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Select Factors and the Student-Athletes' Status and Level of Readiness in Sports Competition: Basis for Intensive Training Program

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Abstract
This study assessed the readiness and status of student-athletes in a public secondary school by examining their profile, levels of readiness, performance status, and the relationship between these factors. Specifically, it sought to describe the respondents in terms of age, sex, years as student-athletes, and grade level; determine their level of readiness in terms of cooperation, positive aggression, task completion, and work independence; and assess their status in terms of technical and tactical skills, academic performance, physical readiness, and team dynamics. Further, the study investigated whether significant differences and relationships existed between readiness and status, and proposed a training plan based on the findings by employing a descriptive-correlational design, utilizing survey questionnaires administered to student-athletes. Results showed that most respondents were predominantly male teenagers with one to three years of athletic experience. Student-athletes showed high levels of readiness, particularly in task competition and cooperation; work independence was lowest. Technical and tactical skills were rated above average, while academic performance, physical readiness, and team dynamics were average. Readiness did not significantly differ across demographic profiles, but higher readiness correlated with improved athletic status. Based on the results, an intensive training program focusing on skill enhancement, academic support, physical conditioning, and team-building was proposed. The study concludes that readiness strongly influences the status of student-athletes, underscoring the need for holistic development programs.

Keywords: Student-athletes, readiness, status, cooperation, performance, training plan

Introduction
The world of sports has evolved significantly over the past few decades, with an increasing emphasis on the readiness of student athletes to perform effectively in competitive environments. Readiness encompasses not only physical conditioning but also psychological preparedness, skill proficiency, and strategic understanding of the sport. As educational institutions increasingly recognize the dual role of student athletes—balancing academic commitments with sporting aspirations—there is a critical need to assess their readiness for participation in competitive events. This assessment can help identify areas where student athletes may require additional support, ensuring they are equipped to face the physical and mental challenges that come with competition. Factors such as training intensity, injury history, academic pressures, and personal motivation play vital roles in determining an athlete's readiness. Understanding these dynamics not only aids coaches and educators in fostering a supportive environment but also contributes to the overall development and success of student athletes.

Globally, the increasing commercialization and professionalization of sports have prompted a deeper investigation into the preparedness of athletes at all levels, including student athletes. According to a study by the World Health Organization (WHO, 2018), youth engagement in sports has been linked to numerous physical and mental health benefits, emphasizing the importance of not just participation but also readiness for competition. Research indicates that young athletes often face high levels of stress, particularly when balancing academic

responsibilities and competitive sports. This stress can adversely affect their performance and overall well-being, making it imperative to assess readiness holistically.

Moreover, in various countries, there is a growing recognition of the need for systematic evaluations to measure athletes' preparedness. For instance, the International Society of Sports Nutrition (ISSN, 2021) advocates for nutritional and physical assessments to ensure athletes are adequately prepared for competition. This aligns with a broader trend in sports science to develop standardized protocols for readiness assessments that encompass physical fitness, psychological readiness, and skill acquisition. As global sporting bodies strive to improve athlete outcomes, understanding and measuring readiness has become critical. Enhanced assessment methods not only aid in individual athlete development but also contribute to the overall effectiveness of sports programs, ultimately leading to better performance in international competitions. This shift in focus underscores the need for comprehensive assessments that can be tailored to the unique challenges faced by student athletes across diverse sporting landscapes.

Sports play an integral role in educational institutions, serving as a platform for national pride and youth development. The Department of Education (DepEd) has initiated various programs aimed at enhancing the skills and readiness of student-athletes, especially in preparation for national competitions such as the Palarong Pambansa. According to DepEd, participation in sports can significantly contribute to the holistic development of students, fostering not only physical health but also social and emotional well-being (DepEd, 2021). However, challenges persist, including insufficient training facilities and limited access to expert coaching. A study conducted by Alibudbud *et al*. highlights that many student-athletes struggle to balance academic responsibilities with their athletic commitments, impacting their overall readiness. Additionally, mental health awareness remains low, and athletes often lack access to psychological support, which is crucial for managing the pressures associated with competitive sports. These factors emphasize the necessity for a thorough assessment of student-athletes' readiness in the Philippine context, focusing on identifying existing gaps and proposing solutions to enhance their performance and overall experience.

In Bataan, the local sports landscape reflects broader national trends while presenting unique challenges and opportunities for student-athletes. The Provincial Government of Bataan has recognized the importance of sports in youth development and has launched initiatives aimed at promoting athletics among students. According to a report from the Bataan Provincial Sports Office (2022), local schools are increasingly participating in interscholastic competitions, yet many student-athletes express concerns regarding their preparedness for these events. A study by Ramos *et al*. found that student-athletes in Bataan often cite inadequate training resources and inconsistent coaching as barriers to achieving their full potential. Furthermore, many athletes experience stress related to balancing academic workloads with training schedules, affecting their readiness for competition. The need for comprehensive support systems that address these challenges is evident, highlighting the importance of assessing readiness on a local scale. By understanding the specific needs of student-athletes in Bataan, stakeholders can implement targeted interventions to enhance their preparation for sporting events, ultimately contributing to their success and well-being.

This research aims to assess the level of readiness of student-athletes in sporting events, focusing on the physical, mental, and emotional aspects of their preparation. Despite the growing recognition of the importance of athletic readiness, there remains a significant gap in the literature regarding the specific factors influencing the preparedness of student-athletes in various contexts, particularly in the Philippines and, more specifically, Bataan. This study seeks to fill this gap by providing a comprehensive analysis of the current state of readiness among student-athletes, exploring barriers they face, and identifying effective strategies to enhance their performance in competitions.

Conceptual Framework

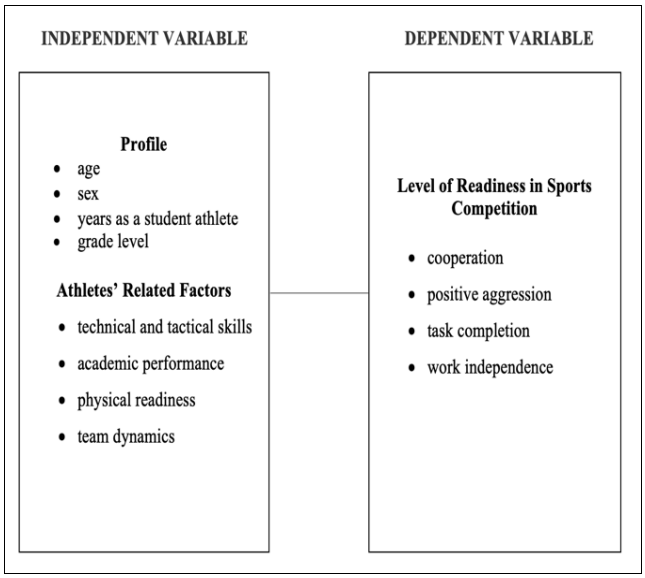

Fig 1: Conceptual Framework

Established as shown in Figure 1 above, where the profile and athletes' related factors are treated as the independent variable, while the level of readiness in sports competition is considered the dependent variable.

Significance OF the Study

The study is beneficial to the following:

Student Athletes: Preparation in sporting events is needed in order for athletes to face the competition. This study is beneficial to the students since the program output at the end of the study will be used by the coach for the students, and these students who will be participating in a sporting event will be ready, despite the current situation the country will be facing.

Coaches: Coaches are the soul and mind of the team. With this, coaches are beneficial to the study since the level of readiness of the athletes will also affect the way they coach them on the court. The coaches need to identify the level of readiness of the athletes since they are the ones who will be teaching the new hybrid technique on improving the skill of their players.

MAPEH Department: The department will also benefit from the study. The proposed program to improve the level of readiness of the student athletes will also be their primary solution in order for them to improve their performance as a department.

Parents: This study is significant to parents because it

provides valuable insights into the readiness and status of their children as student-athletes. By identifying the factors that influence readiness, parents can better understand the strengths and areas for improvement of their children in both academics and sports. Awareness of these factors will help parents provide the necessary support at home, including guidance in time management, encouragement in balancing academics with athletic commitments, and reinforcement of positive values such as discipline, responsibility, and teamwork.

Future researcher: This study will be beneficial to future researchers who will use the current study as a reference to their study related to the current study.

Objectives of the study

The following are the objectives of the study:

1. To describe the profile of the respondents.
2. To determine the level of readiness of the student-athletes.
3. To assess the athletes' related factors.
4. To propose an intensive training program.

Methodology

Research Design

The researcher used descriptive correlational design. According to Manansala (2015), in a descriptive analytical quantitative research design, the researcher is primarily concerned with documenting if there is a significant between variables rather than attempting to demonstrate a causal relationship between the variable. Using both recent and old data, descriptive analytics seeks out patterns and connections. Because it only describes trends and associations without going any further, it is frequently referred to as the most basic type of data analysis.

For the purpose of this research, a standardized evaluation survey was used an considered in the study primary method of data collection in order to identify the relationship of the two variables written on the statement of the problem.

Participants of the Study

The participants includes the student athletes in district of Limay province of Bataan as set by the researchers. The data was collected using standardized survey questionnaire. After the data has been collected and collated, test of normality was used to identify the right correlational treatment. Researchers have gathered information about student athletes and their level of readiness and status. Stratified random sampling was used to identify the samples. According to Magsumbol (2013), when a population is divided into smaller sub-groups known as strata, stratified random sampling is used to choose a representative sample from the population as a whole. In stratified random sampling, also known as stratification, the strata are constructed based on the common traits or characteristics of the members, such as income or educational level, and the strata are then sampled.

Construction and Validation of Research Instrument

A rigorous process was undertaken to develop the survey questionnaire, tailored specifically to capture the nuances of the research objectives. Drawing upon established theories and prior literature, a preliminary pool of items was generated, encompassing key constructs under investigation. Through expert review and pilot testing, the questionnaire underwent iterative refinement to enhance clarity, coherence, and relevance. Subsequently, a panel of subject matter experts scrutinized the content validity of the instrument, ensuring that each item effectively measures the intended constructs and adequately represents the theoretical framework.

To ascertain the reliability of the research instrument, statistical analyses such as Cronbach's alpha were employed to assess the internal consistency of the questionnaire items. The results demonstrated high levels of reliability across all constructs, affirming the instrument's ability to yield consistent and dependable measurements. Furthermore, to establish the construct validity, exploratory and confirmatory factor analyses were conducted to examine the underlying structure of the questionnaire and validate the hypothesized relationships among variables. The outcomes provided empirical support for the theoretical framework, confirming the discriminant and convergent validity of the instrument. Through meticulous construction and validation processes, the research instrument employed in this study stands as a robust tool for elucidating the intricacies of the research phenomena under investigation.

Data Gathering Procedure

The survey questionnaire was the primary technique used to collect information from student athletes' respondents for the purposes of this study. Prior to DOIng research in the municipality, the researchers secured a permission letter from the Academic/Administrative Coordinator of Bataan Peninsula State University-Graduate Studies, before proceeding with the study. The letter requested authorization from the Schools Division of Bataan in order to distribute surveys to student athletes who responded to the questionnaires.

When the required consent had been obtained, a period of one week was set out for the dissemination of the survey-questionnaire and the retrieval of the results of the survey. This period of time was sufficient to allow for the distribution and retrieval of the aforementioned research equipment to take place. Following the recovery of all of the data and questionnaires, the information was tabulated, analyzed, and interpreted using suitable statistical tools and techniques.

Statistical Treatment of Data

It is necessary to use statistical methods to tabulate and analyze the data for this investigation. In this study, summation of scores per category of the respondents' evaluative responses is used to calculate the results.

A statistical technique, called student t-test, was used to identify if there was a significant difference between the level of readiness of the student athletes and status of student athletes. It is a statistical method used to determine if there is a significant difference between the means of two groups in a sample. It is particularly useful when working with small sample sizes and when the population standard deviation is unknown. The t-test calculates the t-value by comparing the difference between the means of the two groups to the variability within the groups. A small t-value suggests that the means of the groups are similar, while a large t-value indicates that the means are different. The significance of the t-value is determined by comparing it to a critical value from the t-distribution, based on the degrees of freedom and chosen level of significance (usually 0.05). If the calculated t-value exceeds the critical value, it suggests that the difference between the means is statistically significant, allowing researchers to reject the null hypothesis and conclude that there is a true difference between the groups (Doane &

Seward, 2019). On the other hand, Pearson R Product moment of Correlation was used to identify if there is a significant relationship between the status of the student athlete and their level of readiness. Moreover, this treatment identifies if the status of the student athlete affects the level of readiness of the student. If the calculated r value is small, it suggests that there is a small correlation between the two variables being compared. In addition, if the p value is less than the set significance level which is 0.05, then the null hypothesis is rejected.

Results and discussion

Table 3: Level of Readiness of Student Athletes

Indicators	Mean	SD	DI
Set a meeting to prepare a game plan and strategies for the upcoming competition.	4.16	0.89	Always
Train and set some tune-up and friendly games as part of the training.	3.30	1.04	Sometimes
Set the mind and goals for clear and well performance for the competition.	3.85	0.84	Often
Stay focused and optimistic	3.94	0.91	Often
Build confidence and increased the chance of positive performance outcomes.	3.82	0.44	Often
Cooperation	**3.81**	**0.64**	**Above Average**
Punishment to performers that are displaying hostile or instrumental aggression within sport e.g. fines, bans, red cards.	3.84	0.84	Often
Channel aggression into the performance, focusing on the task.	3.56	0.90	Often
Praise for non-aggressive behavior provided by the peers/coaches.	4.19	0.85	Often
Updated rules implemented in the sports they are playing.	3.39	0.53	Sometimes
Fault that each co-player may do.	3.47	0.81	Often
Positive Aggression	**3.69**	**0.55**	**Above Average**
Take arrangement in competitions between two teams, each with two players	3.92	0.69	Often
Easily determine the teams' performance.	4.24	1.00	Always
Be responsible on the one task team.	3.70	0.99	Often
Perform tasks simultaneously or sequentially leading to the same actions.	3.52	0.81	Often
Depend on their comparative advantages in tasks.	3.52	0.81	Often
Task Completion	**3.78**	**0.75**	**Above Average**
Take the initiative rather than wait to be told what to do;	3.24	0.52	Sometimes
Do what is asked to the best of one's ability without the need for external prodding	4.05	0.96	Often
Work until the training is completed.	3.50	0.82	Often
Learn to work at a pace is sustainable	2.97	0.62	Sometimes
Take ownership of one's mistakes without looking for excuses.	3.24	0.78	Sometimes
Work Independent	**3.40**	**0.44**	**Above Average**
Overall Readiness	**3.67**	**0.53**	**Above Average**

Legend: 4.20-5.00 Always (High); 3.40-4.19 Often (Above Average); 2.60-3.39 Sometimes (Average); 1.80-2.59 Rarely (Below Average); 1.00-1.79 Never (Low)

The results in Table 3 show that the respondents generally demonstrate an above-average level of readiness in terms of cooperation, positive aggression, task competition, and work independence. Cooperation obtained the highest mean score (M = 3.81), with the majority of student-athletes reporting that they "always" set meetings to prepare game plans and strategies for upcoming competitions (M = 4.16).

Table 4

Summary of the Level of Readiness

Indicators	Mean	SD	DI
Cooperation	3.81	0.64	Above Average
Positive Aggression	3.69	0.55	Above Average
Task Completion	3.78	0.75	Above Average
Work Independent	3.40	0.44	Above Average
Overall Readiness	**3.67**	**0.53**	**Above Average**

Legend: 4.20-5.00 Always (High); 3.40-4.19 Often (Above Average); 2.60-3.39 Sometimes (Average); 1.80-2.59 Rarely (Below Average); 1.00-1.79 Never (Low)

The summary in Table 4 reveals that the overall readiness of student-athletes is above average (M = 3.67, SD = 0.53). Among the four dimensions, cooperation received the highest mean (M = 3.81), followed by task competition (M = 3.78), positive aggression (M = 3.69), and work independence (M = 3.40). These findings indicate that teamwork and cooperative planning are the strongest assets of student-athletes, while independent pacing and self-direction remain the weakest. The data further imply that readiness is more pronounced in collective efforts—such as strategy meetings, performance evaluations, and team coordination—than in self-managed aspects like sustainability of effort and personal accountability. This reflects that while student-athletes excel in collaborative readiness, individual readiness factors still require targeted development.

The data in Table 5 reveal that the student-athletes' overall status is rated as average, with differences observed across the four dimensions. In terms of technical and tactical skills, the

respondents rated themselves above average (M = 3.45), suggesting that they generally understand strategies and continue improving their skills. The highest score was their clear understanding of strategies used in their sport (M = 4.05, "Often"), which shows that student-athletes value tactical awareness.

Table 5

Student Athletes' Related Factors

Indicators	Mean	SD	DI
I have a clear understanding of the strategies used in my sport.	4.05	0.96	Often
I make good decisions under pressure during a game.	3.38	0.95	Sometimes
I am aware of my position and responsibilities during the game.	2.79	0.41	Sometimes
I have mastered the fundamental techniques required in my sport.	3.38	0.95	Sometimes
I continuously work on improving my technical skills.	3.65	0.95	Often
Technical and Tactical Skills	**3.45**	**0.64**	**Above Average**
I regularly attend all my classes.	3.75	1.19	Often
I effectively balance my time between academics and athletics.	3.07	1.00	Sometimes
I complete all my homework and assignments to the best of my ability.	2.94	1.06	Sometimes
I retain and can apply what I have learned in my classes.	3.60	1.09	Often
I can manage stress from athletics and academics effectively.	2.86	0.82	Sometimes
Academic Performance	**3.24**	**0.80**	**Average**
I maintain a high level of physical fitness.	3.56	1.28	Often
I follow a regular conditioning and training program.	3.12	0.76	Sometimes
I regularly engage in exercises to improve my flexibility.	2.76	0.74	Sometimes
I get adequate rest and sleep to support my physical performance.	2.76	0.74	Sometimes
I can sustain high levels of physical activity throughout my games or events.	3.34	1.08	Sometimes
Physical Readiness	**3.11**	**0.73**	**Average**
My team works well together during practices and games.	3.31	1.27	Sometimes
Communication among team members is effective and clear.	2.59	0.49	Sometimes
I trust my teammates to perform their roles effectively.	2.94	1.06	Sometimes
Team leaders (e.g., captains, coaches) provide clear and effective guidance.	2.76	0.74	Sometimes
Everyone on the team understands their roles and responsibilities.	3.97	1.08	Often
Team Dynamics	**3.11**	**0.82**	**Average**
Overall Status	**3.23**	**0.70**	**Average**

Legend: 4.20-5.00 Always (High); 3.40-4.19 Often (Above Average); 2.60-3.39 Sometimes (Average); 1.80-2.59 Rarely (Below Average); 1.00-1.79 Never (Low)

However, their awareness of their own position and responsibilities during the game was rated lowest (M = 2.79, "Sometimes"), indicating a gap in role clarity and in-game accountability.

Table 6

Overall Status of Student Athletes

Indicators	Mean	SD	DI
Technical and Tactical Skills	3.45	0.64	Above Average
Academic Performance	3.24	0.80	Average
Physical Readiness	3.11	0.73	Average
Team Dynamics	3.11	0.82	Average
Overall Status	**3.23**	**0.70**	**Average**

Legend: 4.20-5.00 Always (High); 3.40-4.19 Often (Above Average); 2.60-3.39 Sometimes (Average); 1.80-2.59 Rarely (Below Average); 1.00-1.79 Never (Low)

Table 7: Relationships between variable

Indicators	r	Sig.	Decision on H_o	Interpretation
Cooperation →Technical and tactical Skill	.627**	<.001	Reject	Significant
Cooperation →Academic Performance	.471**	<.001	Reject	Significant
Cooperation →Physical Readiness	.380**	<.001	Reject	Significant
Cooperation →Team Dynamics	.475**	<.001	Reject	Significant
Cooperation →Overall Status	.518**	<.001	Reject	Significant
Positive Aggression →Technical and tactical Skill	.555**	<.001	Reject	Significant
Positive Aggression →Academic Performance	.539**	<.001	Reject	Significant
Positive Aggression →Physical Readiness	.333**	<.001	Reject	Significant
Positive Aggression →Team Dynamics	.427**	<.001	Reject	Significant
Positive Aggression →Overall Status	.495**	<.001	Reject	Significant
Task Completion →Technical and tactical Skill	.876**	<.001	Reject	Significant
Task Completion →Academic Performance	.615**	<.001	Reject	Significant
Task Completion →Physical Readiness	.409**	<.001	Reject	Significant
Task Completion →Team Dynamics	.409**	<.001	Reject	Significant
Task Completion →Overall Status	.605**	<.001	Reject	Significant
Work Independent →Technical and tactical Skill	.808**	<.001	Reject	Significant
Work Independent →Academic Performance	.807**	<.001	Reject	Significant
Work Independent →Physical Readiness	.780**	<.001	Reject	Significant
Work Independent →Team Dynamics	.808**	<.001	Reject	Significant
Work Independent →Overall Status	.859**	<.001	Reject	Significant
Level of Readiness →Technical and tactical Skill	.814**	<.001	Reject	Significant
Level of Readiness →Academic Performance	.670**	<.001	Reject	Significant
Level of Readiness →Physical Readiness	.509**	<.001	Reject	Significant
Level of Readiness →Team Dynamics	.568**	<.001	Reject	Significant
Level of Readiness →Overall Status	.680**	<.001	Reject	Significant

Legend: r: ±0.80-1.0 Very Strong; ±0.60-0.79 Strong; ±0.40-0.59 Moderate; ±0.20-0.39 Weak; ±0.00-0.19 Very Weak

The summary in Table 6 further illustrates that the overall status of student-athletes is average (M = 3.23). Among the dimensions, technical and tactical skills ranked the highest (M = 3.45), showing that athletes are generally competent in applying strategies and skills in their sports. This is followed by academic performance (M = 3.24), which confirms that while student-athletes are able to fulfill academic obligations, their scholastic outcomes remain average due to the dual demands of sports and academics. Meanwhile, both physical readiness (M = 3.11) and team dynamics (M = 3.11) scored lowest, underscoring the need to improve conditioning routines, rest practices, and effective communication within teams. Overall, the findings highlight that student-athletes are adequately prepared but still fall short of excelling in areas that require balance, self-regulation, and interpersonal skills.

The correlation analysis reveals that student-athletes' level of readiness has a significant and positive relationship with their status across all dimensions. Specifically, cooperation strongly relates to technical and tactical skills (r=.627), academic performance (r=.471), physical readiness (r=.380), and team dynamics (r=.475), indicating that athletes who are more cooperative tend to perform better not only in sports-related skills but also in balancing academics and team relations. Positive aggression also shows significant correlations across the dimensions, suggesting that when athletes channel their emotions productively, they enhance both their physical and cognitive performance. Moreover, task competition exhibits a very strong correlation with technical and tactical skills (r=.876), highlighting that competitiveness fuels mastery of fundamental techniques. Most notably, work independence demonstrates very strong correlations with all areas, particularly with overall status (r=.859), underscoring that athletes who take initiative, manage responsibilities, and learn independently are better prepared across physical, academic, and team-related contexts. As a researcher, this indicates that readiness is not an isolated construct; rather, it directly strengthens athletes' holistic performance. The following proposal outlines an intensive training program designed to prepare student athletes by focusing on key aspects of their development: Cooperation, Positive Aggression, Task Competition, and Work Independence. This holistic approach aims to not only enhance their physical abilities but also foster essential character traits that contribute to success both on and off the field.

Week	Focus Area	Day	Activities	Description / Coaching Strategies	Objectives / Expected Outcomes
Week 1	Building Team Cooperation	Day 1–2	Team-Building Exercises	Start with icebreaker activities to build rapport. Introduce trust-building games (blindfolded obstacle courses, trust falls) and group challenges (relay races, escape-room style puzzles). Coaches observe communication patterns and encourage inclusive teamwork.	Athletes develop trust, openness, and cooperative spirit; improved group cohesion and communication.
		Day 3–4	Partner Drills	Pair athletes with different teammates for skill drills. Examples: passing/receiving drills, defensive maneuvers, or synchronized conditioning. Athletes must rely on their partner's performance. Coaches emphasize role-sharing and active listening.	Strengthened partnerships, understanding of interdependence, and greater team synergy.
		Day 5	Group Challenges	Organize whole-team problem-solving tasks (e.g., obstacle courses, circuit workouts requiring rotation and teamwork). Require collective planning before execution.	Promote problem-solving as a group, highlight leadership within the team, and strengthen unity under pressure.
Week 2	Developing Positive Aggression	Day 1–2	Controlled Competitive Drills	Use one-on-one or small group competitive drills (e.g., sparring, ball-possession contests). Coaches stress respect, fairness, and intensity. Immediate feedback given on composure.	Athletes learn to channel aggression constructively while maintaining discipline and sportsmanship.
		Day 3–4	Mental Toughness Training	Include guided visualization, mindfulness, resilience challenges (e.g., performing drills under fatigue or pressure). Encourage journaling to reflect on challenges faced.	Athletes build mental resilience, adopt growth mindset, and improve stress management.
		Day 5	Simulated Game Scenarios	Replicate high-pressure game moments (final minutes, penalty shots, etc.). Require athletes to demonstrate intensity while keeping composure and tactical discipline.	Enhanced ability to stay focused, composed, and positively aggressive in real competition.
Week 3	Task Completion	Day 1–2	Skill Challenges	Organize timed or scored drills (e.g., shooting accuracy, sprint tests, skill circuits). Individual athletes compete while data is recorded for self-assessment.	Athletes enhance technical proficiency, motivation, and self-accountability.
		Day 3–4	Tactical Competitions	Small-sided games or strategy-based scrimmages. Teams must design short strategies before execution, then reflect on results. Coaches provide tactical feedback.	Improves problem-solving, critical thinking, and tactical awareness under competition settings.
		Day 5	Full-Scale Game Simulation	Simulate official match (uniforms, referees, audience). Track performance metrics (stamina, decision-making, teamwork). Debrief session at the end.	Athletes experience game-like intensity, apply skills/tactics, and build readiness for actual competition.
Week 4	Cultivating Work Independence	Day 1–2	Individual Skill Work	Each athlete follows a tailored improvement plan (shooting, endurance, agility, etc.). Coaches act as mentors, not direct supervisors. Athletes document progress.	Develop ownership of learning, independent discipline, and personalized growth.
		Day 3–4	Self-Reflective Sessions	Guided journaling and one-on-one feedback sessions. Athletes review performance, identify strengths/weaknesses, and set personal goals.	Improves self-awareness, accountability, and independent goal-setting.
		Day 5	Performance Showcase	Culminating scrimmage or skill exhibition. Athletes present progress in front of coaches/peers. Celebrate achievements with recognition.	Reinforces independence, confidence, and motivation for continuous self-improvement.

Conclusion

Based on the findings, the following conclusions are drawn

1. The findings of the study provide a comprehensive understanding of the profile, readiness, and status of student-athletes as well as the interrelationships among these variables. In terms of profile, the majority of the respondents were 14 years old, with most of them being male athletes who had 1 to 3 years of experience as student-athletes. This indicates that the sample primarily represents athletes in the early stages of their secondary education who are still developing both in age and athletic exposure.

2. With regard to their level of readiness, the results revealed that student-athletes exhibited an above average readiness across the four dimensions: cooperation, positive aggression, task competition, and work independence. Among these, cooperation obtained the highest mean, suggesting that teamwork and collaborative preparation are strengths of the respondents, while work independence, though still above average, was the lowest, indicating that athletes may still require external guidance and motivation to maximize their readiness.

3. As to the status of student-athletes, results showed that their technical and tactical skills were above average, while their academic performance, physical readiness, and team dynamics were at an average level. This highlights that while athletes demonstrate competence in their sport-specific skills, balancing academics, maintaining peak physical conditioning, and strengthening team synergy remain areas of challenge.

4. The test of differences further revealed that there were no significant differences in the level of readiness when athletes were grouped according to their profile variables (age, sex, grade level, and years of experience). This implies that readiness is not determined by demographic or background factors but is instead shaped by training quality, support systems, and personal motivation.

5. On the other hand, the test of relationships indicated a significant and positive correlation between readiness and status. Strong to very strong correlations were observed, particularly in the dimensions of work independence and task competition with technical and tactical skills, academic performance, and overall status. This suggests that higher readiness directly translates to better performance outcomes across technical, academic, physical, and team dimensions.

6. Based on these findings, it is concluded that while student-athletes are generally ready for sports competitions, their status remains moderate, pointing to areas that require targeted intervention. A training plan should therefore be proposed to enhance not only their technical and tactical preparation but also their academic balance, physical conditioning, and team cohesion. This plan must integrate strategies to strengthen work independence, sustain motivation, and promote holistic development so that student-athletes can excel both in sports and academics.

Recommendations

Based on the conclusions, the following are recommendations of the study:

1. Since the majority of the student-athletes are in the early teenage years (13-14 years old), coaches and trainers should design age-appropriate training modules that focus on skill development, discipline, and motivation. Training should gradually increase in intensity as athletes mature physically and mentally, ensuring a balance between skill acquisition and injury prevention.
2. With male athletes dominating the population, it is important to ensure that female athletes receive equal opportunities, resources, and mentorship. Schools and sports programs should promote inclusivity by providing specialized training sessions, female role models, and safe spaces that encourage girls to remain engaged in sports.
3. Since readiness was highest in cooperation but relatively lower in work independence, coaches should implement progressive independence-
4. building strategies, such as individualized training routines, self-directed drills, and athlete-led discussions. This will encourage athletes to become more accountable for their preparation.
5. As the findings revealed that academic performance and physical readiness were only average, schools should strengthen academic-athletic support programs such as study schedules tailored for athletes, tutoring services, and wellness seminars. This will ensure athletes excel both in sports and academics while maintaining overall well-being.
6. Since team dynamics showed only moderate results, schools and coaches should integrate team-building activities, leadership workshops, and collaborative exercises into regular training. These initiatives will enhance communication, trust, and synergy among athletes, which are crucial for sports competition.
7. Given the significant relationship between readiness and performance status, school administrators and sports coordinators should develop a comprehensive training plan that aligns technical/tactical training with physical conditioning, psychological preparation, and academic support. This policy-driven approach will ensure that athletes' readiness translates effectively into competitive success.

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