

COACHES' ATTITUDE TOWARDS SPORT PSYCHOLOGY AND ATHLETES' SPORTS ANXIETY: ITS IMPLICATIONS TOWARDS AN ENHANCE IMPLEMENTATIONS

Author's Name: Argie Q. Naga¹, Noel L. Dominado. Ed.D²

Affiliation:

1. John H. Woodson Middle School, 3-7 Peppertree Terrace, Christiansted, St. Croix, U.S Virgin Islands, 00820. nagaargie@gmail.com
2. Division of Pampanga, Philippines, Senior High School in Magalang Stand Alone 2 San Pedro 2, Magalang, Pampanga 2011, Philippines. christmasdominado@yahoo.com

Corresponding Author Name and Email Id: Argie Q. Naga, nagaargie@gmail.com

ABSTRACT

This study evaluated the coaches' attitudes towards sports psychology and athletes' anxiety. It also examined its implications for enhancing Don Bosco Academy's Sports Psychology program in Tarlac and Pampanga during the school year 2020-2021. Coaches were employed and registered in the Don Bosco Athletic Association. While athletes were enrolled in Don Bosco Schools and had experience in amateur competitions such as inter-school competitions and alike. Respondents were 36 coaches and 109 athletes. The validated Sport Psychology Attitude-Revised Coaches (SPARC-2) was used to assess coaches' attitudes toward Sport Psychology, and the validated Sport Anxiety Scale was used to assess athletes' competitive trait anxiety before and during competition. The Sequential Explanatory Approach was used in this study. In the quantitative data analysis of the results, the mean, frequency, standard deviation, and Pearson correlation were used. Outliers were then identified and used as variables in the qualitative process. For the qualitative part, there were 19 athletes and 3 coaches as respondents. In order to collect qualitative data, an open-ended interview was used. Findings revealed that coaches have a low level of stigma, moderate confidence in sports psychology coaching, willing to use sports psychology services, and tend to work with a sports psychology consultant of similar gender and work experience. Also, it revealed that athletes encountered physical stresses in their bodies, worry, and focus disruption before and during the game- all of these symptoms brought about by anxiety. This study also revealed that there is no relationship between coaches'



attitudes toward sports psychology and athletes' sports anxiety. On the contrary, athletes perceived that coaches' attitudes is related to their anxiety (before and during the competitions). Due to the positive result of the research and motivated by the lack of anxiety management programs in schools in Pampanga, this study recommended a program that was formulated and based on the Acceptance and Commitment Therapy (ACT) model by Steven C. Hayes (2005) to provide reasonable practices and approach on anxiety regulation of the athletes which can be easily learned by the coaches.

Keywords: Athletes' Anxiety, Coaches' Attitudes, Sports Psychology

BACKGROUND

“For quite a long time, there was no science in the Philippines sport. If Manny Pacquiao was unable to acquire physiological, psychological, and adequate nutritional treatment, Pacquiao won't become Pacquiao today”, as Philippine Sports Commission chairman Butch Ramirez said to reporters. Pacquiao is the only octuple champion and made the entire generation “awe” at his greatness. Many of us knew how Manny Pacquiao developed since handled by Freddie Roach. Roach was a renowned boxer, trainer, and a scientific-based coach in the boxing industry. He also ., developed, and trained Pacquiao to become a world-class athlete. Then, adding the discipline, courage, and passion of Pacquiao - the result is remarkable. For these reasons, it clearly showed how sports science, particularly sport psychology, plays a paramount role in the overall growth of an athlete.

Moreover, coaches' competency also reinforced athletes' performance either out of the court or during the competition. In addition to that, coaching's success and expertise also encompassed professional, interpersonal, and intrapersonal facets of knowledge (Côté & Gilbert, 2009) and is also accounted to imbibe the teaching and demonstrating technical and tactical skills (Nazarudin et al., 2009). Coaches' skills, knowledge, perspective and even behavior have an enormous impact on the central development of the athlete (Koulanova et al., 2020). From that point, efficient coaches are mandated to obtain interpersonal and intrapersonal aspects of knowledge (Côté, J. & Gilbert, W., 2009).

There will be no argument when someone says that coaches have an enormous influence on the athletes (Bloom, Caron, & Falcao 2014). The character of the coach permitted them to impart and imbibe life skills such as leadership, solidarity, and character-building to their athletes, which are essentials to their overall development outside of sports.

According to Carson and Gould (2010), the rapport between coach and the athlete make a way for a chance to make the most of physical, psychological, and affective development of the athlete. Furthermore, Duffy et al., (2011) said that the affiliation of the coach and the athlete is discovered to be specifically vital in relations to developing a positive result or not for the athlete. In addition to that, Cushion, Duffy, & Lyle (2010) mentioned that communication between the coach and athlete is perceived as collaborative and effective, and co-orientation expresses the mark of similarity and assertive understanding. Also, Cromartie et al. (2011) emphasized in their study that an efficient helping relationship between coach and an athlete in sports should arouse to cultivate and progress the athlete's talents. Therefore, in professional growth of the athletes, the coach can be considered as a person who has a fairly essential part

on improving the skill of the athlete. Coaches can assimilate how his athletes feel in training place, during and after the match or in times of winning and loss and most of the time can create a robust relationship with the athlete (Karakoç et al., 2011). Further to this, Côté & Gilbert (2009) discovered that efficient coaching involved nurturing athlete's competency, self-confidence, connection and character while Horn (2008) highlighted other psychological responses such as establishing athletes' self-esteem, intrinsic motivation, gratification, and fulfillment.

A competent coach must have the ability to perceive each athlete as an inimitable individual and to adjust his/her performance enhancement system to each athlete's particular requirements (Hanstad, Kristiansen, Roberts & Tomten, 2012). That is why the attitudes of the coach towards sports psychology have a big role in developing his athletes which come upon in different factors. According to Martin, Zakrajsek, & Zizzi (2012), stigma tolerance affects coaches' decisions to use sports psychology. This is the coach's belief that if athletes work with a sport psychology consultant, others will label them as having a psychological problem. A belief in the benefit and effectiveness of sport psychology is called confidence in sport psychology consultation. Personal openness is the initiative to integrate sport psychology consultation to the training of mental skills and preference in culture, and a desire to collaborate with someone who had a similar cultural experience to oneself (Martin, Wrisberg, & Zakrajsek, 2012).

Stigma tolerance is the first factor that has a negative connotation in sport psychology. It is the toughest obstruction that a sport psychology practitioner can encounter (Hardwood & Ong, 2020). Previous research revealed that tertiary football players are experiencing significant battle in gender role, gratefully recognizing that with their role as an athlete have a strong stigma toward seeking help (England, Speight, Steinfeldt J., & Steinfeldt M., 2009). Hence, contact sports such as football is taking part in the socialization of masculinity and, some famous athletes can affect several male players to restrain towards integrating sport psychology services (Blumberg et al., 2011). The justification given for these findings was that the physical contact sports athletes are encultured that pain and hurt is part of sports, and consequently reluctant to accept help than athletes who participate in non-contact sports (Buskist, Carlson, & Martin, 2009). In specific places, such as the south part of the United States, the customary of toughness and behavior are emphasized distinctly by the coaches of physically contacted sports such as American football (Zakrajsek et al., 2011). Additionally, American coaches in secondary football exhibited significant stigma towards lack of belief in sport psychology, and has a reservation in utilizing the assistance coming from sports psychology than coaches from

secondary swimming club. It is the recommendation of coaches from sports that are not dominated by male athletes and no custom of masculinity (Martin, Zakrajsek, & Zizzi, 2011). Secondly, confidence in sport psychology is the factor that talks about the trust that sport psychology services are convincingly beneficial and helpful to the athletes (Gordin and Skinner, 2013). According to recent research, negative connotation for sport psychology services is likely usual for male coaches compared to their opposite gender who has a positive view for their athletes in collaborating with sport psychology personnel (Loberg, Reed, Simpson, D., Withycombe, & Wrisberg, 2010). Coaches that have prior experience collaborating with a sport psychology consultant, particularly those with a favorable encounter, are willing to use sports psychology, has an inferior inclination to a negative connotation, higher percentage of using the assistance of sport psychology, and higher projection of sport psychology parallel to coaches that had an unfavorable encounter or none at all (Loberg, Reed, Simpson, Withycombe, & Wrisberg, 2010). It also revealed that failed athletes' previous sport psychology encounters are correlated with negative sport psychology attitudes, and successful athletes' former sport psychology encounters took place in positive sport psychology attitudes (Wrisberg et al., 2009). Personal openness is the third factor which means that the athlete is decisive to collaborate with sport psychology personnel (Heron, Jackson, & Rooney, 2021). According to Karageorghis & Terry (2012), athletes are still having the percentage of resistance in consulting sport psychology. In fact, evidence has a significant number that females have a higher chance to consult with sports psychologist compared to their opposite gender (Wrisberg et al., 2009). Correspondingly, Green, Manley, & Morgan (2012) discovered that many athletes of elite rugby league were reluctant to participate with their sports psychologist because of anxiety of being adjudicated by coaches and teammates despite agreeing to the importance of the service. One study in the Eastern context conducted by Deaner, Naoi, Sato, & Watson (2011) found that Japanese athletes were unwilling to disclose personal things and more likely to collaborate with sports psychologists of their same race though more interested in receiving assistance from a sport psychologist than American athletes. On the different view in terms of openness, willingness to consult a sport psychologist is greatly influenced by the longevity of coaching practices, academic attainment, and maturity of a person. Currently, there is a lone investigation done by Zakrajsek et al., (2011) that these forerunner elements ventured and studied for their potentiality to influence the attitude of coaches. Coaches who are seasoned (aging 50 years and above), and well-experienced coaches (more than 15 years in the field) were exhibited much lower stigma towards consultation with sports psychologist compared to non-seasoned coaches

(aging 29 and below), limited experience in coaching (7 years and below), and postgraduate coaches showed more trust in sport psychology compared to coaches who finished secondary and tertiary level. In the end, persons with higher openness have further positive attitudes towards help-seeking (Atik & Yalcin., 2011) and counseling (Bassiouny, Bathje, Kim, & Rau, 2014). It was theorized that coaches that possess a great amount of openness are enthusiastic to use an unfamiliar approach and evaluate the benefits of sport psychology consultation (Atik & Yalcin, 2011).

Personal similarity preference is the fourth and last factor to influence coaches' decision to use sport psychology. It talks about the cultural representation and personal background of the sport psychology consultant that athletes preferred working with. Lubker, Singpurwalla, Visek, & Watson (2012) said that the previous statement was supported when they uncovered that athletes' cooperation towards consultation was influenced by the sports psychologist race. In line with this, compared to swimming coaches, a sport psychologist must have a background that is the same with coaches and athletes of American football (Zakrajsek & Zizzi, 2011).

Numerous studies have explored how the leadership behaviors of coaches can impact athletes' satisfaction, performances, self-esteem, self-confidence, and anxiety (Ignacio II, Cardenas, & Montecalbo-Ignacio, 2017). Anxiety, as an undesirable feeling which majority of performer blames it for diminishing and sabotaging their level of executions, and influences their feeling towards games that can give them an unwanted result (Gould & Weinberg, 2011). It also refers to a pattern of physiological, behavioral, emotional and cognitive responses to real or unreal stimuli that are perceived as jeopardizing us or harming our well-being in some ways (Martin et al., 2009).

In a closer view, athletes' anxiety, as well as experience of stress, influences the quality of their performance which has been tremendously tackled in different studies (Hanton, Neil, & Mellalieu, 2008), knowing that competitive level of game gives athletes multiple types of burdens (e.g., committing mistakes during a performance, relationship to their teammates) (Fletcher & Sarkar 2014). Additionally, athletes' popularity and followers, hectic game schedules, ranking for a better spot in the team, and the weight to win a championship are some explanations on how high levels of anxiousness and stress appeared (Heather, 2010).

Moreover, as stated by Barcza-Renner, Eklund, Habeeb & Morin (2016), athletes' perception of their social setting can appear to have psychological implications. Hypothetically, athlete's atmosphere has been strongly affected by their coaches and led them to develop tension and fatigue (Arnold, Daniels, & Fletcher, 2016). Along with that, a recent study showed that

athletes' environment is affected by the quality of the coach-athlete relationship (Davis, Jowett, & Lafrenière, 2013).

In addition, according to Defreese, Gustafsson, & Madigan (2017), sports incorporate numerous mental and emotional skills with consequences for athletes' well-being and psychological well-being. Most of the athletes knew from experience that if they want to perform consistently well, they must learn to control their excitement or anxiety levels efficiently. For instance, during the match in the tennis championship, self-control was one of the main things that Rafael Nadal pointed out and as a requirement for him to be in the best condition to play. A Britain's gold prizewinner during the 29th summer Olympics in Beijing, a short distance runner Christine Ohuruogu uttered that anxiousness is vital before the track meet. For her, stress before the race is what she requires. Hence, adrenaline continues to kick in, yet admitted that staying under control is risky (as cited in the Guardian, 2009, p. 35).

However, a high level of stress caused by a competitive level of sport, exclusively at the elite level, is a demanding experience for many athletes. For instance, Rebecca Adlington, the earliest British female to win two gold medals at the Olympics for swimming, confessed that she had to lie down, on the floor right before the race in the 2008 Games in Beijing in able for her to prevent standing up and being sick because she was more tensed that she has ever been in her life (Moss et al., 2008).

Anxiety, which has two sub-components: cognitive and somatic anxiety, has a significant impact on performance (Grillon, Cornwell, Robinson, & Vytal, 2013). An inconsistent type of attention, incapable of focusing, visualizing disappointments, worries about playing, self-inferiority, timidity in committing mistakes, unpleasant thoughts, unpleasant internal monologue, unpleasant self-appraisal, and unpleasant assumptions towards winning is described as cognitive components (Ampofo-Boateng, 2009). Cognitive has two subscales: worry is the primary scale that has something to do with the athlete's low-level performance stated by anxiousness for a bad execution and the related unwanted repercussions. Ampofo-Boateng (2009) said that disturbed attention, disorientation, burdens about playing condition, undesirable attitude and mindset, and consequences of losing are an example of cognitive anxiety. Concentration disruption is another subscale of cognitive anxiety. It talks about the issue of paying attention to vital parts of a competitive type of activities. In sports and exercise settings, concentration typically consists of four components: the aptitude to focalized attention on a stimulus, the aptitude sustained focus to a stimulus, the aptitude to attend a particular stimulus and, the aptitude to turn focus attention to multiple stimuli (Craig, Kremer, Moran, & Walker,

2012). In addition, Ohuruogu, Ugwuanyi I, & Ikechukwu (2016) asserted that the psychology of sports and exercise is the result of methodological research of characters, sentiments, and perspectives of a person that engages in competition, recreation, and fitness. On the other hand, in the study of Allen, Jones, McCarthy, Mansfield, and Sheffield's (2013), it showed that athletes appear to be less susceptible to concentration disruption when anxiety levels are low. Somatic anxiety is the secondary sub-component of anxiety. It's the implications of competitive pressure on the athlete's body, such as the secretion of stress hormone named cortisol which induced too many perspirations, increases heart rate, triggers tachypnea and hyperhidrosis, and send our body to a fight or flight state (Corney, Gleeson, Hough, & Kouris, 2013). Specifically, the hypothalamus, pituitary, and adrenal glands stimulated the salivary glands to secrete cortisol and discovered that this is a crucial measuring indicator of the person's mental and physical reaction to anxiety (Corney, Gleeson, Hough, & Kouris, 2013) and gives a signal of the physiological anxiety response of athletes to about of great intensity training (Kamp, Kerdijk, & Polman, 2016). Research investigating psychosocial stressors emphasized the significance of examining the effect of cortisol on an athlete (Budde, Machado, Schulz Scheuermann, Schüler, & Wegner, 2015). This can be supported by the findings of Beilock (2010) that cortisol is linked to some implications of stress to the persons' physiological aspect, including decreased pain sensitivity and a burst of energy under duress cortisol is secreted at higher levels when people are under stress. This means that cortisol is a quick and easy way to assess a person's anxiety level at a given time.

As pointed out by Bartholomew, Ntoumanis, and Thøgerson (2009), the relationship of athletes to their coaches is recognized as an essential aspect of competitive exposure. The coach-athlete relationship can influence athletes' assessments of demands of their resources and affect perception of stress (Nicholls et al. 2016). In the study of Cumming, Smith, and Smoll (2016), results showed that positive coaches' attitudes underlie the salutary effects on athlete's performance anxiety. Additionally, in the study of Gilbert, J., Gilbert, W., and Morawski (2016), results showed that familiarity of coaches with sport psychology can enhance the athlete's enjoyment of sports and the quality of their performance.

The related literature and studies above have provided sufficient knowledge and background that coaches' attitude, behavior, and perspective have a significant impact on athletes' performance anxiety specially during competition. More so, it was mentioned above that anxiety is considered as one of the well-known problems of athletes before and during the game, that when ignored, might jeopardize the whole performance of an athlete. Motivated by lack of

studies investigating coaches' attitude towards sport psychology in relation to athletes' sports anxiety, the researcher decided to conduct this study with an aim to explore and to identify the relationship between coaches' attitude towards sport psychology and its relation to athletes' sports anxiety. The researcher hoped that it might bring a new form of knowledge to athletes' coaching and training. Furthermore, the study sought to propose an intervention program, probably a coaching guide, to serve better anxiety management for the athletes before, during, and after the competition. For when coaches disregarded anxiety, it might result in athlete's burnout. Around 1.5 billion children worldwide, or 87 percent of the world's student population.

METHODS

Research Design

The descriptive research design was used in this study. According to McCombes (2020), descriptive research is a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample. It is a popular market research tool that allows us to collect and describe the demographic segment's nature. The researcher provided a set of physical fitness tests to the respondents of Accountancy, Business Management Health Optimizing Physical Education eleventh graders of Senior High School in Magalang Stand Alone 2 taking health optimizing physical education 1 and 2 school year 2020-2021 by using Google forms. The fitness test will take 3 days to complete. This study is in compliance with the Data Privacy Act (DPA) of 2012, and its Implementing Rules and Regulations (IRR) which took effect September 9, 2016, authorizing the researcher to use the data from this survey to assess the physical fitness of the learners. Store the data for the analysis of results and accomplishment of the research study. Only respondents who qualified in the research are included. Respondents will be oriented about the objective of the study and will be guaranteed confidentially. To establish the respondents for data collection, a schedule was given to them two days before the set date. The researcher will likewise provide a concise introduction about the directions of the study.

Respondents of the Study

The respondents of this study were the 76 eleventh graders Health Optimizing Physical Education Accountancy, Business Management learners during the school year 2020-2021.

Sampling Method

The total enumeration was used in selecting the respondents of the study. Total enumeration sampling is a sort of purposive sampling where the entire population interest (i.e., a group whose

members all share a given qualities) is studied (Lavrakas, 2008). Therefore, as implied by the sampling technique, the researcher purposively selected the 76 eleventh graders Health Optimizing Physical Education learners of the total population of Senior High School in Magalang Stand Alone 2 Accountancy, Business and Management.

Source of Data

The respondents of this study were the learners of the Senior High School Accountancy, Business Management Department. The respondents are the eleventh graders who are currently enrolled for the school year 2020-2021.

Instruments

The researcher made a self-administered questionnaire to obtain the quantitative data on profile and physical fitness tests (health-related and skill-related fitness).

The research used a mixture of closed questions and fitness test questions. The questionnaire is composed physical assessment test. The survey contained physical fitness skill-related (agility, balance, coordination, power, reaction time, and speed) and health-related (cardiovascular endurance, flexibility, muscular endurance, and muscular strength). This portion was adapted from the Department of Education physical fitness manual introduced by Mequi, A. (2004) former Chair of, the Philippine Sports Commission (PSC) and Director of, the Bureau of Physical Education and School Sports (BPSS). Concurrent validity was established by comparing the instrument's scores to the findings of the Senior Fitness Test. The inter-rater reliability was excellent for all components, ranging from 0.91 to 0.99, and the intra-rater reliability was likewise good for all components, ranging from 0.94 to 1.00. The correlations were all very significant and varied from 0.35 to 0.79.

Data Collection Procedure

Consent to conduct the study was asked from the school head of Senior High School in Magalang Stand Alone II and advisers of the respondents before the data gathering. After the approval has been granted, data collection will begin on the first week of the class. The researcher will explain the study to the respondents through online synchronous sessions. To test their physical fitness, 3-minute step test, 90-degree push-up, basic plank, shoulder flexibility test, and sit-and-reach, for health-related fitness. Skill-related fitness will be assessed through the following: hexagon agility test, stork balance stand test, juggling, standing long jump, stick drop, and 40-meter sprint. The scoring and recording of the fitness score in physical fitness skill-related and health-related fitness will be demonstrated step by step by the researcher to the respondents via Zoom session. As stated in DepEd Regional Memorandum Order number 228

series of 2020 there will be absolutely no face-to-face school activities. Therefore, the physical fitness test scorecard of the respondents will be sent through email or messenger of the researcher to avoid physical contact. All data collected will be tabulated and subjected to statistical computation to aid in the analysis and interpretation.

Data Analysis

Descriptive research statistics such as frequency, percentage distribution, weighted mean, and standard deviation were used to analyze the data. The following scale and interpretation with the corresponding point values were used.

RESULT AND DISCUSSION

A. Health-Related Fitness

The health-related fitness of the respondents is determined by their body mass index, cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Table 1. Body mass index of the respondents

Classification	Frequency	Percentage	Mean	Std. Dev.
Underweight	16	21.05%	17.07	1.38
Normal	37	48.68%	20.21	1.39
Overweight	23	30.26%	26.34	1.74
Total	76	100%	21.20	

The respondents' body mass index is shown in Table 1. They are classified as underweight, normal, overweight, and obese. The computed mean of the respondents' body mass index was 26.34; this means 23 or (30.26%) of respondents were classified as overweight, a mean of 20.21 means 37 or (48.68%) respondents were described to be normal, 17.07 means 16 or (21.05%) were underweight. This simply shows that the body mass index of the respondents marked a case of overweight and underweight due to inactivity during the lockdown.

The coronavirus disease (COVID-19) lockdown affected the body mass index of younger adults globally. Significantly stated that body mass index was increased during lockdown due to physical inactivity. This overall effect is alarming due to the risk of overweight, obesity, and their relevant comorbidities. Moreover, the body mass index loss observed in one study in older adults may be an alarming sign of lockdown-related risk of weight loss and malnutrition in older adults according to Bakaloudi, D.R., Barazzoni, R., Bischoff, S., Breda, J., Wickramasinghe, K., Chourdakis, M., (2021).

Table 2. Cardiovascular endurance of the respondents (Heart rate, Minute)

Scale	Frequency	Percentage	Mean	Std. Dev.
Needs Improvement	7	9.21%	87.28	3.03
Below Normal	23	30.26%	98.82	15.04
Normal	4	5.26%	100	1.5
Above Normal	42	55.26%	122.3	11.06
Total	76	100%	102.07	

Table 2 reveals the test results on the cardiovascular endurance of the respondents. Data shows the computed mean of 122.3 means 42 or (55.26%) of respondents whose physical fitness was described as above normal. In addition, 100 means 4 or (5.26%) respondents were found to have in normal heart rate, and 98.82 means 23 or (30.26%) respondents were classified below normal. Lastly, 87.28 means 7 or (9.21%) of respondents in the needs improvement category. A manifestation is that lack of physical activity may affect the cardiovascular efficiency of the individual. In most people, the lockdown has likely resulted in a stressful circumstance, which could lead to bad psychological effects and/or poor cardiovascular health, as well as a higher resting heart rate in the supine position.

Table 3. Muscular endurance of the respondents (Number of push-ups made)

Scale	Frequency	Percentage	Mean	Std. Dev.
Needs Improvement	7	9.21%	87.28	3.03
Below Normal	23	30.26%	98.82	15.04
Normal	4	5.26%	100	1.5
Above Normal	42	55.26%	122.3	11.06
Total	76	100%	102.07	

As per the results of the respondents’ muscular endurance test, Table 3 shows that the computed mean was 26. This means that 6 or (7.89%) respondents had a very good performance; 15 or (19.73%) respondents with good performance, with a mean of 18.33. On the other hand, 20 or (26.31%) respondents described having fair performance, with a mean of 11.2, and 35 or (46.05%) respondents were into needs improvement, with a mean of 6.08. This simply shows that respondents with very good, and good performance possess muscular strength of the upper body muscles which they need to perform activities continuously for long periods without becoming tired. Respondents with fair, and needs improvement performance cannot sustain the long-continued contraction of the muscles resulting in fatigue. According to the study of Cui, and Zhang, (2022)., the depletion of energy reserves, the buildup of metabolic waste products, and the activation of signaling pathways that result in muscle cell injury are all important contributors to muscle tiredness. The study also discovered that muscular tiredness can lead to a number of detrimental effects, including decreased exercise performance, an increased risk of injury, and poorer muscle function.

Table 4. Muscular strength of the respondents (Basic plank time)

Scale	Frequency	Percentage	Mean	Std. Dev.
Needs Improvement	31	40.78%	4	3.10
Fair	10	13.15%	28.4	11.69
Good	14	18.42%	40.57	4.76
Excellent	21	27.63%	60.38	10.88
Total	76	100%	33.33	

As revealed in Table 4 the basic plank test. The data shows that the highest computed mean was 60.30. This means that 21 or (27.63%) respondents had excellent performance; 14 or (18.42%) respondents had good performance, with a computed mean of 40.57. Furthermore, 10 or (13.15%) respondents described a fair category, with a computed mean of 28.4, and 31 or (40.78%) respondents described needs improvement, with a mean of 4. An implication is that respondents with excellent and good performance possess hold-back/core muscle stability. Seemingly, respondents with fair and needs improvement performance display weak back/core

muscle stability. The impact of muscle strength on numerous aspects of performance, as well as the advantages of increasing physical strength and improved force-time qualities, which contribute to individual total performance, are significantly linked to increased muscle strength.

Table 5. Flexibility of the respondents (Sit-and-reach, centimeter)

Scale	Frequency	Percentage	Mean	Std. Dev.
Fair	15	19.73%	27	3.04
Needs Improvement	4	5.26%	8.75	6.65
Good	26	34.21%	37.80	4.83
Very Good	25	32.89%	51.32	5.31
Excellent	6	7.89%	64.33	3.66
Total	76	100%	39.04	

Table 5 the shows flexibility test of the hamstring muscles. The highest mean flexibility of the respondents was 64.33, which means that 6 or (7.89%) respondents had excellent flexibility, 25 or (32.89%) respondents had very good, with a mean of 51.32, and 26 or (34.21%) respondents were in good flexibility, with a mean of 37.80. In addition, 4 or (5.26%) respondents were into needs improvement, with a mean of 8.75. Lastly, 15 (19.74%) respondents were classified into a fair category, with a mean of 27. This implies that respondents with excellent, very good, and good flexibility reach maximum performance, individuals must utilize the full length of muscles to exhibit power and strength. On the other hand, fair and needs improvement category flexibility hold muscles are too tight, they may not be able to provide the explosiveness required for a specific movement. During the lockdown sitting is a component of a sedentary lifestyle, and it can promote stiffness in the hamstring muscle, which can cause a reduction in range of motion and contribute to a variety of musculoskeletal issues (Yadav, & Basista, 2020).

Table 6. Flexibility of the respondents' right shoulder girdle (Zipper test, centimeter)

Scale	Frequency	Percentage	Mean	Std. Dev.
Good	27	35.52%	2.77	0.42
Very Good	33	43.42%	4.66	0.47
Excellent	16	21.05%	6.25	1.06
Total	76	100%	4.56	

Table 6 revealed the respondents' flexibility in the right shoulder girdle. The highest computed mean was 6.25, which means that 16 or (21.05%) respondents had excellent shoulder flexibility, 33 or (43.42%) respondents were on a very good scale, with a mean of 4.66, and 27 or (35.52%) respondents into good category, with a mean of 2.77.

As shown in Table 7, the zipper test was used to assess the left shoulder girdle flexibility of the respondents. The highest mean score of the test was 4.35, which means 20 or (26.31%) had very good left shoulder flexibility, 46 or (60.52%) respondents had good flexibility, with a mean of 2.63, and 10 or (13.15%) respondents were into needs improvement category, with a mean of 0.7. The shoulders are vital, yet often overlooked, regions of the body. Your shoulders assist individual daily duties, such as reaching for objects, lifting objects, and performing exercises. Flexible shoulders are highly significant since they will help you gain overall body strength (Health Status Team, 2021).

B. Skill-Related Fitness

The skill-related fitness of the respondents is determined by their agility, balance, coordination, power, reaction time, and speed.

As shown in Table 8, the hexagon tests were used to assess the counterclockwise agility of the respondents. The highest computed score of the test was 43.37, meaning 8 (10.52%) respondents had poor agility, 17.30 or 31 (40.78%) respondents were described as fair, and 23.4 or 10 (13.15%) respondents were described needs improvement. Furthermore, 13.25 or 12 (15.78%) respondents described good. Lastly, 19.73% or 15 (19.73%) described very good. This implies that respondents with better agility can change position in space with the quickness of movement.

Table 8. Agility of the respondents (Counterclockwise, seconds)

Scale	Frequency	Percentage	Mean	Std. Dev.
Poor	8	10.52%	43.37	12.32
Fair	31	40.78%	17.38	1.22
Needs Improvement	10	13.15%	23.4	1.42
Good	12	15.78%	13.25	1.65
Very Good	15	19.73%	8.28	2.30
Total	76	100%	21.13	

As shown in Table 8, the hexagon tests were used to assess the counterclockwise agility of the respondents. The highest computed score of the test was 43.37, meaning 8 or (10.52%) respondents had poor agility, 17.30 or 31 (40.78%) respondents' were described as fair, 23.4 or 10 (13.15%) respondents' were described needs improvement. Furthermore, 13.25 or 12 (15.78%) respondents' described good. Lastly, 19.73% or 15 (19.73%) describing very good. This implies that respondents with better agility can to change position in space with the quickness of movement.

Table 9. Agility of the respondents (Clockwise, seconds)

Scale	Frequency	Percentage	Mean	Std. Dev.
Poor	9	11.84%	42.22	12.25
Fair	16	21.05%	17.68	1.35
Good	19	25%	13.47	1.64
Very Good	26	34.21%	7.03	1.28
Excellent	6	7.89%	3.33	0.51
Total	76	100%	16.74	

As reflected in Table 9, the hexagon tests were used to assess the clockwise agility of the respondents. Data shows that the highest computed mean was 42.22, which means 9 or (11.84%)

of respondents had poor agility. 16 (21.05%) respondents were described as fair, with a mean of 17.68. On the other hand, 19 or (25%) respondents were described as good, with a mean of 13.47, followed by 26 or (34.21%) respondents were described as very good, with a mean of 7.03. Lastly, 6 or (7.89%) respondents describe excellent. A manifestation that agility improves performance in activities that demand quick direction changes while maintaining balance, strength, speed, and body control. According to Machado et.al (2022), agility is a sophisticated skill that is crucial for soccer success. The study also discovered that speed, balance, coordination, and agility are all related to one another.

Table 10. Balance of the respondents' right leg (Stork balance stand test, seconds)

Scale	Frequency	Percentage	Mean	Std. Dev.
Fair	16	21.05%	52.43	15.58
Needs Improvement	33	43.42%	20.06	19.19
Good	15	19.73%	47.27	45.51
Very Good	12	15.78%	6.43	17.49
Total	76	100%	31.54	

The right leg balance of the respondents' was assessed through the stork balance test. Table 10 shows that the mean score of 52.43 implies 16 or (21.05%) respondents were described to be fair, 20.06 meaning 33 or (43.42%) respondents were described needs improvement. Furthermore, 47.27 which means 15 or (19.73%) of respondents described were good. Lastly, 6.43 indicating 12 or (15.78%) respondents were described as very good. Movement is essential to perform any daily task. Our ability to move efficiently requires control of the body's postural alignment. To move efficiently strong balance is needed.

Table 11. Balance of the respondents' lift leg (Stork balance stand test, seconds)

Scale	Frequency	Percentage	Mean	Std. Dev.
Fair	9	11.84%	53.72	5.88
Needs Improvement	25	32.89%	15.64	12.69
Good	25	32.89%	9.80	26.93
Very Good	17	22.36%	1.56	0.32
Total	26	100%	20.18	

As shown in Table 11, the lift leg balance of the respondents' was assessed through the stork balance test. The highest computed score was 53.72 describing 9 or (11.85%) respondents were described as fair, 15.64 meaning 25 or (32.89%) respondents were described needs improvement. In addition, 25 (32.89%) respondents were described as good, with a mean of 9.80. Lastly, 17 or (22.36%) respondents describe very good. This implies that Lack of balance, such as walking, jumping, running, and throwing would be extremely challenging to perform. It takes excellent balance to move effectively. Walking, jumping, running, and throwing would be very difficult to do while out of balance. Balance and stability have a significant impact on individual performance. They increase the person's center of gravity, enabling them to move with greater strength, force, and accuracy. Your performance will be at its peak if you have both balance and stability (Harper, 2016).

Table 12. Coordination of the respondents (Juggling, number of times athlete hit)

Scale	Frequency	Percentage	Mean	Std. Dev.
Fair	19	25%	15.21	3.37
Needs Improvement	29	38.15%	5.51	2.99
Good	15	19.73%	25.33	2.52
Very Good	13	17.10%	39.30	7.79
Total	76	100%	21.26	

Table 12 shows that the coordination test obtained the highest mean score was 39.30, indicating that 13 or (17.10%) of respondents were described as very good. In addition, 25.33 or 15 (19.73%) respondents were described as good. Furthermore, 15.21 or 19 (25%) respondents were described as fair, and 5.51 or 29 (38.51%) respondents were described to need improvement. This implies that well-coordinated respondents also display good timing. Good coordination can help us perform better in our regular activities. It can help individuals stay more successful by preventing many types of injuries (Perea, 2018).

Table 13. Speed of the respondents (40-meter sprint, seconds)

Scale	Frequency	Percentage	Mean	Std. Dev.
Fair	4	5.26%	7.51	0.73
Needs Improvement	46	60.52%	11.80	2.22
Good	9	11.84%	6.19	0.18
Very Good	17	22.36%	5.20	0.35
Total	76	100%	7.67	

The speed of the respondent was assessed through the 40-meter sprint. Table 13 shows the highest computed mean score was 11.80, which means 46 or (60.52%) of respondents were described to needs improvement, followed by 7.51, which means 4 or (5.26%) respondents were described as developing. On the other hand, 9 or (11.84%) respondents described to be in a good performance, with a mean of 6.19, and 17 or (22.36%) respondents described very good, with a mean of 5.20. Respondents with good and very good speed imply the ability to perform a motor skill as rapidly as possible. The respondents to move quickly, which is essential in individual daily activities. This study discovered that children and adolescents who were kept at home during the COVID-19 pandemic had lower levels of physical activity and higher levels of sedentary behavior. The study also discovered that children from lower-income families and younger children had a stronger connection Silva, et.al (2022).

Table 14. Leg power of the respondents (Standing long jump, meters)

Scale	Frequency	Percentage	Mean	Std. Dev.
Needs Improvement	32	42.10%	56.15	7.70
Good	9	11.84%	136.22	11.47
Very Good	26	34.21%	174	16.42
Excellent	9	11.84%	220	11.11
Total	76	100%	146.59	

As shown in Table 14, the highest mean score of respondents' leg power was 220. This suggests that 9 or (11.84%) respondents were described as excellent, 26 or (34.21%) respondents described very good, with a mean of 174, followed by 9 or (11.84%) respondents were described as good, with a mean of 136.22. Lastly, 32 (42.10%) respondents have described needs for improvement, with a mean of 56.15. Respondents with excellent, very good, and good performance imply that the better the leg power of the respondents', the better their physical activity. As inactivity continues, muscle strength in the arms and legs will decrease. According to Gariatr (2012), power is a significant factor determining physical performance, and an attribute may have an even greater influence.

Table 15. Reaction time of the respondents (Stick drop test, inches)

Scale	Frequency	Percentage	Mean	Std. Dev.
Needs Improvement	20	26.31%	14.05	1.05
Good	25	32.89%	11.76	1.87
Very Good	24	31.57%	7.62	1.24
Excellent	7	9.21%	4	1.15
Total	76	100%	9.35	

Reflected in Table 15 are the mean scores of the respondents' reaction time. The highest mean was 14.05 or 20 (26.31%) respondents were described to needs improvement, 11.76 or 25

(32.89%) respondents were described as good, 7.62 or 24 (31.57%) respondents were described as very good, and 4 or 7 (9.21%) respondents were described excellent. This implies that reaction time is an inherent ability, but the overall response can be improved by practice. This study discovered by Gan, et.al (2022) that both toddlers and adults' reaction times can be enhanced by exercising. The study also discovered that the duration, intensity, and kind of exercise all have an impact on how quickly one's response time improves.

CONCLUSION

The Physical Fitness of the Respondents

A. Health-related fitness

The body mass index classification is classified as underweight, normal, overweight, and obese. 23 or 30.26% of respondents were classified as overweight; 37 or 48.68% were described as normal; 16 or 21.05% were underweight. When it comes to cardiovascular endurance 42 or 55.26 respondents were above normal; 23 or (30.26%) respondents were classified below normal; 4 or (5.26%) respondents were found to be normal; 7 or (9.21%) respondents in the needs improvement category. For muscular endurance 6 or (7.89%) respondents had a very good performance; 15 or (19.73%) respondents with good performance. On the other hand, 20 or (26.31%) respondents described having fair performance, and 35 or (46.05%) of respondents were into needs improvement. Furthermore, regarding muscular strength 21 (27.63%) respondents had excellent performance; 14 (18.42%) respondents were into good performance; 10 (13.15%) respondents described a fair category; 31 (40.78%) respondents described needs improvement. Subsequently, the hamstring flexibility of the respondents 6 or (7.89%) respondents had excellent flexibility; 25 or (32.89%) respondents were very good; 26 or (34.21%) respondents had good flexibility; 4 or (5.26%) respondents were into needs improvement; 15 or (19.74%) respondents were classified into a fair category. In addition, the flexibility in the right shoulder girdle. 16 or (21.05%) respondents had excellent shoulder flexibility; 33 or (43.42%) respondents were on a very good scale; 27 or (35.52%) respondents into the good category. Moreover, 20 or (26.31%) had very good left shoulder flexibility, 46 or (60.52%) respondents had good flexibility; and 10 or (13.15%) respondents were in the needs improvement category.

B. Skill-Related Fitness

The skill-related fitness of the respondents is determined by their agility, balance, coordination, power, reaction time, and speed. The skill-related fitness findings show that the

counterclockwise agility test had 8 or (10.52%) respondents who had poor agility; 17.30 or 31 (40.78%) respondents were described as fair; 23.4 or 10 (13.15%) respondents were described needs improvement; 13.25 or 12 (15.78%) respondents' described good; 19.73% or 15 (19.73%) describing very good. On the other hand, in the clockwise test of the respondents 9 or (11.84%) respondents had poor agility; 16 or (21.05%) respondents were described as fair; 19 or (25%) respondents were described as good; 26 or (34.21%) respondents were described very good; 6 or (7.89%) respondents' describe excellent. Furthermore, the right leg stork balance test had 16 or (21.05%) respondents described it to be fair; 33 or (43.42%) respondents described needs improvement; 15 or (19.73%) respondents described were good; 12 or (15.78%) respondents were describing very good. Likewise, the left leg stork balance test of the respondents posted 9 or (11.85%) respondents were described as fair; 25 or (32.89%) respondents were described needs improvement; 25 or (32.89%) respondents were described as good; 17 (22.36%) respondents describe very good. Meantime, the coordination 13 or (17.10%) respondents were described as very good; 25.33 or 15 (19.73%) respondents were described as good; 15.21 or 19 (25%) respondents were described as fair, and 5.51 or 29 (38.51%) respondents were described to need improvement. However, the speed had 46 or (60.52%) respondents were described as needing improvement; 4 or (5.26%) respondents described developing; 9 or (11.84%) respondents described to be in good performance; 17 or (22.36%) respondents described very good. For the leg power, 9 or (11.84%) respondents were described as excellent, 26 or (34.21%) respondents were described as very good; 9 or (11.84%) of respondents were described as good; 32 or (42.10%) of respondents were described as needs improvement. Lastly, reaction time 20 or 26.31% of respondents were described to needs improvement; 25 or 32.89% of respondents described as good; 24 or (31.57%) respondents were described as very good; 7 or 9.21% of respondents were described as excellent.

Home-Based Physical Fitness Plan with Light, Moderate to Vigorous Intensity

Note:

2-3 Light activity

- Feels like you can maintain for hours easily and carry on a conversation

4-6 Moderate activity

- Breathing heavily can hold a short conversation. Still somewhat comfortable, but becoming noticeably more challenging.

7-8 Vigorous activity

- Borderline uncomfortable. Short of breath, ca speak a sentence

FITT Formula	1 st Month	2 nd Month	3 rd Month
	Light	Moderate	Vigorous
Frequency	1-2x/week	3-4x/week	4x or more/week
Intensity	Rate of Perceived Exertion (RPE) of about 1-3	The rate of Perceived Exertion (RPE) of about 4-6	Rate of Perceived Exertion (RPE) of about 7-8
Time	30 minutes and up	45 minutes and up	1 hour and up
Types	Flexibility Cardiovascular endurance Muscular strength and muscular endurance Agility Balance Coordination Reaction time Circuit training	Flexibility Cardiovascular endurance Muscular strength and muscular endurance Agility Balance Coordination Reaction time Circuit training	Flexibility Cardiovascular endurance Muscular strength and muscular endurance Agility Balance Coordination Reaction time Circuit training

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