



BEHAVIOR IN SPORTS ACTIVITY AMIDST PANDEMIC OF STUDENT-ATHLETES OF LYCEUM OF THE PHILIPPINES UNIVERSITY, CAVITE

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ABSTRACT

This study determined the behavior in sports activity of student-athletes of Lyceum of the Philippines University, Cavite. Specifically, the study sought answers to the following questions: What is the status of profile of student-athletes of the Lyceum of the Philippines University, Cavite in terms of; age; sex; gender; sports event? What is the level of behavior of students-athlete in terms of: physical activity; emotional Behavior; social activity; psychological? What is the level of sports activity in terms of: training; coaching; tune up games; competition? Is the demographic profile of the student athletes has a significant effect in the sports activity? Is the behavior of the student has a significant effect in the sports activity?

In order to conduct this study, letters was sent to Ms. Kimberly Joy E.

Alcaraz OIC Head, Research and Publications Office and the University Headmaster, Mr. Mhar Angelo A. Bayot asking permission and approval to conduct the study.

Permission from the OIC Head, Research and Publications Office and university headmaster for each department. Preparation of self-made questionnaire by the researcher followed in order to obtain the necessary data on the behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines University, Cavite. The respondents of the study included approximately fifty (50) student-athletes of different event enrolled in the Lyceum of the Philippines University, Cavite. The copies were multiples and others sent by the google form considering the health protocols. The main source of data which prepared by the researcher were statistically use a simple descriptive statistic such as T-test formula and the weighted mean to determine the mean level to know the behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines, Cavite. readiness of the student-athletes to the new normal sports competition participated by the Cavite.

I. INTRODUCTION

As most sports seasons, practices and camps have been canceled in all area due to the coronavirus pandemic, many athletes, including high school and college seniors, may be experiencing a sense of loss and resentment. Psychological science faces a call to action researching the implications of the corona virus disease 2019 (COVID-19) pandemic. Rapid reviews have reported that maintaining rigorous research standards is a priority for the field, such as ensuring reliable and valid measurement, when investigating peoples experience of COVID-19, O'Connor et al., (2020).

This pandemic has caused many events in our environment around the world. And one of the most severely affected are athletes who experience different emotions caused by stopping regular training and competition. All ages for different reasons, high school kids are impacted in a multitude of ways; they are undergoing hormonal changes and use sports as a way to help reduce stress and control anxiety and depression. Also, sports are a way to earn college scholarships so there can be increased pressure.



Much of this work highlights a link between the athlete environment and experiences of depression and anxiety. For example, serious injury causing early retirement and loss of identity, organizational-level pressures and occupational demands, public scrutiny of performance and person, have all been linked with mental health disorders (Foskett and Longstaff, 2018).

For younger children, sports are often a way to socialize and build upon those skills. When school and other social interactions have been taken away, not having sports can cause a child to feel isolated. Definitely see sports changing, but how they change is hard to predict. We can look at other countries and see how they are beginning to roll sports back out. Most likely games will be played without fans on a professional level to start. Then when fans do return, they will most likely require wearing a mask and other social distancing measures. Players on the bench will most likely be six feet apart as well. Sports may opt not to do any handshakes or high fives as well. That is, measurement assumptions are critical for the field moving forward ensuring confidence in findings which may inform policy, and training.

Through this, the aim of this research was to analyze the behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines University, Cavite.

II. OBJECTIVES

This study determined the behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines University, Cavite. Specifically, the study sought answers to the following questions:

1. What is the STATUS OF PROFILE of student-athletes of the Lyceum of the Philippines University, Cavite IN terms of;
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Gender;
 - 1.4 Sports Event?
2. What is the level of behavior of students-athlete in terms of:
 - 2.1 Physical activity;
 - 2.2 Emotional Behavior;
 - 2.3 Social Activity ;
 - 2.4 Psychological?
3. What is the level of sports activity in terms of :
 - 3.1 Training;
 - 3.2 Coaching;
 - 3.3 Tune up games;
 - 3.4 Competition?
4. Is the demographic profile of the student athletes has a significant effect in the sports activity?
5. Is the behavior of the student has a significant effect in the sports activity?

III. METHODOLOGY

The researcher consulted her statistician on the sampling techniques. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researcher rely on their own judgment when choosing members of the population to participate in their study. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants. Researchers use purposive sampling when they want to access a particular subset of people, as all participants of a study are selected because they fit a particular profile. Each individual was chosen entirely by chance and each member of the population has an equal chance of being included in the sample. The respondents of the study included approximately fifty (50) student-athletes of different event enrolled in the Lyceum of the Philippines University, Cavite



In order to conduct this study, letters was sent to the University Headmaster, Mr. Mhar Angelo A. Bayot asking permission and approval to conduct the study.

Permission from the university headmaster for each department. Preparation of self-made questionnaire by the researcher followed in order to obtain the necessary data on the behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines University, Cavite.

The researcher-made questionnaire was checked by the thesis adviser. Face validation of the contents of the questionnaire was done by the adviser of the researcher and other panel members in the researchers list. They are vital panel members of the research department.

The copies of the questionnaire was multiplied based from the number of the respondents. Then it was administered. With confidentiality, the gathered information was transferred in a tally sheet. Subsequently, codes was assigned to each indicator. The encoded data was given to the researcher's statistician for the descriptive analysis. The gathered data was interpreted and presented in textual and tabular forms and appropriate interpretation was made.

The following statistical tools were used in order to analyze and interpret the gathered data:

Descriptive statistics will be going to apply to properly derive information and frequency distributions of the gathered data.

The respondents will be identified using the Slovin's formula: n (sample size) = N (population) / $1 + N$ (population) $\times e^2$ (margin of error at 0.05 squared). The answers of the respondents on the evaluation about the conducting study behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines University, Cavite is going to be analyze using the following formulas and measurements:

Weighted mean - used to find out the average responses of the respondents as measurement of the central tendency.

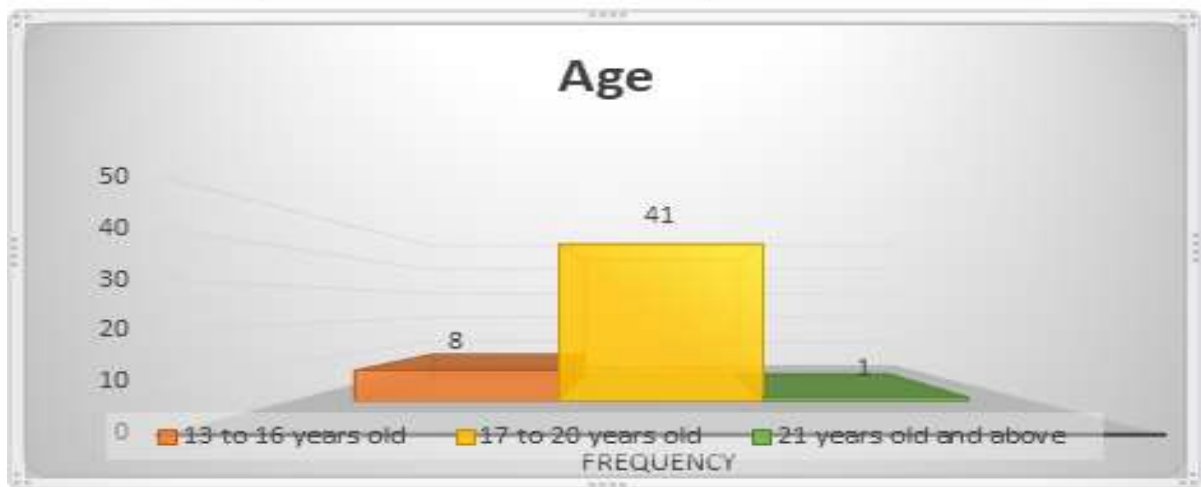
T-Test Formula - The formula for the two-sample t-test (a.k.a. the Student's t-test) is shown below. In this formula, t is the t-value, x_1 and x_2 are the means of the two groups being compared, s_2 is the pooled standard error of the two groups, and n_1 and n_2 are the number of observations in each of the groups. T-test is used to know if there is a behavior in sports activity amidst pandemic of student-athletes of Lyceum of the Philippines University, Cavite significant effect to the sports activity and behavior of the student-athletes of the Lyceum of the Philippines University, Cavite.

IV. RESULT AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the sub problem relative to the main problem of this study on behavior in sports activity of amidst pandemic of student-athletes. This part discusses the findings of the study based on the research questions.

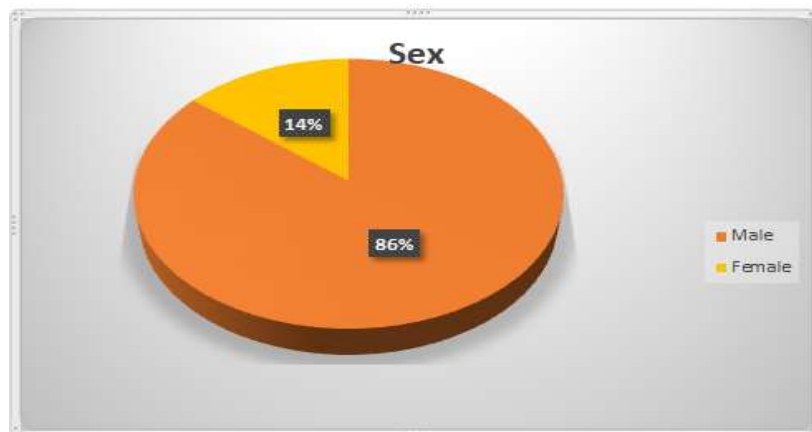
DEMOGRAPHIC PROFILE OF THE STUDENT-ATHELETES

Figure 2 shows the status of the student-athletes of the Lyceum of the Philippines University, Cavite in terms of Age.



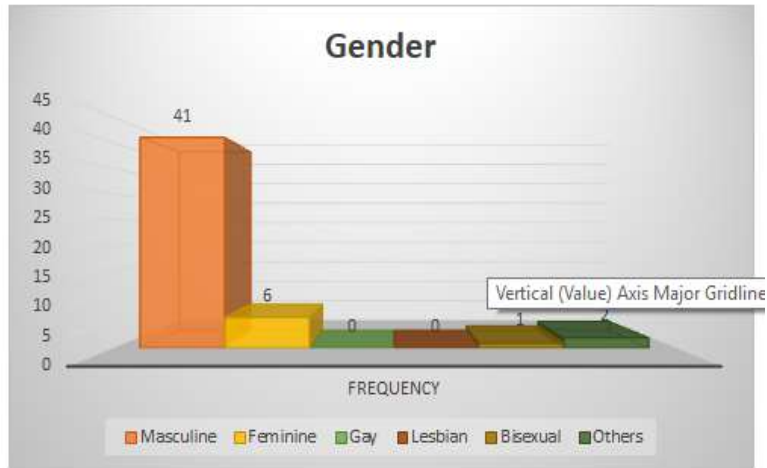
Graph shows that ages “17 to 20 years old” have the highest frequency of forty-one (41) or 82.00% of the total respondent. And have eight (8) or 16.00% of the respondent are “13 to 16 years old”. While the ages “21 years old and above” received the lowest frequency of one (1) or 2.00% of the total respondents

Figure 3 below shows the status of the student athletes of the Lyceum of the Philippines University Cavite in terms of Sex.



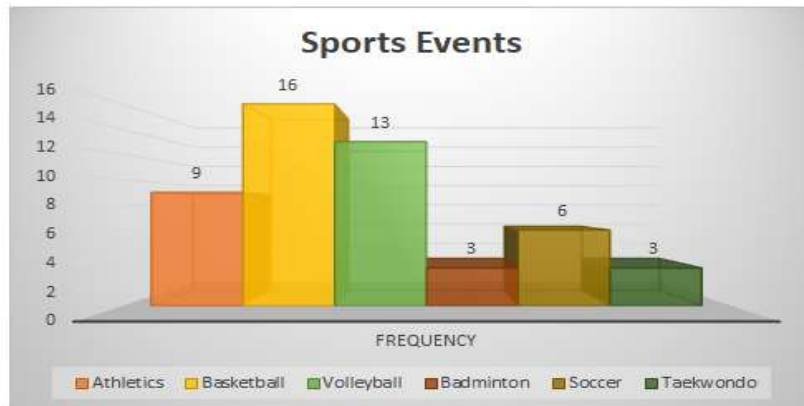
Graph shows that sex “Male” has the highest frequency of forty-three (43) or 86.00% of the total respondent. While the sex “Female” received the lowest frequency of seven (7) or 14.00% of the total respondents.

Figure 4 Status of profile of the student-athletes of the Lyceum of the Philippines University, Cavite in terms of Gender.



Graph shows that gender “*Masculine*” has the highest frequency of forty-one (41) or 82.00% of the total respondent. And have six (6) or 12.00% of the respondent are “*Feminine*”. While the gender “*Bisexual*” received the lowest frequency of one (1) or 2.00% of the total respondents.

Figure 5 Demographic profile of student-athlete of the Lyceum of the Philippines University, Cavite in terms of sports events.



Graph shows that the event “*Basketball*” has the highest frequency of sixteen (16) or 32.00% of the total respondent. And have thirteen (13) or 26.00% of the respondent are in “*Volleyball*”. While the event “*Badminton and Taekwondo*” received the lowest frequency of three (3) or 6.00% of the total respondents

Table 1. Level of the behavior of the student-athlete in terms of Physical activity

Statements	Mean	SD	Remarks
1. Go for a 30 mins walk at least three times a week.	4.58	0.54	Always
2. I do biking as part of exercise.	4.48	0.61	Always
3. I walk to grocery stores in an immediate time.	4.62	0.49	Always
4. I walk to school for an important matter.	4.56	0.50	Always
5. I do house works as an exercise	4.70	0.46	Always
Overall Mean = 4.59			
Standard Deviation = 0.525			
Verbal Interpretation = Very High			



Table 1 shows the result on level of the behavior of the student-athlete in terms of Physical activity. Based on the respondents' perceptions, the level of the behavior of the student-athlete in terms of Physical activity was generally *very high*. They do house works as an exercise have ($M=4.70$, $SD=0.46$) and walk to grocery stores in an immediate time with ($M=4.62$, $SD=0.49$). They do bike as part of exercise with ($M=4.48$, $SD=0.61$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.59 and supported with standard deviation value of 0.525.

Table 2. Level of the behavior of the student-athlete in terms of Emotional behavior

Statements	Mean	SD	Remarks
1. I secure my future by means of pursuing their education amidst pandemic.	4.58	0.50	Always
2. I consider the advice of the LGU to stay at home in the announcement of ECQ.	4.52	0.50	Always
3. I monitor the health status of family members.	4.56	0.50	Always
4. I'll find time to do the meditation for relaxation	4.52	0.50	Always
5. I talk to a trusted friend to express the feeling of being hurt, happy and lonely.	4.56	0.50	Always
Overall Mean = 4.55			
Standard Deviation = 0.499			
Verbal Interpretation = Very High			

Table 2 shows the level of the student behavior in terms of behavior. Based on the respondents' perceptions, the level of the behavior of the student-athlete in terms of Emotional behavior was generally *very high*. They secure future by means of pursuing their education amidst pandemic have ($M=4.58$, $SD=0.50$) and monitor the health status of family members and talk to a trusted friend to express the feeling of being hurt, happy and lonely with ($M=4.56$, $SD=0.50$). They consider the advice of the LGU to stay at home in the announcement of ECQ and find time to do the meditation for relaxation with ($M=4.52$, $SD=0.50$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.55 and supported with standard deviation value of 0.499.

Table 3. Level of the behavior of the student-athlete in terms of Social activity.

Statements	Mean	SD	Remarks
1.I meet friends for some small talk practicing the social distancing.	4.70	0.50	Always
2. I eat outside like picnics in observance of physical distancing.	4.66	0.50	Always
3. I play outside in my sports discipline with friends.	4.74	0.40	Always
4. I attend occasions with precautionary measures and protocols observance.	4.68	0.50	Always
5. I do the group work assigned by the teachers with classmates.	4.68	0.50	Always
Overall Mean = 4.69			
Standard Deviation = 0.463			
Verbal Interpretation = Very High			

Table 3 shows the level of the behavior of the student-athlete in terms of social activity. Based on the respondents' perceptions, the level of the behavior of the student-athlete in terms of Social activity was generally *very high*. They play outside in sports discipline with friends have ($M=4.74$, $SD=0.40$) and meet friends for some small talk practicing the social distancing with ($M=4.70$, $SD=0.50$). They eat outside like picnics in observance of physical distancing with ($M=4.66$, $SD=0.50$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.69 and supported with standard deviation value of 0.463.

**Table 4. Level of the behavior of the student-athlete in terms of Psychological aspect**

Statements	Mean	SD	Remarks
1. <i>I think the best way to relive the feeling of insecurity.</i>	4.74	0.40	Always
2. <i>I stay strong in times of trials.</i>	4.72	0.50	Always
3. <i>I find solution for the certain problems encountered.</i>	4.74	0.40	Always
4. <i>I fight the feeling of anxiety and depression by means of doing things that could relax me.</i>	4.78	0.40	Always
5. <i>I go to a place that I could appreciate the value of life.</i>	4.76	0.43	Always
Overall Mean = 4.75			
Standard Deviation = 0.435			
Verbal Interpretation = Very High			

Table 4 show the data of the level of the behavior of the student-athlete in terms of Psychological aspect. Based on the respondents' perceptions, the level of the behavior of the student-athlete in terms of Psychological aspect was generally *very high*. *They fight the feeling of anxiety and depression by means of doing things that could relax* have ($M=4.78$, $SD=0.40$) and *go to a place that I could appreciate the value of life* with ($M=4.76$, $SD=0.43$). *They stay strong in times of trials* with ($M=4.72$, $SD=0.50$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.75 and supported with standard deviation value of 0.435.

Table 5. Level of sports activity in terms of Training

Statements	Mean	SD	Remarks
1. <i>I check the body temperature with the use of thermometer before the training.</i>	4.78	0.40	Always
2. <i>I do the cardio exercise such as running/ jogging to maintain the endurance.</i>	4.72	0.50	Always
3. <i>I do the strengthening exercise, or resistance training, such as push ups and using the dumbbells.</i>	4.78	0.40	Always
4. <i>I use the agility test for the measurement and maintenance of the workouts.</i>	4.70	0.50	Always
5. <i>I do regular training in my specific sports discipline in preparation for the new normal competition.</i>	4.68	0.47	Always
Overall Mean = 4.73			
Standard Deviation = 0.444			
Verbal Interpretation = Very High			

Table 5 shows the result of the Level of sports activity in terms of Training. Based on the respondents' perceptions, the level of sports activity in terms of Training was generally *very high*. *They check the body temperature with the use of thermometer before the training and do the strengthening exercise, or resistance training, such as push ups and using the dumbbells* have ($M=4.78$, $SD=0.40$) and *do the cardio exercise such as running/ jogging to maintain the endurance* with ($M=4.72$, $SD=0.50$). *They do regular training in my specific sports discipline in preparation for the new normal competition* with ($M=4.68$, $SD=0.47$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.73 and supported with standard deviation value of 0.444.

**Table 6. Level of sports activity in terms of Coaching**

Statements	Mean	SD	Remarks
1. I am democratic to all teammates that gives the team freedom and accountability, with the coach stepping in only when needed to keep the process going	4.72	0.50	Always
2. I talk to each other and decide what to do and when and how to do it.	4.72	0.50	Always
3. I teach life skills in hopes towards developing positive relationships with each other.	4.76	0.40	Always
4. I know how to tap into the individual strength to get the most out of them	4.74	0.40	Always
5. I get the greatest amount of productivity from the team, collectively and individually.	4.68	0.47	Always
Overall Mean = 4.72			
Standard Deviation = 0.448			
Verbal Interpretation = Very High			

Table 6 Level of sports activity in terms of Coaching. Based on the respondents' perceptions, the level of sports activity in terms of Coaching was generally *very high*. They teach life skills in hopes towards developing positive relationships with each other have ($M=4.76$, $SD=0.40$) and know how to tap into the individual strength to get the most out of them with ($M=4.78$, $SD=0.40$). They get the greatest amount of productivity from the team, collectively and individually with ($M=4.68$, $SD=0.47$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.72 and supported with standard deviation value of 0.448.

Table 7. Level of sports activity in terms of Tune up games

Statements	Mean	SD	Remarks
1. I get familiarized with the surroundings and the competition venue.	4.76	0.40	Always
2. I set the mind and goals for clear and well performance for the friendly game competition.	4.72	0.50	Always
3. I build confidence and increase chance of positive performance outcome.	4.68	0.50	Always
4. I stay focused and optimistic.	4.72	0.50	Always
5. I prepare meal plan and follow religiously the coach advise for the win.	4.68	0.47	Always
Overall Mean = 4.71			
Standard Deviation = 0.454			
Verbal Interpretation = Very High			

Table 7 shows the data of the level of sports activity in terms of Tune up games. Based on the respondents' perceptions, the level of sports activity in terms of Tune up games was generally *very high*. They get familiarized with the surroundings and the competition venue have ($M=4.76$, $SD=0.40$) and set the mind and goals for clear and well performance for the friendly game competition and stay focused and optimistic with ($M=4.72$, $SD=0.50$). They build confidence and increase chance of positive performance outcome and prepare meal plan and follow religiously the coach advise for the win with ($M=4.68$, $SD=0.50$, 0.47); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.71 and supported with standard deviation value of 0.454.

**Table 8. Level of sports activity in terms of Competition**

Statements	Mean	SD	Remarks
1. I relax and pray before the competition.	4.76	0.40	Always
2. I visualize winning the game.	4.74	0.40	Always
3. I get enough sleep to boost energy and stay healthy.	4.72	0.50	Always
4. I know the rules, give my best and apply what I trained.	4.80	0.40	Always
5. I instill sportsmanship, and do the right thing before, during and after the game.	4.82	0.39	Always
Overall Mean = 4.77			
Standard Deviation = 0.423			
Verbal Interpretation = Very High			

Table 8 shows the data results of the level of sports activity in terms of Competition. Based on the respondents' perceptions, the level of sports activity in terms of Competition was generally *very high*. They instill sportsmanship, and do the right thing before, during and after the game have ($M=4.82$, $SD=0.39$) and know the rules, give the best and apply what they trained with ($M=4.80$, $SD=0.40$). They get enough sleep to boost energy and stay healthy with ($M=4.72$, $SD=0.50$); and this item got the lowest rating. All item indicators got a verbal interpretation of *very high*, as disclosed by the overall mean of 4.77 and supported with standard deviation value of 0.423.

Table 9. Significant effect of the demographic profile of the student-athlete to the sports activity

Age	Beta	t-value	p-value	Analysis
Training	0.051	0.043	0.966	Not Significant
Coaching	-0.95	-0.554	0.582	Not Significant
Tune up games	0.885	0.486	0.629	Not Significant
Competition	-0.282	-0.333	0.740	Not Significant
Sex				
Training	0.344	0.581	0.564	Not Significant
Coaching	-1.596	-1.798	0.079	Not Significant
Tune up games	2.554	2.837	0.007	Significant
Competition	-2.056	-4.910	0.000	Significant
Gender				
Training	0.982	0.405	0.688	Not Significant
Coaching	-4.561	-1.253	0.217	Not Significant
Tune up games	7.296	1.976	0.054	Not Significant
Competition	-5.873	-3.421	0.001	Significant
Sports Events				
Training	0.482	0.235	0.815	Not Significant
Coaching	-5.167	-1.680	0.099	Significant
Tune up games	5.531	1.774	0.083	Not Significant
Competition	-4.155	-2.866	0.006	Significant

Adjusted R-Square: 0.7284

F-value: 33.854

Sig.: 0.0000

Table 9 shows the significant effect of the demographic profile of the student-athlete to the sports activity. Results from Table 9 revealed that the *Sports Activity* had no effect on demographic profile of the student-athlete. The beta coefficient indicates that for every standard deviation unit increase in *Training*, *Coaching*, *tune up games* and *Competition*, there is a corresponding unit increase in the demographic profile of the student-athlete. The t-value of *Training*, *Coaching*, *tune up games* and *Competition* is not significant having a p-value of greater than 0.05 level of significance.



This means that the demographic profile of the student-athlete to the sports activity was not influenced by age, gender, sex and sports events. Based on the data, it is shown that there is “no significant effect of the demographic profile of the student-athlete to the sports activity” at 0.05 level of significance. It shows that the null hypothesis stating that “*There is no significant effect of the demographic profile of the student-athlete to the sports activity*” is *accepted*, it can be inferred that there is “no significant” effect between them.

Table 10. Significant effect of the behavior of the student in the sports activity

Physical	Beta	t-value	p-value	Analysis
<i>Training</i>	0.133	0.189	0.851	<i>Not Significant</i>
<i>Coaching</i>	2.522	2.386	0.021	Significant
<i>Tune up games</i>	-1.773	-1.654	0.105	<i>Not Significant</i>
<i>Competition</i>	0.081	0.162	0.872	<i>Not Significant</i>
Emotional				
<i>Training</i>	0.171	0.976	0.334	<i>Not Significant</i>
<i>Coaching</i>	1.704	6.474	0.000	Significant
<i>Tune up games</i>	-0.728	-2.727	0.009	Significant
<i>Competition</i>	-0.159	-1.288	0.204	<i>Not Significant</i>
Social				
<i>Training</i>	-0.007	-0.007	0.995	<i>Not Significant</i>
<i>Coaching</i>	2.627	1.775	0.083	<i>Not Significant</i>
<i>Tune up games</i>	-1.780	-1.186	0.242	<i>Not Significant</i>
<i>Competition</i>	-0.039	-0.056	0.956	<i>Not Significant</i>
Psychological				
<i>Training</i>	0.427	6.273	0.000	Significant
<i>Coaching</i>	-1.280	-12.53	0.000	Significant
<i>Tune up games</i>	1.703	16.448	0.000	Significant
<i>Competition</i>	0.153	3.176	0.003	Significant

Table 10 shows the significant effect of the behavior of the student in the sports activity. Results from Table 10 revealed that the *Sports Activity* had no effect on behavior of the student-athlete. The beta coefficient indicates that for every standard deviation unit increase in *Training, Coaching, Tune up games and Competition*, there is a corresponding unit increase in the behavior of the student-athlete. The t-value of *Training, Coaching, Tune up games and Competition* is not significant having a p-value of greater than 0.05 level of significance.

This means that the behavior of the student-athlete to the sports activity was not influenced by physical activity, emotional activity, social behavior and psychological aspect



V. CONCLUSION

Drawn the results of the study, the following results are set forth;

1. The null hypothesis stating that there is no significant effect of the demographic profile of the student-athlete to the sports activity, is accepted, it can be inferred that there is “no significant” effect between them.
2. The null hypothesis stating that there is no significant effect of the behavior of the student-athlete to the sports activity” is accepted, it can be inferred that there is “no significant” effect between them.

RECOMMENDATION

In the light of the findings and conclusion of the study, the following recommendations were drawn.

1. The student-athletes may be advised to continue to enhance their ability to improve their performance to their respective chosen sports.
2. The Teacher-Coach may also maintain and improve their knowledge and abilities to continue to encourage the student-athletes to visualize the great opportunities in the near future to their respective sports.
3. The school administrator may implement the continuous communication and support to the student-athletes for them to be motivated and feel that they were being assisted even in the time of pandemic.
4. To the future researchers, a parallel study could be done in order to negate, confirm or improve the result of the present study.

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