

A Winning Equation: Athletes' Profile, Competence and Behavioral Pattern

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Abstract

This study determined the relationship between athletes' competence and behavior. Specifically, it sought to identify the demographic profile, the level of athlete's competence and behavior, the significant relationship between athletes' demographic profiles and the athletes' behavior, and the significant relationship between athletes' competence and the athletes' behavior.

This study uses descriptive design and quantitative research that uses 322 student-athletes selected via purposive sampling technique from 3 Local Universities and Colleges in the province of Cavite. A self-made questionnaire was used in this study which was validated by 3 experts in the field of physical education.

The following were the significant findings of the investigation:

Findings show that the level of athlete's competence in terms of physical, mental, emotional, and social appears to have a remark strongly agree with the verbal interpretation of highly evident. Moreover, the level of student athletes' behavior in terms of discipline, determination, goal setting, sportsmanship, and fair play appears to have a remark strongly agree with the verbal interpretation of highly evident, the significant relationship between athletes' demographic profiles and athletes' behavior, and the significant relationship between athletes' competence and athletes' behavior are both significant which implies that there is a relationship between them.

Based on the drawn findings, resulted to the following conclusion. There is a significant relationship between athletes' demographic profiles and athletes' behavior in terms of discipline, determination, goal setting, sportsmanship, and fair play. Therefore, the null hypothesis is rejected, this implies that in terms of age younger athletes might require more supervision and focus on fundamental skills, while older athletes can handle more complex training programs and strategic decision-making. In addition, biological differences between genders can affect training approaches and responses to conditioning. There is a significant relationship between athletes' competence in terms of physical, mental, emotional, and social and the athletes' behavior in terms of discipline, determination, goal setting, sportsmanship, and fair play. Therefore, the null hypothesis is rejected, this implies that athletes with higher competence levels are more likely to engage in behaviors that enhance performance.

Based on the drawn findings resulted to the following recommendations: It is recommended that the standard policy for newly recruit student-athletes include briefing, social interactions and training from seniors for an improved athletic performance. It is also suggested that the sports directors ensure increase in student-athletes exposure to various leagues and competitions. Furthermore, it is recommended that coaches continue professional education (CPE) to provide improved mentoring and regular counseling in the behavior of student-athletes. Likewise, it is suggested that provision of more incentives, awards and recognitions to student athletes for an improved behavior.

Keywords: Behavior and Competence

1. Introduction

Creating a winning equation in sports involves integrating various factors that contribute to success both individually and collectively. Talent and skill are foundational elements of any winning equation in sports. Athletes need to possess natural abilities and develop technical proficiency in their respective sports through consistent practice, training, and refinement of skills.

An athlete's profile encompasses various characteristics, attributes, and factors that can significantly impact their performance in sports. An athlete's physical attributes, such as height, weight, muscle mass, body composition, and genetic predispositions, play a critical role in their performance. Different sports require specific physical traits, and athletes with the appropriate attributes for their sport may have a competitive advantage. For example, taller basketball players may excel in rebounding and shot-blocking, while shorter, more agile athletes may thrive in sports like gymnastics or soccer. In addition, an athlete's level of skill, technical proficiency, and mastery of fundamental and advanced techniques directly impact their performance. Athletes with superior skills and execution are more likely to succeed in competition, as they can effectively execute strategies, make split-second decisions, and perform under pressure.

Moreover, athletes' competence encompasses a range of attributes and skills that contribute to their effectiveness and success in their sport. Competent athletes possess high levels of physical fitness, including strength, speed, agility, endurance, flexibility, and coordination. They have honed their bodies to perform at peak levels, allowing them to meet the demands of their sport effectively. Athletes must master the technical skills specific to their sport, such as shooting in basketball, serving in tennis, or tackling in football. Competent athletes demonstrate proficiency in fundamental skills as well as advanced techniques, enabling them to execute plays with precision and consistency.

Furthermore, athletes' behavioral patterns encompass a wide range of actions, habits, and tendencies that influence their performance, interactions, and overall success in sports. A motivation is a force that pushes an athlete to perform at their highest-level during training and competition.

Finally, knowing what motivates and affect the behavior of an athlete to perform at his/her best can greatly increase the chance of winning or achieving the desired result. This research aims to investigate the effects of athlete profile and athletes' behavior, and also intends to look at the connection between athletes' competence and behavior at the selected Local Universities and Colleges in the Province of Cavite, school year 2023-2024.

2. Review of Related Literature

The athletes behavior is one of the variable relevant in this study.

Included also is the sub-indicator which consist of discipline, determination, goal-setting, sportsmanship, and fair play.

Discipline is an indicator found relevant in this study.

According to Nicholas Stergiou et. al. (2017), A discipline focuses on comprehending, projecting, and elucidating phenomena inside a content domain. In addition, as stated by Dizvhani (2020), not only is "discipline" behavior promotes improved learning and the demonstration of socially acceptable behavior. It also facilitates the handling of behavioral issues in the classroom and the prevention of behavioral problems in the classroom.

Determination is a relevant indicator in this study.

According to Ackerman (2018) the term "self-determination" has historically been used to refer to the steps a nation takes to declare its independence. Today, nevertheless, self-determination also describes the ability or process of being in control of one's own life and choosing choices. This definition is more intimate

and significant psychologically. Being able to make decisions for oneself is essential for psychological health as, well, individuals prefer to feel in charge of their own lives. Apart from the notion of mastering one's fate, the self-determination theory holds significance for those who aspire to have greater influence over their lives.

Goal-setting is an indicator found relevant in this study.

According to Anderson (2016), goals setting help define success. Expectations tend to be maintained rather than exceeded by people. As a result, objectives and expectations ought to be demanding but doable by an individual or group. Objectives are external to an individual and are sometimes described as "hoped-for" benefits that serve as the focus of motivations. For a group or for a person, goals establish shared tasks and procedures. Having them helps a group stay focused on the objectives and knows what needs to be done.

Sportsmanship as athletes' behavior is a significant indicator found relevant in this study.

According to Martin et. al. (2016), states that athlete's behavior is the phrase that embodies good sportsmanship, which includes moral conduct, impartial play, and regard for the game, the players, and the audience. Whether they choose to or not, elite sportsmen have emerged as cultural role models.

Fair play is an indicator found relevant in this study.

According to Coubertin (2023), Fair play includes the values of honesty, decency, and sportsmanship; it serves as a moral compass for coaches, players, and spectators. It emphasizes the value of moral behavior and decency and acts as a reminder that the ultimate goal transcends victory. Fair play is an essential component of athletics, as many athletes and parents can attest. While there are many various ways to achieve fair play in sports, some examples include playing by the rules, being courteous of opponents, and exhibiting outstanding sportsmanship.

The athletes demographic profile is one of the variable relevant in this study. Included also is the sub-indicator which consist of age, sex, type of sports, and years of playing.

Age is an indicator found relevant in this study.

According to Seana (2018) age affects performance in sports, this is because the body grows more flexible and the skeleton less resistant. prone to injuries such as fractures. Simultaneously, muscles lose an increasing amount of water, calcium, and electrolytes. As a result, the body's total strength gradually starts to decline along with the muscle mass.

Sex as athlete's profile is a relevant indicator found in this study.

According to Buluma (2022), Athlete performance is determined by biological sex: because sex chromosomes produce fundamental physical and physiological differences, adult males are faster, stronger, and more powerful than females..

Social and cultural expectations related to gender can influence how athletes behave, as well as potentially affecting the types of sports in which they participate and the levels of support they receive.

Types of sports as athletes' profile is a significant indicator found relevant in this study.

According to Ether (2022), sports may affect the behavior of a person. Playing sports, whether competitive or recreational, appears to be associated with improved mental health outcomes, such as elevated psychological well-being (such as elevated life satisfaction and self-esteem) and lowered psychological ill-being (such as lowered stress, anxiety, and depression levels).

Years of playing is a indicator found relevant in this study.

The number of years that individuals have been playing as athletes can certainly have an effect on their behavior. More years of play typically lead to greater skill development and a higher sense of competence, which can boost confidence and positively affect an athlete's behavior both on and off the field

According to Eldridge et.al., (2014), athletes' years of playing have a significant effect on their behavior, research also reveals a strong favorable correlation between teenage sports engagement and behavioral and academic success The number of years an individual has been playing a sport can have a significant impact on their behavior, both on and off the field. It is evident from the cited literature that

the demographic profile of the respondents such as age, sex, types of sports, and years of playing have a important concept of athletes' behavior and performance.

According to Micoogullari (2017) Mental competence symbolizes the ability of an individual to manage the challenges of training and competition, to sharpen their focus, resolve, and confidence, and to remain composed under duress. The ability of an athlete to meet the demands of practice and rivalry, together with their heightened attention, drive, self-assurance, and ability to maintain composure under duress, have all been attributed to mental toughness.

Emotional competence is an indicator found relevant in this study.

According to Li et al., (2019) emotional factors can now be improved with the use of mindfulness-based therapies. These therapies can enhance a sports participant's emotional control, attentional control, and general well-being.

Social competence is an indicator found relevant in this study.

According to Locke et al., (2013) said that athletes with social aspects possess effective verbal and nonverbal communication skills. They can clearly express their thoughts, listen actively, and provide constructive feedback to their teammates and coaches. Good communication promotes understanding, collaboration, and teamwork.

3. Methodology

This study used descriptive-quantitative correlational research that uses 322 student-athletes selected via purposive sampling technique from 3 Local Universities and Colleges in the province of Cavite. A self-made questionnaire was used in this study. The statistical tool used are mean, standard deviation and pearson r moment correlation coefficient.

4. Result and Discussion

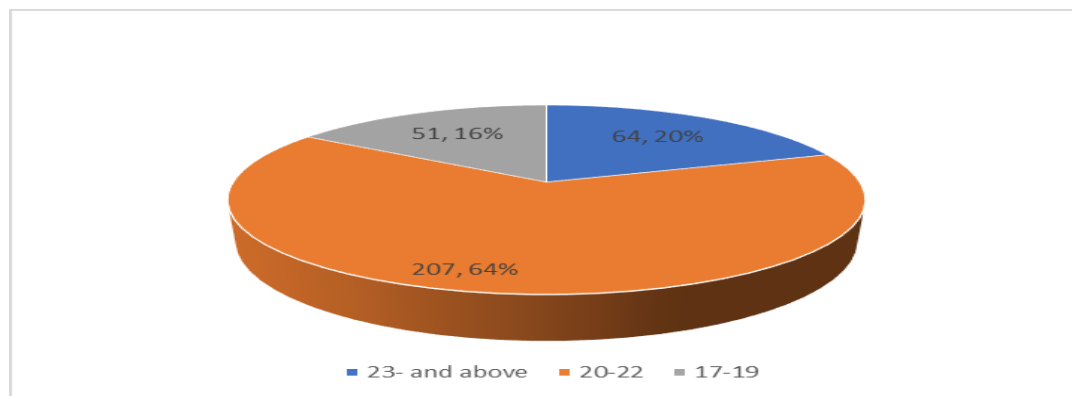


Figure 2. Athletes' Demographic Profiles in terms of Age

The students-athletes demographic profile in terms of age shows that ages 20 to 22 got the highest frequency of 207 or 64 percent of the total sample, followed by ages 23 and above with the total frequency of 64 or 20 percent of the total sample, and the smallest frequency of 51 or 16 percent belongs to 17 to 19.

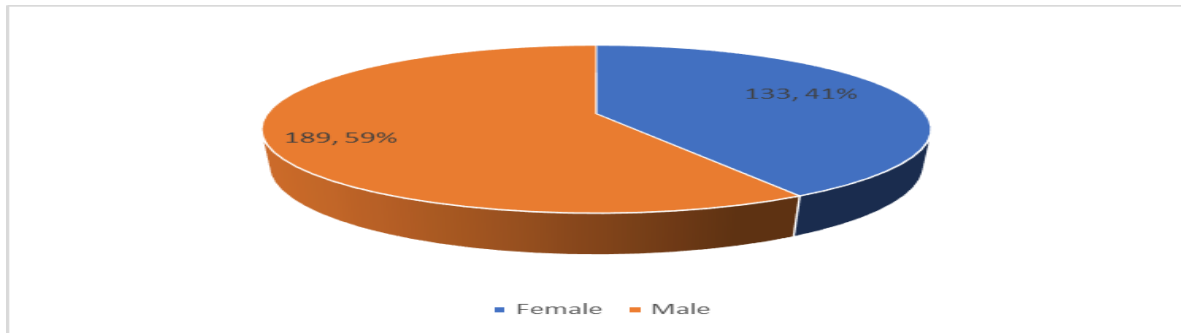


Figure 2. Athletes' Demographic Profiles in terms of Age

The students-athletes demographic profile in terms of sex shows that male student athletes got the highest frequency of 189 or 59 percent of the total sample, and 133 of the respondents are female or 41 percent of the total sample

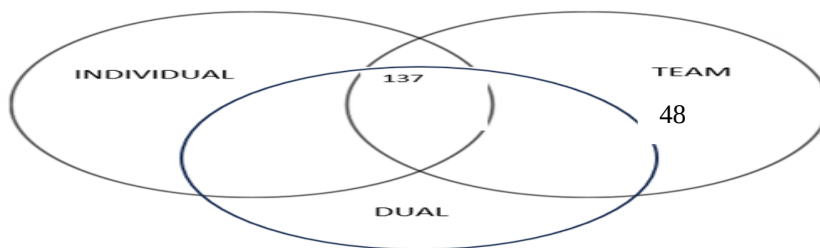


Figure 4. Athletes' Demographic Profiles in terms of Types of Sports

The students-athletes demographic profile in terms of type of sports shows that individual/dual sports got 137 student-athletes and 48 student-athletes preferred the team sports.

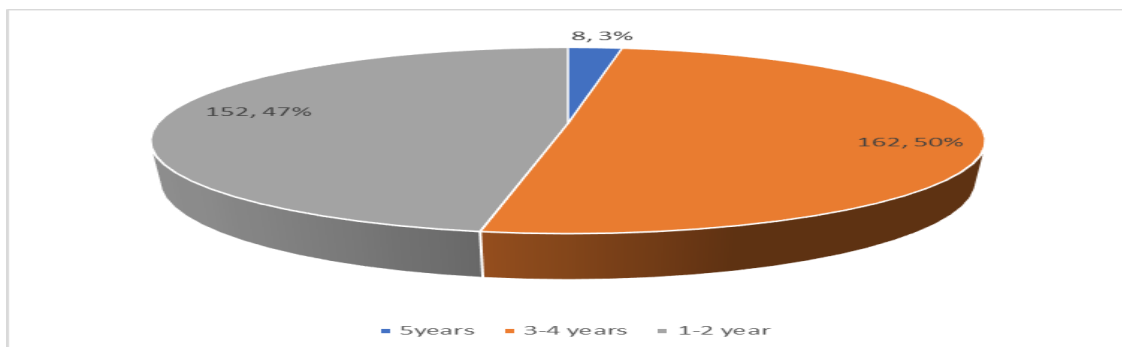


Figure 5. Athletes' Demographic Profiles in terms of Years of Playing

The students-athletes demographic profile in terms of years of playing shows that 162 students or 50 percent have played for 3-4 years, and 152 students or 50 percent have played for 1-2 years, and only 8 players or 3

percent have played for 5 years.

Table 1

Level of Athletes' Competence in terms of Physical

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
<i>I can perform physical tasks and activities at a high level of skill</i>	3.67	0.57	<i>Strongly Agree</i>
<i>I can manage to do my daily tasks with high efficiency and effectiveness</i>	3.66	0.57	<i>Strongly Agree</i>
<i>I possess strength, speed, and endurance.</i>	3.60	0.59	<i>Strongly Agree</i>
<i>I can push through pain, setbacks, and pressure situations</i>	3.57	0.59	<i>Strongly Agree</i>
<i>I can combine different physical competencies</i>	3.59	0.58	<i>Strongly Agree</i>
Weighted Mean		3.62	
SD		0.57	
Verbal Interpretation		Highly Evident	

Table 1 shows that Student-athletes Strongly Agree that they can perform physical tasks and activities at a high level of skill ($M = 3.67$, $SD=0.57$). additionally, they can push through pain, setbacks, and pressure situations ($M = 3.57$, $SD=0.59$). The level of athlete's competence in terms of physical attained a weighted mean score of 3.62 and a standard deviation of 0.57 and was verbally interpreted as highly evident among the respondents.

This mean that physical competence is essential to athletes, because through this they can perform their daily task and activities. Similarly, physical competence made them manage their daily work with high level of efficiency because they possess the energy to keep going as they combine different competence to push through difficult situations.

Table 2

Level of Athletes' Competence in terms of Mental

STATEMENT	MEAN	SD	REMARKS
<i>I can focus on relevant cues while filtering out distractions</i>	3.56	0.59	<i>Strongly Agree</i>
<i>I maintain focus over an extended period which is crucial for consistent performance</i>	3.58	0.56	<i>Strongly Agree</i>
<i>I can bounce back from defeats, cope with adversity, and maintain composure under pressure</i>	3.61	0.56	<i>Strongly Agree</i>
<i>I can develop mental stamina to withstand challenges and perform consistently at a high level</i>	3.61	0.55	<i>Strongly Agree</i>
<i>I am focused on controllable actions and processes rather than solely on the outcomes</i>	3.62	0.55	<i>Strongly Agree</i>

Weighted Mean	3.60
SD	0.59
Verbal Interpretation	Highly Evident

Table 2 shows that Student-athletes Strongly Agree that they are focused on controllable actions and processes rather than solely on the outcomes ($M = 3.62$, $SD=0.56$). In addition, they can focus on relevant cues while filtering out distractions ($M=3.56$, $SD=0.59$).

The level of athlete's competence in terms of Mental attained a weighted mean score of 3.60 and a standard deviation of 0.59 and was verbally interpreted as highly evident among the respondents. This imply that Mental competence as athletes' attributes plays an important role in sporting world.

As athletes must maintain focus every time, they play to avoid destruction, Athletes' mental competence in sports, often referred to as mental toughness or psychological skills, plays a crucial role in their performance and overall success.

Table 3

Level of Athletes' Competence in terms of Emotional

STATEMENT	MEAN	SD	REMARKS
<i>As a student-athlete...</i>			
<i>I am confident in my skills and I believe in my ability</i>	3.65	0.58	Strongly Agree
<i>I am highly motivated to do my best in every competition</i>	3.68	0.57	Strongly Agree
<i>I inspire my teammates to work together to achieve our goals</i>	3.65	0.57	Strongly Agree
<i>I am not easily discouraged even in the times of difficult situations</i>	3.61	0.56	Strongly Agree
<i>I have a strong motivational drive to inspire other people</i>	3.62	0.55	Strongly Agree
Weighted Mean		3.64	
SD		0.58	
Verbal Interpretation		Highly Evident	

Table shows that student-athletes Strongly Agree that they are highly motivated to do their best in every competition ($M = 3.68$, $SD=0.57$). In addition, they are not easily discouraged even in the times of difficult situations ($M=3.61$, $SD=0.56$).

The level of athlete's competence in terms of Emotional attained a weighted mean score of 3.64 and a standard deviation of 0.58 and was verbally interpreted as highly evident among the respondents.

This imply that athlete's emotional competence is a factor contributing to the athlete's emotional stability, as emotional competence includes having the capacity to comprehend both one's own and other people's feelings, and to effectively manage and regulate these emotions in productive ways.

Table 4

Level of Athletes' Competence in terms of Social

STATEMENT	MEAN	SD	REMARKS
<i>I work side by side with the other members of the team.</i>	3.65	0.56	<i>Strongly Agree</i>
<i>It helps me build my character</i>	3.69	0.54	<i>Strongly Agree</i>
<i>I can boost my self-confidence</i>	3.68	0.53	<i>Strongly Agree</i>
<i>I work as a team</i>	3.67	0.53	<i>Strongly Agree</i>
<i>I inspire team spirit and encourage each member to work together</i>	3.64	0.51	<i>Strongly Agree</i>
Weighted Mean		3.66	
SD		0.56	
Verbal Interpretation		Highly Evident	

Table shows that student-athletes Strongly Agree that social competence helps them build their character ($M = 3.69$, $SD=0.54$). In addition, their social competence helps them inspire the team and encourage each member to work together ($M=3.64$, $SD=0.51$).

The level of athlete's competence in terms of social attained a weighted mean score of 3.66 and a standard deviation of 0.56 and was verbally interpreted as highly evident among the respondents.

This implies that athletes' social competence is a factor in that helps them build their character. Socialization involves interactions with family, peers, educators, and the broader community, and through these interactions, individuals can learn and internalize behaviors and values.

Table 5

Level of Student Athletes' Behavior in terms of Discipline

STATEMENT	MEAN	SD	REMARKS
<i>I behave properly on and off the playing court.</i>	3.75	0.51	<i>Strongly Agree</i>
<i>I treat my opponent with mutual respect</i>	3.78	0.51	<i>Strongly Agree</i>
<i>I encourage spirit of friendship and camaraderie</i>	3.76	0.52	<i>Strongly Agree</i>
<i>I am a good member of the team and a valuable asset to the school</i>	3.70	0.53	<i>Strongly Agree</i>
<i>I promote sportsmanship</i>	3.77	0.52	<i>Strongly Agree</i>
Weighted Mean		3.75	
SD		0.51	
Verbal Interpretation		Highly Evident	

Table shows that student-athletes Strongly Agree that they treat their opponent with mutual respect ($M = 3.78$, $SD=0.51$). In addition, they are a good member of the team and a valuable asset to the school ($M=3.70$, $SD=0.53$).

The level of athlete's behavior in terms of discipline attained a weighted mean score of 3.75 and a standard deviation of 0.51 and was verbally interpreted as highly evident among the respondents.

Discipline is clearly a desirable behavior of an athlete. Thus, treating you opponent with due respect

made the playing court more peaceful and friendly, promoting sportsmanship and camaraderie.

Table 6

Level of Student Athletes' Behavior in terms of Determination

STATEMENT	MEAN	SD	REMARKS
<i>I am focused on my objectives, working tirelessly to achieve my goal.</i>	3.69	0.53	Strongly Agree
<i>I am determined to commit myself to a long-term continuous improvement</i>	3.70	0.53	Strongly Agree
<i>I am determined to adapt to changes and adjust strategies as needed</i>	3.70	0.53	Strongly Agree
<i>I am a determined athlete and focused on the process rather than the outcomes</i>	3.67	0.54	Strongly Agree
<i>I am determined athletes and have a strong desire to win</i>	3.73	0.55	Strongly Agree
Weighted Mean		3.70	
SD		0.53	
Verbal Interpretation		Highly Evident	

Table shows that student-athletes Strongly Agree that they are determined athletes and have a strong desire to win ($M = 3.73$, $SD=0.55$). In addition, student-athletes Strongly Agree that they are a determined athlete and focused on the process rather than the outcomes ($M=3.67$, $SD=0.54$).

The level of athlete's behavior in terms of Determination attained a weighted mean score of 3.70 and a standard deviation of 0.53 and was verbally interpreted as highly evident among the respondents. This implies that determine as athletes' behavior encompasses of athletes' strong desire for victory. Strong desire for victory is often seen as a key motivator that drives them to dedicate themselves to rigorous training, focused performance, and continuous improvement in their sport.

Table 7

Level of Student Athletes' Behavior in terms of Goal Setting

STATEMENT	MEAN	SD	REMARKS
<i>I inspire the team to win</i>	3.71	0.57	Strongly Agree
<i>I boost the morale of the team in defeat</i>	3.66	0.58	Strongly Agree
<i>I play as the navigator of the team whenever we compete</i>	3.61	0.57	Strongly Agree
<i>I set clear and specific goals to achieve in the competition</i>	3.66	0.56	Strongly Agree
<i>I compete to bring honor to my institution</i>	3.71	0.55	Strongly Agree
Weighted Mean		3.67	
SD		0.57	
Verbal Interpretation		Highly Evident	

Table shows that student-athletes Strongly Agree that they inspire the team to win and they compete to bring honor to my institution both ($M = 3.71$, $SD=0.57$). In addition, they play as the navigator of the team whenever they compete ($M=3.61$, $SD=0.57$).

The level of athlete's behavior in terms of goal setting attained a weighted mean score of 3.67 and a standard deviation of 0.57 and was verbally interpreted as highly evident among the respondents.

This implies that goal setting is an integral part of athletes' behavior, serving as a roadmap for their training and performance. Through goal setting, athletes can identify specific objectives to work towards,

leading to improved motivation and focus.

Table 8

Level of Student Athletes' Behavior in terms of Sportsmanship

STATEMENT	MEAN	SD	REMARKS
<i>I valued character over talent</i>	3.73	0.54	<i>Strongly Agree</i>
<i>I treat my teammate as well as my competitor with respect</i>	3.75	0.55	<i>Strongly Agree</i>
<i>I never cheat during play</i>	3.70	0.54	<i>Strongly Agree</i>
<i>I promote fairness and equality in the playing court</i>	3.76	0.52	<i>Strongly Agree</i>
<i>I am a model athlete</i>	3.62	0.53	<i>Strongly Agree</i>
Weighted Mean		3.71	
SD		0.54	
Verbal Interpretation		Highly Evident	

Table shows that student-athletes Strongly Agree that they promote fairness and equality in the playing court ($M = 3.76$, $SD=0.52$). In addition, they are a model athlete ($M=3.62$, $SD=0.53$).

The level of athlete's behavior in terms of Sportsmanship attained a weighted mean score of 3.71 and a standard deviation of 0.54 and was verbally interpreted as highly evident among the respondents.

This implies that sportsmanship is a desirable trait of an athlete, the one that promote equality and fairness in the playing field. Sportsmanship is indeed a highly desirable trait for athletes, encompassing a spectrum of positive behaviors that demonstrate respect, fairness, integrity, and grace in both victory and defeat.

Table 9

Level of Student Athletes' Behavior in terms of Fair Play

STATEMENT	MEAN	SD	REMARKS
<i>I recognized and appreciated the skills and efforts of the opponents</i>	3.80	0.50	<i>Strongly Agree</i>
<i>I treat opponents with respect, courtesy, and fairness</i>	3.77	0.51	<i>Strongly Agree</i>
<i>I respect the decisions of the officials even if they may unfavorable</i>	3.75	0.51	<i>Strongly Agree</i>
<i>I demonstrate honesty in action and interaction during competition</i>	3.75	0.57	<i>Strongly Agree</i>
<i>I reject any form of cheating, including doping and game fixing</i>	3.75	0.69	<i>Strongly Agree</i>
Weighted Mean		3.76	
SD		0.50	
Verbal Interpretation		Highly Evident	

Table 9 shows that student-athletes Strongly Agree that they recognized and appreciated the skills and efforts of the opponents ($M = 3.80$, $SD=0.50$). Likewise, student-athletes Strongly Agree that they respect the decisions of the officials even if they may unfavorable, they demonstrate honesty in action and interaction during competition and they also reject any form of cheating, including doping and game fixing all got a mean of ($M=3.75$, $SD=0.51$, $SD=0.57$, $SD=0.69$).

The level of athlete's behavior in terms of fair play attained a weighted mean score of 3.76 and a standard deviation of 0.50 and was verbally interpreted as highly evident among the respondents.

This implies that fair play is a significant behavior of an athletes, by recognizing the skills and talent

of the opponent team as well as the contribution of their teammate promoting an environment of fair play.

Table 10

Significant Relationship Between the Athletes' Demographic Profiles and the Athletes' Behavior

Athletes' Profiles	Demographic	Discipline	Athletes Behavior			
			Determination	Goal Setting	Sports manship	Fair play
Age	Pearson					
	Correlation	0.003	0.000	0.000	0.000	0.000
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322
Sex	Pearson					
	Correlation	0.000	0.003	-0.002	0.005	0.002
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322
Types of sports	Pearson					
	Correlation	0.000	0.001	0.001	0.001	0.001
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322
Years of playing	Pearson					
	Correlation	0.003	0.029	0.007	0.000	0.001
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322

Table 10 shows the significant relationship between athletes' demographic profiles and the athletes' behavior.

In this study, the table shows the significant relationship between

Athletes' demographic profiles and the athletes' behavior. the table also shows that the overall r-value indicates negligible relationship between the goal setting and the athletes' characters.

The p-value also indicates that there is significant relationship between athletes' demographic profiles in terms of sex with regards to goal setting, sportsmanship, fair play and the athletes' behavior which is less than the level of significant value of 0.05. Also, in years of playing in terms goal setting with regards to determination is also significant. This implies that athletes profile may affect the behavior of athletes.

Table 11

Significant Relationship Between the Athletes' Competence and the Athletes' Behavior

Athletes' Competence		Discipline	Determination	Athletes Behavior		Fair play
				Goal Setting	Sports manship	
Physical	Pearson					
	Correlation	0.027	0.024	0.043	0.044	0.034
	Sig. (2-tailed)	.000	.000	.000	.000	.000

	N	322	322	322	322	322
Mental	Pearson					
	Correlation	0.024	0.027	0.041	0.034	0.040
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322
Emotional	Pearson					
	Correlation	0.008	0.015	0.012	0.021	0.023
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322
Social	Pearson					
	Correlation	0.001	0.012	0.018	0.016	0.022
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	322	322	322	322	322

There is a significant relationship between athletes' competence and the athletes' behavior. In this study, the table shows the significant relationship between athletes' competence and the athletes' behavior.

Table shows that there is a significant relationship between athlete's competence in terms of physical and athletes' behavior in terms of discipline, determination, goal setting, sportsmanship, and fair play with a r-value of 0.027, 0.024, 0.043, 0.044, and 0.034 respectively. The p value is less than the 0.05 level of significance. This implies that athletes' competence in terms of physical significantly affects athletes' behavior. This infers that athletes who excel physically often become leaders within their teams. Their competence can inspire and motivate teammates, influencing team dynamics and behavior.

5. CONCLUSION

1. There is a significant relationship between athletes' demographic profiles and athletes' behavior in terms of discipline, determination, goal setting, sportsmanship, and fair play. Therefore, the null hypothesis is rejected; this implies that in terms of age, younger athletes might require more supervision and focus on fundamental skills, while older athletes can handle more complex training programs and strategic decision-making. In addition, biological differences between genders can affect training approaches and responses to conditioning.

2. The relationship between athletes' competence in terms of physical, mental, emotional, and social and the athletes' behavior in terms of discipline, determination, goal setting, sportsmanship, and fair play is significant. Therefore, the null hypothesis is rejected; this implies that athletes with higher competence levels are more likely to engage in behaviors that enhance performance, such as consistently attending training, seeking feedback, and practicing deliberately.

6. RECOMMENDATIONS

Based on the drawn conclusions, the following recommendations are:

Newly recruited student athletes are advised to undergo briefing, social interactions, and training from senior student-athletes in their respective fields for an enhanced athletic performance, as part of the standard policy of the university.

Sports directors must ensure an increase in the student-athletes' participation to various leagues and competitions, either amateur or professional, which will serve as an exposure to various playing environments.

Experiences gained from joining events can help improve individual's competitiveness.

Coaches are advised to take up continuing professional education (CPE) to provide improved mentoring and regular counseling in the behavior of student athletes. Understanding how each type of athlete behave and reacts to game results can be improved through proper coaching.

The university must guarantee provision of more incentives, awards and recognitions to student athletes which may result to an improved behavior and competence. Praises received will form part of the personal profile and pride of each student athlete.

Student athletes' commitment to regular, focused practice and training must be maintained even during off-seasons to improve skill level and performance capabilities. Self-discipline can help them succeed in higher level competitions.

Future researchers are advised to continuously conduct studies with an enhanced questionnaire that may result to better results. Continue studies on the effects of various factors that may affect student athletes' competences and behavioral patterns.

ACKNOWLEDGEMENTS

This research paper will not be possible without the encouragement, help, support and guidance of the following whom the researcher would like to give her grateful recognition and appreciation.

ALMIGHTY GOD, JESUS CHRIST, for everlasting love, guidance, blessings, wisdom, knowledge, and divine understanding which he has given to the researcher. Without Him this research will not be possible to accomplish;

Hon. Pres. LTC MARIO R. BRIONES, EdD., University President, and also the chairman of the defense panel. For his management and leadership in producing well-trained and equipped educators, for his insightful and significant comments and additional information given to make the study more comprehensive;

ENGR. MANUEL LUIS R. ALVAREZ, Campus Director LSPU Santa Cruz Campus.

Prof. ROSARIO G. CATAPANG, PhD. Associate Dean, College of Teacher Education and Graduate Studies, for her positive outlook in producing competent, more equipped graduate students, also his technical editor, for patiently polishing the settings and format of the manuscript;

DR. FREDDIE S. JAVIÑA, his research adviser, for sharing his expertise and guidance throughout all stages of the work.

PROF. JOHN MICHAEL D. AQUINO, his research subject specialist, for his support, motivation, and ideas to make this research possible.

DR. MARIE ANN S. GONZALES, his internal statistician, for guiding the researcher in gathering data and giving accurate treatment for the study.

DR. EVELYN A. SUNICO, his external statistician, for helping the researcher in computing the gathered data and sharing relevant information regarding the study.

DR. AILEEN M. DARAN, his language critic, for her patience in reviewing the paper and revising the language in accordance with academic writing norms.

DR. BENNY B. JUACALLA, his external panel, for sharing his knowledge and expertise in the field of Physical Education.

Local University Presidents, Campus Administrators and Campus Liaison Officers of City College of Tagaytay, Trece Martires City Collges and Kolehiyo ng Lungsod ng Dasmaringas, for approval to conduct the study and extended their assistance during the distribution of survey questionnaires; and

Karen Shane D. Cuaresma and Stesha D. Cuaresma, his wife and daughter, for the love, encouragement and moral support that inspired the researcher to make this research study possible.

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