In the study of Sargent et al. (2014) it suggests that their training schedule dictates the amount of sleep an elite athlete obtains and successful performance requires a planned approach to training and recovery. Another is lack of proper time management can lead to an inability to find time for academics and sports properly.

Another challenge under the category of family/peer relationships is the high expectations of parents/friends in sports. Expectations from coaches, family, friends, and even the audience can greatly impact the performance of the student-athletes. Finally, another challenge encountered by student-athletes is the lack of motivational techniques.

As a whole, the grand unified theory of sports performance (Glazier, 2017) validated the findings that student-athletes are dynamic and holistic that comes with different skill-set and range of interactions. It varies on the student-athletes on how they manage the different types of training exercises. Student-athletes need consistent training and exposure to actual games because training is a process that takes years to reach the ceiling point of performance and maintain it throughout sports season (Payseur, 2015).

#### D. Conclusion

The overall findings of the study revealed that student-athletes in Catholic school possess and exceed most of the characteristics of a sport-excellent individual as they performed in training and actual competition. The findings of the study eminently implies that student-athletes with consistent training, exposure to exhibition games, psychological training, and emotional motivation are pliable to the demands and challenges of training and competition. Additionally, student-athletes in Catholic school highly depend on their behaviors, efforts, and abilities; they are highly adaptable to the ever-changing and ever-accumulating requisites; and they are competent regardless of their physical, mental, emotional, social, and spiritual status in sport to reach the ceiling point of performance. Therefore, student-athlete in Catholic school matures into accomplished athlete because not everyone can acquire and comprehend what is required to optimize one's sports performance and seen to have great margin of sport success.

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