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Social Interaction, Sports Frustration, and Academic Performance Among the Student-Athletes Amidst the Pandemic

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Abstract

Aim: The study aimed to discover the impact of the COVID-19 pandemic on private and public high school student-athletes. Specifically, this study presented the personal profile of the respondents in terms of sex, age, year level, type of school, types of sports participation, years in sports, and hours of training per week determined the respondents levels of social interaction and sports frustration, and their academic performance; presented the effects of sports frustration on social interaction and academic performance of the respondents; identified if there is a difference between the respondents' level of social interaction, sports frustration, and academic performance when grouped according to profile; identified if there is a significant correlation among the three variables and proposed a psychological intervention program for the student-athletes.

Methodology: This study used a quantitative descriptive research design to provide detailed and accurate information on the respondents. This study was conducted at 3 public schools and 2 private schools in one of the provinces in Region IV-A consisting of 131 respondents. Purposive sampling was employed with the criteria that the respondents had predefined characteristics of being (1) student-athletes before the pandemic happened, (2) experienced cancellation of sports due to the pandemic, and (3) experienced difficulties during the pandemic. The students who were not athletes pre-pandemic were excluded.

Results: Most respondents are male, ages 16-18, currently in Senior High School, and played volleyball and basketball the most. They have been in sports for an average of 1 to 6 years with 6 to 10 hours of training per week. And the student-athletes felt a lack of companionship, were left out, had a feeling that no one knew them well and often experienced sadness and loneliness, felt that the disruption of sports negatively affected their mental health and their academic performance had a dramatic decrease due to the educational platform and other extraneous variables.

Conclusion: There is a significant relationship between age and sports frustration and there is a significant relationship between hours of training and social interaction. Moreover, there is no significant relationship between social interaction and sports frustration, but there is a significant relationship between social interaction and the academic performance of student-athletes for the 3 school years while sports frustration and 2019 academic performance indicate a significant relationship.

Keywords: COVID-19 pandemic, student-athletes, social interaction, sports frustration, academic performance, online learning

INTRODUCTION

It looks like the 2-year face-to-face hiatus is finally taking its toll. For over 2 years, the COVID-19 pandemic has greatly affected nearly all aspects of people's daily lives. People, regardless of age, were forced to adjust significantly to keep up with the fast-paced changes and challenges that the pandemic brought to all, worldwide. And sports are not an exception, let alone student-athletes.

Due to the COVID-19 pandemic, all schools have been, without choice, abruptly transitioned from face-to-face to virtual set-up to protect the students. Along with the challenges of being in a virtual set-up, the student's



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mental health was also shaken up by the crisis being experienced. In fact, the Department of Health estimates that 3.6 million are facing mental health concerns in the Philippines due to the pandemic (URC, 2021). Macasero (2021) also found out that Filipino youths with concerns about loneliness, sadness, and depression doubled between 2013 and 2021.

As mentioned, student-athletes were not an exception. Lazzareschi (2021) said that the pandemic had greatly affected student-athletes' mental health and well-being. They had to cope with the effects of forced isolation, academic requirements, contracting the virus, as well as their regular training and practice in a new-and-altered way. This, in turn, resulted in some adverse outcomes. Additionally, as defined by the American Psychological Association, social interaction is a reciprocal stimulation between two or more people and has always been a suitable venue for student-athletes and their teammates. It gives them a sense of belonging and a bigger circle. However, in a study done in the Philippines, due to the pandemic, student-athletes experienced restrictions from social interaction and social support which made coping with the pandemic more challenging (Malolos et al., 2021).

Those restrictions are meant to protect the health and well-being of the athletes, hence major events like the Olympics and Paralympics, for the first time, have been cancelled (United Nations, 2021). Same with the Asian Games (Ansari, 2022), the famous Palarong Pambansa (Saldajeno, 2020), as well as the University Athletic Association of the Philippines (Lozada, 2020). These and even the various provincial and districts, the global pandemic did not favor sporting events; which resulted in Sports Frustration, which is defined as the negative feeling that student-athletes felt after experiencing the cancellation of sports and its effects due to the pandemic.

The impact of the cancellation of these events on student-athletes has more to it. After daily training, setting goals, motivating themselves, and training hard – the lockdown happened. According to EUSA (2021), this period of time can be a period of stress, worry, and disappointment for the athletes that can also affect their level of motivation. All their physical and psychological preparation vanished. And more than that, what was left to them was uncertainty.

Aside from the challenges with social interaction and sports frustration, the academic performance of student-athletes has also brought uncertainties. According to UNICEF (2021), when schools in the Philippines were forced to transition online, consequences like learning challenges and loss, heightened dropout risk, and mental distress arose. De Leon (2022) also found various adverse effects of the pandemic, including preventing behavioral and social development, misconduct, and tardiness.

Grubic et al. (2021), agree and believe that due to the modification or alteration of the student-athletes routines and training, as well as competition cancellations, they have manifested substantial grief and frustration. Moreover, the elimination of social interaction or team support, which has always been helpful for the stress management of student-athletes, has also been a significant factor in having poor physical and mental health upshot. This, in turn, resulted in poor concentration, sleep disturbances, and low mood almost daily, which can also affect their academic performance.

These scenarios were personally observed by the researcher in their institution as a Guidance Officer. The student-athletes who were always energetic, positive, and resilient became passive and non-compliant students. A number of student-athletes were regularly referred to the Guidance Office due to absences, some of them got lower grades, performed poorer in class, and a few of them were not able to pass their current grade level – some also dropped out.

Indeed, this research should genuinely be studied. While there has been some research on the frustration brought by the pandemic in the general population, only a few studies have considered the impact of sports frustration on high school student-athletes and its effect on social interaction and academic performance in the midst of the pandemic. The researcher believes that this study is very timely as schools gradually return to the traditional learning mode. By studying this topic in select public and private high schools in Lipa, Batangas, sports psychologists, school administrators, coaches, guidance counsellors, and mental health professionals will be guided on the effects of the pandemic on student-athletes and be able to address the concerns efficiently.

Objectives

The study aimed to discover the impact of the COVID-19 pandemic on private and public high school student-athletes.

Specifically, this study presented the:

1. Personal profile of the respondents in terms of
 - 1.1. Sex;
 - 1.2. Age;



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- 1.3. Year Level;
- 1.4. Type of School;
- 1.5. Types of Sports Participation;
- 1.6. Years in Sports; and
- 1.7. Hours of Training per Week
2. Respondents' levels of
 - 2.1. Social Interaction;
 - 2.2. Sports Frustration; and
 - 2.3. Academic Performance
3. Significant difference between the respondents' level of social interaction, sports frustration, and academic performance when grouped according to profile.
4. Significant correlation among the three variables.
5. Psychological Intervention Program for the student-athletes.

METHODS

Research Design

The researcher used a quantitative descriptive research design. This method helped the researcher to establish and identify the common and essential details of a particular phenomenon. Through this method, the behaviors or characteristics of the respondents were described and presented systematically by gathering information (Moore, 2022). This research design is said to be a powerful tool as it provides detailed and accurate information on the behaviors and characteristics of a particular subject being studied. Through this, deeper understanding and valuable insights will be gathered and used in other future studies (Sirisilla, 2023).

Population and Sampling

The study consisted of 131 respondents, 80 students from 3 public schools and 51 student-athletes from 2 private schools in a lone district in one province in Region IV-A. The respondents were chosen through purposive sampling, wherein the coaches identified the athletes suited for the research.

The respondents had predefined characteristics of being (1) student-athletes before the pandemic happened, (2) experienced cancellation of sports due to the pandemic, and (3) experienced difficulties during the pandemic. The students who were not athletes pre-pandemic were excluded.

Furthermore, Raosoft at a 95% confidence level was used to identify the sample size to be used in the study. There were 55 student-athletes in the 2 private schools, with a desired sample of 49, and an actual sample of 51 student-athletes. On the other hand, there are 90 student-athletes in the 3 public schools, with a desired sample of 74, and an actual sample of 80 student-athletes, a total of 131 student-athletes from both private and public schools.

Instrument

For this study, the researcher used 2 adapted questionnaires that were validated by three experts — a Psychologist, a Psychometrician, and a Guidance Counselor. For the first part of the questionnaire, the respondents were asked to share some information such as sex, age, year level, type of school, type of sports participation, years in sports, and hours of training per week. For the next part 2 sets of questionnaires were provided. With the help of the validators and the approval of the authors of the questionnaires, the data-gathering instruments were to some degree modified. First is the "Social Interaction Scale" consisting of 14 items and uses a 4-point Likert scale, from "Never" to "Often", with an $r = .697$, followed by the "Effect of COVID-19 on Student-athletes' Mental Health" for the Sports Frustration consisting of 13 items which use a 5-point Likert scale, from "Strongly Agree" to "Strongly Disagree", with an $r = .877$, both acceptable.

Data Collection

The data were gathered, read, and analyzed following the objectives of the study and in adherence to all protocols in the conduct of research.



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Treatment of Data

For the quantitative study, the data were presented in frequency distribution tables such as sex, age, year level, type of school, types of sports participation, years in sports, and hours of training per week. Moreover, the Social Interaction Scale and Sports Frustration Scale were presented using weighted means and verbally interpreted using the 4-point Likert Scale and 5-point Likert Scale, respectively.

T-test was used in the comparison between two groups, specifically social interaction and sports frustration for males and females, and social interaction and sports frustration for private and public schools. On the other hand, ANOVA was used in the comparison among three or more groups specifically social interaction and sports frustration for age, year level, years in sports, and hours of training. Lastly, a correlation was used to see the relationship between social interaction, sports frustration, and academic performance of the respondents.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

The male respondents comprised the higher number of participants in the study. There were 52.67 percent males while 47.33 percent were females. In the Philippines, males are said to be always dominant and more active in sports than females. In terms of age, most of the respondents are 16-19 years old making up 65.65 percent of the total number of respondents. These adolescents are said to be the most engaged in sports. For the year level, 36.64 percent of the respondents are Grade 11 students, and 61.07 percent are from private schools.

As to the types of sports participation, it implies that most of the respondents participated in Volleyball 37.40 percent followed by Basketball at 31.30 percent. In the Philippines, Volleyball is one of the most popular and played sports because of its fast-paced and exciting nature. It is accessible and affordable, brings people together, stays active, and even builds relationships which are very important for Filipinos. On the other hand, Basketball was also able to captivate the hearts of Filipinos. The sport is ingrained in their culture and always is for more than a century.

When it comes to years in sports, 38.83 percent have been in sports for 1 to 3 years while 38.17 percent of respondents have been in sports for 4 to 6 years. And it said that being part of sports for years will benefit a lot. Healthy decision-making and healthy lifestyles will most likely be developed. And lastly, the data shows that 39.69 percent of the respondents are having 6 to 10 hours of training per week followed by 38.17 percent having 11 to 15 hours of training per week. 5 to 7 hours of training is the bare minimum while 10 to 15 hours per week is optimal for student-athletes.

Social interaction of student-athletes during the pandemic

The social interaction such as a feeling of a lack of companionship, being left out, and no one really knowing them well, experiencing sadness, loneliness, and negative effect on their mental health in general has been highlighted by the student-athletes in this pandemic. Table 1 demonstrates the Social Interaction of Student-Athletes during the Pandemic.

Table 1
 Social Interaction of Student-Athletes during the Pandemic

Social Interaction	Mean	VI	Rank
1. During the pandemic, I feel in tune with the people around me.	2.62	Sometimes	8
2. During the pandemic, I feel lack of companionship.	2.89	Sometimes	1
3. During the pandemic, there is no one I can turn to.	2.56	Sometimes	10
4. During the pandemic, I do not feel alone.	2.44	Rarely	13
5. During the pandemic, I feel like part of a group of friends.	2.79	Sometimes	4
6. During the pandemic, I have a lot in common with the people around me.	2.56	Sometimes	11
7. During the pandemic, I am no longer close to anyone.	2.47	Rarely	12



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8. During the pandemic, those around me do not share my interests and ideas.	2.71	Sometimes	5
9. During the pandemic, I am an outgoing person.	2.13	Rarely	14
10. During the pandemic, there are people I feel close to.	2.71	Sometimes	6
11. During the pandemic, I feel left out.	2.85	Sometimes	2
12. During the pandemic, my social relationships are superficial.	2.66	Sometimes	7
13. During the pandemic, no one really knows me well.	2.82	Sometimes	3
14. During the pandemic, I feel isolated from others.	2.60	Sometimes	9
ComPOSITE Mean	2.63	Sometimes	

- 1.0-1.49 *Never;*
 1.50 - 2.49 *Rarely*
 2.50 – 3.49 *Sometimes*
 3.50 – 4.00 *Often*

The table shows that the composited mean of social interaction of student-athletes during the pandemic which is 2.63 with a verbal interpretation of Sometimes. The respondents' answers in statement number 2 got the highest score, implying that during the pandemic they feel a lack of companionship with a weighted mean of 2.89 with a verbal interpretation of sometimes. Moreover, statement number 11 got the second highest score which implies that during the pandemic the student-athletes feel left out with a weighted mean of 2.85. While statement number 13 got the third highest score which indicates that during the pandemic the student-athletes think that no one knows them well with a weighted mean of 2.85.

According to Delgado (2021), a study on the Well-being of Student Athletes reported that there was an increase in feelings of depression, feelings of anxiety, hopelessness, and even mental exhaustion due to the global pandemic. These things also affected their sleep patterns, school performance, and even relationship matters. It has also been found that being connected with their teammates although the current situation will make things more bearable – as they will feel supported and heard by the people who experience almost the same thing.

On the other hand, statement number 9 got the lowest score, which implies that during the pandemic they are outgoing persons with a weighted mean of 2.13, followed by statement number 4, which implies that during the pandemic they did not feel alone with a weighted mean of 2.44, followed by statement number 7 which implies that during the pandemic they are no longer close to anyone with a weighted mean of 2.47. According to NATA (2023), those who join sports will have higher self-esteem and confidence, stronger relationship with peers, more significant family attachments, and most probably do volunteer work.

Sports frustration of student-athletes during the pandemic

Sports Frustration as defined as the negative feeling that student-athletes felt after experiencing the cancellation of sports and its effects due to the pandemic is demonstrated in Table 2. This will show how the student-athletes were negatively impacted by the pandemic.

Table 2
 Sports Frustration of Student-Athletes during the Pandemic

Sports Frustration	Mean	VI	Rank
1. I felt that the disruption of sports due to COVID- 19 negatively affected my mental well-being.	2.15	Agree	3
2. I felt the disruption of sports due to COVID- 19 positively affected my mental well-being.	3.17	Unsure	11
3. I often experienced sadness during the COVID-19 disruption of sports.	1.83	Agree	1
4. I often experienced difficulty in controlling feelings of worry during the COVID-19 disruption of sports.	2.21	Agree	4
5. I felt lonely during the COVID-19 disruption of sports.	2.10	Agree	2



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6. I often struggled to find motivation for daily activities during the COVID-19 disruption of sports.	2.40	Agree	5
7. During the COVID-19 disruption of sports, I felt that preparing for an upcoming season was pointless.	2.66	Unsure	7
8. I often experienced extreme sadness prior to the COVID-19 disruption of sports.	2.81	Unsure	9
9. I often experienced trouble concentrating prior to the COVID-19 disruption of sports.	2.68	Unsure	8
10. I had been clinically diagnosed with depression prior to the COVID-19 disruption of sports.	3.79	Disagree	13
11. I had been clinically diagnosed with anxiety prior to the COVID-19 disruption of sports.	3.48	Unsure	12
12. I often struggled to find motivation for daily activities prior to the COVID-19 disruption of sports.	2.55	Unsure	6
13. Prior to the COVID-19 disruption of sports, I felt that preparing for an upcoming season was pointless.	2.99	Unsure	10
Compsosite Mean	2.68	Unsure	

1.0 - 1.49 Strongly Agree (SA)

1.50 - 2.49 Agree (A)

2.50 - 3.49 Unsure (U)

3.50 - 4.49 Disagree (DA)

4.50 - 5.00 Strongly Disagree (SD)

The table shows that the composited mean of sports frustration of student-athletes during the pandemic is 2.68 with a verbal interpretation of Unsure. Statement number 3 got the highest score, implying that student-athletes often experienced sadness during the COVID-19 disruption of sports with a weighted mean of 1.83, followed by statement number 5 which indicates that they felt lonely during the COVID-19 disruption of sports with a weighted mean of 2.10. And lastly, statement number 1 indicates that they felt that the disruption of sports due to COVID-19 negatively affected their mental well-being with a weighted mean of 2.15.

According to the Association for Applied Sports Psychology or AASP (2020), it is normal to have a roller coaster of emotions amid the global pandemic. Fallis (2020) said that student-athletes were left stunned and confused due to the chaos and cancellations that the COVID-19 pandemic brought worldwide. Firmly, Jukie et al., (2020) said that not being able to utilize their body, the student-athletes felt agitated, had negative moods, and even somatic anxiety which affected them greatly.

On the other hand, statement number 10 with a weighted mean of 3.79 scored the lowest which implies that the respondents were clinically diagnosed with depression before the COVID-19 disruption of sports, followed by statement number 11 with a weighted mean of 3.48 which indicates that respondents were clinically diagnosed with anxiety before the COVID-19 disruption of sports, and lastly statement number 2 with a weighted mean of 3.17 which implies that the respondents felt that the disruption of sports due to COVID-19 positively affected their mental well-being. In fact, according to Delgado (2021), student-athletes feared most about their future. They are uncertain what the pandemic will bring to their sporting careers and other related aspects, which put the student-athletes at risk.



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Academic performance of student-athletes during the pandemic

The table shows the academic performance of student-athletes and its comparison during academic years 2019 and 2020, 2020 and 2021, and 2019 and 2020. A dramatic decrease has been noted.

Table 3
 Academic Performance of Student-Athletes during the Pandemic

Change in Performance	Frequency		
	2019 & 2020	2020 & 2021	2019 & 2021
Decrease	68	33	10
Same	32	35	17
Increase	31	63	54

Table 3 indicates that during the school years 2018-2019 and 2019-2020, there has been a 68 decrease in the respondents' academic performance, 32 are the same, and a 31 increase. On the other hand, during the school years 2019-2020 and 2020-2021, there has been a 33 decrease in academic performance, 35 are the same, and a 63 increase. Lastly, during the school years 2018-2019 and 2020-2021, there has been a 60 decrease in academic performance, 17 are the same, and a 54 increase.

This implies that there has been a dramatic decrease in grades from pre-pandemic to the first two years of the pandemic. Same to the COVID-19 Well-Being Survey, students reported challenges and concerns during the educational set-up transition (NCAA, 2020). It has also been discovered that the academic work of the students has been negatively affected due to the particular difficulty brought about by the transition (Prowse et al., 2021; Garris & Fleck, 2020; Hicks et al., 2020; Kecojevic et al., 2020). Students who are used to the traditional face-to-face set-up of learning and the less fortunate students might find online learning really challenging (Xu & Jaggars, 2014). A study by Johnson (2021), revealed that academic worries were the top contributor to the declining mental health of students.

Differences in social interaction when grouped according to respondents' demographic profile

The following data describes the differences in social interaction when grouped according to their demographic profile.

Table 4
 Differences in Social Interaction when Grouped According to Respondents Demographic Profile

Indicator	Sex	Mean	T-Value	Sig	
Using T-Test					
Sports Frustration	Male	2.6245	-0.222	0.825	NS
	Female	2.6382			
Indicator	Type of School	Mean	T-Value	Sig	
Sports Frustration	Private	2.7541	1.161	0.248	NS
	Public	2.6298			
Indicator	F	Sig			
Using ANOVA					
By Age					
Sports Frustration	2.327	0.023			Sig
By Year Level					
Sports Frustration	1.091	0.369			NS
By Years in Sports					
Sports Frustration	2.322	0.078			NS
By Hours of Training					
Sports Frustration	0.686	0.562			NS



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Table 4 shows the differences in the sports frustration of student-athletes grouped according to the respondents' demographic profile. It implies that there is no significant relationship between sex and sports frustration.

Moreover, the group statistics between the type of school and social interaction and sports frustration of the student-athletes imply that there is no significant relationship between the type of school and social interaction and the type of school and sports frustration. Regardless of the type of school, students have been affected by the pandemic including school closures, challenges with the learning setup, being unable to leave home to interact with other people, and many more (Apriyanti, 2020).

On the other hand, Anova was used in comparison among age, social interaction, and sports frustration. It implies that there is no significant relationship between age and social interaction. However, there is a significant relationship between age and sports frustration. According to Akyaw (2021), there is a lot of concern about younger athletes being affected by the pandemic. However, there are also researchers saying that adults are also prone to the effects of the pandemic (CDC, 2023). Hence, anyone, of any age, can be affected by the global pandemic.

Moreover, the comparison among year level, social interaction, and sports frustration was also done using Anova. This implies that there is no significant relationship between year level and social interaction and there is no significant relationship between year level and sports frustration. At the 2- year mark of the pandemic, the school shut down, and academic difficulties led affecting all students. Absenteeism, mental health challenges, misbehavior, and even violence arose regardless of the year level which led to lesser communication with other people (Kuhfeld et al., 2022).

It also implies that there is no significant relationship between years in sports and social interaction and there is no significant relationship between years in sports and sports frustration. Nevertheless, being in sports for years can have a lot of benefits like fighting depression and anxiety. Sports also allow you to set goals and challenge yourself which will help in a lot of ways (Realbuzz, 2020). Moreover, it implies that there is a significant relationship between hours of training and social interaction but there is no significant relationship between hours of training and sports frustration. Street League (2020) said that being in sports, you'll learn some transferable skills. And one of these is being able to communicate with your teammates and develop teamwork. Team training, which is interacting with teammates during training hours, is very important because you have to "practice the way you play". Athletes should learn that they are not alone when they enter the field – they are with their teammates. Training as a team will build greater camaraderie, higher energy, more fun, better experience in training, and, stronger communication (Nook Sports, 2021).

Correlation among sports frustration, social interaction, and academic performance of the respondents

The following data illustrates the correlation among Sports Frustration, Social Interaction, and Academic Performance of the Respondents. Table 5 shows their correlation.

Table 5
 Correlation among Sports Frustration, Social Interaction, and Academic Performance of the Respondents

Indicator		Social	Frustration	2019	2020	2021
Social Interaction	ρ	1	-0.027	.230**	.270**	.275**
	Sig. (2-tailed)		0.761	0.008	0.002	0.001
	N	131	131	131	131	131
Sports Frustration	ρ	-0.027	1	.195*	0.141	0.064
	Sig. (2-tailed)	0.761		0.025	0.109	0.466
	N	131	131	131	131	131
Grades 2019	ρ	.230**	.195*	1	.911**	.864**
	Sig. (2-tailed)	0.008	0.025		0	0
	N	131	131	131	131	131
Grades 2020	ρ	.270**	0.141	.911**	1	.891**
	Sig. (2-tailed)	0.002	0.109	0		0
	N	131	131	131	131	131
Grades 2021	ρ	.275**	0.064	.864**	.891**	1
	Sig. (2-tailed)	0.001	0.466	0	0	



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	N	131	131	131	131	131
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** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the correlation between Social Interaction, Sports Frustration, and the respondents' Academic Performance. It implies that there is a significant correlation between Social Interaction and Academic Performance for 3 years, and a significant correlation between Sports Frustration and Academic performance in 2019.

It implies that there is no significant relationship between Sports Frustration and Social Interaction. However, it indicates that there is a significant relationship between Social Interaction and the Academic Performance of student-athletes for the 3 school years, which means that as social interaction increases, the grades in all 3-year levels are also significantly increasing.

We know for a fact that the impact of COVID-19 and its consequence resulted in the shutdown of schools and universities around the world, which led to a significant degree of social isolation among the faculty, staff, and even students. A study was done by Filho et al., (2021) that aims to identify the consequences of the pandemic on the school workforce and students where they were able to identify that 90% of the respondents who were affected by the shutdown and most of them affirmed that they suffered from a lack of social interaction and communication during the social distancing policy and affected their academic performance.

Indeed, social limitations, fear, disruption of daily life, and uncertainty of the future have drastic effects on people's mental health. According to Muscatell (2020), student-athletes face more stressors like loss of identity, grieving the loss of many other things, and doubting what will happen in the future. Because of the cancellation of competitions, training, and even prevention to meet their teammates and coaches, having a positive sporting and supportive environment will help the student-athletes cope, a study from the University of Kansas has found (Krings, 2021).

In connection to this, Ball State University (Apr 2020) said that schools should focus on social interaction when face-to-face classes resume as this will greatly help students to boost their happiness amid the still ongoing COVID-19 pandemic. They also said that students depend on their social network at school to define and enjoy life. One of their studies claims that subjective well-being or happiness was known to be higher when people are with others than if they were alone. The use of the experience sampling method on 21 students, showed the importance of social support to students as well as active leisure, like organized sports or exercise; among the others are swimming, fencing, hiking, and golfing.

Proposed personal effective ess program of student-athletes for guidance and counseling facilitation

The following data presents the Proposed Personal Effectiveness Program of Student-Athletes. This includes the Guidance and Counseling Facilitation for the betterment of the student-athletes.

Table 6

Proposed Personal Effectiveness Program of Student-Athletes for Guidance and Counseling Facilitation

Key Result Area	Program Objective	Strategies	Activities	Persons Involved	Success Indicators
Self-Awareness	To recognize the personal and academic goals, aspirations, and even the frustrations and challenges of student- athletes	Interactive Trainer Presentation	Group Discussions and Exercises	Student - athletes Guidance Counselor Coaches	A deeper understanding of self through student- centric training and discussion
Self- regulated learning	To allow student-athletes to set clear goals and strategies and	Interactive Trainer Presentation	Focus Group Discussion	Student - athletes Guidance	Being able to identify one's performance , activities, and



	allow them to learn more effectively			Counselor Coaches	performance outcomes
Resilience Building	To gain knowledge of what resilience is and how their frustrations can help develop resilience in them	Interactive Trainer Presentation Workshop / Simulation Exercises Movie Viewing	Individual Reflection	Student - athletes Guidance Counselor Coaches	Being able to identify the different manifestations of resilience and learn more about different strategies on how to increase their level of resilience
Developing Coping Strategies	To apply practical tools and alternative ways to respond to their different stressors	Interactive Trainer Presentation Individual Counseling	Visual Imagery Individual Reflection	Student - athletes Guidance Counselor Coaches	To adopt helpful and effective practices to enhance stronger and enduring resilience
Student Achievement	To enhance achievement goals such as mastery approach and performance approach	Interactive Trainer Presentation	Visual Imagery Classroom discussions	Student - athletes Teachers	To help student athletes achieve desirable academic goals

Table 6 shows the Proposed Personal Effectiveness Program of Student-Athletes for Guidance and Counseling Facilitation. This includes Key Result Areas, Program Objectives, Strategies, Activities, Persons Involved, and Success Indicators.

Through this program, key results areas such as Self-Awareness, Self-Regulated Learning, Resilience Building, Coping Strategies, and Student Achievement were focused on. These will be done through specific strategies namely Interactive Trainer Presentations, Workshops, Simulation Exercises, Movie Viewing, Individual Counseling, and Progressive Meditation.

For all the Key Result Areas, the persons involved will be student-athletes, the guidance counselor, and the coaches. The first key result area is Self-Awareness, the objective is to recognize personal and academic goals, and aspirations, as well as their frustrations, and challenges. The second key result area is self-regulated learning with the goal of allowing the student-athletes to set clear goals and strategies to allow them to learn more effectively. The third key result area is resilience building with the objective of gaining knowledge of what resilience is and how frustrations can help develop resilience in them. The fourth key result area is developing coping strategies. Its goal is to apply practical tools and alternative ways to respond to different stressors. And lastly, the Student Achievement, with the goal of enhancing achievement goals such as mastery approach and performance approach.

Frustration is very common in adolescence since it's the period of self-awareness and a lot of transitions between childhood and adulthood, including psychological and social transitions. And frustration can be experienced in almost all aspects of life (Birintha, 2015). On the other hand, as students experience frustration, they must learn how to cope with it. In times of adversity or misfortune, resilience will help them bounce back. They'll learn how to recover and survive (Moore, 2021).

Summary, Conclusions, and Recommendations

Most of the respondents are male, ages 16-18, currently in Senior High School, and played volleyball and basketball the most. They have been in sports for an average of 1 to 6 years with 6 to 10 hours of training per week. These student-athletes felt a lack of companionship, were left out, had a feeling that no one knew them well and often experienced sadness and loneliness, felt that the disruption of sports negatively affected their mental health



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and their academic performance had a dramatic decrease due to the educational platform and other extraneous variables.

It has also been found that there is a significant relationship between age and sports frustration and there is a significant relationship between hours of training and social interaction. Moreover, there is no significant relationship between social interaction and sports frustration, but there is a significant relationship between social interaction and the academic performance of student-athletes for the 3 school years while sports frustration and 2019 academic performance indicate a significant relationship. And lastly, a Personal Effectiveness Program for Guidance and Counseling Facilitation was proposed for student-athletes that could enhance the student-athletes' social relationships and academic performance, which are crucial in an athlete's.

With these few recommendations were noted such as, firstly, student-athletes may strengthen their socialization level through the power of social media or go out with friends, while still following the health and safety protocols, to reinforce their social interaction that was affected by the pandemic for the past years. Secondly, the school officials headed by their Guidance Counselors may facilitate mental health seminars or training for student-athletes wherein they will be able to handle any frustrations that they might experience and be able to handle the challenges more accordingly. Further, strengthen the communication among the teammates to reinforce their relationship. Thirdly, future researchers may use this study as a guide in conducting deeper and wider research with the goal of assisting student-athletes to a profound extent. Fourthly, Psychology programs may use this research in assisting the student-athletes in teaching skills and strategies helpful in regulating thinking and emotions, as well as leadership development, crucial in their field. And lastly, the proposed personal effectiveness program may be checked, reviewed, and validated by experts like Guidance Counselors and School Psychologists before its implementation.

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