

# Online Training Program of Combative Sports to the Performance of Student Athletes' in Cavite State University

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## Abstract

This study determined the effectiveness of online training program of combative sports to the performance of student athletes' in Cavite State University. Specifically, the study sought answers to the research questions.

To conduct this study, letters were sent to the University President Dr. Hernando D. Robles, asking permission and approval to conduct the study. Permission was also secured from the University Deans of various departments. Preparation of a self-made questionnaire by the researcher followed to obtain the necessary data needed to evaluate the effect of online training program of combative sports to the performance of student athletes' in Cavite State University.

The respondents of the study included fifty (50) student athletes' of combative sports from Cavite State University. The researcher-made questionnaire was checked by the thesis adviser and thesis consultant. The copies were multiplied and others sent via google form considering the health protocols.

The main source of data prepared by the researcher were statistically treated using simple descriptive statistics such as the F-value formula and the weighted mean to determine the mean level of online training program of combative sports to the performance of student athletes in Cavite State University.

There was an equal number of male and female respondents, during the conduct of the study. In terms of age majority were 21 years old and above during the time of the study. In terms of course, majority of the students were mainly in the field of Sports and in terms of year level, majority of the students were in their third level. In terms of sports event, majority of the students largely belong in the Sports Arnis during the time of the study.

The results revealed that the level of online training program in terms of techniques, strategies, motivation, facility and equipment, and training program were perceived very high among the respondents.

The results also revealed that the level of performance of student athletes in terms of grades in physical education has a linear relationship with flat distribution and has a descriptive equivalent of Very Satisfactory.

The result revealed that the student athletes' profile on the performance of student athletes has no significant difference among the data points within and between the groups as the test incurred an F-value which is less than the critical value.

The result revealed that in terms of the online training program on the performance of student athletes, there is a significant difference among the data points found within and between the groups as the test incurred an F-value 5.0388 which is less than the critical value.

Drawn from the results of the study, the following conclusions are set forth; The null hypothesis stating that there is no significant effect in the student athletes' profile on the performance of student athletes" is accepted. The null hypothesis stating that there is no significant effect in the online training program on the performance of student athletes" is rejected.

In the light of the findings and conclusion of the study. The student athletes' may continue their training to maintain and improve their skills and physical condition even there is no upcoming competition. Also, student athletes' may motivate themselves to continue their online training even far away from their coaches and find the alternative way to continue their training even there is not enough equipment to be used and no proper venue to train.

The coaches may continue their communication to their student athletes to monitor the progress especially in terms of technique, strategies, motivation, equipment and facility, and training program.

The School Administrator must provide experiential learning to P.E. teachers through seminars/webinars, workshop and training about online distance training modality.

Future researchers may use this research as a source of information or reference, especially about online training program of combative sports to the performance of student athletes. This study will also give new knowledge to people and this research can be improved by future researchers who want to have the same topic or pursue this study by giving more additional information and answers that can largely benefit the student athletes' who are experiencing diverse challenges in online training programs.

Keywords: Online Training Program; Combative Sports; Student Athletes'.

## 1. INTRODUCTION

Student-athletes are athletes who participate in an organized sports event sponsored by the educational institution in which he or she is enrolled. For student-athletes, it means attempting to shuffle academics, health, and social life with training and competitions. Some collegiate athletes reported spending 30-40 hours a week on training (Jacobs, 2015). Student-athletes require determination, a solid, hard-working attitude, and strict time management. If necessary to contend, there are significantly more demands to comply with.

According to Allen Sack and Gerald Gurney (2018), These athletes do on-hand training with their coaches. Since 2006, the National Collegiate Athletic Association has been carefully studying the time commitments of college athletes. The findings indicate that those participating in revenue-producing sports at the most competitive levels exceed the 40-hour-per-week limit set for workers by the Fair Labor Standards Act.

Training permits athletes to acquire knowledge about their game, just as empowering them to discover the significance of having a healthy mind and body. According to Sports Medicine

Information (2019), training allows the body to gradually build strength and endurance, improve skill levels and build motivation, ambition, and confidence. Regular training likewise accelerates recovery time following physical exercise; this empowers the body to adapt to the demands of training adequately, and help gives resistance to injuries and illnesses.

According to Cronkleton (2019), body conditioning exercises target the whole body, using many different muscles to strengthen, shape, and tone the body. This improves perseverance, builds adaptability, and establishes a balanced, stable physique. The coach-athlete relationship is an essential determinant of athlete stress and motivation levels (Weathington et al., 2012).

According to Scott R. Johnson et al. (2012), Coaches are primary individuals tasked with developing athletes and helping them accomplish their objectives. They ought to get a working knowledge of all aspects associated with performance enhancement.

One of the most challenging aspects of coaching student-athletes is knowing that all people mature differently. Historically, coaching in sports has focused on developing athletes' physical, technical and strategic skills by placing a great deal of time and energy on the technical and administrative aspects of coaching because these components were better defined and more controllable (Miller and Kerr 2002). The coach's responsibility is placed on setting the desired tone through policies and practices. Training (T&D) student-athletes to attain high levels of performance is one of the most critical responsibilities of a coach (Oliver et al., 2010). Also, training may empower the student-athlete to work independently, partake in decision-making with other teammates and work in a group.

As the world continues to develop, there have been changes in some routines or lifestyles in either education or sports. The most common advancement in today's generation is the use of technology. Due to the pandemic caused by COVID-19, face-to-face classes have been transferred to online classes.

Online learning overlaps with the broader category of distance learning, encompassing earlier technologies such as correspondence courses, educational television, and videoconferencing (Means et al., 2010).

According to Bauri (2020), an online training system is a system of training in an online environment; online instructors can create, store, and assign training content in various formats such as presentations, infographics, audiovisuals, and more at one centralized location. Online training has been used for student-athletes and coaches instead of face-to-face meetings, as these were halted because of the pandemic. As athletic training education continues to adapt and change, educators must explore their instructional design, including modes and methods of content delivery. According to Winkelman (2020), athletic training students perceived that online learning had benefits and limitations and/or reported feelings of neutrality (or no change).

### 1.1 Objective of the Study

This study investigated the Online Training Program of Combative Sports to the Performance of Student-Athletes at Cavite State University.

Specifically, it sought answer to the following questions:

1. What is the status of student athletes' profiles in terms of:
  - 1.1. Sex;
  - 1.2. Age;
  - 1.3 Course;
  - 1.4 Year level; and
  - 1.5 Sports event;
2. What is the level of an online training program in terms of:
  - 2.1 Techniques;
  - 2.2 Strategies;
  - 2.3 Motivation;
  - 2.2 Facility and Equipment; and
  - 2.3 Training program;
3. What is the level of performance of student-athletes in terms of grades in physical education?
4. Is there a significant effect in the student athletes' profile on the performance of student-athletes?
5. Is there a significant effect of the online training program on the performance of student-athletes?

## **2. METHODOLOGY**

### **2.1. Research Design**

This study is quantitative descriptive research. Quantitative research is a type of research that quantifies the problem by way of generating numerical data and transformed into usable statistics (Susan 2011). Quantitative data collection methods include various forms of surveys, such as online or paper surveys, which were undertaken in this study.

A descriptive type of research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, correlations, and categories. It also aims to describe a population, situation, or phenomenon (Shona 2019) accurately and systematically.

### **2.2. Respondent of the Study**

In this study, the researcher focused on the student-athletes of combative sports events which specifically experienced online training programs. The target populations for this study were fifty (50) selected student-athletes of combative sports at Cavite State University.

### **2.3. Research Instruments**

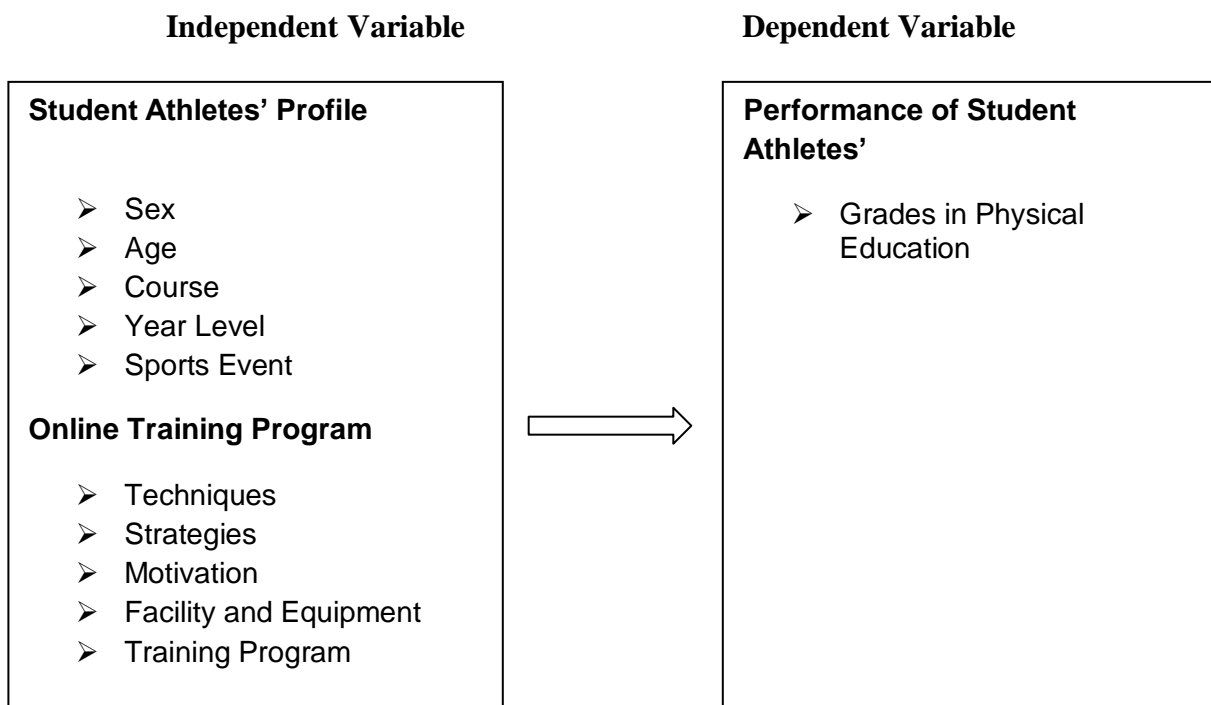
The researcher distributed the self-made questionnaires to the participants during their free time. The researcher provided few instructions so that the participants could answer the questionnaires as precisely as possible. The said questionnaire consists of two parts; the first part includes the personal information or the student athletes' profile. The second part comprises questions in which the respondents were evaluated on the online training program. After the respondents have completed the questionnaires, then they were collected from the participants during their vacant time.

The respondents were asked to place a check mark on the responses they chose from the given scale. A five-point rating scale was used to determine each part of the questionnaire. Each of the responses in the questionnaire was weighted as follows 5 with verbal interpretation of always or excellent; 4 with almost always or very satisfactory; 3 with sometimes or satisfactory; 2 with seldom or fair and 1 with never or poor.

<b>Weight</b>	<b>Verbal Interpretation</b>
5	Always/Excellent
4	Almost always/Very Satisfactory
3	Sometimes /Satisfactory
2	Seldom/Fair
1	Never/Poor

#### 2.4. Conceptual Framework

The research paradigm shows the independent and dependent variables that entail the Online Training Program of Combative Sports to the Performance of Student Athletes in Cavite State University.



Research Paradigm of the Study

The independent variable is student athletes' profile: sex, age, course and sports event, and the online training program: techniques, strategies, motivation, facility and equipment, and training program.

The dependent variables is consisting of performance of student athletes: Grades in Physical Education.

## 2.5. Statistical Treatment of Data

The following statistical tools were used to analyze and interpret the gathered data.

1. To determine the status of student athletes' profile in terms of:

- 1.1. Sex;
- 1.2. Age;
- 1.3 Course;
- 1.4 Year level; and
- 1.5 Sports event;

Frequency distribution and percentage was used to compute the statistical treatment of data.

2. To determine the level of online training program in terms of:

- 2.1 Techniques;
- 2.2 Strategies;
- 2.3 Motivation;
- 2.2 Facility and Equipment; and
- 2.3 Training program;

Mean and Standard Deviation was used to compute the statistical treatment of data.

3. To determine the level of performance of student athletes in terms of grades in physical education. Mean and Standard Deviation was used to compute the statistical treatment of data.

4. To determine the significant effect in the student athletes' profile on the performance of student athletes. Regression Analysis was used to compute the statistical treatment of data.

5. To determine the significant effect in the online training program on the performance of student athletes. Regression Analysis was used to compute the statistical treatment of data.

## 3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the main problem and its corresponding sub-problems related to the online training program of combative sports to the performance of student-athletes.

### Status of Student Athletes' Profile

This study presents the Status of student athletes' profile, with regard to sex, age, course, year level, and sports event.

The following figures show the frequency and percentage.

Figure 2 presents the status of student athletes' profile in terms of sex. It can be inferred that the sex of the students is equally distributed during the time of the study. It may be deduced that the sex of the student athletes' is equally distributed during the duration of the study.

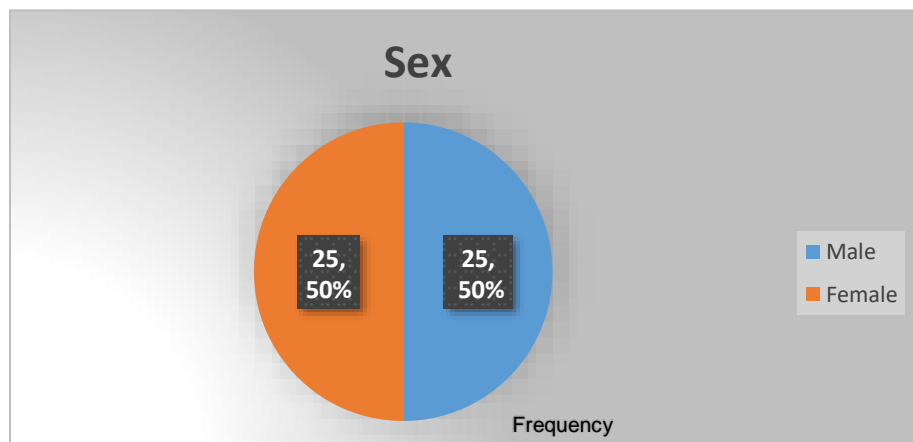
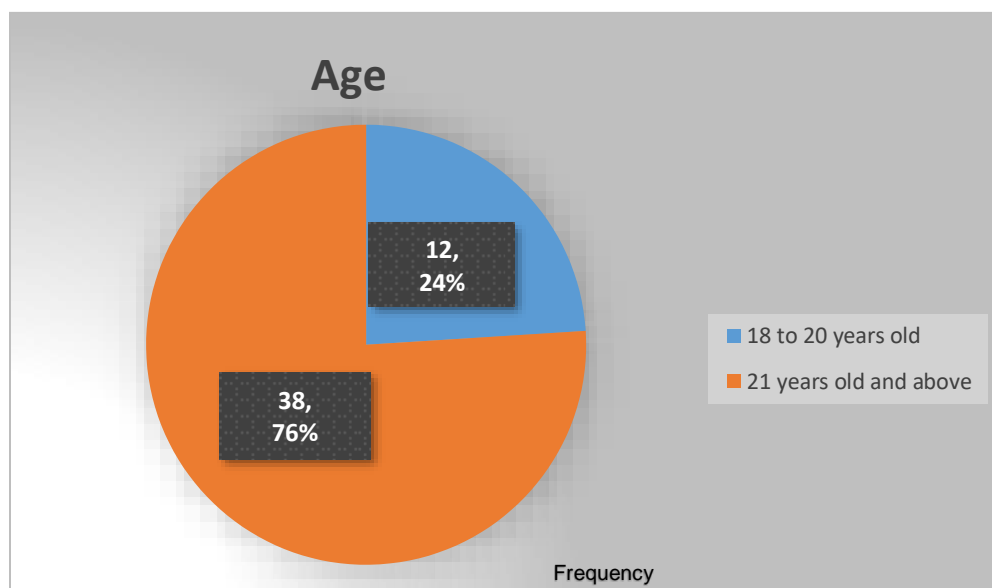


Figure 2. Status of Student Athletes' Profile in Terms of Sex

Figure 2 shows the Status of student athletes' profile in terms of Sex. Out of fifty (50) students, twenty-five (25) or 50.00% of the sample population are females, and also twenty-five (25) or 50.00% of the sample population are males.

Parnabas et al. (2015) confirmed that male student-athletes' performances were more excellent than female student-athletes. Moreover, Nezhad, Rahmati, and Nezhad (2012) state that student-athletes from families with higher socioeconomic stability were more active and participative in sports than others.

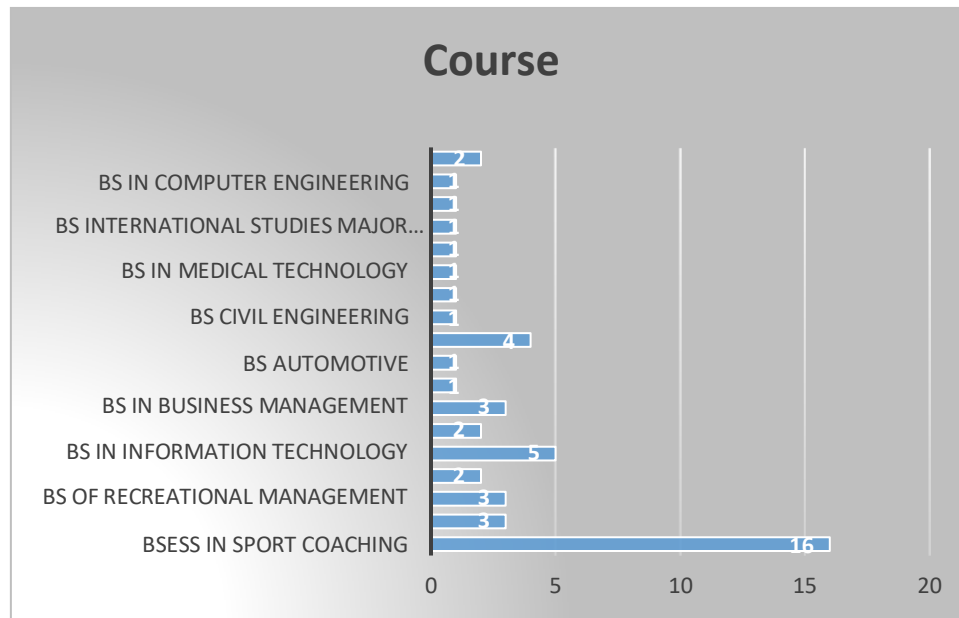
Figure 3 presents the Status of Student Athletes' Profile in terms of Age. It can be inferred that the age of the students predominantly 21 years older period during the time of the study. It can be deduced that the age of the student athletes' mainly in their young adult phase throughout the time of the study since the most of the respondents in the provided population dominantly in the range of young adult.



**Figure 3.** Status of Student Athletes' Profile in Terms of Age

Figure 3 shows the status of student athletes' profile in terms of Age. Out of fifty (50) students, thirty-eight (38) or 76.00% of the sample population were 21 years old and above. On the other hand, only twelve (12) students were from the age group 18 to 20 years old which accounts for 24.00% of the sample population.

Stamm JM. et al. (2015) said that some studies have reported that repetitive head impacts among young athletes may potentially be detrimental to later life neurological function; however, it is unknown what the short-term effects (e.g., at age 20 years) are among collegiate student-athletes. Figure 4 presents the status of student athletes' profile in terms of course. It can be inferred that the course of the students mainly in the field of sports during the time of the study. Figure shows that most of the sample population are enrolled in BSESS in Sport Coaching and few are enrolled in BS in Information Technology. This reflects that the primary course of the sample population during the duration of the study is BSESS in Sports Coaching.



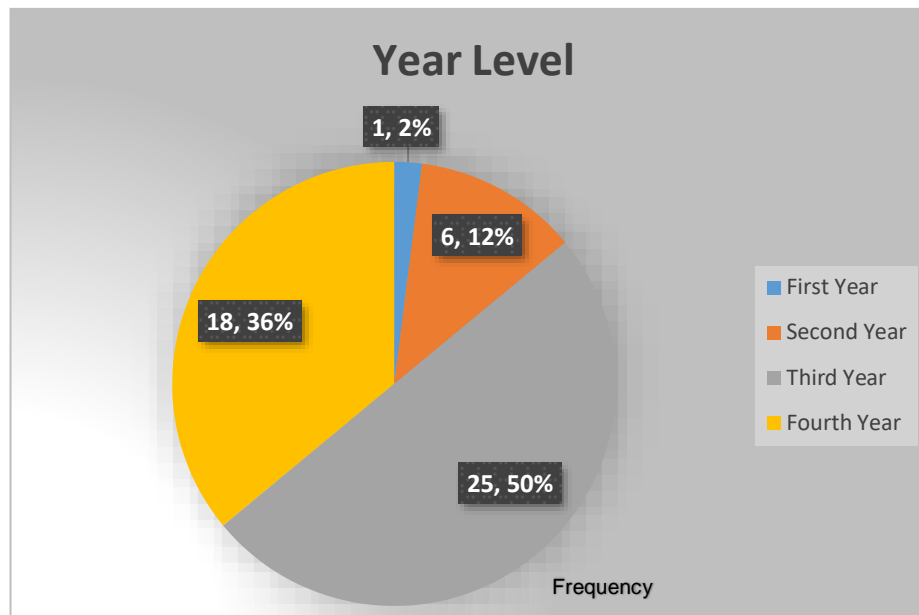
**Figure 4.** Status of Student Athletes' Profile in Terms of Course

Figure 4 shows the status of student athletes' profile in terms of course. Out of fifty (50) students, fifteen (15) or 30.00% of the sample population are from BSESS in Sports Coaching. This is followed in frequency by BS in Information Technology with five (5) students or 10.00% of the sample population. On the other hand, only one (1) student each were from BS in Computer Engineering, Bachelor of Physical Education, BS in International Studies Major in European, BS in Economics, BS in Medical Technology, BS in Nursing, BS in Civil Engineering, BS Automotive and BSecondary Education Major in English which accounts for 2.00% each of the sample population.

College course selection is difficult for any student, but it is more difficult for student-athletes who must simultaneously consider their demanding sporting commitments. The website College Consensus (2022) presented degrees that would suit students who aspire to remain in the sports field. They stated that if a student aspires to stay involved in a sport long after that student's playing days are over, several college majors can prove to be very beneficial.

These fields of study will steer aspiring students or student-athletes into a good job that lets them be involved in sports, such as sports journalism, recreational facilities management, physical education, turf management, sports administration, psychology, sports medicine, and physical therapy.

Figure 5 presents the status of student athletes' profile in terms of year level. It can be inferred that the year level of the students mostly in their third year during the time of the study. Figure shows that most of the year level of student athletes' are in third year and few are in fourth year during the duration of the study.



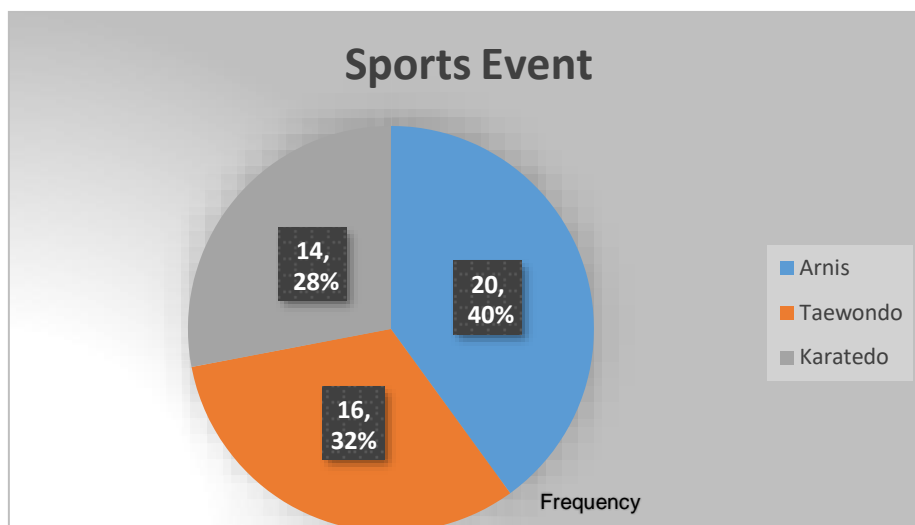
**Figure 5.** Status of Student Athletes' Profile in Terms of Year Level

Figure 5 shows the Status of student athletes' profile in terms of Year Level. Out of fifty (50) students, twenty-five (25) or 50.00% of the sample population were from third year. This is followed in frequency by the age group fourth year with eighteen (18) students or about 36.00% of the sample population. On the other hand, only one (1) student were from first year which accounts for 2.00% of the sample population. This shows that during the duration of the study, more than half of the student athletes' were from third year.

College athletics participation also cultivates valuable skills and discipline. It can also provide structure and increase graduation rates. Top athletes may receive sizable athletics scholarships, which help prevent student debt. Moreover, participating in vigorous exercise can boost students' moods. Working toward and achieving athletics goals may also improve life satisfaction and self-esteem. College athletes often enjoy activities that can increase mental focus, strengthen the body, and improve sleep quality (Gardam 2021).

Figure 6 presents the status of student athletes' profile in terms of sport event. It can be inferred that the sport of the students largely in the Sports Arnis during the time of the study. It may be deduced that the sport of the student athletes' mostly in Arnis throughout the period of the research. Almost half of the population were from Arnis, implying that Sports Arnis respondents outnumber the other respondents in the target group.

Figure 6 presents the Status of student athletes' profile in terms of Sport. Out of fifty (50) students, twenty (20) or 40.00% of the sample population were from Arnis. This is followed in frequency by the Taekwondo with sixteen (16) students or about 32.00% of the sample population. On the other hand, only fourteen (14) students were from Karatedo which accounts for 28.00% of the sample population.



**Figure 6.** Status of Student Athletes' Profile in Terms of Sport

Barley et al. (2019) defined combat sports that it encompasses a range of sports which involving physical combat between participants. Such sports are unique, with competitive success influenced by a diverse range of physical characteristics.

### Level of Online Training Program

In this study presents the level of online training program refers to techniques, strategies, motivation, facility and equipment, and training program.

The following table presents the statement, mean, standard deviation and verbal interpretation.

**Table 1. Level of Online Training Program in Terms of Techniques**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
<i>Online Training Program, the Student Athletes were able to:</i>			
<i>Set a meeting to prepare a game plan and techniques for the upcoming competition.</i>	4.88	0.39	Always
<i>Set the mind and goals for clear and well performance for the competition.</i>	4.80	0.49	Always
<i>The coaches provide relevant examples during training.</i>	4.86	0.40	Always
<i>The coaches able to answer all your questions and concerns.</i>	4.86	0.40	Always
<i>The techniques learned are effective to improve the students' grades in Physical Education?</i>	4.70	0.61	Always
<b>Overall Mean</b>	<b>4.82</b>		<b>Very High</b>

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 1 illustrates the level of online training program in terms of Techniques. All of the statements above, has a mean score with a remark of always.

Overall, the level of online training program in terms of Techniques attained a mean score of 4.82 and a standard deviation of 0.47 and was Very High among the respondents. This means that they're always set a meeting to prepare a game plan and techniques for the upcoming competition.

Redman et al. (2021) that maximal strength and power have been identified as important physical qualities that are associated with a broad range of technical skills, lower risk of injury, and have been reported to increase with playing standard in league. Additionally, student athletes who facilitate strength and conditioning practices, and the strength and conditioning coach regarding increased sport performance results to show that student-athletes recognize the importance of strength and conditioning to overall athletic performance and believe the strength and conditioning coach is the best individual to facilitate these programs (Elder et al., 2014).

The importance of student-athletes continuous' training was discussed in Yaman and Arslan (2019) study as well. According to them, recreational physical activities are intended to improve competitiveness and mature skills that are required to be "less pretentious, to comply with rules and to be fair", as proposed to sporting competitions and performance-requiring sports. Recreational physical activities can also provide opportunities for "problem-solving skills, gaining new abilities, and trying new ways to succeed and fail".

The following table presents the statement, mean, standard deviation and verbal interpretation.

Table 2 presents the level of online training program in terms of strategies is analyzed and determined with the overall mean of 4.81, which was Very High as verbal interpretation. This means that they're always set a meeting to prepare a game plan and strategies for the competition.

**Table 2. Level of Online Training Program in Terms of Strategies**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
<i>Online Training Program, the Student Athletes were able to:</i>			
<i>Set a meeting to prepare a game plan and strategies for the competition.</i>	4.86	0.40	Always
<i>The strategies used helped to improve the gameplay.</i>	4.90	0.36	Always
<i>Show smartness, confidence and firmness during competition.</i>	4.82	0.44	Always
<i>I felt confident using the strategies given to me.</i>	4.78	0.46	Always
<i>Do you think the strategies you learned are effective to improve your grade in Physical Education?</i>	4.70	0.54	Always
<b><i>Overall Mean</i></b>	<b><i>4.81</i></b>		<b><i>Very High</i></b>

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 2 illustrates the level of online training program in terms of Strategies. All of the statements above, has a mean score with a remark of always.

Moore et al. (2021), College student-athletes, most also had to cope with the cancellation of collegiate sports in March 2020 and the resultant loss of a primary identity (i.e., being an athlete). Coaches and athletes have enforced isolation strategies in their sport events. The athletes should continue their training to maintain their skills and conditions even no longer able to follow their normal training schedules.

The following table presents the statement, mean, standard deviation and verbal interpretation.

**Table 3. Level of Online Training Program in Terms of Motivation**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
<i>Online Training Program, the Student Athletes were able to:</i>			
<i>Take the initiative rather than wait to be told what to do;</i>	4.56	0.67	Always
<i>Do what is asked to the best of one's ability without the need for external prodding</i>	4.68	0.51	Always
<i>Work until the training is completed.</i>	4.78	0.46	Always
<i>Learning to work at a pace that is sustainable</i>	4.72	0.50	Always
<i>Take ownership of one's mistakes without looking for excuses.</i>	4.66	0.59	Always
<b><i>Overall Mean</i></b>	<b>4.68</b>		<b><i>Very High</i></b>

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 3 illustrates the level of online training program in terms of Motivation. All of the statements above, has a mean score with a remark of always.

Overall, the level of online training program in terms of motivation is analyzed and determined with the overall mean of 4.68, which was Very High as verbal interpretation. This means that they're always motivate themselves to finish the online training program.

Motivation is the starting point of behaviour, and the reason and motivation which aroused students to carry on sustainable physical exercise (Jian Chen and Gang Qin, 2012).

The following table presents the statement, mean, standard deviation and verbal interpretation.

**Table 4. Level of Online Training Program in Terms of Facility and Equipment**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
<i>Online Training Program, the Student Athletes were able to:</i>			
<i>have space to do the online training program</i>	4.00	0.86	Often
<i>have the equipment to use in an online training program</i>	3.92	0.85	Often
<i>feel comfortable in performing the task using one's own equipment</i>	4.36	0.78	Always
<i>The facility and equipment I have is very useful to do my online training program</i>	4.26	0.90	Always
<i>Do you think the facility and equipment you used in training is helping to improve your academic achievement in Physical Education?</i>	4.54	0.76	Always
<b>Overall Mean</b>	<b>4.22</b>		<b>Very High</b>

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 4 illustrates the level online training program in terms of Facility and Equipment. Among the statements above, “Do you think the facility and equipment you used in training is helping to improve your academic achievement in Physical Education” yielded the highest mean score (M=4.54, SD=0.76) and was remarked as Always. This is followed by “Online Training Program, the Student Athletes were able to feel comfortable in performing the task using one's own equipment” with a mean score (M=4.36, SD=0.78) and was also remarked as Always. On the other hand, the statement “Online Training Program, the Student Athletes were able to have the equipment to use in an online training program” received the lowest mean score of responses with (M=3.92, SD=0.85) yet was remarked as Often.

Overall, the level of online training program in terms of facility and equipment is analyzed and determined with the overall mean of 4.22, which was Very High as verbal interpretation. This means that they have space to do the online training program.

According to Yibao Tong 2019. The traditional sports equipment mostly uses wood or metal materials, the physical characteristics of these materials make the strength of sports equipment is greatly limited. With the development of science and technology, new materials are widely used in various sports equipment, and even become the key factor in competitive sports. Based on the excellent characteristics of various new materials, such as high specific strength, specific modulus, light weight, wear resistance, good damping performance, and strong designability and so on, it significantly improves the performance of sports equipment, making it widely used.

The following table presents the statement, mean, standard deviation and verbal interpretation.

Table 5 presents the level of online training program in terms of training program is analyzed and determined with the overall mean of 4.72, which was Very High as verbal interpretation. This means that the student athletes' always follow the training program and responsible for the one task team.

**Table 5. Level of Online Training Program in Terms of Training Program**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
<i>Online Training Program, the Student Athletes were able to:</i>			
<i>The training program is well organized and easy to follow.</i>	4.80	0.45	Always
<i>Do I have enough time to complete the training program?</i>	4.72	0.50	Always
<i>I am responsible for the one task team.</i>	4.66	0.66	Always
<i>The training program is relevant to me.</i>	4.72	0.50	Always
<i>Do you think the training program is helping to improve your grade in Physical Education?</i>	4.70	0.58	Always
<b>Overall Mean</b>	<b>4.72</b>		<b>Very High</b>

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

Table 5 illustrates the level of online training program in terms of Facility and Training Program. All of the statements above, has a mean score with a remark of always.

The athletes' training programs, level of condition, the conditions of the opposing teams, the conditions of the field, mental factors and their reactions to those factors (Kalkavan, Pinar, Kılınç, & Yüksel, 2015). The athletes' personality and ego task orientations are also other influencing factors (Kaynar, Seyhan, & Bilici, 2018).

### Level of Performance of Student Athletes

In this study presents the level of online training program in terms of grades in physical education.

The following table presents the grade, frequency, percentage and verbal interpretation.

**Table 6. Level of Performance of Student Athletes in Terms of Grades in Physical Education**

Grade	Frequency	Percentage	Verbal Interpretation
1.25 to 1.0	38	76%	Excellent
1.75 to 1.50	11	22%	Very Satisfactory
2.25 to 2.00	1	2%	Satisfactory
2.75 – 2.50	0	0%	Fairly Satisfactory
3.0	0	0%	Passed
4.0	0	0%	Conditional Failure
<b>Total</b>	<b>N=50</b>	<b>100%</b>	
<b>Weighted Mean</b>	<b>1.31</b>		
<b>SD</b>	<b>0.19</b>		<b>Very Satisfactory</b>
<b>Variance</b>	<b>0.035</b>		
<b>Skewness</b>	<b>1.434</b>		
<b>Kurtosis</b>	<b>3.569</b>		

Table 6 shows the level of performance of student athletes in terms of grades in physical education, out of 50 students, the grade “1.25 to 1.00” got the highest frequency of thirty-eight (38) or 76.00% of the sample population and with descriptive equivalent of Excellent. The grade “1.75 to 1.50” got a frequency of eleven (11) or 22.00% of the sample population and with descriptive equivalent of Very Satisfactory. While the grade “2.25 to 2.00” got the lowest frequency of one (1) or 2.00% of the sample population and with descriptive equivalent of Satisfactory.

With the (Weighted Mean = 1.31, SD = 0.19) and with variance of 0.035 indicating how the data scores are homogeneous to each other. The Skewness of 1.434 which is fairly symmetrical and a Kurtosis of 3.569 shows that the level of performance of student athletes’ in terms of grades in physical education has a linear relationship with flat distribution and has a descriptive equivalent of *Very Satisfactory*. This means that the training program is helping to improve the grade in Physical Education.

Ignacio et al. (2017) study, they stated that sports enthusiasts were claiming that participation in any sports help the student-athletes to have " a sound mind and a sound body " individual. Even so, some people in the academe believed that sports participation hindered students' ability to excel in their academic courses because most of their times were allotted into sports commitments such as training and competitions than studying alone. Moreover, being a student athlete, one must deal with the demands of academics- attending regular class hours, studying for tests, submitting projects, working together with their groupmates on certain tasks, etc.; one also needs to attend to athletic responsibilities such as long hours of training, local and international competitions, etc. And so, balancing these roles can be quite challenging (Ines, 2021).

### **Significant Effect in the Student Athletes’ Profile on the Performance of Student Athletes’**

In this study presents the significant effect in the student athletes’ profile on the performance of student athletes.

The following table presents the profile, performance, beta-coefficient, F-value, p-value, and analysis.

**Table 7. Significant Effect in the Student Athletes' Profile on the Performance of Student Athletes'**

<i>Profile</i>	<i>Performance</i>	<b>Beta Coefficient</b>	<b>F-Value</b>	<b>p-value</b>	<b>Analysis</b>
Age		0.4248	1.6655	0.203	Not Significant
Sex		0.5900	2.3777	0.129	Not Significant
Year Level		0.6785	1.4850	0.229	Not Significant
Course		-3.003	0.5478	0.463	Not Significant
Sports		0.3953	0.3766	0.542	Not Significant

Table 7 shows the significant effect in the student athletes' profile on the performance of student athletes. Specifically, it presents the effect of student athletes' profile to the performance of student athletes.

There is no significant difference among the data points within and between the groups as the test incurred an F-value which is less than the critical value. Furthermore, the significance of the test incurred a p-value of greater than the significance alpha of 0.05. It is within these grounds that the judgement is anchored.

Hence, at 0.05 level of significance, the null hypothesis "There is no significant effect in the student athletes' profile on the performance of student athletes" is true. Thus, there is no effect in the responses. All in all, the null hypothesis, which states that there is no significant effect in the student athletes' profile on the performance of student athletes, is accepted.

Bates & LaBreque (2017) study, they focused on the growing role of distance learning opportunities for student and professional athletes. In their results, they mentioned the advantages and disadvantages of online training of student-athletes at collegiate levels.

### **Significant Effect in the Online Training Program on the Performance of Student Athletes'**

In this study presents the significant effect in the online training program on the performance of student athletes'.

The following table presents the online training program, performance, beta-coefficient, F-value, p-value, and analysis.

**Table 8. Significant Effect in the Online Training Program on the Performance of Student Athletes'**

<i>Performance</i>	<b>Beta Coefficient</b>	<b>F-Value</b>	<b>p-value</b>	<b>Analysis</b>
<b><i>Online Training Program</i></b>	-0.636	5.0388	0.0294	<i>Significant</i>

Table 8 shows the significant effect in the online training program on the performance of student athletes'. Specifically, it presents the effect of online training program to the performance of student athletes'.

There is a significant difference among the data points within and between the groups as the test incurred an F-value 5.0388 which is less than the critical value. Furthermore, the

significance of the test incurred a p-value of 0.0294 which is less than the significance alpha of 0.05. It is within these grounds that the judgement is anchored.

Hence, at 0.05 level of significance, the null hypothesis “There is no significant effect in the online training program on the performance of student athletes” is false. Thus, there is an effect in the responses. All in all, the null hypothesis, which states that there is no significant effect in the online training program on the performance of student athletes, is rejected.

Li et al. (2020) studied the application of virtual reality technology in physical education and sports training. Their experimental study results show that application of this method can effectively assist physical education activities and improve students’ learning efficiency. Students’ efficiency in sports has increased by 30%. At the same time, 2/3 of people believe that their interest in sports training has increased 80% and another 90% of college coaches believe that the use of virtual reality technology in physical education is very necessary, which can improve the technical level and training quality of college sports athletes and contribute to the reserve of Chinese competitive sports talents.

#### **4. CONCLUSIONS AND RECOMMENDATIONS**

##### **4.1. Conclusion**

Drawn the results of the study, the following conclusions are set forth;

The null hypothesis stating that there is no significant effect in the student athletes' profile on the performance of student-athletes" is accepted.

The null hypothesis stating that there is no significant effect in the online training program on the performance of student-athletes" is rejected.

##### **4.2. Recommendation**

In the light of the findings and conclusions of the study, the following recommendations were drawn.

The student athletes’ may continue their training to maintain and improve their skills and physical condition even if there is no upcoming competition. Also, student athletes' may motivate themselves to continue their online training even far away from their coaches and find an alternative way to continue their training even if there is insufficient equipment and no proper training venue.

The coaches may continue communicating with the student athletes' to monitor their progress, especially in technique, strategies, motivation, equipment and facility, and training program.

The School Administrator must provide experiential learning to PE teachers through seminars/webinars, workshops, and training about online distance training modalities.

Future Researchers may use this as a source of information or reference, especially about online training programs of combative sports and the performance of student-athletes. This study will also give new knowledge to people. This research can be improved by future researchers who want to have the same topic or pursue this study by giving additional information and answers that can largely benefit the student-athletes who are experiencing the challenges of the online training program.

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