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Assessing the Transformational Leadership Style and Roles of Coaches to Student-Athletes' Emotional Intelligence

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ABSTRACT

In the field of sports, coaches significantly influence the emotional intelligence of their student-athletes. Emotional intelligence is the capacity to identify and manage one's emotions and those of others, which is crucial for effective communication, collaboration, and overall performance. Student-athletes exhibiting high emotional intelligence often favored transformational leadership approaches, and differences in culture influenced their preferences. (Lee et al., 2022). This study used the descriptive comparative-correlational research design to develop a leadership program for the Transformational leadership style and role of coaches in developing student-athletes' emotional intelligence. This research design facilitates the identification of significant relationships between coaching behaviors and athlete outcomes. Also, this method enables a detailed examination of how these styles correlate with student-athletes' emotional intelligence, motivation, and overall performance. This research can significantly impact policies within athletic departments. By highlighting the positive correlations between transformational leadership and student-athlete outcomes, stakeholders can advocate for leadership training programs that equip coaches with the skills necessary to foster emotional intelligence among their athletes. According to the study's quantitative results, most respondents are male, the highest mean age is within the 20-21 group, and most are affiliated with team sports. In summary, the sports coaches' overall Transformational Leadership Style (Mean=4.44, SD=0.83) is very effective and the level of roles with (Mean=3.70, SD=0.46) indicates it is always observed. In the comparison using the Analysis of Variance (ANOVA) indicates that there is not enough evidence to claim that there exists a significant difference in the assessment of the players on their coaches' transformational leadership style and the level of roles considering their age, sex, and sports affiliation. In correlation, data reveals that the result of the analysis using the Spearman Rho Correlation, which is a non-parametric test indicates that there is enough evidence suggesting that there exists a weak to moderate relationship between the transformational leadership and emotional intelligence of the athletes and a moderate relationship between the roles of coaches as provided by the p-values that are statistically lesser than the alpha of .05 thus, rejecting the null hypothesis. Moreover, increased emotional intelligence among student-athletes correlates with enhanced performance. Regarding the qualitative data. Five themes appeared in the coaches' effective practices. 1. Attention to Individual as Essential to Team Performance. 2. Managing Personal Emotions. 3. Focus on Holistic Development.4. Maintaining supportive relationships and open communications. 5. Inspiring motivated training. And for the challenges, only three themes emerged 1. Developing personalized training. 2. Challenge in Processing Emotions 3. Feedback's Impact on Athlete's Confidence. This research provides a leadership program for coaches to support the emotional intelligence of student-athletes in their training. The implications of this research extend beyond university sports policy, including improvements that further enrich the emotional intelligence of student-athletes. This study provides insights that influence sports management strategies, highlighting the need for leadership styles that stress emotional intelligence as a crucial element of good coaching techniques.

Keywords. Transformational Leadership Style, Role of Coaches, Emotional Intelligence, Leadership Program

INTRODUCTION

Transformational leadership is a leadership style that prioritizes the growth of followers and develops a feeling of camaraderie and common goals. (Ugochukwu, 2024). In the context of sports, coaches play a crucial role in shaping the emotional intelligence of their student-athletes. Emotional intelligence is the ability to recognize and regulate one's emotions and those of others, which is essential for effective communication, teamwork, and overall performance. Student-athletes with higher emotional intelligence tended to prefer transformational leadership styles, and there were cultural differences in the preferred leadership styles. (Lee, et al., 2022).

The concept of transformational leadership has been extensively examined in several organizational settings, including the field of sports. Studies have shown that transformational leaders have a greater ability to nurture emotional intelligence in their followers, resulting in enhanced performance and work satisfaction. (Khan, et al., 2020). In the context of sports, coaches play a crucial role in molding the emotional intelligence of their student-athletes. They provide guidance, support, and assessment that may either boost or restrict the growth of emotional intelligence.

Despite the importance of emotional intelligence in sports, there is a lack of research on the specific roles that coaches play in shaping these outcomes. Also, there was a limited number of studies to explore emotional intelligence in sports leadership and investigate the relationship between emotional intelligence and preferred coaching leadership styles among collegiate student- athletes. In Transformational leadership, many coaches are not aware of what this style means and how this leadership affects their training. The researcher's coaching experience primarily emphasizes the social development of athletes. By encouraging athletes to engage with their peers and teammates, the researcher aims to enhance their confidence in social interactions, particularly in competitive settings. Additionally, the researcher strongly emphasizes character development as a vital aspect of shaping students' personalities. This study aims to improve emotional intelligence among student-athletes, equipping them with the skills to manage their emotions effectively and to recognize and accept the feelings of others during and after competition. Furthermore, the researcher's observations indicate that the team often experiences heightened levels of anxiety during moments when they hold a competitive advantage. This nervousness appears to stem from the pressure exerted by spectators, which can undermine the athletes' confidence and hinder their ability to maintain focus and effort in their pursuit of victory. As a result, this dynamic may adversely affect their performance and overall determination to succeed in the game.

Evaluating coaches' leadership styles is essential for promoting the emotional growth of student-athletes. The analysis and comprehension of coaching methodologies directly influence athletes' learning, development, and general well-being. By examining the many leadership styles used by coaches, athletic departments and organizations may make educated judgments to assist these leaders in executing successful tactics that benefit their players. Studies reveal that coaches exhibiting transformational leadership qualities—such as fostering a supportive atmosphere, setting elevated standards, and providing constructive feedback—substantially improve student- athletes' performance, motivation, and personal development. This strategy addressed the prevalent challenges encountered by student-athletes by fostering an environment that supports both athletic and emotional growth. Therefore, the assessment of coaches' leadership styles serves as a crucial element in ensuring the impact on emotional intelligence and success of student-athletes both on and off the field. (S. Hartoto et al., 2023).

This study used the descriptive comparative- correlational research design to develop a leadership program for the Transformational leadership style and role of coaches in the development of student-athletes' emotional intelligence. This study also identifies if there are significant differences and relationships between transformational leadership styles and the responsibilities of coaches regarding the emotional intelligence of student- athletes.

The findings of this study significantly advance our comprehension of the pivotal role that coaches play in cultivating the emotional intelligence of student-athletes. These insights offer valuable guidance for coaches and athletic directors on how to effectively nurture a culture of emotional intelligence within their teams. Additionally, this research proposes a structured leadership program designed to enhance coaches' capabilities in supporting the emotional intelligence development of student-athletes throughout their training regimens.

Moreover, the implications of this study extend to university sports policies, suggesting the integration of emotional intelligence training into existing athletic programs. Such enhancements are anticipated to further enrich the emotional intelligence of student-athletes, thereby addressing prevalent challenges they encounter. Furthermore, the insights gained from this research also inform sports management policies, emphasizing the necessity for leadership styles that prioritize emotional intelligence as a fundamental component of effective coaching practices.

OBJECTIVES OF THE STUDY

Provide a leadership program for sports coaches for the development of student-athletes emotional intelligence at the Bataan Peninsula State University.

METHODS

Research Design

This study used the descriptive comparative- correlational research design to develop a leadership program for the Transformational leadership style and role of coaches in the development of student-athletes' emotional intelligence. The main purpose of this method is to use quantitative instruments to test the theory that will show that independent variables will influence the dependent variables. According to (Devi, 2023) Descriptive comparative-correlations research is intended to clarify and characterize the connections among variables by comparing different groups or situations. This approach is often used when researchers are unable to manipulate variables due to ethical or practical limitations.

Sampling Method

The target population of this study is the student-athletes who compete in SCUAA III (State Colleges and Universities Athletic Association) of the Bataan Peninsula State University for the quantitative aspect and sports coaches of SCUAA III in the qualitative side.

This study used a Stratified sampling technique to select the respondents with the help of a Qualtrics calculator to get the ideal sample size in the population by sports on the quantitative side. Purposive sampling technique to select the coaches for the qualitative aspect of the study.

For the purpose of ensuring fairness and obtaining responses from a wider range of people, the 19 sports offered at Bataan Peninsula State University each have their own representation in the selection process. The validity of the research is also something that their coaches take into consideration when selecting the respondents to take part in the study. In coaches' participants, the availability of the coaches' time is also a factor.

Stratified random sampling is a commonly used sampling technique in quantitative research that includes the use of questionnaires. Stratified sampling is a method of probability sampling where the whole population is separated into similar groups (strata) to carry out the sampling procedure. (Hayes, 2024).

FLOW DIAGRAM

This is how the study respondents and participants are selected.
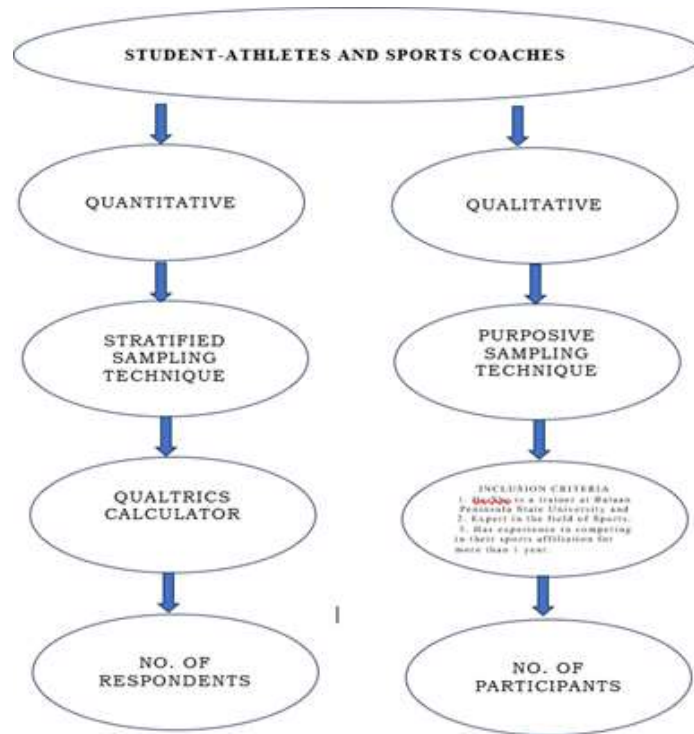
This is the population of the respondents in sex- segregated.

		STUDENT- ATHLETES		COACHES	
SPORTS		MALE	FEMALE	MALE	FEMALE
INDIVIDUA L SPORTS	ARCHERY	4	1	1	
	ARNIS	5	5	1	1
	ATHLETICS	4	5	1	
	TAEKWONDO	5		1	
	BILLIARDS	2	2	1	
	CHESS	4	4	1	
	KARATE-DO	9		1	
	SWIMMING	4	4	1	
DUAL SPORTS	BEACH VOLLEYBALL	4	4	1	
	DANCE SPORTS	4	4	1	
	BADMINTON	4	4	1	
	LAWN TENNIS	5	5	1	
	TABLE TENNIS	5	5	1	1
TEAM SPORTS	BASKETBALL	10	10	1	1
	E-SPORTS	5	5	1	
	FOOTBALL	5		1	
	FUTSAL		5	1	
	SEPAK TAKRAW	4	4	1	
	VOLLEYBALL	10	10		1

TOTAL:		99	71	18	4

The table shows the population of the study in a sex-segregated format. In the Quantitative respondents, 170 ideal sample size with a total of 287 student-athletes in Bataan, the researcher assured that these 170 respondents are divided into 19 types of sports and categorized the classification of sports, Individual, Dual, and Team Sports, and the Qualitative Side has 22 coaches' participants but it is based on the time availability of the participants.

Also, on the Qualitative side, the study utilized purposive sampling. The Criteria for the coach participants are as follows: 1. He/She is a trainer at Bataan Peninsula State University; 2. He/She is an expert in the field of Sports; 3. He/She has experience competing in their sports affiliation for more than one year.

Purposive sampling encompasses a collection of non-probability sampling methods whereby units are chosen based on their possession of certain traits required for inclusion in the sample. Purposive sampling involves intentionally selecting units for a specific reason.

Termed judgmental sampling, this sampling technique depends on the researcher's discernment in recognizing and choosing the persons, situations, or events that may provide the most valuable information to accomplish the study's goals.

Purposive sampling is a frequently used approach in qualitative research and mixed methodologies research. It is especially beneficial when searching for examples with abundant information or maximizing limited resources, but it is susceptible to research flaws such as observer bias.

Purposive sampling is most effective when the objective is to thoroughly examine a limited number of samples. If you are interested in targeting a specific segment of the population with certain characteristics, or if you are studying topics that are likely to have distinct situations, you may want to consider accessing a particular subset of the population. Purposive sampling aims to choose situations, persons, or groups that are most suitable for addressing your research issue. Purposive sampling is most effective when you possess extensive prior knowledge about your study subject. Greater access to information directly correlates with an increase in the quality of your sample. (Nikolopoulou, 2023).

Participants

Pseudonym	Age	Sex	Length of Service	Sports Affiliation
Participant A	26	Female	3	Individual S
Participant B	36	Male	6	Ind
Participant C	28	Male	4	
Participant D	41	Female		
Participant E	26			
Participant F				
Participant				
Pa				

Participants in this study were the eight Coaches taken from the SCUAA team of the university. There were two participants in Individual Sports, three in Dual Sports, and three in team Sports The inclusion of different classifications of sports added variety and

depth to the discussion of the agenda of this study. They were assigned a code to maintain confidentiality. In Methodology, the method of selection of participants is purposive. The researcher contacted all potential participants for this study. 22 are listed but only 8 SCUAA coaches are available to participate in the study. Given the constraint in time to schedule interviews and their availability with the target participants, only eight were able to participate in this study. As set in the criteria in Methodology, the eight SCUAA Coaches must be the following, 1. He/She is a trainer at Bataan Peninsula State University and 2. Expert in the field of Sports. 3. Has experience in competing in their sports affiliation for more than 1 year.

For this research study, to protect the participants' identity, the researcher assigned each participant a pseudonym. The researcher utilized this action in order to ensure confidentiality. Each of the participants was briefly described above concerning their pseudonym, Age, Sex, year of service, and Sports Affiliation (classification), as in the following.

These participants are SCUAA Coches from Bataan Peninsula State University. Three of them are aged 26, two are 28 one is 36, one is 41, and one is 52. Participants are dominated by male Coaches. Participant F has the longest term of service in the university while the three coaches, Participants A, E, and G have the shortest term in service. In place of Sports affiliation, two are under the Individual sports, three of them are in dual sports and also three coaches are under the team sports.

Data Analysis

Data analysis in qualitative research is seen as the process of the collection of empirical materials (i.e., interview transcripts, field notes, and documents), organization of the collected information, and the conclusion drawing and verification of research findings. The data that was collected in this study was used to identify the effective practices and challenges of the trainer. The data that was obtained through the interview protocols, observations were processed through two cycles of coding. The first round of open coding produced the preliminary themes. Those initial themes were presented to the participants and the conversation was transcribed. The second round of coding utilized axial coding. During this process, the data, which were deconstructed during the initial coding process were re-examined and re-sorted, and analyzed until it is meaningfully constructed into the final themes.

Trustworthiness of the Study

Credibility, transferability, dependability, and confirmability were strictly followed throughout this study. Using open-ended guide questions for qualitative and a survey questionnaire for quantitative data strengthened the findings' credibility by allowing respondents and participants to freely express their experiences and assessments. A detailed description of the research context and methodology was provided to demonstrate transferability, allowing readers and other researchers to assess the findings' applicability to similar contexts.

Further, the study's dependability was maintained by consistent and systematic data collection procedures, which included using multimedia tools such as laptop for g-forms cameras and voice recorders for interview to capture a comprehensive view of participants' experiences. Confirmability was established by keeping an audit trail, which included meticulously documenting the research process, decisions, and reflections.

Validity and Reliability

This study used member checks, peer debriefing, and triangulation as validation methods to ensure the validity and reliability of the data. Candela (2019) explained that member check validation entailed returning preliminary findings to participants and allowing them to review, confirm, or provide additional insights into the accuracy and completeness of their contributions. This process ensured the data's accuracy and encouraged participants' participation in the research process. Also, peer debriefing involved discussions with colleagues or experts who were not directly involved in the study. These outside perspectives were helpful for triangulation, connecting findings, and addressing potential researcher biases.

Finally, Moon (2019) explained that triangulation involves using multiple data sources, methods, or perspectives to corroborate findings and enhance the validity and reliability of the research. In this study, triangulation was applied by collecting data from various sources, such as interviews, literature, and documents. By triangulating data, the researcher cross- validated findings, identified patterns or inconsistencies and gained a more comprehensive understanding of the assessment of transformational leadership style and the role of coaches in the student- athletes' emotional intelligence.

Research Instruments

For the Quantitative aspect, an adopted survey questionnaire for the emotional and transformational leadership style is utilized and with the role of coaches, it is a researcher-made question. The survey questionnaire is one of the instrument techniques and important methods to be used in this study. The survey questionnaire instrument consists of a series of questions and other prompts to gather information from the respondents. This research instrument is often designed for statistical analysis of the responses.

However, this survey questionnaire is given to the respondents as a sort of informal need analysis to develop inputs and experiences that develop a conceptual understanding of the program. From the initial need analysis, the results are more flexible. And have a better chance of figuring out the respondents' needs and how best to meet them.

Aside from this instrument, the main instrument used on the qualitative side is an interview guide. A simple "Interview Guide" to guide the semi-structured interviews was constructed and each participant was asked to respond. The purpose of qualitative interviews is to learn about the individual's culture and understand his/her situation. Individual interviews are conducted with the sports coaches' participants with their time availability.

Data Gathering

The data-gathering procedures of this study follow the three phases of gathering data (Pre gathering, Actual gathering, and Post gathering):

PRE-DATA GATHERING

Step 1. Development of Instruments

Step 2. Validation of Quantitative and Qualitative Instruments

Step 3. Ethical Certification

Step 4. Approval Letter for Pilot Testing Step 3. Pilot Testing

Step 4. Approval Letter to conduct the study.

ACTUAL DATA GATHERING

Step 5. Data Gathering both Quantitative and Qualitative

POST DATA GATHERING

Step 6. Data Analysis (Qualitative and Quantitative) Step 7. Interpretation of Results

Step 8: Development of Leadership Program Step 9: Validation

Step 9: Validation

RESULTS AND DISCUSSION

Part I. Profile

Table 1 presents the respondents' profiles in terms of age, sex, and sports affiliation.

Number of Cases = 170

Profile	Frequency	Percentage
1.1 Age		
18 to 19 years old	39	22.94
20 to 21 years old	86	50.59
22 to 23 years old	45	26.47
1.2 Sex		
Male	91	53.53
Female	79	46.47
1.3 Sports Affiliation		
Individual	55	32.35
Dual Sports	47	27.65
Team Sports	68	40.00
Total	**170**	**100.00**

It can be gleaned from Table 1 that from the total of 170 respondents, 86, or 50.59% aged

between 20 to 21 years old, 45, or 26.47% between

22 to 23 years old, and 39, or 22.94% aged between

18 to 19 years old.

In terms of sex, 91 or 53.53% of the respondents were male, while 79, or 46.47% were female.

As to sports affiliation, data shows that 68 or 40% declare that they were affiliated to team sports,

55 or 32.35% with individual sports, and 47 or 27.65% to Dual Sports.

The study noted that the majority of respondents were male, the highest mean age was within the 20-21 group, and most respondents were affiliated with team sports. The majority of players were now engaged and have a willingness to collaborate and participate as a team.

Part II. Transformational Leadership Style

Part II describes the transformational leadership styles of sports coaches in terms of Goal Setting; Providing Feedback; Painting a Vision; Career and Skill Development; Intellectual Stimulation; Performance Monitoring and Control; and Treating People as Individuals.

Indicators	Mean	SD	DI	Rank
Goal Setting	4.41	0.92	Very Effective	5.5
Providing Feedback	4.39	0.90	Very Effective	7
Painting a Vision	4.46	0.89	Very Effective	3
Career And Skills Development	4.47	0.83	Very Effective	2
Intellectual Stimulation	4.45	0.82	Very Effective	4
Performance Monitoring and Control	4.41	0.87	Very Effective	5.5
Treating People as Individual	4.48	0.87	Very Effective	1
Overall	**4.44**	**0.83**	**Very Effective**	

Legend: 4.20-5.00 Very Effective (VE); 3.40–4.19 A Strength (AS); 2.60–3.39 Competent (C); 1.80–2.59 Needs Development (ND); 1.00–1.79 Address Urgently (AU); SD-Standard Deviation; DI-Descriptive Interpretation

In summary, the sport coaches' overall Transformational Leadership Style (Mean=4.44, SD=0.83) indicates that respondents have perceived it as very effective, the highest mean is found in treating people as individuals (Mean=4.48, SD=0.87), followed by career and skills development (Mean=4.47, SD=0.83); and painting vision (Mean=4.46, SD=0.89). The lowest mean on the other hand is on providing feedback (Mean=4.39, SD=0.90).

Based on the findings, transformational leaders must accept differences among individuals, and in sporting contexts, feedback from players is essential for identifying areas for improvement.

Transformational leaders commit to the ideals and beliefs they uphold. They exemplify integrity, ethical conduct, and unwavering dedication to the organization's objective. Individuals place their faith, respect, and admiration in them due to their words and actions. This generates a magnetic attraction that compels others to emulate the behavior.

Transformational leaders beyond normal management; they initiate significant change, acknowledge the benefits of transformational leadership, and implement them effectively. Their distinctive combination of attributes, including visionary thinking, empathy, and determination, enables them to move, motivate, and lead organizations towards outstanding outcomes. At the core of their leadership approach is the passionate communication of an inspiring vision for the future to their peers. This vision, along with their natural charm, captivates others, fostering a feeling of enthusiasm and collective will. Personality allows transformative leaders to engage with people genuinely and motivate collaborative efforts.(Miljana,2024)

Transformational leaders exhibit deep concern for the wellness and development of their team members, demonstrating significant empathy and compassion. They attentively listen to one another, provide assistance and support, and acknowledge each other's achievements. Their confidence and decision- making abilities foster trust and provide a feeling of security, especially in uncertain situations. They ensure their message is comprehensively understood and accepted by transparently providing facts, requesting comments, and upholding clarity in all interactions.

Part III. Comparison

Part III presents the differences in the assessment of the student-athletes on the transformational leadership style of their coaches when their profile is taken as a test factor.

The result of the analysis using the Analysis of Variance (ANOVA) indicates that there is not enough evidence to claim that there exists a significant difference in the assessment of the players on their coaches' transformational leadership style (F=1.901, p=0.153) considering their age, (t=0.789, p=0.431) considering their sex, (F=2.934, p=0.056) and considering their sports affiliation, as the p-value is greater than the alpha of .05, thus, failing to reject the null hypothesis.

However, a significant difference is found in Providing Feedback (F=3.321, p=0.039), in Sex and in Sports affiliation found in Providing Feedback (F=3.118, p=0.047); Career and Skills Development (F=3.945, p=0.021); and Treating People as Individuals (F=3.781, p=0.025) as provided by the p-value which is statistically lesser than the alpha of .05, thus, rejecting the null hypothesis. Further analysis using the Tukey test, a post-comparison test, found that the differences are found when the assessment provided by the 18 to 19 years old (Mean=4.08, SD=1.16) is compared with the 20 to 21 years old (Mean=4.52, SD=0.73) in Sports affiliation and Sex.

Part IV. Coaches' Level of Roles

Part IV describes the Coaches' Level of Roles in terms of Inspiration and Motivation; Individualized Attention; Positive Team Culture; Personal Growth and Development; Empowerment and Ownership; Modeling Behavior; Observational Learning; Feedback and Reinforcement; Cognitive Process; and Peer Influence

Indicators	Mean	SD	DI	Rank
Inspiration And Motivation	3.68	0.52	Always	8
Individualized Attention	3.65	0.53	Always	10
Positive Team Culture	3.71	0.52	Always	4.5
Personal Growth and Development	3.75	0.46	Always	1
Empowerment And Ownership	3.70	0.48	Always	6.5
Modeling Behavior	3.73	0.50	Always	2.5
Observational Learning	3.71	0.48	Always	4.5
Feedback And Reinforcement	3.66	0.49	Always	9
Cognitive Process	3.70	0.48	Always	6.5
Peer Influence	3.73	0.49	Always	2.5
Overall	**3.70**	**0.46**	**Always**	

Legend: 3.25–4.00 **Always (A)**; 2.50–3.24 Often (O)**;** 1.75–2.49

Rarely (R); 1.00–1.74 Never (N); SD-Standard Deviation; DI- Descriptive Interpretation

In summary, the sports coaches' overall level of roles (Mean=3.70, SD=0.46) indicates that respondents have perceived it as always observed, the highest mean is found in Personal Growth And Development (Mean=3.75, SD=0.46), followed by Modeling Behavior (Mean=3.73, SD=0.50); and Peer Influence (Mean=3.73, SD=0.49), then Positive Team Culture (Mean=3.71, SD=0.52); and Observational Learning (Mean=3.71, SD=0.48), next was Empowerment and Ownership also Cognitive Process (Mean=3.70, SD=0.48). Third to the lowest mean was Inspirational and Motivation (Mean=3.68, SD=0.52) while second to the lowest mean was Individualized attention (Mean=3.65, SD=0.53). The lowest mean on the other hand is on Individualized Attention (Mean=3.65, SD=0.53).

Coaches can positively influence and inspire student-athletes, as the time students spend on a sports field in school imparts essential life skills such as teamwork, communication, leadership, and resilience (the capacity to cope with loss).

(Shanmuganathan-Felton V, et.al, 2022) The coach-athlete relationship is generally regarded to be essential in sports, with athletes regularly seeking their coaches' counsel during both triumphs and setbacks In summary, Coaches' duties include more than just teaching athletic skills; they are crucial in influencing the psychological, social, and emotional growth of their athletes. Effective coaching cultivates resilience, develops character, increases drive, and encourages social relationships among teams.   The study demonstrates that implementing supportive coaching methodologies and prioritizing coach education are essential measures for optimizing athlete potential and guaranteeing favorable sporting experiences.

Part V. Comparison Coaches' Level of Roles

Part V presents the differences in the assessment of the student-athletes on the level of the Roles of their coaches when their profile is taken as a test factor.

The result of the analysis using the Analysis of Variance (ANOVA) indicates that there is not enough evidence to claim that there exists a significant difference in the assessment of the players on their coaches' level of roles (F=2.210, p=0.113) considering their age, roles (t=1.576, p=0.117) considering their sex, and (F=4.497, p=0.013) considering their sports affiliation, as the p-value is greater than the alpha of .05, thus, failing to reject the null hypothesis.

However, a significant difference is found in Individualized Attention (F=3.997, p=0.020) in Age, as provided by the p-value which is statistically lesser than the alpha of .05, thus, rejecting the null hypothesis. Further analysis using the Tukey test, a post-comparison test, found that the differences are found when the assessment provided by the 18 to 19 years old (Mean=3.45, SD=0.62) is compared with the 20 to 21 years old (Mean=3.74, SD=0.41).

Further analysis using the Tukey test, a post- comparison test, found that the differences are found when the assessment provided by the athletes who are affiliated with single sports (Mean=3.83, SD=0.27) is compared with those affiliated to Dual Sports (Mean=3.57, SD=0.62).

Part VI. Athletes' Emotional Intelligence

Indicators Development	Priority	Giving	Attention	Area of Strength	Mean	SD	DI	Rank
Self-Awareness	f	1	17	152	44.12	6.71	Area of Strength	1
	%	.60	10.00	89.40				
Managing Emotions	f	1	34	135	42.12	7.61	Area of Strength	5
	%	0.60	20.00	79.40				
Motivating	f	1	25	144	43.14	7.06	Area of Strength	4
Oneself	%	0.60	14.70	84.70				
Empathy	f	1	25	144	43.71	7.07	Area of Strength	2
	%	0.60	14.70	84.70				
Social Skills	f	1	28	141	43.40	7.39	Area of Strength	3
	%	0.60	16.46	82.94				

Legend: 35–50 Area of Strength; 18-34 Giving Attention; 10-17 Development Priority; SD-Standard Deviation; DI- Descriptive Interpretation

It can be gleaned from the above table that emotional intelligence in terms of self-awareness (Mean=44.12, SD=6.71) is an area of strength of student-athletes, it can also be gleaned that 152 or 89.40% of the athletes score between 35 to 50, while 17 or 10% scores between 18 to 34, and 1 or 0.60% scores between 10 to 17.

Similarly, managing emotions (Mean=42.12, SD=7.61) is an area of strength of student-athletes, it can also be gleaned that 135 or 79.40% of the athletes score between 35 to 50, while 34 or 20% scores between 18 to 34, and 1 or 0.60% scores between 10 to 17.

Data also reveals that motivating oneself (Mean=43.14, SD=7.06) is an area of strength of the majority of student-athletes, it is shown that 144 or 84.70% of the athletes score between 35 to 50, while 25 or 14.70% scores between 18 to 34, and 1 or 0.60% scores between 10 to 17.

Likewise, empathy (Mean=43.71, SD=7.07) is an area of strength of the majority of student-athletes, it is shown that 144 or 84.70% of the athletes score between 35 to 50, while 25 or 14.70% scores between 18 to 34, and 1 or 0.60% scores between 10 to 17.

Data also shows that social skills (Mean=43.40, SD=7.39) is an area of strength of the majority of student-athletes, it is shown that 141 or 82.90% of the athletes score between 35 to 50, while 28 or 16.46% scores between 18 to 34, and 1 or 0.60% scores between 10 to 17.

Emotional intelligence (EI) is widely acknowledged as an essential factor affecting the performance, well-being, and growth of student athletes. Emotional intelligence involves the capacity to identify, comprehend, and regulate one's own emotions and those of others. Emotional intelligence is an essential factor in the growth and achievement of student-athletes. It improves sports performance by facilitating superior emotion regulation and coping mechanisms for competitive anxiety while promoting favorable team dynamics through enhanced communication and empathy. As research advances, including emotional intelligence training in athletic programs will be essential for optimizing individual athlete potential and enhancing overall team performance.

(Rodriguez-Romo G, et al., 2021) Sport provides an emotional experience. Research indicates that higher an emotional experience. Research indicates that higher athletic performance, while the specific aspects of sports experience and their connection to EI remain unclear. This indicates that athletes who effectively regulate their a structured, psychophysiological response that assesses current environment relationships. Sports experiences are naturally emotional. Victory and defeat, transcending personal limits via achievement or recovering from an injury, elicit distinct emotions. Emotions are intrinsic to competitiveness and can profoundly affect performance. Consequently, emotional intelligence (EI) may serve as an indicator of athletic performance, and numerous methodologies have been established within sports psychology to ascertain the ideal degree of EI in athletes. Engaging in sports generates feelings and may serve as a potential mechanism for the development of emotional intelligence (EI)as each athlete responds uniquely to these experiences.

Part VII. Correlation between Transformational Leadership Style and Emotional Intelligence

Part VII presents the degree of relationship between the Transformational Leadership Style of the coaches and the emotional intelligence of the student-athletes.

		Self-Awareness	**Managing Emotions**	**Motivating Oneself**	Empathy	**Social Skills**
	r	.271**	.307**	.357**	.274**	.293**
Goal Setting	Sig.	<.001	<.001	<.001	<.001	<.001

Providing Feedback	r	.290**	.323**	.433**	.340**	.345**
	Sig.	<.001	<.001	<.001	<.001	<.001
Painting a Vision	r	.279**	.286**	.357**	.290**	.294**
	Sig.	<.001	<.001	<.001	<.001	<.001
Career and Skills Development	r	.317**	.335**	396**	.324**	.305**
	Sig.	<.001	<.001	<.001	<.001	<.001
Intellectual Stimulation	r	.363**	.366**	.403**	.349**	.339**
	Sig.	<.001	<.001	<.001	<.001	<.001
Performance Monitoring and Control	r	.309**	.359**	.434**	.339**	.359**
	Sig.	<.001	<.001	<.001	<.001	<.001
Treating People as Individuals	r	.325**	.323**	.368**	.321**	.333**
	Sig.	<.001	<.001	<.001	<.001	<.001
Transformational Leadership	**r**	**.323****	**.345****	**.413****	**.336****	**.341****
	Sig.	**<.001**	**<.001**	**<.001**	**<.001**	**<.001**

**. Correlation is significant at the 0.01 level (2-tailed)

Data reveals that the result of the analysis using the Pearson r, which is a non-parametric test indicates that there exists a weak to moderate relationship between the transformational leadership and emotional intelligence of the athletes in terms of self-awareness (rs=.323, p<.001), managing emotions (rs=.345, p<.001), motivating oneself with (rs=.413, p<.001), empathy (rs=.336, p<.001), and social skills (rs=.341 p<.001).

Transformational leadership (TL) is increasingly acknowledged as a vital element in fostering emotional intelligence (EI) among student athletes. Transformational leadership is defined by leaders who inspire and encourage their followers to prioritize the common goals of the team or organization over their own self-interests. The relationship between transformational leadership and emotional intelligence is essential for the growth of student-athletes both academically and in sports. Coaches employing a transformational leadership style can significantly improve their players' emotional capabilities, resulting in enhanced performance, improved team relationships, and personal development. As research advances in this field, including transformational leadership training into coaching education will be important to optimizing the potential of student-athletes in competitive sports settings.

Part VIII. Correlation between Roles of Coaches and Emotional Intelligence

Part VIII presents the degree of relationship between the level of the Roles of the coaches and the emotional intelligence of the student-athletes.

		Self-Awareness	Managing Emotions	Motivating Oneself	Empathy	Social Skills
Inspiration and Motivation	r	.365**	.380**	.486**	.413**	.434**
	Sig.	<.001	<.001	<.001	<.001	<.001
Individualized Attention	r	.474**	.476**	.542**	.510**	.487**
	Sig.	<.001	<.001	<.001	<.001	<.001
Positive Team Culture	r	.415**	.395**	.468**	.428**	.468**
	Sig.	<.001	<.001	<.001	<.001	<.001
Personal Growth and Development	r	.365	.356	.460	.402	.392
	Sig.	<.001	<.001	<.001	<.001	<.001
Empowerment and Ownership	r	.433**	.442**	.502**	.468**	.460**
	Sig.	<.001	<.001	<.001	<.001	<.001
Modeling Behavior	r	.362**	.380**	.469**	.402**	.414**
	Sig.	<.001	<.001	<.001	<.001	<.001
Observational Learning	r	.435**	.442**	.504**	.469**	.476**
	Sig.	<.001	<.001	<.001	<.001	<.001
Feedback and Reinforcement	r	.497**	.509**	.555**	.531**	.538**
	Sig.	<.001	<.001	<.001	<.001	<.001
Cognitive Process	r	.485**	.485**	.532**	.531**	.506**
	Sig.	<.001	<.001	<.001	<.001	<.001
Peer Influence	r	.396**	.355**	.438**	.397**	.437**
	Sig.	<.001	<.001	<.001	<.001	<.001
Roles of Coaches	r	.453**	.452**	.530**	.487**	.494**
	Sig.	<.001	<.001	<.001	<.001	<.001

**. Correlation is significant at the 0.01 level (2-tailed)

In general, the data reveals that the result of the analysis using the Pearson r, which is a non-parametric test indicates that there is enough evidence suggesting that there exists a moderate relationship between the roles of coaches and the emotional intelligence of the athletes in terms of self-awareness (rs=.453, p<.001), managing emotions (rs=.452, p<.001), motivating oneself (rs=.530, p<.001), empathy (rs=.487, p<.001),

and social skills (rs=.494 p<.001) as provided by the p- values that are statistically lesser than the alpha of .05 thus, rejecting the null hypothesis.

The relationship between the roles of coaches and emotional intelligence (EI) is a significant focus of study in sports psychology and coaching performance. Emotional intelligence involves the capacity to identify, comprehend, and regulate both personal emotions and the emotions of others. In coaching, emotional intelligence is crucial for establishing supportive conditions that promote athlete growth. Coaches possessing higher emotional intelligence are better at addressing the emotional challenges inherent in their role, which encompass stress management, fostering relationships with players, and successfully attending to athletes' emotional requirements. Coaches assume a complex role in influencing the experiences and results of

student-athletes. They are accountable not only for technical training but also for fostering an emotional atmosphere that enhances psychological well-being. Studies demonstrate that emotionally capable coaches possess superior emotional awareness and regulation, enabling them to cultivate training settings that fulfill the psychological requirements of their athletes (José et al., 2023) To summarize the relationship between coaching roles and emotional intelligence   is essential for comprehending how successful coaching can improve athlete development. Emotionally intelligent coaches cultivate supportive settings that enhance psychological well-being, optimize performance outcomes, and nurture strong relationships with athletes. As studies grow in this field, including emotional intelligence training in coaching approaches will be crucial for boosting individual athlete potential and enhancing overall team function.

EFFECTIVE PRACTICES OF THE COACHES

*The researcher selected a single sample from each code and transcript for clarity in the presentation

Themes	Code	Transcript Response "Sample"	Participant
Attention to Individual as Essential to Team performance.	Differentiated Guidance	And, aside from that, maybe because in emotional intelligence, we should have what we call the individualized uh… consideration because they came from different families, different upbringing. Also, they have also their different personal goals, they have diverse ideas of what they're going to do during the games or even during the training, or even uh… in the first uh… step that they are going to be in the team	Participant H
Managing Personal Emotions.	Control Emotion	Since there are things that I cannot control, tsaka sir I do not let my emotions overpower the situation what should be done din po I always think sa lahat ng iisipin at gagawin kopo.	Participant A
Focus on Holistic Development.	Guidance to Holistice Development	Yes, I believe I am practicing transformational leadership as a coach. My goal is to motivate and inspire my athletes to achieve not only athletic success but also personal growth.	Participant B
Maintaining supportive relationship and open communications.	Positive and Safe environment	I work to create a positive learning environment	Participant D
Inspiring motivated training.	Empowering	Through events like the seminars I've attended, I've learned the importance of fostering a positive and supportive team culture, where each athlete feels empowered	Participant B

CHALLENGES ENCOUNTERED IN TRAINING

*The researcher selected a single sample from each code and transcript for clarity in the presentation.

Themes	Code	Transcript Response	Participant
Developing personalized training.	Individual Differences	As a coach, one of the main challenges I've encountered in training is addressing each athlete's varying levels of motivation, confidence, and emotional resilience. Athletes come with different personalities and backgrounds, which sometimes makes it challenging to build a cohesive team atmosphere.	Participants D

Challenge in Processing Emotions.	Overcoming Emotion to reach Athletes	Emotionally Sir, it can be challenging to manage my own responses while supporting athletes who may feel disappointed, frustrated, or discouraged ang hirap kasi dapat sensitive din tayo sa kanila ensuring that they remain patient and encouraged, even when outcomes aren't ideal, is essential.	Participants B
Feedback's Impact on Athlete's Confidence.	Feedback Effect	So, there are some ups and downs of the athletes during the training. And I observed that there are some moments in which the athletes, uh… given some negative comments, negative observations of their trainors. And then uh… sometimes you may not know how do they deal with it. So, it's very important to give them good advice after the conversation or after the conference that you have with the trainors in order for them to balance uh… the feelings that they have. And in that way, that is uh… one of the examples that I am most likely to do giving them advice during the time that uh… they uh… they receive their… uh… their uh… what you call this one, their…their uh… their ano 'no? what do you call this one, the wrongness of their practice or the lacks of their practice, or even the uh… strategies that they do- that they- uh… that they can't even learn 'no? In that moment, so we really give them an ample time 'no? For them to…to learn them a lot and master the strategies.	Participants H

SUMMARY OF FINDINGS

In today's competitive sports environment, the importance of emotional intelligence (EI) among athletes is essential. As the psychological demands of sports increase, the need for coaches to develop emotional intelligence in their student-athletes also increases. Leadership programs provide a systematic and effective method that enables coaches to improve the emotional skills of their athletes. By emphasizing self-awareness, relationship management, communication, and team culture, these programs enable coaches to significantly influence the development of emotionally knowledgeable athletes.

Research indicated that leadership training designed for sports coaches significantly enhance emotional intelligence in student athletes. Equipping coaches with the necessary abilities, knowledge, and strategies to foster emotional development ultimately enriches the whole sporting experience for student-athletes. Along with the research findings Leadership programs may aid coaches in enhancing the emotional intelligence of their players through various techniques. First, Understanding Emotional Intelligence, leadership programs initiate by instructing coaches on the fundamental components of emotional intelligence, including self-awareness, self-regulation, social awareness, and relationship management. By comprehending these principles, coaches may more effectively identify their emotional reactions, resulting in improved relationships with players. Additionally, Fostering a Supportive Team Environment, Leadership training assists coaches in creating a team culture that emphasizes emotional well-being. Coaches acquire the skills to provide a secure environment for players to articulate weaknesses and apprehensions. This nurturing atmosphere promotes athletes to seek assistance, express their emotions, and participate in significant dialogues on their emotional experiences. Furthermore, the results of the emotional assessment of student-athletes indicate that recognizing and addressing emotional challenges is important. This understanding allows them to proactively address possible concerns and provide appropriate help or resources. Coaches who identify the emotional needs of their players may intervene successfully, enhancing mental health and resilience. Furthermore, integrating Emotional Intelligence into Training Leadership programs provide coaches with methodologies to integrate emotional intelligence training into their standard practices. Training sessions might include exercises and activities that foster self-reflection, team-building, and emotional discourse. This proactive strategy guarantees that emotional growth is an integral component of athletic development.

Also, Supporting Athlete Development Beyond Sports is crucial for fostering positive relationships and enhancing the performance of student-athletes. Leadership programs advocate for a comprehensive approach to coaching, highlighting that emotional intelligence transcends physical success. Coaches are driven to assist their players in both personal and academic domains. This holistic approach cultivates well-rounded individuals capable of addressing issues across several aspects of life. Consequently, By enhancing coaches' comprehension of emotional intelligence, promoting constructive communication, and establishing supportive settings, these programs facilitate the personal and physical development of young athletes. Coaches that emphasize emotional intelligence enhance team performance while cultivating resilient, empathic people prepared to confront life's obstacles both on and off the field.

CONCLUSIONS

1. In light of the study's findings, Student-athletes are not only managing academics and athletics; they are also navigating through a complex range of demands from coaches, teammates, and themselves. This setting could worsen feelings of worry and sadness, perhaps resulting in inappropriate ways of coping such as drug addiction or disordered eating. Study reveals that while engagement in sports might provide advantages such as decreased depression rates and enhanced self-esteem, student-athletes-coaches relationship has a big impact in their emotional health.

2. Based on the results of the study, Researcher conclude that a relationship between increased emotional intelligence and improved performance can be observed across several areas of life. Individuals who develop their emotional intelligence, whether in school or athletic settings, often attain higher levels of achievement and fulfillment. In an increasingly related the community, the capacity to comprehend and regulate emotions—both personal and interpersonal— becomes crucial. By emphasizing the development of emotional intelligence, we not only enhance our own capabilities but also foster constructive contributions to our team, establishing situations suitable to collective development.

3. Also, the results of the study shows that transformational leadership provides significant advantages to student-athletes, improving their motivation, emotional intelligence, unity among teammates, and personal development. Coaches exemplifying transformational leadership develop an atmosphere in which athletes feel encouraged and empowered to achieve their maximum potential. As higher education institutions increasingly acknowledge the significance of mental health and well-being among student-athletes, the role of transformational leaders becomes more vital. Transformational leaders enhance both athletic abilities and personality traits, so fostering team success and cultivating resilient people prepared to face life's problems directly.

4. Findings also said that the role of coaches in developing emotional intelligence (EI) in student-athletes is essential for promoting both physical achievement and personal development, as well as emotional well-being. Coaches act as mentors, directing players through the complexity of competition and collaboration while also fostering their emotional intelligence. By demonstrating emotional competence, establishing supportive training settings, and fostering team togetherness, coaches significantly influence the emotional growth of their players.

5. In line with emotional intelligence the significance of it in sports is important. It enhances sports performance by facilitating effective emotion supervision, develops collaboration via enhanced communication and empathy, boosts emotional well-being by offering coping techniques for stress, and encourages leadership abilities among athletes. As the sports world increasingly acknowledges the many advantages of emotional intelligence, both coaches and players need to emphasize its development. By fostering emotional intelligence in sports programs, we can develop a generation of athletes who are not just proficient competitors but also resilient people capable of excelling both on and off the field.

RECOMMENDATION

1. Leadership Initiative on Emotional Intelligence: Sports Coaches should use the leadership program output of this study and attend counseling to a professional mentor for EI. The administration managing the sports program should establish a leadership effort focused on improving emotional intelligence among coaches and players.

1. Transformative Leadership for Coaches: Aspiring coaches must embrace a transformational leadership paradigm in their engagements with student-athletes to cultivate team success. They can also attend more leadership training for sports coaches, and Sports coaches can have leadership training for his/her athletes every quarter.

2. Capacity Building for Coaches: Coaches must participate in capacity development initiatives to improve their understanding of their roles and responsibilities within the sports program. The university can have regular capacity building to promote camaraderie for each coach to deepen understanding of their roles.

3. Mandatory Program Implementation: A memorandum will be sent mandating all coaches to execute the specified program in every training session. For them to forced used and join in the program.

4. Research on Student-Athlete Development: Future researchers need to concentrate on examining methodologies for the comprehensive growth of student-athletes as persons. Not just only in one aspect but in the holistic development of the student-athletes.

LEADERSHIP PROGRAM RATIONALE

In a sports environment, leadership programs for emotional intelligence are structured initiatives designed to enhance the emotional competencies of people within an organization. These programs may vary considerably in design and implementation, although they often aim to prepare individuals for competent roles by developing essential skills. The training program is designed to strengthen and equip student-athletes to manage their emotions in different   situations.

Leadership development programs seek to improve people' capacities to effectively manage successes and failures. The exercises include aiding student-athletes in understanding their emotions, improving their decision-making abilities, and developing skills to effectively motivate and lead teams. The main goal is to provide individuals with the necessary skills to promote success and innovation while fostering a healthy working environment.

Plans of Implementation

The program may be facilitated by a well- designed process, particularly when the assessment delivery is unique and engaging, as has been shown. Evaluation by coaches as well as the student-athletes, may help students develop a variety of abilities such as reflection, critical thinking, and self-awareness – as well as provide them with an understanding of the process. Discussing the methods of the program with your learners may also assist you in ensuring that the purposes and objectives of your program are well understood by them. In doing the proposed intervention program here are the proper process of doing the program. It may assist you in ensuring that you are evaluating the abilities and emotional intelligence that you planned to test, and it may open the door to new possibilities for other ways to assess your students, some of which may be more efficient and successful than the present techniques you are using:

1. Conduct. Conduct the program to the student- athletes of the SCUAA starting the month of training. Orientation to all SCUAA Coaches for the utilization of the proposed leadership program.

2. Execute. after conducting the preliminary of the program. It is important to execute the proper process of the program. Starting from the first activity until the last is a prerequisite for the intake of proper knowledge of the program. The project execution phase is the stage of the program during which the plan developed in the previous stages of the program is put into effect. In project execution, the primary goal is to design and produce the anticipated deliverables, which must be delivered on time and within budget, and which must also fit the agreed-upon scope and satisfy acceptable quality criteria. It is impossible to emphasize the significance of successfully finishing the project execution phase on time.

3. Monitor. After executing the program, monitoring is vital. For the program to check if it is effective and working. Program monitoring serves the aim of tracking program implementation and outputs in a systematic manner, as well as determining the efficacy of programs at the program level. It aids in determining whether a program is on track and when modifications may be required to keep it on track.

4. Evaluation. It is a systematic process of examining a program, practice, intervention, or initiative to determine how effectively it meets its objectives and how well it may be improved. Evaluations assist in determining what is successful and what needs to be improved in a program or effort, among other things.

PROGRAM OBJECTIVES

The leadership program aims to enhance the emotional intelligence of student-athletes to reduce emotional health issues. The results are based on the assessment of students regarding the transformational leadership style and the role of coaches, as well as the assessment of the emotional intelligence of SCUAA student- athletes categorized in various sports affiliations. The program objectives are 1. intends to focus on enhancing the Emotional Intelligence of Student- Athletes at Bataan Peninsula State University through this program. 2. Equip student-athletes to handle triumphs and failures. 3. Enhance the emotion management of student-athletes before and after the game.

AREAS OF CONCERN	ACTIVITIES	OBJECTIVES	TIME FRAME	PERSON INVOLVED	BUDGET	EXPECTED OUTPUT	SUCCESS INDICATOR
Application	Tryouts	To figure out how good an athlete is, find future student-athletes, give new people a chance to join, and finally make a successful competitive team.	January	Coaches and Interested Student-athletes	5 000	To get the prospective student-athletes in specific sports.	100 % List of Qualified Players
Effective Program	Training Need Analysis	To address the different needs of student- athletes, identify knowledge problems, optimize resource distribution, prioritize training basic needs, and improve coach engagement,	January	Student-athletes and Coaches	10 000	analyze the training needs of the student- athletes	100 % of sports coaches analyze the training needs of their respective sports
aging Emotions	Student-Athletes Counselling	intended to help them get ready for the unique problems they will face when they try to handle school, sports, and other responsibilities.	February - March	Guidance Counselors and Student-athletes	10 000	Assist student-athletes to help them achieve the highest possible standards of academic success and to make sure they stay on track and are ready for the future game.	90 % of Student-athletes manage their emotions and attain the highest level of achievement both academically and athletically.

Individualized Attention	Team Building	To contribute to the formation of a team that is high-performing, solid, and motivated.	March	Coaches and Student-Athletes	50 000	To improve their teams' overall effectiveness, as well as their ability to collaborate, communicate, and trust one another, by focusing on these objectives.	100 % of the coaches and student-athletes participate in team building
Connection to Student-athletes	Transformational Leadership Style Training	To boost individual competencies and foster a more unified, motivated, and emotionally aware team.	April	Student-Athletes and Coaches	50 000	Enhanced and developed individuals to be more motivated in their training.	100 % of both student-athletes and Coaches developed a connection.
Relationship to Student-athletes	Role of Coaches Training	To enhance both the athletic abilities of participants and their emotional competencies.	May	Student-Athletes and Coaches	50 000	Emotional competent in both academic and athletic areas.	100 % of Student-athletes and Coaches having a good relationship .

| andling Emotions | Emotional Intelligence Training | To enhance individual and significantly improve the organization's overall health. By developing a culture of emotional awareness, empathy, and effective communication, and organizations establish a more productive, engaged, and harmonious work environment. | June | Student-Athletes and Coaches | 50 000 | Improved Emotional Intelligence like Self-awareness, Managing Emotions, Motivations, Empathy, and Social Skills. | 100% of student-athletes are Emotionally healthy |

| Awareness of Emotional Intelligence | Capacity Building about Emotional Health | Enhancing emotional intelligence can result in significant improvements in individual performance, team collaboration, and overall organizational success. | June to December | Expert in the Field of Emotional Intelligence | 30 000 | Student-athletes become aware of their emotional Level. | 100% of student-athletes are knowledgeable and aware of their emotions. |
| Providing Feedback | Regular "Kumusta | Concentrate on improving | January- | Coach and | 50 000 | Foster a conducive | A conduc |

	han"	communication, developing relationships, and promoting a supportive environment.	Decem ber	Athlete s		environment that promotes effective communication, develops stronger connections, and ultimately boosts performance and happiness among team members.	ive, lighted setting, and timely feedba ck for all student - athlete s.

*** Proposed specific activities for each program are attached in the appendices.

REFLECTION: (in each activity - it may be conducted in written or verbal format)

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