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Locus of control and stress coping mechanisms: towards developing a psychological resilience program for athletes

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Abstract: This study assessed how student-athletes in the College of Sport Training at Chengdu Sport University assign their locus of control and discover the stress coping mechanisms they employ. The respondents of the study were total pool of 161 student-athletes enrolled in the College of Sport Training at Chengdu Sport University, engaging in diverse sports specifically volleyball, swimming, athletics, aerobics, basketball, tennis, badminton, table tennis, and soft tennis. Based on the findings, the following conclusions were arrived at by the researcher: The study surveyed predominantly male athletes aged 18-20 from various sports divisions, primarily from the Athletics division, with over 2 years of playing experience. Results showed that athletes attribute outcomes to factors like internal control, belief in powerful others, and chance. Self-assessment of their locus of control did not significantly vary based on factors like sex, age, sports division, or years of playing experience. Student athletes demonstrated effective stress coping mechanisms, with active emotional coping being the most commonly used. There was no notable variation in stress coping across demographic and sports-related variables. The study indicates showed stress coping mechanisms, suggesting that their perceived control may impact their stress management.

Keywords: Stress coping; Psychological resilience program; Athletes.

1. Introduction

The fascination with psychological aspects affecting athletic performance dates back to antiquity. However, it wasn't until around five decades ago that sport psychology became a recognized and distinct subject. Numerous psychologists and educators have attempted to bridge the gap between success and failure caused by the interaction of one's intellect and emotions. Sports psychologists have investigated many personality features displayed by sportsmen in this pursuit.

Hamzah and Othman, (2023) said that "locus of control," one of the most popular constructs in this domain, sheds light on whether an individual believes they have control over the causes of their behaviors. This psychological orientation is known as the "locus of control." The study of locus of control may be traced back to the 1960s, when Julian Rotter performed studies to understand how people's behaviors and attitudes influenced their life outcomes.

As a personality trait, locus of control refers to an individual's perspective of the the formation of events. It refers to whether they see events as the product of their own activities or internal factors, or if they attribute them to other elements such as fate, luck, or circumstances. When a person has an internal locus of control, they are considered autonomous since they believe they have influence over their results (Tyler et al., 2020). External causality, on the other hand, might be influenced by others or perceived as impersonal, and is sometimes associated with coincidences or chance (Wang and Hall, 2018).

The locus of control, according to de-Juan-Ripoll et al., (2021) is especially concerned with a person's ability to deal with uncertainty. Individuals with a low tolerance for uncertainty tend to reject change, whereas those with a high tolerance for uncertainty are better at adjusting to change.

According to Farley, (2015), understanding and increasing athletic performance is a primary goal for sports psychologists, coaches, trainers, and athletes. A substantial amount of study has been conducted to investigate the athlete's psychological state prior to participating in sports as a predictor of their later performance. Investigating the impact of superstitious beliefs as a factor may reveal solutions for players to improve their objective performance during games.

Since the mid-1960s, the concept of locus of control has been a constantly researched and intriguing part of personality characteristics. Numerous research on locus of control have been undertaken, with applications ranging from sports to other interpersonal and intrapsychic areas such as information-seeking, political action, defensive externality, and attribution. Despite its long-standing appeal and explanatory value, locus of authority has aroused controversy.

As a result, locus of control can influence an individual's ability to cope with various types of stresses, as well as how an individual perceives stress elements. Furthermore, research has shown that when faced with a task, internally regulated persons use time more productively and proficiently. Athletes that participated in team sports appeared to have a larger external locus of control. Certel and Kozak (2017).

In sports, stress has been discovered as a key component, influencing both performance and social connections. It represents the brain and body's reaction to numerous stimuli. Given this information, it is reasonable to conclude that everyone experiences periodic stress. In sports, an inability to effectively manage stress has been associated to increased anxiety, burnout, lower self-esteem, and performance issues (Li et al., 2017).

Athletes' reactions to stress are a well-studied issue in sport and exercise psychology. Current study of Simpson, et al., (2021) defines stress as a transactional phenomenon,

highlighting the athlete's relationship with their environment. The transactional stress theory is a dynamic process that focuses on the cognitive and psychological components of appraisals and the coping strategies that follow.

Cognitive appraisal is an important notion in this paradigm because it describes how people appraise internal and external stimuli and determine their relevance, particularly in connection to relevant stressors (Tyng, et al., 2017). If the disagreement is regarded meaningful, the performer assesses whether they have the personal resources to deal with the stressor. The stressfulness of an event is determined by the interaction of individual and situational elements, which is referred to as situational dependence. This dynamic procedure takes into account (Darling-Hammond et al., 2020).

According to Lim et al., (2023), coping is defined as an individual's ability to handle environmental stimuli and emotional emotions, is critical in the transactional stress process. Individuals' ability to cope with stress-related responses varies, and inadequate or incorrect use of coping mechanisms can result in unfavorable effects.

The existing literature emphasizes two key coping strategies. The first type of coping, problem-focused coping, entails efforts to address environmental demands, such as seeking help and advice and using rational reasoning to lessen unpleasant affect. The described coping mechanism can be likened to having internal locus of control. The second approach, on the other hand is emotion-focused coping, in which a person attempts to manage emotional reactions to stressors. This may include acts such as blaming others, avoidance, or wishful thinking to excuse performance. This can be likened to having external locus of control. (Stanisł awski, 2019).

The locus of control of an individual can influence how they understand and deal with stressful life circumstances. Those with an internal locus of control are more likely to take quick action to relieve stress and are more confident in negotiating difficult situations. (Au and Savani, 2019). Individuals with an external locus of control, on the other hand, are more prone to explain their stress to outside causes and avoid taking responsibility for their behavior. Blaming external circumstances may have more detrimental than beneficial implications. Furthermore, effective stress management requires individuals to accept responsibility for their behaviors (Reknes, et al., 2019).

This researcher is interested in looking into how university athletes assign their locus of control and, as a result, discover the stress coping mechanisms they employ. There appears to be a new difficulty among the athletes at Chengdu Sports University (CDSU), with increased stress impacting both academic and athletic performance. The consequences go beyond performance and have a considerable impact on athletes' general well-being. This is troubling, especially since more athletes appear to be vulnerable to mental health disorders and physiological injuries as a result of their physical activities.

There may be limited research exploring how China-specific cultural factors, such as collectivism, family and societal expectations, traditional values, among others impact athletes' locus of control and stress coping mechanisms. This is concerning because these factors can play a significant role in shaping athletes' experiences and responses to stress, potentially making them more vulnerable to mental health disorders and physiological injuries as a result of their physical activities. The pressure to conform to cultural norms may increase stress levels and hinder athletes' ability to develop effective coping strategies, thereby affecting their overall well-being and performance.

The succeeding statements are intended to articulate and share the findings of some academic studies focusing on the dynamics of locus of control and their impact on how athletes cope with stress. The ultimate goal is to provide full insights into the complex interplay between locus of control and stress coping methods.

In general, China is not as accepting of sports psychology as other Western nations are, especially when it comes to the locus of control notion. Traditional values and collectivism are examples of cultural characteristics that may lead to the limited application of sports psychology techniques, including locus of control techniques. This idea relates to a person's perception of their level of control over life events, and it can affect how athletes deal with pressure and difficulties.

As a coach at CDSU, the objective is to synthesize and analyze the findings from these focused studies in order to add significant information to the body of knowledge already available on this subject. The purpose of this study is to provide new insights and broaden our understanding of the topic. These insights can then be used by educators and leaders in the sports industry to help players better handle stress, which will improve their general health and performance. This proactive strategy is crucial for supporting Chinese athletes' long-term sporting performance and well-being.

2. Statement of the Problem

This research seeks to address the following key challenges in order to develop appropriate answers:

1. What is the student athlete profile in terms of the following parameters?
   1.1. Sex
   1.2. Age
   1.3. Sports Division
   1.4. Years of Playing
2. What is the student athletes' perception of their locus of control based on the following:
   2.1. Internal Control
   2.2. Powerful Others
   2.3. Chance
3. Is there a significant difference in student athletes' perceptions of their locus of control when their profiles are used as test factors?
4. What is the student athletes' perception of their stress coping mechanisms based on the following:
   4.1. Active Problem Coping
   4.2. Active Emotional Coping
   4.3. Passive Problem Coping
   4.4. Passive Emotional Coping
5. Is there a significant difference in student athletes' perceptions of their stress coping mechanisms when their profiles are used as test factors?
6. Is there a significant relationship between the locus of control and stress coping mechanisms?
7. Based on the study's findings, what program could be proposed?

3. Hypotheses:

In the present study, each of the following null hypotheses will be taken into account:

Ho1: There is no significant difference in student athletes' perceptions of their locus of control when their profiles are used as test factors.

Ho2: There is no significant difference in student athletes' perceptions of their stress coping mechanisms when their profiles are used as test factors.

Ho3: There is no significant relationship between locus of control and stress coping mechanisms.

4. Scope and Delimitations

The main emphasis of the study will be on targeting a particular segment of the athlete population, notably CDSU student athletes who participate in diverse sports. From the total pool of 161 athletes across diverse sports, total enumeration will be utilized. Examining student athletes' locus of control will entail looking into how individuals attribute the outcomes of their acts to self or external sources. Furthermore, the research will look into the various ways of coping with stress used by these student athletes, including both adaptive and maladaptive mechanisms. It is vital to stress that the study will only use quantitative analysis, employing validated psychological measures with proven validity and reliability in previous research studies.

The study does, however, have some limitations. It will concentrate on a specific institutional context and will span only the first semester of the school year 2023-2024. The findings may not be applicable to all universities or time periods. The study's findings may be limited to the setting in which it was done. Recognizing these constraints is critical for maintaining transparency and ensuring that the study's findings are accurately understood within the parameters specified. As a result, the researcher proposes future study avenues to address these constraints and widen the scope of understanding.

5. Research Design

This study's research design is descriptive cross- sectional design. This research method requires thoroughly describing a phenomenon as well as investigating correlations or differences between variables. It is a thorough strategy that assists researchers in developing an in-depth understanding of the problem under assessment.

6. Sampling Method

The research will focus on student-athletes enrolled in the College of Sport Training at Chengdu Sport University, engaging in diverse sports specifically volleyball, swimming, athletics, aerobics, basketball, tennis, badminton, table tennis, and soft tennis.

Diverse sports relate to a broad range of activities that differ in terms of their purpose, regulations, and features. The phrase refers to sports that are distinct from one another in terms of the abilities needed, the playing field, the tools employed, and the general goals of the game. Team sports, individual sports, contact sports, non-contact sports, outdoor activities, indoor games, and other sports demonstrate the diversity of the sport arena.

From the total pool of 161 athletes across diverse sports, total enumeration will be utilized. The graph below presents the distribution.

Table 1 Sampling Method

Diverse Sports Category	Total Number of Student Athletes
Men’s Volleyball	14
Women’s Volleyball	14
Swimming	12
Athletics	30
Aerobics	15
Men’s Basketball	14
Women’s Basketball	14
Tennis	12
Badminton	12
Table Tennis	12
Soft Tennis	12
Total	161

7. Locale

Chengdu Sport University is situated in the southwestern part of Chengdu's downtown district in Sichuan Province. The university is under the administration of the national State General Administration of Sports and the Sichuan provincial government. The Hang Kong Gang Campus is conveniently located approximately 1 kilometer (0.62 mi) from Chengdu Shuangliu International Airport.

Established in 1942, Chengdu Sport University underwent transformations over the years. In 1953, the fully-established system evolved into the Southwest Institute of Sports, later renamed Chengdu Sports University in 1956. Renowned as the most prominent kinesiology university in southwest China, it ranks among the top five in its category. The university has earned acclaim in various sports disciplines such as gymnastics, martial arts, and weightlifting. Moreover, it is recognized as an authoritative institution in sports medicine and the application of Traditional Chinese Medicine (T.C.M.) for the prevention, therapy, and recovery of sports injuries and fatigue.

8. Data Gathering Procedure

The survey questionnaires that will be used in the study are crucial because they will serve as the foundation for gathering data and insights from the participants, who in this case are CDSU student-athletes. To ensure the reliability and validity of these questionnaires, they must be properly scrutinized.

The task at hand will be assigned to specialists in physical education and sports psychology. These seasoned specialists have the knowledge and experience necessary to evaluate the validity, relevance, as well as the potential of the survey responses in order to elicit meaningful replies from respondents. Using their experience, these professionals will play a critical role in evaluating the content of the questionnaires, ensuring that they effectively evaluate locus of control and stress coping mechanism within the study's specific context.

Following this detailed content evaluation, the researcher will write an official letter to the CDSU's Director. Once the necessary approvals have been obtained, the survey questionnaires will be given to the student-athletes for data collection. This data collection phase is scheduled to commence in the first semester of the school year 2023-2024. To guarantee that the study project is completed properly, the researcher will work closely with the selected student-athletes

during this time to acquire important insights and data.

This researcher will gather data online due to scheduling constraints. He will take a number of safety measures, including limiting data access to the researcher alone to reduce the danger of data breaches, to protect the data and preserve the confidentiality and privacy of the participants. Furthermore, the reseracher will establish explicit protocols for the storage, retention, and disposal of data. These protocols will specify the duration of data retention and the secure destruction of data upon its termination.

9. RESULTS AND DISCUSSIONS

The data collection, its findings, and the researcher's analysis are all shown in this section in accordance with the problem statement. There will also be an explanation of his deductions and interpretations based on factual evidence and personal experience.

1. The Profile of the Student Athlete Respondents

Table 2 Frequency Distribution of the Student Athlete Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	81	50.3%
Female	80	49.7%
Total	161	100%
Age		
18-20 years old	85	52.8%
21-23 years old	76	47.2%
Total	161	100%
Sports Division		
Men's Volleyball	14	8.7%
Women's Volleyball	14	8.7%
Swimming	12	7.5%
Athletics	30	18.6%
Aerobics	15	9.3%
Men's Basketball	14	8.7%
Women's Basketball	14	8.7%
Tennis	12	7.5%
Badminton	12	7.5%
Table Tennis	12	7.5%
Soft Tennis	12	7.5%
Total	161	100%
Years of Playing		
Less than 2 years	68	42.2%
More than 2 years	93	57.8%
Total	161	100%

The data shows that student athlete respondents are coming from different sports division, half of the them are male (50.3%), where majority are within the age group of 18-20 years old (52.8%), and have been playing for more than 2 years (57.8%).

This suggests that most of the athletes have a moderate to high degree of experience in the sports they have chosen, demonstrating a sustained dedication to athletic endeavors. Their skill levels, competitiveness, and overall value to their individual sports teams or programs could all be influenced by their experience level.

2. Student Athlete Respondents' Perception of their Locus of Control Based on Internal Control, Powerful Others and Chance

Table 3 Student Athlete Respondents' Perception of their Locus of Control Based on Internal Control

Internal Control	Mean	SD	Qualitative Description	Interpretation	Ranking
When I make plans, I am almost certain to make them work.	3.07	0.82	Agree	Highly Manifested	1
How many friends I have depends on how nice a person I am.	2.96	0.93	Agree	Highly Manifested	3
I can pretty much determine what will happen in my life.	2.94	0.99	Agree	Highly Manifested	4
When I get what I want, it's usually because I worked hard for it.	2.91	0.95	Agree	Highly Manifested	5
My life is determined by my own actions.	3.03	0.92	Agree	Highly Manifested	2
Composite Mean	2.98	0.74	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that when they make plans, they are almost certain to make them work and this was given the highest assessment of 3.07 interpreted as highly manifested. This shows a great sense of responsibility and dedication. This suggests that they are dedicated in achieving their objectives and have confidence in their abilities to carry out their plans successfully. Likewise, they also agree that when they get what they want, it is usually because they worked hard for it, however, it was given the lowest assessment of 2.91 also interpreted as highly manifested. The result indicates that the student athletes' locus of control based on internal control is highly manifested among them based on their own assessment. They understand the value of perseverance and hard work in overcoming challenges and achieving success, in addition to their assurance in their ability to create and accomplish goals.

According to Au and Savani (2019), Those with an internal locus of control are more likely to take quick action to relieve stress and are more confident in negotiating difficult situations. Furthermore, students with an internal locus of control understand that their academic performance is dependent on themselves and will concentrate more on information or knowledge to achieve their objectives. (Sari and Fakhruddiana, 2019)

However, those who internalize control tend not to seek

additional support when confronted with obstacles. This failure to recognize their need for help may be damaging both to themselves and the task in question and results from a belief that success lies within their hands (Galvin et al., 2018).

Table 4 Student Athlete Respondents' Perception of their Locus of Control Based on Powerful Others

Powerful Others	Mean	SD	Qualitative Description	Interpretation	Ranking
I feel like what happens in my life is mostly determined by powerful people.	2.99	0.93	Agree	Highly Manifested	1
My life is chiefly controlled by powerful others.	2.88	1.01	Agree	Highly Manifested	4
Getting what I want requires pleasing those people above me.	2.93	0.96	Agree	Highly Manifested	2.5
In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.	2.93	0.94	Agree	Highly Manifested	2.5
Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.	2.81	0.90	Agree	Highly Manifested	5
Composite Mean	2.91	0.78	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that they feel like what happens in their life is mostly determined by powerful people and this was given the highest assessment of 2.99 interpreted as highly manifested. Likewise, they also agree that although they might have good ability, they will not be given leadership responsibility without appealing to those in positions of power, however, it was given the lowest assessment of 2.81 also interpreted as highly manifested. The result indicates that student athlete respondents' locus of control based on powerful others is highly manifested among them based on their own assessment. This implies that they believe that those with power or authorities have a significant influence on their life experiences, including their ability to assume leadership positions and take advantage of other opportunities.

Individuals who perceive a high level of control over life events, according to Khumalo and Plattner (2019), are more likely to take proactive measures when confronted with obstacles. Students who believe power belongs with powerful individuals or is subject to chance, on the other hand, are more likely to experience emotional anguish and choose a passive approach.

Table 5 Student Athlete Respondents' Perception of their Locus of Control Based on Chance

Chance	Mean	SD	Qualitative Description	Interpretation	Ranking
To a great extent my life is controlled by accidental happenings.	2.89	0.97	Agree	Highly Manifested	1
Often there is no chance of protecting my personal interests from bad luck.	2.80	1.01	Agree	Highly Manifested	4
When I get what I want, it's usually because I'm lucky	2.78	0.99	Agree	Highly Manifested	5
It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.	2.85	1.04	Agree	Highly Manifested	2
The success I have is largely a matter of chance	2.81	1.00	Agree	Highly Manifested	3
Composite Mean	2.83	0.87	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

Student athlete respondents agree that to a great extent their life is controlled by accidental happenings and this was given the highest assessment of 2.89 interpreted as highly manifested. This suggests that the student athletes believe that unexpected or unforeseen situations outside of their control affect the direction and outcome of their daily lives. This view implies that they are conscious of how chance influences their opportunities and experiences. Likewise, they also agree that when they get what they want, it is usually because they are lucky, however, it was given the lowest assessment of 2.78 also interpreted as highly manifested. This suggests that they tend to attribute chance or fortunate events for their accomplishments rather than just their own hard work or ability. The result indicates that student athlete respondents' locus of control based on chance is highly manifested among them based on their own assessment.

According to Filipiak and Lubianka (2021), an individual with an external locus of control reacts to external events and sees the consequences as the result of circumstances beyond their control. External locus of control characteristics leads to external influences such as chance or luck, diminishing intrinsic motivation. This orientation shapes an individual's

ability to cope with various stressors as well as their perception of stress.

Moreover, A person who has an external locus of control believes that rewards or outcomes in life are determined by "luck, chance, or powerful others" (Mearns, 2008). If they do not succeed at something they believe that their lack of success is due to forces beyond their control. For example, a student with an external locus of control doesn't receive a good grade on his exam. He concludes that the test was written poorly and the teacher was incompetent. He blames the grade on external factors that were out of his control and doesn't see the need to try harder (Grantz, 2006).

Table 6 Summary of the Student Athlete Respondents' Perception of their Locus of Control

Locus of Control	Mean	SD	Qualitative Description	Interpretation	Ranking
Internal Control	2.98	0.74	Agree	Highly Manifested	1
Powerful Others	2.91	0.78	Agree	Highly Manifested	2
Chance	2.83	0.87	Agree	Highly Manifested	3
Over-all Mean	2.91	0.62	Agree	Highly Manifested	

Legend: 3.51-4.00 Strongly Agree/Very Highly Manifested; 2.51-3.50 Agree/Highly Manifested; 1.51-2.50 Disagree/Lowly Manifested; 1.00-1.50 Strongly Disagree/Very Lowly Manifested

The result shows that student athlete respondents' locus of control based on internal control, powerful others, and chance were highly manifested among them based on their own assessment.

Student athletes believe they have a big impact in what happens to them and how they experience it. They have confidence that they can carry out their plans and accomplish their objectives by working hard and taking initiative. Internal control suggests that the person feels autonomous and accountable for their own life.

Student athletes are also aware of how influential people or organizations may be in determining their performance. They understand how actions made by persons in charge affect what they do and how important it is to approach them for opportunities and leadership roles.

Student athletes also admit that random and unintentional events have influenced their life. They think that in addition to their own efforts and the influence of powerful others, luck plays a big part in deciding how they performed and their achievements.

The over-all mean value of 2.91 indicates that there is a high level of manifestations of locus of control among the student athlete respondents as assessed by themselves.

3. Differences in the Perception of Student Athlete Respondents of their Locus of Control in terms of Sex, Age, Sports Division and Years of Playing

Table 7 Differences in the Perception of Student Athlete Respondents of their Locus of Control when their Sex is Taken as Test Factor

Locus of Control	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Internal Control	Male	3.06	0.66	1.35	0.18	Accepted	Not Significant
	Female	2.90	0.81				
Powerful Others	Male	2.91	0.80	0.03	0.98	Accepted	Not Significant
	Female	2.91	0.76				
Chance	Male	2.91	0.79	1.20	0.23	Accepted	Not Significant
	Female	2.75	0.93				
Over-all	Male	2.96	0.59	1.10	0.27	Accepted	Not Significant
	Female	2.85	0.65				

The table shows that Internal Control obtained a computed t- value of 1.35 with a significance value of 0.18. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Powerful Others obtained a computed t- value of 0.03 with a significance value of 0.98. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Chance obtained a computed t- value of 1.20 with a significance value of 0.23. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the respondents when their sex is taken as a test factor.

The overall result shows that having obtained a computed t- value of 1.10 with a significance value of 0.27, there is no significant difference in the assessment of student athlete respondents on their locus of control based on internal control, powerful others, and chance regardless of their sex. This indicates that male and female student athletes have relatively the same perceptions of their locus of control in general.

Table 8 Differences in the Perception of Student Athlete Respondents of their Locus of Control when their Age is Taken as Test Factor

Locus of Control	Age	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Internal Control	18-20 y/o	3.08	0.68	1.85	0.07	Accepted	Not Significant
	21-23 y/o	2.87	0.79				
Powerful Others	18-20 y/o	2.87	0.79	-0.67	0.51	Accepted	Not Significant
	21-23 y/o	2.95	0.77				
Chance	18-20 y/o	2.88	0.89	0.78	0.44	Accepted	Not Significant
	21-23 y/o	2.77	0.85				
Over-all	18-20 y/o	2.94	0.63	0.81	0.42	Accepted	Not Significant
	21-23 y/o	2.86	0.61				

The table shows that Internal Control obtained a computed t- value of 1.85 with a significance value of 0.07. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

Powerful Others obtained a computed t- value of -0.67 with a significance value of 0.51. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their age is taken as a test factor.

Chance obtained a computed t- value of 0.78 with a significance value of 0.44. Since the significance value is less than 0.05, the null hypothesis is rejected which means that there is a significant difference in the assessment of the respondents when their age is taken as a test factor.

The overall result shows that having obtained a computed t- value of 0.81 with a significance value of 0.42, there is no significant difference in the assessment of student athlete respondents on their locus of control based on internal control, powerful others, and chance when their age is taken as test factor. This further shows that student athletes have relatively the same perceptions of their locus of control in general regardless of their age.

Table 9 Differences in the Assessment of Student Athlete Respondents of their Locus of Control when their Sports Division is Taken as Test Factor

Locus of Control	Sports Division	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Internal Control	Men's Volleyball	2.74	0.78	0.97	0.47	Accepted	Not Significant
	Women's Volleyball	2.89	0.91				
	Swimming	2.82	0.86				
	Athletics	3.15	0.45				
	Aerobics	2.86	0.72				
	Men's Basketball	3.03	0.78				
	Women's Basketball	2.64	0.93				
	Tennis	3.27	0.79				
	Badminton	3.15	0.46				
	Table Tennis	3.07	0.78				
	Soft Tennis	3.02	0.81				
Powerful Others	Men's Volleyball	3.34	0.79	1.76	0.07	Accepted	Not Significant
	Women's Volleyball	2.64	0.86				
	Swimming	2.78	0.81				
	Athletics	2.59	0.65				
	Aerobics	3.21	0.69				
	Men's Basketball	2.70	0.80				
	Women's Basketball	2.90	0.45				
	Tennis	3.12	0.59				
	Badminton	3.13	0.72				
	Table Tennis	2.98	0.92				
	Soft Tennis	2.98	1.09				
Chance	Men's Volleyball	3.01	0.94	1.07	0.39	Accepted	Not Significant
	Women's Volleyball	2.83	0.90				
	Swimming	2.67	1.03				
	Athletics	2.77	0.67				
	Aerobics	2.45	0.94				
	Men's Basketball	2.69	0.80				
	Women's Basketball	2.99	0.97				
	Tennis	3.13	0.94				
	Badminton	2.92	0.52				
	Table Tennis	3.25	0.67				
	Soft Tennis	2.53	1.16				
Over-all	Men's Volleyball	3.03	0.68	0.70	0.72	Accepted	Not Significant
	Women's Volleyball	2.79	0.62				
	Swimming	2.76	0.81				
	Athletics	2.84	0.49				
	Aerobics	2.85	0.64				
	Men's Basketball	2.81	0.61				
	Women's Basketball	2.84	0.60				
	Tennis	3.17	0.62				
	Badminton	3.07	0.33				
	Table Tennis	3.10	0.63				
	Soft Tennis	2.85	0.85				

The table shows that Internal Control obtained a computed F- value of 0.97 with a significance value of 0.47. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference

in the assessment of the respondents when their sports division is taken as a test factor.

Powerful Others obtained a computed F- value of 1.76 with a significance value of 0.07. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sports division is taken as a test factor.

Chance obtained a computed F- value of 1.07 with a significance value of 0.39. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sports division is taken as a test factor.

The overall result shows that having obtained a computed F- value of 0.70 with a significance value of 0.72, there is no significant difference in the assessment of student athlete respondents on their locus of control based on internal control, powerful others, and chance when their sports division is taken as test factor. This further shows that student athletes have relatively the same perceptions of their locus of control in general regardless of the sports division they belong. According to Certel and Kozak (2017) Athletes participating in team sports reported higher external locus of control.

Table 10 Differences in the Perception of Student Athlete Respondents of their Locus of Control when their Years of Playing is Taken as Test Factor

Locus of Control	Years of Playing	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Internal Control	< 2 years	3.00	0.79	0.23	0.82	Accepted	Not Significant
	>2 years	2.97	0.70				
Powerful Others	< 2 years	3.03	0.78	1.72	0.09	Accepted	Not Significant
	>2 years	2.82	0.77				
Chance	< 2 years	2.91	0.90	1.06	0.29	Accepted	Not Significant
	>2 years	2.77	0.84				
Over-all	< 2 years	2.98	0.66	1.31	0.19	Accepted	Not Significant
	>2 years	2.85	0.59				

The table shows that Internal Control obtained a computed t- value of 0.23 with a significance value of 0.82. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of playing is taken as a test factor.

Powerful Others obtained a computed t- value of 1.72 with a significance value of 0.09. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of playing is taken as a test factor.

Chance obtained a computed t- value of 1.06 with a significance value of 0.29. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their years of playing is taken as a test factor.

The overall result shows that having obtained a computed t- value of 1.31 with a significance value of 0.19, there is no significant difference in the assessment of student athlete respondents on their locus of control based on internal control, powerful others, and chance when their years of playing is taken as test factor. This further indicates that student athletes have relatively the same perceptions of their locus of control in general regardless of how long they have been playing.

4. Student Athlete Respondents' Perception of their Stress Coping Mechanisms Based on Active Problem Coping, Active Emotional Coping, Passive Problem Coping and Passive Emotional Coping

Table 11 Student Athlete Respondents' Perception of their Stress Coping Mechanisms Based on Active Problem Coping

Active Problem Coping	Mean	SD	Qualitative Description	Interpretation	Ranking
I discuss issues with teachers, family, seniors or friends and classmates and ask for their opinions.	2.89	0.91	Agree	High Level	1
When I encounter conflicts in my academic study and activities, I will first arrange and plan.	2.84	0.99	Agree	High Level	2
I simplify the question and make it easy to solve.	2.83	1.01	Agree	High Level	3.5
I use a calm and optimistic attitude to think about how to cope with the problem.	2.83	1.02	Agree	High Level	3.5
I stay up finishing my homework until midnight.	2.78	1.01	Agree	High Level	5
Composite Mean	2.83	0.81	Agree	High Level	

Legend: 3.51-4.00 Completely Agree/Very High Level; 2.51-3.50 Agree/High Level; 1.51-2.50 Disagree/Low Level; 1.00-1.50 Completely Disagree/Very Low Level

Student respondents agree that they discuss issues with teachers, family, seniors or friends and classmates and ask for their opinions and this was given the highest assessment of 2.89 interpreted as to a high level. They actively solve problems by getting suggestions and counsel from a variety of sources. This approach shows a readiness to confront problems and look for cooperative and communicative solutions. Likewise, they also agree that they stay up finishing

their homework until midnight, however, it was given the lowest assessment of 2.78 also interpreted as to a high level. This behavior implies a coping strategy where they put in more time and effort to finish projects even if it also shows a high level of dedication to academic duties. This could be a tactic to meet academic requirements and manage workload.

The result indicates that student athlete respondents' stress coping mechanisms in terms of active problem solving was of high level based on their own assessment. This indicates a proactive approach to managing stress and challenges.

Problem-focused coping aims to change or eliminate the source of your stress. This type of coping works if you have some control over the situation that is causing you stress. (Caga, J. et al., 2021)

Problem-focused coping involves figuring out ways to alleviate stress, setting clear objectives, and taking action to resolve issues. Nielsen & Knardahl (2014) have a positive stand on this coping strategy, as it has been shown to reduce long-term strain levels. These efforts are meant to either alter the stressful event in order to make it less difficult, or to alter one's stand and reactions to it. Relevant examples include problem solving, decision making, and goal setting. (Carroll L., 2013)

Additionally, active coping is generally associated with intrinsic motivation, as it requires individuals to be actively involved in their own objectives. Engaging in proactive problem-solving can also bring about a feeling of accomplishment, as people observe the progress they have made in their own talents and capacities. Furthermore, individuals may develop a mindset based on the certainty that one's talents and abilities can be strengthened. (Theodoratou M, et al., 2023)

Table 12 Student Athlete Respondents' Perception of their Stress Coping Mechanisms Based on Active Emotional Coping

Emotional Coping	Mean	SD	Qualitative Description	Interpretation	Ranking
I try to adjust my mindset and allow myself to be happier.	2.95	0.93	Agree	High Level	1
I talk with classmates or friends, or disclose to my online friends.	2.83	0.98	Agree	High Level	4.5
I let myself calm down first and think of how to reconcile the negative emotions.	2.88	0.98	Agree	High Level	3
I consider it to be a type of self-challenge.	2.83	1.00	Agree	High Level	4.5
I tell myself to persevere.	2.94	0.98	Agree	High Level	2
Composite Mean	2.89	0.82	Agree	High Level	

Legend: 3.51-4.00 Completely Agree/Very High Level; 2.51-3.50 Agree/High Level; 1.51-2.50 Disagree/Low Level; 1.00-1.50 Completely Disagree/Very Low Level

Student respondents agree that try to adjust my mindset and allow myself to be happier, and this was given the highest assessment of 2.95 interpreted as to a high level. Likewise, they also agree that they talk with classmates or friends, or disclose to my online friend, and that they consider it to be a type of self-challenge. However, it was given the lowest assessment of 2.83 also interpreted as to a high level. They turn to social networks for help when they need to vent or ask for consolation or guidance. Their overall well-being can be enhanced by this proactive approach to making social connections, which can offer emotional validation and perspective. These self-control and emotional resilience methods show an ability for self-regulation. Student athletes show that they can effectively manage and cope with difficult emotional situations by pausing to cool down, thinking back on their feelings, and motivating perseverance. The result indicates that student athlete respondents' stress coping mechanisms in terms of emotional coping was of high level based on their own assessment.

Boersma, K. et al., (2012) stated that Emotion-focused coping strategies can help you change the way you respond to your stress. Emotion approach coping (EAC) is a type of adaptive emotion focused coping strategy, in which individuals deal with their feelings. (Juth V, et al.,2014) EAC is the act of trying to lessen the negative emotions associated with a situation or event. It involves emotional processing, that is the recognition, comprehension, and acceptance of one's emotions, as well as emotional expression, that is the verbal or nonverbal externalization of one's emotions.

Emotional strategies include expressing and managing one's feelings, such as talking to a friend about the problem or writing about it. (Theodoratou M, et al., 2023) According to Carver et al., certain emotion-based tactics are considered effective, such as positive reframing and growth, or acceptance, as they may help individuals to adjust to the situation, and sometimes to also move towards problem-focused coping. These include cognitive restructuring, that is challenging and replacing negative thought patterns into positive ones, as well as mindfulness, which involves focusing on the present moment and accepting thoughts and feelings without judgment.

Table 13 Student Athlete Respondents' Perception of their Stress Coping Mechanisms Based on Passive Problem Coping

Passive Problem Coping	Mean	SD	Qualitative Description	Interpretation	Ranking
I leave aside the problem first.	2.75	0.97	Agree	High Level	1
I passively let nature take its course.	2.66	1.07	Agree	High Level	3
I am used to leaving aside the problem and not handling it for the time being.	2.58	0.99	Agree	High Level	5
I look for religious hope or comfort for my soul.	2.61	1.08	Agree	High Level	4
I decrease my standards and try again with the new standards.	2.71	1.03	Agree	High Level	2
Composite Mean	2.66	0.86	Agree	High Level	

Legend: 3.51-4.00 Completely Agree/Very High Level; 2.51-3.50 Agree/High Level; 1.51-2.50 Disagree/Low Level; 1.00-1.50 Completely Disagree/Very Low Level

Student respondents agree that they leave aside the problem first, and this was given the highest assessment of 2.75 interpreted as to a high level. Similarly, they also agree that they used to leaving aside the problem and not handling it for the time being, however, it was given the lowest assessment of 2.58 also interpreted as to a high level.

It shows that at first, individuals can stay away from tackling problems or pressures directly. While putting a problem on hold for the time being or managing strong emotions can sometimes be beneficial strategies, relying too much on avoidance might ultimately result in unsolved difficulties and increased stress. They tend to put off dealing with issues rather than actively confronting or resolving them. Although this could offer short-term break, it may increase stress and interfere with efficient problem-solving.

The result shows that student athlete respondents' stress coping mechanisms in terms of passive problem coping was of high level based on their own assessment.

Passive coping skills are mechanisms you can use to help manage complex thoughts and feelings. They involve accepting the situation or distracting yourself from it. Examples of passive coping skills include, Deep breathing, taking a hot bath, creating a craft or art piece, Journaling, Reading, going for a walk and Listening to music. (GoodTherapy, 2023)

For athletes, physical activities can help to reduce the physical symptoms of stress, including headaches, muscle tension, and insomnia. Physical exercise in particular may contribute to stress alleviation by releasing endorphins that act as natural painkillers and improve mood. (Theodoratou M. et al., 2023)

Table 14 Student Athlete Respondents' Perception of their Stress Coping Mechanisms Based on Passive Emotional Coping

Passive Emotional Coping	Mean	SD	Qualitative Description	Interpretation	Ranking
*1. I give up and blame God for being unfair when I face stress.	2.31	1.04	Agree	High Level	1
*2. I put my anger or fretful emotions on others.	2.35	1.09	Agree	High Level	3
*3. I blame myself, retreat or shut myself away when I face stress.	2.32	1.12	Agree	High Level	2
*4. I generalize that I have bad luck when I face stress.	2.41	1.07	Agree	High Level	5
*5. I make my friends uncomfortable when they provoke me when I am feeling down.	2.37	1.08	Agree	High Level	4
Composite Mean	2.35	0.94	Agree	High Level	

Legend: 1.00-1.50 Completely Agree/Very High Level; 1.51-2.50 Agree/High Level; 2.51-3.50 Disagree/Low Level; 3.51-4.00 Completely Disagree/Very Low Level

Note: Items with asterisk (*) were inversely scored

Student respondents agree that they give up and blame God for being unfair when they face stress, and this was given the highest assessment of 2.31 interpreted as to a high level. Similarly, they also agree that they generalize that they have bad luck when they face stress, however, it was given the lowest assessment of 2.41 also interpreted as to a high level. The result shows that student athlete respondents' stress coping mechanisms in terms of passive emotional coping was of high level based on their own assessment.

This implies that they are likely to take a passive approach and blame their pressures on outside forces that are out of their control, including fate or supernatural intervention.

The data gathered suggests that student athletes could gain from practicing more proactive and flexible emotional coping mechanisms. Although passive coping techniques could provide brief rest, they might not contribute in long-term stress management or efficient problem-solving. Student athletes' resilience can be improved by encouraging them to use proactive coping mechanisms like asking for social support, meditating, or changing the way they think about bad situations.

Athletes who experience high amounts of stress are more likely to burn out, according to research conducted in 2017 by Lee, Kang, and Kim. This highlights the vital need of understanding and addressing stress variables in the sporting context in order to prevent the potential negative impacts on players' well-being and performance. To handle the severe physical, psychological, and emotional demands on these athletes, they must develop and employ a variety of efficient coping mechanisms. (Martin, 2018). It has been demonstrated that how an athlete evaluates and copes with the demands of their activity has a substantial impact on their performance as well as their general well-being (Lopes Dos Santos et al., 2020).

Table 15 Summary of the Student Athlete Respondents' Perception of their Stress Coping Mechanisms

Stress Coping Mechanisms	Mean	SD	Qualitative Description	Interpretation	Ranking
Active Problem Coping	2.83	0.81	Agree	High Level	2
Active Emotional Coping	2.89	0.82	Agree	High Level	1
Passive Problem Coping	2.66	0.86	Agree	High Level	3
*4. Passive Emotional Coping	2.35	0.94	Agree	High Level	4
Over-all Mean	2.68	0.39	Agree	High Level	

Legend: 3.51-4.00 Completely Agree/Very High Level; 2.51-3.50 Agree/High Level; 1.51-2.50 Disagree/Low Level; 1.00-1.50 Completely Disagree/Very Low Level

Note: Item with asterisk (*) was inversely scored

The result above shows that the stress coping mechanisms of student athlete respondents was of high level in general.

Based from the results, student athlete respondents have seen themselves to have a high level of stress coping mechanism in terms of active emotional coping as this ranked first among the four identified mechanisms. Student athlete respondents ranked this as the most effective coping strategy, indicating that they believe they are skilled at handling their emotions in challenging circumstances. Examples of active emotional coping include seeking social support, practicing relaxation techniques, and engaging in activities that promote emotional well-being.

Second in rank was on active problem coping, Student athlete respondents ranked this as the second most effective coping strategy, suggesting that they feel confident in their ability to identify and tackle stressors head-on.

Examples of active problem coping include problem-solving, goal setting, and seeking advice or guidance when needed.

Third on passive problem coping, Student athlete respondents ranked this as the third most effective coping strategy, indicating that while they may acknowledge the need to address problems, they may not always take immediate action. Examples of passive problem coping include procrastination, denial, or ignoring stressors in the hope that they will resolve themselves.

While least in rank was on passive emotional coping. Student athlete respondents ranked this as the least effective coping strategy, suggesting that they may not rely heavily on passive emotional coping strategies. Examples of passive emotional coping include giving up, blaming external factors, or feeling overwhelmed by stress without taking active steps to address emotions.

Fundamentally, the student-athlete experience is stressful, with collegiate athletes feeling pressure to perform at a high standard both athletically and academically (Hamlin et al. 2019).

One of the most crucial aspects of helping student-athletes cope with the stress of athletics and academics is through a development of their motivation. According to Chiou et al. (2020), “It was found that those athletes who engage in sports purely for the intrinsic reasons such as fun and enjoyment are working hard during seasons, which subsequently predicted their end-season goal attainments.” In other words, a high level of intrinsic motivation is a key indicator of future success in each sport.

Cowden et al. (2019) stated that athletes with high personal standards for themselves tend to have greater levels of mental toughness as well as self-determined motivation.

Another aspect to helping students-athletes cope with the stress that they face is building a sense of community. Developing a safe community for student-athletes is important for helping them recognize that they do not have to manage their stress on their own. One of the coaches interviewed in the study of Herman (2021) mentioned that he attempts to develop community on his team by utilizing prayer groups. This allows his athletes to recognize that they are not only part of a team community, but also part of a larger faith community. Other coaches mentioned that they believe the community aspect of their sport allows it to be a positive outlet for them in dealing with stress and anxiety.

5. Differences in the Perception of Student Athlete Respondents of their Stress Coping Mechanisms when their profiles are used as test factors

Table 16 Differences in the Perception of Student Athlete Respondents of their Stress Coping Mechanisms when their Sex is Taken as Test Factor

Stress Coping Mechanisms	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Active Problem Coping	Male	2.92	0.77	1.44	0.15	Accepted	Not Significant
	Female	2.74	0.84				
Active Emotional Coping	Male	3.04	0.77	2.42	0.17	Accepted	Not Significant
	Female	2.73	0.85				
Passive Problem Coping	Male	2.62	0.80	-0.59	0.55	Accepted	Not Significant
	Female	2.70	0.91				
Passive Emotional Coping	Male	2.42	0.97	0.98	0.33	Accepted	Not Significant
	Female	2.28	0.90				
Over-all	Male	2.75	0.35	2.29	0.23	Accepted	Not Significant
	Female	2.61	0.42				

The table shows that Active Problem Coping obtained a computed t- value of 1.44 with a significance value of 0.15. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Active Emotional Coping obtained a computed t- value of 2.42 with a significance value of 0.17. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Passive Problem Coping obtained a computed t- value of -0.59 with a significance value of 0.55. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

Passive Emotional Coping obtained a computed t- value of 0.98 with a significance value of 0.33. Since the significance value is more than 0.05, the null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when their sex is taken as a test factor.

The overall result shows that having obtained a computed t- value of 2.29 with a significance value of 0.23, there is no significant difference in the assessment of student athlete respondents on their stress coping mechanisms when their sex is taken as test factor. This further shows that male and female student athletes have relatively the same perceptions of their stress coping mechanisms in terms of active problem coping, active emotional coping, passive problem coping, and passive emotional coping.

Previous research addressed gender differences in coping strategies. According to the research of Meléndez JC (2012), It has been suggested that women tend to employ emotion-focused and avoidance coping more frequently, whereas men typically use problem-focused coping.

10. Conclusion

Based on the findings of this study, the researcher came up with the following conclusions:

1.This study conducted a survey involving predominantly male, within the age group of 18-20 years old, from various sports division but most numbers are from the Athletics division and have been playing for more than 2 years.

2.The data shows that student athlete respondents' locus of control based on Internal Control, on Powerful Other and on chance is highly manifested among them based on their own assessment.

3.This study found no significant difference in student athletes self-assessment of their locus of control based on internal control, powerful others, and chance when considering factors such as sex, age, sports division and years of playing.

4.The data shows that student athletes exhibit a high level of stress coping mechanisms, particularly in terms of Active Emotional Coping ranking first. Followed by Active Problem Coping, Passive Problem Coping and Passive Emotional Coping.

5.This study found no significant difference in student athletes' perception of their Stress Coping Mechanisms in terms of Active Problem Coping, Active Emotional Coping, Passive Problem Coping and Passive Emotional Coping when considering factors such as sex, age, sports division and years of playing.

6.In conclusion, the research findings reveal that the locus of control of student athletes is significantly correlated to a moderate degree with their over-all stress coping mechanisms. This indicates that the student athletes' locus of control based on could somehow be affected by their stress coping mechanisms.

7.The program outlined in this research aims to enhance athletes' internal control beliefs and stress coping skills to improve their psychological resilience, overall well-being, and performance in athletic endeavors. Through targeted interventions and support, athletes can develop stronger mental fortitude, leading to enhanced performance and satisfaction in their athletic pursuits.

11. Recommendations

1.It is recommended to encourage greater diversity of participants in future researches to guarantee a representative sample across various demographics, including age, sex, and sports divisions. This will give researchers a more thorough understanding of the variables affecting student athletes' locus of control and stress-coping mechanisms.

2.It is recommended to empower student athletes and improve their resilience and agency, put mentorship programs into place, encourage good role modeling, provide training in negotiation and conflict resolution, and develop an atmosphere of open communication, cooperation, and teamwork within the sports community.

3.It is recommendend to create and put into practice counseling and assistance programs that deal with locus of control problems generally rather than concentrating on particular demographic characteristics. This guarantees that, irrespective of their sex, age, sport, or number of years played, all student athletes receive pertinent support.

4.It is recommended to provide training and workshops aimed at improving active emotional coping skills, like practicing relaxation techniques, reaching out to others for support, and creating emotional regulation strategies. Urge student athletes to take charge of their emotional control in high-pressure circumstances. Inform student athletes of the possible negative effects of passive coping mechanisms like denial and avoidance. Encourage the use of proactive, solution-focused coping strategies by offering advice on when passive coping may be less successful.

5.It is recommeneded to invite student athletes to join peer support groups and networks so they may exchange stories, coping mechanisms, and advice on how to handle stress. Promote teamwork, compassion, and assistance to one another among athletes.

6.It is recommended to establish a comprehensive strategy that simultaneously deals with stress coping mechanisms and locus of control beliefs. Offer student athletes support systems and activities that will help them improve their ability to manage stress and develop a stronger feeling of internal control. By emphasizing both, schools may enable student athletes to take charge of their experiences and reactions to stress, which will enhance their resilience, well-being, and performance on and off the playing field.

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