Exploring the Motivation and Study Habits of Consistent BPED Dean's Listers

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ABSTRACT

Benigay, C.K., Solatorio, M.A., & Dipasupil, S.J. (2026). Exploring the Motivation and Study Habits of Consistent BPED Dean's Listers. Unpublished Undergraduate Thesis. Saint Columban College, Pagadian City. This qualitative study explores the motivation and study habits of consistent Bachelor of Physical Education (BPED) Dean's Listers at Saint Columban College during the academic year 2025-2026. Grounded in Self-Determination Theory (SDT), the study examines how intrinsic and extrinsic motivations, along with self-regulated learning strategies, contribute to sustained academic excellence in a physically and cognitively demanding program. Specifically, the study is anchored on the fulfillment of autonomy, competence, and relatedness as key drivers of student motivation. Using a case study approach, data were collected through in-depth interviews with 9 participants: 7 BPED Dean's Listers, 1 peer, and 1 faculty member. Data were analyzed using thematic analysis to identify recurring patterns and key categories across participants' responses. Thematic analysis revealed that students perceive the BPED programs as enjoyable, explorative, and challenging, reflecting a positive learning experience. Their motivation to excel is primarily driven by personal satisfaction, family support, and scholarship, indicating both intrinsic and extrinsic influences. In terms of study habits, participants use group study, solo study, early-morning study, and music while studying to maximize productivity. Despite their success, students encounter challenges such as personal problems, obligations, procrastination, and pressure that may affect their academic consistency. To address these, they employ coping mechanisms such as social support, self-affirmation, study planning, leisure activities, a positive mindset, and preparation strategies, demonstrating resilience and adaptability. These strategies help students maintain a balance between academic demands and personal responsibilities. The findings provide valuable insights for educators, administrators, and future researchers in enhancing support systems and instructional practices for students in performance-based academic programs.

Keywords: Self-Determination Theory, BPED students, academic motivation, study habits, coping mechanisms, qualitative study

INTRODUCTION

Background of the Study

Academic techniques are crucial for success in higher education, particularly in considering the evolving nature of education since 2020. These tactics include time management, self-reflection, goal-setting, self-belief, and having solid support (Panadero, 2021). Recent research indicates that these strategies are beneficial for students in blended learning settings. This is particularly important in physical education, where students must acquire concepts while also developing their motor skills (Liu et al., 2020; Claver et al., 2020).

For instance, Caube et al. (2025) found a strong connection between having diverse learning experiences and better academic performance among BPED students at the University of Mindanao. Similarly, Micua et al. (2023) reported that the use of simulation-based and interactive teaching methods significantly enhanced students' understanding of theories and their practical performance in PE classes. Sangco (2022) noted that teaching strategies that encourage interaction and teamwork are more effective in enhancing students' academic outcomes than those that focus solely on self-study.

According to Caube et al. (2022), BPED students' learning experiences (hands-on activities, practicum sessions, and instructor support) strongly influence academic performance, underscoring the importance of experiential learning in skill-intensive programs such as Physical Education. In addition, Dumlao and Bawingan (2025) stated that BPED students face challenges, including a lack of sports equipment, heavy physical and academic workloads, fatigue, and limited institutional support. These factors shape their academic struggles and the coping strategies they employ. Strong study habits, such as time management and consistent review, are strongly associated with higher academic performance. This supports the importance of academic discipline among BPED students (Alzahrani, 2020).

In another study, So and Fiori (2022) examined first-year college students and discovered interesting similarities between the support structures, experiences of attachment anxiety, and isolation among Dean's Lister's in BPED. Because they must balance a high cognitive load with physically demanding courses, BPED students face unique emotional problems that can result in feelings of anxiety and burnout. Strong peer support can help these adolescents succeed in their academic and athletic endeavors. Additionally, high-achieving students' ability to manage stress and adapt their approach in the face of difficulties is strongly influenced by their sense of self-worth. A strong feeling of internal motivation, reflection on their learning, and the ability to balance their personal and academic obligations are characteristics of those who typically perform well academically (Martin & Marsh, 2020).

Fortunately, little attention has been paid to Bachelor of Physical Education (BPED) students, particularly in the Philippines, despite the abundance of research on academic strategies in fields such as STEM, business, and teacher education. This is surprising given that BPED programs are the only ones that integrate cognitive abilities with physical training, athletic performance, and practical community experiences (Wu et al., 2022). Students in this sector must succeed in both intellectual coursework and physically taxing tasks. Compared to students in more traditional academic programs, students pursuing performance-based degrees often experience higher levels of burnout, a decline in motivation during intense training periods, and challenges in maintaining their study schedules, according to recent data from Asian higher education institutions (Zhang et al., 2022).

Particularly, it is clear that many BPED students leave between their first and second years, and relatively few make the Dean's List and remain there. This trend raises concerns about the academic resilience, coping strategies, and time management skills of BPED students who do make the Dean's List, particularly regarding how they balance the demands of their institutions with their own health and wellness. Castro et al. (2024) found that effective time management techniques, such as creating calendars and setting priorities, can enhance the academic performance of working BPED students, underscoring the importance of practical coping mechanisms.

Motivation has consistently been identified as a major factor influencing learners' academic performance in higher education. In the last five years, studies have strengthened the idea that both intrinsic and extrinsic motivation contribute to the development of effective study habits. According to Alhadi and Saputra (2020), students with higher intrinsic motivation tend to engage more in deep learning strategies, such as thoughtful reading, note-taking, and regular reviewing.

This type of motivation also encourages persistence, especially when academic tasks become challenging. Research also highlights the connection between study habits and academic success. Jafari and Aghaei (2019) found that students with consistent study routines, such as setting a regular study schedule, removing distractions, and employing self-assessment, showed significantly higher levels of academic performance. Specifically, self-regulated learning strategies have been demonstrated to be strong predictors of academic achievement. Binu and Jose (2021) emphasize that students who can monitor their learning, set achievable academic goals, and manage their time effectively tend to outperform those with poor study habits.

The challenges faced by BPEd students have also been documented in recent years. Aquino and Catapang (2022) reported that BPEd students struggled particularly with research-related tasks, especially during online learning. Many students reported limited access to academic resources, difficulty understanding complex academic concepts, and reduced interaction with instructors. Despite these difficulties, the study also revealed

that students developed perseverance, adaptability, and enhanced research skills over time.

In addition, Reyes and Santos (2020) emphasized that motivation plays an essential role in shaping the academic experiences of BPEd majors. Students who felt competent in physical activities and received motivational support from their instructors were more likely to engage actively in both physical and theoretical classes. This suggests a strong relationship between the motivational climate, student engagement, and academic success in the BPEd program.

Developing self-regulated learning (SRL) skills is crucial for students' academic success as they transition to higher education. This involves setting objectives, organizing their coursework, monitoring their progress, and reflecting on their experiences (Faza and Lestari, 2025). The academic success of high-achieving students is significantly influenced by self-regulated learning (SRL). According to Liu et al. (2020), physical education instructors who employed SRL strategies, including goal setting and self-monitoring, tended to perform better academically. Similarly, Zhao et al. (2024) found that success is closely linked to excellent self-management skills, including time management and goal setting.

According to Zhang et al. (2022), students who prioritize self-improvement over competition and focus on mastering their goals are more likely to be engaged in their studies. Additionally, Luc and Chen (2025) emphasized that students are more likely to persevere in their academic studies and experience less burnout when they maintain motivation and employ efficient SRL techniques. Students can learn much more efficiently by using self-regulated learning strategies (SRLS). In blended learning environments across higher education institutions, a study found a variety of self-regulated learning methodologies and the non-academic advantages they offer (Anthonysamy et al., 2020).

In addition, Wu et al. (2022) highlighted the synergistic effect of intrinsic motivation and grit on better outcomes, whereas Claver et al. (2020) found that self-discipline and intrinsic motivation are crucial factors in the academic performance of physical education students. Other researchers have highlighted the benefits of perseverance, reflective practice, and peer tutoring as effective strategies for enhancing comprehension and sustaining motivation. These results demonstrate the numerous academic strategies that consistently yield excellent performance.

Bachelor of Physical Education (BPED) students stand out as a unique category within this larger educational framework, as their educational path combines both mental and physical challenges. They must participate in physically accurate courses, athletic training, and community-based practical activities in addition to understanding theoretical topics (Haerens et al., 2022). Compared to many other disciplines, it is more challenging for BPED students to succeed academically because the combination of duties requires self-control, efficient time management, and physical endurance.

The BPED program’s framework is established by CHED Memorandum Order No. 80, series of 2017, which uses an outcomes-based education (OBE) approach. It emphasizes critical abilities that students should acquire, such as disciplinary knowledge, movement skills, teaching methods, reflective practice, and the capacity to form professional connections, areas in which Dean’s Listers typically excel. This policy emphasizes the importance of understanding the strategies that BPED students employ to overcome the program’s intellectual and physical challenges. Understanding these techniques can help develop wellness programs, curriculum enhancements, and academic coaching specifically designed to meet the needs of these students.

To Encourage Comprehensive Student Growth, The CHED Memorandum Order No. 80, s. 2017 (Related to Physical Education) acknowledges that education encompasses more than just intellectual development. PE greatly enhances their physical, mental, emotional, and social well-being by helping them form active lifestyles and good habits that support both academic and personal achievement. To Develop Lifelong Fitness and Health Skills, CMO 80 positions PE as a discipline that equips students with lifelong fitness, wellness, and movement skills. Students learn how to care for their bodies, manage stress, and maintain a healthy lifestyle beyond college. Through the teaching of virtues such as cooperation, perseverance, accountability, leadership, and sportsmanship, physical education promotes positive values, teamwork, and discipline, contributing to the

development of character. The document endorses physical education as a setting for developing values that enhance cognitive learning.

This study also aims to close a research gap by providing a comprehensive, context-focused analysis of BPED students from Saint Columban College in Pagadian City. It provides insight into how students cope with challenges, including limited access to training facilities, and balancing extracurricular activities with their studies, as well as what inspires them and how they adapt their learning. Making the Dean's List ultimately boosts student morale and increases the likelihood of ongoing academic achievement, even if it does not directly impact GPA or graduation rates (Luc & Chen, 2025). It suggests that this type of recognition serves as an effective motivator for high-achieving BPED students to engage more fully in their studies.

Based on Zimmerman's Self-Regulated Learning (SRL) Theory, this study aims to fill a gap in the literature by investigating the academic tactics or approaches used by BPED Dean's Listers. The outcome provides valuable data to develop effective instructional strategies, support systems, and targeted interventions to enhance student performance and retention in the BPED program. Additionally, at both the local and global levels, this study contributes to ongoing discussions on academic resilience and high performance in degree programs that incorporate physical activity.

Theoretical Framework

This study is grounded in Self-Determination Theory (SDT) by Ryan & Deci (2020), which explains why people behave as they do. It originated from studying why people are motivated by inner desires and external rewards. It has since been applied to various aspects of life, such as work and personal relationships. For academic achiever students who consistently make the Dean's List, Self-Determination Theory (SDT) proposes that their drive stems from three key factors: feeling in control of their choices in academics (autonomy), feeling capable and successful in handling complex academic tasks (competence), and fostering a sense of belonging and support among students, including connections with peers and teachers, is essential for alleviating stress (relatedness).

Moreover, according to Skinner et al. (2017), students' motivation in PE classes is influenced by their perceived competence in the concepts, opportunities for autonomy in learning, and a sense of belonging among peers and teachers. When these elements are present, students become more engaged in their academic tasks and develop a stronger sense of identity. Cultivating such an environment is essential for nurturing students' enthusiasm and dedication.

This research aims to investigate the motivations and study behaviors of BPED Dean's List students and to manage their academic responsibilities. Using Self-Determination Theory (SDT), the researchers aim to understand how both intrinsic and extrinsic motivational elements contribute to their ongoing academic success and effective time management and task completion.

Statement of the Problem

This qualitative study, "Exploring the Motivation and Study Habits of Consistent BPED Dean's Listers," aims to get deeper insight into the methods and practical experiences of Bachelor of Physical Education (BPED) students who consistently make the Dean's List. BPED Dean's Listers from Saint Columban College in Pagadian City take part in the study during the 2025–2026 academic year.

The main question of this study is: How do the consistent BPED Dean's Listers describe their motivation and study habits?

To dig deeper, the study also explores several sub-questions:

1. How did the consistent BPED Dean's Listers describe their program?

2. What motivated the consistent BPED Dean's Listers to excel academically?

3. What were the study habits of the consistent BPED Dean's Listers in excelling academically?

4. What challenges did the consistent BPED Dean's Listers encounter in maintaining their commitment to excel in their studies?

5. What coping mechanisms did the consistent BPED Dean's Listers use to address the challenges?

Significance of the Study

This study aims to enhance our understanding of how BPED Dean's Listers manage their academic responsibilities alongside physical demands. The findings are significant for various stakeholders.

The results assist the Physical Education program coordinator and administrators in making informed decisions regarding academic support, resource allocation, and program planning, ensuring that high-achieving students receive adequate opportunities for academic success. For teachers, the study provides insights into the strategies used by Dean's Listers, serving as a basis for mentoring, instructional planning, and the development of classroom approaches that can help motivate other students. For the broader BPED student community, the results showcase successful learning habits and well-rounded routines that can serve as examples for handling coursework, training obligations, and additional responsibilities. These revelations could help students improve their academic discipline, time management, and overall success in the program. For the BPED Dean's Listers, the study offers an opportunity to reflect on their practices, encourage the ongoing refinement of their strategies, and inspire their peers to adopt practical study and coping habits. Finally, for future researchers, this study provides a foundation for further investigation into academic achievement in physically demanding degree programs, contributing to the literature on how student excellence is achieved and maintained in Physical Education.

Definition of Terms

The following concepts are often used in this study and should be understood in light of the definitions given below:

Academic Strategies. These are the deliberate methods, strategies, and actions that students employ to improve their academic performance and enhance their learning. Effective time management, goal setting, taking accurate notes, arranging study sessions, and utilizing available resources are all essential skills. The methods used by BPED Dean's Listers to balance mental and physical challenges are the focus of this study.

Dean's List. This refers to a student who is qualified to participate in this study if they have consistently maintained a General Weighted Average (GWA) of 1.75 or higher for at least three consecutive semesters. In addition, the participant must not have any failing grades or any subject grade lower than 2.0 during those semesters.

Cognitive Skills Courses. These are the BPED subjects centered around theoretical concepts, analytical thinking, planning, and problem-solving. Examples include courses in pedagogy, sports psychology, and research methodologies.

Skill-Intensive Courses. Sports, dancing, and different forms of fitness training are examples of BPED disciplines that need high levels of physical activity, motor skills, and performance outputs.

Dean's List Performance. This refers to a student's consistent achievement of high academic standing for multiple semesters, demonstrating strong discipline, effective study habits, and the ability to balance the academic and physical demands of the BPED program.

RESEARCH METHOD

This chapter explains how to plan to gather and analyze information about the study habits of BPED students who excel in both cognitive and skill-intensive courses. These students are recognized for their hard work by being on the Dean's List.

Research Design

This study employed a qualitative research approach to understand how students interpret their experiences and the meanings they attach to them. Unlike methods focused on numerical data, qualitative research allows for a deeper exploration of students' emotions, thoughts, and personal perspectives—elements that are essential when examining how they navigate both academic and physical demands.

Following the guidance of Merriam and Tisdell (2016), this study adopts a case study approach. This design enables an in-depth examination of a specific group of students to gain a comprehensive understanding of their real-life experiences. By focusing on BPED Dean's Listers, it can closely examine how they balance their academic responsibilities with the physical demands of their program. Merriam and Tisdell's framework supports a rich investigation of educational environments as they naturally occur.

This approach is particularly appropriate for the study's goal: to identify the factors that contribute to the academic success of BPED students in Pagadian City. To achieve this, focus group discussions and individual interviews were conducted to gather direct feedback from the students. Through their stories, we aim to understand their motivations, support systems, and the strategies that help them excel. Listening to their experiences allows us to capture not only what contributes to their success but also how and why these factors shape their academic journeys.

Research Environment

The research was conducted at a thriving college in Pagadian City. Students from surrounding areas and the capital city are attracted to this college. The college offers a Bachelor of Physical Education (BPED) curriculum that combines practical, skill-intensive courses, such as sports and fitness training, with cognitive skills courses, including sport psychology. The phenomenon under study is becoming increasingly evident within the Bachelor of Physical Education (BPED) program at the college in Pagadian City, and the challenges students face have become more noticeable over time. Many of them, coming from nearby municipalities and the capital city, are enrolled. Physically demanding courses with mentally challenging subjects, and this mix often leaves them struggling to keep up.

It is becoming increasingly common for students, especially those aiming for a Dean's List standing, to maintain a strong academic record. These are overwhelmed by study requirements, time pressures, and personal expectations. These shared experiences demonstrate that the difficulties are not isolated to a few individuals; they are becoming a familiar part of students' lives in this setting, making the phenomenon important to understand and address.

Research Participants

To protect their identities, we refer to the seven (7) Dean's Listers from the BPED program as S1 through S7. The top academic performers in the BPED program, particularly those who have made the Dean's List for three (3) consecutive semesters, are the students we select. Additionally, our group interviewed one peer (P1) who is not on the Dean's List but is familiar with the program's academic culture. This peer's perspective helped us understand how the experiences of high-performing students compare with those of their classmates. Also, there was an interview with a faculty member (referred to as T1) who can provide valuable insights into the students' experiences. This faculty member, who is familiar with these students, can offer context and support for the experiences they have shared.

Purposive sampling, which involves selecting participants based on their relevance to the study, was used to identify the appropriate participants. After identifying potential volunteers, the group ensures they understand the study's objectives and procedures. The group also obtained written agreement before conducting any interviews, and participation was entirely optional.

Research Instruments

In qualitative research, the researchers serve as the primary instrument, directly engaging with participants and interpreting their responses to capture the depth of their lived experiences (Merriam and Tisdell, 2016). To guide this process, the study employs a semi-structured interview guide as the primary data-gathering tool, supplemented by field notes and a checklist of relevant documents and artifacts.

The semi-structured interview guide, developed by the researchers, consists of open-ended questions to capture the academic strategies, challenges, and coping mechanisms of BPED Dean's Listers as they balance Cognitive Skills Courses and Skill-Intensive Courses. It focuses on key areas, including time management, motivation, self-regulated learning, and support systems. To ensure validity, two experts in Physical Education and an expert in qualitative research first review the interview guide for content validation, ensuring that the questions are appropriate and that all research objectives are met. Their contribution will be used to refine the questions so that they effectively gather the needed information and are culturally sensitive. It was then subjected to face validation through pre-testing with one non-participant BPED student.

While the guide is written in English, participants can respond in their preferred language, including Cebuano or Filipino, to promote comfort and authenticity in their answers. The researcher used the English version to maintain consistency in transcription and analysis. In addition to the interviews, the researchers used field notes to record observations during and after data collection. These notes include non-verbal cues, tone of voice, emotional expressions, and contextual details observed throughout the interviews. Such documentation provides a deeper layer of meaning and helps interpret the subtle nuances of participants' responses.

Finally, a checklist for relevant documents and artifacts was employed to support the credibility of the findings. This may include academic records and Dean's List certificates that participants may choose to provide voluntarily. Document review serves as a form of data collection, confirming participants' academic standing and strengthening the study's reliability. By combining the researchers' interpretive role with a validated interview guide, detailed field notes, and supporting documents, the study ensures that the instruments directly address the research problems. These measures comprehensively explore how BPEd Dean's Listers sustain their excellence in Cognitive Skills and Skill-Intensive Courses.

Data Gathering Procedure

The data collection for this study was carried out in several stages. First, the researchers obtained the school's approval to conduct a survey of Bachelor of Physical Education (BPED) students. Eligible participants were then identified based on the inclusion criterion of consistently being on the Dean's List for at least three consecutive semesters, specifically from the second to the fourth year levels. After selection, a written agreement was obtained prior to conducting the interviews, and participants understood the voluntary nature of their involvement and the confidentiality of their responses.

In qualitative research, the researchers serve as the primary instrument for data collection, as they are responsible for directly engaging with participants, interpreting responses, and capturing the depth of meaning in their experiences (Merriam and Tidell, 2016). To facilitate this process, a validated, semi-structured interview guide with open-ended questions is employed. This guide also serves as a framework to ensure comprehensive coverage of major themes, including time management, support systems, coping strategies, and motivation, while still allowing participants to elaborate freely on their unique experiences.

The face-to-face interviews allow participants to openly share their academic strategies, challenges, and coping mechanisms for managing academic and physical course demands. With participants' consent, interviews are also voice-recorded during face-to-face sessions to ensure the accuracy and completeness of responses during the review and analysis phase. Open-ended questions encourage participants to describe their strategies in depth. Ethical standards were strictly observed throughout the process, including respect for participant rights, obtaining informed consent, and maintaining the confidentiality of all information.

The study focuses on BPEd Dean's Listers enrolled during the second semester of the 2025–2026 school year to ensure the findings remain relevant and context-specific. After data collection, the researchers analyze

responses to identify key categories and patterns that highlight the academic strategies of consistent achievers in the BPEd program.

Data Analysis

This study applies Merriam and Tisdell's (2016) data analysis framework, which emphasizes providing a rich and detailed description of participants' experiences within a bounded system. Following the qualitative case study approach, the focus is on understanding the strategies, motivations, and coping mechanisms of BPEd Dean's Listers as they balance academic and physical demands.

The process begins with transcribing the interviews and reading the transcripts multiple times to familiarize ourselves with the data. Next, coding was applied to identify significant statements, phrases, and patterns. These codes are then grouped into categories that represent recurring themes across participants' narratives.

Through this systematic process, the study aims to identify categories such as time management, self-regulated learning, sources of motivation, coping mechanisms, and support systems that contribute to sustained academic excellence. Merriam's case study method is particularly suited for this approach, as it enables the description of these experiences and the interpretation of their meaning within the participants' real-life educational context.

The analysis aims to generate a description of BPEd Dean's Listers' lived experiences, highlighting shared and unique strategies that enable success. This ensures that the findings provide valuable insights into how consistent academic achievement is maintained in physically and cognitively demanding programs, while remaining grounded in the holistic case study tradition emphasized by Merriam and Tisdell (2016).

Ethical Consideration

Ethical considerations serve as guiding standards in this study to ensure that the researchers and participants are protected throughout the research process while upholding participants' rights to privacy and dignity (Arifin, 2018). The following principles are observed:

Informed Consent. Making sure participants clearly understand the study's purpose, risks, and benefits before agreeing to take part. The researchers provide participants with clear information about the study's purpose, the interview process, and the potential risks and benefits of their participation. The researcher also obtained printed consent prior to data collection, ensuring that each participant voluntarily agreed to participate in the study.

Confidentiality. Keeping all personal information shared by participants private and protecting their identity. To protect participants' privacy, the researchers anonymize all interview transcripts and responses, remove any identifying information, and store the data securely, with access limited to the researchers. The confidentiality of participants' identities and responses is strictly maintained.

Voluntary Participation. Allowing people to join or leave the study freely, without pressure or consequences. The researchers emphasized that participation in the study is entirely voluntary. Participants are informed of their right to withdraw at any stage without facing any negative consequences, and the researchers respect their decisions to continue or discontinue participation throughout the process.

Minimization of Harm. Ensuring the study is safe by avoiding any physical, emotional, or psychological harm to participants. The researchers avoided any form of psychological or emotional discomfort during the interviews. Semi-structured interviews were conducted with respectful, non-intrusive questions. The researchers inform participants that they can skip questions or withhold information if they feel uncomfortable. Additionally, the researchers maintain supportive communication to ensure participants' well-being throughout the study.

Ethics Clearance. Before conducting this study, the researchers ensured that we obtain ethical approval from the relevant authorities at the institution. This step is crucial, as it ensures that the research adheres to both institutional and national standards for studies involving human participants. Securing this approval ensures

that the study's design, data collection methods, and participant information management meet ethical guidelines. This process is crucial for protecting the rights, privacy, and well-being of all individuals involved. Only after receiving this clearance do the researchers proceed with recruiting participants and collecting data.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents and discusses the findings of the qualitative study exploring the motivation and study habits of consistent BPED Dean's Listers at Saint Columban College in Pagadian City. Data were gathered through in-depth individual interviews with seven (7) BPED Dean's Lister students (S1–S7), and triangulated using responses from one (1) teacher-informant (T1) and one (1) peer-informant (P1) during the first semester of the 2025–2026 academic year. Thematic analysis was employed to identify categories and subcategories that emerged from the data. The discussion is organized according to the five sub-questions of this study.

The categories that emerged from the study are BPED Program as Described by the Dean's Listers, Motivation of the consistent BPED Dean's Listers to Exel Academically, Study Habits of the Consistent BPED Dean's Listers, Challenges Encountered by the Consistent BPED Dean's Listers in Maintaining their Commitment to Excel in their Studies, and Coping Mechanisms of the Consistent BPED Dean's Listers use to address the challenges.

Perception of BPEd Program Among Consistent Dean's Listers

The BPED (Bachelor of Physical Education) Program prepares students to become competent Physical Education teachers by developing their knowledge, skills, and values in sports, fitness, movement education, and health. It provides training in teaching strategies, coaching, dance, recreation, and wellness, while also strengthening foundations in general education courses. Viewing the program as Enjoyable, Explorative, and Challenging.

Enjoyable. One of the subcategories that emerged is Enjoyable. Students enrolled in the BPED (Bachelor of Physical Education) program express genuine enjoyment in participating in practical and performance-based courses such as movement education, sports skills, dance, coaching, fitness training, and recreational activities. They find these hands-on experiences engaging, dynamic, and meaningful to their development as future Physical Education teachers. This is evident in the following statements:

"Okay siya, na-enjoy ko ani na program. Enjoy siya, malingaw ka kay kana bitawng maka-collab mo, makacooperate mo sa imong mga classmates, maka-bond mo together. " [It's okay. I enjoyed the program, but at the same time. It's enjoyable—really enjoyable, you still have fun because you get to collaborate, cooperate with your classmates, and bond together.] - S2

"Ang ako lang maingon is that, I enjoy it, na-enjoy nako ang akoang program." [All I can say is that I really enjoy it. I enjoyed the program that I chose.] - S5

"Nakapil ka og happy, and also mapagawas gyud nimo kung unsa ang imong skills nga ginabitbit." [Now that I've reached this stage, it brings happiness, and it really allows you to showcase the skills you have.] - S5

"Akong ma-feedback sa kani nga course, which is a BPED, kay kanang lingaw siya. [My feedback about this course, which is BPED, is that it is enjoyable.] -S7

Students generally see the BPED program as enjoyable. As shared by S2, the experience becomes more fun through working, cooperating, and bonding with classmates, highlighting the importance of peer connections. S5 also expressed genuine enjoyment of the course and said it brings them happiness while giving them a chance to show their skills, helping them build confidence. Likewise, S7 simply described the program as "lingaw" (fun), which reflects a shared feeling among students. Overall, the BPED program creates a positive, engaging environment where students can grow and enjoy learning.

Enjoyment has been widely recognized as a significant factor influencing students' participation and engagement in Physical Education (PE). According to the National Institutes of Health (2024), enjoyment is a strong predictor of students' involvement in physical activity, as it promotes positive emotional responses such as fun, pleasure, and satisfaction. The study emphasizes that when students perceive activities as enjoyable, they are more likely to sustain participation and develop lifelong physical activity habits. This suggests that enjoyment is not merely an outcome but a driving force in active engagement.

Explorative. One of the subcategories that emerged. Students in the BPED (Bachelor of Physical Education) program value the opportunity to explore a range of physical activities, teaching strategies, and learning experiences. The program encourages them to try various sports, games, dance forms, and movement activities, allowing them to discover new skills and interests. Through these explorative experiences, students develop creativity, curiosity, and a deeper understanding of Physical Education. This helps them broaden their perspectives and prepares them to design engaging and diverse learning activities as future Physical Education teachers. This is evident in the following statements:

"I thought BPEd kay kanang dance-dance lang, but nag-enroll na ko BPEd, na-widen bitaw akong knowledge, ang BPEd dili lang diay dance kay naa pod silay kuan, academic." [I used to think BPED was just about dancing, but after enrolling, I realized my knowledge has expanded. BPED isn't only about dance—it also includes academic subjects.] - S3

"For me, my thoughts would be, Bped full of dance and sports from the very beginning. I search What us bped, and yeah, as expected, it became true as a BPED student, we are expected to dance, and to a lot of sports, and of course I did not expect to have a traditional games nga subject." [For me, my thoughts are that BPED is full of dance and sports. From the very beginning, I wondered what BPED really was, and as expected, it turned out to be true: as BPED students, we are expected to dance and participate in many sports. I also did not expect that we would have a subject on traditional games.] - S6

"I could say my program is the most resilient course that you can get, it is all about physical activity and also tests your skills, not just that, but also to improve, also to determine kung unsa imong makaya as a physical student." [I would say that my program is one of the most flexible courses you can take. It is centered on physical activity and challenges your skills, while also giving you the opportunity to improve and discover your personal limits as a Physical Education student.] - S1

"Dili gyud ko into sports. But since naa ko diri, need jd nako nga mo-explore sa sports."[I am really not into sports. But since I am here, I need to explore sports.] - S2

"Ang BPEd kay dili lang bitaw siya more on academics. Grabe pud diay ang mga physical training. Mag-study pud ta about mental health, apil pud sa ato like mga First Aid. Daghan gyud ko'g na-learn bitaw nga dili lang pud siya about physical activities; dili lang dapat sa body; naa pud diay sa mind, sa sports, sa pag-handle og mga injuries, mga First Aid, ing-ana. Ang BPEd ba kay kana bitawng "Jack of all trades" kumbaga.' [BPEd is not just focused on academics. The physical training is also intense. We also study about mental health, and things like First Aid are included as well. I've really learned a lot—it's not just about physical activities; it's not only about the body. It also involves the mind, sports, handling injuries, First Aid, and things like that. BPEd is really like a 'jack of all trades,' so to speak.] - S4

"Ang BPED kay full of dance and sports from the very beginning. BPED students, we are expected to dance, and to a lot of sports, and of course, I did not expect to have a traditional games nga subject." [BPED is full of dance and sports from the very beginning. As BPED students, we are expected to dance and play many sports. Of course, I did not expect that we would also have a subject on traditional games.] - S6

"Para sa akoa ang Bachelor of Physical education kay flexible siya kay dili lang ka magatudlo sa studyante but also naa pod kay himoon bitaw nga pwede nimong buhaton like for example pwede ka mahimong coach pwede pod kang mahimong or kanang mag training mga aerobics ug uban pa." [For me, the Bachelor of Physical Education is a flexible program because you're not limited to teaching students. You also have other options and opportunities, such as becoming a coach, leading training sessions, teaching aerobics, and more.] - S7

Students' understanding of the BPED program emerged as a key theme, showing that their initial expectations often changed over time. Some students, like S3 and S6, first thought BPED was mainly about dance and sports. However, as they progressed through the program, they realized it also included academic subjects and even unexpected areas such as traditional games, which broadened their knowledge and perspective. At the same time, students described BPED as physically demanding yet rewarding. S1 highlighted that the program tests skills and helps students discover their limits, while S2 shared that even those not initially interested in sports are encouraged to explore and adapt. This shows how the program pushes students beyond their comfort zones.

Moreover, S4 emphasized that BPED is not just about physical activity but also includes learning about mental health, first aid, and handling injuries, describing it as a "jack of all trades." S7 highlighted the program's flexibility, noting that it opens up various career opportunities beyond teaching, such as coaching or leading fitness activities. Overall, BPED competencies expand students' skills and career possibilities.

In an academic setting, exploratory studies are often used to investigate students' learning experiences. According to Creswell and Creswell (2018), exploratory research allows flexibility in data collection methods, such as interviews, observations, and focus group discussions, helping researchers gain a deeper understanding of learners' perspectives.

Challenging. One participant answered that enrolling in the program BPED is quite challenging. The participant felt difficulty in his/her first-year experience as a BPED Student.

Sa first time, first year palang ko, like na-feel nako nga ang BPEd kay murag kuan siya kanabita- kanang nakita nako sa mga senior namo kay kanang kuan siya kanang unsay tawagan ana, lisod siya." [The first time, when I was just in my first year, I felt that BPED seemed difficult—like what I saw from our seniors, it looked really challenging.] - S5

The initial perception of the BPED program as challenging emerged from students' early experiences. As shared by S5, even in the first year, the program already appeared difficult, especially when observing senior students. This impression suggest that BPED demanding course from the start, likely due to its physical and skill-based requirements. However, this early perception also reflects how the program sets expectations for growth, preparing students to face and adapt to its challenges as they progress.

As noted by P1, students are exposed to numerous performance tasks, practical exams, and activities that require effort and preparation. Despite this, these demands are seen as manageable, suggesting that students gradually adapt to the workload and develop the discipline needed to succeed. T1 emphasized that BPED students are not only physically active but also passionate and purpose-driven individuals. The program equips them with knowledge and skills in areas such as sports, exercise, coaching, and teaching methods. This prepares them for various roles, including educators, coaches, and fitness leaders. Overall, BPED is portrayed as a challenging yet structured program that develops both competence and readiness for future careers.

Through these diverse experiences, learners can explore their interests, strengths, and professional competencies, shaping their identity as future educators. This exploratory approach aligns with the idea that learning is most meaningful when students are given opportunities to interact with real-life situations and actively construct knowledge from their experiences (Beni et al., 2017).

The way consistent BPED Dean's Lister students describe their program as challenging, skill-based, and collaborative can be explained through Self-Determination Theory. The program enhances competence through continuous skill and knowledge development, promotes autonomy as students manage their time and learning strategies, and fosters relatedness through peer and instructor support. These factors help sustain students' motivation and contribute to their consistent academic success.

Motivational Factors Supporting Academic Excellence

The motivation of the consistent BPED Dean's Listers to excel academically reveals their specific motivations, the patterns or triggers that boost them, and how they maintain their motivation over time, especially in the

face of academic or personal challenges. The subcategories from this category are Personal Satisfaction, Family Support, and Scholarship Eligibility.

Personal Satisfaction. One of the subcategories that emerged is Personal Satisfaction. This provides the students with a feeling of competitiveness. They find personal fulfillment or gratification in being competitive, possibly by achieving their academic goals, excelling in their studies, or surpassing their expectations. This is evident in the following statements:

"I maintain akoa grade dili man siya totally nga dako kaayo nga grado but still on the top gihapon naa ko sa achiever or deans lister and then also ang nag push sa akoa is I want to graduate with a medal." [I maintain my grades, not the highest, but still enough to stay on the achiever or dean's list. What motivates me is the desire to graduate with an award or medal.] - S1

"Sa self pud nako, mura siya og kana bitawng reward kay kanang gusto nako ma-challenge akong self kung asa gyud ko taman akong capabilities nga mu-go beyond ana, mao to." [For myself, it feels like a reward. I want to test my limits and see how far I can go beyond my current capabilities. That's my motivation.] - S2

"Gibuhat lang pud nako kung unsa ang angay buhaton and gibuhat pud nako ang nakapamaayo nga mao nang naabot ko aning ano aning Dean's Lister." [I simply focused on doing what needed to be done and giving my best, and that led me to become a Dean's Lister.] - S5

Students' motivation in maintaining academic performance emerged as a key theme, highlighting both personal goals and self-driven discipline. As shared by S1, maintaining grades is not necessarily about achieving the highest marks, but about consistently staying among achievers, with the goal of graduating with honors or medals serving as a strong motivation. Similarly, S2 described motivation as a form of personal reward, emphasizing the desire to challenge oneself and discover one's limits. This reflects a mindset focused on self-improvement and growth beyond current capabilities.

On the other hand, S5 highlighted a more straightforward approach: doing what was required and giving one's best, which ultimately led to becoming a Dean's Lister. Overall, these responses show that students are driven by a mix of ambition, self-challenge, and consistent effort in academic success.

Similar to Li et al.'s (2022) investigation into the effects of classroom competition on academic performance, Doménech-Betoret et al. (2017) found that internal motivational factors—such as self-beliefs and satisfaction—play an essential role in driving students toward success in the classroom. The mediation effect found in Doménech-Betoret et al.'s study implies that students' beliefs and expectations impact their happiness with their academic achievement, much as classroom competition can increase students' engagement with the material. They are then inspired to pursue greatness and reject sentiments of incompetence.

Family Support. The Family subcategory reflects how participants draw strong motivation from their parents and immediate family members. Students consistently cited their desire to honor their family's sacrifices, meet parental expectations, and give back through academic excellence. This extrinsic motivation aligns with the relational dimension of Self Determination Theory, specifically the need for relatedness. This is evident in the following statements:

"I want to graduate with like something medal, just a token of all the sacrifices of my parents since I would say that I was well provided by them." [I want to graduate with some kind of medal, just as a token of all the sacrifices my parents made, because I can say that they provided well for me.] - S1

"Family because mura bitaw og kana na lang pambawi sa ila kay sila ang nag-sacrifice, nag-put og effort para lang makaswela ko para makabayad sa akong tuition. So kana siya nga way mura'g reward na lang pud nako sa ilaha… sa ilaha." [For Family, it feels like this is my way of giving back to them because they have sacrificed and put in so much effort just to send me to school and help pay for my tuition. So this is my way of rewarding them in return for all they have done for me.] - S2

"Para bitaw mahimong consistent nga dean's lister, akong motivation number one jud is akong family." [To be able to consistently become a dean's lister, my number one motivation is my family.] - S3

"My motivation, I would say that my motivation is my family, nga towards very supportive to me, financially, emotionally, and spiritually, because my parents number one supporters for me." [I would say that my motivation is my family, who are very supportive of me financially, emotionally, and spiritually. My parents are my number one supporters.] - S6

"Tungod sa akong parents kay kabalo naman gud sila gud nga ako is kanang gusto gud ko nga mag BPED. Gi-push ang akong kaugalingon ba nga kanang magbinuotan na lang or maghatag ug good feedback sa ilaha kay para kanang makaingon pod sila nga naningkamot ni, then kanang gi-support-an ko ni sa pag-eskwela, mao nang akong goal is ipakita nako sa ilaha nga nagtinarong kog eskwela diri, and kato pod ilahang mga sakripisyo is dili pod masayang ." [Because of my parents, as they know that I truly want to pursue BPED. I push myself to behave well and give them good feedback so they can see that I am making an effort. Since they support me in my studies, my goal is to show them that I am serious about my education and that their sacrifices are not in vain.] - S7

"Sa akong parents, kay gusto pud ko ipakita sa akong parents ba nga naa pud koy ikabuga, then dili pud bitaw sayang ang ilang kahago og pag-paskwela sa akoa. Mao nang i-maintain gyud na nako as- sa makaya nako or kung dili man gani, kay ambot dawat-dawat na lang guro pero sa akong self kay gina-maintain gyud nako siya." [For my parents, I also want to show them that I have something to be proud of, and that their hard work in sending me to school is not wasted. That's why I really try to maintain my performance as much as I can. And if ever I can't, maybe I'll just accept it, but as much as possible, I truly do my best to maintain it.] - S4

The students' academic motivation is strongly rooted in their family, particularly the desire to give back and honor their parents' sacrifices. As shared by S1, graduating with a medal is seen as a meaningful reward for the support and sacrifices of their parents, who have provided well for them. Similarly, S2 and S3 emphasized that their main motivation is their family, viewing academic success as a way of giving back for the efforts and sacrifices made to support their education. S6 also highlighted that their motivation comes from the strong financial, emotional, and spiritual support of their parents, who serve as their primary source of encouragement.

In the same way, S7 expressed the desire to prove to their parents that their sacrifices are not wasted by doing well in school and showing dedication to their studies. S4 added that maintaining good performance is a way to show appreciation and make their parents proud, while also striving to give their best in their own capacity. Overall, the findings show that family plays a central role in motivating BPED students, serving as their inspiration to persist, excel, and value their education.

Family support continues to emerge as a significant factor influencing students' engagement and experiences in physical education. Recent research highlights that parental involvement and encouragement play a crucial role in shaping students' participation in physical activities. A study by Wang and Jiang (2025) found that family support significantly and positively predicts students' engagement in physical education, indicating that students who receive encouragement and autonomy from their families are more likely to actively participate and remain committed to physical activities. The study further explains that family support enhances students' academic self-concept and achievement goals, thereby increasing their motivation and engagement in PE.

Scholarship Eligibility. One of the subcategories that emerged is Scholarship. Some students in the BPED (Bachelor of Physical Education) program are motivated by scholarship opportunities that help support their education. For instance, students whose parents work at BE Mall may receive scholarship benefits that reduce the financial burden of tuition and other school expenses. This is evident in the following statements:

"So for me, ang gadrive gyud nako nga mo-maintain ko sa pagka-consistent Dean's Lister kay scholar ko sa BE, so full scholar ko sa BE, so murag naa sa akong self ba nga i-keep gyud nako ang pagka-Dean's List kay kung mawala ni, mawala pud tanan ang effort pud sa akong parents, ana. My effort pud of course. So kana akong motivation, i-motivate nako akong self nga mag-consistent nga DL kay ang scholarship kasi, ana." [For me, what really drives me to maintain being a consistent Dean's Lister is that I am a full scholar in BE. I feel a

strong responsibility to keep my place on the Dean's List because if I lose it, all the efforts of my parents and my own efforts might also go to waste. So my scholarship serves as my motivation. I push myself to stay consistent as a Dean's Lister because of that.] - S4

The motivation to maintain academic excellence among students is also strongly influenced by scholarship responsibility and accountability. As S4 shared, being a full scholar creates a strong sense of duty to maintain good academic performance. For them, maintaining Dean's List standing is not only about personal achievements but also about honoring both their own efforts and their parents' sacrifices.

S4 emphasized that losing academic standing could feel like wasting the support and hard work their family invested, which further strengthens their drive to stay consistent. In this sense, the scholarship itself becomes a powerful motivation that pushes the student to remain disciplined and committed. Overall, this reflects how financial support and responsibility can significantly shape students' determination to excel academically.

In line with participant perceptions, Omeje and Abugu's (2015) study validates the subcategory of Scholarship. It illustrates how scholarships have an excellent effect on students' academic achievement. Academic scholarships captivated students' interest, who saw them as a way to achieve academic success while lessening financial constraints. Their goals of getting into the top academic divisions to qualify for scholarships align with the study's findings.

The findings on students' motivation, particularly personal satisfaction, family support, and scholarships, can be explained through the lens of Self-Determination Theory (SDT). The students' desire to achieve academic success and maintain their Dean's List status reflects their need for competence, as they strive to feel capable and effective in their academic performance. Moreover, family support strengthens their sense of relatedness, as encouragement and expectations from loved ones reinforce their motivation to succeed. Scholarships, on the other hand, represent a form of external regulation, in which motivation is influenced by external rewards; however, these rewards may gradually be internalized by students, contributing to sustained academic engagement.

Study Habits of The Consistent BPED Dean's Listers

The study habits of consistent BPED Dean's Listers reveal specific techniques, personal study methods that fit their learning styles, and preferences for studying alone or in groups. The subcategories that emerged from this category are Studying in Groups, Studying Independently, Studying Early in the Morning, and Studying while Listening to Music.

Studying in Groups. One of the subcategories that emerged is Studying in Groups. This subcategory illustrates students' preference for studying with their peers, exchanging ideas, and collaboratively solving problems. This is evident in the following statements:

"I prefer with groups, I always tend to ask for my companions, like my friends nga group study me with their presence. " [I prefer studying in groups. I always tend to ask my companions, like my friends, to have a group study with me because their presence motivates me.] - S1

"Need gud siya ug kanang with group espicially kanang wala gud kay prior knowledge sa imong gi tun an so need gud nga naa kay kaabag sa pagtuon nimo" [Necessary to study with a group, especially when you do not have prior knowledge about what you are studying, so you need companions to help you study.] - S4

Student study preferences emerged as a theme highlighting the importance of collaborative learning. As S1 shared, studying in groups is preferred because the presence of friends provides motivation and makes learning more engaging. Group study provides encouragement as a supportive atmosphere that helps sustain focus.

Similarly, S4 emphasized that group study is especially helpful when students lack prior knowledge about a topic. Having companions allows for shared understanding and assistance in learning difficult lessons. Overall, these responses suggest that BPED students value collaborative learning, as it enhances motivation, understanding, and academic support through peer interaction.

Chen et al. (2024) found that awareness of group members' progress improves collaboration and learning outcomes. When students monitor each other's contributions, they are more likely to remain engaged and complete tasks efficiently.

Group study increases motivation and engagement. When students work together, they tend to feel more encouraged and accountable, which leads to greater participation in learning tasks. Collaborative learning environments foster active engagement and deeper learning, as students become more involved in the learning process. In BPED, where activities often require teamwork and cooperation, studying in groups aligns naturally with the program's structure.

Studying Independently. One of the subcategories that emerged is Studying Alone. This subcategory illustrates how students prefer independent study, which allows them to concentrate better, avoid distractions, and work at their own pace. The statements reflect that studying alone helps students retain information more effectively, reduces the pressure of group dynamics, and provides a quieter environment conducive to learning. The following statements illustrate the essence of this subcategory:

"I also want peace, nga ikaw lang isa mismo nga dili ka ganahan ug naay samok gusto ka maka focus, both are advantages for me, but more in group study like that." [You also want peace where you are alone because you don't like distractions, and you want to focus. Both are advantages for me, but I prefer group study.] - S1

"Mas prefer nako nga kanang ako ra isa kay kanang ma-kuan man gud ko kanang dali ra ko ma-distract. Murag gusto ko ako lang kay ako may nakabalo sa akoang giton-an." [I prefer studying alone because I tend to get easily distracted by other things when I am with others. That is why I prefer studying by myself, since I understand my own learning process and can manage my focus better.] - S2

"Mas prefer nako nga si self lang." [I prefer studying by myself.] -S3

"Inig usually exams, quizzes, mga ing-ana, kay usually naga-study ko sa akoa ra jung self then mag-pa-music ko ana, then mag-pundo ko'g kanang quiet places para mahinumduman nako akong mga study, sa mga words." [Usually, during exams or quizzes, I study by myself. I play some music and stay in quiet places so I can remember the words from what I studied.] - S4

"Mas makafocus man gud ka og by yourself lang bitaw kay makabuot ka unsay imong buhaton and for me mas makafocus ko og ako lang kay mabuhat nako kung unsa akong buhaton." [I can focus more when I am by myself because I can decide what I want to do. For me, I focus better when I study alone since I can do things the way I want.] - S5

"Prefer nako nga kanang magtuon ko, dapat ako lang bitaw isa, dili ko gusto ug kanang saba bitaw." [I prefer studying alone. I don't like it when it's noisy.]- S7

Students showed differing preferences in their study habits, highlighting both individual and group learning styles. As S1 shared, studying alone provides peace and focus, but group study is still preferred because it offers support and motivation, demonstrating that both approaches have their own advantages. On the other hand, S2 and S3 expressed stronger preferences for studying alone, citing better focus and fewer distractions. S2 also emphasized the importance of self-awareness in understanding one's own learning process.

Similarly, S4 shared that they usually study alone during exams and quizzes, often in quiet places with music to help with memory retention and concentration. Overall, the responses indicate that BPED students adapt their study strategies to their personal learning needs, with some favoring collaboration and others finding individual study more effective. As stated by T1, students tend to prefer individual study when dealing with theoretical concepts because it allows better focus and concentration. However, group study is also valued because it promotes discussion and deepens understanding of lessons. Overall, this highlights that BPED students are flexible in their study approaches, choosing methods that best fit the type of content they are learning.

Self-study materials develop learners' personality traits, such as self-reliance and self-confidence. They also develop creativity and make them research-oriented. Self-study materials broaden the students' mental horizons. With the help of self-study materials, the student's intellectual capacities develop and can be used to acquire knowledge and information. The self-study method allows students to use their leisure time effectively to enrich and expand their knowledge. It also enhances students' learning, according to Das (2019).

Studying Early in the Morning. One of the subcategories that emerged is Studying Early in the Morning. This is about leveraging the quiet and focused environment of the early hours to enhance concentration, refresh the mind, and improve memory retention. Exemplifying a proactive approach to academic success, it starts the day with disciplined study habits and mental preparation. This is evident in the following statement:

“Mag-study from 3:00 AM to 5:00 AM. Mona siya akong study schedule nga sige, focus ka dira.” [I study from 3:00 AM to 5:00 AM. That is my regular study schedule where I really focus.] - S2

Student study habits also reflect discipline and time management. As shared by S2, studying is done in the morning from 3:00 AM to 5:00 AM, a time they consider best for focus and concentration. This indicates that some students choose quiet and less distracting hours to maximize their productivity and learning effectiveness.

This highlights an approach in which students kickstart their day with focused study sessions during the quiet early hours. They adopt a routine of going to bed early and waking up between 3 and 5 a.m. to study intensively. This time is devoid of distractions like social media, enabling them to concentrate fully. This approach, especially practical before exams, allows students to review material with a fresh mind, contributing significantly to their academic success.

According to Itzek-Greulich et al. (2016), early-bird students perform better than night-owl students, as they are more likely to be active in the morning, giving them an excellent start to the day and helping them maintain motivation throughout the day.

Listening to Music While Studying. One of the subcategories that emerged is Listening to Music While Studying. Students in the BPED (Bachelor of Physical Education) program often listen to music while studying because it helps them relax, focus, and stay motivated. Music creates a comfortable study environment that allows them to concentrate better on their tasks and lessons.

Through this habit, students can improve their concentration and manage their study time more effectively. This simple strategy helps them stay productive while balancing the academic and physical demands of the BPED program. This is evident in the following statements:

“Ang effective pud nga way for me kay mag-earphones or mag-headset then magpa-music ko kay as a person, ako kay mas maka-study ko og naay music and then mag-jam-jam ko sa kuan… then iha na dayon nako basahon, then murag for me effective siya, kana bitawng mas effective sa akoa nga paminawon ang music.” [Another effective way for me is using earphones or a headset and playing music. As a person, I can study better when there is music. I sometimes jam to it first, then I start reading. For me, it’s effective because listening to music helps me focus more while studying.] - S4

Student study habits also vary depending on the learning environment that helps them focus and stay motivated. As shared by S4, listening to music while studying is considered an effective strategy for concentration and learning. The participant mentioned using earphones or a headset and playing music before reading, which helps create a more comfortable and focused study atmosphere. This indicates that some students use music as a way to improve attention, reduce distractions, and make studying more engaging and effective.

Related literature supports the finding that listening to music while studying can help improve students’ concentration and learning experience. According to the study of Muslimah and Apriani (2020), many students preferred listening to music while studying because it helped keep their minds calm and increased their concentration. Their findings revealed that 83.3% of students agreed that music improves focus during study

sessions. This supports the statement of S4, who shared that listening to music through earphones or a headset helps them focus better while reading and studying.

Similarly, Hantanto et al. (2024) explained that background music, particularly music that matches personal preference, can improve study concentration and create a more comfortable learning environment. The study emphasized that music may reduce distractions and enhance students' productivity and learning effectiveness. This aligns with the participant's experience that music serves as an effective strategy for maintaining focus while studying.

Challenges in Maintaining Consistent Academic Excellence

The challenges encountered by consistent BPED Dean's listers in maintaining their academic performance reveal the various challenges that may affect their focus, time management, and overall motivation. Despite their strong commitment to excel, students still face obstacles that test their perseverance and discipline as they balance the program's physical and academic demands. The subcategories from this category are Competing Obligations, Personal Problems, Procrastination, and Pressure.

Competing Obligations. This subcategory reveals the difficulties students face with personal responsibilities and life challenges while trying to maintain their academic performance. These may include family responsibilities, household duties, health concerns, or other personal matters that require their time and attention. This is evident in the following statements:

"The obligations were hard back then, when I was the president, and then so hard for me to balance my academic and obligation as a president because there is a lot of work and tasks. I also experience personal problems, like for example, sa super pressure bitaw pressured kayka mura kag ma drain ug ayo." [The obligations were challenging at that time when I was the president. It was difficult for me to balance my academic responsibilities and my duties as the president because there were many tasks and responsibilities to handle. I also experienced personal problems, such as intense pressure, which made me feel extremely drained.] - S1

"The challenges that I face is that being a officer quite challenging because have to balance my time as an officer as a student as a church guy. [The challenge I face is that being an officer is quite difficult because I have to balance my time as an officer, as a student, and as a church member.] - S6

Students' experiences as student leaders highlight the challenges of balancing multiple responsibilities alongside academic demands. As shared by S1, serving as a president made it difficult to manage both leadership duties and academic requirements due to the heavy workload and numerous tasks. This often led to stress, pressure, and emotional exhaustion, especially when personal problems were also present. Similarly, S6 emphasized the difficulty of managing time while fulfilling multiple roles as an officer, a student, and a church member. This shows how students often juggle various commitments that require discipline and prioritization.

Personal obligation plays a significant role in shaping students' academic engagement and performance. Studies show that students who demonstrate a strong sense of responsibility toward their learning are more likely to exhibit higher levels of motivation and persistence. This sense of responsibility enables them to remain committed to their academic tasks and overcome challenges effectively (Soos et al., 2025).

Personal Problems. One of the main subcategories that emerged is Personal Problems. This subcategory reveals the difficulties students in the BPED (Bachelor of Physical Education) program often face, which can affect their ability to study effectively. These personal problems may include stress, family concerns, financial difficulties, or emotional struggles that can make it hard for them to focus and stay motivated in their academic tasks.

Despite these challenges, students try to manage their situations and continue with their studies. However, personal problems can still influence their concentration, time management, and overall academic performance. This is evident in the following statements:

“I do also experience personal problems like for example, sa super pressure bitaw pressured kayka mura kag ma drain ug ayo but then again I always tell myself that these problems have a solutions after mahuman nimo imong obligation.” [I also experience personal problems, for example, when I feel extremely pressured to the point that I feel very drained. But then again, I always tell myself that these problems have solutions after I finish my obligations.] - S1

“Kanang inig naa koy mga personal issues kay siyempre naay usahay kanang unahon nakong personal issues. Kanang example, mohilak sa ko kay murag dili na gyud kaya ana, or himoon sa to nako kay murag mas kuan siya, mas modaghan man gud ang problem kung dili nako tumanon. Pero naa pud usahay madungan nako siya bale. Kumbaga inig mag-study ko, hilak lang sa, bahala og mahilak basta sige makastudy gamay, ana. So ing-ana ko, naay usahay ma-balance nako, naay usahay pud unahon nako ang isa or mopili ko sa isa, ana lang.” [When I have personal issues, of course, there are times when I prioritize them. For example, I cry first because it already feels unbearable, or I deal with them immediately because the problem might grow if I ignore it. However, there are also times when I handle both at once. For instance, while studying, I allow myself to cry, it's okay as long as I can still study a little. That’s how I manage it. Sometimes I can balance both, and sometimes I have to prioritize one over the other or choose between them.] - S4

“Naa man gani mga personal problems dili nalang pod nako siya isulod gud sa akoang ulo tapos akong buhaton is bisan pag naa koy personal problems is maga tuon gihapon ko bahalag kanang muirag akong panghunahuna kay naa didto murag kanang gitunga bitaw magtuon diri tapos naa koy gihuna huna nga personal problems and makaya rapod biya.” [There are times when I try not to think about my personal problems at all. Instead, even if I have personal issues, I still continue studying. Although my mind feels divided—like I am studying while also thinking about my problems, I can still manage it.]- S7

Students’ experiences show how personal challenges and emotional pressure are part of their academic journey, but they develop different ways of coping. As shared by S1, moments of intense pressure can feel draining, yet they remain hopeful by reminding themselves that problems have solutions after fulfilling their responsibilities. Similarly, S4 described a more emotional yet realistic approach, sometimes prioritizing personal issues first, and other times managing both at once, even studying while dealing with emotions. This reflects the complexity of balancing mental and academic demands.

On the other hand, S7 used a coping strategy of setting aside personal problems to stay focused on studying, even if it meant divided attention. Overall, these responses show that while students face emotional struggles, they find personal ways to cope, balance, and continue fulfilling their academic responsibilities. As noted by T1, students often experience exhaustion from physical activities alongside pressure from both minor and major subjects. Despite these difficulties, they continue to show strong determination in their studies.

Managing personal problems also reduces distractions and mental fatigue, making long study sessions feel less overwhelming. When students find ways to handle their personal problems, they can maintain better attention to the material and engage more effectively in their learning.

Personal problems are a significant factor that can influence students’ academic performance and overall learning experience. Studies show that students who experience personal difficulties—such as stress, emotional struggles, or financial concerns—often struggle to maintain focus, motivation, and engagement in their academic tasks. These issues can negatively affect both their cognitive functioning and academic outcomes (Pascoe et al., 2020).

Furthermore, personal problems are closely linked to students’ mental health and well-being. Research indicates that higher levels of stress and emotional difficulties are associated with decreased academic performance and increased risk of burnout. Students dealing with personal concerns may struggle to balance their academic responsibilities, leading to reduced participation and lower achievement (Stallman, 2023).

Procrastination. One of the subcategories that emerged is Procrastination. This subcategory reveals the difficulties students face in the BPED program, which sometimes delay or postpone their academic tasks despite their importance. This behavior may be caused by a lack of motivation, distractions, fatigue, or difficulty managing time effectively, which can affect their ability to meet requirements on schedule.

This subcategory highlights the difficulties students face when procrastination disrupts their focus and academic discipline. By recognizing their tendency to delay tasks and actively managing their time, they create a more structured, disciplined study routine. This helps them stay motivated and complete their lessons on time. This is evident in the following statement:

"Ang first gyud nako nga problems ma-encounter no, kay akong pagka-tapulan, akong pagka-laziness kay kuan kay ko, kanang tapulan ko motuon. Then akong kuan, akong mood kay mo-change-change. Usahay dili ko ganahan magtuon. Usahay pugson na lang nako akong self motuon para lang kuan bitaw, makapasar ana. Hago kaayo atoang self kay BPEd baya ta, so usually… unya kalinaw pud gyud ko, so ang lawas hago, ang utok hago. Usahay kapoy na kaayo mag-study ba, so mao na gyud ang problems nga ma-encounter nako: ang kahago sa akong lawas, akong katapulan, akong pagka-unmotivated." [The first problem I usually encounter is my laziness. I tend to feel unmotivated to study. My mood also keeps changing—sometimes I don't feel like studying at all, and other times I just force myself to study so that I can pass. It's really exhausting for us, especially since we are BPEd students. Usually, both the body and the mind get tired. There are times when I feel too exhausted to study.] -S4

Students' internal struggles also emerged as significant challenges, particularly in terms of motivation and physical exhaustion. As S4 shared, feelings of laziness, mood swings, and a lack of motivation can make studying difficult. There are times when the student has to force themselves to study just to meet academic requirements.

Procrastination has been found to negatively impact academic performance and well-being. A recent study revealed that students who frequently procrastinate tend to experience higher levels of stress, anxiety, and guilt, which further affect their motivation and learning outcomes. This cycle of delay and negative emotions can reduce overall academic achievement (Svartdal et al., 2020). Moreover, procrastination is influenced by motivational and emotional factors. Students with low self-efficacy or a lack of interest in tasks are more likely to procrastinate. Conversely, those with higher motivation and confidence are more likely to complete tasks on time. This suggests that procrastination is not merely a time management issue but also a psychological one.

Pressure. One of the subcategories that emerged is Pressure. This subcategory reveals how academic and personal pressure affect students' performance and mental well-being. This pressure may come from teachers, peers, family, or even from themselves as they strive to perform well.

Due to these expectations, students may feel stressed, overwhelmed, or anxious, especially when facing multiple tasks and deadlines. This pressure can affect their focus, decision-making, and overall academic performance. This is evident in the following statements:

"Na-pressured ko kay kana bitawng naay nag-expect sa imuha nga mu-ana ka dira nga part. So na-pressured ka kay basin dili nimo ma-abot na ilang gina-aim na expectations. So na-pressure ka and at the same time kanang naglisod ka kung unsaon nimo siya pag-kuan kay daghan kaayo ka og what-ifs nga basin ma-fail ka, basin dili to siya nimo makuha." [I feel pressured when there are people who expect something from me, especially when they believe that I should perform well in a certain area. I become pressured because I might not meet the expectations they have set. At the same time, I struggle with how to handle it because I have so many "what ifs" in my mind, like what if I fail or what if I am not able to achieve it.] -S2

External expectations also emerged as a source of pressure among students. As shared by S2, feeling that others expect them to perform well can create anxiety, especially when they are unsure if they can meet those expectations. This often leads to overthinking, and they are unsure if they can meet those expectations. This often leads to overthinking and "what if" thoughts, such as the fear of failing or not achieving desired outcomes. This experience shows how pressure is not only academic but also emotional, as students struggle with self-doubt while trying to meet both their own and others' expectations.

Academic pressure is a significant factor that affects students' learning experiences and overall well-being. Studies show that pressure arises from academic demands, performance expectations, and workload, which can influence students' motivation and ability to cope with tasks. When pressure becomes excessive, it may negatively impact students' concentration, performance, and emotional stability (Pascoe et al., 2020).

Furthermore, academic pressure is closely associated with stress and mental health challenges. Research indicates that high levels of pressure can lead to anxiety, burnout, and decreased academic engagement. Students under intense pressure may struggle to balance their academic responsibilities, leading to reduced productivity and lower academic performance (Stallman, 2023).

The challenges students face, particularly procrastination and academic pressure, can be understood through Self-Determination Theory in terms of autonomy and competence. Procrastination may indicate difficulties in self-regulation, suggesting that students may struggle to fully exercise autonomy in managing their academic responsibilities. At the same time, the pressure to maintain high academic performance may affect their sense of competence, especially when expectations become overwhelming. These challenges highlight the importance of supporting students in developing stronger self-regulatory skills and maintaining confidence in their abilities.

Coping Mechanisms Used to Sustain Academic Performance

The consistent BPED dean's listers' coping mechanisms for addressing challenges include strategies for dealing with them and adaptive adjustments to overcome new or unexpected difficulties. The subcategories that emerged from this category are Seeking Social Support, Practicing Self Affirmation, Taking Leisure Breaks, Maintaining a Positive Mindset, and Preparing in Advance.

Seeking Social Support. One of the main subcategories that emerged is Social Support. This subcategory demonstrates how students address the BPED program, which often relies on encouragement and support from friends, family, classmates, and mentors to navigate academic and personal challenges. This support can come in the form of guidance, motivation, emotional reassurance, or practical help with tasks and responsibilities.

Having a strong social support system allows students to cope better with stress, stay motivated, and maintain balance in their academic and personal lives. It helps them feel understood and connected, which can positively influence their performance and well-being. This is evident in the following statements:

“Ma drain naka and then here comes I do have a genuine friends or my classmate mao ragud, akong problema akong gi huna huna nga sila around me kay we always laugh even though naa mi problema katawa ra gihapon that what kind of coping mechanism naa koy problema murag pangitaon nakon sila in ana.” [I feel drained, and then I realize that I do have genuine friends or classmates who are there for me. My coping mechanism is that when I have a problem, I look for them because even though we have issues, we still laugh together. Being around them helps me cope with my problems.] - S1

“I need to go out molaag ko with my friends and also especially with my family. Kay sila man gyud ang makapa-relax sa akoa.” [I need to go out and hang out with my friends, and especially with my family, because they are the ones who truly help me relax.] - S5

Social support emerged as an important coping mechanism among students. As S1 shared, spending time with genuine friends and classmates helps ease feelings of stress and exhaustion. Even when facing problems, being able to laugh together provides comfort and emotional relief. Similarly, S5 emphasized the importance of spending time with both friends and family to relax and recharge. Their presence offers a sense of support and helps reduce stress. Overall, these responses show that strong relationships with friends and family play a vital role in helping students cope with challenges and maintain their well-being.

According to Zhang and Qian (2024), social support has a significant positive effect on students’ academic performance. Their study found that students who receive strong support from family, peers, and teachers tend to demonstrate higher levels of academic engagement. The researchers further explained that this relationship is mediated by self-efficacy and learning engagement, indicating that support systems enhance students’ confidence and participation in learning.

In addition, according to Chen et al. (2023), social support plays a crucial role in improving students’ academic engagement. The findings revealed that students with strong social support experience higher levels of life satisfaction and academic motivation, which in turn lead to better engagement in their studies. This suggests

that social support indirectly contributes to academic success by enhancing students' emotional and motivational states.

Practicing Self-Affirmation. One of the subcategories that emerged is Self-Award. This subcategory demonstrates how students address, sometimes practice, rewarding themselves for completing tasks, achieving goals, or overcoming challenges. This habit helps motivate them, boost their confidence, and maintain a positive mindset, especially when faced with demanding academic and physical activities.

By giving themselves small rewards, students reinforce productive behaviors, celebrate progress, and sustain their motivation throughout their studies. This is evident in the following statements:

"Ang coping mechanism nako kay mag-kuan ko, mag-reward ko sa akong self every time nga naay exam or kanang bitawng mga workloads nga daghan kaayo, siguro i-treat nako akong self." [My coping mechanism is to reward myself whenever I have exams or a heavy workload. I treat myself as a way to cope.] - S2

Students also use self-rewards as a coping mechanism in dealing with academic stress. As S2 shared, treating oneself after exams or heavy workloads serves as a form of motivation and emotional relief. This practice helps them manage stress by giving themselves something to look forward to after completing demanding tasks.

According to Luthans (2015), self-reward practices contribute to improved performance and positive behavior. The study explains that individuals who engage in self-reinforcement strategies are more likely to maintain focus, develop discipline, and achieve desired outcomes.

In addition, Skinner (1953) found that behavior reinforced is more likely to be repeated. This reinforcement principle suggests that when students reward themselves after completing tasks, they are more likely to maintain productive study habits and consistent academic behaviors.

Planning Study Tasks. This subcategory demonstrates how students address students in the BPED (Bachelor of Physical Education) program practice organizing their study schedules, tasks, and priorities in advance to manage their academic and physical responsibilities effectively. This involves setting goals, creating study routines, and allocating time for different subjects and activities.

By properly planning their studies, students can stay organized, reduce stress, and improve their focus and productivity. It helps them meet deadlines, prepare for exams, and maintain balance in their academic and personal lives. This is evident in the following statements:

"So kuan, ang akong coping mechanism is kanang magstudy hard, tapos dili na mag-cram-cram ug mga activities like og naay time, himuon na dili na mag-sige kanang "ay unya na, unya na", ning ana bitaw" [So, my coping mechanism is to study hard and avoid cramming my activities. If I have time, I do the tasks right away instead of saying 'I'll do it later.] -S4

"Dili nako siya dungan-dunganon, dili ko mag-rattle-rattle, kanang akong i-chill, akong i-break down into pieces, unahon nako ang kuto- kuto- kanang hinay-hinayon nako hangtod mahuman." [I don't do everything all at once or panic. I stay calm and break my tasks into smaller parts. I take it step by step until everything is finished.]- S5

Students also cope with academic pressure through effective time management and task organization. As shared by S4, they manage stress by studying diligently and avoiding procrastination or cramming. Instead of delaying tasks, they complete them early whenever possible, which helps reduce pressure and workload buildups. Similarly, S5 stated that staying calm involves breaking down tasks into smaller, manageable parts. Rather than feeling overwhelmed or rushing, they take things step by step until everything is completed. Overall, these responses show that students cope with academic demands by practicing discipline, planning ahead, and managing tasks in a structured and calm manner.

According to the study by Wolters and Brady (2021), study planning significantly improves students' time management and academic performance. Their findings show that students who create structured study schedules are more likely to complete tasks on time, avoid procrastination, and maintain consistent study habits. According to the Organization for Economic Co-operation and Development (OECD, 2019), students who apply structured learning strategies, including study planning, tend to achieve deeper understanding and better academic outcomes. Planning helps students process information gradually, leading to improved retention and comprehension.

Taking Leisure Breaks. This subcategory demonstrates how students in the BPED (Bachelor of Physical Education) program engage in recreational and relaxing activities to take a break from academic and physical demands. These activities may include hobbies, spending time with friends and family, watching movies, or participating in enjoyable physical activities.

Leisure activities help students reduce stress, recharge their energy, and maintain a healthy balance between work and relaxation. By taking time to unwind, students can improve their mood, focus, and overall well-being, which positively affects their academic performance. This is evident in the following statements:

"Kanang pag-tan-aw og mga salida, basa og Manhwa, basa og Wattpad, mga scroll-scroll sa Tiktok, then basa-basa og mga motivations, quotes, mga godly quotes sa kuan online para bitaw murag ma-motivate ko. Mao na akong mga coping mechanisms." [I watch movies, read manhwa, read on Wattpad, scroll through TikTok, and read motivational and spiritual quotes online to help motivate myself. Those are my coping mechanisms.] - S5

"Kanang maminaw ko og music, and especially as a dancer, gina-pagawas nako siya through dancing." [I also listen to music, and as a dancer, I express my feelings through dancing.] - S5

Students cope with stress through various relaxation and expressive activities. As shared by S5, they watch movies, read online stories, scroll through social media, and read motivational or spiritual quotes to stay inspired. They also listen to music and express emotions through dancing, which helps them release stress. These coping strategies help students relax, recharge, and stay motivated.

According to the study by Hutchinson et al. (2023), participation in leisure activities significantly reduces stress and improves students' mental health. The findings show that students who regularly engage in recreational activities demonstrate better emotional stability, increased happiness, and improved coping mechanisms in dealing with academic pressures. Based on recent research by Iwasaki (2023), leisure engagement plays a crucial role in building resilience and promoting psychological well-being among students. The study highlights that leisure activities help individuals cope with stress, develop positive emotions, and maintain a healthy lifestyle.

Maintaining a Positive Mindset. One of the subcategories that emerged is Positive Mindset. This subcategory demonstrates how students address their program to maintain an optimistic outlook in facing academic and personal challenges. They focus on solutions, stay hopeful, and believe in their ability to overcome difficulties despite the pressures they experience.

Having a positive mindset helps students manage stress, build resilience, and stay motivated in achieving their goals. It allows them to approach challenges with confidence and continue striving for improvement. This is evident in the following statements:

"I think positive, positive ragud that I will that this only thing temporary the problem are temporary that's the way to do it that's my way I overcome those challenges why thinking positive" [I think positively, just staying positive and reminding myself that these problems are only temporary. That's my way of overcoming challenges, by focusing on positive thinking.] - S6

Students also cope with challenges through positive thinking. As S6 shared, they remind themselves that problems are temporary and choose to focus on positive thoughts instead. This mindset helps them stay hopeful and overcome difficulties more effectively.

Based on recent research by Diseth (2025), a positive mindset enhances students' motivation and learning strategies. The study found that students who maintain positive attitudes toward learning demonstrate better effort management, stronger focus, and improved academic performance. According to Yeager et al. (2019), interventions that promote a positive mindset significantly improve students' academic performance and reduce stress. The study emphasizes that cultivating a growth-oriented and positive perspective can lead to long-term academic success.

Preparing in Advance. One of the subcategories that emerged is Preparation Strategy. This subcategory demonstrates how students address the question of when they apply specific techniques and approaches to prepare for academic tasks, performances, and assessments. This may include advanced reading, reviewing lessons, practicing skills, organizing materials, and setting clear plans before engaging in activities.

Through effective preparation strategies, students can build confidence, reduce anxiety, and perform better in both academic and physical tasks. It helps them stay ready, focused, and organized in meeting the demands of the program. This is evident in the following statements:

"Typically ang akong buhaton ana is relax lang gud then mag search dayun ug kanang wala nimo nasabtan ba dayun search sa AI or sa Google ba then after ana if makabalo naka sa mga pagabuhatn ninyo or like mag oral bamo kay that's the time nga kana nga time kay dili nagud ka maratol na bitaw kay tungod kay naa nakay answer." [Typically, what I do is just relax first, then I immediately search for the things I don't understand, either using AI or Google. After that, once I already know what needs to be done, especially if we have tasks like an oral presentation, that's the time when I no longer panic because I already have answers and an idea of what to do.] - S7

Students manage academic stress through problem-solving and seeking information. As shared by S7, they stay calm first, and they use resources like AI or Google to understand topics they are unsure about. Once they gain clarity, they feel less anxious and more prepared, especially for tasks like oral presentations. Overall, this approach helps reduce panic by building confidence through preparation and understanding.

The findings of Alotaibi et al. (2024) indicate that students who use effective preparation strategies achieve better academic outcomes by balancing tasks, managing workloads, and maintaining consistency in their study routines. Based on recent research by Diseth (2025), preparation strategies are closely linked to motivation and effort regulation. The study found that students who prepare in advance are more focused, more organized, and better able to manage academic demands, leading to improved performance.

The coping mechanisms identified in the study, particularly social support and maintaining a positive mindset, strongly align with the principles of Self-Determination Theory. Social support from peers, teachers, and family reflects the need for relatedness, as students rely on meaningful connections to manage stress and remain motivated. Additionally, fostering a positive mindset helps sustain both competence and autonomy, as students develop confidence in their abilities and maintain control over how they respond to academic challenges.

The students' overall academic experiences illustrate the dynamic interplay of autonomy, competence, and relatedness as proposed in Self-Determination Theory. Their ability to balance academic demands, maintain motivation, and utilize coping strategies reflects how these three psychological needs work together to support sustained academic success. When these needs are met, students are more likely to remain motivated, resilient, and engaged in their academic journey.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter offers a thorough summary of the findings and draws conclusive insights from the study. These insights lead to providing actionable recommendations for future consideration.

Summary of Findings

This study examined the motivation and study habits of consistent BPED Dean's Listers through the lens of Self-Determination Theory (SDT), which emphasizes that individuals are motivated when their needs for autonomy, competence, and relatedness are satisfied. The main results of the study, derived from the responses of the participants during the interview, are as follows:

1. How did the consistent BPED Dean's listers describe their program?

The consistent BPED Dean's listers view the program as Enjoyable, Explorative, and Challenging.

2. What motivated the consistent BPED Dean's listers in Excel academically?

Personal satisfaction, Family Support, and Scholarship Eligibility motivate the consistent BPED Dean's listers to excel academically.

3. What were the study habits of the consistent BPED Dean's listers in excelling academically?

The study habits of the consistent BPED Dean's listers who excel academically include Studying in Groups, Studying Independently, Studying Early in the Morning and Listening to Music.

4. What challenges did the BPED Dean's Listers encounter in maintaining their commitment to excel in their studies?

The challenges encountered by the consistent BPED Dean's listers in maintaining their commitment to excel in their studies include Competing Obligation, Personal Problems, Procrastination, and Pressure.

5. What coping mechanisms did the consistent BPED Dean's listers use to address the challenges?

The consistent BPED Dean's Listers' coping mechanisms for addressing challenges include Seeking Social Support, Practicing Self Affirmation, Taking Leisure Breaks, Maintaining a Positive Mindset, and Preparation in Advance.

Conclusion

The researchers conclude that, grounded in the Self-Determination Theory of Richard M. Ryan and Edward L. Deci, this study shows that the academic success of BPED Dean's Listers is strongly influenced by the fulfillment of the three basic psychological needs: autonomy, competence, and relatedness. The findings reveal that students perform well academically when they feel in control of their learning (autonomy), capable of accomplishing tasks (competence), and supported by others (relatedness). Their motivation is not solely dependent on external rewards but is largely driven by intrinsic factors, such as personal growth and satisfaction.

Despite experiencing challenges, the students demonstrate resilience by using coping strategies that help them regain balance and maintain motivation. This supports the SDT principle that individuals thrive when psychological needs are continuously nurtured. Thus, the study affirms that fostering an environment that supports autonomy, competence, and relatedness can significantly enhance student motivation, persistence, and academic achievement in the BPED program.

Recommendations

Drawing from the conducted study, the researchers propose the following recommendations:

1. The Physical Education Program Coordinator and College Administrators should utilize the findings of the study in making informed decisions related to academic support, resource allocation, and program planning to ensure that high-achieving students are provided with adequate opportunities for academic success.

2. For BPED Faculty members, the results of the study should be used as a basis for mentoring, instructional planning, and the development of classroom approaches that reflect the strategies employed by Dean's Listers in order to motivate and support other students.

3. For the BPED Student Community. Students are encouraged to adopt the effective learning habits and well-rounded routines demonstrated in the study to better manage coursework, training obligations, and other responsibilities, thereby improving their academic discipline, time management, and overall performance.

4. For BPED Dean's Listers, they are encouraged to reflect on their academic practices and continue refining their strategies while serving as a source of inspiration for their peers in adopting practical study and coping mechanisms.

5. For Future Researchers. The study may serve as a foundation for further investigation into academic achievement in physically demanding degree programs, contributing to the existing body of knowledge on how student excellence is achieved and maintained in Physical Education.

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