

RELATIONSHIP OF ATHLETES' TRAINING, SKILLS DEVELOPMENT, AND SUCCESS: A BASIS FOR IMPROVED TRAINING PROGRAM

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Abstract

This research determined the level of training program with regards to high-intensity interval training, fartlek training, plyometric training, and circuit training, level of athletes' skills development with regards to time management, work ethics, drill variation, focus and concentration, power and speed, and balance and flexibility, level of student athletic success with regards to medals and titles, athletic awards, and innovation and contribution, significant relationship between training program and athletes' skills development, and significant relationship between training program and athletic success.

Using a survey questionnaire created by the researcher, a descriptive-quantitative approach with stratified sampling was employed in this study. 212 student-athletes from Cavite City and the province's DepEd division participated in the survey. This study used a survey that the participants created themselves.

Findings showed that the level of training program in terms of high-intensity interval training, fartlek training, plyometric training, and circuit training appears to be strongly agreed with the verbal interpretation of highly evident. Moreover, the level of athletes' skills development in terms of time management, work ethics, drill variation, focus and concentration, power and speed, and balance and flexibility appear to be strongly agreed with the verbal interpretation of highly evident.

Furthermore, the level of level of student athletes' success in terms of medals and titles, athletic recognition and contribution, and sports innovation appears to be strongly agreed with the verbal interpretation of highly evident. Lastly, the significant relationship between training programs and athletes' skills development appears to be strongly agreed with the verbal interpretation of highly evident.

The drawn findings resulted to the following conclusion. There is a significant relationship between training programs and athletes' skills development. Therefore, the null hypothesis is rejected, which implies that training programs are grounded in principles of learning and adaptation. There is a significant relationship between training programs and athletic success. Therefore, the null hypothesis is rejected, which implies that Training programs are designed to enhance specific athletic skills necessary for sport, it also encompasses mental preparation.

Keywords: Relationship and Success

1. Introduction

Athletes' training skills are composed of various training techniques to enhance their performance and overall athletic ability. The specific skills and training methods can vary based on the type of sport, the position within the sport, and individual athlete preferences. Everyone can participate in sports, but not everyone can be an expert in sports. This is the principle of the skills development program, because more and more students are getting involved in sports. The widespread belief that young people who participate in sporting activities have positive expectations for the future is contributing to this increase.

Skills development builds trust in both spoken and cooperative teamwork and cooperation, helps students discover new ways of thinking and solving problems in everyday life, encourages them to take responsibility for their actions rather than placing blame elsewhere, helps them discuss options, make decisions and understand the reasoning behind those decisions outside of the classroom, and helps them become more self-aware and empathetic toward others.

Most Sporting activities require coordination between the upper and lower body. The core is the one that serves as the connector of both the upper and lower body. Core instability increases the occurrence of injuries and lessens the level of performance of athletes in athletics and additional physical pursuits. It is important for athletes to put emphasis on core stability training to enhance their performance and lower the risk of injuries. (Jones et al., 2019).

Athletes' success is the features of a sportsperson's performance, achievements, and relationship of athletes' training, skills development, and success that can be a basis for improved training program.

2. Review of Related Literature

Time management is an indicator found significant in this study.

According to Raju et al. (2017), time management is the practice of organizing and deliberately managing the amount of time spent on particular tasks, with the goal of maximizing productivity, effectiveness, and efficiency.

Another indicator found significant in this study is the work ethics

According to Driskell (2023), the work ethic is a term used to characterize the behaviors and views of specific individuals. A person is said to have a good "work ethic" if they put in a lot of effort and take great pride in their work; these individuals are typically devoted, trustworthy, self-motivated, and contented employees.

Drill variations is an indicator found relevant in this study,

According to Thomas et al. (2016), drills produce exercise intensities appropriate for physical training. However, because movement patterns cannot be externally regulated during soccer drills, it is still questionable if they can supply players a suitably uniform exercise intensity during drill repetition.

Focus and concentration are an indicator found significant in this study.

According to Chignell (2017), focus is an essential text and a manual for learning how to increase awareness and attention span. Daniel Goleman provides helpful guidance on developing a positive outlook, strengthening willpower, and eventually leading more focused and productive lives—all for the benefit of humanity and the environment—using a variety of case studies.

Power and speed are an indicator found significant in this study.

According to Manahan (2015), power is the capacity for quick application of strength. Force times distance divided by time equals power. Strength and flexibility are the foundations upon which power is built. It is practiced with high-intensity, high-speed workout drills using weighted objects or one's own body weight as resistance. In order to move the body's bulk or an object quickly, muscles are needed.

Balance and flexibility are an indicator found significant in this study,

According to Dantas (2021), balance exercises can be carried out on the days when strengthening activities are conducted. That being said, you can safely do your balancing exercises anytime, anyplace, and as often as you'd want, provided there's something sturdy to hold onto close by. Maintain your equilibrium to ensure that tasks like walking, grocery shopping, and moving objects on the ground stay easy to perform.

Medals and titles as indicator of athletes' success is found relevant in this study.

According to Harold (2015), a medal or medallion is a little, portable work of art that is typically made of metal and has a design on both sides. They usually serve some sort of commemorative function, and many are given out as prizes. This hasn't always been the case, but it's possible that they're meant to be worn or hung from jewelry or clothes in some other manner.

Athletic recognition and contribution are an indicator found relevant in this study.

According to Correa et al. (2015), students participate in sports because of what the sports contributes to their well-being, joys and satisfactions. The others play sports to accomplish different goals, such as preserving their sense of self-worth and confidence, staying out of trouble, or winning something.

Sports innovation is an indicator found relevant in this study.

According to According to Shilbury (2021), Through original and innovative thinking, sports organizations continue to grow, change, and adapt. The different innovative tactics used by sports organizations have the power to fundamentally alter how we participate in, perceive, and structure sports.

The training program is an indicator found relevant in this research work.

According to Toma (2023), training programs have been developed as an adult training format, typically employed in the context of personal development options offered by businesses, beginning with the performance evaluation procedures for staff members.

High Intensity Interval Training is an indicator found relevant in this study.

According to Sheth (2023), High-Intensity Interval Training is easily adaptable to suit individuals with varying levels of fitness and certain medical concerns, like diabetes and obesity.

Fartlek training is an indicator found relevant in this study.

According to Bashir (2017), fartlek training is a type of exercise that people of all ages, from novices to professional athletes, can utilize to raise their general fitness levels. Although fartlek training is typically connected with running, it may be used to nearly any type of exercise.

Plyometrics is an indicator found relevant in this study.

According to DeFrancesco (2018), an explosive concentric contraction is immediately followed by an eccentric contraction in a fast, forceful movement, which is known as plyometric training. To do this, an eccentric-concentric coupling phase or the stretch-shortening cycle are employed.

Circuit training is an indicator found relevant in this study.

According to Lucozade (2016), circuit training is one such training technique utilized in a program for strength and conditioning, and we offer advice on how to properly design and carry out a circuit training program in this fact sheet. Athlete performance can be enhanced by well-designed and executed programs.

3. Methodology

This research used a descriptive-quantitative method that uses a stratified sampling technique, using a researcher-made survey questionnaire. The respondents were 212 student-athletes from the DepEd Division of Cavite City and Cavite Province. A self-made survey questionnaire was used in this study. The statistical tool used are mean, standard deviation and pearson r moment correlation coefficient.

4. Result and Discussion

Table 1

Level of Training Program in terms of High-Intensity Interval Training

STATEMENT	MEAN	SD	REMARKS
<i>In High-Intensity Interval Training...</i>			
<i>I perform the Cardio-High Intensity Interval Training that includes a short burst and a short recovery rest.</i>	3.42	0.61	Strongly Agree
<i>I use Tabata, an excellent time-efficient workout that can be applied to various exercises.</i>	3.18	0.79	Strongly Agree
<i>I also use body-weight High-Intensity Interval Training; this uses only the body's weight for resistance.</i>	3.23	0.74	Agree
<i>I also use a cross-fit workout that includes a variety of high-intensity functional movements like lifting, running, jumping, and body exercise.</i>	3.44	0.66	Strongly Agree
<i>I also use the upper body and lower body High Intensity Interval Training, to give balance in the upper and lower extremities.</i>	3.52	0.63	Strongly Agree
Weighted Mean		3.42	
SD		0.68	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they use the upper body and lower body High Intensity Interval Training, to give balance in the upper and lower extremities. (M=3.52, SD=0.63). Likewise, Student-athlete Strongly Agree that they use Tabata, an excellent time-efficient workout that can be applied to various exercises. (M=3.18, SD=0.79).

The level of training program in terms of high-intensity interval training attained a weighted mean score of 3.42 and a standard deviation of 0.68 and was verbally interpreted as highly evident among the respondents.

This imply that this type of training is helping the student athletes to achieve their goals in their respective events or sports, and it can be can be tailored to mimic the activity patterns of various sports. can promote fat loss while preserving muscle mass, making it particularly appealing for those looking to improve body composition without losing muscle.

Table 2

Level of Training Program in terms of Fartlek Training

STATEMENT	MEAN	SD	REMARKS
<i>In fartlek training...</i>			
<i>I use alternating fast and slow running over varied terrain or distances.</i>	3.28	0.78	Strongly Agree
<i>I also use sprint training like short sprint (40m), medium sprint (100m) and long sprint (400m)</i>	3.29	0.70	Strongly Agree
<i>I also use interval training that uses an alternate high-intensity sprint and a period of rest or low-intensity jogging.</i>	3.28	0.69	Strongly Agree
<i>I also use acceleration training which focuses on improving initial acceleration from a standstill position.</i>	3.31	0.69	Strongly Agree
<i>I use speed endurance training that focuses on maintaining speed over longer distances.</i>	3.32	0.71	Strongly Agree
Weighted Mean		3.41	
SD		0.66	
Verbal Interpretation		Highly Evident	

Table 2 shows that student-athlete Strongly Agree that they use speed endurance training that focuses on maintaining speed over longer distances. (M= 3.32, SD=0.71). Likewise, student-athlete Strongly Agree that they use interval training that uses an alternate high-intensity sprint and a period of rest or low-intensity jogging. (M= 3.28, SD=0.69).

The level of training program in terms of fartlek training attained a weighted mean score of 3.41 and a standard deviation of 0.66 and was verbally interpreted as highly evident among the respondents.

This imply that this type of training is helping the student athletes to achieve their goals in their respective events or sports.

Table 3

Level of Training Program in terms of Plyometric Training

STATEMENT	MEAN	SD	REMARKS
<i>In plyometric training...</i>			
<i>I perform a series of jumps like box jump, depth jump, and squat jump that enhance leg strength and improve explosive power.</i>	3.35	0.65	Strongly Agree
<i>I use burpees, a combination of squat and plank exercises that improves cardiovascular fitness and muscular endurance.</i>	3.32	0.69	Strongly Agree
<i>I also use ankle hops that help improve lower leg strength and agility.</i>	3.30	0.68	Strongly Agree
<i>I also use plyometric pushups that promotes explosive power and upper body strength.</i>	3.26	0.71	Strongly Agree
<i>I also use a single leg jump that emphasizing on a swift and explosive movement, it improves balance, agility, and leg strength.</i>	3.33	0.67	Strongly Agree
Weighted Mean		3.42	
SD		0.64	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they perform a series of jumps like box jump, depth jump, and squat jump that enhance leg strength and improve explosive power. (M= 3.35, SD=0.65). Likewise, Student-athlete Strongly Agree that they use plyometric push ups that promotes explosive power and upper body strength (M=3.26, SD=0.71).

The level of training program in terms of plyometric training attained a weighted mean score of 3.42 and a standard deviation of 0.64.

This imply that this type of training program is existing to them and they have enough knowledge about plyometric training program.

Table 4

Level of Training Program in terms of Circuit Training

STATEMENT	MEAN	SD	REMARKS
<i>In circuit training...</i>			
<i>I select a mix of exercises that target different muscle groups.</i>	3.65	0.56	Strongly Agree
<i>I mix exercises that target both strength and cardio.</i>	3.69	0.54	Strongly Agree
<i>I perform exercises that target the lower and upper extremities.</i>	3.68	0.53	Strongly Agree
<i>I assign a specific time for a selected exercise.</i>	3.67	0.53	Strongly Agree
<i>I set short rest intervals of 15-30 seconds between exercise.</i>	3.64	0.51	Strongly Agree
Weighted Mean		3.66	
SD		0.56	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they mix exercises that target both strength and cardio (M=3.69, SD=0.54). Likewise, Student-athlete Strongly Agree that they set short rest intervals of 15-30 seconds between exercise. (M=3.64, SD=0.51).

The level of training program in terms of circuit training attained a weighted mean score of 3.66 and a standard deviation of 0.56. Generally, all of the statements from table number 4 were verbally interpreted as highly evident among the respondents.

This imply that the level of training program in terms of circuit training attained is definitely a usual training method to the student athletes from these 3 schools.

Table 5

Level of Athletes' Skills Development in terms of Time Management.

STATEMENT	MEAN	SD	REMARKS
In time management...			
<i>I set specific short-term goals and long-term goals.</i>	3.42	0.64	<i>Strongly Agree</i>
<i>I allocate a specific time block for each training component.</i>	3.28	0.65	<i>Strongly Agree</i>
<i>I prioritize a key workout or training session that aligns with my goal.</i>	3.37	0.67	<i>Strongly Agree</i>
<i>I design more efficient and effective workouts that target specific muscle groups.</i>	3.32	0.64	<i>Strongly Agree</i>
<i>I maximized my training session on my vacant period.</i>	3.19	0.67	<i>Agree</i>
Weighted Mean		3.32	
SD		0.66	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they set specific short-term goals and long-term goals. (M=3.42, SD=0.69). Likewise, Student-athlete Strongly Agree that they maximized my training session on my vacant period. (M=3.19, SD=0.67)

The level of athletes' skills development in terms of time management attained a weighted mean score of 3.32 and a standard deviation of 0.66. Overall, it was verbally interpreted as highly evident among the respondents.

This imply that student athletes are aware of the importance of being good in time management.

Table 6

Level of Athletes' Skills Development in terms of Work Ethics

STATEMENT	MEAN	SD	REMARKS
As part of work ethics...			
<i>I maintain a high level of professionalism in all interactions with athletes and coaches.</i>	3.39	0.63	<i>Strongly Agree</i>
<i>I show strong commitment to my role and responsibility.</i>	3.41	0.64	<i>Strongly Agree</i>
<i>I uphold the highest ethical standards and honesty.</i>	3.40	0.65	<i>Strongly Agree</i>
<i>I adhere to the rules and regulations governing athletics and sports.</i>	3.60	0.61	<i>Strongly Agree</i>
<i>I am clear, honest, and transparent in terms of communication.</i>	3.55	0.59	<i>Strongly Agree</i>
Weighted Mean		3.47	
SD		0.63	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they adhere to the rules and regulations governing athletics and sports. (M=3.60, SD=0.61). Likewise, Student-athlete Strongly Agree that they maintain a high level of professionalism in all interactions with athletes and coaches. (M=3.39, SD=0.63).

The level of athletes' skills development in terms of work ethics attained a weighted mean score of 3.47 and a standard deviation of 0.63.

This imply that was student athletes are relevant with the essence of prioritizing good work ethics specially in the field of sports.

Table 7

Level of Athletes' Skills Development in terms of Drill Variation

STATEMENT	MEAN	SD	REMARKS
<i>In drill variation...</i>			
<i>I perform a drill to cater my specific strengths and weaknesses.</i>	3.44	0.68	<i>Strongly Agree</i>
<i>I used functional movements that mimic the demands of the sports.</i>	3.37	0.62	<i>Strongly Agree</i>
<i>I used a structured drill with varying intensities throughout the training season.</i>	3.39	0.64	<i>Strongly Agree</i>
<i>I combine different drills for speed and cardio.</i>	3.32	0.70	<i>Strongly Agree</i>
<i>I set specific drills for different targeted muscle groups</i>	3.32	0.61	<i>Strongly Agree</i>
Weighted Mean		3.37	
SD		0.64	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they perform a drill to cater my specific strengths and weaknesses. (M=3.44, SD=0.68). Likewise, Student-athlete Strongly Agree that they set specific drills for different targeted muscle groups. (M=3.32, SD=0.70).

The level of athletes' skills development in terms of drill variation attained a weighted mean score of 3.47 and a standard deviation of 0.64. In General, all was verbally interpreted as highly evident among the respondents.

This imply that the result of the findings of level of athletes' skills in terms of drill variation, it is very clear that student athletes from these 3 participating schools are knowledgeable enough in terms conceptualizing and combining different types of drills that will result into variations of drills. Creating variations of drills will benefit specific type of skills based on the necessity of the student athletes.

Table 8

Level of Athletes' Skills Development in terms of Focus and Concentration.

STATEMENT	MEAN	SD	REMARKS
<i>In focus and concentration...</i>			
<i>I break down goals into smaller achievable targets.</i>	3.26	0.64	<i>Strongly Agree</i>
<i>I developed a consistent pre-training routine.</i>	3.37	0.61	<i>Strongly Agree</i>
<i>I practice mindfulness to improve mental clarity and focus.</i>	3.40	0.61	<i>Strongly Agree</i>
<i>I imagine specific scenarios and outcomes to enhance mental rehearsal.</i>	3.32	0.66	<i>Strongly Agree</i>
<i>I focus on relevant cues while blocking out distractions.</i>	3.30	0.63	<i>Strongly Agree</i>
Weighted Mean		3.33	
SD		0.63	
Verbal Interpretation		Highly Evident	

Student-athlete Strongly Agree that they practice mindfulness to improve mental clarity and focus. (M=3.40, SD=0.61). Likewise, Student-athlete Strongly Agree that they break down goals into smaller achievable targets. (M=3.26, 0.64).

The level of athletes' skills development in terms of focus and concentration attained a weighted mean score of 3.33 and a standard deviation of 0.63.

This imply that the respondents which means that student athletes are relying on the essence of developing a higher level of focus and concentration.

Table 9

Level of Athletes' Skills Development in terms of Power and Speed

STATEMENT	MEAN	SD	REMARKS
<i>In power and speed...</i>			
<i>I perform specific training for speed.</i>	3.48	0.62	<i>Strongly Agree</i>
<i>I perform specific training for power.</i>	3.41	0.66	<i>Strongly Agree</i>
<i>I design a specific training session with a combined focus on speed and power.</i>	3.41	0.65	<i>Strongly Agree</i>
<i>I try to develop maximum speed over a longer distance.</i>	3.27	0.68	<i>Strongly Agree</i>
<i>I combine speed with explosive power for maximum optimal results.</i>	3.31	0.66	<i>Strongly Agree</i>
Weighted Mean		3.34	
SD		0.66	
Verbal Interpretation		Highly Extent	

Among all the statements from table 9, Student-athlete Strongly Agree that they perform specific training for speed. (M= 3.48, SD=0.62). Likewise, Student-athlete Strongly Agree that they try to develop maximum speed over a longer distance. (M=3.27, SD=0.68).

The level of athletes' skills development in terms of power and speed attained a weighted mean score of 3.34 and a standard deviation of 0.66.

This imply that speed and power are very important for them to acquire and improve immensely. The level of athletes' skills development in terms of power and speed attained is very notable to the student athletes of the participating schools.

Table 10

Level of Athletes' Skills Development in terms of Balance and Flexibility

STATEMENT	MEAN	SD	REMARKS
<i>In balance and flexibility...</i>			
<i>I enhance dynamic stability and neuromuscular control.</i>	3.25	0.63	<i>Agree</i>
<i>I engage core muscles while improving balance.</i>	3.36	0.66	<i>Strongly Agree</i>
<i>I engage core muscles while improving balance</i>	3.34	0.68	<i>Strongly Agree</i>
<i>I improved flexibility and balance through mindful movement.</i>	3.34	0.70	<i>Strongly Agree</i>
<i>I engage incorporate flexibility exercise with balance exercise</i>	3.38	0.69	<i>Strongly Agree</i>
Weighted Mean		3.34	
SD		0.68	
Verbal Interpretation		Highly Evident	

In all of the statements from table 10 Student-athlete Strongly Agree that they engage incorporate flexibility exercise with balance exercise (M=3.38, SD=0.69). Likewise, Student-athlete Strongly Agree that they I enhance dynamic stability and neuromuscular control (M=3.25, SD=0.63).

The level of athletes' skills development in terms of balance and flexibility attained a weighted mean score of 3.34 and a standard deviation of 0.68.

This imply that schools are more than knowledgeable as much as expected. Findings shows that they have prior and advance knowledge of what is the crucial role of balance and flexibility and also the importance of it to them athletes.

Table 11

Level of Student Athletic Success in terms of Medals and Titles

STATEMENT	MEAN	SD	REMARKS
As a student-athlete...			
<i>I achieve high score points or rankings in a competition</i>	3.07	0.73	Agree
<i>I win most of the matches, games, and tournaments</i>	3.19	0.74	Agree
<i>I earned medals in the school level and regional level.</i>	2.82	1.02	Agree
<i>I represent the school in the national level</i>	2.70	1.03	Agree
<i>I demonstrate consistent winning performance</i>	2.96	0.78	Agree
Weighted Mean		2.95	
SD		0.89	
Verbal Interpretation		Evident	

Among the five statements from table 11, Student-athlete Strongly Agree that they win most of the matches, games, and tournaments. ($M=3.19$, $SD=0.74$). Likewise, Student-athlete Strongly Agree that they represent the school in the national level ($M=2.70$, $SD=1.03$).

The level of level of student athletes' success in terms of medals and titles. attained a weighted mean score of 2.95 and a standard deviation of 0.89.

This implies that the level of level of student athletes' success in terms of medals and titles attained from participating student athletes of these schools are detectable based from the results of the findings.

Table 12

Level of Student Athletic Success in terms of Athletic Recognition and Contribution

STATEMENT	MEAN	SD	REMARKS
As a student-athlete...			
<i>I received different sports awards.</i>	3.08	0.82	Agree
<i>I always received bronze, silver, and gold medals.</i>	3.16	0.78	Agree
<i>I am always in the top 3 in the competition</i>	2.96	0.89	Agree
<i>I/my team been awarded top performing athlete in the regional level.</i>	2.74	0.95	Agree
<i>I / my team received distinction in the national level</i>	2.75	0.98	Agree
Weighted Mean		2.94	
SD		0.90	
Verbal Interpretation		Evident	

In all of the statements from table number 12, student-athletes agree that they focus on receiving bronze, silver and gold medals got the highest mean of ($M=3.16$, $SD=0.78$). Likewise, Student-athlete agree that they been awarded top performing athlete in the regional level ($M=2.74$, $SD=0.95$).

The level of student athletes' success in terms of athletic recognition and contribution attained a weighted mean score of 2.94 and a standard deviation of 0.90.

This imply the level of student athletes' success in terms of athletic recognition and contribution attained is highly evident based on the summary findings. It is understandably shown on the data gathered that athletes from these 3 responding schools of the study are considered as recognized athletes of their school, finding shows that they have won medals and achievements for their respective event or team.

Table 13

Level of Student Athletic Success in terms of Sports Innovation

STATEMENT	MEAN	SD	REMARKS
As a student-athlete...			
I contribute to the development of new ideas in training.	3.42	0.65	Strongly Agree
I incorporate different devices and the use of technology in training.	3.23	0.77	Agree
I continually push to the boundary of what is possible.	3.35	0.71	Strongly Agree
I monitor athletes' performance to see if there's a need for change.	3.37	0.69	Strongly Agree
I welcome new ideas for improvements	3.51	0.66	Strongly Agree
Weighted Mean		3.34	
SD		0.70	
Verbal Interpretation		Highly Evident	

Statements from table number 13 Student-athlete Strongly Agree that they welcome new ideas for improvements ($M=3.51$, $SD=0.66$). Likewise, Student-athlete Strongly Agree that they incorporate different devices and the use of technology in training ($M=3.23$, $SD=0.77$).

The level of student athletes' success in terms of sports innovation attained a weighted mean score of 3.34 and a standard deviation of 0.70 and it was verbally interpreted as highly evident among the respondents.

This implies that the level of student athletes' success in terms of sports innovation attained is highly evident among the respondents. It is also clearly obvious to them that change is always constant, even in sports.

Table 14

Significant Relationship Between the Training Programs and Athletes' Skills Development.

Training Program		Athletes' Skills Development					
		Time Management	Work Ethics	Drill Variation	Focus and Concentration	Power and Speed	Balance and Flexibility
High-Intensity Interval Training	Pearson Correlation	0.215	0.165	0.217	0.216	0.162	0.162
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	212	212	212	212	212	212
Fartlek Training	Pearson Correlation	0.234	0.213	0.323	0.259	0.326	0.232
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	212	212	212	212	212	212
Plyometric Training	Pearson Correlation	0.326	0.251	0.268	0.253	0.262	0.238
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	212	212	212	212	212	212
Circuit Training	Pearson Correlation	0.390	0.273	0.289	0.211	0.185	0.127
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	212	212	212	212	212	212

Table 14 shows the significant relationship between training programs and athletes' skills development. In this study, the level of training program refers to High-Intensity Interval Training; Fartlek

training; Plyometric Training; and Circuit Training while the athletes' skills development refers to Time management; Work Ethics; Drill Variation; Focus and Concentration; Power and Speed; and Balance and Flexibility.

In this table, all correlations are marked as statically significant ($p=0.000 < .05$), and the correlation between training programs and athletes' skills development across all dimensions show moderate to strong and positive. Specifically, high -intensity interval training, fartlek training, plyometric training and circuit training are positively correlated with time management, work ethics, drill variation, focus and concentration, power and speed and balance and flexibility.

Training programs also affects student athletes the way they approach life, by means of being physically fit they also become mentally fit that gives them extra advantage to think more intelligently in terms of decision making that will be very beneficial to them in the long run, decision making in this type of generation that we are having right now is very critical because there is a lot distraction and things to consider before making any decisions.

Table 15

Significant Relationship Between Training program and the Athletic Success.

Training Program		Athletes' Skills Development		
		Medals & Titles	Athletic recognition & contribution	Sports Innovation
High-Intensity Interval Training	Pearson Correlation	0.087	0.110	0.096
	Sig. (2-tailed)	.000	.000	.000
	N	212	212	212
Fartlek Training	Pearson Correlation	0.056	0.033	0.109
	Sig. (2-tailed)	.000	.000	.000
	N	212	212	212
Plyometric Training	Pearson Correlation	0.034	0.029	0.168
	Sig. (2-tailed)	.000	.000	.000
	N	212	212	212
Circuit Training	Pearson Correlation	0.005	0.021	0.105
	Sig. (2-tailed)	.000	.000	.000
	N	212	212	212

The table 15 shows the significant relationship between the training program and the athletic success. In this study, the level of training program refers to High-Intensity Interval Training; Fartlek training; Plyometric Training; and Circuit Training while the student athletes' success refers to Medals and Titles; Athletic recognition and contribution; and Sports Innovation.

In this table, all correlations are marked as statically significant ($p=0.000 < .05$), and the correlation between training programs and athletic success across all dimensions show moderate to strong and positive. Specifically, high -intensity interval training, fartlek training, plyometric training and circuit training are positively correlated with medals and titles, athletic recognition and contribution and sports innovation.

It shows that there is a significant relationship between training programs and athletes' success.

These finding concludes that student athletes who uses these four types of training programs tends to be successful by achieving their goals in different sports competitions and by also being a factor in the innovation and development of their existing sports program by contributing new ideas on how to improve the training programs.

5. CONCLUSION

1. There is a significant relationship between training programs and athletes' skills development. Therefore, the null hypothesis is rejected, which implies that training programs are grounded in principles of learning and adaptation. There is a significant relationship between training programs and athletic success. Therefore, the null hypothesis is rejected, which imply that training programs are grounded in principles of learning and adaptation. Effective training programs are integral to athletic success, designed to systematically enhance performance through targeted practice, feedback, and adjustments based on the athlete's progression.

2. There is a significant relationship between training program and athletic Success. Therefore, the null hypothesis is rejected. Which imply that Training programs are designed to enhance specific athletic skills necessary for sport, it also encompasses mental preparation. Programs often incorporate psychological strategies like visualization, concentration, and stress management, which are critical for overcoming competition pressures and maintaining performance consistency.

6. RECOMMENDATIONS

1. Student-athletes are advised continue practicing their way of training for it is shown in the result of the study that such training program enhance different components of physical fitness, such as endurance, speed, explosive power, and overall strength.

2. Elite athletes may have first a self-assessment in terms of skills development level, such as time management, work ethics, drills variation, focus, concentration, power, speed, balance and flexibility. Doing this may help them to focus more on the areas that they want to improve personally.

3. Athletic supervisors, coaches or even administrators of the schools can have compilations of achievements, awards and records for them to easily track if there is development in their sports program. Tracking records can help them to easily determine or conclude if there is a need for change or innovations on the said training programs.

4. Future researchers are advised to conduct a follow-up study on the relevance of training program to the skills development of the athletes. Keep up with the latest developments, techniques, and strategies in your sport through books, online resources, seminars, and workshops.

5. Coaches may pursue help to more knowledgeable coaches collegiate, amateur and professional coaches for them to adapt different types of playing strategies. Gaining knowledge from coaches that is more knowledgeable can help the schools to be more competitive in a higher level of competitions.

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