

# Psychological Skills Training and Its Effect to Student's Engagement and Performance in Sports

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**Abstract**—This research examines the impact of Psychological Skills Training (PST) on the engagement and performance of high school student-athletes in the District of Santa Cruz, Laguna, for the academic year 2024–2025. A total of 150 student-athletes with prior sports experience were selected using random sampling to ensure a representative sample. Using a descriptive survey methodology, data were collected to evaluate the impact of PST on students' engagement in sports and their physical performance, specifically regarding cardiovascular endurance, muscular strength, flexibility, mobility, and body composition. The study investigated the demographic characteristics of the respondents and assessed the presence of significant differences in engagement and performance related to these characteristics. Descriptive statistics and hypothesis testing were employed to analyze the collected data. The findings indicated that student-athletes exhibited elevated levels of engagement both behavioral and emotional, as well as cognitive and social following the implementation of PST. PST is regarded as effective in enhancing physical performance indicators. Notable variations in engagement and perceived effectiveness were identified according to age, grade level, and duration of sports participation, whereas sex did not demonstrate a significant impact. A significant positive correlation was found between engagement levels and the perceived effectiveness of PST, indicating that higher engagement is associated with improved performance outcomes. The study's scope was confined to specific high schools in Santa Cruz and Laguna, excluding students from other districts, educational levels, or those without a sports background. The findings provide important insights into the effects of PST; however, caution is advised when generalizing these findings to populations beyond the studied one. The findings contribute to the existing literature on psychological interventions in school sports. They may inform educators, coaches, and sports program developers in creating more effective and comprehensive strategies to support the mental and physical well-being of student-athletes.

**Keywords**— Psychological Skills Training (PST), Student Engagement, Sports Performance, Physical Fitness Indicator.

## I. INTRODUCTION

Globally, the role of psychological skills training (PST) in enhancing athletes' performance and engagement is widely acknowledged. Studies from international sports organizations and educational bodies highlight the impact of psychological skills, including goal setting, self-regulation, and positive self-talk, on enhancing athletes' resilience, focus, and performance (Weinberg & Gould, 2022). The International Society of Sport Psychology (ISSP) emphasizes that psychological skills are foundational for competitive success, reducing athlete dropout rates and fostering long-term engagement in sports. In addition, research by Gucciardi et al. (2021) highlights that structured psychological training programs improve athletes'

ability to cope with stress and maintain peak performance under pressure. Furthermore, Schinke and Stambulova (2022) emphasize that PST promotes a culture of inclusivity by enhancing athletes' emotional intelligence and fostering interpersonal relationships within teams.

As PST gains traction globally, educational institutions are increasingly called upon to incorporate psychological development into their sports programs to boost student-athletes' engagement and overall growth.

In the Philippines, the Department of Education (DepEd) recognizes the importance of holistic student development, encompassing psychological well-being and participation in sports. According to DepEd Order No. 13, s. 2022, schools are urged to implement programs that cultivate students' physical and mental health to enhance their academic and extracurricular success. Additionally, DepEd Order No. 21, s. 2019, mandates the integration of values education and psychosocial support into co-curricular activities, emphasizing the importance of addressing mental and emotional well-being in student-athletes. The Philippine Sports Commission (PSC) Act of 1990 (R.A. 6847) also underscores the necessity of developing both physical and psychological capacities of athletes to foster a balanced and competitive sports environment.

However, despite these policies, gaps remain in program implementation, especially in fostering students' psychological preparedness and motivation in sports. Recent evaluations of sports programs in Philippine schools reveal that while physical training is robust, psychological skills training is less emphasized, leading to reduced student engagement and suboptimal performance in competitive events (David & Pajarillo, 2021).

In the Santa Cruz District, Laguna, student engagement and performance in sports present persistent challenges, particularly during high-stakes competitions. While sports programs are well-established, many student-athletes struggle with sustaining focus, managing stress, and maintaining motivation issues closely tied to psychological preparedness. Despite efforts to improve physical training, the lack of structured psychological skills training (PST) has been identified as a critical gap, limiting the potential of sports programs to holistically support student-athletes.

The schools recognize the urgency of addressing these challenges to enhance the overall sports experience for students and align with the Department of Education's (DepEd) mandates on student well-being and holistic development. Current practices often fall short of integrating

PST into the sports curriculum, leaving students without essential tools to build resilience, self-regulation, and focus.

This study seeks to address these challenges by exploring the potential of structured PST to improve student engagement and performance in sports. By developing an empirically supported PST module, this research aims to provide actionable strategies that will empower student-athletes, enhance their psychological resilience, and bridge the gap in the existing sports curriculum. The findings will not only contribute to the fulfillment of DepEd’s goals for holistic education but also create a sustainable framework for fostering mental and emotional preparedness among young athletes.

1.1 Statement of the Problem

The present study on psychological skills training and its effect on student’s engagement and performance in sports. Aims to seek answers to the following:

1. What is the demographic profile of the respondents in terms of:

- 1.1 Age;
- 1.2 Sex;
- 1.3 Grade level;
- 1.4 Years of participation in sports?

2. What is the level of student engagement in sports activities after participating in psychological skills training in terms of:

- 2.1 Behavioral Engagement.
- 2.2 Emotional Engagement.
- 2.3 Cognitive Engagement.
- 2.4 Social Engagement?

3. What is the extent of perceived effectiveness of psychological skills training on students’ sports performance in terms of:

- 3.1 Cardiovascular Endurance.
- 3.2 Muscular strength.
- 3.3 Flexibility and mobility.
- 3.4 Body composition?

4. Is there a significant difference between the level of student engagement in sports activities after psychological skills training when grouped according to profile?

II. METHODOLOGY

The present study adopted a Quantitative Descriptive Research method, which aligned well with its focus on psychological skills training and its impact on student engagement and performance in sports. This method was effective in characterizing the nature and status of individuals and phenomena, making it ideal for obtaining statistical insights about the target population. By presenting information numerically, quantitative descriptive research provided a clear and systematic approach to examining student-athletes’ experiences, attitudes, and performance metrics related to psychological skills training.

Data were collected through a structured survey distributed to a selected group of student-athletes, enabling the collection of robust quantitative data. The descriptive survey research process involved not only data collection and tabulation but

also the interpretation of results to derive meaningful insights. This approach was particularly beneficial for exploring student engagement and performance in sports.

III. RESULTS AND DISCUSSION

This chapter presents the results of the study based on the collected data. It answers the questions from the statement of the problem.

Demographic Profile of the Respondents

Tables 1 to 4 illustrate the results on Problem 1; This includes the breakdown of age, sex, grade level, and years of participation in sports.

TABLE 1. Frequency and Percentage Distribution of the respondents in terms of Age

Age	Frequency	Percentage
11-13 Years Old	72	31.5%
14-16 Years Old	139	61.0%
17-18 Years Old	17	7.5%
<b>Total</b>	<b>228</b>	<b>100%</b>

Table 1 presents the demographic profile of the respondents in terms of age. The data show that the majority of participants, 139 out of 228 (61.0%), fall within the age range of 14 to 16 years old, indicating that most of the student-athletes in this study are in their mid-adolescent stage. The second largest group consists of 72 respondents (31.5%) aged 11 to 13 years old, representing early adolescents. Meanwhile, only 17 respondents (7.5%) fall within the 17- to 18-year-old age bracket, indicating late adolescence.

The results suggest that the study primarily involves student-athletes in their formative years of secondary education, where engagement in sports is likely at its peak. The relatively lower percentage of older participants may indicate that as students approach higher grade levels, academic demands or other factors may influence their participation in sports. This demographic distribution is essential in analyzing the impact of Psychological Skills Training (PST) on student engagement and performance, as different age groups may exhibit varying levels of psychological readiness and athletic involvement.

TABLE 2. Frequency and Percentage Distribution of the respondents in terms of Sex

SEX	Frequency	Percent
Female	133	58.3%
Male	95	41.7%
<b>Total</b>	<b>228</b>	<b>100%</b>

Table 2 presents the demographic profile of the respondents based on sex. The data reveals that the majority of the participants are female, accounting for 133 out of 228 respondents (58.3%), while male respondents make up 95 (41.7%) of the total sample.

This distribution indicates a higher participation of female student-athletes in the study, which may suggest greater engagement in school-based sports programs among female students or a higher willingness to participate in research studies. The inclusion of both sexes in the study enables a

comparative analysis of how Psychological Skills Training (PST) affects engagement and performance across genders. Understanding these variations can help in designing a training module that addresses the specific psychological needs of both male and female student-athletes.

TABLE 3. Frequency and Percentage Distribution of the respondents in terms of Grade level

GRADE LEVEL	Frequency	Percent
Grade 7	57	25%
Grade 8	37	16.2%
Grade 9	93	40.8%
Grade 10	41	18%
<b>Total</b>	<b>228</b>	<b>100.0</b>

Table 3 presents the demographic profile of the respondents, categorized by their grade level. The data indicates that the majority of the participants are from Grade 9, comprising 93 out of 228 respondents (40.8%). This is followed by Grade 7 students, who account for 57 respondents (25%), and Grade 10 students, making up 41 respondents (18%). Meanwhile, Grade 8 has the lowest number of respondents, with 37 students (16.2%).

The distribution suggests that student participation in sports may peak in Grade 9, possibly due to their increasing confidence, skill development, and involvement in extracurricular activities. The relatively lower numbers in Grade 8 and Grade 10 may indicate varying levels of engagement, potentially influenced by academic workload or other personal factors. These variations in grade levels are essential in analyzing the effectiveness of Psychological Skills Training (PST), as students at different educational stages may respond differently to mental training techniques in sports.

TABLE 4. Frequency and Percentage Distribution of the respondents in terms of Years of Participation in Sports

Years of Participation	Frequency	Percent
1 to 3 Years	166	72.8
4 to 6 Years	19	8.3
7 to 10 Years	17	7.5
11 years and above	26	11.4
<b>Total</b>	<b>228</b>	<b>100</b>

Table 4 presents the demographic profile of the respondents based on their years of participation in sports. The data reveals that the majority of the student athletes (166 out of 228, or 72.8%) have participated in sports for 1 to 3 years, indicating that most respondents are relatively new to organized sports. A smaller proportion, 19 respondents (8.3%), have 4 to 6 years of experience, while 17 respondents (7.5%) have been involved for 7 to 10 years. Notably, 26 respondents (11.4%) have been participating in sports for over 11 years, suggesting a group of more experienced athletes.

This distribution highlights that most participants are still in the early stages of their athletic development, which could have implications for their psychological skills and engagement levels. The presence of more experienced athletes (those with seven or more years of participation) provides an opportunity to compare how Psychological Skills Training (PST) influences students at different levels of experience.

Understanding these variations is essential for designing a practical PST module that caters to both beginner and seasoned athletes, ensuring their psychological needs are adequately addressed.

2. What is the level of student engagement in sports activities after participating in Psychological Skills Training (PST) in terms of:

Tables 5 to 8 present the results addressing Problem 2, which detail the levels of student engagement in sports activities after participating in psychological skills training.

TABLE 5. Level of Student Engagement in Sports Activities after Participating in Psychological Skills Training in Terms of Behavioral Engagement

BEHAVIORAL ENGAGEMENT	Mean	Std. Deviation	Description	Interpretation
1. I actively participate in sports activities during training sessions.	2.77	1.02	Often	Engage
2. I consistently put in effort to complete drills and exercises during practice.	3.10	0.99	Often	Engage
3. I remain focused and avoid distractions while engaging in sports activities.	3.12	0.96	Often	Engage
4. I encourage and support my teammates during sports-related activities.	3.32	0.88	Often	Engage
5. I show persistence in overcoming challenges or difficulties during sports training.	3.27	0.91	Often	Engage
<b>Total</b>	<b>3.12</b>	<b>0.83</b>	<b>Often</b>	<b>Engage</b>

Legend: 1.0 -1.50 (Never/ Not Engaged), 1.51 – 2.50 (Sometimes/Slightly Engaged), 2.51 – 3.50 (Often/Engaged), 3.51– 4.00 (Always/Highly Engaged)

Table 5 presents the level of student engagement in sports activities after participating in Psychological Skills Training (PST) in terms of behavioral engagement. The overall mean score of 3.12 with a standard deviation of 0.83 indicates that students "often" engage in sports-related activities, demonstrating a positive impact of PST on their behavior during training sessions.

Among the behavioral engagement indicators, the highest mean score (3.32) is observed in "I encourage and support my teammates during sports-related activities," suggesting that PST may have contributed to enhancing teamwork and social support among athletes. Similarly, students scored high in persistence (3.27) and focus (3.12), indicating that PST helped them remain committed and attentive during training.

The lowest mean (2.77) corresponds to "I actively participate in sports activities during training sessions," which, while still within the "often" category, suggests that some students may still struggle with full participation. This could

indicate that factors such as motivation, physical readiness, or external pressures may influence their level of engagement.

Overall, the findings suggest that Psychological Skills Training has a positive effect on students' behavioral engagement, as they exhibit consistent participation, focus, teamwork, and perseverance in sports activities. This highlights the importance of incorporating PST into training programs further to strengthen student-athletes' commitment and engagement in sports.

Recent studies continue to highlight the importance of Psychological Skills Training (PST) in enhancing both athletic performance and behavioral engagement among student-athletes. PST involves structured mental strategies such as goal setting, self-talk, and emotional regulation, which help athletes stay motivated, focused, and resilient during training and competition.

TABLE 6. Level of Student Engagement in Sports Activities after Participating in Psychological Skills Training in Terms of Emotional Engagement

EMOTIONAL ENGAGEMENT	Mean	Std. Deviation	Description	Interpretation
1. I feel excited and motivated when participating in sports activities.	3.21	0.92	Often	Engage
2. I enjoy and look forward to training sessions and sports practices.	3.13	0.96	Often	Engage
3. I remain emotionally invested in achieving my goals during sports activities.	3.13	0.95	Often	Engage
4. I feel a strong connection with my teammates during games or practices.	3.12	0.96	Often	Engage
5. I experience positive emotions, such as happiness and enthusiasm, when playing sports.	3.26	0.90	Often	Engage
<b>Total</b>	<b>3.17</b>	<b>0.84</b>	<b>Often</b>	<b>Engage</b>

Legend: 1.0 -1.50 (Never/ Not Engaged), 1.51 - 2.50 (Sometimes/Slightly Engaged), 2.51 - 3.50 (Often/Engaged), 3.51- 4.00 (Always/Highly Engaged)

Table 6 presents the level of student engagement in sports activities after participating in Psychological Skills Training (PST) in terms of emotional engagement. The overall mean score of 3.17 with a standard deviation of 0.84 suggests that students "often" engage emotionally in sports, indicating a positive impact of PST on their emotional connection to sports activities.

Among the emotional engagement indicators, the highest mean (3.26) is observed in "I experience positive emotions, such as happiness and enthusiasm, when playing sports," suggesting that PST has contributed to enhancing students' enjoyment and overall emotional well-being in sports. Likewise, students show high excitement and motivation (3.21), reflecting a strong emotional drive toward participation.

The lowest mean (3.12) corresponds to "I feel a strong connection with my teammates during games or practices," which, while still categorized as "often engaged," suggests that some students may have varying levels of emotional attachment to their teams. This could be influenced by factors such as team dynamics, personal preferences, or social interactions.

TABLE 7. Level of Student Engagement in Sports Activities after Participating in Psychological Skills Training in Terms of Cognitive Engagement

COGNITIVE ENGAGEMENT	Mean	Std. Deviation	Description	Interpretation
1. I actively reflect on my performance during and after sports activities.	3.16	0.91	Often	Engage
2. I set clear goals to improve my skills and performance in sports.	3.19	0.91	Often	Engage
3. I focus on understanding strategies and techniques to enhance my performance.	3.21	0.91	Often	Engage
4. I analyze my strengths and weaknesses to develop better approaches to sports activities.	3.24	0.90	Often	Engage
5. I think critically about the feedback I receive and use it to improve my performance.	3.29	0.88	Often	Engage
<b>Total</b>	<b>3.22</b>	<b>0.82</b>	<b>Often</b>	<b>Engage</b>

Legend: 1.0 -1.50 (Never/ Not Engaged), 1.51 - 2.50 (Sometimes/Slightly Engaged), 2.51 - 3.50 (Often/Engaged), 3.51- 4.00 (Always/Highly Engaged)

Table 7 presents the level of student engagement in sports activities after participating in Psychological Skills Training (PST) in terms of cognitive engagement. The overall mean score of 3.22 with a standard deviation of 0.82 suggests that students "often" engage cognitively in sports activities, indicating that PST has helped enhance their mental involvement in improving their performance.

Among the cognitive engagement indicators, the highest mean (3.29) is observed in "I think critically about the feedback I receive and use it to improve my performance," suggesting that PST has encouraged student-athletes to process and apply feedback effectively. Similarly, high mean scores in analyzing strengths and weaknesses (3.24) and focusing on strategies and techniques (3.21) indicate that students are developing a more analytical and strategic approach to sports.

The lowest meaning (3.16) corresponds to "I actively reflect on my performance during and after sports activities," which, while still classified as "often engaged," suggests that some students may need further reinforcement in self-assessment and reflection.

Overall, the results indicate that Psychological Skills Training has a positive effect on students' cognitive engagement, as they exhibit goal-setting behaviors, strategic thinking, and reflective learning in sports activities. These findings highlight the importance of integrating PST to enhance not only physical and emotional aspects but also the cognitive skills necessary for sustained sports performance and improvement.

TABLE 8. Level of Student Engagement in Sports Activities after Participating in Psychological Skills Training in Terms of Social Engagement

SOCIAL ENGAGEMENT	Mean	Std. Deviation	Description	Interpretation
1. I actively interact with my teammates during sports activities.	3.28	0.90	Often	Engage
2. I support and encourage my peers in achieving team goals during sports events.	3.25	0.90	Often	Engage
3. I build positive relationships with other participants in sports activities.	3.21	0.93	Often	Engage
4. I collaborate effectively with my team members to complete tasks or strategies during games.	3.24	0.94	Often	Engage
5. I engage in open communication with coaches and teammates to enhance team performance.	3.29	0.92	Often	Engage
<b>Total</b>	<b>3.25</b>	<b>0.83</b>	<b>Often</b>	<b>Engage</b>

Legend: 1.0 -1.50 (Never/ Not Engaged), 1.51 – 2.50 (Sometimes/Slightly Engaged), 2.51 – 3.50 (Often/Engaged), 3.51– 4.00 (Always/Highly Engaged)

Table 8 presents the level of student engagement in sports activities after participating in Psychological Skills Training (PST) in terms of social engagement. The overall mean score of 3.25 with a standard deviation of 0.83 suggests that students "often" engage socially in sports, indicating that PST has positively influenced their interactions and teamwork.

Among the social engagement indicators, the highest mean (3.29) is observed in "I engage in open communication with coaches and teammates to enhance team performance," highlighting the role of PST in improving students' ability to communicate effectively within a team setting. Similarly, high mean scores in actively interacting with teammates (3.28) and supporting peers in achieving team goals (3.25) suggest that PST fosters a cooperative and supportive team environment.

The lowest mean (3.21) corresponds to "I build positive relationships with other participants in sports activities," which, although still classified as "often engaged," suggests that some students may require additional encouragement to expand their social connections beyond their immediate teammates.

Overall, the results suggest that Psychological Skills Training has a positive impact on students' social engagement, as they demonstrate strong teamwork, communication, and relationship-building skills.

IV. WHAT IS THE EXTENT OF THE PERCEIVED EFFECTIVENESS OF PSYCHOLOGICAL SKILLS TRAINING (PST) ON STUDENTS' SPORTS PERFORMANCE IN TERMS OF:

Tables 9 to 12 present the results addressing Problem 3, which detail the extent of the perceived effectiveness of Psychological Skills Training (PST) on students' sports performance.

TABLE 9. Effectiveness of Psychological Skills Training on Students' Sports Performance in terms of Cardiovascular Endurance

CARDIOVASCULAR ENDURANCE	Mean	Std. Deviation	Description	Interpretation
1. I feel that psychological skills training has improved my ability to sustain physical activity for extended periods during sports activities.	3.38	0.73	Satisfied	Effective
2. Psychological skills training has effectively helped me maintain consistent energy levels during endurance-related exercises.	3.38	0.74	Satisfied	Effective
3. I have experienced noticeable improvements in my breathing control and stamina as a result of psychological skills training.	3.26	0.82	Satisfied	Effective
4. The application of psychological skills training has enhanced my motivation to push through fatigue during cardiovascular-intensive activities.	3.26	0.80	Satisfied	Effective
5. I am satisfied with how psychological skills training has contributed to my overall cardiovascular endurance performance in sports.	3.30	0.82	Satisfied	Effective
<b>Total</b>	<b>3.30</b>	<b>0.69</b>	<b>Satisfied</b>	<b>Effective</b>

Legend: 1.0 -1.50 (Not Satisfied/ Not Effective), 1.51 – 2.50 (Less Satisfied/Slightly Effective), 2.51 – 3.50 (Satisfied/Effective), 3.51– 4.00 (Very Satisfied/Highly Effective)

Table 9 presents the effectiveness of Psychological Skills Training (PST) on students' sports performance in terms of cardiovascular endurance. The overall mean score of 3.30 with a standard deviation of 0.69 falls under the "Satisfied" category, indicating that students perceive PST as effective in enhancing their cardiovascular endurance during sports activities.

Among the indicators, the highest mean (3.38) is observed in both "I feel that psychological skills training has improved my ability to sustain physical activity for extended periods

during sports activities" and "Psychological skills training has effectively helped me maintain consistent energy levels during endurance-related exercises." This suggests that PST has a significant impact on students' stamina and energy management.

The lowest meaning (3.26) corresponds to both "I have experienced noticeable improvements in my breathing control and stamina as a result of psychological skills training" and "The application of psychological skills training has enhanced my motivation to push through fatigue during cardiovascular-intensive activities." While still considered effective, these areas may suggest that some students require additional support in developing breathing techniques and mental resilience when facing fatigue.

Overall, the results indicate that Psychological Skills Training has a positive effect on students' cardiovascular endurance, as it enhances their ability to sustain physical activity, maintain energy levels, and push through fatigue.

TABLE 10. Effectiveness of Psychological Skills Training on Students' Sports Performance in terms of Muscular Strength

MUSCULAR STRENGTH	Mean	Std. Deviation	Description	Interpretation
1. Psychological skills training has helped me improve my ability to maintain muscular strength during physical activities.	3.35	0.71	Satisfied	Effective
2. I have experienced significant growth in my muscular endurance as a result of psychological skills training.	3.32	0.71	Satisfied	Effective
3. My overall performance in activities requiring muscular strength has been enhanced due to psychological skills training.	3.29	0.71	Satisfied	Effective
4. The techniques taught in psychological skills training have positively influenced my ability to recover strength after intense physical effort.	3.35	0.70	Satisfied	Effective
5. Psychological skills training has increased my confidence in achieving better results in strength-based sports tasks.	3.30	0.74	Satisfied	Effective
<b>Total</b>	<b>3.32</b>	<b>0.66</b>	<b>Satisfied</b>	<b>Effective</b>

Legend: 1.0 -1.50 (Not Satisfied/ Not Effective), 1.51 – 2.50 (Less Satisfied/Slightly Effective), 2.51 – 3.50 (Satisfied/Effective), 3.51– 4.00 (Very Satisfied/Highly Effective)

Table 10 presents the effectiveness of Psychological Skills Training (PST) in students' sports performance in terms of muscular strength. The overall mean score of 3.32 with a standard deviation of 0.66 falls under the "Satisfied" category, indicating that students perceive PST as effective in enhancing their muscular strength during physical activities.

Among the indicators, the highest mean (3.35) is observed in both "Psychological skills training has helped me improve my ability to maintain muscular strength during physical activities" and "The techniques taught in psychological skills training have positively influenced my ability to recover strength after intense physical effort." This suggests that PST has a significant impact on both maintaining muscular strength during exercise and promoting recovery after strenuous activities.

The lowest means (3.29) corresponds to "My overall performance in activities requiring muscular strength has been enhanced due to psychological skills training," indicating that, while still considered adequate, some students may feel the need for further improvements in overall strength performance.

Overall, the results suggest that Psychological Skills Training has a positive impact on students' muscular strength, enhancing their endurance, recovery, and confidence in strength-based activities.

TABLE 11. Effectiveness of Psychological Skills Training on Students' Sports Performance in terms of Flexibility and Mobility

FLEXIBILITY AND MOBILITY	Mean	Std. Deviation	Description	Interpretation
1. Psychological skills training has improved my ability to increase my flexibility during sports activities.	3.37	0.70	Satisfied	Effective
2. I have noticed an improvement in my range of motion after participating in psychological skills training.	3.32	0.71	Satisfied	Effective
3. The mental techniques learned in psychological skills training have helped me perform stretching exercises more effectively.	3.30	0.71	Satisfied	Effective
4. Psychological skills training has enhanced my ability to maintain flexibility and mobility during intense sports performance.	3.33	0.72	Satisfied	Effective
5. Since engaging in psychological skills training, I have experienced better recovery and increased mobility after physical activities.	3.25	0.75	Satisfied	Effective
<b>Total</b>	<b>3.31</b>	<b>0.63</b>	<b>Satisfied</b>	<b>Effective</b>

Legend: 1.0 -1.50 (Not Satisfied/ Not Effective), 1.51 – 2.50 (Less Satisfied/Slightly Effective), 2.51 – 3.50 (Satisfied/Effective), 3.51– 4.00 (Very Satisfied/Highly Effective)

Table 11 presents the effectiveness of Psychological Skills Training (PST) in students' sports performance in terms of flexibility and mobility. The overall mean score of 3.31 with a standard deviation of 0.63 falls under the "Satisfied" category, indicating that students perceive PST as effective in enhancing their flexibility and mobility during sports activities.

Among the indicators, the highest mean (3.37) is observed in "Psychological skills training has improved my ability to increase my flexibility during sports activities," suggesting that PST has a notable impact on students' ability to improve flexibility. Similarly, "Psychological skills training has enhanced my ability to maintain flexibility and mobility during intense sports performance" also received a high mean (3.33), indicating that PST plays an essential role in helping students maintain mobility even under physical stress.

TABLE 12. Effectiveness of Psychological Skills Training on Students' Sports Performance in terms of Body Composition

BODY COMPOSITION	Mean	Std. Deviation	Description	Interpretation
1. Psychological skills training has helped me improve my body composition for better performance in sports.	3.34	0.73	Satisfied	Effective
2. I feel that my body composition has improved as a result of incorporating psychological skills techniques into my sports training.	3.32	0.76	Satisfied	Effective
3. The psychological skills training I received positively influenced my physical fitness and body composition.	3.27	0.77	Satisfied	Effective
4. Psychological skills training has helped me achieve better weight management, contributing to my overall body composition and sports performance.	3.29	0.78	Satisfied	Effective
5. I believe that my improved body composition, as a result of psychological skills training, has enhanced my athletic abilities and sports performance.	3.33	0.78	Satisfied	Effective
<b>Total</b>	<b>3.31</b>	<b>0.69</b>	<b>Satisfied</b>	<b>Effective</b>

Legend: 1.0 -1.50 (Not Satisfied/ Not Effective), 1.51 – 2.50 (Less Satisfied/Slightly Effective), 2.51 – 3.50 (Satisfied/Effective), 3.51– 4.00 (Very Satisfied/Highly Effective)

The lowest mean (3.25) is observed in "Since engaging in psychological skills training, I have experienced better recovery and increased mobility after physical activities," which, while still categorized as effective, suggests that there may be room for further improvement in recovery strategies following intense physical activity.

Overall, the results indicate that Psychological Skills Training significantly enhances students' flexibility and mobility, enabling them to improve their range of motion, perform stretching exercises more effectively, and recover more efficiently after physical exertion. These results highlight the significance of PST in improving athletic performance and recuperation.

Table 12 presents the effectiveness of Psychological Skills Training (PST) on students' sports performance in terms of body composition. The overall mean score of 3.31 with a standard deviation of 0.69 falls under the "Satisfied" category, indicating that students perceive PST as effective in enhancing their body composition, which in turn positively affects their sports performance.

Among the indicators, the highest mean (3.34) is observed in "Psychological skills training has helped me improve my body composition for better performance in sports," suggesting that PST has a notable impact on improving body composition, which is directly linked to performance. This is closely followed by "I believe that my improved body composition, as a result of psychological skills training, has enhanced my athletic abilities and sports performance" with a mean of 3.33, further indicating the positive relationship between PST and athletic performance.

The lowest mean (3.27) is observed in "The psychological skills training I received positively influenced my physical fitness and body composition," which, although still considered adequate, indicates a slightly lower perceived improvement in overall physical fitness and body composition.

Overall, the results suggest that Psychological Skills Training effectively contributes to improving students' body composition, supporting their physical fitness, weight management, and overall sports performance. This highlights the importance of incorporating psychological techniques into training regimens to optimize athletes' physical health and performance.

4. Is there a significant difference between the level of student engagement in sports activities after participating in Psychological Skills Training (PST) when grouped according to profile variables such as age, sex, grade level, and years of participation in sports?

Understanding how different demographic factors influence the impact of Psychological Skills Training (PST) on student-athlete engagement is essential for developing more targeted and effective training interventions. This study aims to determine whether variables such as age, sex, grade level, and years of participation in sports significantly affect the level of student engagement in sports activities after participating in the PST.

Table 13 presents the results of the analysis on the significant difference in student engagement in sports activities after participating in Psychological Skills Training (PST), grouped by different profile categories. The F-value and significance (Sig) values are provided to assess whether the differences between groups are statistically significant.

The analysis revealed that age has a significant effect on student engagement in sports activities after PST, as indicated by an F-value of 11.178 and a p-value of <0.001, leading to the rejection of the null hypothesis (H0). This suggests that students of different age groups show significantly different levels of engagement following PST.

Table 13. Significant Difference between the Level of Student Engagement in Sports Activities after Psychological Skills Training when Grouped According to Profile

Category	F Value	Sig	Decision	Interpretation
Age	11.178	<0.001	Reject Ho	Significant
Sex	3.167	0.076	Accept Ho	Not Significant
Grade Level	4.59	0.004	Reject Ho	Significant
Years of Participation in Sports	3.485	0.017	Reject Ho	Significant

For sex, the F-value is 3.167 with a p-value of 0.076, which is above the 0.05 threshold, resulting in the rejection of the null hypothesis. This indicates that there is no significant difference in engagement levels based on sex after PST.

Regarding grade level, the F-value of 4.59 and the Sig value of 0.004 lead to the rejection of the null hypothesis, suggesting that grade level significantly influences student engagement in sports activities after PST.

Lastly, years of participation in sports also show a significant effect, with an F-value of 3.485 and a Sig value of 0.017, leading to the rejection of the null hypothesis. This indicates that students with varying years of participation in sports exhibit significantly different levels of engagement after participating in the PST.

In summary, the study found that age, grade level, and years of participation in sports significantly affect the level of student engagement in sports activities after Psychological Skills Training. At the same time, sex did not show a significant.

#### V. CONCLUSION AND RECOMMENDATIONS

Based on the Gathered data and results of the study, the following conclusions were formulated.

The study primarily involved students in early to mid-adolescence, most of whom had some prior experience in sports. A majority were female and represented various grade levels, which provided a diverse perspective on the impact of psychological skills training (PST). Their prior involvement in sports may have influenced both their engagement levels and their perception of the training's effectiveness.

Following PST, students demonstrated a high level of engagement in sports activities. They showed consistent effort and focus (behavioral engagement), enthusiasm and emotional investment (emotional engagement), goal-setting and reflective thinking (cognitive engagement), as well as strong interaction and teamwork (social engagement). These results

suggest that PST helped improve both individual and group participation in sports.

Students also perceived PST as effective in enhancing their sports performance. It was particularly impactful in improving endurance, strength, flexibility, mobility, and body composition, indicating that PST supports not just mental skills but also contributes to physical development.

Significant differences in engagement levels were observed based on age, grade level, and years of sports experience, highlighting the influence of maturity and exposure to sports. However, sex did not appear to affect engagement levels.

Likewise, age and sports experience had an impact on how well PST was seen to work. Older and more experienced students found the training more beneficial, while no significant variation was noted based on sex or grade level.

At last, a clear link between student engagement and the perceived effectiveness of PST was discovered. This means that the more engaged students were, the more they believed in the impact of the training, emphasizing that engagement plays a crucial role in maximizing the benefits of PST in sports performance.

Based on the results of this study, the following recommendations are made to enhance the implementation and outcomes of psychological skills training (PST) for students in sports activities:

1. Given the significant differences in engagement and perceived effectiveness based on age and years of participation in sports, it is recommended to design age-appropriate and experience-level specific PST programs. Older students and those with more experience in sports may benefit from more advanced psychological techniques, while younger or less experienced students may require more basic strategies to develop their engagement and sports performance.
2. While the study found no significant difference in engagement and effectiveness based on sex, it may still be beneficial to incorporate gender-sensitive approaches that address potential unique motivational and psychological needs of male and female athletes. Offering gender-tailored support could enhance the overall impact of the training.
3. The study showed that grade level did not significantly affect the perceived effectiveness of PST. However, grade-level tailored interventions may still be valuable. Younger students in lower grade levels may require more interactive and engaging strategies to retain their interest and enhance their learning, while older students may benefit from more structured and goal-oriented PST sessions.

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