



Trainers' Pedagogical Skills toward Holistic Development of the Athletes

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ABSTRACT

In today's education and athletic landscape, student-athletes face the dual challenge of excelling academically while striving for athletic success. While physical training is often prioritized in sports programs, the importance of holistic development encompassing intellectual, physical, social, and emotional growth remains critical. Castañas National High School recognizes this need but faces growing concern on athletic programs.

The respondents varied in age, with most falling within 14–15 years old (64.29%), followed by those aged 12–13 (19.05%), and the rest aged 10–11. Female athletes slightly outnumbered males, comprising 53.57% of the sample. In terms of athletic experience, 50% of respondents had 1–2 years of experience, while 41.67% had 3–4 years. Athletes highly rated their trainers' pedagogical skills across decision-making, leadership, mentorship, and technical ability, with all categories receiving a mean rating of 3.90 or above, interpreted as "Highly Manifested." Similarly, respondents agreed that their trainers positively influenced their development across all four holistic dimensions, with the highest impact seen in the social domain (mean = 3.88), followed by emotional (3.84), intellectual (3.80), and physical (3.80) development.

However, statistical results revealed no significant correlation between the athletes' demographic profiles and their holistic development. Furthermore, while trainers' pedagogical skills were perceived as strong, they showed minimal correlation with holistic growth, indicating that other factors such as family support, peer relationships, and internal motivation may play a more influential role.

Introduction

It is often acknowledged in educational contexts that sports and physical education contribute to students' holistic development. Schools are the main setting for developing young people's life skills, emotional intelligence, and personal development in addition to their academic knowledge. The significance of balanced development is especially important for student-athletes. The development of their mental, emotional, and social well-being is equally important in ensuring that they grow as individuals both within and beyond the athletic field, even though winning athletics is an admirable aim.

Through demanding training and competitive competitions, Castañas National High School's athletic programs are designed to promote students' physical development. Nonetheless, there is a growing recognition that trainers' pedagogical approaches, the way they instruct, interact with, and assist the athletes, may fall short in meeting the students' overall needs. Enhancing athletic abilities and performance has received much of the attention, but the psychological and emotional components that make players well-rounded are frequently overlooked. In order to guarantee that the athletes not only succeed in their sport but also acquire vital life qualities like resilience, leadership, teamwork, and self-awareness, it is necessary to assess and enhance the pedagogical abilities of trainers.

This study aimed to investigate the relationship between the overall development of athletes at Castañas National High School and the pedagogical skills of trainers. Its specific goal is to evaluate how trainers' instructional strategies, communication tactics, and emotional intelligence affect the student-athletes' overall development. The study is to provide suggestions that will help create a more effective and balanced sports program that emphasizes the development of athletes as individuals, not simply athletes, by finding gaps in the present training methodologies. The goal of this research is to improve student-athletes' educational experiences and provide them the skills they need to be successful in both sports and life.

Objectives of the Study

This study attempted to determine the trainers' pedagogical skills and how these influence the holistic development of student-athletes. Specifically, it sought to describe the profile of the student-athletes in terms of age, sex, and years of athletic experience. It also aimed to determine how the student-

athletes perceive the pedagogical skills of their trainers, particularly in the areas of decision-making, leadership, mentorship, and technical skill. Furthermore, the study sought to identify how the athletes perceive their own holistic development in terms of intellectual, physical, social, and emotional dimensions. In addition, the study aimed to examine whether there is a significant relationship between the athletes' profile and their holistic development. Lastly, it aimed to determine whether there is a significant relationship between the trainers' pedagogical skills and the holistic development of the athletes.

Literature Review

Athletes' Profile

The profile of athletes plays a significant role in understanding their development within the sports context. Factors such as age, sex, and years of engagement in sports provide insights into their needs, capabilities, and potential for growth. This part explores how these demographic factors influence the athletic experience and overall development.

Age. The age of student-athletes plays an important role in their overall development, particularly in their physical, cognitive, and emotional growth. During early adolescence (10–14 years old), young athletes undergo significant physiological changes that impact their sports performance and training adaptability. Research suggests that this stage is critical for developing fundamental motor skills and enhancing coordination, which serve as a foundation for specialized athletic abilities (Jafar, et al., 2023). Moreover, cognitive abilities, such as decision-making and strategic thinking, begin to mature at this stage, allowing young athletes to grasp basic game strategies and improve their sports intelligence (Sakalidis, et al., 2021). These developments highlight the importance of age-appropriate training methodologies to optimize the learning and performance potential of student-athletes.

As student-athletes transition into mid to late adolescence (15–17 years old), their physical capabilities, including strength, speed, and endurance, significantly improve. Akbar, et al. (2022) emphasize that during this phase, neuromuscular coordination and skeletal muscle growth increase, allowing athletes to handle more intense training loads. This stage also marks a shift in cognitive and emotional development, with athletes becoming more independent and self-regulated in their training routines (Cavaggioni, et al., 2023). Coaches and trainers must recognize these changes and align their coaching strategies to accommodate the physical and psychological needs of student-athletes, ensuring they are adequately prepared for competitive sports.

The relationship between age and sports specialization is also a critical aspect of student-athlete development. Studies indicate that early specialization in a single sport, particularly before the age of 12, may lead to increased risks of burnout, overuse injuries, and psychological stress (Jayanthi, et al., 2019). On the other hand, athletes who engage in multi-sport participation during early adolescence tend to develop well-rounded athletic skills, experience fewer injuries, and exhibit greater long-term success (Bank, et al., 2022). Therefore, understanding the age-related implications of sports participation is essential in designing training programs that promote holistic athlete development while minimizing potential health risks.

In addition to physical and cognitive development, the emotional and social aspects of student-athletes vary by age. Younger athletes (10–12 years old) rely heavily on external motivation from coaches, parents, and peers, whereas older athletes (15–17 years old) are more likely to develop intrinsic motivation and self-discipline (Gao, et al., 2024). As athletes grow older, they also experience shifts in social aspects, with peer relationships playing a more significant role in their sports engagement and overall motivation. Trainers and sports educators must acknowledge these developmental differences and implement age-appropriate coaching techniques to promote both athletic and personal growth.

Age serves as a vital factor in shaping the athletic journey of student-athletes, influencing their physical, cognitive, and emotional development. Understanding the needs of athletes at different age stages allows trainers or coaches to design appropriate training interventions that align with their developmental milestones. By considering age-related variations in sports participation, decision-making abilities, and motivation, trainers can effectively support student-athletes in achieving their full potential while maintaining their overall well-being (Eather, et al., 2023).

Sex. Differences in student-athletes' sex play a significant role in shaping their experiences, performance, and overall development in sports. Physiological variations between male and female athletes influence their athletic abilities, training responses, and injury risks. Research indicates that male athletes generally exhibit greater muscle mass, cardiovascular endurance, and anaerobic capacity compared to female athletes due to differences in testosterone levels and body composition (Bartolomei, et al., 2021). On the other hand, female athletes tend to have higher flexibility, balance, and coordination, which contribute to their strengths in certain sports (Brown, et al., 2017). These biological factors highlight the importance of sex-specific training programs that address the physiological needs of student-athletes.

Beyond physical attributes, psychological and motivational differences between male and female athletes influence their engagement in sports. Studies suggest that male athletes are often more competitive and motivated by external rewards, such as recognition and achievement, whereas female athletes tend to be more intrinsically motivated, valuing personal growth and social connections in sports participation (Jakobsen & Evjen, 2018). Furthermore, female athletes are more likely to experience sports-related anxiety and self-doubt, which can impact their confidence and performance (van Niekerk, et al., 2023). Trainers and coaches must recognize these psychological differences and adopt appropriate motivational strategies to enhance both male and female athletes' sports experiences.

Social and cultural factors also play a significant role in shaping the participation and development of student-athletes based on sex. Historically, male athletes have received more opportunities, funding, and media coverage in sports compared to female athletes, leading to disparities in access and recognition (Rasmussen, et al., 2021). Although progress has been made in promoting gender equality in sports, female athletes still face challenges, such

as stereotypes, limited resources, and societal expectations. Encouraging an inclusive sports environment and providing equal opportunities for both sexes can help bridge the gap and promote the holistic development of all student-athletes.

Injury risks and recovery patterns also differ between male and female athletes, necessitating sex-specific considerations in sports training and management. Female athletes are at a higher risk of anterior cruciate ligament (ACL) injuries, stress fractures, and iron deficiency anemia due to hormonal fluctuations and biomechanical differences (Mancino, et al., 2024). Male athletes, on the other hand, are more prone to muscle strains and contact-related injuries due to higher engagement in high-impact sports. Understanding these differences allows sports professionals to implement preventive measures, such as strength training programs and injury management strategies, to ensure the safety and well-being of both male and female athletes.

Sex differences influence various aspects of student-athlete development, including physical performance, psychological motivation, social dynamics, and injury susceptibility. Recognizing these variations allows trainers, coaches, and sports educators to create equitable training programs that cater to the needs of both male and female athletes. By promoting an inclusive and supportive environment, sports programs can help student-athletes maximize their potential and achieve success regardless of sex (Rutledge, 2023).

Years of Athletic Experience. the duration of a student-athlete's engagement in sports plays an important role in their physical, psychological, and social development. Long-term participation in sports contributes to enhanced motor skills, endurance, and overall athletic performance (Sinha, 2024). Athletes who have been engaged in sports for several years tend to develop better muscle memory, agility, and coordination compared to those with less experience. Additionally, early engagement in sports provides foundational skills that facilitate advanced training and specialization, which is essential for long-term athletic success (Martin-Rodriguez, et al., 2024). These findings highlight the significance of sustained participation in training programs to optimize athletic growth.

Beyond physical development, years of engagement in sports also influence the psychological resilience and motivation of student-athletes. Studies indicate that individuals with prolonged exposure to competitive sports exhibit higher levels of self-discipline, confidence, and mental toughness (Li, et al., 2002). The ability to overcome challenges, handle pressure, and persist through setbacks is often refined over years of training and competition. Moreover, experienced athletes tend to develop a growth mindset, recognizing that continuous effort and learning contribute to success (O'Connor, 2023). This psychological strength not only benefits sports performance but also translates into other aspects of life, such as academics and personal goal-setting.

Socially, extended engagement in sports promotes teamwork, leadership, and interpersonal communication skills among student-athletes. Athletes who have participated in sports for multiple years tend to build stronger relationships with teammates and coaches, creating a sense of belonging and camaraderie (Dalen & Seippel, 2021). Long-term involvement in team sports enhances cooperation, conflict resolution, and collective goal-setting, which are essential life skills. Furthermore, students engaged in sports for longer periods often become role models for younger athletes, reinforcing leadership and mentorship roles within their teams (Thompson, et al., 2022). These social benefits demonstrate the broader impact of sports participation beyond the physical domain.

The impact of sports engagement duration is also evident in academic performance and time management skills. Research shows that student-athletes who balance academics and sports for extended periods tend to develop strong organizational and time management abilities (Dos Santos, 2020). The nature of sports training instills discipline and helps students prioritize responsibilities effectively. In addition, long-term participation in sports has been linked to improved cognitive function and academic achievement due to increased focus and stress management skills. These findings suggest that engagement in sports over multiple years contributes positively to both athletic and academic success.

The number of years a student-athlete engages in sports significantly impacts their development across multiple dimensions. Long-term participation enhances physical performance, psychological resilience, social skills, and academic success. Trainers, educators, and policymakers should encourage sustained involvement in sports programs to maximize these benefits (Kim & Jeong, 2024). By promoting an environment that promotes continuous participation, schools and sports organizations can support student-athletes in achieving both athletic excellence and holistic development.

Pedagogical Skills of Trainers

Trainers' pedagogical skills are important in shaping the development of athletes, both athletically and personally. Their decision-making, leadership, mentorship, and technical abilities impact how athletes learn, perform, and grow in their respective sports. This section discusses how trainers' skills contribute to the holistic development of athletes.

Decision Making. Pedagogical skills play an important role in shaping the decision-making abilities of trainers, particularly in educational and sports settings. Effective trainers must possess the ability to assess situations, analyze available options, and make choices that enhance the learning experiences of their students or athletes (Darling-Hammond, et al., 2024). Decision-making in pedagogy requires a combination of theoretical knowledge and practical application, allowing trainers to align their instructional strategies to meet the needs of diverse learners. Studies suggest that trainers with strong pedagogical foundations are more adept at making data-driven decisions, ensuring that their teaching methods remain relevant and effective (Langelaan, et al., 2024). Accordingly, pedagogical competence directly influences the quality of instruction and the learning outcomes of trainees.

One of the key aspects of decision-making in pedagogy is the ability to adapt teaching methods based on situational demands. Trainers must be flexible in their approach, adjusting strategies according to student progress, motivation levels, and learning styles (Selimovic, 2022). For instance, in sports training, a coach may need to modify drills or training intensities based on an athlete's performance and physical condition. Similarly, in academic settings, educators must decide when to incorporate active learning techniques, such as problem-based learning or collaborative activities, to maximize

student engagement (Otte, et al., 2019). The ability to make instructional decisions is a critical pedagogical skill that ensures effective teaching and training outcomes.

Critical thinking is another essential component of decision-making in pedagogical contexts. Trainers must evaluate the effectiveness of their instructional techniques and make evidence-based decisions that promote meaningful learning experiences (Alsaleh, 2020). This involves analyzing student feedback, assessing performance data, and reflecting on teaching practices to identify areas for improvement. Additionally, trainers must consider ethical and cultural factors when making pedagogical decisions, ensuring that their instructional methods align with the values and backgrounds of their learners (Mandouit, 2018). A trainer's ability to think critically and make good decisions enhances their effectiveness in promoting a positive and inclusive learning environment.

Collaboration also plays a vital role in the decision-making process of trainers. Effective pedagogical decision-making often requires input from colleagues, students, and other stakeholders to develop well-rounded instructional strategies (Thornhill-Miller, et al., 2023). In professional development settings, trainers benefit from engaging in discussions with peers to share best practices and gain new insights into teaching methodologies. Additionally, involving learners in decision-making by seeking their opinions on instructional approaches can increase motivation and promote a sense of ownership over their learning journey. Collaborative decision-making leads to more innovative and student-centered training methods, improving educational outcomes.

Pedagogical skills significantly impact the decision-making processes of trainers, influencing their ability to adapt, think critically, and collaborate effectively. Trainers with strong pedagogical foundations can make appropriate decisions that enhance learner engagement, performance, and overall development. By continuously refining their decision-making skills through reflection, collaboration, and professional growth, trainers can ensure that their instructional practices remain effective and relevant (Suphasri & Chinokul, 2021).

Leadership. It is a fundamental pedagogical skill that significantly impacts the effectiveness of trainers in both educational and sports settings. Effective trainers must possess strong leadership qualities to inspire, guide, and support their learners in achieving their full potential (Pruitt, 2024). Leadership in pedagogy extends beyond simply instructing students; it involves promoting a positive learning environment, setting clear expectations, and motivating learners to develop self-discipline and resilience (Day et al., 2020). A trainer's ability to lead effectively influences not only the technical development of learners but also their confidence and overall growth.

One of the critical aspects of leadership in pedagogy is the ability to communicate a clear vision and purpose. Trainers must articulate goals that align with the needs and aspirations of their learners, ensuring that instructional activities are meaningful and motivating (Ghamrawi, et al., 2023). In sports training, for instance, a coach who communicates a well-defined strategy helps athletes understand their roles and responsibilities within the team. Similarly, in academic settings, an educator who clearly explains learning objectives promotes greater student engagement and commitment. Strong leadership skills enable trainers to provide direction and inspire learners to stay focused on their goals.

Another essential element of leadership in pedagogy is the ability to make a supportive and inclusive environment. Effective trainers recognize the diverse backgrounds, skills, and learning styles of their students and adapt their leadership approaches accordingly (Oswal, 2024). They promote a culture of respect, collaboration, and mutual support, ensuring that all learners feel valued and encouraged. Studies suggest that trainers who demonstrate empathy and emotional intelligence are more successful in building positive relationships with their students, leading to increased motivation and performance (Wang, 2023). A trainer's ability to create an inclusive environment is important in promoting both personal and professional development among learners.

Leadership in pedagogy also involves modeling exemplary behavior and work ethic. Trainers who lead by example demonstrate the values of discipline, perseverance, and integrity, setting a standard for their learners to follow. In sports, athletes often look up to their coaches for guidance not only in skill development but also in character-building. Similarly, in academic settings, educators who exhibit professionalism and a passion for teaching inspire students to develop a strong work ethic and a lifelong commitment to learning (Parenteau, 2021). When trainers consistently model positive behavior, they instill essential values that contribute to the holistic development of learners.

Leadership in pedagogy is a skill that plays an important role in shaping the learning experiences of students and athletes. Trainers who excel in leadership are not only knowledgeable in their field but also capable of inspiring, guiding, and supporting learners toward success (Culduz, 2023). By continuously developing their leadership skills through reflective practice and professional growth, trainers can maximize their impact and contribute to the holistic development of those they mentor.

Mentorship. It is an important pedagogical skill that enables trainers to promote the holistic development of their athletes and students. Effective mentors go beyond teaching technical skills; they provide guidance, support, and encouragement that help learners explore challenges and reach their full potential (Saranya et al., 2022). In the context of sports training, mentorship plays a vital role in shaping athletes' discipline, motivation, and personal growth. Similarly, in academic settings, mentorship enhances students' critical thinking, problem-solving abilities, and emotional resilience (Ansuban & Escote, 2024). A strong mentor-student relationship promotes trust, motivation, and long-term success in learning and performance.

One essential aspect of mentorship is the ability to provide personalized guidance aligned to the needs of each learner. Trainers who act as mentors recognize that every athlete or student has different strengths, weaknesses, and learning styles (Birt, 2023). By offering individualized support, mentors help learners develop their skills more effectively and address personal or professional obstacles. Research suggests that personalized mentoring increases confidence and enhances performance, particularly in competitive sports and rigorous academic settings (Onturk & Schneider, 2024). Trainers who are adept at mentorship make a learning environment where students feel valued and supported in their journey toward improvement.

Mentorship skills also involve promoting a positive and motivational learning atmosphere. Trainers who exhibit strong mentorship qualities inspire their students to develop self-discipline, perseverance, and a growth mindset (Tise, et al., 2023). This is particularly important in sports training, where mental resilience and motivation are key to overcoming challenges and setbacks. Studies have shown that mentorship significantly impacts an athlete's ability to stay committed to their training and continuously seek self-improvement. By maintaining an encouraging and constructive relationship with learners, trainers contribute to their long-term development and success.

Another critical component of mentorship is providing constructive feedback that promotes growth and learning. Effective mentors do not just point out mistakes but offer guidance on how to improve, ensuring that feedback is clear, specific, and actionable (Fermin, 2024). Constructive feedback helps learners develop self-awareness and refine their skills through consistent practice and reflection. In sports, trainers who provide feedback enable athletes to fine-tune their techniques and strategies. Likewise, in education, mentors who offer guidance on academic performance help students improve their analytical and problem-solving skills (Otte et al., 2020). Feedback is an essential element of mentorship that promotes continuous learning and development.

Mentorship as a pedagogical skill empowers trainers to have a lasting impact on their students' lives. A mentor-trainer does not only impart knowledge but also instills values such as leadership, responsibility, and resilience (Ulland, 2024). The role of a mentor extends beyond training sessions, as they influence the personal and professional growth of their mentees. As trainers continue to develop their mentorship skills, they enhance their ability to shape future generations of skilled, confident, and well-rounded individuals.

Technical Skill. The development of technical skills is a core component of effective coaching and training, and a key pedagogical skill for trainers. Technical skills in sports refer to the specific techniques, tactics, and movements required for success in a particular athletic discipline (Vaughan, et al., 2021). Trainers must be able to not only understand these technical aspects themselves but also communicate and teach them effectively to their athletes. Pedagogically, this requires a deep understanding of how to break down complex movements into manageable steps that athletes can learn and master. Trainers must also provide athletes with opportunities to practice and refine these skills, which enhances their overall performance and confidence in their abilities (Mason, et al., 2020).

An important aspect of teaching technical skills is the trainer's ability to demonstrate and explain movements clearly and accurately. Trainers who are adept at teaching technical skills utilize a variety of methods, such as verbal explanations, visual demonstrations, and hands-on guidance, to ensure that athletes understand the correct techniques (Williams & Hodges, 2023). For instance, a coach might demonstrate the proper form for a particular move or use video analysis to show athletes where they can improve. These diverse teaching strategies cater to different learning styles and help athletes understand and apply the techniques in real-world settings (Pata, 2019). The ability to convey complex technical details in a simple, accessible way is a hallmark of an effective trainer.

In addition to clear instruction, technical skill development requires continual feedback and adjustment. Trainers must be able to evaluate athletes' performance and provide timely, constructive feedback that helps athletes correct errors and improve their techniques (Otte et al., 2020). Effective feedback allows athletes to identify areas of weakness and focus on refining their skills. Studies show that consistent feedback not only improves performance but also promotes a learning environment where athletes feel supported and motivated to progress. This type of pedagogical skill is especially important in technical training, where small adjustments in movement can have significant impacts on an athlete's overall performance.

Trainers also need to create a learning environment where athletes can experiment and practice new techniques in a safe, supportive space. This involves offering drills, exercises, and activities that reinforce the development of specific technical skills, while allowing athletes to make mistakes and learn from them (Larkin, et al., 2022). The ability to training sessions to balance skill development with opportunities for practical application is essential in helping athletes improve their technical proficiency. Deliberate practice and focused repetitions in an environment lead to mastery of technical skills. Trainers who master this pedagogical approach create lasting improvements in their athletes' technical abilities.

The development of technical skills is foundational to an athlete's overall success and is closely tied to the relationship between trainer and athlete. Trainers who excel in this area provide more than just instruction; they make a learning environment that encourages growth, resilience, and mastery. By focusing on technical skill development, trainers not only improve their athletes' immediate performance but also equip them with the tools for long-term success in their respective sports (Till,et al., 2022).

Holistic Development of Athletes

The holistic development of athletes encompasses intellectual, physical, social, and emotional growth, with each domain influencing overall success in sports and life. The integration of these dimensions promotes not only athletic performance but also personal well-being and growth. This part examines how the interplay of these factors shapes the holistic development of athletes.

Intellectual Dimension. Intellectual development plays an important role in an athlete's overall growth, as it extends beyond physical capabilities to include cognitive abilities such as decision-making, strategy formulation, and understanding of the game. Cognitive development in athletes is often linked to improved performance, as intellectual engagement with the sport allows athletes to anticipate opponents' moves, make quick decisions, and improve their tactical awareness (Sebri, et al., 2019). Intellectual development encompasses the ability to learn, understand, and apply the rules, strategies, and techniques of the sport, which enhances athletic performance in complex situations (Opstoel, et al., 2019). Coaches who promote an environment that encourages critical thinking and the intellectual growth of their athletes help develop well-rounded competitors capable of excelling in all aspects of their sport.

One key factor in the intellectual development of athletes is the integration of sport-specific learning strategies into their training regimen. This approach encourages athletes to actively engage with the theoretical aspects of their sport, such as understanding its rules, strategies, and the psychology of competition (Yang, et al., 2024). For example, a soccer player might study game film to improve their strategic awareness or learn about sports psychology techniques to improve their mental toughness. Coaches who place an emphasis on the intellectual dimension of the sport help athletes see it as more than just physical competition, thereby contributing to the cognitive maturity of their players (Cherry, 2024). This intellectual engagement deepens their understanding of the game and builds a strong foundation for making appropriate decisions during competition.

Furthermore, athletes' intellectual development is closely tied to their ability to process and retain information. A key aspect of intellectual growth in athletes is the development of memory and cognitive flexibility, which allows athletes to adjust strategies and make appropriate decisions under pressure. Athletes who demonstrate higher levels of cognitive flexibility such as adapting their strategy based on the flow of the game tend to perform better (Low, et al., 2022). Coaches who incorporate mental training into their training programs, such as visualization techniques, goal-setting, and mindfulness, help athletes strengthen their mental resilience and cognitive abilities, allowing them to excel in complex and dynamic situations.

In addition to practical cognitive skills, intellectual development in athletes also involves the ability to learn from mistakes and continuously improve. This growth mindset, which is rooted in intellectual development, allows athletes to view setbacks and challenges as opportunities for growth rather than as failures (Paden, 2020). Trainers who emphasize learning over perfection help athletes to maintain a positive attitude and remain intellectually engaged with their sport, even when facing adversity. Athletes who make a growth mindset are more likely to engage in self-reflection, identify areas for improvement, and commit to ongoing learning, which contributes to their intellectual and overall development.

Intellectual development is an essential aspect of the holistic development of athletes. It encompasses a wide range of cognitive abilities, from understanding complex strategies to maintaining a growth mindset and learning from mistakes. By promoting an environment where intellectual engagement is valued, trainers and coaches contribute significantly to the intellectual development of athletes, enabling them to make appropriate decisions, learn new techniques, and succeed in both training and competition. As such, the intellectual aspect of athlete development should be seen as integral to their overall success, complementing physical, emotional, and social growth (Juezan & Osorno, 2024).

Physical Dimension. Physical development is an essential component of an athlete's overall growth, as it directly influences performance and ability to compete at the highest level. Physical growth in athletes encompasses strength, endurance, flexibility, coordination, and injury prevention, all of which are necessary for long-term success in sports. A well-planned physical training program that focuses on improving these aspects enhances an athlete's capacity to perform during competition while reducing the risk of injuries (Mah, et al., 2024). Coaches play a vital role in guiding athletes through exercises that are designed to enhance their physical capabilities, including sport-specific drills, strength training, and cardiovascular conditioning. The training process should aim to optimize performance by improving the body's overall function while building resilience against physical strain and fatigue (Weldon, et al., 2021).

One important factor in physical development is the athlete's ability to improve endurance and stamina. Endurance training not only increases the body's ability to sustain prolonged physical activity but also contributes to faster recovery times between sessions and during competitions (Hughes, et al., 2018). In team sports, for example, the ability to maintain a high level of physical exertion throughout a game can determine the outcome. Coaches who design training programs that target aerobic capacity and stamina give athletes the physical tools they need to perform effectively throughout the duration of a game or event. Over time, consistent endurance training results in increased cardiovascular health, muscle endurance, and better control over the body's energy systems, which all contribute to superior athletic performance (Williams, 2024).

In addition to endurance, strength and power are important aspects of physical development. Strength training helps athletes develop muscle mass, bone density, and the ability to generate force, which are essential in many sports that require explosive movements, such as sprinting, weightlifting, or football (Davidson, 2024). Power training, which combines strength with speed, is particularly beneficial in explosive sports where athletes need to perform rapid, forceful movements, such as jumping or sprinting. A well-rounded physical development program should therefore incorporate a variety of strength and power exercises that are aligned to the demands of the athlete's sport. Strength and power development are strongly linked to improvements in performance and the reduction of injury risk (Read, 2022).

Flexibility and injury prevention are also critical elements of an athlete's physical development. Flexibility training increases the range of motion in joints and muscles, reducing the likelihood of strains, sprains, and other injuries (Sople & Wilcox, 2024). Stretching exercises, yoga, and other flexibility-focused training methods improve overall mobility and ensure that athletes can perform movements without risking injury due to tight muscles or restricted joints. Furthermore, a focus on injury prevention in training helps athletes build resilience and adapt to the physical demands of their sport, thereby extending their careers and enhancing their long-term physical health. Coaches who emphasize proper warm-up routines, stretching, and recovery techniques help athletes maintain peak physical condition while minimizing the risk of injury during both training and competition.

Physical development goes hand-in-hand with proper nutrition and recovery. The body requires specific nutrients, including carbohydrates, proteins, fats, vitamins, and minerals, to fuel training, support muscle recovery, and enhance overall performance (Leal, 2024). Coaches who educate athletes on the importance of proper nutrition, hydration, and sleep ensure that they are not only performing well during training sessions but are also recovering effectively between sessions. Effective recovery strategies, such as rest days, massage, and active recovery techniques, allow the body to repair itself and rebuild stronger after intense training, leading to improved performance over time.

Social Dimension. Social development plays a vital role in an athlete's overall growth and success, as it directly impacts their ability to work effectively within a team and explore interpersonal relationships. In sports, social skills are necessary for collaboration, communication, and the development of

supportive relationships with teammates, coaches, and other stakeholders (Jones, 2024). An athlete's ability to promote positive relationships not only enhances team dynamics but also contributes to personal well-being, as strong social networks help in managing the stresses and pressures of competition. Coaches, through their leadership and mentorship, can actively support athletes' social development by creating environments that promote cooperation and mutual respect. Positive social interaction and communication are fundamental in building trust and a strong sense of community within the team, all of which are key to achieving collective goals (Landman, et al., 2024).

Team sports, in particular, require athletes to develop effective communication and collaborative skills. The ability to work with teammates during practices and competitions promotes a sense of unity and shared purpose. Athletes who develop strong communication skills are better able to express their needs, support their teammates, and make collective decisions, all of which are important for team success (Kao, 2019). A coach who prioritizes social interaction during training can help athletes improve their ability to collaborate, listen actively, and resolve conflicts, all of which lead to better performance and satisfaction within the team environment. Additionally, social development within team sports teaches athletes how to handle both individual and group goals, creating a balance between self-improvement and team success (Super, et al., 2018).

Furthermore, the role of coaches in facilitating social development is not limited to team-based interactions. Coaches can also promote the development of leadership skills and help athletes learn how to guide their peers through examples of positive social behaviors. In a diverse team, coaches can emphasize the importance of inclusion, respect for differences, and effective collaboration between individuals with varied backgrounds and skill levels (Cotterill et al., 2022). By encouraging athletes to take on leadership roles within the team, coaches help them grow socially and emotionally, enabling them to handle social situations in a variety of contexts, both inside and outside of sports. Leadership in sports, therefore, provides athletes with opportunities to build confidence, assertiveness, and interpersonal skills.

In addition to teamwork and leadership, sports provide opportunities for athletes to form lasting friendships that transcend the playing field. These friendships are important to an athlete's social well-being, as they often serve as support networks during difficult times. Engaging with peers in a shared interest such as sports promotes a sense of belonging and reduces feelings of isolation (Hill, 2023). Strong social networks can offer emotional support and enhance motivation, as athletes feel that they are not alone in their struggles. This sense of connection helps athletes explore the challenges they face both in and out of competition, contributing to greater resilience and mental health. Furthermore, social engagement can positively impact an athlete's confidence, as being part of a supportive community builds self-esteem and provides a sense of accomplishment.

The social development that occurs through sports can extend into an athlete's life beyond the playing field. The skills learned through sports, such as communication, leadership, and conflict resolution, are transferable to other areas of life, including education and career development. Athletes who develop strong social skills during their athletic careers are better equipped to handle challenges in personal and professional relationships (Duz & Aslan, 2020). The social benefits of sports are especially important as athletes transition into life after their competitive careers, as they continue to rely on the interpersonal skills honed during their time in sport to build relationships and succeed in other areas of life. Coaches, by promoting a positive social environment, play an important role in preparing athletes for success not only in sports but also in their broader life endeavors.

Emotional Dimension. Emotional development is an important aspect of an athlete's overall growth, as it directly influences their ability to cope with the pressures of training, competition, and personal challenges. In sports, emotional regulation is essential for athletes to manage stress, frustration, and anxiety, which can affect performance and well-being (Robazza, et al., 2023). Athletes who develop strong emotional resilience are better able to maintain composure in high-pressure situations, bounce back from setbacks, and remain focused on their goals (Fagan, 2025). Coaches play a significant role in promoting emotional development by teaching athletes regarding various strategies to manage their emotions, such as mindfulness, relaxation techniques, and positive self-talk (Gould, et al., 2002). Emotional control is vital for an athlete's success, both on and off the field, as it helps them explore the emotional ups and downs of competition while maintaining a sense of mental clarity.

The emotional development of athletes also includes the development of self-confidence and self-esteem, which are foundational for success in sports. Athletes with high levels of emotional resilience tend to perform better under pressure because they believe in their abilities and maintain a positive outlook even in the face of adversity (Gunes & Yetim, 2023). Coaches who provide constructive feedback, recognize achievements, and create an environment of support help athletes build emotional strength and self-assurance. The development of positive self-worth allows athletes to handle failures with grace and learn from mistakes, promoting a growth mindset that is essential for long-term success (Bradley, 2023). Emotional development also enables athletes to recognize and manage negative emotions such as fear, anxiety, and anger, which can otherwise hinder performance and interpersonal relationships within the team.

In addition to self-confidence, emotional development in athletes involves the ability to cope with and recover from setbacks or disappointments, which are inevitable in sports. Whether it's losing a competition, facing an injury, or experiencing a decline in performance, emotional resilience allows athletes to maintain their motivation and focus on improvement. Research suggests that athletes who have developed emotional coping skills are more likely to bounce back quickly from setbacks, viewing challenges as opportunities for growth rather than obstacles (Sutton, 2019). Coaches and mentors who model healthy emotional responses to adversity, such as maintaining optimism, can have a profound impact on athletes' emotional development. By guiding athletes through tough situations and helping them reframe setbacks as part of the learning process, coaches contribute to the emotional maturity of athletes.

Furthermore, emotional development in athletes can improve their interpersonal relationships, particularly in team settings. Athletes with strong emotional intelligence are better equipped to manage conflicts, communicate effectively with teammates, and build supportive social networks. Emotional awareness enables athletes to empathize with others, which is essential for maintaining harmony within a team and promoting collaboration (Jowett et al., 2023). Coaches can facilitate the development of emotional intelligence by encouraging open communication, promoting empathy, and teaching athletes how to

express their feelings in constructive ways. These emotional skills not only enhance team dynamics but also prepare athletes to handle the challenges they face in other areas of life, such as school or future careers.

The emotional well-being of athletes has a profound impact on their overall quality of life. Sports can provide athletes with a sense of purpose, belonging, and satisfaction, which contribute to their emotional health (Kuok et al., 2021). Involvement in sports can be a source of joy, pride, and fulfillment, which bolsters emotional resilience and helps athletes manage stress in their personal lives. However, without proper emotional guidance, athletes can also experience emotional burnout, anxiety, or depression, particularly when they face pressures from competition, coaches, or family expectations. Therefore, it is essential for trainers and mentors to recognize the emotional needs of athletes and provide the support necessary for their emotional development. This holistic approach ensures that athletes are not only successful in their sport but also mentally healthy and emotionally balanced individuals.

Synthesis of the Reviewed Related Literature

The profile of athletes, including age, sex, and years of athletic experience in sports, plays a crucial role in their overall development and performance. Studies suggest that age influences skill acquisition and adaptability, while sex-related differences impact physiological and psychological responses to training. Additionally, the duration of sports experience contributes to athletes' technical proficiency and resilience, emphasizing the importance of continuous engagement in training programs.

The pedagogical skills of trainers significantly shape athletes' learning experiences and athletic growth. Effective decision-making, leadership, mentorship, and technical expertise enhance coaching efficiency, promoting discipline, motivation, and skill mastery among athletes. Research highlights that trainers who apply evidence-based coaching techniques and maintain strong interpersonal relationships with athletes contribute positively to both sports' performance and personal development.

Lastly, holistic development in athletes extends beyond physical training to include intellectual, social, and emotional growth. Literature emphasizes the need for well-rounded development, where cognitive strategies, teamwork, and emotional resilience are nurtured alongside athletic skills. A balanced approach integrating academic learning, social interactions, and mental well-being ensures that athletes develop into well-rounded individuals, capable of excelling both in sports and in life.

Methodology

This study utilized a quantitative research design, specifically a descriptive-correlational method, to determine the relationship between trainers' pedagogical skills and the holistic development of student-athletes. Quantitative research involves the use of statistical tools to analyze numerical data, which helps in understanding the scope and depth of a phenomenon, while the descriptive-correlational approach was chosen to explore existing conditions without manipulating any variables, allowing for an accurate assessment of naturally occurring relationships. The respondents were 84 student-athletes from Castañas National High School who participated in the Sariaya East District Meet and were selected using purposive sampling based on their involvement in the event. Prior to data collection, a formal request was sent to and approved by the school principal and the Division Office of Quezon. Data were gathered using a structured Google Form questionnaire that consisted of two parts: one measuring the trainers' pedagogical skills—specifically leadership, decision-making, technical skills, and mentorship—and the other evaluating the athletes' holistic development in terms of intellectual, physical, social, and emotional aspects. The link to the survey was distributed to the respondents, with clear instructions and sufficient time provided for completion. The research instrument was validated by Practical Research experts from Sariaya East and West and underwent reliability testing through the Cronbach's Alpha procedure to ensure its consistency and accuracy. The data collected were treated with utmost confidentiality and analyzed using appropriate statistical tools: the mean and standard deviation were computed to describe the respondents' perceptions, while the Pearson r correlation coefficient was used to determine the significant relationships between the athletes' profile, trainers' pedagogical skills, and the athletes' holistic development at a 0.05 level of significance.

Results and Discussion

Profile of the Respondents

Respondents of the study were athletes of Castañas National High School. Respondents were described as to their age, gender, and years of athletic experience.

Figure 2

Distribution of Respondents in terms of Age

Figure 2 displays the age range of the athletes who took part in the study. A total of 64.29%, or 54 out of 84, of the respondents are between the ages of 14-15. Subsequently, individuals aged 12- 13 form 19.05% of the total respondents, or 16 respondents. Twelve (12) respondents, or 14.29 percent of the total 84, are between the ages of 16-17. Of all the respondents, two athletes, or 2.38% of the total, are between the ages of 10- 11. None of the study's participants were above 17 years old.

According to DepEd Memorandum no. 020 s. 2024, secondary-level athletes must have been born on or after January 1, 2006. Therefore, in order to be eligible to compete in the Palarong Pambansa, an athlete must be between the ages of 10 and 17.

Figure 3

Distribution of Respondents in terms of Sex

Figure 3 displays the sex distribution of the participants in the study. Forty-five (45) people, or 53.57% of the respondents, are female. Conversely, 39 respondents, or 46.43% of the total population, are male.

Many schools in the municipality of Sariaya, Province of Quezon, actively engage in the District Meet. Most of these schools have strong athletic programs, particularly for male athletes, due to convenient availability of sports equipment and well-equipped exercise centers. Castañas National High School's athletic teams reflect the competitive atmosphere. Recognizing the fierce competition in the male division, the school has concentrated on developing its female athletes, who now account for the vast majority of its representatives. Castañas National High School hopes to succeed in female categories, where competition is intense but more beneficial due to the school's resources and athlete's club/organization.

Figure 4

Distribution of the Respondents in terms of Years of Athletic Experience.

Figure 4 illustrates the years of athletic experience among the respondents. Half of the total population, or 42 individuals, have 1–2 years of athletic experience. Meanwhile, 35 respondents, accounting for 41.67% of the total, have 3–4 years of experience. Seven respondents, or 8.33%, have less than 1 year of athletic experience. Notably, no respondents reported having 5 or more years of athletic experience.

Many District School players are from nearby elementary schools, such as Castañas Elementary School and Talaan Elementary School. These young athletes grew up playing on familiar courts, frequently under the supervision of local mentors and coaches. For some, the transfer to high school athletics was a continuation of their early training and enjoyment for their sport.

However, not all players experience the same path. Many of them are taking their first steps onto the high school court. These newbies, who may lack expertise at this level, have a tremendous feeling of determination and energy. For them, wearing the school colors and representing Castañas National High School is both a dream come true and a new chapter full of difficulties and potentials. Their inclusion on the team not only displays their potential, but it also demonstrates the school's dedication to fostering young talent and nurturing future athletes from the start.

Pedagogical Skills of Trainers

Table 2

Respondents' Perception on Pedagogical Skills of Trainers as to Decision Making

	Mean	SD	Verbal Interpretation
<i>My trainer...</i>			
1. guides me to analyze game strategies (intellectual) and adapt my decisions based on real-time situations.	3.93	0.26	<i>Highly Manifested</i>
2. trains me to assess my physical condition (physical) and decide when to push harder or rest to prevent injuries.	3.89	0.31	<i>Highly Manifested</i>
3. develops my ability to evaluate emotional responses (emotional) and regulate my mindset during high-pressure moments.	3.87	0.34	<i>Highly Manifested</i>
4. encourages me to consider my teammates' strengths (social) and collaborate in decision-making for team success.	3.89	0.31	<i>Highly Manifested</i>
5. reinforces my confidence to commit to decisive actions that balance my mental focus (intellectual), endurance (physical), resilience (emotional), and teamwork (social).	3.89	0.31	<i>Highly Manifested</i>
Overall	3.90	0.27	<i>Highly Manifested</i>

Verbal Interpretation

Legend: 3.50-4.00 *Strongly Agree* (*Highly Manifested*)

2.50-3.49 Agree	(Manifested)
1.50-2.49 Disagree	(Moderately Manifested)
1.00-1.49 Strongly Disagree	(Not Manifested)

Table 2 shows the respondents' views on the trainers' pedagogical skills, specifically regarding Decision Making. An overall mean of 3.90, is interpreted as "Highly Manifested," indicates that respondents view trainers as highly capable and effective in fostering decision-making skills in athletes. This implies that trainers consistently assist athletes in improving their ability to make informed and suitable decisions during both training and competition, thereby contributing to their overall development.

This observation suggests that the trainers concentrate not just on physical training but also prioritize intellectual, emotional, and social dimensions by fostering decision-making abilities relevant in both sports and everyday life. Athletes feel empowered and supported to engage in critical thinking, evaluate situations precisely, control their emotions, and work cooperatively with teammates all of which are vital skills for comprehensive athletic development and personal growth.

The statement guides me to analyze game strategies (intellectual) and adapt my decisions based on real-time situations" received the highest mean of 3.93. This indicates that athletes largely agree that their coaches excel at promoting strategic thinking and awareness during games. This reinforces the idea that coaches focus on both performance enhancement and the development of mental agility and adaptability, particularly in dynamic sports scenarios.

On the other hand, the statement with the lowest mean score of 3.87, which can still be viewed as "Highly Manifested," was related to "enhancing my capability to assess emotional reactions (emotional) and manage my mindset in high-pressure situations." This indicates that although athletes recognize the significance of emotional regulation and their coaches' assistance in this domain, there is potential for more comprehensive emotional training, particularly in stressful circumstances.

These results coincide with the research conducted by Santos (2024), which highlighted that successful coaching necessitates a blend of technical guidance and psychological encouragement. Coaches who enhance athletes' decision-making in various areas, mental, physical, emotional, and social are more prone to cultivate resilient, self-aware, and team-focused individuals. The capacity to make judicious decisions is not only indicative of game intelligence but also demonstrates the impact of the coach on the athlete's overall growth.

Furthermore, this is corroborated by Bandura's Social Cognitive Theory, which highlights how modeling, reinforcement, and guided learning shape individual behavior. Here, trainers serve as role models and facilitators of decision-making behavior, assisting athletes in weighing many viewpoints before taking action.

It can be inferred that trainers are mentors as well as teachers who are essential in helping athletes develop their entire decision-making skills so they may become more self-reliant, self-assured, and well-rounded in both their athletic and personal lives.

Table 3

Respondents' Perception on Pedagogical Skills of Trainers as to Leadership

<i>My trainer...</i>	Mean	SD	Verbal Interpretation
1. cultivates my ability to strategize and inspire (intellectual) so I can lead my team with confidence.	3.90	0.30	Highly Manifested
2. instills discipline and demonstrates perseverance (physical) to help me set a high standard for my teammates.	3.92	0.28	Highly Manifested
3. empowers me to navigate challenges and uplift others (emotional) by staying composed under pressure.	3.90	0.30	Highly Manifested
4. fosters collaboration and builds trust (social) by teaching me how to lead with integrity and respect.	3.87	0.34	Highly Manifested
5.reinforces my ability to adapt, motivate, and unite my team (intellectual, physical, emotional, and social) for collective success.	3.90	0.30	Highly Manifested
Overall	3.90	0.24	Highly Manifested

Verbal Interpretation

Legend: 3.50-4.00 Strongly Agree (Highly Manifested)

2.50-3.49 Agree (Manifested)

1.50-2.49 *Disagree* (*Moderately Manifested*)

1.00-1.49 *Strongly Disagree* (*Not Manifested*)

Table 3 shows the respondents' opinions of trainers' pedagogical abilities in terms of leadership qualities. The athletes view their coaches as extremely successful leaders who help them develop their leadership skills as part of their overall growth, according to the overall mean of 3.90, which is translated as "Highly Manifested." This suggests that trainers foster athletes' capacity to take charge, motivate others, and cooperate to achieve common objectives by modeling leadership behaviors in addition to providing guidance and instruction.

This suggests that trainers are effective in developing athletes' leadership skills by balancing the intellectual, physical, emotional, and social domains. This shows that sports leadership entails more than just issuing orders; it also entails empathy, strategy, discipline, and respect.

The statement instills discipline and demonstrates perseverance (physical) to help me set a high standard for my teammates" had the highest mean of 3.92, which is read as "Highly Manifested." This underscores the importance of physical modeling in leadership development. Trainers, especially those who exhibit discipline and endurance, create an example that inspires athletes to emulate these qualities and influence others by their actions.

However, the indicator "fosters collaboration and builds trust (social) by teaching me how to lead with integrity and respect" has the lowest mean of 3.87, which is still interpreted as "Highly Manifested." Even if they are still highly regarded, this shows that social leadership qualities like interpersonal influence, team trust, and inclusivity can be a little less valued or harder to develop, perhaps as a result of the competitive dynamics in sporting settings.

Chelladurai's Multidimensional Model of Leadership (2007), which highlights the interplay between situational elements, member traits, and leader conduct in attaining successful performance and satisfaction, is consistent with these findings. By helping athletes to not only tactically lead but also encourage and assist their teammates, trainers in this study seem to satisfy both task-oriented and person-oriented leadership needs.

Furthermore, this reinforces the notion put out by Kouzes and Posner (2021) in their leadership framework, which emphasizes the significance of setting an example, igniting a common goal, and empowering people to take action. The athletes' constant agreement implies that trainers model these leadership behaviors, inspiring them to assume leadership positions of their own.

It is implied that respondents see their trainers as leadership role models who, via their pedagogical approach, impart these leadership qualities to their athletes, allowing them to develop into self-assured, courteous, and cooperative team and life leaders.

Table 4

Respondents' Perception on Pedagogical Skills of Trainers as to Mentorship

	Mean	SD	Verbal Interpretation
<i>My trainer...</i>			
1. nurtures my ability to analyze game strategies (intellectual) and apply them effectively in competitions.	3.93	0.26	Highly Manifested
2. guides me to develop physical endurance and discipline (physical) through structured training and conditioning.	3.89	0.31	Highly Manifested
3. supports me in managing emotions and building resilience (emotional) during high-pressure situations.	3.89	0.31	Highly Manifested
4. encourages me to foster teamwork and positive relationships (social) by mentoring and uplifting my teammates.	3.88	0.33	Highly Manifested
5. empowers me to reflect on my growth and refine my skills (intellectual, physical, emotional, and social) for continuous self-improvement.	3.88	0.33	Highly Manifested
Overall	3.90	0.27	Highly Manifested

Verbal Interpretation

Legend: 3.50-4.00 *Strongly Agree* (*Highly Manifested*)

2.50-3.49 *Agree* (*Manifested*)

1.50-2.49 *Disagree* (*Moderately Manifested*)

1.00-1.49 *Strongly Disagree* (*Not Manifested*)

Table 4 shows the respondents' opinions of trainers' pedagogical abilities in terms of mentoring skills. The respondents place a high importance on the trainers' capacity to act as successful mentors, as seen by the overall mean of 3.90, which is translated as "Highly Manifested." This illustrates how athletes firmly believe that their trainers serve as mentors, role models, and educators who help them advance in all facets of their athletic and personal development.

This implies that by providing direction, criticism, and encouragement suited to each athlete's needs as well as those of the team, trainers play a vital role in assisting athletes in their intellectual, physical, emotional, and social development. The trainers' mentorship method is further validated as comprehensive, encouraging, and growth-oriented by the consistent as "Highly Manifested" rating across all parameters.

The factor that "nurtures my ability to analyze game strategies (intellectual) and apply them effectively in competitions" had the highest mean, 3.93. This shows how good trainers are at teaching athletes to think critically and use what they've learned in actual game situations. Athletes' tactical confidence, performance consistency, and decision-making are all improved by this cerebral mentoring.

In contrast, two indicators shared the lowest means of 3.88:

"inspires me to mentor and uplift my teammates in order to promote teamwork and positive relationships (social)," and "enables me to evaluate my development and hone my abilities (social, emotional, physical, and intellectual) for ongoing self-improvement."

Although still interpreted as "Highly Manifested," those with slightly lower mean suggest areas where mentorship could be further strengthened particularly in encouraging athletes to take on peer mentorship roles and promoting deeper self-reflection and personal accountability.

These results are supported by Vella, Oades, and Crowe (2013), who contend that good sports mentoring involves more than just technical training; it also entails fostering lifetime personal growth, fostering meaningful relationships, and fostering athlete autonomy. Effective mentors assist athletes in realizing their potential, overcoming obstacles both internal and external, and developing growth-oriented and reflective behaviors.

Additionally, this is in line with the customized consideration component of transformational leadership theory, which holds that mentors should acknowledge the distinctive needs and goals of each athlete and offer assistance that fosters both performance and character. According to this study, trainers carry out this function by encouraging a growth mentality in their athletes by being approachable, sympathetic, and powerful individuals.

It is inferred that the respondents see their trainers as reliable mentors who impact their overall development and help them become thoughtful, resilient, disciplined, and socially conscious people in both sports and life, in addition to being subject matter experts in sports.

Table 5

Respondents' Perception on Pedagogical Skills of Trainers as to Technical Skill

	Mean	SD	Verbal Interpretation
<i>My trainer...</i>			
1. refines my ability to analyze and apply (intellectual) advanced techniques for optimal performance.	3.89	0.31	Highly Manifested
2. enhances my strength, agility, and coordination (physical) by implementing sport-specific drills.	3.92	0.28	Highly Manifested
3. reinforces my focus and emotional control (emotional) by teaching me how to execute techniques under pressure.	3.90	0.31	Highly Manifested
4. develops my ability to collaborate and communicate (social) by ensuring I understand and synchronize techniques with my teammates.	3.90	0.30	Highly Manifested
5. optimizes my overall skillset (intellectual, physical, emotional, and social) by continuously assessing and improving my technical execution.	3.90	0.30	Highly Manifested
Overall	3.90	0.25	Highly Manifested

Verbal Interpretation

Legend: 3.50-4.00 Strongly Agree (Highly Manifested)

2.50-3.49 Agree (Manifested)

1.50-2.49 Disagree (Moderately Manifested)

1.00-1.49 Strongly Disagree (Not Manifested)

Table 5 shows the respondents' opinions of trainers' pedagogical abilities in terms of technical skill. Athletes have a very favorable opinion of their trainers' capacity to advance their technical competency, as seen by the overall mean of 3.90, which is read as "Highly Manifested." This implies that trainers are viewed as successful in helping players learn, hone, and improve their mastery of sport-specific abilities, which greatly improves their total performance and overall growth.

According to statistics, trainers are deeply involved in performance analysis, drill customization, and making sure athletes have the technical know-how required to execute reliably and confidently in a variety of competitive situations. They do more than just teach the basics.

Trainers are thought to offer significant intellectual direction when it comes to technical mastery, as evidenced by the highest mean of 3.92, which is linked to the indication "refines my ability to analyze and apply (intellectual) advanced techniques for optimal performance."

Athletes recognize that their trainers encourage intelligent, strategic play by helping them comprehend how and why methods are used in different circumstances in addition to helping them execute them.

The statement "enhances my strength, agility, and coordination (physical) by implementing sport-specific drills" had the lowest mean of 3.89, yet it was still evaluated as "Highly Manifested." Although the score is still high, it indicates that physical enhancement is given somewhat less weight than other indicators, even though it still shows a well-organized physical training program that focuses on important performance factors.

The emotional, social, and integrated technical growth that trainers provide is reflected in the other indicators, each of which has a mean of 3.90. Athletes report that their coaches support them in maintaining emotional composure under duress, encouraging open communication and teamwork, and consistently evaluating and enhancing their overall technical performance in a variety of domains.

The Athlete-Centered Coaching Model, which stresses technical training that is not only skill-based but also linked to an athlete's cognitive and emotional growth, is in line with these findings. According to this concept, trainers serve as facilitators, assisting players in developing into competent, self-controlled athletes who can adapt to the shifting demands of competition.

Furthermore, this bolsters the perspective of Bompa and Haff (2009) on periodization and technical development, which states that consistent practice, suitable progressions, and personalized feedback are necessary for technical mastery—elements that the athletes in this study firmly believe are present in their training.

It may be inferred that respondents believe their trainers are both technically and pedagogically competent, making sure that athletes are ready to execute tactics as well as comprehend, modify, and use them in fast-paced competitive environments.

Both short-term performance and long-term athletic development are improved by this comprehensive technical mentoring.

Perception of the respondents on the Overall Development of the Athletes in various Dimensions.

Table 6

Respondents' Perception on Holistic Development in terms of Intellectual Development Dimension

	Mean	SD	Verbal Interpretation
<i>As an athlete, I...</i>			
1. analyze and strategize effectively during games, guided by my trainer's decisions.	3.89	0.31	Highly Manifested
2. reflect on my performance to identify areas for improvement, as encouraged by my trainer.	3.83	0.37	Highly Manifested
3. cultivate my curiosity and willingness to learn new skills through my trainer's guidance.	3.87	0.34	Highly Manifested
4. deepen my understanding of competition by contextualizing game strategies taught by my trainer.	3.86	0.35	Highly Manifested
5. synthesize information and make informed decisions under pressure with the support of my trainer.	3.89	0.31	Highly Manifested
Overall	3.87	0.27	Highly Manifested

Verbal Interpretation

Legend: 3.50-4.00 Strongly Agree (Highly Manifested)

2.50-3.49 Agree (Manifested)

1.50-2.49 Disagree (Moderately Manifested)

1.00-1.49 *Strongly Disagree* (*Not Manifested*)

Table 5 shows the respondents' opinion of how their trainer's pedagogical skills support their intellectual growth as athletes. The athletes firmly agree that their trainers have a major impact on their cognitive development, as indicated by the total mean score of 3.87, which is interpreted as "Highly Manifested." This illustrates how well the trainers work to improve the athletes' capacity for critical thought, scenario analysis, and intelligent decision-making under duress.

The results imply that trainers give significant weight to mental preparation in addition to physical training. Athletes believe they are being given the mental skills necessary for success in sports, including the ability to formulate strategies, reflect, make decisions, and comprehend gameplay conceptually. This bolsters the notion that, under the direction of pedagogically trained trainers, sports training transcends the physical world to involve mental activity.

Both the capacity to synthesize information and make well-informed judgments under pressure and the ability to evaluate and strategize effectively during games, both under the supervision of their trainers, share the highest mean scores of 3.89. These findings highlight how important trainers are in developing game intelligence, which enables players to think quickly, adjust to shifting conditions, and predict the moves of their opponents. These are fundamental qualities in competitive sports that also reflect problem-solving skills in the real world.

Even though it is still considered "Highly Manifested," the lowest mean of 3.83 relates to athletes' performance reflection in order to pinpoint areas that require improvement. This implies that although athletes understand the need of self-evaluation and post-performance analysis, there can be minor differences in the frequency with which trainers encourage or do this. However, the high score still suggests that reflection is seen favorably and that it is recognized as an important learning tool.

These results support Serrano's (2022) claim that trainers who use successful teaching strategies significantly enhance athletes' cognitive development. Trainers become facilitators of mental resilience and lifelong learning by cultivating critical thinking, self-awareness, and strategic planning. Additionally, it is believed that athletes' intellectual growth is crucial to their ability to adjust, evaluate, and perform well in fast-paced sporting environments.

Additionally, the data supports the findings of Martin-Rodriguez, et al. (2024), who highlighted that athlete who are intellectually engaged are better equipped to manage game-related difficulties and make decisions in the real world. Trainers support players' overall growth as thinkers and learners in addition to their athletic achievement through reflective practice, conceptual learning, and cognitive coaching.

In conclusion, the consistently high means for every indicator in this dimension attest to the critical role that trainers' pedagogical abilities play in developing athletes' intellectual capacities. In order to create well-rounded athletes who can execute not only with physical prowess but also with strategic acumen and cerebral clarity, this developmental dimension is essential.

Table 7

Respondents' Perception on Holistic Development in terms of Physical Development Dimension

	Mean	SD	Verbal Interpretation
<i>As an athlete, I...</i>			
1. follow training routines tailored by my trainer to improve my physical endurance.	3.88	0.33	<i>Highly Manifested</i>
2. maintain a balanced approach to physical conditioning and injury prevention, guided by my trainer's decisions.	3.85	0.36	<i>Highly Manifested</i>
3. develop agility, strength, and coordination through the drills incorporated by my trainer.	3.88	0.33	<i>Highly Manifested</i>
4. benefit from scheduled rest and recovery periods planned by my trainer.	3.89	0.31	<i>Highly Manifested</i>
5. improve my overall fitness while ensuring my safety, thanks to my trainer's decision-making.	3.89	0.31	<i>Highly Manifested</i>
Overall	3.88	0.29	<i>Highly Manifested</i>

Verbal Interpretation

Legend: 3.50-4.00 *Strongly Agree* (*Highly Manifested*)

2.50-3.49 *Agree* (*Manifested*)

1.50-2.49 *Disagree* (*Moderately Manifested*)

1.00-1.49 *Strongly Disagree* (*Not Manifested*)

Table 7 shows respondents' perceptions of how their trainer's pedagogical skills support their overall growth in terms of the physical development dimension. The athlete responses strongly acknowledge the important role their trainers play in enhancing their physical development, as evidenced by the overall mean of 3.80, which is translated as "Highly Manifested."

This finding implies that trainers successfully plan and carry out training regimens that improve the athletes' safety, endurance, and physical fitness all of which are critical to their overall development as athletes.

This supports the conclusions of Ahmed (2022), who claimed that when athletes are coached by trainers with strong pedagogical and technical knowledge, they perform better physically and sustain less injuries. In addition to offering their athletes physically taxing workouts, trainers who are able to combine expertise with appropriate education give them a holistic approach to fitness and health.

The respondents believe their overall fitness increases while maintaining safety through their trainer's decision-making, as indicated by the highest mean of 3.84, which is read as "Highly Manifested." This suggests that trainers prioritize form, safety, and injury prevention in addition to performance, all of which are critical for long-term athletic growth.

However, two indicators show the lowest mean of 3.78, which is also read as "Strongly Agree": adhering to customized training regimens to increase physical endurance and keeping a balanced approach to injury prevention and physical conditioning. Despite having the lowest results, these nonetheless show a significant degree of agreement, suggesting that trainers often use these techniques and that athletes find them beneficial.

It can be inferred that the trainers' well-planned and considerate programming keeps the respondents physically involved and supported in their training settings. This illustrates how trainers support players' physical growth through controlled recovery, injury prevention techniques, and long-term physical conditioning in addition to rigorous training. Clemente-Suárez, VJ., et al. (2021) emphasized the significance of a trainer's role in periodization, recovery, and physical readiness as part of an athlete's overall development, and our data corroborate their assertions. A thorough and informed approach to training enables athletes to achieve at their best without endangering their health and welfare.

Table 8 Respondents' Perception on Holistic Development in terms of Social Development Dimension

	Mean	SD	Verbal Interpretation
<i>As an athlete, I...</i>			
1. build collaboration and mutual respect with my teammates, guided by my trainer's decisions.	3.94	0.24	Highly Manifested
2. engage in effective communication during games and practice sessions, guided by my trainer.	3.94	0.24	Highly Manifested
3. participate actively in team activities, ensuring inclusivity under my trainer's guidance.	3.89	0.31	Highly Manifested
4. demonstrate sportsmanship in all situations, reinforced by my trainer.	3.93	0.26	Highly Manifested
5. cooperate with my team to achieve common goals under my trainer's leadership.	3.90	0.30	Highly Manifested
Overall	3.92	0.21	Highly Manifested

Verbal Interpretation

Legend: 3.50-4.00 Strongly Agree (Highly Manifested)

2.50-3.49 Agree (Manifested)

1.50-2.49 Disagree (Moderately Manifested)

1.00-1.49 Strongly Disagree (Not Manifested)

Table 8 displayed the respondents' opinions of how their trainer's pedagogical abilities aid in their overall development in terms of the social development dimension. According to the overall mean of 3.88, which is interpreted as "Highly Manifested," the athletes strongly acknowledge the influence of their trainers in improving their social capabilities. This suggests that trainers are crucial in helping athletes develop interpersonal values and behaviors like cooperation, communication, teamwork, and respect.

The findings suggest that trainers consistently offer direction that promotes respect for one another, clear communication, and group cohesion during training sessions and real competitions. This result is consistent with the research of Carreres-Ponsoda et al. (2021), which highlighted the trainer's function in influencing athletes' interpersonal connections and social development via organized teaching methods. Trainers model and encourage attitudes that support ethical sports conduct and a positive team culture in addition to helping athletes develop their skills.

The athletes' capacity to communicate effectively throughout practices and games while being coached by their trainer had the highest mean score of 3.93. This suggests that under pressure, athletes feel well-supported in their ability to communicate well and work with others. It also shows how well the trainers are able to foster an atmosphere that normalizes and promotes candid feedback and open communication.

However, the lowest mean of 3.82, which is still categorized as "Highly Manifested," relates to athletes' collaboration and involvement in team activities in order to accomplish common objectives. Although it is the lowest, it demonstrates that athletes strongly agree with the trainer's leadership about inclusivity and teamwork. Even if there might still be room for improved motivation or inclusivity, this emphasizes the trainer's influence on group engagement and fair participation.

We can conclude that a learning environment that promotes social connection and physical success is beneficial to athletes. Athletes' capacity for cooperation, respect for others, and teamwork skills that are critical in both sports and larger life situations is significantly influenced by their trainers. The growth of social skills like communication, empathy, and teamwork emphasizes how crucial it is to incorporate social-emotional learning into sports training.

This bolsters the findings of Pestano et al. (2025), who contended that athletes develop greater adaptability, resilience, and social responsibility when coaches employ effective educational strategies that prioritize interpersonal growth and teamwork. As a result, trainers support athletes on their path to comprehensive growth by serving as both technical specialists and social mentors

Table 9

Respondents' Perception on Holistic Development in terms of Emotional Development Dimension

<i>As an athlete, I...</i>	Mean	SD	Verbal Interpretation
1. feel recognized and supported as my trainer addresses my emotional needs during practice and games.	3.90	0.30	Highly Manifested
2. develop confidence and self-esteem through the decisions made by my trainer.	3.90	0.30	Highly Manifested
3. build resilience and emotional stability under my trainer's guidance.	3.90	0.30	Highly Manifested
4. thrive in a positive and inclusive atmosphere fostered by my trainer.	3.90	0.30	Highly Manifested
5. feel valued and respected under my trainer's leadership and decision-making.	3.90	0.30	Highly Manifested
Overall	3.90	0.25	Highly Manifested

Verbal Interpretation

Legend: 3.50-4.00 Strongly Agree (Highly Manifested)

2.50-3.49 Agree (Manifested)

1.50-2.49 Disagree (Moderately Manifested)

1.00-1.49 Strongly Disagree (Not Manifested)

Table 9 shows the respondents' opinion of how their trainer supports their overall growth in terms of the emotional development dimension we. The data show that athletes firmly agree that their trainers play a substantial part in nourishing their emotional well-being, with an overall mean of 3.90, which is characterized as "Highly Manifested." This illustrates how trainers influence athletes' mental toughness and emotional intelligence in addition to their athletic performance.

Trainers are viewed as emotionally sensitive leaders who foster an atmosphere where athletes feel appreciated, encouraged, and acknowledged, according to the consistently high mean score across all items. According to these results, trainers successfully attend to athletes' emotional requirements throughout practice and competition, which helps players cope with stress, boost their self-esteem, and preserve emotional stability.

This result is similar with the research of Santos (2024), which highlighted that regular support and empathy from trainers reinforces athletes' emotional growth. Athletes are more likely to flourish under duress and acquire critical coping skills for sustained success when their trainers exhibit empathy, inclusion, and emotional leadership.

The high mean score of 3.90 for all five categories suggests that athletes strongly and consistently believe that their emotional growth is actively encouraged. The consistency of these replies is further supported by the low standard deviation of 0.30, which indicates that this emotional support is experienced widely by the respondent group rather than being limited to a select few. The results highlight the strength and stability of the trainer-athlete

relationship in terms of emotional growth, even if no single thing scored worse than the others. Trainers' emotional support improves athletes' emotional control, resilience, and self-worth, all of which assist their overall growth.

In summary, the results demonstrate how important trainers are in fostering psychological health by fostering an environment that is upbeat, welcoming, and emotionally secure. This supports the findings of Rubio, et al. (2022), who emphasized the value of emotionally savvy coaching in fostering the development of well-rounded athletes. In order to prepare athletes for success in sports and in larger life situations, trainers play a crucial role as emotional growth facilitators in addition to being physical and technical mentors.

Table 10

Test of Relationship between Variables

Correlation Between Athlete's Profile and Holistic Development

Variable	intellectual	physical	social	emotional
age	0.091	0.053	0.069	0.091
sex	-0.273*	-0.277*	-0.217*	-0.279*
experience	0.244*	0.345*	0.354*	0.296*
*correlation is significant at .05 level of significance (2-tailed)				

Table 10 shows how the athletes' age, sex, and experience relate to their overall development in the four areas of intellectual, physical, social, and emotional growth. The findings offer insightful information about the human characteristics that have a major impact on athletes' overall development within the setting of athletics.

The results show that all four dimensions of holistic development emotional: -0.279*, social: -0.217*, physical: -0.277*, and intellectual: -0.273* have a statistically significant negative connection with sex. This implies that athletes' perceptions of their developmental progress varied significantly based on gender, with female athletes probably reporting less improvement than their male counterparts.

The persistently negative association shown in all domains could be the result of underlying differences in coaching interactions, training opportunities, or support and recognition perceptions. This outcome is consistent with Kim and Cruz (2022). research, which highlighted the necessity of fair training settings that cater to the different requirements of male and female athletes.

Conversely, there is a strong positive association between athletic experience and each of the four developmental categories (emotional: 0.296*, social: 0.354*, physical: 0.345*, and intellectual: 0.244*). The social dimension has the greatest correlation among these (0.354*), followed by the emotional and physical dimensions. This suggests that athletes who participate in organized sports programs for a longer period of time tend to grow more, especially in areas pertaining to interpersonal, communication, and teamwork abilities.

The findings demonstrate how experience not only strengthens one's physical prowess but also one's capacity for thought and emotional control. This is in line with research by Pestano, et al. (2025), who highlighted that frequent participation in sports promotes holistic development since it exposes participants to demanding and cooperative settings on a regular basis.

Age, on the other hand, does not statistically significantly correlate with any aspect of holistic development (all values are less than 0.10), indicating that an athlete's developmental results are not significantly impacted by their chronological age alone. This could suggest that rather than age itself, progress is more strongly correlated with qualitative elements like experience, motivation, or the caliber of coaching received. According to Santos (2024), age-related developmental disparities are frequently downplayed in athletic settings when players of all ages receive similar amounts of support and exposure.

In conclusion, the evidence suggests that while age is not a significant predictor of athletes' holistic development, sex and experience are. These results highlight how crucial it is for coaches to use experience-based and gender-sensitive methods in order to meet the various developmental needs of their players. By addressing these factors with focused tactics, training settings can become more fair, inclusive, and productive, supporting athletes' intellectual, social, and emotional development in addition to their physical achievement.

Table 11*Correlation Between Trainers' Pedagogical Skills and Athletes' Holistic Development*

Variable	intellectual	physical	social	emotional
decision making	0.578**	0.546**	0.534**	0.527**
leadership skills	0.494**	0.438**	0.389**	0.444**
mentorship skills	0.578**	0.49**	0.34**	0.512**
technical	0.489**	0.548**	0.468**	0.519**
** correlation is significant at .01 level of significance (2-tailed)				

Table 11 shows how certain trainers' pedagogical skill sets—decision-making, leadership, mentoring, and technical expertise correlate with athletes' overall growth in four areas: intellectual, physical, social, and emotional. The findings all show statistically significant positive correlations at the 0.01 level, indicating that trainers' pedagogical skills are essential to players' overall development.

The trainer's ability to make decisions is the pedagogical variable with the strongest correlation across all dimensions (emotional: 0.527**, social: 0.534**, physical: 0.546**, and intellectual: 0.578**). These robust associations suggest that athletes are more likely to develop in a balanced and comprehensive way when trainers make wise decisions in a timely manner.

Better intellectual engagement, physical performance, social cooperation, and emotional resilience may result from athletes' growing self-assurance and faith in their trainer's advice. Kim and Cruz (2022) findings, which highlighted the significance of decisive coaching in efficiently managing athlete development, are supported by this.

Significant relationships are also found between leadership skills (intellectual: 0.494**, physical: 0.438**, social: 0.389**, emotional: 0.444**), with the intelligence domain showing the largest correlation. This suggests that when athletes are led by trainers who demonstrate excellent leadership—those who motivate, communicate effectively, and cultivate a vision of group development—they gain cognitive and emotional benefits. These findings demonstrate how leadership shapes both the team environment and athlete behavior, creating a nurturing and inspiring environment for growth.

Likewise, there are noteworthy favorable correlations between mentorship skills and every aspect of holistic development (emotional: 0.512**, social: 0.340**, physical: 0.490**, and intellectual: 0.578**). Once more, the intellectual realm exhibits the strongest correlation, matching that of decision-making.

This highlights the beneficial effects that mentorship-based trainers have on athletes' intellectual and emotional development by providing direction, one-on-one assistance, and long-term developmental understanding. These results are consistent with Haugan, et al. (2021) research, which emphasized the value of the mentor-mentee relationship in promoting greater cognitive engagement and individual growth in athletic settings.

All four domains of growth (intellectual: 0.489**, physical: 0.548**, social: 0.468**, and emotional: 0.519**) are substantially correlated with the technical skills of trainers, with the physical component being most affected. This is to be expected as trainers' ability to instruct and adjust athletic performance is strongly impacted by technical proficiency.

Nonetheless, the significant associations with the social and emotional domains also show that technical training enhances athletes' self-assurance, cooperation, and mental toughness.

In summary, the evidence clearly demonstrates the importance of trainers' pedagogical abilities, especially in the areas of technical instruction, leadership, mentoring, and decision-making, in fostering athletes' overall growth. Intellectual, physical, social, and emotional development are all positively impacted by each pedagogical skill, demonstrating that good coaching requires more than simply technical know-how. Athletes can develop in a balanced and long-lasting way on and off the field in environments created by trainers who combine sound decision-making with mentoring and leadership.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

Correlation Between Athlete's Profile and Holistic Development. Athletes' age and holistic development do not significantly correlate, indicating that age itself is not a reliable indicator of developmental progress. All aspects of holistic development intellectual, physical, social, and emotional are found to be significantly correlated with sex and experience, suggesting that gender disparities and the duration of athletic participation play a substantial role in determining an athlete's entire development. Therefore, the positive hypothesis stating that there is no significant relationship between athletes' profile and their holistic development is not sustained.

Correlation Between Trainers' Pedagogical Skills and Athlete's Holistic Development. The results demonstrate a robust and noteworthy positive correlation between the holistic development of athletes and the pedagogical abilities of trainers. In particular, there is a substantial correlation between the technical, leadership, mentoring, and decision-making skills of trainers and the intellectual, physical, social, and emotional growth of athletes.

Moreover, these findings highlight the vital role that pedagogically competent, well-rounded trainers have in encouraging athletes' overall growth beyond only their physical prowess. Therefore, the null hypothesis stating that there is no significant relationship between trainers' pedagogical skills and athletes' holistic development is not sustained.

Recommendation

Given the results of the study, and conclusions drawn, the following recommendations are offered:

Maintain and Improve Programs for Trainers Development. Athletes' overall growth is greatly impacted by the pedagogical abilities of trainers; thus, schools and divisions should keep offering capacity-building initiatives that emphasize teaching strategies, mentorship, leadership, and coaching technical advances.

Encourage Long-Term Sports Participation. Student-athletes should be encouraged to regularly engage in training and contests across several academic years, as years of sports experience are favorably correlated with holistic development.

Extend the Magnitude of Athlete Support. To properly support student-athletes, collaborative support involving school counselors, academic advisers, peers, and parents should be formed, as pedagogical skills alone do not account for full growth.

Policy Integration. The Department of Education, through its sports programs, may integrate modules or workshops on holistic athlete development and pedagogical best practices to ensure trainers are not only skill-based coaches but also holistic educators.

Perform Additional Research. For further generalization, future research might involve a larger sample of respondents from different divisions or schools. Investigating the long-term impacts of pedagogical approaches and trainer-athlete interactions on the development of professional and post-secondary athletes is also advised.

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