

# Mental Health Challenges Academic and Athletic Pressures on Protective and Adaptive Mechanism

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**Abstract**— *The main purpose of this study is to determine the mental health challenges, academic and athletic pressure on protective and adaptive mechanism of Majayjay Sub-office student-athletes.*

*Findings from this study will serve as corpus of study for future reference or basis in developing instructional plan or material. Specifically, this study focused on the mental health challenges among student-athletes due to the dual pressures from academic and athletic and their protective and adaptive mechanisms as perceived by Majayjay Sub-office student-athletes.*

*The study utilized quantitative and descriptive correlational research method design to explore the perception of the students on mental-health challenges. Data was collected using surveys and analyzed through statistical techniques. The findings highlight that in spite student-athletes experience high levels of academic and athletic pressure, they also possess strong protective and adaptive mechanism that help them cope with these challenges.*

*After completing the research, and considering the facts and statistical data presented, the researcher hereby concludes that the hypothesis "There is no significant relationship in the perception of the students in mental health challenges and protective mechanism of student-athletes" is rejected.*

*These data accentuate the significance of strengthening support systems, mental health education and supportive environments to further enhance the well-being and resilience of student-athletes. This research signified the importance of taking care of one's mental health and lastly, the gathered data may be used as research corpus and basis for possible intervention project on mental health campaign.*

*Based on the aforementioned findings and conclusions, the following recommendations were set forth. The researcher recommended that the school must provide annual mental health screening, time management workshop, recovery program for student-athletes, launching of coping resources institution and collaboration between academic and athletic department to monitor the student-athletes who are at high risk of mental health issues in order to address with proper intervention.*

**Keywords**—*Mental Health, Student-athletes and Protective and Adaptive Mechanism.*

## I. INTRODUCTION

Student-athletes face dual pressure; the simultaneous demands of academic achievement and the pressure to perform excellently in their respective sports. Due to this, well-being of student-athletes' mental health should be prioritized. In line with this, mental health has become an increasingly important topic in society (Makita et al., 2021). Awareness around mental health and factors that may increase researchers, organizations, school districts, and government agencies among others.

Lopes Dos Santos et al. (2020) stressed that balancing high-level sport with academic development can be challenging as well. Student-athletes are confronted with stressors that occur in both sport (and (higher) education contexts. mental health risks have captured the attention of

According to the World Health Organization (2020), mental health is "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his own community".

Sport represents an important contextual area for mental health as athletes experience mental health symptoms and disorders at a disproportionate rate to the general population (Reardon et al., 2021). Mental health awareness in sport and supports for athletes' mental health have improved, although challenges still exist. For example, media stereotypes about individuals with mental health concerns may contribute to societal stigmas (Parrott et al., 2021).

Many athletes hold beliefs that they should be able to cope with it on their own or that seeking counseling expresses as "weakness" (Sasso et al., 2022). Moreover, organizational barriers prevent student-athletes from seeking mental health assistance, such as the lack of on-site services, a safe physical space for emotional expression and organizational infrastructure for care.

Due to this, student-athletes tend to have maladaptive ways of coping like alcohol and use of substance. College-athletes also report high levels of substance use. In studies with college athletes, 28-34% self-reported recent binge drinking, 22 -28 % reported using cannabis during the prior year and between 1 -4% reported using other illicit substances during the prior year, including cocaine, MDMA, unprescribed opioids, hallucinogens and amphetamines (Knettel et al., 2021).

Even with the greater awareness of mental health issues among student-athletes in recent years, the year of 2022 has been a year of notable mental health crises, resulting in at least five athletes dying by suicide (Hensley-Clancy, 2022).

Recognizing the importance of prioritizing mental health of student-athletes, this paper aims to explore the mental health challenges and the academic pressure added up with athletic performance pressure among the student-athletes of Majayjay Sub-office for the School Year 2025-2026 and their protective factors and coping strategies. Based from the findings that will be collected, a wellness-journal specifically designed for student-athletes will be developed.

II. METHODOLOGY

The researcher used the descriptive method of research to determine the mental health challenges academic and athletic pressures on protective and adaptive mechanism among student-athletes of Majayjay Sub-office. Quantitative research design, according to Hancock et al. (2019), is a method that prepares the way for integrating all components of quantitative research in order to maximize the reliability, objectivity, and generalizability of the findings. Moreover, Bloomfield and Fisher (2019) define descriptive research design as a method of investigating current phenomena with extreme precision and explaining precisely what researchers have observed. The purpose of descriptive research is to determine the mental health challenges, academic and athletic pressure on protective and academic mechanism.

III. RESULT AND DISCUSSION

TABLE I. Level of mental health challenges of the student-athletes in terms of Anxiety

STATEMENT	MEAN	SD	REMARKS
I am satisfied with how I handle anxiety in my daily student-athlete life.	4.53	0.56	Strongly Agree
I feel emotionally balanced even during demanding training or competition periods.	4.44	0.59	Strongly Agree
I remain calm when facing pressure from both academics and athletics.	4.49	0.59	Strongly Agree
I am able to perform well in my sport despite feeling nervous or anxious.	4.51	0.59	Strongly Agree
I feel comfortable seeking help when I experience anxiety.	4.54	0.58	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.50 0.36		<b>Very High</b>

Table 1 shows the Majayjay student-athletes generally exhibit strong anxiety management and emotional preparedness. (M=4.50, SD=0.36) these data that maintaining accessible support networks and continuous mental health programs is essential to sustain their coping capacity and overall well-being. Specifically, it reveals they are satisfied with how they handle anxiety (M=4.53, SD=0.56), followed by they feel emotionally balanced even during demanding training or competition period, they also remain calm when facing pressure from both academic and athletics (M=4.44, SD=0.59), they also able to perform well in their sport despite feeling nervous (M=4.51, SD=0.59) and lastly, they feel comfortable in seeking help when they experience anxiety.

Table 2 Table 3 shows the Level of Mental Health Challenges of the Student-Athletes in terms of Depression. All of them responded with Strongly Agree that they feel hopeful about my future as a student-athlete life. (M=4.58, SD=5.55), also they experience a positive sense of purpose in my daily activities (M=4.55, SD=0.54), followed by they maintain interest in improving my athletic performance M=4.61, SD=0.53), they also feel valued as a member of my team and academic community (M=4.53, SD=0.54) and they feel

mentally strong when facing personal difficulties (M=4.59, SD=0.57) indicating a Very High respectively.

TABLE II. Level of Mental Health Challenges of the Student-Athletes in terms of Depression

STATEMENT	MEAN	SD	REMARKS
I generally feel hopeful about my future as a student-athlete life.	4.58	0.55	Strongly Agree
I experience a positive sense of purpose in my daily activities.	4.55	0.54	Strongly Agree
I maintain interest in improving my athletic performance.	4.61	0.53	Strongly Agree
I feel valued as a member of my team and academic community.	4.53	0.54	Strongly Agree
I feel mentally strong when facing personal difficulties.	4.59	0.57	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.57 0.34		<b>Very High</b>

TABLE III. Level of mental health challenges of the student-athletes in terms of Burn out

STATEMENT	MEAN	SD	REMARKS
I feel a sense of achievement from my athletic performance	4.54	0.54	Strongly Agree
I am satisfied with my progress in terms of my academic and athletic commitments.	4.54	0.56	Strongly Agree
I feel committed to my role as a student-athlete.	4.45	0.59	Strongly Agree
I feel engaged and interested during training sessions	4.49	0.52	Strongly Agree
I feel emotionally refreshed when participating in my sport.	4.57	0.50	Strongly Agree
I feel emotionally refreshed when participating in my sport.	4.54	0.54	Strongly Agree
I am satisfied with my progress in terms of my academic and athletic commitments.	4.54	0.56	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.57 0.34		<b>Very High</b>

Table 3 shows the Level of Mental Health Challenges of the Student-Athletes in terms of Burn Out. All of them responded as Strongly Agree that they feel a sense of achievement from their athletic performance (M=4.54, SD=0.54), followed by they feel satisfied with my progress in terms of their academic and athletic commitments (M=4.54, SD=0.56), also they feel committed to their role as a student-athlete (M=4.45, SD=0.59), also they feel engaged and interested during training sessions (M=4.49, SD=0.52), they also feel emotionally refreshed when participating in their sport (M=4.57, SD=0.50), they also feel emotionally refreshed when participating in their sport and they feel satisfied with their progress in terms of their academic and athletic commitments indicating a Very High respectively.

Table 4 shows the Level of Mental Health Challenges of the Student-Athletes in terms of Low Self-Esteem all of them responded as Strongly Agree that they feel confident in their abilities as student-athletes (M=4.62, SD=0.53), followed by they believe that they have valuable strengths both in academic and sports (M=4.55, SD=0.54), they also feel good about themselves regardless of wins, losses or grades

(M=4.52, SD=0.77), (M=4.42, SD=0.54). Likewise, they view themselves as a capable and competent individual and lastly, feel accepted and respected by their team mates (M=4.82, SD=3.0) indicating a Very High respectively.

TABLE IV. Level of Mental Health Challenges of the Student-Athletes in terms of Low Self-Esteem

STATEMENT	MEAN	SD	REMARKS
I feel confident in my abilities as student-athletes.	4.62	0.53	Strongly Agree
I believe I have valuable strengths both in academic and sports.	4.55	0.54	Strongly Agree
I feel good about myself regardless of wins, losses or grades.	4.52	0.54	Strongly Agree
I view myself as a capable and competent individual.	4.52	0.54	Strongly Agree
I feel accepted and respected by my team mates.	4.82	3.00	Strongly Agree
<b>Weighted Mean</b>	4.61		
<b>SD</b>	0.65		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 5 shows the Level of Academic Pressure of the Student-Athletes in terms of Time Management all of them responded with strongly agree that they plan their daily schedule effectively as a student-athlete (M=4.53, SD=0.56), followed by they experience manageable levels of stress related to time demand (M=4.52, SD=0.50) also they organize their academic and athletic tasks in a way that reduces stress (M=4.50, SD=0.54), they feel calm and focused when managing multiple academic tasks (M=4.54, SD=0.50), they experience manageable levels of stress related to time demands (M=4.52, SD=0.50) and they believe their time-management skills support my overall mental well-being indicating a Very High respectively.

TABLE V. Level of Academic Pressure of the Student-Athletes in terms of Time Management

STATEMENT	MEAN	SD	REMARKS
I can plan my daily schedule effectively as a student-athlete.	4.53	0.56	Strongly Agree
I organize my academic and athletic tasks in a way that reduces stress.	4.50	0.54	Strongly Agree
I feel calm and focused when managing multiple academic tasks	4.54	0.50	Strongly Agree
I experience manageable levels of stress related to time demands.	4.52	0.50	Strongly Agree
I believe my time-management skills support my overall mental well-being.	4.59	0.51	Strongly Agree
<b>Weighted Mean</b>	4.54		
<b>SD</b>	0.28		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 6 shows the level of academic pressure of the student-athletes in terms of High Expectations all of them responded as Strongly Agree that they clearly understand the academic policies that apply to me as a student-athletes (M=4.53, SD=0.52), followed by they view high academic expectations as motivating rather than discouraging (M=4.62, SD=0.49), also they feel prepared to handle challenging academic requirements (M=4.48, SD=0.52) and that believe I can succeed academically while managing my athletics

commitments (M=4.69, SD=0.46) lastly, they believe they can maintain good mental health while meeting high academic standards (M=4.55, SD=0.52) indicating a Very High respectively.

Table VI. Level of Academic Pressure of the Student-Athletes in terms of High Academic Expectation

STATEMENT	MEAN	SD	REMARKS
I clearly understand the academic policies that apply to me as a student-athletes.	4.53	0.52	Strongly Agree
I view high academic expectations as motivating rather than discouraging.	4.62	0.49	Strongly Agree
I feel prepared to handle challenging academic requirements.	4.48	0.52	Strongly Agree
I believe I can succeed academically while managing my athletics commitments.	4.69	0.46	Strongly Agree
I believe I can maintain good mental health while meeting high academic standards.	4.55	0.52	Strongly Agree
<b>Weighted Mean</b>	4.57		
<b>SD</b>	0.50		
<b>Verbal Interpretation</b>	<b>Very High</b>		

TABLE VII. Level of Academic Pressure of the Student-Athletes in terms of Inflexible Academic Policies

STATEMENT	MEAN	SD	REMARKS
I clearly understand the academic policies that apply to me as student-athletes.	4.56	0.54	Strongly Agree
I feel confident navigating academic rules and regulations.	4.43	0.52	Strongly Agree
Academic policies allow reasonable flexibilities for student-athletes schedules.	4.65	0.54	Strongly Agree
I feel academic policies help reduce unnecessary stress.	4.50	0.54	Strongly Agree
I am able to focus on my studies without worrying excessively about policy restrictions.	4.62	0.49	Strongly Agree
<b>Weighted Mean</b>	4.55		
<b>SD</b>	0.25		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 7 shows the Level of Academic Pressure of the Student-Athletes in terms of Inflexible Academic Policies all of them responded as Strongly Agree that they clearly understand the academic policies that apply to me as student-athletes (M=4.56, SD=0.54), also they feel confident navigating academic rules and regulations (M=4.43, SD=0.52), also they believe Academic policies allow reasonable flexibilities for student-athletes schedules (M=4.65, SD=0.54), also they feel academic policies help reduce unnecessary stress (M=4.62, SD=0.49), indicating a Very High respectively.

Table 8 shows the Level of Academic Pressure of the Student-Athletes in terms of Stigma or assumption to student-athletes all of them responded as Strongly Agree that they feel respected as a capable student in academic settings (M=4.55, SD=0.50), followed by they believe instructors view student-athletes as serious learners (M=4.65, SD=0.48), also they feel free from negative stereotypes related to being student-athletes (M=4.56, SD=0.52), also they believe stereotype do not affect

my self-confidence (M=4.56, SD=0.54) and they feel included and valued within academic community (M=4.55, SD=0.50) indicating a Very High respectively.

TABLE VIII. Level of Academic Pressure of the Student-Athletes in terms of Stigma or assumption to student-athletes

STATEMENT	MEAN	SD	REMARKS
I feel respected as a capable student in academic settings.	4.55	0.50	Strongly Agree
I believe instructors view student-athletes as serious learners.	4.65	0.48	Strongly Agree
I feel free from negative stereotypes related to being student-athletes.	4.56	0.52	Strongly Agree
I believe stereotype do not affect my self-confidence.	4.56	0.54	Strongly Agree
I feel included and valued within the academic community.	4.55	0.50	Strongly Agree
<b>Weighted Mean</b>	4.57		
<b>SD</b>	0.28		
<b>Verbal Interpretation</b>	<b>Very High</b>		

TABLE IX. Level of Athletic pressure of the Student-athletes in terms of Training load intensity

STATEMENT	MEAN	SD	REMARKS
I feel physically prepared for the intensity of my training sessions.	4.68	0.47	Strongly Agree
My training load allows me to maintain physical well-being.	4.55	0.56	Strongly Agree
I am able to recognize when my body needs to rest.	4.63	0.51	Strongly Agree
I experience manageable levels of stress during high intensity training periods.	4.53	0.52	Strongly Agree
I feel confident sustaining my current training load over time.	4.56	0.54	Strongly Agree
<b>Weighted Mean</b>	4.59		
<b>SD</b>	0.29		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 9 shows the Level of Athletic pressure of the Student-athletes in terms of Training load intensity all of them responded as Strongly Agree that feel physically prepared for the intensity of my training sessions, (M=4.68, SD=0.47), followed by their training load allows them to maintain physical well-being, (M=4.55, SD=0.56), also they able to recognize when their body needs to rest (M=4.63, SD=0.51), also they experience manageable levels of stress during high intensity training periods (M=4.53, SD=0.52), and they feel confident sustaining their current training load over time (M=4.56, SD=0.54) indicating a Very High respectively.

Table 10 shows the Level of Athletic Pressure of the Student-Athletes in terms of Performance Expectation all of them responded as Strongly Agree that they feel confident in my ability to meet performance expectations (M=4.62, SD=0.51), followed by they maintain a positive mindset when facing high performance standards (M=4.57, SD=0.52), also they are capable of handling challenging performance demands (M=4.61, SD=0.51), also they manage stress effectively when facing high performance expectations (M=4.60, SD=0.49) lastly, they feel supported by coaches and team mates in meeting performance goals (M=4.59, SD=0.49) indicating a Very High respectively.

TABLE X. Level of Athletic Pressure of the Student-Athletes in terms of Performance Expectation

STATEMENT	MEAN	SD	REMARKS
I feel confident in my ability to meet performance expectations.	4.62	0.51	Strongly Agree
I maintain a positive mindset when facing high performance standards.	4.57	0.52	Strongly Agree
I am capable of handling challenging performance demands.	4.61	0.51	Strongly Agree
I manage stress effectively when facing high performance expectations.	4.60	0.49	Strongly Agree
I feel supported by coaches and teammates in meeting performance goals.	4.59	0.49	Strongly Agree
<b>Weighted Mean</b>	4.60		
<b>SD</b>	0.27		
<b>Verbal Interpretation</b>	<b>Very High</b>		

TABLE XI. Level of MAPEH Teachers' Well-Being in terms of Physical

STATEMENT	MEAN	SD	REMARKS
I can view competition results positively, regardless of outcome.	4.55	0.52	Strongly Agree
I focus on personal growth rather than just winning or losing.	4.59	0.51	Strongly Agree
I use competition outcomes as learning opportunities.	4.62	0.51	Strongly Agree
I feel mentally resilient after both successes and setbacks.	4.61	0.49	Strongly Agree
Coaches and teammates provide support regardless of results.	4.64	0.50	Strongly Agree
<b>Weighted Mean</b>	4.60		
<b>SD</b>	0.28		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 11 shows the Level of MAPEH Teachers' Well-Being in terms of Physical all of them responded as Strongly Agree that they can view competition results positively, regardless of outcome (M=4.55, SD=0.52), and that they focus on personal growth rather than just winning or losing (M=4.59, SD=0.51), followed by they use competition outcomes as learning opportunities (M=4.62, SD=0.51), also they feel mentally resilient after both successes and setbacks (M=4.61 SD=0.49) lastly, their Coaches and teammates provide support regardless of results indicating a Very High respectively.

TABLE XII. Level of MAPEH Teachers' Well-Being in terms of Mental

STATEMENT	MEAN	SD	REMARKS
I can regain strength and fitness after an injury	4.59	0.49	Strongly Agree
I can maintain my physical condition during recovery periods.	4.66	0.50	Strongly Agree
I feel mentally strong when coping with injury-related challenges.	4.56	0.54	Strongly Agree
I receive adequate support from coaches and medical staff during recovery.	4.49	0.52	Strongly Agree
I feel comfortable discussing injury concerns with relevant personnel.	4.56	0.54	Strongly Agree
<b>Weighted Mean</b>	4.57		
<b>SD</b>	0.26		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 12 shows the Level of MAPEH Teachers' Well-Being in terms of Mental all of them responded as Strongly

Agree that they can regain strength and fitness after an injury (M=4.59, SD=0.49), followed by they can maintain their physical condition during recovery periods (M=4.66, SD=0.50), also they feel mentally strong when coping with injury-related challenges (M=4.56, SD=0.54), also they receive adequate support from coaches and medical staff during recovery (M=4.49, SD=0.52) lastly they feel comfortable discussing injury concerns with relevant personnel (M=4.56 SD= 0.54) indicating a Very High respectively.

Table 13 shows the Level of protective mechanism of the student-athletes in terms of Mental Health Education all of them responded as Strongly Agree that they are aware of mental health resources available for student-athletes (M=4.62, SD=0.51), followed by they understand common mental health challenges faced by student-athletes (M=4.50, SD=0.56), also they can manage stress effectively using techniques from mental health education (M=4.60, SD=0.51), also they feel comfortable seeking help after learning about available mental health resources (M=4.50, SD=0.64), lastly, they can identify early signs of mental health challenges related to sports and academics (M=4.66, SD=0.50) indicating a Very High respectively.

TABLE XIII. Level of protective mechanism of the student-athletes in terms of Mental Health Education

STATEMENT	MEAN	SD	REMARKS
I am aware of mental health resources available for student-athletes.	4.62	0.51	Strongly Agree
I understand common mental health challenges faced by student-athletes.	4.50	0.56	Strongly Agree
I can manage stress effectively using techniques from mental health education.	4.60	0.51	Strongly Agree
I feel comfortable seeking help after learning about available mental health resources.	4.50	0.54	Strongly Agree
I can identify early signs of mental health challenges related to sports and academics.	4.66	0.50	Strongly Agree
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>		4.58 0.30	<b>Very High</b>

TABLE XIV. Level of protective mechanism of the student-athletes in terms of Time Management Skills

STATEMENT	MEAN	SD	REMARKS
I use planning tools (e.g., calendars, planners) to manage my time effectively.	4.56	0.57	Strongly Agree
I can balance multiple tasks without feeling overwhelmed.	4.63	0.54	Strongly Agree
I feel capable of adjusting my schedules when unexpected demands rise.	4.59	0.51	Strongly Agree
I can complete tasks on time without feeling anxious.	4.65	0.52	Strongly Agree
I believe my mental resilience improves due to good time management.	4.60	0.53	Strongly Agree
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>		4.58 0.30	<b>Very High</b>

Table 14 shows the Level of protective mechanism of the student-athletes in terms of Time Management Skills all of them responded as Strongly Agree that they use planning tools (e.g., calendars, planners) to manage my time effectively (M=4.56, SD=0.57), followed by they can balance multiple tasks without feeling overwhelmed (M=4.63, SD=0.54), also they feel capable of adjusting my schedules when unexpected demands rise (M=4.59, SD=0.51), also they can complete tasks on time without feeling anxious (M=4.65, SD=0.52) lastly they believe my mental resilience improves due to good time management (M=4.60 SD= 0.53) indicating a Very High respectively.

TABLE XV Level of Protective Mechanism of the Student-athletes in terms of Supportive Coaches

STATEMENT	MEAN	SD	REMARKS
My coach provides encouragement that helps me stay motivated.	4.53	0.56	Strongly Agree
I feel comfortable sharing my concerns with my coach.	4.67	0.49	Strongly Agree
My coach recognizes and values my efforts in both training and competition.	4.56	0.50	Strongly Agree
My coach provides constructive feedback that helps me improve.	4.59	0.57	Strongly Agree
I feel empowered to address challenges with my coach's guidance.	4.58	0.52	Strongly Agree
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>		4.59 0.31	<b>Very High</b>

Table 15 shows the Level of Protective Mechanism of the Student-athletes in terms of Supportive Coaches all of them responded as Strongly Agree that their coach provides encouragement that help them stay motivated (M=4.53, SD=0.56), followed by they feel comfortable sharing their concerns with their coach (M=4.67, SD=0.49), also their coach recognizes and values their efforts in both training and competition (M=4.56, SD=0.50), also their coach provides constructive feedback that helps them improve (M=4.59, SD=0.57), lastly, feel empowered to address challenges with their coach's guidance indicating a Very High respectively.

TABLE XVI. Level of protective mechanism of the student-athletes in terms of Peer Support

STATEMENT	MEAN	SD	REMARKS
I feel comfortable sharing my concerns with my teammates.	4.68	0.51	Strongly Agree
My peer provide encouragement that helps me stay motivated.	4.53	0.54	Strongly Agree
I feel valued and accepted by my peers in the team environment.	4.59	0.49	Strongly Agree
My teammates support me in achieving both academic and athletic goals.	4.60	0.51	Strongly Agree
My peers help me maintain confidence in my abilities.	4.61	0.51	Strongly Agree
<b>Weighted Mean</b> <b>SD</b> <b>Verbal Interpretation</b>		4.60 0.28	<b>Very High</b>

Table 16 shows the Level of protective mechanism of the student-athletes in terms of Peer Support all of them

responded as Strongly Agree that they feel comfortable sharing my concerns with my teammates (M=4.68, SD=0.51), followed by peer provide encouragement that help them stay motivated (M=4.53, SD=0.54), also they feel valued and accepted by my peers in the team environment (M=4.59, SD=0.49), also their teammates support them in achieving both academic and athletic goals (M=4.60, SD=0.51) lastly, their peers help them maintain confidence in their abilities (M=4.61, SD=0.51) indicating very high respectively.

Table 17 shows the Level of adaptive mechanism of the student-athletes in terms of Cognitive coping strategies all of them responded as Strongly Agree that they feel comfortable sharing my concerns with my teammates (M=4.56, SD=0.57), followed by they can balance multiple tasks without feeling overwhelmed (M=4.63, SD=0.54), also feel capable of adjusting my schedules when unexpected demands rise (M=4.59, SD=0.51), also they can complete tasks on time without feeling anxious (M=4.65, SD=0.52) lastly, they believe that their mental resilience improves due to good time (M=4.60, SD=0.53) indicating very high respectively.

TABLE XVII. Level of adaptive mechanism of the student-athletes in terms of Cognitive coping strategies

STATEMENT	MEAN	SD	REMARKS
I use planning tools (e.g., calendars, planners) to manage my time effectively.	4.56	0.57	Strongly Agree
I can balance multiple tasks without feeling overwhelmed.	4.63	0.54	Strongly Agree
I feel capable of adjusting my schedules when unexpected demands rise.	4.59	0.51	Strongly Agree
I can complete tasks on time without feeling anxious.	4.65	0.52	Strongly Agree
I believe my mental resilience improves due to good time management.	4.60	0.53	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.57 0.34		<b>Very High</b>

TABLE XVIII. Level of adaptive mechanism of the student-athletes in terms of Behavioral coping strategies

STATEMENT	MEAN	SD	REMARKS
I balance work and leisure to maintain well-being.	4.63	0.51	Strongly Agree
I feel more resilient after engaging in stress-relieving activities.	4.56	0.52	Strongly Agree
I reach out to coaches, peers or mentors when I need guidance.	4.49	0.58	Strongly Agree
I adapt my behavior to meet changing demands successfully.	4.55	0.56	Strongly Agree
Behavioral coping strategies help me maintain mental health under pressure.	4.68	0.49	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.58 0.29		<b>Very High</b>

Table 18 shows the Level of adaptive mechanism of the student-athletes in terms of Behavioral coping balance work and leisure to maintain well-being (M=4.63, SD=0.51), followed by feel more resilient after engaging in stress-relieving activities (M=4.56, SD=0.52), also they reach out to

coaches, peers or mentors when I need guidance (M=4.49, SD=0.58), also adapt their behavior to meet changing demands successfully (M=4.55, SD=0.56) lastly, their Behavioral coping strategies help me maintain mental health under (M=4.68, SD=0.49) indicating very high respectively.

TABLE XIX. Level of adaptive mechanism of the student-athletes in terms of social coping strategies

STATEMENT	MEAN	SD	REMARKS
I share my thoughts and feelings with teammates when facing challenges.	4.52	0.50	Strongly Agree
I maintain strong relationships with teammates that help me cope with pressure.	4.60	0.49	Strongly Agree
I used my social network to stay motivated and positive.	4.42	0.55	Strongly Agree
I communicate openly with family members about challenges and stress.	4.63	0.51	Strongly Agree
I feel a sense of belonging within my team or athletic community.	4.59	0.49	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.55 0.29		<b>Very High</b>

Table 19 shows the Level of adaptive mechanism of the student-athletes in terms of social coping strategies all of them responded as Strongly Agree that they share my thoughts and feelings with teammates when facing challenges. (M=4.52, SD=0.50), followed by they maintain strong relationships with teammates that help me cope with pressure (M=4.60, SD=0.49), also they use their social network to stay motivated and positive (M=4.42, SD=0.55), also communicate openly with family members about challenges and stress (M=4.63, SD=0.51) lastly, they feel a sense of belonging within my team or athletic community that their mental resilience improves due to good time (M=4.59, SD=0.49) indicating very high respectively.

TABLE XX. Level of adaptive mechanism of the student-athletes in terms of Spiritual or Meaning-based coping strategies

STATEMENT	MEAN	SD	REMARKS
I focus on the personal meaning of my academic and athletic activities.	4.60	0.53	Strongly Agree
I reflect on how my efforts contribute to my long-term goals and values.	4.58	0.55	Strongly Agree
I feel that my experience as student-athlete contribute to personal growth.	4.62	0.51	Strongly Agree
I use prayer, meditation or mindfulness to manage stress.	4.58	0.52	Strongly Agree
My spiritual or philosophical outlook helps me cope with setbacks.	4.67	0.49	Strongly Agree
<b>Weighted Mean SD Verbal Interpretation</b>	4.61 0.31		<b>Very High</b>

Table 20 shows the Level of adaptive mechanism of the student-athletes in terms of Spiritual or Meaning-based coping strategies all of them responded as Strongly Agree that they focus on the personal meaning of my academic and athletic activities (M=4.60, SD=0.53), followed by they reflect on how my efforts contribute to my long-term goals and values

( $M=4.58$ ,  $SD=0.55$ ), also feel that their experience as student-athlete contribute to personal growth ( $M=4.62$ ,  $SD=0.51$ ), also they use prayer, mediation or mindfulness to manage stress ( $M=4.58$ ,  $SD=0.52$ ) lastly, they My spiritual or philosophical outlook helps me cope with setbacks ( $M=4.67$ ,  $SD=0.49$ ) indicating very high respectively.

TABLE XXI Significant relationship between the mental health challenges and protective mechanism of student-athletes

Mental Health Challenges		Protective Mechanism			
		Mental Health Education	Time Management Skills	Supportive Coaches	Peer Support
Anxiety	Pearson Correlation	0.073	0.141	0.158	0.031
	Sig. (2-tailed)	0.473	0.162	0.115	0.762
	N	100	100	100	100
Depression	Pearson Correlation	0.196	.297**	.224*	.402**
	Sig. (2-tailed)	0.051	0.003	0.025	<.001
	N	100	100	100	100
Burn out	Pearson Correlation	.248*	0.156	0.113	0.166
	Sig. (2-tailed)	0.013	0.120	0.263	0.100
	N	100	100	100	100
Low Self-esteem	Pearson Correlation	-0.074	-0.021	-0.119	0.027
	Sig. (2-tailed)	0.464	0.839	0.239	0.792
	N	100	100	100	100

Table 21 reveals several significant relationships between mental health challenges and protective mechanisms among student-athletes. Depression is significantly and positively correlated with time management skills ( $r = 0.297$ ,  $p = 0.003$ ), supportive coaches ( $r = 0.224$ ,  $p = 0.025$ ), and peer support ( $r = 0.402$ ,  $p < .001$ ). On the other hand, anxiety shows no significant relationship with mental health education ( $r = 0.073$ ,  $p = 0.473$ ), time management skills ( $r = 0.141$ ,  $p = 0.162$ ), supportive coaches ( $r = 0.158$ ,  $p = 0.115$ ), and peer support ( $r = 0.031$ ,  $p = 0.762$ ), implying that these protective mechanisms may not directly influence anxiety levels. Moreover, depression does not significantly relate to mental health education ( $r = 0.196$ ,  $p = 0.051$ ), while burnout has no significant relationship with time management skills ( $r = 0.156$ ,  $p = 0.120$ ), supportive coaches ( $r = 0.113$ ,  $p = 0.263$ ), and peer support ( $r = 0.166$ ,  $p = 0.100$ ).

Table 22 shows the correlation analysis examining the relationship between mental health challenges and adaptive mechanisms among student-athletes. The findings reveal that not all mental health challenges are significantly associated with adaptive factors.

The results indicate that burnout is the only mental health challenge significantly associated with adaptive mechanisms among student-athletes. Specifically, burnout shows a significant positive relationship with cognitive mechanisms ( $r = 0.230$ ,  $p = 0.022$ ) and behavioral mechanisms ( $r = 0.333$ ,  $p = 0.001$ ).

TABLE XXII Significant relationship between the mental health challenges and adaptive mechanisms of student athletes

Mental Health Challenges		Adaptive Mechanisms			
		Cognitive	Behavioral	Social	Spiritual
Anxiety	Pearson Correlation	-0.008	0.143	-0.046	0.145
	Sig. (2-tailed)	0.938	0.155	0.650	0.151
	N	100	100	100	100
Depression	Pearson Correlation	0.108	0.191	0.191	0.183
	Sig. (2-tailed)	0.284	0.057	0.057	0.069
	N	100	100	100	100
Burn out	Pearson Correlation	.230*	.333**	0.063	0.08
	Sig. (2-tailed)	0.022	0.001	0.531	0.429
	N	100	100	100	100
Low Self-esteem	Pearson Correlation	-0.054	-0.085	-0.039	0.072
	Sig. (2-tailed)	0.593	0.401	0.699	0.478
	N	100	100	100	100

TABLE XXIII. Significant relationships between academic pressures and protective mechanisms among student-athletes

Academic Pressures		Protective Mechanism			
		Mental Health Education	Time Management Skills	Supportive Coaches	Peer Support
Time Management	Pearson Correlation	.202*	.282**	0.045	.280**
	Sig. (2-tailed)	0.044	0.004	0.659	0.005
	N	100	100	100	100
High Academic Expectation	Pearson Correlation	.321**	.462**	.296**	.421**
	Sig. (2-tailed)	0.001	<.001	0.003	<.001
	N	100	100	100	100
Inflexible Academic Policies	Pearson Correlation	.304**	0.129	.287**	.240*
	Sig. (2-tailed)	0.002	0.199	0.004	0.016
	N	100	100	100	100
Stigma	Pearson Correlation	.312**	.398**	.198*	.429**
	Sig. (2-tailed)	0.002	<.001	0.048	<.001
	N	100	100	100	100

Table 23 demonstrate multiple significant relationships between academic pressures and protective mechanisms among student-athletes. Time management pressure is significantly associated with mental health education ( $r = 0.202$ ,  $p = 0.044$ ), time management skills ( $r = 0.282$ ,  $p = 0.004$ ), and peer support ( $r = 0.280$ ,  $p = 0.005$ ), suggesting that student-athletes facing scheduling demands tend to rely on structured skills training and peer assistance. High academic expectation shows significant positive correlations with all protective mechanisms—mental health education ( $r = 0.321$ ,  $p = 0.001$ ), time management skills ( $r = 0.462$ ,  $p < .001$ ), supportive coaches ( $r = 0.296$ ,  $p = 0.003$ ), and peer support ( $r = 0.421$ ,  $p < .001$ ). This indicates that as academic demands increase, student-athletes are more likely to utilize various support systems, particularly time management skills, which demonstrate the strongest relationship.

Table 23 demonstrate multiple significant relationships between academic pressures and protective mechanisms among student-athletes. Time management pressure is significantly associated with mental health education ( $r = 0.202, p = 0.044$ ), time management skills ( $r = 0.282, p = 0.004$ ), and peer support ( $r = 0.280, p = 0.005$ ), suggesting that student-athletes facing scheduling demands tend to rely on structured skills training and peer assistance. High academic expectation shows significant positive correlations with all protective mechanisms—mental health education ( $r = 0.321, p = 0.001$ ), time management skills ( $r = 0.462, p < .001$ ), supportive coaches ( $r = 0.296, p = 0.003$ ), and peer support ( $r = 0.421, p < .001$ ). This indicates that as academic demands increase, student-athletes are more likely to utilize various support systems, particularly time management skills, which demonstrate the strongest relationship.

TABLE XXIV. Significant relationship between the academic pressure and adaptive mechanism of student athletes

Academic Pressures		Adaptive Mechanisms			
		Cognitive	Behavioral	Social	Spiritual
Time Management	Pearson Correlation	0.195	.237*	.332**	.284**
	Sig. (2-tailed)	0.052	0.018	0.001	0.004
	N	100	100	100	100
High Academic Expectation	Pearson Correlation	.286**	.232*	.216*	.405**
	Sig. (2-tailed)	0.004	0.020	0.031	<.001
	N	100	100	100	100
Inflexible Academic Policies	Pearson Correlation	.207*	0.105	.280**	.241*
	Sig. (2-tailed)	0.039	0.299	0.005	0.016
	N	100	100	100	100
Stigma	Pearson Correlation	0.169	.384**	.252*	.335**
	Sig. (2-tailed)	0.092	<.001	0.011	0.001
	N	100	100	100	100

Note: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 24 reveal several significant relationships between academic pressures and adaptive mechanisms among student-athletes. Time management pressure is significantly associated with behavioral ( $r = 0.237, p = 0.018$ ), social ( $r = 0.332, p = 0.001$ ), and spiritual mechanisms ( $r = 0.284, p = 0.004$ ), indicating that student-athletes tend to adopt proactive behaviors, seek social support, and engage in spiritual practices to cope with scheduling demands. High academic expectation is significantly correlated with all adaptive mechanisms, including cognitive ( $r = 0.286, p = 0.004$ ), behavioral ( $r = 0.232, p = 0.020$ ), social ( $r = 0.216, p = 0.031$ ), and spiritual strategies ( $r = 0.405, p < .001$ ).

Similarly, inflexible academic policies show significant positive relationships with cognitive ( $r = 0.207, p = 0.039$ ), social ( $r = 0.280, p = 0.005$ ), and spiritual mechanisms ( $r = 0.241, p = 0.016$ ), implying that student-athletes rely on mental reframing, interpersonal connections, and faith-oriented practices to manage institutional constraints. Stigma is also significantly related to behavioral ( $r = 0.384, p < .001$ ),

social ( $r = 0.252, p = 0.011$ ), and spiritual mechanisms ( $r = 0.335, p = 0.001$ ), implying that students actively employ coping behaviors and seek supportive relationships to overcome negative perceptions.

TABLE XXV. Significant relationship between the athletic pressure and protective mechanism of student-athletes

Athletic Pressures		Protective Mechanism			
		Mental Health Education	Time Management Skills	Supportive Coaches	Peer Support
Training Load Intensity	Pearson Correlation	.200*	.286**	0.056	.224*
	Sig. (2-tailed)	0.046	0.004	0.581	0.025
	N	100	100	100	100
Performance Expectations	Pearson Correlation	.266**	.315**	0.183	.384**
	Sig. (2-tailed)	0.008	0.001	0.069	<.001
	N	100	100	100	100
Competition Outcomes	Pearson Correlation	.217*	.237*	.203*	0.181
	Sig. (2-tailed)	0.030	0.018	0.042	0.071
	N	100	100	100	100
Injury and Recovery	Pearson Correlation	0.091	.542**	.472**	0.187
	Sig. (2-tailed)	0.368	<.001	<.001	0.062
	N	100	100	100	100

Table 25 indicate several significant relationships between athletic pressures and protective mechanisms among student-athletes. Training load intensity is significantly associated with mental health education ( $r = 0.200, p = 0.046$ ), time management skills ( $r = 0.286, p = 0.004$ ), and peer support ( $r = 0.224, p = 0.025$ ), suggesting that student-athletes rely on knowledge, structured planning, and peer encouragement to cope with demanding training schedules. Performance expectations also demonstrate significant positive relationships with mental health education ( $r = 0.266, p = 0.008$ ), time management skills ( $r = 0.315, p = 0.001$ ), and peer support ( $r = 0.384, p < .001$ ), indicating that social and personal resources are important in managing the pressure to perform well.

Similarly, competition outcomes are significantly related to mental health education ( $r = 0.217, p = 0.030$ ), time management skills ( $r = 0.237, p = 0.018$ ), and supportive coaches ( $r = 0.203, p = 0.042$ ), implying that guidance from coaches and effective coping knowledge help student-athletes deal with the results of competitions. Notably, injury and recovery show strong significant relationships with time management skills ( $r = 0.542, p < .001$ ) and supportive coaches ( $r = 0.472, p < .001$ ). These strong correlations suggest that proper scheduling, rehabilitation planning, and coach support are critical protective factors in helping injured athletes recover and maintain well-being.

Despite these results, several relationships were not found to be significant. Training load intensity and performance expectations are not significantly associated with supportive coaches, while competition outcomes show no significant relationship with peer support. Additionally, injury and

recovery are not significantly related to mental health education and peer support. These findings imply that certain protective mechanisms may not be consistently utilized across all forms of athletic pressure.

TABLE XXVI. Significant relationship between the athletic pressure and adaptive mechanism of student athlete

Athletic Pressures		Adaptive Mechanisms			
		Cognitive	Behavioral	Social	Spiritual
Training Load Intensity	Pearson Correlation	.229*	0.088	0.056	.255*
	Sig. (2-tailed)	0.022	0.383	0.580	0.010
	N	100	100	100	100
Performance Expectations	Pearson Correlation	.332**	.207*	.351**	.393**
	Sig. (2-tailed)	0.001	0.039	<.001	<.001
	N	100	100	100	100
Competition Outcomes	Pearson Correlation	.328**	0.189	.358**	.358**
	Sig. (2-tailed)	0.001	0.060	<.001	<.001
	N	100	100	100	100
Injury and Recovery	Pearson Correlation	.389**	.501**	.306**	.287**
	Sig. (2-tailed)	<.001	<.001	0.002	0.004
	N	100	100	100	100

Table 26 reveal several significant relationships between athletic pressures and adaptive mechanisms among student-athletes. Training load intensity is significantly correlated with cognitive ( $r = 0.229, p = 0.022$ ) and spiritual mechanisms ( $r = 0.255, p = 0.010$ ), suggesting that student-athletes rely on mental strategies and personal beliefs to manage physically demanding training. Performance expectations show significant positive relationships with all adaptive mechanisms—cognitive ( $r = 0.332, p = 0.001$ ), behavioral ( $r = 0.207, p = 0.039$ ), social ( $r = 0.351, p < .001$ ), and spiritual ( $r = 0.393, p < .001$ ). The strongest association with spiritual mechanisms indicates that student-athletes may draw emotional strength and motivation from their values or beliefs when coping with the pressure to perform.

Similarly, competition outcomes are significantly associated with cognitive ( $r = 0.328, p = 0.001$ ), social ( $r = 0.358, p < .001$ ), and spiritual mechanisms ( $r = 0.358, p < .001$ ), implying that athletes utilize mental reframing and social connections to handle both success and failure in competitions. Notably, injury and recovery demonstrate significant positive relationships across all adaptive mechanisms—cognitive ( $r = 0.389, p < .001$ ), behavioral ( $r = 0.501, p < .001$ ), social ( $r = 0.306, p = 0.002$ ), and spiritual ( $r = 0.287, p = 0.004$ ). The strong correlation with behavioral mechanisms highlights the importance of active coping strategies, such as adhering to rehabilitation routines and adjusting daily activities, in facilitating recovery.

#### IV. CONCLUSION

Majayjay Sub-Office athletes are very perceptive since they obtained very high in term of awareness of mental health challenges and academic and athletic pressures in adaptive and

protective mechanisms. There is also significant relationship between certain mental health challenges and protective mechanisms particularly with depression which was highly associated with time management skills, supportive coaches and peer support. However, not all mental health challenges were associated with adaptive mechanisms since only burn-out showed cognitive and behavioral coping strategies. The findings highlight that in spite student-athletes experience high levels of academic and athletic pressure, they also possess strong protective and adaptive mechanisms that help them cope with these challenges.

#### V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) The researcher recommended that Since mental health is a worldwide concern, schools and sports program must continuously strengthen mental health awareness campaign and provide regular mental health screenings and workshop in managing anxiety, depression, burn-out and self-esteem issues should be implemented to help students recognize early signs mental health issued and address it promptly. (2) student-athletes to balance the dual pressure, time management workshops must be provided and school must establish flexible academic policies including adjustment in setting deadlines, examination and class attendance requirements to accommodate the needs of student-athletes (3) Recovery programs and access to sports 7medicine must be available. Coaches and athletic departments must monitor the training load to avoid overtraining. (4) enhance student-athletes' coping resources institutions should foster supportive relationships among coaches, peers, and mentors. Mental health education program must be integrated in their training. (5) Student-athletes should be guided in enhancing personalized coping strategies that fit their academic, athletic, and personal contexts. Cognitive, behavioral, social, and spiritual coping mechanisms should be actively encouraged through workshops, peer-support groups, and mindfulness or resilience training programs. (6) Collaboration between academic and athletic department is ideal to monitor the student-athletes who are at risk of high stress in order to address with proper intervention as early as possible.

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