

Exploring The Lived Experiences of Student – Athletes on Skill Progression Drill

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Abstract

In skill progression, athletes progress in sports by improving their skills through training, overcoming challenges like injuries, conflicts, personal issues, and societal pressures along the way. This study aimed to explore the lived experiences of college-level track and field student-athletes in skill progression drills. A phenomenological study was employed to investigate the experiences of college-level track and field student-athletes within Davao Region. Further, the study was anchored on the Theory of Performance by Elger, which emphasized the importance of combining skills and knowledge, fostering a positive mindset, and reflecting on experiences to enhance performance levels. In the context of skill progression in sport, this theory helps to enhance skills, knowledge, mindset, and learn from experiences. The study included five participants who were purposely selected for in-depth interviews. The study employed thematic analysis to derive meaning from the lived experiences of the student-athletes. These athletes provided insights into their unique perspectives and experiences within the context of track and field sports. In terms of the lived experiences of the student-athletes, three emergent themes came into view: exploring individualized training background, navigating challenges in training, and balancing physical fitness. The findings of the study support four commendations: student-athletes may understand individual needs to minimize training challenges, following tailored training programs designed by coaches, prioritizing diverse training methods, and maintaining a healthy lifestyle.

Keywords: *lived experiences; skill progression; training background; challenges*

Introduction

Skill progression in sports encompasses learning and acquiring the necessary athletic abilities, alongside gradually intensifying training to ensure continuous improvement (Korey, 2019). Every athlete, even Olympic champions, initiates their journey as beginners, dedicating years to practice and striving for competitiveness, followed by additional time to reach elite status (Anisha et al., 2022). However, athletes often deal with challenges related to both the sporting environment, such as limited budgets, communication issues, and managing personnel, and to individuals' personal lives, including social pressures, balancing work, or school commitments, and managing where they live (Dehghansai, 2021).

According to Hollings et al (2014), they found that athletes in New Zealand didn't advance to the senior international level mentioned issues like injuries, conflicts with their coach and training environment, and a lack of guidance and personal management within the sport. On the other hand, athletes who did progress did not mention these issues during their transition. In addition, according to Savage (2019) studied six elite performers from the United Kingdom, revealing that top athletes experienced challenges like underperformance, injuries, missed selections, and coaching difficulties during skill development. The findings suggest practical implications, emphasizing a supportive rather than directive approach.

In Angeles City, Dizon et al (2015) stated that athletes can feel stressed just like anyone else for various reasons, including training too hard, feeling pressured by coaches, parents, or peers, and dealing with events before, during, and after competitions.

Similarly, as Andacao and Lingamay (2021) stated that they also acknowledged facing conflicts in Davao Oriental such as misunderstandings, struggles to stay focused, pressure, and juggling priorities like academics and sports. Additionally, they dealt with societal issues, all of which made their challenges even more difficult to handle.

The research gap identified in this study pertains to the experiences of track and field athletes concerning skill progression. While existing literature addresses challenges such as balancing sports and education careers (Kıvanç, 2018), and the stressors athletes face (Andacao & Lingamay, 2021), there is limited exploration specifically focused on how athletes' training backgrounds, physical fitness levels, and training programs impact their skill development in track and field. In this light, I see an urgency for further investigation into the specific factors influencing skill progression in this sport domain, which could inform the development of more effective training strategies and support systems for athletes aiming to advance in their athletic careers.

The purpose of this study was to describe the lived experiences of Track and Field Athletes on Skill Progression Drill.

Method

This qualitative research utilized the phenomenological approach. According to Stumpfegger (2017), this research design offers a systematic approach to studying a phenomenon within a particular context. Phenomenology essentially involves examining the 'lived experiences' of the participants and aims to understand how and why participants behaved in a certain way, from their perspective (Tenny et al., 2022).

In this research endeavor, I gathered data about the participants' lived experiences regarding skill progression drill during training. In addition, the participants of this study were five college level student-athletes in track and field public tertiary educational institution within Davao Region.

In gathering data, I used interview guide questions. The data were analyzed using thematic analysis. Thematic Analysis is a method for analyzing qualitative data that involves identifying recurring ideas (themes) within a dataset (Riger & Sigurvinsdottir, 2016).

Results and Discussion

This portion summarizes key findings and highlight's themes from interviews, offering a narrative to give meaning to participants' experiences.

Lived Experiences of College-Level Track and Field Athletes on Skill Progression Drill

From the data gathered, there were three significant themes on the lived experiences of track and field athletes I extracted from the in-depth interview. These themes emerged from critical reflection. These are exploring individualized training background, navigating challenges in training, and balancing physical fitness.

As a researcher, I focused on the lived experiences of track and field athletes on skill progression. It was an eye-opening experience that touched me deeply. Athletes shared stories of hard work, overcoming challenges, and trying to balance their goals with their personal lives. Based on athlete's answers, I observed how they push themselves to be better than they were before. Their experiences helped me understand the difficulties they face. It's a recognition of the dedication, sacrifices, and love for their sport that drive these athletes to excel. This research gives a glimpse into the powerful emotions and experiences involved in being a track and field athlete.

During interviews, athletes revealed their individual training journeys, highlighting the struggles between their past and current training. Two sub-themes emerged: diverse forms of training; and journeying through early athlete's training.

Another significant theme addressed the challenges encountered during training, discussing the obstacles faced by athletes. Two sub-themes emerged: Facing Various Training Obstacles; and Progressive Training Diversity.

Lastly, a significant theme encapsulated athletes' experiences in skill progression drills, emphasizing how athletes balance their physical fitness within their training routines. Subsequently, two sub-themes surfaced: individualized fitness level and prioritizing healthy lifestyle and active living.

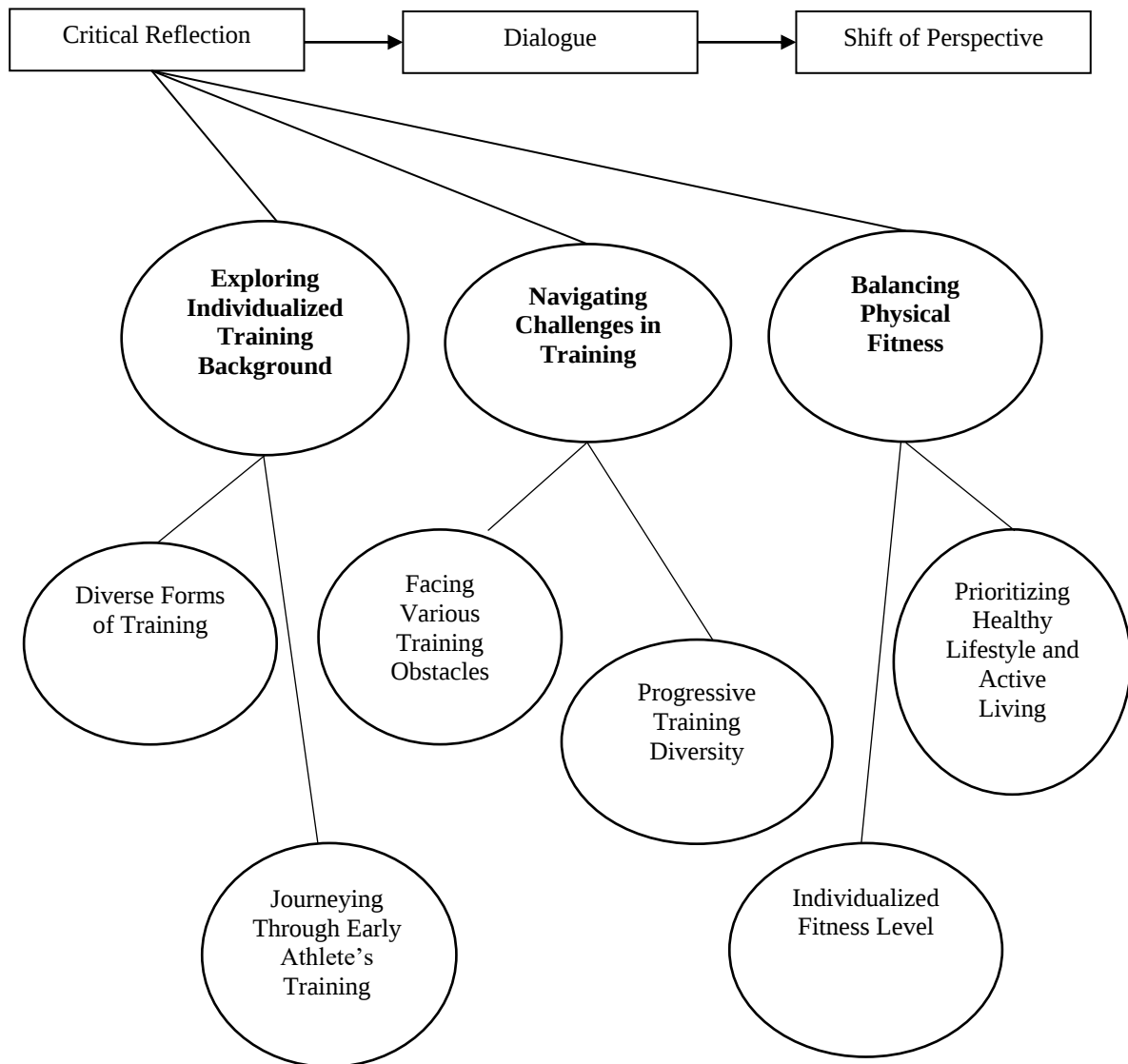


Figure 1. Emerging Themes Lived Experiences of College-Level Track and Field Student-Athletes on Skill Progression Drill

Exploring Individualized Training Background

The first theme of the lived experiences of college-level track and field student-athletes on skill progression is exploring individualized training background. I observed that athletes shared their diverse training experiences from the past to the present, highlighting variations in methods, capacities, and goals, as well as the challenges they faced. Reflecting on their experiences, they also recall the obstacles they've overcome, such as injuries, setbacks, and doubts. When I witness the experiences of these athletes, I am amazed how they manage their training with their personal goals. These struggles have made them stronger and more determined. Now, they still have challenges, such as managing discipline and staying focused during workouts. But they keep going, using their past experiences to help them tackle the obstacles they face in their training today.

This experience is also explained by Farrukh (2023), developing the desire to overcome challenges and seek positive experiences is called cultivating procedural motives. This involves exposing oneself to new and unexpected situations, taking risks, and facing responsibilities in demanding activities, such as sports. By doing this, a person can find satisfaction during difficulties and look forward to the joy that follows, making the challenges worthwhile.

Further, staying disciplined and focused during training is essential for young athletes to develop not only their physical abilities but also the mental and emotional skills. Research has indicated that in youth sports, the usual emphasis is on improving physical, technical, and tactical abilities. However, it's crucial to also think about developing mental and emotional skills for young athletes. They face different pressures in sports that affect how well they handle the challenges. Coaches play a big role in helping young athletes build the skills to cope with the stress they encounter in sports (Zakrajsek et al., 2017).

Diverse Forms of Training. One of the sub-themes in exploring individualized training background theme is the diverse forms of training. Athletes train in different ways to get better. From my perspective as an interviewer, I was able to know that diverse forms of training include not just physical exercises, but also working on their minds and emotions. By doing this, they improve their skills and stay focused on their goals. Adjusting training to match personal goals helps athletes stay motivated and succeed in sports. Overall, using different training methods helps athletes grow and do well in their sports. To wit, some of the participants had expressed:

"My overview in training and development noh is kaning kuan pag abot gyud sa training, klase-klaseng na training na akong naagihan noh, mas sayon o dili, mentally training, physically training, emotional training, or whatever kinds of training. And all of them kay grabe nakahatag ug challenges sa akong excitement, enjoyment and tungod ana na mga training, nakahtag dyud syag dako na development sa akong." - P1, IDI L8-12

[My overview in training and development is that when it comes to training, I've been through all kinds of training, whether it's easier or not, mentally training, physically training, emotional training, or whatever kinds of training. And all of them give me challenges... excitement, enjoyment and because of those trainings, they have given me a great development.]

Based on Participant 1's response, the participant talks about their diverse training experiences, covering mental, physical, and emotional aspects. Despite challenges, they find excitement, enjoyment, and personal growth in the process. As Pawar (2023) mentioned from her paper, it highlights how combining mental and physical aspects are the key for athletes to perform at their best in sports competitions. It stresses that it's not just about physical training and skills; athletes and coaches need to consider the mental side too. Athletes should go into competitions with the right mindset for their best performance. Sport psychologists are essential for helping athletes overcome personal, motivational, and environmental challenges that might affect their mental well-being and performance. To wit, some of the participants had expressed:

"Akong overview sa experience sa training in development is that ah nagalahi ang training depende sa kuan aim or goal sa imuhang lawas and nagadevelop siya sa at the time goes by everytime na ma achieve nimo ang kana na goal." - P4, IDI L67-69

[My overview of the experience in training in development is that the training is different depending on the aim or goal of body and it develops at the time goes by every time you achieve that goal]

Participant 4 commonly talk about facing tough challenges during training, especially when learning new skills to improve their performance in sports competitions. They also mention the importance of not only physical training but also mental preparation, like staying focused and setting goals. Some find that training methods change based on their individual goals, posing a challenge in keeping up with their evolving aims. As Farrukh (2023) mentioned, helping participants learn involves combining sports training with mental activities, covering techniques, tactics, physical development, and understanding psychological aspects. This approach addresses challenges by focusing on understanding difficulties, how they show up, and ways to prevent them. To achieve this, exercises are included that require strength, intense attention, speed, endurance, and strong willpower to overcome emotional states.

Journeying Through Early Athlete's Training. Another sub-theme in exploring individualized training background theme is the journeying through early athlete's training. From my perspective as a researcher, in dealing with challenges during training, it's important to consider the different ways they've been trained before, who's coaching them, and what they're aiming for. As the participants shared their different ways of training, it can help address and overcome their obstacles in the training process. To wit, one of the participants had expressed:

"At a young age, nakastart nakog sports, sa sugod wala pako ka try anang coach coach, no kanang naay mo overview sa akoo or naay mu guide sa ako pero naka try ko around kuan na murag paggraduate nako elementary pero still ma consider gihapon na young. Tungod ato na experience, naka.... Kuan naka met kog coach nag grabe ka seryoso, so passionate, kaning determined, unya kuan enjoy sya sa iyang gibuhat," - P1, IDI L17-21

[At a young age, I started sports. In the first place, I don't have experienced having coach where there is no someone who can guide me, but I tried around when I was about to graduate from elementary school but still it is considered as young. Because of my experience before, I was able to.... met a coach, he was very serious, so passionate, so determined, and he enjoyed what he was doing.]

Based on the Participant 1's response in the beginning of their athletic journey, the participant started training at a young age without any guidance from a coach as well as recalls their early training as chaotic, lacking clear goals for the day, week, or even the entire year. Participant 1 further added:

"My early training no ug kato akong mga training sauna kay gubot kayo kaning wala koy direct na goal karung adlaw, karun na week, karun na bulan, or even karun na year kana wala sya kuan kaning point or wala kaning padulngan unsa iyang mahatag pag improvement sa akoo as an athlete pero karun sa akoo na training na ginatake na gihatag sa akong coach naa sya ginapabuhat karung adlaw, karun na week or karun na bulan and even tungod ana na training dako kayo syag tabang kay nkana dyud na training naay specific goal, every training naay purpose, reason nganung kana ang I adapt." (My early training before was very chaotic since there is no direct goal today, this week, this month, or even this year, there is no point or no destination on what can be improved for me as an athlete but now, in my training, my coach give me what to do today, this week or this month and even because of that training, it gives me big help since those training has a specific goal, every training has a purpose, and reason why it should be adapted.) - P1, IDI L26-32

However, as they progressed, they encountered a coach who was dedicated and serious about their training which each session now has a clear purpose and reason for adaptation. As Turnnidge and Côté (2018) talks about how important good coaches are in youth sports, they help create good experiences, keep kids safe from injuries, and help them grow as athletes. Aside from that, coaches who inspire and support young athletes help them feel motivated and grow on their own. These coaches encourage kids to set big goals and develop a strong mindset, which helps them do better in sports and in life. On the other hand, athletes work hard in training because they're motivated by the people they admire and the goals they want to achieve. This inspiration pushes them to give their all, striving to be the best they can be, and teaches them how to overcome challenges both on and off the field. To wit, participant 2 shared similar experience:

"At a young age the athletics sports inspire me in many different angles like i admired the players, i want to be a star player, and i want to represent my school in athletics competition through these inspirations i worked hard on my trainings and disciplined myself because i believe someday i am the one who will inspire some people around me." - P2, IDI L39-42

Based on the Participant 2's response in the beginning of their athletic journey, The participant aspired to become a

star player and compete in school athletics from a young age. These inspirations drove them to work hard in training and maintain discipline. They hope to one day inspire others in the same way. Participant 2 further added:

“My early training structure was difficult because there are many training workouts that are basically new to me but now in the current it is easy for me because I already understand what am i going to do and what kind or level of approach on the workouts.” - P2, IDI L44-46

Based on the response of participant 2, throughout their early years in training, the participant progressed not only in their physical abilities but also in their ability to pursue aspirations and overcome challenges. Similarly to Dominic et al (2023), their study discovered that athletes who believed in continuous growth and adaptability tended to perform better in sports than those with different mindsets. This was because they had better skills for handling challenges during their athletic endeavors.

Furthermore, the participants who participated in different sports discovered that the more they practiced and played, the better they became, teaching them valuable lessons in discipline, time management, and setting goals. Through regular practice and overcoming challenges, they also learned about teamwork and perseverance, shaping them into well-rounded athletes. To wit, participant 4 has shared similar experience:

“At a young age naka-engage naku ug sports sa una like volleyball, basketball and swimming so akoang maexample sni is katong naka start kog basketball is late na like grade 6 na then didto nku narealize na the more na magdula ko or magtraining kay the more na mo improved ang skills sa isa ka sports.” (At a young age, at first, I engaged different sports like volleyball, basketball and swimming, and so my example, I started playing basketball around grade 6 and then I realized that the more I play or train, the more my skills will improve in sports.) - P4, IDI L71-74

At a young age, the participant 4 engaged in various sports such as volleyball, basketball, and swimming. They found that practicing and playing more improved their skills in each sport. Participant 4 further added:

“Sauna kay magjog lang ug ano pila ka oras, magjog lang ug 1hour everyday ana then mag.ano ug uphill ana. Compare karun is naa nagyuy specific like unsa ka layo ug pila ka repetition then pila napud ka oras imong daganon ana so mao to ang kalahian saunsa ug karun.” (Before, I was jogging for a few hours, just jogging for 1 hour everyday then doing uphill. Compared today, there is now specific like how far and how many repetitions, then how many hours you will run that, so that's the difference between then and now.)- P4, IDI L79-82

Based on the response of participants 4, the participant used to jog for an hour every day and do uphill training. Now, they have specific parameters like distance and duration, showing a noticeable difference. Likewise, the study of Duz and Aslan (2020), looked at how playing sports affects life skills in high school students. It found that being in sports helped them with things like being disciplined, managing time well, and setting goals.

Navigating Challenges in Training

The second theme of the lived experiences of college-level track and field student-athletes on skill progression is navigating challenges in training. In training, I observed that athletes often face challenges that slow down their progress yet, having breaks, meant to give rest. There are times that injuries are discouraging that can happen anytime. Progress might feel slow, and not having all the right equipment can make things even harder, leading to frustration. But if athletes keep trying, they can overcome these challenges and reach their fitness goals. As mentioned by David et al (2014), pushing athletes too hard can lead to overtraining syndrome (OTS), causing serious damage that can end their careers. Overreaching and overtraining are linked and can both contribute to OTS, highlighting the importance of managing training intensity to prevent these issues.

Facing Various Training Obstacles. One of the sub-themes in navigating challenges in training workout theme is facing various training obstacles. From my perspective as an interviewer, I was able to know the challenges faced by athletes during training workouts that involves facing various obstacles that can hinder progress. These obstacles may include physical limitations, such as fatigue or injury, as well as mental barriers like lack of motivation or self-doubt. Athletes must learn to overcome these challenges by developing resilience, staying focused on their goals, and seeking support when needed. By adopting a positive mindset and persevering through setbacks, athletes can continue to progress

and achieve success in their training endeavors. To wit, Participant 1 had expressed:

“Challenges are part of the training that needs to be surpassed. In my experiences most of common challenges are in my mind. I tend to lose my focus due to many things I need to be done like studies and personal matters. Because of it, it affects my training performance, making me struggle to perform it correctly.” - P1, IDI L222-225

The participant recognizes that challenges are a natural part of training, often arising from mental distractions. However, these challenges can be compounded by external factors such as balancing studies and personal matters, which can affect focus and hinder training performance. As noted by Moran and Toner (2018), concentration is key for success in sports and other skilled domains, but anxiety can distract performers. Strategies like trigger words help athletes stay focused and perform better. Furthermore, another participant shared experiences about struggles in training. This was highlighted by Participant 2:

“The challenges i usually experienced during training session is when my coach told me to run 300m 5x to 6x times. After that session i felt so dizzy and I will go to the restroom immediately and vomit.” - P2, IDI L258-260

The participant 2 shares struggles that when tasked with running 300m five to six times, the participant experiences difficulties such as dizziness and vomiting afterward, further highlighting the impact of these challenges on their training sessions. As noted by Wilson (2019), athletes often feel nauseous and may vomit during training and competition, especially with high-intensity or long-lasting exercises. While nausea is common after sprinting, surveys on its frequency in real-life sports situations are lacking. During ultra-endurance events, nausea and vomiting are significant issues reported by many athletes. Another participant shares common challenges, and this was highlighted by Participant 4:

“In my experience, some of the most common challenges that I face during my training sessions are the lack of equipments and when there's inclement weather (heavy rain) because it hinders the program that were already planned (what training should have been done in that session).” - P4, IDI L305-308

The participant 4's response faced common challenges such as lack of equipment and inclement weather, such as heavy rain, disrupting planned training sessions. As supported by Diejomaoh et al (2015), their study found that Delta State's Local Government Areas offer facilities and equipment mainly for soccer, athletics, basketball, and volleyball to a high degree. However, for other sports, provision is very limited, suggesting overall low support for sports facilities and equipment by these local governments.

Furthermore, each participants faced individual challenges and these challenges supported by Dehghansai (2021), that athletes and coaches talked about different challenges, which fell into three main categories: sport-related, personal, and uncertainties. Sport-specific challenges were directly linked to the sporting environment, like budget limits or moving to a new city for coaching. These challenges could also relate to the training and competition settings. In addition, some participants also mentioned feeling pressure to perform well at the Games, which affected their current training. This added stress from upcoming competitions added to the challenges they already faced, including sport-specific and personal obstacles.

Progressive Training Diversity. One of the sub-themes in navigating challenges in training workout theme is progressive training diversity. I observed that the athletes incorporate a variety of exercises and training methods over time to continually challenge the body and avoid plateaus in progress. By gradually increasing the intensity, duration, or complexity of workouts, athletes can stimulate further improvements in strength, endurance, and overall fitness not only prevents boredom but also enhances physical adaptation, helping athletes to continually push their limits and achieve their fitness goals. To wit, Participant 1 had expressed:

“This day hard ni siya and the next day easy so diraa nang mga strength training, mga stretching mao na siya unya paghard mao na siya ang mga adlaw nga naa koy long run or even kanang speed workout, kay pagdili man gud nimo makuan maditribute ug tarong dako gyud ug tyansa na malaspag, madaut, mainjury ka no so from monday to sunday carefully ditributed gyud ang workout para dili ko madaut as a player.” (This day, will be hard and the next day is easy where there is strength training, stretching, then in hard, there are days that I must do a long run or even speed workout, and if you will not rightly distribute, there is a chance that that you'll get hurt or get injury. So, from Monday to Sunday, the

workout is carefully distributed so that I don't get hurt as a player.) - P1, IDI L238-242

The participant 1 balances intense workouts with lighter sessions, stressing the importance of careful workout distribution to prevent injuries and maintain readiness. Alternatively, the participant 2 balances their workout routine by incorporating specific training sessions each day: uphill on Monday, weightlifting on Tuesday, speed on Wednesday, endurance on Thursday, and repeating uphill on Friday. As mentioned by Watson (2023), balance training means doing exercises that make your muscles stronger, especially the ones that help you stay steady, like your leg and stomach muscles. These exercises can make you more stable and less likely to fall. This was highlighted by Participant 2:

"I integrate different training modalities into daily basis like every day I have a training session. In every session there's a specific workout training like for example Monday uphill, Tuesday weights training, Wednesday speed training, Thursday endurance training and Friday going back to uphill through this training program it will balance my workout routine." - P2, IDI L264-268

Another set of participants adopts a well-rounded fitness routine, including strength training, cardio, and flexibility exercises, aimed at reducing injury risks and enhancing overall performance. This was further elaborated on by Participant 5:

"I usually include strength training to build muscle and improve overall performance, cardio to boost cardiovascular health and endurance, and flexibility exercises to prevent injury and enhance range of motion. By balancing these modalities, you can ensure a comprehensive approach to fitness that addresses multiple aspects of physical health." - P5, IDI L350-354

Participant 5 follow a balanced fitness routine, which includes strength training twice a week, morning jogs for cardio, and stretching for flexibility. This regimen helps minimize injury risks and enhances overall performance by focusing on muscle building, cardiovascular health, and injury prevention. Supported by Campbell (2022), a well-planned workout is essential for injury prevention. This program should encompass cardiovascular health, strength training, flexibility exercises, and body awareness, emphasizing proper posture and alignment. In the following sections, we delve into each component, offering practical guidance to tailor your fitness routine effectively.

Balancing Physical Fitness

The last theme of the lived experiences of college-level track and field student-athletes on skill progression is balancing physical fitness. From my perspective as an interviewer, I was able to know about athletes that it's important to focus on your own fitness level and make choices that support a healthy lifestyle. This means staying active and making smart decisions about what you eat and how you take care of yourself. However, a common problem athletes face is the temptation to push themselves too hard, risking injury or burnout. But by paying attention to what the body needs, staying active, and avoids risks or injuries, athletes can feel better and live a happier life.

These experiences were also mentioned by Sartin et al (2023) in their study, they delved into how sports contribute to enhancing physical health and fitness levels through exercise. Physical fitness, as evaluated in the study, refers to the body's readiness for physically demanding activities, considering anatomical and physiological factors. With the help of the coaches, athletes were adjusting their workouts according to their fitness level in drills, with their coach's help to make sure they're doing things right, avoid risks and injuries, and by staying safe.

Individualized Fitness Level. One of the sub-themes in balancing physical fitness theme is the individualized fitness level. As I observed during interviews, athletes adjust their current fitness level by focusing and improving their specific skills. Aside from that, they emphasized their training program according to their individual strengths. Athletes also make sure their training plans are set up to make the most of what they're good at, which helps them improve and do better in their sport. To wit, participants 2 had expressed:

"I adjust my training through the date of the competition because it is important on knowing the competition to plot the training program until the competition. Through plotting of the program of the training there's adjustments that will happen through the duration of the training." - P2, IDI L140-143

Based on Participant 2's response, the participant adjusts training according to the competition date, crucial for planning the program. Adjustments are made as training progresses. According to Fister (2019), coaches make important

training plans that include specific workouts with details like how hard, how long, and how many times. These plans help athletes improve and do well in competitions. Coaches watch how athletes are doing and change the plan if needed. As noted by Abraham et al (2022), coaching planning can differ in how long it takes. Some coaches plan session by session, while others create long-term programs.

“Ang mga training program sa amoa is nagadepende pud sa fitness level sa isa ka athlete. So ang imuhang program is nagadepende kung ano unsay kaya sa imong lawas. Amoang coach kay siya ang nagaadjust kung unsay dapat lang na among buhaton that time kay mao pamay makaya sa among lawas. Dili mi pwede mo ano tira pasagad sa among training kay para malayo sa injury.” (In our training programs, it depends on the athlete’s fitness level. Specifically, how our body can handle. Our coach is the one who adjust on what we should do since our coach know what our body can handle. We will not rush in our training for us to avoid injury) - P4, IDI L178-182

Based on the participant 4’s response, it emphasizes that the training program is tailored to individual strength. The coach adjusts drills based on everyone, ensuring no unplanned training occurs as well as adjusts training according to the competition date, crucial for planning the program. Adjustments are made as training progresses. According to Nyhus Hagum et al (2023), tailoring individualized, sport-specific training programs to fit each student’s needs can lower the risk of injuries in athletes moving to sports academy high schools. Schools and clubs should focus on using these types of programs, especially during times when students have less supervision, like summer breaks, to help them adjust better to sports academy life.

Prioritizing Healthy Lifestyle and Active Living. One of the sub-themes in balancing physical fitness theme is the prioritizing healthy lifestyle and active living. As I observed during interviews that it’s important for athletes to do exercises that improve balance and to take breaks to avoid getting too tired or hurt. Balance exercises help them stay steady and avoid falling or hurting themselves. Taking regular breaks lets their bodies rest and recover from hard workouts, which helps prevent injuries and keeps them feeling good. By doing both things, athletes can stay healthy, avoid getting hurt, and do their best in their sport. To wit, Participant 1 had expressed:

“pwede ta mahimong healthy in a way to eat healthy foods, sleep early, getting in a fresh, and even having an active lifestyle by being creative, being engaging, even to fellowship with other people or even putting it to application unsa ang mga ginapangandoy nimo or unsa imung gina imagine nimo kay you can’t be activie wala kay buhaton, you can’t be healthy if wala kay buhaton.” (We can be healthy healthy in a way to eat healthy foods, sleep early, getting in a fresh, and even having an active lifestyle by being creative, being engaging, even to fellowship with other people or even putting it to application on what your goals or what you’ve imagine since you can’t be active if you don’t something, and you can’t be healthy if you don’t do something.) - P1, IDI L130-134

Based on the participant 1’s response, it shares strategies for maintaining health, including eating healthy foods, prioritizing sleep, spending time outdoors, and leading an active lifestyle. They emphasize the importance of creativity, engagement, fellowship, and practical application in achieving this goal. Like wise to Holt et al (2017) that people who play sports are usually healthier than those who don’t because they’re physically and mentally ready for the challenges of sports, skills that can often help them in other parts of life too. In addition, Ayubovna (2023) stated that living a healthy lifestyle involves how we behave and grow physically, including everything in our lives. It’s about knowing ourselves, following hygiene rules, being kind to others, managing our feelings, eating well, exercising, and quitting bad habits.

Furthermore, according to the study of Malm et al (2019) that for a healthy lifestyle, plan exercise, rest, and social activities. Stick to general guidelines: aerobic exercise three times a week, muscle-strengthening exercise 2-3 times a week. Set long-term goals and focus on overall well-being. Monitor physical and mental health over time, including exercise load, recovery, sickness, injuries, motivation, stress levels, and emotional well-being. Be aware of signs of overtraining and adjust accordingly to maintain balance. To wit, participant 2 had expressed:

“As an athlete, I balanced my training to stay healthy by giving myself a rest after training. Like for example, every day I have to train in the morning like two hours then after that it’s a rest period then for the repetitions of my workouts.” - P2, IDI L145-147

Based to participant 2’s responses, the participant stressed the importance of managing time well to balance training and rest effectively, ensuring peak performance and reducing injury risks. By incorporating rest periods into their

training routine, such as training for two hours in the morning followed by rest, they maintain their health and optimize their athletic development. As mentioned by Urs et al (2022), to stay healthy and active, young athletes should include balance training in their workouts, either with resistance exercises or before starting them, ideally about a month before. This helps them improve their overall fitness and prevent injuries while they stay active and fit.

Furthermore, as for Edouard et al (2022) when it comes to staying healthy and active, tailoring injury prevention techniques can be key. By making these methods fit each person's needs, they're more likely to stick with them. This means not just in research but also in everyday life, where everyone, including athletes, plays a role. Seeing others practicing these methods can also encourage athletes to join in, promoting safety for all.

Implications and Commendations

This portion presents the conclusions and commendations of the researcher. The researcher summarized the findings to answer the problems regarding to the study while recommendations are for the development of the present status about the topic presented by the researcher. The primary data were collected through in-depth interview. The results of the interview provided answers to problems stated on the previous section.

Based on the participants' answers, the following conclusions were drawn: In terms of the lived experiences of the student-athletes, three emergent themes came into view: individualized training background, navigating challenges in training, and balancing physical fitness.

The first theme discussed about what athletes' experiences such they share their diverse training experiences from the past to the present, recalling challenges like injuries and setbacks while using their past struggles to stay determined and focused on their training goals. The first theme has two sub-themes: diverse forms of training and journeying through early athlete's training.

The second theme discussed about what athletes' various challenges during training, including injuries, equipment limitations, and slow progress, but by persevering and taking breaks when needed, they can overcome these obstacles and achieve their fitness goals. The second theme has two sub-themes: facing various training obstacles and progressive training diversity.

The third theme discussed about what athletes' priorities such maintaining their fitness levels and making healthy lifestyle choices, though they often struggle with balancing intensity to avoid injury or burnout, emphasizing the importance of listening to their bodies to achieve long-term well-being. The third theme has two sub-themes: individualized fitness level and prioritizing healthy lifestyle and active living.

Based on the implications of the study, there were four recommendations for enhancing skill progression in college-level track and field student-athletes. First, athletes need to understand their individual needs to minimize challenges during training. Second, athletes shall follow tailored training programs designed by coaches to accommodate these individual needs. Third, athletes may prioritize diverse forms of training and draw inspiration from their early athlete development. Lastly, athletes shall prioritize healthy lifestyle choices and active living while managing training intensity to prevent injury or burnout, which is crucial for long-term well-being and success in achieving fitness goals.

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Appendix A. Interview Guide Questionnaire

Research Title: LIVED EXPERIENCES OF TRACK AND FIELD ATHLETES ON SKILL PROGRESSION DRILL

Main Objective	Guide Question	Probing Questions
1. What are the lived experiences of Track and Field Athletes on Skill Progression Drill?	1. What are the experiences of track and field athletes in terms of the training background?	1. Share your overview of experience in training and development. 2. How did your introduction to various sports at a young age influence your initial approach to training and discipline? 3. How did your early training structure differ from your current training?
	2. What are the experiences of track and field athletes in terms of physical fitness and training?	1. How do you adjust your training based on your current fitness level, goals, and feedback from your coach or trainer? 2. How do you balance training and rest to stay healthy and avoid getting too tired or injured? 3. In what ways do you promote a healthy and active lifestyle beyond formal training sessions?
	3. What are the experiences of track and field athletes in terms of the training workout/program?	1. In your experience, what are some of the most common challenges that you face during their training sessions? 2. How do you personally prepare for various track and field events of different distances and different training modalities (e.g., strength training, cardio, flexibility) into an organized and balanced workout routine? 3. Share a specific experience from your training that was particularly challenging or rewarding?

Appendix B. Thematic Analysis for Research Question 1**ANALYZED DATA WITH INTERPRETATION FOR QUALITATIVE**

Research Objective 1: What are the lived experiences of College-Level Track and Field Student-Athletes on Skill Progression Drill?

STEP 1. Significant Statements and Formulated Meanings		
Significant Statements	Codes	Formulate Meanings
My overview in training and development noh is kaning kuan pag abot gyud sa training, klase-klaseng na training na akong naagihan noh, mas sayon o dili, mentally training, physically training, emotional training, or whatever kinds of training. And all of them kay grabe nakahatag ug challenges sa akong excitement, enjoyment and tungod ana na mga training, nakahtag dyud syag dako na development sa akong	P1, IDI L8-12	The participant provides an overview of their training. They have experienced various forms of training, including mental, physical, emotional, and more. Apart from the challenges it presents, it also offers excitement, enjoyment, and further development to the participant.
At first... the trainings that I had experienced...from the athletics sport is so difficult... um given the fact that I must develop a specific skill to improve my performance and mold myself....and be ready to the competitions.	P2, IDI L35-37	The participant recognizes the difficulties in trainings and that they must develop a specific skill to improve their performances, mold themselves to be prepared in competitions.
My overview of experience in training and development has been very vital to my sports journey since it really helps my skills to enhance and even helps me grow more than my usual training. As I experienced training my sport, you must really train such skills, develop into a new skill, and improve it. Aside from my physical training, I also maintain or follow up my mental preparation such as focus, mindfulness and goal setting.	P3, IDI L50-54	The participant emphasizes the importance of comprehensive training in their sport, focusing on skill development and improvement. In addition to physical training, they prioritize mental preparation, including focus, mindfulness, and goal setting.
Akong overview sa experience sa training in development is that ahh nagalahi sng training depende sa kuan aim or goal sa imuhang lawas and nagadevelop siya sa at the time goes by everytime na ma achieve nimo ang kana na goal.	P4, IDI L67-69	The participant emphasizes that their training evolves based on their fitness goals and develops over time.
At a young age, nakastart nakog sports, sa sugod wala pako ka try anang coach coach, no kanang naay mo overview sa akong or naay mu guide sa ako pero naka try ko around kuan na murag paggraduate nako elementary pero still ma consider gihapon na young. Tungod ato na experience, naka.... Kuan naka met kog coach nag grabe ka seryoso, so passionate, kaning determined, unya kuan enjoy sya sa iyang gibuhay	P1, IDI L17-21	The participant started training at a young age without a coach. Later, they met a coach who was serious, passionate, and determined. This experience taught the participant about the dedication and time required for training and development.
At a young age the athletics sports inspire me in many different angles like i admired the players, i want to be a star player, and i want to represent my school in athletics competition through these inspirations i worked hard on my trainings and disciplined myself because i believe someday i am the one who will inspire some people around me.	P2, IDI L39-42	The participant aspired to become a star player and compete in school athletics from a young age. These inspirations drove them to work hard in training and maintain discipline. They hope to one day inspire others in the same way.

With all those experiences in my younger age...., I explore and learned a lot especially to handling difficult situations, stress, discipline, and commitment.	P3, IDI L58-59	The participant shares that their experiences in their younger years allowed them to explore and learn valuable lessons, particularly in handling difficult situations, stress, discipline, and commitment.
At a young age naka-engage naku ug sports sa una like volleyball, basketball and swimming so akoang maexample sni is katong naka start kog basketball is late na like grade 6 na then didto nku narealize na the more na magdula ko or magtraining kay the more na mo improved ang skills sa isa ka sports.	P4, IDI L71-74	At a young age, the participant engaged in various sports such as volleyball, basketball, and swimming. They found that practicing and playing more improved their skills in each sport.
My participation in activities such as swimming and soccer taught me the importance of regular practice, the perseverance to overcome challenges, and the value of working in a team.	P5, IDI L94-97	Participation in activities like swimming and soccer instilled in the participant a strong sense of discipline, time management, and goal setting. They learned the importance of regular practice, perseverance in overcoming challenges, and the value of teamwork.
My early training no ug kato akong mga training sauna kay gubot kayo kaning wala koy direct na goal karung adlaw, karun na week, karun na bulan, or even karun na year kana wala syay kuan kaning point or wala kaning padulngan unsa iyang mahatag pag improvement sa akoo as an athlete pero karun sa akoo na training na ginatake na gihatag sa akong coach naa syay ginapabuhat karung adlaw, karun na week or karun na bulan and even tungod ana na training dako kayo syag tabang kay nkana dyud na training naay specific goal, every training naay purpose, reason nganung kana ang I adapt.	P1, IDI L26-32	The participant recalls their early training as chaotic, lacking clear goals for the day, week, or even the entire year. However, now the coach provides daily, weekly, and monthly drills, aiding in achieving specific training goals. Each session now has a clear purpose and reason for adaptation.
My early training structure was difficult because there are many training workouts that are basically new to me but now in the current it is easy for me because I already understand what am i going to do and what kind or level of approach on the workouts.	P2, IDI L44-46	The participant found early training challenging due to encountering many new workout routines. Now, it's easier as they understand what to do and the appropriate approach for each workout.
Ang akong sauna na training structure kay focused sa fundamental skills and techniques while sa akong current training karon, kay grabe pag-enhance sa akong sport-specific skills, it is more focused and requires more discipline.	P3, IDI L61-63	The participant's earlier training focused on fundamental skills and techniques, whereas their current training emphasizes enhancing sport-specific skills with greater focus and discipline.
Sauna kay magjog lang ug ano pila ka oras, magjog lang ug 1hour everyday ana then mag.ano ug uphill ana. Compare karun is naa nagyuy specific like unsa ka layo ug pila ka repetition then pila napud ka oras imong daganon ana so mao to ang kalahian sauna ug karun.	P4, IDI L79-82	The participant used to jog for an hour every day and do uphill training. Now, they have specific parameters like distance and duration, showing a noticeable difference.
Currently ang akoang fitness level kay kulang pasyag endurance, and kailanangan nalng I maintain ang speed and then ang goal pud nako karun is ang makdaug sa upcoming na dula and even akong coach maoy respond niya na dapat mas tagaan nkog pansin ang akong endurance so tungod ato na feedback sa akong coach and tungod sa iyang napansin sa akong current fitness level and goal, didto na himong basehan na dapat I adjust akong training.	P1, IDI L115-120	The participant's current fitness level lacks endurance and requires improvement in speed, as approved by the coach. This serves as the basis for adjusting training. Additionally, the participant's goal is to win the upcoming game.

I adjust my training through the date of the competition because it is important on knowing the competition to plot the training program until the competition. Through plotting of the program of the training there's adjustments that will happen through the duration of the training.	P2, IDI L140-143	The participant adjusts training according to the competition date, crucial for planning the program. Adjustments are made as training progresses.
Gina adjust nako akong training base sa akong current fitness level na need pa dyud nako ug more improvement sa akong speed and power skills. Ang akong goal jud with this training para ma-enhance pa ug ma-improve akong abilities for the betterment of performing the drills. Tapos, tungod sad sa tabang sa akong coach, he really guides me throughout my training and the needs to improve my skills.	P3, IDI L157-161	The participant adapts their training according to their current fitness level, focusing on improving speed and power skills. Their goal is to enhance their abilities for better drill performance. With the guidance of the coach, they work towards skill improvement.
Ang mga training program sa amoa is nagadepende pud sa fitness level sa isa ka athlete. So ang imuhang program is nagadepende kung ano unsay kaya sa imong lawas. Amoang coach kay siya ang nagaadjust kung unsay dapat lang na among buhaton that time kay mao pamay makaya sa among lawas. Dili mi pwede mo ano tira pasagad sa among training kay para malayo sa injury.	P4, IDI L178-182	The participant emphasizes that the training program is tailored to individual strength. The coach adjusts drills based on everyone, ensuring no unplanned training occurs.
I may begin with lower intensity workouts and gradually increase the difficulty as I progress. My coach's feedback helps me fine-tune my training plan, making necessary adjustments that can optimize my performance while minimizing my risk of injury.	P5, IDI L198-201	The participant emphasizes starting with lower intensity workouts, gradually increasing difficulty, and refining their training plan with their coach's feedback to optimize performance and minimize injury risk.
Time management is the key to balance the training and rest for me to perform at it's maximum level and avoid the unnecessary injuries that can hinder my continues improvement.	P1, IDI L125-127	The participant emphasizes that time management is crucial for balancing training and rest to perform at their maximum level. It helps prevent unnecessary injuries that could impede continuous improvement.
As an athlete, I balanced my training to stay healthy by giving myself a rest after training. Like for example, every day I have to train in the morning like two hours then after that it's a rest period then for the repetitions of my workouts.	P2, IDI L145-147	The participant balances training to stay healthy by incorporating rest periods after each session. For instance, they train for two hours in the morning, followed by rest for the remainder of the day, and repeat this pattern on subsequent days.
Gina balance nako sya like huna hunaon nako na dapat maningkamot ko sa training para inig human, naa koy enough rest. Depende sad kung unsa akong ginabuhat para dili ko kapoyon like kanang.. sa sugod palang sa training dapat nakacondition akong lawas para inig ting hago sa training, dili dayun ko kapoyan, active gihapon.	P3, IDI L163-166	The participant understands that diligent training allows for sufficient rest, depending on how it's managed. Conditioning the body is crucial for effective preparation and activity during training.
I do balance training and rest by managing my time and prioritizing what's important and choosing the right choices that will lead to my development as an athlete.	P4, IDI L184-185	The participant balances training and rest by managing time effectively and prioritizing tasks that enhance athletic development.

I am an athlete who knows how to balance training and rest. Every time our coach told us to rest, I immediately fix all my things first and then watch news on my phone to update myself and then the rest is I am just seated and doing nothing and wait for my coach to tap us and prepare for the next game.	P5, IDI L203-206	The participant knows how to balance training and rest. Their coach advises them to take a break, uses the time on their personal matters.
pwede ta mahimong healthy in a way to eat healthy foods, sleep early, getting in a fresh, and even having an active lifestyle by being creative, being engaging, even to fellowship with other people or even putting it to application unsa ang mga ginapangandoy nimo or unsa imung gina imagine nimo kay you can't be active wala kay buhaton, you can't be healthy if wala kay buhaton.	P1, IDI L130-134	The participant shares strategies for maintaining health, including eating healthy foods, prioritizing sleep, spending time outdoors, and leading an active lifestyle. They emphasize the importance of creativity, engagement, fellowship, and practical application in achieving this goal.
I can promote a healthy active lifestyle beyond formal training sessions by being responsible to your health as always, stay hydrated as always, and be responsible on what you are ingesting to your body.	P2, IDI L151-153	The participant advocates for a healthy, active lifestyle beyond formal training sessions by prioritizing health, staying hydrated, and being mindful of what they consume.
As an athlete, gina promote nako ang mahimong healthy dyud ug saktong active lifestyle by giving an importance in choosing the best foods to consume just like protein, fruits, and vegetables. Tapos, nagainom sad kog daghan na tubig para stay hydrated permi ug likay sa mga makadaot na pagkaon labi nang junk foods, kanang tam is kayo ug parat sad kayo. Gina prioritize sad nako ang tulog ug pahulay kay para dili kapoy permi ug naga buhat sad ko ug breathing exercises para pampawala ug stress.	P3, IDI L169-174	The participant promotes a healthy lifestyle by prioritizing nutritious foods, staying hydrated, prioritizing sleep, and practicing stress-reducing breathing exercises.
Isa sa mga ways na mapromote naku ang healthy and active lifestyle is ang ano kanang sa diet so panagsa lang kaayo ko maginom ug mga ilimnon makahubog.	P4, IDI L187-188	The participant emphasizes promoting a healthy and active lifestyle through a balanced diet and reducing alcohol intake.
Uhhh, encouraging a wholesome and lively way of life as a student goes beyond just attending structured training sessions. It also involves adopting healthy habits like uh.. giving priority to sleep, ensuring proper nutrition, and staying hydrated.... It is beneficial to include activities that promote active recovery including umm... swimming or practicing yoga, which help maintain joint flexibility and alleviate muscle soreness.	P5, IDI L209-213	The participant highlights the importance of a healthy lifestyle for students, emphasizing factors such as prioritizing sleep, maintaining proper nutrition, and staying hydrated. They also suggest incorporating activities like swimming or yoga for active recovery to maintain joint flexibility and alleviate muscle soreness.
Challenges are part of the training that needs to be surpassed. In my experiences most of common challenges are in my mind. I tend to lose my focus due to many things i need to be done like studies and personal matters. Because of it, it affects my training performance, making me struggle to perform it correctly.	P1, IDI L222-225	The participant acknowledges that challenges are inevitable in training and often stem from mental distractions. Balancing studies and personal matters affect focus, impacting training performance and making it difficult to execute exercises properly.

The challenges i usually experienced during training session is when my coach told me to run 300m 5x to 6x times. After that session i felt so dizzy and i will go to the restroom immediately and vomit.	P2, IDI L258-260	The participant faces challenges during training, especially when tasked with running 300m five to six times, resulting in dizziness and vomiting afterward.
On my experienced with my event which is sprints. I usually do weights training, core training, speed training, endurance training, uphill training and some are bounding trainings like leg hoping.	P2, IDI L262-264	The participant undergoes diverse training, including weightlifting, core exercises, speed drills, endurance workouts, uphill runs, and bounding exercises.
Akong most common challenges na na agian kay kanang labi na sa training na wala kayo tarung equipment, like sa gym, kailangan pa nako mag bayad para makagamit tas usahay gipit pud ta sa kwarta, dili kayo motivated sa buhaton kay naa pay pang adlaw adlaw na pang hunahunaon ug dili dyud malikay ang mga dili tuyo na injuries.	P3, IDI L280-283	The participant faced common challenges such as inadequate gym equipment due to financial instability, lack of motivation for other activities, and unexpected injuries.
In my experience, some of the most common challenges that I face during my training sessions are the lack of equipments and when there's inclement weather (heavy rain) because it hinders the program that were already planned (what training should have been done in that session)	P4, IDI L305-308	The participant commonly faces challenges like lack of equipment and inclement weather, such as heavy rain, disrupting planned training sessions.
During the training sessions, I have experienced being out from the game for misbehaving and that the last time I did something negative. Kinahanglan gyud ta mu respeto sa imong team, coach ug sa opponent.	P5, IDI L339-341	During training sessions, the participant experienced being sidelined for misbehavior, serving as a reminder to respect the team, coach, and opponents.
Being an athlete no daghan gyud kag training nabuhat. Ahm if dili gani nimo ecarefully plan dako ug tyansa na ma-overfatigue ajm mainjury ka or dili naka ganahan mu kuan mupadayun.	P1, IDI L233-235	The participant shares challenges such as managing extensive training loads, highlighting the risk of overfatigue and injury without careful planning.
this day hard ni siya and the next day easy so diraa nang mga strength training, mga stretching mao na siya unya paghard mao na siya ang mga adlaw nga naa koy long run or even kanang speed workout, kay pagdili man gud nimo makuan maditribute ug tarong dako gyud ug tyansa na malaspag, madaut, mainjury ka no so from monday to sunday carefully ditributed gyud ang workout para dili ko madaut as a player.	P1, IDI L238-242	The participant balances intense workouts with lighter sessions, stressing the importance of careful workout distribution to prevent injuries and maintain readiness.
I integrate different training modalities into daily basis like every day I have a training session. In every session there's a specific workout training like for example Monday uphill, Tuesday weights training, Wednesday speed training, Thursday endurance training and Friday going back to uphill through this training program it will balance my workout routine.	P2, IDI L264-268	The participant balances their workout routine by incorporating specific training sessions each day: uphill on Monday, weightlifting on Tuesday, speed on Wednesday, endurance on Thursday, and repeating uphill on Friday.

Kaning mga modalities kay makatabang sa pag enhance sa akong goals labi nag ginabalance nako akong oras sa paglaan sa mga workout. Ug naga pangutana jud ko sa akong coach kung unsa akong buhaton para nay guidance gikan niya.	P3, IDI L289-292	The participant relies on various modalities to enhance goals and manage workout time effectively, seeking guidance from coaches throughout training.
So sa amoang training program is maintegrate gyud ang different trainings and goals. So for example sa amoang strength training ang amoang tuesday and thursday is nagagym mi, then sa amoang cardio is iyahay ug jogging sa buntag and then kanang among flexibility is during na sa amoang cooldown or pagstretching para mawala or ma lessen ang injury. So as the time goes by macombine na sya tanan and malead na sya overall or holistic na pagimprove sa amoang performance.	P4, IDI L317-323	The participant mixes strength training at the gym twice a week, cardio with morning jogs, and cooldown stretching for flexibility to reduce injury risks. These efforts combine over time for overall performance enhancement.
I usually include strength training to build muscle and improve overall performance, cardio to boost cardiovascular health and endurance, and flexibility exercises to prevent injury and enhance range of motion. By balancing these modalities, you can ensure a comprehensive approach to fitness that addresses multiple aspects of physical health.	P5, IDI L350-354	The participant incorporates strength training for muscle building, cardio for cardiovascular health, and flexibility exercises for injury prevention. This balanced approach ensures comprehensive fitness.
Pero kay tungod wala ko nagkuan wala ko nagpababag no nitraining lang gihapon ko unya nahuman naku ang training didto naku nadiscover sa akong sarili ba. Hala! Kaya deay naku bisag ing-ato na akong giagian. unya tungod ato no i feel so rewarded no akong na accomplished or kanang murag naa koy nadiscover sa akong sarili	P1, IDI L248-251	The participant perseveres through training, discovering their capabilities and feeling rewarded with each accomplished drill.
The specific experience from my training that was very challenging is the endurance training like i must run 150meters 15repetition in the oval and it was so rewarding after the trainings because i really made it even though i felt so dizzy.	P2, IDI L270-272	The participant found running 150 meters for 15 repetitions during endurance training to be challenging. Despite feeling dizzy, completing the sessions was rewarding.
My experience from my training was somehow challenging and rewarding. It was challenging in terms of competition proper, aside from that I experience physical and mental discomfort because there were times when I felt that I was not ready enough to take the battle since I was not properly trained or lack of motivation or sleep, these are some instances that I felt when it comes competing.	P3, IDI L294-298	The participant's training experience was both challenging and rewarding. They found competitions tough, often feeling physically and mentally unprepared due to factors like lack of motivation or sleep.

STEP 2. Formulated Meanings and Clustered Themes	
Formulated Meanings	Clustered Themes
The participant provides an overview of their training. They have experienced various forms of training, including mental, physical, emotional, and more. Apart from the challenges it presents, it also offers excitement, enjoyment, and further development to the participant.	Diverse Forms of Training
The participant recognizes the difficulties in trainings and that they must develop a specific skill to improve their performances, mold themselves to be prepared in competitions.	
The participant emphasizes the importance of comprehensive training in their sport, focusing on skill development and improvement. In addition to physical training, they prioritize mental preparation, including focus, mindfulness, and goal setting.	
The participant emphasizes that their training evolves based on their fitness goals and develops over time.	
The participant started training at a young age without a coach. Later, they met a coach who was serious, passionate, and determined. This experience taught the participant about the dedication and time required for training and development.	
The participant aspired to become a star player and compete in school athletics from a young age. These inspirations drove them to work hard in training and maintain discipline. They hope to one day inspire others in the same way.	Journeying Through Athlete's Training
The participant shares that their experiences in their younger years allowed them to explore and learn valuable lessons, particularly in handling difficult situations, stress, discipline, and commitment.	
At a young age, the participant engaged in various sports such as volleyball, basketball, and swimming. They found that practicing and playing more improved their skills in each sport.	
Participation in activities like swimming and soccer instilled in the participant a strong sense of discipline, time management, and goal setting. They learned the importance of regular practice, perseverance in overcoming challenges, and the value of teamwork.	
The participant recalls their early training as chaotic, lacking clear goals for the day, week, or even the entire year. However, now the coach provides daily, weekly, and monthly drills, aiding in achieving specific training goals. Each session now has a clear purpose and reason for adaptation.	
The participant found early training challenging due to encountering many new workout routines. Now, it's easier as they understand what to do and the appropriate approach for each workout.	
The participant's earlier training focused on fundamental skills and techniques, whereas their current training emphasizes enhancing sport-specific skills with greater focus and discipline.	
The participant used to jog for an hour every day and do uphill training. Now, they	

have specific parameters like distance and duration, showing a noticeable difference.	
The participant's current fitness level lacks endurance and requires improvement in speed, as approved by the coach. This serves as the basis for adjusting training. Additionally, the participant's goal is to win the upcoming game.	Individualized Fitness Level
The participant adjusts training according to the competition date, crucial for planning the program. Adjustments are made as training progresses.	
The participant adapts their training according to their current fitness level, focusing on improving speed and power skills. Their goal is to enhance their abilities for better drill performance. With the guidance of the coach, they work towards skill improvement.	
The participant emphasizes that the training program is tailored to individual strength. The coach adjusts drills based on everyone, ensuring no unplanned training occurs.	
The participant emphasizes starting with lower intensity workouts, gradually increasing difficulty, and refining their training plan with their coach's feedback to optimize performance and minimize injury risk.	
The participant emphasizes that time management is crucial for balancing training and rest to perform at their maximum level. It helps prevent unnecessary injuries that could impede continuous improvement.	Prioritizing Healthy Lifestyle and Active Living
The participant balances training to stay healthy by incorporating rest periods after each session. For instance, they train for two hours in the morning, followed by rest for the remainder of the day, and repeat this pattern on subsequent days.	
The participant understands that diligent training allows for sufficient rest, depending on how it's managed. Conditioning the body is crucial for effective preparation and activity during training.	
The participant balances training and rest by managing time effectively and prioritizing tasks that enhance athletic development.	
The participant shares strategies for maintaining health, including eating healthy foods, prioritizing sleep, spending time outdoors, and leading an active lifestyle. They emphasize the importance of creativity, engagement, fellowship, and practical application in achieving this goal.	
The participant advocates for a healthy, active lifestyle beyond formal training sessions by prioritizing health, staying hydrated, and being mindful of what they consume.	
The participant promotes a healthy lifestyle by prioritizing nutritious foods, staying hydrated, prioritizing sleep, and practicing stress-reducing breathing exercises.	
The participant emphasizes promoting a healthy and active lifestyle through a balanced diet and reducing alcohol intake.	
The participant highlights the importance of a healthy lifestyle for students, emphasizing factors such as prioritizing sleep, maintaining proper nutrition, and staying hydrated. They also suggest incorporating activities like swimming or yoga for active recovery to maintain joint flexibility and alleviate muscle soreness.	
The participant acknowledges that challenges are inevitable in training and often stem from mental distractions. Balancing studies and personal matters affect focus, impacting training performance and making it difficult to execute exercises properly.	Facing Various Training Obstacles
The participant faces challenges during training, especially when tasked with running 300m five to six times, resulting in dizziness and vomiting afterward.	
The participant undergoes diverse training, including weightlifting, core exercises, speed drills, endurance workouts, uphill runs, and bounding exercises.	
The participant faced common challenges such as inadequate gym equipment due to financial instability, lack of motivation for other activities, and unexpected injuries.	
The participant commonly faces challenges like lack of equipment and inclement weather, such as heavy rain, disrupting planned training sessions.	
During training sessions, the participant experienced being sidelined for misbehavior, serving as a reminder to respect the team, coach, and opponents.	

The participant shares challenges such as managing extensive training loads, highlighting the risk of overfatigue and injury without careful planning.	Progressive Training Diversity
The participant balances intense workouts with lighter sessions, stressing the importance of careful workout distribution to prevent injuries and maintain readiness.	
The participant balances their workout routine by incorporating specific training sessions each day: uphill on Monday, weightlifting on Tuesday, speed on Wednesday, endurance on Thursday, and repeating uphill on Friday.	
The participant relies on various modalities to enhance goals and manage workout time effectively, seeking guidance from coaches throughout training.	
The participant mixes strength training at the gym twice a week, cardio with morning jogs, and cooldown stretching for flexibility to reduce injury risks. These efforts combine over time for overall performance enhancement.	
The participant incorporates strength training for muscle building, cardio for cardiovascular health, and flexibility exercises for injury prevention. This balanced approach ensures comprehensive fitness.	
The participant perseveres through training, discovering their capabilities and feeling rewarded with each accomplished drill.	
The participant found running 150 meters for 15 repetitions during endurance training to be challenging. Despite feeling dizzy, completing the sessions was rewarding.	
The participant's training experience was both challenging and rewarding. They found competitions tough, often feeling physically and mentally unprepared due to factors like lack of motivation or sleep.	

STEP 3. Clustered Themes and Emergent Themes	
Clustered Themes	Emergent Themes
Diverse Forms of Training	Exploring Individualized Training Background
Journeying Through Early Athlete's Training	
Facing Various Training Obstacles	Navigating Challenges in Training
Progressive Training Diversity	
Individualized Fitness Level	Balancing Physical Fitness
Ensures Rest and Recovery	

Step 4. Figure Presentation of Clustered Themes and Emergent Themes