

# Aspirations, Goals, Dreams, and Future Pursuit of Basketball Athletes in the National College Athletics Association (NCAA): A Literature Review

MICHELLE D. PUNZALAN<sup>1</sup>, MARIO H. MARANAN<sup>1</sup>

<sup>1</sup>San Sebastian Colleges-Recoletos

ORCID NO: Michelle D. Punzalan: <https://orcid.org/0000-0002-8510-5156>

*Corresponding author: [michellepunzalan@sscrmnl.edu.ph](mailto:michellepunzalan@sscrmnl.edu.ph);  
[Dokmich7@gmail.com](mailto:Dokmich7@gmail.com)*

Originality 100% • Grammar Check: 97% • Plagiarism: 0%

## ABSTRACT

### *Article history:*

Received: 23 Nov 2023  
Revised: 12 Dec 2023  
Accepted: 21 May 2024  
Published: 31 Jul 2024

**Keywords** — Coaching first-year athletes, Writing centers in athletics, Student services for athletes, Academic success in athletes, Journal writing as a teaching technique, Improving concussion-reporting behavior, Social capital and college sport, Resilience in first-year collegiate student-athletes, Library outreach to student-athletes, Philippines

This study offers insightful information about academic support programs for student-athletes, highlighting the necessity of all-encompassing assistance and utilizing technology to cater to their requirements. Aspects of academic support included in the evaluation include study halls, writing centers, technology, job transition, counseling, and bridging programs. It emphasizes how crucial customized solutions and a positive team atmosphere are. The necessity of a more comprehensive strategy to affect student-athletes' conduct, the significance of specialized library education, and the requirement to ease their transition



© M. D. Punzalan and M. H. Maranan (2024). Open Access. This article published by JPAIR Multidisciplinary Research is licensed under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material). Under the following terms, you must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. You may not use the material for commercial purposes. To view a copy of this license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

into the workforce are among the study gaps that have been found. To better meet the special needs of student-athletes and pinpoint best practices for various contexts, the abstract suggests that more research be done on the long-term effects of academic support programs, the efficacy of technology-based interventions, and cross-cultural analysis of academic support programs. In addition to offering suggestions for future research to improve academic assistance programs for student-athletes, the abstract contains insightful information about the difficulties and experiences faced by student-athletes.

## INTRODUCTION

The literature from around the world has focused a lot of attention on the academic support needs of student-athletes, highlighting the significance of customized interventions to improve their educational experiences. The importance of these support networks was highlighted by Murdock et al. (2016), who reviewed a career development program designed to ease the transition of Division I student-athletes into the job. Pierce et al. (2021) conducted an investigation on a resilience-based program intended for first-year student-athletes. The findings of the study highlighted the importance of psychological skills training and social support networks. In order to foster a more inviting academic atmosphere, Puffer-Rothenberg and Thomas (2000) talked about library outreach programs that cater to the particular information needs of student-athletes. Furthermore, Rubin and Moses (2017) examined the subculture of Division I sports, emphasizing the role of specialized academic resources in supporting student-athletes' dual roles. These studies collectively highlight the critical need for comprehensive academic support frameworks that cater to the distinct challenges faced by student-athletes globally.

Modern technology and tutoring, study halls, writing centers, bridge programs for student-athletes, academic counseling and tutorial programs, and career transition programs are just a few of the topics covered in the evaluation of academic support programs for student-athletes. It addresses the difficulties, best practices, and knowledge gaps in these fields, offering insightful analysis and helpful suggestions for raising the caliber and efficacy of student-athlete academic support programs. The review also emphasizes how important it is to provide student-athletes with more extensive and well-rounded support networks, especially as they adjust to college life and deal with the demands of both athletics and academics.

## METHODOLOGY

The literature review “Aspirations, Goals, Dreams, And Future Pursuit of Basketball Athletes in the National College Athletics Association (NCAA)” has a cross-cultural analysis of academic support programs, a longitudinal study to evaluate the programs’ long-term effects, an examination of the efficacy of technology-based interventions, and a thorough review of the literature on existing programs for student-athletes. The literature review discusses various topics related to academic help, emphasizing the need for all-encompassing initiatives and counseling. The necessity of a more comprehensive strategy to affect student-athletes’ conduct, the significance of specialized treatments, and the requirement to ease their transition from postsecondary education to the job are among the study gaps that have been found. The recommended study fields seek to discover best practices that can be implemented in various contexts and to get a deeper understanding of how academic support programs can be tailored to better meet the special needs of student-athletes.

## RESULTS AND DISCUSSION

Academic counselling and tutorial programs for athletes. The research on student-athlete academic assistance programs emphasizes the value of offering comprehensive support to deal with the particular difficulties and pressures they encounter. In order to understand the lived experiences of academic advisors with counseling degrees in addressing wellness with college student-athletes, Gerlach (2017) carried out a qualitative phenomenological study. This study revealed the function of academic advisors in addressing wellness and the numerous themes and sub-themes associated with this aspect. Furthermore, Di Palma et al. (2020) highlighted the benefits of educational counseling in the context of athletes’ dual careers as students, advocating for a holistic paradigm based on a psycho-pedagogical approach to improve life skills and adaptability in student-athletes through their sports skills. In addition, Pierce et al. (2021) discussed how to create and carry out a resilience-based educational program to help student-athletes move from high school to their first year of college. They emphasized the importance of strengths-based, psychological skills programming in giving them knowledge about social support resources and necessary skill-building instruction. These studies highlight the importance of comprehensive academic support services and counseling for student-athletes to promote their success and overall well-being.

**State-of-the-art technology and tutoring.** The research on student-athlete

academic assistance initiatives sheds light on the difficulties and effective strategies in this field. Cao (2023) explores how technology has transformed healthcare education and sports training, showcasing the benefits of cutting-edge tools and methods for athletes and medical professionals. This emphasizes the importance of integrating technology into support programs to enhance the experiences of student-athletes. Moreover, Sánchez Pato et al. (2021) and McCosker et al. (2021) highlight the use of technology and sports mentoring models in supporting athletes, providing resources and approaches to foster learning throughout their development journey. Additionally, Kim et al. (2016) underscore the value of creating a team environment for first-year athletes while emphasizing the advantages of sports mentoring models in helping student-athletes pursue careers. By addressing research gaps in assistance programs for student-athletes and offering recommendations to bolster the quality and effectiveness of these initiatives, these studies contribute significantly to our knowledge base.

**Study halls.** The study of programs that provide help to student-athletes brings insights into the challenges and successful approaches in this area. Rubin and Moses (2017) highlight the environment found in student-athlete academic centers, which influences the educational objectives of each athlete. This study investigates how unique resources and the athletic and academic center contribute to developing a distinct culture apart from college life. Furthermore, Otto et al. (2019) investigate how freshman student-athletes' perceptions of athletic and academic services impact their whole college experience, highlighting the impact of academic support services on emotional adjustment, student involvement, and satisfaction. The academic difficulties faced by NCAA Division I athletes are outlined by Huml et al. (2019), who also offer possible solutions for colleges and athletic departments to support student-athletes while they pursue their degrees. Coffey and Davis (2019) emphasize the employability of the talents and traits that players acquire via competition in their discussion of the all-encompassing approach to education for student-athletes. These studies advance our understanding by filling in research gaps regarding academic assistance programs for student-athletes and offering insightful suggestions for enhancing the caliber and efficacy of these initiatives.

**Writing center.** The research on writing centers and academic assistance for student-athletes sheds light on the difficulties and myths related to these tools. In his discussion about the frustrations and misunderstandings surrounding writing centers, North (1984) highlights the importance of defining the goals and functions of these centers as well as addressing the lack of awareness among colleagues. Bitzel (2013), in his exploration of the marginalization faced by student-athletes and athletics support services, emphasizes the need to debunk misconceptions

and emphasize the advantages of having writing centers in settings. Jordan and Denson (1990) provide an outreach program that focuses on meeting the needs of college players who are also student-athletes, offering academic monitoring, guidance, workshops and individual counseling. Dilley et al. (2010) discuss how to support student-athletes in meeting increasing expectations through academic support services and effective monitoring techniques. These studies advance our understanding by filling in research gaps regarding academic assistance programs for student-athletes and offering insightful suggestions for enhancing the caliber and efficacy of these initiatives.

**Program of bridge building for student-athletes.** The studies provide insights into the challenges and support networks student-athletes encounter. In a study conducted in 2019, Lininger et al. Examined the factors that influence football players' reporting of concussions. Their findings indicated that a comprehensive approach is necessary to enhance the well-being of student-athletes. To assist first-year college student-athletes, Pierce et al. (2021) explored the development of a program centered on resilience. They highlighted the importance of psychological skills training and social support services during the transition to college life. Puffer Rothenberg and Thomas (2000) discussed an initiative focused on providing specialized library training sessions for student-athletes to alleviate some of the stress associated with their demanding schedules. In their evaluation of a career development program for athletes, Murdock et al. (2016) found a correlation between career athlete identity and gender among students. Last but not least, Rubin and Moses (2017) investigated the subculture within Division I sports among student-athletes, emphasizing the role played by academic centers and resources in cultivating a unique culture separate from campus life.

There is a research gap in the literature regarding the need for integrated support systems for student-athletes, especially during their transition to college and while managing academic and athletic challenges. Current programs have shown promise. Specialized and effective interventions are necessary to meet the unique needs of student-athletes in terms of their academics, athletics and social well-being. Further investigation is required to understand the long-term effects of these support networks on student athletes' academic performance, career outcomes, and overall well-being. These findings have implications for developing successful support systems that will ultimately contribute to student-athletes success in college and beyond.

Program for career transition. The research sheds light on the difficulties and experiences faced by student-athletes as well as the support programs and regulations in place to assist them. A study conducted by Lininger et al. (2019)

explored the perspectives of individuals involved in football student athletes' lives to understand how their beliefs affect concussion-reporting behaviors. By emphasizing the importance of ecosystem-level factors, such as staff and policies related to concussion reporting, this study highlights the need for a comprehensive approach to encourage student-athletes to improve their reporting behaviors for concussions.

Another study by Pierce et al. (2021) provided an overview of a resilience-based program designed specifically for first-year student-athletes transitioning from high school to college. This research delved into the perceptions of student-athletes regarding such a program. Offered insights for sports psychologists. It underlined the significance of providing psychological skills training, focusing on identifying strengths and building social support networks for student-athletes. Additionally, Puffer Rothenberg and Thomas (2000) discussed a library outreach program within the Department of Health, Physical Education and Athletics targeted at student athletes.

The program aims to alleviate the stress that arises from schedules, help student-athletes navigate the library effectively, even in challenging situations, and create a welcoming and less intimidating environment. The study emphasized the importance of outreach initiatives to cater to the information needs of student-athletes and encourage library usage. Targeted library training sessions.

Murdock et al. (2016) evaluated a group-based career development program at a US university that prepares Division I student-athletes to transition into careers after graduation. By examining the relationship between attending career intervention sessions and career athlete identity, the study underscored the significance of providing support to student-athletes as they move from education to entering the workforce.

In their 2017 research, Rubin and Moses explored the subculture within Division I sports among student-athletes, focusing on the role of academic centers and specialized resources that create a distinct culture apart from campus life. The study shed light on the challenges faced by student-athletes and highlighted the need for resources and dedicated academic spaces to help them manage their dual roles as athletes and students effectively.

By shedding light on the challenges and experiences faced by student-athletes as the policies and initiatives implemented to support them, these studies contribute valuable insights to our existing knowledge. The findings from these studies highlight areas where further attention is needed, such as implementing a comprehensive approach to encourage student-athletes to report concussions more frequently. Additionally, they emphasize the significance of

outreach programs and specialized library instruction sessions in meeting their information needs and fostering library usage. Lastly, the studies underscore the importance of facilitating student-athletes' transition from education to the workforce. Addressing these research gaps will enable us to develop programs and activities that cater to student-athlete's needs, ultimately aiming for a more holistic approach toward their well-being.

Scorecards for career transitions. The research sheds light on the difficulties and experiences faced by student-athletes as well as the policies and plans designed to assist their growth on the field of study and athletics. Comeaux (2013) addresses the issues of Division I student-athletes in college athletics and the need for organizational innovation and academic reform. The study highlights the value of fresh perspectives and the champion's role in bringing innovation to bear to enhance student-athletes' well-being. Harrison and Lawrence (2003) investigate how African American student-athletes view changing careers in sports, emphasizing issues such as validation from inspirational imagery, success in the classroom and on the field, family loyalty, and life after sports. Focusing on the growth and transitions of athletes' careers, Stambulova et al. (2009) highlight the importance of contextual elements in enabling successful career transitions both inside and outside of sports. Huang et al. (2014) look at college student-athletes' career transitions from a developmental standpoint, noting obstacles, coping mechanisms, and job expectations in addition to observed changes in the athletic, psychological, psycho-social, and academic domains. For first-year collegiate student-athletes, Pierce et al. (2021) offer a resilience-based educational program designed to facilitate their transition from high school to college and help them build social support networks and psychological competencies. In their 2000 discussion of library outreach to student athletes, Puffer-Rothenberg and Thomas emphasize the creation of specially designed library education programs that cater to their information demands and encourage library use. Murdock et al. (2016) assess the association between participating in career intervention sessions and career-athlete identity in a group-administered career development program for Division I student-athletes in the National Collegiate Athletic Association. The athletic subculture within student-athlete academic centers is finally examined by Rubin and Moses (2017), who concentrate on the distinct academic subculture of Division I student-athletes as well as the function of athletic academic

## CONCLUSIONS

Academic assistance programs for student-athletes are covered in great detail in the literature review “Aspirations, Goals, Dreams, And Future Pursuit of Basketball Athletes in the National College Athletics Association (NCAA)”. Academic counseling and tutorial services, modern tutoring and technology, study halls, writing centers, student-athlete bridge programs, and career transition programs are all covered in the review. The research highlights the necessity of all-encompassing academic assistance plans and guidance to promote the prosperity and welfare of student-athletes. They also emphasize the importance of incorporating technology into support programs, promoting a team environment, and providing targeted and effective interventions tailored to meet the specific needs of student athletes. The findings from these studies indicate areas that require research, such as the need for a comprehensive approach to encourage student-athletes to report concussions more frequently, recognizing the value of specialized library instruction sessions and outreach initiatives and facilitating their transition from higher education to the professional world. These findings have implications for establishing comprehensive and successful support systems for student-athletes, ultimately aiding in their success during college and beyond.

## TRANSLATIONAL RESEARCH

Based on the comprehensive literature review, on support programs for student athletes there are three recommendations for further research;

1. Investigate the long term impact of support programs; it is crucial to conduct research to determine how these programs contribute to the academic and professional success of student athletes. This would involve tracking the career journeys of those who have participated in initiatives.

2. Assess the effectiveness of technology based interventions; a thorough examination should be carried out to evaluate how tools, such as apps, online tutoring platforms and other resources affect student athlete’s academic performance and engagement levels within their support programs.

3. Conduct cultural analysis of academic support programs; it is important to examine and compare how these programs are structured and perform across different institutional and cultural contexts. Factors like resources, societal attitudes, towards education and sports well as legislative frameworks may influence how these initiatives are implemented.

By conducting research in these areas a deeper understanding can be gained



regarding the long term outcomes of support programs the impact of technology based interventions and how cultural factors shape these initiatives.

These research concepts aim to enhance our understanding of how academic assistance programs can be customized to cater to the needs of student athletes. Additionally they seek to identify strategies that can be implemented in environments.

### **CONFLICTS OF INTEREST AND FUNDING**

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

### **LITERATURE CITED**

Bitzel, A. (2013). Writing centers in athletics, a new contact zone.

Cao, Y. (2022). How Technology is Revolutionizing Sports Training and healthcare teaching. *Journal of Commercial Biotechnology*, 27(4).

Coffey, L., & Davis, A. (2019). The holistic approach to academia: Traditional classroom instruction and experiential learning of student-athletes. *Education Sciences*, 9(2), 125.

Comeaux, E. (2013). Rethinking academic reform and encouraging organizational innovation: Implications for stakeholder management in college sports. *Innovative Higher Education*, 38, 281-293.

- Di Palma, D., Maulini, C., & Ascione, A. (2020). STIMULATE FORMATION IN PRIMARY SCHOOLS THROUGH AN EXPERIMENTAL MOTOR EDUCATION PROPOSAL “FOR ALL”. *Sport Science*, 13(Supplement 1), 38-51.
- Dilley-Knoles, J., Burnett, J. S., & Peak, K. W. (2010). Making the grade: academic success in today’s athlete. *Sport Journal*, 13(1).
- Harrison, C. K., & Lawrence, S. M. (2003). African American student athletes’ perceptions of career transition in sport: A qualitative and visual elicitation. *Race ethnicity and education*, 6(4), 373-394.
- Huang, C. J., Yu, Y. T., & Hung, T. M. (2014). An Examination of Career Transition in College Student-Athletes: A Developmental Perspective. *Sports & Exercise Research*, 16, 192-201.
- Huml, M. R., Bergman, M. J., Newell, E. M., & Hancock, M. G. (2019). From the playing field to the classroom: The academic challenges for NCAA Division I athletes. *Journal for the Study of Sports and Athletes in Education*, 13(2), 97-115.
- Jordan, J. M., & Denson, E. L. (1990). Student services for athletes: A model for enhancing the student-athlete experience. *Journal of Counseling & Development*, 69(1), 95-97.
- Kim, J., Bloom, G. A., & Bennie, A. (2016). Intercollegiate coaches’ experiences and strategies for coaching first-year athletes. *Qualitative Research in Sport, Exercise and Health*, 8(4), 394-408.
- Linger, M. R., Wayment, H. A., Craig, D. I., Huffman, A. H., & Lane, T. S. (2019). Improving Concussion-Reporting behavior in national collegiate athletic association division I football players: evidence for the applicability of the Socioecological model for athletic trainers. *Journal of athletic training*, 54(1), 21-29.
- McCosker, C., Otte, F., Rothwell, M., & Davids, K. (2022). Principles for technology use in athlete support across the skill level continuum. *International Journal of Sports Science & Coaching*, 17(2), 437-444.

- Murdock, J. L., Strear, M. M., Jenkins-Guarnieri, M. A., & Henderson, A. C. (2016). Collegiate athletes and career identity. *Sport, Education and Society, 21*(3), 396-410.
- North, S. M. (1984). The idea of a writing center. *College English, 46*(5), 433-446.
- Otto, M. G., Martinez, J. M., & Barnhill, C. R. (2019). How the perception of athletic academic services affects the overall college experience of freshmen student-athletes. *Journal of Athlete Development and Experience, 1*(1), 5.
- Pierce, S., Martin, E., Rossetto, K., & O'Neil, L. (2021). Resilience for the rocky road: lessons learned from an educational program for first year collegiate student-athletes. *Journal of Sport Psychology in Action, 12*(3), 167-180.
- Puffer-Rothenberg, M., & Thomas, S. E. (2000). Providing library outreach to student athletes. *The Reference Librarian, 32*(67-68), 131-146.
- Rubin, L. M., & Moses, R. A. (2017). Athletic subculture within student-athlete academic centers. *Sociology of Sport Journal, 34*(4), 317-328.
- Sánchez-Pato, A., García-Roca, J. A., Leiva-Arcas, A., & Isidori, E. (2021). An innovative European sports tutorship model (ESTPORT) for the dual career of student-athletes. *Revista da Alesde, 13*(1), 44-61.
- Stambulova, N., Alfermann, D., Statler, T., & CôTé, J. E. A. N. (2009). ISSP position stand: Career development and transitions of athletes. *International journal of sport and exercise psychology, 7*(4), 395-412.