



iJRASET

International Journal For Research in
Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 8 Issue: I Month of publication: January 2020

DOI: <http://doi.org/10.22214/ijraset.2020.1091>

www.ijraset.com

Call:  08813907089

E-mail ID: ijraset@gmail.com

From Compulsion to Compassion: The Game of Opportunities of PSD Varsity Player

Dylan Chrislee V. Camia¹, John Vincent F. Capulong², Charles Eljohn V. Dandan³, Prince Carl Patrick L. Fernandes⁴,
Patricia Nicole S. Mercado⁵, Patricia Lyra M. Palmon⁶, Julius A. Reyes, Ed.D.⁷
^{1, 2, 3, 4, 5, 6, 7}Philippine School Doha

Abstract: *The lived experiences of student varsity players are a subject matter that is looked upon by the researchers from Philippine School Doha as they aim to determine the athlete's mental and physical conditions when paired with the management and maintenance of their academic performance. The Researcher conducted a semi-structured interview for 7 respondents from Philippine School Doha who have been chosen based on their years of stay in their respected varsity teams and their school department levels. A phenomenological approach is used in this study to understand the different points of view and experience regarding the life of a varsity player. The results suggest that one of the most frequent perplexities that the group has experienced was balancing co-curricular activities, particularly sports, and academics. They tend to prioritize and concentrate more on one field, diverting one interest to another. Factors are affecting the everyday lives of a student-athlete; may it be lack time management or missing of social support groups. Student athletes valued their time management well and, it is the key in being motivated on any field they are present. The time given to academics and sports should be balanced so that they can achieve their ideals.*

Keywords: *Student-athlete, Experiences, Achievement, Goal, Time management. Social interaction, Extra-curricular,*

I. INTRODUCTION

Varsity student is defined as a group of student who is engaged at sport in which they represent the school's name in any outside activity. As defined by McGee, M. A. (2017), Student-Athlete is any high school student who is academically eligible (as per state, local, and school policies) to participate in extra-curricular athletics and is currently an active member on a Varsity or Sub-Varsity level athletic team. Also – A student-athlete is a participant or competitor in an organized competitive sport sponsored by the educational institution where the student is enrolled. At the same time, student-athletes are full-time students and athletes. moreover the responsibilities of being a student-athlete increase, given with many trials and obligation As the student-athlete experiences many happening. There obligation to the community increases. As said by Connor, J. B. (2016), the level of commitments rises, especially when they are in the mid of a game season. In). In which the student-athlete has increased the pressure and stress of coping up in academics. Hence, Haleigh, T. (2019, Nov 07) fatigue and lack of sleep are one of the effects to able to balance sports, classes, and socialization. Thus the pressure and stress become overwhelming. Indeed, being a student-athlete holds a considerable commitment, and determination and time management hold them in one-pieces. Due to the roles, they are committed to doing, according to Mclaughlin, C. (2018, Aug 28) student-athlete may be affected by stress, anxiety, depression due to the complex balancing of maintaining the lifestyle of an athlete but also a student. The struggle is real in becoming a varsity player. But despite all the endeavors of student-athlete. The support system they have is reliable. As McGee, M. A. (2017) said, extra-curricular activity is an addition to academic points to help encourage the student. Hence, the educator should consider athlete participation as a point, and through this, they can help the athletically inclined student to sports. As cited by St. Surin, V. (2015) The intellectual, academic, and social backgrounds of many student-athletes indicate the need for special programs to enhance their educational & personal development. Examples on how to support the varsity players are by an effective mentoring program to help the academic progress and achievement of the student in this way the student-athlete can find greater success in their personal, emotional and social development Keawe, K. J. (2018). Besides, parents have paid a significant role in the event of student-athlete. Parents have the position to support the child in emotional, informational, tangible, and companionship. In this way, they can shift from providing primary support to that fitness consultant or career advisors Lundy, G. I., Allan, V., Cowburn, I., & Cote, J. (2019). In other words, a concept by Baker and Stryks's (1984) on the explanations There are also Implement strict with the rules and principles for their athlete students which are some of the time called "no pass, no play," which usually requires 80 or above in all classes for sports qualification(citation the four concepts of academics adjustment is made. Motivations for clear academics goals, applying oneself on the academics work, meet academics goals and b56. I need to take the dedication and hard work that goes to being a student and an athlete. Whoever can do it have immense fortitude and commitment.

It takes hard work, but the passion and love for the sport make all of the struggles worth it Haleigh, T. (2019, Nov 07). despite the hardship and obstacles they go through, their determination and perseverance are tested to enhance their capability in any situation they will face in the future. The guidance of the people and also their self-identification toward themselves are elements that they need throughout there journey to varsity players' definition of success.

II. METHOD

A. Research Design

This study is conducted under the guidance of phenomenological research design. Qualitative research is a type of social science research that collects data for interpreting meaning from these data that help us understand the social life of selected participants in targeted places. People often frame it in opposition to quantitative research, which uses numerical data to identify large-scale trends and employs statistical operations to determine causal and correlative relationships between variables (Crossman, 2019). Based on (Denzin and Lincoln, 1994) Qualitative research is a multimethod process in focus, involving an interpretive, naturalistic approach to its subject matter. A phenomenological approach is used in this study to understand the different points of view and experience regarding the life of a varsity player in Philippine School Doha.

B. Research Locus and Sample

The researchers conducted the study at Philippine School Doha. With its new technological advancements that are present and modernized tools and equipment make it a strong competitor, and is recognized as the leading learning institution in the state of Qatar. The establishment has served the Filipino community, and now hosts different students of different nationalities. These selected for its modern tech and guidance of Dr. Fredelito Don John A. Vallesteros. The chosen participants of this study were PSD students, specifically varsity players. The researcher selected the 7 participants through the Qualitative Purpose Sampling Strategy (Creswell and Plano, 2011; Bernard, 2002; Patton, 2002 as cited by Vallesteros, 2018). They are characterized by the incorporation of specific criteria met by the participants at the moment of selection (Padilla-Diaz, 2015). The researchers picked the participants, considering the number of years in their respected PSD varsity teams and their school department level, as the researchers believed in a more in-depth set of information gathered from participants of different periods in the varsity team.



Figure 1 Map of Qatar via Google map

C. Data Collection and Ethical Consideration

The data gathered conducted a semi-structured interview to receive the data needed that is valuable for their research topic. The process of collecting data includes the utilization of robotfoto and a semi-structured interview containing twenty-ve developmental questions. Robotfoto refers to personal data sheets of the research respondents, which include their vital personal and professional information (de Guzman & Tan, 2007). The semi-structured interview is a type of evaluation where the interviewer sets up general structure up by deciding in advance the area be covered and the main questions to inquire. A detailed structure is left to work out during the interview, and the person interviewed has a fair degree of freedom, what to talk about, how much to say, and how to express it (Drever, 1995). The recording of the responses with the use of a recording device (cell phone) for data transcription. The Written consent provided to respondents, which contains an agreement, was established that all responses are kept private under the

responsibility of the researchers. Before the data collection proper, the researcher enacted a pilot interview. It is an integral aspect and useful in the process of conducting phenomenological qualitative research as it highlights the preparation for a significant study (Majid et al., 2017). Subsequently, the researchers sought approval from the participants through written consent.

D. Data Analysis

In order to perceive the data gathered for a better comprehension of the study, the researchers undertook the following order of steps starting with (1) the recordings of responses from the participants which involves the raw input of words (2) then the etic perspectives were developed by the observers using the emic responses. (3) evaluation of data was conducted; thus, the main idea was formed (4) organizing into clusters to identify themes (5) the researchers designed a simulacrum where they placed the specific units and the themes that make up the visual concept. (6) the researchers carried out member checking procedures, and the research adviser assisted in strengthening the study.

III. FINDINGS

Student-athletes are a group of students who embrace the title of their school and carry with them its name through the realms of sports. The researchers decided to embrace the topic of student-athletes is because of the simple yet complex nature of its lifestyle. The skills required to balance sports alongside the management of time, socialization, and recreational purposes is an active skill to acquire in the field and, is significantly important as a learning student. To understand the sacrifices, management, and background understanding of what it takes to manage such a diverse lifestyle is what the researchers aimed to focus on.

For a varsity student, it is understood that student has to achieve equilibrium between their education and sports training, they must have a prominent working habit than the average pupil. As the student-athlete progresses towards a successful interpersonal and intellectual stage, they are capable of encountering various difficulties in maintaining an equilibrium lifestyle. One of the most frequent perplexities that the group has experienced was balancing co-curricular activities, particularly sports and academics. They tend to concentrate on one field than the other, diverting one interest to another. Despite the travail in tasks and requirements, acquiring a balance between academics and co-curricular activities is the most stressful but successful achievement in becoming a great example of any student with extras in different curricular achievements. Once a varsity student acquires as a balance between these two ideas, however, the dedication and management of time, lifestyle, and health will teach these students decisive life lessons that can be practiced in their adult lives.



Figure 3: The simulacrum that represents the data from the findings with the theme. Primary theme: Time Management, Academic performance, Goal Setting and Socialization

A. Academic Performance

Academic achievement pays a role in the outcome of the student-athlete as it can shape their overall educational background and reputation. This shows how the student manages her capability to absorb knowledge in the field of academics and the ability to perform her maximum potential in the field of sports. Thus, schools have provided a requirement to help varsity players achieve the positive effects of being a student-athlete. One of the factors of becoming a varsity player is to keep up with the minimum grade requirement. As the quote suggests, student-athletes are students first, so being mentally, physically, and emotionally aware of studies being put first is an ideology that must be learned at a very early part of a varsity player's life. As claimed by the respondents:

"I have become disciplined and organized with the schedule because it will affect my varsity life. Manage time wisely." (P1)

"I learned to manage my time wisely and learn to value time." (P4)

"I balance my time wisely, and by doing that helps me maintain my academics and my sports activities. I am always put first my priorities, which are academics, and after that, I do my sports activities." (P4)

"I would prioritize academics first basis because there are lots of competitions in regards to sports. If I think realistically, I should prioritize how would feed myself in the future."

Academics pay a significant role in becoming a varsity player because, in many schools, grades are a very essential part when it comes to being able to join the training, competitions, and other sports activities. One must obtain the virtue of responsibility in maintaining the grade requirement. Students who accomplish being student-athletes do not only teach them valuable life lessons but also their physical and mental approaches in life may be altered. Through academic performance, this helps the development of the student-athlete. As claimed by the respondents:

"Discipline for one's self. I lost weight, and I am trying to jog every morning. That means being a varsity player, there are many changes physically and mentally and the influences you have on people." (P2)

"I have become more responsible, and I have to know my actions well." (P7)

"Yes, because you can develop discipline, improve your self-esteem, develop leadership, belief in one's self, physically and mentally improve, and have an influence on people. We can be a varsity player for ourselves." (P2)

A result of the findings, a varsity player should have an excellent academic standing and does not only pertains to have a minimum grade requirement but also developing their moral and perseverance to achieve their idea of success. Learning life lessons can further enhance the everyday lived experiences of student-athletes. Hence, this sets a good example towards the average student to not only be academically active but also be physically fit, because lessons come when one experiences being a student-athlete for a school institution.

B. Goal Setting

Goals have paid a vital role in society. Hence, the students walk towards a life of accomplishment, setting goals in their lives to begin to arise. Through this motivation builds up the character of a person's achievement to help maximize their efforts to they want to achieve. The following responses focus on how the student-athletes describe their experiences about motivation;

"My goal is to become a better student and to learn more. I know my responsibilities." (P3)

"I balance my time wisely, and by doing that helps me maintain my academics and my sports activities. I always put my priorities first, which are academics, and after that, I do my sports activities." (P4)

Being a good goal setter means assessing one's character and reaching set goals based on his or her work ethics. This affects the development of the student not only in their academics but also in sports, which can make them determined to accomplish their goals and motivates them according to what they desire for their future. As affirmed by the following responses:

"I prioritize academics first because I have my allotted time for sports activities." (P3)

"It is easy, as long as you are focused, and that you prioritize your academics first rather than sports activities because if you have low grades, you get removed from the varsity team. So focus or even make a schedule rather than focusing on sports activities." (P2)

From the responses of the varsity players, it seems the goal is the motivation of the student-athlete to attain their dreams. Having a specific goal to accomplish their task can help them overcome any trials and distractions. It can also be shown on how they choose to get on the academic field more than athlete fields. Having an evident mindset with an even more apparent goal ensures the student-athletes that their obligations and visions are not blurred when it comes to growing up in life.

C. Socialization

Popularity is considered one of the benefits of becoming a varsity player with the exposure of different players from other schools and other people. Because socialization is a factor of connecting oneself to others, the two certainly have connections when it is translated to the language of student-athletes. It opens a pathway to apprehension and thoughts. It is imperative to have a definite and understanding social group because having it can certainly boost the esteems of the student-athletes. Having a sense of popularity also means more exposure, meaning they can reach a more comprehensive array of people that can serve as beacons of idolization and inspiration. The group as a whole then needs to adjust to their surroundings and act according to culture, norms, and means to be able to absorb and be a part of different social groups.

In order to have regular communication, one must be adjusted to the environment they have. Since Social Adjustment is the harmony of an individual to the society he/she is or within with, being able to learn from this ideology ensures a more natural way

of being able to “fit in” with the different social groups through different pathways like communication. The following respondents show the importance of communication to oneself.

“Yes, I do have the right amount of time to spend with them. Communication with them is, of course, important because they will be the most people you socialize with, and they will be your support in anything.” (P7)

“We talk it out because, as a varsity player, it is necessary when you are stressed and to lose it down.” (P2)

“My parents always remind me that academics should be first because when you reach 30 or 40, your body will not be that active anymore. You will not live a family with only volleyball. You should have a dream of having a professional job.” (P1)

School plays an essential role in the molding of young students. Student-athletes are reminded they are students first, which means they must always make education a priority. Sport socialization, on the other hand, is how the school/institution can prepare students during their sporty lifestyles and how to develop morals and ethics in the field. The school must always have orientations regarding the purpose of becoming a student-athlete and the idea that students always come first before the athlete. The school plays a significant role in a student athlete’s life because they are the institutional support that the student needs in balancing education with sports because they solidify the ideologies that have to be embedded into the minds of varsity players. Moreover, the school also plays a vital role in the practice of socialization with other students. Being a student-athlete requires socialization as a critical component because of their busy schedule. With social groups and friend circles, their workload is lessened thanks to these support groups’ help to maintain a healthy psychological state. They balance the lifestyle of a student and an athlete and need to act professionally in both fields. The following responses show the vulnerability of the group in both of the areas.

We have conflicts, but it does not affect the team because we believe that the mistake of one is the mistake of all, so there is no problem. We talk to them through.” (P2)

“If you are in the varsity team many people will recognize you and know you. Some may support you while some will not support you or will judge you in your capacity as a varsity.” (P7)

“There is pressure because I need to maintain my grades and if maintained I could be an honor student and my parents will be proud. You will soon get the importance of your position in the varsity and at the same time as a student.” (P1)

In other words, socialization plays a role in developing an individual comprehend the role they need to accomplish in the surroundings they have. Through the use of school orientation, it gives a passageway for the adjustments of students to the new environment they are subjected to. In the case of a varsity players, obtaining the role of a student and athlete can be very difficult, but there are times where conflicts can happen. With the school solidifying the correct attitudes and ideologies into these young children, these difficulties can be eradicated and avoided.

D. Time Management

Time is one of the valuable concerns of anyone, and being time conscious is a big deal when it comes to balancing any responsibilities. There are certain obligations that varsity students should maintain and pay attention to. The following respondents talk about their time management:

“It is easy, as long as you are focused, and that you prioritize your academics first rather than sports activities because if you have low grades, you get removed from the varsity team. So focus or even make a schedule rather than focusing on sports activities.” (P2) Make a schedule or a list that you can follow, so you know if you have assignments and be aware of your plan. (P2)

“Before, it is difficult for me to adjust to my schedule because every Sunday is my training and studies were hard for me at that time.” (P6)

Lack of time management means a lack of balance and equilibrium. This means that without a timed schedule or planned time windows, daily, weekly, even monthly plans that were supposed to be already planned out become randomized and messy, making the lives of students even harder. Having an efficient and effective time management skill will help students in the long run because they will need this trait to think, plan ahead, and act on different scenarios. There are instances when health can be critical, so having plans when emergencies arise can also be an extension of efficient time management with many tasks to do in both fields, one can be pressured and stressed in the time-bounded activities, but varsity players0 normalize themselves with the balance required to remain a varsity student. Here are the responses of the varsity players where they note communication as a coping mechanism to stabilize their lives:

“We varsity priorities volleyball, but you should not forget your studies. To maintain is we stay late at night to catch up with the academics.” (P1)

“Well, sometimes it is hard, but I will still do it because it helps me get fit and exercise; that is why I do not have a problem when it comes to physical health. By having a schedule, I develop my mental health.” (P6)

“Balance your time and studying well and also a priority because being a varsity is just there. But the studies are difficult because we need it for our future.” (P5)

“it’s challenging because you need to balance your time and especially when there is a lot of assignment, project, group works, and Sometimes your group mates suffer because you have to spend your time training or practicing and it depends on how you handle things.” (P7)

Therefore, as the student-athlete progress on the journey toward success. Time becomes very vulnerable to the students, and through time management, an individual can focus on one field to another. As the varsity player advance, he/she develop discipline and self-awareness towards prioritizing academics and sports. Through this, schools’ staff have helped them create a time (usage) to help the students focus more on academics than games. Given that they allotted time for extracurricular activity.

IV. DISCUSSION

The school is an institution wherein students can fully realize their potentials and find connections with other people. As a matter of fact, students tend to spend most of their allotted time in school, establishing and developing positive relationships with their peers. Students find and interact with other individuals with common interests in school. DE Leon, Et.al (2019). The definition of School climate is the quality of students to gain attention toward personal experience and reflects norms, goals, values, interpersonal relationships, teaching, and learning of the individual. In which extracurricular can be a part mechanism to build up the student Martinez, A., Coker, C., McMahon, S. D., Cohen, J., & Thapa, A. (2016). as defined by Rowles, K. S. (2015), “Extracurricular Activity is Any school-sponsored program for which some or all the activities are outside the instructional day. The definition does not include field trips, homework, or occasional work required outside the school day for a scheduled class”. Through this, the increasing rate of children who participate in sports has developed Rodrigues, D., Padez, C., & Machado-Rodrigues, A. M. (2018). In particular, adolescents or young people who participate in sports activities have values in building good relationships with peers. Also, sports is a voluntary activity that is both [essential](#) and is extrinsically a motivation. Petipras, A. J., Van Raalte, J. L., Cornelius, A. E., & Presbrey, J. (2004)

Thus, the term student-athlete is often used to describe a population attending an educational institution while also playing a sport in the same place. This term gives the impression that the person attending is a student first and an athlete second. Hendricks, S. P., & Ane, T. J. (2016) Student-athletes are a particular population of students with unique challenges and needs different from their non-athlete peers (Gayles, 2017). In other words, as these are the varsity players, as defined by the Cambridge dictionary, the varsity team is a sports team at school that is at the most skilled level of play. Hence, student-athlete is a growing presence in the media due to the exposure they have to Provencio, C. (2016). Also, being a student-athlete, Varsity players are required not only to be a high functioning athlete but also to ready themselves in contribution to citizen Navarro, K., & Malvaso, S. (2015).

Besides, the relationship between athletic involvement and academic success is not, for the most part, a direct, causal one. It can, in fact, vary dramatically depending upon the type of sport, level of participation, the background of the student-athletes involved, school characteristics, and the relationship between the athletic program and the academic curriculum. Wright, Burton 2008, 2018 Compared by Henao, J. (2015), being a student-athlete is like training in the military because it showcases the moral needs, the time, and energy students put every day in both academics and sports. In the same way, they all struggle and have a risk factor that they need to deal with in becoming a good influence to the schoolmates McNulty, M. (2016, Oct 08) Also, student-athlete requirements is to balance the demands and challenges associated with their academic and sport life compared to the non-athlete schoolmates Sorenson, et al. (2015).

A. Academic Performance

A student-athlete is an person who engages in an intercollegiate sport, maintaining the academic and athletic requirements for eligibility to compete in athletics as well as to take courses at his or her respective institution. As cited by Gardner, G. H. (2018) from (WebLaws.org, 2013) Thus, Academic achievement is a combination of ability and effort. Academic success is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic achievement means "knowledge attained and expertise developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both Vences Cyril, A. (2015). Hence, as the student progress towards higher education. Transition to their adjustment may affect their perception Els C M van, R., Ellen, P. W. A. J., & Wim J C M van de, Grift. (2018).

With the increasing demands for higher educations is the key to society's economic success; hence, educational institutions level up their curricula to be able to produce high-quality education Jensen, D. H., & Jetten, J. (2016). Some critics have observed that student-athlete are more inferior to the academics field than the nonathletic student to support the idea student-athlete have academic motivation, goals, and through a support services Mattern, J. E. (2018). Student-athletes have specific challenges that other students do not have. They must balance their potentially blossoming athletic career with today's academic demands. The impact of doing can have both negative and positive consequences. firth-Clark, A., Sütterlin, S., & Ricardo, G. L. (2019). It has been proven by (Grimit 2014) that many people argue that the academic performance of athletes concerning in regard that this will be the student's fall back after their education, and this is how they will make a life. In contrast, based on the investigation of Ingrell, J., Johnson, U., & Ivarsson, A. (2016), studies showed that student-athletes tend to worry more about sports performance, but they never neglect their academics obligations. Through this, student-athletes' environmental attitude, behavior, and learning strategies are being monitored, and how do their chosen sports effects their being Mullenbach, L. E., & Green, G. T. (2018). Leaders of the institution focus on the self-concept or academics identity development of the student in some evidences positive correlation in the grades observe with the increasing motivation. Hence the students' academic self-concept, academic identity, and the sense of belong are related to the academic achievements Jensen, D. H., & Jetten, J. (2016). Also, the Student-athlete can have good attributes that they need in academics like awareness to success and decision and action making learned from their coaches Amran, J. (2013). Proven by the student who is engaged in an athletic organization is more likely to have increased in grades, fewer discipline problems, and the has the sense to society. Hence, leadership can be developed. Proctor, J. (2018). Extracurricular activity is a way for the school to allow the athletically inclined student to participate in outside-the-classroom experience and engagement on campus and, thus, high possession and graduation rate Duron, Y. (2017). As cited by Olige, M. L., Jr. (2009) on the literature of extracurricular and the benefits. It has been proven that student who engaged themselves in extracurricular activities has built themselves as a structure of socialization. Connected to the school educational program, participant tends to be more academically successful than who do not. Hence, this increases the grade point average increases physical fitness and self-confidence. Additionally, As cited by Egros, K. L. (2017), the qualities and traits that are developed in the athletic programs are benefits when they go to their adult life, specifically the professionalism, dedication, and teamwork. In contrast, students' involvement in academics considering having the pressure to develop understating of academic theory, skills competencies in the social practices in their field of study Jensen, D. H., & Jetten, J. (2016). in some cases, student-athlete is under pressure due to perceived prestige to the school and maintain academic requirement Duron, Y. (2017). Also, the student-athlete is being a burnout, which is the chronic stress on the psychological, emotional, and physical components of an individual. Concerning material development to academics, it has been found that varsity players primarily imply a healthy diet and regular activity; hence, this avoids any illness, and this helps them to perform daily tasks and perform their academic performance in their maximum potential Osipov et al. (2018).

Despite the increasing demand, the requirement in Athletic contracts does no only promoted the policy in the grade requirements but also promotes attends and behavior policy through this the student-athlete can develop Egros, K. L. (2017). it is still under debate if athletics are important to academics and whether both fields are in a significant correlation Hesson, C. (2018). It is important to let educators be knowledgeable about how the transition of academics and sports work. Hence an effective measure is done to student's level of academics adjustment Els C Et.al.(2018). This policy seeks to recognize their potential on the academic and athletic excellence UdeS (2017, Mar 02). despite this evidence, each Student-athletes expressed positive and negative views about the requirements Kulics, J. M. (2006). Also, student-athlete are commonly rooted in intrinsic and extrinsic factors. The demand increases in the student-athlete to only perform academically but also train in the maximum athletic performance Mejico, A. (2016). As studied by Mbaluka, S. N. (2017), good academics performance shows the relationship of the school towards the development of the students' academic achievements, provides the guidance of the parents, and the surroundings hence self-discipline is since as they develop towards high education. Indeed Duron, Y. (2017) academics play a big role in the development of the student-athlete, This creates a life-skill development that includes personal development and the experience in being a student-athlete. Experiences like academic support, career development, counseling, and life counseling.

B. Goal Setting

Student-athletes are required to develop not only as high functioning athletes but also to prepare to be future contributing citizens. Navarro, K., & Malvaso, S. (2015). Goals can be define as something an individual is pursuing to accomplish To illustrate, a practical purpose for athlete are known as being self-set, in which the goal is compared to targets set by other, hence this is necessary to be committed on the goals set for positive affects performance Barbieri, J. A. (2012). As cited by Chiu, W., Bae, J., Lee, K., & Won, D. (2017) Scholars have argued that understanding student-athlete preferences for goals and processes is critical

for helping athletic administrators develop suitable programs to assist athletes. Also, sport psychology has demonstrated that inspiration can be a significant impact on self-growth, and the individual perceives their capabilities. Hence, the positive outcome can be seen as they developed Draine, M. (2019).

Goal orientation plays a role in building an athletic goal through this. They can attain the flow of competitiveness, the feeling of pursuing skillful benefits that will incorporate their well being [Atlanta]21 Nov 2015: Granted that goal setting can increase an individual's motivation. Motivation and goals are so closely related that many definitions of motivation incorporate goals. Symonds, M. L., & Tapps, T. (2016). Increases achievement. Following the proper process for goal setting helps individuals focus on achievement (Baghurst, Tapps, & Kensinger, 2015) Symonds, M. L., & Tapps, T. (2016) to illustrate As cited by Symonds, M. L., & Tapps, T. (2016) the four months, students who successfully completed their goals displayed statistically significant improvements (30% increase) in their academic performance compared with the control group, Besides, Goal setting drives the student capabilities in the maximum potential. Hence, this can be a pivot and valuable factor in generating successful and positive results in both academic and non-academic settings. Symonds, M. L., & Tapps, T. (2016).

Furthermore, Research within the achievement goal theory has examined how a recognized motivational climate affects the likelihood of a person to become either task or ego involved in an achievement situation Ingrell, J., Johnson, U., & Ivarsson, A. (2016). Task orientation developing this mastery, individuals will obtain an induced perception of competence. Ego orientation is based on the individual's personal subjective evaluation of their abilities as compared to other Miller, A. M. (2018). As cited by McPherson, S. C. (2015) Perceived motivational climate in sport has demonstrated a strong 4 positive relationship between athletes' perceptions of a caring/task-involving environment to 5 positive outcomes such as their personal effort, enjoyment, and intrinsic motivation.

Goal setting with the student can be linked between attaining and determining and monitoring how to achieve goals. Students can reflect first on the weakness that they can be enhanced and their needs as an individual. Thus, understanding their goals and to be able to work with the institution can somehow make a progress Stange, C. (2016). Besides, The goal prioritization system will identify those goals that are categorized as high in performance benefit and easy to implement. Symonds, M. L., & Tapps, T. (2016). In fact, Participants whose goal orientation focused mainly on mastery and improvement also exhibited high levels of non-self-determined motivation. Hepler, T. J., & Witte, K. S. (2016) in sum occasion, the goal of the student is base on how the institution works itself to build and adjust in the preference of targets, at this rate educators seek to discover the connection between to parties Lowney, B. (2016). To illustrate, Student-athlete discusses their goals to their teachers or coaches to help them focus on one field to others. It also allows the student to set his/her own goals to achieve in result they can enhance the satisfaction which leads to more motivation towards goal achievement (Baghurst et al., 2015) Symonds, M. L., & Tapps, T. (2016) On the contrary of the way, student tend to left out their own goal to pursue the school's goals knowing that they can achieve it with the designed clear path towards success. The student still includes their ownership of learning and achievements. Hence, students can monitor the goal time by time to be motivated for more success. Stange, C. (2016).

In short, being a student-athlete can be very stressful because it requires the student able to balance the responsibilities in either field. Hence, it creates a busy and tight schedule to maintain their focus on both fields. They are into [Carlsbad]21 Feb 2017. despite trials, Goal setting is widely used and has several purported benefits, such as increasing motivation, improving athletic performance, and enhancing function. Locke EA, Latham GP(2006), Alexanders, J., Kaye, J. A., & Perry, J. (2019). "Individuals reported high identified motives for their academic goals. Furthermore, they experienced more excellent facilitation from their educational purpose to their sporting goal" Healy, L. C., Ntoumanis, N., & Duda, J. L. (2016) as what Connor, J. B. (2016) "The athletics department is now discussing next steps for more informed decision-making about increasing academic support for student-athletes with goal of increased student achievement."

C. Social Integration

Sports promoters consider that sports inevitably lead to multiple forms of development, including facilitating socialization/re-socialization, community revitalization through human bonding enhancement, and commitment in relationship with others Baci, C., & Baci, A. (2015). moreover As cited by Fitzgerald, D. G. (2015) from (Langenkamp 2009) believed social relationships are evolving in distinctive ways as students navigate through the high school experience. Three crucial elements play a role in social integration and interaction, such as bonding with teachers, status among peers, and extracurricular involvement. Thus, Mercado, H. U., & Bernthal, M. J. (2016) from Kenyon and McPherson (1973) define socialization as the social process whereby people learn to become participants in their society, and argue that socialization requires some form of social interaction for its foundation, where identity can be cultivated and maintained.

Children can create many social skills by attending team sports such as leadership skills, communication and socialization skills, team-building skills. Also, team sport can help learn how to interact not only with children of their same age, but also with adults such as coaches, referees, sport officials, managers and fans Pomohaci, M., & Sopa, I. S. (2016) Also a systematic and regular attendance in sports activities can eliminate any possible sickness and can increase the supporting motivation for moving, controlling emotions, stress reduction and organizing the work. Through sports, relationships with others, and oneself can be improved and develop. Pomohaci, M., & Sopa, I. S. (2017). In a conference held by Martin, E. (2018, Apr 19), through the popularity of student-athlete, they can help recruit students to the club to provide opportunities for networking and develop one's communication skills that will significantly impact their future careers. Hence in a small group, that can create a significant impact on a person.

Indeed the relationship of the school to the student critical hence theories of Tinto and Astin that focus on the interaction of the student to the institution wherein Tinto's theory includes academic, social, and the establishment and the goal. While Astin's opinion is the development of the students and the institution. Through this theory institution and the student have an idea of social development between the admission and the student Els C M van Et.al (2018). Despite the acknowledgment that student-athletes received. There are instances where they have difficulties in balancing both their academics and athletics. To compile the requirements, in sports and academics, they need to have a support system. Ryan, C., Thorpe, H., & Pope, C. (2017) As cited by Hagiwara, G., Iwatsuki, T., Isogai, H., Van Raalte, J., L., & Brewer, B. W. (2017) social support is defined as "the help provided by individuals who comprise the social network of a person who occupies apposition of ego in this network." On the other hand, Based on the information report and research from Banbel (2014) and Provencio, C. (2016) Student support services can help relieve any struggle they have by providing counseling and as well as supporting academic programs to athletes. These programs can also support and uplift the negative attitudes that may penetrate comments made by teachers as well as the co-students. Example of support services is Banbel, M. & Chen, S. S. (2014) Academic tutoring program and services for supporting collegiate student-athletes. In some cases, support programs are bases on the student need and how much they are engaged in the institution because not all athletic programs are operated on the financial support of the school Duron, Y. (2017). Also, studying student-athlete in the different perspective opens the mind of the institution to knows one's capabilities in adapting new significant environment Newell, E. M.(2016) Thus, more structured support system will allow student-athletes to make a better plan in their academics needs and staff mentors Tan, N. (2017).

Sport socialization is a concept where this is either a complex social process by which sports prepares athletes to the society or prepares the athlete's role and to learn more about the sports team. In a coined term, socialization into games is agents who inspire sport participation, athlete's characteristics within their own environment and communication within the game are recognized as influential for determining athlete involvement. Cranmer, G. A. (2015). as cited by Portnoi, L. M., Chlopecki, A. A. L., & Peregrina-Kretz, D. (2015) having a piece of knowledge about socialization that can build professional identity; time, energy, and resources, which leads to greater involvement of the student to identify their responsibility. Through this socialization- knowledge, self- identification may come. Likewise, Navarro, K., & Malvaso, S. (2015). Through positive socialization, communication arises, it creates an environment of understanding and growth for a strong bond between their environment. For example, social support is from coaches. Some coaches reportedly reduced training load during the exam period to allow the athlete to focus more on academics. Thus timetabling and flexibility of the student can be seen and one of the attributes they developed. Cosh, S., & Tully, P. J. (2015) Cosh, S., & Tully, P. J. (2015)

D. Time Management

Time management skills are defined as the learner's abilities to balance all his obligations effectively. For the present study, time management skill refers to the learner's ability to balanced responsibilities as the bases of their goals to successfully complete a task. Katiso, A. E. (2015) In addition, time management has a good and mediating effect on the relation of the student in studying and learning adaptability. Liu, J.Y., Liu, Y.H., & Yang, J.P. (2017). hence, time management becomes a necessity not only just an ideal to aspire but also gives you to prioritize the things to be done. Skinner, E. (2017). This is also assumed as a helpful tool to clarify the goal, develop strategies to achieve defined goals and to foster one's own feelings when obstacles happened Häfner, A., Stock, A., & Oberst, V. (2015). In addition, time management strategies have improved in the first learning of the student academic efficacy Kader, F. A. (2015)

A student, in general, have a hectic and stressful life because of the responsibility they need to obtain. In addition, they also have a daily routine and lifestyle that are necessary. However, finding time to do all the activities they need to do is confusing and overwhelming. Vences Cyril, A. (2015). as said byMukwevho, M. H. (2018), "Many students find the learning environment

overwhelming, especially when they enter a higher institution of learning for the first time. They are always in reactive mode and are unable to complete their tasks in time". Furthermore, as the grade of the student progress time becomes crucial at the 10th grade to 12th-grade students spend more hours in school to reach requirement Connor, J. B. (2016). a student-athlete is spending more time in their athletic commitment Drew, J. L. (2019). The ineffective way in using time management can cause increased stress, low quality work, and can miss deadlines in such ways academics are being affected Cassells, T El.al (2017). Academic purists saw that time allocated for academics and socialization with their friends and family increases from 36 hours per week to 38.5 hours per week. Provencio, C. (2016). in particular, set up, being a student-athlete requires a lot of dedication and hard work to balance all their athletic and academic commitment. Thus, multiple benefits can be developed, including the relation of the student to others, personal responsibilities. And an exemplary moral conduct Lopez, K. (2017, Sep 13). through this, strategies arise in order to be effective and productive outcomes. Having the ability to planned early and prioritize assignments can avoid disorganization and procrastination and leads to academic success. Vences Cyril, A. (2015)

As a result, time is an critical wealth. Time management is one of the significant challenges that any student challenges. Mukwevho, M. H. (2018). as cited by Mukwevho, M. H. (2018) from charismata, Anusha, and Josephin (2013), time management is closely related to talks considering one must maximize his/her capacity. At the same time. Despite the struggles of the varsity players toward the collection of responsibilities, they could always make things work out. Howard, J. (2018, Sept)

In addition, balancing athletic and academic endeavors with the isolation of pursuits can be quite tricky. Hence, "balancing athletic and academic endeavors; balancing social activities with the isolation of athletic pursuits; balancing athletic success of lack of success with maintenance of mental equilibrium; balancing physical health and injuries with the need to keep playing; balancing the demands of various relationships, including coaches, parents, family, and friends; and dealing with the ending of an athletic collegiate career; and dealing with the termination of an athletic collegiate career" (Broughton & Neyer, 2001, p.47). In addition, through the use of time management, students can priorities important tasks, improve time estimation, reduce the complex workload, and maintain structured routine Cassells, T El.al (2017).

V. CONCLUSION

This qualitative study about the game of opportunities of Philippine School Doha varsity player as well the attributes affecting that the journey towards a successful student-athlete in the campus aims to acquire a closer look at the lived involvement of these students. A systematic phenomenological approach was utilized in this study which revealed the experiences of the varsity players who are shown and displayed as a role model to the other students with their abilities to balance academics and other school activities alongside their training and physical health maintenance. According to the analysis of the interviews conducted, it could be concluded that there are factors affecting the everyday lives of a student-athlete; maybe it lacks time management or missing of social support groups. These attributes, like goal setting, socialization, and time management, are some of the characteristics that affect this. These components build up the connection of a student to a young athlete in Philippine School Doha, further solidifying and uniting them, making the student an ideal varsity player.

The findings give emphasis on the angles and experiences of the varsity player's time management skills and the relationships with their fellow students. Correctly, student-athletes valued their time management well, and it is the key factor in being motivated towards any fields they are present in. In addition, time management also aims to help students know the value of self-discipline and self-determination. Hence, a varsity player should not only focus on how he/she achieves and strives to be an excellent athlete, the one who can, but also to be mentally, physically, and even emotionally aware when it comes to managing day-to-day schedules, educational activities, and family-friend relationships. In addition, socialization is also taken as an advantage in becoming a varsity player. Socialization does not only pertain to being in a social group but also being a good influence and role model to fellow students. The ability to maintain the grade requirement and to sustain the physically draining activity gives a great look at the varsity team as a significant influence in body and academics standing.

Therefore, a varsity player must have the ability to manage their day-to-day schedules to further absorb main life lessons that will help them in their adult lives. Learning important traits like being able to balance their lives will teach them how to stay in control of not only their lives but also to the people they can and will affect. When a varsity player learns these traits, they become more efficient with how they manage their lives. Additionally, student-athletes will have to balance their time and dedication to the sport, so having these abilities to achieve is very important not only for the school but to all the social groups they can influence as they stand as a role model in their school. As student-athletes further absorb lessons and skills as they encounter experiences in their varsity lives, they become better equipped with life lessons and situations as they are met in everyday life. Varsity students ultimately learn as they remain as varsity students, many things no ordinary student experiences.

REFERENCES

- [1] Amran, J. (2013). The perceived importance coaches have on student-athletes' academic performance (Order No. 3609819). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1498560295). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1498560295?accountid=49936>
- [2] Baciuc, C., & Baciuc, A. (2015). Quality of life and students' socialization through sport. *Procedia-Social and Behavioral Sciences*, 209, 78-83
- [3] Baghurst, T., Tapps, T., & Kensinger, W. (2015). Setting goals for achievement in physical education settings. *Strategies*, 7(1), 27-33.
- [4] Cassells, T., & O'Brien, D. (2017). Investigating the use of game elements in motivating time-management for students. Reading: Academic Conferences International Limited. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1967750001?accountid=49936>
- [5] Chiu, W., Bae, J., Lee, K., & Won, D. (2017). PRIORITIES AND PREFERENCES FOR COLLEGIATE ATHLETIC GOALS AND PROCESSES IN SOUTH KOREA. *Social Behavior and Personality*, 45(3), 517-527. doi:<http://dx.doi.org.eres.qnl.qa/10.2224/sbp.6119>
- [6] Connor, J. B. (2016). Highly effective interscholastic athletic programming for student athletes within a high school setting (Order No. 10156545). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1818546860). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1818546860?accountid=49936>
- [7] Connor, J. B. (2016). Highly effective interscholastic athletic programming for student athletes within a high school setting (Order No. 10156545). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1818546860). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1818546860?accountid=49936>
- [8] Cosh, S., & Tully, P. J. (2015) Cosh, S., & Tully, P. J. (2015). Stressors, coping, and support mechanisms for student athletes combining elite sport and tertiary education: Implications for practice. *The Sport Psychologist*, 29(2), 120-133.
- [9] Cranmer, G. A. (2015). Exploring the anticipatory socialization stage of division I student-athletes: The content, characteristics, and functions of memorable messages (Order No. 3718428). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1708646853). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1708646853?accountid=49936>
- [10] Draine, M. (2019). Qualitative case study of the influence of transactional communication between generation Z student-athletes and coaches on generation Z student-athletes' motivation to perform (Order No. 27545130). Available from ProQuest Dissertations & Theses Global. (2315585110). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2315585110?accountid=49936>
- [11] Drew, J. L. (2019). Providing adequate financial support to division II student athletes to reduce financial inequality: A qualitative case study of division II student athlete scholarship inequality (Order No. 22620365). Available from ProQuest Dissertations & Theses Global. (2299216524). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2299216524?accountid=49936>
- [12] Egros, K. L. (2017). Athletic contract effects on athletes' academic achievement, attendance, and behavior while in season (Order No. 10641015). Available from ProQuest Dissertations & Theses Global. (2009363234). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2009363234?accountid=49936>
- [13] Firth-Clark, A., Sütterlin, S., & Ricardo, G. L. (2019). Using cognitive behavioural techniques to improve academic achievement in student-athletes. *Education Sciences*, 9(2) doi:<http://dx.doi.org.eres.qnl.qa/10.3390/educsci902008>
- [14] Fitzgerald, D. G. (2015). Nonacademic socialization of international baccalaureate students (Order No. 10113121). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1802285586). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1802285586?accountid=49936>
- [15] Gardner, G. H. (2018). The effect of parental involvement on student-athlete academic performance, academic self-efficacy, functional independence, and achievement of adulthood criteria (Order No. 10826234). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (2054013363). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2054013363?accountid=49936>
- [16] Häfner, A., Stock, A., & Oberst, V. (2015). Decreasing students' stress through time management training: An intervention study. *European Journal of Psychology of Education*, 30(1), 81-94. doi:<http://dx.doi.org.eres.qnl.qa/10.1007/s10212-014-0229->
- [17] Hagiwara, G., Iwatsuki, T., Isogai, H., Van Raalte, J.L., & Brewer, B. W. (2017). Relationships among sports helplessness, depression, and social support in American college student-athletes. *Journal of Physical Education and Sport*, 17(2), 753-757. doi:<http://dx.doi.org.eres.qnl.qa/10.7752/jpes.2017.02114>
- [18] Haleigh, T. (2019, Nov 07). Struggles of the student athlete. University Wire Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2312551569?accountid=4993>
- [19] Healy, L. C., Ntoumanis, N., & Duda, J. L. (2016). Goal motives and multiple-goal striving in sport and academia: A person-centered investigation of goal motives and inter-goal relations. *Journal of Science and Medicine in Sport*, 19(12), 1010-1014. doi:<http://dx.doi.org.eres.qnl.qa/10.1016/j.jsams.2016.03.001>
- [20] Henao, J. (2015, Jun 01). Student athlete stipends: Student athletes aren't balling. University Wire Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1684822361?accountid=49936>
- [21] Hendricks, S. P., & Ane, T. J. (2016). The athlete-student dilemma: Exploring the experiences of specially admitted student-athletes at a division III university. *Journal of Applied Sport Management*, 8(4) Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1947104232?accountid=49936>
- [22] Hepler, T. J., & Witte, K. S. (2016). Motivational regulations and goal orientation in division III basketball players: Gender and playing status differences. *International Journal of Kinesiology & Sports Science*, 4(2), 62-71. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1798773085?accountid=49936>
- [23] Howard, J. (2018, Sep 19). Time management for athletes: Advice for balancing athletics and academic work. University Wire Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2175567233?accountid=49936> <https://dictionary.cambridge.org/dictionary/english/varsity>
- [24] Ingrell, J., Johnson, U., & Ivarsson, A. (2016). Relationships between ego-oriented peer climate, perceived competence and worry about sport performance: A longitudinal study of student-athletes. *Sport Science Review*, 25(3-4), 225-242. doi:<http://dx.doi.org.eres.qnl.qa/10.1515/ssr-2016-0012>
- [25] Kader, F. A. H. A., & Eissa, M. A. (2015). The effectiveness of time management strategies instruction on students' academic time management and academic self-efficacy. *International Journal of Psycho-Educational Sciences*, 4(1), 43-50. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1826525167?accountid=49936>
- [26] KAHPERD Journal, 52(1), 52-63., Provencio, C. (2016). Student-athlete: A study of student-athlete workload compared with traditional student workload (Order No. 10157496). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1837116537). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1837116537?accountid=49936>

- [27] Katiso, A. E. (2015). Online adult students' time management skills and their academic achievement and persistence: Technology-based learning and student success (Order No. 10099971). Available from ProQuest Dissertations & Theses Global. (1783598302). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1783598302?accountid=49936>
- [28] Keawe, K. J. (2018). Developing a student athlete mentoring program to improve college readiness at a rural hawaii public high school (Order No. 10840931). Available from ProQuest Dissertations & Theses Global. (2128965910). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2128965910?accountid=49936>
- [29] Kulics, J. M. (2006). An analysis of the academic behaviors and beliefs of division I student-athletes and academic administrators: The impact of the increased percentage toward degree requirements (Order No. 3227411). Available from ProQuest Dissertations & Theses Global. (305314796). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/305314796?accountid=49936>
- [30] Liu, J.Y., Liu, Y.H., & Yang, J.P. (2017). Impact of Learning Adaptability and Time Management Disposition on Study Engagement Among Chinese Baccalaureate Nursing Students. *Journal of Professional Nursing*
- [31] Locke EA, Latham GP. New directions in goal-setting theory. *Current Directions in Psychological Science*. 2006;15:265-268., Alexanders, J., Kaye, J. A., & Perry, J. (2019). Setting higher goals may make athletes feel worse: The goal setting paradox and potential solutions. *Athletic Training & Sports Health Care*, 11(2), 51-52. doi:<http://dx.doi.org.eres.qnl.qa/10.3928/19425864-20190122-02>
- [32] Lopez, K. (2017, Sep 13). Student athletes master time management skills. *University Wire* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1938254557?accountid=49936>
- [33] Lundy, G. I., Allan, V., Cowburn, I., & Cote, J. (2019). Parental Support, Sibling Influences and Family Dynamics across the Development of Canadian Interuniversity Student-Athletes. *Journal of Athlete Development and Experience*, 1(2), 4.
- [34] Make sure that all of these references will reflect on your discussion
- [35] Martinez, A., Coker, C., McMahon, S. D., Cohen, J., & Thapa, A. (2016). Involvement in extracurricular activities: Identifying differences in perceptions of school climate. *The Educational and Developmental Psychologist*, 33(1), 70-84
- [36] McGee, M. A. (2017). Academics and the student athlete: A mixed methods study on the role of athletics in the high school educational setting (Order No. 10258883). Available from ProQuest Dissertations & Theses Global. (1885095262). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1885095262?accountid=49936>
- [37] McGee, M. A. (2017). Academics and the student athlete: A mixed methods study on the role of athletics in the high school educational setting (Order No. 10258883). Available from ProQuest Dissertations & Theses Global. (1885095262). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1885095262?accountid=49936>
- [38] McLaughlin, C. (2018, Aug 28). The internal struggles of being a student athlete. *University Wire* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2094235678?accountid=49936>
- [39] McNulty, M. (2016, Oct 08). A day in the life of a student athlete: Balancing school, sports and a social life. *University Wire* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1826958349?accountid=49936>
- [40] McPherson, S. C. (2015). Motivational climate and goal orientation in adolescent male football players (Order No. 1589758). Available from ProQuest Dissertations & Theses Global. (1691129833). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1691129833?accountid=49936>
- [41] Menninger, N. (2015, Feb 09). MENNINGER: Give student athletes a proper orientation. *University Wire* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1652478922?accountid=49936>
- [42] Mejico, A. (2016). The in-season vs out-of-season effect on academic performance of middle / high school student-athletes (Order No. 10297470). Available from ProQuest Dissertations & Theses Global. (1847948464). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1847948464?accountid=49936>
- [43] Mercado, H. U., & Bernthal, M. J. (2016). Hispanic subcultural sport socialization: An initial investigation. *Sport Marketing Quarterly*, 25(2), 103-114. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1843285988?accountid=49936>
- [44] Miller, A. M. (2018). Goal setting and its influence on achievement in the spanish language classroom: Combining second language acquisition, achievement goal theory, and goal setting theory (Order No. 10751959). Available from ProQuest Dissertations & Theses Global. (2070595844). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2070595844?accountid=49936>
- [45] Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., & Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95, 255-264.
- [46] Mukwevho, M. H. (2018). Time management challenges on students' academic performance: A case study of a rural university in limpopo province, south africa. *Journal of Gender, Information & Development in Africa*, 225-241. doi:<http://dx.doi.org.eres.qnl.qa/10.31920/2050-4284/2018/s1n1a1>
- [47] Mullenbach, L. E., & Green, G. T. (2018). Can environmental education increase student-athletes' environmental behaviors? *Environmental Education Research*, 24(3), 427-444. doi:<http://dx.doi.org.eres.qnl.qa/10.1080/13504622.2016.1241218>
- [48] Navarro, K., & Malvaso, S. (2015). Synthesizing research on the contemporary student-athlete experience: Implications and recommendations for NCAA student-athlete development programming. *Journal of College and Character*, 16(4), 263-269. doi:<http://dx.doi.org.eres.qnl.qa/10.1080/2194587X.2015.1091358>
- [49] Navarro, K., & Malvaso, S. (2015). Toward an understanding of best practices in student-athlete leadership development programs: Student-athlete perceptions and gender differences. *Journal of Applied Sport Management*, 7(3) Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1730027898?accountid=49936>
- [50] Newell, E. M. (2016). The international student-athlete transition to college: Identifying struggles and suggestions for support (Order No. 10308521). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1867054567). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1867054567?accountid=49936>
- [51] Ochoa, A. W. (2019). Transmitting moral and social values in athletic families: The impact of family communication and quality of the family relationship (Order No. 13897123). Available from ProQuest Dissertations & Theses Global. (2301893096). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2301893096?accountid=49936>

- [52] Oligé, M. L., Jr. (2009). A comparative study of student athletes' academic performance, attendance, and behavior in -season versus out -of -season (Order No. 3387218). Available from ProQuest Dissertations & Theses Global. (305166642). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/305166642?accountid=4993>
- [53] Osipov, A., Vapaeva, A., Markov, K., Kondrashova, E., Iermakov, S., Gruzinky, V., . . . Zhavner, T. (2018). Analysis of the parameter changes of students' physical development (at the age of 18–20) to identify the threat of increased body weight and obesity. *Journal of Physical Education and Sport*, 18(2), 800-809. doi:<http://dx.doi.org.eres.qnl.qa/10.7752/jpes.2018.02118>
- [54] Paul M. Wright, Suzanne Burton. Implementation and Outcomes of a Responsibility-Based Physical Activity Program Integrated into an Intact High School Physical Education Class. *Journal of Teaching in Physical Education*. 2008; 27(2): 138-154.
- [55] Petitpas, A. J., Van Raalte, J. L., Cornelius, A. E., & Presbrey, J. (2004). A life skills development program for high school student-athletes. *Journal of primary prevention*, 24(3), 325-334
- [56] Pomohaci, M., & Sopa, I. S. (2017). EXTRACURRICULAR SPORT ACTIVITIES AND THEIR IMPORTANCE IN CHILDREN SOCIALIZATION AND INTEGRATION PROCESS. *Scientific Bulletin - Nicolae Balcescu Land Forces Academy*, 22(1), 46-59. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2100340114?accountid=49936>
- [57] Portnoi, L. M., Chlopecki, A. A. L., & Peregrina-Kretz, D. (2015). Expanding the doctoral student socialization framework: The central role of student agency. *The Journal of Faculty Development*, 29(3), 5-16. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1776689632?accountid=49936>
- [58] Proctor, J. (2018). Impact of type of institutions and athletic activity on the academic, social, and personal development of college athletes (male and female) (Order No. 10814708). Available from ProQuest Dissertations & Theses Global. (2054023121). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2054023121?accountid=49936>
- [59] Provencio, C. (2016). Student-athlete: A study of student-athlete workload compared with traditional student workload (Order No. 10157496). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1837116537). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1837116537?accountid=49936>
- [60] Psychology; researchers at department of science & technology release new data on psychology (flow theory - goal orientation theory: Positive experience is related to athlete's goal orientation). (2015, Nov 21). *Psychology & Psychiatry Journal* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1732610400?accountid=49936>
- [61] Research from U-M pilot program confirms need to support student-athlete mental health. (2015, Jan 15). Targeted News Service Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1645807771?accountid=49936>
- [62] Rodrigues, D., Padez, C., & Machado-Rodrigues, A. M. (2018). Active parents, active children: The importance of parental organized physical activity in children's extracurricular sport participation. *Journal of Child Health Care*, 22(1), 159-170.
- [63] Rowles, K. S. (2015). An investigation into factors that contribute to the perceptions of disparities between academic achievement and athletic performance in high school student-athletes in the rockdale county public school system (Order No. 3664222). Available from ProQuest Dissertations & Theses Global. (1720330248). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1720330248?accountid=4993>
- [64] Ryan, C., Thorpe, H., & Pope, C. (2017). The policy and practice of implementing a student-athlete support network: A case study. *International Journal of Sport Policy and Politics*, 9(3), 415-430. doi:<http://dx.doi.org.eres.qnl.qa/10.1080/19406940.2017.1320301>
- [65] Skinner, E. (2017). From student to professional: Time-management and team work. *Lawyer2B*, Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1859651557?accountid=49936>
- [66] Sorenson, S. C., Romano, R., Azen, S. P., Schroeder, E. T., & Salem, G. J. (2015). Life span exercise among elite intercollegiate student athletes. *Sports health*, 7(1), 80-86.
- [67] Sorkkila, M., Aunola, K., Salmela-Aro, K., Tolvanen, A., & Ryba, T. V. (2018). The co-developmental dynamic of sport and school burnout among student-athletes: The role of achievement goals. *Scandinavian Journal of Medicine & Science in Sports*, 28(6), 1731-1742. doi:<http://dx.doi.org.eres.qnl.qa/10.1111/sms.13073>
- [68] Stange, C. (2016). The effects of student goal setting on reading achievement (Order No. 10103273). Available from ProQuest Central; ProQuest Dissertations & Theses Global; Social Science Premium Collection. (1786978396). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1786978396?accountid=49936>
- [69] St. Surin, V. (2015). Academic support system of student athletes at community colleges: An exploratory case study (Order No. 10237978). Available from ProQuest Dissertations & Theses Global. (1855517757). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1855517757?accountid=49936>
- [70] Symonds, M. L., & Tapps, T. (2016). Goal prioritization for teachers, coaches and students: A DEVELOPMENTAL MODEL. *Strategies*, 29(3), 34-38. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1807709962?accountid=49936>
- [71] Tan, N. (2016, Jan 07). Better support system for student-athletes. *The Straits Times* Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1754356783?accountid=49936>
- [72] UdeS offers new student athlete support program. (2017, Mar 02). Record Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1873685447?accountid=49936>
- [73] Vences Cyril, A. (2015). Time management and academic achievement of higher secondary students. *I-Manager's Journal on School Educational Technology*, 10(3), 38-43. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1662646990?accountid=4993>
- [74] Volume 30, Issue 6, November–December 2014, Pages 502-510 <https://www.sciencedirect.com/science/article/abs/pii/S875572231400074X>

PHILIPPINE SCHOOL DOHA
RESEARCH DEVELOPMENT, ACCREDITATION AND PUBLICATION OFFICE
SENIOR HIGH SCHOOL DEPARTMENT

BIOGRAPHICAL SKETCH



Dylan Chrislee V. Camia was born on the 28th of August, 2001 in the Philippines. He is currently a grade 12 Accountancy, Business and Management (ABM) student in Philippine School Doha. He has been passionate with sports and has competed in many events, both international and national. He has earned different recognition such as Most Valuable Player in volleyball for three times, Mythical 6 for four times, Mythical 5 for five times, Silver medalist for three times and Gold medalist in Qatar Basketball Federation, and All Defensive Team. Additionally, he has been a member of his school's varsity team in both volleyball and basketball since grade 6. He is a former Al Sadd Sports Club basketball player and is currently playing for Shamal Sports Club. He finished his Junior High School in Philippine International School Qatar. Despite being an ABM student, he plans to pursue the course Mechanical engineer.



John Vincent F. Capulong is currently under the ABM (Accounting and Business Management) Strand in Philippine School Doha (PSD). During his 15 years in PSD, he has participated in plentiful competitions in his school life like eco-fashion shows, modelling shows, and essay writing, art, debate, quiz bees, musical band, ball sports, and spoken poetry contests. His initiative and desire for excellence has made him worthy of joining interschool competitions such as the World Scholar's Cup. After being picked as the third spoken poetry duo from the batch, Mr. Capulong has decided to expand his literary prowess to bigger lengths, joining the Interschool OKOR (Order of the Knights of Rizal) Essay Writing Contest and Jose Rizal Oratory Speech Contest to be held in Bahrain, where he was picked as the top 4 in the oratory contest, and was decided to be the essay writing contest representative for PSD. During his senior year, he has joined competitions like the Battle of the Bands and the PTA Basketball League. He has participated in business related seminars held in PSD and plans, after graduating in 2020, to take up Bachelor of Science in Business Administration Major in Marketing Management in La Salle Benilde in Antipolo City.

He plans to take up his master's degree in Strategic Business Economics in the University of Asia and the

Pacific.



Charles Eljohn V. Dandan was born on October 04 2001, and has lived in Al maamoura since 2016. He is currently in the 12th grade in senior high under the ABM (Accounting, Business and Management) strand of the Philippine School Doha, Qatar. In 2017 he was awarded in his JS prom as Comedy King. In 2018 he was able to participate in PSD Idol. In the S.Y 2018-2019 he has been in Top 10 in his class. In 2019 he participated again in PSD Idol. After he graduates in high school on April 2020, he plans to continue his studies and pursue Business Administration in the College of the North Atlantic-Qatar.

PHILIPPINE SCHOOL DOHA
RESEARCH DEVELOPMENT, ACCREDITATION AND PUBLICATION OFFICE
SENIOR HIGH SCHOOL DEPARTMENT



Prince Carl Patrick L. Fernandes is a student of Accountancy, Business, and Management (ABM) at Philippine School Doha and currently in his 12th year of senior High school. He is a member of the Hiyaw Chorale for which he is part of the core group. In his previous high school years, he has achieved 1st runner up in the United Nations quiz bee back in 2017 and was also awarded the best supporting role for the mock trial presentation in 2015. Mr. Fernandes has attended several research seminars which helped him gain tips and techniques for conducting their study. After his graduation in April, Mr. Fernandes will continue his education in College of the North- Atlantic Qatar where he will take up and pursue his career as a paramedic.



Patricia Nicole S. Mercado has been studying at Philippine School Doha, Qatar for more than a decade. Currently in her 12th year of Senior High School, an Accountancy, Business, and Management (ABM) student. In her junior high school years, she was a member of a Chorale club and Scouting Movement. She has been awarded best in Science and presented her class for a science fair. In S.Y. 2017-2018, she was included in Top 10 of her class. She is expected to graduate at April 2020, and planning to continue her education at De La Salle-College of Saint Benilde to take BS in Interior Design.



Patricia Lyra M. Palmon was born on the 13th of June 2002 in Qatar, state of Doha. She is currently a grade 12 Accountancy, Business and Management (ABM) student on Philippine School Doha. She has been passionate in doing research since Junior High school that is why she and her group in grade 10 had participate in the research display convention 2017-2018. She also like music and dancing that is why she had been a choir member back in primary to intermediate. In addition, she started loving math when she was grade 9 that is why she wants to pursue Accountancy in De La Salle Manila as her preparatory law and take up Law after getting her CPA license.



10.22214/IJRASET



45.98



IMPACT FACTOR:
7.129



IMPACT FACTOR:
7.429



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24*7 Support on Whatsapp)