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PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

**PREDICTING STUDENT-ATHLETES ATTRIBUTES TOWARDS
ACADEMICS AND SPORTS PERFORMANCE**

A THESIS

Presented to

The Faculty of Graduate Studies and Teacher Education

Research in Indigenous Peoples Education

Philippine Normal University

National Center for Teacher Education

North Luzon Campus

Alicia, Isabela

In Partial Fulfillment

Of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

With Specialization in Physical Education

MARY JANE O. LIM

April 2019

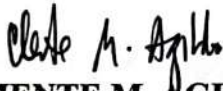


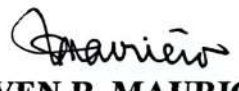
CERTIFICATE OF APPROVAL

This thesis attached hereto, titled **PREDICTING STUDENT-ATHLETES ATTRIBUTES TOWARDS ACADEMICS AND SPORTS PERFORMANCE**, prepared and submitted by **MARY JANE O. LIM** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION with specialization in Physical Education**, is hereby recommended for oral examination.


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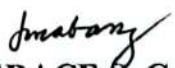

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Abstract

University athletes contribute fame to the academe where they belong. Benford, (2007), Meyer, (2005) stated that there is a possibility of earning low grades when joining sports because academic grade are affected while they focused only in playing. This study focused on the discriminant analysis on the attributes affecting university athletes' academic performance and to determine predictive student-athletes' characteristics towards sports performance of ISU system, School Year 2017 – 2018.

There are 670 respondents who are the athletes of the whole University and majority come from ISU-Ilagan. Male dominated the population as stated by Geraghty (2015), because obviously, sports come from a manly course. Majority of the respondents' aged 20-21 years old and they do undergo practice thrice a week. Despite being an athlete, most of them have an average grade ranging from 1.51 to 2.00, meaning they balanced sports with their studies. Majority of the respondents played in team sports and they remain as athletes in the university for a year only. Ninety-four (94) are able to compete in National SCUAA and 16 in International SCUAA.

Performance of the respondents is controlled by their coach who is also the trainer. In terms of their consistency, they play collaboratively with each of the members of the team and they support and trust each other. Based from their responses, they are more confident of winning the game when they do play as team. This is closely related to the findings of Madrona *et al.* (2010) who found that games in physical education is the primary education develops special skills and very necessary. But when athletes think of



the missed lessons and assessments given by their teachers their confidence level during the game is affected.

The athletes' overall attributes and their profile variables, have no significant relationship on college program, age group, and frequency of weekly practice. Weekly practice has a statistical significant contribution in predicting consistency and control attribute. College program or the course they are taking has a statistical significant contribution in predicting confidence attribute and overall attribute. Control attribute has a statistical significant relationship with both academic and sports performance and, all three athletes' attributes (control, consistency, and confidence attribute) have statistical significant contribution in predicting academic performance. Both control and consistency attributes have statistical significant contribution in predicting sports performance.

This study presents enhanced guidelines on the selections of athletes to the administration of the university so that more students shall involve themselves in sports to develop better physical and mental health, build confidence and develop higher to self-esteem, and lower chances of joining bad companies that lead them to undergo on vices.

Keywords: *Discriminant Analysis, attributes, performance*



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This piece of work will not be accomplished without the guide of the Almighty. All glory and praises to Him for giving me suffice knowledge and perseverance to finish this work. Truly, it takes passion, hard-work and courage to write a dissertation.

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-Mary Jane



It's been a long time coming, but still; Isaiah 60:22

to

God Almighty, my anchor and creator,
the main source of my knowledge, wisdom, and strength,

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CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

1.1 Rationale of the Study

Education is a lifelong process. Learning is not confined within the four corners of the classroom. Education is not limited to academic but entails the development of talents and acquisition skill to cope with the fast changing world.

Educational institutions are directed by law to include sports activities curricular and co-curricular dimension in education. The Philippine constitution mandate and supports quality education, access to education and adequate complete and integrated system of education relevant to the needs of the community.

The question that is often raised when academic and non-academic issues go together is on how extra-curricular-inclined students balance their time and effort so that academic studies are not compromised. This is true to athletes who are expected to excel in their respective fields of sports in order that they can enjoy certain privileges like scholarships and allowances to ease financial problem in their studies.

Academic performance involves several abilities; memory, previous knowledge, aptitude, motivation, interest, temperaments or emotions.

In the school setting, one of the key elements for obtaining optimal academic achievement is the student's academic behavior, student's outlook, choice, persistence, efforts in learning, and relationship to the people that make-up the school community.



Participation to athletics in college is beneficial but in some cases disadvantages outweigh advantages as discussed by Grit (2014) like children are coerced to be in valued in sports and athletes are not allowed to continue their chosen sports in college.

Aquino (2015) theorized the imperatives of identifying the psychological profile of athletes as basis to form criteria to select and train athletes. In her research study, she administered psychological tests to the respondents and the results were the bases in profiling athletes and in determining the relationships of the psychological traits. The significant differences provided inputs for a proposed framework comprising areas of priority related to selection and training of athletes.

The Isabela State University (ISU), where this study is conducted, is an institution of higher learning which actively promotes the development of the totality of its learners, ISU expects its athletes, colloquially known as varsity players or “varsities”, to maintain the highest standard of academic excellence while achieving optimum winnings and participations in various sports activities conducted in and beyond the university.

This study is anchored in the preceding premises to determine the academic performance and attributes of athletes of ISU System and to answer the question on how balance between academic and sports activities is maintained. Further, the results serve as an input towards creating a more systematic framework of athlete management in line with the programs of the university system.



1.2 Literature Review

Foreign Literature

Sports affairs have been a part of every educational system. Both the classical and modern views of learning maintain the importance of imbibing physical activities in the mental learning of the students. The adage “*men sana en corpore sano*” holds true in this modern era, as it has been, in the past, which attests the reality that a sound mind needs a sound body and a sound body and sound mind equals a sound personality.

Countries in the world have adopted several methods to ensure the integration of sports and physical activities in their curriculum. Rattigan, Blair, and Hickson (2016) stressed that in the United States, Physical education is handled by majors in physical education however in the elementary level, classroom teachers teach physical education subjects.

Top universities in the United States have adopted to certain standards of sports activities in the furtherance of sports excellence and maintenance of academic standards. As ranked by Callaghan (2017), US universities adhere to the promotion of high standard of physical activities vis-à-vis academic curricular offerings. The Michigan University is strong in football, university of Florida in football and basketball and University of Notre Dame in soccer, basketball, lacrosse, hockey, and fencing since 2000. Making it one of the few universities to be competitive in this array which make United States with outstanding performances in international sports competition. The Team USA, or more formally known as the US Olympic Committee’s Sports Performance, takes care of its coaches and athletes by providing



applied and performance related sports science, technology and medical services. It's services are: (1) high performance leadership and coaching; (2) nutrition, recovery, strength, and conditioning programs, and education sports psychology, physiology, and technology; (3) travel equipment and other competition needs; and (4) housing, training facilities, media training, on-site transportation to competitions and ceremonies, medical services and more for each member named to Team USA during an Olympic or Paralympic Games.

Rattigan, Blair, and Hickson (2016), discussed the China National standards that is attuned to their Law of Physical Education. With seven mandates as follows: (1) PE is a regular part of school education; (2) PE classes are included in the academic courses that are regularly assessed and sufficient in order to meet the needs of special students; (3) Physical education has its own time allotment (4) Conduct of a variety of after-school activity programs, trainings, and sports competitions annually. (5) Qualified physical educators base on base national regulations and should receive benefits related to job specifications; (6) physical activity fields, facilities, and equipment must be used for physical activities only; and (7) provision of student physical examinations must be given and administrative supervision for the improvement of students' fitness.

Tsai and Zhou (2015), stated that physical education in Chinese countries frequently change because of different educational and sports policies that eventually brought to unprecedented opportunities to the sports industry both domestic and global.

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Report of Xiaochen (2016) suggested that Chinese universities are looking to adopt a sporting culture particularly of the US universities. Accordingly, basketball was not a priority in China when Stanford and Harvard, basketball was mentioned because their athletes development has inspired educators and officials to think about sports in Chinas higher education.

According to Rattigan, Blair & Hickson (2016), in Scotland, physical education is part of learning and teaching Scotland (LTS) program which is a part of 5-14 curriculum initiative. The emphasis of physical education are: expressive arts, designs, music and drama, while health education is a separate subject.

In the United Kingdom, Hill, Sarkar, Navin, Parker, Cote, and Croac (2016) discussed in great details the self-determination as a guide for coaches. The authors elucidated that the quality of a sporting experience and the likelihood of a participant being motivated and staying in sports is often determined by the motivational climate created by the coach. This relies on satisfying three-key psychological needs which are as follows: (1) autonomy which is a feeling that one has a control over his own actions; (2) competence which is having a perception that one possesses adequate ability; and (3) relatedness which is having a sense that one belongs to a group, coach or a sport. The satisfaction of all three psychological needs is required to engender a positive motivational climate that encourages effort, persistence, enjoyment, satisfaction, prolonged engagement with sport, and critically enhanced self-confidence within and outside of the sporting domain.



Maintaining high performance and is motivated move to the next level of adaptation, the more he sustains and survives the challenges of training. This solves the problem of retraining athletes to move from junior to senior ranks. Good relationships of coach and athletes paves improvement in the development of techniques, in the mastery of how- how to train and adapting to external resistance.

Rattigan, Blair, and Hickson (2016) stated that the curriculum framework of the physical education of New Zealand is a combination of health education, physical education and home economics. Physical education component is compose of four (4) strands namely: (1) personal health and physical development which is composed of Growth development, Regular physical activity, safety, personal identity, and self-worth; (2) Movement skills and positive attitude (3) people relationships, identity, sensitivity and respect, interpersonal skills; and (4) healthy communities and environments which deals with social attitude and beliefs, community resources, rights, responsibilities, laws, people and environment.

Scholarship in sports activities is not a novel idea in colleges and universities around the world. O'Shaughnessy (2009) emphasize that the use of pressure to keep the scholarships of college athletes makes some students to neglect their studies. Thus, athletes put more efforts into athletic endeavors knowing that scholarship can be taken away. He recommend that when searching sports program with scholarships in mind, one should ask a coach if the sport is fully funded and the number of scholarships for incoming freshmen.



Canadian scholarship on athletes is limited because it should not exceed tuition and student fees as stated by Weese (2016). Tuition fee is so high so that athletes move to other places for more competitive environment.

The Hungarian National Curriculum follows a part of the “Core Domains of Education” under the national core curriculum. Rattigan, Blair, and Hickson (2016) reported that the Hungarian Physical Education curriculum are as follows: (1) health empowerment and healthy physical development of children; (2) mental adaptation, physical, and mental condition; (3) knowledge of sports and exercise; and (4) desire to compete and satisfaction.

Rattigan, Blair, and Hickson (2016) discussed the Jamaican National Curriculum with respect to Physical Education. In their analysis, they found out that the physical education programs of Jamaica were: (1) holistic development; (2) motor skills; (3) basic lifestyle activities, attitudes, and values; (4) development of mind and senses; and (5) growth in socially acceptable attitudes and values.

Foreign Studies

Studies concerning the relationship of academic grades with attendance to athletics have long been documented in other countries. The study of Gruit (2014) investigated the effects of being involved in collegiate level athletics at South Dakota State University, a university in the United States. He found that participation in athletics is extremely beneficial as the classroom performance has increased, students



developed good time management, motivated to finish their chosen degree and did good attendance in their classes.

Diersen (2005), examined the success of collegiate student athletes of NCAA Division III in their academic performance which focused on Act scores, collegiate grade point average, gender grade point average and college graduation rate. He found out that athletic eligibility is directly correlated with grade point average and college graduation rate.

The research study by Mendes (2016) examines the academic and athletic priorities of Duke University collegiate student-athlete using online survey and in-person interview and revenue athletes value their academics more than athletics.

Chuan, Yusof, and Shah (2012) studies sports involvement and academic achievement of Malaysian University athletes using the Team Socialization Scale by Allen (1997). Their respondents were the field hockey players of different universities in Malaysia. The factors that was looked into is the relationship of athletes' demography like influence of parents, subcultures of athletes, learning environment, support systems, financial aid, training factors, academic assistance, socialization, stress level with academic achievement. They found out that learning environment and academic achievement are positively correlated while support system and academic achievements are negatively correlated.

Knott (2016) examined the balance of the denial identities of student-athletes that is, as an athlete and as student. The results revealed that student identity and athletic identity have moderate positive correlation. Gender, race, year in school, major, and



sports have slight correlation with student's-athletes dual identities. Significant differences however, was found to exist between students dual identities with year in school and major.

Rubin (2012) compared scholarship and non-scholarship student-athletes using discriminant analysis of academic performance across the variables of sport, sports type, sex, and race. The study showed that the non-scholarship student-athlete were described by the variables sport, sport type and sex and they had higher grade point averages than scholarship student-athletes who were described by the variables race, sports, sports type and sex and who graduated in fewer semesters than non-scholarship athletes. The significant difference between these two groups of respondents lie on demography, academic performance and time-to-degree variables.

Scott (2017) examined the academic performance of African American students-athletes in black colleges and universities, with the assumption that social interpretation would significantly increase academic performance. He found out that current living arrangements and academic performance have significant relationship that is, students living in-campus showed better academic performance than those in other housing arrangements.

Local Literature/Local Studies

The promotion of sports activities and tournament is both a constitutional and legal mandate in the Philippines. The Philippine Constitution directs that sports activities be undertaken regularly by educational institution throughout the year and that these institutions shall tie up with athletic clubs and other sectors in order to enhance

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physical education and encourage sports competition and training up to international competition.

The Philippine Sports Commission Act known as Republic Act 6849, was enacted to promote, encourage, sustain the development of sports in order to develop healthy individual along with teamwork and alert citizenry. The functions of the sports commission are: (1) establish and maintain linkages with other countries and non-governmental organizations in regard to sports, (2) establish, develop, and maintain fully-equipped sports facilities and centers in strategic places in the country and (3) provide awards in the form of incentives and recognitions to all those involved in sports who are deserving.

Different tertiary institutions in the Philippines offer athletic scholarships. Ateneo de Manila University offers athletic scholarship to student-athletes with high academic grades and who excelled in sports. University of the Philippines, Diliman, offers scholarships to regular members of university sports team.

Two student-athletes of University of the Philippines, Aranjuez and Gallarza were interviewed by Lacuata (2015) and both said that they put emphasis in their studies because they know they shall have slim chance to play basketball professionally after graduating in college.

In the essay of Von Pessumal of Ateneo Blue Eagle published in 2016, he write that athletes who have the passion to be great in their own sports just equal importance to both school and sports. It is a package deal.



In a study of Edmunds (2014) mentioned that athletes are undercompensated and that there is a significant financial gaps in sports that exist in sports that exist in all schools.

Funding priorities on Philippine sports remained to be abysmal when compared with other countries. Cruz, Mendoza, and De Lima (2011), states that the Philippines' lack participation in international athletics which is attributed to each of funding and that athletes are left to pay their own expenses. Further, lack of funds leads to lack of sports infrastructure and equipment which affect sports development.

Esports International (2014), mentioned that college athletics do not receive enough support and attention in the Philippines despite the fact that many talented players are found in the country. It suggests the following measures that benefit college sports: (1) equal exposure for all sporting events; (2) active searching for potential athletes throughout the archipelago; (3) better sports programs before college; (4) fully-equipped and customized training facilities; and (5) sports nutrition and complete wellness programs for athletes.

In the Philippines, studies concerning the performance in academics of college athletes remain to be unexplored area. Many believed that participating in sports is a factor that lead to low academic performance of athletes because of the time they spent for supposed studying is spent for training.

Montecalbo-Ignacio, Ignacio and Buot (2017) made a study on the relationship of sports participation to academic achievements to thirty-sin the relationship of sports participation to academic achievements to thirty-six (36) randomly selected collegiate

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athletes who participated in the National State Colleges and Universities athletic competition. The result of their study states that sports participation and academic success are positively correlated. Sports participation improved mental process and attendance of athletes in their classes.

In the study of Del Rosario (2013) regarding motivation and outcomes, he investigated the challenges that students-athletes in Manila encounter when pursuing in the academic field. He further investigated motivation of students-athletes by showing the commitment of full time student-athletes to achieve academic outcomes while playing their respective sports. The respondents were composed of 150 student-athletes from various colleges and universities in Metro Manila who participated in sports events. The Academic-Athletic Balance Scale (AABS) was the primary instrument used in the study. Result showed that all factors of Academic-Athletic Balance were significantly correlated with academic performance.

Coaches of sports behavior and emotional intelligence are imperative in the success of a college program. The study of Dane, Farin and Farin (2017) described management of emotions, self-motivation, empathy of 165 coaches and 497 athletes. Their study showed that emotional intelligence of sports coaches was high and coaching behavior during, before, and after the game is very highly positive.

Peneyra and Jocano (2012), determined the meaning of sports among Filipino athletes. Their research study revealed congruency between the meaning and function of sport as defined by Philippine national athlete's vis-à-vis the objectives of sports as institutionally defined by the Philippine government.



Nutrition is correlated to success in sports. In the study of Montecalbo and Cardenas (2015) of eighty-five (85) athletes-respondents UP Los Banos and Polytechnic University of the Philippines, they posited that knowledge and understanding of how, what and when to eat, athletes are more successful in their sports life.

Mood and experience are correlated to the performance of young Filipino athletes When they are in their actual sports performance. Pieter, Wong, and Ampongan (2006), states that mood states and experiences can be used to predict performance in taekwondo. Their subjects who are subdivided into winners and loser are young Filipino beginning taekwondo athletes who competed in the National Age Group Championship.

Valleser (2013) studied the academic performance in team sports of in and off-season college student-athletes by comparing their General Weighted Average (GWA) and academic credits and he found out that there is no difference in the GWA of in-and off-season college-athletes. Of twenty-three (23) college student-athletes in basketball, football, and volleyball of the University of the Philippines, Diliman.

As the academic lack attempted, the study further reveal that there is no difference in academic lead credit attempted during in-season and off-season as to gender, sports and team.

Vergara and Aragoness (2015) studied the school motivation and learning strategies among freshmen student-athletes of Philippine Normal University. The results of the study showed that most of these athletes have average intrinsic motivation, possess learning skills that are moderately developed and have



performance anxiety related to testing. The study further revealed that these athletes have incomplete grades, dropped and failed in their grades during the second semester.

Trinidad-Aquino (2015), studied the psychological profile of individual elite athletes of team Philippines who participated in three (3) SEA games in the development of selection and training framework of Philippine National Athletes. She found out “gaps” in terms of psychological characteristics.

1.3 Synthesis

The foreign literatures cited in this study reflect the wealth of Physical education curriculum in other countries such as the United States, China, Scotland, Hungary, and Jamaica. Top universities in other countries adhere to a high standard of sports performances while maintaining an impeccable record in academic achievement which contributes to the success of sports program as evident in their performances to Olympic Games and other international sports tournaments.

Foreign studies on correlation between athletic and academic performance seemed to suggest a positive and favorable outcome. Much of the foreign studies cited agree of the need to balance the academics and athletics domain of college student-athletes, a fact shared by research studies conducted here in the Philippines.



1.4 Research Problem and Hypotheses

This study aims to conduct a discriminant analysis on the attributes affecting university athletes' academic performance of ISU system, School Year 2017 – 2018.

Specifically, the following questions are answered:

1. What is the profile of the respondents according to:
 - a. sex;
 - b. campus;
 - c. course;
 - d. age;
 - e. number of times of practice in a week; and
 - f. sports they belong
2. What is the academic and sports performance of the respondents during the 1st semester?
3. What are the attributes of the varsity players in terms of the following:
 - a. control;
 - b. consistency; and
 - c. confidence
4. Is there a significant relationship between the attributes of the athletes and their Profile variable?
5. Which of the profile variables predict attributes of the student athletes?
6. Is there a significant relationship between the attributes of the athletes and
 - a. academic performance; and



- b. sports performance
- 7. Which among the student attributes predicts;
 - a. academic; and
 - b. sports performance
- 8. What guidelines can be proposed in the selection of athletes?

Hypotheses of the study:

- 1. There is no significant relationship between the attributes of the respondents when grouped according to their profile variables.
- 2. There is no significant relationship between the attributes of the respondents when grouped according to their academic performance.



1.5 Conceptual Framework

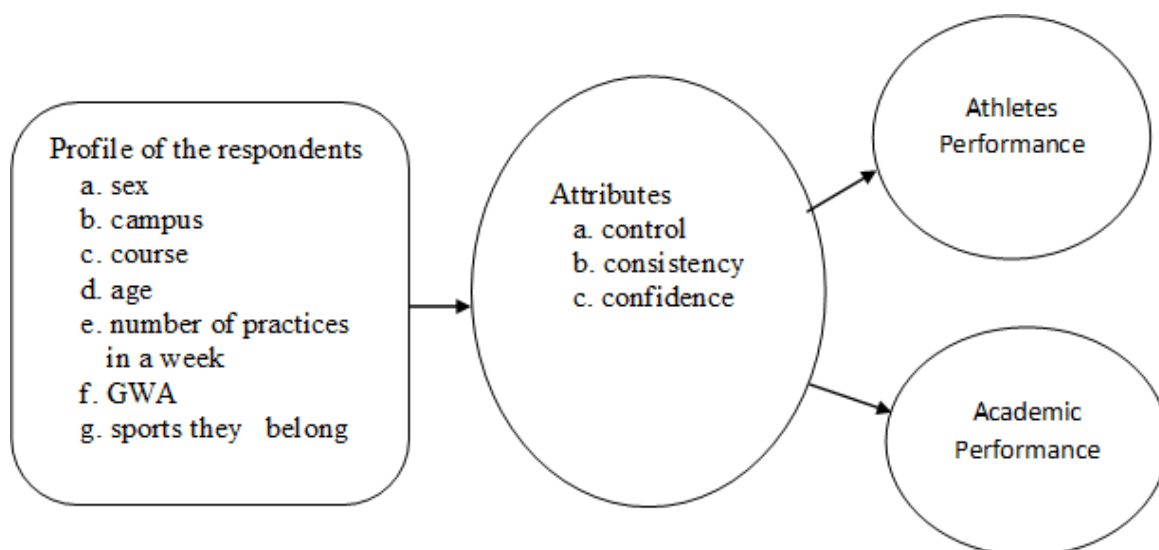


Figure 1.4 shows the conceptual framework where academic performance and athletics performance were determined as basis in determining the attributes of the athletes as respondents of the study. Profile like sex, campus, age, course, and number of practice in a week, GWA and sports they belong may have relationships to the participants attributes.

1.6 Importance of the Study

The result of this study provides importance to the following:

School Administration. The output of this research shows the importance of study habits as related to academic performance of students which will guide the administration to know the reliability of the instructional skills of teachers.



Teachers/Faculty. The teachers/faculty are guided be aware of the instructional skills and approaches appreciation for the students.

Students. The study helps uplift academic performance.

Researchers. The output given how significant information on understand balancing performances between study habits and academic life of the students.

Future researchers. The study serves as basis to conduct a parallel research.

1.7 Scope and Limitations

This study is limited to the profile, academic performance, and attributes of athletes of ISU system for the School Year 2017-2018.

In this study, only the varsity players are the respondents. These respondents are those who represented the ISU system in a sports event and are currently enrolled and recognized as player by the university.

1.8 Definition of Terms: Conceptual and Operational Definitions

Academic Performance. This means the extent of curricular learning achieved by the students during a certain grading period commonly expressed as numerical rating which is the general weighted average of the respondents during the SY 2017 – 2018.

Athlete. This refers to a person who is actively participating in sports and sports-related activities, or one who specializes in the field of sports. In this study, the term “athlete” means a national varsity player of ISU system. It is the same with the terms “varsity player” or “varsities”.



Attribute. This refers to a quality, characteristic, or feature that makes one distinct from the other. In this study, attribute means the specific and/or over-all features, qualities, or characteristics of an ISU system athlete.

Discriminant Analysis. This is a technique that is used by the researcher to analyze the research data when the criterion or the dependent variable is categorical and the predictor or the independent variable is interval in nature.

Control. It refers to the attitude in which actions are restricted to certain degree by pre-established rules and regulations.

Consistency. This refers to the attitude which concerns to the degree to which people's attitudes predict their behavior and opinion. Attitude-behavior consistency exists when there is a strong relationship between opinions and actions

Confidence. It is the attitude by which an individual carries out a certain task with conviction and precision



CHAPTER 2

PROCEDURES

This chapter presents the methods and procedures to be used in the gathering of information needed for the current study. It consists of the research design, respondents of the study, data instrument, data gathering procedures and statistical tools used in analyzing and interpreting the data.

2.1 Research Design

The study employed descriptive quantitative with quasi-qualitative aspect. It is descriptive because it attempted to describe, explain, and interpret the profile variables, academic performance, and attributes of the respondents, and collects data to describe individuals, groups on situations. Specifically, this study used accuracy design as discussed by Creswell (2014) where sample of population is employed to draw generalization and inference qualitative because it endeavored to use the quantitative result of result the study in coming up with an output which is qualitative in nature.

This study follows the outline enumerated by Creswell:

1. **Identify the purpose of survey research.** In this study, the main purpose is explained in the beginning chapter which is about academic performance and attributes of athletes of ISU System. It attempts to know peculiar attributes of the athletes to answer the questions on how studies and sports activities are balanced. Further, It serves as an input towards creating a more systematic framework of athlete management in line with the programs of the university system.



2. **Indicate why a survey is the preferred type of data collection procedure for the study.** Data as regards their profile variables and other pertinent data are best gathered by using an instrumentation through a survey type. This research study bases its implication from the perception of respondents; hence, survey type is the most applicable data gathering method.
3. **Indicate whether the survey will be cross sectional or longitudinal.** This study makes use of cross-sectional as it collected data at one point in time.
4. **Specify the form of data collection.** The data collection makes use of a research instrument standardized and validated by experts and made reliable through the use of appropriate reliability test. The registry method is used to identify data of participation of the respondents to athletic meets as found in the school registry. Interview method is utilized to clarify answers to some personal questions.

2.2 Participants/Respondents

The respondents of the study are the varsity players of the ISU System enrolled and recognized as players for the school year 2017 – 2018.

The participants are selected using purposive sampling which is a non-probability sampling that relies on the judgment and of interest of the researchers. Lund (2012) stated that purposive sampling enables the researcher to answer the research questions.

Identified athletes come from the different campuses of ISU as follows: Echague, Jones, Santiago, San Mateo, Angadanan, Roxas, Cauayan, San Mariano, Cabagan, and Ilagan.



2.3 Instrument

This research study utilized a standardized attribute instruments consisting of the following parts: (1) profile of the respondents and (2) attribute scale.

In the attribute scale, the instruments consist of twenty-item statements describing specific features of an athlete from which the participants register their level of agreement using a four-point scale with verbal interpretation as strongly agree, agree, disagree, and strongly disagree.

The instrument was subjected to facial and content validity test by Physical Education major and instructor of ISU Campus.

The validated instrument was floated to selected respondents for pilot testing. The data collected from the pilot testing were used to establish the validity and reliability index of the instrument using the Cronbach alpha coefficient. It was finalized using the constructive suggestions of the research advisers and panelists.

2.4 Data Collection

This research study principally used the triangulation method in the gathering of the data involving multi-data sources to gain better understanding of the participants. Patton (2001) described the triangulation method as a technique to ensure comprehensive gathering of data.

The questionnaire was dealt with profile, academic performance, and attributes of the athletes. The data collected were validated through the structured interview to elicit answers which are not revealed in the research instrument.



Moreover, this research study use the registry method to find out the extent of sports performances of the athletes as the National varsity players.

The researcher did the following procedures in chronological order in the conduct of research study;

1. Secured necessary permits or clearances to the head of institution.
2. Informed the local authorities on the conduct and duration of the data collection in the research site.
3. Prepared the materials needed in the research venue (i.e., geographic area, testing rooms, laboratories, archives, structures, etc.
4. Selected a participant from all eligible members in the research site and approached the selected participants, did self-introduction including institutional affiliation, and politely asked them to participate in the research as respondents.
5. Obtained the consent of the willing participant through the Participant Consent Form which was integrated in the Research Instrument. They were assured that all information obtained shall be in strict confidentiality.
6. Provided the instrument and briefly oriented respondents on what is being measured or obtained, the procedures of accomplishing or answering, time allotment, and others.
7. Notified the head of institution or community on the termination of the data collection.



2.5 Data Analysis

The following statistical tools were used in data analysis:

1. The quantitative descriptive characteristics of the respondents was determined using the frequency count, rank, percent, mean, median, mode, and/or standard deviation.
2. The relationship between the athletes' attributes and profile variables in nominal measure, i.e. sex, ISU campus, course, age, group, and sports was determined using the chi-square test of association.
3. The athletes' attributes and profile variables in scale measure, i.e. number of times to practice in a week, and general weighted average was determined using the Pearson correlation.
4. To determine which of the profile variables predict the attributes of the athletes and which of the attributes predict academic performance, the multiple regression was used.
5. Ordinal regression was used to determine which of the attributes predict sports performance.
6. Microsoft Excel to aid in statistical computation for tabulation and Statistical Packages for Social Sciences (SPSS) version 24 for computation accuracy and facility.



2.6 Ethical Consideration

The Free and Prior Informed Consent (FPIC) of the respondents were the first thing secured before chasing the respondents of this study. They were oriented with the nature and peculiarities of this research study. Confidentiality of the data gathered was strictly assured to the respondents for them to give their honest and valid responses to the questions.

Sexism and the use of gender-bias attributes were to give due respect to the gender orientation of the respondents. Lastly, this research study did not employ deception or fraud to induce the respondents to answer the research questions.

**CHAPTER III****FINDINGS AND DISCUSSION**

This chapter presents, interprets and analyze the gathered data highlights the salient findings which are considered in the creation of the output of this study which is an action plan.

A. Profile of the Respondents

This deals with the demographic profile of the respondents viz a vi sex, age, course, frequency of practice, and chosen sports.

Table 1. *Frequency and Percent Distribution of the Respondents According to Sex*

Sex	Frequency	Percent
Male	424	63.6
Female	243	36.4
Total	667	100.0

As shown on the Table 1, 424 (64%) are male respondents and 243 (36%) are female respondents. The dominance of number of male respondents in this study was the number of female is seen on the study of Geragthy (2015) in regard to the compensation and scholarship.

**Table 2.** *Frequency and Percent Distribution of the Respondents According to Campus*

ISU Campus	Frequency	Percent
Cluster I		
Echague	96	14.3
Jones	76	11.3
Angadanan	68	10.1
Cluster II		
Cauayan	56	8.4
San Mateo	72	10.7
Roxas	88	13.1
Cluster III		
Ilagan	130	19.4
San Mariano	50	7.5
Cluster IV		
Cabagan	34	5.1
Total	670	100.0

Respondents come from the different campus of ISU, Isabela. 130 (19.4%) came from ISU, Ilagan. 96 (14.3%) from ISU, Echague, 88 (13.1%) for ISU, Roxas, 56 (8.3%) for ISU, Cauayan, 50 (7.4%) for ISU-San Mariano, 34 (5%) for ISU, Cabagan. ISU, Palanan is not included due to logistics and ISU, Santiago because it is extension of the main campus. The basis of the researcher in her clustering is the current cluster present in the university where cluster I, having Echague Campus as the mother cluster, Cluster II, having Cauayan Campus as the mother cluster, for Cluster III, Ilagan as mother cluster and the least as Cabagan being a lone campus.

**Table 3.** *Frequency and Percent Distribution of the Respondents According to Course*

Course	Frequency	Percent
BSAB	31	4.7
BSA	94	14.2
BS Crim	156	23.5
BSIT	87	13.1
BSE	58	8.7
BEED	18	2.7
BAT	37	5.6
Eng.	14	2.1
HRM	25	3.8
BSCE	17	2.6
DAT	16	2.4
BSBA	26	3.9
BSINDT	53	8.0
BTTE	22	3.3
BS Nursing	2	0.3
AB English	5	0.8
RSN	3	0.5
Total	664	100.0

Table 3 shows the distribution of athletes based on their enrolled courses. 156 (23.5 %) of respondents are enrolled in the degree Bachelor of Science in Criminology (BSCrim). Respondents who are enrolled in Bachelor of Science in Agriculture (BSA) are 94 equivalent to 14.2%. Respondents enrolled in Bachelor of Science in Information Technology enrollees are 87 equivalent to 13.1%. Least number of respondents are from the following courses: AB English 5 (0.7%); RSN 3(0.4%); and BS Nursing 2(2%).

The distribution of the athletes bespeaks of the population of the ISU system in terms of enrollees per degree courses. The most taken popular courses are BS Criminology, BS Information Technology, and BS Agriculture. There are few enrollees in AB English, RSN, and BS Nursing because few campuses offer the courses.

**Table 4.** *Frequency and Percent Distribution of the Respondents According to Age*

Age	Frequency	Percent
16 -17	14	2.1
18 – 19	257	38.5
20 – 21	291	43.6
22 – 23	77	11.5
24 – 25	29	4.3
Total	668	100.0

Median Age = 20 – 21 years old

With respect to age, 291 or 43.6% of the respondents are between 20 – 21 years old, 257 or 38.5% are between 18 – 19 years old, 29 (4.3%) are between 24 – 25 years, and 14 (2%) are between 16 – 17 years. The median ages 20-21 years old. The age bracket implies that respondents entered school in accordance with mandated age entry requirement.

Table 5. *Frequency and Percent Distribution of the Respondents According to Number of Times They Practice in a Week*

Number of Times	Frequency	Percent
Once	181	27.5
Twice	180	27.4
Thrice	224	34.1
Four Times or More	72	11.0
Total	667	100.0

According to the number of times that respondents practice in a week, 224 (34.1%) respondents practice their sports thrice a week, 181 (55%) practice twice, 181 (27%) once and 72 (11%) practice four times or more.



It gleaned from the findings that there is a balance between the frequency of rehearsals and academic studies. In the ISU system, the number of class days per week is four (4) Mondays – Thursdays hence which athletes can only practice at weekends.

Table 6. *Frequency and Percent Distribution of the Respondents According to Sports They Belong*

Sports	Frequency	Percent
<u>Team Sports</u>	391	58.4
Volleyball	121	18.1
Basketball	103	15.4
Baseball	20	4.5
Softball	27	5.5
Sepaktakraw	25	5.2
Others	65	9.7
<u>Individual</u>	86	12.8
Swimming	18	2.7
Athletics	59	8.8
Archery	8	1.2
Others	1	0.1
<u>Combative</u>	97	14.5
Boxing	6	0.9
Arnis	26	3.9
Karatedo	20	3.0
Taekwondo	33	4.9
Judo	5	0.7
Others	7	1.0
<u>Dual</u>	96	14.3
Table Tennis	19	2.8
Badminton	32	4.8
Beach Volleyball	7	1.0
Lawn Tennis	13	1.9
Chess	23	3.4
Others	2	0.3
Total	670	100.0

The Table 6 shows the distribution of the respondents with respect to the sports they belong to categorized as team sports, individual, combative, and dual. 391 (58.4%)



of the respondents which is the majority, are indulged into team sports, 97 (14.4%) in combative, 96 (14.3%) in dual, and 86 (12.8%) in individual.

For team sports, 121 of the respondents are into volleyball and 103 are into basketball. This is expected because these are the most popular team sports in the university.

For combative sports, 33 are into taekwondo, and are into athletics for individual events and are into badminton for dual sports.

The distribution of sports reveals the diversity of sports activity the university is catering regardless of sports popularity. Majority of the sports activities in the university are contested and this is the reason that athletes have the opportunity to reach the international level.

B. Academic and Sports Performance of the Respondents

Table 7. *Frequency and Percent Distribution of the Respondents According to General Weighted Average*

General Weighted Average	Frequency	Percent
1.00 – 1.24	2	0.3
1.25 – 1.50	18	2.7
1.51 – 2.00	309	46.3
2.01 – 2.50	252	37.7
2.51 – 3.00	87	13.0
Total	668	100.0

As shown from the table, 309 (46.3%) of the respondents have a general weighted average between 1.51-2.00, 252 (37.7%) have a general weighted average ranging from 2.01 – 2.50, 75% have a general weighted average from 1.51 – 2.50 and 2 (0.2%) have a



general weighted average from 1.00 – 1.24 which grade qualifies for the highest academic award if sustained.

Under the ISU System Manual, athletes of the university do not maintain their varsity status if they cannot sustain a passing grade in all the subjects of their respective college degrees.

Table 8. *Frequency and Percent Distribution of the Respondents According to Highest Level of Competition*

Highest Level of Competition	Frequency	Percent
Inter-campus	429	64.2
Regional SCUAA	129	19.3
National SCUAA	94	14.1
International	16	2.4
Total	668	100.0

It is seen in table 6 that 429 participated in the inter-campus level only which is their highest level of competitions, 129 reached up to Regional SCUAA, 94 reached the SCUAA National Level, and 16 made it to the International Level.

The results imply that as the level of competitions becomes higher, the number of athletes become fewer. This is expected because the higher the level of competition, the tougher the competition becomes.

**C. Attribute of the Varsity Player****Table 9.** *Descriptive Summary of the Control Attributes of the Student-Athletes*

Item	Mean	SD	Verbal Interpretation	Rank
1. Coach wants the team to try new skills.	3.37	0.60	Strongly Agree	1
2. Coach gives his or her attention most to best players.	2.74	0.88	Agree	16
3. Coach praises players only when they outplay teammates.	2.89	0.77	Agree	9
4. Coach thinks only at the neophytes contribute to the success of the team.	2.93	0.84	Agree	7.5
5. Players are not allowed to play when they commit mistakes.	2.75	0.87	Agree	15
6. Players have an important role on the team.	3.26	0.67	Strongly Agree	3
7. Coach play favorites.	2.84	0.95	Agree	12
8. Coach makes sure that players improve on their skills.	3.29	0.69	Strongly Agree	2
9. Coach shouts at disorganized players.	2.85	0.87	Agree	10.5
10. Only the players with the best 'stats' are praise.	2.81	0.84	Agree	13
11. Players are punished when they make a mistake.	2.77	0.97	Agree	14
12. Trying hard is rewarded.	3.21	0.71	Agree	4
13. Coach makes it clear who he or she thinks are the best players.	3.09	0.70	Agree	5
14. If you want to play in a game you must show your best.	3.06	0.76	Agree	6
15. Players are careful not to make mistake.	2.93	0.84	Agree	7.5
16. Coach demonstrates unequal treatment to players.	2.85	0.87	Agree	10.5
CONTROL	2.96	0.49	Agree	

Table 9 shows that items 1, 6, and 8 have verbal interpretation of “strongly agree” but in item 1 which is “Coach wants to try new skills” has the highest mean of 3.37. Item 8 which is “Coach makes sure that players improve on their skills” has a mean of 3.26.



The item with the least mean of 2.74 with a verbal interpretation “agree” is item number 2 which is “Coach gives his or her attention most to best players”.

With respect to the control attributes of the respondents, item number 1 which is “Coach wants the team to try new skills” has the greatest mean of 3.37 and a verbal interpretation of “strongly agree”.

It is inferred that most of the control attitudes of the respondents are monitored by the coach, he being the team builder in every sports activity. It can also be stated that respective coaches look into the teamwork of the players and determine the best athlete fairly.

Table 10. *Descriptive Summary of the Consistency Attributes of the Student-Athletes*

Item	Mean	SD	Verbal Interpretation	Rank
1. Coach gets mad at players who makes a mistake.	2.77	0.86	Agree	18
2. Each player has some important way to contribute.	3.23	0.62	Agree	14
3. Coach believes that all must participate to the success of the team.	3.24	0.62	Agree	13
4. Players feel good when they try their best.	3.36	0.67	Strongly Agree	6
5. Players support each players.	3.41	0.62	Strongly Agree	4
6. Players are encouraged to outplay the other players.	3.15	0.71	Agree	15
7. Players feel successful when they improve.	3.35	0.68	Strongly Agree	8
8. Each player has an important role.	3.35	0.68	Strongly Agree	8
9. Coach encourages players to help each other.	3.38	0.70	Strongly Agree	5
10. Players are ‘psyched’ when they do better than their teammates in a game.	3.08	0.68	Agree	16

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11. Coach emphasizes trying to do the best always.	3.28	0.68	Strongly Agree	11.5
12. Coach motivated only the top players.	2.79	0.87	Agree	17
13. Players are encouraged to improve their weaknesses.	3.28	0.67	Strongly Agree	11.5
14. Focus of improving in each game or practice.	3.35	0.65	Strongly Agree	8
15. Players feel an important team member.	3.43	0.63	Strongly Agree	3
16. Players 'work together' as a team.	3.30	0.67	Strongly Agree	10
17. Players help each other in order to excel.	3.46	0.64	Strongly Agree	1
18. I have some doubt about my ability to be a star athlete on my team.	2.22	1.02	Disagree	20
19. I chose (or I will choose) my major because it is something I am interested in as a career.	3.45	0.77	Strongly Agree	2
20. High academic grades is not my goal.	2.34	1.19	Disagree	19
CONSISTENCY	3.16	0.31	Agree	

Table 10 shows that twelve (12) out of the twenty (20) items on consistency attributes have a mean of “strongly disagree” but item number 17 which is “Players help each other in order to excel” has the highest mean of 3.46 with SD 0.64. Two (2) items have a mean of “disagree” but the least is item number 20 which is “High academic grades is not my goal” has a mean of 2.34 with SD 1.19.

The results imply that athletes exert effort to the star players in the team and to excel in academic subjects. Players have symbiotic relationships with one another because they encourage and help one another. They see that no one is left behind in the team.

**Table 11.** *Descriptive Summary of the Confidence Attributes of the Student-Athletes*

Item	Mean	SD	Verbal Interpretation	Rank
1. I can achieve a grade point average of 2.5 and above.	3.49	0.68	Strongly Agree	8.5
2. My goal is to achieve a high level of performance in sports.	3.49	0.71	Strongly Agree	8.5
3. I must learn what is taught in my courses.	3.56	0.66	Strongly Agree	3.5
4. I have to spend my time to earn excellent grades in my courses.	3.58	0.66	Strongly Agree	2
5. Sports is my primordial reason to go to school.	2.37	1.10	Disagree	22
6. I will use what I learned in my courses in my life outside school.	3.19	0.83	Agree	21
7. I will be able to use what is taught in my courses in different aspects of my life outside the school.	3.49	0.68	Strongly Agree	8.5
8. I chose sports as a career.	3.29	0.89	Strongly Agree	16
9. I must learn the skills and strategies taught by my coaches.	3.50	0.72	Strongly Agree	5.5
10. I must do my level best to be better than other athletes in my sports.	3.23	0.85	Strongly Agree	20
11. I enjoy the time I spend in my sports.	3.46	0.72	Strongly Agree	11
12. It's worth it to be an exceptional athlete.	3.32	0.79	Strongly Agree	14
13. My sports interfere with earning my courses.	3.28	0.86	Strongly Agree	18
14. Academic grades is more satisfying than winning a game.	3.37	0.77	Strongly Agree	12
15. I give more importance in competing in my sport than completing a college degree.	2.13	1.15	Disagree	26
16. I aim to be a star performance in my team this year.	3.28	0.78	Strongly Agree	18
17. I aim to make it to the professional or Olympic level of sports.	3.31	0.80	Strongly Agree	15
18. I think I am incapable to have high grades in some of my courses.	2.07	1.04	Disagree	27
19. I aim to be an elite level in my sports.	3.28	0.73	Strongly Agree	18
20. I can earn a college degree.	3.56	0.65	Strongly Agree	3.5



21. I will apply the skills I learn in my sports outside sports life.	3.50	0.67	Agree	5.5
22. Winning in my game is more satisfaction than earning 1.0 grades in my major.	2.16	1.10	Strongly Agree	25
23. I just want to be equal with other students in my courses.	2.18	1.07	Disagree	24
24. I do not waste time in my sports in order to become outstanding.	3.36	0.79	Strongly Agree	13
25. I am interested in my course.	3.49	0.68	Strongly Agree	8.5
26. To earn a degree is my goal in going to school.	3.60	0.66	Strongly Agree	1
27. Earning excellent grades is not worth the effort.	2.26	1.17	Disagree	23
CONFIDENCE	3.14	0.36	Agree	
OVER ALL ATTRIBUTES	3.11	0.30	Agree	

Table 11 shows that twenty (20) items of twenty-seven (27) items under confidence attributes are noted “strongly agree” by the two respondents of these item, item number 26 which is “To earn a degree is my goal in going to school” has the highest mean of 3.60 and a SD of 0.66. This is confirmed by item number 4 which is “I have to spend my time to earn excellent grades in my courses” with a mean of 3.58 and a SD of 0.66. The most disagreed item by the respondents is item number 15 which “I give more importance in competing in my sport than completing a college degree” with a mean of 2.13 and SD of 1.15.

It is gleaned from the results of the findings that respondents give more importance to academic grades/course completion than playing their sports and find ways to earn excellent academic grades.



Confidence refers to the attitude by which an individual carries out a certain task with conviction and precision. It appears in Table 12 that the athletes perceive their studying and sports as non-complementary and are mutually exclusive. The athletes prioritize finishing a degree over sports activity which to them can be relegated. Thinking of the lessons missed while competing or practicing game affects their conviction and precision towards the game.

D. Relationship between the attributes of the athletes and their profile variables

Table 12. *Relationship of Athletes' Overall Attributes and their Sex*

	Value	Df	Significance (2-sided)
Pearson Chi-Square	.598	1	.439
Continuity Correction	.276	1	.599
N of Valid Cases	667		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.56.

b. Computed only for a 2x2 table

To determine if there exists a relationship between the athletes' overall attributes and sex the chi-square test of association was used. Since there are two groups for sex (male and female) and two groups for overall attributes (disagree and agree), this will make a two by two comparison. So instead of using the Pearson chi-square value, continuity correction will be interpreted. Table 12 shows that there is no significant relationship between athletes' overall attributes and sex [$\chi^2(1) = .276$, $p = .599$].

**Table 13.** *Relationship of Athletes' Overall Attributes and ISU Cluster of Campuses They Belong*

	Value	df	Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	.055	3	.997	1.000
Fisher's Exact Test	.380			1.000
N of Valid Cases	669			

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .91.

As for the relationship between athletes' overall attributes and ISU cluster of campuses, cluster I, having Echague Campus as the mother cluster, Cluster II, having Cauayan Campus as the mother cluster, for Cluster III, Ilagan as mother cluster and the least as Cabagan being a lone campus, chi square test is conducted. Pearson chi-square cannot be interpreted because 2 cells have count less than 5. Fisher's exact test value is interpreted instead. From Table 13 shows that there is no significant relationship between athletes' overall attributes and ISU cluster of campuses ($G=.380$, $p=1.000$)

Table 14. *Relationship of Athletes' Overall Attributes and the Courses they are Taking*

	Value	df	Significance (2-sided)	Monte Carlo Significance
Pearson Chi-Square	19.670	16	.235	.279
Fisher's Exact Test	16.712			.293
N of Valid Cases	664			

a. 20 cells (58.8%) have expected count less than 5. The minimum expected count is .05.

b. Based on 670 sampled tables with starting seed 2000000.

On the relationship of athletes' overall attributes and the courses they are taking, chi square test is conducted. Pearson chi-square cannot be interpreted because 20 cells have count less than 5. Fisher's exact test value is interpreted instead. Monte Carlo



approximation, using 99% significance, was used because on the first analysis, SPSS reported that the exact value cannot be computed due to insufficient memory.

This can happen when there are too many groups in a nominal variable. In conclusion, there is no significant relationship between athletes' overall attributes and the courses they are taking (Table 14; $G=16.712$, $p=.293$).

Table 15. *Relationship of Athletes' Overall Attributes and their Age*

	Value	df	Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	1.866	4	.760	.780
Fisher's Exact Test	1.964			.675
N of Valid Cases	668			

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is .38

Table 15 shows the relationship between athletes' overall attributes and their age using chi square as the statistical tool. Pearson correlation cannot be interpreted because 3 cells have expected count less than 5. Fisher's exact test value is interpreted instead. From the results, there is no significant relationship between athletes' overall attributes and their age ($G=1.964$, $p=.675$).

Table 16. *Relationship of Athletes' Overall Attributes and Number of Times to Practice in a Week*

	Overall Attributes
Number of Times to Practice in a Week	Pearson Correlation
	Sig. (2-tailed)
	N

-.011

.779

657



A Pearson correlation was conducted to determine the relationship of the variables athletes' overall attributes and number of times to practice in a week. It is gleaned from Table 16 that there is no significant relationship between the two variables ($r=-.011, p=.779$).

Table 17. *Relationship of Athlete's Overall Attributes and GWA*

		Overall Attributes
General Weighted	Pearson Correlation	.071
Average	Sig. (2-tailed)	.067
	N	669

Table 17 shows the relationship of athletes' overall attributes and general weighted average (GWA) using Pearson correlation. The findings shows no significant relationship between the two variables ($r=.071, p=.067$).

Table 18. *Relationship of Athletes' Overall Attributes and Sports they Play*

	Value	df	Significance (2-sided)	Exact Sig. (2-sided)
Pearson Correlation	.920 ^a	3	.821	.866
Fisher's Exact Test	.901			.865
N of Valid Cases	670			

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 2.31.

On the relationship between athletes' overall attributes and sports they play, chi square test is conducted. Pearson correlation cannot be interpreted because 3 cells have expected count less than 5. Fisher's exact test value is interpreted instead. Table 18 shows that there is no significant relationship between athletes' overall attributes and sports they play ($G=.901, p=.865$).



E. Profile variables that predict attributes of the athletes.

Table 19. Model Summary in Predicting Control Attribute

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278 ^a	.077	.067	.42216

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program

Multiple regression was conducted to test which of the profile variables are significant predictors of the athletes' control attribute. The method used in this multiple regression is enter method. The assumption of multicollinearity and residual for multiple regression is met (*Min. Tolerance*=.801, *Max. VIF*=1.249; *Max. Cook*=.040).

Based from Table 19, 7.7% of the changes in control attribute is due to the changes in the predictors, which include sport groups, ISU cluster of campuses, general weighted average, number of times to practice in a week, age groups, sex, and college program ($r^2=.077$). This is a relatively small proportion.

Table 20. Analysis of Variance for the Model Predicting Control Attribute

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.619	7	1.374	7.710	.0005
	Residual	114.771	644	.178		
	Total	124.390	651			

The ANOVA results in Table 20 tests the null hypothesis that multiple R in the population is 0. Despite low coefficient of determination, the profile variables can significantly predict control attribute [$F(7, 644)=7.710, p<.0005$].

**Table 21.** *Coefficients for Predictor Variables Predicting Control Attribute*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.981	.124		24.059	.000
	Sex	-.038	.036	-.042	-1.069	.286
	ISU Cluster of Campuses	.008	.023	.015	.358	.720
	College Program	-.094	.023	-.175	-4.158	.000
	Age Groups	-.177	.049	-.141	-3.635	.000
	General Weighted Average	.062	.046	.052	1.353	.177
	Number of Times to Practice in a Week	-.041	.014	-.110	-2.881	.004
	Sport Groups	.160	.200	.031	.801	.424

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program

Based from table 21, college program ($t=-4.158$, $p<.0005$), age groups ($t=-3.635$, $p<.0005$), and number of times to practice in a week ($t=-2.881$, $p<.004$) have statistically significant unique contribution in predicting control attribute. College program contributes the most in predicting control attribute ($\beta=-.175$), followed by age groups ($\beta=-.141$), and number of times to practice in a week ($\beta=-.110$). This implies that college program is of no relationship on the interest of the students to participate in sports activities same with the number of practice they may do in the university.

Table 22. *Model Summary in Predicting Consistency Attribute*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.110 ^a	.012	.001	.31313

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program



Multiple regression was conducted to test which of the profile variables are significant predictors of the athletes' consistency attribute. Again, enter method for the multiple regression was used. The assumption of multicollinearity and residual for multiple regression is met (Min. Tolerance=.801, Max. VIF=1.249; Max. Cook=.130).

Based from table 22, 1.2% of the changes in consistency attribute is due to the changes in the predictors, which includes sport groups, ISU cluster of campuses, general weighted average, number of times to practice in a week, age groups, sex, and college program ($r^2=.012$). This is a relatively small proportion.

Table 23. Analysis of Variance for the Model Predicting Consistency Attribute

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.775	7	.111	1.129	.343 ^a
	Residual	63.146	644	.098		
	Total	63.921	651			

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program

The ANOVA results in table 23 tests the null hypothesis that multiple R in the population is 0. Based from the table, the profile variables cannot significantly predict consistency attribute [$F(7, 644)=1.129, p=.343$].

Table 24. Coefficients for Predictor Variables Predicting Consistency Attribute

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.149	.092		34.259	.000
	Sex	-.001	.026	-.002	-.056	.955



ISU Cluster of Campuses	.000	.017	-.001	-.026	.979
College Program	-.029	.017	-.076	-1.731	.084
Age Groups	.015	.036	.017	.416	.677
General Weighted Average	-.018	.034	-.021	-.523	.601
Number of Times to Practice in a Week	.022	.010	.084	2.132	.033
Sport Groups	.036	.149	.010	.241	.809

Despite the insignificant set of predictors, one of them can still predict consistency attribute. Based from table 24, the number of times to practice in a week have a statistically significant unique contribution in predicting consistency attribute ($t=2.132$, $p=.033$). This implies that the more the athletes practice in their chosen sport the better their performance leading to consistency.

Table 25. Model Summary in Predicting Confidence Attribute

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143 ^a	.020	.010	.35752

Multiple regression was used to test which of the profile variables are significant predictors of the athletes' confidence attribute. The assumption of multicollinearity and residual for multiple regression is met (Min. Tolerance=.801, Max. VIF=1.249; Max. Cook=.144).

Based from table 25, 2% of the changes in confidence attribute is due to the changes in the predictors, which includes sport groups, ISU cluster of campuses, general weighted average, number of times to practice in a week, age groups, sex, and college program ($r^2=.020$). This is a relatively small proportion.

**Table 26.** *Analysis of Variance for the Model Predicting Confidence Attribute*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.715	7	.245	1.917	.064
	Residual	82.316	644	.128		
	Total	84.032	651			

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program

The ANOVA results in in Table 26 tests the null hypothesis that multiple R in the population is 0. Based from the table, the profile variables cannot significantly predict confidence attribute [$F(7, 644)=1.917, p=.064$].

Table 27. *Coefficients for Predictor Variables Predicting Confidence Attribute*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.064	.105		29.199	.000
	Sex	-.033	.030	-.045	-1.102	.271
	ISU Cluster of Campuses	.007	.019	.015	.341	.734
	College Program	-.052	.019	-.119	-2.746	.006
	Age Groups	.010	.041	.010	.247	.805
	General Weighted Average	.053	.039	.054	1.351	.177
	Number of Times to Practice in a Week	.003	.012	.010	.248	.804
	Sport Groups	-.036	.170	-.008	-.212	.832

Despite the insignificant set of predictors, one of them can still predict consistency attribute. Based from Table 27, the college program or the course they are taking have a statistically significant unique contribution in predicting confidence



attribute ($t=-2.746$, $p=.006$). As to the confidence attribute of the athletes their college programs may contribute to boost their morale in engaging themselves into sports.

Table 28. *Model Summary in Predicting Overall Attribute*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.177 ^a	.031	.021	.30071

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program

Multiple regression was conducted to test which of the profile variables are significant predictors of the athletes' overall attribute. The assumption of multicollinearity and residual for multiple regression is met (Min. Tolerance=.801, Max. VIF=1.249; Max. Cook=.148).

Based from Table 28, 3.1% of the changes in overall attribute is due to the changes in the predictors, which includes sport groups, ISU cluster of campuses, general weighted average, number of times to practice in a week, age groups, sex, and college program ($r^2=.031$). This is a relatively small proportion.

Table 29. *Analysis of Variance for the Model Predicting Overall Attribute*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.889	7	.270	2.985	.004 ^a
	Residual	58.233	644	.090		
	Total	60.123	651			

a. Predictors: (Constant), Sport Groups, ISU Cluster of Campuses, General Weighted Average, Number of Times to Practice in a Week, Age Groups, Sex, College Program



The ANOVA results in Table 29 tests the null hypothesis that multiple R in the population is 0. Despite low coefficient of determination, the profile variables can significantly predict overall attribute [$F(7, 644)=2.985, p=.004$].

Table 30. *Coefficients for Predictor Variables Predicting Overall Attribute*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.061	.088		34.683	.000
	Sex	-.025	.025	-.040	-.991	.322
	ISU Cluster of Campuses	.006	.016	.016	.374	.709
	College Program	-.057	.016	-.153	-3.544	.000
	Age Groups	-.036	.035	-.041	-1.033	.302
	General Weighted Average	.036	.033	.043	1.084	.279
	Number of Times to Practice in a Week	-.001	.010	-.003	-.090	.929
	Sport Groups	.015	.143	.004	.106	.915

Despite the significant set of predictors, only one of them can predict overall attribute. Based from Table 30, the college program or the course they are taking have a statistically significant unique contribution in predicting overall attribute ($t=-3.544, p<.0005$). This implies that college or program where the athletes belong is of great help in support to their performance in playing.



F. Relationship between the attributes of athletes and their academics and Sports Performance

Table 31. *Pearson Correlation Statistics for the Relationship between Athletes' Attributes and Academic Performance*

		Control Attribute	Consistency Attribute	Confidence Attribute	Overall Attributes
Academic	Pearson Correlation	.095*	-.012	.072	.071
Performance	Sig. (2-tailed)	.014	.765	.064	.067
	N	665	669	669	669

*. Correlation is significant at the 0.05 level (2-tailed).

To determine the relationship of athletes' attributes and academic performance, the Pearson correlation was used. From Table 31, it can be concluded that only control attribute has a statistically significant relationship with academic performance ($r=.091$, $p=.014$) because the value of p is lower than what is obtained in the consistency attribute and confidence attribute. Moreover, they have positive relationship, which means that as the level of control attribute increases, academic performance increases, too, and vice versa. However, this change might be of small effect (Cohen, 1988). Furthermore, 0.90% of the athletes' academic performance is determined by their control attribute.

Table 32. *Spearman's Correlation Statistics for the Relationship between Athletes' Attributes and Athletics Performance*

		Control Attribute	Consistency Attribute	Confidence Attribute	Overall Attributes
Spearman's rho	Sports Performance				
	Correlation	-.105**	.028	-.043	-.059
	Coefficient				
	Sig. (2-tailed)	.007	.476	.263	.126
	N	665	668	668	668

** . Correlation is significant at the 0.01 level (2-tailed).



A Spearman correlation was conducted to determine the relationship of athletes' attributes and sports performance. From Table 32, it can be concluded that control attribute is statistically related with sports performance significantly ($r=-.105$, $p=.007$). Moreover, they have negative relationship, which means that as the level of control attribute increases, sports performance decreases and vice versa. However, this change might be of small effect (Cohen, 1988). Furthermore, 1.10% of the athletes' sports performance is determined by their control attribute. Based on respondents responses control variable is significant because this will lead to their better performance during the play.

G. Student attributes predicting academic and sports performance

Table 33. *Model Summary in Predicting Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.138 ^a	.019	.014	.36328

a. Predictors: (Constant), Confidence Attribute, Control Attribute, Consistency Attribute

To test which of the athletes' attributes are significant predictors of the athletes' academic performance, multiple regression was used. The assumption of multicollinearity and residual for multiple regression is met (Min. Tolerance=.568, Max. VIF=1.761; Max. Cook=.041).

Based from Table 33, 1.9% of the changes in academic performance is due to the changes in the predictors, which includes confidence attribute, control attribute, consistency attribute ($r^2=.019$). This a relatively small proportion.

**Table 34.** Analysis of Variance for the Model Predicting Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.683	3	.561	4.251	.005 ^a
	Residual	87.232	661	.132		
	Total	88.914	664			

a. Predictors: (Constant), Confidence Attribute, Control Attribute, Consistency Attribute

The ANOVA results in Table 34 tests the null hypothesis that multiple R in the population is 0. Despite low coefficient of determination, the profile variables can significantly predict academic performance [$F(3, 661)=4.251$, $p=.005$]

Table 35. Coefficients for Predictor Variables Predicting Overall Attribute

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.128	.152		14.023	.000
	Control Attribute	.089	.037	.106	2.397	.017
	Consistency Attribute	-.145	.060	-.124	-2.428	.015
	Confidence Attribute	.105	.052	.103	2.030	.043

The significant set of predictors is further supported by the significant contribution of the all the predictors. Based from Table 35, control attribute ($t=2.397$, $p=.017$), consistency attribute ($t=-2.428$, $p=.015$), and confidence attribute ($t=2.030$, $p=.043$) have statistically significant unique contribution in predicting academic performance. Moreover, consistency attribute contributes the most in predicting academic performance ($\beta=-.124$), followed by control attribute ($\beta=.106$), and confidence attribute ($\beta=.103$).

**Table 36.** *Model Fitting in Predicting Sports Performance using Athletes' Attributes*

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	1242.643			
Final	1229.216	13.428	3	.004

Link function: Logit.

An ordinal regression was conducted to test which of the athletes' attributes are significant predictors of the athletes' sports performance.

Before discussing the contribution of each independent variable, the entire model should be tested first. According to Table 36, the set of predictors can predict more significant compared to the use of marginal percentages only [$\chi^2(3)=13.428$, $p=.004$].

Table 37. *Goodness of Fit Test in Predicting Sports Performance using Athletes' Attributes*

	Chi-Square	df	Sig.
Pearson	1868.391	1836	.294
Deviance	1195.618	1836	1.000

Link function: Logit.

The model fitting from Table 28 is further supported in Table 37. The null hypothesis in this test states that the "fit is good". Since the Sig. values for each test, Pearson [$\chi^2(1836)=1868.391$, $p=.294$] and Deviance [$\chi^2(1836)=1195.618$, $p=1.000$], is greater .05, the null hypothesis accepted, thus confirming that the predictor really predict sports performance.

**Table 38.** *Pseudo R Square in Predicting Sports Performance using Athletes' Attributes*

Cox and Snell	.020
Nagelkerke	.023
McFadden	.010

Link function: Logit.

Despite reaching statistical significance, athletes' attributes explain a relatively small proportion of the changes between athletes' sports performance, ranging from 1% to 2.3% ($.01 < r^2 < .023$)

Table 39. *Parameter Estimates Predicting Sports Performance using Athletes' Attributes*

		Estimate	Std. Error	Wald	df	Sig.
Threshold	[sportsPerf = 1]	-.567	.906	.391	1	.532
	[sportsPerf = 2]	.482	.907	.282	1	.595
	[sportsPerf = 3]	2.563	.934	7.533	1	.006
Location	controlAtt	-.545	.206	6.981	1	.008
	consistencyAtt	.688	.341	4.057	1	.044
	confidenceAtt	-.549	.294	3.482	1	.062

Link function: Logit.

From Table 39, only two of the attributes significantly contributes to the sports performance of the athletes; this includes the control [Wald(1)=6.981, $p=.008$] and consistency [Wald(1)=4.057, $p=.044$] attributes.

Table 40. *Summary of t-test computations on the Attributes of the Student-Athletes When Grouped According to Sex*

Attributes	Gender	Mean	t-value	p-value
Control	Male	2.99	2.170	0.030*
	Female	2.90		
Consistency	Male	3.16	0.007	0.995
	Female	3.16		

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Confidence	Male	3.16	1.426	0.154
	Female	3.12		
Attributes	Male	3.12	1.553	0.121
	Female	3.08		

In order to determine whether there is a significant difference on the attributes of the respondents when they are grouped according to sex, the data were subjected to an independent samples t-test. The result yielded an over-all t-value of 1.553, or an equivalent p-value of 0.362 which is higher than the significant value of 0.05. The null hypothesis is accepted.

It can be concluded that no significant difference exists on the attribute levels of the athletes when grouped according to sex. This shows that same level of attributes can be found among the athletes, irrespective of their sexes.

However, it appears that there is a significant difference on the control attribute of the respondents when they are grouped according to sex. This is evidenced by the computed t-value of 2.170 or a p-value of 0.030 which rejects the null hypothesis. Looking at the computed means, athletes have higher level of control attributes than their female counterparts.

This finding suggests that male respondents depend much on their coaches in terms of their control attitudes more than the female athletes,

On the other hand, no significant difference can be found on the consistency and confidence attributes of the respondents when they are grouped according to sex. Respondents have the same levels of consistency and confidence attributes.



CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, conclusions, and recommendations.

Summary of Findings

In this study, there are more male respondents 424 (63.5%) than female respondents 243 (36.4%).- Ilagan has the greatest bulk of respondents numbering to 130, ISU – Echague 96, ISU – Roxas 88, ISU – Cauayan 56, ISU – San Mariano 50, and ISU – Cabagan 34. There are no athlete from ISU – Palanan due to logistics reasons, ISU – Santiago because it is still a satellite campus. Majority of the respondents 204 – 30.7%) have one (1) year experience as varsity players and least number of respondents (185 – 27.8%) have three years as varsity players. The most participated level of athletic completion is intercampus with 429 respondents and the least is international level with 16 respondents. Respondents chose more on Volleyball as team sports, taekwondo as combative sports, badminton as dual sports but majority of the athletes chose individual sports on control attributes

The most participated level of athletic competition is intercampus w (256) and BS Nursing has the least (2). The number reflects the population of the courses. The oldest age bracket is 16-17 of respondents which total to 291 or 43,6% are in the median age bracket which is 20-21 years old.

The respondents put equal efforts to sports and academics. The general weighted average of 309 (46.3%) respondents range from 1.51-2.00 and two



respondents got a general weighted average ranging from 1.00 to 1.24 which qualify for highest academic award if sustained.

The Psychological attributes of the athletes which are consistency, control, and confidence are demonstrated positively. Respondents consistently show collaborative efforts to make their team excel and they believe that they can be the best in the team. They are confident in pursuing a degree with excellent grade and practicing in real life what they learned in sports. Respondents' perspective on their coach is that he provides freedom and gives fair attention to all the athletes. This bespeaks the control attribute of athletes.

Overall, the control, consistency and confidence attribute are contributory factors in predicting academic performance while only control and consistency attributes contribute in predicting sports performance.

CONCLUSIONS

Findings of the study reveal the following conclusions:

1. There is a diversity of the degree courses of the student-athletes. The ages of the respondents suggest that they entered the educational system according to age entry guidelines of Department Of Education.
2. There is an inverse relation between the number of years as varsity and the number of athletes in the university. The higher the competition level, the fewer the athletes; the higher the competition level, the tougher it becomes. Number of



years as varsity players and academic achievement do not affect consistency and confidence level of athletes.

3. Academic achievement does not affect sports activity nor does sports activity not affect achievement. The bulk of the respondents have a general weighted averages on the middle part of the university grade scale. While they do not overwhelmingly excel in academics, it cannot also be said that they are in a failing situation. Finishing a degree is the primordial aim of athletes.
4. Degree of courses, age, levels of sports competition, number of practice in the chosen sports activity, type of sports, profile variables, college program do not affect levels of attributes.
5. Control of attributes are statistically related to academic and sports performance.

RECOMMENDATIONS

The following are recommended based on the findings and conclusions:

1. Scheduling of classes and practices must be made in a way that they do not compromise each other. The students should realize that the two endeavors can complement each other and they can exist in harmony.
2. Coaches should be sent to further trainings and seminars on how to sustain the confidence level of the athletes in order to enhance the notion of impartiality and non-appearance of favoritism.

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3. Periodic objective evaluation should always be conducted regularly in regard to the performance of athletes in sports and academic to ensure sustaining of sports program.
4. The prototype guidelines appended in this research study may also be used as a guide in selecting athletes.
5. Research studies with wider scope and with more factors and variables may also be conducted by other researchers to determine consistency, and applicability.



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RESEARCH INSTRUMENT

Dear respondent:

I would like to request your cooperation by filling out the survey questionnaire for the completion of the study entitled " *Predicting student –athletes attributes towards academics and athletics*"

Your response will be treated with confidentiality.

Thank you.

Part I – Demographic Profile

Name: _____

Gender: ☐ male ☐

female

Campus: _____

Course _____

Age: ☐ 16-17 ☐ 18-19

☐ 20-21 ☐ 22-23 ☐ 24-

25

Number of years as varsity: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Highest level of competition attended: ☐ Intercampus ☐ Regional SCUAA

☐ National SCUAA ☐ International

GWA: (First Semester) _____

How many times do you practice in a week? ☐ Once ☐ Twice ☐ thrice ☐

others _____

Type of Sports where you belong:

Team Sports:

☐ Volleyball

Combative

☐ boxing

☐ Basketball

☐ Arnis

☐ Baseball

☐ Karatedo

☐ Softball

☐ Taekwondo

☐ Sepaktakraw

☐ Judo

☐ Others _____

☐ others _____

Individual

Dual

☐ Swimming

☐ Table tennis

☐ Athletics

☐ Badminton

☐ Archery

☐ Beach

Volleyball

☐ Others

☐ Lawn

Tennis

☐ Chess

☐ other _____



Directions: Please read the following statement and respond to each item in regard to how you view your team. Answer each item with all honesty. Put a check mark on the box appoints each item.

	1	2	3	4
1. Coach wants the team to try new skills.				
2. Coach gets mad at players who makes a mistake.				
3. Coach gives of his or her attention most to best player.				
4. Each player has some important way to contribute.				
5. Coach believes that all must participate to the success of the team				
6. Coach praises players only when they outplay teammates.				
7. Coach thinks only at the neophytes contribute to the success of the team.				
8. Players feel good when they try their best.				
9. Players are not allowed to play when they commit mistakes.				
10. Players have an important role on the team.				
11. Players support other players.				
12. Players are encouraged to outplay the other players.				
13. Coach play favorites.				
14. Coach makes sure that players improve on their skills.				
15. Coach shouts at disorganized players.				
16. Players feel successful when they improve.				
17. Only the players with the best 'stats' are praised.				
18. Players are punished when they make a mistake.				
19. Each player has an important role.				
20. Trying hard is rewarded.				
21. Coach encourages players to help each other.				
22. Coach makes it clear who he or she thinks are the best players.				
23. Players are 'psyched' when they do better than their teammates in a game.				
24. If you want to play in a game you must show your best.				
25. Coach emphasizes trying to do the best always.				
26. Coach noticed only top players.				
27. Players are careful not to make mistakes.				
28. Players are encouraged to improve their				



weaknesses.				
29. Coach demonstrates unequal treatment to some players.				
30. Focus on improving in each game or practice.				
31. Players really 'work together' as a team.				
32. Player feels an important team member.				
33. Players help each other in order to excel.				

Confidence Level

	1	2	3	4	5	6
1. I can achieve a grades point average of 2.5 above.						
2. My goal is to achieve a high level of performance in sports.						
3. I must learn what is taught in my taught in my courses.						
4. I have to spend my time to earn excellent grades in my courses.						
5. Sports is my primordial reason to go to school.						
6. I will use what I learned in my courses in my life outside school.						
7. I will be able to use what is taught in my courses in different aspects of my life outside the school.						
8. I chose sports as a career.						
9. I must learn the skills and strategies taught by my coaches.						
10. I must do my level best to be better than other athletes in my sports.						
11. High academic grades is not my goal.						
12. I must learn the skills and strategies taught by my coaches.						

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13. I must do my level best to be better than other athletes in my sports.						
14. I enjoy the time I spend in my sports.						
15. It's worth it to be an exceptional athlete.						
16. My sports interfere with earning my courses.						
17. Academic grades is more satisfying than winning a game.						
18. I give more importance in competing in my sport than completing a college degree.						
19. I aim to be a star performance in my team this year.						
20. I aim to make it to the professional or Olympic level of sports.						
21. I think I am incapable to have high grades in some of my courses.						
22. I aim to be an elite level in my sports.						
23. I can earn a college degree.						
24. I will apply the skills I learn in my sports outside sports life.						
25. Winning in my game is more satisfaction than earning 1.0 grades in my major.						
26. I just want to be equal with other students in my courses.						
27. I do not waste time in my sports in order to become outstanding.						
28. I am interested in my						

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course.						
29. To earn a degree is my goal in going to school.						
30. Earning excellent grades is not worth the effort.						

**Appendix C****SPECIFIC GUIDELINES IN SELECTING ATHLETES IN ISABELA STATE UNIVERSITY****1. ELIGIBILITY**

- 1.1 Must be a Filipino citizen; and
- 1.2 Athlete must be a bona fide undergraduate member of the school which he/she represents.

2. ACADEMIC STANDARDS

- 2.1 Athletes must maintain the academic eligibility in order to participate throughout the season.
- 2.2 Athletes must carry a minimum academic load of twelve (12) units in the first and second semester or term of the current school year and must have passed the required percentage as follows:

Academic Load	Passing Percentage
12 units	100%
13-18 units	70%
19-30 units	60%

- 2.3 Athlete must passed all of his/her classes to retain athletic eligibility.
- 2.4 If athletes has more than two incomplete (INC) semester grades nor a failing grade of 5.0, he/she is automatically disqualified and will not be longer eligible to participate to any athletic extracurricular activities until those grades have been finalized.

3. ATHLETICS AND CONDUCT

- 3.1 Athletes must play fair, and practice sportsmanship, understanding and appreciation of teamwork.
- 3.2 Athletes must not involve to any crimes/violations inside or out of the institution.
- 3.3 Athletes must maintain and carry a good reputation whereby a disruptive behavior such as involvement of using prohibited cigarettes, alcohol and drugs is subject to the probation, loss of privileges, and/or dismissal from the team.
- 3.4 Illegal on non-illegal activity of an athlete that displays lewdness, vulgar, indecent or any acts that portrays extreme nastiness and such activities that degrade, demean and lower the school's reputation are subject to disqualification.
- 3.5 Athletes must be on time and in attendance on the day of event or practice. Absence during practice or event must have a valid reason and must be prearranged with the coach or the person in-charge of the attendance.

**4. AGE REQUIREMENT**

4.1 Over-aged athletes (25 years old and above) are automatically disqualified.

5. TRANSFER STUDENTS

5.1 A transfer student will be given the opportunity to participate during the try-outs after establishing one (1) year residency prior to the current school and when he/she is fully subject to academic and other eligibility guidelines.

6. RETURNEE

6.1 The residency rule does not apply to a returning student. A returning student is one who re-enrolled after a leave and did not enrol in other institutions in that semester or year of leave. Provided he has satisfied all other eligibility requirements. Furthermore, the last semester attended of the returning student shall be the basis of the passing percentage for eligibility.

7. PHYSICAL EXAMINATION

7.1 Athlete should be physically fit and has undergone physical examination from a licensed physician. A signed statement from the parents is also necessary to be able to participate.

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Appendix A

RESEARCH INSTRUMENT**Dear respondent:**

I would like to request your cooperation by filling out the survey questionnaire for the completion of the study entitled” *Predicting student –athletes attributes towards academics and athletics*”

Your response will be treated with confidentiality.

Thank you.

Part I – Demographic Profile

Name: _____

Gender: ☐ male ☐

female

Campus: _____

Course _____

Age: ☐ 16-17 ☐ 18-19☐ 20-21 ☐ 22-23 ☐ 24-

25

Number of years as varsity: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5Highest level of competition attended: ☐ Intercampus ☐ Regional SCUAA☐ National SCUAA ☐ International

GWA: (First Semester) _____

How many times do you practice in a week? ☐ Once ☐ Twice ☐ thrice ☐

others _____

Type of Sports where you belong:

Team Sports:

☐ Volleyball

Combative

☐ boxing☐ Basketball☐ Arnis☐ Baseball☐ Karatedo☐ Softball☐ Taekwondo☐ Sepaktakraw☐ Judo☐ Others _____☐ others _____

Individual

Dual

☐ Swimming☐ Table tennis☐ Athletics☐ Badminton☐ Archery☐ Beach

Volleyball

☐ Others☐ Lawn

Tennis

☐ Chess☐ other _____



Directions: Please read the following statement and respond to each item in regard to how you view your team. Answer each item with all honesty. Put a check mark on the box appoints each item.

	1	2	3	4
1. Coach wants the team to try new skills.				
2. Coach gets mad at players who makes a mistake.				
3. Coach gives of his or her attention most to best player.				
4. Each player has some important way to contribute.				
5. Coach believes that all must participate to the success of the team				
6. Coach praises players only when they outplay teammates.				
7. Coach thinks only at the neophytes contribute to the success of the team.				
8. Players feel good when they try their best.				
9. Players are not allowed to play when they commit mistakes.				
10. Players have an important role on the team.				
11. Players support other players.				
12. Players are encouraged to outplay the other players.				
13. Coach play favorites.				
14. Coach makes sure that players improve on their skills.				
15. Coach shouts at disorganized players.				
16. Players feel successful when they improve.				
17. Only the players with the best 'stats' are praised.				
18. Players are punished when they make a mistake.				
19. Each player has an important role.				
20. Trying hard is rewarded.				
21. Coach encourages players to help each other.				
22. Coach makes it clear who he or she thinks are the best players.				
23. Players are 'psyched' when they do better than their teammates in a game.				
24. If you want to play in a game you must show your best.				
25. Coach emphasizes trying to do the best always.				
26. Coach noticed only top players.				
27. Players are careful not to make mistakes.				
28. Players are encouraged to improve their weaknesses.				
29. Coach demonstrates unequal treatment to some players.				



30. Focus on improving in each game or practice.				
31. Players really 'work together' as a team.				
32. Player feels an important team member.				
33. Players help each other in order to excel.				

Confidence Level

	1	2	3	4
1. I can achieve a grades point average of 2.5 above.				
2. My goal is to achieve a high level of performance in sports.				
3. I must learn what is taught in my taught in my courses.				
4. I have to spend my time to earn excellent grades in my courses.				
5. Sports is my primordial reason to go to school.				
6. I will use what I learned in my courses in my life outside school.				
7. I will be able to use what is taught in my courses in different aspects of my life outside the school.				
8. I chose sports as a career.				
9. I must learn the skills and strategies taught by my coaches.				
10. I must do my level best to be better than other athletes in my sports.				
11. High academic grades is not my goal.				
12. I must learn the skills and strategies taught by my coaches.				
13. I must do my level best to be better than other athletes in my sports.				
14. I enjoy the time I spend in my sports.				
15. It's worth it to be an exceptional athlete.				
16. My sports interfere with earning my courses.				
17. Academic grades is more satisfying than winning a game.				
18. I give more importance in competing in my sport than completing a college degree.				
19. I aim to be a star performance in my team this year.				
20. I aim to make it to the professional or Olympic level of sports.				
21. I think I am incapable to have high grades in some of my courses.				
22. I aim to be an elite level in my sports.				

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23. I can earn a college degree.				
24. I will apply the skills I learn in my sports outside sports life.				
25. Winning in my game is more satisfaction than earning 1.0 grades in my major.				
26. I just want to be equal with other students in my courses.				
27. I do not waste time in my sports in order to become outstanding.				
28. I am interested in my course.				
29. To earn a degree is my goal in going to school.				
30. Earning excellent grades is not worth the effort.				



Appendix B
Perceived Motivational climate in sport Questionnaire (PMCSQ-2)

Directions: Please think about it has felt to play with your team throughout this season. What is it usually like on your team? Read the following statements and respond to each in terms of how you view the typical atmosphere on your team. Perceptions naturally vary from person to person, to be certain to take your time and answer as honestly as possible. Put a checkmark on the box that represents how you feel.

	1	2	3	4
1. I can achieve a grades point average of 2.5 above.				
2. My goal is to achieve a high level of performance in sports.				
3. I must learn what is taught in my taught in my courses.				
4. I have to spend my time to earn excellent grades in my courses.				
5. Sports is my primordial reason to go to school.				
6. I will use what I learned in my courses in my life outside school.				
7. I will be able to use what is taught in my courses in different aspects of my life outside the school.				
8. I chose sports as a career.				
9. I must learn the skills and strategies taught by my coaches.				
10. I must do my level best to be better than other athletes in my sports.				
11. High academic grades is not my goal.				
12. I must learn the skills and strategies taught by my coaches.				
13. I must do my level best to be better than other athletes in my sports.				
14. I enjoy the time I spend in my sports.				
15. It's worth it to be an exceptional athlete.				
16. My sports interfere with earning my courses.				
17. Academic grades is more satisfying than winning a game.				
18. I give more importance in competing in my sport than completing a college degree.				
19. I aim to be a star performance in my team this year.				
20. I aim to make it to the professional or Olympic				

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level of sports.				
21. I think I am incapable to have high grades in some of my courses.				
22. I aim to be an elite level in my sports.				
23. I can earn a college degree.				
24. I will apply the skills I learn in my sports outside sports life.				
25. Winning in my game is more satisfaction than earning 1.0 grades in my major.				
26. I just want to be equal with other students in my courses.				
27. I do not waste time in my sports in order to become outstanding.				
28. I am interested in my course.				
29. To earn a degree is my goal in going to school.				
30. Earning excellent grades is not worth the effort.				

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Student Athletes' Motivation toward Sports and Academics Questionnaire
(SAMSAQ)

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	Very strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am confident that I can achieve a high grade point average this year (2.0 or above)						
2. Achieving a high level of performance in my sport is an important goal for me this year.						
3. It is important for me to learn what is taught in my courses.						
4. I am willing to put in the time to earn excellent grades in my courses.						
5. The most important reason why I am in school is to play my sport						
6. The amount of work required in my courses interferes with my athletic goals						
7. I will be able to use what is taught in my courses in different aspects of my life outside the school.						

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8. I chose to play my sport because it is something that I am interested in as a career.						
9. I have some doubt about my ability to be a star athlete on my team.						
10. I chose (or I will choose) my major because it is something I am interested in as a career.						
11. Earning a high grade point average(2.0 or above)is not an important goal for me this year						
12. It is important to me to learn the skills and strategies taught by my coaches.						
13. It is important for me to do better than other athletes in my sports.						
14. The time I spend engaged in my sports is enjoyable to me						
15. It is worth the effort to be an exceptional athlete in my athlete						
16. Participation in my sport Interferes with my progress towards earning a college degree						

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17. I get more satisfaction from earning an “A” in a course toward my major than winning a game in my sport						
18. During the years I compete in my sport, completing a college degree is not a goal for me.						
19. I am confident that I can be a star performer on my team this year						
20. My goal is to make it to the professional level or the Olympics in my sport.						
21. I have some doubt about my ability to earn high grades in some of my courses.						
22. I am confident that I can make it to an elite level in my sport(professional/Olympics)						
23. I am confident that I can earn a college degree						
24. I will be able to use the skills I learn in my sports in other areas of my life outside of sports						
25. I get more satisfaction from						

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winning the game in my sports than from getting an “A” in a course toward my major.						
26. It is not important for me to perform better than other students in my course.						
27. I am willing to put in the time to be outstanding in my sport.						
28. The content of most of my courses is interesting to me						
29. The most important reason why I am in school is to earn a degree.						
30. It is not worth the effort to earn excellent grades in my courses.						



Appendix C

RELIABILITY TEST RESULT

Prepared by: BRYAN CARLO P. RESPONSO, LPT

Date Generated: 2018-04-24

Scale: SAMSAQ

The Cronbach's alpha value is .827 (**Table 1**). This is higher than .7 as recommended (Nunnally, 1978). This means that the material is highly reliable based on what it intends to measure. Further revision of the material is not necessary.

Table 1.
Reliability Statistics of SAMSAQ

α	N of items
.827	30

The following is the summary statistics of each item. Please check the whether the mean score is what is expected from the range of possible scores. If not, consider revising the item.

Table 2.
Item Statistics

Item	Mean	SD
A1	4.43	0.977
A2	4.64	0.948
A3	5.15	1.019
A4	4.80	1.005
A5	3.70	1.275
A6	3.97	0.969
A7	4.84	0.918
A8	4.22	1.194
A9	3.02	1.092
A10	4.74	1.041
A11	4.01	1.474
A12	4.81	1.002
A13	4.40	0.953
A14	4.69	0.929
A15	4.20	0.865
A16	4.05	1.201

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Item	Mean	SD
A17	4.22	1.021
A18	4.37	1.397
A19	4.01	1.227
A20	4.18	1.067
A21	3.37	1.089
A22	4.17	0.900
A23	4.80	1.035
A24	4.73	1.109
A25	3.36	1.267
A26	3.57	1.343
A27	4.25	1.067
A28	4.72	1.083
A29	4.82	1.095
A30	3.58	1.499

The relationship of each item to the entire scale is presented in **Table 3**. Highlighted items tend to measure something else aside from what the entire scale tend to measure. Revision of the said items may be done. However, take note that the materials Alpha value is already high (.827).

Table 3.
Item-Total Statistics

Item	Corrected item-total correlation	Cronbach's alpha if item deleted
A1	.431	.819
A2	.581	.815
A3	.694	.811
A4	.577	.815
A5	-.225	.844*
A6	.209	.826
A7	.518	.817
A8	.419	.819
A9	-.256	.842*
A10	.710	.810
A11	.294	.825
A12	.746	.809
A13	.374	.821
A14	.482	.818
A15	.345	.822
A16	.039	.833*



Item	Corrected item-total correlation	Cronbach's alpha if item deleted
A17	.252	.825
A18	.255	.826
A19	.400	.820
A20	.463	.818
A21	-.109	.837*
A22	.342	.822
A23	.676	.811
A24	.733	.808
A25	.079	.832*
A26	.124	.831*
A27	.349	.822
A28	.681	.810
A29	.600	.813
A30	.101	.834*

* Cronbach's alpha increases if item is deleted.

Scale: PMCSQ

The Cronbach's Alpha Value is .856 (**Table 4**). This is higher than .7 as recommended (Nunnally, 1978). This means that the material is highly reliable based on what it intends to measure. Further revision of the material is not necessary.

Table 4.
Reliability Statistics

α	N of items
.856	33

The following is the summary of each item. Please check the whether the mean score is what is expected from the range of possible scores. If not, consider revising the item.

Table 5.
Summary Statistics

Item	Mean	SD
A1	3.33	0.639
A2	2.47	0.800
A3	2.33	0.915
A4	3.39	0.531

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

Item	Mean	SD
A5	3.19	0.695
A6	2.61	0.767
A7	2.51	0.800
A8	3.57	0.556
A9	2.27	0.831
A10	3.54	0.540
A11	3.67	0.515
A12	3.03	0.775
A13	2.31	0.888
A14	3.41	0.655
A15	2.59	0.958
A16	3.59	0.553
A17	2.47	0.907
A18	2.33	0.948
A19	3.61	0.568
A20	3.14	0.670
A21	3.62	0.584
A22	2.72	0.783
A23	2.83	0.783
A24	2.75	0.873
A25	3.43	0.625
A26	2.39	0.806
A27	2.64	0.814
A28	3.39	0.667
A29	2.63	0.876
A30	3.49	0.612
A31	3.53	0.560
A32	3.36	0.692
A33	3.62	0.584

The relationship of each item to the entire scale is presented in **Table 6**.

Highlighted items indicate that they are measuring something different from the scale as a whole. Revision of the said items may be done. However, take note that the materials Alpha value is already high (.856).

Table 6.
Item-Total Statistics

Item	Corrected item-total correlation	Cronbach's alpha if item deleted
A1	-.006	.861*

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

Item	Corrected item- total correlation	Cronbach's alpha if item deleted
A2	.463	.850
A3	.324	.854
A4	.180	.856
A5	.325	.854
A6	.408	.851
A7	.520	.848
A8	.189	.856
A9	.370	.852
A10	.261	.855
A11	.273	.855
A12	.357	.853
A13	.419	.851
A14	.087	.859*
A15	.461	.850
A16	.188	.856
A17	.473	.849
A18	.488	.849
A19	.302	.854
A20	.435	.851
A21	.261	.855
A22	.619	.845
A23	.536	.848
A24	.579	.846
A25	.108	.858*
A26	.482	.849
A27	.560	.847
A28	.225	.856
A29	.445	.850
A30	.328	.853
A31	.288	.854
A32	.348	.853
A33	.304	.854

* Cronbach's alpha increases if item is deleted.

References

Nunnally, J. O. (1978). *Psychometric Theory*. New York: McGraw-Hill.



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Appendix F



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. RICMAR P. AQUINO
President,
Isabela State University System
Echague Isabela

SIR,

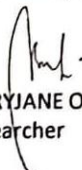
I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

My study aims to provide a leverage to elevate the academic and athletic performance of the University student- athletes.

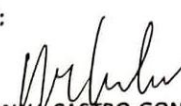
In lieu hereof, I would like to ask permission to conduct the said research in the different campuses of ISU starting this last week of April towards the end of the second semester.

Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours


MARYJANE ORALLO-LIM
Researcher

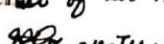
Noted:


MADONNA CASTRO-GONZALES
Research Adviser

Approved: For the President


EF Andon
OIC-Dean
4-26-2018

All EDC/CAS

Please accommodate this request
of one of our faculty as a way of
helping her in the pursuit of her MAT.
 04-26-2018

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. WILLIAM R. EUSTAQUIO
Executive Officer
Isabela State University-Main Campus
Echague Isabela

SIR,

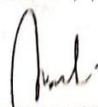
I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

My study aims to provide a leverage to elevate the academic and athletic performance of the University student- athletes.

In lieu hereof, I would like to ask permission to conduct the said research in your campus by administering the questionnaire to the student-athletes who have competed in the Inter-Campus Competition, Regional SCUAA and National SCUAA. I further request for a copy of the Grade Point Average (GWA) of the respondents (student-athletes) through the office of the Registrar.

Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours


MARYJANE ORALLO-LIM
Researcher



Noted:


MADONNA CASTRO-GONZALES
Research Adviser

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. WILLIAM R. EUSTAQUIO

Executive Officer

Isabela State University-Main Campus

Echague Isabela

SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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You approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours

MARYJANE ORALLO-LIM
Researcher

Noted:

MADONNA CASTRO-GONZALES
Research Adviser

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. ROSALIE A. LEAL

Executive Director

Isabela State University-San Mateo Campus

San Mateo, Isabela

Ma'am;

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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Respectfully yours

MARYJANE ORALLO-LIM
Researcher



Noted:

MADONNA CASTRO-GONZALES
Research Adviser



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. OSCAR G. BANGAYAN

Campus Administrator
Isabela State University-Angadanan Campus
Angadanan, Isabela



SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfillment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours

MARYJANE ORALLO-LIM
Researcher

Noted:

MADONNA CASTRO-GONZALES
Research Adviser

APPROVED

OSCAR G. BANGAYAN, Ph.D.
CAMPUS ADMINISTRATOR

4-24-18



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

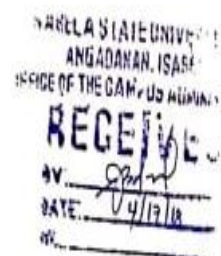


Philippine Normal University
North Luzon Campus
Alicia

Graduate School Teacher Education Research and Indigenous Peoples Education

April 17, 2018

DR. OSCAR G. BANGAYAN
CAMPUS ADMINISTRATOR
ANGADANAN CAMPUS



Maam/Sir;

I, Mary Jane Orallo-Lim is currently pursuing a research study entitled: Predicting student-athlete motivation towards Academics and athletics as part of the requirements for the degree of Bachelor of Arts in Education with specialization in Physical Education.

At this current time, I am on the validation phase of my study. This will lead me towards the instrumentation phase which would happen soon.

May I fervently ask permission from your office to allow me to conduct the pilot testing of my questionnaire in your University. I'd like to request some of your varsity players to be the respondents of my study.

Thank you very much and God bless you!

Respectfully Yours,

MARY JANE ORALLO-LIM
MAEd Student

APPROVED

OSCAR G. BANGAYAN, Ph.D
CAMPUS ADMINISTRATOR

4-17-18

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

EO
102
4/30/18

April 30, 2018

DR. PRECILA C. DELIMA

Executive Officer

Isabela State University-Cauayan Campus

Cauayan City, Isabela

SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

My study aims to provide a leverage to elevate the academic and athletic performance of the University student- athletes.

In lieu hereof, I would like to ask permission to conduct the said research in your campus by administering the questionnaire to the student-athletes who have competed in the Inter-Campus Competition, Regional SCUAA and National SCUAA. I further request for a copy of the Grade Point Average (GWA) of the respondents (student-athletes) through the office of the Registrar.

Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours

A handwritten signature in black ink, appearing to read "MaryJane Orallo-Lim".

MARYJANE ORALLO-LIM
Researcher

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. RAMON D. VELASCO
Campus Administrator
Isabela State University- Jones Campus
Jones, Isabela

SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours

MARYJANE ORALLO-LIM
Researcher

Noted:

MADONNA CASTRO-GONZALES
Research Adviser

Received: *Alice*
05-02-18

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. QUIRINO D. PARALLAG
Campus Administrator
Isabela State University-Roxas Campus
Roxas, Isabela

SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours



MARYJANE ORALLO-LIM
Researcher

Noted:



MADONNA CASTRO-GONZALES
Research Adviser

received
5/3/18

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
North Luzon Campus
Alicia, Isabela

Graduate School Teacher Education Research and Indigenous Peoples Education

April 16, 2018

DR. CHITA RAMOS
Dean, College of Human Kinetics
Cagayan State University
Carig Campus,
Tuguegarao City

Madam,

I, Mary Jane Orallo-Lim is currently pursuing a research study entitled: Predicting Student-athletes motivation towards Academics and Athletics as part of the requirements for the degree Master of Arts in Education with Specialization in Physical Education

At this current time, I am on the validation phase of my study. This will lead me towards the instrumentation phase which would happen soon.

May I fervently ask permission from your office to allow me to conduct the pilot testing of my questionnaire in your University. I'd like to request some of your Varsity players to be the respondents of my study.

Thank you very much and God bless you!

Respectfully yours,

A handwritten signature in black ink, appearing to read "M. Orallo-Lim".

MARYJANE ORALLO-LIM
MAEd Student

Noted:

A handwritten signature in black ink, appearing to read "M. Castro-Gonzales".

MADONNA CASTRO-GONZALES
Adviser

CHK for 4/16/18

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

May 4, 2018

DR. CLARINDA G. GALIZA

Campus Administrator
Isabela State University- San Mariano Campus
San Mariano, Isabela

MAAM,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours


MARYJANE ORALLO-LIM
Researcher

Approved: 
Clarinda G. Galiza

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela



624-1707

bel' 09356 111830

April 24, 2018

DR. JUNEL B. SORIANO

Executive Officer

Isabela State University-Ilagan Campus

City of Ilagan, Isabela

SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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You approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours

MARYJANE ORALLO-LIM

Researcher

Noted:

MADONNA CASTRO-GONZALES

Research Adviser

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education



Philippine Normal University
The National Center for Teacher Education
North Luzon Campus
Alicia Isabela

April 24, 2018

DR. AMBROSE HANS G. AGGABAO

Executive Officer

Isabela State University-Cabagan Campus

Cabagan, Isabela

SIR,

I, MaryJane Orallo-Lim, faculty of ISU-Roxas am currently writing my thesis entitled "*Predicting student-athletes motivation towards academics and athletics*" in partial fulfilment for the degree Master of Arts in Education in Physical Education at Philippine Normal University North Luzon Campus.

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Your approval will boost my moral in my journey towards the realization of my academic endeavour.

Respectfully yours

A handwritten signature in black ink, appearing to read "MaryJane Orallo-Lim".

MARYJANE ORALLO-LIM

Researcher

Noted:

A handwritten signature in black ink, appearing to read "Madonna Castro-Gonzales".

MADONNA CASTRO-GONZALES

Research Adviser

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

Appendix G



Office of the Associate Dean
Faculty of Graduate Studies &
Teacher Education Research in
Indigenous Peoples Education

Republic of the Philippines
PHILIPPINE NORMAL UNIVERSITY
North Luzon
Alicia, Isabela

CERTIFICATION

This is to certify that the proposed study of **Ms. MARY JANE ORALLO LIM** entitled "Academic Performance and Attributes of Varsity of Isabela State University System" has been approved by the members of the panel during the Title Defense on December 12, 2015 at the Office of the Faculty of Graduate Studies and Teacher Education Research in Indigenous Peoples Education (FGSTERIPE).

Given this 27th day of June 2017 at Philippine Normal University North Luzon, Alicia, Isabela for whatever legal purpose it may serve.

A handwritten signature in black ink, appearing to read "Jane N. Cariaga".
JANE N. CARIAGA, Ed.D.

OIC, Associate Dean

**PHILIPPINE NORMAL UNIVERSITY**

The National Center for Teacher Education

CURRICULUM VITAE

Name Mary Jane O. Lim
Date of Birth February 6, 1978
Place of Birth Naganacan, Cauayan, Isabela

Educational Attainment

Elementary Nagbukel Elementary School
Nagbukel, San Isidro, Isabela; 1990

Secondary San Isidro National High School
San Isidro, Isabela; 1994

Tertiary Bachelor of Science in Education
Major: Physical Education
Philippine Normal University-North Luzon
Aurora, Alicia, Isabela; 1998

Master's Degree Master of Education
With Specialization in Physical Education
Philippine Normal University-North Luzon
Aurora, Alicia, Isabela; 2019

Work Experiences

Provincial School Board (PSB)
San Isidro National High School
San Isidro, Isabela
August 2001-March 2002

Substitute Instructor
Isabela State University-Roxas Campus
Rang-Ayan, Roxas, Isabela
June 2002-October 2002

Part-time Instructor
Isabela State University-Roxas Campus
Rang-Ayan, Roxas, Isabela
January 2003-March 2003



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

Instructor I
Isabela State University-Roxas Campus
Matusalem, Roxas, Isabela
June 2003-Present