

Social Anxiety and Athletic Performance of Student-Athletes in Selected Tertiary Schools in Tanauan City, Batangas

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ABSTRACT: This study examines the status of internal well-being—or heartiness—among student-athletes, focusing particularly on their psychological stability through engagement in sports. While athletic participation often contributes positively to mental health, some athletes may experience performance-related challenges such as panic attacks and social anxiety. Social anxiety, in particular, involves feelings of fear, embarrassment, and heightened self-consciousness during social interactions, which can negatively affect athletic and academic performance. Grounded in behavioral, psychological, cognitive, and humanistic theories, this research seeks to explore the level of social anxiety among student-athletes in selected tertiary schools in Tanauan City, Batangas. The study aims to lay a theoretical and practical foundation for interventions that enhance student-athletes' mental resilience and performance. The study is guided by an input-process-output (IPO) model: the input includes the demographic profile of the respondents (age, sex, years of experience, sports event, and athletic performance) and their level of social anxiety (confidence, humiliation, subordination, and consciousness). The process involves administering surveys, data collection, and statistical analysis. The output focuses on the development of a targeted intervention program. Using a descriptive-correlational research design and a validated survey instrument, data were gathered from 114 student-athletes. Results show that while confidence scored high among respondents, areas such as humiliation and consciousness scored lower, indicating the need for support in handling public judgment and social pressures. Significant differences in social anxiety levels were found in relation to the type of sport (team vs. individual), but not by age, sex, years of experience, or athletic performance. Based on these findings, an intervention program was proposed to address identified areas of concern. The program includes general strategies applicable to all athletes and sport-specific approaches to strengthen emotional resilience, self-confidence, and positive social engagement. This study highlights the importance of integrating psychological support into sports programs to enhance the well-being and performance of student-athletes.

KEYWORDS: Social Anxiety, Student-Athletes, Athletic Performance, confidence humiliation, consciousness, descriptive quantitative

I. INTRODUCTION

The status of the internal heartiness of student-athletes concerning their heartiness is important, as well as their internal stability through involving themselves in sports. In some instances, people can experience panic attacks due to performance anxiety. With social anxiety, social interactions cause feelings of anxiety, fear, self-consciousness, and embarrassment. Making it tough for athletes with social anxiety to thrive and enjoy themselves. According to Fang Liu (2023), "physical exertion is one of the most introductory mortal functions and requirements that have benefits across the lifetime." This makes a new channel of perfecting one's health and heartiness in engaging in physical conditioning — and what better way to witness physical conditioning other than sports.

In agreement with Brookman, Ruth; Birdet., et al. (2023). "With regard to career development, non- athletes are more likely to face problems with career maturity, the clarity of educational plans, and adaptation to council than athletes." this vividly emphasizes that a student who's involved in sports is more likely to be a critical thinker as he she was trained for. Sports capital for physical exercises, but away from that, it manages to enhance and develop internal capability in order to strengthen one's heartiness in terms of physical and cerebral stability of a student-athlete. therefore, these incontrovertibly are the heart and soul of being able to enter an arena of sports and education.

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With that, the experimenter would like to emphasize in this paper the position of social anxiety and the factors affecting tertiary student-athletes' game performances during events in the City of Tanauan.

According to the NCAA, roughly five to six percent of the eight million high academy scholar-athletes will play collegiate sports. While this change may appear small, it characterizes coarsely 400,000 to 500,000 youthful grown-ups who play council sports (Cross & Fouke, 2019). For numerous Americans, the internal risk of our student-athletes is a significant concern. There's a lot of anticipation that student-athletes will do well on the athletic and academic fronts. However, this pressure can lead to stress and anxiety If not handled just. Mental health issues might arise in a setting that is veritably competitive and places a high emphasis on success.

Mental health problems may be stigmatized in Filipino society. Student-athletes may be reticent to ask for backing out of concern that they will be viewed as weak or unfit. Open communication about internal health issues may also be discouraged by artistic views about durability and perseverance. The necessity of furnishing comprehensive support systems for student athletes is decreasingly apparent. This includes having access to counselors, trainers, and internal health specialists who are good to identify and manage internal health enterprises.

It is essential to raise student-athletes, coaches', and administrators' knowledge and understanding of mental health issues. This entails destigmatizing discussions about mental health, encouraging self-care routines, and fostering a welcoming team culture where athletes feel at ease asking for assistance.

A holistic approach to student-athlete development is necessary in order to acknowledge them as complete individuals with a range of demands. This covers life skills development, dietary counseling, mental health promotion, and academic help in addition to physical exercise.

In summary, improving social networks, addressing cultural attitudes, and placing an emphasis on holistic development are all critical to fostering the mental health and well-being of student-athletes in Tanauan City, Batangas, and throughout the Philippines. Schools may support student-athletes in achieving success in the classroom, on the sports field, and in their personal lives by fostering an atmosphere that prioritizes mental health and offers relevant resources.

Tanauan City, in the province of Batangas, provides a particular geographic setting for the research, enabling a focused comprehension of the ways in which social anxiety affects student-athletes in post-secondary educational establishments. The cultural, sociological, and educational factors that could affect the experiences of student-athletes are taken into account in this context.

Implications for support systems the study's conclusions can guide the creation of focused interventions and support networks in Tanauan City's post -secondary educational institutions. This includes tools for mental health, academic guidance, counseling, and sports coaching techniques designed to meet the unique requirements of student-athletes who struggle with social anxiety.

In brief, the study's history emphasizes the need of examining the ways in which social anxiety affects Tanauan City, Gangstas student-athletes' academic and athletic output. This study intends to provide important insights to improve the success and general well-being of student-athletes in post-secondary educational settings by investigating these dynamics.

Research Question

The purpose of this study is to determine the level of social anxiety and athletic performance of student-athletes in selected tertiary schools in Tanauan City, Batangas.

Specifically, it sought to answer the following questions.

1. What is the demographic profile of the respondents in terms of:

1.1 age;

1.2 sex;

1.3 sports event;

1.4 years of experience; and

1.5 athletic performance?

2. What is the level of social anxiety of student-athletes in the selected tertiary schools in Tanauan City in terms of:

2.1 Confidence;

2.2 Humiliation;

2.3 Subordination; and

2.4 Consciousness?

3. Is there a significant difference in the level of Social Anxiety of student-athletes in selected tertiary schools in Tanauan City when grouped according to profile?

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4. Based on the findings of the study, what intervention program may be proposed?

Scope and Limitation of the Study

The researcher's target respondents are tertiary student-athletes from the tertiary schools in Tanauan City. Primarily, it is to determine the level of social anxiety of student-athletes and the factors that affect the academic and game performances in on-season games at the tertiary schools in Tanauan City.

For the respondents, the researcher will have a total of two hundred twenty-nine (229) tertiary student-athletes from the tertiary schools in Tanauan City. Regardless of their age, gender, and number of years playing, they will be given one questionnaire a piece and shall be answered with candor.

Pilot testing of the survey questionnaire will be conducted on tertiary student-athletes from neighboring cities. This further proves the validity and reliability of the information gathered through this measurement tool before it is officially disseminated to the actual pool of respondents of the said research.

Framework

The conceptual framework of this study is designed to determine the level of social anxiety and athletic performance of student-athletes in selected tertiary schools in Tanauan City, Batangas. It visualizes the problem's position and gives direction to the study of context, which is the Input, Process, and Output.

The first frame, labeled input, contains the respondent profile in terms of age, sex, years of experience and athletic performance and the level of social anxiety in terms of confidence, humiliation, subordination and consciousness.

Meanwhile, the second frame, labeled process, contains the observation administration, data gathering, retrieval of the observation, tabulation, presentation, analysis, and interpretation of data. The third frame, labeled output, contains the intervention plan.

This model depicts the associations of each variable. The arrows generate their significant relationship with each other, their relational process, and the feedback, which is essential for improving the study. This research entails to deliver the springboard in which makes the foundation of this research.

As it tackles mental wellness or stability, theories connected to behavior, psychology, cognitive and humanistic theories which are essentially the foundations of this research.

As a researcher who yearns to formulate solid and concrete research that will further be supported with the theories mentioned, it will be a great pioneer in improving the sports management in the city of Tanauan, Batangas.

By increasing self-efficacy via goal-setting, skill development, and positive criticism, student-athletes may be able to manage their social anxiety and excel both academically and athletically.

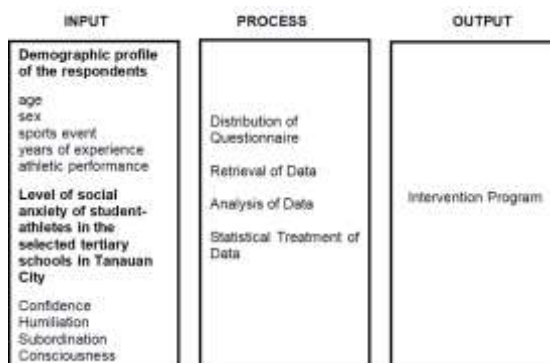


Figure 1. Conceptual Framework of the Study

This model takes into account the dynamic interplay between stressors, personal perspectives, coping mechanisms, and results. It might be used to examine how student-athletes deal with social anxiety and how their coping strategies affect both their academic and athletic performance.

Research Design

This study used the quantitative research methodology, utilizing a survey questionnaire as the research instrument. Conducting a survey is also significantly appropriate for this study, as it will gather data that will answer the problems laid out for this research. Quantitative research aims to develop knowledge and comprehension of the social world (Allen, 2017).

According to Katzukov (2020), descriptive correlational research design determines relationships among variables and allows the prediction of future events from present knowledge. The main objective is to evaluate the relationships between and among two or more variables. This allows testing of predictable associations between and among variables and the making of forecasts.

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Respondents of the Study

The respondents for this study were the tertiary student-athletes within the City Government of Tanauan. There is a total of one hundred fourteen (114) actual respondents who participated in the study. Each have respective sports that they represent and comes from different collegiate institutions within the locale. All of which are on the legal age of deciding to participate in this research, all sports, gender, race, age are equally treated upon the selection of the participants. The sports being played by the respondents are, Volleyball, Basketball, Badminton, Table Tennis, Futsal, Football, Taekwondo, Chess, Beach Volleyball, 3x3 Basketball, and E-Games.

Research Instrument

As the researcher fought out for survey questionnaire that further extort the most vital information from our respondents, the researcher managed to find a survey questionnaire used by psychiatrist in order to check if a person is under stress, anxiety, and depression; with such we can address the mental wellness of Tertiary Student-Athlete in the City Schools Division of Tanauan during on-season student athletes.

Hence, since the researcher wanted to explore their academic and in-game performances, it means that there will also be part of the survey questionnaire that shall be answered to gather information regarding those. Meaning to say, each survey questionnaire shall be divided into three parts, first is for social anxiety, second is for academic performance, and third is for the in - game performance.

Data Gathering

With regards to the administration of the instrument, the researcher will be utilizing an online survey form that shall be disseminated online and shall be closed a week after its dissemination. The survey shall only be answered once by every participant.

Afterwards, the researchers of course will seek for the approval of the Sports Division Office in the City of Tanauan; to formally ask permission for the dissemination of the questionnaire. The letter consists of target respondents, their respective schools and sports. If the request letter was approved, then the researcher shall now seek for permission from the school principals to official disseminate the questionnaires among target participants.

As they answer the survey questionnaire, they can only use one email to access the online survey form. After answering, they can no longer access the form since it will only solicit one response from each participant.

Request letter was sent to the Sports Division Office of Tanauan City then shall be forwarded to each school head for the participating schools. If request letter is approved then the given date, shall be followed and the dissemination of questionnaires shall occur, gathering the accomplished survey questionnaire, tabulating and tallying of the gathered results from the survey were done.

Statistical Treatment

The gathered data was tabulated and tallied by the researchers. The researchers also calculated the frequency and weighted mean of the demographic data provided by the respondents. In such terms, and using the weighted mean and standard deviation for the data for the level of social anxiety gathered of the researchers promote more adequacy and reliability through the statistical treatment of the congregated data.

To effectively analyze and interpret the data gathered from the respondents, the following statistical tools were employed:

Frequency and Percentage. This was used to describe the demographic profile of the respondents in terms of age, sex, sports events, years of experience, and athletic performance.

The Weighted Mean was utilized to determine the level of social anxiety in terms of confidence, humiliation, subordination, and consciousness. Range Interpretation 3.41 – 4.00 Strongly Agree, 2.61 – 3.40 Agree, 1.81 – 2.60 Disagree and 1.00 – 1.80 Strongly Disagree

Standard Deviation. This was applied to measure the dispersion or variability of responses from the mean in the level of social anxiety.

Analysis of Variance (ANOVA). ANOVA was used to determine if there were significant differences in the level of social anxiety when the respondents were grouped according to their profile (e.g., sports event, sex, age).

Research Ethics

The study was conducted in full compliance with ethical research standards to protect the rights, privacy, and well-being of all participants. Prior to data collection, the researcher secured the necessary approvals from the appropriate authorities, including written permission from the Division Office of the Department of Education and consent from dean/director of the school. These steps ensured that the study proceeded with institutional support and transparency.

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Obtain informed permission from each participant, making sure they are aware of the study's goals, any risks, and advantages. Because anxiety-related issues are sensitive, individuals should freely consent to participate without being forced to do so.

Confidentiality. Encrypt data and ensure that specific answers cannot be linked to particular people to preserve participants' privacy and reputation. Refrain from sharing any personal information that can jeopardize participants' privacy or reputation.

Privacy. Be mindful of the participants' right to privacy by conducting research in environments that guarantee data collection and storage confidentiality. Make sure that sensitive information is only accessible by authorized persons. Take steps to reduce the possibility of injury to participants, such as offering counseling services if they feel uncomfortable talking about anxiety or performance problems.

Beneficence. Make an effort to minimize participation risks and enhance benefits. Ensure the study advances knowledge that will eventually improve the health and effectiveness of student-athletes. Show participants' autonomy by enabling them to leave the study at any moment and without consequence. Give them precise information about their rights as study participants.

Researchers should possess the required training and credentials to conduct research on delicate subjects like anxiety and social anxiety. They must also be equipped to deal with participants' possible emotional outbursts and offer the proper assistance. Steer clear of stigmatizing participants because of their performance results or anxiety levels. Present the findings in a way that prioritizes comprehension and assistance over criticism.

Contact the appropriate institutional review boards (IRBs) or ethics committees before beginning any research project to obtain ethical approval. This guarantees that the research complies with ethical norms and regulations.

It is crucial to consider these ethical issues while undertaking ethical research that advances knowledge of and assistance for tertiary student athletes' mental health and performance during in-season competitions.

III. RESULTS

This section presents the answers to the questions raised in the study and compares the results to the literature used. This part of the research work contains the significant contribution of the researcher to the wealth of knowledge through presentation of tables, data analysis and interpretation.

Demographic Profile of the Student-Athletes

Table 1.1 presents the age distribution of student-athletes in selected tertiary schools in Tanauan City, Batangas.

Table 1.1 Demographic Profile of the Respondents

Age	Frequency	Percentage
18 years old and below	18	15.8
19-20 years old	49	43.0
21-22 years old	38	33.3
23 years old and above	9	7.9
Total	114	100

The data shows that the majority of the student-athletes fall within the 19-20 years old age group, with a frequency of 49 (43.0%), making it the most represented category. This indicates that a significant portion of the participants are in their late teenage years, a stage characterized by both academic and athletic challenges.

Meanwhile, the least represented group is those aged 23 years old and above, with only 9 individuals (7.9%), suggesting that fewer older athletes continue to compete at the collegiate level. The distribution highlights that most student-athletes are still in a developmental phase where social anxiety can have a substantial impact on their performance.

Table 1.2 presents the distribution of student-athletes based on sex, showing that the majority are male, with a frequency of 69 (60.5%), while female student-athletes account for 45 (39.5%).

Sex	Frequency	Percentage
Male	69	60.5
Female	45	39.5
Total	114	100

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This indicates that male athletes outnumber their female counterparts, suggesting a higher participation rate among men in collegiate athletics. This difference in representation is relevant in understanding how social anxiety affects student-athletes differently.

Table 1.3 presents the distribution of student-athletes based on their sports event participation.

Sports Event	Frequency	Percentage
Individual/Dual Sports	19	16.7
Team Sports	91	79.8
Combative Sports	2	1.8
E-Sports	2	1.8
Total	114	100

The majority of athletes are engaged in team sports, with a frequency of 91 (79.8%), indicating a strong preference for group-based competitions. In contrast, the least represented categories are combative sports and e-sports, both with only 2 participants (1.8%), showing minimal engagement in these specialized events.

The dominance of team sports participation suggests that student-athletes may benefit from the social and psychological support inherent in team-based environments.

Table 1.4 presents the distribution of student-athletes based on their years of experience in sports.

Years of Experience	Frequency	Percentage
1-2 years	46	40.4
3-4 years	17	14.9
5 years and above	51	44.7
Total	114	100

The majority of the student-athletes have five years or more of experience, with a frequency of 51 (44.7%), indicating that a significant portion of the athletes have long-term involvement in their respective sports. Conversely, the smallest group consists of those with 3-4 years of experience, accounting for only 17 (14.9%) of the participants. Meanwhile, 1-2 years of experience is the second-largest category, comprising 46 athletes (40.4%).

The dominance of athletes with five or more years of experience suggests that long-term sports engagement fosters perseverance and continued participation, potentially enhancing athletic performance.

Table 1.5 presents the athletic performance distribution of student-athletes, showing that the majority compete at the division level, with a frequency of 75 (65.8%), indicating that most athletes have not yet advanced to higher levels of competition.

Athletic Performance	Frequency	Percentage
Division Level	75	65.8
Regional Level (RAAM)	18	15.8
National Level (Palarong Pambansa)	16	14.0
International Level	5	4.4
Total	114	100

The least represented category is international-level competition, with only 5 athletes (4.4%), highlighting that only a small percentage of student-athletes reach the highest level of competition. Meanwhile, regional-level athletes (RAAM) account for 18 (15.8%), and national-level competitors (Palarong Pambansa) make up 16 (14.0%) of the sample.

The prevalence of division-level athletes suggests that most student-athletes are still in the early or developmental stages of their competitive careers, where they are honing their skills and gaining experience.

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Level of Social Anxiety of Student-Athletes in Tertiary Schools in Tanauan City, Batangas

Table 2.1 presents the social anxiety of student-athletes in terms of confidence, with a general assessment mean of 3.40, which falls under the "Strongly Agree" (SA) category.

Table 2.1 Social Anxiety of Student-Athletes in terms of Confidence

Indicators	Mean	Verbal Interpretation
1. I feel confident in my abilities as an athlete.	3.39	SA
2. I believe I can handle the pressure of competitive events effectively.	3.30	SA
3. I am comfortable with the feedback I receive from my coaches and teammates.	3.51	SA
4. I feel that my performance is consistent with my training and efforts.	3.35	SA
5. I am confident in my ability to overcome setbacks in my sport.	3.37	SA
6. I believe that my social interactions within the sports environment positively impact my performance.	3.49	SA
General Assessment	3.40	SA
Legend: 3.25 - 4.00 Strongly Agree (SA) 1.75 - 2.49 Disagree (D) 2.50 - 3.24 Agree (A) 1.00 - 1.74 Strongly Disagree (SD)		

This indicates that, overall, student-athletes exhibit a high level of confidence in their abilities and interactions within their sports environment. The results highlight the importance of social interactions in building confidence, particularly through coaches' and teammates' feedback.

Despite the overall confidence among student-athletes, the lower rating for handling competitive pressure suggests that performance-related anxiety may still be a concern. Anderson et al. (2021) noted that social anxiety can contribute to self-doubt, affecting an athlete's ability to manage high-stakes situations. Furthermore, Harris et al. (2023) found that mindfulness and cognitive behavioral therapy (CBT) are effective in improving confidence and reducing social anxiety, suggesting that implementing mental training techniques in sports programs.

Table 2.2 Social Anxiety of Student-Athletes in terms of Humiliation

Indicators	Mean	Verbal Interpretation
1. I feel anxious about making mistakes during competitions because of the potential for embarrassment.	3.04	A
2. I worry that a poor performance will lead to ridicule or judgment from my peers.	3.02	A
3. The thought of being publicly criticized for my athletic performance makes me nervous.	3.10	A
4. I often fear that failing in my sport will make me look foolish in front of others.	2.96	A
5. I am concerned about how others will react if I perform poorly in a game or competition.	3.10	A
6. I avoid participating in certain activities or events due to the fear of embarrassment.	2.64	A
General Assessment	2.98	A
Legend: 3.25 - 4.00 Strongly Agree (SA) 1.75 - 2.49 Disagree (D) 2.50 - 3.24 Agree (A) 1.00 - 1.74 Strongly Disagree (SD)		

The table presents the social anxiety of student-athletes in terms of humiliation, with a general assessment mean of 2.98, which falls under the "Agree" (A) category. This indicates that, overall, student-athletes experience a moderate level of anxiety related to humiliation, suggesting that fear of embarrassment plays a role in their athletic experiences.

The results indicate that social perception and criticism significantly impact athletes' anxiety levels, particularly when it comes to performance evaluation. Johnson et al. (2024) highlights that social anxiety and the fear of humiliation can directly impact an athlete's performance, self-esteem, and overall psychological well-being. The concern over public criticism and peer judgment, as reflected in the highest-scoring indicators, aligns with Clark et al. (2023), who emphasized that athletes experiencing high levels of social anxiety often struggle with self-doubt and emotional regulation, particularly in competitive settings.

Table 2.3 Social Anxiety of Student-Athletes in terms of Subordination

Indicators	Mean	Verbal Interpretation
1. I have strategies to manage feelings of subordination and maintain my confidence.	3.30	SA
2. Open communication with my coaches and teammates helps address my feelings of being undervalued.	3.41	SA
3. I actively work on self-affirmation to combat feelings of inferiority.	3.25	SA
4. Participating in team-building activities helps me feel more included and valued.	3.44	SA
5. I seek feedback from my coaches and teammates to improve my sense of self-worth and belonging.	3.45	SA
6. Experiencing feelings of subordination impacts my self-esteem and self-worth as an athlete.	3.20	A
General Assessment	3.34	SA
Legend: 3.25 - 4.00 Strongly Agree (SA) 2.50 - 3.24 Agree (A) 1.75 - 2.49 Disagree (D) 1.00 - 1.74 Strongly Disagree (SD)		

Table 2.3 presents the social anxiety of student-athletes in terms of subordination, with a general assessment mean of 3.34, which falls under the "Strongly Agree" (SA) category. This suggests that student-athletes generally acknowledge the impact of subordination on their confidence and self-perception within their sports environment.

The results emphasize the significant role of social support and external feedback in shaping athletes' confidence and perception of self-worth. According to Taylor et al. (2023), feelings of subordination and perceived lower status can influence an athlete's motivation and confidence, potentially affecting their overall performance. The highest-rated indicator aligns with Lee et al. (2023), who emphasize that athletes often rely on validation from coaches and teammates to affirm their role and value in a team setting.

Table 2.4 Social Anxiety of Student-Athletes in terms of Consciousness

Indicators	Mean	Verbal Interpretation
1. I am very aware of my thoughts and feelings during competitions and practices.	3.33	SA
2. I reflect on my performance and how it affects my confidence.	3.33	SA
3. I notice how my self-talk influences my anxiety levels before and during competitions.	3.20	A
4. I am conscious of how my interactions with teammates and coaches impact my mood and performance.	3.15	A
5. I often worry about my behavior and how it might be judged by my teammates and coaches.	3.10	A
6. I feel nervous about social interactions because I am very conscious of my actions and their potential impact.	3.00	A
General Assessment	3.19	A
Legend: 3.25 - 4.00 Strongly Agree (SA) 2.50 - 3.24 Agree (A) 1.75 - 2.49 Disagree (D) 1.00 - 1.74 Strongly Disagree (SD)		

Table 2.4 presents the social anxiety of student-athletes in terms of consciousness, with a general assessment mean of 3.19, which falls under the "Agree" (A) category. This suggests that student-athletes are generally aware of their thoughts, emotions, and social interactions, but this heightened consciousness may also contribute to anxiety.

These findings indicate that self-awareness plays a significant role in athletes' psychological experiences, influencing both their confidence and anxiety levels. According to Anderson et al. (2021), conscious awareness of one's thoughts and emotions can enhance self-regulation but may also increase susceptibility to anxiety, particularly in high-pressure environments. The high rating for self-reflection aligns with Harris et al. (2023), who emphasize that mindfulness and cognitive awareness can be beneficial for athletes, but excessive self-monitoring may contribute to performance anxiety.

Table 2.5 Summary of Composite means of the Level of Social Anxiety of Student-Athletes

Indicators	Mean	Verbal Interpretation
1. Confidence	3.40	SA
2. Humiliation	2.98	A
3. Subordination	3.34	SA
4. Consciousness	3.19	A
General Assessment	3.23	A
Legend: 3.25 - 4.00 Strongly Agree (SA) 1.75 - 2.49 Disagree (D)		
2.50 - 3.24 Agree (A) 1.00 - 1.74 Strongly Disagree (SD)		

Table 2.5 presents the summary of composite means of the level of social anxiety of student-athletes, with a general assessment mean of 3.23, which falls under the "Agree" (A) category. This suggests that, overall, student-athletes experience a moderate level of social anxiety across different dimensions. Among the indicators, the highest mean score is 3.40, corresponding to confidence, which was verbally interpreted as "Strongly Agree" (SA). This implies that while student-athletes acknowledge social anxiety, they generally maintain a strong sense of confidence in their abilities. Conversely, the lowest mean score is 2.98, associated with humiliation, which was interpreted as "Agree" (A), suggesting that fear of embarrassment is a notable but slightly less prominent concern compared to other dimensions.

These findings highlight the complex relationship between social anxiety and confidence among student-athletes. According to Ranta et al. (2023), social anxiety disorder (SAD) is most prevalent during adolescence and young adulthood, with symptoms persisting into early adulthood. The fact that confidence received the highest mean score suggests that student-athletes have developed coping mechanisms or external support systems that help them manage anxiety while maintaining a strong belief in their abilities.

However, the presence of social anxiety across all indicators suggests that external pressures and self-perceptions still play a significant role in shaping their mental well-being.

The lower mean score for humiliation indicates that fear of embarrassment, criticism, or failure still affects student-athletes, but not to an extreme degree. This aligns with Daros et al. (2019), who found that socially anxious individuals tend to adopt avoidant emotional regulation strategies, contributing to interpersonal difficulties. However, Koppenborg et al. (2024) argue that not all anxiety is detrimental; rather, it can act as a motivating factor when properly managed. This suggests that student-athletes may use their awareness of social evaluation as a means to improve performance, rather than allowing it to inhibit them.

Significant difference on the level of Social Anxiety of student-athletes in selected tertiary schools in Tanauan City when grouped according to profile

Table 3.1 presents the significant difference in the level of social anxiety of student-athletes when grouped according to age. Table 3.1 presents the significant difference in the level of social anxiety of student-athletes when grouped according to age, with all indicators—confidence, humiliation, subordination, and consciousness—yielding p-values greater than 0.05, indicating that there is no significant difference in social anxiety levels across different age groups. The null hypothesis (H_0) is therefore accepted, suggesting that age does not significantly affect the social anxiety experienced by student-athletes.

Demographic	Level of Social Anxiety of Student-Athletes	t-test	df	p-value	Remarks	Decision
Age	Confidence	-0.880	112	0.381	Not Significant	Accept H_0
	Humiliation	0.208	112	0.835	Not Significant	Accept H_0
	Subordination	-1.061	112	0.291	Not Significant	Accept H_0
	Consciousness	-0.276	112	0.783	Not Significant	Accept H_0

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Table 3.1 Significant difference on the level of Social Anxiety of student-athletes when grouped according to Age

The findings indicate that regardless of age intervals, student-athletes experience relatively similar levels of social anxiety across all dimensions. This aligns with Ranta et al. (2023), who found that social anxiety is prevalent among adolescents and young adults, persisting from early teenage years into young adulthood. Although the study suggests that social anxiety disorder (SAD) peaks between the ages of 10 and 19, the current findings indicate that within the student-athlete population, age differences do not significantly alter anxiety levels. This suggests that factors beyond age, such as competitive pressure, team dynamics, and self-perception, may have a greater influence on social anxiety than chronological age alone.

Additionally, the lack of significant differences in confidence, humiliation, subordination, and consciousness suggests that athletes across all age groups experience similar social pressures and performance-related anxieties. According to Brookman et al. (2023), social anxiety can impact self-esteem, peer interactions, and academic or athletic performance, regardless of age. This aligns with the idea that athletic environments expose individuals to similar stressors, such as performance evaluation, team expectations, and competition anxiety, which affect all athletes equally, regardless of age differences.

Table 3.2 Significant difference on the level of Social Anxiety of student-athletes when grouped according to Sex

Table 3.2 presents the significant difference in the level of social anxiety of student-athletes when grouped according to sex, with all indicators—confidence, humiliation, subordination, and consciousness—yielding p-values greater than 0.05, indicating that there is no significant difference in social anxiety levels between male and female student-athletes. The null hypothesis (H_0) is therefore accepted, suggesting that sex does not significantly influence the social anxiety experienced by student-athletes.

Demographic	Level of Social Anxiety of Student-Athletes	t-test	df	P-value	Remarks	Decision
Sex	Confidence	0.959	112	0.339	Not Significant	Accept H_0
	Humiliation	-0.726	112	0.469	Not Significant	Accept H_0
	Subordination	0.315	112	0.753	Not Significant	Accept H_0
	Consciousness	0.380	112	0.705	Not Significant	Accept H_0

These findings suggest that both male and female student-athletes experience comparable levels of social anxiety across different dimensions. This contrasts with the findings of Ranta et al. (2023), who reported that social anxiety disorder (SAD) is generally more prevalent among females, particularly in adolescence and early adulthood. While previous studies have indicated that female athletes tend to experience higher levels of anxiety due to social pressures, self-perception, and societal expectations, the current findings suggest that within the student-athlete population, the experience of social anxiety is not significantly affected by sex. This could indicate that athletic environments, regardless of gender, expose athletes to similar stressors that influence their levels of social anxiety equally.

Additionally, the lack of significant differences across confidence, humiliation, subordination, and consciousness implies that male and female athletes may have developed similar coping mechanisms in managing social anxiety within their sports environment.

According to Brookman et al. (2023), peer relationships play a crucial role in mitigating social anxiety, and structured athletic programs often provide a sense of belonging and social support that helps reduce anxiety in both male and female athletes. This aligns with the findings, suggesting that team dynamics, coaching support, and competitive experience may help equalize anxiety levels across genders.

Table 3.3 Significant difference on the level of Social Anxiety of student-athletes when grouped according to Sports Event

Table 3.3 presents the significant difference in the level of social anxiety of student-athletes when grouped according to sports event, showing that subordination ($p = 0.000$) and consciousness ($p = 0.000$) yielded significant differences, leading to the rejection of the null hypothesis (H_0) for these dimensions. This indicates that student-athletes' feelings of subordination and consciousness vary significantly depending on the type of sport they participate in. However, confidence ($p = 0.308$) and humiliation ($p = 0.681$) were found to be not significant, leading to the acceptance of H_0 , suggesting that these dimensions of social anxiety do not significantly differ across sports events.

Demographic	Level of Social Anxiety of Student-Athletes	t-test	df	P-value	Remarks	Decision
Sports Event	Confidence	-1.025	112	0.308	Not Significant	Accept Ho
	Humiliation	0.412	112	0.681	Not Significant	Accept Ho
	Subordination	-1.215	112	0.000*	Significant	Reject Ho
	Consciousness	-0.619	112	0.000*	Significant	Reject Ho

These findings align with the previous profile of respondents according to sports event, where the majority of student-athletes participated in team sports (79.8%), while fewer were involved in individual/dual sports (16.7%), combative sports (1.8%), and e-sports (1.8%). The significant difference in subordination and consciousness may be attributed to the nature of competition and social structure within different sports disciplines. Team sports often involve hierarchical structures, role assignments, and peer interactions, which could heighten feelings of subordination and self-consciousness compared to individual or combative sports, where performance responsibility is more self-contained.

The findings align with Muthuswamy & Ghouri (2023), who highlighted that sports training significantly moderates the relationship between psychological factors and athletic performance, meaning that team-based and individual sports may foster different psychological responses, particularly regarding anxiety and self-perception. The significant difference in subordination supports Zhang et al. (2023), who found that athletes' motivation, ambition, and social recognition vary depending on the competitive structure of their sports. Team sports, for instance, may emphasize hierarchical leadership, peer comparison, and social evaluation, which could explain why subordination is perceived differently across sports events.

Meanwhile, the significant difference in consciousness suggests that athletes in different sports events experience varying levels of self-awareness and social sensitivity. According to Bhatti (2023), mindfulness and psychological training are crucial for improving concentration and emotional regulation, particularly in high-pressure sports environments. This suggests that student-athletes in team-based or social-intensive sports may develop heightened consciousness about their interactions, roles, and self-perception within a group setting. Palazzolo (2020) further supports this by noting that some athletes perform best under pressure, while others struggle with competitive anxiety, indicating that sport modality may play a role in shaping an athlete's response to social anxiety.

Table 3.4 Significant difference on the level of Social Anxiety of student-athletes when grouped according to Years of Experience
Table 3.4 presents the significant difference in the level of social anxiety of student-athletes when grouped according to years of experience, showing that all indicators—confidence ($p = 0.192$), humiliation ($p = 0.396$), subordination ($p = 0.61$), and consciousness ($p = 0.813$)—yielded p-values greater than 0.05, indicating that there is no significant difference in social anxiety levels based on years of experience. As a result, the null hypothesis (H_0) is accepted, suggesting that student-athletes, regardless of how long they have been involved in sports, experience similar levels of social anxiety across all dimensions.

Demographic	Level of Social Anxiety of Student-Athletes	t-test	df	P-value	Remarks	Decision
Years of Experience	Confidence	1.311	112	0.192	Not Significant	Accept Ho
	Humiliation	-0.853	112	0.396	Not Significant	Accept Ho
	Subordination	1.892	112	0.61	Not Significant	Accept Ho
	Consciousness	0.237	112	0.813	Not Significant	Accept Ho

The findings indicate that social anxiety persists among student-athletes regardless of their years of participation in competitive sports. This aligns with previous research by Gruda (2023), which found that while experience can influence pre-game anxiety, psychological factors such as self-perception, motivation, and external pressure may continue to affect athletes at all levels. The absence of significant differences suggests that even highly experienced athletes are not entirely free from social anxiety, and less experienced athletes do not necessarily experience greater anxiety. This reinforces the idea that factors beyond

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experience, such as competition level, individual personality traits, and team culture, may play a greater role in shaping anxiety responses.

Additionally, the findings support Heckel (2021), who found that mastery experiences contribute to perseverance and diligence, but do not necessarily eliminate anxiety. Even athletes with extensive experience may still encounter situational anxiety linked to performance expectations and social evaluation.

The lack of significant differences across confidence and subordination suggests that years of experience do not drastically change how athletes perceive their roles, authority figures, or team dynamics, which aligns with Levinsohn & Twark (2023), who emphasized that athletic performance anxiety remains prevalent regardless of experience level, due to ongoing pressures to meet expectations and maintain performance consistency.

Table 3.5 Significant difference on the level of Social Anxiety of student-athletes when grouped according to Athletic Performance

Table 3.5 presents the significant difference in the level of social anxiety of student-athletes when grouped according to athletic performance, showing that all indicators—confidence ($p = 0.862$), humiliation ($p = 0.405$), subordination ($p = 0.810$), and consciousness ($p = 0.804$)—yielded p -values greater than 0.05, indicating that there is no significant difference in social anxiety levels based on athletic performance. As a result, the null hypothesis (H_0) is accepted, meaning that regardless of whether student-athletes compete at the division, regional, national, or international level, their experience of social anxiety remains relatively similar.

Demographic	Level of Social Anxiety of Student-Athletes	t-test	df	p-value	Remarks	Decision
Athletic Performance	Confidence	0.174	112	0.862	Not Significant	Accept H_0
	Humiliation	-0.835	112	0.405	Not Significant	Accept H_0
	Subordination	-0.240	112	0.810	Not Significant	Accept H_0
	Consciousness	0.248	112	0.804	Not Significant	Accept H_0

These findings suggest that athletic performance does not necessarily determine the extent to which student-athletes experience social anxiety. This aligns with Zhang et al. (2023), who found that psychological factors such as environment, motivation, and ambition play a significant role in performance, but do not necessarily eliminate or increase social anxiety levels. Similarly, Bhatti (2023) emphasized that psychological training and mindfulness can enhance performance, but athletes at all levels still face varying degrees of anxiety due to external pressures and self-expectations. The current findings support this perspective by indicating that even those who compete at higher levels, such as national or international tournaments, do not necessarily experience significantly different levels of social anxiety compared to those competing at lower levels.

Moreover, the results suggest that social anxiety persists regardless of an athlete's performance tier, reinforcing the idea that competitive pressure, peer expectations, and self-consciousness are universal experiences in sports. According to Palazzolo (2020), while some athletes thrive under competitive stress, others may struggle with anxiety regardless of their skill level, indicating that social anxiety is not directly correlated with performance but rather with an athlete's individual coping mechanisms. Englert (2020) further supports this by stating that while higher-performing athletes may have more experience handling pressure, they are not necessarily free from anxiety, as performance expectations may still weigh heavily on them.

On the Proposed Intervention Program for Student-Athletes

The proposed intervention program is designed to address the social anxiety challenges faced by student-athletes, particularly in the areas of confidence, humiliation, subordination, and consciousness. These aspects were identified as having the lowest mean values in the study, highlighting their impact on athletes' mental well-being and performance.

The intervention program consists of general strategies applicable to all student-athletes, as well as targeted interventions tailored to the type of sports event (team sports or individual/dual sports).

The goal is to help student-athletes develop emotional resilience, self-confidence, and a positive self-perception in competitive environments.

To address confidence and humiliation, which showed no significant differences across athlete profiles but were still identified as areas of concern, two broad interventions are proposed. The Confidence-Building Through Positive Reinforcement program

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focuses on cultivating self-efficacy and confidence through structured reinforcement strategies, self-affirmations, and mental conditioning exercises. Implemented through monthly self-efficacy training sessions led by sports psychologists, motivational coaches, and team leaders, this initiative aims to instill a growth mindset and reduce performance-related anxiety. Expected outcomes include enhanced mental resilience, improved self-assurance, and reduced stress in high-pressure situations. Meanwhile, the Overcoming Fear of Judgment and Mistakes program is designed to help student-athletes manage the fear of making mistakes and facing criticism in competitive sports. By utilizing self-compassion training, cognitive restructuring exercises, and resilience-building workshops, facilitated by sports psychologists and performance analysts, athletes will develop strategies to accept mistakes as part of their learning process. Conducted weekly over six months, this program aims to equip athletes with the tools to bounce back from setbacks, manage anxiety, and maintain self-confidence.

Given that the study found a significant difference in social anxiety in terms of subordination and consciousness based on the type of sport, targeted interventions are designed to address these specific issues for team sports and individual/dual sports athletes. For subordination, the Building Self-Worth in Team Sports program focuses on helping athletes develop a sense of belonging within their teams. This mentorship and peer-support initiative, implemented through weekly mentoring sessions by sports psychologists, coaches, and team captains, seeks to strengthen team cohesion, foster peer relationships, and reduce self-doubt in team settings. On the other hand, for individual athletes, the Enhancing Mental Resilience in Individual/Dual Sports program offers monthly cognitive-behavioral training (CBT) workshops, helping athletes reinforce their self-esteem and develop independence in competitive settings. Led by mental skills coaches and sports psychologists, this program emphasizes self-reliance, emotional regulation, and goal-setting techniques, ensuring that individual athletes improve their self-confidence while reducing isolation and self-doubt.

To address consciousness, the intervention program includes sport-specific strategies aimed at reducing anxiety related to self-awareness and external judgment. In team sports, where athletes often worry about peer and coach criticism, the Reducing Fear of Criticism in Team Sports program introduces weekly mindfulness and exposure exercises to help athletes detach from negative criticism and develop a more constructive self-perception. Led by sports counselors, coaches, and mental training experts, this initiative aims to lower anxiety linked to performance evaluation and enhance focus. For individual athletes, the Developing Social Confidence in Individual/Dual Sports program promotes structured social integration through bi-weekly engagement activities that encourage interaction and communication exercises. Implemented by sports counselors, peer support groups, and coaches, this initiative will help athletes become more comfortable in social settings, enhance self-expression, and reduce feelings of isolation.

Each intervention program is designed to last six months, allowing for gradual improvement in mental resilience and emotional regulation. Funding sources include university sports programs, wellness grants, athlete development sponsorships, and external research funding, ensuring the sustainability of the initiative. The interventions will be monitored by mental health professionals, sports psychologists, and coaching staff, ensuring that student-athletes receive the support needed to overcome their social anxiety challenges and enhance their overall athletic experience. Regular evaluations will be conducted to measure progress, identify areas for improvement, and adjust strategies accordingly.

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