INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 11 November 2026

DOI: 10.47191/ijmra/v9-i11-32, Impact Factor: 8.685

Page No. 7811-7831

Stress Appraisal and Psychological Well-Being Among Student-Athletes in Selected Higher Education Institutions of the Catholic Educational Association of the Philippines (CEAP) In Region IX: A Mixed-Methods Study

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ABSTRACT: This study examined stress appraisal and psychological well-being among student-athletes in selected Catholic Educational Association of the Philippines (CEAP) Region IX higher education institutions. An explanatory sequential mixed-methods design was employed, involving 220 student-athletes in the quantitative phase and selected collegiate coaches as qualitative key informants. Stress appraisal was operationalized through perceived academic demands, performance pressure, student-athlete responsibilities, and interpersonal and team-related demands, while psychological well-being was assessed through self-acceptance, positive relations with others, autonomy, and personal growth. Quantitative data were analyzed using descriptive statistics, tests of significant differences, and Pearson correlation. Coaches' interview responses underwent thematic analysis, and findings were integrated through narrative weaving and joint display. Results revealed a moderate overall level of stress appraisal (M = 3.18), with student-athlete responsibilities obtaining the highest mean (M = 3.29). Psychological well-being was high overall (M = 4.17), with personal growth receiving the highest rating (M = 4.49). No significant differences in stress appraisal were identified according to age, sex, type of sport, or years of sport participation. However, selected dimensions of psychological well-being differed significantly according to age, sex, and years of sport participation, but not type of sport. Overall stress appraisal was not significantly associated with any psychological well-being dimension. Nevertheless, student-athlete responsibilities demonstrated a very weak positive relationship with self-acceptance ($r = .163$, $p = .015$), while interpersonal and team-related demands showed a very weak negative relationship with personal growth ($r = -.146$, $p = .031$). Four qualitative themes emerged: Navigating the Demands of the Student-Athlete Role; Competitive Pressure and Psychological Consequences; Interpersonal Relationships as Stressors and Sources of Support; and Supportive Coaching and Institutional Support. Coaches' observations provided contextual insights without establishing causal explanations. The integrated findings informed the proposed Student-Athlete Mental Health Support Framework, emphasizing preventive, developmental, responsive, and collaborative mechanisms. The framework requires subsequent implementation and evaluation.

KEYWORDS: coaches, collegiate sports, explanatory sequential mixed methods, mental health support framework, psychological well-being, stress appraisal, student-athletes

I. INTRODUCTION

Participation in sports is widely recognized as an essential component of holistic education, particularly in higher education institutions where athletic programs contribute to the development of discipline, teamwork, leadership, resilience, and personal growth. Collegiate sports provide student-athletes with opportunities to develop their physical capabilities, strengthen interpersonal relationships, and pursue athletic excellence while fulfilling academic responsibilities. However, the competitive nature of collegiate athletics also presents psychological demands that may affect student-athletes' experiences and overall well-being. Balancing academic requirements, training schedules, competition expectations, and interpersonal relationships exposes student-athletes to various stress-related situations that require continuous adjustment (Mao, 2025; Zhang et al., 2025).

Stress in collegiate sports environments involves not only the presence of external demands but also individuals' perceptions and evaluations of those demands. The Transactional Theory of Stress and Coping explains stress as a process involving the appraisal of environmental demands in relation to perceived personal resources. Within athletic settings, stress-related experiences may arise from academic obligations, performance expectations, competitive pressures, team dynamics, and

multiple responsibilities associated with student-athlete participation. How individuals interpret these circumstances is theoretically relevant to their psychological responses and functioning (Li et al., 2025; Nogueira et al., 2025). In the present investigation, however, stress appraisal is operationally examined through student-athletes' reported perceptions of academic, athletic, performance-related, and interpersonal demands rather than through direct assessments of cognitive threat and challenge appraisal processes.

Collegiate student-athletes encounter distinctive demands because of their simultaneous participation in academic and athletic activities. They are expected to maintain academic performance while meeting training requirements, participating in competitions, and fulfilling responsibilities to their respective teams. These overlapping commitments may create difficulties involving time management, physical recovery, academic preparation, and personal relationships. Contemporary studies indicate that academic demands, performance expectations, and social responsibilities are relevant considerations in understanding the psychological experiences of student-athletes (Keriven et al., 2025; Mao, 2025). These circumstances emphasize the importance of examining perceived stress-related demands within the broader context of collegiate athletic participation.

Psychological well-being represents another important dimension of student-athlete development. It encompasses positive psychological functioning, including the capacity to accept oneself, maintain meaningful relationships, exercise independent judgment, and experience continuing personal development. Within collegiate athletics, psychological well-being is relevant because student-athletes regularly encounter competitive evaluations, interpersonal interactions, developmental opportunities, and situations requiring personal adjustment. Positive psychological functioning may coexist with demanding athletic and academic responsibilities, making it important to examine well-being independently rather than assuming that exposure to stress necessarily indicates psychological difficulty (Lee, 2025; Zhang et al., 2025).

Student-athletes may respond to demanding circumstances through various psychological and interpersonal resources, including emotional regulation, problem-solving, social support, and the reinterpretation of challenging situations. Previous investigations suggest that individual perceptions of stressful circumstances are relevant to psychological outcomes, although these relationships may differ according to the specific constructs and measures examined (Li et al., 2025; Nogueira et al., 2025). Accordingly, examining stress-related demands alongside psychological well-being provides an opportunity to understand whether these experiences are associated within a particular collegiate sports environment without presuming a direct causal relationship.

Coaches also occupy important positions within the psychological and interpersonal environments of collegiate sports programs. Their responsibilities extend beyond athletic training and competitive preparation to include team management, communication, motivation, performance monitoring, and the provision of support to student-athletes. Coaching environments may involve organizational and performance-related pressures that influence how coaches manage their responsibilities and interact with athletes (Potts et al., 2024). Because coaches regularly observe student-athletes during training, competition, and team-related activities, their perspectives may provide valuable contextual information concerning the demands encountered by athletes and the support mechanisms available within collegiate sports programs. In this study, coaches serve as qualitative key informants rather than as respondents to the quantitative measures of stress appraisal and psychological well-being.

Globally, mental health and psychological well-being have become increasingly important considerations in sports research and higher education. Sports organizations and educational institutions recognize the need to support athletic development while attending to the psychological and interpersonal conditions surrounding sports participation. Research concerning athlete mental health highlights the relevance of psychological support, stress management, and supportive sports environments (Lee, 2025; Mao, 2025). These concerns are consistent with the United Nations Sustainable Development Goals, particularly Sustainable Development Goal 3 (Good Health and Well-being) and Sustainable Development Goal 4 (Quality Education), which emphasize the promotion of health, well-being, and inclusive educational development.

In the Philippine context, student-athlete welfare is supported by constitutional provisions, national legislation, and higher education policies that recognize the importance of holistic student development. Article XIV, Section 1 of the 1987 Philippine Constitution recognizes the right to quality education, while Section 19 provides a constitutional foundation for the promotion of physical education and sports. These provisions support the development of educational and athletic opportunities that contribute to students' physical, social, and personal development. Furthermore, Republic Act No. 10676, otherwise known as the Student-Athletes Protection Act of 2015, recognizes the importance of protecting student-athletes' educational rights and welfare while they pursue athletic participation and excellence. This legislation provides a relevant foundation for considering the responsibilities of educational institutions and sports personnel toward student-athlete development.

The protection of psychological well-being is further supported by Republic Act No. 11036, otherwise known as the Philippine Mental Health Act of 2018. The law establishes a national framework for promoting mental health, strengthening

awareness, facilitating access to appropriate services, and protecting the rights of individuals experiencing mental health concerns. Its provisions concerning mental health promotion within educational institutions are relevant to collegiate sports programs because student-athletes may encounter academic, athletic, performance-related, and interpersonal circumstances requiring appropriate psychological and institutional support. These responsibilities emphasize that higher education institutions have roles extending beyond academic instruction and competitive athletic performance to include the promotion of student welfare.

Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, established the Commission on Higher Education (CHED) as the government agency responsible for policies, standards, and programs concerning higher education. Consistent with this mandate, CHED Memorandum Order No. 9, series of 2013, provides enhanced policies and guidelines on student affairs and services, including student welfare, guidance and counseling, health services, student development, and sports-related opportunities. These provisions emphasize the importance of institutional support systems that respond to students' academic, physical, social, and developmental needs.

Moreover, CHED Memorandum Order No. 8, series of 2022, entitled *Guidelines on the Tertiary Sports Development Program*, provides an additional policy foundation for organized collegiate sports development. The memorandum emphasizes holistic sports participation, athlete development, wellness, and coordinated institutional responsibilities. Although the policy primarily concerns tertiary sports development rather than specialized psychological interventions, its emphasis on student-athlete development and wellness supports the consideration of appropriate mental health initiatives within existing collegiate athletic programs.

Within selected Catholic Educational Association of the Philippines (CEAP) Region IX higher education institutions, these policy foundations provide a relevant context for examining the psychological experiences of student-athletes participating in organized collegiate sports. Student-athletes in these institutions engage in academic requirements, training activities, competitions, and interpersonal relationships that may contribute to perceived stress-related demands. However, the existence of institutional and national policies does not necessarily establish the actual psychological experiences of student-athletes or the effectiveness of available support arrangements. Context-specific empirical evidence is therefore necessary to understand the levels of stress appraisal and psychological well-being reported by student-athletes in these settings.

Although existing studies have examined athlete stress, psychological functioning, mental health, and interpersonal support, the reviewed literature indicates a need for localized evidence that considers the circumstances of student-athletes in selected Philippine higher education institutions. Furthermore, quantitative assessments of student-athletes' perceived demands and psychological well-being may benefit from complementary qualitative accounts provided by collegiate coaches who regularly observe athletes within training and competitive environments. Integrating these perspectives offers an opportunity to interpret statistical patterns alongside the academic, athletic, interpersonal, and institutional circumstances surrounding student-athlete participation.

Against this background, the present study examines stress appraisal and psychological well-being among student-athletes in selected CEAP Region IX higher education institutions through an explanatory sequential mixed-methods approach. The quantitative component assesses reported stress-related demands and selected dimensions of psychological well-being, while the qualitative component incorporates coaches' observations to contextualize the statistical findings. The integrated evidence serves as the foundation for proposing a Student-Athlete Mental Health Support Framework emphasizing preventive, developmental, responsive, and collaborative support mechanisms. The framework is intended to inform future institutional initiatives and will require subsequent implementation and evaluation to determine its practical effectiveness.

Research Question

This study examined stress appraisal and psychological well-being among student-athletes in selected CEAP Region IX higher education institutions, supplemented by qualitative insights from collegiate coaches. Specifically, it sought to answer the following questions:

1. What was the profile of the student-athlete respondents in terms of:

1.1 Age;

1.2 Sex;

1.3 Type of sport; and

1.4 Years of sport participation?

2. What was the level of stress appraisal among student-athletes in terms of:

2.1 Perceived academic demands;

2.2 Performance pressure

2.3 Student-athlete responsibilities; and
2.4 Interpersonal and team-related demands?

3. What was the level of psychological well-being among student-athletes in terms of:
3.1 Self-acceptance;
3.2 Positive relations with others;
3.3 Autonomy; and
3.4 Personal growth?

4. Was there a significant difference in the level of stress appraisal among student-athletes when grouped according to their profile?

5. Was there a significant difference in the level of psychological well-being among student-athletes when grouped according to their profile?

6. Was there a significant relationship between the level of stress appraisal and the level of psychological well-being among student-athletes?

7. How did coaches describe the academic, athletic, and interpersonal circumstances surrounding the observed levels and differences in student-athletes' stress appraisal and psychological well-being based on their experiences and observations?

8. Based on the findings of the study, what Student-Athlete Mental Health Support Framework was proposed to enhance psychological well-being among student-athletes in selected CEAP Region IX higher education institutions?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on stress appraisal and psychological well-being among collegiate student-athletes in selected higher education institutions affiliated with the Catholic Educational Association of the Philippines (CEAP) Region IX during Academic Year 2025–2026. The participating institutions are Saint Vincent College, Inc. in Dipolog City; Saint Columban College, Inc. in Pagadian City; and Ateneo de Zamboanga University in Zamboanga City.

The investigation adopts an explanatory sequential mixed-methods research design consisting of a quantitative phase, a qualitative phase, and an integration process. The quantitative component includes 220 student-athlete respondents drawn from the identified population of 276 student-athletes in the participating institutions. The respondents are officially enrolled students actively participating in recognized collegiate sports programs. Their profiles are examined in terms of age, sex, type of sport, and years of sport participation.

The quantitative investigation is limited to four dimensions of stress appraisal: perceived academic demands, performance pressure, student-athlete responsibilities, and interpersonal and team-related demands. Psychological well-being is examined through self-acceptance, positive relations with others, autonomy, and personal growth. The study determines the reported levels of these variables, examines differences according to respondent profiles, and investigates statistical relationships between stress appraisal and psychological well-being.

The qualitative component involves selected collegiate coaches serving as key informants. These coaches are drawn from the identified population of 32 coaches across the three participating institutions. Through semi-structured interviews, they provide observations concerning student-athletes' academic and athletic demands, performance-related experiences, interpersonal relationships, and available support mechanisms. Their accounts supplement the quantitative findings but do not constitute direct measurements of their own stress appraisal or psychological well-being.

The study is geographically and institutionally delimited to the three participating CEAP Region IX higher education institutions. It does not include collegiate sports programs outside these institutions, student-athletes who do not meet the established eligibility requirements, or other populations whose circumstances may differ from those represented in the study.

Furthermore, the quantitative investigation does not independently assess several potentially relevant variables, including coping strategies, resilience, socioeconomic circumstances, coaching styles, personality characteristics, and the availability or quality of institutional mental health resources. Although selected contextual factors may emerge from the coaches' qualitative accounts, they are not considered independently measured quantitative predictors, mediators, or moderators.

The study is also delimited by the operational measurement of stress appraisal. Although its theoretical foundation incorporates the Transactional Theory of Stress and Coping, the questionnaire primarily measures student-athletes' perceptions of selected academic, athletic, performance-related, and interpersonal demands. The instrument does not independently measure threat appraisal, challenge appraisal, secondary appraisal, or coping processes. Accordingly, the results are interpreted as reflecting perceived stress-related demands rather than the complete cognitive appraisal process described in the theory.

Psychological well-being is examined through four selected dimensions informed by Ryff's multidimensional perspective. Environmental mastery and purpose in life, which form part of the original six-dimensional framework, are not independently assessed. Consequently, the findings are limited to the selected psychological well-being dimensions included in the research instrument.

The investigation relies on student-athletes' self-reported questionnaire responses and coaches' observational accounts. These sources may be subject to individual perceptions, recall limitations, and response biases. Moreover, the descriptive-correlational nature of the quantitative component does not permit causal conclusions concerning the association between stress appraisal and psychological well-being. The findings are therefore interpreted within the contexts of the participating institutions and are not presumed to represent all collegiate student-athletes or coaches in CEAP Region IX or other Philippine higher education institutions.

The integrated findings provide a context-specific basis for the development of a proposed Student-Athlete Mental Health Support Framework. However, the study does not include the experimental implementation, effectiveness testing, or formal validation of the proposed framework. Such activities remain appropriate directions for future investigation.

FRAMEWORK

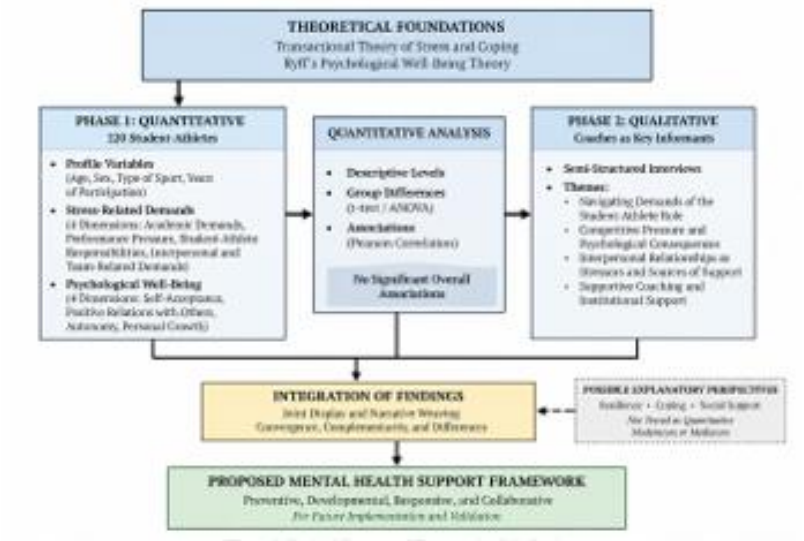


Figure 1. *Conceptual Framework of the Study*

As illustrated in Figure 1, the investigation consists of a quantitative phase, a qualitative phase, and an integration phase. The quantitative component involves 220 student-athletes from selected CEAP Region IX higher education institutions. Their profiles are examined according to age, sex, type of sport, and years of sport participation.

Stress appraisal is assessed through four dimensions: perceived academic demands, performance pressure, student-athlete responsibilities, and interpersonal and team-related demands. Psychological well-being is examined through self-acceptance, positive relations with others, autonomy, and personal growth.

The quantitative analyses describe the levels of the variables, examine differences according to respondents' profiles, and determine statistical relationships between stress appraisal and psychological well-being. The framework represents these constructs as potentially associated variables rather than as components of an assumed causal sequence.

The qualitative phase follows the quantitative investigation and involves selected collegiate coaches serving as key informants. Through semi-structured interviews, coaches provide contextual observations concerning student-athletes' academic and athletic demands, competitive experiences, interpersonal relationships, and available support arrangements.

The qualitative analysis generates four themes: Navigating the Demands of the Student-Athlete Role; Competitive Pressure and Psychological Consequences; Interpersonal Relationships as Stressors and Sources of Support; and Supportive Coaching and Institutional Support.

These themes provide complementary perspectives concerning the circumstances surrounding the measured variables. However, coaches' observations are not treated as direct measurements of student-athletes' psychological states or as empirical proof of the causes of statistical relationships.

The integration phase combines quantitative findings and qualitative themes through narrative weaving and joint display. This process permits the identification of areas of convergence, complementarity, and divergence between the measured patterns and the observations provided by coaches.

The integration considers the coexistence of moderate reported stress appraisal and high psychological well-being, the differences identified across selected respondent groups, and the predominantly nonsignificant relationships between overall stress appraisal and psychological well-being. Coaches' observations provide contextual perspectives concerning these findings without establishing unmeasured psychological mechanisms.

Resilience, coping, and social support are considered theoretically relevant perspectives informed by the literature. However, they are not independently measured or statistically tested as mediating or moderating variables. Their potential roles therefore remain considerations for future research.

The integrated findings serve as the foundation for the proposed Student-Athlete Mental Health Support Framework, which emphasizes preventive, developmental, responsive, and collaborative support mechanisms. The framework is intended to strengthen attention to student-athlete psychological needs within collegiate sports programs and will require subsequent implementation and evaluation.

Overall, the conceptual framework reflects the explanatory sequential progression of the research from quantitative assessment to qualitative contextualization and integration. It maintains the distinction between measured variables, qualitative observations, theoretical considerations, and the proposed practical output.

Research Design

The study employed an explanatory sequential mixed-methods research design consisting of quantitative, qualitative, and integration phases. This approach was appropriate because the investigation sought to establish measurable patterns in student-athletes' stress appraisal and psychological well-being and subsequently obtain contextual explanations through coaches' observations of the academic, athletic, and interpersonal circumstances surrounding student-athlete participation.

The quantitative phase preceded the qualitative phase and employed a descriptive-correlational approach. A structured questionnaire was administered to 220 collegiate student-athletes to obtain information concerning their profiles, perceived stress-related demands, and psychological well-being. The respondents' profiles were described in terms of age, sex, type of sport, and years of sport participation.

Stress appraisal was measured across four dimensions: perceived academic demands, performance pressure, student-athlete responsibilities, and interpersonal and team-related demands. Psychological well-being was examined through four selected dimensions informed by Ryff's model: self-acceptance, positive relations with others, autonomy, and personal growth.

Descriptive statistics were used to summarize the respondents' characteristics and their assessments of the measured variables. Inferential statistical procedures examined differences in stress appraisal and psychological well-being according to the respondents' profiles and determined the relationships between the measured constructs. These analyses addressed the quantitative research questions and corresponding null hypotheses.

The qualitative phase followed the quantitative analysis and involved selected collegiate coaches serving as key informants. Semi-structured interviews were used to obtain their observations concerning student-athletes' academic responsibilities, athletic demands, competitive pressures, interpersonal relationships, and available support mechanisms. Coaches were selected because their direct involvement in training, supervising, and supporting student-athletes provided opportunities to observe circumstances relevant to the quantitative findings.

The qualitative responses were analyzed thematically to identify recurring patterns and meaningful observations. The coaches' accounts were intended to contextualize and complement the statistical findings rather than independently measure student-athletes' psychological states or establish causal explanations for the relationships identified during the quantitative phase.

The integration phase involved examining the quantitative findings alongside the qualitative themes through narrative weaving and joint display. This process enabled the researcher to identify areas of convergence, complementarity, and divergence between the measured patterns and coaches' observations. Particular consideration was given to the coexistence of moderate stress appraisal and high psychological well-being, the prominence of student-athlete responsibilities, differences across selected respondent groups, and the predominantly nonsignificant relationships between the measured variables.

The integrated evidence provided the basis for developing a proposed Student-Athlete Mental Health Support Framework emphasizing preventive, developmental, responsive, and collaborative support mechanisms. However, the design did not permit causal conclusions or establish the effectiveness of the proposed framework.

Research Instruments

The study utilized two principal research instruments: a structured survey questionnaire administered to student-athletes during the quantitative phase and a semi-structured interview guide administered to selected collegiate coaches during the qualitative phase.

Data Collection Procedures

Data collection followed the explanatory sequential mixed-methods design, beginning with the quantitative phase, followed by the qualitative phase and the integration of findings.

Before data collection, the researcher secured institutional permission to conduct the study in the participating CEAP Region IX higher education institutions.

Formal requests were submitted to the appropriate institutional administrators, and coordination was undertaken with sports directors, athletic coordinators, or designated institutional representatives to facilitate access to eligible respondents and key informants.

The research instruments underwent the validation procedures described in the preceding section. The researcher also prepared the questionnaire, interview guide, informed consent documents, and materials necessary for organizing and recording the collected data.

During the quantitative phase, the structured questionnaire was administered to eligible student-athletes participating in recognized collegiate sports programs.

The respondents were informed about the nature and purpose of the investigation, the procedures involved, and the voluntary character of their participation. Informed consent was obtained before the questionnaire was administered.

The instrument gathered information concerning demographic and sports participation profiles, perceived stress-related demands, and psychological well-being.

Following administration, completed questionnaires were retrieved and checked for completeness and consistency. Responses were subsequently encoded and organized for statistical analysis.

The final quantitative dataset contained 220 student-athlete records used in the descriptive and inferential analyses.

After the quantitative phase, selected collegiate coaches were invited to participate in semi-structured interviews.

The purpose of the interviews was explained to the participating coaches, and informed consent was obtained before the collection of qualitative responses. Consent for audio recording was also sought as part of the interview procedure.

The interviews addressed coaches' observations of student-athletes' academic and athletic demands, competitive experiences, interpersonal relationships, responses to stressful circumstances, and available support mechanisms.

The recorded interviews were transcribed to preserve the participants' accounts for thematic analysis. The transcripts were organized and examined for recurring patterns and meaningful statements relevant to the quantitative findings.

III. RESULTS

This chapter presents, analyzes, and interprets the data gathered in the study based on the research questions and objectives. It provides a systematic presentation of the findings and identifies the relevant results and patterns that emerged from the data. The findings are presented and examined to provide a clear understanding of the subject under investigation and to establish the basis for the succeeding discussion, conclusions, recommendations, and practical output of the study.

Table 1. *Distribution of the Respondents*

Profiling Variables		Frequency	Percentage
Age	18 - 20 years old	162	73.64
	21 – 23 years old	49	22.27
	24 – 26 years old	8	3.64
	27 years old and above	1	0.45
	TOTAL	**220**	**100**
Sex	Male	138	62.73
	Female	80	36.36
	Prefer not to say	2	0.91
	TOTAL	**220**	**100**
Type of Sport	Individual Sport	39	17.73
	Team Sport	181	82.27
	Others	0	0.00
		220	**100**
Years of Sport Participation	1 – 2 years	68	30.91
	3 – 4 years	79	35.91
	5 – 6 years	22	10.00
	7 – 8 years	16	7.27
	9 years and above	35	15.91
	TOTAL	**220**	**100**

Note. N = 220. Percentages are based on the total number of student-athlete respondents and are presented to two decimal places.

Table 1 shows that most respondents were 18–20 years old (73.64%), male (62.73%), and participants in team sports (82.27%). The largest proportion had participated in sports for 3–4 years (35.91%), followed by those with 1–2 years of participation (30.91%). These findings indicate that the sample predominantly comprised younger student-athletes with relatively limited years of sport participation. The substantial representation of team-sport athletes provides a relevant context for examining the interpersonal and team-related demands associated with collegiate sports. However, the small number of respondents in certain demographic categories should be considered when interpreting subsequent group comparisons. The findings are consistent with Aalto et al. (2024), who emphasized that student-athletes' psychological experiences occur within interconnected academic, athletic, and social environments.

Table 2. *Assessment on the Level of Stress Appraisal among Student-Athletes in Terms of Perceived Academic Demands*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I feel overwhelmed by my academic workload during the school term.	3.34	0.91	Moderate	1
2. Academic requirements make it difficult for me to concentrate on my sports participation.	3.22	1.02	Moderate	4
3. Deadlines for academic requirements increase my stress level.	3.29	1.07	Moderate	2
4. Academic expectations sometimes interfere with my preparation for sports activities.	3.25	1.02	Moderate	3
5. The overall demands of my academic responsibilities cause me stress.	3.20	1.12	Moderate	5
Composite Mean	**3.26**	**0.89**	**Moderate**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. Descriptive levels follow the interpretation scale established in Chapter 3. Rankings are based on the original unrounded mean values.

Table 2 reveals a moderate level of stress appraisal in terms of perceived academic demands, with a composite mean of 3.26 (SD = 0.89). Among the indicators, feeling overwhelmed by academic workload received the highest assessment (M = 3.34, SD = 0.91), followed by academic deadlines increasing stress (M = 3.29, SD = 1.07). The lowest-rated indicator concerned the overall demands of academic responsibilities causing stress (M = 3.20, SD = 1.12). These findings indicate that academic workload and deadlines were the relatively more prominent sources of perceived academic stress among the respondents, although all indicators remained at a moderate level. This finding is consistent with Lopes Dos Santos et al. (2020) and Aalto et al. (2024), who emphasized the overlapping academic and athletic responsibilities encountered by collegiate student-athletes.

Table 3. *Assessment on the Level of Stress Appraisal among Student-Athletes in Terms of Performance Pressure*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I feel pressure to perform well during competitions or sporting events.	3.22	1.06	Moderate	3
2. I feel stressed by the expectation to perform well during sports participation.	3.16	1.00	Moderate	4
3. I feel anxious about maintaining good performance in sports.	3.30	1.07	Moderate	2
4. Competition results affect my emotional well-being.	3.12	1.09	Moderate	5
5. Fear of underperforming increases my stress during competitions.	3.35	1.16	Moderate	1
Composite Mean	**3.23**	**0.94**	**Moderate**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. Descriptive levels follow the interpretation scale established in Chapter 3. Rankings are based on unrounded means.

Table 3 indicates a moderate level of stress appraisal associated with performance pressure, as reflected by the composite mean of 3.23 (SD = 0.94). Fear of underperforming during competitions obtained the highest mean (M = 3.35, SD = 1.16), followed by anxiety about maintaining good performance (M = 3.30, SD = 1.07). Meanwhile, the perceived effect of competition results on emotional well-being received the lowest mean (M = 3.12, SD = 1.09). The findings suggest that concerns about underperformance and maintaining competitive standards were relatively prominent aspects of performance-related stress. This pattern is consistent with Mansell (2021) and Thompson et al. (2020), who emphasized the relevance of athletes' evaluations of competitive demands to their psychological experiences.

Table 4. *Assessment on the Level of Stress Appraisal among Student-Athletes in Terms of Student-athlete Responsibilities*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Training schedules require me to make personal sacrifices.	3.68	1.12	High	1
2. My athletic responsibilities place additional demands on my daily routine.	3.51	1.08	High	2
3. Meeting the expectations associated with being a student-athlete causes me stress.	3.10	1.13	Moderate	4
4. Fulfilling my responsibilities as a member of a sports team can be demanding.	3.12	1.09	Moderate	3
5. The responsibilities expected of me as a student-athlete contribute to my overall stress.	3.04	1.15	Moderate	5
Composite Mean	**3.29**	**0.95**	**Moderate**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. High = 3.50–4.49; Moderate = 2.50–3.49. The composite interpretation is determined independently from the individual indicator classifications.

Table 4 shows that student-athlete responsibilities were assessed at a moderate level overall (M = 3.29, SD = 0.95). Training schedules requiring personal sacrifices obtained the highest mean (M = 3.68, SD = 1.12), followed by athletic responsibilities placing additional demands on daily routines (M = 3.51, SD = 1.08), both interpreted as High. The remaining indicators were assessed as Moderate, with the contribution of student-athlete responsibilities to overall stress receiving the lowest mean (M = 3.04, SD = 1.15). These findings suggest that the scheduling and personal adjustments associated with collegiate sports were more prominently reported than the other responsibilities examined. The results support the observations of Lopes Dos Santos et al. (2020) and Aalto et al. (2024) concerning the overlapping demands of academic and athletic participation.

Table 5. *Assessment on the Level of Stress Appraisal among Student-Athletes in Terms of Interpersonal and Team-related Demands*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Conflicts within the team cause stress.	2.90	1.11	Moderate	3
2. Communication issues within the team affect my stress level.	2.83	1.12	Moderate	5
3. Team expectations sometimes create pressure.	3.21	1.08	Moderate	1
4. Maintaining good relationships with teammates or athletes can be challenging.	2.90	1.25	Moderate	4
5. Interpersonal conflicts affect my experience in sports participation.	2.93	1.20	Moderate	2
Composite Mean	**2.95**	**0.97**	**Moderate**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. Descriptive levels follow the interpretation scale established in Chapter 3. Rankings are based on unrounded means.

Table 5 reveals a moderate level of interpersonal and team-related demands (M = 2.95, SD = 0.97). Team expectations sometimes creating pressure received the highest mean (M = 3.22, SD = 1.08), followed by interpersonal conflicts affecting sports participation (M = 2.93, SD = 1.20). Communication issues within the team obtained the lowest mean (M = 2.83, SD = 1.12). These

findings indicate that team expectations were the relatively most prominent interpersonal demand, although all assessed indicators remained moderate. The findings may be viewed alongside Luo et al. (2025), whose review highlighted the relevance of interpersonal relationships and social support to athletes' psychological experiences.

Table 6. *Assessment on the Level of Stress Appraisal among Student-Athletes*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
Perceived Academic Demands	3.26	0.89	Moderate	2
Performance Pressure	3.23	0.94	Moderate	3
Student-athlete Responsibilities	3.29	0.95	Moderate	1
Interpersonal and Team-related Demands	2.95	0.97	Moderate	4
Composite Mean	**3.18**	**0.77**	**Moderate**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. All dimensions were interpreted using the standardized descriptive scale. Rankings reflect unrounded means.

Table 6 presents an overall moderate level of stress appraisal among the student-athletes (M = 3.18, SD = 0.77). Student-athlete responsibilities obtained the highest composite mean (M = 3.29, SD = 0.95), followed by perceived academic demands (M = 3.26, SD = 0.89) and performance pressure (M = 3.23, SD = 0.94). Interpersonal and team-related demands received the lowest mean (M = 2.95, SD = 0.97). These findings indicate that the overlapping responsibilities associated with student-athlete participation were the most prominent among the four assessed sources of stress-related demands. Nevertheless, all dimensions were interpreted as Moderate, suggesting that none reached the High classification at the composite level. This finding is consistent with Aalto et al. (2024) and Mao (2025), who identified multiple academic, athletic, and interpersonal demands within collegiate sports environments.

Table 7. *Assessment on the Level of Psychological Well-being of Student-athletes in Terms of Self-acceptance*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I feel confident about my abilities in sports participation.	3.90	0.93	High	4
2. I accept both my strengths and weaknesses in sports.	4.33	0.78	High	1
3. I feel satisfied with my performance in sports activities.	3.71	0.99	High	5
4. I maintain a positive attitude toward my role in sports.	4.25	0.79	High	2
5. I am comfortable with who I am as a student-athlete.	4.24	0.85	High	3
Composite Mean	**4.09**	**0.70**	**High**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. High = 3.50–4.49. All interpretations represent descriptive levels of psychological well-being rather than agreement categories.

Table 7 reveals a high level of self-acceptance among the student-athletes (M = 4.09, SD = 0.70). Accepting both strengths and weaknesses in sports obtained the highest mean (M = 4.33, SD = 0.78), followed by maintaining a positive attitude toward their role in sports (M = 4.25, SD = 0.79). Satisfaction with sports performance received the lowest mean (M = 3.71, SD = 0.99), although it remained within the High classification. These findings indicate that respondents generally reported favorable self-evaluations, particularly in acknowledging their strengths and limitations. This pattern is consistent with Ryff's (2014) conceptualization of self-acceptance as an essential component of positive psychological functioning.

Table 8. *Assessment on the Level of Psychological Well-being of Student-athletes in Terms of Positive Relations with Others*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I maintain positive relationships with teammates or athletes.	4.38	0.71	High	1
2. I feel supported by people in my sports environment.	4.26	0.78	High	2
3. I communicate well with teammates.	4.20	0.82	High	3
4. I feel valued within my sports team.	4.10	0.86	High	5
5. I maintain strong connections with others in the sports community.	4.19	0.82	High	4
Composite Mean	**4.22**	**0.69**	**High**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. High = 3.50–4.49. All interpretations represent descriptive levels of psychological well-being.

Table 8 indicates a high level of positive relations with others (M = 4.22, SD = 0.69). Maintaining positive relationships with teammates obtained the highest mean (M = 4.38, SD = 0.71), followed by feeling supported by people within the sports environment (M = 4.26, SD = 0.78). Feeling valued within the sports team received the lowest mean (M = 4.10, SD = 0.86), although it remained High. The findings indicate that respondents generally perceived their sports relationships and interpersonal support favorably. This is consistent with Ryff's (2014) emphasis on positive relationships as a dimension of well-being and Luo et al. (2025), who reported associations between social support and athlete well-being.

Table 9. *Assessment on the Level of Psychological Well-being of Student-athletes in Terms of Autonomy*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I feel confident making decisions related to sports participation.	3.94	0.81	High	2
2. I can manage challenges in sports independently.	3.79	0.93	High	5
3. I maintain control over my emotions during stressful sports situations.	3.92	0.83	High	3
4. I can maintain focus despite challenges in sports.	3.96	0.80	High	1
5. I feel capable of handling pressures in sports environments.	3.82	0.84	High	4
Composite Mean	**3.89**	**0.72**	**High**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. High = 3.50–4.49. Descriptive levels were based on the standardized interpretation scale.

Table 9 shows a high level of autonomy among the student-athletes (M = 3.89, SD = 0.72). Maintaining focus despite challenges in sports received the highest mean (M = 3.96, SD = 0.80), followed by confidence in making sports-related decisions (M = 3.94, SD = 0.81). Independently managing sports-related challenges obtained the lowest mean (M = 3.79, SD = 0.93), although it remained High. These findings indicate that respondents generally perceived themselves as capable of maintaining focus, exercising personal judgment, and managing demanding sporting circumstances. The results are consistent with Ryff's (2014) conceptualization of autonomy as self-direction and independent judgment, although the operational indicators also include aspects of emotional regulation and task focus.

Table 10. *Assessment on the Level of Psychological Well-being of Student-athletes in Terms of Personal growth*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. Participation in sports helps me grow personally.	4.50	0.71	High	2
2. I feel that my experiences in sports contribute to my development.	4.47	0.72	High	4
3. I continuously learn from challenges encountered in sports.	4.47	0.72	High	5
4. Sports participation motivates me to improve myself.	4.51	0.67	Very High	1
5. My involvement in sports helps me become a better individual.	4.48	0.71	High	3
Composite Mean	**4.49**	**0.65**	**High**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. High = 3.50–4.49; Very High = 4.50–5.00. Classifications and ranks are based on unrounded means. The original composite mean of 4.4855 remains below 4.50 and is therefore High, while the original mean of 4.5136 for Statement 4 is Very High.

Table 10 reveals a high level of personal growth among the student-athletes (M = 4.49, SD = 0.65). Sports participation motivating respondents to improve themselves obtained the highest mean (M = 4.51, SD = 0.67), interpreted as Very High. Participation in sports contributing to personal growth followed (M = 4.49, SD = 0.71), while continuous learning from sports-related challenges received the lowest mean (M = 4.47, SD = 0.72), although it remained High. These findings indicate that respondents strongly endorsed the developmental benefits they associated with sports participation, particularly opportunities for self-improvement. This pattern is consistent with Ryff's (2014) conceptualization of personal growth as continuing development and the realization of personal potential. Nevertheless, the findings represent respondents' perceptions rather than direct evidence that sports participation caused improvements in psychological well-being.

Table 11. *Assessment on the Level of Psychological Well-being of Student-athletes*

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
Self-acceptance	4.09	0.70	High	3
Positive Relations with Others	4.22	0.69	High	2
Autonomy	3.89	0.72	High	4
Personal Growth	4.49	0.65	High	1
Composite Mean	**4.17**	**0.58**	**High**	

Note. WM = Weighted Mean; SD = Standard Deviation; N = 220. High = 3.50–4.49. Descriptive classifications and rankings are based on unrounded values. The personal growth composite mean of 4.4855 is classified as High.

Table 11 indicates an overall high level of psychological well-being among the student-athletes (M = 4.17, SD = 0.58). Personal growth received the highest mean (M = 4.49, SD = 0.65), followed by positive relations with others (M = 4.22, SD = 0.69) and self-acceptance (M = 4.09, SD = 0.70). Autonomy obtained the lowest mean (M = 3.89, SD = 0.72), although it remained High. These findings indicate that respondents generally reported favorable psychological functioning across all four assessed dimensions, with personal growth emerging as the most prominent. The findings are consistent with Ryff's (2014) multidimensional

conceptualization of psychological well-being and related evidence emphasizing the importance of psychological and interpersonal resources within collegiate sports environments (Aalto et al., 2024; Luo et al., 2025). Notably, the overall high level of psychological well-being coexisted with the moderate stress appraisal reported in Table 6, without establishing that specific psychological resources explained this pattern.

Table 12. *Summary of Computations on the Test of Difference Between the Respondents' Level of Stress Appraisal when Grouped According to Age*

Parameters	Computed Value	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	0.584	0.626	Failed to Reject	Not Significant
Performance Pressure	1.324	0.268	Failed to Reject	Not Significant
Student-athlete Responsibilities	0.709	0.548	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	0.968	0.409	Failed to Reject	Not Significant
Overall Assessment	**0.245**	**0.865**	**Failed to Reject**	**Not Significant**

Note. N = 220. The reported computed values represent one-way ANOVA F-statistics. The age groups were 18–20 years (n = 162), 21–23 years (n = 49), 24–26 years (n = 8), and 27 years and above (n = 1). H_0 = null hypothesis. Reject H_0 when $p < .05$.

Table 12 reveals no statistically significant differences in stress appraisal when respondents were grouped according to age. Perceived academic demands ($F = 0.584$, $p = .626$), performance pressure ($F = 1.324$, $p = .268$), student-athlete responsibilities ($F = 0.709$, $p = .548$), and interpersonal and team-related demands ($F = 0.968$, $p = .409$) all obtained p-values exceeding .05. Similarly, overall stress appraisal was not significantly different across age groups ($F = 0.245$, $p = .865$). Therefore, the null hypothesis was not rejected. These results indicate that the analysis did not identify statistically significant age-related differences in perceived stress-related demands. This finding may be considered alongside Lopes Dos Santos et al. (2020) and Aalto et al. (2024), who emphasized the academic and athletic demands encountered by collegiate student-athletes. Nevertheless, the unequal age-group sizes, particularly the single respondent aged 27 years and above, warrant caution when interpreting the statistical comparisons.

Table 13. *Summary of Computations on the Test of Difference Between the Respondents' Level of Stress Appraisal when Grouped According to Sex*

Parameters	Computed Value	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	1.778	0.171	Failed to Reject	Not Significant
Performance Pressure	1.864	0.158	Failed to Reject	Not Significant
Student-athlete Responsibilities	1.133	0.324	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	0.158	0.854	Failed to Reject	Not Significant
Overall Assessment	**0.464**	**0.629**	**Failed to Reject**	**Not Significant**

Note. N = 220. The reported computed values represent one-way ANOVA F-statistics. The sex categories were male (n = 138), female (n = 80), and prefer not to say (n = 2). H_0 = null hypothesis. Reject H_0 when $p < .05$.

Table 13 indicates no statistically significant differences in stress appraisal when respondents were grouped according to sex. The results for perceived academic demands ($F = 1.778$, $p = .171$), performance pressure ($F = 1.864$, $p = .158$), student-athlete responsibilities ($F = 1.133$, $p = .324$), and interpersonal and team-related demands ($F = 0.158$, $p = .854$) were all nonsignificant. The overall assessment likewise revealed no significant difference ($F = 0.464$, $p = .629$). Thus, the null hypothesis was not rejected. These findings indicate that statistically significant differences in the assessed stress-related demands were not detected across the reported sex categories. The results may be interpreted within the broader context of academic and athletic responsibilities described by Bird et al. (2024) and Aalto et al. (2024). However, the very small number of respondents in the prefer not to say category limits the precision of comparisons involving that group.

Table 14. *Summary of Computations on the Test of Difference Between the Respondents' Level of Stress Appraisal when Grouped According to Type of Sport*

Parameters	Computed Value	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	1.214	0.226	Failed to Reject	Not Significant
Performance Pressure	1.649	0.100	Failed to Reject	Not Significant
Student-athlete Responsibilities	-0.101	0.920	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	0.001	0.999	Failed to Reject	Not Significant
Overall Assessment	**0.817**	**0.415**	**Failed to Reject**	**Not Significant**

Note. N = 220. The reported computed values represent independent-samples t-statistics for individual-sport (n = 39) and team-sport (n = 181) respondents. H_0 = null hypothesis. Reject H_0 when $p < .05$.

Table 14 shows no statistically significant differences in stress appraisal between individual-sport and team-sport respondents. Perceived academic demands ($t = 1.214$, $p = .226$), performance pressure ($t = 1.649$, $p = .100$), student-athlete

responsibilities (t = −0.101, p = .920), and interpersonal and team-related demands (t = 0.001, p = .999) all yielded nonsignificant results. Overall stress appraisal was likewise not significantly different (t = 0.817, p = .415). Accordingly, the null hypothesis was not rejected. These findings indicate that the analysis did not establish significant differences in reported stress-related demands according to sport classification. This result is consistent with the broader perspective presented by Lopes Dos Santos et al. (2020), which recognizes that athletes may encounter various academic, performance-related, and interpersonal demands across sporting contexts.

Table 15. *Summary of Computations on the Test of Difference Between the Respondents' Level of Stress Appraisal when Grouped According to Years of Sport Participation*

Parameters	Computed Value	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	0.125	0.973	Failed to Reject	Not Significant
Performance Pressu re	1.568	0.184	Failed to Reject	Not Significant
Student-athlete Responsibilities	0.586	0.673	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	1.623	0.170	Failed to Reject	Not Significant
Overall Assessment	**0.469**	**0.759**	**Failed to Reject**	**Not Significant**

Note. N = 220. The reported computed values represent one-way ANOVA F-statistics. Participation groups were 1–2 years (n = 68), 3–4 years (n = 79), 5–6 years (n = 22), 7–8 years (n = 16), and 9 years and above (n = 35). H_0 = null hypothesis. Reject H_0 when p < .05.

Table 15 reveals no statistically significant differences in stress appraisal according to years of sport participation. Perceived academic demands (F = 0.125, p = .973), performance pressure (F = 1.568, p = .184), student-athlete responsibilities (F = 0.586, p = .673), and interpersonal and team-related demands (F = 1.623, p = .170) all produced p-values greater than .05. Overall stress appraisal was also nonsignificant (F = 0.469, p = .759). Consequently, the null hypothesis was not rejected. These findings indicate that the respondents' years of participation did not significantly differentiate their reported levels of stress appraisal in the present analysis. The results may be considered alongside Aalto et al. (2024), who emphasized that student-athletes' psychological experiences involve multiple individual and environmental factors. However, the nonsignificant findings do not establish that all participation groups experienced identical levels of stress.

Table 16. *Summary of Computations on the Test of Difference Between the Respondents' Level of Psychological Well-Being When Grouped According to Age*

Parameters	18–20 years M (SD)	21–23 years M (SD)	24–26 years M (SD)	27+ years M (SD)	F-value	p-value	Decision on H_0	Conclusion
Self-Acceptance	4.01 (0.72)	4.33 (0.63)	4.12 (0.45)	3.60 (—)	2.732	.045	Reject	Significant
Positive Relations with Others	4.17 (0.71)	4.42 (0.68)	4.10 (0.35)	4.00 (—)	1.734	.161	Failed to Reject	Not Significant
Autonomy	3.80 (0.72)	4.18 (0.69)	3.95 (0.49)	3.80 (—)	3.752	.012	Reject	Significant
Personal Growth	4.45 (0.69)	4.64 (0.52)	4.28 (0.45)	5.00 (—)	1.635	.182	Failed to Reject	Not Significant
Overall Assessment	**4.11 (0.68)**	**4.39 (0.66)**	**4.11 (0.39)**	**4.10 (—)**	**3.158**	**.026**	**Reject**	**Significant**

Note. N = 220. M = Mean; SD = Standard Deviation; F = one-way ANOVA statistic, with degrees of freedom (3, 216). Age-group sample sizes were 162, 49, 8, and 1, respectively. The dash indicates an undefined sample standard deviation because the oldest age group contained only one respondent. Reject H_0 when p < .05. The manuscript reports Tukey–Kramer post-hoc comparisons. The omitted Conclusion column corresponds to Reject = Significant and Failed to Reject = Not Significant.

Table 16 reveals statistically significant differences in self-acceptance, F(3, 216) = 2.732, p = .045; autonomy, F(3, 216) = 3.752, p = .012; and overall psychological well-being, F(3, 216) = 3.158, p = .026. The reported post-hoc comparisons indicated that respondents aged 21–23 years demonstrated significantly higher self-acceptance (M = 4.33) than those aged 18–20 years (M = 4.01, adjusted p = .031), higher autonomy (M = 4.18 versus 3.80, adjusted p = .005), and higher overall psychological well-being (M = 4.39 versus 4.11, adjusted p = .013). Conversely, positive relations with others (p = .161) and personal growth (p = .182) did not differ significantly across age groups. Accordingly, the null hypothesis was rejected for self-acceptance, autonomy, and overall psychological well-being but not for the remaining dimensions. These findings suggest that selected dimensions of positive psychological functioning varied across age groups, consistent with Ryff's (2014) multidimensional conceptualization of well-being. However, the substantially unequal group sizes, especially the single respondent in the oldest age category, limit the robustness of the comparisons and require cautious interpretation.

Table 17. *Summary of Computations on the Test of Difference Between the Respondents' Level of Psychological Well-Being When Grouped According to Sex*

Parameters	Male M (SD)	Female M (SD)	Prefer Not to Say M (SD)	F-value	p-value	Decision on H_o	Conclusion
Self-Acceptance	4.23 (0.68)	3.86 (0.66)	3.30 (0.99)	8.781	<escape><</escape>.001	Reject	Significant
Positive Relations with Others	4.30 (0.70)	4.09 (0.68)	4.30 (0.71)	2.297	.103	Failed to Reject	Not Significant
Autonomy	4.07 (0.70)	3.59 (0.63)	3.20 (1.13)	13.698	<escape><</escape>.001	Reject	Significant
Personal Growth	4.55 (0.65)	4.38 (0.64)	4.00 (0.00)	2.229	.110	Failed to Reject	Not Significant
Overall Assessment	**4.29 (0.60)**	**3.98 (0.48)**	**3.70 (0.36)**	**8.193**	**<escape><</escape>.001**	**Reject**	**Significant**

Note. N = 220. M = Mean; SD = Standard Deviation; F = one-way ANOVA statistic, with degrees of freedom (2, 217). Group sizes were male (n = 138), female (n = 80), and prefer not to say (n = 2). Reject H_o when $p < .05$. The manuscript reports Tukey–Kramer post-hoc comparisons. Reject indicates a significant difference; Failed to Reject indicates a nonsignificant difference.

Table 17 shows statistically significant differences in self-acceptance, $F(2, 217) = 8.781$, $p < .001$; autonomy, $F(2, 217) = 13.698$, $p < .001$; and overall psychological well-being, $F(2, 217) = 8.193$, $p < .001$. The reported post-hoc comparisons revealed significantly higher self-acceptance among male respondents (M = 4.23) than female respondents (M = 3.86), significantly higher autonomy among males (M = 4.07) than females (M = 3.59), and significantly higher overall psychological well-being among males (M = 4.29) than females (M = 3.98), with adjusted p-values below .001 for these comparisons. In contrast, positive relations with others ($p = .103$) and personal growth ($p = .110$) did not show statistically significant differences. Accordingly, the null hypothesis was rejected for the three significant measures but not for the remaining dimensions. These findings identify differences in selected aspects of psychological well-being within the participating sample, consistent with the multidimensional perspective of Ryff (2014). Nevertheless, the results do not establish that sex causes differences in psychological functioning, and the small number of respondents who preferred not to disclose their sex limits the interpretation of comparisons involving that group.

Table 18. *Summary of Computations on the Test of Difference Between the Respondents' Level of Psychological Well-being when Grouped According to Type of Sport*

Parameters	Computed Value	p-value	Decision on Ho	Conclusion
Self-acceptance	0.614	0.540	Failed to Reject	Not Significant
Positive Relations with Others	0.315	0.753	Failed to Reject	Not Significant
Autonomy	0.491	0.624	Failed to Reject	Not Significant
Personal Growth	1.104	0.271	Failed to Reject	Not Significant
Overall Assessment	**0.742**	**0.469**	Failed to Reject	Not Significant

Note. N = 220. The reported computed values represent independent-samples t-statistics for individual-sport (n = 39) and team-sport (n = 181) respondents. H_o = null hypothesis. Reject H_o when $p < .05$.

Table 18 indicates no statistically significant differences in psychological well-being according to type of sport. Self-acceptance ($t = 0.614$, $p = .540$), positive relations with others ($t = 0.315$, $p = .753$), autonomy ($t = 0.491$, $p = .624$), and personal growth ($t = 1.104$, $p = .271$) all produced nonsignificant results. Overall psychological well-being was also nonsignificant ($t = 0.742$, $p = .459$). Thus, the null hypothesis was not rejected. These findings indicate that the statistical analysis did not identify significant differences in the measured aspects of psychological well-being between individual-sport and team-sport respondents. The results may be considered within Ryff's (2014) multidimensional understanding of psychological well-being, which emphasizes positive functioning across several distinct aspects of personal development. Nevertheless, the findings should not be interpreted as establishing that psychological well-being is identical across sport classifications.

Table 19. *Summary of Computations on the Test of Difference Between the Respondents' Level of Psychological Well-Being When Grouped According to Years of Sport Participation*

Parameters	1–2 Years M (SD)	3–4 Years M (SD)	5–6 Years M (SD)	7–8 Years M (SD)	9+ Years M (SD)	F-value	p-value	Decision on H_o	Conclusion
Self-Acceptance	3.98 (0.69)	4.01 (0.71)	4.21 (0.84)	4.39 (0.46)	4.25 (0.64)	2.025	.092	Failed to Reject	Not Significant
Positive Relations with Others	4.11 (0.71)	4.12 (0.69)	4.43 (0.61)	4.65 (0.40)	4.35 (0.74)	3.286	.012	Reject	Significant
Autonomy	3.76 (0.78)	3.85 (0.63)	4.00 (0.86)	4.16 (0.42)	4.04 (0.74)	1.788	.132	Failed to Reject	Not Significant
Personal Growth	4.35 (0.65)	4.39 (0.70)	4.65 (0.57)	4.86 (0.28)	4.69 (0.57)	3.983	.004	Reject	Significant
Overall Assessment	**4.05 (0.61)**	**4.09 (0.58)**	**4.32 (0.60)**	**4.52 (0.30)**	**4.33 (0.64)**	**3.793**	**.006**	**Reject**	**Significant**

Note. N = 220. M = Mean; SD = Standard Deviation; F = one-way ANOVA statistic, with degrees of freedom (4, 215). Group sizes were 1–2 years (n = 68), 3–4 years (n = 79), 5–6 years (n = 22), 7–8 years (n = 16), and 9 years and above (n = 35). Reject H_o when $p < .05$. The manuscript reports Tukey–Kramer post-hoc comparisons for positive relations with others and overall psychological well-being and Games–Howell comparisons for personal growth. Significant differences were found for positive relations with others, personal growth, and overall assessment; self-acceptance and autonomy were not significant.

Table 19 reveals statistically significant differences in positive relations with others, F(4, 215) = 3.286, p = .012; personal growth, F(4, 215) = 3.983, p = .004; and overall psychological well-being, F(4, 215) = 3.793, p = .005. The reported post-hoc comparisons indicated that respondents with 7–8 years of sport participation had significantly higher positive relations with others (M = 4.65) than those with 1–2 years (M = 4.11, adjusted p = .039) and 3–4 years (M = 4.12, adjusted p = .040). The 7–8-year group also had higher personal growth (M = 4.86) than the 1–2-year group (M = 4.35, adjusted p < .001) and 3–4-year group (M = 4.39, adjusted p < .001). Overall psychological well-being was significantly higher among respondents with 7–8 years of participation (M = 4.52) than those with 1–2 years (M = 4.05, adjusted p = .027). In contrast, self-acceptance (p = .092) and autonomy (p = .132) were not significantly different across participation groups. Accordingly, the null hypothesis was rejected for the three significant measures but not for self-acceptance and autonomy. The findings suggest that selected psychological well-being dimensions varied according to years of sport participation. However, the group means did not show a consistently increasing pattern across all participation categories, and the results do not establish that longer sport participation causes higher psychological well-being.

Table 20. *Summary of Computations on the Test of Relationship Between the Respondents' Level of Stress Appraisal and their Level of Psychological Well-being in terms of Self-acceptance*

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	0.013	Very Low Positive	0.851	Failed to Reject	Not Significant
Performance Pressure	-0.069	Very Low Negative	0.308	Failed to Reject	Not Significant
Student-athlete Responsibilities	0.163	Very Low Positive	0.015	Reject	Significant
Interpersonal and Team-related Demands	0.121	Very Low Positive	0.073	Failed to Reject	Not Significant
Overall Assessment	**0.071**	Very Low Positive	**0.296**	**Failed to Reject**	**Not Significant**

Note. N = 220. r = Pearson's correlation coefficient; H_0 = null hypothesis. Statistical significance was evaluated at α = .05. Reject H_0 when p < .05. Correlation levels follow the classifications reported in the original statistical results.

Table 20 reveals that student-athlete responsibilities had a statistically significant but very low positive relationship with self-acceptance (r = .163, p = .015), indicating that respondents who reported higher levels of demands associated with their student-athlete responsibilities also tended to report slightly higher self-acceptance. However, the magnitude of this association was very weak and did not establish a causal relationship. In contrast, perceived academic demands (r = .013, p = .851), performance pressure (r = −.069, p = .308), and interpersonal and team-related demands (r = .121, p = .073) were not significantly associated with self-acceptance. Similarly, overall stress appraisal showed no significant relationship with self-acceptance (r = .071, p = .296). Thus, the null hypothesis was rejected only for student-athlete responsibilities and was not rejected for the remaining dimensions and overall assessment. These findings may be considered alongside Ryff's (2014) conceptualization of self-acceptance as a dimension of positive psychological functioning and Aalto et al. (2024), who emphasized the multidimensional psychological experiences of student-athletes. Nevertheless, the results provide limited evidence of an association between stress appraisal and self-acceptance, particularly because the only statistically significant relationship was very weak.

Table 21. *Summary of Computations on the Test of Relationship Between the Respondents' Level of Stress Appraisal and their Level of Psychological Well-being in terms of Positive Relation with Others*

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	-0.078	Very Low Negative	0.251	Failed to Reject	Not Significant
Performance Pressure	-0.053	Very Low Negative	0.433	Failed to Reject	Not Significant
Student-athlete Responsibilities	-0.036	Very Low Negative	0.599	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	-0.086	Very Low Negative	0.202	Failed to Reject	Not Significant
Overall Assessment	**-0.077**	Very Low Negative	**0.258**	**Failed to Reject**	**Not Significant**

Note. N = 220. r = Pearson's correlation coefficient; H_0 = null hypothesis. Statistical significance was evaluated at α = .05. Reject H_0 when p < .05. Correlation levels follow the classifications reported in the original statistical results.

Table 21 indicates that none of the four stress appraisal dimensions had a statistically significant relationship with positive relations with others. Perceived academic demands (r = −.078, p = .251), performance pressure (r = −.053, p = .433), student-athlete responsibilities (r = −.036, p = .599), and interpersonal and team-related demands (r = −.086, p = .202) all demonstrated very low negative correlations with p-values exceeding .05. Similarly, overall stress appraisal was not significantly associated with positive relations with others (r = −.077, p = .258). Consequently, the null hypothesis was not rejected for all assessed relationships. These findings indicate that the analysis did not establish statistically significant associations between perceived stress-related

demands and the respondents' positive interpersonal relationships. This result may be interpreted within Ryff's (2014) multidimensional framework, which recognizes positive relations with others as a distinct aspect of psychological well-being. Furthermore, Luo et al. (2025) emphasized the relevance of interpersonal support to athletes' psychological functioning. However, the present findings do not establish that social support explained the nonsignificant correlations, since social support was not independently assessed as a quantitative moderating variable.

Table 22. *Summary of Computations on the Test of Relationship Between the Respondents' Level of Stress Appraisal and their Level of Psychological Well-being in terms of Autonomy*

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	-0.021	Very Low Negative	0.755	Failed to Reject	Not Significant
Performance Pressure	-0.112	Very Low Negative	0.098	Failed to Reject	Not Significant
Student-athlete Responsibilities	0.122	Very Low Positive	0.070	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	0.064	Very Low Positive	0.348	Failed to Reject	Not Significant
Overall Assessment	**0.018**	Very Low Positive	**0.795**	**Failed to Reject**	**Not Significant**

Note. N = 220. r = Pearson's correlation coefficient; H_0 = null hypothesis. Statistical significance was evaluated at α = .05. Reject H_0 when p < .05. Correlation levels follow the classifications reported in the original statistical results.

Table 22 reveals no statistically significant relationships between stress appraisal and autonomy. Perceived academic demands (r = −.021, p = .755) and performance pressure (r = −.112, p = .098) demonstrated very low negative correlations, while student-athlete responsibilities (r = .122, p = .070) and interpersonal and team-related demands (r = .064, p = .348) exhibited very low positive correlations. Overall stress appraisal likewise showed a nonsignificant relationship with autonomy (r = .018, p = .795). Therefore, the null hypothesis was not rejected for all assessed relationships. These findings indicate that the measured stress-related demands were not significantly associated with the respondents' reported autonomy. The results may be considered within Ryff's (2014) understanding of autonomy as self-direction and independent judgment. Although student-athletes may encounter demanding academic and athletic circumstances, the present findings do not provide sufficient statistical evidence that variations in these reported demands corresponded to differences in autonomy. The nonsignificant results should not be interpreted as evidence that the constructs are entirely unrelated in other populations or circumstances.

Table 23. *Summary of Computations on the Test of Relationship Between the Respondents' Level of Stress Appraisal and their Level of Psychological Well-being in terms of Personal growth*

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Perceived Academic Demands	-0.042	Very Low Negative	0.536	Failed to Reject	Not Significant
Performance Pressure	-0.041	Very Low Negative	0.547	Failed to Reject	Not Significant
Student-athlete Responsibilities	-0.001	Very Low Negative	0.994	Failed to Reject	Not Significant
Interpersonal and Team-related Demands	-0.146	Very Low Negative	0.031	Reject	Significant
Overall Assessment	**-0.070**	Very Low Negative	**0.300**	**Failed to Reject**	**Not Significant**

Note. N = 220. r = Pearson's correlation coefficient; H_0 = null hypothesis. Statistical significance was evaluated at α = .05. Reject H_0 when p < .05. Correlation levels follow the classifications reported in the original statistical results.

Table 23 reveals that interpersonal and team-related demands had a statistically significant but very low negative relationship with personal growth (r = −.146, p = .031), indicating that respondents who reported higher levels of interpersonal and team-related demands tended to report slightly lower personal growth. However, the magnitude of the association was very weak and did not establish that interpersonal stress directly reduced personal development. Perceived academic demands (r = −.042, p = .536), performance pressure (r = −.041, p = .547), and student-athlete responsibilities (r = −.001, p = .994) were not significantly related to personal growth. Overall stress appraisal also demonstrated a nonsignificant relationship (r = −.070, p = .300). Accordingly, the null hypothesis was rejected only for interpersonal and team-related demands and was not rejected for the remaining dimensions and overall assessment. These findings may be understood in relation to Ryff's (2014) conceptualization of personal growth as continuing development and Luo et al. (2025), who highlighted the relevance of interpersonal relationships within athletic environments. Nevertheless, the findings provide limited evidence of a relationship between stress appraisal and personal growth, with the only significant association confined to interpersonal and team-related demands.

Based on the presentation, analysis, and interpretation of data, the following findings were established:

1. Profile of the Respondents. The study involved 220 collegiate student-athletes from selected CEAP Region IX higher education institutions. Most respondents were aged 18–20 years (73.64%), male (62.73%), and participants in team sports (82.27%). Regarding years of sport participation, the largest proportion had participated for 3–4 years (35.91%), followed by those with 1–2 years (30.91%). These findings indicated that the respondents were predominantly younger student-athletes participating in team-based collegiate sports.

2. Level of Stress Appraisal. The respondents demonstrated a Moderate overall level of stress appraisal (M = 3.18, SD = 0.77). Student-athlete responsibilities obtained the highest mean (M = 3.29), followed by perceived academic demands (M = 3.26), performance pressure (M = 3.23), and interpersonal and team-related demands (M = 2.95). All four dimensions were interpreted as Moderate. Within student-athlete responsibilities, training schedules requiring personal sacrifices (M = 3.68) and athletic responsibilities placing additional demands on daily routines (M = 3.51) were classified as High, indicating that these were the most prominent individual indicators within the assessed dimension.

3. Level of Psychological Well-Being. The respondents demonstrated a High overall level of psychological well-being (M = 4.17, SD = 0.58). Personal growth obtained the highest mean (M = 4.49), followed by positive relations with others (M = 4.22), self-acceptance (M = 4.09), and autonomy (M = 3.89). All dimensions were interpreted as High. Among the personal growth indicators, sports participation motivating self-improvement received a Very High rating (M = 4.51). These findings indicated that respondents generally reported favorable psychological functioning while experiencing moderate stress-related demands.

4. Differences in Stress Appraisal According to Profile. No statistically significant differences were found in the respondents' levels of stress appraisal when grouped according to age, sex, type of sport, and years of sport participation. The corresponding analyses of the four stress appraisal dimensions likewise yielded nonsignificant results. Accordingly, the null hypothesis concerning differences in stress appraisal was not rejected across the assessed profile variables.

5. Differences in Psychological Well-Being According to Profile. Significant differences were found in self-acceptance, autonomy, and overall psychological well-being according to age and sex, with higher scores among respondents aged 21–23 years than those aged 18–20 years and among males than females. Years of sport participation significantly differentiated positive relations with others, personal growth, and overall well-being, with the 7–8-year group scoring higher than selected groups with shorter participation. No significant differences were found according to type of sport.

6. Relationship Between Stress Appraisal and Psychological Well-Being. Overall stress appraisal was not significantly related to self-acceptance ($r = .071$, $p = .296$), positive relations with others ($r = -.077$, $p = .258$), autonomy ($r = .018$, $p = .795$), or personal growth ($r = -.070$, $p = .300$). However, student-athlete responsibilities demonstrated a statistically significant but very weak positive relationship with self-acceptance ($r = .163$, $p = .015$), while interpersonal and team-related demands exhibited a statistically significant but very weak negative relationship with personal growth ($r = -.146$, $p = .031$). The remaining dimension-level relationships were not statistically significant.

7. Qualitative Findings from Collegiate Coaches. Four themes emerged from the coaches' observations: Navigating the Demands of the Student-Athlete Role; Competitive Pressure and Psychological Consequences; Interpersonal Relationships as Stressors and Sources of Support; and Supportive Coaching and Institutional Support. These themes highlighted competing responsibilities, performance-related pressures, interpersonal experiences, and supportive institutional practices, providing contextual insights into the quantitative findings without establishing causal explanations.

8. Proposed Student-Athlete Mental Health Support Framework. The integrated findings served as the basis for developing a proposed Student-Athlete Mental Health Support Framework organized around preventive, developmental, responsive, and collaborative approaches. The framework included eight interconnected components addressing stress identification, mental health literacy, academic-athletic balance, supportive coaching, interpersonal relationships, professional psychological assistance, personal growth, and institutional coordination. The proposed framework represented a research-informed institutional support mechanism requiring subsequent implementation, monitoring, and evaluation.

Based on the findings of the study, the following conclusions were drawn:

1. The respondents were predominantly younger collegiate student-athletes, male, and participants in team sports, with the largest proportion reporting three to four years of sport participation. These characteristics described the participating sample but did not establish the demographic composition of all student-athletes in CEAP Region IX higher education institutions.
2. Student-athletes experienced a moderate level of stress appraisal, with student-athlete responsibilities emerging as the highest-rated dimension. The findings indicated that simultaneous academic, athletic, and personal obligations

were particularly noticeable to respondents, especially training schedules requiring personal sacrifices and additional demands on their daily routines. Nevertheless, the descriptive results did not establish that these responsibilities directly caused psychological difficulties.

3. The respondents demonstrated a high level of psychological well-being across self-acceptance, positive relations with others, autonomy, and personal growth. Personal growth emerged as the highest-rated dimension, indicating that respondents generally perceived their sporting experiences as opportunities for continued learning and personal development. The coexistence of moderate stress appraisal and high psychological well-being demonstrated that reported stress-related demands did not necessarily coincide with low positive psychological functioning within the participating sample.
4. Stress appraisal did not demonstrate statistically significant differences according to age, sex, type of sport, or years of sport participation. Thus, the assessed profile characteristics did not significantly differentiate respondents' reported stress-related demands in the present analysis. These nonsignificant findings did not establish that all groups experienced identical levels of stress or that demographic and participation characteristics were unrelated to stress in other contexts.
5. Psychological well-being demonstrated significant differences according to selected profile characteristics. Respondents aged 21–23 years reported higher self-acceptance, autonomy, and overall psychological well-being than those aged 18–20 years. Male respondents likewise reported higher scores than female respondents in these dimensions. Respondents with 7–8 years of sport participation demonstrated higher positive relations with others, personal growth, and overall psychological well-being than selected groups with shorter participation durations. However, type of sport did not significantly differentiate psychological well-being. These findings established differences among particular groups without demonstrating causal relationships or a consistently increasing association between participation duration and well-being.
6. Overall stress appraisal was not significantly associated with any of the four assessed dimensions of psychological well-being. Although student-athlete responsibilities demonstrated a very weak positive association with self-acceptance and interpersonal and team-related demands demonstrated a very weak negative association with personal growth, these relationships were limited in magnitude. The findings therefore did not support a strong or consistent statistical association between perceived stress-related demands and psychological well-being among the respondents.
7. Coaches' observations revealed that student-athletes encountered overlapping academic, athletic, competitive, interpersonal, and personal demands. Their accounts also described supportive practices involving communication, reassurance, flexibility, team belongingness, and institutional assistance. These observations complemented the quantitative results by providing contextual information but did not establish that coping strategies, coaching practices, resilience, or social support caused the reported levels or differences in psychological well-being.
8. The integrated quantitative and qualitative findings provided a context-specific basis for proposing a Student-Athlete Mental Health Support Framework addressing perceived stress-related demands and positive psychological functioning. Its preventive, developmental, responsive, and collaborative components reflected the study findings, relevant theoretical perspectives, and institutional support considerations. However, the framework had not been implemented or formally evaluated, and its feasibility, acceptability, and effectiveness require subsequent investigation.

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Student-Athletes. Student-athletes are encouraged to strengthen their ability to manage academic, athletic, and personal responsibilities through practical scheduling, appropriate prioritization of academic requirements, sufficient rest, and constructive communication with coaches and academic personnel. They may participate in mental health awareness activities, stress management programs, and personal development initiatives that promote self-acceptance, positive relationships, autonomy, and personal growth. They are also encouraged to seek appropriate professional support when experiencing psychological concerns or difficulties managing their responsibilities.

2. Coaches. Collegiate coaches are encouraged to adopt athlete-centered coaching practices that recognize both the athletic and psychological needs of student-athletes. These may include constructive performance feedback, regular communication, appropriate flexibility during examinations or periods of increased academic demands, and timely responses to interpersonal difficulties within teams. Coaches should also participate in mental health literacy and referral training to improve

their awareness of observable psychological concerns while maintaining appropriate boundaries between coaching support and professional psychological services.

3. College and University Administrators. Institutional administrators are encouraged to strengthen policies and support mechanisms addressing student-athlete welfare. Particular attention may be given to coordinating academic requirements, training schedules, and competitive activities because student-athlete responsibilities emerged as the most prominent stress appraisal dimension. Institutions may establish appropriate procedures for managing scheduling conflicts, providing academic assistance, and facilitating access to confidential counseling and other professional support services. The allocation of institutional resources should be guided by verified needs, available capacity, and applicable policies.

4. Sports Program Coordinators and Athletic Departments. Sports program coordinators and athletic departments are encouraged to integrate student-athlete psychological well-being into regular athletic planning and development activities. Proposed initiatives may include voluntary well-being check-ins, mental health orientations, academic-athletic coordination activities, team-building programs, and appropriate referral arrangements. Coordination among athletic personnel, academic advisers, guidance counselors, and student affairs offices may also be strengthened. The proposed Student-Athlete Mental Health Support Framework may serve as a planning reference, subject to institutional assessment and approval.

5. Catholic Educational Association of the Philippines Region IX. CEAP Region IX may consider supporting collaboration among participating institutions in promoting student-athlete mental health and welfare. Possible initiatives include sharing relevant institutional practices, organizing coach development activities, encouraging student-athlete mental health awareness, and facilitating discussions concerning appropriate psychological support mechanisms. Such collaborative efforts may contribute to the development of context-sensitive approaches responsive to the circumstances of participating collegiate sports programs.

6. Mental Health Practitioners and Guidance Counselors. Mental health professionals and guidance counselors are encouraged to strengthen accessible, confidential, and developmentally appropriate services addressing student-athletes' academic, athletic, interpersonal, and psychological needs. These may include psychoeducational programs, counseling, appropriate psychological assessment, individual consultation, and professional referral procedures. Collaboration with coaches and athletic personnel may also be developed while observing informed consent, confidentiality, professional boundaries, and applicable ethical requirements.

7. Future Researchers. Future researchers are encouraged to replicate and extend the investigation in other collegiate sports environments using larger and more representative samples. Further studies may independently assess cognitive threat and challenge appraisal, coping strategies, resilience, perceived social support, coaching practices, and institutional support mechanisms to examine their potential relationships with psychological well-being. Longitudinal and intervention-based designs may also be employed to investigate changes over time and examine possible explanatory mechanisms. Furthermore, future research should assess the feasibility, acceptability, implementation quality, and effectiveness of the proposed Student-Athlete Mental Health Support Framework before recommending broader institutional adoption.

PRACTICAL OUTPUT

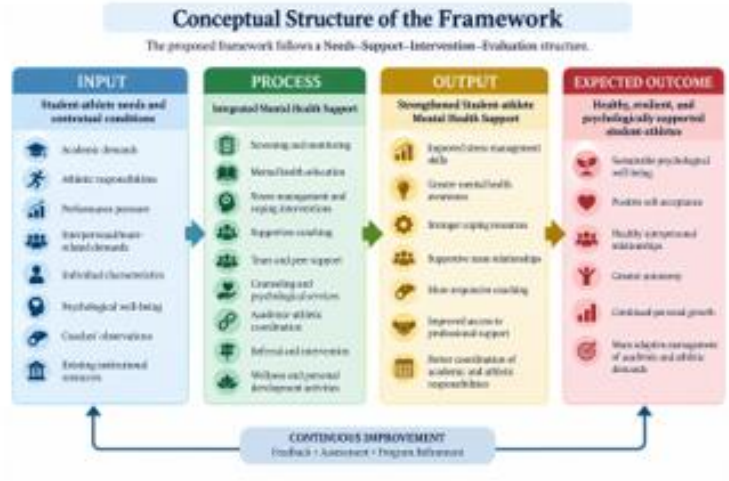


Figure 2. *Conceptual Structure of the Student-Athlete Mental Health Support Framework*

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