Volleyball Athletes Training Program Towards Their Achievements

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Abstract

Sports coaching has changed significantly over the years with a focus on training programs. This study explores the training programs towards the achievement of the athletes that helps to provide inputs in remodeling the training program. This is anchored to Skills Acquisition Theory that incorporates the notion of learning that ranges from cognitive to psychomotor skills. The researcher employed a quantitative descripted method and the respondents were chosen purposively which composed of volleyball players in one learning institution. A validated survey type questionnaire from three field experts and pilot testing was utilized to gather structured data. The results revealed. The results of the level of athletes training program in particular to physical fitness program, physical literacy program, safety injury prevention program, and health and wellness program and achievement with regards to award and recognition in Volleyball is highly acceptable as perceived by the respondents. Likewise, this study demonstrates the strong link between different training programs and athlete achievements. Furthermore, the statistics show a strong positive correlation between every coaching style and award and recognition received by athletes, demonstrating the pivotal importance coaching ideologies play in promoting athlete success. These results highlight how, in order to maximize athlete accomplishment, coaches and sports organizations may customize training programs based on particular coaching styles. These findings suggest that training programs may be tailored to fit specific coaching styles. Furthermore, knowing how strongly coaching styles and athlete achievements correlate can help allocate resources for training and coaching programs more effectively.

Keywords: ***Training Program; Volleyball Athletes; Athletes Achievement***

Introduction

Sports coaching has changed significantly over the years, with a focus on training programs becoming more and more important (Cassidy et al., 2023). This study explores the effects of a comprehensive training program on the accomplishment of athletes. Additionally, one of the research projects discussed that the training program was intended to see whether a mental training course or physical treatment that included visualization, meditation, and video modeling had a positive influence on stress reduction by assessing cortisol concentration in a genuine competitive situation will help athletes to improve their skills (Coelho et al., 2014). On the other, Hence, given the growing focus on the value of psychological skills as well as their potential application in learning and teaching, as well as improving exercise skills, the primary objective was to measure the impact of psychological skills training of volleyball players on their self-confidence. Psychological skills training, in conjunction with technical and physical training, can be used by coaching staff to help athletes achieve maximum self-confidence and peak performance (Heydari et al., 2018). With these literature and published studies, it shown that there are various types of training program that the volleyball player can use.

On the other hand, Aquino and Reyes (2022) mentioned that the primary goal of any coach, athlete, or any institution is winning, which puts pressure on them all. As a result, they are more motivated and excited to do well and win prizes. A medal is a

victorious representation of their accomplishments and victory. It, therefore, gives a person the ability to be better them and their training. Furthermore, Kosfled et al., (2014) state that giving awards can improve the spirits of athletes, meanwhile, O'Carroll et al., (2017) and Deci et al., (2017) mentioned that athletes become more motivated due to the thrill of winning and the recognition of winning awards. It raises every individual's level of performance in the sport because it creates a sense of pride and solidarity and inspires others to emulate it and aim for like achievement. It also motivates athletes to keep improving, raise their standards, give worthwhile experiences, and build drive. This serves as a triumphant symbol that always be cherished by coaches and athletes.

Moreover, recognition and awards improve in their playing abilities and understanding with the right mindset and conduct, preparing them for their next gaming journey. Using a comprehensive approach and training programs, athletes can better prepare for their potential and existing obstacles. Their dedication to self-improvement improves their performance immediately and lays a solid foundation for long-term success in their sporting careers.

The researcher wants to explore the training programs in particular to physical fitness, physical literacy, safety injury prevention, and health and wellness programs towards the achievement of the athletes' concerning awards and recognition that could have various possible outcome to help them provide inputs in remodeling the training program. This has a relevance which this research is important for guiding sports programs through this change by offering insightful experiences of the athletes. This improving the welfare of athletes will comprehend the redesign of the training program is essential to improving athletes' general health and development in a comprehensive manner (Moreau & Conway, 2013). Consequently, this study is primarily anchored to Skills Acquisition Theory that incorporates the notion of learning that ranges from cognitive or intellectual to psychomotor skills. Similar to other learning domains, training programs can be continuously and repeatedly performed to acquire information and psychomotor skills that will achieve their goals (Aquino, 2022).

Method

The researcher employed a quantitative descripted method for the volleyball athletes. The participants of this study composed of all volleyball players in one learning institution which used purposive sampling. This sample are chosen by the researchers' discretion to focus on certain features of a population which are of interest in order to effectively address the research questions. Likewise, the researcher conducted an orientation to the respondents to inform prospective participants of the study's goals, procedures, and significance of their involvement. Make sure that all participants understand the goal of the study, what is expected of them, and how their participation benefitted the research. Additionally, a survey type questionnaire was utilized for volleyball athletes to determine their perceptions in various variables presented. Researcher used a survey type questionnaire as a technique to gather structured data from participants. A well-crafted questionnaire is an effective instrument for gathering important data for studies. Consequently, this underwent with expert validation to assure that the content of the questionnaire cover and answer the objectives of the study. In addition, the statistical treatment of data used to compute the objective that answer the quantitative then analyze and interpret the data that was given by the respondents. After administering the questionnaire to the respondents, all the data were gathered, analyzed, and interpreted. Further, Mean and Standard Deviation was used to determine the level of athletes training program in terms of physical fitness program, physical literacy program, safety injury prevention program, and health and wellness program. It also answered the awards and recognition of the athletes.

Results and Discussion

This demonstrates the results of the level of athletes training program and achievement in Volleyball.

Table 1. Level of Athletes Training Program with regards to Physical Fitness Program

Statements	Mean	Standard Deviation	Remarks
The training program successfully meets athletes' needs for general physical fitness.	4.62	0.61	Strongly Agree
A range of workouts are included in the program to improve cardiovascular endurance.	4.53	0.64	Strongly Agree
The program's strength training activities focus on particular muscle groups.	4.59	0.68	Strongly Agree
Exercises involving coordination and agility are part of the training program.	4.60	0.65	Strongly Agree
The program strikes a balance between anaerobic and aerobic training elements.	4.55	0.65	Strongly Agree
The program takes each athlete's age and degree of fitness into account.	4.57	0.60	Strongly Agree
Weighted Mean	4.58		Highly Acceptable

The results in table 1 presents that the physical training program is observed by the respondents where all the statements strongly agreed by them and pegged at a weighted mean of 4.58 and remarks as *Highly Acceptable*. The statement “the training program successfully meets athletes' needs for general physical fitness” which received the highest mean of 4.62 among all statements and has a standard deviation of 0.61. Consequently, exercises involving coordination and agility are part of the training program with a mean score *(M=4.60, SD= 0.65)* and the program's strength training activities focus on particular muscle groups *(M=4.59, SD= 0.68)* are also on top among all statements. On the other hand, the lowest mean is the statement “a range of workouts are included in the program to improve cardiovascular endurance” with a mean of 4.53 and standard deviation of 0.64.

The implications shows that the program appears to be in line with athletes' fitness requirements and aspirations, as indicated that the training program successfully meets players' needs for overall physical fitness. Making sure that athletes get the most out of their training schedule requires this alignment. A complete approach to physical fitness is reflected in the incorporation of a variety of activities that focus on cardiovascular endurance, strength training, coordination, and agility. This variation keeps athletes interested and motivated throughout their training, not only improving overall fitness levels but also preventing monotony and boredom.

Meanwhile, targeted strength and muscular endurance growth is indicated by strength training techniques that concentrate on particular muscle groups. The program helps players develop balanced strength and reduces the chance of imbalances or injuries by focusing on specific muscle groups. A thorough fitness development is ensured by the program's emphasis on finding a balance between anaerobic and aerobic training elements. Athletes need to strike this balance in order to improve their overall performance, endurance, and conditioning in a variety of physical activities and competitive settings. These results are consistent with previous research highlighting the value of physical fitness regimens in sports training. Social support along with exercise confidence are

important factors that affect how active a person is (Zheng et al. (2020). A well-crafted training program can raise an athlete's self-esteem and motivation to work out, which will raise their level of general fitness. Bebetsos et al. (2017) emphasize how important conditioning programs are to getting athletes ready for competition. Athletes must have training plans customized to their individual needs and fitness levels in order to maximize performance and pinpoint areas for growth. Through the methodical tracking of athletes' progress by means of training program, coaches may successfully concentrate on areas for development and refine their approach.

Furthermore, in order to track and improve students' general health, Gonzales-Gil et al. (2019) stress the significance of giving physical fitness assessments top priority in schools. Evaluating physical fitness levels in relation to health offers insightful information that can guide focused activities to enhance students' wellbeing. This emphasizes how important it is to assist holistic development of the athltes by integrating holistic physical fitness programs within educational curriculum. Additionally, Ye and Shao (2022) draw attention to the function that physical fitness tests provide in encouraging students to engage in physical activity and bolstering their well-being. Physical fitness tests examine different aspects of physical form, function, and athletic ability over time. Furthermore, Koh et al. (2014) emphasize how critical it is to give physical education instructors and sports coaches the necessary training in order to successfully impart values through physical education and sports programs.

Table 2. Level of Athletes Training Program with Regards to Physical Literacy Program

Statements	Mean	Standard Deviation	Remarks
Throughout the training program, athletes receive instruction on the significance of acquiring fundamental motor abilities.	4.63	0.59	Strongly Agree
Improving athletes' comprehension of the advantages of consistent physical activity is prioritized.	4.71	0.52	Strongly Agree
Athletes are encouraged by the training program to experiment with and partake in a range of physical activities.	4.69	0.53	Strongly Agree
The training program fosters a favorable attitude toward physical exercise and lifetime fitness.	4.67	0.56	Strongly Agree
Outside of official training, athletes can access materials that help them become more proficient in movement.	4.65	0.60	Strongly Agree
Basic movement abilities are developed through the training program's exercises.	4.68	0.55	Strongly Agree
Weighted Mean	4.67		Highly Acceptable

The Level of Athletes Training Program in terms of Physical Literacy Program pegged at a weighted mean of 4.67 and remarks as *Highly Acceptable* among the respondents. Additionally, all the statements also remarks as Strongly Agree among the respondents. The highest mean of 4.71 is the statement “Improving athletes' comprehension of the advantages of consistent physical activity is prioritized” with a standard deviation of 0.52. Additionally, athletes are encouraged by the training program to experiment with and partake in a range of physical activities with a mean score

(M=4.69, SD= 0.53), basic movement abilities are developed through the training program's exercises *(M=4.68, SD= 0.55)* and the training program fosters a favorable attitude toward physical exercise and lifetime fitness *(M=4.67, SD= 0.56)* was also observe by the respondents. Meanwhile, the lowest mean among all is the statement "throughout the training program, athletes receive instruction on the significance of acquiring fundamental motor abilities" with a mean of 4.63 and 0.59 as standard deviation.

The implications in table 6 reveals that the program appears to place a strong emphasis on the development of fundamental movement skills suggesting teaching on fundamental motor abilities. In order to prepare athletes for success in a variety of sports and physical activities, it is imperative that they concentrate on improving their overall physical literacy and movement competence. Emphasizing the understanding of the benefits of regular exercise highlights the program's dedication to helping athletes develop lifetime healthy habits. The initiative hopes to inspire athletes to lead active lives beyond their athletic careers by educating them about the advantages of consistent exercise. Likewise, the program takes a holistic approach to physical literacy by encouraging players to try out and participate in a variety of physical activities. Athletes who are exposed to a variety of activities can explore their interests, hone their adaptable abilities, and find new ways to enjoy and express themselves physically. The program aims to develop a mindset that values and prioritizes health and well-being by promoting a positive attitude toward physical exercise and lifetime fitness. Athletes' resilience, success, and general well-being can be enhanced by adopting this optimistic outlook, both on and off the field. These results are in line with previous research, as noted by Faigenbaum et al. (2015), who stress the value of regular physical activity in improving muscular fitness and fundamental movement skills. Programs that promote literacy are essential in equipping people with the knowledge and abilities needed to participate in appropriate physical activities and exercises that will effectively increase their physical fitness. Furthermore, D'Elia (2019) emphasizes that physical education should aim to create fundamental biological, biomedical, and therapeutic capabilities rather than only professional sports-related talents. A thorough physical literacy program ought to include a variety of physical education and sports science topics in order to give athletes the tools they need to succeed in their athletic endeavors.

Table 3. Level of Athletes Training Program with Regards to Safety Injury Prevention Program

Statements	Mean	Standard Deviation	Remarks
A thorough warm-up is part of the training program to help avoid injuries.	4.81	0.45	Strongly Agree
Athletes receive instruction on using the correct technique to prevent injury.	4.73	0.53	Strongly Agree
Exercises created expressly to strengthen areas prone to injury are included in the program.	4.75	0.56	Strongly Agree
In the event of an injury, there is a set procedure for providing first aid and responding quickly.	4.66	0.70	Strongly Agree
The training area is frequently examined for possible safety risks.	4.69	0.61	Strongly Agree
Athletes are taught the value of sufficient rest and recovery in preventing injuries.	4.69	0.61	Strongly Agree
Weighted Mean	4.72		Highly Acceptable

Table 3 demonstrates that the safety injury prevention program is observed among the respondents which all the statements remarks as Strongly Agree and got at a weighted mean of 4.72 and remarks as *Highly Acceptable*. Likewise, the highest mean among all the statements is the "A thorough warm-up is part of the training program to help avoid injuries" with a mean of 4.81 and 0.45 as standard deviation. Next is that exercises created expressly to strengthen areas prone to injury are included in the program which has a mean of 4.75 and standard deviation 0.56. Additionally, athletes receive instruction on using the correct technique to prevent injury *(M=4.73, SD= 0.53)*. On the other hand, the statement "In the event of an injury, there is a set procedure for providing first aid and responding quickly" has the lowest mean of 4.66 in all statements with regards to safety injury prevention and 0.70 as standard deviation.

In terms of implications based on the results, athletes understand the value of warming up prior to training and competition in order to prevent injuries, as seen by the high mean score they received for this statement. An organized warm-up program lowers the chance of injury, improves blood flow to the muscles, and gets the body ready for physical activity. Additionally, encouraging safe and efficient training methods requires teaching the proper technique to avoid harm. Proper movement mechanics knowledge reduces the risk of injury for athletes, which improves performance and fosters long-term athletic growth. Incorporating exercises meant to improve injury-prone regions shows a proactive attitude to injury prevention. By addressing muscular imbalances, improving stability, and lowering the risk of overuse injuries, targeted strength training can maximize athletes' physical durability and resilience. Further, ensuring athletes' safety and wellbeing requires having a defined protocol in place for administering first aid and acting swiftly in the event of an injury. Athletes can resume their activities sooner when injuries are treated promptly and appropriately, which reduces the severity of any problems and speeds up the rehabilitation process. Identifying and reducing possible hazards before accidents happen is made easier by regularly inspecting the training area for safety issues. Keeping the training area safe increases confidence in athletes, lowers the chance of accidents, and creates a positive environment that is ideal for peak performance. Consequently, instructing athletes on the significance of getting enough rest and recuperation emphasizes how crucial it is to strike a balance between intense training and suitable recovery times. Athletes' general health and longevity in their sport are enhanced by enough rest, which also helps the body to regenerate and repair damaged tissues, avoid overtraining, and lower the risk of fatigue-related ailments.

This result is consistent with other research, as noted by Kendrick et al. (2013), who stress the value of safety and injury prevention initiatives in sports to lower risks, guarantee legal compliance, and foster an environment where people value safety above all else. Similar to this, Cao et al. (2014) stress the importance of injury prevention programs in preserving athletes' maximum athletic performance as well as promoting their long-term health and wellbeing. Coaches may assist athletes avoid common mistakes and stay fit and active in their sport by combining workouts particularly designed to strengthen regions prone to injury and providing teaching on optimal practices to prevent injuries. Furthermore, the assertion that there is a defined process in place for administering first aid and acting swiftly in the case of an injury received the lowest mean score. Although the rating is still very high, this result implies that there might be space for development in terms of well-defined procedures for quickly and efficiently handling injuries. According to Seegert et al. (2021), safety programs are essential in creating a culture in which athletes share responsibility for safety because they give them the information and abilities to reduce risks and react effectively to possible dangers.

Table 4. Level of Athletes Training Program with Regards to Health and Wellness Program

Statements	Mean	Standard Deviation	Remarks
Coaches emphasize the significance of an appropriate diet for sports performance.	4.65	0.58	Strongly Agree
Athletes are given instructions on how to stay properly hydrated during training.	4.63	0.59	Strongly Agree
Resources and knowledge regarding leading a balanced lifestyle are available to athletes.	4.59	0.70	Strongly Agree
Athletes receive education regarding how lifestyle decisions may affect their performance.	4.65	0.64	Strongly Agree
The program allows athletes to partake in pleasurable and recreational physical activities.	4.61	0.63	Strongly Agree
Coaches promote getting enough sleep and rest because they are essential to well-being.	4.69	0.57	Strongly Agree
Weighted Mean	4.64		Highly Acceptable

In table 4, health and wellness program is the focus where the respondents remarks all the statements as Strongly Agree as they observed and received a weighted mean of 4.64 and remarks as *Highly Acceptable*. The highest is a mean of 4.69 and standard deviation 0.57 which states that coaches promote getting enough sleep and rest because they are essential to well-being. Consequently, the statements “coaches emphasize the significance of an appropriate diet for sports performance” and “athletes receive education regarding how lifestyle decisions may affect their performance” has a mean of 4.65 with standard deviation of 0.58 and 0.64 respectively. Hence, the statement “resources and knowledge regarding leading a balanced lifestyle are available to athletes” has lowest mean of 4.59 and 0.70 as standard deviation in all the statements.

The implications demonstrates that the statement that places a high mean score on the necessity of eating a healthy diet highlights how crucial nutrition is to maximizing athletic performance. When it comes to teaching athletes the right eating habits that will enhance their training, recuperation, and general health, coaches are essential. It's critical to give advice on how to stay well hydrated throughout exercise in order to avoid dehydration and preserve peak performance. Proper hydration allows athletes to maintain physical effort, control body temperature, and prevent cramps and tiredness. In addition, providing athletes with the tools and information they need to live a balanced lifestyle shows that athlete development is approached holistically. An athlete's general health and preparedness for competition are influenced by a well-rounded lifestyle that includes mental, physical, and emotional wellness.

Moreover, providing athletes with information on how lifestyle choices may impact their performance encourages a higher level of self-awareness and responsibility. Athletes are better equipped to make decisions that support their objectives and aspirations when they are aware of the connection between lifestyle choices and sports outcomes. Meanwhile, stressing the need of receiving adequate sleep and rest during training underscores how crucial recovery is. For optimal performance, injury prevention,

and physical and mental recuperation, adequate sleep and rest are crucial. The results stressing how important it is for coaches to encourage their players to get enough sleep and relax was given the highest mean score. This result is consistent with the literature, according to Nanda et al. (2017), who make the case that wellness initiatives are essential for aiding in athletes' recuperation and assisting them in leading successful lives. Athletes must prioritize rest and recuperation if they are to manage burnout and give their best effort.

Likewise, the statements emphasizing the value of a healthy diet for athletes and educating people about how lifestyle choices impact performance likewise scored highly on average. According to Fatima et al. (2020), it is critical that health and wellness programs be incorporated into athlete training programs because they assist athletes in balancing their physical, emotional, social, and mental well-being while managing the demands of intense training. Out of all the statements, the one about the availability of information and resources for living a balanced lifestyle had the lowest mean score. Although it is still ranked highly, this discovery raises the possibility that there are ways to make it easier for athletes to get the knowledge and tools they need to live balanced, healthy lifestyles.

The findings highlight how crucial it is to give health and wellbeing top priority. The notion of Aquino (2023) reiterated that students equip the holistic aspects which required to live with an active and healthy lifestyle. Coaches may help athletes reach their maximum potential while simultaneously developing a culture of resilience and well-being by encouraging enough sleep, highlighting the value of nutrition, and educating athletes on lifestyle issues that affect performance. Setting priorities for health and wellness fosters a positive atmosphere that inspires athletes and coaches to make healthy decisions, as noted by Warehime et al. (2017). This results in happier, more engaged people on and off the court.

Table 5. Level of Athlete Achievement in Terms of Award

Statements	Mean	Standard Deviation	Remarks
Awards give a sense of accomplishment to the athletes.	4.65	0.56	Strongly Agree
Competing with other volleyball players pushes me to strive for excellence and win.	4.67	0.56	Strongly Agree
Athletes receive incentives from the university.	4.49	0.77	Strongly Agree
Athletes receive medals from the competitions.	4.60	0.61	Strongly Agree
A system of awards in place encourages athletes to perform to the best of their abilities.	4.63	0.64	Strongly Agree
Athletes view awards as a priceless validation of their commitment and hard work.	4.69	0.55	Strongly Agree
Weighted Mean	4.62		Highly Acceptable

Table 5 shows the level of athletes' achievement in terms of awards has a weighted mean of 4.62 and a standard deviation of 0.51. It shows statements that align with awards, the mean and standard deviation of the responses, and respective remarks. It also shows the overall weighted mean and its remarks.

The respondents strongly agreed that athletes view awards as a priceless validation of their commitment and hard work, having a mean of 4.69 and a standard deviation of 0.55. Similarly, the respondents strongly agreed, with a mean of 4.67 and a standard deviation of 0.56, that competing with other volleyball players is a way to strive for excellence and win. Likewise, the respondents strongly agreed that awards give a sense of accomplishment to the athletes, with a mean of 4.65. In the same way, having a mean of 4.63 and a standard deviation of 0.64, the respondents agreed that a system of awards in place encourages athletes to perform to the best of their abilities. Despite having the lowest mean of 4.49 and a standard deviation of 0.77, it is notable that the respondents strongly agreed that athletes receive incentives from the university. Likewise, the result from the mean indicates high agreement among the respondents, and the low standard deviation implies low variability in the responses. The findings suggest that the respondents highly accepted that awards enhance their level of achievement and that this finding may be applicable not only to the respondents but also to other athletes.

The findings imply that awards give athletes a sense of accomplishment. These awards may include individual or team achievement awards. Having a sense of competition pushed the athletes to strive harder and do better. It motivated them to become better and train harder. Receiving incentives from the school, along with medals, certificates, and other sorts of appreciation tokens, is a way for the athletes to feel appreciated by the institution that they represent. It boosts their confidence and gives them a feeling of being accepted. The athletes value awards as a priceless validation for their hard work; it indicates that no amount could repay their commitment and dedication except for appreciation from the organization, school, or institution that they represent.

The study of English (2018) reiterated the need for appreciation awards not only for winning teams but also for all who participated, most especially for student-athletes. It should be taken note that student-athletes are far different from professional athletes, whose goal is only to win. Student-athletes are more of being in an outside-the-box classroom, learning leadership, camaraderie, and overcoming challenges and risks, which is worth appreciating. Student-athletes value awards because, according to Cross and Fouke (2019), these athletes are physically, intellectually, and emotionally committed to their academic and sports endeavors. They give time, effort, and sometimes money for them to pursue being a student-athlete. Cristi et al. (2019) found out that the materialistic nature of the award does not matter. Financial awards or not, are both practical, and the athletes and coaches appreciate both. Novan et al. (2020) supported this, explaining that athletes should be appreciated beyond financial incentives.

Table 6. Level of Athlete Achievement in Terms of Recognition

Statements	Mean	Standard Deviation	Remarks
Recognition is given to individuals in an open and merit-based manner.	4.68	0.51	Strongly Agree
Recognition has a positive effect on athletes' commitment and inspiration.	4.68	0.49	Strongly Agree
Appreciate by other people in and outside the university.	4.62	0.59	Strongly Agree
Acknowledging athletes' accomplishments boosts team spirit.	4.71	0.50	Strongly Agree
Athletes view accolades as an essential component of their entire athletic experience.	4.71	0.54	Strongly Agree

Acknowledgments help to create a happy and encouraging team atmosphere.	4.74	0.51	Strongly Agree
Weighted Mean	4.69		Highly Acceptable

Table 6 shows the level of athlete achievement in terms of recognition has a weighted mean of 4.69. It shows statements that align with recognition, the mean and standard deviation of the responses, and respective remarks. It also shows the overall weighted mean and its remarks. The respondents strongly agreed that acknowledgments help to create a happy and encouraging team atmosphere, having a mean of 4.74 and a standard deviation of 0.51. Similarly, the respondents strongly agreed, with a mean of 4.71 and a standard deviation of 0.50, that acknowledging athletes' accomplishments boosts team spirit. Likewise, the respondents strongly agreed that athletes view accolades as an essential component of their entire athletic experience, with a standard deviation of 4.71 and a standard deviation of 0.54. Despite having the lowest mean of 4.62 and a standard deviation of 0.59, it is notable that the respondents strongly agreed that athletes are appreciated by other people in and outside the university. Consequently, the result from the mean indicates high agreement among the respondents, and the low standard deviation implies low variability in the responses. The findings suggest that the respondents highly accepted that recognition enhances their level of achievement and that this finding may be applicable not only to the respondents but also to other athletes.

The findings suggest that recognition to athletes was given based on a systematic merit-based approach. This allows a ranking-based method, making it easier to choose the athletes to be given an award. When athletes are recognized, it gives a feeling of appreciation and positively affects their commitment, giving them inspiration to pursue being an athlete. The athletes consider appreciation from other people, inside and outside the university, as a form of recognition. When another athlete acknowledges an athlete, they feel a boost in their confidence, and they feel motivated. A sense of accolade completes the experience of being an athlete.

The results of this study all point out the positivity of recognition; on the contrary, Cunningham et al. (2021) emphasized that social affirmation reduces the performance of the team instead of boosting it. In the study, an athlete must reduce social validation and increase social concerns within the team. It means an athlete must not focus on what the team needs for improvement rather than appreciation from other people. Akaki et al. (2019). Explained that acceptance of oneself and the team will improve the performance of the team. The study explored the effectiveness of using advice through an advice sheet that aimed to understand the situation of each athlete. This method resulted positively in improving acknowledgment of oneself and the team. On the other hand, Gabana et al. (2020) supported the findings of this study and found that the intervention applied, multi-session gratitude intervention enhances athletes' mental health, resilience, team cohesion, and coach-athlete relationship. The study confirmed that acknowledging the athlete improves team spirit, gives sports satisfaction, and enhances relationships with teammates.

Table 7. Correlation of Training Program to the Athletes Personal Attribute Proficiency and Athletes Achievement

Coaching Style	Athlete Achievement	r-value	Degree of Correlation	Analysis
Physical Fitness Program	Award	0.602	Moderate Positive	Significant
	Recognition	0.571	Moderate Positive	Significant
Physical Literacy Program	Award	0.707	Strong Positive	Significant
	Recognition	0.725	Strong Positive	Significant
	Award	0.706	Strong Positive	Significant

Safety Injury Prevention Program	Recognition	0.757	Strong Positive	Significant
Health And Wellness Program	Award	0.707	Strong Positive	Significant
	Recognition	0.728	Strong Positive	Significant

Range	*Degree of Correlation*
± 0.81- ± 1.00	*Very Strong*
± 0.61- ± 0.80	*Strong*
± 0.41- ± 0.60	*Moderate*
± 0.31 - ± 0.40	*Weak*
± 0.00 - ± 0.20	*Negligible*

Table 7 shows the correlation of the different training programs with each athlete's achievement using Pearson's correlation coefficient (r). It shows the four (4) training programs, namely, the physical fitness program, the physical literacy program, the safety injury prevention program, and the health and wellness program. Athletes' achievement, namely, awards, and recognition, were also exhibited. The table also presents the R-values for each relationship analysis and the degree of relation for each pair. The significance of each relationship is also shown in the table.

Physical fitness programs and awards have the highest degree of correlation; however, the degree is not substantial, only moderately positive. It has an R-value of 0.602, which indicates that if there is a high-intensity level physical training program, the athletes will moderately increase awards. Similarly, the correlation between physical fitness training programs and recognition. The R-value of 0.571 suggests a moderate positive correlation, which indicates that if there is a high level of physical literacy program, then the athletes' value for recognition will moderately increase. If there is a level of physical literacy program, then the athletes will have a moderately low value for recognition. The correlation between physical literacy programs and recognition follows it. It has an R-value of 0.725, having a strong positive correlation. This evidence suggests that when the physical literacy program is low, then the athlete's value for recognition is also low; when the physical literacy program level is high, then the value for recognition is also high. Likewise, the physical literacy program is also strongly correlated with the award, with an R-value of 0.707. It indicates that if there is a high level of physical literacy program, then the athletes' value for the award will increase. When the physical literacy program is low, then the value for the award will decrease.

Safety injury prevention programs and recognition have the highest degree of correlation, a strong positive. It has an R-value of 0.757, which indicates that if there is a high-level safety injury prevention program, the athletes will increase recognition. Comparably, safety injury prevention programs and awards, with an R-value of 0.706, have a strong positive correlation. It implies that as safety injury prevention programs with the athletes become more intense, awards become more observable.

For the health and wellness program, correlation to recognition. The R-value of 0.728 suggests a strong positive correlation, which indicates that if there is a high level of health and wellness program, then the athletes' recognition will also be of a high level. If there is a low level of health and wellness program, then the athletes will have a low level of recognition. Likewise, the health and wellness program is also strongly correlated with the award, with an R-value of 0.707. It indicates that if there is a high level of health and wellness program, then the athletes' value for the award will increase. When the health and wellness program is low, then the value for the award will decrease.

Moreover, the data indicates a significant positive relationship between each coaching style and recognition and award. The strong positive correlations show that athlete achievement both in terms of winning and being recognized which increases in

direct proportion to the degree to which each coaching style is used. There are differences in the strength of these associations; certain coaching style have moderately favorable correlations while others have substantial positive correlations. All relationships, meanwhile, are regarded as significant.

The results points to the benefits of many coaching philosophies for athlete success, including physical literacy, safety injury prevention, health and wellness programs, and physical fitness. Coaches and sports organizations can customize training plans based on particular coaching philosophies to maximize athlete success in terms of accolades and recognition. Additionally, knowing how strongly coaching style and athlete accomplishment are correlated might aid in efficiently allocating resources for training and coaching programs.

Conclusion

The results of the level of athletes training program and achievement in Volleyball is highly acceptable as perceived by the respondents. Likewise, this study demonstrates the strong link between different training programs and athlete achievements when it comes to awards and recognition. Notably, there is a somewhat positive association between physical fitness programs and awards as well as recognition, indicating that higher-intensity physical training can somewhat improve athlete successes. Physical literacy initiatives also show a substantial positive link with awards and recognition, suggesting that they have a major influence on athlete recognition and award. Programs for preventing safety injuries also have a substantial positive link with award and recognition, highlighting the significance of athlete safety and wellbeing for success. Similarly, there is a clear positive association between health and wellness initiatives and award and recognition, highlighting the importance of overall well-being for athletes' success. Furthermore, the statistics show a strong positive correlation between every coaching style and award and recognition received by athletes, demonstrating the pivotal importance coaching principles play in promoting athlete success. These results highlight how, in order to maximize athlete accomplishment, coaches and sports organizations may customize training programs based on particular coaching styles.

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