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PREDICTORS OF THE PERFORMANCE OF ATHLETES IN STATE COLLEGES AND UNIVERSITIES

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Abstract:
This research examined the performance of athletes both in regional and national competitions using the descriptive correlation design method. A total of 155 participants, which include student-athletes and trainers, participated in the study. The participants include 100 athletes and 55 trainers from the seven states universities and colleges in the National Capital Region (NCR). Frequency, mean, and standard deviation were calculated using descriptive statistics while multiple regression coefficients were computed using inferential statistics. Based on the results, most of the athletes are within a height index of 5ft. to 5.92ft, a weight range of 51kg to 60 kg, belonged to the 15-10 years of age bracket, males, and academically ranked as 'Superior'. Most of the athletes had attended a series of group training and most were engaged in 4 or more training a month. In addition, the majority of the trainers were females, with less than 1 year of training experience, attended 3-5 seminars, and have an average emotional quotient. The administrative support was perceived to be 'very adequate' by athletes in terms of sport budget as congruent to the trainers' perception. Furthermore, both the athletes and trainers perceived sport facilities as 'very adequate'. The perception of athletes about sport incentives was 'very adequate' as same with the trainers. Results show that the predictors of athletes' regional performance are trainers' length of teaching experiences, frequency of training, and body built. On the other hand, the predictors of athletes' national performance are frequency of training, age, incentive, and administrative support. For the athletes' and trainers' overall total performance, the predators include the athletes' frequency of training, athletes' body built, and trainers' number of seminars. These findings suggest that the profile of the athletes and trainers predicts the performance of athletes in states colleges and universities in higher athletic competitions as well as the administrative support given to them.

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Keywords: trainers' performance, athletes' performance, administrative support, sport competitions

1. Introduction

It is an undisputed fact that a nation can only be as strong as its citizens. This concern is stipulated in the Philippines Constitution (De Leon, 2005), "*The state shall promote physical education and encourage sports including training for international competition to foster self-discipline, teamwork and excellence for the development of healthy and alert citizenry*". In addition, all educational institutions are mandated to undertake regular sports activities throughout the country in cooperation with an athletic club and other sectors. In response to the above claim, the Special Sports Program (SSP) was created as embodied in Department of Education Culture and Sports (DECS) MEMO No. 216 s. 2001, stating that the primary objective of the program is to address the need for purposeful training of skills in sports and athletics as well as enhancing the kinesthetic intelligence of students.

The success of any physical education and school sports activity is determined in great measure by the extent of how it secures voluntary participation on the part of the students. The support provided by the management coupled with the teachers' competence can do much to achieve sports excellence and provide potential athletes with the opportunity to grow and develop. Despite how alluring the activities of Physical Education and school sports are, active participation of the students seems to be a common problem. Sometimes, the teacher noted that those who attended Physical Education instruction tend to become uncooperative with the group's activity. Similarly, they lack interest in attending their classes in this subject in which they gained little skills as well as knowledge of various sports events. This made them unprepared to join any sports activities done in school. In addition, there are observations that revealed that some coaches are not capable of handling specific sports teams. They did not manifest a real understanding of the social and physical values of the subject. It is recognized then that the teaching of physical education did not provide clear direction that will guide the learners in attaining the goals of education. Students followed what the teacher told them to do and submitted the requirements necessary to pass the subject, and this is being done almost routinely without emphasis on the outcome of instruction. This leads to weakening the desire of the students to join any sports activities in the school. Similarly, they tend to become less interested in performing the said activity. Another deliberating situation is the lack of administrative support given to the Sports Program while some schedules give a monthly allowance to varsity players for living quarters and complete athletic uniforms, other schools barely provide the needs of the athletes to sustain in the training period before the conduct of higher competition. Other constraints include training, which is not matched with healthy food to maintain stamina and improve one's performance or record and the lack of state-of-the-art facilities and training equipment to get equipped to the actual competition. The Philippine Amateur Athletic Federation (PAAF) was created in 1911 to control amateur sports in the Philippines. For the next 50 years, the PAAF was primarily responsible for guiding and nurturing amateur sports

development and the country's participation in international competitions. The original officers of the Federation were all prominent American Sportsmen (Philippines Daily Inquirer, 2007). It is along this context that this study was conducted to serve as a tool in realizing the vision of addressing the need of students with special talents in athletics and sports which should be one of the top concerns of the educational institution. This study will be of significance to school administrators in gaining insights in Physical Education Program implementation: composition of athletes coaches' and trainers' profile, performance, and administrative support needed to be extended by the administration. This study had provided the school administrators with the strengths and or weaknesses of the athletes when it comes to sports competitions. It can help them make policies relevant to the improvement of the athletes' skill in dealing with various sports activities and enlighten the teachers/coaches which need to be given more emphasis to ensure success in winning a sports competition. The study is also significant to coaches and trainers in understanding the needs of athletes, training to enhance their competencies and the various development to be made to keep them physically, mentally, emotionally, socially, and spiritually fit in their field of expertise. The study is also useful to future researchers in conducting similar or more in-depth study.

1.1 Sports and Physical Fitness Program

In accordance with the pertinent provision of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994", and by the virtue of the Commission en banc Resolution No.197-2011 dated August 8, 2011 vesting the Commission on Higher Education (CHED) the power to set minimum standards for programs and institutions of higher learning and for the purpose of rationalizing Physical Education in the country with the end in view of keeping pace with the demand of global competitiveness; and, pursuant to Article XIV, Section 19 of the 1987 Philippines Constitution.

The following policies, standards and guidelines are hereby adopted and promulgated by the Commission. Sports is a universal phenomenon that encompasses all facets of human endeavor. No wonder its appeal to men and women of all ages, institutions, and religion. Meyer, O'Connor, and Shirreffs (2007) defined sports as a dynamic social force, an institutionalized physical activity usually requiring the demonstration of physical process and involving competition between individuals or groups who, play to win, under certain predetermined rules with socialized facilities and equipment with definite boundaries. Chimot and Louveau (2010) viewed sports as an activity that one does for pleasure which requires special effort or skill and is usually done in special areas according to fixed roles. In as much as participation in sports is competitive in nature, it means that athletes must strive to excel to surpass other competitors. In achieving this, certain factors, human and material resources must be in existence to bring about the desired optimal level in sports. To magnify the interest of the students in sports, the idea of competition must be incorporated not only for self-motivation but also to signify of valuing teamwork and leadership.

In previous years, fitness was commonly defined as the capacity to carry out the day's activities without undue fatigue. However, as automation increases leisure time,

changes in lifestyles following the industrial revolution rendered this definition insufficient. In current contexts, physical fitness is considered as a measure of the body's ability to function efficiently and effectively in work and leisure activities, to be healthy, to resist hypo kinetic disease and to meet emergency situations. Ortega et al. (2008) reviewed the latest developments in physical fitness and several health outcomes in young people. The literature suggested that (1) cardio respiratory fitness levels are associated with total and abdominal adiposity; (2) both cardio respiratory and muscular fitness are shown to be associated with established and emerging cardiovascular disease risk factors; (3) improvements in muscular fitness and speed/agility, rather than cardio respiratory fitness, seem to have a positive effect on skeletal health; (4) both cardio respiratory and muscular fitness enhancements are recommended in pediatric cancer patients/survivors in order to attenuate fatigue and improve their quality of life; and (5) improvements in cardio respiratory fitness have positive effects on depression, anxiety, mood status and self-esteem, and seem also to be associated with a higher academic performance. In conclusion, health promotion policies and physical activity programs should be designed to improve cardiorespiratory fitness, but also two other physical fitness components such as muscular fitness and speed/agility. Schools may play an important role by identifying children with low physical fitness and by promoting positive health behaviors such as encouraging children to be active, with special emphasis on the intensity of the activity. According to Lynn (2007), only 56 percent of high school students participated in Physical Education, and the percentage of the schools requiring Physical Education had progressively dropped. The goal of providing daily Physical Education to all K-12 students in the United States presented challenges such as budgetary issues, less time for other subjects, an increased need for certified or licensed Physical Education teacher, and the need for revised curricula and lesson plans. Physical Education practitioners must become advocates for change by developing goals and strategies, spreading clear messages about the importance and benefits of daily Physical Education, and reporting data that support a Return of Investment.

Physical Education classes had students with special needs at different skills levels, from various cultures, and of different genders. To be an effective physical educator, the teacher needs to design and provoke experiences that nurture the development of all children. In 1983, Howard Gardner proposed that there were many ways to demonstrate intellectual ability and suggested that individuals have different intellectual strengths and weaknesses. He also recommended that to optimize the teaching-learning environment for mental or motor skills, a teacher or coach must be able to identify and teach these abilities by using highly correlated activities. In a study conducted by the group of Beighle (2006), nearly half of youths between the ages of 12 and 21 were not vigorously active on a regular basis. To meet national health objectives for youths, schools need to promote opportunities for physical activity. Physical educators are qualified to develop a comprehensive physical activity that engages both students and staff that can be implemented across the curriculum. A Physical Education teacher will play an important role in keeping students physically, mentally, and psychologically well. Physical Education must have clear objectives and definite

programs if it is to achieve its values and justify its place in the school curriculum. It must define its scope and elements which should enter the program of exercises, sports, games, and various activities which should contribute to the development of endurance, skills, ability, flexibility, and grace. It is time to stress physical fitness as the goal of Physical Education. Instead of perfunctory exercises, the student must realize that the supreme objective is physical fitness.

1.2 Values Development through Physical Education

One of the thrusts of education to improve both the quality of graduates and the quality of life or society is the development of values. Values development is not something new. Those who graduated in the elementary grades before the war and after World War II can recall that this was called Character Education. During the Marcos era, it was called Moral Regeneration or the consorted effort to make the people and country great again. Physical Education as a part of the curriculum of the elementary, to the tertiary levels, has the greatest potential for developing as well as reinforcing values. This is so because of the well-known principles in Pilipino values development which start from verbalism of conceptualism to practicing, thus, resulting in internalization. Physical Education provides situations or activities in which values are verbalized during instruction and then practice until such a real situation or develops internalization. In Physical Education, students undergo intellectual and physical experiences which are vital to the development of creative and critical thinking. In their classes, learners follow the rules and regulations and their cooperation with their peers and coaches which are called values under the process of internalization.

1.3 Practices

Innovative ideas and practices in Asia must be viewed from the perspectives of Physical Education status in the region, especially the value, importance and resources provided by the respective countries. In a worldwide survey on Physical Education and Sports in schools, (Hardman and Marshal, 2005) confirmed the decline or marginalization of the subject: "*deficiencies were apparent in curriculum, time allocation, subject status, materials, human and financial resources, gender and disability issues and quality and program delivery*". He also emphasized that "despite" international advocacy supported by an overwhelming medical, scientific, economic, social and culture case for adequately time-tabled Physical Education Program in schools, physical activity levels are declining in most countries. Approximately, two-thirds of the adult population is not active enough to ensure good health. Obesity among schools was an emerging concern worldwide 19.6%. Nothing that about two-million deaths annually are attributable to physical inactivity worldwide, the World Health Organization (WHO) urged for more emphasis on school Physical Education and Sports. The WHO also highlighted diet and inactivity as the most common global risk factor for chronic disease (Armstrong et al., 2011). In updating the 2000 survey on the state and status of Physical Education in schools globally, Hardman and Marshal (2005) pointed out that in "*44% of the countries, Physical Education lessons were more likely to be cancelled, whilst in 77% of the countries, its legal position*

is equal to other subjects, 52% of the countries its actual status was lower, 22% of these countries Physical Education teachers were deemed to have inferiority status". In the same report, Hardman and Marshal found worrying trends towards decreasing curriculum time allocation from year 2000 to 2005, and despite international advocacy supported the research for more time for Physical Education.

1.4 Athletes' Profile

1.4.1 Height

According to www.thelancet.com, results of several studies had shown that Body Mass Index (BMI) correlated highly with the percentage of body fat and was largely independent of height, enabling an unbiased comparison between short and tall population groups. It should, however, be kept in mind that BMI is no more than weight adjusted for height, it is also related to fat-free mass and to a lesser extent, also to body build.

1.4.2 Body Built

Tsiros et al. (2009) reviewed the impact of obesity on pediatric physical functioning utilizing the World Health Organization's International Classification of Functioning (ICF). The ICF encompasses functioning (as it relates to all body functions and structures), activities (undertaking a particular task) and participation (in a life situation) with disability referring to impairments in body functions/structures, activity restrictions or participation limitations. The study by Barry (2010) revealed that training and competition put stress on the physical structures of the bodies of athletes.

1.4.3 Age

It is a popular belief that age matters. Man's physical and cognitive capabilities usually weaken as age progresses. However, age does not create more experiences. De' Asis (1997) stated that a school executive may perform not as high, numerous, or fast with age, but can probably perform more meaningfully and comprehensively. It may be a strength that somehow affects older executives. Burkeu et al. (2011) found out that the variability of age is a significant factor in the analysis of academic performance of one program. There seems to be a significant relationship between age and job or work performance regardless of the work (Burke et al., 2011). He found out that technicians have a higher level of performance than the younger ones.

1.4.4 Sex

Western society has stereotypical expectations of how men and women should behave, think, and act. Women are expected to be gentle, sensitive, emotional, and talkative; men to be competitive, independent, unemotional, and objective (Fiebert & Meyer, 1997). Those who violate these cultural norms may be punished or threatened with psychological isolation, economic hardship, and social ostracism (Unger & Crawford, 1996).

1.4.5 Training

Training is the process of improving the knowledge, skills, and attitude of an individual towards more effective performance. It is a part of human resource development, management, and effectiveness assessment. It has been identified as a major strategy for administrative reform (Corpuz, 2012). Furthermore, Andres as brought up by Manguerra (2005), defined training as the management, strategic and systematic approach of continuously improving knowledge, skills, and attitude of its resources to facilitate the attainment of organizational objectives.

1.4.5.1 Individual Training

Individual athletes are allowed to receive one-to-one coaching that is tailored to the order of their specific needs. These training opportunities are completely customizable to meet each athletes' specific needs for the pre-season, mid-season, end of season or off-season. This training is for no more than four individuals. This program is tailored to a specific strength and improvement of the individual's weakness. Individual training is designed for multi-level strength and conditioning programs with the end goal to make athletes perform at their top level.

1.4.5.2 Group Training

This is a form of group psychotherapy where participants learn about themselves through their interaction with each other. They use feedback, problem-solving, and role play to gain insights into themselves, others, and groups. It does not have an explicit agenda, structure, or express goal. Under the guidance of a facilitator, the participants are encouraged to share emotional reactions that arise in response to their fellow participants' actions and statements.

1.4.5.3 Frequency of Training

According to Furci (2010), student-athlete is determined by one's recovery ability. Optimum recovery time between training sessions is essential if one is going to continue to make progress. It is determined as often a forgotten part of most training protocols. It is how many people train for months and years, experiencing little or no success and never considering the fact that they may be doing too much.

1.5 Trainers' profile

1.5.1 Sex

Many people use the terms sex and gender interchangeably. However, social scientists consider the two terms to have different meanings. Sex refers to the physical characteristics that make a person male or female. the term is also used to describe the sexual activities that occur between an individual who is involved in an intimate relationship. Gender refers to a sense of being male or female or having recognizable traits of one's sex. Characteristics and behavior generally associated with being a male is called masculine. Characteristics and behavior generally associated with being female are called feminine (Corpuz, 2012).

1.5.2 Length of Coaching/Training Experience

Caparas (2013), as quoted by Callo (1998), **"***Experience is the best teacher*" means that the longer one practices his/her trade, the more he becomes effective and efficient. This goes parallel to the saying, "*Practice makes perfect*". Coaching can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, coaching has the potential to provide a flexible responsive development approach that can be used to support an increasing number of individuals within the organization than traditional forms of training.

1.6 Administrative Support

Jackson (1999) stated that sports belong to all human beings. It is important for everybody because it provides opportunities to experience successful teamwork and moments of excellence. Economic difficulties hampered the advancement in sports and other areas such as health and education. The policies of the government on sports added to the problems met relevant to sports development. Participation in sports calls for collaboration and effort from every source like sports organizations, political authorities, economic power, media, and the government which remain the main players in this matter.

The study aimed to determine the predictors of the performance of the top-performing athletes of State Colleges and Universities in the National Capital Region, SY 2012-2013. Specifically, the study has specific questions:

1) What is the profile of top-performing athletes in the National Capital Region in terms of:
   1.1 Personal Attributes
      1.1.1 Height,
      1.1.2 Weight,
      1.1.3 Body Built,
      1.1.4 Age, and
      1.1.5 Sex?
2) What types and frequency of Training the top athletes were exposed to:
   2.1 Types of Training
      2.1.1 Individualized training, and
      2.1.2 Group Training
   2.2 Frequency of training?
3) What is the profile of the coaches and trainers as to:
   3.1 Sex,
   3.2 Experience,
   3.3 Number of Seminars Attended, and
   3.4 Emotional quotient?
4) How do coaches/trainers perceive the administrative support in terms of:
   4.1 Sports Budget,

4.2 Sports Facilities, and
4.3 Incentives?

5) What is the performance of top athletes in higher athletic competitions with respect to number of awards won in:
5.1 Regional Competitions, and
5.2 National Competitions?
6) Do the following variables singly or in combination predict the performance of athletes:
6.1 Athlete's Profile,
6.2 Trainer's and Coaches' Profile,
6.3 Types of Training Program,
6.4 Frequency of Training, and
6.5 Administrative Support?

2. Methodology

This study adopts the descriptive method of research. The justification of the use of this method relies on the predictors of the top sports performance of athletes of State Colleges and Universities in National Capital Region (NCR). This involves data gathering, recording, and description of the gathered data, analysis, and interpretation of the results.

2.1 Sample

There are two groups of respondents considered in this study. The first group consisted of student-athletes selected from different State Colleges and Universities in the National Capital Region, from individual to team sports and had participated in at least one sport activity. They were enrolled in their respective schools in SY 2012-2013. The second group included the coaches'/trainers' who were actively engaged in their coaching and training the students-athletes in sports in the said Colleges and Universities above.

Table 1: Frequency and percentage distribution of the respondents per university

	EARIST	**MPC**	**PHILSCA**	**PNU**	**PUP**	**RTU**	**TUP**	**Total**
No. of Respondents	19	10	18	27	28	11	42	155
Percentage (%)	12.0	7.0	12.0	17.0	18.0	7.0	27.0	100%

As reflected in Table 1, many of the respondents belonged to the Rizal Technological University which is composed of 11 respondents (7.00 percent), followed by the Technological University of the Philippines with 42 respondents (27.0 percent), Polytechnic University of the Philippines had 28 respondents (18.00 percent), subsequently the Philippine Normal University and Philippine State College of Aeronautics with 27 (17.00 percent) respondents respectively 18 (12.00 percent), whereas Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) composed of 19 respondents (12.00 percent). And the least number of respondents were from the Marikina Polytechnic College with 10 respondents (7.0 percent), totaling 155 students and

coaches-respondents. Purposive sampling was used in the study. The research focused on the performance of athletes in the National Capital Region. The respondents-athlete should come from State Colleges Universities in National Capital Region. The coaches and trainers are Physical Education coaches/trainers of student-athletes of the said educational institutions were involved.

2.2 Instrument

Two sets of questionnaires were used in this study; one was intended for the students-athlete and the other one for the coaches/trainers. The questionnaire for the athletes was divided into two (2) major parts. The first part has five (5) sub portions while the second major part has three sub portions. The sub portions of Part 1 are given as follows: Profile of the athletes in terms of height, weight, body built, age, and sex. The second part of the questionnaire for the student-athletes has the following parts namely: types of training (Individual and Group) and frequency training (once a day, once a week, twice a week, twice a day, thrice a week, and Four or more in a month), administrative support; sports budget, facilities, and incentives. The responses of the coaches in the area of competence were also given. The second major part of the questionnaire was intended for coaches/trainers are described as: Part I encompasses sex, length of training experience, number of training and seminars attended and lastly located in the bottom part is the self-evaluation of emotional quotient. Moreover, in Part II it dealt with administrative factors in terms of sports budget, facilities, and incentives.

A series of procedures were employed in the construction and validation of the questionnaires. First, the questionnaires were constructed with the Independent Variables putting into consideration all the necessary issues that needed to be clarified in the process of research. The questionnaires were done on an easy-to-follow basis so that duplicity could be avoided. Help from other Physical Education teachers was sought in the construction of the questionnaires.

2.3 Data Gathering

Data was gathered to answer the research questions of the study. It was treated intensively and an ardent desire for the completion of the said study.

1) With the proper protocol, permission was secured from the OP (Office of the President) and offices of different College Deans to distribute questionnaires to student-athletes and coaches/trainers involved as respondents.
2) Scheduled the administration of questionnaires.
3) Administered the questionnaires.
4) The survey forms were distributed to different universities and colleges with 100% retrieval.
5) The answer survey forms were encoded, computed, interpreted, and analyzed.
6) Organized data and tabulation for appropriate statistical treatment.

2.4 Data Analysis

Using Microsoft Excel Spreadsheet, the gathered data and information were encoded, computed, and interpreted enough to show the survey result. The statistical tools applied in treating the gathered data according to the research questions are descriptive and inferential statistics. The percentage was used to describe how a portion relates to its whole, especially in the profile analysis of the profile variables of the respondent-athletes and trainers. The weighted mean was computed since the options of the items to the questionnaires were assigned points. It is the best measure of the central tendency or average selected for the responses. Standard Deviation is the square root of the variance. The assessment of the student-athletes and trainers' performance in terms of degree of response, and in performance sports activity and institutional factors were determined using the following:

2.4.1 Emotional Quotient of Coaches/Trainers

The scoring and description of the responses on the emotional quotient of the respondent-coaches/trainers were arranged using the 5-point Likert Scale.

Degree of Response	Mean Range	Interpretation
5	4.51 – 5.00	Strongly Agree
4	3.51 – 4.50	Agree
3	2.51 – 3.50	Moderately Agree
2	1.51 – 2.50	Disagree
1	1.00 – 1.50	Strongly Disagree

2.4.2 Administrative Support: Budget, Facilities, and Incentives

On the respondents' perceptions on administrative support: Sports budget, facilities, and incentives. The following 5-point Likert Scale was utilized:

Degree of Response	Mean Range	Interpretation
5	4.51 – 5.00	Very Much Adequate
4	3.51 – 4.50	Very Adequate
3	2.51 – 3.50	Adequate
2	1.51 – 2.50	Inadequate
1	1.00 – 1.50	Very Inadequate

2.4.3 Inferential Statistics

Stressors multiple linear regression analysis was used to determine the predictive efficiency when the combination of independent variables was done. The data was computed using the computer for accuracy and convenience using the SPSS Program Software.

3. Results and Discussions

Figures 2 – 9 illustrate the frequency and percentage distribution of the respondent-athletes in terms of their personal attributes.

Figure 2 presents the frequency and percentage distribution of the respondent-athletes based on height.

Figure 2: Frequency and Percentage Distribution of Athletes Based on their Height

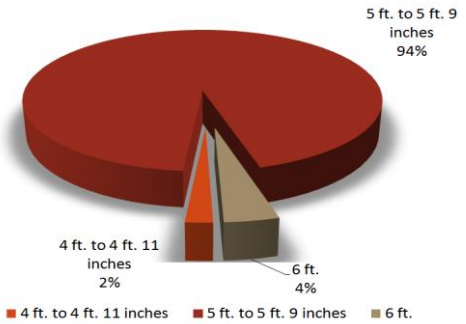


Figure 3: Frequency and Percentage Distribution of Respondents-Athlete Based on Weight

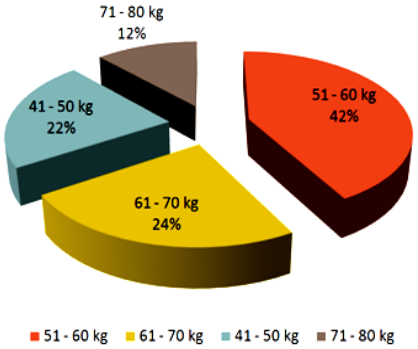


Figure 4: Frequency and Percentage Distribution of Respondents by Body Built

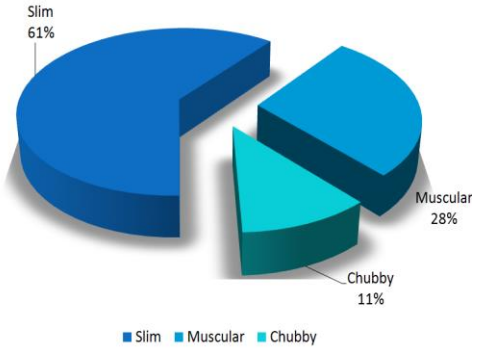
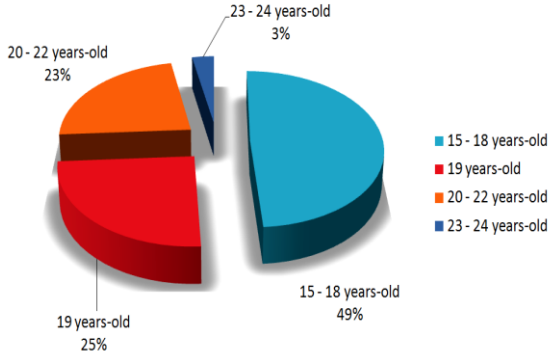


Figure 5: Frequency and Percentage Distribution of Athletes Based on Age



As gleaned from Figure 2, among the 100 respondent-athletes, the majority (94%) are 5 ft. to 5.92 ft. in height, 4 (4%) are 6 ft. in height; and only 2 (2%) are 4 ft. and 11 inches in height. The above data predominantly suggest that the athletes were well-ordered by individuals, whose height is in the middle of 5 ft. – 5 ft. and 11 inches. The said findings support the results of the studies of Barry (2010) who described the structure/stature component into six stages of growth in the human body and links them to the sensitive periods of accelerated adaptation to training. Stature (individual height) is measured before, during, and after maturation to track the developmental age of the athlete. By tracking developmental age, coaches can identify the sensitive periods of skill acquisition and physical development (endurance, strength, speed, and flexibility) and adjust training programs accordingly.

Figure 3 presents the frequency and percentage distribution of the respondent-athletes based on weight. As noted, out of the total number of respondent-athletes; a big number of (42%) are with 51 – 60 kg; 24 (24%) are from 61-70 kg.; 22 (22%) with 41 – 50

kg.; and 12 (12%) are 71-80 kg. This study implies that those athletes whose weight index ranges from 50-60 kg are considered enormous potential and be effective in their performance as athletes. Many studies have been published in which the association between BMI and the percentage of body fat was investigated. Most showed that the relation between BMI and the percentage of body fat depends on age and sex and differs across ethnic groups. Chinese people originating from the Shanghai region and living in New York City had a lower BMI but a higher percentage of body fat than white people of the same age and sex. Guricci and co-workers18 showed that Indonesians have, for the same age, sex, and percentage of body fat. (Yudkin, 2004). As stated by Cardinal (2010), results of several studies showed that Body Mass Index (BMI) correlated highly with the percentage of body fat and is largely independent of height, enabling an unbiased comparison between short and tall population groups.

Figure 6: Frequency and Percentage Distribution Athletes by Sex Preference

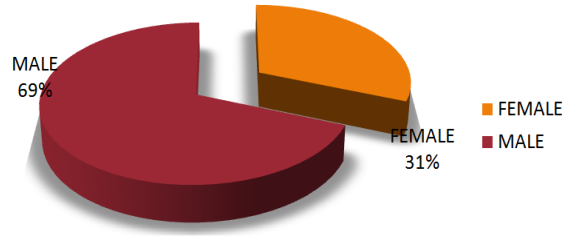


Figure 7: Frequency and Percentage Distribution of Respondents in Terms of Types of Training

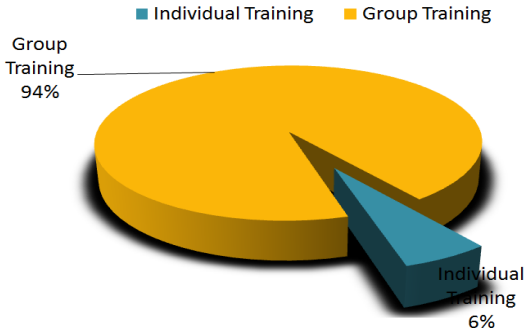


Figure 8: Frequency and Percentage Distribution of Respondent-Athletes by Frequency of Training

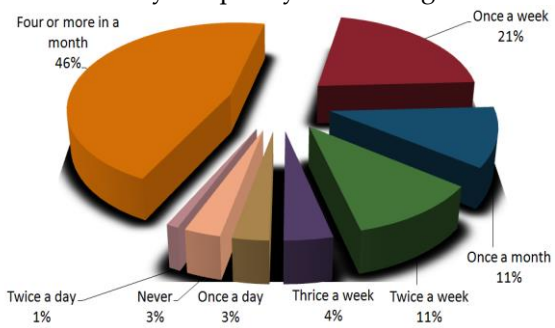


Figure 9: Frequency and Distribution of Respondent- Coaches/Trainers in Terms of Sex Preference

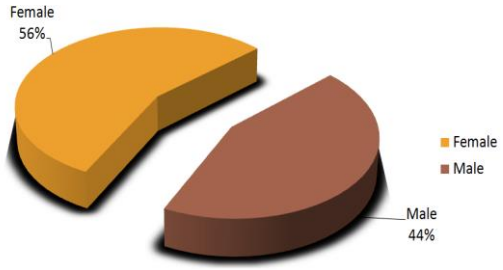


Figure 4 presents the frequency and percentage distribution of the respondent-athletes based on body build. As revealed, of the 100 respondent-athletes more than one-half (61%) are of "slim"; 28 (28%) is "muscular"; 11 (11%) is "chubby". The findings imply that a large majority of athletes' slim body build is an utmost important factor in achieving the most top performance award. Tsiros et al. (2009) reviewed the impact of obesity on pediatric physical functioning utilizing the World Health Organization International Classification of Functioning, Disability and Health Framework (ICF). The ICF encompasses functioning (as it relates to all body functions and structures), activities

(undertaking a particular task) and participation (in a life situation) with disability referring to impairments in body functions/structures, activity restrictions or participation limitations. The study of Barry (2010) revealed that training and competition put stress on the physical structures of the bodies of athletes. To prevent athletes from burning out and ensure healthy, sustainable development of all physical structures and capacities, careful attention must be given to correct preparation and recovery during training and competition cycles. However, strength and strength endurance capabilities increase due to nervous system development and coordination improvements.

Figure 5 presents the frequency and percentage distribution of the athletes based on age. As gleaned from Figure 5, among the 100 respondent-athletes, 49 (49%) belong to the 15-18 years-old age bracket; 25 (25%) to 19 years-old; 23 (23%) to the 20-22 years-old; and only 3 (3%) to the 23-24 years-old age bracket. It is a popular belief that age matters. Man's physical and cognitive capabilities usually weaken as age progresses. However, age does not create more experience. Galilea, as cited by De' Asis (1997) stated that a school executive may perform not as high, numerous or fast with age, but he/she can probably perform more meaningfully and comprehensively. It may be strength which somehow affects older executives. Pandapatan as referred to by Cabacungan (2004) found out that variability of age is a significant factor in the analysis of academic performance of one program. There seems to be a significant relationship between age and job or work performance regardless of the work according to Mirandilla, as cited by Cabacungan (2004). He found out that technicians have a higher level of performance than the younger ones.

Figure 6 presents the frequency and percentage distribution of the respondent-athletes based on sex. As noted in Figure 6, of the total number of respondent-athletes (100), 69 (69%) are males, and 31 (31%) are females. Western society had stereotypical expectations of how men and women should behave, think, and act. Women are expected to be gentle, sensitive, emotional, and talkative; men to be competitive, independent, unemotional, and objective (Fiebert & Meyer, 1997). Women who violated these cultural norms were punished or threatened with psychological isolation, economic hardship, and social ostracism (Unger & Crawford, 1996). In the sporting context, however, such violations are encouraged and deemed necessary for athletic success to be achieved. To be a successful female athlete, it is necessary to possess the same traits, characteristics, and behaviors as male athletes (Anshel, 1994; Cote & Salmela, 1996). Hence, what is considered appropriate outside of sports may not be considered appropriate within sports, and vice-a-versa.

Figure 7 presents the frequency and percentage distribution of the respondent-athletes in terms of types of training. As reflected, of the 100 respondent-athletes, the majority (94 or 94.00 percent) attended "group training"; and only 6 (6.00 percent) participated in "individual training." Results show that group training is more effective than individual training; Moreover, this measurement denotes that most of the athletes prefer this type of training, because it boosts the morale of every individual among their teammates. The said findings support the results of a study of Evans (1998), who spelled

out that those who perceived morale as a group phenomenon associate it to group goals and estimate individuals' morale in terms of assimilation with the group is demonstrated by acceptance of its aims.

Figure 8 presents the frequency and percentage distribution of the respondent-athletes in terms of frequency of training. As revealed, among the 100 respondent-athletes, 46 (46.00 percent) were with "Four or more training in a month"; 21 (21.00 percent) attended training "Once a week"; two groups of 11 (11.00 percent each) have their training "Once a month" and "Twice a week"; 4 (4.00 percent) "Thrice a week"; in groups of 3 (3.00 percent each) for "Once a day" and "Never"; 1 (1.00 percent) comprised to Twice a day had lesser attendees. The said findings support the results of the studies of Furci (2010) who stated that student-athletes' are determined to achieve by one's recovery ability. Optimum recovery time between training sessions is essential if one is going to continue to make progress. It is determined as an often as forgotten part of most training protocols. It is how many people train for months and years, experiencing little or no success and never considering the fact that they may be doing too much. Training may stimulate athletes' muscles to grow. But they don't grow during training, instead, proper nutrition and enough rest between sessions are what facilitate recovery and allow the muscles to grow.

Figure 9 presents the frequency and percentage distribution of respondent-coaches and trainers of sex distinctions. As reflected in Figure 9, out of 55 coaches/trainers, 31 (56.36 percent) are females; and the remaining (24 or 43.64 percent) are males. The said findings support the results of the studies of Corpuz (2012) who said that the term sex and gender is used interchangeably. However, social scientists considered the two terms to have different meanings. Sex refers to the physical characteristics that make a person male or female.

Figure 10 indicates the frequency and percentage distribution of the respondent-coaches and trainers in terms of length of training experience.

Figure 10: Frequency and Distribution of Respondents on Coaching Length of Training Experience

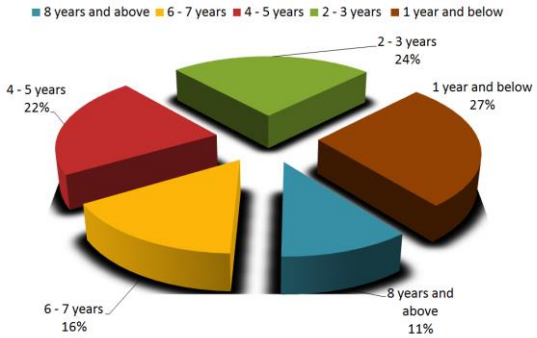
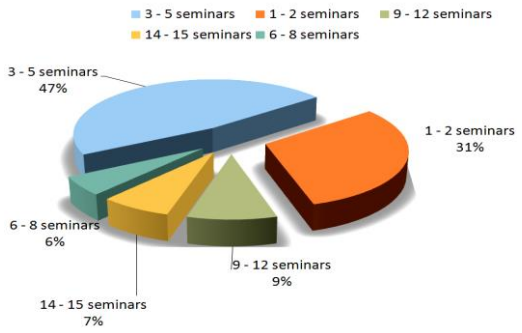


Figure 11: Frequency and Percentage Distribution of Respondent-Coaches/Trainers in Terms of Number of Seminars Attended



The figure shows that out of 55 respondents there are 15 or 27% who are new trainers assigned by SUCs (State Universities and Colleges) with one year or less in coaching experience. This is so because Sports Directors and other officials believe that

hiring new coaches/trainers such as fresh graduates in college with outstanding performance as an athlete in their specific sport event can teach new techniques and strategies in playing the games to win. They have the capability to demonstrate what they say and have the strength, stamina, and endurance to show and inspire the young athletes they train and coach. They are updated with the rules of the game from the vantage point of their latest experiences. This is followed by a group of 13 or 24% with 2-3 years' experience in coaching. They can be interpreted as the first batch of young blood of coaches who were hired based on their sports record in college. In another group, 12 (12%) of the coaches/trainers have 4-5 years of experience. They are experienced Physical Education Teachers imbued with wisdom to infuse desirable values and discipline to the younger ones. A small group of 9 coaches/trainers (16%) have 6 to 7 years of experience in coaching. Only 6 or 11% have been coaching for 8 years or more. It can be said that National Capital Region (NCR) coaches/trainers are a balanced combination of young and old or strong and wise coaches/trainers for National Capital Region (NCR).

Figure 11 presents the frequency and percentage distribution of the respondent-coaches and trainers in terms of the number of seminars attended. As revealed, among the 55 respondent-coaches and trainers, 26 (47%) had attended for 3-5 seminars; 17 (31%) participated in 1-2 seminars; 5 (9%) attended from 9-12 seminars, 4 (9%) participated in 14-15 seminars; and 2 (6.00 percent) attended from 6-8 seminars. One of the factors affecting the development of teacher competencies is the inefficiency of the delivery of training programs by the government. Teachers coming from urban areas have faster and more convenient access to training programs held proximate to where they teach. On the other hand, teachers from remote areas do not avail themselves of the training programs, lessening the opportunities for their self-enhancement and the strengthening of their teaching competencies. In connection with this, in-service training programs must be research-based implying for designing a particular training program (Philippine Agenda for Educational Reform, 2000).

The said findings confirm the results of the studies of Agustin (2003) who stressed that the success of the attainment of the objectives of physical education depends also on the sufficient knowledge of the teachers. This can be gained by having seminars and training. The Department of Education (DepEd) and (CHED) should see to it that training should not be too expensive so that teachers can avail themselves of such training/seminars.

Table 2 presents the respondent-coaches and trainers on emotional intelligence.

Table 2*:* Mean and Standard Deviation on Coaches' and Trainers' Self-Evaluation on Emotional Intelligence

Indicators	**M**	**SD**	**Interpretation**
I use both negative and positive emotions as a source of wisdom about how to navigate my life.	4.04	1.033	Agree
Negative feelings help me to address what I need to change in my life.	3.76	1.102	Agree
I am calm under pressure.	3.88	.9977	Agree
I can monitor my feelings from moment to moment.	3.97	.926	Agree

When challenged, I am good at getting calm and focused to flow with life's demands.	4.05	.903	Agree
When challenged I can summon a wide range of positive emotions such as fun, joy fighting spirit, and humor	3.73	.951	Agree
I oversee how I feel.	3.93	.978	Agree
After something has been set up, I find the strength to regain my composure.	3.99	.969	Agree
I am effective at listening to other people's problems.	4.11	.973	Agree
People view me as an effective coach for other's emotions.	3.99	.989	Agree
Average Mean and Standard Deviation	**3.945**	**0.982**	**Agree**

As seen, among the 10 variables cited, the respondent-coaches and trainers rated themselves highest (M = 4.11, SD = .973) in indicator 9- "I am effective at listening to other people's problem", while lowest (M = 3.73; SD = .951) is indicator 6- "When challenged I am able to summon a wide range of positive emotions such as fun, joy fighting spirit, and humor". Agreements in the evaluation made are shown in indicators 8- "After something has been set up, I find my strength to regain my composure"; and 10- "People view me as an effective coach for other's emotion", with a mean rating of 3.99, .969 and 989 standard deviations, respectively. The said findings support the following researchers' ideas/studies: According to Newman (2002), people and organizations respond to emotional intelligence, believing that attention to it is resulting in good things for their organization. The concept of emotional intelligence is comforting because it confirms what most of us already know that success on the job involves much more than high levels of academic abilities, politics, connection, and luck. To recognize this and to begin the discussion on the role emotion plays in helping one succeed may not be a bad thing and certainly should do no harm. Goleman (1998), who considered emotional intelligence as a skill that helps people harmonize, hence, it shall be valued as a workplace that assists in the year to come. He also used the term to describe the emotional qualities that appear to be important to success. These include empathy, expressing and understanding feelings, controlling one's temper, independence, and adaptability, being well-liked, interpersonal problem-solving persistence, friendliness, kindness and respect.

Table 3 presents the respondent athletes' perceptions on the administration supports provided in terms of sports budget. As observed, among the 10 indicators cited, the respondent-athletes "Very Adequate" with the administrative support provided regarding sports budget, as evidenced by its average mean perception of 3.84 and 1.14 standard deviation. The said Table 3, also reflects that out of 10 indicators cited, indicator 1-Provides training allowances for athletes was perceived highest (M = 4.01, SD = 1.16). On the other hand, lowest (M = 3.69, SD = 1.16) was indicator 4 state of the art/modern facilities. Similarities in the extent of perceptions are also reflected in indicators 2- "Free and complete athletic uniform" and 5- "Access to medical services" (M = 3.89, SD = 1.18 and SD = 1.10, respectively). This simply qualifies that the support rendered by the administration in athletes' administrative support is highly essential in their pursuit of winning in the regional and national athletes' competitions. The said findings support the results of the study of Jackson (1999) who stated that sports belong to all human

beings. It is important for every individual because it provides opportunities to experience success teamwork and moments of excellence. Participation in sports calls for collaboration and effort from every source like sports organization, political authorities, economic power, media and the government which remains the main player in this matter.

Table 3: Mean and Standard Deviation on Respondent-Athletes' Perceptions on Administrative Support: Sports Budget

Indicators	M	SD	Interpretation
Provide training allowance for athletes.	4.01	1.16	Very Adequate
Give free and complete athletic uniforms.	3.89	1.18	Very Adequate
The incentive to competent and hardworking athletes.	3.80	1.09	Very Adequate
State of the art/ modern facilities.	3.69	1.16	Very Adequate
Access to medical services.	3.89	1.10	Very Adequate
Food for a balanced diet.	3.73	1.10	Very Adequate
Sports facilities for all games.	3.90	1.06	Very Adequate
Academic policy support for athletes (encourage academic teachers to give consideration for the playing season).	3.71	1.14	Very Adequate
Give time for training of athletes for higher competition.	3.88	1.13	Very Adequate
Offers free tuition fees and miscellaneous fees to athletes.	3.90	1.24	Very Adequate
Average Mean and Standard Deviation	**3.84**	**1.14**	**Very Adequate**

Table 4 reveals the respondents-coaches' and trainers' perceptions of the adequacy of the sports budget being provided by the administration.

Table 4: Mean and Standard Deviation on Respondent-Coaches'/ Trainers' Perceptions on Administrative Support: Budget

Indicators	M	SD	Interpretation
Allocates appropriate funds for the conduct of sports activities.	3.92	.981	Very Adequate
Provides incentive to competent and hardworking physical education teachers.	3.86	1.02	Very Adequate
Manifest good teacher relations with teachers acting as sports officials and coaches.	3.90	.969	Very Adequate
Informs the teachers and athletes of their access to their medical services.	4.03	.947	Very Adequate
Gives the athletes adequate nutrition and proper diet.	3.87	1.03	Very Adequate
Seeks the support of the parents for other needs of athletes.	3.89	1.02	Very Adequate
Solicits the assistance of the local officials in the community for the maintenance of sports facilities.	3.77	1.07	Very Adequate
Motivates the coaches/sports officials by giving them the opportunity for promotion.	3.90	1.02	Very Adequate
Involves the community in the conduct of extension activities relevant to different sports events.	3.81	1.04	Very Adequate
Assigns an appropriate number of teaching load so that the physical education teachers become more productive.	3.92	1.06	Very Adequate
Average Mean and Standard Deviation	**3.89**	**1.02**	**Very Adequate**

As revealed, the respondent-coaches and trainers perceived the sports budget as "Very Adequate" with an average mean of 3.889 and a 1.02 standard deviation. Highest perception was made by the respondent-coaches and trainers on indicator 4- "Informs the teachers and athletes of their access to their medical services". (M = 4.03, SD .947) followed by indicators 1- "Allocates appropriate fund for the conduct of sports activities" and 10- "Assigns appropriate number of teaching load so that the physical education teachers become more productive", with mean perception of 3.92 and standard deviations of .981 and 1.06 respectively. On the other hand, the lowest perception was made for indicator 7- "Solicits the assistance of the local officials in the community for the maintenance of sports facilities", (M = 3.77, SD = 1.071).

Table 5 presents the mean and standard deviation on respondent-athletes' perceptions on the administration support being extended regarding sports facilities.

Table 5: Mean and Standard Deviation on Respondent-Athletes Perceptions on Administrative Support: Sports Facilities

Indicators	M	SD	Interpretation
Conducive lecture room, chess and table tennis room, first aid clinic, recreational room.	3.94	1.08	Very Adequate
Basketball court with shower room and locker and sanitary toilet.	3.59	1.17	Very Adequate
Volley court and swimming pool and track and field oval, football field, taekwondo training.	3.41	1.144	Adequate
Sports equipment, supplies, and tool like net, ball, interlocking mat, shooting range, boxing ring etc.	3.69	1.13	Very Adequate
LCD projector, tape recorder, balance beam, and billiard hall, drinking station, hand washing facilities benches for viewing during the game.	3.51	1.22	Very Adequate
Average Mean and Standard Deviation	**3.63**	**1.15**	**Very Adequate**

The data in Table 5 indicates an "Very Adequate" sports facilities being provided by the administration as lowest by the obtained mean perception of 3.63 and 1.15 standard deviation. The table who reflects the highest (M = 3.94, SD = 1.08) perception made which is indicator 1- "Conducive lecture room, chess and table tennis room, first aid clinic, recreational room", interpreted as "Very Adequate". On the contrary, lowest (M = 3.41, SD 1.144) perception was made for indicator 3- "Volley court and swimming pool and track and field oval, football field, taekwondo training", interpreted as "Adequate". Instructional facilities provide a vital role in learning, adequate facilities should be given emphasis by the administrators because with adequate instructional facilities learners/students become active and globally competitive. Espinueva as cited by Caparas (2013) stressed that training facilities are essential factors in teaching, training, workshop activities and research development work. Instructional facilities provide a vital role in learning, adequate facilities should be given emphasis by the administrators because with adequate instructional facilities learners/students become active and globally competitive. Gallo's (2006) on the Support System of the UPHS JGT Medical University

English Program revealed that: the English Department's material resources were "Adequate" along the aspects of instructional facilities.

Table 6 presents the mean and standard deviation on respondent-coaches'/trainers' perceptions on the administration support being extended regarding sports facilities.

As noted, the highest perceived was indicator 4- "Availability area for volleyball games"; while lowest was indicator 10- "LCD projector, tape recorder, balance beam, boxing gloves etc.", with a rating of 4.14, standard deviation of .974 and 1.06 respectively. Likewise, the respondent-coaches and trainers perceived the administrative support focused on the construction and purchase of sports facilities at a "Very Adequate" extent as indicated by its average mean perception of 3.95 and 1.0334 standard deviation. Caparas (2013) who found the equipment, materials, and supplies of the Physical Education Program "Adequate" of the PE program was also rated as indicated by the obtained overall weighted mean of 4.03 with a .934 standard deviation. Bongco (1992), who mentioned that facilities and laboratory equipment served as the baseline for the acquisition of knowledge and manipulative skills. If the development of the students' psychomotor skills is concerned, the adequacy of facilities and equipment helps determine the quality of educational experiences.

Table 6: Mean and Standard Deviation on Trainers' Perceptions on Administrative Support

Indicators	**M**	**SD**	**Interpretation**
Spacious playground, gymnasium/covered court.	3.99	1.05	Very Adequate
Conducive lecture rooms.	3.93	1.04	Very Adequate
Presence of at least one basketball court.	4.12	1.00	Very Adequate
Availability area for volleyball games	4.14	.974	Very Adequate
Dance hall, martial art gym.	3.84	1.09	Very Adequate
Audio visual center.	3.87	1.04	Very Adequate
Library where book and other reference material are available.	4.02	1.01	Very Adequate
Space for calisthenics and aerobics other warming up activities.	3.85	1.03	Very Adequate
Equipment and tools like net, ball etc.	4.00	1.04	Very Adequate
LCD projector, tape recorder, balance beam, boxing gloves etc.	3.83	1.06	Very Adequate
Average Mean and Standard Deviation	**3.95**	**1.0334**	**Very Adequate**

Table 7 reflects an "Very Adequate" incentives being provided, by the administration as perceived by the respondent-athletes' with an average mean of 3.886 and 1.194 standard deviation.

Table 7: Mean and Standard Deviation on Athletes' Perceptions on Administrative Support: Incentives

Indicators	**M**	**SD**	**Interpretation**
Scholarship grant	4.060	1.28	Very Adequate
Provision to have allowance aside from training allowance of athletes	3.80	1.197	Very Adequate
Provides sleeping quarters to athletes during rigid training	3.60	1.23	Very Adequate

Give high evaluation rating/grades in physical education for top performances	3.86	1.082	Very Adequate
Offers free tuition fees and miscellaneous fees to university athletes	3.86	1.18	Very Adequate
Average Mean and Standard Deviation	**3.836**	**1.194**	**Very Adequate**

The highest perceived was indicator 1- "Scholarship grant", ($M = 4.060$, $SD = 1.28$); while lowest perceived was indicator 3, "Provides sleeping quarters to athletes during rigid training", ($M = 3.60$, $SD = 1.23$) interpreted as "Very Adequate". The said Table 7 indicates similarities in the extent of perceptions in items 4- "Give high evaluation ratings/grades in Physical Education for top performances", and 5- "Offers free tuition fees and miscellaneous fee to University athletes", with a mean of a 3.86, and standard deviations of 1.082 and 1.18, respectively. Proper implementation of the Program relevant to Physical Education instruction and sports competition needs ample amount of support from the State Universities and Colleges. It calls for incentives to be awarded to those individuals who exerted effort in the success of the program (Agustin, 2003).

As noted, the highest ($M = 4.35$, $SD = 1.01$) perceived was made by the respondent coaches' and trainers' for indicator 1- "Opportunity for scholarship grants", while the lowest ($M = 4.06$, $SD = 1.04$) was given to indicator 8- "Gives certificate of recognition", and 6-"Provides a chance for promotion to a higher position/academic rank", with a mean of 4.10 standard deviations of 1.01 and 1.02, respectively. Table 9 presents the summary of the respondents' perceptions of administrative support.

Table 8 presents the respondents-trainers' perceptions on administrative support: incentives.

Table 8: Mean and Standard Deviation on Respondent-Coaches'/ Trainers' Perceptions on Administrative Support: Incentives

Indicators	**M**	**SD**	**Interpretation**
Opportunity for scholarship grants	4.35	1.01	Very Adequate
Provision to attend in service training in sports	4.17	.964	Very Adequate
Provision to have training allowance	4.09	.995	Very Adequate
Given less teaching load	4.10	1.01	Very Adequate
Opportunity to have study leave	4.07	1.01	Very Adequate
Provides a chance for promotion to a higher position/academic rank.	4.10	1.02	Very Adequate
Gives monetary incentives	4.26	.960	Very Adequate
Gives certificate of recognition	4.06	1.04	Very Adequate
Gives appropriate evaluation ratings	4.14	1.00	Very Adequate
Provides complete athletic uniform for coaches/trainers	4.19	1.06	Very Adequate
Average Mean and Standard Deviation	**3.95**	**1.0334**	**Very Adequate**

Table 9 presents the summary of the respondents' perceptions on the administrative support.

Table 9: Mean and Standard Deviation on Summary of the Respondents' Perceptions on the Administrative Support

Indicators	Athletes				Trainers			
	M	SD	Interpretation	Rank	M	SD	Interpretation	Rank
Sports Budget	3.84	1.14	Very Adequate	1.5	3.89	1.02	Very Adequate	3.0
Sports Facilities	3.63	1.15	Very Adequate	3.0	3.95	1.03	Very Adequate	2.0
Sports Incentives	3.84	1.19	Very Adequate	1.5	4.15	1.00	Very Adequate	1.0
Average	**3.77**	**1.2**	**Very Adequate**	**2.0**	**4.0**	**1.02**	**Very Adequate**	**2.0**

As indicated, the respondents considered incentives as a motivational factor like allowances for food, transportation, in-house training, competition, pocket money and training uniform. On the other hand, it also revealed an "Very Adequate" sports facilities being provided by the administration of the SUCs: are of obsolete model and so, state of the art facilities should be replaced these existing old facilities. Likewise, the sports budget was perceived to be "Very Adequate". Since the Physical Education Program implementation depends on the athletic funds being collected from the students, it should be formulated accordingly for the students and the Physical Education Program in general.

Table 10 shows the regression of athletes' regional performance on independent variables.

Table 10: Regression of Athletes' Regional Performance on Independent Variables

Predictors	Beta	t-value	Sig.
Trainers' Length of Coaching Experience	.344	3.862	.000
Athletes' Frequency of Training	.256	2.863	.005
Athletes Body Built	-.184	-2.040	.044

The beta coefficient of .344, with a t-value of 3.862 (Coaches' and Trainers' length of coaching experience); .256, with a t-value of 2.863 (Athletes' frequency of training); and -.184, with a t-value of -.2040 (Athletes' body built) were significant at .000, .005 and .044 levels, respectively. Empirically, the findings mean that the coaches' trainers' length of coaching experience, as well as the respondent-athletes' frequency of training each body built have a great effect on the respondent-athletes' performance in the higher competition conducted. The said findings conform with the results of the studies undertaken by Hidalgo as cited by Castro (2004), that the "*length of service/training of an employee affects the level of his performance*". It only indicates that the longer work experiences the person has, the better is his performance. Srisuk (2005) who said that athlete's frequency of training produces greater and higher positive effect in winning their sports activities.

Table 11 reveals the regression of five (5) independent variables athletes' frequency of training, age, incentives, and their administrative support.

Table 11: Regression of Athletes Performance in National Competition on Independent Variables

Predictors	Beta	t-value	Sig.
Athlete's Frequency of Training	.257	2.889	.005
Athlete's Age	.264	3.026	.003
Athlete's Incentives	.561	3.701	.000
Athlete's Administrative Support	-.409	-2.677	.009

Note: Adjusted R Square = .265; F = 8.153; Sig. = .000.

The second predictor is the athletes' age group. The beta coefficient of .264 with a t-value of 3.026 is significant at the .003 level. The equation implies that for every standard deviation unit increase in the athletes' age, there is a .264 standard deviation unit increase in athletes' performance in a national competition. The third predictor based on the statistical computed mean of athletes' performance in a national competition is the athletes' incentives provided by the administration. The beta coefficient indicated that for every standard deviation increase in the athletes' incentives, there is a .561 standard deviation in the athlete's performance in a national competition. The computer t-value of 3.701 is highly significant at the .000 level. Furthermore, the athletes' administrative support in the National Performance may have been highly adequate in terms of the provision of modern facilities, food for a balanced diet, free tuition fee offers and sports facilities for all games. Yet it negatively affects the athletes' performance in a national competition. Although this formula of predictors aids to fortify, support, enhance and expand the training experiences and developing the athletes' skills in their specific field of event in the national performance. However, there is no amount of limitation as to what one can learn and become skillful athlete/athletes, where there is willingness, focus, discipline, and strong determination. The athletes' pursuit to win is not affected by how the administration indulged their support to them. The adjusted R-square at .265 points towards the variance of athletes' performance in national competition can be credited to the athlete's frequency of training, athletes age, coupled with athletes' incentives, athlete's administrative support, the F value of 8.153 which is highly significant at .000 level of probability.

Table 12 presents the regression of independent variables, namely: Athletes' frequency of training and body-built and coaches'/trainers'/ number of seminars attended.

Table 12: Regression of Athletes' Total Performance in Higher Competition on Independent Variables

Predictors	Beta	t-value	Sig.
Athlete's Frequency of Training	.312	3.459	.001
Athlete's Body Built	-.274	-3.029	.003
Trainer's Number of Seminars	.199	2.234	0.28

Note: Adjusted R Square = .212; F = 9.881; Sig. = .000.

The total performance of the athletes in higher competition is the combination of their performance in the regional competition as well as the national athletic competition. Among the independent variables considered in this study, three (3) came out as significant predictors of the total performance of athletes in higher competition. One is the athletes' frequency of training with a beta-coefficient of .312 and t-value of 3.459 which is highly significant (p = .001). This means that the more frequently the athletes trained for the competition, the higher also is their total performance in higher athletic competition. The second is, the athletes' body built. This variable indicates that the athletes with slim and muscular bodies perform much better than those athletes with a chubby body built. The beta coefficient of -.274 with a t-value of -3.029 is highly significant (p = .003). In this study, chubby and muscular bodies have given higher points in the computed mean, however, it occurs in the statistical treatment data, that slim athletes perform better than chubby athletes. One possible reason is that slim athletes can move faster and much quicker than athletes who are chubby, for size and weight can prevent them from moving fast compared to slim ones. Another predictor variable is the trainers' number of seminars attended. The beta-coefficient indicates that for every standard deviation unit increase in the number of seminars attended by the trainers, there is a .199 standard deviation unit increase in the total performance of athletes in the higher competition with a t-value of 2.234 is highly significant (p=.028). Seminars, training, and workshops attended, indeed have significant effects on the effectiveness of trainers in training athletes in their specific event for higher competition. The adjusted R-square indicates that athlete's frequency of training in combination with the athletes' body built and number of seminars the trainers attended, account for a 21.2% training change in the total performance of athlete's higher competition. The t-value of 9.881 is highly significant (p=.000). The said findings conform with the findings of the studies conducted by the following: Agustin (2003) who stressed that the success of the attainment of the objectives of physical education depends also on the sufficient knowledge of the teachers. This can be gained by having seminars and training. The Department of Education (DepEd) and (CHED) should see to it that training should not be too expensive so that teachers can avail of such trainings/seminars.

4. Conclusion

The study intended to examine the predictors of the performance of the top-performing athletes of State Colleges and Universities in the National Capital Region (NCR). Specifically, the research study aimed to examine the profile of the performing athletes in NCR, examine the frequency and the type of training the top athletes are exposed to, examine the profile of the coaches and the trainers, examine the performance of the top athletes in athletics competitions, and examine the variables that predict the performance of the athletes. Based on the result of the study, the age of the athletes ranged from 15 to 18 years old while their height ranged from 5.00ft to 5.92ft. Most of the athletes undergo group training and most of them conduct four trainings every month. Based on the results, most of the coaches and trainers attended 3-5 seminars and most have a high level

of emotional intelligence (M = 3.94). When it comes to administrative support, most of the coaches and trainers believed that the administrative support is adequate in terms of budget (M = 3.84) and sport facilities (M = 3.63). Incentives for athletes and coaches are also perceived as very adequate (M = 3.84). Among the top performing athletes, most of them are from Rizal Technological University of the Philippines (RTU) followed by Polytechnic University of the Philippines (PUP) and Philippines Normal University (PNU). Based on the results, the performance of top athletes in Regional Competition is positively predicted by the coaches' and trainers' length of training and coaching (Beta = .256) and the athletes' frequency of training (Beta = .256). Results also showed that their performance is predicted by their body built (Beta = .184). In terms of National Competition done by the athletes, their performance is also predicted by athletes' frequency of training (Beta = .257), athletes' age (Beta = .264), and athletes' incentive (Beta = .561). Furthermore, the overall performance of top athletes is predicted positively by the numbers of seminars attended (Betas =.199), athletes' frequency of training (Beta = .312) and body built (Beta = -.274). This finding leads to the following implications: the greater the experience of trainers and coaches, the higher also is the sport performance in regional sports competitions of the athletes, the more frequent the training of athletes is, the higher also is their performance in regional sports competitions, the body built affects the performance of athletes, the greater the experience of trainer and coaches and the more frequent is the training of athletes, the higher is the overall performance in higher competition of top athletes. In addition, body-built also affects the overall performance of athletes in higher competitions. Athletes who are slim and muscular perform well than their counterparts. Although the study is limited only to top athletes at NCR and limited only to Regional and National Athletic Competition, the study recommended establishing trainers and coaches with adequate experience. This is based in the findings of the study that coaches training experience is a positive predictor of the performance of top athletes of National Capital Region. Constant training of athletes is recommended indeed this is a positive predictor of athletes' performances as found in this study. Similarly, the adequacy of school sports facilities calls for the constant monitoring and effective inspection of the said variables to meet the needs of the athletes in the conduct of sports activities. Specifically, athletes sleeping quarters be provided with an individualized locker for athletes' personal use. Increase training allowance for athletes, coaches, and trainers during training sessions until the event of completion. of the sports competition. For future studies, it is recommended that the attitude of top management toward sports be determined in relation to the performance of their institutions in higher sports competitions. The athletes and students who participated and won in sports competitions should be encouraged to continue with their efforts of winning the games by providing scholarship grants and financial assistance that can help them sustain their interests and eventually make them perform better. The administration should be given more support to the athletes and coaches and make the best to boost their abilities to boost their morale in terms of monetary incentives, training allowances to boost their morale and make the best of their abilities. The athletes should also be given a chance to attend training/seminars on their subject areas of sports specialization to keep them

abreast of the knowledge and skills required for the performance of their duties such as athletes' sports activities. To verify the effects of the profile of athletes and coaches as well as institution factors on sports performance of athletes, it is suggested that the study should be replicated considering variables that were found significant predictors of top-performing athletes.

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Conflict of Interest Statement
The author declares no conflicts of interest.

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