ATHLETE'S HEALTH PRACTICES AND WELLBEING TO THE STUDENT SUCCESS AT CAVITE STATE UNIVERSITY

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Abstract

This study used a descriptive research method. One hundred four (104) randomly selected student athletes from Cavite State University – Cavite City Campus were assessed and used as respondents of this research using simple random sampling. In order to collect data, a research-made questionnaire is employed as a research tool. A five-point rating scale indicated below was used to determine of the selected respondents.

The significant relationship between the health practices and well-being and their success. Specifically, it presents the relationship of the Health Practices and Athlete's Well-Being to the Endurance, Flexibility, Agility and Grades.

The Health Practices were observed to have a very weak to weak significant relationship. This is evidenced by the computed r values for Endurance (r=0.3318), Flexibility (r=0.3543) and Grades (r=0.3124) which are greater than the critical values for r. Furthermore, the computed p-values for the tests were shown to be less than the significance alpha of 0.05. While for the Athlete's Well-Being were observed to have a very weak to weak significant relationship. This is evidenced by the computed r values for Endurance (r=0.3361), Flexibility (r=0.3621) and Grades (r=0.3470) which are greater than the critical values for r. Furthermore, the computed p-values for the tests were shown to be less than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the health practices and well-being and their success is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two. Finding shows that there are some variations in terms of student athlete's health practices. They may have different routine and some of their daily basis may influence by the current trend in the society. Nevertheless, the result shows that student athlete still giving prioritize on their health and daily routines.

Keywords: Athlete; Student Success; Health; Well-being

1. Introduction

On the 11th March 2020 the World Health Organisation (WHO) declared the coronavirus disease 2019 (COVID-19) outbreak as a pandemic.

This pandemic has caused societal impact that has been intense and fast paced, especially for college students when education was transitioned quickly into a distance learning format. There is a massive decrease in physical activities, sports trainings and sport participation abruptly raising concern about the mental distress student athletes could be experiencing that could impact their well-being and success, both academic and in sports. The National Collegiate Association of Athletics (NCAA) addressed the disruption that COVID19 has caused and the negative impact it has made on both physical and mental health of athletes. (Bullard, 2020)

Athletes have expressed substantial grief and frustration in response to this enforced period of isolation, disruption to normal training routines and competition cancellation. (Pillay, et. al. 2020) Student athletes tend to lose their interest on sports and/or lessen their engagement on their trainings due to the current situation. Social interaction with their co-athletes also disrupted that resulted to a more challenging experience for them. This changes also affects their mental well-being such as confidence, sense of purpose and coping capacity among others.

Furthermore, as health practices is important in determining the success of the students' athletes, development of well-being is also important for every athlete. It is also known that well-being is valuable because it is central to achieving greater productivity, performance success, improved health, longevity, resilience, personal growth and quality of life among individuals, especially student athletes. In addition, various research stated that the compared to those with low well-being, individuals with high well-being are more likely to have a healthy lifestyle.

With regards to this, this study aims to determine the correlation of health practices and mental well-being to student-athletes success in sports and academic performance.

1.1 Statement of the Problem
1. What is the level of health practices of student athlete in terms of:
 1.1. Sleep Pattern;
 1.2. Proper Diet;
 1.3. Physical Activity;
 1.4. Sports Activity?
2. What is the level of athlete's well-being of in terms of:
 2.1 Confidence;
 2.2. Optimism;
 2.3 Self-worth;
 2.4 Adaptability?
3. What is the level of student athlete success in terms of:
 3.1 Sports
  3.1.1. Endurance
  3.1.2. Flexibility
  3.1.3. Agility
 3.2. Academic Performance in Physical Education
  3.2.1. Grades
4. Do athlete's health practices and well-being have a significant relationship on their success?

2. Methodology

2.1 Research Design

Descriptive method was used to determine the correlation of athlete's health practices and well-being of student success.

According to McCombes (2019) descriptive research aims to accurately and systematically describe a population, situation or phenomenon. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

Moreover, it is also quantitative research which referred to as the process of collecting as well as analyzing numerical data. It is generally used to find patterns, averages, predictions, as well as cause-effect relationships between the variables being studied. It is also used to generalise the results of a particular study to the population in consideration. In determining the correlation of athlete's health practices and mental well-being on student success, the researcher integrated various indicators in the dependent and independent variables.

2.2 Respondents of the Study

One hundred four (104) randomly selected student athletes from Cavite State University – Cavite City Campus were assessed and used as respondents of this research.

2.3 Research Instrument

The instrument used in the study is a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to determine the athlete's health practices and well-being to the student success.

In the questionnaire, a five-point rating scale indicated below was used to determine of the selected respondents.

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.0	To the very great extent
4	3.40 – 4.19	To a great extent
3	2.60 – 3.39	To moderate extent
2	1.80 – 2.59	To a low extent
1	1 – 1.79	To a very low extent

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire was presented to professors and panel members for comments and suggestions.

The final form of the questionnaire was reproduced and administered to respective respondents.

2.4 Statistical Treatment

The responses were tabulated as basis for statistical treatment of the data.

In order to analyze and interpret the data gathered, weighted mean, standard deviation, pearson r correlation and regression analysis was utilized in the study.

3. Results and discussion

This chapter presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were presented in the same sequence with the research questions posed for the study.

Level of health practices of student athlete

Table 1 illustrates the level of health practices of student athlete in terms of Sleep Pattern.

Table 1. Level of health practices of student athlete in terms of Sleep Pattern

Statement	MEAN	SD	REMARKS
Paying attention with the correct sleep routine.	4.24	0.70	To a Very Great Extent
Aware on keeping a regular sleep-wake pattern.	4.08	0.59	To a Great Extent
Know how to maintain the right amount of sleep every day.	3.88	0.72	To a Great Extent
Conscious of sticking on the right sleep schedule.	3.75	0.81	To a Great Extent
Know how to adjust with the correct bedtime.	3.76	0.72	To a Great Extent

Overall Mean = 3.94
Standard Deviation = 0.73
Verbal Interpretation = High

Among the statements above, "Paying attention with the correct sleep routine" yielded the highest mean score (M=4.24, SD=0.70) and was remarked to a very great extent. This is followed by "Aware on keeping a regular sleep-wake pattern" with a mean score (M=4.08, SD=0.09) and was also remarked to a great extent. On the other hand, the statement "Conscious of sticking on the right sleep schedule" received the lowest mean score of responses with (M=3.75, SD=0.81) yet was also remarked to a great extent.

Overall, the level of health practices of student athlete in terms of Sleep Pattern attained a mean score of 3.94 and a standard deviation of 0.73 and was High among the respondents.

Since student athletes are from 21st generation and are millennials their sleeping habit are mostly not that good as they are more of using gadgets, browsing social media, watching movies etc. Thus, finding reveals that the level of health practices of student athlete in terms sleep pattern is still high which implies that student athlete still pays attentions on their routine.

Sleep is essential for repairing wear-and-tear after exercise. Athletes tend to spend proportionally less time in rapid eye movement (REM) sleep and more time in slow wave sleep, the sleep stage where the body releases growth hormone and gets to work repairing muscles, building bones, and managing energy stores.

Table 2 illustrates the level of health practices of student athlete in terms of Proper Diet.

Table 2. Level of health practices of student athlete in terms of Proper Diet

Statement	MEAN	SD	REMARKS
Understand the importance of proper diet in maintaining the good health.	4.44	0.59	To a Very Great Extent
Know how to choose foods that are appropriate for every day meal.	4.07	0.56	To a Great Extent
Know how to properly take variety of foods that can boost immunity system.	3.67	0.76	To a Great Extent
Know how to make an eating plan for the whole week.	3.40	0.68	To a Great Extent
Know how to take proper amount of food that is good to your health.	3.90	0.65	To a Great Extent

Overall Mean = 3.90
Standard Deviation = 0.74
Verbal Interpretation = High

Among the statements above, "Understand the importance of proper diet in maintaining the good health" yielded the highest mean score (M=4.44, SD=0.59) and was remarked to a very great extent. This is followed by "Know how to choose foods that are appropriate for every day meal" with a mean score (M=4.07, SD=0.56), and were also remarked to a great extent. On the other hand, the statement "Know how to make an eating plan for the whole week" received the lowest mean score of responses with (M=3.40, SD=0.68) yet was also remarked to a great extent.

Overall, the level of health practices of student athlete in terms of Proper Diet attained a mean score of 3.90 and a standard deviation of 0.74 and was High among the respondents.

Nowadays, most of the foods and drinks are process and are easy to cook. Athletes may also being influence by the current trend in the society which may affects their perspectives in terms of having a proper diet. Finding reveals that they are not prioritizing the food they eat however, still understands the importance of proper diet.

The concern and risk of disordered eating scales well beyond college athletics both from the early stages of development and post-college in professional athletics.

Older literature found team settings and group dynamics of peer pressure can include these risk factors on both a positive and negative level for high school athletes. An article focused on the concepts of reduced risk behavior and increasing positive behavior draws attention.

Table 3 illustrates the level of health practices of student athlete in terms of Physical Activity.

Table 3. Level of health practices of student athlete in terms of Physical Activity

Statement	MEAN	SD	REMARKS
Understand the importance of doing physical activities.	4.67	0.55	To a Very Great Extent
Practicing healthy routines such as relaxation, exercise, and other physical activities.	3.85	0.72	To a Great Extent
Know how to manage and allot time for trainings and workout.	4.02	0.71	To a Great Extent
Aware on how to do proper exercise for maintaining physical fitness and growth.	4.12	0.58	To a Great Extent
Able to see every day activities as a good opportunity to be physically active.	4.22	0.68	To a Very Great Extent

Overall Mean = 4.18
Standard Deviation = 0.71
Verbal Interpretation = High

Among the statements above, "Understand the importance of doing physical activities" yielded the highest mean score (M=4.67, SD=0.55) and was remarked to a very great extent. This is followed by "Able to see every day activities as a good opportunity to be physically active" with a mean score (M=4.22, SD=0.68) and was also remarked to a very great extent. On the other hand, the statement "Practicing healthy routines such as relaxation, exercise, and other physical activities" received the lowest mean score of responses with (M=3.85, SD=0.72) yet was remarked to a great extent.

Overall, the level of health practices of student athlete in terms of Physical Activity attained a mean score of 4.18 and a standard deviation of 0.71 and was High among the respondents.

The findings show that the athletes are physically active. It implies that they are constantly motivated to engage in various physical activities to maintain their good health and keep their bodies in shape.

Participating in sport and physical activity provides students with new opportunities to interact and engage with one another – promoting strong friendships and helping to make the classroom a positive space for learning. Students who participate in curricular and extra-curricular physical activities have also shown a higher commitment to school and an increased desire and ability to participate in school life.

Table 4 illustrates the level of health practices of student athlete in terms of Sports Activity.

Table 4. Level of health practices of student athlete in terms of Sports Activity

Statement	MEAN	SD	REMARKS
Understand the importance of participating in sports.	4.73	0.61	To a Very Great Extent
Conscious on self-improvement with regards in sports.	4.04	0.61	To a Great Extent
Spend time on playing sports and actively participating on competitions.	4.12	0.71	To a Great Extent
Mindful on how to deal with sports and/or other games that can help develop well-being.	4.09	0.73	To a Great Extent
Aware on sports event that are happening inside and outside the community.	4.57	0.60	To a Very Great Extent

Overall Mean = 4.31
Standard Deviation = 0.71
Verbal Interpretation = Very High

Among the statements above, "Understand the importance of participating in sports" yielded the highest mean score (M=4.73, SD=0.61) and was remarked to a very great extent. This is followed by "Aware on sports event that are happening inside and outside the community" with a mean score (M=4.57, SD=0.60) and was also remarked to a very great extent. On the other hand, the statement "Conscious on self-improvement with regards in sports" received the lowest mean score of responses with (M=4.04, SD=0.61) yet was remarked to a great extent.

Overall, the level of health practices of student athlete in terms of Sports Activity attained a mean score of 4.31 and a standard deviation of 0.71 and was Very High among the respondents.

The findings indicate that athletes are well aware of the health benefits of participating in sports. It implies that they are constantly involved in sports activities both inside and outside of the community, which contributes to their physical well-being.

Sport activity is often extolled as an optimal avenue for the development of positive characteristics like sportsmanship, fair play, empathy, and graciousness; however, there is very little empirical research examining the evidence for this position. There is abundant research (both quantitative and qualitative) on the associations between sport participation and qualities such as moral values, moral reasoning, and sportsmanship; however, prior work in this area has been drawn largely from cross-sectional designs which do not allow for an identification of cause and effect (Gorun, 2017).

Level of athlete's well-being

Table 5 illustrates the level of athlete's well-being of in terms of Confidence.

Table 5. Level of athlete's well-being of in terms of Confidence

Statement	MEAN	SD	REMARKS
Know how to monitor your own progress.	4.33	0.67	To a Very Great Extent
Know how to give compliments and/or self-rewards every time you have done something good.	4.06	0.59	To a Great Extent
Mindful on taking down negative thoughts that are not helpful for self-development.	3.99	0.76	To a Great Extent
Acting positive and being brave to face every challenge.	4.04	0.68	To a Great Extent
Responsive on setting goals and taking steps to achieve it one by one.	3.81	0.71	To a Great Extent
Overall Mean = 4.04			
Standard Deviation = 0.70			
Verbal Interpretation = High			

Among the statements above, "Know how to monitor your own progress" yielded the highest mean score (M=4.33, SD=0.67) and was remarked to a very great extent. This is followed by "Know how to give compliments and/or self-rewards every time you have done something good" with a mean score (M=4.06, SD=0.59) and was also remarked to a great extent. On the other hand, the statement "Responsive on setting goals and taking steps to achieve it one by one" received the lowest mean score of responses with (M=3.81, SD=0.71) yet was remarked to a great extent.

Overall, the level of athlete's well-being of in terms of Confidence attained a mean score of 4.04 and a standard deviation of 0.70 and was High among the respondents.

The findings shows that the athletes established their confidence. It implies that they are able to monitor their progress and have the skills to handle their self to keep motivated and well-being.

Sport confidence was measured in many different ways and there was no right or wrong way to do it. The existing research supports the importance of confidence in athlete's performance, and suggests the following factors influence confidence.

Table 6 illustrates the level of athlete's well-being of in terms of Optimism.

Table 6. Level of athlete's well-being of in terms of Optimism

Statement	MEAN	SD	REMARKS
Mindful on building good relationship with other people.	4.34	0.62	To a Very Great Extent
Aware on every action taken and know how to response accordingly.	4.13	0.66	To a Great Extent
Conscious of other people's behavior and know how to positively interact with them.	3.90	0.79	To a Great Extent
Able to deal with different people in the environment.	4.04	0.70	To a Great Extent
Effectively communicate and initiate conversation with other people.	4.02	0.67	To a Great Extent
Overall Mean = 4.09			
Standard Deviation = 0.70			
Verbal Interpretation = High			

Among the statements above, "Mindful on building good relationship with other people" yielded the highest mean score (M=4.34, SD=0.62), and was remarked to a very great extent. This is followed by "Aware on every action taken and know how to response accordingly" with a mean score (M=4.13, SD=0.66) and was also remarked to a great extent. On the other hand, the statement "*Conscious of other people's behavior and know how to positively interact with them*" received the lowest mean score of responses with (M=3.90, SD=0.79) yet was remarked to a great extent.

Overall, the level of athlete's well-being of in terms of Optimism attained a mean score of 4.09 and a standard deviation of 0.70 and was High among the respondents.

Student athlete are used to be with other people as they participate in various activities, that may influence how they interact with the people around them. The findings show that the athletes understand the importance of developing positive connections with others, aware of their development, and respond properly with their environment.

The 2030 Agenda for Sustainable Development recognizes sports as a vital enabler of sustainable development and recognizes the growing contribution of sports for development and peace. Sport is a compelling tool to promote peace, tolerance, and understanding, bringing people together across boundaries, cultures, and religions.

Its values such as teamwork, fairness, discipline, and respect are understood all over the world and can be utilized in the advancement of solidarity and social cohesion.

Table 7. Level of athlete's well-being of in terms of Self-worth

Statement	MEAN	SD	REMARKS
Encouraging self-reflection and self-evaluation.	4.13	0.59	To a Great Extent
Aware of own passion, values and goals.	3.91	0.70	To a Great Extent
Understand the meaning of owns life, purpose and existence.	3.96	0.76	To a Great Extent
Willingness to be an open minded and develop well-being.	4.27	0.69	To a Very Great Extent
Capable of driving goal-setting for self-motivation and success.	4.16	0.61	To a Great Extent
Overall Mean = 4.09			
Standard Deviation = 0.68			
Verbal Interpretation = High			

Among the statements above, "Willingness to be an open minded and develop well-being" yielded the highest mean score (M=4.27, SD=0.69) and was remarked to a very great extent. This is followed by "Capable of driving goal-setting for self-motivation and success" with a mean score (M=4.16, SD=0.61) and was also remarked to a great extent. On the other hand, the statement "Aware of own passion, values and goals" received the lowest mean score of responses with (M=3.91, SD=0.70) yet was remarked to a great extent.

Overall, the level of athlete's well-being of in terms of Self-worth attained a mean score of 4.09 and a standard deviation of 0.68 and was High among the respondents.

In terms of self-worth, the findings demonstrated that athletes nurture determination to establish themselves as well-being. It implies that they are capable of developing goals that will increase their self-motivation to succeed.

College students are required to manage a variety of stressors related to academic, social, and financial commitments. In addition to the burdens facing most college students, collegiate athletes must devote a substantial amount of time to improving their sporting abilities. The strength and conditioning professional see the athlete on nearly a daily basis and is able to recognize the changes in performance and behavior an athlete may exhibit as a result of these stressors.

Table 8 illustrates the level of athlete's well-being of in terms of Adaptability.

Table 8. Level of athlete's well-being of in terms of Adaptability

Statement	MEAN	SD	REMARKS
Avoiding to see crises as an insurmountable problem.	3.92	0.72	To a Great Extent
Accepting the change as a part of living.	4.14	0.63	To a Great Extent
Looking for great opportunities for self-discovery.	4.33	0.63	To a Very Great Extent
Nurturing positive view of yourself.	4.00	0.71	To a Great Extent
Keeping things in a positive perspective.	4.39	0.56	To a Very Great Extent
Overall Mean = 4.16			
Standard Deviation = 0.68			
Verbal Interpretation = High			

Among the statements above, "Keeping things in a positive perspective" yielded the highest mean score (M=4.39, SD=0.56) and was remarked to a great extent. This is followed by "Looking for great opportunities for self-discovery" with a mean score (M=4.33, SD=0.63) and was also remarked to a very great extent. On the other hand, the statement "Avoiding to see crises as an insurmountable problem" received the lowest mean score of responses with (M=3.92, SD=0.72) yet was remarked

to a great extent.

Overall, the level of athlete's well-being of in terms of Adaptability attained a mean score of 4.16 and a standard deviation of 0.68 and was High among the respondents.

In terms of self-worth, the findings demonstrated that athletes nurture determination to establish themselves as well-being. It implies that they are capable of developing goals that will increase their self-motivation to succeed.

Adaptability means being able to bounce back easily from a negative situation, such as disappointment or injury. Athletes who are resilient do not let a game loss or post-workout muscle soreness get them down for too long a period of time. Resiliency is important in sports, just as it is in life.

Level of student athlete success

Table 9 shows the level of student athlete success in terms of Sports as to Endurance.

Table 9. Level of student athlete success in terms of Sports as to Endurance

MALE		FEMALE		Descriptive Equivalent
18-25 years old	frequency	18-25 years old	frequency	
50-76	26	52-81	23	Excellent
79-84	20	85-93	18	Good
88-93	12	96-102	5	Above Average
95-100	0	104-110	0	Average
102-107	0	113-120	0	Below Average
111-119	0	122-131	0	Poor
124-157	0	135-169	0	Very Poor
TOTAL	58	TOTAL	46	
Weighted Mean	78.62	Weighted Mean	82.48	
SD	6.17	SD	8.23	
Variance	38.06	Variance	67.81	
Skewness	0.262	Skewness	0.140	
Kurtosis	-1.210	Kurtosis	-1.249	

Out of 58 male students, the scores *"50 to 76"* got the highest frequency of twenty-six (26) or 25.00% of the sample population and with descriptive equivalent of Excellent. The scores *"79 to 84"* got the frequency of twenty (20) or 19.23% of the sample population and with descriptive equivalent of Good. While the scores *"88 to 93"* got the lowest frequency of twelve (12) or 11.54% of the sample population and with descriptive equivalent of Above Average.

With the (Weighted Mean = 78.62, SD = 6.17) and with variance of 38.06 indicating how the data scores are homogeneous to each other. The Skewness of 0.262 which is fairly symmetrical and a Kurtosis of -1.210 shows that the level of male student athlete success in terms of Sports as to Endurance has a linear relationship with thin distribution and has a descriptive equivalent of Good.

For forty-six female students, the scores *"52 to 81"* got the highest frequency of twenty-three (23) or 22.11% of the sample population and with descriptive equivalent of Excellent. The scores *"85 to 93"* got the frequency of eighteen (18) or 17.31% of the sample population and with descriptive equivalent of Good. While the scores *"96 to 102"* got the lowest frequency of five (5) or 4.81% of the sample population and with descriptive equivalent of Above Average.

With the (Weighted Mean = 82.48, SD = 8.23) and with variance of 67.81 indicating how the data scores are homogeneous to each other. The Skewness of 0.140 which is fairly symmetrical and a Kurtosis of -1.249 shows that the level of female student athlete success in terms of Sports as to Endurance has a linear relationship with thin distribution and has a descriptive equivalent of Excellent.

The findings shows that when it comes in endurance the level of success of the athletes have small difference between the male and the female, however It implies the female has the stronger endurance than male.

Endurance exercise training exerts many positive effects on health, including improved metabol-ism, reduction of cardiovascular risk, and reduced all-cause and cardiovascular mortality. Intense endurance exercise causes mild epithelial injury and inflammation in the airways, but does not appear to exert detrimental effects on respiratory health or bronchial reactivity in recreational/non-elite athletes.

Table 10 shows the level of student athlete success in terms of Sports as to Flexibility.

Table 10. Level of student athlete success in terms of Sports as to Flexibility

Score	frequency	Descriptive Equivalent

20 cm	**48**	Excellent
15 cm	**36**	Good
10 cm	**20**	Very Good
5 cm	**0**	Fair
0 cm	**0**	Poor
TOTAL	**104**	
Weighted Mean	**16.35**	**Good**
SD	**3.83**	
Variance	**14.68**	
Skewness	**-0.503**	
Kurtosis	**-1.125**	

Out of 104 students, the scores *"20 cm"* got the highest frequency of forty-eight (48) or 46.15% of the sample population and with descriptive equivalent of Excellent. The scores *"15 cm"* got the frequency of thirty-six (36) or 34.62% of the sample population and with descriptive equivalent of Good. While the scores *"10 cm"* got the lowest frequency of twenty (20) or 19.23% of the sample population and with descriptive equivalent of Very Good.

With the (Weighted Mean = 16.35, SD = 3.83) and with variance of 14.68 indicating how the data scores are homogeneous to each other. The Skewness of -0.503 which is fairly symmetrical and a Kurtosis of -1.125 shows that the level of male student athlete success in terms of Sports as to Flexibility has a linear relationship with thin distribution and has a descriptive equivalent of Good.

Finding shows that in terms of flexibility, student athletes are excellent and can keep their muscles elastic and good in performing such activities.

Flexibility measures can be static, dynamic-passive or dynamic-active. Dynamic measures of flexibility are less dependent on patient discomfort and are more objective. Acute and chronic changes in flexibility are likely to occur with stretching exercises, but it is difficult to distinguish between changes in stretch tolerance as opposed to changes in muscle stiffness.

Table 11 shows the level of student athlete success in terms of Sports as to Agility.

Table 11. Level of student athlete success in terms of Sports as to Agility

MALE		FEMALE		Descriptive Equivalent
Scores	**frequency**	**Scores**	**frequency**	
<15.2	**20**	<17.0	**20**	Excellent
15.2 – 16.1	**15**	17.0-17.9	**21**	Good
16. 2 – 18.1	**23**	18.0 – 21.7	**5**	Average
18.2- 18.3	**0**	21.8- 23.0	**0**	Fair
>18.3	**0**	>23.0	**0**	Poor
TOTAL	**58**	TOTAL	**46**	
Weighted Mean	**15.76**	**Weighted Mean**	**17.15**	
SD	**0.98**	**SD**	**0.81**	
Variance	**0.95**	**Variance**	**0.66**	
Skewness	**-0.083**	**Skewness**	**0.720**	
Kurtosis	**-1.160**	**Kurtosis**	**-0.111**	

Out of 58 male students, the scores *"16.2 to 18.1"* got the highest frequency of twenty-three (23) or 22.12% of the sample population and with descriptive equivalent of Average. The scores *"<15.2"* got the frequency of twenty (20) or 19.23% of the sample population and with descriptive equivalent of Excellent. While the scores *"15.2 to 16.1"* got the lowest frequency of fifteen (15) or 14.23% of the sample population and with descriptive equivalent of Good.

With the (Weighted Mean = 15.76, SD = 0.98) and with variance of 0.95 indicating how the data scores are homogeneous to each other. The Skewness of -0.083 which is fairly symmetrical and a Kurtosis of -1.160 shows that the level of male student athlete success in terms of Sports as to Agility has a linear relationship with thin distribution and has a descriptive equivalent of Good.

For forty-six female students, the scores *"17 to 17.9"* got the highest frequency of twenty-one (21) or 20.19% of the sample population and with descriptive equivalent of Good. The scores *"<17.0"* got the frequency of twenty (20) or 17.04% of the sample population and with descriptive equivalent of Excellent. While the scores *"18 to 21.7"* got the lowest frequency of five (5) or 4.81% of the sample population and with descriptive equivalent of Average.

With the (Weighted Mean = 17.15, SD = 0.81) and with variance of 0.66 indicating how the data scores are homogeneous to each other. The Skewness of 0.720 which is fairly symmetrical and a Kurtosis of -0.111 shows that the level of female student athlete success in terms of Sports as to Agility has a linear relationship with thin distribution and has a descriptive equivalent of Excellent.

Finding shows that among the respondents, female is more agile than male, but in spite of gender, the result shows that athlete agility is develop and they move and change the direction and position of the body quickly and effectively while under control. It requires quick reflexes, coordination, balance, speed, and correct response to the changing situation.

Physical education classes, at primary school level, are based on developing psychomotor skills, out of which the most important are coordination and speed. At this age, skills like coordination, speed or the two combined, namely agility, are developed the best. Agility is an important characteristic of motor development; a quality needed to maintain and control body position while changing direction.

Table 12 shows the level of student athlete success in terms of Academic Performance in Physical Education as to Grades.

Table 12. Level of student athlete success in terms of Academic Performance in Physical Education as to Grades

Grade	Total	Descriptive Equivalent
1.25 to 1.0	69	Excellent
1.75 to 1.50	35	Very Satisfactory
2.25 to 2.00	0	Satisfactory
2.75 – 2.50	0	Fairly Satisfactory
3.0	0	Passed
4.0	0	Conditional Failure
Total	**104**	
Weighted Mean	**1.28**	
SD	**0.22**	
Variance	**0.05**	**Very Satisfactory**
Skewness	**0.298**	
Kurtosis	**-0.798**	

Out of 104 students, the grade *"1.25 to 1.00"* got the highest frequency of sixty-nine (69) or 66.35% of the sample population and with descriptive equivalent of Excellent. While the grade *"1.75 to 1.50"* got the lowest frequency of thirty-five (35) or 33.65% of the sample population and with descriptive equivalent of Very Satisfactory.

With the (Weighted Mean = 1.28, SD = 0.22) and with variance of 0.05 indicating how the data scores are homogeneous to each other. The Skewness of 0.298 which is fairly symmetrical and a Kurtosis of -0.798 shows that the level student athlete success in terms of Academic Performance in Physical Education as to Grades has a linear relationship with thin distribution and has a descriptive equivalent of Very Satisfactory.

As to academic performance, student athlete also shows an excellent result, none of them got the grades below 1.75 which implies that they are giving priority in their academic despite of being a sports player and athlete.

Sport and physical activity positively impact academic performance as it encourages the enhancement of brain function and cognition through increasing blood flow to the brain; increasing levels of norepinephrine and endorphins; and increasing growth factors that help create new nerve cells and support synaptic plasticity (Chua, 2019).

The Skewness of 0.298 which is fairly symmetrical and a Kurtosis of -0.798 shows that the level student athlete success in terms of Academic Performance in Physical Education as to Grades has a linear relationship with thin distribution and has a descriptive equivalent of Very Satisfactory.

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Table 13 presents the significant relationship between the health practices and well-being and their success. Specifically, it presents the relationship of the Health Practices and Athlete's Well-Being to the Endurance, Flexibility, Agility and Grades.

Table 13. Significant Relationship between the health practices and well-being and their success.

	Student Success	Computed r-value	Strength	p-value	Analysis
	Sports				
	Endurance	0.3318	Weak	0.001	Significant

Health Practices	Flexibility	0.3543	Weak	0.000	Significant
	Agility	0.1882	Very Weak	0.056	Not Significant
	Academic Performance				
	Grades	0.3124	Weak	0.001	Significant
Athlete's Well-Being	**Sports**				
	Endurance	0.3361	Weak	0.001	Significant
	Flexibility	0.3621	Weak	0.000	Significant
	Agility	0.1299	Very Weak	0.189	Not Significant
	Academic Performance				
	Grades	0.3470	Weak	0.000	Significant

Legend:
Range   **Verbal Interpretation**
0.80-1.00 Very Strong
0.60-0.79 Strong
0.40-0.59 Moderate
0.20-0.39 Weak
0.00-0.19 Very Weak

The Health Practices were observed to have a very weak to weak significant relationship. This is evidenced by the computed r values for Endurance (r=0.3318), Flexibility (r=0.3543) and Grades (r=0.3124) which are greater than the critical values for r. Furthermore, the computed p-values for the tests were shown to be less than the significance alpha of 0.05.

While for the Athlete's Well-Being were observed to have a very
weak to weak significant relationship. This is evidenced by the computed r values for Endurance (r=0.3361), Flexibility (r=0.3621) and Grades (r=0.3470) which are greater than the critical values for r. Furthermore, the computed p-values for the tests were shown to be less than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the health practices and well-being and their success is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

4. Conclusion and recommendation

On the basis of the foregoing findings, the following conclusion was drawn.

The result of the study shows that there is a relationship between the independent and dependent variable. The researcher then concludes that the null hypothesis stating that "There is no significant relationship between athlete health practices and well-being on the student success" is rejected. It calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

In light of the conclusion drawn from the findings, the following recommendations are hereby given.

1. It is highly recommended that PE instructors and coaches should promote the importance of health practices among the student athlete. They should be given programs and activities that help them understand the proper routines they are needed.
2. It is recommended that school should also emphasize the importance of well-being. They should be guided and given with the utmost support so that they can be more successful in their career.

    It is suggested that in terms of sports success, student athlete should continue to have various trainings that could help them enhancing more skills and abilities they needed.

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