

TOWARDS THE DEVELOPMENT OF A SUPPORT PROGRAM FOR ATHLETES

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ABSTRACT

The study aims to determine the specific needs of student athletes which could be used in creating a support program for student athletes. Two hundred student athletes, thirteen trainers, twenty-two coaches, and four sports administrators of a state university participated in this study. The study explored on the demographic profile and needs of the student athletes. The data gathered were analyzed using frequency count and percentage for the profile while mean and standard deviation for the assessed needs. Result of the study revealed that self-development, time management, financial management, relationships, team building, physical needs and studies were extremely important to athletes' holistic development as perceived by both groups. Findings on this study served as basis in the enhancement of a support program using counseling interventions to meet identified needs of athletes.

Keywords: Student athlete, counseling interventions.

1. INTRODUCTION

Student athletes are now recognized as one of the special populations of an educational institution especially by the school counselors because their needs, problems and concerns could be different from other students. Recent evidence suggests that athletes may experience even greater levels of stress due to the dual demand of athletics and academics placed on them (Wilson & Pritchard, 2005). Physical stress from the significant people around the student athletes and expectations from the student athletes to fulfill multiple roles can detract them to perform well in any roles (Carodine & Almond, 2001; Stansbury, 2004). They are likewise has talents or kinesthetic intelligence that need to be balanced with their

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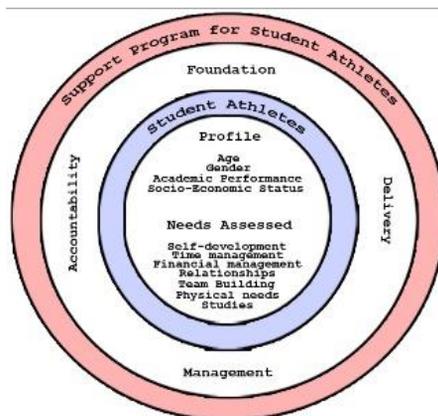
academic, family, social and emotional development. Moreover, they are highly visible subgroup of students whose performance and visibility can influence the formation of an institution's image (Zimbalist as cited by Autry, 2010).

Typical problems and needs of student athletes are time management, lack of funds, academic concerns, fatigued or lack of rest, need for holistic approach to athlete preparation, need for proper diet and psychological readiness (Villasor, 2010; Gutierrez, 2012). Also, student athletes have particular need of counseling and psychological services for a variety of issues from less severe, like self-esteem issues, time management, career indecisions, developmental issues, situational emotional concerns and academic skill difficulties; to serious concerns, like stress-related concerns, relationships, family issues, physical problems, suicidal thoughts, sexual assault and psychological disturbances (Etzel, 2006; LaFontaine, 2007; Loughran & Etzel, 2008).

On this note, the paper examined the particular counseling and psychological needs of collegiate athlete that served as basis in the development of an enhanced sports program. Effective programs are those which are based on the client's needs which aim to help in their holistic development. Collaboration of educators and all offices that offer student services in realizing every students' individualized needs is also very essential (Loughran & Etzel, 2008; Stansbury, 2004; Sterner, 2009). A variety of interventions for sports psychologist can be adopted for various approaches of consultation and cooperation regularly with the rest of professional staff such as counselors, teachers and coaches for the preparation process of the athletes (Blumenstein & Lidor, 2007).

The previously cited related literature and studies provide insights and perspective for the study. Figure 1 shows the graphic presentation of the study.

Figure 1: Paradigm of the study



The framework described is a practical non-prescriptive tool that summarizes in a logical order the important elements of the study. The framework contains two related dimensions: the student athletes and the support program for the student athletes.

The inner circle is the student athletes, the center and focus of the study, it contains the student athletes' profile and their assessed needs as the basis of the support program that developed in the study. The profile of the students consists of student athletes' age, gender, academic performance and socio-economic status. The needs assessed by student athletes, trainers/coaches and sports administrator consists of student athletes' self-development, time management, financial management, relationships, team building, physical needs and studies.

The outer circle is the support program for the student athletes that will be proposed. The proposed program will be patterned on the American School Counselor Association (ASCA) national model: framework for school counseling program (2005) that has four essential components; foundation, management system, delivery system, and accountability.

2. METHODS AND MATERIALS

2.1 Research Design

This study used a descriptive research design. This enables the researcher to gather quantitative description of the phenomenon of student athletes' needs and problems as basis for counseling interventions. Frequency count and percentage were employed to describe the profile of the student athletes. For the assessment of the student athletes' needs, mean and standard deviation were applied.

2.2 Evaluation Criteria

The Student Athlete Needs Inventory developed by the researcher was used to assessed the needs of student athletes. The scales include 50 items which are measured on a 5-point Likert: ranging from 0 corresponds to not important at all, a numerical value of 1 corresponds to somewhat important, a numerical value of 2 corresponds to moderately important, a numerical value of 3 corresponds very important, and a numerical value of 4 corresponds to extremely important. In the pilot study the Cronbach's alpha is 0.968 and the actual study obtained a Cronbach's alpha of 0.958.

2.3 Participants

This study involved 200 student athletes, 13 trainers and 22 coaches, and four sports administrators from five campuses of a state university in City of Balanga Bataan. The ten student athletes and five trainers/coaches and sports administrators participated in separate focus group discussion. Another ten student athletes and seven trainers/coaches and sports administrators who participated in the pilot test of questionnaire were chosen randomly while 239 participants for the study were chosen purposively. Table 1 presents the demographic profile of the participants.

Table 1: Demographic profile of the participants (n=200)

	F	%
Age		
15 Years old	1	0.66
16 Years old	17	8.61
17 Years old	37	18.54
18 Years old	49	24.50
19 Years old	34	17.22
20 Years old	30	15.23
21 Years old	13	6.62
22 Years old	11	5.30
23 Years old	5	2.61
24 Years old	1	0.66
Total	200	100.00
Gender		
Male	140	70.20
Female	60	29.80
Total	200	100.00
Socio Economic Status		
Below 10, 000	99	49.57
10, 001 – 20, 000	75	37.75
20, 001 – 30, 000	17	8.61
30, 001 – 40, 000	8	3.97
Total	200	100.00
Grade Last Semester		
Failed	0	0.00
Passed	41	20.53
Fair	58	29.14
Good	87	43.71
Very Good	13	6.62
Excellent	0	0.00
Total	200	100.00

N=200

2.4 Procedure

In gathering data for the study, consent and approval from the school administrator and the respondents was obtained. Consent from the parents was also obtained for the student athlete that is below 18 years old. Then, data gathering was conducted. Distribution and retrieval of questionnaires from the respondents was personally conducted by the researcher to ensure the high retrieval rate of the questionnaires and also, to ensure that the respondents fully understand the questions and the purpose of the study. Encoding of the responses from the questionnaires for the processing of data and generating statistical results was done. A consideration of ethics needs to be a part of the research process. This ethical consideration includes the participants and the conduct of research. The participants' wellness was considered and gives them assurance that the study will not cause them any harm. This also includes informed consent from the research participants; which is to ensure that the participants in the study must be informed about the nature of research project and this consent was obtained prior to their participation in the study. The ethical conduct of research was taken into consideration. This includes the need to frame research questions and plan objectively, get permission from the administrator of the institution and author of the questionnaire to be used, and to maintain confidentiality in the research process. The mentioned considerations were strictly observed throughout the research process.

3. RESULTS

Table 2: Mean and standard deviations of participants' responses in the student athletes' needs assessment in terms of self-development

Item	Student Athletes			Coach, Trainer, Sports Administrator		
	Mean	SD	Interpretation	Mean	SD	Interpretation
<i>Self-Development</i>	3.52	0.17	Extremely Important	3.66	0.1	Extremely Important
<i>Know and understand own self better</i>	3.74	0.60	Extremely Important	3.67	0.6	Extremely Important
<i>Learn more about the world outside</i>	3.60	0.66	Extremely Important	3.67	0.6	Extremely Important
<i>Get rid of personal vices/uncontrollable habits (drugs, alcohol, stealing, violence, smoking, sex, gambling, computer</i>	3.58	0.85	Extremely Important	3.83	0.5	Extremely Important

addiction)

<i>Express feelings and thoughts</i>	3.43	0.72	Extremely Important	3.67	0.59	Extremely Important
<i>Sustain the eagerness in doing something</i>	3.21	0.90	Extremely Important	3.44	0.78	Extremely Important
<i>Be able to find reason in doing something</i>	3.53	0.68	Extremely Important	3.67	0.59	Extremely Important
<i>Develop self-confidence</i>	3.66	0.63	Extremely Important	3.67	0.59	Extremely Important
<i>Know personal worth</i>	3.65	0.58	Extremely Important	3.78	0.55	Extremely Important
<i>Develop ability to avoid being taken advantage of</i>	3.52	0.76	Extremely Important	3.72	0.46	Extremely Important
<i>Deal effectively with bullies</i>	3.30	0.92	Extremely Important	3.50	0.92	Extremely Important

Table 2 shows the means and standard deviations of participants' perceived needs in terms of self-development. As can be seen from the table, the perceived needs by athletes with the highest means pertains to knowing and understanding self, while for coach, trainer and sports administrators, getting rid of personal vices/uncontrollable habits such as drugs, alcohol, stealing, violence, smoking, sex, gambling, computer addiction is the most important need of athletes in terms of self-development.

Table 3: Assessment of the Respondents on the Student Athletes' Needs in terms of Time Management

Item	Student Athletes			Coach, Trainer, Sports Administrator		
	Mean	SD	Interpretation	Mean	SD	Interpretation
<i>Time Management</i>	3.51	0.07	Extremely Important	3.57	0.17	Extremely Important
<i>Balance time in training and studying</i>	3.68	0.58	Extremely Important	3.83	0.38	Extremely Important
<i>Be able to execute time management plan</i>	3.44	0.71	Extremely Important	3.67	0.49	Extremely Important
<i>Arrive at classes and other meetings on time</i>	3.48	0.73	Extremely Important	3.50	0.51	Extremely Important
<i>Devote sufficient study time to each of the courses</i>	3.52	0.68	Extremely Important	3.72	0.46	Extremely Important
<i>Create and update schedules regularly</i>	3.50	0.72	Extremely Important	3.56	0.51	Extremely Important
<i>Avoid activities which tend to interfere with the planned schedule</i>	3.43	0.71	Extremely Important	3.39	0.70	Extremely Important

<i>Take a break when needed</i>	3.52	0.73	Extremely Important	3.39	0.92	Extremely Important
<i>Allot time for exercise and socializing with friends</i>	3.51	0.65	Extremely Important	3.44	0.70	Extremely Important
<i>Be able to know possible resources that could help in time management</i>	3.52	0.64	Extremely Important	3.78	0.55	Extremely Important
<i>Have proper schedule for time of work and rest</i>	3.51	0.69	Extremely Important	3.44	0.70	Extremely Important

Table 3 shows the means and standard deviations of participants' perceived needs in terms of time management. As can be seen from the table, both groups of respondents perceived that balancing time in training and studying is the most important need of athletes in terms of time management.

Table 4: Assessment of the Respondents on the Student Athletes' Needs in terms of Financial Management

Item	Student Athletes			Coach, Trainer, Sports Administrator		Interpretation
	Mean	SD	Interpretation	Mean	SD	
<i>Finance Management</i>	3.48	0.10	Extremely Important	3.59	0.11	Extremely Important
<i>Cope with financial demands in school</i>	3.56	0.75	Extremely Important	3.72	0.57	Extremely Important
<i>Develop budgeting skills</i>	3.56	0.64	Extremely Important	3.56	0.70	Extremely Important
<i>Know my assets and liabilities</i>	3.39	0.79	Extremely Important	3.61	0.61	Extremely Important
<i>Be able to overcome problems regarding finances</i>	3.54	0.68	Extremely Important	3.56	0.62	Extremely Important
<i>Know how to save and to invest</i>	3.54	0.64	Extremely Important	3.61	0.50	Extremely Important
<i>Find and understand scholarship grants</i>	3.40	0.78	Extremely Important	3.67	0.59	Extremely Important
<i>Deal with peer pressure in spending money</i>	3.33	0.83	Extremely Important	3.33	0.97	Extremely Important
<i>Know how to keep track of own money</i>	3.42	0.75	Extremely Important	3.61	0.61	Extremely Important
<i>Be responsible in own money</i>	3.62	0.64	Extremely Important	3.72	0.46	Extremely Important
<i>Stick to the budget plan</i>	3.40	0.76	Extremely Important	3.56	0.70	Extremely Important

Table 4 shows the means and standard deviations of participants' perceived needs in terms of financial management. As can be seen from the table, the perceived

needs by athletes with the highest means pertains coping with financial demands in school and developing budgeting skills while for coach, trainer and sports administrators coping with financial demands in school is also the most important need of athletes in terms financial management.

Table 5: Assessment of the Respondents on the Student Athletes' Needs in terms of Relationships

Item	Student Athletes			Coach, Trainer, Sports Administrator	Mean	SD	Interpretation
	Mean	SD	Interpretation				
<i>Relationships</i>	3.51	0.11	Extremely Important	3.65	0.12	Extremely Important	
<i>Feel at ease and comfortable with others</i>	3.58	0.63	Extremely Important	3.72	0.57	Extremely Important	
<i>Cope with expectations of other people</i>	3.38	0.76	Extremely Important	3.61	0.85	Extremely Important	
<i>Be able to strengthen and improve relationship with other people</i>	3.54	0.64	Extremely Important	3.72	0.57	Extremely Important	
<i>Be able to improve communication with parents, colleagues and friends</i>	3.58	0.65	Extremely Important	3.83	0.38	Extremely Important	
<i>Keep good relationship with coaches and trainers</i>	3.52	0.71	Extremely Important	3.83	0.38	Extremely Important	
<i>Know how to choose friends</i>	3.57	0.64	Extremely Important	3.61	0.78	Extremely Important	
<i>Get rid of fear of social situations</i>	3.54	0.73	Extremely Important	3.50	0.86	Extremely Important	
<i>Settle quarrels among family, friends and colleagues</i>	3.64	0.64	Extremely Important	3.56	0.78	Extremely Important	
<i>Handle boy-girl relationships</i>	3.31	0.99	Extremely Important	3.61	0.70	Extremely Important	
<i>Handle peer pressure</i>	3.39	0.92	Extremely Important	3.50	0.79	Extremely Important	

Table 5 shows the means and standard deviations of participants' perceived needs in terms of relationships. As can be seen from the table, the perceived needs by athletes with the highest means pertains to settling quarrels among family, friends and colleagues while for coach, trainer and sports administrators, being able to improve communication with parents, colleagues and friends and keeping good relationship with coaches and trainers is the most important need of athletes in terms of self-development.

Table 6: Assessment of the Respondents on the Student Athletes' Needs in terms of Team Building

Item	Student Athletes			Coach, Trainer, Sports Administrator		
	Mean	SD	Interpretation	Mean	SD	Interpretation
<i>Team Building</i>	3.53	0.07	Extremely Important	3.67	0.09	Extremely Important
<i>Be able to work well with others</i>	3.53	0.66	Extremely Important	3.61	0.50	Extremely Important
<i>Feel comfortable with the group</i>	3.54	0.64	Extremely Important	3.67	0.59	Extremely Important
<i>Work cooperatively in teams</i>	3.59	0.64	Extremely Important	3.67	0.59	Extremely Important
<i>Settle quarrels within the team</i>	3.57	0.70	Extremely Important	3.56	0.62	Extremely Important
<i>Encourage teammates to do well</i>	3.56	0.64	Extremely Important	3.72	0.57	Extremely Important
<i>Deal with pressure from teammates</i>	3.51	0.76	Extremely Important	3.61	0.61	Extremely Important
<i>Feel proud about the team</i>	3.35	0.72	Extremely Important	3.83	0.38	Extremely Important
<i>Know the similarities and differences within the team</i>	3.53	0.72	Extremely Important	3.67	0.49	Extremely Important
<i>Look forward to be with the team</i>	3.52	0.63	Extremely Important	3.56	0.51	Extremely Important
<i>Be able to give and receive feedback from the team</i>	3.62	0.63	Extremely Important	3.78	0.43	Extremely Important

Table 6 shows the means and standard deviations of participants' perceived needs in terms of teambuilding. As can be seen from the table, the perceived needs by athletes with the highest means pertains to being able to give and receive feedback from the team, while for coach, trainer and sports administrators, feeling proud about the team is the most important need of athletes in terms of teambuilding.

Table 7: Assessment of the Respondents on the Student Athletes' Needs in terms of Studies

Item	Student Athletes			Coach, Trainer, Sports Administrator		
	Mean	SD	Interpretation	Mean	SD	Interpretation
<i>Studies</i>	3.58	0.06	Extremely Important	3.72	0.09	Extremely Important
<i>Have perseverance in studies</i>	3.71	0.54	Extremely Important	3.83	0.38	Extremely Important

<i>Be able to sustain my interests in my studies</i>	3.62	0.56	Extremely Important	3.78	0.43	Extremely Important
<i>Overcome problems in career choices</i>	3.60	0.59	Extremely Important	3.78	0.43	Extremely Important
<i>Develop confidence in recitations and discussions</i>	3.59	0.62	Extremely Important	3.72	0.46	Extremely Important
<i>Talk to teachers regarding the difficulty in understanding the lessons</i>	3.50	0.69	Extremely Important	3.78	0.55	Extremely Important
<i>Work with classmates on projects</i>	3.60	0.61	Extremely Important	3.78	0.43	Extremely Important
<i>Develop professionalism among teachers</i>	3.52	0.70	Extremely Important	3.61	0.70	Extremely Important
<i>Be able to contribute own skills and knowledge for the teaching effectiveness of teachers</i>	3.54	0.66	Extremely Important	3.61	0.61	Extremely Important
<i>Improve communication with teachers and other school staffs</i>	3.58	0.66	Extremely Important	3.56	0.70	Extremely Important
<i>Be involved in helping the school</i>	3.59	0.65	Extremely Important	3.72	0.46	Extremely Important

Table 7 shows the means and standard deviations of participants' perceived needs in terms of studies. As can be seen from the table both groups perceived that having perseverance in studies is the most important need of athletes in terms studies.

4. DISCUSSION

This study provided a description of student athletes' perceived needs. Based on the data gathered, all of the items were assessed as extremely important by the respondents. All of the needs identified during the focus group discussion and through the needs assessment questionnaire were rated as extremely important by both student athletes and trainers/coaches and sports administrators. For student athletes, studies and physical needs were assessed as the highest, followed by team building, self-development, time management, relationships, and financial management which are all assessed as extremely important. For trainers/coaches and sports administrators, student athletes needs for studies was assessed as the highest, followed by physical needs, team building, self-development, relationships, financial management and time management which are all assessed as extremely important.

Student athletes viewed their academics as important as being important to their college experiences and for them to be allowed to play (Boyd, 2010). Student athletes prioritize and rated their academics more important than social Yu (2012). Student athletes and their coaches still believe that having good

academic performance and finishing their studies is important Potuto & O'Hanlon (2006). Though student athletes declared that they have gained good grades last semester, still, student athletes viewed "studies" as extremely important and a priority of their needs.

Student athletes are also more aware of their nutritional needs and would appear sensible that they possess healthier beliefs (Wilson & Pritchard, 2005). Moreover, more athletes report physical health concerns (Humphrey et al. as mentioned by Wilson & Pritchard, 2005). Same with the mentioned studies, respondents in this study assessed physical needs as extremely important, which may implicate that student athletes give importance and have their concerns to their physical needs.

Team building which was assessed as extremely important is being viewed as a medium for increasing team success (Murphy, 2001). Cited studies shown how important team building for the athletes is.

Understanding self was viewed as extremely important for student athletes may help athletes and the individuals that work with them enhance their performance and understand how they utilize the great amount of information available to them in the athletic domain (Gotwals & Wayment, 2002). Same as the mentioned study, respondents see how important self-development to the student athletes. In which, respondents in this study assessed self-development as extremely important which implicate that respondents give importance to the development and enhancement of student athletes whole personality.

Life of an athlete can be very demanding, particularly when it comes to juggling sport with education Whipper (2013)

The third focus of the study is to create a support program that will meet the needs of the student athletes. The prioritized items and least prioritized items as well as the profile of the student athletes were considered in enhancing the sports program for the student athletes. With this, enhancement of this support program is proposed to achieve the holistic development of the student athletes.

This program is based on the premise that student athletes have special needs that needs to be addressed for them to be able to achieve holistic development just like the other students in the University. To avoid wrong conceptions on being a varsity player and to promote balance among their athletic life and their social, emotional, academic, physical and spiritual development sets of activities are being proposed to be part of the existing sports program. These activities are selected based on the results of the assessed needs of athletes.

Team Building Seminar is already part of the traditional sports program that taps guidance counselors as facilitators. In this program, it was proposed to make it 3 days instead of just 1 day to cover a wider aspect of team cohesiveness and solidarity.

Quartering is one of the major activities in the existing sports program. In this program, some of the activities being proposed will be part of their quartering activities. Traditionally, quartering focused merely on physical training of athletes. Such activities to be included are lecture series on healthy lifestyle, group sessions on teambuilding, and healthy interpersonal relationships.

Study by Wilson & Pritchard (2005) suggests that there must be prevention programs to be implemented to help assist student athletes. Interventions need to be developed to take into account the unique needs of student athletes. Some of the specific programs recommended include academic monitoring, personal counseling, career guidance, life skills training, peer mentoring, and assignment of compatible academic advisors, inculcation of study skills, intensified study hall and tutoring sessions, among others, in that way a student athlete will be able to excel academically as well as athletically (Simiyu, 2010). The sports program enhanced to meet the needs of student athletes believed that, if implemented, could be a help for the student athletes not only in balancing their roles as student and athlete but also in developing holistically.

Student athletes face a unique set of demands, pressures, stresses, and circumstances as part of the athletic and academic experience. In order to truly realize the academic potential and the full benefits athletic competition can bring to the academic experience of student athletes, an educational environment meeting the demands facing student athletes must be obtained (Yelk, 2013). Study by White (2010) suggested that services to athletes should include positive reinforcement of their academic abilities. In the academic realm, information should be provided to the student body regarding the academic successes of athletes. Thus, the need to provide student athletes program fitted for them to be able to cope with the demands in their academic life. Helping them creating their own study techniques can make them excel not only in sports but also in their studies. Furthermore, this program will also be a way of reminding the student athletes that before they became athletes of the university they are student first and they must know their priorities.

Goals	Domains, Standards, Competencies based on the identified needs of athletes	Description of Activities	Title of Created Curriculum	Time of Completion	Persons responsible	Methods of evaluating	Expected result
to provide study skills support to athletes who have low academic performance	Studies	A study skills workshop for student athlete especially those who are at-risk of failing. A peer facilitator activity that is intended for athletes where	Study Smart for Athlete Athlete's Hour	June-July Whole year round	Counselor in-charge Counselor and peer facilitator	Evaluation form after the activity to see if the athletes gained knowledge from the workshop Monitoring of Student	Student athletes will acquire skills on maintaining high level of academic performance and be able to apply it to their life and will be able

		in peer tutoring, group sharing, and counseling will be held to provide study skills support to athletes who have low academic performance				Athletes' grades	to make plans on their study-related activities
To provide student athletes ways on taking care of their physical needs through health and wellness	Physical Needs	Group Sessions per team/event facilitated by coach and trainers as part of their quartering to remind players of the importance of maintaining a healthy and fit body.	Lecture Series on: <ul style="list-style-type: none"> • Health & Wellness • Healthy Lifestyle <p>****Quartering of Athletes</p>	October	Counselor in charge University Nurse Coaches/trainers Sports Council	Evaluation form after the activity to see if the athletes gained knowledge from the workshop Monitoring student athletes health	Student athletes will have their own way in taking care of themselves and be able to create their own health and wellness strategy
To develop team spirit and solidarity among student athletes	Team Building	***A three-part team enhancement and team goal setting seminar for student athletes before and during their quartering.	There is no "I" in teamwork	1 st week November (part I) 3 rd week November (part II) 1 st week December (part III)	Counselor Invited Speaker Members of sports council	Evaluation form after the activity to see if the athletes gained knowledge from the workshop Monitor team's performance during competition through their trainers/coaches	Student athletes' team spirit and solidarity will be developed and will be able to show it in the team especially when there are competitions
To enhance Student Athletes' personal well-being	Self-Development	A four-session seminar for the enhancement of athletes' personal well-being which will include values development, self-awareness, motivation and assertiveness	I am Better Now	1 st week August (session 1) 4 th week August (session 2) 1 st week January (session 3) 4 th week January (session 4)	Counselor Invited Speaker	Evaluation form after the activity to see if the athletes gained knowledge from the workshop	Student athletes will acquire knowledge and skills on improving their own well-being and be able to apply those knowledge and skills in everyday life
To develop and maintain healthy interpersonal relationships and be an integral part of every student athlete's experience.	Relationships	A 3-day activity that focuses on building relationships with professors, friends, co-workers, romantic partners, roommates, or nurturing existing relationships at home. BPSU plays a fundamental role in helping students hone their interpersonal communication and interaction	Building Positive Relationships: the BPSU Athlete's Way	September	Counselor Invited Speaker(s) Coach/trainers	Evaluation form after the activity to see if the athletes gained knowledge from the workshop	Positive, functional interpersonal relationships of student athletes

		skills in order to set the standard for happy, healthy relationships in their future.					
To prepare athletes for the financial realities of athletic and student life	Financial management	A primer that provides information on how to budget while at school and to spend wisely especially those who rely solely to scholarships	Budget Calculator For Athletes <ul style="list-style-type: none"> Scholarship and other financial assistance Daily allowance 	August	Counselor Scholarship coordinator	Evaluation form after the activity to see if the athletes gained knowledge from the workshop Monitor if they will be able to execute their financial plan through their coaches	Student athletes are well disciplined in handling finances Be able to create a financial management plan
to develop timetable to fit trainings with academic schedule	Time Management	A lecture series that will discuss, display and learn how to use school planners; the value of always using organizational planning with learning	Organizing Time Table: Creating a Balance between Sports and Academic	2 nd week July	Counselor Invited speaker Trainers/ Coaches	Evaluation form after the activity to see if the athletes gained knowledge from the workshop Monitor if the planned schedule is being followed	Student athletes will have their concrete timetable plan that is fitted with their academic schedule and be able to follow the timetable created

Coaches need to be conscious of the physical stress their athletes may experience. They must always educate the athletes on proper technique and the importance of alerting a coach when something doesn't feel right (Sloop, 2013). Thus, posting activities that will meet the physical needs and focusing on the student athletes' health and wellness may bring awareness not only to the athletes but also to their coaches for proper response to that need.

Structured teambuilding has a positive effect on cohesion, and the link between cohesiveness and successful athletic performance (Carron, Colman, Wheeler, & Stevens as cited by Blessing, 2004). Sencal, Loughead & Bloom (2008) concluded that team goal setting was an effective team-building tool for influencing cohesiveness in sport teams. This may substantiate the three-part team building with team goal setting activity posted in the program. As with the study mentioned, team building with team goal setting may improve the cohesiveness and athlete's performance.

On a study conducted by Goktas (2010) student-athletes were found to suffer from problems related to responsibility, personal problems and fears, and needs. Marx, Huffmon & Doyle (2008) recommended that athletic departments should implement peer-support groups, such as those advocated by Harris, Altekruise & Engels (2003). They call for "psycho-educational sessions" for freshman athletes covering such subjects as time management, study skills, stress

management, sexual responsibility, alcohol and drug abuse, career exploration and development, and life as a student-athlete. Sports counseling units should be founded so that such problems could be solved and student-athletes could be better prepared to face them as they arise in both their sporting and educational careers. Results by Matytsin (as mentioned by Lopez & Santelices, 2011) study reveal that efficiency and stability of players during competitions are highly related to personality characteristics of high morale, independence, emotional balance, collective thinking, abstract thinking, quick response, rival mentality, activeness, extroversion, sagacity, and communicative ability. Thus, meeting the problems of athletes in self-development will help them be prepared in facing both their sporting and educational careers.

Positive change in an athletes' communication, relationship and conflict management skills could, in turn, enhance the quality of their romantic, social and team relationships (Cacciotti Sherburne, 2008). Focusing on the student athletes' interpersonal skills will improve their relationships. Likewise with this study, giving importance on student athletes' skills on building relationships is posted on the proposed program.

Student athletes need a financial management class that can help them in their professional sporting careers and the life they pursue afterwards. Student athletes should be taught about the dangers of disregarding financial management. Student athletes should be taught how they can save their money and ways they can invest (Huffman, 2009). The financial management skills that will be taught to the student athletes will focus on handling their allowances and other money and also helping them find ways to help them support their finances. Thus, teaching student athletes financial management skills will be beneficial to the student athletes not only on their stay in the university and also a way of preparing student athletes in their future financial aspect of life.

Time management skills have previously been reported as "an important issue determining players' training motivation and adherence" (McCarroll & Hodge as cited by Price, Morrison & Arnold, 2010); therefore, it could be argued that developing and transferring this skill to the sporting environment may assist in improving performance. Teaching time management skills to the student athletes will help them balance different aspects of their life like, academics, athletic, social. Helping them create a timetable and plan for their activities will guide them in prioritizing and proper allocation of enough time for each of their activities.

While interventions need to be developed that take into account the unique needs of the college student athlete, future studies ought to address the types of prevention and intervention methods used. One proactive suggestion to reduce stress based on recent research has been to allow student athletes to work in

groups (Harris, Altekruze, & Engels as mentioned by Wilson & Pritchard, 2005) so that they can share experiences. The proposed enhanced sports program will be implemented in group sessions for the effectiveness of the program.

5. CONCLUSION

As found out on the results, the student athletes of Bataan Peninsula State University age ranges from 15 years old to 24 years old and most of them are male. In addition, most of the student athletes stated that they belong to the family with income of below Php10, 000 per month and have gained a good grade last semester. On the assessed needs of the student athletes, self-development, time management, financial management, relationships, team building, physical needs and studies were evaluated as extremely important by the student athletes, trainers/coaches and sports administrators. "Studies" is the need that is given priority by the respondents. While financial and time management evaluated as least priority by the respondents. On the basis of the foregoing findings, the following assumptions: That the student athletes have their own specific needs that should be addressed; and that the level of those needs is significant for creation of the support program for student athletes, were valid.

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