

Holistic Coaching Style for Combative Sports Towards Improved Varsity Player Motivation and Well-being

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Abstract

This study determined the relationship between holistic coaching style for combative sports towards improved varsity player motivation and well-being. Specifically, this study sought to determine the level of holistic coaching style in terms of personalization, long-term goal, supportive environment, mindfulness and presence, balance and harmony, the level of varsity player's motivation in terms of recognition and achievement, career opportunities, goal and aspiration, and competence, the level of varsity player's well-being in terms of physical health, social connection, emotional health, and physical movement, the significant effect between holistic coaching style and the varsity players' motivation and the significant effect between holistic coaching style and the varsity players' well-being.

This research uses a descriptive-quantitative method that uses a simple random sampling technique. The respondents were 177 varsity players from Cavite State University Main Campus, Carmona Campus, Cavite City Campus, and Rosario Campus. A self-made survey questionnaire was used in this study.

Findings show that the level of varsity athletes' as to holistic coaching style, varsity players motivation and well-being appears to be a very great extent. It can imply that varsity athletes develop their motivation and well-being which allows them to be more competent in their field. Lastly, the relationship shows that the holistic coaching style for combative sports towards improved varsity player motivation and well-being are both significant which implies that holistic coaching style, motivation, and well-being of a varsity players can be a factor on how they motivate, act, and perform on the field of combative sports. The study shows that the holistic coaching style for combative sports towards improved varsity player motivation and well-being during the holistic coaching style, motivation, and well-being are significant.

Thus, the researcher therefore concludes that the research hypotheses stating that "There is significant effect between holistic coaching and varsity player motivation" and "There is no significant effect between varsity well-being and varsity player motivation" are both rejected which incites that the alternative hypotheses are accepted.

Based on the drawn conclusions resulted to the following recommendations: It is suggested for the varsity players to continue their good habits, motivation, commitment, and well-being as it can affect their performance. The more they develop good intentions with their combative sports the more the possibility that they can cope with their study with a better result.

Keywords: Holistic Coaching Style for Combative Sports Towards Varsity Players

1. Introduction

Holistic coaching style for the combative varsity players is a state of well-being that confines all aspects of a varsities' life, including physical, mental, emotional, and social. It involves a comprehensive approach to the health and well-being of a varsity players, considering the whole person rather than just specific conditions for varsity players.

Holistic coaching style includes body, mind, social, and spirit. The human body is interconnected to our physical body depends on our mental state and vice versa. Your social support influences your mental well-being. They have other aspects of holistic well-being. First, is physical well-being of a varsity players, this aspect describes the body as a vessel to taking care of it is essential to maintain stability, flexibility, and prevention of disease. Second, is mental well-being of a varsity players, this aspect includes being mindful of your thoughts, emotions, and which influences your interactions with yourself and others. Third, is social well-being of a varsity players, this aspect indicates that social support is a crucial aspect of our well-being which includes the connection you have with others, the way you interact, connect and form bonds with others. The fourth aspect is the spiritual well-being of a varsity players, this aspect encompasses feelings connected to the inner self and/or believing in a higher power. Spiritual well-being may help us find meaning in life and inspire us to move forward.

Holistic coach is a program that is perfect for varsity players who want to live and enjoy a balance, healthy, and happy life as it integrates all the key aspects of holistic coaching style for combative varsity players.

A combative sport or fighting sport is ready or eager to fight, is a contact sport that usually involves one-on-one combat. In many combat sports a contestant wins by scoring more points than the opponent, submitting the opponent with a hold, disabling the opponent, or attacking and defending the opponent in a specific or designated proper technique during training and the competition. Combative sports are competition that are set up to determine the best fighter within a specific category in each event, the rules in various combative sports are usually different from each other so the skills and goals can differ greatly between performance and personal development.

Combative sports have many categories and discipline but commonly their total body activities require a combined skills-set of speed, power, endurance, agility, self-discipline, confidence, fitness, and most of all respect to your chosen field and respect to other practitioner.

Coaches help the individual to improve their own performance, in other words, helping them to learn to boost their confidence during performance to the high level of competition. Coaches unlock the varsity player's potential to maximize their own performance. Coaches help varsity players to learn rather than teaching them and help varsity players to self-critique and self-regulate their behavior to achieve the things they want.

Coaching is a set of training methods and training program that focus on the needs of specific individuals to their varsity players, coupled with close observation of their skills, strategies, performance and learning activities, leading to feedback regarding how they can further enhance their performance. A coach provides space and structure for the reflection that is necessary for learning and growth. They help you understand what your values are and where your actions diverge from your values or stated goals. A good coach can help you reconnect with what you love about your life and your work.

The holistic coaching style for combative sports towards improved varsity player motivation and well-being is the holistic coaching style for varsity players may continue their relationship, skills, strategies, performance, game plan and techniques for the upcoming competition. Holistic coaching style for combative sports develops their performance, skills and for effective their holistic coaching style for combative sports towards improved varsity player motivation and well-being.

2. Review of Related Literature

Varsity Players Motivation is one of the dependent found significant in this study.

According to Morris LS, Grehl MM, Rutter SB, Mehta M, Westwater ML. (2022). Motivational processes underlie behaviors that enrich the human experience, and impairments in motivation are commonly observed in psychiatric illness. While motivated behavior is often examined with respect to extrinsic reinforcers, not all actions are driven by reactions to external stimuli; some are driven by 'intrinsic' motivation. Intrinsically motivated behaviors are computationally like extrinsically motivated behaviors, in that they strive to maximize reward value and minimize punishment.

Recognition and Achievement is one of the dependent found significant in this study.

According to Cross JL, Fouke BW. (2019). Successful Scholar-Athletes are physically, intellectually, and emotionally committed to high-level achievement in both their academic and sport endeavors. This requires development of an integrated skill set that includes teamwork, a strong work ethic, commitment, leadership, time management, and physical and emotional health.

Career opportunities is one of the dependent found significant in this study.

According to Cosentino A, Weese WJ, Wells JE (2021). Women remain minimally represented in senior leadership roles in sport, despite increased female participation in both sport, sport management education programs, and in entry levels positions in the industry. Many women prematurely exit mid-level leadership positions in sport or are often overlooked for senior leadership positions.

Goal and Aspiration is one of the dependent found significant in this study.

According to Swann C, Rosenbaum S, Lawrence A, Vella SA, McEwan D, Ekkekakis P. (2021). Goal setting is a widely used and accepted strategy for promoting physical activity. Locke and Latham's goal-setting theory is the primary theoretical framework for setting goals in psychology and plays a prominent role in physical activity promotion.

Competence is one of the dependent found significant in this study.

According to Weithorn LA. (2020). In this article, I examine the role of minors' competence for medical decision-making in modern American law. The doctrine of parental consent remains the default legal and bioethical framework for health care decisions on behalf of children, complemented by a complex array of exceptions. Some of those exceptions vest decisional authority in the minors themselves.

Well-being is one of the dependent found significant in the study.

According to Avedissian T, Alayan N. (2021). Although there is a vast literature on the concept of well-being, there appears to be no consensus regarding its meaning. A clear conceptualization of adolescent well-being is necessary as the foundation for interventions and research addressing this phenomenon. Adolescence is a transitional period characterized by rapid growth, gaining independence, and learning social skills as well as behaviors that lay the foundations for future well-being.

Physical health is one of the dependent found significant in the study.

According to Egan KP. (2019). Although athletics participation provides benefits that can be protective for mental health, stressors unique to athletics are present. This article reviews the frequency and symptoms of the most common mental health concerns impacting collegiate student-athletes. Treatment approaches and best practices are discussed. The importance of prioritizing mental health and well-being at all levels within the university and athletics department by reducing stigma and providing access to providers is emphasized.

Social connection is one of the dependent found significant in this study.

According to Kulahci IG, Quinn JL. (2019). Understanding the drivers of sociality is a major goal in biology. Individual differences in social connections determine the overall group structure and have

consequences for a variety of processes, including if and when individuals acquire information from conspecifics.

Emotional health is one of the dependent found significant in this study.

According to Herring AMR, Craven MP, Mughal F, Rawsthorne M, Rees K, Walker L, Wolpert M. (2020). Appropriate measurement of emotional health by all those working with children and young people is an increasing focus for professional practice. Most of the tools used for assessment or self-assessment of emotional health were designed in the mid-20th century using language and technology derived from pen and paper written texts.

Physical movement is one of the dependent found significant in this study.

According to Nicolaas P. Pronk, (2021). The purpose of this article is to highlight approaches to increase movement, physical activity (PA), and cardiorespiratory fitness, and reduce sedentary behavior (SB) in the context of the workplace. A deliberate strategy that will enable the successful promotion of movement at the workplace includes a business plan and rationale, an organizing framework, prioritization of interventions that are known to generate outcomes, and alignment of programmatic solutions with strong program design principles.

Holistic Coaching Style is one of the independent found significant in this study.

According to Paster E, Sayeg A, Armistead S, Feldman MD. (2022). The purpose of this article is to identify gold standards of care for return to sport following athletic injury, investigate overlooked aspects of return to sport rehabilitation, and provide expert opinion regarding current practices. The article was written by performing a literature review, then providing editorial expert opinion regarding current standards of return to sport.

Personalization is one of the independent found significant in this study.

According to Suci N, Meliț LE, Mărginean CO. (2021). Personality is one of the most crucial aspects of human life since it influences all human behaviors in both personal and social life and might also trigger important conflicts with a person's surroundings in the setting of incompatible traits and characteristics.

Long-term goal is one of the independent found significant in this study.

According to Lieder F, Chen OX, Krueger PM, Griffiths TL. (2019). This suggests that aligning immediate rewards with long-term values could be a promising way to help people make more future-minded decisions and overcome procrastination. Here we develop an approach to decision support that leverages artificial intelligence and game elements to restructure challenging sequential decision problems in such a way that it becomes easier for people to take the right course of action.

Supportive Environment is one of the independent found significant in this study.

According to Molinsky J, Forsyth A. (2018). At any age, the pursuit of a good life is easier in a physical environment that promotes health, supports activities important to self-fulfillment, and facilitates connections to the larger community. In old age, the home and neighborhood environments are particularly important: they are the locations where older people spend most their time, and they can have a great impact on independence, social connection, feelings of self-worth, and physical and emotional well-being.

Mindfulness and presence is one of the independent found significant in this study.

According to Stephen AE, Mehta DH. (2019). In the past 20 years, interest in mindfulness and its cultivation through various meditative practices has increased astronomically. This is reflected in the popularity of mindfulness training programs, its ever-widening exposure in popular culture, and in the number of scientific articles published on the topic.

Balance and Harmony is one of the independent found significant in this study.

According to Lomas, T. (2021). The relevance of balance and harmony to wellbeing has been underappreciated in psychology. Even though these concepts have received considerable attention across different

contexts (e.g., work-life balance), this literature is fragmented and scattered. There have been few attempts to bring these disparate threads together, or to Centre these concepts as foundational and important across all aspects of human functioning.

3. Methodology

This study used descriptive-quantitative correlation research that uses 177 varsity players via purposive sampling technique from Cavite State University Main Campus, Carmona Campus, Cavite City Campus, and Rosario Campus. A self-made questionnaire was used in this study. The statistical tools used are mean, standard deviation and Pearson moment correlation coefficient.

4. Result and Discussion

Level of Holistic Coaching Style for Combative Sports

In this study, the level of holistic coaching style for combative sports refers to the following such as Personalization; Long-term goal; Supportive environment; Mindfulness and presence; and Balance and harmony.

The level of holistic coaching style for combative sports was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

The table 1 shows the level of holistic coaching style for combative sports in terms of personalization.

Varsity player often more that a holistic coaching approach help to achieve mental clarity of peak performance for competition ($M = 3.82$, $SD = 0.40$) Moreover, it fosters strong correlation of relationship with their coach ($M = 3.76$, $SD = 0.47$).

The level of holistic coaching style for combative sports in terms of personalization attained a weighted mean score of 3.79 and the standard deviation of 0.44 and was verbally interpreted as to a great extent among the respondents. This means that they always set up a meeting to prepare a game plan and techniques for the upcoming competition that requires mental resilience and focus. Incorporate mindfulness techniques, visualization exercises, and mental toughness training to help varsity players stay calm under pressure, manage fear, and maintain concentration during combat situations.

Table 1.

Level of Holistic Coaching Style for Combative Sports in terms of Personalization.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Connect and build strong relationship with coach.</i>	<i>3.76</i>	<i>0.47</i>	<i>Often</i>
<i>Help the varsity players to improve their strategies and performance.</i>	<i>3.81</i>	<i>0.43</i>	<i>Often</i>
<i>Set the mind and goals for clear and well performance for the competition.</i>	<i>3.82</i>	<i>0.40</i>	<i>Often</i>
<i>Prepare a meeting for game plan and techniques for the upcoming competition.</i>	<i>3.78</i>	<i>0.44</i>	<i>Often</i>
<i>Provide relevant examples during training.</i>	<i>3.77</i>	<i>0.45</i>	<i>Often</i>
<i>Weighted Mean</i>		<i>3.79</i>	
<i>SD</i>		<i>0.44</i>	
<i>Verbal Interpretation</i>			<i>To a great extent</i>

This is supported by the statement of Nowak A, Vallacher RR, Bartkowski W, Olson L. (2023). No construct is more central to personality than the person's self-concept. Higher-order domains of self-assessment, including self-perceived skills, traits, and values, are expressed in action and provide frames of reference for deciding whether to accept or reject personally relevant social feedback.

Additionally, Suci N, Meliț LE, Mărginean CO. (2021). Personality is one of the most crucial aspects of human life since it influences all human behaviors in both personal and social life and might also trigger important conflicts with a person's surroundings in the setting of incompatible traits and characteristics of personality might be educated with proper training.

Table 2.

Level of Holistic Coaching Style for Combative Sports in terms of Long-term Goal.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Formulate a training program for the development of a varsity players sports performance.</i>	3.72	0.48	<i>Often</i>
<i>Develop new skill and strategies for effective future career.</i>	3.80	0.44	<i>Often</i>
<i>Expand your professional goal as an varsity players.</i>	3.75	0.47	<i>Often</i>
<i>Help you to hone and develop your skills you can use for your future job.</i>	3.73	0.49	<i>Often</i>
<i>Builds your confidence to enhance and improve your sports performance.</i>	3.85	0.37	<i>Often</i>
<i>Weighted Mean</i>		3.77	
<i>SD</i>		0.45	
<i>Verbal Interpretation</i>			<i>To a great extent</i>

The table 2 shows the level of holistic coaching style for combative sports in terms of Long-term Goal.

Varsity player often build their confident to enhance and improve individual performance (M = 3.85, SD = 0.37) additionally, they recognized the formulation of training program made for coaches to know clarify their sport performance (M = 3.72, SD = 0.48).

The level of holistic coaching style for combative sports in terms of long-term goal attained a weighted mean score of 3.77 and the standard deviation of 0.45 and was verbally interpreted as to a great extent among the respondents. This means that it's important to consider not only the individual's immediate aspirations within combat sports but also their broader life objectives and personal growth and explore their values, passions, and aspirations to create a clear picture of what success looks like for them in the long run.

This is supported by the statement of Hammond DA. (2017). In those who demonstrate grit, a combination of factors may reflect academic achievement. It appears that achievement results when talent and effort are combined, with particular attention being paid to effort, as it is a function of the direction, duration, and intensity of a person's actions toward a goal.

Table 3.
Level of Holistic Coaching Style for Combative Sports in terms of Supportive Environment.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Provide good communication to the team.</i>	3.87	0.36	<i>Ofien</i>
<i>Answer all your questions and concerns.</i>	3.70	0.48	<i>Ofien</i>
<i>Give you some advice during training and competition.</i>	3.81	0.39	<i>Ofien</i>
<i>Develop some strategies used helped to improve the gameplay</i>	3.82	0.40	<i>Ofien</i>
<i>Be confident using the strategies given to me.</i>	3.79	0.42	<i>Ofien</i>
<i>Weighted Mean</i>		3.80	
<i>SD</i>		0.41	
<i>Verbal Interpretation</i>			<i>To a great extent</i>

The table 3 shows the level of holistic coaching style for combative sports in terms of supportive environment.

Varsity player often provide the good communication to their team for specific clarification for each varsity player ($M = 3.87$, $SD = 0.36$) however, the varsity player tries to ask a question and concerns to their coach for proper communication ($M = 3.70$, $SD = 0.48$).

The level of holistic coaching style for combative sports in terms of supportive environment attained a weighted mean score of 3.80 and the standard deviation of 0.41 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players supportive environment tailor training programs and coaching strategies to accommodate different holistic styles and skills levels, ensuring that all varsity players receive the support they need to thrive. Be attuned to varsity players emotional well-being and offer empathy, compassion, and support during challenging times.

This is supported by the statement of Saunders PU, Garvican-Lewis LA, Chapman RF, Périard JD (2019). High-level athletes are always looking at ways to maximize training adaptations for competition performance, and using altered environmental conditions to achieve this outcome has become increasingly popular with elite athletes.

Additionally, Molinsky J, Forsyth A. (2018). At any age, the pursuit of a good life is easier in a physical environment that promotes health, supports activities important to self-fulfillment, and facilitates connections to the larger community. In old age, the home and neighborhood environments are particularly important: they are the locations where older people spend most their time, and they can have a great impact on independence, social connection, feelings of self-worth, and physical and emotional well-being. Within the urban planning field, home and neighborhood characteristics are important dimensions of debates about the measurement of human progress and quality of life.

Table 4.

Level of Holistic Coaching Style for Combative Sports in terms of Mindfulness and Presence.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Show smartness, confidence, and firmness during competition.</i>	3.77	0.42	<i>Often</i>
<i>Gain proficiency in self-defense techniques and weapons handling can boost self-confidence and self-assurance.</i>	3.70	0.47	<i>Often</i>
<i>Learn to work at a pace that is sustainable.</i>	3.70	0.49	<i>Often</i>
<i>Take the initiative rather than wait to be told what to do.</i>	3.66	0.52	<i>Often</i>
<i>Be responsible for the one task team.</i>	3.79	0.47	<i>Often</i>
Weighted Mean		3.72	
SD		0.48	
Verbal Interpretation			To a great extent

The table 4 shows the level of holistic coaching style for combative in terms of mindfulness and presence.

Varsity player often responsible of all tasks to their team to be prepared before and after the competition ($M = 3.79$, $SD = 0.47$) additionally, the varsity player thinks the initiative strategy and skills to their performance for upcoming competition ($M = 3.77$, $SD = 0.42$).

The level of holistic coaching style for combative sports in terms of mindfulness and presence. attained a weighted mean score of 3.72 and the standard deviation of 0.48 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players mindfulness and presence into every aspect of your coaching approach, you can help varsity players develop a deeper connection to themselves, their bodies, and their performance, empowering them to reach their full potential in combat sports and beyond.

This is supported by the statement of Stephen AE, Mehta DH. (2019). Mindfulness meditation may be particularly useful for surgeons because they are required to maintain their presence of mind and mental focus in the setting of challenging physical and mental tasks.

Table 5.

Level of Holistic Coaching Style for Combative Sports in terms of Balance and Harmony.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Focus and setting priorities help you as their coach to build an effective coaching style.</i>	3.78	0.45	<i>Often</i>
<i>Have time management and creating schedules help you to manage your responsibilities as their coach.</i>	3.76	0.44	<i>Often</i>
<i>Set boundaries can achieve specific work hours and paying attention to your athletes.</i>	3.74	0.47	<i>Often</i>
<i>Cope the mental and physical aspects important in dealing with your coaching career.</i>	3.75	0.46	<i>Often</i>
<i>Help and influence of other coaches help you to develop new coaching strategies.</i>	3.76	0.47	<i>Often</i>
Weighted Mean		3.76	
SD		0.46	
Verbal Interpretation			To a great extent

The table 5 shows the level of holistic coaching style for combative in terms of balance and harmony.

Varsity player often focus to their setting priorities to help performance and to build self-confidence for effective coaching style (M = 3.78, SD = 0.45) however, varsity player set training program and boundaries to achieve the specific training work hours to concentrate their mental and physical aspect (M = 3.74, SD = 0.47).

The level of holistic coaching style for combative sports in terms of balance and harmony. attained a weighted mean score of 3.76 and the standard deviation of 0.46 and was verbally interpreted as to a great extent among the respondents. This means that integrating balance and harmony into every aspect of your coaching approach, you can empower varsity players to not only excel in combat sports but also lead more fulfilling, balanced, and harmonious lives overall and to promoting a sense of balance and harmony in their personal and professional pursuits.

This is supported by the statement of Lomas, T. (2021). The relevance of balance and harmony to wellbeing has been under-appreciated in psychology. Even though these concepts have received considerable attention across different contexts (e.g., work-life balance), this literature is fragmented and scattered.

Additionally, García Romero F. (2013). The way of life of the professional athletes 1) They are harmful to the health, because health is the consequence of an adequate balance between the four major body humors and between feeding and physical exercises; instead, illness comes when this balance is broken, either for lack or, as in the case of the athletes, due to an excess. 2) Bodies that the professional practice of sport makes are neither beautiful nor harmonious but deformed because of the overdeveloped muscles and the overspecialized training. 3) Athletes' way of life and training aim at the development of the physical strength and neglect the development of intellectual and moral qualities.

Level of Varsity Players' Motivation

In this study, the level of varsity players' motivation refers to recognition and achievement; career opportunities; goal and aspiration and competence.

The level of varsity players' motivation was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 6.
Level of Varsity Players' Motivation in terms of Recognition and Achievement.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Have verbal encourages, and praise boosts your self-esteem.</i>	<i>3.73</i>	<i>0.49</i>	<i>Often</i>
<i>Give some incentives make you proud of yourself.</i>	<i>3.66</i>	<i>0.56</i>	<i>Often</i>
<i>Celebrate victory after the competition and boost your confidence.</i>	<i>3.73</i>	<i>0.48</i>	<i>Often</i>
<i>Achieve an award as varsity players is a great impact to yourself.</i>	<i>3.82</i>	<i>0.40</i>	<i>Often</i>
<i>Think as varsity players the achievement you received are effective to improve your skills.</i>	<i>3.80</i>	<i>0.45</i>	<i>Often</i>
<i>Weighted Mean</i>		<i>3.75</i>	
<i>SD</i>		<i>0.48</i>	
<i>Verbal Interpretation</i>			<i>To a great extent</i>

The table 6 shows the level of varsity players' motivation in terms of recognition and achievement.

Varsity player often achieve an award as a great impact to themselves to boost their confidence and performance ($M = 3.82$, $SD = 0.40$) however, some of the varsity player contented to the achievement to improve their performance for the high level of competition ($M = 3.66$, $SD = 0.56$).

The level of varsity player's motivation in terms of recognition and achievement attained a mean score of 3.75 and the standard deviation of 0.48 and was verbally interpreted as to a great extent among the respondents.

This means that acknowledge each varsity player's unique contributions and achievements, whether it's mastering a new skill, demonstrating leadership qualities, or showing improvement in performance. Celebrate individual milestones publicly during team meetings or through personalized messages and helps varsity players feel sense of accomplishment and motivates them to continue striving for success.

This is supported by the statement of Cross JL, Fouke BW. (2019). Successful Scholar-Athletes are physically, intellectually, and emotionally committed to high-level achievement in both their academic and sport endeavors.

Table 7.

Level of Varsity Players' Motivation in terms of Career opportunities.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Transition into coaching allows you to mentor and guide younger athletes.</i>	3.68	0.50	<i>Often</i>
<i>Motivate you for your career growth and development as an athlete.</i>	3.78	0.43	<i>Often</i>
<i>Influence you to become a coach and to manage younger athletes.</i>	3.63	0.54	<i>Often</i>
<i>Be passionate to handle athletes and the team.</i>	3.73	0.45	<i>Often</i>
<i>Be efficient and knowledgeable in managing the team.</i>	3.76	0.44	<i>Often</i>
<i>Weighted Mean</i>		3.71	
<i>SD</i>		0.47	
<i>Verbal Interpretation</i>		<i>To a great extent</i>	

The table 7 shows the level of varsity players' motivation in terms of career opportunities.

Varsity player often motivate their self for career growth to develop the ability to enhance their performance ($M = 3.78$, $SD = 0.43$) moreover, it fosters you to strong influence and manage to the younger players ($M = 3.63$, $SD = 0.54$).

The level of varsity player's motivation in terms of career opportunities. attained a weighted mean score of 3.71 and a standard deviation of 0.47 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players with aspirations of pursuing careers in professional sports, provide guidance and support to help them navigate the path to reaching their goals. Share insights into the professional sports industry, including training regimens, scouting processes, and career trajectories and encourage varsity players to set realistic goals and develop a plan for pursuing professional career opportunities.

This is supported by the statement of Mesfin A, Li X, Dickens JF, Alolabi B, Miller AN (2016). The conclusion of the tour, it was clear to all of us that this was a once in a lifetime experience, and we were honored to have the privilege of participating in such an amazing opportunity. The exposure to high-caliber

leaders in our profession allowed us to appreciate different ways of balancing the intricacies of academic and clinical life, and these lessons will remain with us throughout our careers.

Table 8.

Level of Varsity Players' Motivation in terms of Goal and Aspiration.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Have specific goals for developing to an athlete.</i>	3.81	0.42	<i>Often</i>
<i>Ask my coaches for advice in managing athletes.</i>	3.76	0.44	<i>Often</i>
<i>Make your goals clear and well-defined.</i>	3.81	0.39	<i>Often</i>
<i>Help you to improve your performance.</i>	3.83	0.38	<i>Often</i>
<i>Help you to achieve your goal and future career.</i>	3.84	0.37	<i>Often</i>
Weighted Mean		3.81	
SD		0.40	
Verbal Interpretation			To a great extent

The table 8 shows the level of varsity players' motivation in terms of goal and aspiration.

Varsity players often help to achieve and to pursue their goal and future career ($M = 3.84$, $SD = 0.37$) on the other hand, varsity players ask their coaches for advice to managing the athletes ($M = 3.76$, $SD = 0.44$).

The level of varsity player's motivation in terms of goal and aspiration. attained a weighted mean score of 3.81 and a standard deviation of 0.40 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players emphasize the importance of aligning individual goals with the team's overarching objectives and varsity players help understand how their individual contributions and aspirations contribute to the team's success and goals. Varsity players goals and aspiration inspire them to continue setting and pursuing ambitious goals in the future.

This is supported by the statement of Swann C, Rosenbaum S, Lawrence A, Vella SA, McEwan D, Ekkekakis P. (2021). Goal setting is a widely used and accepted strategy for promoting physical activity. Locke and Latham's goal-setting theory is the primary theoretical framework for setting goals in psychology and plays a prominent role in physical activity promotion.

Table 9.

Level of Varsity Players' Motivation in terms of Competence.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Experience the high level of competition.</i>	3.72	0.48	<i>Often</i>
<i>Experience the application of skills in competition.</i>	3.77	0.44	<i>Often</i>
<i>Know practical understanding in a particular field.</i>	3.73	0.46	<i>Often</i>
<i>Improve their skill and strategies used help the performance for the gameplay.</i>	3.80	0.41	<i>Often</i>
<i>Be confident using the strategies given to me.</i>	3.79	0.42	<i>Often</i>
Weighted Mean		3.76	
SD		0.44	
Verbal Interpretation			Highly Valid

The Table 9 shows the level of varsity players' motivation in terms of competence.

Varsity player often improve their skills strategies to help performance for the competition (M = 3.80, SD = 0.41) moreover, some of the varsity player experience the high level of competition to enhance their performance (M = 3.72, SD = 0.48).

The level of varsity player’s motivation in competence. attained a weighted mean score of 3.76 and a standard deviation of 0.44 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players introduce competitive challenges or skill-based competitions within training programs to engage varsity players and motivate them to push their limits. Create a supportive yet competitive environment where varsity players can showcase their competence and strive for excellence.

This is supported by the statement of Janssen, P. T. H. M. (2019). In a multicultural environment, having intercultural competences is the most important determining factor between success and failure. This concise book introduces the topic for students and scholars. Students striving to perform well in intercultural environments will benefit from reading this book which helps them convert models and cultural knowledge into practical skills.

Additionally, Xiong, Z. (2021). The chapters offer insights into the nature of translation competence and its place in the translation training programmed in an academic environment and show how theoretical considerations have contributed to defining, building, and assessing translation competence, offering practical example of how this can be achieved.

Level of Varsity Players’ Well-Being

In this study, the level of varsity players’ well-being refers to physical health, social connection, emotional health, and physical movement.

The level of varsity players’ well-being was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 10.
Level of Varsity Players’ Well-Being in terms of Physical Health.

<i>STATEMENT</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Become physically fit.</i>	<i>3.91</i>	<i>0.36</i>	<i>Often</i>
<i>Feel sick after training program.</i>	<i>3.09</i>	<i>0.93</i>	<i>Often</i>
<i>Have a proper mealtime.</i>	<i>3.63</i>	<i>0.58</i>	<i>Often</i>
<i>Execute their proper training to enhance their skills and movement.</i>	<i>3.82</i>	<i>0.40</i>	<i>Often</i>
<i>Develop their mobility.</i>	<i>3.83</i>	<i>0.39</i>	<i>Often</i>
<i>Weighted Mean</i>		<i>3.66</i>	
<i>SD</i>		<i>0.65</i>	
<i>Verbal Interpretation</i>			<i>Highly Valid</i>

Table 10 shows the level of varsity players’ well-being in terms of physical health.

Varsity player often become physically active to enhance their endurance and stamina during training program (M = 3.91, SD = 0.36) however, some of the varsity player feel tired after their training program (M = 3.09, SD = 0.93).

The level of varsity player’s well-being in terms of physical health attained a weighted mean score of 3.66 and a standard deviation of 0.65 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players tailor conditioning programs to the specific physical demands of each sport and position, focusing on developing strength, speed, agility, and endurance relevant to players' roles on

the team. Incorporate sport-specific drills and simulations to prepare varsity players for the physical challenges they will encounter during games.

This is supported by the statement of Egan KP. (2019). The importance of prioritizing mental health and well-being at all levels within the university and athletics department by reducing stigma and providing access to providers is emphasized. Multidisciplinary treatment teams and coordination of care provides a holistic approach that ensures student-athletes are able to optimize their personal, social, academic, and athletic goals.

Table 11.

Level of Varsity Players' Well-Being in terms of Social Connection.

STATEMENT	MEAN	SD	REMARKS
<i>Reduce feeling of loneliness and contribute to better mental health.</i>	3.80	0.42	<i>Often</i>
<i>Provide a sense of belonging, emotional support, and understanding during challenging times.</i>	3.75	0.46	<i>Often</i>
<i>Improve physical health, boost the immune system, and even increase longevity.</i>	3.85	0.38	<i>Often</i>
<i>Mitigate stress and help individuals cope with difficult situations.</i>	3.73	0.46	<i>Often</i>
<i>Have activities or hobbies with others, as shared experiences can strengthen bonds.</i>	3.78	0.44	<i>Often</i>
Weighted Mean		3.78	
SD		0.43	
Verbal Interpretation			<i>To a great extent</i>

Table 11 shows the level of varsity players' well-being in terms of social connection.

Varsity player often improve their physical health to boost the immune system and to increase the performance for their longevity ($M = 3.85$, $SD = 0.38$) on the other hand, varsity player mitigates their stress and to help individual to cope during difficult situations ($M = 3.73$, $SD = 0.46$).

The level of varsity player's well-being in terms of social connection. attained a weighted mean score of 3.78 and a standard deviation of 0.43 and was verbally interpreted as to a great extent among the respondents.

This means that encourage varsity players to learn from each other's differences and foster a culture of inclusion, respect, and appreciation for diversity. prioritizing social connection and fostering a supportive team environment.

This is supported by the statement of Lok, I., & Dunn, E. (2023). Social connection plays a central role in people's everyday lives. Although researchers have traditionally focused on the benefits of experiencing an enduring sense of social connection, recent research has also begun to explore the contextual factors that shape momentary feeling of social connection.

Table 12.
Level of Varsity Players' Well-Being in terms of Emotional Health.

STATEMENT	MEAN	SD	REMARKS
<i>Practice meditation and relaxation techniques.</i>	3.74	0.47	<i>Often</i>
<i>Recognize and acknowledge my feelings without judgment.</i>	3.72	0.49	<i>Often</i>
<i>Understand the emotions of my experience and their triggers.</i>	3.76	0.44	<i>Often</i>
<i>Develop strategies to manage intense emotions.</i>	3.79	0.43	<i>Often</i>
<i>Spend time with friends finding time for hobbies.</i>	3.69	0.48	<i>Often</i>
Weighted Mean		3.74	
SD		0.46	
Verbal Interpretation			To a great extent

Table 12 shows the level of varsity players' well-being in terms of emotional health.

Varsity player often develop strategies to manage their intense emotions to their performance for the competition (M = 3.79, SD = 0.43) however, varsity player spend tome to their team and friends to get time for bonding and hobbies (M = 3.69, SD – 0.48).

The level of varsity player's well-being in emotional health. attained a weighted mean score of 3.74 and a standard deviation of 0.46 and was verbally interpreted as to a great extent among the respondents.

This means that varsity players emotional health normalizes the idea of seeking help for mental health concerns and encourage varsity players to prioritize their emotional well-being and teach varsity players stress management techniques such as deep breathing, mindfulness, visualization, and progressive muscle relaxation.

This is supported by the statement of Sheff, S. E. (2019). Literature suggests that the intentional inclusion of multiple emotions, or emotional flow, could positively impact persuasive outcomes, such as attitudes and behavioral intention.

Additionally, Yamin JB, Cannoy CN, Gibbins KM, Krohner S, Rapport LJ, Trentacosta CJ, Zeman LL, Lumley MA. (2023). Emotional processing interventions for trauma and psychological conflicts are underutilized. Lack of adequate training in emotional processing techniques and therapists' lack of confidence in utilizing such interventions are barriers to implementation.

Table 13.
Level of Varsity Players' Well-Being in terms of Physical Movement.

STATEMENT	MEAN	SD	REMARKS
<i>Cardiovascular health, strengthens muscles, and bones, and boost immune function.</i>	3.87	0.36	<i>Often</i>
<i>Release endorphins, which can reduce stress, anxiety, and depression while improving mood and mental clarity.</i>	3.83	0.39	<i>Often</i>
<i>Combine with a balanced diet, physical activity helps manage weight and reduce the risk conditions.</i>	3.84	0.38	<i>Often</i>
<i>Have regular movement that increase energy levels and reduces fatigue.</i>	3.84	0.38	<i>Often</i>
<i>Improve sleep quality and duration.</i>	3.78	0.46	<i>Often</i>
Weighted Mean		3.83	
SD		0.40	
Verbal Interpretation			To a great extent

Table 13 shows the level of varsity players’ well-being in terms of physical movement.

Varsity player often enhance strengthens muscles to their physical movement to improve bone health and get ready for the competition (M = 3.87, SD = 0.36) Moreover, varsity player improves their sleep quality duration for better health performance (M = 3.78, SD = 0.46).

The level of varsity player’s well-being in terms of physical movement. attained a weighted mean score of 3.83 and a standard deviation of 0.40 and was verbally interpreted as to a great extent among the respondents.

This means that Varsity players start each training with dynamic warm-up exercises to prepare varsity players' bodies for physical activity, increase blood flow, and prevent injuries. Incorporate movements such as jogging, lunges, leg swings, arm circles, and dynamic stretches targeting major muscle groups and more.

This is supported by the statement of Quinn L, Riley N, Tyrell CM, Judd DL, Gill-Body KM, Hedman LD, Packel A, Brown DA, Nabar N, Scheets P. (2021). The American Physical Therapy Association's Vision Statement of 2013 asserts that physical therapists optimize movement in order to improve the human experience.

Significant Relationship of Holistic Coaching Style and the Varsity Players’ Motivation

The table 14 shows the significant relationship of holistic coaching style for combative sports and varsity players’ motivation.

Table 14.

Significant Relationship between the level of Holistic Coaching Style for Combative Sports and Varsity Players’ Motivation.

Holistic Coaching Style for Combative Sports		Varsity Player’s Motivation			
		Recognition and achievement	Career opportunities	Goal and aspiration	Competence
Personalization	Pearson Correlation	0.000	0.000	0.002	0.006
	Sig. (2-tailed)	0.694	0.838	0.563	0.294
	N	177	177	177	177
Long-term goal	Pearson Correlation	0.000	0.000	0.013	0.013
	Sig. (2-tailed)	0.807	0.955	0.112	0.112
	N	177	177	177	177
Supportive environment	Pearson Correlation	0.002	0.002	0.026	0.102
	Sig. (2-tailed)	0.514	0.514	0.025	0.000
	N	177	177	177	177
Mindfulness and presence	Pearson Correlation	0.043	0.033	0.029	0.054
	Sig. (2-tailed)	0.000	0.000	0.000	0.001
	N	177	177	177	177
Balance and harmony	Pearson Correlation	0.027	0.030	0.029	0.054
	Sig. (2-tailed)	0.023	0.016	0.017	0.001
	N	177	177	177	177

In this study shows significant relationship of holistic coaching style for combative sports refers to personalization; long-term goal; supportive environment; mindfulness and presence; and balance and

harmony while the varsity players’ motivation refers to recognition and achievement; career opportunities; goal and aspiration and competence.

The table 14 shows that the overall r-value indicates negligible relationship in terms of holistic coaching style for combative sports and varsity players’ motivation.

The p-value also indicates that there is a significant relationship of holistic coaching style for combative sports and varsity players’ motivation with regards to mindfulness and presence; and balance and harmony as well as with regards to supportive environment in terms of goal and aspiration; and competence which is less than the alpha level of significant value of 0.05. The correlation is all positive, the p-value is less than 0.05 level of significance.

This means the coaching style in terms of mindfulness and presence, balance and harmony to the varsity players when it comes to their recognition and achievement, career opportunities, goals and aspiration, and competence has an impact and connection to the varsity players to show their potential, skills, strategies, and performance to achieve their goals and to become competitive to their career path.

This is supported by the statement of Karoblis, Emily C., (2016). Motivation, athletic identity, and commitment are constructs that have previously been addressed and researched in regard to their impact upon athletes. Each of these constructs has previously been addressed alongside one other construct but all three have not been addressed.

Significant Relationship of Holistic Coaching Style and the Varsity Players’ Well-being

The table 15 shows the significant relationship of holistic coaching style and varsity players’ well-being.

Table 15.

Significant Relationship of Holistic Coaching Style and Varsity Players’ Well-Being.

Holistic Coaching Style for Combative Sports		Varsity Player’s Well-being			
		Physical health	Social connection	Emotional health	Physical movement
Personalization	Pearson Correlation	0.002	0.003	0.026	0.003
	Sig. (2-tailed)	0.511	0.487	0.076	0.349
	N	177	177	177	177
Long-term goal	Pearson Correlation	0.018	0.002	0.017	0.000
	Sig. (2-tailed)	0.214	0.629	0.077	0.747
	N	177	177	177	177
Supportive environment	Pearson Correlation	0.015	0.034	0.059	0.089
	Sig. (2-tailed)	0.329	0.010	0.002	0.000
	N	177	177	177	177
Mindfulness and presence	Pearson Correlation	0.056	0.045	0.022	0.089
	Sig. (2-tailed)	0.000	0.014	0.042	0.000
	N	177	177	177	177
Balance and harmony	Pearson Correlation	0.035	0.023	0.027	0.023
	Sig. (2-tailed)	0.036	0.111	0.023	0.036
	N	177	177	177	177

**Significant at 0.05*

ns-not significant

In this study shows significant relationship of holistic coaching style for combative sports refers to personalization; long-term goal; supportive environment; mindfulness and presence; and balance and harmony while the varsity players' well-being refers to physical health, social connection, emotional health, and physical movement.

The table 15 also shows that the overall r-value indicates negligible relationship in terms of holistic coaching style for combative sports and varsity players' well-being.

The p-value also indicates that there is a significant relationship of holistic coaching style for combative sports and varsity players' well-being with regards to mindfulness and presence and balance and harmony as well as with regards to supportive environment in terms of social connection, emotional health, and physical movement which is less than the alpha level of significant value of 0.05. The correlation is all positive, the p-value is less than 0.05 level of significance. This means the coaching approach of mindfulness and presence, balance and harmony to the varsity players well-being when it comes to their physical health, social connection, emotional health, and physical movement has an impact and connection to the varsity players to guide their skills, movement, strategies, and the level of performance. Promoting training programs and addressing any physical issues promptly, avoiding burnout, overtraining injuries, and health problems, leading to improved overall well-being.

On the other hand, supportive environment has significant relationship of social connection, emotional health, and physical movement has a crucial role in fostering social connection, emotional health, and physical movement, especially in the context of varsity players are motivated to engage in regular physical activity. Whether it's during training sessions, team practices, or competitive games, players are encouraged to push their physical limits in a safe and supportive manner.

While the personalization, long-term goal, and balance and harmony in terms of social connection has no significant relationship on other indicator may not always be direct or immediately apparent, they can still have important implications for the overall well-being and performance of varsity players while the relationships between these factors and other indicators may vary, it's important to recognize their potential impact on the holistic development and success of varsity players.

This is supported by the statement of Avedissian T, Alayan N. (2021). Although there is a vast literature on the concept of well-being, there appears to be no consensus regarding its meaning. A clear conceptualization of adolescent well-being is necessary as the foundation for interventions and research addressing this phenomenon. Adolescence is a transitional period characterized by rapid growth, gaining independence, and learning social skills as well as behaviors that lay the foundations for future well-being.

5. Conclusion

There is significant relationship between the level of holistic coaching style for combative sports and varsity players, motivation. Thus, the null hypothesis is accepted. The results infer that holistic coaching style for combative sports and varsity players motivation enhance the performance experiences of varsity players in high level of competition.

There is significant relationship between the holistic coaching style and varsity players' well-being. Thus, the null hypothesis is rejected. The result infers that holistic coaching style for varsity players well-being is addressing any physical issues promptly, avoiding burnout, overtraining injuries, and health problems, leading to improved overall well-being.

6. Recommendations

The varsity players may continue their training to maintain and improve their skills and physical condition even if there is no upcoming competition.

The varsity players may motivate themselves to continue their well-being even far away from their coaches and find an alternative way to continue their training even if there is insufficient equipment and no proper training venue.

The coaches may continue communicating with the varsity player to monitor their progress, especially in technique, strategies, skills, motivation, equipment and facility, and training program.

The School Administrator must provide experiential learning to coaches through seminars/webinars, workshops, and training.

Future Researchers may use this as a source of information or reference, especially about holistic coaching style for combative sports towards improved varsity player motivation and well-being. This study will also give new knowledge to people. This research can be improved by future researchers who want to have the same topic or pursue this study by giving additional information and answers that can largely benefit the holistic coaching style for combative sports towards improved varsity players motivation and well-being. It is suggested for the varsity athletes to continue their good habits, motivation, commitment, and well-being as it can affect their performance. The more they develop good intentions with their combative sports the more the possibility that they can cope with their study with a better result.

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