**III. Methodology**

1. **Respondents and Sampling Method**

Purposive sampling will be used in this study. The respondents of the study will be the select thirty (30) Students Athletes of SIBULAN NIGHT HIGH SCHOOL enrolled for the academic year 2024-2025.

The student-respondents will purposely be chosen because the researcher believes that through purposive sampling, she/he can obtain a representative sample by using a sound judgment, which can also result in saving time and finances. In addition, the Individuals being studied are students who actively participate in athletics, essentially combining the roles of a student and an athlete.

Table1. Participants of the study

|  |  |  |  |
| --- | --- | --- | --- |
| **Participants** | **Frequency** | **Percentage** | **Population** |
| Student Athletes | 30 | 100% | 30 |

**B. Data Collection Methods**

**Instrumentation and Data Collection**

We used questionnaires for collecting data. The respondents answered the following questions:

1. Do you attend classes regularly?
2. Do you often feel pressured to maintain certain grade point average due to your athletic responsibilities?
3. Do you go to school in time?
4. Do you feel that there is a balance between your academic and athletic responsibilities?
5. "Have you ever felt burnt out from your sport?
6. Do you feel confident in your abilities as an athlete?
7. Do you feel like you have enough time to dedicate to your studies, given your athletic schedule?
8. Do you think being an athlete has positively or negatively impacted your academic performance?
9. Do you feel supported by your coaches in terms of academic performance?
10. I miss deadlines or finish assignments feeling stressed due to juggling academic and athletic demands.

**D. Tools for Data Analysis**

In analyzing the data gathered, we based our analysis on the number of always, sometimes, seldom and never answers for each question provided in the questionnaire. The student-athletes concluded by speaking about the good they have seen through their lived experiences with athletics. Students-athletes are developing their identities through athletics by valuing their journeys and the corresponding growth.

Though the specifics of the student-athletes journeys differed, the lessons learned and the trials faced elicited significant similarities. The student-athletes developed their personal identities by persevering through failures derived from unmet expectations, shifting their perspectives and realigning their priorities, fully assuming responsibility for themselves, embracing individuality, investing in relational growth and valuing their journeys and corresponding growth.

**REFERENCES**

<https://www.cheww.com/watch?v=_V-D3vfcS68&t=156>

<https://www.poll-maker.com/student-athlete-mental-health>

<https://openprairie.sdstate.edu/cgi/viewcontent.cgi?article=1014&context=jur>

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<https://files.eric.ed.gov/fulltext/EJ1080130.pdf>

**THIS IS JUST AN EXAMPLE OF SURVEY QUESTION PWEDE LANG E DELETE F EVER DILI AGREE ANG EXAMPLE PERO MAO NI ANG PATTERN SA NAKASULAT NAKOS DATA ANALYSIS.**

**GROUP MEMBER:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Questions** | **Always** | **Sometimes** | **Seldom** | **Never** |
| 1. Do you attend classes regularly? |  |  |  |  |
| 2. Do you often feel pressured to maintain certain grade point average due to your athletic responsibilities? |  |  |  |  |
| 3. Do you go to school in time? |  |  |  |  |
| 4. Do you feel that there is a balance between your academic and athletic responsibilities? |  |  |  |  |
| 5. "Have you ever felt burnt out from your sport? |  |  |  |  |
| 6. Do you feel confident in your abilities as an athlete? |  |  |  |  |
| 7. Do you feel like you have enough time to dedicate to your studies, given your athletic schedule? |  |  |  |  |
| 8. Do you think being an athlete has positively or negatively impacted your academic performance? |  |  |  |  |
| 9. Do you feel supported by your coaches in terms of academic performance? |  |  |  |  |
| 10.I miss deadlines or finish assignments feeling stressed due to juggling academic and athletic demands. |  |  |  |  |