

# Psychological Skills And Social Support On Training Engagement Of Student-Athletes In State Universities And Colleges

Jeric Suguis<sup>1</sup>, Nikki Crystel Elic<sup>2</sup>

<sup>1</sup>University Of Perpetual Help System Dalta

<sup>2</sup> University Of Perpetual Help System Dalta

---

## Abstract:

### Background:

Student-athletes in State Universities and Colleges (SUCs) encountered various challenges that hindered their training engagement. These difficulties highlighted the urgent need for stronger institutional support and more robust athletic program development. Overcoming these challenges can motivate student-athletes to participate more fully in sports training, boosting their self-assurance and overall effectiveness in their performance.

**Materials and Methods:** This study employed a quantitative research design with regression analysis to examine the influence of psychological skills and social support on training engagement among student-athletes in SUCs across the Davao Region. The researcher utilized adapted research questionnaires based on a 4-point Likert scale with mean, standard deviation, and multiple regression analysis as the primary statistical tools.

**Results:** Results indicated very high levels of psychological skills, social support, and training engagement. All domains of psychological skills and social support were found to have a significant influence on training engagement with a  $p$ -value of 0.001. Regression analysis revealed that both psychological skills and social support are significant and strong predictors of training engagement, although social support has a higher mean score than psychological skills.

**Conclusion:** These findings emphasized the need to strengthen and empower athletic programs and cultures within SUCs, highlighting the importance of fostering both psychological skills and social support. To address these findings effectively, the study recommended the development of comprehensive institutional training regimens, sport development plans, and modular learning modalities to optimize student-athlete outcomes.

**Key Word:** Psychological Skills; Social Support; Training Engagement; Regression Analysis.

---

Date of Submission: 10-04-2025

Date of Acceptance: 20-04-2025

---

## I. Introduction

Sports training offers numerous health benefits and enhances skills and well-being. However, despite these well-documented advantages, many individuals remain inactive in sports and physical activities<sup>47</sup>. Young athletes, in particular, often face challenges when deciding whether to continue their participation in sports<sup>14</sup>. Individuals with low socioeconomic status face specific barriers to training engagement, such as financial limitations<sup>33</sup>, fatigue, lack of energy, health-related restrictions, insufficient facilities, and reduced motivation<sup>40</sup>. A lack of motivation can contribute to this inactivity, as some athletes may not see the value of sports in their lives or feel disconnected due to a perceived lack of capability. Other studies have also shown that college student-athletes frequently struggle to balance their academic responsibilities with the demands of athletic training, which can lead to varying degrees of failure<sup>19</sup>.

Furthermore, the demands of balancing collegiate athletics, academic responsibilities, and personal obligations can hinder some athletes from completing their college education, while others can graduate. The intense commitment required for participation in collegiate sports often results in limited time and energy for academic work and part-time employment. Additionally, many athletes must work to support their families while simultaneously managing their athletic and academic commitments, further complicating their ability to graduate<sup>3</sup>. Research suggests that various factors can lead to a decline in the commitment of athletes to their sports. In Turkey, it was reported that individuals are enjoying training less, struggling with focus, losing interest in their sport, and feeling that it is not valued by their peers or community, alongside a perception that it is not aiding their personal growth. These feelings often resulted in reduced participation and enthusiasm for staying active<sup>57</sup>.

A recent study in Zamboanga City highlighted a pressing challenge regarding athlete participation in sports, emphasizing the need to address differences in motivation influenced by gender and experience for enhancing inclusivity and success in community sports initiatives<sup>5</sup>. Similarly, research conducted in Manila indicates that

educational institutions are currently placing greater emphasis on academic pursuits at the expense of sports, revealing an urgent requirement to bolster and maintain sports programs. This perceived neglect of athletic efforts is often attributed to teachers prioritizing academic success, which can leave students feeling devalued in their dedication to sports<sup>52</sup>. A study in Davao City revealed that athletes who do not perceive sports as important in their lives are more likely to feel unmotivated. Motivation plays a crucial role in shaping the training behavior of student-athletes, as their willingness to participate often depends on their belief in the benefits of sports. Without a sense of purpose, athletes may struggle to fully engage in their training. To enhance both sports skills and enjoyment, teachers should prioritize structured training, goal-setting, and timely feedback<sup>42</sup>.

## **II. Materials And Methods**

This section provided a brief overview of the research design, study subjects, data collection instrument, questionnaire validation, and statistical treatment of data.

**Research Design:** This study employed a quantitative, non-experimental approach, focusing on data collection through a descriptive survey questionnaire paired with regression analysis. The purpose was to explore the potential relationships between specific variables and to assess both the direction and significance of these relationships when applicable. Regression analysis was chosen for its effectiveness in evaluating the strength of connections between two independent variables and a dependent variable. The quantitative methodology was deemed suitable for collecting responses from the target population regarding the survey questions. To select participants, the researcher utilized a cluster sampling method across four State Universities and Colleges in the Davao Region, ensuring a representative sample of the entire population. The primary goal of the research was to assess how psychological skills and social support influenced training engagement among student-athletes.

**Population and Sample:** The Raosoft calculator was used with a 5 percent margin of error, a 95 percent confidence interval, and a 50 percent response distribution to establish a sample size of 40 from the population of 833 officially enrolled student-athletes for the academic year 2024-2025 from State Universities and Colleges across the Davao Region who were official delegates for the MASTS Sports Festival 2024. The distribution of respondents in the study included a total population of 833 and a total sample of 264 student-athletes from the four (4) State Universities and Colleges (SUCs) across the Davao Region.

**Research Instrument:** The researcher used an adapted questionnaire for the independent and dependent variables to fit the context of the study. The data gathered from the research was linked to the literature to assist in constructing the survey questionnaire, which was validated by a panel of internal and external validators. The respondents received a questionnaire consisting of three sets of questions addressing both the independent and dependent variables. The first set of the survey questionnaire dealt with Psychological Skills. The research survey questionnaire in the first independent variable was taken from the study of Lu et al.<sup>27</sup> entitled “Measuring Athletic Mental Energy (AME): Instrument Development and Validation.” The second set of questionnaires dealt with the social support of SUCs athletes. The research survey questionnaire in the second independent variable, Social Support, was taken from the revised Social Provisions Scale of Cutrona and Russell<sup>10</sup>. The last set of the survey questionnaire dealt with Training Engagement. The research survey questionnaire in the dependent variable was taken from the study of Liu et al.<sup>24</sup> entitled “Development and Initial Validation of the Engagement in Athletic Training Scale”. The modified research survey questionnaire underwent pilot testing to assess its reliability and precision, obtaining an overall Cronbach’s alpha of 0.99, which reflects excellent internal consistency.

**Data Gathering Procedure:** The researcher obtained formal authorization from both the SUC President and the Head of Research and Development of SUCs across the Davao Region to distribute a survey questionnaire to the student-athletes. The approval letter requested assistance from the sports coordinators in supervising the respondents as they completed the survey forms. The survey was conducted online using Google Forms. Before data collection began, the researcher organized a virtual meeting with the participants via Google Meet to outline the objectives and details of the research tools. After this discussion, the Google Forms link was shared with the respondents. Once they completed the survey, the researcher collected and compiled the responses using Microsoft Excel. The data were managed with the utmost confidentiality. Subsequently, it was submitted to a statistician for computation and analysis. Finally, the researcher analyzed and interpreted the results after completing the data tabulation.

**Statistical analysis:** The mean measured the status of psychological skills, social support, and training engagement among athletes from state colleges and universities, characterizing the average responses. The study assessed the responses of student-athletes to their psychological skills, social skills, and training engagement. Pearson-r was employed to determine the significance of the relationship between psychological skills, social

support, and training engagement among student-athletes. The standard deviation determined whether the answers of respondents demonstrated variability or disparity. The study measured the deviation in the response of student-athletes concerning psychological skills, social support, and training engagement. Additionally, multiple linear regression was used to identify the domains of psychological skills and social support that influenced training engagement.

### III. Result And Discussion

This section deals with the presentation, analysis, and interpretation of findings. Specifically, it systematically presents both quantitative and qualitative data in relation to the research questions. The pursuit of answers to the following pertinent queries guides this investigation.

#### SOP 1. Level of Psychological Skills among Student-Athletes in SUCs

Table 1 presents the overall assessment of psychological skills among student-athletes in State Universities and Colleges (SUCs), focusing on six key areas: confidence, motivation, concentration, determination, emotional control, and arousal regulation. The overall average score stands at 3.39, which is categorized as high, with a standard deviation of 0.57. This suggests that the psychological skills of these student-athletes are frequently evident in their performance.

When examining the specific indicators, motivation emerged as the highest-rated skill with an impressive mean of 3.58, earning a designation of very high. Determination followed closely, yielding a mean of 3.50, also described as high. Concentration achieved a mean score of 3.47, which is classified as very high. Arousal regulation recorded a mean of 3.41, similarly noted as very high. Emotional control scored a mean of 4.23, which was marked as high as well. Finally, confidence had the lowest mean at 3.13, yet it still falls under the category of high.

**Table 1. Level of Psychological Skills among Student-Athletes in SUCs**

Indicators	Student-athletes - Respondents			
	$\bar{x}$	SD	Description	Interpretation
Confidence	3.13	0.72	High	Oftentimes Manifested
Motivation	3.58	0.65	Very High	Always Manifested
Concentration	3.47	0.66	Very High	Always Manifested
Determination	3.50	0.70	Very High	Always Manifested
Emotional Control	3.23	0.68	High	Oftentimes Manifested
Arousal Regulation	3.41	0.60	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.39</b>	<b>0.57</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

#### Level of Psychological Skills among Student-Athletes in SUCs, in terms of Confidence

Table 2 presents a comprehensive analysis of the level of psychological skills, in terms of confidence, revealing the key insights from an evaluation of various indicators. Based on responses from student-athletes, the analysis spans seven main indicators. The indicator that examines readiness and confidence to win upcoming competitions got the highest mean score of 3.31 (SD = 0.79) and was categorized as *very high*. This indicates that SUCs athletes consistently demonstrate psychological skills, particularly confidence in their readiness and ability to win upcoming competitions, reflecting a strong and unwavering belief in their preparation and performance.

It is followed by the skills of student-athletes in sports as an advantage in every competition, scoring a mean of 3.19 (SD = 0.84), also classified as *high*. This suggests that SUCs student-athletes frequently exhibit psychological skills, particularly confidence in their abilities, which they perceive as an advantage in every competition, highlighting their consistent self-assurance in their sports performance.

**Table 2. Level of Psychological Skills among Student-Athletes in SUCs, in terms of Confidence.**

Indicators	Student-athletes - Respondents			
	$\bar{x}$	SD	Description	Interpretation
Confident that they can win any sports competition they participate in, both now and in the future.	3.16	0.82	High	Oftentimes Manifested
Their skills in sports give me an advantage in every competition.	3.19	0.84	High	Oftentimes Manifested
Ready and confident to win the upcoming competition with their improved skills.	3.31	0.79	Very High	Always Manifested
Their movements and skills in sports are well-practiced, allowing them to perform easily.	3.19	0.79	High	Oftentimes Manifested
They mastered and can control my sports movements and skills accurately.	3.12	0.80	High	Oftentimes Manifested

They can execute all sports skills smoothly and with grace, showing their dedication.	3.10	0.83	High	Oftentimes Manifested
Confident that their skills make them unbeatable and that no one can surpass their abilities on the field.	2.87	0.95	High	Oftentimes Manifested
<b>Overall Weighted Mean</b>	<b>3.13</b>	<b>0.72</b>	<b>High</b>	<b>Oftentimes Manifested</b>
Legend: $\bar{x}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Similarly, the indicator, assessment of well-practiced movements and skills in sports, scored a mean of 3.19 (SD = 0.79), also described as *high*. This reflects that SUCs student-athletes often demonstrate psychological skills, particularly confidence in their well-practiced movements and techniques, indicating that their self-assurance in executing these skills is a recurring aspect of their athletic performance.

Next, confidence in winning any sports competition, yielding a mean score of 3.16 (SD = 0.82), is described as *high*. This implies that SUCs student-athletes consistently demonstrate psychological skills, particularly confidence in their ability to win sports competitions.

The indicator examines mastery and control over sports movements, yielding a mean score of 3.12 (SD = 0.83), categorized as *high*, suggesting that psychological skills, particularly self-assurance in mastering and controlling sports movements, are frequently displayed among SUCs athletes, highlighting their ability to maintain control and precision in their performance.

The indicator assesses the execution of sports skills smoothly and with grace, with a mean score of 3.10 (SD = 0.83), described as *high*. This further reinforces the notion that psychological skills, particularly self-assurance in executing sports skills smoothly and gracefully, are frequently demonstrated by SUCs athletes, reflecting their ability to perform with ease and poise under competitive conditions.

Among all indicators of confidence, confidence in skills that make them unbeatable got the lowest mean score of 2.87 (SD = 0.83), but still described as *high*. This suggests that psychological skills, particularly a strong sense of belief in their abilities that make them unbeatable, are often demonstrated by SUCs athletes, emphasizing their confidence in their competitive advantage.

Combining the results, the overall weighted mean for the level of psychological skills in terms of confidence among SUCs athletes is 3.13, with a standard deviation of 0.72. This score places the athletes' confidence within the "*high*" range on the interpretation scale. This means that psychological skills, in terms of confidence among SUCs athletes, are oftentimes manifested. A score in this range indicates that the athletes frequently exhibit a strong sense of self-assurance, which is an essential trait for success in sports. The high level of confidence reported could enhance their performance, decision-making, and ability to overcome challenges during competitions. This finding highlights the importance of confidence in contributing to the mental preparedness and resilience of the athletes, which are crucial for their overall athletic development.

This result is consistent with the findings of Fadare<sup>15</sup>, who emphasized that confidence is crucial in both sports and academics, significantly influencing performance and achievement. In sports, self-confidence helps athletes manage anxiety and improve their performance, as those with higher confidence are generally better equipped to confront challenges. Additionally, Kuloor and Kumar<sup>22</sup> explained that an optimally self-confident individual believes in their abilities and works consistently toward their goals. Confidence enables athletes to cultivate positive emotions, enhance focus, and exert additional effort to succeed in sports. Furthermore, an athlete's confidence is strengthened when they meet or exceed their personal expectations.

The finding is also supported by Parnabas<sup>39</sup> that student-athletes typically demonstrate high levels of confidence in managing both academic and athletic responsibilities, influenced by factors such as their competitive level, support networks, and personal experiences. Research has shown that self-confidence is closely tied to psychological performance in athletes, with national-level competitors reporting the highest levels of confidence, which subsequently improves their athletic performance. More so, Rintaugu et al.<sup>44</sup> identified that the primary sources of sports confidence stem from the leadership abilities of coaches, mastery of skill execution, and the physical and mental preparedness of student-athletes. Effective coaching plays a key role in fostering this confidence by providing guidance and motivation. Additionally, thorough preparation—both physical and mental—ensures that athletes feel ready and capable in their performances. These factors combined help athletes build the self-assurance needed to perform at their best.

This finding also aligns with those of Lochbaum et al.<sup>25</sup>, who suggested that confidence has a more significant impact on performance in short-duration sports than in longer-duration sports, as well as in individual sports compared to team sports. Short-duration events, such as shot put, high jump, and powerlifting, benefit from athletes approaching them with strong confidence in their ability to achieve specific goals, such as throwing a ball far or jumping high. The greater the athlete's confidence, the better their performance will likely be, indicating that a high level of self-assurance can significantly contribute to success in these events.

Additionally, La Fratta et al.<sup>23</sup> highlighted in their study that winners had higher confidence levels than losers the day before a match. Their research suggested that teams with greater self-confidence are more likely to perform well, while losers often struggle with confidence, which likely contributes to heightened anxiety. Furthermore, Wang<sup>56</sup> highlighted that a lack of confidence negatively affected performance. Incorporating cultural self-confidence into athletic programs can further enhance the overall confidence of student-athletes. This approach focuses on instilling strong values and beliefs that empower athletes to face challenges with greater resilience.

### Level of Psychological Skills among Student-Athletes in SUCs, in terms of Motivation.

As outlined in Table 3, the analysis of psychological skills emphasizes various motivation-related indicators. The evaluation encompasses responses from student-athletes in five indicators, assessing their internal and external driving forces. Among all indicators, the excitement for every training session yielded the highest mean score of 3.64 (SD = 0.73), which is described as *very high*. It demonstrates that psychological skills, particularly motivation, are consistently evident among SUCs athletes, as they frequently experience a sense of excitement and drive during each training session, reflecting their enthusiasm and commitment to improvement.

This was followed by anticipation of student-athletes in every competition as an opportunity to show their passion for the sport, who got a mean score of 3.61 (SD = 0.68) and a verbal description of *very high*. This indicator suggests that psychological skills, particularly the anticipation of student-athletes viewing each competition as an opportunity to demonstrate their passion for the sport, are consistently evident among SUCs athletes, highlighting their emotional engagement and commitment to performance.

**Table 3. Level of Psychological Skills among Student-Athletes in SUCs, in terms of Motivation.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
They did their best in every sport, showing their skills and dedication to inspire others.	3.57	0.75	Very High	Always Manifested
They are excited for every training session, as each helps them become stronger athletes.	3.64	0.73	Very High	Always Manifested
I am excited for upcoming competitions, knowing their hard work and dedication will lead to success.	3.55	0.72	Very High	Always Manifested
They look forward to every competition as an opportunity to show their passion for the sport and their skills.	3.61	0.68	Very High	Always Manifested
Commitment to winning every competition, reaching their full potential, and achieving their athletic goals.	3.52	0.74	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.58</b>	<b>0.65</b>	<b>Very High</b>	Always Manifested
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Next, the effort to perform at their best in every sport yielded a mean score of 3.57 with a standard deviation (SD) of 0.75. This score falls within the *very high* range, suggesting that the psychological skills related to motivation, which drive them to perform at their best in every sport, are consistently evident among the SUC student-athletes.

The indicator evaluates student-athletes excitement for upcoming competitions, scores a mean of 3.55 (SD = 0.72), described as *very high*, indicating that this indicates that SUCs athletes consistently exhibit psychological skills, particularly motivation, as they frequently experience excitement and anticipation for upcoming competitions, reflecting their intrinsic drive and readiness for competitive success.

The indicator that focuses on commitment to winning every competition and reaching their full potential got the lowest mean of 3.52 (SD = 0.74), but still with a verbal description of *very high*, manifesting that psychological skills, particularly the commitment to win every competition and achieve their full potential, are consistently demonstrated among SUCs athletes, reflecting their unwavering determination and focus on maximizing their performance and success.

The results show that the overall weighted mean for the level of psychological skills in terms of motivation among SUCs student-athletes is 3.58, with a standard deviation of 0.65, falling within the *very high* range. This indicates that the student-athletes consistently demonstrate strong psychological skills, particularly in motivation, which is crucial for their athletic performance and perseverance. This finding suggests that fostering and maintaining high motivation levels can further enhance their training outcomes and overall success in academics and sports. Additionally, it highlights the importance of supporting and cultivating these psychological skills to ensure sustained performance and growth.

The findings of this study align with those of Phan et al.<sup>41</sup>, who emphasized that motivation is a crucial factor in performance, reflecting an individual's ability to perform both physical and mental tasks. Motivation is often assessed through self-reported measures of energy levels, which offer insight into how motivated a person feels to engage in and complete various activities.

In line with the result, Singh and Bal<sup>48</sup> highlighted in their study the significant roles of both intrinsic and extrinsic factors in shaping the engagement and persistence of student-athletes. This body of research illustrates how these motivational dimensions interact to influence athletic performance. The study identified a strong positive correlation between both intrinsic motivation and extrinsic motivation with the duration of weekly training, suggesting that greater motivation leads to longer training sessions. Motivation accounted for 84.4% of the variance in predicting the duration of physical activity training, underscoring its pivotal role in their commitment to training. Moreover, Agarwal et al.<sup>1</sup> supported that intrinsic motivation, self-concept, and self-satisfaction are critical factors in achieving success. The study emphasizes how these internal drives are integral to their performance, highlighting the importance of mental and physical resilience, as well as consistent practice. These elements work together to enhance their overall effectiveness and accomplishments.

#### Level of Psychological Skills among Student-Athletes in SUCs, in terms of Concentration.

As presented in Table 4, the analysis of psychological skills examines various indicators related to concentration. The evaluation is based on responses from student-athletes on the three indicators, assessing their ability to maintain focus during both training and competition. The indicator, which pertains to clearing the mind during training and staying focused on improving their skills and techniques, scored the highest mean of 3.48 (SD = 0.76), which is described as *very high*. This indicates that psychological skills related to clearing the mind during training and maintaining focus on skill and technique improvement are consistently exhibited by SUCs athletes, highlighting their mental resilience and ability to concentrate on their development despite external factors.

**Table 4. Level of Psychological Skills among Student-Athletes in SUCs, in terms of Concentration.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Stay completely focused during competitions and avoid any distractions while performing.	3.45	0.70	Very High	Always Manifested
Keep their mind clear during training and stay focused on improving their skills and techniques.	3.48	0.76	Very High	Always Manifested
Approach every competition and training session with confidence, knowing they can do their best.	3.47	0.74	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.47</b>	<b>0.66</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

The indicator follows this, confidence in every competition and training session, scoring a mean of 3.47 (SD = 0.74), showing a *very high* verbal description. This indicates that psychological skills related to confidence in both competitions and training sessions are consistently demonstrated among SUCs athletes, reflecting their strong self-belief and mental preparedness to perform at their best in all situations.

Although the indicator, which pertains to the focus during competitions and avoidance of any distractions while performing, yields the lowest mean score of 3.45 (SD = 0.70), it is still within the *very high* range. This suggests that psychological skills related to maintaining full focus during competitions and effectively avoiding distractions while performing are consistently demonstrated among SUCs athletes, reflecting their high level of concentration and mental discipline during competitive events.

Therefore, the overall weighted mean for the level of psychological skills in terms of concentration among SUCs athletes is 3.47, with a standard deviation of 0.66. This score places concentration within the *very high* range on the interpretation scale. This indicates that psychological skills in terms of concentration among SUCs athletes are oftentimes manifested. A high level of concentration is essential for maintaining optimal performance, especially in high-pressure situations. The consistent demonstration of concentration indicates that the athletes are able to block out distractions and stay focused on their tasks. This result highlights the ability of the student-athletes to harness their mental focus, which plays a significant role in their athletic success.

This result is corroborated by the study of Feng<sup>16</sup> which identifies concentration as a crucial factor influencing performance across various sports. Research shows that improving concentration can lead to better outcomes, both in traditional and e-sports contexts. Athletes who maintain higher levels of focus tend to perform better in competitive environments, highlighting the significance of concentration for success. These findings emphasize the central role concentration plays in achieving peak performance in sports.

The findings of Kotseruba and Tsotsos<sup>24</sup> further support this notion, emphasizing that concentration is a crucial skill for achieving success in competitive sports. Athletes who can maintain focus throughout a competition are better equipped to handle various challenges, such as external distractions like noisy environments or adverse weather conditions. In addition, concentration helps athletes manage internal distractions, such as irrelevant thoughts or past memories, enabling them to stay present and perform at their best. By minimizing the impact of these disruptions, athletes can maintain peak performance under pressure. Overall, the ability to

concentrate enhances an athlete's mental resilience and contributes significantly to their success in competitive settings.

#### Level of Psychological Skills among Student-Athletes in SUCs, in terms of Determination.

Table 5 shows the in-depth analysis of psychological skills, specifically determination, and provides valuable insights drawn from an evaluation of multiple indicators. This analysis, based on responses from student-athletes, examines seven key indicators that reflect their level of determination. The indicator with the highest mean is the readiness of student-athletes to face new challenges, scoring a mean of 3.52 (SD = 0.72) and described as *very high*. This highlights that, psychological skills, predominantly grit and the readiness of student-athletes to confront new challenges, are consistently evident among SUCs athletes, reflecting their perseverance and mental resilience in the face of adversity.

**Table 5. Level of Psychological Skills among Student-Athletes in SUCs, in terms of Determination.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Driven to keep improving and pushing their limits, even after training is over.	3.48	0.76	Very High	Always Manifested
Ready for new challenges, showing their passion and commitment after a competition.	3.52	0.72	Very High	Always Manifested
Enthusiastic throughout their training, no matter how long it lasts.	3.49	0.75	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.50</b>	<b>0.70</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

It is followed by enthusiasm throughout training sessions, with a mean score of 3.49 (SD = 0.75) described as *very high*. This reflects that psychological skills, particularly enthusiasm during training sessions, are consistently exhibited by SUCs athletes. Their sustained motivation and positive engagement highlight a strong commitment to maintaining high energy levels throughout their preparation. Enthusiasm plays a key function in creating a focused and productive training atmosphere, which in turn boosts their overall performance.

Finally, the drive to continually improve and push personal limits yielded the lowest mean score of 3.48 (SD = 0.76), but it was still classified as *very high*. This reflects that psychological skills, particularly the drive to improve and push personal limits continuously, are consistently demonstrated among SUC athletes, highlighting their intrinsic motivation and commitment to achieving greater performance and overcoming challenges.

Collecting the findings, the overall weighted mean for the level of psychological skills in terms of determination stands at 3.50, with a standard deviation of 0.70. This score places the athletes within the *very high* range on the interpretation scale. This means that psychological skills, in terms of determination among SUC athletes, are oftentimes manifested. A high level of determination is essential in sports, as it drives athletes to persist through challenges, setbacks, and difficult conditions to achieve their goals. This strong sense of determination reflects the commitment of the athletes to continuous improvement and their ability to maintain focus, even when faced with adversity. Ultimately, the consistent demonstration of determination highlights the athletes' resilience and their unwavering drive to succeed in their sporting endeavors.

The results align with the findings of Çakiroğlu<sup>6</sup>, who identified determination as a key factor influencing the performance and success of student-athletes. Studies have shown that athletes with higher levels of determination are more likely to persist through challenges and setbacks, ultimately reaching their goals. Furthermore, traits such as athletic self-efficacy and perfectionism are important predictors of athletic performance among student-athletes. These psychological characteristics not only boost an athlete's determination but also play a significant role in their motivation and commitment to their sport.

Similarly, the findings of Rodriguez-Romo et al.<sup>46</sup> highlight that determination is shaped by various factors, including mental, emotional, and past experiences, all of which enhance the ability of an athlete to recover from setbacks. These interconnected factors contribute to improved performance and help athletes overcome obstacles. The research emphasizes the critical role of emotional intelligence and prior experiences in maintaining perseverance in the face of difficulties. Ultimately, these elements are essential for an athlete's success and achievement.

#### Level of Psychological Skills among Student-Athletes in SUCs, in terms of Emotional Control.

The analysis of psychological skills in Table 6 examines several indicators related to concentration. The evaluation incorporates responses from student-athletes across three key indicators, measuring their ability to maintain focus during both training sessions and competitions. The indicator, the ability to stay relaxed and self-assured, received the highest mean of 3.29 (SD = 0.68), showing a *very high* verbal description. This suggests that

psychological skills related to the ability to remain relaxed and self-assured are always manifested among SUCs athletes, demonstrating their capacity to maintain a composed and confident demeanor, which is crucial for effective performance under pressure.

Followed by regulation of emotional reactions during difficult situations scores a mean of 3.22 (SD = 0.74), also within the *high* range. This indicates that psychological skills related to the regulation of emotional reactions during challenging situations are often manifested among SUCs athletes, highlighting their capacity to maintain emotional control and resilience when faced with adversity, thereby supporting optimal performance under pressure.

**Table 6. Level of Psychological Skills among Student-Athletes in SUCs, in terms of Emotional Control.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Can stay calm and composed when they are under stress.	3.19	0.80	High	Oftentimes Manifested
Able to regulate their emotional reactions in difficult situations.	3.22	0.74	High	Oftentimes Manifested
Relaxed and self-assured, which helps them stay focused and effective against their opponents.	3.29	0.68	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.23</b>	<b>0.68</b>	<b>High</b>	<b>Oftentimes Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Lastly, calmness and composure under stress attained the lowest mean score of 3.19 (SD = 0.80), still falling within the *high* range. This indicates that psychological skills related to maintaining calmness and composure under stress are often manifested among SUCs athletes, reflecting their ability to manage pressure effectively and perform optimally in high-stress situations.

Combining these findings, the overall weighted mean for the level of psychological skills in terms of emotional control is 3.23, with a standard deviation of 0.68. This score falls within the *high* range on the interpretation scale. This indicates that psychological skills in terms of emotional control among SUCs athletes are oftentimes manifested. A high level of emotional control is crucial for maintaining composure during intense or stressful situations, allowing athletes to focus on their performance rather than being overwhelmed by emotions. This indicates that the athletes are able to manage their feelings well, which contributes to better decision-making and consistent performances. The ability of student-athletes to control their emotions positively impacts their athletic success and mental resilience.

The findings align with Georgia et al.<sup>17</sup>, indicating that emotional control is essential for the well-being and performance of college athletes. Research has shown that effective emotion regulation strategies greatly influence their ability to manage stress, maintain focus, and perform at their best. College athletes utilize techniques like cognitive reappraisal and acceptance to cope with negative emotions. These strategies have been proven to mitigate the effects of stress and enhance positive emotional experiences. A study by Doorley and Kashdan<sup>12</sup> explored how positive emotion regulation strategies, such as savoring positive events and cognitive reappraisal, affect emotional functioning in college athletes. The research found that savoring positive experiences mitigated the adverse effects of daily stressors, resulting in better emotional well-being. Consequently, this enhanced emotional well-being led to improved performance both academically and athletically.

Another study by Maykrantz and Houghton<sup>30</sup> explored the role of positive emotion regulation strategies, such as savoring positive events and cognitive reappraisal, in enhancing emotional functioning among college athletes. The findings highlighted that savoring positive events, which involves fully appreciating and relishing positive moments, could help buffer the negative impact of daily stressors athletes may encounter. This strategy allows athletes to focus on positive experiences, promoting a more optimistic outlook and reducing the emotional toll of challenging situations. Furthermore, the study found that cognitive reappraisal, or reframing stressful situations positively, significantly improved emotional well-being. These strategies enhanced emotional resilience, helping athletes manage stress more effectively. As a result, they maintained better focus on their goals and improved overall performance.

#### **Level of Psychological Skills among Student-Athletes in SUCs, in terms of Arousal Regulation.**



The analysis of psychological skills, as shown in Table 7, focuses on key indicators of arousal regulation. This evaluation is based on the responses of student-athletes to three specific indicators, providing insights into their ability to manage and control arousal levels during both training and competition.

The indicator which assesses the use of positive self-talk to calm themselves, attained the highest mean of 3.48 (SD = 0.68), showing a *very high* verbal description. This indicates that psychological skills related to the



use of positive self-talk for self-calming are consistently exhibited among SUCs athletes, highlighting their ability to regulate emotions and maintain mental composure, which is essential for optimal performance in high-pressure situations.

**Table 7. Level of Psychological Skills among Student-Athletes in SUCs, in terms of Arousal Regulation.**

Indicators	Student-athletes - Respondents			
		SD	Description	Interpretation
Spiritually connected in sports, with every movement filled with purpose and energy.	3.39	0.73	Very High	Always Manifested
Have a steady flow of energy that drives and strengthens their performance.	3.37	0.64	Very High	Always Manifested
Use positive self-talk to calm themselves when they feel anxious or overstimulated.	3.48	0.68	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.41</b>	<b>0.60</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend:  = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Next, spiritual connection in sports and the purposeful energy behind each movement, received a mean score of 3.39 (SD = 0.73), classified as *very high*. This suggests that psychological skills associated with spiritual engagement and concentration are consistently exhibited among SUCs athletes, highlighting their ability to infuse purpose and energy into their actions, thereby enhancing their focus and performance in sports.

The indicator centered on having a steady flow of energy that drives and strengthens their performance got the lowest mean of 3.37 (SD = 0.64), also within the *very high* range. This indicates that psychological skills related to maintaining a steady flow of energy, which fuels and enhances performance, are consistently demonstrated among SUCs athletes, reflecting their ability to sustain high levels of motivation and physical output throughout training and competition.

Overall, the weighted mean for the level of psychological skills in terms of arousal regulation is 3.41, with a standard deviation of 0.60, with a verbal description of *very high*. This indicates that psychological skills in terms of arousal regulation among SUCs athletes are always manifested. Arousal regulation is essential for athletes to perform at their best, as it allows them to manage the physiological and emotional responses that occur in high-pressure situations. The high level of arousal regulation suggests that SUCs athletes are often able to maintain an optimal level of alertness and focus, preventing excessive anxiety or under-arousal that could negatively affect their performance. This ability to effectively manage arousal helps athletes maintain control over their emotions, stay composed, and enhance their performance during competitions.

This result is parallel to the findings of Lochbaum et al.<sup>25</sup> that higher levels of arousal regulation are frequently linked to successful athletic performances, with this relationship remaining consistent despite various potential biases across different studies. Statistical analyses, such as effect size metrics and forest plots, indicate a positive correlation between arousal regulation and improved performance outcomes. Additionally, arousal regulation has been shown to reliably influence sports performance over time, suggesting that maintaining high levels of arousal regulation can significantly enhance athletic success.

The findings also align with the study by Chuang et al.<sup>9</sup>, which emphasizes the importance of arousal regulation in sports due to its direct influence on an athlete's performance. An elevated state of arousal generally results in a more concentrated and determined approach to both training and competition. Athletes who exhibit high levels of vigor tend to show greater enthusiasm and energy, positively affecting their overall performance outcomes.

Managing arousal is especially crucial for college athletes who must juggle academic and athletic commitments, cope with competitive pressures, and handle stress. Effective arousal regulation enables them to maintain peak performance in both academic and athletic settings. The study also emphasized that self-compassion, sport-specific hope, and grit were associated with a higher use of cognitive reappraisal when dealing with negative events, resulting in enhanced performance. According to Griffith et al.<sup>18</sup> suggest that athletes develop techniques to manage the mental challenges of competition, including stress management, visualizing success, using positive self-talk, and setting realistic goals. Stress management helps athletes deal with pressure, while imagery boosts performance through mental visualization. Furthermore, self-talk and goal-setting enhance confidence, concentration, and overall planning for successful performance.

## SOP 2. Level of Social Support among Student-Athletes in SUCs

Presented in Table 8 is the level of social support of the college students in terms of attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance. The overall mean is 3.43, a verbal equivalent of very high, and a standard deviation of 0.59. This indicates that social support is always manifested by the student-athletes in SUCs. This suggests that student-athletes in SUCs consistently benefit from

a strong and reliable network of social support. Compared to the first independent variable, psychological skills, social support has a greater mean score.

**Table 8. Level of Social Support among Student-Athletes in SUCs**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Attachment	3.50	0.63	Very High	Always Manifested
Social Integration	3.46	0.62	Very High	Always Manifested
Reassurance of Worth	3.38	0.65	Very High	Always Manifested
Reliable Alliance	3.42	0.68	Very High	Always Manifested
Guidance	3.41	0.67	Very High	Always Manifested
Opportunity for Nurturance	3.39	0.66	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.43</b>	<b>0.59</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Among the six indicators, attachment got the highest mean of 3.50, and verbal description was very high. This is followed by social integration, with a mean of 3.46, which is described as very high. Additionally, the indicator, reliable alliance, attained a mean of 3.42 and a description of very high. Next, the indicator, guidance, has a mean of 3.41, which is described as very high. More so, the opportunity of nurturance received a mean score of 3.39, which is described as very high. And lastly, reassurance of worth got the lowest mean of 3.38 but was still described as *very high*.

#### Level of social support among Student-Athletes in SUCs, in terms of Attachment.

The analysis of social support, as outlined in Table 9, examines several indicators related to attachment. This evaluation is based on the responses of student-athletes to four key indicators that assess the extent of social support in terms of attachment. The indicator, which focuses on the sense of closeness to others, achieved the highest mean score of 3.53 (SD = 0.68), which is recognized as *very high*. This suggests that social support, particularly in terms of attachment, is always manifested by SUCs student-athletes. This highlights the importance of fostering strong emotional bonds within their support networks. Such close connections are vital for enhancing athletes' resilience and overall well-being, further promoting sustained engagement and performance in their training and competitions.

**Table 9. Level of social support among Student-Athletes in SUCs, in terms of Attachment.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Open to building meaningful relationships because they add value and happiness to my life.	3.49	0.68	Very High	Always Manifested
Feel connected to others, which gives them a sense of fulfillment and companionship.	3.49	0.69	Very High	Always Manifested
Give importance to the strong emotional bond with someone special, knowing it adds warmth to their life	3.48	0.71	Very High	Always Manifested
Feel closer to others, which brings fulfillment and companionship.	3.53	0.68	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.50</b>	<b>0.63</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Followed by the indicators, openness to building meaningful relationships, received a mean score of 3.49 (SD = 0.68), falling within the *very high* range. This suggests that social support, particularly in terms of openness to forming meaningful relationships, is consistently evident among SUCs athletes, reflecting their willingness to establish strong interpersonal connections that enhance both their personal and athletic development.

Similarly, the indicator centered on connection to other athletes, scores a mean of 3.49 (SD = 0.69), also within the *very high* range. This suggests that social support, specifically in terms of connection with fellow athletes, is consistently demonstrated among SUCs athletes, highlighting the importance of peer relationships in fostering a supportive environment that contributes to their overall well-being and performance.

Lastly, the indicator centered on giving importance in the strong emotional bond with someone, attained the lowest a mean of 3.48 (SD = 0.71), still in a *very high* verbal description. This suggests that social support, particularly in terms of valuing and fostering strong emotional bonds with others, is consistently present among SUCs athletes, underscoring the role of deep interpersonal connections in enhancing emotional resilience and overall athletic performance.

Meanwhile, the overall weighted mean for the level of social support in terms of attachment is 3.50, with a standard deviation of 0.63. This score places the level of social support within the *very high* range on the provided interpretation scale. This indicates that of social support in terms of attachment among SUCs athletes is always manifested. A strong sense of attachment helps athletes feel emotionally supported, boosting their resilience and motivation. This support makes them better able to handle challenges in training and competition. As a result, it leads to better performance and success in their sports.

The findings are consistent with those of Davis et al.<sup>11</sup>, who found that athletes with secure attachments tend to thrive both on and off the field, whereas those with insecure attachments, characterized by anxiety or avoidance, face greater challenges in their development. Athletes who form secure, trusting relationships with coaches, teammates, and support networks are more likely to experience positive outcomes in their performance and overall well-being. In contrast, athletes with anxious attachments may struggle with emotional regulation and self-confidence, which can hinder their ability to perform at their best. Thriving occurs when athletes feel that their emotional and psychological needs are being fulfilled within a supportive and stable environment, allowing them to focus on their growth and success.

Another study that reinforces these findings is the work of Slaten et al.<sup>49</sup>, which highlights the importance of a strong sense of belonging in improving both performance and satisfaction among athletes in team sports. Athletes who feel a deep connection to their teammates are more likely to experience positive emotional states, such as increased happiness and fulfillment, which can directly influence their level of engagement in the sport. This emotional connection fosters a sense of community, where athletes support one another, creating a collaborative and cohesive team environment. As a result, athletes become more motivated and committed to their team's goals, which can enhance their individual and collective performance.

#### Level of social support among Student-Athletes in SUCs, in terms of Social Integration.

Table 10 presents the analysis of social support, focusing on various indicators of social integration. The evaluation includes responses from student-athletes on four key indicators, assessing their level of engagement with other athletes during training seasons and competitions. The indicator with the highest mean is building connections with others who enjoy the same activities, which garnered a mean score of 3.52 (SD = 0.71). According to the provided interpretation scale, this falls within the *very high* range. This suggests that social support, particularly in terms of forming connections with others who share similar activities, is always manifested among SUCs student-athletes, highlighting the importance of these shared experiences in creating a supportive and motivating environment that enhances both social relationships and athletic performance.

**Table 10. Level of social support among Student-Athletes in SUCs, in terms of Social Integration.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Fortunate to know people who enjoy the same activities, making their time together fun and fulfilling.	3.47	0.67	Very High	Always Manifested
Feel a strong sense of belonging in a group that shares their beliefs, creating a supportive community.	3.43	0.73	Very High	Always Manifested
Surrounded by people who share their interests, making it easy to connect and have meaningful conversations.	3.44	0.72	Very High	Always Manifested
Connect with others who enjoy the same activities, which strengthens their friendships.	3.52	0.71	Very High	Always Manifested
<b>Overall Weighted Mean</b>	3.46	0.62	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

It is followed by feeling fortunate to know people who enjoy the same activities, scoring a mean of 3.47 with a standard deviation (SD) of 0.67. This score falls within the *very high* range, suggesting that social support, particularly in terms of feeling fortunate enough to connect with others who share similar interests and activities, is always manifested among SUCs athletes, emphasizing the value of shared experiences in fostering a strong sense of community and mutual support within the athletic environment.

Next, the indicator, being surrounded by people who share their interests, attained a mean of 3.44 (SD = 0.72), showing a *very high* verbal description. This suggests that social support, particularly in terms of being surrounded by individuals who share similar interests, is always manifested by SUCs student-athletes, underlining the significance of like-minded connections in fostering a supportive network that contributes to both personal well-being and athletic success.

Lastly, the indicator centered on the sense of belongingness within the group that shares their beliefs, gained a mean score of 3.43 (SD = 0.73), also within the *very high* range, indicating that social support in terms of a strong sense of belonging within a group that shares common beliefs always manifested among SUCs athletes,

highlighting the importance of shared values in strengthening social bonds and fostering a supportive, cohesive environment that enhances both individual and collective performance.

Generally, the overall weighted mean for the level of social support in terms of social integration is 3.46, with a standard deviation of 0.62. This score places the level of social support within the *very high* range on the provided interpretation scale. This indicates that social support in terms of social integration among SUCs athletes is always manifested. Social integration refers to the sense of belonging and connection within the team or athletic community, which is crucial for fostering a supportive environment. Athletes who experience strong social integration are more likely to feel emotionally supported and motivated, which can enhance their overall well-being and performance. The very high level of social integration reflects the positive impact of a cohesive and connected team, as athletes often benefit from strong relationships and a sense of unity in achieving their athletic goals.

The study aligns with the findings of Eather et al.<sup>13</sup>, which emphasize the significant impact of social integration in sports on improving mood by fostering a sense of belonging. Participating in team sports or group fitness activities helps create a supportive environment, which plays a vital role in promoting emotional well-being. This sense of connection helps mitigate feelings of isolation and loneliness, which are often associated with mental health issues like depression and anxiety. The positive effects of sports extend beyond physical fitness, contributing to better psychological and social health. Involvement in sports not only enhances social skills but also strengthens social networks and builds a more cohesive sense of community among athletes.

The findings also align with the study by Stewart et al.<sup>50</sup>, which demonstrates that social integration in elite sports combines various perspectives, skills, and expertise, fostering a collaborative environment that enhances both individual and team performance. The effectiveness of this integration relies on factors such as the team's organizational structure, the unique strengths of each member, and their ability to collaborate effectively. A crucial element in this process is the sharing of mental models and the development of social capital, which helps to build trust and cohesion among team members. When these factors are properly aligned, the support team operates more efficiently, resulting in improved performance and greater success for both athletes and teams.

The findings are consistent with the study of Allen<sup>2</sup>, which highlights the significance of social integration among athletes. Athletes often seek peer approval, and those who receive it feel more connected, while those who do not may feel excluded. In sports, athletes participate not only to hone their skills but also to gain acceptance and a sense of belonging with their teammates and peers. Being part of a team fosters friendships and social connections, making the desire for acceptance just as important as competitive goals. Essentially, young athletes are driven by both social and competitive motivations when engaging in sports.

#### Level of Social Support among Student-Athletes in SUCs, in terms of Reassurance of Worth

As presented in Table 11, the evaluation of social support focuses on various indicators related to reassurance of worth. The assessment is based on the responses from student-athletes across four key indicators, evaluating how much validation and encouragement they receive from others during training and competition. The indicator with the highest mean is the admiration people have for the athletes' talents and how their support motivates continued growth, scoring 3.47 (SD = 0.69), placing it within the *very high* range on the provided interpretation scale. This indicates that social support, particularly in the form of admiration for their talents and the encouragement they receive, is always manifested among SUC athletes, reinforcing their motivation to continue developing and striving for excellence in their athletic pursuits.

**Table 11. Level of Social Support among Student-Athletes in SUCs, in terms of Reassurance of Worth.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Confident others see them as capable, as their hard work shows their abilities.	3.26	0.75	Very High	Always Manifested
Believe people respect their skills, and they are proud of what they contribute to their field.	3.35	0.79	Very High	Always Manifested
Being grateful for the relationships they have where their competence is recognized and valued.	3.42	0.69	Very High	Always Manifested
People admire their talents, and their support motivates them to keep growing.	3.47	0.69	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.38</b>	<b>0.65</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

This was followed by gratefulness for the relationships they have where their competence is recognized and valued, garnering a mean of 3.42 (SD = 0.69), showing a *very high* verbal description. This suggests that social support, in terms of gratitude for relationships where SUCs athletes' competencies are recognized and valued, is

always manifested, highlighting the significant role that positive interpersonal connections play in reinforcing their self-worth and motivation.

Then, the confidence that people respect their skills, gained a mean score of 3.35 (SD = 0.79), also within the *very high* range. This implies that social support, characterized by the confidence that others respect the skills of SUCs athletes, is always manifested, reflecting the ongoing acknowledgment and appreciation of their athletic expertise.

Lastly, the indicator, which measures the confidence that others perceive them as capable athletes, got the lowest mean score of 3.26 (SD=0.75). This score still falls within the *very high* range. This suggests that social support, in the form of confidence that others view SUCs athletes as capable and competent, is always manifested, highlighting the ongoing recognition and validation of their athletic abilities.

Taking these findings into account, the overall weighted mean for the level of social support in terms of reassurance of worth is 3.38, with a standard deviation of 0.65. This score places the level of social support in the *very high* category on the interpretation scale. This indicates that social support in terms of reassurance of worth is always manifested by the SUC student-athletes. Reassurance of worth refers to the validation and encouragement athletes receive from their coaches, teammates, and others, helping them feel valued and capable.

Such positive reinforcement not only enhances confidence but also fosters a sense of self-efficacy, allowing athletes to believe in their ability to succeed. This boost in emotional well-being translates into improved focus, consistency, and resilience, which are essential for peak performance in both practice and competition. The high level of reassurance of worth underscores the crucial role of positive social interactions, as supportive feedback from coaches, teammates, and mentors reinforces athletes' motivation and determination to achieve their goals.

The results are consistent with Chen et al.<sup>7</sup>, showing that individuals who are competent are often viewed as more trustworthy and likable, leading to increased respect from their peers. Confident individuals typically believe that their skills are recognized and valued by others, a perception bolstered by their hard work and contributions. This sense of competence enhances interpersonal attraction and is positively associated with perceived morality. Additionally, various elements such as competence, self-awareness, and soft skills development contribute to this perception. Together, these factors create a comprehensive understanding of how competence influences social dynamics.

This is further supported by Pambudi<sup>38</sup>, who found that social support from various sources, such as coaches and peers, significantly boosts achievement motivation in athletes. The admiration of the abilities of an athlete in sports, along with the encouragement and support from others, plays a key role in motivating them to improve their skills and performance. Studies show that social support, especially from parents, coaches, and teammates, has a strong impact on their motivation and self-esteem. These factors are crucial for the personal and athletic growth of athletes, as they help build confidence and foster a sense of worth.

#### Level of social support among Student-Athletes in SUCs, in terms of Reliable Alliance.

The analysis of social support, as shown in Table 12, examines various indicators related to reliable alliances. This evaluation includes responses from student-athletes on four key indicators, assessing the strength of their support systems during training seasons and competitions. The indicator about feeling secure that there are people who will help them if something goes wrong, gained the highest mean score of 3.44 (SD = 0.72), also within the *very high* range. This indicates that social support in terms of feeling secure, knowing there are people who will help if something goes wrong, is always manifested among SUCs athletes. Such support provides athletes with a safety net, allowing them to face challenges or setbacks with the confidence that they are not alone in their struggles. The presence of reliable support systems helps reduce anxiety and stress, fostering a sense of security that can enhance their focus and overall performance.

**Table 12. Level of social support among Student-Athletes in SUCs, in terms of Reliable Alliance.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Trust and rely on the people in their lives who offer help and support when they need it and are ready to do the same for them.	3.40	0.75	Very High	Always Manifested
Reassured knowing there are caring people who will help them if something goes wrong.	3.44	0.72	Very High	Always Manifested
Feel fortunate to have dependable friends and family who offer support in times of need.	3.41	0.70	Very High	Always Manifested
Believe that there are people who will support them in an emergency, giving them confidence and peace of mind.	3.44	0.72	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.42</b>	<b>0.68</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Similarly, the indicator assessing peace of mind and confidence that people will support them in case of emergency, garnered the highest mean score of 3.44 (SD = 0.72). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that social support, particularly in terms of peace of mind and confidence that people will assist them in case of an emergency, is always manifested among SUCs athletes. Such support provides athletes with a sense of security, knowing they can rely on others during times of crisis or unexpected situations. This reassurance allows them to focus on their training and performance, knowing that their well-being is prioritized by a strong network of support. The presence of this kind of social support fosters emotional stability, helping athletes maintain their mental health and confidence. The peace of mind provided by dependable support systems contributes significantly to their overall success and well-being.

Followed by the indicator about having dependable friends and family who offer support in times of need, garnered a mean of 3.41 (SD = 0.70), showing a *very high* verbal description. This indicates that social support in the form of dependable friends and family who offer help during times of need is always manifested among SUCs athletes. Such support systems are vital for athletes, as they provide emotional stability and encouragement, especially during stressful or difficult moments in their athletic careers. Knowing they have a reliable network of loved ones to turn to allows athletes to maintain their focus, resilience, and motivation, ultimately contributing to their success both on and off the field.

Finally, the indicator related to the trust and reliance on people in their life who offer help and support, got the lowest mean of 3.40 with a standard deviation (SD) of 0.75. This score still falls within the "Very High" range, suggesting that social support among SUCs athletes is always manifested. This indicates that trust and reliance on supportive individuals, such as coaches, teammates, teachers, and family, are crucial for their overall well-being and performance. Strong social support helps them navigate academic and athletic challenges, providing motivation, encouragement, and emotional stability. This foundation of trust fosters resilience, allowing them to stay focused, manage stress effectively, and maintain confidence in both their studies and sports.

So, the overall weighted mean for the level of social support in terms of reliable alliance is 3.42, with a standard deviation of 0.68. This score places the level of social support within the *very high* range on the provided interpretation scale. This indicates that social support in terms of reliable alliance among SUCs athletes is always manifested. A reliable alliance involves having dependable teammates, coaches, and others who consistently provide support when needed, which is essential for an athlete's success and mental well-being. With this kind of support system, athletes are more likely to feel secure and confident, knowing they can count on others during difficult moments, both in training and competition. The very high level of reliable alliances underscores the importance of having a dependable network that athletes can count on for both emotional and practical support. Overall, this strong sense of alliance contributes to the resilience of athletes, helping them to stay focused and perform optimally despite obstacles they may face.

A study by Cho et al.<sup>8</sup> subscribed to the idea that perceived support from teammates plays a key role in enhancing well-being by promoting positive emotions. When student-athletes face high levels of stress and experience lower overall well-being, the support they receive from teammates helps alleviate these challenges. This support not only fosters positive emotions but also has a direct impact on improving their overall mental and emotional state. In the field of sports psychology, social support has been recognized for its ability to enhance subjective well-being. In collegiate sports, research has shown that social interaction and support from teammates can significantly boost their satisfaction and mental health, which, in turn, strengthens their commitment to the team and intention to remain involved.

This also corroborates the findings of Vuković and Marič<sup>55</sup>, which emphasize that teamwork is crucial in sports, significantly influencing both performance and personal development. It fosters trust, enhances communication, and cultivates a sense of belonging among teammates, all of which are vital for achieving common goals. Trust between team members is especially critical for maintaining harmony, even when players have different roles. Teams that collaborate effectively tend to exhibit a strong sense of unity, which boosts performance and team cohesion. When players work well together, they can support one another and stay connected, especially during competitions. Ultimately, solid teamwork contributes to greater success, both on and off the field.

### **Level of Social Support among Student-Athletes in SUCs, in terms of Guidance**

The analysis of the level of social support, as detailed in Table 13, focuses on various indicators related to guidance. This evaluation includes responses from student-athletes across four key indicators, assessing the extent of support they receive during training seasons and competitions. The first indicator, which pertains to being thankful for people who offer guidance and support during stressful times, got the highest mean of 3.51 (SD = 0.71), which is described as very high. This suggests that social support, specifically in terms of student-athletes' gratitude toward those who provide guidance and assistance during stressful periods, is always manifested among SUCs athletes, highlighting the enduring presence of supportive relationships in their athletic experiences.

**Table 13. Level of Social Support among Student-Athletes in SUCs, in terms of Guidance.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Thankful for people who offer guidance and support during stressful times.	3.51	0.71	Very High	Always Manifested
Feel reassured knowing they can talk to someone they trust when making important decisions, which boosts their confidence.	3.43	0.74	Very High	Always Manifested
Have someone trustworthy to give them advice when they face challenges.	3.41	0.72	Very High	Always Manifested
Comfortable sharing their problems with caring people who listen and offer support.	3.32	0.80	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.41</b>	<b>0.67</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

The second indicator centered on the assurance that they can talk to someone they trust when making important decisions, gained a mean score of 3.43 (SD = 0.74), also within the *very high* range, indicating that social support, particularly the assurance that SUCs athletes can rely on trusted individuals for guidance when making significant decisions, is always manifested, stressing the importance of dependable relationships in fostering their decision-making and well-being.

The third indicator centered on having someone trustworthy to give them advice when they face challenges, garnered a mean of 3.41 (SD = 0.72), showing a *very high* verbal description. This indicates that social support, particularly the availability of a trusted individual to offer advice during challenging situations, is always manifested among SUCs athletes. This highlights the role of reliable guidance in enhancing their resilience and coping abilities.

The last indicator, assessing being comfortable sharing their problems with caring people who listen and offer support, garnered a mean score of 3.32 (SD = 0.80). According to the provided interpretation scale, this falls within the *very high* range. This suggests that social support, specifically the comfort and openness SUCs athletes experience in sharing their problems with empathetic individuals who actively listen and provide support, is always manifested, which underscores the importance of a supportive environment for their mental and emotional well-being.

Taking these findings collectively, the overall weighted mean for the level of social support in terms of guidance is 3.41, with a standard deviation of 0.67. This score places the level of guidance within the very high range on the provided interpretation scale. This suggests that social support among SUCs athletes is always manifested. Having access to guidance from coaches, mentors, or experienced teammates plays a crucial role in helping athletes make informed decisions, improve their skills, and navigate challenges. This consistent manifestation of social support ensures that athletes have the resources they need to stay on track and make progress in their training and competitions. Overall, the high level of guidance demonstrates the importance of a solid support system in fostering the growth and success of athletes both in and out of the sports arena.

This connects with the findings of McCormick et al.<sup>31</sup>, who found that athletes often seek psychological guidance from trusted individuals to enhance their confidence and motivation. They also turn to coaches, teammates, or digital platforms to help manage stress. Athletes tend to share their concerns and seek advice from others to navigate challenges. The study also emphasized the importance of collaborating with coaches, as this collaboration helps in developing practical and relevant interventions tailored to the needs of athletes. Furthermore, it supports research into the effectiveness of these approaches in real-world situations.

In their study, Otte et al.<sup>37</sup> affirmed that providing guidance to athletes is crucial for their development, performance, and overall well-being. This support helps athletes grow both physically and mentally, equipping them to handle the challenges of their sport. Effective communication and ongoing support from coaches and mentors play a significant role in shaping the experiences of student-athletes, helping them navigate obstacles both on and off the field. By offering regular feedback, coaches can improve their ability to self-regulate and refine their skills. This continuous feedback process fosters consistent progress, allowing athletes to address weaknesses and enhance their strengths. Proper guidance is essential for better performance and long-term success.



Additionally, Su<sup>51</sup> confirmed that guidance in athletic training is crucial for boosting performance, preventing injuries, applying scientific techniques, recognizing movement patterns, and providing psychological support. The integration of AI into this process represents a significant advancement in how athletes train and refine their skills. AI allows for more tailored and efficient training approaches, helping athletes make quicker and more effective progress. This innovation greatly enhances both the training experience and the overall results.

**Level of Social Support among Student-Athletes in SUCs, in terms of Opportunity for Nurturance**

Outlined in Table 14 is the analysis of social support, which examines several indicators related to opportunities for nurturance. This evaluation includes responses from student-athletes on four key indicators, assessing the level of support they receive during training seasons and competitions. The indicator that measures the sense of gratitude for having individuals who rely on them for support, yields the highest mean score of 3.45 (SD = 0.72), falling within the *very high* range. This suggests that social support, in terms of a sense of gratitude for having individuals who depend on them for support, is always manifested among SUCs athletes, which reflects their strong interpersonal connections and recognition of their role in providing assistance to others.

Followed by the indicator, centered on dedication to being a source of stability and care for other people, garnered a mean of 3.38 (SD = 0.73), showing a *very high* verbal description. This suggests that the social support among SUCs athletes is always manifested through their dedication to being a reliable source of stability and care for others, highlighting their commitment to supporting and nurturing their peers in both training and competitive environments.

**Table 14. Level of Social Support among Student-Athletes in SUCs, in terms of Opportunity for Nurturance.**

Indicators	Student-athletes - Respondents			
		SD	Description	Interpretation
Grateful to have people who rely on them for support, and they feel fulfilled helping them.	3.45	0.72	Very High	Always Manifested
Feel responsible for the well-being of those they care about, giving their life meaning and purpose.	3.37	0.72	Very High	Always Manifested
Believe people rely on them, and they dedicated to being a source of stability and care for them.	3.38	0.73	Very High	Always Manifested
Needed and appreciated by others, and their role in their lives gives them a strong sense of connection and purpose.	3.36	0.75	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.39</b>	<b>0.66</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend:  = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Next, feeling responsible for the well-being of those they care about, gained a mean score of 3.37 (SD = 0.72), also within the *very high* range. This suggests that social support, particularly in terms of feeling a sense of responsibility for the well-being of those they care about, is always manifested among SUCs athletes. Their commitment to supporting the welfare and emotional stability of their close connections demonstrates the strong bonds they share with teammates, coaches, and family, reinforcing a positive and supportive environment both within and outside of their athletic endeavors.

The last indicator, assessing feeling needed and appreciated by others, garnered the lowest mean score of 3.36 (SD = 0.75). According to the provided interpretation scale, this falls within the *very high* range. This suggests that social support among SUCs athletes is consistently demonstrated through their feeling of being valued and relied upon by others. The reciprocal nature of these relationships strengthens mutual respect, recognition, and emotional reinforcement, creating a supportive environment that encourages athletes to excel both personally and athletically.

Merging these results, the overall weighted mean for the level of social support in terms of opportunity for nurturance is 3.39, with a standard deviation of 0.66. This score places the level of nurturance within the *very high* range on the provided interpretation scale. This indicates that social support among SUCs athletes is always manifested. Opportunities for nurturance often come from coaches, teammates, and mentors who provide guidance, encouragement, and emotional support, which are essential for fostering an athlete's development both in sports and in life. The social support underscores the importance of a supportive environment that prioritizes the well-being of the student-athletes, aiding them in overcoming challenges and building resilience. The high level of nurturance demonstrates the positive influence of strong relationships, which contribute not only to improved athletic performance but also to personal and emotional growth.

These findings are echoed in the study of Ni and Hsu<sup>35</sup>, which suggests that gratitude helps create a positive environment that boosts psychological resilience in athletes, allowing them to better handle stress and improve performance. Athletes often express gratitude for the support they receive, which plays a key role in their sense of fulfillment and mental resilience. This dynamic is grounded in the reciprocal nature of social support, where athletes not only gain from assistance but also find satisfaction in being a source of support for others.

With this, Machida-Kosuga and Kohno<sup>28</sup> emphasized the importance of developing athlete leaders to foster a supportive team environment. Athletes in leadership roles play a crucial part in offering guidance and encouragement, which in turn promotes help-seeking behaviors among their teammates. For these leaders to be effective, strong leadership skills, including effective communication and emotional regulation, are vital, as they



enable athletes to provide the necessary support and create a positive atmosphere. By nurturing these qualities, athlete leaders can significantly enhance team cohesion and ensure that all members feel supported in both their athletic and personal growth.

### SOP 3. Level of Training Engagement among Student-Athletes in SUCs

Table 15 shows the level of training engagement among college students in terms of cognitive engagement, behavioral engagement, and affective engagement. The overall mean is 3.48, which is described as very high, and a standard deviation of 0.59. This indicates that the level of training engagement is always manifested by the student-athletes in SUCs.

**Table 15. Level of Training Engagement among Student-Athletes in SUCs**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Cognitive Engagement	3.48	0.62	Very High	Always Manifested
Behavioral Engagement	3.46	0.63	Very High	Always Manifested
Affective Engagement	3.51	0.63	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.48</b>	<b>0.59</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Among the three indicators, affective engagement got the highest mean of 3.51, described as very high, followed by cognitive engagement, which posted a mean of 3.48, described as very high, and finally, behavioral engagement, which attained a mean of 3.46 with a verbal description of very high. The indicators of physical education and general attitude got a very high descriptive equivalent which indicates that the level of physical activity is very much observed by college students. Meanwhile, the scientific basis got a high descriptive equivalent which indicates that the level of physical activity is much observed by the college students.

### Level of training engagement among Student-Athletes in SUCs, in terms of Cognitive Engagement.

The analysis of training engagement, outlined in Table 16, examines different indicators related to cognitive engagement. This evaluation includes responses from student-athletes across eight indicators, assessing their perceptions and understanding of their involvement in training seasons and competitions. The indicator which pertains to understanding reasons for each training task, achieved the highest mean score of 3.54 (SD = 0.68). According to the provided interpretation scale, this falls within the very high range. This indicates that training engagement related to understanding the reasons behind each training task is always manifested among SUCs athletes. Coaches and teammates help clarify the purpose and benefits of various exercises, ensuring that athletes know how each task contributes to their overall development. This understanding not only enhances motivation and engagement during training but also allows athletes to approach their tasks with a sense of purpose and determination, ultimately improving their performance.

**Table 16. Level of training engagement among Student-Athletes in SUCs, in terms of Cognitive Engagement.**

Indicators	Student-athletes - Respondents			
	$\bar{X}$	SD	Description	Interpretation
Aware of their mental and physical condition during training, which helps them understand their needs and progress.	3.47	0.69	Very High	Always Manifested
Understand the purpose of each training task, which motivates them to give their best.	3.48	0.72	Very High	Always Manifested
Focus on practicing and analyzing their moves during training, knowing it will lead to improvement.	3.50	0.71	Very High	Always Manifested
Seek techniques that work best for them to maximize their effectiveness during training.	3.50	0.73	Very High	Always Manifested
Understand the reasons for each training task, which drives their commitment to their goals.	3.54	0.68	Very High	Always Manifested
Focus on the technical moves and tactics they need during training to refine their skills.	3.48	0.68	Very High	Always Manifested
Stay focused on each training task, ensuring they get the most out of every session.	3.45	0.70	Very High	Always Manifested
Analyze the technical moves of their teammates to improve their own performance during breaks.	3.46	0.67	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.48</b>	<b>0.62</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend: $\bar{X}$ = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Followed by practicing and analyzing moves during a training session, garnered a mean of 3.50 (SD = 0.71), showing a very high verbal description. This indicates that training engagement in practicing and analyzing moves during training sessions is always manifested among SUCs athletes. Coaches and teammates play a crucial role by offering feedback, sharing strategies, and working together to refine techniques, ensuring that each movement is executed correctly and effectively. Such collaborative support not only enhances the athletes' skills but also strengthens team dynamics, fostering an environment where continuous improvement and mutual encouragement are prioritized.

Also, seeking techniques that work best for the athletes during training, garnered the same mean score of 3.50 (SD = 0.71). According to the provided interpretation scale, this falls within the very high range. This indicates that training engagement in seeking techniques that work best for athletes during training is always manifested among SUCs athletes. Coaches and teammates actively collaborate to explore and identify training methods that suit the individual needs of each athlete, ensuring a personalized approach to improvement. This ongoing support allows athletes to experiment with different strategies and refine their skills, leading to greater performance outcomes and confidence in their abilities.

Next, the indicator, understanding the purpose of each training task, gained a mean score of 3.48 (SD = 0.72), also within the very high range. This indicates that training engagement related to understanding the purpose of each training task is always manifested among SUCs athletes. Coaches, teammates, and support staff provide clear explanations and guidance, helping athletes see the importance of each exercise or drill in achieving their athletic goals. This understanding fosters a sense of purpose and motivation, as athletes are more likely to engage fully in their training when they grasp its relevance to their overall performance and development.

Similarly, the indicator, technical moves, and tactics to refine skills garnered a mean score of 3.48 (SD = 0.68) with a verbal description of *very high*. This indicates that training engagement is associated with a commitment to refining their technical skills and tactics during training sessions, reflecting their dedication to continuous improvement, and is always manifested among SUC student-athletes. Their commitment to mastering techniques and learning new strategies shows their strong dedication to improving their performance. This focus helps them work towards success in competitions.

Then, awareness of mental and physical condition during training acquired a mean of 3.47 with a standard deviation (SD) of 0.69. This score falls within the very high range. This suggests that training engagement related to awareness of mental and physical conditions during training is always manifested among SUCs athletes. Such support helps athletes remain attuned to their well-being, as they receive encouragement and guidance from coaches, teammates, and support staff to address any physical or mental challenges. By being mindful of their mental and physical states, athletes are better equipped to manage stress, prevent injuries, and optimize their performance, contributing to their overall success in both training and competitions.

The last indicator pertaining to the analysis of technical moves of teammates to improve their own performance during breaks, garnered a mean score of 3.46 (SD = 0.67), described as *very high*. This indicates that training engagement related to the analysis of technical moves of teammates to improve their own performance during breaks is always manifested among SUCs athletes. The athletes take the opportunity to observe and evaluate the techniques of their peers, learning from each other's strengths and areas of improvement. This collaborative approach fosters a culture of continuous learning and mutual growth, allowing athletes to refine their own skills while contributing to the development of the team as a whole.

Considering these findings, the overall weighted mean for the level of training engagement in terms of cognitive engagement is 3.48, with a standard deviation of 0.61 and a verbal description of *very high*. This indicates that training engagement in terms of cognitive engagement among SUCs athletes is always manifested. Athletes demonstrate consistent mental focus, actively thinking about strategies, techniques, and areas for improvement during their training sessions. This high level of cognitive engagement reflects their strong commitment to enhancing their performance, as they are not only physically involved but also mentally invested in their development. Such engagement helps athletes process information more effectively, retain key techniques, and adapt their strategies during competitions.

This is parallel to the findings of Jasem, and Mohammed<sup>20</sup> that cognitive engagement in sports involves the mental processes athletes use to enhance both their performance and overall well-being. By actively applying thinking skills, athletes can significantly improve their effectiveness in competition. This mental involvement is crucial in executing strategies and making quick decisions during play. Cognitive engagement helps athletes perform complex movements more efficiently. Mental focus and active thinking are key to achieving success in sports.

A study by Griffith et al.<sup>18</sup> revealed that mental skills training plays a vital role in improving sports performance, particularly for youth athletes. It shapes their understanding of success and failure, influencing their experiences in positive or negative ways. Through this training, athletes learn strategies to manage the psychological aspects of competition, such as handling stress, visualizing success, engaging in positive self-talk,

and setting achievable goals. Specific techniques like stress management help athletes cope with pressure, while imagery enhances performance through mental visualization.



Similarly, research highlighted the use of video analysis and feedback in evaluating the performance of teammates. Analyzing the technical moves of teammates is essential for improving overall performance. Athletes are increasingly turning to video analysis and feedback tools to refine their skills by closely examining the actions of their teammates. This approach provides a more objective evaluation of techniques, helping athletes better understand and improve their execution. Real-time video feedback allows athletes to review their movements, pinpoint mistakes, and make adjustments, accelerating their learning and skill development<sup>53</sup>.

In their study, Anderson et al.<sup>4</sup> also highlight that cognitive engagement involves the active use of thinking skills, demanding effort, and mental focus. This concept, often referred to as mental stimulation, intellectual engagement, or brain exercise, is crucial for sustaining an active brain. Just as regular participation in sports enhances physical fitness, engaging in cognitively stimulating activities supports mental health and cognitive longevity. Consistently participating in mentally challenging tasks, much like training in sports, can significantly boost cognitive performance and overall well-being. Cognitive engagement plays a vital role in preserving mental sharpness and ensuring long-term brain health.

### Level of Training Engagement among Student-Athletes in SUCs, in terms of Behavioral Engagement

As detailed in Table 17, the analysis of the level of training engagement focuses on various indicators related to behavioral engagement. The evaluation includes responses from student-athletes on eight indicators, focusing on the psychomotor factors and physical reactions to tasks during training sessions and competitions. The indicator pertaining to giving their best effort into every training task from their coach, got the highest mean of 3.54 (SD = 0.67), showing a Very High verbal description. This indicates that SUCs athletes always manifest training engagement by putting forth their best effort into every task assigned by their coach. Their strong work ethic and determination to excel in each training session reflect a deep commitment to improving their performance and achieving success in their athletic endeavors.

**Table 17. Level of Training Engagement among Student-Athletes in SUCs, in terms of Behavioral Engagement.**

Indicators	Student-athletes – Respondents			
		SD	Description	Interpretation
Met the training requirements that they set for themselves, showing their commitment to self-improvement and growth.	3.41	0.72	Very High	Always Manifested
Dedicated to making the most of each training session, staying focused on their goals.	3.46	0.68	Very High	Always Manifested
Put their best effort into every training task from their coach because they know it will help them reach their goals.	3.54	0.67	Very High	Always Manifested
Met the technical requirements set by their coach, boosting their skills and confidence.	3.47	0.68	Very High	Always Manifested
Completed the training tasks from their coach with dedication, making steady progress.	3.45	0.71	Very High	Always Manifested
Work well with their teammates during training, supporting them and creating a positive environment.	3.48	0.76	Very High	Always Manifested
Met the endurance standards set by their coach, feeling stronger and more resilient each session.	3.38	0.76	Very High	Always Manifested
Achieved the difficult requirements established by their coach, pushing their limits and improving in skill.	3.50	0.68	Very High	Always Manifested
Finished their training tasks as planned, demonstrating their ability to stay organized and committed.	3.46	0.70	Very High	Always Manifested
Met the intensity requirements set by their coach, allowing them to build their strength and stamina effectively.	3.42	0.75	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.46</b>	<b>0.63</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend:  = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

Followed by the indicator, meeting the endurance standards to become more resilient, garnered a mean score of 3.50 (SD = 0.68). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that SUCs athletes always manifest in training focused on meeting endurance standards to enhance their resilience. Their dedication to improving endurance not only strengthens their physical capabilities but also builds mental toughness, allowing them to overcome challenges and perform at their best under pressure.

Next, the indicator that dealt with working with teammates to create a positive environment, garnered a mean score of 3.48 (SD = 0.76). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that SUCs athletes always manifest in training by collaborating with their teammates, fostering a

positive and supportive environment. Their teamwork and mutual encouragement enhance both individual and collective performance, creating a strong sense of camaraderie and motivation within the athletic community.

Then, the indicator pointing to meeting the technical requirements set by their coach, garnered a mean score of 3.47 (SD = 0.68). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that SUCs athletes always manifest training engagement by focusing on meeting the technical requirements set by their coach. Their dedication to mastering specific techniques and adhering to their coach's expectations reflects their commitment to skill development and overall athletic improvement.

The indicator centered on dedication to making the most of each training session, gained a mean score of 3.46 (SD = 0.68), also within the "Very High" range. This indicates that training engagement aligned with making the most of each training session is always manifested among SUC student-athletes. They approach each workout with full focus and dedication, ensuring they maximize the benefits of every drill and exercise to improve their skills and overall performance.

Correspondingly, the indicator pertaining to completing planned training tasks, garnered a mean score of 3.46 (SD = 0.70) with a verbal description of very high. This indicates that SUCs athletes consistently demonstrate training engagement by fully committing to completing the planned tasks set for each session. Their focus on following through with these tasks highlights their discipline and dedication to steady progress, ensuring they remain on track toward achieving their athletic goals.

The indicator, focusing on completing training tasks from their coach to make steady progress, garnered a mean score of 3.45 (SD = 0.71), still within the "Very High" range. This indicates that SUCs athletes always manifest training engagement by completing tasks assigned by their coach to ensure steady progress. Their commitment to finishing each task demonstrates their focus on continuous improvement and their determination to reach their long-term athletic goals.

More so, the indicator focusing on meeting the intensity requirements to build their strength and stamina, garnered a mean score of 3.42 (SD = 0.75), described as *very high*. This indicates that training engagement, related to meeting the intensity requirements necessary to build strength and stamina, is consistently demonstrated among SUC student-athletes. Their commitment to pushing their physical limits during training ensures continuous improvement in both their endurance and overall athletic performance.

Additionally, the indicator related to meeting the training requirements that they set for themselves, scores a mean of 3.41 with a standard deviation (SD) of 0.72, described as Very High. This suggests that training engagement related to their commitment to accomplishing the training requirements they set for themselves is always manifested among student-athletes in SUCs. Their consistent dedication to meeting personal training goals highlights their strong sense of discipline and determination, ensuring they continuously progress in their athletic journey.

In all indicators of behavioral engagement, the indicator pertaining to finishing planned training tasks, reaped the lowest mean score of 3.38 (SD = 0.76), but still within the "Very High" range. This indicates that SUCs athletes always manifest training engagement by completing the planned tasks outlined in their training schedules. Their commitment to finishing these tasks ensures they stay on track with their athletic development, reinforcing their discipline and focus on long-term goals.

Consolidating the findings, the overall weighted mean for the level of training engagement in terms of behavioral engagement is 3.46 (SD = 0.63). According to the provided interpretation scale, this score falls within the "Very High" range. This indicates that training engagement in terms of behavioral engagement among SUCs athletes is always manifested. The very high level reflects the consistent perseverance in their training, showing that they are actively participating in every aspect of their practice sessions. By following through on tasks set by their coaches, these athletes ensure that they are building and refining their skills. This level of engagement not only improves their technical abilities but also strengthens their overall athletic performance. It underscores the idea that sustained commitment and consistent effort are crucial for long-term success in sports, helping athletes reach their goals and continuously improve.

This result aligns with the findings of Van Yperen<sup>54</sup>, which emphasize that meeting the technical expectations set by coaches is crucial for enhancing the skills of student-athletes and boosting their confidence. Although winning is the primary goal for most athletes in competitions, focusing on personal and task-specific goals also contributes to their sense of competence. Athletes motivated by victory recognize the importance of concentrating on the steps needed to achieve their goals. By clearly defining their goals and understanding the path to reach them, athletes are able to stay focused, monitor their progress, and refine their skills, ultimately increasing their satisfaction with their performance.

Moreover, Neto<sup>34</sup> revealed that when athletes actively embrace challenges to improve themselves and view mistakes as a natural part of growth, they develop a healthier perspective on stress. Instead of seeing stress as an obstacle, they begin to view it as an opportunity for learning and personal development. This shift in mindset allows athletes to manage pressure more effectively, enhancing their ability to perform under challenging

conditions. Over time, facing stress regularly helps athletes to internalize positive coping strategies, making them automatic and ingrained responses that support both their athletic and personal growth.

Wang<sup>56</sup> further supports the idea that consistent physical training is key to enhancing motor skills, particularly in the context of sports. His research demonstrates a strong correlation between focused training and noticeable improvements in an athlete's physical performance, highlighting the direct impact of regular exercise. This emphasizes the importance of commitment to consistent training, as athletes who dedicate themselves to their routines are more likely to strengthen their motor abilities and improve their overall performance in sports.



Furthermore, Prabowo<sup>43</sup> highlights that the commitment of student-athletes to their training is influenced by factors such as satisfaction, physical conditioning, self-assessment, and the effects of nutrition and technology on performance. His study reveals that athletes' satisfaction with their training plays a significant role in enhancing both their performance and dedication. These findings emphasize the importance of creating a positive training environment to sustain the commitment and motivation of student-athletes.

In contrast, the study of Montull et al.<sup>32</sup> revealed that some students demonstrate behavioral activity without being cognitively or affectively engaged in their tasks. This can often happen in athletic training, where athletes might do the physical movements but not think about the purpose or goals behind them. This lack of connection can reduce their overall focus and effectiveness. It is important for athletes and students to link their physical actions with a deeper understanding and emotional involvement. Doing so can improve results in both sports and education.

### Level of training engagement among Student-Athletes in SUCs, in terms of Affective Engagement

The analysis of the level of training engagement reflected in Table 18 focuses on several indicators related to affective engagement. The evaluation encompasses responses from student-athletes on the eight indicators, assessing the emotional state of student-athletes during training seasons and competitions. The first indicator, which pertains to enjoying training with others who share similar interests, achieved the highest mean of 3.55 with a standard deviation (SD) of 0.69. This score falls within the *very high* verbal description. This suggests that training engagement among SUCs athletes is strongly influenced by the camaraderie and enjoyment they experience while training alongside teammates who share similar goals and interests. Such positive interactions foster a supportive environment that motivates athletes to stay engaged and committed to their training, enhancing both individual and team performance.

**Table 18. Level of training engagement among Student-Athletes in SUCs, in terms of Affective Engagement.**

Indicators	Student-athletes - Respondents			
		SD	Description	Interpretation
Enjoy training because it helps them improve their skills and connect with others who share similar interests.	3.55	0.69	Very High	Always Manifested
Look forward to the next training session with great enthusiasm and excitement.	3.55	0.67	Very High	Always Manifested
Find training interesting because it combines different techniques that keep them engaged.	3.55	0.68	Very High	Always Manifested
Feel that time flies during the training, which speaks volumes about how engaging the experience is.	3.47	0.73	Very High	Always Manifested
Currently working on being more open to the training tasks and content.	3.49	0.71	Very High	Always Manifested
Learning to develop more patience during the training.	3.50	0.72	Very High	Always Manifested
Exploring ways to boost their energy and enthusiasm during the training.	3.49	0.71	Very High	Always Manifested
Searching for new ways to make the training tasks and content more engaging.	3.49	0.71	Very High	Always Manifested
<b>Overall Weighted Mean</b>	<b>3.51</b>	<b>0.63</b>	<b>Very High</b>	<b>Always Manifested</b>
Legend:  = weighted mean; 3.26 – 4.00 = Always Manifested; 2.51 – 3.25 = Often Manifested; 1.76 – 2.50 = Rarely Manifested; 1.00 – 1.75 = Never Manifested				

The analysis of the level of training engagement reflected in Table 17 focuses on several indicators related to affective engagement. The evaluation encompasses responses from student-athletes on the 8 indicators, assessing the emotional state of student-athletes during training seasons and competitions. The first indicator, which pertains to enjoying training with others who share similar interests, achieved the highest mean of 3.55 with a standard deviation (SD) of 0.69. This score falls within the *very high* verbal description. This suggests that training engagement among SUCs athletes is strongly influenced by the camaraderie and enjoyment they experience while training alongside teammates who share similar goals and interests. Such positive interactions foster a supportive

environment that motivates athletes to stay engaged and committed to their training, enhancing both individual and team performance.

Similarly, the second indicator centered on the anticipation of a training session with great enthusiasm and excitement, and it also gained the highest mean score of 3.55 (SD = 0.67), also within the "Very High" range. This indicates that SUCs athletes consistently approach their training sessions with a high level of enthusiasm and excitement, eagerly anticipating the opportunity to improve. Their positive mindset and eagerness to engage in each session foster a productive and motivated atmosphere, enhancing both individual and team performance.

Also, the third indicator centered on finding training interesting, which keeps student-athletes engaged, garnered the same level with a mean of 3.55 (SD = 0.68), showing a *very high* verbal description. This indicates that SUCs athletes consistently find their training sessions engaging and interesting, which helps them maintain a high level of focus and dedication. By keeping the training experience enjoyable and stimulating, athletes are more likely to stay motivated and committed, ultimately enhancing their performance and long-term progress.

This was followed by the indicator that dealt with developing more patience during the training, which garnered a mean score of 3.50 (SD = 0.72). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that SUCs athletes consistently exhibit a growing sense of patience during their training, understanding that improvement takes time and effort. This ability to remain patient helps them stay focused on long-term goals, allowing them to progress steadily while managing challenges along the way.

Next, the indicator focusing on being more open to the training tasks and content, garnered a mean score of 3.49 (SD = 0.71). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that SUCs athletes are consistently receptive and open to the training tasks and content provided, embracing new challenges with a positive attitude. This openness allows them to fully engage with the training process, leading to better skill development and a deeper commitment to their athletic growth.

In parallel, exploring ways to boost their energy and enthusiasm, garnered a mean score of 3.49 (SD = 0.71) described as very high. This indicates that SUCs athletes consistently seek methods to enhance their energy and enthusiasm during training, ensuring they remain motivated and focused. By exploring various strategies to sustain their drive, they can maintain a high level of engagement and performance throughout their training sessions.

Identically, the indicator relating to working with teammates to create a positive environment garnered a mean score of 3.49 (SD = 0.71). According to the provided interpretation scale, this falls within the "Very High" range. This indicates that SUCs athletes consistently collaborate with their teammates, fostering a positive and supportive training environment. This teamwork not only enhances individual performance but also contributes to building a sense of unity and camaraderie within the group, ultimately boosting overall team morale and success.

Finally, the indicator pointing to the feeling that time flies, emphasizing how engaging the training experience is, received the lowest mean score of 3.47 (SD = 0.73) but still has a very high verbal description. This indicates that SUCs athletes often experience a sense of time passing quickly during training, highlighting how engaging and immersive the sessions are. When athletes are fully absorbed in their training, they are more likely to stay focused, motivated, and committed to improving their skills and performance.

Considering these findings, the overall weighted mean for the level of training engagement in terms of affective engagement is 3.51 (SD = 0.63). According to the provided interpretation scale, this score falls within the "Very High" range. This indicates that training engagement in terms of affective engagement among SUCs athletes is always manifested. Affective engagement involves the emotional connection athletes feel towards their training sessions, which directly influences their motivation, attitude, and overall experience. Athletes who are highly effectively engaged tend to approach training with enthusiasm and emotional investment, which can lead to improved performance and commitment. This indicates that SUCs athletes are not only focused on the technical aspects of their training but are also emotionally connected to their growth and success in sports. As a result, their positive emotional involvement likely contributes to their persistence and ability to overcome challenges during their athletic development.

This is consistent with the study of Rodrigues et al.<sup>45</sup> that enjoyment reflects positive feelings about exercise, and it is plausible that a better affective response would be related to a more positive individual perception of a joyful activity or exercise experience. When athletes find enjoyment in their training, they are more likely to remain engaged, motivated, and committed to their athletic goals. This emotional connection fosters a sense of fulfillment and satisfaction, which can enhance performance and lead to greater consistency in training. In their study, Marques et al.<sup>29</sup> revealed that dopamine, a neurotransmitter released during sports engagement, plays a key role in the brain's reward and pleasure systems. Elevated dopamine levels following physical activity can significantly enhance feelings of enjoyment, which in turn can foster a positive emotional state and increase motivation. This heightened sense of pleasure and accomplishment also helps to improve focus and concentration, which are critical for success in both sports and other areas of life.

More so, Nthangeni et al.<sup>36</sup> shared that student-athletes identified numerous perceived benefits from their involvement in varsity sports. They enjoyed the personal satisfaction and fulfillment that came from competing

and improving their skills. Making their families proud and forming lasting friendships were also important aspects of their experience. Additionally, they appreciated the opportunity to complete their studies more quickly and earn performance-related incentives and awards. Being featured on television and the possibility of being scouted by professional teams were significant motivating factors. Ultimately, these benefits contributed to a rich and rewarding experience in varsity sports.

#### **SOP 4. Regression Analysis on How Psychological Skills and Social Support Influence Training Engagement among Student-Athletes in SUCs**

Table 19 presents the findings of the multiple regression analysis conducted at a 0.05 level of significance (two-tailed). The analysis showed that psychological skills had a standardized beta coefficient of 0.37, with a t-value of 6.91 and a p-value of 0.001, indicating statistical significance since the p-value was below the 0.05 threshold. These results suggested that psychological skills were a meaningful and reliable predictor of training engagement among student-athletes in SUCs. Specifically, a one-unit increase in psychological skills corresponded to a 37% rise in training engagement, highlighting a strong positive influence. As a result, the researcher rejected the null hypothesis, asserting no significant relationship between psychological skills and training engagement.

**Table 19. Regression Analysis on How Psychological Skills and Social Support Influence Training Engagement**

Influence of Predictors		Training Engagement			Remarks
		Standardized coefficient $\beta$	t-statistics	p-value	
<b>Psychological Skills</b>		0.37	6.91	<0.001	Significant
<b>Social Support</b>		0.55	10.34	<0.001	Significant
Combining the Influence of Predictors					
R-value	.88				
R square	.77				
F-ratio	444.72				
P-value	<0.001				Significant

Likewise, social support emerged as a strong predictor, with a standardized beta coefficient of 0.55, a t-value of 10.34, and a p-value of 0.001. This significant outcome demonstrated that an increase in social support by one unit led to a 55% increase in training engagement, underscoring its substantial impact. Consequently, the null hypothesis, suggesting no significant relationship between social support and training engagement, was also rejected. Furthermore, the combined R-value for psychological skills and social support was calculated at 0.88. This high positive correlation reflected a direct relationship with training engagement, indicating that higher levels of both psychological skills and social support were associated with increased levels of engagement, while lower levels resulted in reduced engagement. The F-ratio from Table 31 tested the overall fitness of the regression model, representing the combined effect of psychological skills and social support on training engagement. The result,  $F = 444.72$ , with a p-value less than 0.001, confirmed that the model was a strong fit for the data. Based on this, the researcher rejected the null hypothesis, claiming that psychological skills and social support, whether independently or jointly, had no significant effect on training engagement. Lastly, the R-squared value was reported at 0.77, indicating that 77% of the variation in training engagement could be explained by the combined influence of psychological skills and social support. The remaining 23% was due to factors not accounted for in the study, representing unexplained variance.

#### **IV. Conclusion**

The research findings highlight that psychological skills, social support, and active training engagement are essential for the success of student-athletes in State Universities and Colleges (SUCs). While confidence and emotional control are significant, these athletes also exhibited remarkable strengths in crucial psychological areas such as motivation, focus, and the regulation of arousal levels during both training and competition. This multifaceted approach to mental preparation contributes not only to their performance but also to their overall well-being. Fostering these attributes can lead to enhanced outcomes for student-athletes in their respective sports.

The study emphasized the vital role of social support in the lives of these athletes, highlighting its contribution to their emotional stability and consistent engagement in training activities. Essential foundations for both their athletic and personal development, these support systems provided emotional reassurance and fostered a sense of belonging. Ultimately, the presence of such support was crucial for their overall well-being and success in sports.

Their high levels of cognitive, behavioral, and emotional engagement demonstrated a profound commitment to training. This dedication had a positive impact on both their performance outcomes and their overall mental toughness. As a result, they were able to achieve better results while maintaining resilience in challenging situations.

Findings further revealed that the enhancement of psychological skills led to increased training engagement, while social support demonstrated an even greater influence. The positive relationship among these variables underscores the importance of nurturing both psychological preparedness and strong support systems to boost training participation. Although these two factors significantly contributed to the athletes' engagement, the study acknowledged that other unexplored elements may also impact performance. Overall, the results emphasize the need for a holistic approach that strengthens psychological competencies and social networks to foster better engagement and success among student-athletes.

## References

- [1]. Agarwal, A., Zhang, A., Narasimhan, K., Gilitschenski, I., Murahari, V., & Kant, Y. (2023). Building Scalable Video Understanding Benchmarks Through Sports. Arxiv (Cornell University), 2(4). <https://doi.org/10.48550/Arxiv.2301.06866>
- [2]. Allen, J. B. 2023. Social Motivation In Youth Sport. *J Sport Exerc Psychol.* 25:551–67. Doi: 10.1123/jsep.25.4.551
- [3]. Aly E.R. & Elmahdy S.Y. (2024). The Opportunity For Profit To College Student-Athletes-Analysis Study. *ESI Preprints.* <https://doi.org/10.19044/Esipreprint.4.2024.P136>
- [4]. Anderson, Nicole D., Kelly J. Murphy, And Angela K. Troyer. (2024). What Is Cognitive Engagement? Living With Mild Cognitive Impairment: A Guide To Maximizing Brain Health And Reducing The Risk Of Dementia, 2nd Edn (New York, 2024; Online Edn, Oxford Academic. <https://doi.org/10.1093/Oso/9780197749340.003.0041>
- [5]. Bondoc Jr., R. S. (2023). Motivation And Attitudes Of College Varsity Players Towards Community-Based Sports Initiatives: Precursor To Grassroots Sports Program. *Environnent And Social Psychology*, 8 (2). Doi: 10.54517/Esp.V8i2.1702
- [6]. Çakiroğlu (2021). The Role Of Athletic Self-Efficacy And Athletic Perfectionism In Predicting Athletic Performance Of Gazi University Student Athletes. *Journal Of Educational Issues*, 7(2). <https://doi.org/10.5296/Jei.V7i2.19108>
- [7]. Chen, F., Guo, T., & Bi, C. (2022). Are Talented People More Virtuous In The Eyes Of Others? Positive Effects Of Competence On Perceived Morality. *Psych Journal*, 11(4), 560–570. <https://doi.org/10.1002/Pchj.541>
- [8]. Cho, E., Tan, H., And Lee, E. (2020). Importance Of Perceived Teammate Support As A Predictor Of Student-Athletes' Positive Emotions And Subjective Well-Being. *International Journal Of Sports Science & Coaching* 15(3). DOI:10.1177/1747954120919720
- [9]. Chuang W-C, Lu FJH, Gill DL, Fang B-B. (2022). Pre-Competition Mental Energy And Performance Relationships Among Physically Disabled Table Tennis Players. *Peerj* 10:E13294 <http://doi.org/10.7717/Peerj.13294>
- [10]. Cutrona C. And Russell DW (2015). The Provisions Of Social Relationships And Adaptation To Stress. *Advances In Personal Relationships*, (1), Pp. 7-67. <https://www.researchgate.net/publication/271507385>
- [11]. Davis, L., Brown, D., Arnold, R., Gustafsson, H. (2021). Thriving Through Relationships In Sport: The Role Of The Parent–Athlete And Coach–Athlete Attachment Relationship. *Frontier In Psychology*, Sec. Movement Science, 12. <https://doi.org/10.3389/fpsyg.2021.694599>
- [12]. Doorley, J. D., & Kashdan, T. B. (2022). The Effects Of Self-Compassion On Daily Emotion Regulation And Performance Rebound Among College Athletes: Comparisons With Confidence, Grit, And Hope. *Psychology Of Sport & Exercise*, 58, 102081. <https://doi.org/10.1016/j.psychsport.2022.102081>
- [13]. Eather N., Wade L., Pankowiak A., Eime R. (2023). The Impact Of Sports Participation On Mental Health And Social Outcomes In Adults: A Systematic Review And The 'Mental Health Through Sport' Conceptual Model. *Syst. Rev.*, 12:102. Doi: 10.1186/S13643-023-02264-8
- [14]. Eliasson, I., And Johansson, A. (2020). The Disengagement Process Among Young Athletes When Withdrawing From Sport: A New Research Approach. *International Review For The Sociology Of Sport*, 56 (4). <https://doi.org/10.1177/1012690219899614>.
- [15]. Fadare, S., Langco, A., Canalija, VJ, Kabirun, A & Jhuniely (2022). Athletes' Confidence And Anxiety Management: A Review In Achieving Optimal Sport Performance. *International Journal Of Science And Management Studies (IJSMS)*, 5(40). DOI: 10.51386/25815946/Ijsms-V5i4p133.
- [16]. Feng, C., (2023). Concentration Improvement Test For Athletes In Archery Training. *Revista Brasileira De Medicina Do Esporte*, (9). [https://doi.org/10.1590/1517-8692202329012022\\_0382](https://doi.org/10.1590/1517-8692202329012022_0382).
- [17]. Georgia, A., Bird., Mary, L., Quinton., Jennifer, Cumming. (2021). Promoting Athlete Mental Health: The Role Of Emotion Regulation. *Journal Of Clinical Sport Psychology*, -1:1-19. Doi: 10.1123/JCSP.2021-0022
- [18]. Griffith, K. L., Wooding, C. B., Van Dyke, E. D., & Kadushin, P. (2023). Mental Skills Training And Treatment Interventions. In M. A. Christino, E. I. Pluhar, & L. J. Micheli (Eds.), *Psychological Considerations In The Young Athlete: A Multidisciplinary Approach* (Pp. 215–241). Springer Nature Switzerland AG. [https://doi.org/10.1007/978-3-031-25126-9\\_11](https://doi.org/10.1007/978-3-031-25126-9_11)
- [19]. Harris, B. And Maher, B. (2022). Student-Athlete Mental Health, Help-Seeking, And Service Utilization: Implications For A Multi-Tiered, Public Health Approach On College Campuses. *Journal Of College Student Psychotherapy*, 37 (4). <https://doi.org/10.1080/87568225.2022.2109548>
- [20]. Jasem, Z., And Mohammed K. (2024).Construction And Validation Of A Cognitive Engagement Scale And Its Relationship With Ball Movement Sequence Performance In Rhythmic Gymnastics. *Journal Of Studies And Researches Of Sport Education.* <https://doi.org/10.55998/Jsrse.V34i3.680>
- [21]. Kotseruba, I., & Tsotsos, J. K. (2020). 40 Years Of Cognitive Architectures: Core Cognitive Abilities And Practical Applications. *Artificial Intelligence Review*, 53(1), 17-94. <https://doi.org/10.1007/S10462-018-9646-Y>
- [22]. Kuloor, H. & Kumar, A. (2020). Self-Confidence And Sports. *International Journal Of Indian Psychology*, 8(4), 1-6. DIP:18.01.001/20200804, DOI:10.25215/0804.001
- [23]. La Fratta, I., Franceschelli, S., Speranza, L., Patruno, A., Michetti, C., D'Ercole, P., Ballerini, P., Grilli, A., & Pesce, M. (2021). Salivary Oxytocin, Cognitive Anxiety And Self-Confidence In Pre-Competition Athletes. *Scientific Reports*, 11(1). <https://doi.org/10.1038/S41598-021-96392-7>.
- [24]. Liu, G., Feng, X., & Ren, Y. (2024). Study On The Path Of Developing Sports Lifestyle Among College Students. *Journal Of Education And Educational Research*, 7(3), 333-336. <https://doi.org/10.54097/9c6vg558>
- [25]. Lochbaum, M., Sherburn, M., Sisneros, C., Cooper, S., Lane, A. M., & Terry, P. C. (2022). Revisiting The Self-Confidence And Sport Performance Relationship: A Systematic Review With Meta-Analysis. *International Journal Of Environmental Research And Public Health*. Retrieved December 7, 2022, From <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9180271/#B20-Ijerp-19-06381>.
- [26]. Lochbaum, M., Thaïs Zanatta, T., Kirschling, D., And May E., (2021). The Profile Of Moods States And Athletic Performance: A Meta-Analysis Of Published Studies. 11(1), 50-70. <https://doi.org/10.3390/Ejihpe11010005>
- [27]. Lu FJH, Gill DL, Yang CMC, Lee P-F, Chiu Y-H, Hsu Y-W And Kuan G (2018) Measuring Athletic Mental Energy (AME): Instrument Development And Validation. *Front. Psychol.* 9:2363. Doi: 10.3389/fpsyg.2018.02363



- [28]. Machida-Kosuga, M., & Kohno, N. (2022). Athlete Leader Development: The Perspectives Of Athlete Leaders, Teammates, And Coaches. *Journal Of Applied Sport Psychology*, 35(2), 111–135. <https://doi.org/10.1080/10413200.2021.2024624>
- [29]. Marques A., Marconcin P., Werneck A.O., Ferrari G., Gouveia É.R., Kliegel M., Peralta M., Ihle A. (2021). Bidirectional Association Between Physical Activity And Dopamine Across Adulthood—A Systematic Review. *Brain Sci.*, 11. Doi: 10.3390/brainsci11070829
- [30]. Maykrantz, C., & Houghton, D. (2020). Self-Leadership Practices And Stress Among College Students: A Study Of Self-Regulation And Arousal Management. *Journal Of College Student Development*, 61(4), 435-448. <https://doi.org/10.1353/Csd.2020.0045>
- [31]. McCormick, A., Anstiss, P. A., & Lavalley, D. (2020). Endurance Athletes' Current And Preferred Ways Of Getting Psychological Guidance. *International Journal Of Sport And Exercise Psychology*, 18(2), 187–200. <https://doi.org/10.1080/1612197X.2018.1486874>
- [32]. Montull, L., Slapsinskaite-Dackeviciene, A., Kiely, J., Hristovski, R., And Balague, N. (2022). Integrative Proposals Of Sports Monitoring: Subjective Outperforms Objective Monitoring. *Sports Med Open* 8:41. Doi: 10.1186/S40798-022-00432-Z
- [33]. Nau, T.; Nolan, G.; Smith, B.J. Promoting Adherence To Organised Physical Activity Among Socially Disadvantaged Older People. *Ageing Soc.* 2021, 41, 421–438. <https://doi.org/10.1017/S0144686X19001132>
- [34]. Neto E.D.C., Dantas M.M.C., Maia R.D.S., Filho I.A., Maia E.M.C. The Resilience Of Adolescent Participants In Social Projects For Sport. *Cienc. Saude Coletiva*. 2020;25:901–908. Doi: 10.1590/1413-81232020253.18362018.
- [35]. Ni, Y.-L., & Hsu, S.-C. (2023). A Longitudinal And Multilevel Investigation Of Grateful Climate In Cultivating Psychological Resilience: The Mediating Role Of Athlete's Gratitude. *Applied Research In Quality Of Life*. <https://doi.org/10.1007/S11482-023-10259-9>
- [36]. Nthangeni S, Toriola A, Paul Y, Naidoo V. Student-Athlete Or Athlete-Student: Analysis Of Benefits And Barriers Of University Sport Participation In South Africa. *Ann Appl Sport Sci* 2021; 9 (2). <http://aassjournal.com/article-1-924-en.html>
- [37]. Otte FW, Davids K, Millar S-K And Klatt S (2020) When And How To Provide Feedback And Instructions To Athletes?—How Sport Psychology And Pedagogy Insights Can Improve Coaching Interventions To Enhance Self-Regulation In Training. *Front. Psychol.* 11:1444. Doi: 10.3389/Fpsyg.2020.01444
- [38]. Pambudi, N. A. (2022). Social Support As A Predictor Of Athletes Achievement Motivation:A Correlation Study At The Glagah Wangi Demak Athletic Club. *International Journal Of Multidisciplinary Research And Analysis*, 05(08), 2204–2209. <https://doi.org/10.47191/Ijmra/V5-I8-38>
- [39]. Parnabas (2023). The Relationship Between Self Confidence And Psychological Performance On Track And Field Student-Athletes. *Malaysian Journal Of Sport Science And Recreation* Vol. 19. No. 2. 312 - 321. DOI: <https://doi.org/10.24191/Mjssr.V19i2.24006>
- [40]. Pedersen, M. B., Hansen, A. M., & Elmosé-Østerlund, K. (2021). Motives And Barriers Related To Physical Activity And Sport Across Social Backgrounds: Implications For Health Promotion. *International Journal Of Environmental Research And Public Health*, 18(11), 5810. <https://doi.org/10.3390/Ijerp18115810>
- [41]. Phan HP, Ngu BH, Chen S-C, Lin R-Y, Wang H-W, Shih J-H, Et Al. (2021) Empirical Validation Of The Psychological Concept Of A Perceived Feeling Of 'Energy': Advancement Into The Study Of Positive Psychology. *Plos ONE* 16(11): E0259762. <https://doi.org/10.1371/Journal.Pone.0259762>
- [42]. Potenciando, M.R., Malinaoi, L.H., Madrigal, L.C., Pelare, J., (2024). Sports Motivation And Engagement Among Bachelor Of Physical Education Students Of The University Of Mindanao, Philippine. *European Journal Of Physical Education And Sport Science*, 11(1). Doi: 10.46827/Ejpe.V11i1.5382
- [43]. Prabowo, T. A. (2024). Athletes' Satisfaction Towards Sport Training: An Initial Investigation And Development Of Questionnaire. *European Journal Of Physical Education And Sport Science*. <https://doi.org/10.46827/Ejpe.V11i1.5365>
- [44]. Rintaugu, E. G., Lusaga, B. O., Mwangi, F. M., & Kipchumba, K. K. (2023). Correlates Of Sports Confidence Among High School Athletes. *Journal Of Sports And Physical Education Studies*, 3(1), 19–27. <https://doi.org/10.32996/Jspes.2023.3.1.3>
- [45]. Rodrigues F., Pelletier L., Rocchi M., Neiva H., Teixeira D., Cid L., Silva L., Monteiro D., (2020). Trainer-Exerciser Relationship: The Congruency Effect On Exerciser Psychological Needs Using Response Surface Analysis. *Scandinavian Journal Of Medicine & Science In Sports*. <https://doi.org/10.1111/Sms.13825>
- [46]. Rodriguez-Romo G, Blanco-Garcia C, Diez-Vega I And Acebes-Sánchez J (2021) Emotional Intelligence Of Undergraduate Athletes: The Role Of Sports Experience. *Front. Psychol.* 12:609154. Doi: 10.3389/Fpsyg.2021.609154
- [47]. Sáez, I., Solabarrieta, J., & Rubio, I. T. (2021). Reasons For Sports-Based Physical Activity Dropouts In University Students. *International Journal Of Environmental Research And Public Health*, 18(11), 5721. <https://doi.org/10.3390/Ijerp18115721>
- [48]. Singh S, And Bal BS. (2024). Motivational Correlates Of Sports And Physical Activity. *Physical Education Of Students.* ;28(3):168-74. <https://doi.org/10.15561/20755279.2024.0305>
- [49]. Slaten, C., Klothor, N., Lewis, C., & Lee, J. (2023). Belongingness & Sport : A Theoretical Framework To Conceptualize Belonging With Athletes. <https://doi.org/10.1163/27722856-Bja10001>
- [50]. Stewart, P., Fletcher, D., Arnold, R., & McEwan, D. (2023). Exploring Perceptions Of Performance Support Team Effectiveness In Elite Sport. *Sport Management Review*, 27(2), 300–321. <https://doi.org/10.1080/14413523.2023.2284987>
- [51]. Su, Z. (2022) Artificial Intelligence In The Auxiliary Guidance Function Of Athletes' Movement Standard Training In Physical Education. *Journal Of Circuits, Systems And Computers*, 31(11). <https://doi.org/10.1142/S0218126622400011>
- [52]. Tabuena, (2020). Perception Of The Students Between The School's Support In Academics And Sports Towards The Promotion And Sustainability Of Sports Activities. *International Journal Of Trend In Scientific Research And Development (IJTSRD)*, 4(3). [www.ijtsrd.com/papers/Ijtsrd30609.pdf](http://www.ijtsrd.com/papers/Ijtsrd30609.pdf)
- [53]. Tan, M., & Yan, C. (2022). Application Of Video Feedback System To Technical Analysis And Diagnosis Of Throwing Athletes. *Mathematical Problems In Engineering*, 2022, 1–11. <https://doi.org/10.1155/2022/3028253>
- [54]. Van Yperen, N. (2022). In The Context Of A Sports Match, The Goal To Win Is Most Important, Right? Suggestive Evidence For A Hierarchical Achievement Goal System. *Psychology Of Sport And Exercise*. 60. <https://doi.org/10.1016/J.Psychsport.2022.102134>
- [55]. Vuković, P., & Marič, D. (2023). 42nd International Conference On Organizational Science Development: Interdisciplinarity Counts (Vols. 42.). *Univerzitetna Založba Univerze V Mariboru*. <https://doi.org/10.18690/Um.Fov.3.2023>
- [56]. Wang Y., (2023). Research On The Educational Research Path Of "Four Confidences" In Vocational Colleges. *Advances In Vocational And Technical Education*. 5, 25-29. DOI: <https://dx.doi.org/10.23977/Avte.2023.050505>.
- [57]. Yildirim, M. (2021). An Analysis Of Students' Levels Of Sports Commitment At A School Of Physical Education And Sports. *African Educational Research Journal* Vol. 9(2), Pp. 367-374, DOI:10.30918/AERJ.92.21.045