European Journal of Physical Education and Sport Science
ISSN: 2501 - 1235
ISSN-L: 2501 - 1235
Available on-line at: www.oapub.org/edu

DOI: 10.46827/ejpe.v12i11.6430 Volume 12 | Issue 11 | 2025

ANALYZING COMPETITIVE ANXIETY: A CONVERGENT PARALLEL APPROACH

Basty B. Bernales,
Jlo Grace P. Capuno[i],
Marmee Rochelle M. Potenciando
University of Mindanao United Physical Educators (UMUPHED),
College of Teacher Education,
University of Mindanao,
Philippines

Abstract:
In the intense world of sports, athletes push their limits to achieve peak performance, battling stress, pressure, and fierce competition. This study aims to explore the levels and perception of competitive anxiety among student-athletes and ascertain that the quantitative data corroborate with the qualitative data, aligning with Sustainable Development Goals (SDGs) 3 and 4, which focus on well-being and quality education. The theoretical framework is grounded in the Multidimensional Theory of Anxiety. A total of 204 student-athletes participated in this research, utilizing a convergent parallel mixed-methods design. The Competitive State Anxiety Inventory-2 Revised (CSAI-2R) and semi-structured interviews were used to measure and interpret competitive anxiety levels. The quantitative findings revealed that student-athletes experience moderate levels of competitive anxiety, which is reflected in mental stress, physical tension, and varying degrees of self-confidence. Cognitive anxiety and somatic anxiety are the most noticeable aspects affecting student-athlete's ability to maintain focus and manage pressure. It also implies that even moderate anxiety reduces self-confidence and hence impairs performance. The qualitative data supported the quantitative findings, demonstrating that student-athletes frequently feel mental and physical stress through competitions and that psychological readiness and coping methods determine their competitive experiences. The results suggest that educational institutions should integrate tailored and evidence-based mental health strategies and prioritize sustainable interventions to help athletes manage anxiety effectively. Coaches should develop tailored mental health programs to support student-athletes' overall well-being. This study emphasizes balancing sports performance with mental wellness to create a healthier competitive environment.

[i] Correspondence: email j.capuno.536713@umindanao.edu.ph

SDG: #3 (Good Health and Well-being), #4 (Quality Education)

Keywords: education, student-athletes, competitive anxiety, convergent parallel, Davao City

1. Introduction

Complex challenges and intense rivalry characterize extreme sports competition. Athletes strive for peak performance in this domain by continuously pushing the bounds of high performance. Professional athletes indeed face challenges and issues throughout their sporting careers as they work for their goals (Bu *et al*., 2024). Competitive anxiety affects an athlete's capacity to provide their best effort before, during, and after a game. An athlete may have negative emotional responses, including anxiety, fear, uneasiness, tension, and panic, when he believes that the match could be dangerous and result in defeat and that his pride is in danger. We call this competitive anxiousness. Anxiety is a psychologically unpleasant emotion that can be related to an athlete's personality (trait anxiety) or subjective feelings experienced by the athlete (state anxiety) (Hasanah & Refanthira, 2020).

According to Cabanda (2024), Hidilyn Diaz, the weightlifting representative for the Philippines, took home a silver medal from the Rio Olympics in 2016. Diaz experienced anxiety for more than a year when she was stuck in Malaysia getting ready for the Tokyo Olympics prior to her historic lift for gold. Diaz talked about how the COVID-19 pandemic's uncertainty generated mental health problems for athletes like her and how her team's support got her through it all. Everything closed down when the lockdown was declared. "*I was anxious because my first thought as an athlete was. Where will we train?" How can we work out if we do not have a barbell here?*" "*And then I also considered where we could stay*," she continued. These are all new to us (Ramos, 2021).

In addition, there are psychological factors that underlie such issues as recovery from injuries or past failures that result in anxiety, which in turn affects sports performance (Faizah & Hermahayu, 2023). A study by Kronzer *et al.* (2020) has indicated that painful injuries cause elaborate psychological reactions that result in stress, burnout, and further performance relapses. This reaction not only has lethal effects on the rehabilitation exercise of the athlete but also affects their mental health/ethical principles, and capacity to perform well once and for all after the particular injury (Jing *et al.*, 2022). A lack of mental wellness may make an athlete unable to rehabilitate sufficiently or even constantly injured and underperform (Case, 2019). Thus, competitive anxiety remains a social problem that should be solved quickly to benefit student-athletes learning and athletic accomplishments.

Competitive anxiety is another psychological factor for which the element of self-excitement can lower the performance of an athlete. Thus, psychological interventions must be applied to optimize the athletes' performance during competitions and help them deliver their best in competition (Hasanah & Refanthira, 2020). Competitive anxiety happens before and during a contest; the effect is always seen to lower performance

standards among athletes. Borysova *et al.* (2019) also stated that gender, experience as an athlete, and position of the athlete in a team affect competitive anxiety. However, competitive stress is expected to have a negative influence since it is manifested in the sense that it may interfere with the athletes' preparations and training so that their performance is anchored on it. Consequently, in 2021, anxiety affected 30% of female and 25% of male student-athletes, leading to a performance decline (Gonzales & Matias, 2021). The Multidimensional Theory of Anxiety by Morris *et al.* (1981) says that competitive anxiety has two components, the somatic and the cognitive, which influence sports performance differently. An athlete with somatic anxiety tenses and palpitates, whereas an athlete with cognitive anxiety is concerned with their chances of winning (McNally, 2002). Using the theory as a basis, Martens *et al.* (1990) created the Competitive State Anxiety Inventory-2 (CSAI-2) to measure athletes' anxiety levels. An athlete's performance will decline if their cognitive anxiety rises, according to research by (Yerkes & Dodson, 1908; McNally, 2002), which shows an inverted U-shaped relationship between anxiety and performance. However, somatic anxiety is the physical arousal where, if given the right conditions, performance can improve (Kemarat *et al.*, 2022). On the downside, the athlete's performance will decrease if his/her level of physical arousal increases too much.

According to Deci and Ryan (2000), the self-determination theory holds that people strive to integrate and develop new concepts and interests within themselves and with others throughout their lives. Moreover, they define the need for autonomy as people's attempts to regulate their behavior. People who strive for competence want to experience effective interaction with the environment (Ntoumanis, 2001). Self-determination theory (SDT) states that athletes' development, mastery, readiness, and psychological toughness are enhanced when their core psychological needs—autonomy, competency, and relatedness—are met. Recuperated people will likely participate strategically, develop their skills, and perform consistently.

According to Bandura (1997), the relationship between performance and competition anxiety can be explained by self-efficacy theory. Bandura (1997) discovered that an athlete's perceived efficacy in their abilities is significant in motivation and behavior in sports. Namely, self-efficacious athletes work significantly better in stressful situations because it decreases cognitive anxiety (Feltz, 1998). According to Bandura (1997), the theory suggests that self-efficacy effectively improves behavior only if there are enough resources and incentives. This approach is still commonly applied in different sports fields to show how managing anxiety and building confidence can improve athletic performance.

Competitive anxiety is the term used to describe how uneasy and restless one feels when one sees competition as a challenge to overcome complex performance (Falahuudin *et al.*, 2021). Competitive anxiety consists of three indicators. Cognitive anxiety is experienced by frustrating and pessimistic thoughts that impair performance and attention. The physical manifestation of thoughts and feelings is experienced as somatic anxiety. This anxiety is present in heart palpitations, sweats, breathlessness, and other signs. In addition, from a different perspective, self-confidence is regarded as the

opposite of psychological anxiety and a positive element that drives individuals towards solving problems (Angel *et al.*, 2023).

According to the MAT viewpoint, anxiety results from a fear of failing and a poor opinion of one's performance. Nevertheless, Chih-Mei Wang *et al.* (2022) note that no research has looked at how anxiety affects performance in virtual and new sports tournaments. Although the time-to-event paradigm has garnered significant attention for assessing competitive anxiety responses (intensity, interpretation, and frequency), there is a scarcity of literature describing these experiences in the event, and the psychological skills they correspond with that are used under different circumstances. Furthermore, there has not been much research done on how competitive anxiety affects athletes. Due to this discrepancy, more research is necessary to determine how different conceptualizations of competitive anxiety affect student-athletes. This study aims to determine whether the corresponding anxiety reactions are more dynamic or stable and whether this pattern is connected to the psychological skills reported in low- or high-stress environments.

The global significance of this study is that it strengthens institutions' understanding of how psychological well-being, emphasized in Sustainable Development Goal 3: Good Health and Well-Being, influences athletes' competitive anxiety and performance. By prioritizing mental health in sports, the research is in line with SDG 3.8, which promotes equitable access to psychological treatment as part of universal coverage to guarantee student-athletes quality mental health care. The College of Teacher Education (CTE) can use the findings to develop targeted, effective mental health programs that support student-athletes' well-being while reinforcing SDG 4: Quality Education. Specifically, SDG 4.7 highlights the need to equip learners with knowledge that fosters sustainable development, including mental resilience in sports. Sports coaches, particularly Bachelor of Physical Education students, can apply strategies that harmonize physical performance and mental ability to overcome anxiety. This research is a model for universities to develop holistic health programs that ensure international sports success and psychological well-being.

This study addresses the following goals:

1) to ascertain the level of competitive anxiety among these student-athletes in terms of cognitive anxiety, somatic anxiety, and self-confidence,
2) to identify the perception of competitive anxiety among student-athletes.
3) ascertain that the quantitative data corroborate the qualitative data.

This research aims to bridge these gaps by employing a mixed-method approach, combining quantitative analysis with qualitative insights to offer a well-rounded perspective on competitive anxiety in student-athletes.

3. Method

This section presents the following methodology: It details the research respondents, instruments used for data collection, the research design adopted, and the procedures

followed throughout the study. These components ensured the systematic and reliable investigation of the research objectives.

3.1 Research Respondents

The respondents were all student-athletes of a non-sectarian university in Davao City, Philippines, with a total population of 204. Researchers used universal sampling to select the sample because this sampling technique ensures that every population the study examined is considered, and potentially useful candidates are chosen (Alvar & Baguio, 2024; Shakir, 2018). The research respondents/participants included all first- to fourth-year student-athletes aged 18 years and above, regardless of their sports/events and colleges. It also involved students whom the Office of Student Affairs officially enlisted and those who were enrolled in this school year in 2024. Intramural players were excluded from the study, athletes under 18 years old, student-athletes from other campuses of the university, and those absent during the questionnaire administration. The selection criteria were set to ensure a manageable yet inclusive sample accurately representing the student-athlete population. The respondents had the freedom to withdraw without any kind of repercussion.

3.2 Research Instruments

The study used two primary tools: Competitive State Anxiety Inventory-2 Revised (CSAI-2R) by Zenebe *et al.* (2016) and an interview questionnaire guide from Forester *et al.* (2020). The seven interview questions center on the transition to and readiness for collegiate athletics and student-athlete experiences. Forester *et al.'s* (2020) semi-structured interview guide was a key part of the study because it offered a structured yet flexible means of receiving in-depth answers. The CSAI-2R consists of 17 items across three categories: cognitive anxiety (5 items), somatic anxiety (7 items), and self-confidence (5 items).

In CSAI-2R questions, a frequency-type Likert scale ranges from 1 to 5, where each number represents how frequently or how much a statement applies to the respondents. Respondents selected from a list of statements on a Likert-type scale to rank how well they answered assessment questions (Vagias, 2006). A mark of 5 means "always," indicating the statement strongly applies, while a mark of 1 means "never," indicating it does not. Ratings of four, three, and two show different levels of occurrence: four means "often" (happening 7-9 out of 10 times), three means "sometimes" (occurring 4-6 out of 10 times), and two means "rarely" (taking place 1-3 out of 10 times). The instruments used in the study are modified from earlier studies on Life Skills Programming: DI student-athletes Perceptions and Suggestions by Forester *et al.* (2020) and validation of the CSAI-2R by Martens *et al.* (1990) and Zenebe (2016). Experts validated the questionnaires and pilot tests to confirm instrument consistency, establish Cronbach's alpha, and assess dependability.

A five-point Likert scale was used with the following range of mean: 4.20-5.00 (very high), which means that competitive anxiety always occurs in student-athletes. 3.50-4.19 (high) means that competitive anxiety often occurs in student-athletes. 2.60-3.49

(Moderate) means that competitive anxiety sometimes occurs in student-athletes. 1.80-2.59 (low) means that competitive anxiety rarely occurs in student-athletes. 1.00- 1.79 (very low) means competitive anxiety never occurs in student-athletes.

From the two experts, the validated questionnaires got a mean score of 4.86 which means that the questionnaire items consistently measure competitive anxiety among the respondents. After the validation, the results under Competitive Anxiety's Cronbach's Alpha were 0.827 (Good). Thus, the quantitative survey questionnaire employed in this research was proven reliable by Cronbach's Alpha. It guarantees that data collected from the CSAI-2R questionnaire can be confidently employed for subsequent analysis and interpretation.

3.3 Research Design/Procedures

A convergent parallel mixed-methods research design is used in this study because it is the most appropriate for drawing overall conclusions about a situation's current state and analyzing potential causes of competitive anxiety among student-athletes. This ensures that the findings from one approach are supported by another, strengthening the research study when this research design is employed. Furthermore, because the researcher is not constrained to a particular study approach, the mixed technique can allow for a more expansive and detailed research topic (Ozturk & Sahin, 2019). Quantitative and qualitative or QUAN + QUAL methods will represent the research process (Greg & Paul, 2015).

In Figure 1, the research procedure used in this study is presented, wherein the study has two phases. For the first phase, the quantitative and qualitative components are weighed equally, the techniques are analyzed separately, and the results are interpreted simultaneously (Creswell & Clark, 2011). In the second phase, by directly comparing the quantitative statistical data with qualitative results, the researchers integrate the approaches for validation and confirmation. Two data were acquired for the study, examined independently, and compared (Demir & Pismek, 2018).

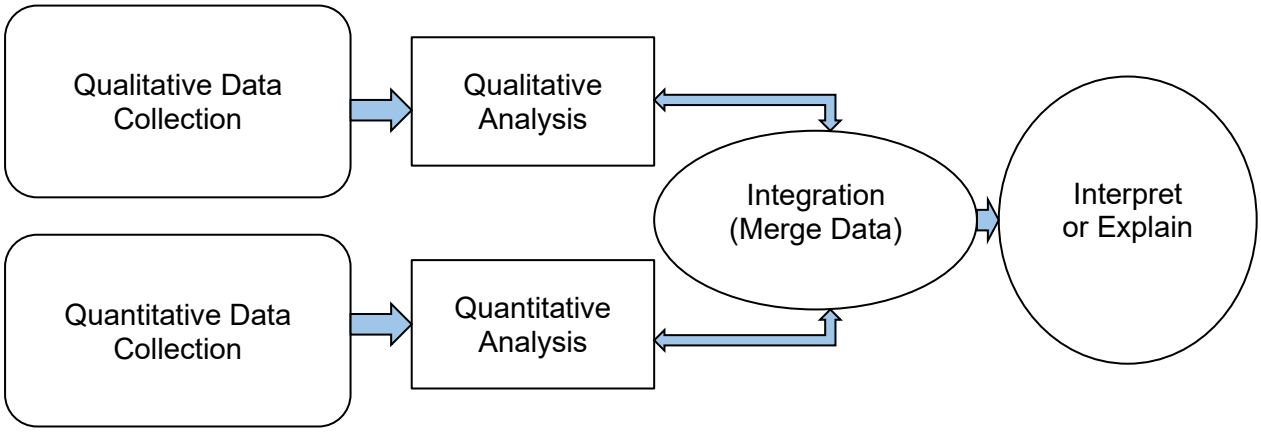

Figure 1: Convergent Mixed-parallel Design

Before conducting the study, the researchers asked permission from the offices of the dean and the sports development center director for approval for the administration

of the questionnaire. With consent, the researchers distributed the quantitative and qualitative questionnaires. Then, the researchers chose 164 respondents in the quantitative design. On the other hand, for qualitative design, there were 10 participants involved in the study, with five participants for Focus-Group Discussion (FGD) and five for In-Depth Interview (IDI). The FGD gathered group perceptions, while IDI examined individual views.

Following that, they collected, reverse coded, tallied, tabulated, and transcribed the data gathered before presenting it to the statistician for data analysis. The frequency of the emerging themes directed this study and dictated the categorization and interpretation of these topics. The researchers followed the ethical considerations, including the voluntary participants, informed consent, anonymity, confidentiality, the potential for harm, and result communication (Bhandari, 2021).

The statistical tools that researchers used are the mean, standard deviation, and descriptive statistics. The mean determined the factors of competitive anxiety among student-athletes. The standard deviation also measures the degree of variation for the given data value. The descriptive statistics described the perception of competitive anxiety among the student-athletes. Descriptive statistics are still employed to summarize a study, even if the main objective is to make inferences from them (Kaliyadan & Kulkarni, 2019).

4. Results and Discussion

This section presents the results and interpretation of the student-athlete competitive anxiety study. Quantitative findings indicate the level of competitive anxiety, and qualitative findings confirm prevalent problems experienced by these types of athletes, such as conflict regarding time management and emotional stress due to high expectations. Together, these findings confirm the role of contextual and individual stress in the multidimensional nature of anxiety. In addition, these findings fall within a broader psychological framework of the implications of the findings for intervention and institutional support. It is further developed hereafter, together with a recommended evidence-based intervention for reducing competitive anxiety and promoting student-athletes' well-being. Furthermore, the convergence of qualitative and quantitative data enables full interpretations, with emphasis on proactive support systems to eliminate academic and sport stress among student-athletes. It addresses implications for future practice and research in sports psychology and student-athletes' welfare.

4.1 Competitive Anxiety

Table 1 shows the competitive anxiety level of the student-athletes with three indicators, namely cognitive anxiety, somatic anxiety, and self-confidence. The results reveal that the student-athletes have a moderate level of competitive anxiety ($M = 3.16$, $SD = 0.45$). This suggests that these student-athletes sometimes experience moderate levels of mental stress and nervousness and often experience physical symptoms of competitive anxiety

across academic and sports areas. Furthermore, it entails that their somatic and cognitive anxiety will compromise their self-confidence as well as their performance.

Table 1: Level of Competitive Anxiety Among Student-Athletes

Indicators	**M**	**SD**
Cognitive Anxiety	3.87	0.86
Somatic Anxiety	3.08	0.96
Self-Confidence	2.55	1.32
Overall	**3.16**	**0.45**

The moderate level of competitive anxiety that the student-athletes, as shown in Table 1, includes experiences of tolerable pressure and body tension during competitions. They might worry that their performance during the competition will not represent their potential, and thus, their mental focus and confidence will be compromised. Their fear of losing can also be the cause of their cognitive anxiety, and they will be more susceptible to stress and self-doubt. They can even suffer from pressure-induced choking, which will cause them to perform poorly under pressure. Their anxiety is also driven by their fear of letting others down, which can influence their motivation and their mindset.

Additionally, among student-athletes, cognitive anxiety had the highest mean (M = 3.87, SD = 0.869). This suggests that student-athletes are highly concerned about losing competitions or choking under pressure. A student-athlete may also experience distress if they do poorly or fall short of others' expectations. Self-confidence had the lowest mean (M = 2.55, SD = 1.327), which suggests that student-athletes lack sufficient trust in their capabilities to envision goals and perform well under pressure, which affects them personally and externally. It could also imply that student-athletes may not have adequate mental skills training, therefore hampering their development as a student and an athlete.

This study's findings are consistent with those of Aliberti *et al.* (2024) and Abrar *et al.* (2024), who found that moderate somatic anxiety and low self-confidence are linked to poor performance, reducing athletic outcomes. The results mentioned above further support the hypothesis put forth by Ripoll *et al.* (2024) that losing players demonstrated moderate somatic anxiety and low self-confidence post-match, potentially due to underperformance and emotional distress. These notions, however, contradict the arguments of Zenebe (2016) that student-athletes with moderate cognitive and somatic anxiety are more likely to achieve high sports performance, as well as those with high self-confidence. However, many studies still support the idea that competitive anxiety is one of the main issues impeding their positive performance despite the contradictory findings.

These data variations suggest that competitive anxiety could have different impacts as a function of experience level and coping efforts employed by the student-athlete. Some student-athletes would utilize their fear as a stimulant, but some would exhibit tension and self-doubt and hence impair their performances. Further, the impact of anxiety may also differ from one sport to another; team sports tournaments may fail

to demonstrate the same anxiety-enhancing impact as a sport contested by an individual. Additionally, the setting of competitive anxiety and performance is also externally impacted by peer and coach expectations, spectators' pressure, and personal ambitions. Understanding how these indicators impact performance yields insight into what can be addressed in terms of improvement so that they can perform at their best and picture themselves succeeding.

4.2 Perception on Competitive Anxiety

Perception is how people see things, which influences what they do, feel, and believe. Coaches and athletes consider competitive nervousness to be the most important factor that influences one's performance in sports. A student-athlete's perception of pressure, expectation, and ability to perform determines confidence, stress, and performance. It may also vary for each individual based on certain contexts.

Table 2 presents the major themes, emergent themes, and core ideas that emerged from the qualitative responses of student-athletes regarding their perceptions of competitive anxiety. The themes are categorized into Time Management, Physical and Mental Health Challenges, and Competitiveness and Performance Pressure. Each major theme includes sub-themes that highlight specific struggles, such as conflicts between class schedules and practice, physical exhaustion from training, and anxiety before competitions. The participants revealed difficulties in balancing academic and athletic commitments, emotional stress, and the pressure to perform well both in the classroom and on the field. These responses offer deeper insight into how multiple responsibilities and expectations confirm the presence of competitive anxiety.

Table 2: Perception on Competitive Anxiety Among Student-Athletes

Major themes	**Emergent themes**	**Core ideas**
Time Management	Conflict Between Class Schedules and Practice/ Travel	• *"I struggle with balancing my training, studies, and academic tasks due to schedule conflicts."* (P1, P3, P7, P8, P10) • *"I have to commute and get up early to avoid being late for training and class."* (P1)
	The Pressure of Managing Multiple Responsibilities	• *"Sleep deprivation due to schoolwork and practice."* (P3, P5) • *"I had trouble managing my time, so I had low grades."* (P1) • *"Managing a team while handling the weight of being captain is too big of a responsibility."* (P2, P7)
Physical and Mental Health Challenges	Physical Exhaustion from Training	• *"Intense training and exhausting tournaments…."* (P2, P4, P6) • *"My body is not that conditioned and ready to perform due to lack of sleep."* (P3)
	Stress and Anxiety	• *"The possibility of being replaced by another player in my position makes me nervous."* (P6)
Competitiveness and Performance Pressure	Anxiety Before Competitions	• *"I feel anxious when I don't practice well enough…. I think I might lose."* (P1, P5) • *"Talented players in my category make me nervous…"* (P9)

	Pressure to Meet Both Academic and Athletic Expectations	• *"I'm constantly torn between training and studying, leaving me exhausted…"* (P1, P3, P4, P5, P6, P7, P8) • *"I need to strive harder to meet my expectations in-game."* (P4)
	Desire to Succeed for Personal, Team, and Academic Goals	• *"I constantly strive to excel and win... in academics and sports."* (P2, P3, P8, P10) • *"My relationship with my teammates gradually connected… we developed a pretty good balance as a team."* (P2) • *"Not all people are given this opportunity to play for the university."* (P2)

4.2.1 Time Management

Time is a constant progress of something, and one of the most indispensable resources human beings could have. Meanwhile, management refers to an individual having control over something. Furthermore, managing one's time entails organizing one's schedule for convenience. It includes wise decision-making in prioritizing things that are more important than those that are unnecessary to avoid cramming. Their time management skills can also determine the efficiency and effectiveness of a person's work.

Time allocation calls for careful planning and a realistic outlook. It includes setting and completing SMART (specific, measurable, achievable, relevant, and time-bound) goals. It can, however, have a detrimental effect on one's performance or even well-being if carelessly given to them. The way a person uses their time is strongly dictated by their needs, desires, and present circumstances. It includes travel, practice, and class time, as well as multitasking, which teaches a person how to balance the demands of multiple roles they must play.

4.2.1.1 Conflict between Class Schedules and Practice or Travel

These are circumstances in which a student-athlete's required academic schedules or allotted times interfere with the student-athlete's practice schedules or travel plans. To arrange his practice and class schedules, he has to be prepared in advance and communicate openly with instructors and sports staff. This means that he cannot attend both class schedules and practice schedules at the same time because they happen simultaneously. This leads him to make tough decisions about whether to attend class, attend practice, or miss the other. As shown in the quote below:

> *"There were times that my practice schedule and OJT schedule conflicted with each other, and I needed to sacrifice the other one. It's difficult for me to choose since I want to excel in both areas."* (P3)

The findings identified the necessity for greater accountability by student-athletes due to the independence of education and institutional standard qualifications. Proper time management is necessary for balancing athletics and academics since poor planning in scheduling often results in canceled or rescheduled training sessions. This is in line with Johnson *et al.* (2020), who examined how academic requirements affected training

attendance, and Ator and Ortizo (2024), who stressed the importance of strategic class and training scheduling during the transition period to college. These results justified the study's conclusion that planning and accountability in scheduling are key to student-athletes fulfilling their dual responsibilities effectively.

4.2.1.2 The Pressure of Managing Multiple Responsibilities

It means that one has various roles he must bear with equivalent obligations he has to fulfill. It encompasses balancing one's time, prioritizing needs over wants, and efficient planning. In managing several roles, one should be practical or realistic and make careful decision-making to accomplish goals on time. Multiple responsibilities also come with a lot of demands and expectations that can put one under a burden he cannot avoid and is forced to carry. As stated in the following quotation:

> *"As one of the players of PNG 2023, I trained a lot while studying. When the final exams were approaching, I was not able to take them. So, I requested to take a special exam. That time, I couldn't focus and understand some of the questions. As the results came out, I failed."* (P4)

The study found that student-athletes feel accountable to handle both schoolwork and athletics, which leads to illness and anxiety. This verified the findings of Zulkifli and Rahmat (2022), who stressed the challenge of balancing intensive training with school. Likewise, the findings confirmed the research of Hamlin *et al.* (2019) that university student-athletes are most susceptible to academic stress, with difficulty balancing schoolwork, sports, and co-curricular activities. The simultaneous pressure of both areas creates priority issues that require practical time management techniques to prevent negative consequences on wellbeing.

Effective time management is vital to student-athletes in balancing school life and sporting activities on a day-to-day basis. The conflict between practice or traveling and class schedules forces them to make decisions, with the consequence of missing opportunities either in school or sports. In addition, pressure in balancing several tasks raises the level of stress, which harms their performance in academic and sporting activities. These issues trigger competitive anxiety as student-athletes strive to meet expectations while maintaining well-being.

4.2.2 Physical and Mental Health Challenges

Physical health is the overall physiological state and wellness of human beings. It comprises the efficiency of the body to function correctly and respond to certain stimuli. In contrast, mental health is the state and wellness of one's mind. It involves one's sufficient capacity to think critically, solve problems, and regulate emotions. These two aspects can be affected by environmental factors such as external stressors and biological health hazards.

Physical and mental health are interconnected. If pressure is present, an individual's physical body tenses up as a reaction to the mental distress it feels.

Conversely, if a person becomes constantly anxious because of the pressure, it can decrease appetite. This, in turn, will negatively affect the body by rejecting the nutrition it is supposed to receive. In addition, there are more pressing challenges that can compromise both, such as exhaustion from training, anxiety, and stress.

4.2.2.1 Physical Exhaustion from Training

It entails being physically drained after extensive training. This is due to the hellish training that student-athletes face, such as long endurance training or core exercises that really extract their energy. In training, they really have to endure the reality that they need to face training and play games instantly. They experience this kind of training because the coaches want them to be in better condition. Still, without proper warm-up or stretching, this results in muscle strains or muscle spasms, leading to them being physically exhausted. According to the following quote:

> *"Attending a particular tournament (UNIGAMES) required us to exert a tremendous amount of effort for months. Getting too much fatigue and exhaustion is very common among us athletes, making it difficult to attend classes and even practices."* (P6)

The results confirmed that student-athletes are subjected to ongoing stress from the stresses of both sports and academics, and therefore, stress remains a permanent component of their everyday lives. This is consistent with Chaney *et al.* (2023), who noted that student-athletes experience this cycle of athletic and academic demands for years. It is also linked to the study of Dominado (2019), who emphasized that too much demand on time, status concerns, and injuries result in health problems like exhaustion, sleeplessness, and gastrointestinal diseases. This also coincided with the findings of Alvar *et al.* (2020), who reinforced this by mentioning that student-athletes need to balance numerous stressors, such as academic, social, and financial responsibilities, that may prevent them from managing studies and sports optimally.

4.2.2.2 Stress and Anxiety

It refers to feelings of restlessness, nervousness, and being overwhelmed. Common causes include environmental triggers like the school's physical classrooms and training facilities, or even interactions with the surrounding people. If a school is prone to hazards, overcrowding, and pollution, students may overthink and feel stressed over losing focus, decreasing the quality of learning. Meanwhile, if a coach does not equip himself with the proper knowledge and skills to train athletes effectively, athletes will constantly worry about remaining stagnant and will play poorly. These may result in health issues of the mind and body, paranoia, and even depression. As the following quotation demonstrates:

> *"I feel anxious when I desperately want to win the competition, and I am concerned about injuries and harmful situations."* (P2)

The study revealed that student-athletes go through different levels of anxiety when competing, which may affect their performance. It affirmed the study of Gabrys and Wontorczyk (2023) that competitive anxiety results from the environment, pressure to win, and personal characteristics. In addition, injury is also an important factor in restricting an athlete competitiveness. It confirmed the statement of Kirbir (2020) that sports injuries are caused by trauma or cumulative stress and can influence numerous areas of the body. These results identified the combined impact of psychological pressure and body injuries on students' performance.

Both physical and mental problems impact student-athletes because they are interconnected and influenced by external factors. Intense training can cause physical exhaustion, which can cause weakness, tense muscles, and fatigue, making it difficult for an athlete to balance sports and academics. At the same time, anxiety and pressure can heighten competitive stress, affect focus, and even contribute to physical health problems like upset stomach or loss of appetite. Such problems illustrate the interrelation of mental distress and physical tension and how they affect performance and well-being.

4.2.3 Competitiveness and Performance Pressure

Competitiveness is the desire of a person to surpass or outperform others. This concerns the pride or reputation an individual holds or maintains. It also refers to the fear of getting left behind or becoming inferior. On the other hand, performance pressure refers to the set of demanding standards that an individual is forced to meet. It can become a trigger to determine if an individual will perform better or poorly. Thus, emotional tensions, hopelessness, and depression might result from not living up to those expectations.

Additionally, competitiveness and performance pressure can come from oneself or his environment. Becoming overly competitive can cause someone to burden himself to push beyond his limits for better performance. Moreover, the more pressure there is, the more competitive and anxious one gets, leading to poor performance. Anxiety prior to tournaments, pressure to achieve academic and athletic expectations, and the desire to achieve academic, team, and personal goals are the primary effects of these situations.

4.2.3.1 Anxiety Before Competitions

These are characterized by both physical and mental nervousness that appears before the game begins. Physical responses like palpitation of the heart, sweating of the hands, tensing up of muscles, or obsessive concern about the outcome of the game might hamper their performance. Further, such conditions could lead to harmful decision-making affecting not just the individual but his or her co-players as well. Poor performance would further increase this nervousness, leading to a spiraling effect, which could be a tough one to get out of. As this quote exemplifies:

> *"I feel competitive and also anxious because when there is a competition, I need to strive harder to meet my expectations in my game."* (P4)

The research confirmed that competition anxiety and distress are strong deterrents to sports performance since they impair concentration, decision-making, and skill implementation under pressure. This concurred with Samandarov and Egrasheva (2022), whose views hold that emotional conflicts deprive an athlete of maximum outcome attainment. Also, it confirmed the observations of Jolo (2024) that adding competitiveness urges athletes to explore their boundaries to perform better and continuously improve their training. This indicated that even being competitive imposes inherent pressure to master one's capabilities and become excellent.

4.2.3.2 Pressure to Meet Both Academic and Athletic Expectations

It refers to the set of taxing demands that people expect from someone, and pushes one to perform better in school and sports. It includes balancing out one's energy, time, and resources as a hardworking student and the other as a talented athlete to become a successful and passionate individual in the future. Further, maintaining a good reputation and an inferiority complex can cause feelings of competitiveness and pressure. Additionally, because of pressure, some people become more driven to excel and reach beyond their limits; however, others cave in. As the following quotes display:

> *"Going to school, especially commuting early in the morning, is a hassle for me. I need to quickly catch up on the jeepney going back to our place. It is difficult because I have to wake up early to avoid being late for training and class."* (P1)

> *"Managing the team is challenging since I am new to this role. Being a team captain is a big responsibility to carry."* (P7)

Sustaining a good image as a dedicated student and esteemed sports leader requires balancing many things and achieving maximum standards. The findings revealed that student-athletes struggled to cope with academic and sports responsibilities, resulting in fatigue and stress. This coincided with the study of Anttila *et al.* (2023), who stated that excessive stress and pressure from fears of failing to meet performance targets in school sporting competitions could create emotional conflicts, especially at adolescent levels. Similarly, it congregated with the study of Vansoeterstede *et al.* (2023), which emphasized how parental pressure and continuous expectation of achievement produce stress and fatigue, which, if not controlled, weaken motivation and impair performance. These stressed the importance of proper support structures to help student-athletes cope with expectations and achieve academic and athletic success.

4.2.3.3 Desire to Succeed for Personal, Team, and Academic Goals

It describes an individual's aspirations to meet their own and others' goals and expectations for satisfaction and convenience. External pressures can become intrinsic motivation for an individual to become competitive and value personal growth. Besides, this extends beyond personal achievement in encouraging commitment to team achievement as well as academic achievement by way of study concentration. Someone

with goals can invest more time and energy into team practice and study sessions in an attempt to exceed team and academic standards. As this last quote clarifies:

"I wish I had more time to play, train, and represent the university." (P9)

Student-athletes often struggle with the reality that their years of competition are limited, making every opportunity to train and perform feel even more crucial. The findings indicated that student-athletes feel extreme pressure to succeed both on and off campus because they represent their university and are a model to aspire to. Under such pressure, they stretch beyond limits and grow frustrated in dealing with individual, team, and scholarly goals over an allotted span in their sports life. In line with this, Ines (2021) stated that student-athletes must safeguard their university's reputation. In addition, it coincided with the study of Bullock *et al.* (2022) that analyzed the impact of retirement from competitive sports on physical, psychological, and social well-being.

4.2.4 Pressure and Competitiveness

It pushes individuals to give their best, but at the same time, it also causes stress and anxiety. When student-athletes are subjected to pressure of expectation in both the academic and sports fields, they may be unable to balance it, affecting their physical and mental well-being. Competitive anxiety is heightened by fear of failure and a desire to perform well, sometimes resulting in worse performance instead of improved performance. Thus, these are the causes of pre-competition anxiety, pressure to perform well academically and athletically, and desire to succeed in goals and improve career.

Others view anxiety as a driver of motivation for those athletes who only perform well under the pressure of competition because of the anxious state it elicits. However, the findings of the study concurred with the study of Palazollo (2020), which stated that anxiety is a phenomenon that hampers performance; for them, an anxious athlete is a fragile one. Depending on how one views it, competitive anxiety is still a significant factor that determines the outcome of performance. Thus, even though competitive anxiety can become a good or lousy trigger of success, we must perceive one's control over it as much more valuable.

The strong motivation to succeed can cause a student-athlete to give their best effort; simultaneously, nervousness can impair focus and overall performance. The study affirms that student-athletes perform well under pressure, and others can dramatically fail, especially when weighed by expectations, and experience psychological and physical discomfort. The balance between pressure and control decides whether anxiety is a driving force for motivation or a barrier. Competitive situations require resilience, and thus, the ability of an athlete to manage pressure is as crucial as their physical skills. Those who can control their emotions will remain composed and perform consistently when under pressure. Without control, pressure will turn into doubt about oneself and affect confidence and decision-making. The study emphasizes that it is not enough to be competitive to guarantee success; the ability to handle pressure truly distinguishes the best from the rest.

4.2.4.1 Convergence of Quantitative and Qualitative Findings

Table 3 demonstrates how the quantitative data in Table 1 corroborate the qualitative data in Table 2. The convergence of numerical patterns with qualitative results adds validity to the study, showing how statistical information like the stress degrees reinforces the applicability of qualitative findings or the interpretation of the student-athletes' experiences. The quantitative data show that student-athletes have high concerns about losing (M = 3.95, SD = 1.032) and performance (M = 3.98, SD = 1.024), which is evident from qualitative data where participants demonstrated exhaustion from juggling training and studies, leading to heightened stress. These results are confirmed by the study of Xanthopoulos *et al.* (2020), which stated that cognitive anxiety stems from external and internal pressures equally, and it negatively impacts concentration, decision-making, and performance in athletes.

Table 3: Convergence of Quantitative and Qualitative Findings on Competitive Anxiety

Aspect or Focal Point	**Quantitative Findings**	**Qualitative Findings**	**Data Integration**
Cognitive Anxiety	2. High concern about losing (*M* = 3.95, SD = 1.032)	7 out of 10 participants say they are constantly torn between training and studying, leaving them exhausted….	**Merging Confirmation**
	4. High concern about performing poorly (*M* = 3.98, SD = 1.024)	1 out of 10 participants say they need to strive harder to meet their expectations in the game	
Somatic Anxiety	1. Moderate nervousness during competition (*M* = 3.45, SD = 1.075)	1 out of 10 participants said the possibility of being replaced by another player in their position makes them nervous	**Merging Confirmation**
	2. Moderate body tension during competitions (*M* = 3.41, SD = 1.049)	3 out of 10 participants say that intense training and exhausting tournaments.	
	4. Moderate heart palpitations (*M* = 3.30, SD = 1.216)	1 out of 10 participants says their body is not that conditioned and ready to perform due to lack of sleep	
Self-Confidence	4. Low confidence in visualizing reaching one's goal (*M* = 2.50, SD = 1.433)	2 out of 10 participants say they feel anxious when they do not practice well enough…. think they might lose	**Merging Confirmation**
	5. Low confidence in coming through under pressure (*M* = 2.52, SD = 1.361)	*"1 out of 10 participants says talented players in their category make them nervous…" (P9)*	

There are many studies, like the article by Lu *et al.* (2018), that confirm that fear of failure amplifies psychological distress, forcing athletes to overthink their play excessively, which prevents their instincts from playing naturally. This was supported by the research

of Turick *et al.* (2021), where mental strain brought on by anxiety produces a vicious loop whereby athletes who worry about their performance are more likely to experience burnout and lose motivation. The results show that imbalances between different academic and athletic demands lead to mental fatigue. The convergence of this statistical information and real-life experience verifies the existence of cognitive anxiety and its effect on one's athletic performance, which argues that mental pressure in competition substantially affects both mentality and performance. These merging findings emphasize how both the intellect and physique are affected by competitive pressures.

In somatic anxiety, as the second focal point, the quantitative findings prove that athletes experience moderate nervousness (M = 3.45, SD = 1.075), body tension (M = 3.41, SD = 1.049), and heart palpitations (M = 3.30, SD = 1.216) during competition. This coincided with the qualitative findings and the study of Heller *et al.* (2023), where the participants felt threatened by being replaced, drained due to rigorous training, and sleep deprivation, confirming that these high physiological demands contribute to heightened stress and significantly hamper student-athletes' general well-being and performance. These symptoms, which induce discomfort, low self-confidence and reduce performance, validate the confirmation between competitive tension and physical response. The studies of Van Rensburg *et al.* (2021) and Dobrosielski *et al.* (2021) support this by linking pressures of competition, sleep deprivation, jet lag, and chronic stress to injury, impaired cognitive and physical performance, and further reducing athletic and academic success. Moreover, according to Simon *et al.* (2020), the lower the quality of deep sleep, the more anxious people feel.

Finally, self-confidence confirms that low self-confidence has a direct impact on athletes' performance under pressure. Quantitative results indicate that athletes have difficulty visualizing success (M = 2.50, SD = 1.433) and doing well under pressure (M = 2.52, SD = 1.361), consistent with qualitative results where athletes feel nervous when they do not practice sufficiently and are intimidated by talented opponents. These findings align with the study of Aliser *et al.* (2024), which suggests that low-self-confident young athletes cannot make rapid decisions, resulting in poor play execution and overall performance deterioration. In the same way, Awwaludin *et al.* (2024) discovered that self-doubt during practice is carried over to game-time hesitation, leaving players defeated before the game starts. These results confirm that a lack of self-confidence generates performance anxiety, lowering athletes' performance to their optimal level in competitive environments.

Thus, cognitive anxiety leads to stress and distraction. Somatic anxiety generates physical tension and fatigue, reducing effectiveness even further. At the same time, lack of self-confidence generates tentativeness and poor judgment. These findings confirm that competitive anxiety in all forms disrupts both mental and physical readiness, confirming its negative impact on performance.

5. Conclusions and Recommendations

The competitive state anxiety level of student-athletes is moderate, with cognitive anxiety in the highest position, followed by somatic anxiety and self-confidence in the last position. The indication is that pressure to perform and fear of failure significantly affect their balance and, subsequently, their performance. This is in alignment with previous research, which states that moderate anxiety, in this case, low self-confidence, can impair sports performance.

The perception of competitive anxiety among student-athletes is shaped by various stressors, including time management, physical and mental stress, and academic and athletic stress. These stressors are the causes of their inability to balance their roles. Qualitative findings indicate that these challenges lead to a stress cycle that affects academic and athletic performance. The athletes are more likely to feel anxious prior to games due to the stress of meeting expectations and the yearning for success, thus enhancing the difficulty of time management and feeling exhausted, stressed, and anxious.

Both quantitative and qualitative evidence support each other, showing that student-athletes' everyday experiences of stress and exhaustion are confirmed by their high levels of anxiety about losing and performing poorly. The connection between performance outcome and levels of anxiety is also established through statistical findings, as they reveal that competitive anxiety takes the form of both psychological and physiological symptoms. The confirmation of the two data sets proves the universal influence of competitive anxiety on the overall health and sports performance of student-athletes.

The study supports the Multidimensional Theory of Anxiety, which identifies cognitive and somatic anxiety felt by student-athletes that affects performance adversely. Moderate competitive anxiety means cognitive and somatic anxiousness are sometimes experienced by student-athletes, supporting research that links increased cognitive anxiety to decreased performance. It supports Yerkes and Dodson's inverted U-shaped theory in which too much anxiety leads to fear, self-doubt, and somatic symptoms like tension and fatigue. The study also supports the Self-Determination Theory, which identifies satisfying psychological needs such as autonomy, competence, and relatedness that lessen stress and enhance student-athletes' performance. Lastly, it supports Bandura's Self-Efficacy Theory, which identifies low self-efficacy as a factor that leads to poor performance when pressured and the necessity for self-belief to diminish anxiety.

The student-athlete's self-confidence is the lowest, showing they struggle to visualize winning to increase their confidence and perform well under pressure. The schools can offer mental skills training featuring SMART goal-setting, positive self-talk, and visualization techniques to combat this. Student-athletes will learn how to relax, be proactive, and visualize achievement through these activities. Their self-confidence can be strengthened by offering workshops and seminars on sports psychology, time management, guided imagery, and stress simulations. These workshops will also cover personalized goal-setting tools, which will assist athletes in breaking down long-term

goals into small, quantifiable targets. Through peer mentoring programs, student-athletes can exchange coping mechanisms and gain insight from one another's experiences, much like when they talk about their physical and mental health.

In these practices, coaches, in partnership with sports psychologists, assist students in the visualization exercises to create a tangible mental picture of success and undergo expert training sessions. These sessions will also subject the athletes to simulated pressure environments, such as mock competitions or timed decision-making drills, to learn to stay calm and employ effective coping mechanisms. To make these programs even more productive, collaborations with alumni or experienced players and motivational speakers should be facilitated to offer real-life exposure and advice. Collaboration with mental health professionals and sporting organizations should be done to offer specialized training sessions and mentorship.

Schools also have a contribution to make through the inclusion of mental conditioning activities in curriculum and programs, providing resources, and offering access to counseling. In order to ensure that student-athletes receive expert assistance in academics and athletics, educational institutions should not only concentrate on one area but also take balance into account. These programs enable the athletes to play confidently with great accuracy, enhance mental toughness, lessen anxiety, and enhance general athletic and scholastic performance.

Future researchers are encouraged to explore more in-depth interventions addressing self-confidence and competitive anxiety among student-athletes, particularly in developing long-term mental conditioning programs beyond workshops and seminars. This study shows that cognitive anxiety and low self-confidence have a major effect on performance, but to close the gaps, more research can look at individual distinctions, gender variations, and anxiety triggers unique to a given activity.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Author(s)

Basty B. Bernales is in his fourth year of the Bachelor of Physical Education (BPE) program at the University of Mindanao and was the lead interviewer of the research "Analyzing Competitive Anxiety: A Convergent Parallel Approach."

Jlo Grace P. Capuno is a fourth-year Bachelor of Physical Education (BPE) student at the University of Mindanao and served as the lead researcher in the study "Analyzing Competitive Anxiety: A Convergent Parallel Approach." She is also the public relations officer (PRO) of the University of Mindanao United Physical Educators (UMUPHED).

Marmee Rochelle M. Potenciando (EdD) serves as the adviser, co-editor, and grammarian of the research "Analyzing Competitive Anxiety: A Convergent Parallel Approach." She is the adviser of the University of Mindanao United Physical Educators (UMUPHED) and a dedicated faculty member of the College of Teacher Education at the University of Mindanao.

References

Abrar, B., Ishfaq, K., Nazim, A., Samuel, S., Schwaiger, E., Shahed, S. (2024). Interconnection between sports competitive anxiety, self-esteem and sports performance of young athletes. *International Journal of Social Science Bulletin*. https://tinyurl.com/4434ket4

Alvar, G. L., & Baguio, J. B. (2024). Classroom structure, schemes of teachers and language communication difficulties of students in public secondary schools. *Asian Journal of Education and Social Studies*. Retrieved from https://tinyurl.com/4c2ks84x

Alvar, B., Dawes, J., Lockie, R.G., Mann, J.B., Santos, M.L., Stahl, C.A., Uftring. M. (2020). Stress in academic and athletic performance in collegiate athletes: A narrative review of sources and monitoring strategies. *Frontiers in Sports and Active Living*, 2. https://doi.org/10.3389/fspor.2020.00042

Aliberti, S., Cherubini, D., D'Elia, F., Raiola, G. (2024). The influence of pre-competitive anxiety and self-confidence on dancesport performance. *MDPI Access Open Journal Sports 12(11)* 308. https://doi.org/10.3390/sports12110308

Aliser, N. J, Longakit, J. C, Malalis, J. S, Magdaong, C. D, Medina, D. B, Ong, Z. K, Pabillar, D. D, Pacquiao, J. O, Pongao, R. V, Quindo, C. N. (2024). From court to conquest: Unveiling the challenges among basketball players in sports participation. A case study. *ACPES Journal of Physical Education, Sport and Health (AJPESH) 4*(1), 36-43. https://doi.org/10.15294/ajpesh.v4i1.1199

Angel, N., Costa, S., Rubio, I., & Silva, S. (2023). Levels of somatic anxiety, cognitive anxiety, and self-efficacy in university athletes from a Spanish public university and their relationship with basic psychological needs. *Int. J. Environ. Res. Public Health 20*(3). https://doi.org/10.3390/ijerph20032415

Anttila, S., Lindfors, H., Hirvonen, R., Määttä, S., & Kiuru, N. (2023). Dropout intentions in secondary education: Student temperament and achievement motivation as antecedents. *Journal of Adolescence, 95(2)*, 248-263. https://doi.org/10.1002/jad.12110

Ator, R. M., & Ortizo, G. C. (2024). Time management practices: Its impact on student athletes' performance. *International Journal for Multidisciplinary Research* (IJFMR), *6(*3). https://www.ijfmr.com/papers/2024/3/20828.pdf

Awwaludin, P. N, Mayangsari, S., Mulyana, M., Mulyana, R. B. (2024). The role of self-confidence in achieving peak performance: A descriptive quantitative study of youth basketball athletes in Sukabumi. *Journal of Sport Sciences and Fitness. JSSF (10),(1).* Retrieved from https://journal.unnes.ac.id/journals/jssf/article/view/15495/2367

Bhandari, P. (2024). Ethical considerations in research | types & examples. Scribbr. Retrieved from https://www.scribbr.com/methodology/research-ethics/

Borysova, O., Daryna, I., Svitlana, F., Sergii, T., Iryna, K., Victoria, M., Yevhen, P., Oleksandr, I., & Ion, M. (2019). Gender differences in competitive anxiety and coping strategies within the junior handball national team. *Journal of Physical Education and Sport, 19*(2), 1242–1246. Retrieved from http://reposit.uni-sport.edu.ua/handle/787878787/1826

Bu, D., Jiang, X., Liang. W., Si, G., & Su, N. (2024). Mindfulness and acceptance-based training for elite adolescent athletes: A mixed-method exploratory study. *Frontiers in Psychology 15*. https://doi.org/10.3389/fpsyg.2024.1401763

Bullock S., Perera, N., Murray, A., Orchard, J., Arden, A., & Fillbay, R. (2022). The relationship between cricket participation, health, and wellbeing: A systematic scoping review. *International Journal of Sports Medicine 43*(5). https://doi.org/10.1055/a-1686-6632

Cabanda, M., S. (2024). Lived experiences among elite Filipino athletes on mental toughness: An interpretative phenomenological analysis. Centre for Social Innovation and Research. Retrieved from https://tinyurl.com/46zxvz6f

Case, M. (2019). Athletic injuries: Psychological impacts and athlete preparedness to return to participation. Dominican Scholar. Retrieved from https://tinyurl.com/4ewbncjj

Chih-Mei W., Jon-Chao H., Jian-Hong Y., & Jhen-Ni Y. (2022). The relationship among gameplay self-efficacy, competition anxiety, and the performance of esports players. *Entertainment Computing. Volume 42*. https://doi.org/10.1016/j.entcom.2022.100489

Chaney, E., Elder, E., Gray, H., Moran, R. (2023). Grit, athlete burnout, and well-being in female collegiate student-athletes. *Journal of Athletic Training, 58*(10). https://doi.org/10.4085/1062-6050-0121.23

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research (2nd ed).* Thousand Oaks, CA: Sage Publications, Los Angeles. Retrieved from https://books.google.ro/books/about/Designing_and_Conducting_Mixed_Methods_R.html?id=YcdlPWPJRBcC&redir_esc=y

Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Demir, S. B., & Pismek, N. (2018). A convergent parallel mixed-methods study of controversial issues in social studies classes: A clash of ideologies. *Educational Sciences: Theory & Practice, 18*, 119–149. https://doi.org/10.12738/estp.2018.1.0298

Dobrosielski, D. A., Sweeney, L., & Lisman, P. J. (2021). The association between poor sleep and the incidence of sport and physical training-related injuries in adult athletic populations: A systematic review. *Sports medicine, 51*, 777-793. Retrieved from https://link.springer.com/article/10.1007/s40279-020-01416-3

Dominado, N, L., (2019). Predictors associated with the curricular performance of student-athletes. *Journal Physics: Conference Series 1254*(1). DOI 10.1088/1742-6596/1254/1/012008

Faizah, R., & Hermahayu, H. (2023). Psychological factors of athletes' competitive readiness: A mini literature review. *International Journal of Environmental Research and Public Health, Vol. 3.* https://doi.org/10.15294/icophs.v3i1.2676

Falaahudin A., Iwadana, D. T., Mubarok Z. (2021). Competitive Anxiety in Bantul District Athletes Who Have the Potential to Win Gold Medals in Porda Diy. *Social Science Learning Education Journal, 6*, 767–770. Retrieved from http://www.sslej.in/index.php/sslej/article/view/3514

Feltz, D. (1998). Self-confidence and sports performance. *Exercise and Sport Sciences Reviews 16*(1):423–57. Retrieved from https://tinyurl.com/yhhh7vkn

Forester, B. E., Holden, S. L., Woltring, M., & Hauff, C. (2020). Life skills programming: A case study of DI student-athletes' perceptions and suggestions, *Journal of Issues in Intercollegiate Athletics. Vol. 13, Article 12*. Retrieved from https://scholarcommons.sc.edu/jiia/vol13/iss1/12

Greg, G., & Paul, F. (2015). *Mixed methods research. Public Health Research Methods*. Thousand Oaks, CA: Sage. Mixed Methods Research. https://doi.org/10.4135/9781483398839.n19

Gabrys, K., & Wontorczyk A. (2023). Sport anxiety, fear of negative evaluation, stress and coping as predictors of athlete's sensitivity to the behavior of supporters. *International Journal of Environmental Research and Public Health*, *8*(20). https://doi.org/10.3390/ijerph20126084

Gonzales, J., & Matias, K. (2021). *Blue and gray: Mental health in Ateneo sports.* The GUIDON. Retrieved from https://tinyurl.com/yvp2frf4

Hasanah, U., & Refanthira, N. (2020). Human problems: Competitive anxiety in sport performers and various treatments to reduce it. *Advances in Social Science, Education, and Humanities Research*. https://doi.org/10.2991/assehr.k.200120.031

Hamlin, J., Elliot, C., Lizamore, C. (2019). Monitoring training loads and perceived stress in young elite university athletes. *Frontiers in Physiology*, *10*. https://doi.org/10.3389/fphys.2019.00034

Heller HC, Herzog E, Brager A, *et al.* (2023). The negative effects of travel on student athletes through sleep and circadian disruption *39*(1). *Journal of Biological Rhythms* 39(1), 5-19. https://doi.org/10.1177/07487304231207330

Ines, J. (2021). *Stress and coping strategies of college student-athletes.* DLSU Research Congress. Retrieved from https://tinyurl.com/4zfzejuv

Jing, L., Liu, Y., Tang, Y., Wang, H., & Yang, J. (2022). Mindfulness and regulatory emotional self-efficacy of injured athletes returning to sports: The mediating role of competitive state anxiety and athlete burnout. *International Journal of Environmental Research and Public Health,* *19*(18), 11702. https://doi.org/10.3390/ijerph191811702

Johnson, R., Ortizo, G., Smith, L. (2020). Exploring the relationship between athletic participation and academic achievement in high school students. *Journal of Educational Research,* *6*(3). Retrieved from https://www.ijfmr.com/papers/2024/3/20828.pdf

Jolo, M. U. (2024). Volleyball athletes' training program towards their achievements. *International Journal of Multidisciplinary Sciences,* *2*(2), 176–189. https://doi.org/10.37329/ijms.v2i2.3141

Kaliyadan, F. & Kulkarni, V. (2019). Types of variables, descriptive statistics, and sample size. Indian Dermatol Online J. Jan-Feb;10(1):82-86. https://doi.org/10.4103/idoj.IDOJ_468_18

Kemarat, S., Theanthong, A., Yeemin, W., & Suwankan, S. (2022). Personality characteristics and competitive anxiety in individual and team athletes. *PLoS ONE*, *17*(1). https://doi.org/10.1371/journal.pone.0262486

Kirbir, F. (2020). The effect of competitive anxiety on the injury level of student-athletes of Karadeniz Technical University. *Journal of Educational Issues,* *6*(2). https://doi.org/10.5296/jei.v6i2.17365

Kronzer, J. R., Wood, K. N., & Wiese-Bjornstal, D. (2020). Sports injuries and psychological sequelae: A comprehensive review. *Psychology of Sport and Exercise, 51*. Retrieved from https://tinyurl.com/49nzsnse

Lu, L. D., Heinze, K. L., & Soderstrom, S. (2018). Playing Multiple Positions: Student-Athlete Identity Salience and Conflict. *Journal of Intercollegiate Sport*, *11*(2), 214-241. https://doi.org/10.1123/jis.2018-0034

McNally, M, I. (2002). Contrasting concepts of competitive state-anxiety in sport: multidimensional anxiety and catastrophe theories. Athletic Insight: *The Online Journal of Sport Psychology, 4*(2). Retrieved from https://psycnet.apa.org/record/2002-04923-002

Ntoumanis, N. (2001). Empirical links between achievement goal theory and self-determination theory in sport. *Journal of Sports Sciences, 19*(6), 397–409. https://doi.org/10.1080/026404101300149357

Ozturk, G. & Sahin, M. D. (2019). Mixed method research: Theoretical foundations, designs and its use in educational research. *International Journal of Contemporary Educational Research, 6*(2), 301-310. https://doi.org/10.33200/ijcer.574002

Palazollo, J. (2020). Anxiety and performance. *L'Encéphale,* 46(2), 158-161. https://doi.org/10.1016/j.encep.2019.07.008

Ramos, C. (2021). *Before the olympic gold: How Hidilyn Diaz beat anxiety, mental struggle while training*. Inquirer Net. Retrieved from https://sports.inquirer.net/431120/before-the-olmypic-gold-how-hidilyn-diaz-beat-anxiety-mental-struggle-while-training

Ripoll, R., Sanchez, A., Tena, A. (2024). Pre- and post-competitive anxiety and self-confidence and their relationship with technical-tactical performance in high-level men's padel players. *Frontiers in Sports and Active Living,* vol 6. https://doi.org/10.3389/fspor.2024.1393980

Samandarov, A., & Ergasheva, M. (2022). Competitive anxiety level before and during competition of international and national kurash athletes. *Deutsche Internationale Zeitschrift Für Zeitgenössische Wissenschaft 36*(34). https://zenodo.org/records/6675140

Shakir, N. (2018). What is the universal sampling technique? Retrieved from https://tinyurl.com/45p9cw8x

Simon, E. B., Rossi, A., Harvey, A. G., & Walker, M. P. (2020). Author correction: Overanxious and underslept. *Nature Human Behaviour, 4*(12), 1321-1321. https://doi.org/10.1038/s41562-019-0754-8

Turick, R., Bopp, T., & Swim, N. (2021). "How do I do life?" The challenges of preparing student-athletes for professional roles. *Journal for the Study of Sports and Athletes in Education*, *15*(1), 71–94. https://doi.org/10.1080/19357397.2019.1669367

Vagias, Wade M. (2006). Likert-type scale response anchors. Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation and Tourism Management. Clemson University. Retrieved from https://tinyurl.com/yckzutfp

Van Rensburg, D. C., Fowler, P. M., Bender, A. M., Stevens, D., Sullivan, K. O., & Botha, T., (2021). Managing travel fatigue and jet lag in athletes: A review and consensus

statement. *Sports Medicine, 51*(10), 2029-2050. Retrieved from https://link.springer.com/article/10.1007/s40279-021-01502-0

Vansoeterstede, A., Cappe, E., Lichtle, J., & Boujut, E. (2023). A systematic review of longitudinal changes in school burnout among adolescents: Trajectories, predictors, and outcomes. *Journal of Adolescence, 95(2)*, 224-247. https://doi.org/10.1002/jad.12121

Xanthopoulos, M. S., Benton, T., Lewis, J., Case, J. A., & Master, C. L. (2020). Mental health in the young athlete. *Current Psychiatry Reports*, *22*(63), 1–15. https://doi.org/10.1007/s11920-020-01185-w

Zenebe, M. D., Gebru, T. H., & Mulate, Z. T. (2016). Relationship between competitive anxiety, confidence and performance among female volleyball players. *International Journal of Physical Education, Sports and Health, 3(5),* 337–342. Retrieved from https://tinyurl.com/4be36bdz

Zulkifli, A., & Rahmat, N., (2022). The effect of time management on academic performance among undergraduate student-athletes in UITM PUNCAK ALAM. *International Journal of Social Science Research (IJSSR)*. Retrieved from https://tinyurl.com/y8c76h