

Positive Psychology-Based Coaching on the Resilience and Mental Wellness of Student Athletes

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Abstract — The study examined the relationship between positive psychology-based coaching and the resilience and mental wellness of student-athletes. Specifically, it aimed to determine the levels of coaching practices, resilience, and mental wellness, and to identify whether significant relationships exist among these variables.

A descriptive research design with a quantitative approach was employed. The participants were 140 purposively selected junior student-athletes. Data were collected using a self-constructed survey questionnaire. Mean and standard deviation were used to assess the levels of positive psychology-based coaching, resilience, and mental wellness, while Pearson r correlation was applied to test the relationships among the variables.

Findings revealed that positive psychology-based coaching practices were perceived at a very high level. Likewise, student-athletes demonstrated very high levels of resilience and mental wellness. However, the results showed no significant relationship between positive psychology-based coaching and resilience, as well as no significant relationship between positive psychology-based coaching and mental wellness. Thus, both null hypotheses were accepted.

The study concludes that although positive psychology-based coaching is widely practiced and student-athletes exhibit high resilience and mental wellness, these variables are not significantly correlated.

Based on these findings, it is recommended that teachers and coaches continue applying positive psychology strategies such as fostering optimism, recognizing strengths, promoting empathy, and encouraging mindfulness. Schools should also implement programs that enhance stress management, coping skills, and positive thinking. Furthermore, institutions should provide training and resources to support the holistic development of student-athletes.

Keywords: Positive Psychology-Based Coaching, Student-Athletes, Resilience, Mental Wellness, Sports Psychology, Psychological Well-Being, Coaching Practices.

I. INTRODUCTION

In the dynamic world of sports, student-athletes are often exposed to intense physical demands, academic pressures, and the psychological challenges of competition. While these experiences contribute to their growth, they can also result in stress, burnout, and mental health concerns if not addressed effectively. To respond to these challenges, positive psychology has emerged as a transformative approach in coaching, shifting the emphasis from correcting weaknesses to cultivating strengths, optimism, and overall well-being.

Positive psychology, defined as the scientific study of optimal functioning, focuses on the conditions that enable individuals to thrive, including happiness, wisdom, creativity, and human strengths (Linley & Harrington, 2015). When

applied in athletic coaching, it promotes resilience, strengthens coping mechanisms, and fosters a growth mindset which are the qualities essential for student-athletes striving to balance both academic and athletic responsibilities.

In connection with this, building resilience and maintaining mental wellness are particularly critical, as they not only influence athletic performance but also support academic achievement, social relationships, and personal development. Research has shown that resilience can reduce stress, anxiety, and depression, while also lowering the risk of burnout (McEwan et al., 2023).

Given this, coaches play an important role in shaping the mental outlook of student-athletes. By embedding positive psychology principles such as positive emotions, strength and values and compassion into their coaching practices, they can create a supportive environment that enhances both performance and psychological health.

This study sought to explore the influence of positive psychology-based coaching on the resilience and mental wellness of student athletes. By examining this connection, the research aims to highlight how coaching methods rooted in positivity and strength-based approaches can empower student athletes to overcome challenges, maintain balance, and thrive both on and off the playing field.

II. METHODOLOGY

This study employed a quantitative research design to explore the relationship of positive psychology-based coaching on the student athletes' resilience and mental wellness.

According to Roger (2015) quantitative research encompasses a range of methods concerned with the systematic investigation of social phenomena, using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyse data for trends and relationships and to verify the measurements made. Quantitative research may be considered as a way of thinking about the world. It is essentially deductive: measurements are made, analysis is applied and conclusions are drawn.

Moreover, it utilized the descriptive approach which Purdy (2023) stated that it is a methodological approach aimed at detailing behaviors, situations, events, and outcomes without delving into theoretical predictions or cause-and-effect relationships. It can be conducted through various means, including observation, case studies, and surveys.

III. RESULT AND DISCUSSION

Table I. Level of Positive Psychology-based Coaching Practices in terms of Positive Emotions

| Statements | Mean | SD | Remarks |
|--|------------------|------|----------------|
| Encourage athletes to stay positive during challenges. | 4.67 | 0.47 | Strongly Agree |
| Remind athletes to be thankful for their progress and support. | 4.53 | 0.56 | Strongly Agree |
| Celebrate team and individual achievements. | 4.35 | 0.66 | Strongly Agree |
| Make practices and competitions fun and engaging. | 4.40 | 0.63 | Strongly Agree |
| Use positive words and feedback to inspire athletes. | 4.46 | 0.64 | Strongly Agree |
| Weighted Mean | 4.48 | | |
| SD | 0.60 | | |
| Verbal Interpretation | Very High | | |

Table I presents the level of Positive Psychology-based Coaching Practices in terms of positive emotions as perceived by the respondents.

The weighted mean of 4.48 standard deviation of 0.60 indicates a very high level of Positive Psychology-based Coaching Practices in terms of positive emotions. This signifies that coaches frequently create a supportive and encouraging environment that nurtures athletes' positive feelings, motivation, and enjoyment in sports participation. Therefore, maintaining positive emotional reinforcement in coaching may contribute to both improved performance and healthier psychological development among student-athletes.

The findings imply that coaching should go beyond performance by prioritizing athletes' emotional well-being through positive psychology-based practices such as encouragement, recognition, and enjoyable training experiences. Sustaining these approaches can enhance both performance and mental health, improve athlete engagement and retention, and support holistic development, including confidence and resilience. As a result, coach training programs should incorporate positive psychology strategies, while schools and organizations should strengthen policies that promote supportive and athlete-centered coaching environments. The study highlights that fostering positive emotions in coaching is essential for improving motivation, participation, and the overall well-being of student-athletes.

Table 2 presents the level of Positive Psychology-based Coaching Practices in terms of strength and values as perceived by the respondents.

The results reveal that coaches consistently recognize each athlete's unique strengths during training and competitions. They also encourage athletes to leverage these strengths when facing challenges and promote respect for individual differences within the team. Coaches help athletes grow by focusing on what they do best and demonstrate positive values such as honesty, discipline, and teamwork.

The weighted mean of 4.47 with a standard deviation of 0.59 indicates a very high level of Positive Psychology-based Coaching Practices in terms of strength and values. This signifies that coaches frequently cultivate an environment that highlights individual talents, fosters ethical behavior, and

reinforces teamwork, which may contribute to athletes' personal growth, motivation, and overall development.

Table II. Level of Positive Psychology-based Coaching Practices in terms of Strength and Values

| Statements | Mean | SD | Remarks |
|--|------------------|------|----------------|
| Recognize each athlete's unique strengths in training and competition. | 4.62 | 0.49 | Strongly Agree |
| Encourage athletes to use their strengths to face challenges. | 4.51 | 0.52 | Strongly Agree |
| Promote respect for individual differences within the team. | 4.48 | 0.53 | Strongly Agree |
| Help athletes grow by focusing on what they do best. | 4.27 | 0.71 | Strongly Agree |
| Show positive values like honesty, discipline, and teamwork. | 4.47 | 0.64 | Strongly Agree |
| Weighted Mean | 4.47 | | |
| SD | 0.59 | | |
| Verbal Interpretation | Very High | | |

The findings illustrate that strength and value-oriented coaching practices are highly evident in the coaching environment. Coaches frequently recognize and develop individual strengths, model positive behavior, and encourage respect and collaboration, emphasizing that cultivating these attributes is a key component of effective coaching.

Table 3 shows the level of Positive Psychology-based Coaching Practices in terms of compassion and empathy as perceived by the respondents.

The results demonstrate that coaches show understanding when athletes struggle with performance or personal challenges. They also express care for athletes' overall well-being, offer support in times of stress or difficulty, consider athletes' emotional needs when making decisions, and create a safe and supportive environment where athletes feel valued.

Table III: Level of Positive Psychology-based Coaching Practices in terms of Compassion and Empathy

| Statements | Mean | SD | Remarks |
|--|------------------|------|----------------|
| Show understanding when athletes struggle with performance or personal challenges. | 4.61 | 0.50 | Strongly Agree |
| Express care for athletes' overall well-being beyond sports performance. | 4.53 | 0.53 | Strongly Agree |
| Offer support when athletes experience stress or difficulties. | 4.49 | 0.65 | Strongly Agree |
| Consider the emotional needs of athletes when making decisions. | 4.31 | 0.71 | Strongly Agree |
| Create a safe and supportive environment where athletes feel valued. | 4.51 | 0.66 | Strongly Agree |
| Weighted Mean | 4.49 | | |
| SD | 0.64 | | |
| Verbal Interpretation | Very High | | |

The weighted mean of 4.49 with a standard deviation of 0.64 indicates a very high level of Positive Psychology-based

Coaching Practices in terms of compassion and empathy. This signifies those coaches frequently provide support and understanding, promoting emotional safety and fostering a nurturing environment that encourages athletes' confidence, well-being, and engagement.

Table IV. Level of Positive Psychology-based Coaching Practices in terms of Altruism

| Statements | Mean | SD | Remarks |
|---|------------------|------|----------------|
| Put athletes' needs first. | 4.60 | 0.49 | Strongly Agree |
| Offer support even outside regular training time. | 4.49 | 0.59 | Strongly Agree |
| Help athletes balance school, sports, and personal life. | 4.45 | 0.62 | Strongly Agree |
| Show kindness and generosity in everyday interactions. | 4.40 | 0.70 | Strongly Agree |
| Treat all athletes fairly, no matter their performance level. | 4.51 | 0.57 | Strongly Agree |
| Weighted Mean | 4.49 | | |
| SD | 0.60 | | |
| Verbal Interpretation | Very High | | |

Table 4 illustrates the level of Positive Psychology-based Coaching Practices in terms of altruism as perceived by the respondents.

The results reveal that coaches prioritize athletes' needs, provide support even outside regular training hours, help athletes balance school, sports, and personal life, show kindness and generosity in daily interactions, and treat all athletes fairly regardless of their performance level.

The weighted mean of 4.49 with a standard deviation of 0.60 indicates a very high level of Positive Psychology-based Coaching Practices in terms of altruism. This signifies that coaches frequently model selflessness, fairness, and support, which fosters a respectful and motivating environment that encourages athletes' growth, commitment, and well-being.

The findings show that altruism-focused coaching practices are highly evident in the coaching environment. Coaches consistently demonstrate fairness, generosity, and prioritization of athletes' needs, emphasizing that selfless coaching is crucial for developing trust, motivation, and ethical behavior among athletes.

Table V. Level of Positive Psychology-based Coaching Practices in terms of Mindfulness

| Statements | Mean | SD | Remarks |
|---|------------------|------|----------------|
| Encourage athletes to focus on the present during practice and games. | 4.66 | 0.48 | Strongly Agree |
| Teach athletes how to avoid distractions and stay on task. | 4.56 | 0.57 | Strongly Agree |
| Stay calm and composed, especially during stressful situations. | 4.48 | 0.61 | Strongly Agree |
| Help athletes reflect on their performance with an open mind. | 4.40 | 0.70 | Strongly Agree |
| Guide athletes to focus on what they can control. | 4.39 | 0.64 | Strongly Agree |
| Weighted Mean | 4.50 | | |
| SD | 0.61 | | |
| Verbal Interpretation | Very High | | |

Table 5 presents the level of Positive Psychology-based Coaching Practices in terms of mindfulness as perceived by the respondents.

The results reveal that coaches encourage athletes to focus on the present during practice and competitions, teach strategies to avoid distractions, remain calm during stressful situations, help athletes reflect on their performance with an open mind, and guide them to focus on controllable aspects of performance.

The weighted mean of 4.50 with a standard deviation of 0.61 indicates a very high level of Positive Psychology-based Coaching Practices in terms of mindfulness. This signifies that coaches frequently promote awareness, focus, and composure, which helps athletes manage stress, improve concentration, and perform effectively.

The findings illustrate that mindfulness-oriented coaching practices are highly evident in the coaching environment. Coaches consistently emphasize present-moment focus, calmness, and reflective thinking, highlighting that cultivating mindfulness is essential for enhancing athletes' performance, engagement, and psychological resilience.

Table VI. Level of Resilience of Student Athletes in terms of Confidence-Resilience

| Statements | Mean | SD | Remarks |
|---|------------------|------|----------------|
| I face challenges in sports with confidence and determination. | 4.64 | 0.51 | Strongly Agree |
| I maintain a positive attitude even under pressure. | 4.50 | 0.54 | Strongly Agree |
| I show courage when dealing with difficult training situations. | 4.46 | 0.71 | Strongly Agree |
| I believe in the ability to achieve goals despite setbacks. | 4.38 | 0.67 | Strongly Agree |
| I recover from mistakes by focusing on improvement. | 4.49 | 0.59 | Strongly Agree |
| Weighted Mean | 4.49 | | |
| SD | 0.62 | | |
| Verbal Interpretation | Very High | | |

The results reveal that student-athletes consistently face challenges in sports with confidence and determination. They maintain a positive attitude even under pressure, show courage when dealing with difficult training situations, believe in their ability to achieve goals despite setbacks, and recover from mistakes by focusing on improvement.

The weighted mean of 4.49 with a standard deviation of 0.62 indicates a very high level of confidence-resilience among student-athletes. This signifies that athletes frequently demonstrate self-assurance and determination, which enable them to confront challenges, learn from setbacks, and maintain motivation during training and competitions.

Table 7 below shows the level of student-athletes' resilience in terms of focused-resilience as perceived by the respondents.

The results demonstrate that student-athletes concentrate fully on their goals despite distractions, direct energy toward completing tasks without being sidetracked, ignore negative influences during training or competition, persist in maintaining focus during long and difficult practices, and channel attention toward strategies that improve performance.

Table VII. Level of Integrating Traditional Music into Non-music Subjects like PE in terms of Comfort of Discomfort with this Approach

| Statements | Mean | SD | Remarks |
|---|----------------------------------|------|----------------|
| I concentrate fully on goals despite distractions. | 4.66 | 0.48 | Strongly Agree |
| I direct energy toward achieving tasks without being sidetracked. | 4.55 | 0.57 | Strongly Agree |
| I ignore negative influences that may affect training or competition. | 4.34 | 0.63 | Strongly Agree |
| I persist in maintaining focus during long and difficult practices. | 4.43 | 0.70 | Strongly Agree |
| I channel attention toward strategies that improve performance. | 4.53 | 0.58 | Strongly Agree |
| Weighted Mean SD Verbal Interpretation | 4.50 0.60 Very High | | |

The weighted mean of 4.50 with a standard deviation of 0.60 indicates a very high level of focused-resilience. This signifies that student-athletes frequently maintain concentration, strategic attention, and persistence, which supports their ability to stay engaged and effective during both training and competitive scenarios.

Table VIII. Level of Resilience of Student Athletes in terms of Focused Resilience

| Statements | Mean | SD | Remarks |
|--|----------------------------------|------|----------------|
| I keep working hard even when progress is slow. | 4.62 | 0.49 | Strongly Agree |
| I do not give up when facing challenges. | 4.55 | 0.51 | Strongly Agree |
| I push through tiredness and difficulties in practice and games. | 4.47 | 0.58 | Strongly Agree |
| I keep improving even after mistakes or failures. | 4.42 | 0.67 | Strongly Agree |
| I continue striving for success despite setbacks. | 4.38 | 0.67 | Strongly Agree |
| Weighted Mean SD Verbal Interpretation | 4.49 0.59 Very High | | |

Table 8 illustrates the level of resilience of student-athletes in terms of persistence-resilience as perceived by the respondents.

The results reveal that student-athletes keep working hard even when progress is slow, do not give up when facing challenges, push through tiredness and difficulties in practice and games, continue improving after mistakes or failures, and strive for success despite setbacks.

The weighted mean of 4.49 with a standard deviation of 0.59 indicates a very high level of persistence-resilience. This signifies that athlete frequently demonstrate sustained effort, perseverance, and determination, which enable them to overcome challenges and maintain steady progress toward their goals.

Table 9 presents the level of student-athletes' resilience in terms of optimistic-resilience as perceived by the respondents.

The results demonstrate that student-athletes expect positive outcomes even after setbacks, view challenges as opportunities to grow stronger, see mistakes as chances to

learn and improve, maintain hope during difficult training and competitions, and encourage themselves with positive thoughts in tough situations.

Table IX. Level of Resilience of Student Athletes in terms of Optimistic-Resilience

| Statements | Mean | SD | Remarks |
|--|----------------------------------|------|----------------|
| I expect positive outcomes even after setbacks. | 4.59 | 0.51 | Strongly Agree |
| I view challenges as opportunities to grow stronger. | 4.58 | 0.54 | Strongly Agree |
| I see mistakes as chances to learn and improve. | 4.49 | 0.62 | Strongly Agree |
| I maintain hope during difficult training and competitions. | 4.41 | 0.66 | Strongly Agree |
| I encourage myself with positive thoughts in tough situations. | 4.31 | 0.64 | Strongly Agree |
| Weighted Mean SD Verbal Interpretation | 4.47 0.50 Very High | | |

The weighted mean of 4.47 with a standard deviation of 0.50 indicates a very high level of optimistic-resilience. This signifies that athlete frequently adopt a positive mindset and maintain hope, which allows them to navigate challenges, recover from setbacks, and remain motivated in sports activities.

Table 10 below presents the level of student-athletes' mental wellness in terms of thinking as perceived by the respondents.

The results illustrate that student-athletes frequently practice positive thinking to reduce stress during challenges, consider multiple solutions when faced with problems, control negative thoughts that could affect performance, focus on constructive thoughts instead of dwelling on mistakes, and develop clear strategies to achieve personal and athletic goals.

Table X. Level of Mental Wellness of Student Athletes in terms of Thinking

| Statements | Mean | SD | Remarks |
|--|----------------------------------|------|----------------|
| I practice positive thinking to reduce stress during challenges. | 4.64 | 0.50 | Strongly Agree |
| I consider different solutions when faced with problems. | 4.55 | 0.54 | Strongly Agree |
| I control negative thoughts that may affect performance. | 4.51 | 0.57 | Strongly Agree |
| I focus on constructive thoughts instead of dwelling on mistakes. | 4.36 | 0.70 | Strongly Agree |
| I develop clear strategies to achieve personal and athletic goals. | 4.43 | 0.61 | Strongly Agree |
| Weighted Mean SD Verbal Interpretation | 4.50 0.59 Very High | | |

The weighted mean of 4.50 with a standard deviation of 0.59 indicates a very high level of mental wellness in terms of thinking. This signifies that student-athletes consistently demonstrate cognitive awareness, problem-solving skills, and constructive thought patterns, which contribute to their overall psychological resilience and effective performance.

The findings reveal that thinking-oriented mental wellness is highly evident among student-athletes. They regularly exhibit reflective, strategic, and positive thinking habits,

emphasizing the importance of cognitive skills in supporting athletic and personal development.

The results clearly imply that cognitive skills play a vital role in enhancing the mental wellness and resilience of student-athletes. Since athletes consistently practice positive thinking, problem-solving, and control of negative thoughts, they are better able to manage stress, maintain focus, and make effective decisions during training and competition. This suggests that strong thinking habits contribute directly to improved performance and psychological stability. Therefore, it is important for coaching programs to continue developing athletes' cognitive and reflective thinking skills, as these are essential for sustaining mental wellness, resilience, and overall athletic success.

Table 11 below shows the level of student-athletes' mental wellness in terms of feeling as perceived by the respondents.

The results reveal that student-athletes recognize their emotions and understand how these impact performances. They also control anger and frustration in challenging situations, accept both positive and negative emotions as part of personal growth, handle disappointment constructively after setbacks, and demonstrate calmness in difficult circumstances.

Table XI. Level of Mental Wellness of Student Athletes in terms of Feeling

| Statements | Mean | SD | Remarks |
|---|------|--------------|------------------|
| <i>I recognize emotions and understand their impact on performance.</i> | 4.59 | 0.51 | Strongly Agree |
| <i>I control anger or frustration in challenging situations.</i> | 4.52 | 0.58 | Strongly Agree |
| <i>I accept both positive and negative emotions as part of growth.</i> | 4.41 | 0.56 | Strongly Agree |
| <i>I handle disappointment constructively after a loss or mistake.</i> | 4.44 | 0.71 | Strongly Agree |
| <i>I demonstrate calmness when facing difficulties.</i> | 4.45 | 0.57 | Strongly Agree |
| Weighted Mean SD Verbal Interpretation | | 4.48 0.59 | Very High |

The weighted mean of 4.48 with a standard deviation of 0.59 indicates a very high level of mental wellness in terms of feeling. This signifies that athlete frequently display emotional regulation, acceptance, and self-awareness, which support their mental stability, motivation, and interpersonal interactions.

The findings illustrate that feeling-oriented mental wellness is highly evident among student-athletes. They consistently manage emotions effectively, emphasizing that emotional intelligence is critical for both performance and overall well-being

Table 12 below illustrates the level of student-athletes' mental wellness in terms of connecting as perceived by the respondents.

The results reveal that student-athletes build positive relationships with teammates and coaches, communicate openly to strengthen trust, share experiences to foster stronger bonds, contribute positively to team spirit, and maintain healthy social connections that promote well-being.

The weighted mean of 4.51 with a standard deviation of 0.59 indicates a very high level of mental wellness in terms of connecting. This signifies that athlete frequently engage in collaborative, supportive, and trust-building behaviors, which enhance team cohesion, interpersonal skills, and social well-being.

Table XII. Level of Mental Wellness of Student Athlete in terms of Connecting

| Statements | Mean | SD | Remarks |
|---|------|--------------|------------------|
| <i>I build positive relationships with teammates and coaches.</i> | 4.61 | 0.49 | Strongly Agree |
| <i>I communicate openly to strengthen trust within the team.</i> | 4.64 | 0.50 | Strongly Agree |
| <i>I share experiences to create stronger bonds with peers.</i> | 4.48 | 0.59 | Strongly Agree |
| <i>I strengthen team spirit by contributing positively to group activities.</i> | 4.39 | 0.68 | Strongly Agree |
| <i>I maintain healthy social connections that promote well-being.</i> | 4.42 | 0.65 | Strongly Agree |
| Weighted Mean SD Verbal Interpretation | | 4.51 0.59 | Very High |

The findings show that connecting-oriented mental wellness is highly evident among student-athletes. They consistently demonstrate strong relational skills and collaborative attitudes, emphasizing the importance of social connections in promoting resilience, motivation, and overall mental health.

The results clearly imply that strong social connections are essential for the mental wellness and overall development of student-athletes. Since athletes consistently build trust, communicate effectively, and maintain positive relationships with teammates and coaches, they are more likely to experience stronger team cohesion, emotional support, and a sense of belonging. This suggests that healthy interpersonal relationships contribute significantly to resilience, motivation, and psychological well-being in sports.

Table 13 below presents the level of student-athletes' mental wellness in terms of functioning as perceived by the respondents.

The results demonstrate that student-athletes effectively manage their time between academics, sports, and personal life, perform responsibilities consistently, organize priorities to handle multiple demands, maintain consistency in both academic and athletic performance, and follow routines with discipline.

The weighted mean of 4.48 with a standard deviation of 0.60 indicates a very high level of mental wellness in terms of functioning. This signifies that athletes frequently exhibit self-regulation, discipline, and effective management of multiple responsibilities, supporting overall performance and well-being.

The findings illustrate that functioning-oriented mental wellness is highly evident among student-athletes. They consistently display organization, discipline, and reliability,

emphasizing that effective personal and athletic functioning is critical to maintaining mental wellness

Table XIII. Level of Mental Wellness of Student Athletes in terms of Functioning

| Statements | Mean | SD | Remarks |
|---|------|------|------------------|
| I manage time effectively between academics, sports, and personal life. | 4.61 | 0.50 | Strongly Agree |
| I perform responsibilities consistently in training and schoolwork. | 4.53 | 0.56 | Strongly Agree |
| I organize priorities to handle multiple demands successfully. | 4.45 | 0.58 | Strongly Agree |
| I maintain consistency in both academic and athletic performance. | 4.39 | 0.61 | Strongly Agree |
| I demonstrate discipline in following routines and schedules. | 4.44 | 0.70 | Strongly Agree |
| Weighted Mean | 4.48 | | Very High |
| SD | 0.60 | | |
| Verbal Interpretation | | | |

Table 14 below presents the significant relationship between Positive Psychology-based Coaching and the resilience of student-athletes. The Pearson Product-Moment Correlation Coefficient was employed to determine the relationship between the dimensions of Positive Psychology-based Coaching

Table XIV. Significant Relationship Between the Positive Psychology-Based Coaching and the Resilience of Student Athletes.

| Positive Psychology | | Resilience | | | |
|------------------------|---------------------|----------------------|--------------------|------------------------|-----------------------|
| | | Confident-resilience | Focused-resilience | Persistence-resilience | Optimistic-resilience |
| Positive Psychology | Pearson Correlation | 0.027 | 0.125 | 0.082 | 0.154 |
| | Sig. (2-tailed) | 0.750 | 0.140 | 0.335 | 0.070 |
| | N | 140 | 140 | 140 | 140 |
| Strength and Values | Pearson Correlation | 0.052 | 0.131 | 0.091 | .201* |
| | Sig. (2-tailed) | 0.544 | 0.122 | 0.286 | 0.017 |
| | N | 140 | 140 | 140 | 140 |
| Compassion and Empathy | Pearson Correlation | 0.01 | 0.127 | -0.07 | 0.119 |
| | Sig. (2-tailed) | 0.911 | 0.134 | 0.412 | 0.162 |
| | N | 140 | 140 | 140 | 140 |
| Altruism | Pearson Correlation | -0.018 | -0.087 | 0.07 | -0.058 |
| | Sig. (2-tailed) | 0.836 | 0.309 | 0.414 | 0.496 |
| | N | 140 | 140 | 140 | 140 |
| Mindfulness | Pearson Correlation | -.186* | 0.086 | 0.088 | 0.02 |
| | Sig. (2-tailed) | 0.028 | 0.312 | 0.302 | 0.818 |
| | N | 140 | 140 | 140 | 140 |

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

The results reveal that Strength and Values has a significant positive relationship with optimistic-resilience p<0.05, indicating that coaching strategies that emphasize athletes' strengths and personal values may help them maintain a more positive outlook and confidence when facing challenges. This means that recognizing individual capabilities

and reinforcing personal values can contribute to developing optimism and psychological endurance among student-athletes.

However, Mindfulness shows a significant negative relationship with confident-resilience p<0.05. This implies that higher levels of mindfulness practices in coaching may sometimes be associated with lower levels of self-confidence in resilience, possibly because increased self-awareness can lead athletes to become more critical or reflective about their limitations. This highlights the need to balance mindfulness strategies with approaches that reinforce athletes' self-belief and confidence

The findings indicate that only limited components of Positive Psychology-based Coaching are associated with student-athletes' resilience. Strength and values appear to support optimistic resilience, while mindfulness shows an inverse relationship with confident resilience. The majority of the relationships are not statistically significant, indicating that the influence of positive psychology-based coaching on resilience may be selective and dependent on specific coaching practices and dimensions of resilience.

Table 15 below presents the significant relationship between Positive Psychology-based Coaching and the mental wellness of student-athletes. The analysis utilized the Pearson Product-Moment Correlation Coefficient to determine the relationship between the dimensions of Positive Psychology-based Coaching.

Table XV. Significant Relationship Between the Positive Psychology-Based Coaching and the Mental Wellness Student Athletes

| Positive Psychology | | Mental wellness | | | |
|------------------------|---------------------|-----------------|---------|------------|-------------|
| | | Thinking | Feeling | Connecting | Functioning |
| Positive Psychology | Pearson Correlation | 0.058 | -0.048 | -0.002 | 0.078 |
| | Sig. (2-tailed) | 0.500 | 0.575 | 0.977 | 0.363 |
| | N | 140 | 140 | 140 | 140 |
| Strength and Values | Pearson Correlation | .188* | 0.021 | 0.132 | -0.068 |
| | Sig. (2-tailed) | 0.026 | 0.805 | 0.121 | 0.423 |
| | N | 140 | 140 | 140 | 140 |
| Compassion and Empathy | Pearson Correlation | 0.155 | 0.091 | .292*** | .187* |
| | Sig. (2-tailed) | 0.068 | 0.287 | <.001 | 0.027 |
| | N | 140 | 140 | 140 | 140 |
| Altruism | Pearson Correlation | -.178* | -0.086 | -0.019 | -.169* |
| | Sig. (2-tailed) | 0.036 | 0.314 | 0.822 | 0.046 |
| | N | 140 | 140 | 140 | 140 |
| Mindfulness | Pearson Correlation | -0.129 | -0.076 | -0.012 | .214* |
| | Sig. (2-tailed) | 0.128 | 0.371 | 0.891 | 0.011 |
| | N | 140 | 140 | 140 | 140 |

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

The results show several significant relationships between the variables. Strength and Values demonstrate a significant

positive relationship with the thinking dimension of mental wellness $p < 0.5$ showing that when coaching emphasizes the recognition of athletes' strengths and personal values, it may help enhance their cognitive outlook and constructive thinking patterns. Compassion and Empathy show a significant positive relationship with both connecting and functioning $p < 0.001$, indicating that supportive and empathetic coaching may strengthen athletes' social relationships and their ability to manage daily tasks and responsibilities effectively. On the other hand, mindfulness also shows a significant positive relationship with functioning $p < .05$, implying that coaching practices that promote awareness and present-moment focus may support athletes in maintaining better self-regulation and performance in their roles and activities.

The findings signify those certain components of Positive Psychology-based Coaching, particularly compassion and empathy, strength and values, and mindfulness, are associated with aspects of student-athletes' mental wellness. However, not all coaching components demonstrate consistent relationships across all dimensions, and some aspects such as altruism may show inverse associations with specific areas of wellness. This indicates that while positive psychology-based approaches can support mental wellness in selected domains, their influence varies depending on the specific coaching strategy and the dimension of wellness being considered.

IV. CONCLUSION

Based on the findings of this study, it can be concluded that:

The results of the study showed that the statement stating that there is no significant relationship between Positive Psychology-based Coaching and student-athletes' resiliency was accepted. The analysis revealed that, although coaches frequently implement practices that promote optimism, recognize strengths, encourage empathy, foster mindfulness, and demonstrate altruism, these interventions alone do not significantly influence the overall resilience of student-athletes. This suggests that resilience is shaped by a combination of coaching practices, personal characteristics, and environmental factors beyond the scope of positive psychology alone.

Similarly, the statement stating that there is no significant relationship between Positive Psychology-based Coaching and student-athletes' mental wellness was accepted. While certain components of coaching, such as Strengths and Values, Compassion and Empathy, and Mindfulness, showed specific significant relationships with select dimensions of mental wellness, overall positive psychology practices did not produce a statistically significant effect. This indicates that mental wellness depends on multiple influences, including personal experiences, support systems, and contextual factors, alongside coaching practices.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations: (1) Teachers and coaches may consistently apply positive psychology-based strategies, such as promoting optimism, recognizing students' or athletes' strengths,

fostering empathy, encouraging mindfulness, and demonstrating altruism, to create a supportive and motivating learning or training environment. (2) Schools may incorporate programs or classroom activities that teach stress reduction, coping skills, and positive thinking strategies to help students and athletes manage academic, social, or competitive pressures. (3) Schools and sports programs may provide additional resources, workshops, and professional development opportunities for teachers and coaches to support both psychological and physical growth, ensuring a well-rounded approach to students' and athletes' overall development. (4) Future studies may explore additional factors affecting student-athletes' resilience and mental wellness, such as personal traits, peer and family support, and environmental influences. Longitudinal or broader studies could examine the long-term impact of positive psychology interventions and include larger, more diverse groups to strengthen the generalizability of results.

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