



SPORTS TRAINING PROGRAMS TOWARDS HOLISTIC DEVELOPMENT AMONG STUDENT-ATHLETES

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ABSTRACT

This study examined the effectiveness of the sports training programs implemented at Manuel S. Enverga University Foundation (MSEUF) on the holistic development of student-athletes, emphasizing physical, emotional, mental, and social dimensions. Grounded in Rudolf Steiner's Holistic Development Theory, the research aimed to evaluate how physical conditioning, technical, tactical, psychological training, and recovery strategies contribute to student-athletes' overall growth.

A descriptive-correlational quantitative approach was employed, utilizing self-constructed questionnaires administered to 100 randomly selected student-athletes from various sports disciplines. Data were analyzed using descriptive statistics and Pearson correlation to determine relationships between the perceived effectiveness of training programs and domains of holistic development.

Results indicated that the training components, particularly in improving physical strength, tactical awareness, mental focus, and emotional resilience is highly effective as perceived by the student-athletes. Correlation analysis revealed significant positive relationships between training dimensions and holistic development outcomes. Tactical training showed the strongest correlation with social development, while physical conditioning correlated most with physical development. Psychological and recovery components also demonstrated substantial correlations across all domains.

In conclusion, MSEUF's comprehensive sports training program significantly supports the holistic growth of student-athletes. The findings underscore the need for sustained institutional commitment to balanced training programs that foster not just physical performance, but also mental toughness, emotional stability, and social maturity.

Recommendations include the enhancement of psychological support services, inclusion of leadership development modules, and strategic retention plans for upper-level student-athletes. Further research is encouraged to explore qualitative impacts and long-term outcomes of sports participation.

KEY NOTES: *Holistic Development, Sports Training, Student-Athletes, Psychological Training, Physical Conditioning, Tactical Training, Recovery*

STATEMENT OF THE PROBLEM

Student-athletes are expected to succeed both in academics and sports, yet many still struggle with stress, academic performance, and overall well-being. While sports training programs aim to support athlete development, it remains unclear whether these programs effectively contribute to the holistic growth of student-athletes at MSEUF. This study seeks to examine the effectiveness of the current training program in addressing the physical, emotional, mental, and social development of student-athletes.

To address this, the study aims to answer the following questions:

1. What is the demographic profile of the Enverga Wildcat athlete in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 course; and
 - 1.4 sport?
2. How do the student-athletes perceived the level of effectiveness of the sports training programs in terms of;
 - 2.1 Physical Conditioning;
 - 2.2 Technical Training;
 - 2.3 Tactical Training;
 - 2.4 Psychological Training; and
 - 2.5 Recovery and Regeneration?
3. To what extent do the student-athletes holistic develop in terms of
 - 2.6 social;



- 2.7 physical;
- 2.8 mental; and
- 2.9 emotional?

4. Do the student-athletes' evaluation of sports training program significantly correlate to the student-athletes' holistic development?

SIGNIFICANCE OF THE STUDY

The research will be significant to the following:

Respondents. the findings will provide deeper awareness of how their participation in structured sports training supports their overall well-being. By identifying which components of the training program most strongly influence various aspects of personal growth, student-athletes can better understand and optimize their own development both on and off the field.

School Administrators. the study will provide valuable data that can guide the creation of more holistic and student-centered sports development policies. Understanding how sports programs impact academic success, emotional health, and social engagement may encourage the institutionalization of balanced training frameworks that support both competitive success and student well-being.

Coaches. this research will offer evidence-based insights into the effectiveness of current training practices. It will help identify areas of strength and areas needing improvement, enabling coaches to tailor training programs that go beyond physical performance to include emotional resilience, mental focus, and interpersonal skills—characteristics that define well-rounded athletes.

Future Researchers. This research will be beneficial to future researchers who wish to undergo the same research.

RESEARCH DESIGN

The study used the descriptive correlational design. The quantitative approach of research was employed in this study. A descriptive correlational research design is appropriate when the primary objective is to describe and examine the relationship between two or more naturally occurring variables without attempting to manipulate them. According to Creswell and Creswell (2018), this approach helps in understanding the degree and direction of relationships among variables, which is essential for generating hypotheses and informing policy or practice.

Basically, A descriptive correlational research design using a survey methodology is an appropriate approach for this study. This method allows researchers to explore the relationships between variables such as the intensity of sports training, the perceived effectiveness of the program, and various dimensions of holistic development. By utilizing standardized questionnaires and rating scales, researchers can collect quantitative data from a large sample of student-athletes, increasing the generalizability of the findings. This approach is efficient and cost-effective, as surveys can be administered quickly through online platforms or paper-based questionnaires. Additionally, the anonymity provided by surveys encourages honest and open responses from participants, reducing social desirability bias. By employing this research design, researchers can gain valuable insights into the impact of sports training programs on the holistic development of student-athletes, informing the development of more effective training programs and policies.

Population and Sampling Technique

The researcher utilized 100 student-athletes in MSEUF Lucena. The study employed random sampling, where the researcher evaluated 50 percent (50%) of the two hundred (200) student-athletes, one hundred (100) student-athletes among qualified student-athletes to ensure a fair representation across different sports, genders, and academic levels, while maintaining objectivity in analyzing results.

Respondents of the Study

The respondents of this study are student-athletes of Manuel S. Enverga University Foundation (MSEUF) who are actively participating in the university's official sports training programs. These student-athletes are involved in various sports disciplines such as basketball, volleyball, athletics, swimming, and others, and are part of the MSEUF athletic organization during the academic year of data collection.

These respondents were chosen because they directly experience the five components of the university's structured sports training program: physical conditioning, technical training, tactical training, psychological training, and recovery and regeneration, which are the independent variables of the study. Their insights and perceptions are therefore critical in evaluating the effectiveness of these components in contributing to their holistic development, the core focus of the study.



These individuals are best suited as respondents because they are the direct beneficiaries of the sports training program being evaluated. Their lived experiences provide firsthand data on how the training program influences their physical, emotional, mental, and social development, making them ideal sources for achieving the study's objectives.

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RESULTS

The findings of the study revealed that student-athletes at Manuel S. Enverga University Foundation (MSEUF) generally perceived the sports training program as highly effective across all five components: physical conditioning, technical training, tactical training, psychological training, and recovery and regeneration. This aligns with previous studies emphasizing the importance of structured training programs in supporting athletic and personal development (Bompa & Haff, 2009; Faigenbaum et al., 2009).

Moreover, student-athletes reported a high level of holistic development, particularly in the areas of physical and social development. This supports the premise of Holistic Development Theory, which emphasizes the integration of physical, emotional, mental, and social growth (Gould & Weinberg, 2010). Notably, tactical training was most strongly associated with social development, while physical conditioning was closely linked with physical development—findings consistent with the literature on skill application and physical readiness (Renshaw et al., 2019; Behm et al., 2016).

Correlation analysis further confirmed a significant positive relationship between the implementation of the training program and holistic development. These results suggest that when training is delivered comprehensively, it fosters not only athletic performance but also emotional resilience, cognitive growth, and social competence among student-athletes (Fraser-Thomas, Côté, & Deakin, 2005; Birrer & Morgan, 2010).

Research Instrument

The researcher used the self-devised questionnaire for data collection process. There are three parts of the questionnaire. The first part focused on the identification of the demographic profile of the respondents. The second part is the assessment on the student athletes' perceived effectiveness of the sports training programs, and part three is the perceived extent of the student athletes' holistic development. The questionnaire was designed to measure variables such as physical fitness, emotional well-being, cognitive skills, social skills, and overall satisfaction with the sports training program. The questionnaire was structured to include both closed-ended and open-ended questions. The research questionnaire assessed the perceived impact of sports training programs on the holistic development of Enverga University Wildcat student-athletes.

Statistical Tools

Different statistical methods will be used to analyze the data collected for the study. Descriptive statistics such as mean, standard deviation, frequency distributions, and percentages will be utilized to organize and interpret the data. This study will also use the Pearson Product-Moment Correlation Coefficient (Pearson r) to determine the strength and direction of the relationship between the student-athletes' sports training programs and their holistic development. According to Gravetter and Wallnau (2017), Pearson r is a statistical technique used to measure the degree of linear relationship between two continuous variables, providing insights into how closely changes in one variable are associated with changes in another. This method is appropriate for examining whether participation in structured sports training programs is significantly associated with various aspects of student-athletes' holistic growth.

SUMMARY

This study aimed to determine the effectiveness of the current sports program of the Enverga Wildcats in contributing to the holistic development of student-athletes. It also sought to describe the profile of the student-athletes in terms of age and gender, where most were aged 18-21 (86%) and 57% were male, indicating a need for strategies to retain older athletes and promote inclusivity among females. The study assessed the perceived effects of the program on the social, physical, mental, and emotional development of athletes, as well as the relationship between specific training components and these areas of development. Descriptive correlational research design was employed in the study. Statistical treatments such as percentage, weighted mean, and Pearson Product-Moment Correlation were used to analyze the data. Findings revealed high mean scores in social, physical, mental and emotional aspects, indicating positive developmental impacts. Furthermore, correlation results showed significant relationships between physical conditioning and physical



development, technical and tactical training and social and mental development, psychological training and mental toughness, and recovery strategies and emotional and well-being. These results affirm the program's effectiveness while highlighting areas for enhancement to support long-term impact and athlete retention.

CONCLUSIONS

The study concludes that the sports training programs at Manuel S. Enverga University Foundation (MSEUF) are perceived by student-athletes as highly effective in fostering both athletic performance and holistic development. All key components of the training program as to physical conditioning, technical training, tactical training, psychological training, and recovery and regeneration, received high ratings from respondents, with all mean scores interpreted as "Strongly Agree." This indicates a consistent recognition among student-athletes of the program's contributions to their growth and development.

In conclusion, the research affirms that MSEUF's sports training programs significantly contribute to the holistic development of student-athletes. The strong interconnections between training components and developmental outcomes underscore the need for comprehensive, well-structured, and student-centered athletic programs. These findings are consistent with global perspectives that advocate for a balanced approach to athletic and personal development in educational settings (Henriksen, Stambulova, & Roessler, 2019; Knight, Harwood, & Gould, 2018).