

# STRENGTHENING STUDENT ATHLETES' SAFETY: EVALUATING THE FIRST AID AWARENESS ON INJURY RESPONSE KNOWLEDGE

Donny F. Gregorio

donnygregorio03@gmail.com

*Laguna State Polytechnic University, Philippines*

---

## Abstract

This study determined the relationship between students' first aid awareness and response knowledge on the athletes' safety. Specifically, it sought to identify the the level athletes' first aid awareness in terms of injury management, skills and practices, resourcefulness; and calm and control. The level athletes' injury response knowledge in terms of assessment skills, aid technique, response, ethical consideration. The level of athletes' safety in terms of competing teams, media scrutiny, parental expectation, and social expectation. The significant relationship between first aid awareness and injury response knowledge, and the significant relationship between first aid awareness and athletes' safety.

This research uses a descriptive design and utilizes a quantitative method that using a simple random sampling technique. The respondents were 120 student-athlete from Tagaytay City College, STI Tagaytay, and Olivarez College.

The investigation's noteworthy findings include the following: the level of athletes' safety in relation to competing teams, media scrutiny, parental expectations, and social expectations appears to be strongly agreed with the verbal interpretation of highly evident; the level athletes' injury response knowledge in terms of assessment skills, Aid technique, response, and ethical consideration appears to be strongly agreed with the verbal interpretation of highly evident; and the level athletes' first aid awareness in terms of injury management, skills and practices, resourcefulness, and calm and control. Finally, there is a strong correlation between first aid awareness and knowledge of injury response, as well as a strong correlation between first aid awareness and athletes' safety.

Thus, the researcher therefore, concludes that the null hypotheses are rejected. There is a significant relationship between first aid awareness and injury response knowledge. Which implies that first aid awareness and injury response knowledge is crucial in managing injuries effectively and preventing complications. First aid awareness encompasses the understanding and skills necessary to provide immediate care for an injured or suddenly ill person until professional medical help is available. There is a significant relationship between first aid awareness and athletes' safety. Which implies that first aid awareness and athletes' safety aid training provides athletes, coaches, and sports personnel with the necessary skills to respond promptly and effectively to injuries during sports activities.

Based on the draw conclusions resulted to the following recommendations: (1) Student-athletes should undergo regular training to maintain their peak condition, (2) It is suggested that school's official especially the athletic director make a comprehensive training manual for student-athletes.

Keywords: Behavior and Competence

---

## 1. Introduction

Students love sports for various reasons, first is the enjoyment and recreation. Sports offer students an enjoyable and recreational outlet. Engaging in physical activities can be a break from academic pressures

and a way to relax and have fun. Students find pleasure in the excitement and thrill of competition, the sense of achievement when they improve their skills, and the joy of playing with friends. Secondly, Physical fitness and health. Engaging in sports activities provides students with an opportunity to improve their physical fitness and overall health. Regular participation in sports helps develop strength, endurance, agility, and coordination. Students often enjoy the feeling of being active, fit, and energized, which contributes to their overall well-being.

For whatever purpose because a student participates in sports, it becomes an integral part of their daily lives. But, not all of the athletes are aware on how to deal with the possible injuries that they can get in playing different sports. Coaches, administrators and physical education instructors are the responsible to teach the student-athletes to perform different basic first aid in different sports related injuries.

In the event of a sports injury, immediate response is crucial to minimize the severity of the injury and provide initial relief. Athletes who are trained in first aid can quickly assess the situation, stabilize the injured person, and initiate appropriate first aid measures until professional medical help arrives.

Furthermore, athletes are often part of a team or community that participates in sports together. By being knowledgeable in first aid, they can provide assistance and support to their teammates or fellow athletes in case of an injury, promoting the safety and well-being of everyone involved.

Finally, knowing first aid instills confidence and a sense of personal responsibility among athletes. They feel empowered to take immediate action during an emergency, potentially saving lives or preventing further harm. This knowledge also enhances their own safety and well-being, as they can apply first aid techniques to themselves in case of an injury when professional medical help may not be immediately available.

This research aims to empower students to become not just skilled athletes but also individuals who embodied discipline, resilience, and a strong sense of personal development. Ultimately, this endeavor sought to strengthen student athletes' safety through first aid awareness on injury response knowledge of the student athletes of the City College of Tagaytay, STI College, Tagaytay, and Olivarez College school year 2023-2024.

## **2. Review of Related Literature**

Injury response knowledge is an indicator found significant in this study.

According to Avicenna (2019), Injury response knowledge is essential in providing effective assistance in emergency situations. Injury can happen anytime and anywhere. First aid is the emergency care given to a person who has been suddenly ill or injured while waiting for expert

help to come or until the person has recovered. First Aid's sole goal is to protect life, relieve suffering, stop further damage, and/or encourage recovery.

Education in first aid should be provided to all age groups and through a range of mediums, such as in-person instruction, online learning, and public health initiatives. Making injury response training mandatory could contribute to the development of communities that are less susceptible to harm and better able to withstand the range of hazards they face. Many developed nations have passed legislation requiring first aid instruction in businesses and schools. (Avicenna, 2019).

Furthermore, according to the Better Health Channel (2022). Responses to injury should be top priority of the sports sectors, as Sports injuries are frequently brought on by overuse, collisions, or applying more force than a bodily part is structurally capable of handling. Common injuries include nosebleeds, sprains, strains, bruises, and joint injuries. Medical examination is crucial since untreated injuries can worsen.

Moreover, virtual lab (2023) agreed that responding to injuries should be done quickly and accurately, as the responders are knowledgeable about the injury. Certain types of injuries are minor and merely require first aid, while other types are significant but not life-threatening or require rapid medical attention.

Assessment skills is an indicator found significant in this study.

According to Gerhard (2016), be safe, be vigilant, as first aider is someone who is watchful, attentive, and observant while providing assistance in emergency situations. Being vigilant in first aid involves closely monitoring the injured or ill person's condition, environment, and any changes that occur. Paying close attention to the injured person's vital signs, behavior, and physical condition. This includes checking for changes in breathing, consciousness, skin color, and other indicators of health.

Conforming to Yorke and Longden (2014), Students reported observing considerable learning improvements as a result of participating in peer assessment in another study that examined students' opinions of peers and assessment skills. Peer evaluation was found to have an impact on students' attitudes and performance. In their study, which examined how students perceived peer assessment, they found that students' attitudes changed as a result of peer assessment, leading to higher levels of motivation, engagement, and self-confidence. In a similar vein, peer evaluation studies were found to have favorable effects on students' attitudes toward learning as well as achievement in a literature review.

As stated by Zimmerman (2019), assessment skills is characterized as a procedure that asks students to evaluate their performance using pre-established benchmarks and includes goal-setting, more informal, dynamic self-regulation, and self-reflection. Based on these definitions, it appears that peer and self-evaluation can support learning by creating an atmosphere that can interest students and encourage them to take ownership of their education. A strong feeling of accountability might encourage students to believe they can direct and control their own education and to make the necessary efforts to reach higher learning objectives.

Aid technique is an indicator found significant in this study.

According to Yegen (2018), Protecting the newly opened wound from any unhygienic elements that may come into contact while the patient is being transported to the hospital is the main goal of aid technique. The soldier's wound needs to be properly covered to keep it out of the way of dust, insects, sunlight, and other elements. The injured area needs to be properly fastened because even the smallest movement during transit could worsen the wound. The easiest first aid kit to carry on the battlefield is a triangle cloth of sufficient size. Even those without experience can pick it up quickly and readily because of how simple it is to use.

Moreover, Esmarch (2019), learning the basic aid technique can support you in handling a crisis. Until an ambulance arrives, you might be able to help someone breathe, lessen their pain, or

lessen the effects of an injury or unexpected sickness. For them, this can be the difference between life and death. Enrolling in a first aid course is an excellent choice if you want to be able to identify emergencies and provide basic first aid until expert help comes.

As stated by Esmarch (2019), aid technique is essential for preserving life. Before emergency personnel arrive at a scene of a potentially fatal accident or injury, a person can administer first aid. First aid is an emergency protocol that consists of basic, frequently life-saving skills that may be learned by most people with little to no equipment and no prior medical training. While caring for a human is the typical use of the term, it can also apply to caring for an animal.

Response is an indicator found significant in this study.

In accord with Schmid (2014), response to stimuli is any biological system's response to a stimulus that causes it to alter its homeostatic equilibrium. When there are homeostatic negative feedback loops, responses are typically corrective measures taken to reverse the shift and restore equilibrium. On the other hand, in less frequent positive loops, a reaction may exacerbate the imbalance and set off a series of recurrent events. Cells use organ effectors to react to external inputs. Effectors, such as blood vessel or muscle cells, are instructed to respond to stimuli and maintain homeostasis by signals from control centers in the neurological and endocrine systems. Throughout the body, many receptors recognize various stimuli.

Conforming to Tompkins (2017), response Any deviation from the ideal level causes the receptors to become stimulated. Effector organs respond adaptively to this, reversing the imbalance. Particularly in multicellular creatures like animals and plants, where receptors in one area of the body receive inputs and effectors in another area of the body produce a response, these reactions can be complex. Effector organs react to the input by producing a reaction. This comprises the glands and skeletal muscle. In order to link the receptors to the effectors via signals and control centers, coordination mechanisms are needed. In animals, this is accomplished through chemical/hormonal or electric signals through the neurological and endocrine systems. These processes take place in plants via chemical systems such as hormones.

As stated by Harkin (2015), response is sensed by an organism's sensitive physiological components, the senses. A reaction or response happens when any portion of an organism or a person's sensory organs are aroused. A response is the behavior that a living thing exhibits in response to an internal or external stimuli.

Ethical consideration is an indicator found significant in this study.

According to Bhandari (2023), ethical considerations are essential to academic writing, especially when it comes to determining the study methodology and conduct. They guarantee that the study is trustworthy, legitimate, and carried out with consideration for all parties concerned. These ethical issues are crucial to take into account while developing a study's methodology since they support the validity of scholarly discourse.

Conforming to Resnick (2015), ethical considerations in research allude to standards and directives that investigators must follow when carrying out their research. In order to examine behaviors and assess the effects of particular phenomena on a target group, researchers frequently conduct in-person interactions with participants in their research. The purpose of these interactions is to verify that research is conducted in accordance with established guidelines and ethical standards.

As stated by Saunders and Thornhill (2022), ethical the promotion of research goals, such as the avoidance of mistake, truth, and knowledge, makes concerns crucial. When drawing conclusions from any research project, it is forbidden by ethical principles to interpret data incorrectly and present false information. Furthermore, as research typically requires interaction between researchers and people of diverse dispositions, ethical issues are essential to foster mutual respect, trust, and collaboration. All individuals involved in the research can share ideas and reactions in a cohesive environment that is supported by ethical considerations, ensuring a successful research endeavor.

The cited literature contributes to the development of this research, injury response knowledge encompasses a range of skills and techniques that enable individuals to effectively respond to injuries and medical emergencies. Some indicators like assessment skills, make a difference in saving lives as good first aider is not only well-trained in basic medical procedures but also adept at assessing situations and making quick, informed decisions. Effective assessment skills are crucial because they determine the approach to be taken for administering first aid and potentially saving lives. Moreover, aid technique, first aid response, and ethical consideration. Is also a good criterion in injury response knowledge.

Athletes' safety is an indicator found significant in this study.

According to Hasson et. al. (2020), accidents may occur because to the participant's carelessness or complacency, but there are other instances in which other people are to blame for accidents. As a result, it is important to pay attention to athlete safety since it raises awareness among athletes. They made a comparison between soccer club players and top soccer players regarding their knowledge of safety. Elite soccer players demonstrated higher levels of safety awareness than members of sports clubs in a variety of areas, including knowledge of safety regulations by event, knowledge of how to prevent accidents in sports, knowledge of how to deal with accidents in sports, and knowledge of first aid tips for accidents in sports. As a result, some have suggested that members of life sports clubs ought to be more cognizant of safety. Furthermore, prior research on running, training routines, and safety awareness in amateur athletes shown that a number of variables, including geography, gender, age, injury history, and duration and frequency of participation, influence safety awareness.

Moreover, Halcomb et. al. (2018), There is always a chance of disease and injury for participation in sporting events. It is the moral obligation of all athletic event organizers to establish and execute athlete safety measures to reduce these dangers. After a search of the literature, an iterative consensus process was started. The writing group comprised of experts in knowledge translation assisted in creating the end paper, with input from a focus group made up of International Federation Medical Chairpersons. Athletes were asked to evaluate and offer feedback. Pre-event planning, event safety, and other relevant topics were covered in the Healthcare Guidelines for International Federation Events document.

As stated by Glasgow et. al. (2019), Sport and coaching organizations

are quickly developing and implementing policies, procedures, and programs to advance a culture of athlete safety in response to multiple high-profile international examples of athlete abuse, which have prompted attempts to advance what has been labeled "Safe Sport." But we argue that these initiatives are taking place without a conceptual understanding of what safe sport is and how to accomplish it. Initiatives for prevention and intervention might not be completely implemented in the absence of a unified conceptual framework for safe sport.

Competing team is an indicator found relevant in this study.

According to Bando (2022), competing teams are friendly contests between coworkers on either the same team or different teams within an organization. Instilling team competitions in the workplace can significantly improve the work environment and company culture. Not only do team competitions make work a more fun place to be, but the right contest can gamify processes like customer satisfaction, sales, and quality assurance.

Conforming to Barth et. al. (2014), competing teams can also be used to bring employees outside of a department closer together to form bonds across the entire organization. Plus, since competitions can provide new motivation to work together and excel in different categories, organizations may choose to utilize employee recognition software to see who is making the most out of these competitions.

As stated by Chen (2016), generally competing teams are considering the competition to be

between two teams and There are the same number of players on each squad. The rules or the competition agenda specify how the players of each team will be paired up based on the orders given by the two teams, and who will win the competition based on the individual matches. Each team is required to submit the order in which his players will compete. In the story, the players from the two teams competed against one another by following orders from their respective teams, and the winner of the competition was the one who won the most matches.

Media scrutiny is an indicator found relevant in this study.

In accord with Gurevitch et. al. (2019), media scrutiny imperfectly indicates the type of diverse candidates, but costs politicians' money in terms of their reputations and privacy. If the negative selection effect surpasses the positive screening effect, the caliber of office holders' declines. The media's tendency to highlight unimportant behavioral details could lead to a low-quality information signal, which diminishes the screening effect and increases the likelihood that the media paradox would hold true. People with high moral standards may place greater value on their reputation and stand to lose more by being labeled as rapacious.

Conforming to Jamieson et. al. (2018), media scrutiny is a word used to describe any type of journalism, from print to broadcast. Ultimately, though, the media are in the business of making money, and part of that entails outshining or outperforming the competition. Most editors believe that a little bad news is often more noteworthy than a lot of good news, and since the public pays for the military's blunders with their taxes, they want to know about their mistakes.

As stated by Williams et. al. (2014), media scrutiny can help hold the government accountable by bringing attention to its actions and decisions. It can contribute to increased transparency and public awareness of government activities. On the other hand, media scrutiny can also hinder parliamentary scrutiny by diminishing the focus on substantive issues and instead focusing on sensationalism or political bias. It can create distractions and distort the public perception of government actions. Therefore, while media scrutiny has the potential to be a valuable tool for parliamentary scrutiny, it is important to ensure that it is conducted in a responsible and unbiased manner to truly support the scrutiny process.

Parental expectation is an indicator found relevant in this study.

In accord with Williams et. al. (2014), awareness children's participation in higher education and possible governmental solutions requires an awareness of the influence of parental expectations. Parents' expectations are mostly shaped by their perceptions of their children's academic performance at school, and behavioral problems at school have a negative impact on expectations. Beyond any impact on academic performance, the positive impacts of parental education and children attending a private school on parents' aspirations point to these socioeconomic determinants as possible causative pathways for the generational transfer of socioeconomic results.

Conforming to Winne and Hadwin (2018), parental expectations are essential to participation in higher education, considering that parents closely monitor and are aware of their children's talents in the home, school, and community. As a result, there is a high correlation between parents expectations for their kids' future academic success and the actual educational results. This is because how parents interpret these things together shapes their attitudes,

Beliefs, and behaviors about their children's educational paths.

As stated by Zhang (2015), parental expectations can be seen independently of the goals of parents. Zhang notes that educational aspirations can be viewed as idealistic, that is, as reflecting what a young person would really like without taking account of potential barriers or constraints. Zhang bases this observation on the distinction between idealistic and realistic conceptions of occupational aspiration and more recent work in higher education. On the other hand, realistic expectations in education are based on what is reasonable in a certain situation.



Social expectation is an indicator found relevant in this study.

In accord with Clay et. al. (2016), social expectations are a set of standards that someone who takes on a particular role should adhere to. Social and cultural norms establish guidelines for proper and permissible conduct. Social norms can vary greatly among civilizations. Social norms dictate that people should be sociable and have a support system, as well as productive and contribute to society and act professionally in the workplace. Smaller social norms include greetings with a handshake on first meetings.

Conforming to Rand et. al. (2016), the social expectations were founded on objective standards for how people ought to treat one another; for example, everyone can agree that you shouldn't take something from someone else without their permission. Social expectations, on the other hand, can be more nuanced when it comes to actions that are difficult to categorize as good or harmful.

As stated by Parfenova and Kozlova (2023), social expectations is impacted by hypothetical reference points. It serves as a sort of made-up community that uses the media, education, and other social-individual connections to move toward a civil society. Despite being a situational ethic that is heavily dependent on circumstance, it takes into account how global norms are diffusing to local and national levels.

Based on the cited literature, athletes' safety can be influenced by various factors, including competing teams, media scrutiny, parental expectations, and social expectations. Athlete safety practices are crucial components of sports at all levels, from recreational leagues to professional teams. Ensuring the safety of athletes not only helps in preventing injuries but also promotes a healthy and sustainable athletic career. The emphasis on safety practices has gained significant attention as awareness of the long-term impact of sports-related injuries has increased. Athlete safety practices are fundamental to fostering a healthy, competitive, and fulfilling sports environment. By prioritizing safety, sports organizations not only protect their athletes but also enhance the integrity and sustainability of sports participation at all levels. As such, athlete safety should be integrated into every aspect of sports planning and execution, from grassroots programs to elite competitions.

First aid awareness is an indicator found relevant in this study.

Conforming to Eisenberg and Mengert (2021), providing knowledge and training about correct first aid awareness is crucial to increase their understanding of health, as this could result in better health and even save lives. It is imperative to enhance school health services by including educators and teachers fully, offering them training opportunities, and keeping them informed through regular interactions. Research indicates that extensive first aid training could help avoid injuries by decreasing the number of workplace accidents, road accidents, and incidents, as well as raising public awareness of safety.

As stated by Finger and Schlessner (2018), Unfortunate occurrences and emergency situations can occur anywhere, at any moment. Therefore, learning first aid knowledge is a crucial ability. Children spend a lot of time at school, therefore having first aid knowledge and awareness is crucial, especially in circumstances where it's needed. This quantitative investigation looked into students' awareness of how to administer basic first aid and how that awareness relates to their academic achievement. To address the descriptive and inferential questions, a questionnaire created by the researcher was employed. It was discovered that students are proficient in administering first aid for fractures, burns, and wounds with bleeding. As a result, a really good level was eliminated. Furthermore, there is a notable distinction in the pupils' academic achievement and awareness levels based on gender and section. However, there was a strong positive correlation between the students' academic achievement and their awareness of providing first aid.

Injury management is an indicator found relevant in this study

In accord with Santos (2019), the term sports, managing the types of injuries that most frequently happen during sports or activity is referred to as injury management. Sports injuries can arise from a variety of causes, including mishaps, inadequate equipment, inadequate conditioning, and inadequate warm-up and stretching exercises. Although practically any portion of the body might get injured while exercising or playing sports, the word is usually used to describe injuries involving the musculoskeletal system, which is made up of the muscles, bones, ligaments, and tendons. Thankfully, most sports injuries—especially those resulting from adaptational processes or instabilities—may be properly treated, and you can typically resume your prior, fulfilling level of physical activity following an accident, despite the fact that there are acute and chronic cases. Even better, if you take the right precautions, you can avoid a lot of sports-related injuries.

Conforming to Medinilla (2019), injury management are frequent and can affect the bones, muscles, tendons, ligaments, and other tissues in your body. Many mild injuries can be treated at home with over-the-counter pain relievers, rest, ice, compression, and elevation. However, some injuries call for medical attention, including surgery, physical rehabilitation, and immobilization.

As stated by Jacobina (2019), injury They are frequently brought on by misuse, direct trauma, or applying more force than a bodily part is structurally capable of withstanding. Bruises, sprains, strains, joint problems, and nosebleeds are among the common injuries. Medical examinations are crucial since untreated injuries can have considerably worse outcomes.

Skills and practices are an indicator found relevant in this study

In accord with Breivik (2016), skills and practices refer refers to a wide range of abilities, work habits, and moral qualities that are thought to be vitally necessary for success in today's society, especially in college programs and modern vocations and workplaces, by educators, school reformers, college professors, employers, and others. In general, students can use 21st century talents throughout their lives in all academic subject areas as well as in all educational, professional, and civic contexts.

Conforming to Dreyfus (2016), skills and practices getting along with each other. The term "skill" refers to knowledge that has been gained from education and experience. It encompasses both the high caliber performance found in a variety of fields, such as professional practice, theatrical arts, games, and athletics, as well as trade and craft skills learned via apprenticeship. Through symbol manipulation, practice connects the levels of order in the natural, cosmic, and social domains. As such, it serves as a crucial justification tool in both the religious and secular domains. Religious practices can be seen as peripheral, consecratory, or both, depending on whether they are carried out with official legitimation or not. This is also true with religious beliefs.

As stated by Gopher and Bareket (2014), claim that since skills and practices are essentially the same, a skill's definition should take the agent's mental apparatus into account. That is, the only way a skill may reach its maximum level is if it is used in a semi-automatic way without conscious thought or mental imagery. Activities or behaviors that are recognized, consistent, and repeatable within a certain cultural setting are referred to as practices. In ordinary speech, practice is frequently used to contrast theory, concepts, or mental processes: the pragmatic is used to contrast with the ideational, and action is used to contrast with cognition. Discursive, visual, or corporeal practices are all possible.

Resourcefulness is an indicator found relevant in this study

In accord with Kennett and Keefer (2016), resourcefulness is a quality that can lead to higher achievement rather than a way to deal with lack. Being resourceful can therefore be crucial to improving psychological functioning, reducing the psychological and physical symptoms of stress, and understanding how parents and children cope with stress.

Conforming to McWhirter (2017), having the character of resourcefulness is vitally important for families who are struggling financially as well as for family members who are bearing



the emotional and physical weight of caring for themselves and their loved ones.

As stated by Nadler (2020), resourcefulness is a desirable trait for kids from low-income homes as well as any family that has to deal with the problem of making ends meet with limited resources. A resourceful individual can approach more effectively. Children from socioeconomically poor households, as well as any family that has to deal with the issue of making ends meet with limited means, should strive to have resourcefulness in them. A resourceful person is more likely to think critically, be able to approach problems from several perspectives, and be able to use the resources available to them to solve challenges successfully.

Calm and controlled is an indicator found relevant in this study

In accord with Layous (2014), being calm and controlled is the capacity to control one's impulses and wants in a way that is acceptable in society, as opposed to allowing them to control or regulate oneself. They present the results of their forty-year study, the Dunedin Study, which followed a thousand youngsters as they entered middle life. They discovered that certain aspects of life several decades later were predicted by self-control in childhood. Although it wasn't a guarantee, having adequate self-control as a child was a decent indicator of future functioning.

Conforming to Belsky et. al. (2016), calm and controlled by examining its absence, such as lack of persistence, impulsivity, impulsive aggression, restlessness, low frustration tolerance, and distractibility. Belsky and associates came to the conclusion that adult health, prosperity, and happiness are significantly impacted by the self-control exhibited during childhood. They also underlined that growth is a continuous, dynamic process that is susceptible to outside influences, such as adult support. Whether applied in early infancy or later, self-management interventions can have a lasting impact on a child's development.

As stated by Stuart Shanker (2012), calm and controlled is the suppression of strong impulses, while self-regulation is the control of stress load and recuperation to reduce the frequency and severity of strong impulses. This might be a useful distinction, and Shanker has a sizable fan base of individuals who have profited from this viewpoint. He advises parents that instead of becoming agitated or upset when their child is in need, they should listen to them quietly. An unruly or rebellious youngster almost always reacts better to gentle consolation than to punishment.

The literature discussed brings a substantial input toward the creation of this study project, the first aid awareness encompasses of injury management, skills and practices, resourcefulness, and calm and controlled. First aid awareness is crucial in effectively managing emergencies and can significantly impact outcomes in injury situations. It involves a combination of knowledge, skills, and personal attributes that empower an individual to act effectively and confidently during crises. First aid training equips individuals with the capacity to manage a variety of circumstances, from small wounds to life-threatening crises. Understanding Injuries comprehensive knowledge of different types of injuries, such as cuts, burns, fractures, and head injuries, is essential. This includes recognizing the severity of injuries and understanding the appropriate interventions.

#### Related Studies

Injury response is an indicator found significant in this study.

In accord with National Institute of Health (2017), injury response knowledge can be lifesaving and contain damage until professional assistance arrives. An excellent life-preservation strategy at work, school, home, and in public places is injury response expertise.

Conforming to Sage Journals (2019), Prior to receiving extensive rehabilitation, patients involved in accidents require prompt and appropriate life-saving care. This potentially life-saving intervention, called injury response knowledge, entails a quick assessment and steps that can be taken by someone who is at the scene of the accident with little to no medical equipment. Therefore, having a basic understanding of first aid is vital. Preventing or treating any potential injury before it gets to the appropriate medical facility is the ultimate goal of first aid. First aid knowledge includes

how to react quickly to medical emergencies and includes procedures and strategies. It can be given anywhere: at home, at school, at work, or at a recreational facility. Additionally, first aid knowledge fosters values and increases social responsibility.

As stated by Pressbooks Creates (2015), the concept of injury response

Knowledge is defined by educational establishments as the conduct that, according to clinical standards and scientific evidence, ought to be displayed in emergency situations. These behaviors, which have a significant role in the concept of education, include tried-and-true knowledge, abilities, and life-saving talents. First aid techniques are centered around three main goals: preserving life, averting dangerous injury scenarios, and encouraging recovery. People will inevitably experience illnesses and accidents in a variety of settings and at different stages of their lives.

Assessment skills is an indicator found significant in this study.

In accord with Digital Commons (2016), An important area of study in the field of assessment research is the perceptions of assessment skills held by teachers and students. Teachers' conceptions of assessment are important because there is ample evidence to suggest that these beliefs have a significant impact on how teachers evaluate their students' learning and accomplishments. Concepts of assessment are people's perceptions about assessment, based on their experiences with and of assessment. Additionally, conceptions may have an impact on the methods they use in the classroom, including motivational tactics and teaching strategies.

Conforming to Digital Education Resource Archieve (2020), assessment skills can be used for a variety of purposes throughout a continuum. Assessment for Learning, also known as formative assessment or the pedagogical pole, is at one end of the spectrum. Here, the purpose of assessment is to support student learning and give educators and learners the data they need to adjust their methods of instruction.

As stated by Milne Publishing (2021), Four distinct purposes for assessment were identified by assessment skill in general: affect: assessment has a positive emotional impact on students; improvement: assessment led to improvements in learning and teaching; external attribution: assessment is linked to external attributes of the student, such as their future performance or job, their intelligence, and the quality of the school they attend; and irrelevance: assessment is oppressive, inaccurate, and ignored by students.

Aid technique is an indicator found significant in this study.

In accord with Britannica (2019), aid technique refers to the type of medical care that is typically given both at the scene of the accident and as soon as it occurs. It usually comprises of a single, brief treatment and can be administered with little help from technology or special knowledge. Cleaning small wounds, scrapes, or scratches; tending to a minor burn; bandaging and dressings; using over-the-counter medication; draining blisters; clearing debris from the eyes; massaging; and sipping water to reduce heat stress are all examples of first aid.

Conforming to Tutorials Point (2018), You could get hurt or sick at any time, or someone close to you could. You might be able to halt the progression of a minor injury using basic first aid. You might even be able to save a life in an extremely dire medical situation. First aid is the term used to describe giving basic medical care to someone who has suddenly become unwell or injured. First aid can sometimes refer to the initial care given to a patient during a medical emergency. They might be able to survive with this support until help from professionals arrives. In other situations, first aid is limited to the treatment given to a small wound victim. For instance, minor burns, cuts, and insect bites can frequently be treated with first aid alone.

As stated by IGI Global (2020), aid technique is the initial and prompt treatment given to someone who has suffered a minor or serious illness or injury, with the goal of preserving life, preventing the condition from getting worse, or fostering recovery until medical help arrives.

Response is an indicator found significant in this study.

In accord with Pressbooks Create (2021), response is something that makes you react, as when you smell food and your mouth starts to moisten. The body responds by contracting muscles, secreting glands, or activating the brain. muscular movements, such as tapping a key with a finger; the result of muscular movements, such as speaking; gland secretions, such as sweating, salivation, or an increase in adrenaline flow inside the body; and brain reactions, such as EEG changes, are a few examples of responses.

Conforming to Hunter College (2016), response is any process that causes a stimulus to cause a change in a cell's or an organism's activity. The process starts when the stimulus is detected and finishes when the cell or organism changes in state or activity.

As stated by Editage (2018), response as the discernible alteration in an organism's surroundings that leads to a functional activity. For instance, plants respond positively to sunlight, growing or migrating toward it. High temperatures that trigger our bodies' sweat systems and cause them to activate are another example of a stimulus that causes our bodies to cool down.

Ethical consideration is an indicator found significant in this study.

In accord with Intech Open (2014), A set of guidelines that direct your research ideas and procedures are known as ethical considerations in research. Voluntary involvement, informed consent, anonymity, secrecy, risk of damage, and results communication are some of these guiding concepts. When gathering data from people, scientists and researchers are always required to follow certain ethical guidelines. These factors uphold scientific integrity, strengthen the validity of the research, and safeguard research participants' rights.

Conforming to Sage Publications (2017), ethical considerations must always abide by a certain code of behavior when gathering personal information from individuals. Understanding real-life occurrences, researching effective therapies, examining habits, and enhancing lives in other ways are frequently the objectives of human research.

As stated by Paper Pal (2018), It is impossible to overstate the significance of ethical issues in research. Research ethics guidelines serve as a set of values that safeguard morality and provide guidance to researchers during their work. By holding researchers accountable, they ensure appropriate funding allocation and prevent research misconduct. Furthermore, the public's faith in the research is ensured by these ethical issues.

Based on the related readings, it shows that there are bases for the advancement of this study, the injury response knowledge encompasses a range of skills and techniques that enable individuals to effectively respond to injuries and medical emergencies. Some indicators like assessment skills, aid technique, first aid response, and ethical consideration. are found in the discussed literature above that bring light to the foregoing study. A variety of abilities and methods that help people react to injuries and medical situations are included in injury response knowledge. Certain characteristics, such as assessment skills, are critical to life-saving since competent first responders possess not only a solid foundation in basic medical procedures but also the ability to quickly and accurately analyze situations and make well-informed decisions. Good evaluation abilities are essential since they dictate how first aid should be given and possibly even save lives.

Athletes' safety is an indicator found significant in this study.

In accord with Frontiers (2020), Playing sports can help kids become more confident and well-coordinated while also teaching them how to collaborate with others and enhance their physical and mental health. Equipment, safety measures, and athlete safety can all help to reduce or eliminate sports-related injuries. The hazards of injuries are also influenced by the surroundings in which sports are played. Public parks, recreation centers, and schools are the venues for organized sports. There are more recreational sports in streets, backyards, or community courts.

Conforming to Science Direct (2021), Athlete safety is the quality of being safe and

shielded from damage or other threats. An acceptable level of risk can also be achieved by controlling known dangers, which is another definition of safety.

As stated by National Library of Medicine (2015), athlete safety is important that is why Any sport or game's rules specify how it is to be played, including how points are scored, how to win a match or game, and what gear is permitted. There would be no structure to instruct players on how to play the sport if there were no rules. The fact that the regulations are drafted in a way that does not benefit any one athlete or sports organization is another crucial feature.

Competing teams is an indicator found significant in this study.

In accord with Law Insider (2016), competing teams encourages employees to grow in their skills and level of inventiveness. If they want to win, they have to put everything on the line. In order to motivate employees to overcome challenges, a system of rewards must also be established. One of the most tried-and-true methods is a transparent staff performance scoreboard. Though the sales leaderboard is frequently linked to individual goals, astute companies know that they may profit from rivalry by putting employees in teams, which encourages competition as well as teamwork. Individuals can perform exceptionally well for organizations that foster a healthy competitive environment. Nonetheless, they can take use of the same rivalry by forming teams out of individuals to gain from both rivalry and cooperation in the workplace.

Conforming to Linked Inn (2018), competing teams is by nature. Humans are inherently competitive. Recently, there has been a trend to negatively portray competition, especially in academic and teaching circles. But people are inherently competitive. We fight for our parents' attention as kids. We learn how to play games and contests with one another for enjoyment at school. And when we grow up, we enter the workforce, compete with one another for positions, boosts in salary, and advancements.

As stated by Collins Dictionary (2022), competing teams or to contest is to try to surpass or do better. To compete is to feel a sense of rivalry and to want to outperform others by giving it your all in the hopes of winning a prize. Contend implies conflict or opposition in addition to rivalry: to struggle against barriers and oppose an opponent. Contest implies battling or disputing as well as striving to obtain or keep something: to contest a position or ground; to contest a decision.

Media scrutiny is an indicator found significant in this study.

In accord with Peak Performance (2018), media scrutiny refers to the media's meticulous and critical inspection, analysis, or research of people, events, or subjects. It entails the careful observation and evaluation of numerous elements, including comments, decisions, behaviors, and actions, frequently with the intention of educating the general public. There are several ways that the media can be scrutinized, such as through news reporting, commentary, and investigative journalism.

Conforming to Zety (2018), media scrutiny occurs when people, groups, or public personalities come under media scrutiny; the media closely examines and discusses their decisions and activities. Investigating and reporting on topics like governmental policy, business practices, political decisions, celebrity conduct, and more may fall under this category. The scrutiny is important for keeping organizations responsible, promoting openness, and educating the public. It may bring to light both positive and negative features.

As stated by CALE Learning Enhancement (2018), media scrutiny may have a big impact, affecting how people think, how they talk about things, and sometimes even changing how people behave or what laws are made. But it's important to understand that not all media coverage is equally exhaustive or objective, and that there are differences in the breadth, objectivity, and accuracy of media examination.

Parental expectation is an indicator found significant in this study.

In accord with Talentfly (2023), parental expectations make reference to the standards, beliefs, and desires that parents have for their children. These criteria could concern a child's conduct, interpersonal interactions, scholastic performance, career opportunities, and personal

development, among other aspects of their life. Parental expectations are often influenced by cultural, social, and personal values, in addition to the parents' own experiences and opinions.

Conforming to Personality Psychology (2023), parental expectations can provide kids direction and inspiration, but if they are unreasonable or unduly demanding, they can also put strain and stress on them. It's critical for parents to understand their children's individual interests and strengths, communicate with them effectively, and offer support rather than unachievable expectations.

As stated by Career Guide (2019), balancing parental expectations with a child's individuality and autonomy is essential to developing a positive parent-child bond. Fairness, comprehension, and adaptability can foster a nurturing atmosphere where kids can flourish and fulfill realistic demands. Expectations about their children's accomplishments, including prospective career prospects, extracurricular activity participation, and academic success, are common among parents. In addition, parents may have standards for their kids' morals, character, and conduct, including being nice, responsible, and polite.

Social expectation is an indicator found significant in this study.

In accord with Cognitive Psychology (2023), social expectations refer to the unwritten rules, norms, and standards that dictate how individuals are expected to behave in a given society or community. These expectations are influenced by cultural, societal, and community values, and they shape the way people interact with each other and navigate various aspects of their lives. Social expectations encompass a wide range of behaviors, roles, and responsibilities that are considered acceptable or appropriate within a specific social context.

Conforming to Quora (2021), social expectations are the anticipated or assumed behaviors, actions, and standards that individuals are expected to adhere to in a given social context. These expectations are often influenced by cultural, societal, and community norms. Social standards have a significant influence on how individuals act, communicate, and maintain social order. They cover a wide range of areas, including communication, relationships, career choices, and personal conduct.

As stated by Fetzer (2017), social expectations encompass the various anticipated behaviors, roles, and standards that individuals are expected to meet within a given community or culture. These expectations are shaped by societal norms, values, and traditions and can influence diverse aspects of a person's life.

Based on related studies, athletes' safety can be influenced by various factors like competing teams, this can be the behavior of competing teams can directly impact safety. High aggression levels on the field can increase the risk of injuries. Promoting sportsmanship and respect among teams is crucial, on the other hand, athletes under intense media scrutiny are susceptible to mental health strains. The fear of negative publicity can lead athletes to ignore signs of injury or mental fatigue. Parents' ambitions for their children's success can result in pushing them beyond their physical limits. This can lead to burnout, overuse injuries, and mental health issues, and social expectations. Athletes' safety is a complex issue influenced by multiple factors beyond the physical risks associated with sports themselves. The environment in which athletes perform is shaped by various stakeholders, including competing teams, the media, parents, and societal norms, all of which can significantly impact their physical and psychological well-being. Understanding these influences can help in creating a safer and more supportive environment for athletes.

First aid awareness is an indicator found significant in this study.

In accord with Business Ranking Manual (2020), first aid awareness refers to the knowledge and understanding of basic emergency medical procedures and techniques that can be applied in the immediate aftermath of an injury or illness. The primary goal of first aid is to provide prompt and effective care to minimize the severity of an injury or illness and to support the recovery process until professional medical help arrives.

Conforming to Ethics Sage (2021), first aid awareness is not only important for individuals in medical professions but also for the general public. Basic first aid training can empower people to respond effectively in emergencies, potentially saving lives and reducing the severity of injuries. Many organizations and institutions offer first aid courses and certifications to enhance awareness and skills in providing initial emergency care.

As stated by Springer Link (2017), first aid awareness is crucial for individuals in various settings, including workplaces, schools, households, and community spaces. Training programs and educational initiatives aim to increase awareness and skills related to first aid. This knowledge is valuable not only for healthcare professionals but also for the general public, as it can make a significant difference in the outcomes of medical emergencies. Regular updates and refresher courses help ensure that individuals remain informed about the latest first aid techniques and guidelines.

Injury management is an indicator found significant in this study.

In accord with Asana Incorporated (2018), injury management involves the process of providing appropriate care and support to individuals who have sustained injuries. The primary goals of injury management are to minimize the severity of the injury, promote recovery, and prevent complications. Proper injury management includes a series of steps to be taken immediately after an injury occurs and throughout the recovery process.

Conforming to Science Direct (2020), injury management is not limited to the immediate aftermath of an injury; it encompasses the entire continuum of care from the initial response to rehabilitation and recovery. Proper and prompt injury management contributes to better outcomes and reduces the risk of long-term complications. Training in basic first aid and injury management is valuable for individuals in various settings, including workplaces, schools, and community organizations.

As stated by Mind Valley (2016), injury management involves taking appropriate steps to minimize its severity, prevent further harm, and promote recovery. Managing an injury involves taking appropriate steps to minimize its severity, prevent further harm, and promote recovery.

Skills and practices is an indicators found significant in this study.

In accord with Ethics Unwrapped (2018), skills and practices refer to a combination of abilities and habitual actions that individuals acquire, develop, and implement in various aspects of their personal and professional lives. These can encompass a wide range of activities and competencies, from technical skills related to specific professions to everyday practices that contribute to well-being and effectiveness. Understanding and developing a combination of relevant skills and adopting positive practices contribute to personal and professional success. Continuous improvement, adaptability, and a commitment to lifelong learning are integral aspects of both skills and practices.

Conforming to Atlantis Press (2015), skills and practices are important. Skills are specific abilities or proficiencies acquired through training, education, and practice. Practices refer to habitual actions, routines, or behaviors that individuals engage in regularly.

As stated by Business Ranking Manual (2020), skills and practices are fundamentally important in personal, professional, and societal contexts. A skill is the knowledge and proficiency needed to carry out a specific action or activity successfully. The development of skills comes from instruction, experience, and practice. They can be specific to a particular job, task, or context, and they are often categorized into various types. Practices generally refers to habitual or repeated actions, behaviors, or activities that individuals or groups engage in as part of their routine. These actions are often intentional and can be guided by established methods, traditions, or principles. The term can encompass a wide range of activities in various contexts, including personal, professional, cultural, and societal.

Resourcefulness is an indicator found significant in this study.



In accord with CALE Learning Enhancement (2018), The ability to use the resources at hand to come up with innovative and practical solutions to issues or obstacles is referred to as resourcefulness. A resourceful person is adept at making the most of what is at hand, thinking outside the box, and adapting to various situations. This quality involves a combination of creativity, practical intelligence, and a proactive mindset.

Conforming to Career Guide (2019), resourcefulness is a valuable quality that empowers individuals to navigate challenges, seize opportunities, and achieve success in various aspects of life. It involves a mindset that sees possibilities and solutions even in less-than-ideal situations.

As stated by Cognitive Psychology (2023), resourcefulness is considered highly important for several reasons, both in personal and professional contexts. Resourcefulness is a valuable and multifaceted quality that enhances problem-solving abilities, fosters innovation, and contributes to success in various aspects of life. Individuals and organizations that cultivate a resourceful mindset are better positioned to navigate challenges, seize opportunities, and achieve their goals.

Calm and controlled is an indicator found significant in this study.

In accord with Fetzer (2017), calm and controlled describes a state of being composed, unruffled, and maintaining emotional stability in various situations. Cultivating a calm and controlled demeanor is a valuable aspect of personal and professional development, contributing to improved well-being, effective leadership, and positive interpersonal relationships.

Conforming to Ethics Unwrapped (2018), calm and controlled have different meaning. Calm refers to a state of tranquility, serenity, or peacefulness, both in one's emotions and the surrounding environment. A person who is calm typically exhibits a lack of agitation, stress, or anxiety. Being calm is often associated with a composed and relaxed demeanor. Controlled refers to a state or condition of being managed, regulated, or restrained. When someone is described as controlled, it typically implies that the person exhibits a high degree of self-discipline, composure, and regulation in their actions, emotions, or behavior.

As stated by Ethics Sage (2021), being calm and controlled is often considered important for various reasons in both personal and professional contexts. Being calm and controlled is crucial for personal well-being, effective leadership, positive relationships, and success in various aspects of life. It is a valuable quality that contributes to resilience, adaptability, and the ability to navigate challenges with grace and effectiveness.

The related studies bring a significant contribution to the development of this research work, the first aid awareness encompasses of injury management, skills and practices, resourcefulness, and calm and controlled. First aid awareness is about being prepared to respond confidently and competently in a variety of situations. It requires knowledge of proven procedures as well as the ability to adapt to unique challenges that may arise during an emergency. This awareness is invaluable not only for professional responders but equally for laypeople, as it enables them to provide crucial support in the critical minutes before professional medical help arrives. Regular training and recertification are important to maintain and update these skills, ensuring effective first aid response when needed.

### 3. Methodology

The focus of quantitative methods focuses on precise measurements, the statistical, mathematical, or numerical analysis of information gained through polls, surveys, and other information-gathering methods, as well as the use of computers to manipulate previously acquired statistical data. Gathering numerical data, extrapolating it to other populations, or offering a rationale for a particular phenomenon are the objectives of quantitative research

(Wadsworth, 2017).

#### 4. Result and Discussion

**Table 1**

Level of Athletes' First Aid Awareness in terms of Injury Management

| <b>STATEMENT</b>  | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b>        |
|---|-------------|-----------------------|-----------------------|
| <i>As an athlete that is knowledgeable in basic first aid...</i>                  |             |                       |                       |
| <i>I remove any potential hazards</i>   | 3.42        | 0.61                  | <i>Strongly Agree</i> |
| <i>I use personal protective equipment to prevent any potential contamination</i> | 3.18        | 0.79                  | <i>Strongly Agree</i> |
| <i>I apply R.I.C.E method</i>   | 3.23        | 0.74                  | <i>Strongly Agree</i> |
| <i>I continuously monitor the patients' vital signs</i>                           | 3.44        | 0.66                  | <i>Strongly Agree</i> |
| <i>I keep record of the injury details</i>  | 3.52        | 0.63                  | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>  |             | 3.42                  |                       |
| <b>SD</b>   |             | 0.68                  |                       |
| <b>Verbal Interpretation</b>  |             | <b>Highly Evident</b> |                       |

#### Level Athletes' First Aid Awareness in terms of Injury Management.

The table 1 shows that student-athlete Strongly Agree that they keep record of the injury details. (M=3.52, SD=0.63). Likewise, student-athlete Strongly Agree that they use personal protective equipment to prevent any potential *contamination*. (M=3.18, SD=0.79).

**Table 2**

Level of Athletes' First Aid Awareness in terms of Skills and Practices



| <b>STATEMENT</b>  | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b> |
|---|-------------|-----------------------|----------------|
| <i>As an athlete that is knowledgeable in basic first aid...</i>                      |             |                       |                |
| <i>I constantly asses the patients' condition and look for possible complications</i> | 3.28        | 0.78                  | Strongly Agree |
| <i>I followed the proper protocol in responding to emergency situations</i>           | 3.29        | 0.70                  | Strongly Agree |
| <i>I consult the patients' next of kin for possible medical condition</i>             | 3.28        | 0.69                  | Strongly Agree |
| <i>I ask the patient (if conscious) last taken medication or last food taken</i>      | 3.31        | 0.69                  | Strongly Agree |
| <i>I ask the patients' medical history</i>  | 3.32        | 0.71                  | Strongly Agree |
| <b>Weighted Mean</b>  |             | 3.41                  |                |
| <b>SD</b>   |             | 0.66                  |                |
| <b>Verbal Interpretation</b>  |             | <b>Highly Evident</b> |                |

Table 2 shows that student-athlete Strongly Agree that they ask the patients' medical history. (M=3.32, SD=0.71). Likewise, student-athlete Strongly Agree that they constantly asses the patients' condition and look for possible complications. (M=3.28, SD=0.28).

**Table 3**

Level of Athletes' First Aid Awareness in terms of Resourcefulness

| <b>STATEMENT</b>  | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b> |
|---|-------------|-----------------------|----------------|
| <i>As an athlete that is knowledgeable in basic first aid...</i>                                      |             |                       |                |
| <i>I use any available resources with the scene of the injury.</i>                                    | 3.35        | 0.65                  | Strongly Agree |
| <i>I improvise any available materials to address injuries or medical conditions</i>                  | 3.32        | 0.69                  | Strongly Agree |
| <i>I am able to adopt to limited resources</i>  | 3.30        | 0.68                  | Strongly Agree |
| <i>I can quickly assess the situation and think critically to determine the best course of action</i> | 3.26        | 0.71                  | Strongly Agree |
| <i>I use my intensive knowledge in first aid and training</i>   | 3.33        | 0.67                  | Strongly Agree |
| <b>Weighted Mean</b>  |             | 3.42                  |                |
| <b>SD</b>   |             | 0.64                  |                |
| <b>Verbal Interpretation</b>  |             | <b>Highly Evident</b> |                |

Table 3 shows that student-athletes Strongly Agree that they use any available resources with the scene of the injury. (M=3.35, SD= 0.65). Likewise, student-athletes Strongly Agree that they quickly assess the situation and think critically to determine the best course of action. (M=3.26, SD= 0.71).

**Table 4**

Level of Athletes' First Aid Awareness in terms of Calm and Control

| <b>STATEMENT</b>  | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b>        |
|---|-------------|-----------------------|-----------------------|
| <i>As an athlete that is knowledgeable in basic first aid...</i>              |             |                       |                       |
| <i>I stay calm and reassure to the injured person that help is on the way</i> | 3.65        | 0.56                  | <i>Strongly Agree</i> |
| <i>I provide comfort to keep the injured person comfortable and calm</i>      | 3.69        | 0.54                  | <i>Strongly Agree</i> |
| <i>I do not cause panic to the injured person</i>                             | 3.68        | 0.53                  | <i>Strongly Agree</i> |
| <i>I help the victim relax to avoid excessive worrying</i>                    | 3.67        | 0.53                  | <i>Strongly Agree</i> |
| <i>I never let the patient feel the pressure</i>                              | 3.64        | 0.51                  | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>  |             | 3.66                  |                       |
| <b>SD</b>   |             | 0.56                  |                       |
| <b>Verbal Interpretation</b>  |             | <b>Highly Evident</b> |                       |

Table 4 shows that student-athletes Strongly Agree that they provide comfort to keep the injured person comfortable and calm. (M=3.69, SD= 0.54). Likewise, student-athlete Strongly Agree that they never let the patient feel the pressure. (M=3.64, SD= 0.51).

**Table 5**

Level of Injury Response Knowledge in terms of Assessment Skills

| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>            | <b>REMARKS</b>        |
|--|-------------|----------------------|-----------------------|
| As an athlete that is knowledgeable in basic first aid...                          |             |                      |                       |
| <i>I keep eye on the injured person every time.</i>                                | 3.42        | 0.64                 | <i>Strongly Agree</i> |
| <i>I survey the surrounding environment for possible hazard</i>                    | 3.28        | 0.65                 | <i>Strongly Agree</i> |
| <i>I am very attentive to any changes or sign of distress</i>                      | 3.37        | 0.67                 | <i>Strongly Agree</i> |
| <i>I conduct thorough and ongoing assessment of the injured person's condition</i> | 3.32        | 0.64                 | <i>Strongly Agree</i> |
| <i>I prioritize the safety of the injured person</i>                               | 3.19        | 0.67                 | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>   |             | 3.32                 |                       |
| <b>SD</b>  |             | 0.66                 |                       |
| <b>Verbal Interpretation</b>   |             | <b>Highly Extent</b> |                       |

Table 5 shows that student-athletes Strongly Agree that they keep eye on the injured person every time. (M=3.42, SD= 0.64). Likewise, student-athlete Strongly Agree that they prioritize the safety of the injured person. (M=3.19, SD= 0.67).



**Table 6**

Level of Injury Response Knowledge in terms of Aid Technique

| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>            | <b>REMARKS</b> |
|--|-------------|----------------------|----------------|
| <i>As an athlete that is knowledgeable in basic first aid...</i>   |             |                      |                |
| <i>I provide necessary medical skills but also demonstrate compassion to the injured person</i>                              | 3.39        | 0.63                 | Strongly Agree |
| <i>I show emotional support the patient</i>  | 3.41        | 0.64                 | Strongly Agree |
| <i>I am addressing not just the physical needs of the injured person but also the emotional well-being</i>                   | 3.40        | 0.65                 | Strongly Agree |
| <i>I listen to the injured person's fear, inquiries, and concerns</i>  | 3.60        | 0.61                 | Strongly Agree |
| <i>I involve the injured person in decision-making and allow them to have some control over their care whenever possible</i> | 3.55        | 0.59                 | Strongly Agree |
| <b>Weighted Mean</b>   |             | 3.47                 |                |
| <b>SD</b>  |             | 0.63                 |                |
| <b>Verbal Interpretation</b>   |             | <b>Highly Extent</b> |                |

The level of Injury Response Knowledge in terms of Aid Technique attained a weighted mean score of 3.47 and a standard deviation of 0.63 and was verbally interpreted as highly evident among the respondents. This implies that the student-athletes are aware of different techniques which will be needed in applying first aid to injured person. Table also shows that the student-athletes addressing not just the physical needs of the injured person but also the emotional well-being, they listen to the injured person's fear, inquiries, and concerns and involve the injured person in decision-making and allow them to have some control over their care whenever possible.

**Table 7**

Level of Athletes' Injury Response Knowledge in terms of Response

| <b>STATEMENT</b>  | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b> |
|---|-------------|-----------------------|----------------|
| <i>As an athlete that is knowledgeable in basic first aid...</i>  |             |                       |                |
| <i>I maintain high level of alertness throughout the entire duration of providing first aid</i>         | 3.44        | 0.68                  | Strongly Agree |
| <i>I keenly observe and assess the situation of the injured person</i>                                  | 3.37        | 0.62                  | Strongly Agree |
| <i>I am a detail-oriented observer and notice even subtle changes in the injured person's condition</i> | 3.39        | 0.64                  | Strongly Agree |
| <i>I conduct thorough and systematic assessments, checking vital signs and identifying the injuries</i> | 3.32        | 0.70                  | Strongly Agree |
| <i>I gathered information about the incident and the person's medical history</i>                       | 3.32        | 0.61                  | Strongly Agree |
| <b>Weighted Mean</b>  |             | 3.37                  |                |
| <b>SD</b>   |             | 0.64                  |                |
| <b>Verbal Interpretation</b>  |             | <b>Highly Evident</b> |                |

Student-athletes Strongly Agree that they maintain high level of alertness throughout the entire duration of providing first aid. (M=3.44, SD= 0.68). Furthermore, student-athletes Strongly Agree that they conduct thorough and systematic assessments, checking vital signs and identifying the injuries and gathered information about the incident and the person's medical history. (M=3.32, SD= 0.70, SD=0.61).

**Table 8**

Level of Athletes' Injury Response Knowledge in terms of Ethical Consideration

| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b> |
|--|-------------|-----------------------|----------------|
| <i>As an athlete that is knowledgeable in basic first aid</i>  |             |                       |                |
| <b>Table 8</b>   |             |                       |                |
| <b>Level of Athletes' Injury Response Knowledge in terms of Ethical Consideration</b>                                    |             |                       |                |
| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b> |
| <i>As an athlete that is knowledgeable in basic first aid...</i>   |             |                       |                |
| <i>I possess self-assurance and belief in my ability as first aider to provide effective care in emergency situation</i> | 3.26        | 0.64                  | Strongly Agree |
| <i>I have strong understanding of first aid principles and techniques</i>  | 3.37        | 0.61                  | Strongly Agree |
| <i>I possess the necessary knowledge and skills</i>  | 3.40        | 0.61                  | Strongly Agree |
| <i>I am adaptable and can adjust my approach as needed based on changing circumstances or new information</i>            | 3.32        | 0.66                  | Strongly Agree |
| <i>I maintain positive impact on the injured person</i>  | 3.30        | 0.63                  | Strongly Agree |
| <b>Weighted Mean</b>   |             | 3.33                  |                |
| <b>SD</b>  |             | 0.63                  |                |
| <b>Verbal Interpretation</b>   |             | <b>Highly Evident</b> |                |

**Table 9**

Level of Athletes' Safety in terms of Competing Teams

| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>             | <b>REMARKS</b>        |
|--|-------------|-----------------------|-----------------------|
| To avoid tension between competing team that eventually lead to rough game...                                    |             |                       |                       |
| <i>I encourage team introductions to establish a friendly tone before the competition begins</i>                 | 3.07        | 0.73                  | <i>Strongly Agree</i> |
| <i>I emphasize the importance of respectful communication and good sportsmanship to their players.</i>           | 3.19        | 0.74                  | <i>Strongly Agree</i> |
| <i>I ensure that my team mates have a clear understanding of the rules of the game</i>                           | 2.82        | 1.02                  | <i>Strongly Agree</i> |
| <i>I trust that a qualified and impartial referees or officials are in place to oversee the game.</i>            | 2.70        | 1.03                  | <i>Strongly Agree</i> |
| <i>I teach my team mates how to handle disagreements or frustrations in a constructive and respectful manner</i> | 2.96        | 0.78                  | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>   |             | 2.95                  |                       |
| <b>SD</b>  |             | 0.89                  |                       |
| <b>Verbal Interpretation</b>   |             | <b>Highly Evident</b> |                       |

This implies that the student-athletes give importance to competing teams in athletes' safety. It is shown in the table 9 that the student-athletes teach their team mates how to handle disagreements or frustrations in a constructive and respectful manner. They also encourage team introductions to establish a friendly tone before the competition begins. Lastly, student-athletes ensure that my teammates have a clear understanding of the rules of the game.

**Table 10**

## Level of Athletes' Safety in terms of Media Scrutiny

| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>            | <b>REMARKS</b>        |
|--|-------------|----------------------|-----------------------|
| <i>As an athlete...</i>  |             |                      |                       |
| <i>I encourage fair media coverage of the game</i>   | 3.08        | 0.82                 | <i>Strongly Agree</i> |
| <i>I encourage the support of media for the promotion of facts and uncover the wrong doing</i>                           | 3.16        | 0.78                 | <i>Strongly Agree</i> |
| <i>I encourage media to represent information in a balance manner</i>  | 2.96        | 0.89                 | <i>Strongly Agree</i> |
| <i>I encourage media to avoid the use of sensationalism or loaded terminology that may influence viewers' perception</i> | 2.74        | 0.95                 | <i>Strongly Agree</i> |
| <i>I encourage the viewers to be neutral in the spirit of fair play</i>  | 2.75        | 0.98                 | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>   |             | 2.94                 |                       |
| <b>SD</b>  |             | 0.90                 |                       |
| <b>Verbal Interpretation</b>   |             | <b>Highly Extent</b> |                       |

The table 10 shows that student-athletes Strongly Agree that they encourage the support of media for the promotion of facts and uncover the wrong-doing. (M=3.16, SD= 0.78). Likewise, student-athletes Strongly Agree that they encourage the viewers to be neutral in the spirit of fair play. (M=2.75, SD= 0.98).

**Table 11**

Level of Athletes' Safety in terms of Parental expectation

| <b>STATEMENT</b>  | <b>MEAN</b> | <b>SD</b>            | <b>REMARKS</b>        |
|---|-------------|----------------------|-----------------------|
| <i>As a student-athlete...</i>  |             |                      |                       |
| <i>My parents expect me to develop and improve my skills in my chosen sport.</i>    | 3.42        | 0.65                 | <i>Strongly Agree</i> |
| <i>My parents expected me to be a well-rounded athlete</i>                          | 3.23        | 0.77                 | <i>Strongly Agree</i> |
| <i>My parents expected me to become athlete valuing the spirit of fair play</i>     | 3.35        | 0.71                 | <i>Strongly Agree</i> |
| <i>My parents expected me to develop a strong value of sportsmanship</i>            | 3.37        | 0.69                 | <i>Strongly Agree</i> |
| <i>My parents expected me to have many friends as a pursue my passion in sports</i> | 3.51        | 0.66                 | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>  |             | 3.34                 |                       |
| <b>SD</b>   |             | 0.70                 |                       |
| <b>Verbal Interpretation</b>  |             | <b>Highly Extent</b> |                       |

Table 11 shows that student-athletes Strongly Agree that their parents expected them to have many friends as a pursue their passion in sports. (M=3.51, SD= 0.66). Likewise, student-athletes Strongly Agree that their parents expected me to be a well-rounded athlete. (M=3.23, SD= 0.77).



**Table 12**

Level of Athletes' Safety in terms of Social Expectation

| <b>STATEMENT</b>   | <b>MEAN</b> | <b>SD</b>            | <b>REMARKS</b>        |
|--|-------------|----------------------|-----------------------|
| <i>As a student-athlete...</i>   |             |                      |                       |
| <i>I live to the expectation of other people to become a good athlete, following the rules and regulation of the game.</i>   | 3.42        | 0.65                 | <i>Strongly Agree</i> |
| <i>I demonstrate fair play and ethical behavior and avoiding unsportsmanlike conduct because it is a social expectation.</i> | 3.23        | 0.77                 | <i>Strongly Agree</i> |
| <i>I live the social expectation to me to become a role model athlete</i>  | 3.35        | 0.71                 | <i>Strongly Agree</i> |
| <i>I live the social expectation to me to pursue healthy lifestyles and positive values.</i>                                 | 3.37        | 0.69                 | <i>Strongly Agree</i> |
| <i>I live the social expectation to me to show a spirit of team work.</i>  | 3.51        | 0.66                 | <i>Strongly Agree</i> |
| <b>Weighted Mean</b>   |             | 3.34                 |                       |
| <b>SD</b>  |             | 0.70                 |                       |
| <b>Verbal Interpretation</b>   |             | <b>Highly Extent</b> |                       |

The level of Athletes' First Aid Awareness in terms Social Expectation attained a weighted mean score of 3.34 and a standard deviation of 0.70 and was verbally interpreted as highly evident among the respondents.

**Table 13**

Significant Relationship between the Athletes' First Aid Awareness and the Athletes' Injury Response Knowledge

| First Aid Awareness  |                     | Injury Response Knowledge |                |          |                       |
|----------------------|---------------------|---------------------------|----------------|----------|-----------------------|
|                      |                     | Assessment Skills         | Aid techniques | Response | Ethical Consideration |
| Injury Management    | Pearson Correlation | 0.436                     | 0.519          | 0.503    | 0.044                 |
|                      | Sig. (2-tailed)     | .000                      | .000           | .000     | .000                  |
|                      | N                   | 100                       | 100            | 100      | 100                   |
| Skills and Practices | Pearson Correlation | 0.535                     | 0.486          | 0.567    | 0.542                 |
|                      | Sig. (2-tailed)     | .000                      | .000           | .000     | .000                  |
|                      | N                   | 100                       | 100            | 100      | 100                   |
| Resourcefulness      | Pearson Correlation | 0.553                     | 0.548          | 0.584    | 0.579                 |
|                      | Sig. (2-tailed)     | .000                      | .000           | .000     | .000                  |
|                      | N                   | 100                       | 100            | 100      | 100                   |
| Calm and Control     | Pearson Correlation | 0.583                     | 0.550          | 0.559    | 0.538                 |
|                      | Sig. (2-tailed)     | .000                      | .000           | .000     | .000                  |
|                      | N                   | 100                       | 100            | 100      | 100                   |

\*significant at 0.05

ns-not significant

The table 13 shows the significant relationship between first aid awareness and injury response knowledge. In this study, table shows the significant relationship between athletes' first aid awareness and injury response knowledge. It shows that the overall r-value indicates negligible relationship. The table shows that most of the p-value also indicates that there is less than the level of significant value of 0.05.

The computed r-value of 0.436, 0.519, 0.503, and 0.044 respectively, the p-value of 0.000 in terms of assessment skills, aid techniques, response, and ethical consideration indicates that there is a significant relationship between first aid awareness in terms of injury management and injury response knowledge which is less than the level of significant of 0.05 among respondents

This implies that Individuals with higher first aid awareness typically possess better knowledge about how to respond to injuries. First aid training provides essential information on recognizing various types of injuries and administering the appropriate initial care. This knowledge enables quicker and more effective responses in emergency situations.

**Table 14**

Significant Relationship between the Athletes' First Aid Awareness and the Athletes' Safety

| First Aid Awareness         |                     | Athlete Safety            |                |                      |                    |
|-----------------------------|---------------------|---------------------------|----------------|----------------------|--------------------|
|                             |                     | Competing teams           | Media Scrutiny | Parental Expectation | Social Expectation |
| Injury Management           | Pearson Correlation | 0.405                     | 0.522          | 0.486                | 0.512              |
|                             | Sig. (2-tailed)     | .000                      | .000           | .000                 | .000               |
|                             | N                   | 100                       | 100            | 100                  | 100                |
| Skills and Practices        | Pearson Correlation | 0.431                     | 0.417          | 0.487                | 0.456              |
|                             | Sig. (2-tailed)     | .000                      | .000           | .000                 | .000               |
|                             | N                   | 100                       | 100            | 100                  | 100                |
| Resourcefulness             | Pearson Correlation | 0.532                     | 0.487          | 0.433                | 0.411              |
|                             | Sig. (2-tailed)     | .000                      | .000           | .000                 | .000               |
|                             | N                   | 100                       | 100            | 100                  | 100                |
| Calm and Control            | Pearson Correlation | 0.492                     | 0.410          | 0.438                | 0.411              |
|                             | Sig. (2-tailed)     | .000                      | .000           | .000                 | .000               |
|                             | N                   | 100                       | 100            | 100                  | 100                |
| <b>*significant at 0.05</b> |                     | <b>ns-not significant</b> |                |                      |                    |

The table 14 shows the significant relationship between the athletes' first aid awareness and the athletes' safety. In this study, table shows the significant the significant relationship between the athletes' first aid awareness and the athletes' safety. It shows that the overall r-value indicates negligible relationship.

The computed r-value of 0.405, 0.522, 0.486, and 0.512 respectively, the p-value of 0.000 in terms of competing teams, media scrutiny, personal expectation, and social expectation indicates that there is a significant relationship between first aid awareness in terms of injury management and athletes' safety which is less than the level of significant value of 0.05 among respondents

The computed r-value of 0.431, 0.417, 0.487, and 0.456 respectively, the p-value of 0.000 in terms of competing teams, media scrutiny, personal expectation, and social expectation indicates that there is a significant relationship between first aid awareness in terms of skills and practices and athletes' safety which is less than the level of significant value of 0.05 among respondents

The computed r-value of 0.532, 0.433, 0, and 0.411 respectively, the p-value of 0.000 in terms of competing teams, media scrutiny, personal expectation, and social expectation indicates that there is a significant relationship between first aid awareness in terms of resourcefulness and athletes' safety which is less than the level of significant value of 0.05 among respondents

The computed r-value of 0.439, 0.438, and 0.411 respectively, the p-value of 0.000 in terms of competing teams, media scrutiny, personal expectation, and social expectation indicates that there is a significant relationship between first aid awareness in terms of calm and control and athletes' safety which is less than the level of significant value of 0.05 among respondents.

## 5. Conclusion

The researcher therefore concludes that the research null hypotheses are rejected.

1. There is a significant relationship between first aid awareness and injury response knowledge. Which implies that first aid awareness and injury response knowledge is crucial in managing injuries effectively and preventing complications. First aid awareness encompasses the understanding and skills necessary to provide immediate care for an injured or suddenly ill person until professional medical help is available.

2. There is a significant relationship between first aid awareness and athletes' safety. Which implies that first aid awareness and athletes' safety aid training provides athletes, coaches, and sports personnel with the necessary skills to respond promptly and effectively to injuries during sports activities.

## 6. Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. The researcher recommends that the level of athletes' first aid awareness in terms of injury management, skills and practices, resourcefulness, calm and control are significant factors in performing and applying first aid in common sports injuries. Therefore, the coaches should continue to give enough information to their athletes about first aid.

2. The researcher recommends to future researcher to use different survey and questionnaire to measure the level of athletes' injury response knowledge in terms of assessment skills, aid technique, response and ethical consideration.

3. The researcher recommends that the student-athletes should continue their learning through their coaches and seminars about their safety in playing different sports since it is highly evident that their knowledge in their safety in terms of competing teams, media scrutiny, parental expectation and social expectation is a significant factor to their safety.

4. The researcher recommends that the coaches should also conduct a proper training to the athletes on how to response properly in common sports injuries that the athletes can get from playing their respective sports.

5. The researcher recommends that aside from giving information to the student-athletes about first aid, coaches and sports director should also conduct a seminar about athletes' safeties in their designated sport.

## Acknowledgements

This research paper will not be possible without the encouragement, help, support and guidance of the following whom the researcher would like to give her grateful recognition and appreciation.

**ALMIGHTY GOD, JESUS CHRIST**, for his everlasting love, guidance, blessings, wisdom, knowledge, and divine understanding which he has given to the researcher. Without Him this research will not be possible to accomplish;

**DR. MARIO R. BRIONES**, University President, and also the chairman of the defense panel. For his management and leadership in producing well-trained and equipped educators, for his insightful and

significant comments and additional information given to make the study more comprehensive;

**ENGR. MANUEL LUIS R. ALVAREZ**, Campus Director LSPU Santa Cruz Campus.

**DR. ROSARIO G. CATAPANG**, Associate Dean, College of Teacher Education and Graduate Studies and also the technical editor, for her positive outlook in producing competent, more equipped graduate students;

**DR. FREDDIE S. JAVIÑA**, his research adviser, for stretching his arms in helping, encouraging, inspiring, supporting, and advising the researcher to finish this thesis.

**MR. JOHN MICHAEL D. AQUINO**, his research subject specialist, for her support, motivation, and ideas to make this research possible.

**DR. MARIE ANN S. GONZALES**, his internal statistician, for guiding the researcher in gathering data and giving accurate treatment for the study.

**DR. BENNY JUACALLA**, his external panel, for sharing his knowledge and expertise in the field of Physical Education.

**DR. EVELYN SUNICO**, his external statistician, for helping the researcher in computing the gathered data and sharing relevant information regarding the study.

**DR. AILEEN M. DARAN**, her language critic, for her patience in reviewing the paper and revising the language in accordance with academic writing norms; and

**AMELIA F. GREGORIO**. Her mother, for the love, encouragement and moral support that inspired the researcher to make this research study possible:

## References

Avicenna J. MD. (2019). Knowledge and attitude toward first aid: A cross-sectional study in the United Arab Emirates. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335884/>  
 Better Health Channel (2022). <https://www.betterhealth.vic.gov.au/health/healthyliving/sports-injuries>

Brooks, E. (2015) Showing empathy and understanding to those who need help.  
<https://www.nami.org/Blogs/NAMI-Blog/December-2015/Showing-Empathy-and-Understanding-to-Those-Who-Need>

Catane, J. (2000). Conducting Research: A Practical Application. JMC Press Inc., 388 Quezon Avenue, Quezon City.

CPR educators (2023). <https://cpreducatorsinc.com/basic-first-aid-guide-for-commoninjuries/#:~:text=First%2C%20stop%20the%20bleeding,watch%20for%20signs%20of%20infection>.

firstaidforfree.com (2023). <https://www.firstaidforfree.com/a-guide-to-avpu-for-first-aiders/#:~:text=Make%20sure%20to%20not%20ask,or%20to%20a%20certain%20degree>

Elastoplast.com (2023). Emergency First Aid: Stay Cool in an Emergency.  
<https://www.elastoplast.com.au/first-aid/wound-care/emergency-first-aid#:~:text=Remain%20calm,further%20injury%20and%20delay%20treatment>.

Esmarch (2019). Der erste Verband auf dem Schlachtfelde (First Aid on the Battlefield). 1st ed. Schwer Publishing, Kiel, pp.:1–23.

Furst, John, (2023). A guide to AVPU for first aiders. <https://www.firstaidforfree.com/a-guide-to-avpu-for-first-aiders/#:~:text=Make%20sure%20to%20not%20ask,or%20to%20a%20certain%20degree>.

Hudson (2015). Safety Culture - Theory and Practice.

[https://www.researchgate.net/publication/235050886\\_Safety\\_Culture\\_-\\_Theory\\_and\\_Practice](https://www.researchgate.net/publication/235050886_Safety_Culture_-_Theory_and_Practice)

Idaho Medical Academy (2023). <https://www.idahomedicalacademy.com/basic-first-aid-skills-everyone-should-learn/>

Gerhard U. (2016), Be safe, be vigilant. <https://journals.co.za/doi/abs/10.10520/EJC198703>

Kapil, S. (2023). Injury management. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335884/>

LaBella C. & Myers G. (2017). Youth sports injury prevention: keep calm and play on <https://quillbot.com/?fbclid=IwAR3gzvzDAhFxxJiWW9fFOFCtikQzsDeRhBdOCMjflgWE5KF380g6Uj6Y30>

Miller, C. C. (n.d.). How to be more empathetic. The New York Times. <https://www.nytimes.com/guides/year-of-living-better/how-to-be-more-empathetic>.

Milligan (2017), Human factors theory. <https://www.beds.ac.uk/patientsafety/factors/>

Mental Health First Aid USA (2021). <https://www.mentalhealthfirstaid.org/2021/08/practicing-empathy-as-a-mental-health-first-aider/>

Mohsen et al (2019). Iranian teachers' knowledge about first aid in the school environment. <https://mednexus.org/doi/full/10.1016/j.cjtee.2019.02.003>

Molenberghs, P. (2017, January 8). Understanding others' feelings: What is empathy and why do we need it? The Conversation. <https://theconversation.com/understanding-others-feelings-what-is-empathy-and-why-do-we-need-it-68494>

Paper Pal (2018), <https://paperpal.com/blog/news-updates/industry-insights/the-ethics-of-using-ai-in-research-and-scientific-writing>

Peak Performance (2018), The economics of misreporting and the role of public scrutiny. <https://www.sciencedirect.com/science/article/abs/pii/S0165410120300422>

Personality Psychology (2023), Rising parental expectations linked to perfectionism in college students. <https://www.apa.org/news/press/releases/2022/03/parental-expectations-perfectionism>

Pressbooks Creates (2015). EMERGENCY PREPAREDNESS AND RESPONSE.

<https://pressbooks.pub/leadershipandinfluencingchangeinnursing/chapter/chapter-13-emergency-preparedness-and-response/>

Sage Journals (2019), Prior to receiving extensive rehabilitation, <https://journals.sagepub.com/home/cre>

Sage Publication (2019), Prior to receiving extensive rehabilitation, <https://journals.sagepub.com/home/cre>

Santos (2019), Promoting Positive Youth Development and Life Skills in Youth Sport: Challenges and Opportunities amidst Increased Professionalization.

[https://www.researchgate.net/publication/335427842\\_Promoting\\_Positive\\_Youth\\_Development\\_and\\_Life\\_Skills\\_in\\_Youth\\_Sport\\_Challenges\\_](https://www.researchgate.net/publication/335427842_Promoting_Positive_Youth_Development_and_Life_Skills_in_Youth_Sport_Challenges_)



and Opportunities amidst Increased Professionalization

Schmid (2014). "Implied Reader". Handbook of Narratology, edited by Peter Hühn, Jan Christoph Meister, John Pier and Wolf Schmid, Berlin, München, Boston: De Gruyter, , pp. 301

Science Direct (2021), Application of machine learning in safety evaluation of athletes training based on physiological index monitoring Sevilla, Consuelo G. et. al (2007). Research Methods. Rex Printing Company. Quezon City'.

Stuart Shanker (2012), Self-Regulation, Self-Control, and the Practice of Shanker Self-Reg. <https://self-reg.ca/self-regulation-self-control-and-self-reg/>

Thompson Nancy & Morris Robbin ( 2014). Predicting Injury Risk in Adolescent Football Players: The Importance of Psychological Variables. <https://academic.oup.com/jpepsy/article->

Tanja K. et.al. (2014). Personality In High-Risk Sports Athletes. <https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=13311441&AN=14000096&h=5kCx27N%2fjmWNhiXzC0yNNkILvRP2WKuc5Aitz%2fUXaDzBGz%2f1rRT1WOvk>

Talentfly (2023), Parenting in the digital age — made easier.

[https://info.thorn.org/device-access-guide?gad\\_source=1&gclid=Cj0KCQjw3ZayBhDRARIsAPWzx8qkYbXpBuWrLW79VZpfmsXPj1ppBgnEV5ywjPIxHr7r42w8IgtlmmQaAqCZEAL](https://info.thorn.org/device-access-guide?gad_source=1&gclid=Cj0KCQjw3ZayBhDRARIsAPWzx8qkYbXpBuWrLW79VZpfmsXPj1ppBgnEV5ywjPIxHr7r42w8IgtlmmQaAqCZEAL)

Tenenbaum, G., & Gershoren, L. (2014). Individual and team decision-making. In A. G. Papaioannou, & D. Hackfort (Eds.), Routledge companion to sport and exercise psychology: Global perspectives and fundamental concepts (pp. 460 479). Abingdon: Routledge. <https://amzn.to/3ZBaqt1>

Tyler J. (2020) Exploring the Use of Youth Mental Health First Aid Skills in Schools [https://scholarworks.gsu.edu/iph\\_theses/674/](https://scholarworks.gsu.edu/iph_theses/674/)

Tutorials Point (2018),

virtual lab.org ( 2023). Responding to injuries. <https://www.virtuallabschool.org/preschool/safe-environments/lesson-9>

Virtual College (2019). Principles and Practices of First Aid. <https://www.virtual-college.co.uk/resources/the-principles-and-practices-of-first-id#:~:text=First%20aiders%20should%20be%20able>

Wadsworth, (2017). Self-Determination Theory. In V. Zeigler-Hill & T. Shackelford (Eds.), Encyclopedia of Personality and Individual Differences. Springer. <https://doi.org/10.1007/978-3-319-28099-8>

Williams et. al. (2014), A theory of goal setting and task performance. Englewood Cliffs, NJ: Prentice Hall

Winne and Hadwin (2018) New developments in goal setting and task performance. Routledge. -Retrieve from: <https://psycnet.apa.org/record/2013-00428-000>

Yegen B (2018). First Aid. In: The St. Andrew's Ambulance Association The British Red Cross Society. Turkish Crescent Society Publishing. 5th ed, Ankara, pp.100–150.

Yorke and Longden (2014), The Importance of Courtesy: Lessons in Kindness and Respect. <https://www.linkedin.com/pulse/importance-courtesy-lessons-kindness-respect-naytik-sheth>

Zety (2018), Predicting Academic Performance for College Students. ACM Transactions on Intelligent Systems and Technology, 10(3), 1–21. <https://doi.org/10.1145/3299087>

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. Journal of

Educational Psychology, 81(3), 329–339.

doi:10.1037/0022-0663.81.3.329

Zhang (2015), The Importance of Courtesy: Lessons in Kindness and Respect.

<https://www.linkedin.com/pulse/importance-courtesy-lessons-kindness-respect-naytik-sheth>