



RECEIVED SUPPORT, BURNOUT AND ATHLETIC MENTAL ENERGY OF ATHLETES IN REGION IX: A CONVERGENT DESIGN

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Abstract:

This mixed-methods study examined the relationship between received support, burnout, and mental energy among collegiate student-athletes in Region IX, Philippines, employing a convergent design. The quantitative phase involved a survey completed by college student-athletes, analyzing levels of received support, burnout, and mental energy through descriptive and inferential statistics. Qualitative data were collected through in-depth interviews and focus group discussions with selected participants, focusing on their experiences and perceptions of support and burnout. Quantitative results indicated that the status of received support of student-athletes was very high, which means that they always received strong support from coaches, occasionally encountering challenges that may affect their performance, burnout was moderate, described as sometimes experienced, and athletic mental energy was very high which means it was always demonstrated during sports performance. In addition, it was revealed that athlete support and burnout significantly influenced the mental energy of the student-athletes. Qualitative analysis revealed five essential emerging themes in the lived experiences of athletes as regards their mental energy in sports, namely: *Building confidence in playing sports, Sustaining motivation to reach a goal, Staying in focus to maintain mental energy, Experiencing physical exhaustion affects mental energy, and Regulating emotions while playing.* Meanwhile, four themes emerged regarding as the role of lived experiences in shaping the values, attitudes, and commitment to sports of college students, which are as follows: *Believing in one's abilities, Mirroring others' belief in one's capabilities, Sustaining positive behavior, and Maintaining motivation for sports.* Integration of the quantitative and

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qualitative findings revealed that the following were merging-converging: the received emotional support and the theme believing in one's abilities, informational support and sustaining motivation to reach a goal, reduced sense of accomplishment and regulating emotions while playing, the mental energy in terms of motivation and sustaining motivation to reach goal, concentration and staying in focus to maintain mental energy. Similarly, the experiences as points of shaping the belief, attitude and commitment with regards to the mental energy in terms of confidence and believing in one's abilities, concentration sustaining favourable behaviour and maintaining motivation for sports, also converged. However, the quantitative and qualitative findings were merging and diverging regarding low physical and emotional exhaustion and experiencing physical exhaustion. It is shared by athletes that their training routines cause significant physical exhaustion.

Keywords: Physical Education, athlete received support, burnout, mental energy, athletes, mixed-methods, Philippines

1. Introduction

Mental energy is one key aspect that influences an athlete's performance, stamina, and health. The type of energy needed to sustain peak performance is focus, drive, and resilience. Studies show that changes in mental energy levels are common for athletes and are detrimental to their results. According to Lu *et al.* (2018), 30 percent of college athletes have low mental energy in competition, which causes them to reduce their focus and drive. Around the world, there is much sports-specific variability when it comes to the problem of athletes' mental energy. It is confirmed by Fan *et al.* (2023), who conducted a large-scale study on it; an all-sports sample of elite athletes (N = 177) disclosed that nearly half or 45 percent reported moderate-to-low mental energy, which is linked to poor performance and increased susceptibility to burnout.

Mental energy is one of the major concerns that have been affecting athletes worldwide because it determines their performance, well-being, and their ability to cope with the demands of competitive sports. In the United States, studies have shown that almost 48 percent of athletes suffer from mental fatigue during their competitive seasons, which affects their concentration and increases the risk of burnout (National Collegiate Athletic Association, 2023).

Similar research by Nakamura *et al.* (2022) in Japan found out that 42 percent of student-athletes reported difficulty maintaining mental energy due to balancing academics, rigorous training, and personal responsibilities. On the other hand, the Australian Institute of Sport (2023) posted that 39 percent of professional athletes in Australia cited mental exhaustion as a primary factor in their decreased motivation and decision-making during high-stress competitions.

Additionally, as mentioned by Ganaden *et al.* (2018), in Iba, Zambales proved that 60 percent of athletes in rural areas of the Philippines have burnout due to these

competing demands and likewise experience stress on mental energy like tiredness and lack of concentration along with healthiness role (mental health) where fatigue drives every aspect or level. Recovery stress, the balance between an athlete's recovery components and stressors, is a precious ingredient required to maintain optimal mental energy levels. Poor recovery can lead to increased stress for athletes and a subsequent decrease in mental energy (Ganaden *et al.*, 2018).

The environment is no different at the national level than it is internationally. In a study conducted by Cipriano (2024) in Zamboanga Province on the level of mental energy among Filipino collegiate athletes, he discovered that 40 percent responded with a feeling of a low sense of mental energy, which also impacts their academic and athletic performance.

In the local context, especially in Zamboanga Del Sur, mental energy is a problem among athletes. Student-athletes are pressured from training, competitions, and academic commitments that may lead to mental fatigue and burnout. This problem is very evident in places like Pagadian City, Dumalinao, and Lakewood where the athletes have a hard time balancing their academic and athletic commitments. Local athletes in Zamboanga Del Sur do not get adequate mental energy because they lack available mental health resources to replenish them.

Sanchez and Bautista (2020) explored the experiences of athletes in Zamboanga Del Sur. The results showed that athletes with adequate support manifested higher performance and resilience in stressful conditions. The study indicated that 70 percent of the athletes who had supportive coaching and social networks were less mentally fatigued, and their motivation to compete was higher.

The lack of a support system to help these athletes manage their stress and regain their mental energy makes it all the more problematic. Pagadian City is one place that has few sports psychologists or counsellors. Athletes were inferior and did not have what they needed to regain their mental energy and improve their physical and psychological well-being. In the municipality of Dumalinao, athletes feel emotional exhaustion and fatigue, manifesting signs of burnout. The Lakewood area, which is more in a rural setting, still shares the same problems where athletes need more emotional or informational support from their coaches and peers, which further depletes their mental energy. As a result, their mental energy becomes depleted, which impacts their motivation, focus, and performance. Mental energy depletion among athletes leads to negative outcomes such as low morale, reduced performance, and higher dropout rates from sports programs. Moreover, the impact of received support on mental energy could be both positive and challenging, depending on the quality and alignment of the support. According to a research study conducted by the NCAA (2023), while there are many athletes who are able to access trusted sources of support, only a little more than half would feel comfortable using mental health resources. This disconnection indicates that perhaps poor quality or mismatched support leads to mental fatigue rather than reducing it. Effective support comes with understanding the specific needs that would make it helpful and, in turn, not a cause of additional stress. All things combined, burnout and

support received can impact mental energy in different ways. Burnout causes emotional and physical exhaustion to athletes and this does not allow them to work as motivated and focused, while inadequate or inappropriate support may worsen it if these needs are not met on specific issues, leading to feelings of frustration or being not understood. It is reported in the research by the NCAA (2023) that even with support systems in place, barriers such as discomfort in seeking help can limit its benefits, compounding mental fatigue issues.

2. Research Questions

This study used a convergent design to broadly analyze the influence of athletes' received support, burnout and mental energy of athletes in Region IX. More specifically, this study sought answers to the following research questions:

- 1) What is the status of received support, burnout and mental energy of athletes?
- 2) Do the received support and burnout significantly influence the mental energy of athletes?
- 3) What are the lived experiences of participants as regards their mental energy?
- 4) How do the experiences of the participants shape their beliefs, attitudes and commitment?
- 5) To what extent do the qualitative findings corroborate with the quantitative data?

3. Literature Review

3.1 Received Support

Received support of athletes is defined as the help received from their coaches, peers, and family by the athletes, which highly affects their athletic performance. According to Freeman et al. (2014), received support comprised emotional, esteem, informational, and tangible support.

3.1.1 Emotional Support

Emotional support is showing empathy, love, trust, and care to the athletes. According to Sainz (2023), this type of support makes the athlete feel valued and understood. Additionally, emotional support by coaches and family members largely reduced anxiety and improved the mental strength of athletes. Similarly, McKay (2023) also highlighted that holistic support from faculty and staff toward both academic and athletic stress was required for student-athletes. Also, Higherredive (2023) reported that friendly mentors and caring team management could have a positive influence on the mental health of athletes, which indicates an interrelation between emotional support and improved mental energy.

3.1.2 Esteem Support

Similarly, esteem support is concerned with actions that boost the confidence and self-esteem of an athlete. As Krishnamurthy and Kulkarni (2023) mentioned, this type of support is crucial for developing the belief of an athlete in his or her abilities. They also emphasized that it should incorporate reflective practices and communication regarding progress, which may be composed of activities that build an athlete's self-esteem and self-worth in making them realize their worth and abilities. In addition, as stated, esteem support was important to Ratner (2023) because it was labeled as the bread and butter within sports psychology and made athletes healthy psychologically.

3.1.3 Informational Support

In contrast, informational support, as pointed out by Christine (2022), is also given to athletes to give suggestions and guidelines to help them overcome obstacles and the role of the coach is to encourage mental health help-seeking behaviors through informational support, such as advice, suggestions, and information, to help athletes cope with challenges. On a separate note, Pilkington *et al.* (2024) recommended a structured support framework in transitions into elite sports. This indicates that a professional support system should be accessible during transitions into elite sports.

3.1.4 Tangible Support

Tangible support refers to the physical tools, facilities, financial resources and services that would assist athletes in achieving their athletic goals and objectives. Additionally, Rehmer (2021) stated that the actual support of the athletes helped them achieve their desired athletic goals. On a related note, Katagami and Tsuchiya (2016) reported also that providing tangible support will lead to better performance and low anxiety levels. Along this line, Fogaca (2021) added that coaches, teammates, and stakeholders who provided tangible resources helped athletes succeed in sports and life.

3.2 Burnout

Athlete burnout is described by Gustafsson *et al.* (2017) as emotional and physical exhaustion, reduced sense of accomplishment, and sport devaluation. Furthermore, he elaborated that burnout was brought about by prolonged stress with inadequate recovery, which subsequently resulted in decreased performance and negative perceptions of sports.

3.2.1 Emotional and Physical Exhaustion

It is characterized as the main symptom of athlete's burnout. To elaborate, Moen *et al.* (2017) pointed out that managing training loads is a way to prevent burnout, which appeared in the form of mood changes, reduced motivation, and frequent injuries.

3.2.2 Reduced Sense of Accomplishment

Lower feelings of mastery in athletes correlated with loss of motivation and greater likelihood for burnout. To illustrate this, Gustafsson *et al.* (2017) highlighted that perfectionism is also indicative of a lower sense of achievement among high perfectionist athletes. In a similar fashion, supportive coaching environments and performance goals that were realistic would have helped athletes to stay feeling accomplished.

3.2.3 Sport Devaluation

It is explained as one of the secondary dimensions of athlete burnout, which connotes a decreased interest in sports and negative behavioral responses. According to Avery *et al.* (2022), athletes under extreme pressure may start to question their identities within the sport, which reduces motivation and satisfaction.

3.3 Athletic Mental Energy

Athletic Mental Energy (AME) is the capacity to remain focused, motivated and managed distractions effectively. According to Lu *et al.* (2018), AME has six factors: confidence, motivation, concentration, tirelessness, composure, and vigor. All of these factors were relevant to athletic performance and quality of life.

3.3.1 Confidence

It is described as one of the most influential determinants of performance. According to Quinn (2014), positive self-talk has been emphasized as boosting self-confidence and reducing pre-competition anxiety. Moreover, Park *et al.* (2020) pointed out that the combination of positive self-talk and visualization leads to enhanced performance through neural stimulation, as observed in physical training.

3.3.2 Motivation

Motivation, both intrinsic and extrinsic, was important in sustaining the engagement and performance of athletes. According to Cohn (2014), extrinsic rewards such as trophies and scholarships may motivate athletes, but these need to be balanced with intrinsic motivation so that dependency on external sources is not encouraged. Building on this, Berger (2019) added that coaches can improve intrinsic motivation by creating meaningful connections and providing skills valued beyond sports.

3.3.3 Concentration

This refers to the ability to focus without making mistakes, especially in high-pressure situations. Further, McCanny (2015) identified mental rehearsal and attention control training as methods that enhance concentration.

3.3.4 Tirelessness

This indicated that physical endurance and mental persistence required performing athletic activities. Further, Singh *et al.* (2024) concluded that specific training programs,

healthy habits, and proper time management remarkably enhanced the tirelessness of the athletes.

3.3.5 Composure

It is the ability to be composed in a situation when there is pressure and maintains mental clarity, which is an essential characteristic of achieving consistency. In addition, Hudson and Day (2016) discovered that composure assists athletes in controlling stress, focusing, and making decisions during competitions.

3.3.6 Vigor

This refers to a lot of energy, mental hardness, and the ability to carry on when involve in physical activities. Similarly, Shirom (2016) understood vigor as part of an athlete's core psychological construct that determined involvement and success in sport.

4. Methods

4.1 Research Design

The study used a mixed methods approach, more precisely, a convergent design for the research design. A mixed-method design is a research approach that combines quantitative and qualitative methods within a single study to gain a deeper and more comprehensive understanding of a research problem. Integrating numerical data and descriptive insights influences each method's strengths while minimizing limitations. The convergent design is also a type of mixed-methods research where quantitative and qualitative data are collected and analyzed separately but concurrently within the same study.

4.2 Research Instruments

In order to gather quantitative data, three adapted survey questionnaires have been used: the Athlete Burnout Questionnaire (ABQ), the Athletic Mental Energy Scale (AMES), and the Athletes' Received Support Questionnaire (ARSQ). The use of these reliable questionnaires made sure that reliable measurement tools were used, thus increasing the reliability of measurement between subjects. This approach was suitable for measuring athletes' received support, burnout, and mental energy levels. In the qualitative part of the study, In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs) are widely used to gather rich, detailed, and informative data. These effectively explore participants' experiences, perspectives, and emotions related to the phenomenon under study. The interviews are usually semi-structured and guided by open-ended questions, which provide flexibility to probe further based on participants' responses. In the context of athlete-related research, IDIs can help explore how athletes' received support, burnout, and mental energy worked on their personal lives. On the other hand, FGDs brought together some participants into groups discussing a specific topic led by the researcher. This method best captures the various perspectives and understanding of the shared

experiences. FGDs encourage more interaction between participants, which builds on each other's responses to reveal common themes, disagreements, or unique insights that might not come up in an individual interview.

The three (3) adapted questionnaires were modified and evaluated thoroughly by experts to ensure the validity and reliability of the tool. Pilot testing was conducted to assess the reliability and clarity of the research instruments, involving 30 athletes with characteristics similar to those of the main study participants. The Athlete's Received Support Questionnaire (ARSQ) demonstrated excellent reliability, with a Cronbach's alpha of 0.90, indicating strong internal consistency. The Athlete's Burnout Questionnaire (ABQ) also was an excellent research instrument and found to have a Cronbach's alpha value of .95. Likewise, the Athletic Mental Energy Questionnaire (AMEQ) was also considered a good research instrument with an overall Cronbach's alpha value of .90. The results of the pilot testing confirmed that all three adapted questionnaires stated above are reliable and valid instruments, demonstrating suitability for effectively capturing the data needed to address the objectives of the study.

4.3 Data Collection

Questionnaires were administered using face-to-face methods. The direct data gathering occurred before the MASTS 2024 games, which allowed the researcher to collect the data in different places. The researcher informed the coaches about the scheduled date and time of the data gathering to ensure that the chosen student-athlete would appear in the venue. This will ensure that the classes of the participants will not be compromised. Clear instructions and explanations of each procedure were provided to participants, as well as the rationale behind their contributions. The participants were also free to raise questions related to the questionnaires. Informed consent forms (ICF) will then be explained and distributed, emphasizing voluntary participation and the freedom to withdraw without sanctions. It was also pointed out that they should affix their signatures to the ICF forms if they agree. A statement was made highlighting the significance of their aid with the study. Participants could be reassured that their answers would be anonymous and that their details were safe. As no identifiable data was available, and numbers were used in the written analysis to protect athletes, the study posed no harm to participants. Regarding the qualitative part of the study, the researcher personally interviewed the participants in a designated conducive and silent place to ensure privacy. It is a face-to-face discussion between the athlete and the researcher for the in-depth interview (IDI) and online for the focus group discussion (FGD) since the participants came from different regional provinces and cities. The group discussions were scheduled ahead of time, specifically during students' free time, so as not to disturb their classes. It was ensured that internet connectivity between the researcher and the participants was solid and constant. This was also done before the MASTS 2024 games were conducted to ensure that the participants were qualified to become participants. Still, the informed consent forms (ICF) for the IDI participants were distributed and collected physically, but the FGD participants affixed their signatures and sent the forms

via email. It was emphasized that they affix their signatures if they were agreeable and had the right to withdraw if they wanted to do so. The form was collected to match the ethical standardized rules. Generally, the guide questions were organized around the research themes, and the main questions were supplemented with follow-up and probing questions to probe responses more deeply. The discussion ended with closing questions, asking if anyone had anything else to say. Participants' privacy and rights were respected in all stages according to moral considerations.

4.4 Data Analysis

In the quantitative phase, the researcher employed statistical methods to evaluate the levels of athletes' received support, burnout, and mental energy among student-athletes. Basic statistical tools such as mean and standard deviation (SD) were calculated, and multivariable regression was performed. The central tendencies and variances were determined by means of descriptive statistics, while relationships and predictive factors were examined using inferential statistics. The mean was a measure of the central value of the data and was commonly used to summarize responses. It was applied to compute the mean status of athletes' received support, burnout, and mental energy. At the same time, standard deviation measured how spread out the data points was from the mean. A lower standard deviation meant that the numbers did not bear much distance from the mean, whereas a larger standard deviation defined some variability. We utilized the SD to assess the extent of variability in responses among participants using data collected through this study. This study applied multiple regression analysis, a technique for testing multiple independent variables to explain the outcome of a single dependent variable. In this study, received support has been conceptualized as the independent variable (IV1), athlete burnout has been operationalized to be the independent variable (IV2), and athletic mental energy is treated as the dependent variable (DV). To see how these variables interacted in relation to each other, the researcher conducted a multiple regression analysis. In particular, the analysis identified contributions of received support and athlete burnout on athletic mental energy in sports performance. This method will specify the direct and indirect impacts of received support, burnout, and mental energy while also assisting in understanding these dynamics among college athletes. In the qualitative phase, data from in-depth interviews (IDIs) and focus group discussions (FGDs) were transcribed, analyzed, and organized to bring out core ideas that were developed into themes using thematic analysis. It starts with familiarization, whereby the researcher goes through the data to understand its context. Preliminary codes were designed to condense concepts into brief phrases and categorize related ideas, iteratively developed, and made clear and logical themes. Themes were defined as the repeated pattern supported by multiple examples and aligned with the research aims, delivering a rich framework to tackle questions that must be answered in the study. The above approach structured that responses of participants were actually captured and insightful understanding developed from the data while thematic analysis supplemented quantitative findings with unfolding the trends and themes that enhanced richness in the

study. The researcher adopted a convergent design in which qualitative and quantitative data were integrated, and both were analyzed simultaneously to confirm or challenge statistical analysis findings. The researcher employed a convergent design approach, whereby qualitative and quantitative data were integrated, and both were analyzed concurrently to confirm or challenge statistical analysis findings.

5. Results and Discussion

It is shown in Table 1.1 that the status of athletes' received support has an overall mean of 4.57, which is described as very high, which means that the received support of student-athletes is always evident. This kind of support system exists and is visible among Region IX athletes, which helps in removing the combined pressures of being both a student and an athlete, thus acting as a buffer against stressors.

5.1 The Status of Athletes' Received Support in Region IX

Table 1.1: The Status of Athletes' Received Support in Region IX

		Mean	SD	Description
Emotional Support				
<i>Their coach is ...</i>				
1.	cheering them up.	4.63	.71	Very High
2.	listening to them.	4.48	.80	Very High
3.	showing concern for them.	4.68	.62	Very High
4.	making them feel that they always support them as athletes.	4.68	.67	Very High
5.	comforting them.	4.38	.91	Very High
	Category Mean	4.57	.62	Very High
Esteem Support				
<i>Their coach is ...</i>				
1.	encouraging them.	4.65	.68	Very High
2.	acknowledging their abilities.	4.62	.67	Very High
3.	telling them that they can do it.	4.71	.64	Very High
4.	reinforcing the positive athletic qualities.	4.56	.72	Very High
5.	boosting their athletic confidence.	4.65	.70	Very High
	Category Mean	4.64	.58	Very High
Informational Support				
<i>Their coach is ...</i>				
1.	giving them advice about performing in competitive situations.	4.69	.63	Very High
2.	giving them tactical advice regarding their sport.	4.63	.70	Very High
3.	offering them ideas and suggests actions to take regarding their sport.	4.62	.71	Very High
4.	helping them put things in perspective.	4.56	.76	Very High
5.	helping them decide what to do.	4.52	.79	Very High
6.	giving them advice about what to do.	4.65	.73	Very High
	Category Mean	4.61	.61	Very High
Tangible Support				
<i>Their coach is helping them in ...</i>				
1.	planning their training.	4.65	.72	Very High

2.	transporting themselves to training and competitions/matches.	4.56	.75	Very High
3.	doing things relevant to their training and competitions/matches.	4.51	.75	Very High
4.	setting their training sessions.	4.50	.80	Very High
5.	executing well their athletic tasks.	4.46	.84	Very High
6.	managing their training sessions.	4.53	.81	Very High
	Category Mean	4.53	.66	Very High
	Overall Mean	4.59	.55	Very High

A. Emotional Support

This domain was rated by the athletes with category mean rating of 4.57 described as very high. Items in this category obtained mean ratings within the range of 4.38 to 4.68. Particularly, the item, *their coach is comforting them* has a mean of 4.38 while the items *their coach is showing concern for them*, and *making them feel that they always support them* as athletes have the same mean rating of 4.68. Results showed that coaches provided very high emotional support to athletes, as shown in the table. This means that coaches signify a strong, nurturing relationship and prioritize their athletes' emotional well-being, which, in return, feel valued, understood, and emotionally secure in their relationship with the coach. This would, therefore, notably mean that the coaches are the emotional shield that provides comfort and motivation to help athletes handle external and internal stresses.

B. Esteem Support

This domain reveals a category mean of 4.64 described as very high. In particular, the mean rating in this category ranges from 4.62 to 4.71. It shows that the item, *acknowledging their abilities* has a mean rating of 4.62 described as high while the item, *their coach is telling them that they can do it* reflects a mean rating 4.71. It means that coaches gave athletes a feeling of worth, regard, and support that enhanced their motivation and confidence during practice and competition. The result also implies that although athletes face different performance pressures, which are the greatest fear of all athletes, positive reinforcement and encouragement from the coach help strengthen the mind against performance pressure and anxiety.

C. Informational Support

The very high category mean of 4.61 is supported by very high mean ratings of the items in this category that range from 4.52 to 4.69. It shows that the item, *helping them decide what to do* has a mean rating of 4.52, which is described as very high while the item, *giving them advice about performing in competitive situations* shows a mean of 4.69 which is also described as very high. It indicates that athletes received adequate guidance, advice, and knowledge from their support network of coaches and teammates. This implies that athletes feel that their coaches are good at leading them in strategy and preparation before competitions and performance enhancement to be organized and prepared.

D. Tangible Support

A very high level of cognitive habituated behaviour in physical activities is determined with a category mean rating of 4.53. The item mean rating ranges from 4.46 to 4.65. Specifically, the items, *executing well their athletic tasks* has a mean rating of 4.46 described as very high while the item *planning their training* has a mean rating of 4.65 described as very high. This means that athletes believed they received enough physical and logistical help from coaches to be used in training and competitions. This also indicates that with material needs satisfied, the athlete would focus all their energy and attention on training, competition, and self-improvement rather than being distracted by unmet basic or practical needs. Material support makes the athlete feel secure and stable, leading to improved sports performance and general well-being.

5.2 The Status of Burnout among Athletes in Region IX

The status of athletes' burnout has an overall mean of 2.70, which is described as moderate. This means that athletes manifested a noticeable burnout but not severe. There is little stress, but not to the extent that it impairs performance. In addition, its standard deviation of .98, which is less than one, shows that the responses of the college students are clustered close to the mean. This study's results revealed that athlete burnout had a moderate overall result. A moderate result of burnout among athletes indicates that the athletes are experiencing burnout symptoms at a level that is neither negligible nor severe but falls somewhere in the middle. This implies that they are experiencing noticeable but not yet critical symptoms of burnout.

Table 1.2: The Status of Burnout among Athletes in Region IX

	Physical/Emotional Exhaustion	Mean	SD	Description
1.	not finding the energy to do other things because they felt so tired from their athletic training.	3.02	1.09	Moderate
2.	being extremely tired from the sport participation.	2.63	1.20	Moderate
3.	"being emotionally harmed" by their sport.	2.31	1.28	Low
4.	feeling physically exhausted from the sport.	2.58	1.23	Low
5.	having been exhausted by the physical and mental demands of the sport.	2.41	1.23	Low
	Category Mean	2.59	1.02	Low
	Reduced Sense of Accomplishment			
1.	not performing well worthwhile sport tasks/activities.	2.70	1.43	Moderate
2.	not meeting their personal interests with their sport.	2.73	1.58	Moderate
3.	not performing up to their ability in their sport.	2.79	1.56	Moderate
4.	not performing as well as they should no matter what they do in their sport.	2.67	1.53	Moderate
5.	not feeling accomplished or successful in their sport.	2.79	1.57	Moderate
	Category Mean	2.74	1.41	Moderate
	Sport Devaluation			
1.	needing to put their effort into sport would be better used in another activity.	3.70	1.30	High
2.	unconcerned about their sport performance as they used to.	2.90	1.34	Moderate

3.	lacking the interest in their sport as they used to be.	2.54	1.45	Low
4.	are not as strongly determined to be successful in their sport as they used to.	2.58	1.39	Low
5.	having negative feelings towards their sport.	2.21	1.36	Low
	Category Mean	2.78	1.13	Moderate
	Overall Mean	2.70	.98	Moderate

A. Physical/Emotional Exhaustion

A low category mean of 2.59 is reflected for physical/external exhaustion. Also, as shown in the table, item mean ratings range from 2.31 to 3.02; the item, *being emotionally harmed by their sport* reflects a mean of 2.31, described as low, while the item, *not finding the energy to do other things* because they felt so tired from their athletic training reflects a mean rating of 3.02 described as moderate. This implies that a distinct degree of tiredness and strain experienced by the athlete as an immediate consequence of their sport and can affect either motivation or performance is not totally experienced. Low physical and emotional exhaustion levels among the Region IX athletes mean there would be no imbalance between their training, competitions, and recovery. The low degree of exhaustion indicates that support factors such as structured training, rest schedules, and emotional support help prevent burnout and ensure athlete well-being for coaches and sports coordinators.

B. Reduced Sense of Accomplishment

The mean ratings of the items range from 2.67 to 2.79, with a category mean of 2.74, which is described as moderate. The item, *not performing well as well as they should no matter what they do in their sport* reflects a mean of 2.67, described as moderate. Likewise, the items *not performing up to their ability in their sport*, and *not feeling accomplished or successful in their sport* garner the same mean rating of 2.79, which is also described as moderate. This suggests that they are experiencing a marked but not overwhelming perception of underachievement in their sport. This also means that while they may still recognize some of their successes, they also feel they are not meeting their full potential or achieving the goals they aspire to. A moderate category of reduced sense of accomplishment among athletes implies that they are experiencing some feelings of underperformance or dissatisfaction with their performance, but these feelings are not yet severe. They do not feel they are doing their best or living up to personal standards, which probably will limit their ability to be able to enjoy their sporting successes and affect their motivation to engage.

C. Sport Devaluation

This domain has a category mean rating of 2.78, which is described as moderate. Looking at the mean ratings of the items, it ranges from 2.21 to 3.70. Specifically, the item *having negative feelings towards their sport* has a mean of 2.21, which is low, while the item *needing to put their effort into sport* would be better used in another activity, which shows a mean rating of 3.70, which is high. The study's results show moderate, which means neither too

high nor too low. The results may imply that they may still enjoy their sport but may not feel as strongly about it as they once did, or they might be starting to lose some of their excitement or motivation.

5.3 The Status of Athletic Mental Energy in Region IX

The overall status of athletic mental energy is 4.27, which is described as very high. This means that athletic mental energy is always demonstrated during sports performance. Considering the degrees of dispersion in this variable, the standard deviation is .47, indicating that the responses are clustered near the mean. This implies that these psychological traits work together to assist in performance and also sustain during competitive settings.

Table 1.3: The Status of Athletic Mental Energy in Region IX

Mean		SD	Description	
Confidence				
1.	winning all competitions in the future.	4.41	.79	Very High
2.	being tougher than any of their opponents.	4.34	.81	Very High
3.	winning in the next competition very confidently	4.45	.78	Very High
4.	executing automatically my sports movements and skills	4.46	.71	Very High
5.	controlling all sports movements and skills throughout the game.	4.36	.79	Very High
6.	smoothly performing all sport skills properly.	4.36	.74	Very High
7.	beating the other athletes of their sport.	4.13	.94	High
	Category Mean	4.36	.63	Very High
Motivation				
1.	trying their best to get the best results in all of their sports competitions.	4.86	.42	Very High
2.	being motivated to show my best to others in their chosen sports.	4.73	.60	Very High
3.	attending their sports training and drills passionately	4.66	.68	Very High
4.	feeling excited in their future higher competitions.	4.71	.56	Very High
5	eagerly waiting to compete.	4.56	.74	Very High
6	wanting to win all competitions in the future.	4.77	.56	Very High
	Category Mean	4.72	.43	Very High
Concentration				
1.	concentrating fully on what is going on during sports competitions that nothing can distract them.	4.44	.72	Very High
2.	being very focused on their sport training.	4.51	.72	Very High
3.	detaching themselves from other worries during competition or training.	4.38	.80	Very High
	Category Mean	4.44	.59	Very High
Tireless				
<i>Having ...</i>				
1.	endless energy to use even if the training is over.	3.79	1.02	High
2.	endless energy to use even if the competition is over.	3.76	.99	High
3.	sufficient energy left to do other things even if my training lasts long.	3.85	1.02	High
	Category Mean	3.80	.91	High
Composed				
1.	not feeling anxious of facing a tough opponent.	3.84	1.01	High

2.	being composed in joining competitions	4.17	.88	High
3.	feeling calm when facing their opponents in sport.	4.12	.97	High
	Category Mean	4.04	.81	High
Vigor				
<i>Being...</i>				
1.	vigorous in doing sport tasks.	4.05	.88	High
2.	energetic as if with an endless energy coming from their body during sport activities	4.34	.77	Very High
3.	very active either in competition or training.	4.45	.72	Very High
	Category Mean	4.28	.66	Very High
	Overall Mean	4.27	.47	Very High

A. Confidence

The category mean on foundations is 4.36, which is described as very high. As shown in the table, all items in this category are ranging from 4.13 to 4.46. The items, *beating the other athletes of their sport* show a mean rating of 4.13, described as high. Meanwhile, the item *executing automatically my sports movements and skills* has a mean of 4.39, described as very high. It showed that student-athletes feel very confident when playing their sport and believe in their abilities and skills during their games, as demonstrated during their performance. A very high level of confidence in student-athletes implies they believe in their abilities to succeed.

B. Motivation

The category mean of planning is 4.72, which is described as very high. As shown in Table 1.3, the mean of the items in this domain ranges from 4.56 to 4.86. Specifically, the item, *eagerly waiting to compete*, has a mean of 4.56, which is described as very high. Meanwhile, the item, *trying their best to get the best results in all of their sport competitions* has a mean of 4.86, which is very high. Such very high motivation implies helping them overcome difficult tasks, improve their skills, and stay consistent in training. Highly motivated athletes are likelier to succeed, perform better in competitions, and commit to their sport.

C. Concentration

A very high category mean of 4.44 is reflected for the concentration of athletes. Also, as shown in the table, item mean ratings range from 4.38 to 4.51. The item, *detaching themselves from other worries during competition or training* reflects a mean of 4.38, described as very high, while the item, *being very focused in their sport training* reflects a mean rating of 4.51, described as very high. This level of focus helps them pay attention to important details, make quick and accurate decisions, and perform well under pressure. This allows them to stay mentally present, block out distractions, and maintain their performance even in the most challenging situations. High concentration is, therefore, the key to achieving consistency and success in sports. The result also implies that athletes in Region IX can focus as sharp as a needle on what they are doing, which increases performance output.

D. Tireless

The mean ratings of the items in introjected regulation range from 3.76 to 3.85, with a category mean of 3.80, which is described as high. The item, *having endless energy to use even if the competition is over*, reflects a mean of 3.76, which is described as high. Likewise, the item *having sufficient energy left to do other things even if my training lasts long* garners a mean of 3.85, which is described as high. A high level of tirelessness among athletes implies that they can maintain high energy and endurance throughout long training or competition periods. It means they can push themselves even when fatigue sets in, which is crucial for improving performance and achieving long-term success. It also suggests that these athletes are better able to recover and continue performing at a high level without being easily worn out.

E. Composed

This domain has a category mean rating of 4.04, described as high. Looking at the mean ratings of the items, it ranges from 3.84 to 4.17. Specifically, the item *not feeling anxious of facing a tough opponent* has a mean of 3.84, and the item *being composed in joining competitions* shows a mean rating of 4.17, which is both described as high. It implies that athletes can stay calm and in control of their emotions, even in stressful or difficult situations. It shows that they can think, make good decisions, and focus on their performance without letting anxiety or pressure affect them.

F. Vigor

This domain has a category mean rating of 4.28, which is described as very high. Looking at the mean ratings of the items, it ranges from 4.05 to 4.45. Specifically, the item *being vigorous in doing sport tasks* has a mean of 4.05, which is high, and the item *being very active either in competition or training* shows a mean rating of 4.45, which is very high. A high result of vigor among athletes means they have a lot of energy, confidence, and excitement for their sport. It shows that they feel strong, active, and ready to take on challenges.

5.4 Significance of the Influence of Received Support, Burnout, on Athletic Mental Energy

Table 2 shows the results of the multiple regression analysis, which is set at the level of significance ($\alpha = 0.05$ (two-tailed)). On the one hand, the standardized beta coefficient of received support is .15, with t-statistics of 2.63 and $p = .01$, which is less than the set .05 level of significance. This indicates that in an individual capacity, received support significantly influences the athletic mental energy of athletes. It means that for every unit increase in the status of received support of athletes there is a corresponding increase of .15 in their athletic mental energy. On the other hand, the standardized beta coefficient is .12, with a t-statistics of 2.11 and $p = .04$, which is less than the set .05 level of significance.

Table 2: Significance of the Influence of Received Support and Burnout on the Athletic Mental Energy

Individual Influence of Predictors		Athletic Mental Energy			
		Standardized Coefficient	t	p-value	Remarks
Received Support		.15	2.63	.01	Significant
Burnout		.12	2.11	.04	Significant
Combined Influence of Predictors					
R	.19				
R ²	.04				
F	5.44				
P	.01			Significant	

The result of the study showed that received support and burnout greatly influenced the mental energy of the athletes in Region IX. It implies that the encouragement, help, or resources an athlete gets from others, such as the coach, teammates, family, or friends, play an important role in keeping an athlete mentally energized. It also means that it gives them confidence, reduces their stress levels, and keeps them motivated and focused. That is, athletes who feel supported are more likely to have the mental strength and energy to perform well, overcome challenges, and maintain a positive attitude even in difficult situations.

5.5 Lived Experiences of College Athletes Regarding Their Mental Energy in Sports

A. Building Confidence in Playing Sports

The student-athletes developed self-assurance and mental energy through personal motivation, coach support and praises, and game preparation. Participants also discovered how internal drive and external encouragement play crucial roles in building and maintaining confidence during competitions and training. This implies that expressing confidence to an opponent could make an athlete appear even more in control and capable of overcoming challenges. If the coaches are present when one is playing, the player gets support and mentorship that helps him maintain composure and concentration.

B. Sustaining Motivation to Reach a Goal

This theme identifies the ways by which athletes manage to stay motivated towards reaching their goals with the help of skilled competitors, medal-winning ability, and support from coaches, staying enthusiastic for their sports, and experiencing overall success. This means that an athlete has to keep up with a better-skilled player to improve their abilities and be pressed to continue practicing. Going home with a medal is another reward reminder to boost an athlete's motivation.

C. Staying in Focus to Maintain Mental Energy

Refers to athletes who sustain their mental energy by focusing their attention on competitions, clearing their minds while playing, adopting a winning mindset, avoiding

distractions, and managing external pressures from coaches and teammates. This theme means keeping your mind clear and fully concentrating during sports activities. It implies that focusing on the competition keeps the athletes sharp and allows them to perform at their best.

D. Experiencing Physical Exhaustion Affects Mental Energy

This theme emphasizes how physical exhaustion affects athletes' mental energy, highlighting the impact of fatigue, managing multiple responsibilities, demanding training routines, and the challenges of maintaining mental focus when physically tired. The study revealed that athletes experience decreased mental energy due to physical exhaustion, thus indicating the impact of fatigue from intense training mixed with other life responsibilities. This means that if an athlete is tired, concentration becomes complex and complicated because being tired reduces a human being's ability to focus and be alert.

E. Regulating Emotions While Playing

This theme captures how athletes manage their emotions to perform well, focusing on strategies such as handling frustrations, acknowledging anxiety, meditating, maintaining positivity, and believing in their abilities. This theme refers to controlling emotions to perform better in sports. This means that regulating frustrations during the game enables an athlete to stay focused and avoid mistakes caused by anger or stress, and acknowledging anxiety before playing helps them address their nervousness and prepare mentally.

Table 3: Lived Experiences of College Athletes Regarding Their Mental Energy in Sports

Essential Themes	Core Ideas
Building Confidence in Playing Sports	Showing confidence to an opponent Coaches being present during the game Reaching championship level boost self- esteem Saying to oneself 'I can do it' Coaches giving praises about their performance
Sustaining Motivation to Reach a Goal	Keeping up with a more skillful player Going home with medal Getting good advice from coaches Staying in love with the sports Enjoying the whole experience with sports
Staying in Focus to Maintain Mental Energy	Focusing one`s attention to the competition Clearing one`s mind while playing Getting a gold as a mindset Avoiding distractions while competing Managing pressure from the coaches and teammates
Experiencing Physical Exhaustion Affects Mental Energy	Being tired during the training affects mental energy Having multiple responsibilities

	Training routines causes physical exhaustion Having extensive training a week before the event Creating self-doubt when tired
Regulating Emotions While Playing	Managing frustrations while playing Acknowledging anxiety before playing Meditating before playing Thinking positive while in the game Believing in one`s ability to play well

5.6 Role of Experiences in Shaping the Belief, Attitudes and Commitment to Sports

A. Believing in One's Abilities

This theme represents how belief in one's ability, as well as willingness to improve, are essential components of an athlete's mental readiness for competitions, as well as his or her emotional readiness. It implies that the urge to do better makes athletes want to go further, while the trust from coaches reinforces self-belief. Self-discipline plays a major role since it helps keep athletes focused and consistent, which is critical to winning.

B. Mirroring Others' Belief in One's Capabilities

It describes that participants also indicated that seeing other athletes perform well and receiving positive feedback from coaches, peers, and family contributed greatly to their sense of efficacy. The emerging essential theme means seeing how others believe in you to increase your confidence and motivation. It indicates that if people around you, like coaches, teammates, friends, or family, show trust in your ability to succeed, then it will inspire you to work harder and achieve more than you would think of doing.

C. Sustaining Positive Behavior

This theme symbolizes how athletes uphold positive habits by balancing schooling, health and sports in order to create lasting success through their athletic careers as well as personal life. It means that players must, out of necessity, create the discipline and the decisions for which they support their aims and make quality habits and discipline of their main characters to be great outside the pitch for over a few seasons.

D. Maintaining Motivation for Sports

The study has revealed that maintaining motivation for sports refers to ways to find motivation and enthusiasm to improve and enjoy the sport constantly. It will, therefore, highlight training and playing with much emphasis on hard work during training and maintaining concentration while playing to achieve one's best. This indicates that a mix of pleasure and the extrinsic payoff is needed to sustain the motivation over the entire period with simultaneous complementing upholding neither female intently or extrinsically.

Table 4: Role of Experiences in Shaping the Belief, Attitudes and Commitment to Sports

Essential Themes	Core ideas
Believing in One`s Abilities	Needing to do better Gaining trust from coaches improve self- belief Self-discipline guarantees winning Working to improve ability Not losing one`s belief in their ability Gaining confidence in our ability Sharing what I know to my teammates
Mirroring Others Belief in One`s Capabilities	Seeing others mastering the skills is encouraging Coaches tapping our best potential by being tough Looking up to other athletes to improve skills Getting praises from classmates and friends Gaining support from parents and teachers
Sustaining Positive Behavior	Imbibing self-discipline Avoiding distractions while playing Prioritizing academics Taking good sleep, food and rest Expressing gratitude to coaches Staying focus Attending trainings and practices consistently
Maintaining Motivation for Sports	Training hard Enjoying the sports Focusing one`s attention to the game Staying challenged with skillful players Adhere to coaches advises Getting a medal in sports events

5.7 Data Integration of the Salient Qualitative and Quantitative Findings

The data in Table 3 are the joint display of the salient quantitative and qualitative findings of the mental energy in sports among SUC student-athletes in Region IX.

Table 5: Joint Display of the Salient Qualitative and Quantitative Findings

Aspects of Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration
On Received Support	Table 1.1 on received support in terms of emotional support with a mean of 4.57 rated as very high with SD of .62. In particular, the item “making them feel that they always support them as athletes” with a mean of 4.68 rated as high with SD of .67	In table 4, the theme “believing on one`s ability” and the core idea, “coaches giving praises about their performance.”	Merging-converging
On Received Support	Table 1.1 on received support in terms of informational support with a mean of 4.61 rated as high with SD of .61. In particular, the item “giving them advice	In table 3, the theme “sustaining motivation to reach a goal” and the	Merging-converging

	about performing in competitive situations" with mean of 4.69 rated as very high with SD of .63	core idea, "getting good advice from coaches."	
On Burnout of Athletes	Table 1.2 burnout in terms of physical/emotional exhaustion with a mean of 2.59 rated as low with SD of 1.02. In particular the item, "having been exhausted by the physical and mental demands of the sport" with a mean of 2.41 rated as moderate with SD of 1.02.	In table 3, the theme "experiencing physical exhaustion" and the core idea, "training routines causes physical exhaustion."	Merging-diverging
On Burnout of Athletes	Table 1.2 burnout in terms of reduced sense of accomplishment with a mean of 2.74 rated as moderate with SD of .1.02. In particular the item, "not performing as well as they should no matter what they do in their sport" with a mean of 2.74 rated as moderate with SD of 1.41	In table 3, the theme "regulating emotions while playing" and the core idea, "managing frustrations while playing."	Merging-converging
On Mental Energy	Table 1.3 on the status of mental energy in terms of motivation with a mean of 4.72 rated as very high with SD of .43. In particular the item, "being motivated to show my best to others in their chosen sports" with a mean of 4.73, rated as very high with SD of .60	In table 3, the theme "sustaining motivation to reach goal" and the core idea, "enjoying the whole experiences with sports."	Merging-converging
On Mental Energy	Table 1.3 on the status of mental energy in terms of concentration with a mean of 4.44 rated as very high with SD of .59. In particular the item, "concentrating fully with what is going on during sport competition that nothing can distract them" with a mean of 4.44, rated as moderate with SD of .72	In table 3, the theme "staying in focus to maintain mental energy" and the core idea, "avoiding distractions while competing."	Merging-Converging
Role of Experiences Shape the Beliefs of participants	Table 1.3 on the status of mental energy in terms of confidence with a mean of 4.36 rated as very high with SD of .63. In particular the item, "winning in the next competition very confidently" with a mean of 4.45, rated as moderate with SD of .78	In table 4, the theme "believing in one's abilities and the core idea, "gaining confidence in their ability."	Merging-Converging
Role of Experiences Shape the Attitudes of participants	Table 1.3 on the status of mental energy in terms of concentration with a mean of 4.44 rated as very high with SD of .59. In particular the item, "being very focused in their sport training" with a mean of 4.51, rated as moderate with SD of .72	In table 4, the theme "sustaining positive behavior" and the core idea, "attend trainings and practices consistently."	Merging-Converging
Role of Experiences Shape the Commitment of participants	Table 1.3 on the status of mental energy in terms of concentration with a mean of 4.44 rated as very high with SD of .59 In particular the item, "wanting to win all competitions in the future" with a mean of 4.77, rated as very high with SD of .56	In table 4, the theme "maintaining motivation for sports" and the core idea, "getting medals in sports events."	Merging-Converging

5.8 Merging-Converging

In particular, the findings for the nature of data integration in merging-converging consist of the following focal points. For the focal point of the lived experiences of participants regarding **received emotional support**, the quantitative data show a mean of 4.57, which is described as very high. When merged with the qualitative results, this converges with the theme of **believing in one's abilities**, with athletes sharing how coaches' praises enhanced their performance. This finding substantiates with González *et al.* (2021) research, which stated that emotional support helps athletes build belief and resilience. Similarly, **informational support** obtained a mean of 4.61, also rated as high, and when merged with qualitative results, it aligns with the theme of **sustaining motivation to reach a goal**, where participants emphasized that getting good advice from coaches helps them stay motivated. For the focal point on **reduced sense of accomplishment**, the quantitative data present a mean of 2.74, which is described as moderate. Qualitatively, this resonated with the findings, converging into the theme of **regulating emotions while playing**, where athletes noted that they had to manage frustrations so that they could keep focused during competitions. Furthermore, the quantitative data for **mental energy** in terms of **motivation** show a mean of 4.72, which is very high, converging with the qualitative theme of **sustaining motivation to reach goal** where athletes became excited and enjoying the whole experience with sports. The quantitative findings also show that **concentration** has a mean rating of 4.44, which is described as very high, and when merged with qualitative data, it aligns with the theme of **staying focused to maintain mental energy**, emphasizing that athletes should concentrate to the task and avoiding distractions during competition to sustain attention which is essential to high performance. Additionally, the **role of experiences that shaped the belief** of the student-athletes in terms of **confidence** has a mean of 4.36, which is very high. When merged with qualitative data, it converges with the theme of **believing in one's abilities**, where athletes highlighted the importance of gaining confidence in their abilities, which will affect their overall performance in sports. Furthermore, **the attitude shaped by the experiences** in terms of **concentration** of the players has a mean of 4.44 which means very high and it converges with qualitative results' theme of **sustaining positive behavior**, as participants shared how attending training and practices consistently helps to maintain and become skillful in their chosen sports, contributing to overall growth and success. Moreover, the point of making the **experiences shape the commitment** of the participants in terms of **concentration** has a mean of 4.44, which is very high, and when merged with qualitative results, converged with the theme of maintaining motivation for sports in order to get medals in sports competition.

5.9 Merging-Diverging

On the other hand, the findings for the nature of data integration in merging-diverging consist of the following focal points. For the focal point of the athletes' burnout regarding **physical and emotional exhaustion**, the quantitative data presents a mean of 2.59, which is described as low. Nevertheless, this goes against the qualitative results where the

athletes reported that they were actually experiencing physical exhaustion from their training routines. This would, therefore, mean that their subjective experience may not match the quantitative assessment.

6. Conclusions

Athletes in Region IX reported very high levels of **received support**, including emotional, esteem, informational, and tangible support. A very high result of received support indicates that the athletes feel very much supported by people around them, such as coaches, teammates, family, and friends. This significantly contributed to their confidence, motivation, and general well-being. Moreover, it aids in building up a positive environment that enhances resilience, performance, and continued engagement in sports. Such findings highlight the critical role of a robust support system in driving athletic success and personal growth. The data justified the result that in the case of Region IX student-athletes, even though they have a problem adapting to multiple tasks and responsibilities at school, given strong support systems, they tend to be motivated, confident, and maintain focus. This brings about good performance in sports. They do not quit the pain but keep on practicing their talents and skills so that they may achieve success. However, the interpretation of **burnout** levels among the athletes was moderate, confirming that even though they experience emotional and physical exhaustion and a reduction of sense of accomplishment, these levels are occasionally not alarming. Factors like strict training and a student's responsibilities may be some reasons behind the moderate burnout of players in Region IX. The presence of support systems could relieve this situation. Athletes are always subjected to rigorous training, intense competition, and huge expectations from coaches, teammates, and themselves, causing them to feel emotionally and physically drained. They do not entirely remove the idea that they are experiencing exhaustion due to rigid training in their chosen competitive sports. However, they are still motivated to do training after having time to rest for themselves because of passion. Additionally, it is concluded that the very high **mental energy** results among athletes in Region IX indicate that they are highly focused, motivated, and mentally prepared to perform well in their respective sports. This level of mental energy indicates that they are not easily distracted and can hold on to their concentration during training and competitions. It also shows their strength in staying positive, handling pressure, and pushing forward in order to succeed. These results show the need for a supportive environment, proper training, and self-determination to help them maintain their mental strength in peak performance.

Very high result of received support reveals that encouragement and support from the coach, teammates, family, and friends are vital to support the mental energy of the athlete. The moderate finding of burnout indicates that although it has a noticeable effect, its effect on mental energy is less severe. Burnout probably has an occasional draining impact on one's mental energy, perhaps even at times to insufficiently induce fatigue or decreases in motivation, and its influence is less dominant than the positive impact of

received support. The study highlights that even though burnout is a challenge, the support system, in a strong sense, is more significant in maintaining and increasing the mental energy of athletes. This further explains that the support networks should be very strong while managing the cases of burnout for higher athletic performance and well-being.

The inference is that athletes develop self-discipline, intrinsic motivation, and resilience through the lived experiences of playing on and off the field. Intrinsic motivation, driven by personal goals and love for the sport, keeps them focused and committed. Resilience makes them bounce back from adversities and not lose positivity. Confidence-building among these athletes is built through a lot of encouragement and advice from coaches and teammates. If they are to hear all the good things being said with constructive criticism, they come to believe in themselves again and not lose direction even if the going becomes tough. It also teaches them to face failures or tight opponents without losing energy. The stories of the athletes also indicate that both winning and losing are learning experiences. Their passion and morale improve through it; most importantly, they learn what could be taken from failure. That is because coaching support helps them to become mentally tough, inspiring them and preparing them for another tournament. In other words, what keeps athletes energized and focused on their best performance is the internal drive, the support from others, and the lessons learned from experience.

Another conclusion that was drawn is that experience which plays an essential role in shaping attitudes, values, and commitment to sports by an athlete. Likewise, coaches, teammates, and peer support have helped build the confidence of these children and taught them to believe in themselves and handle adversity. The wins and losses have had great lessons for them, boosting their motivation and the latter encouraging growth and perseverance. The experience not only strengthened their mental energy but also deepened their passion and dedication to sports, shaping their overall mindset and commitment to excellence. Lastly, the integration of the qualitative and quantitative findings demonstrated a merging-converging pattern because both data sources indicated the critical role of support and mental energy in athletes' experience of success and well-being. However, in the process of developing beliefs and attitudes, a merging-diverging pattern was found: athletes shared only some perspectives while interpreting their experiences differently otherwise. These results illustrate the importance of an interaction between personal history, demand for mental energy, social support, and burnout in psychological growth or decrease among these athletes.

7. Recommendations

The study reached the following recommendations based on the findings of the study:

- Since the support received among Region IX athletes is very high and has significantly influenced their mental energy, it is recommended that to be maintained and maximized, it is necessary to strengthen and formalize support

systems among sports organizations and ensure that such systems need to be well-structured and consistent. As such, coaches and institutions may actively recognize the efforts of athletes and provide emotional and esteem support in order to boost confidence and motivation. In addition, the management may focus on supporting athletes by providing them with proper information regarding game strategies and access to resources such as equipment and logistical support. These would keep the athletes motivated and prevent their demoralization so that they may perform their best.

- Since burnout was found to be moderate but predicts mental energy significantly, sports institutions may establish programs to monitor early signs of burnout and offer interventions. With this, the administration may provide a scheme ensuring regular physical and mental health check-ins, rest and training charts, counseling services, and separate schedules for athletes who help them manage emotional exhaustion and maintain a balance between academics, athletics, and personal life. Ensuring athletes receive adequate recovery time between competitions is essential also to prevent burnout.
- Since lived experiences impact athletes' beliefs and attitudes, it is worthwhile to implement some resilience training which is mentally energy efficient. In particular, coaches may apply mindfulness practices, goal-setting strategies, and stress management exercises to their training programs. Thus, they may always be allowed to regularly attend training concerning sports psychology to be more knowledgeable about handling student-athletes. This will prepare them to break their focus, deal with adversity, or maintain their energy and drive throughout a competition.
- The findings of this study also highlighted the role of peer interactions in shaping athletes' commitment and energy. Hence, sports organizations in every institution headed by the sports director may organize a so-called post-competition evaluation through bonding activities, which may be funded by the institution, where sharing experiences and healthy discussions about game plans are formulated. It may also build camaraderie between the coaches and the players, allowing them to become close to each other, where satisfaction and a feeling of security are installed.
- The merging-diverging pattern in forming beliefs and attitudes suggests that athletes, in their own experiences, impact mental energy differently. So, future researchers may conduct a long-term study to explore how mental energy, support, and burnout evolve. This may provide a deeper understanding of how coaches, as one of the support systems, may be optimized for long-term athlete engagement and performance.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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