

Self-Esteem and Performance Anxiety of Student Athletes

Marlo F. De Onor

Filamer Christian University Inc.

marlodeonor0@gmail.com

Article Details:

Received: 11 June 2026

Revised: 17 June 2026

Accepted: 21 June 2026

Published: 30 June 2026

Corresponding Email:

micabrias@national-u.edu.ph

Recommended Citation:

De Onor, M. F. (2026). Self-Esteem and Performance Anxiety of Student Athletes. The International Review of Multidisciplinary Research. 1 (8), 394-405.

<https://doi.org/10.67167/vertex.621>

Index Terms:

self-esteem, performance anxiety, student athletes, sports, cognitive, semantic

Abstract. This study aimed to determine the relationship between self-esteem and performance anxiety among student-athletes of Florentina B. Degala National High School in the District of Maayon during the School Year 2025–2026. Specifically, it sought to assess the levels of self-esteem and performance anxiety among student-athletes and determine whether a significant relationship exists between these variables. The study employed a quantitative research approach using a survey-correlational design. The participants consisted of seventy-three (73) student-athletes selected from a total population of ninety (90) through stratified random sampling. A researcher-adapted survey questionnaire consisting of sixty (60) items was utilized as the primary data-gathering instrument. Prior to its administration, the instrument underwent pilot testing among thirty (30) student-athletes from Yating National High School in the District of Pilar, Capiz, who were not included in the actual study participants. Descriptive statistical tools such as frequency counts, means, and standard deviations were used to analyze the demographic profile of the respondents and determine their levels of self-esteem and performance anxiety. Inferential statistical tools, including Analysis of Variance (ANOVA) and Pearson Product-Moment Correlation Coefficient (Pearson's r), were employed to identify significant differences and determine the relationship between the variables. All inferential analyses were tested at the 0.05 level of significance. The findings revealed that the student-athletes generally exhibited a high level of self-esteem and a high level of performance anxiety. Furthermore, the results indicated a significant relationship between self-esteem and performance anxiety, suggesting that variations in self-esteem are associated with corresponding changes in the performance anxiety experienced by student-athletes.

Introduction

Sports function as the essential elements which enable students to achieve their complete development. Sports activities help students learn discipline and teamwork and perseverance and leadership skills while they build their character and gain confidence and develop abilities to handle life obstacles.

In the Philippines, it maintains sports as a fundamental component which schools use to design their educational activities. Students compete at various levels, from school-based meets to district, provincial, regional, and national competitions such as the Palarong Pambansa. The events serve to identify sports abilities while they build team unity and school pride but the young competitors must deal with mental challenges which affect their game results and their capacity to manage their psychological state. Students feel pressure to achieve school victories because their communities and provinces want them to succeed but their individual responses to this pressure depend on their personal confidence levels and their ability to manage stress.

People develop their self-esteem through their personal value assessment and their ability to execute tasks which determines their success in handling performance anxiety during athletic competitions. Performance anxiety creates intense pre-competition and competition-time nervousness which obstructs athletes from achieving their best performance. People who value themselves at higher levels tend to develop stronger resistance against obstacles and they succeed in managing difficult situations yet athletes who doubt themselves become more susceptible to pressure and negative thoughts. The combination of demanding schoolwork and intense physical practice creates conditions which lead

to higher stress levels and anxiety while damage to self-esteem emerges and this combination produces negative effects on both academic success and physical health.

The concept receives backing from various research studies. Bandura's Self-Efficacy Theory (1997) serves as a major influence which demonstrates that people who believe in their abilities was develop better stress management skills and anxiety control and they succeeded in challenging situations. The theory proposes that people who believe in their abilities was experienced less negative impact from their stage fright.

Martens' Multidimensional Anxiety Theory (1990) explains that anxiety contains two main parts which include cognitive elements and physical symptoms that affect athletic performance based on how athletes handle their stress and their level of self-assurance. People who experience high cognitive anxiety tend to perform worse but they can achieve better results through proper management of somatic anxiety.

Athletes who study face two main challenges which stem from performance anxiety and their self-esteem levels to handle their academic and sports responsibilities.

The Stress and Coping Theory of Lazarus and Folkman (1984) further emphasizes the importance of cognitive appraisal in stressful situations. Student-athletes who maintain high self-esteem levels tend to view competitive events as opportunities for growth instead of dangerous situations which leads them to experience less anxiety while achieving better results.

The Self-Esteem Theory by Rosenberg (1965) shows that people who have strong self-esteem develop better emotional control and they become more resistant to stress which leads them to experience less anxiety while achieving better results. The Sport-Confidence Model by Vealey (1986) shows that athletes develop their competitive responses through their level of confidence in their specific sport which determines their performance and their ability to control emotions and their anxiety levels during competitions.

The Catastrophe Theory by Hardy (1990) explains that when cognitive anxiety is high, even slight increases in physiological arousal can lead to a sudden and dramatic drop in performance. The theory demonstrates how performance breakdown prevention depends on three essential elements which include confidence and self-control and psychological readiness.

Student-athlete performance anxiety becomes clearer when you understand how self-esteem impacts their mental state which enables better support for these students. The study of these factors' interaction helps teachers and coaches and sports psychologists create educational programs which support student success in schoolwork and physical activities. Sports success requires athletes to master their physical abilities yet they need to build up their mental strength and trust in themselves. The study of this relationship helps us develop suitable methods which was supported student-athletes to succeed in their academic work and sports activities. Student-athletes who possess confidence and resilience and effective coping strategies was succeeded in their goals while keeping their motivation levels high and achieving steady performance.

Statement of the Problem and the Hypothesis

This study aimed to determine the relationship between self-esteem and performance anxiety among student-athletes of Florentina B. Degala National High School for the school year 2025-2026.

Specifically, the study sought to answer the following questions:

1. What is the level of self-esteem among student athletes?
2. What is the level of performance anxiety among student athletes?
3. Is there a significant relationship between self-esteem and performance anxiety among student athletes?

Methodology

This study aimed to determine the level of performance anxiety and self-esteem among student-athletes and to examine the relationship between these two psychological variables.

Specifically, it investigates the levels of cognitive anxiety, and somatic anxiety of athletes, as well as their overall self-esteem. Furthermore, the study explored whether the levels of performance anxiety and self-esteem were differed based on demographic variables such as age, gender, and type of sport.

The researcher was employed a quantitative research approach using a survey-correlational design. Survey research serves as a non-experimental method that involves collecting information from individuals or groups through questionnaires. It is

widely used in behavioral and educational studies to describe characteristics, perceptions, and behaviors of respondents based on their self-reported data (Creswell, et. al., 2018).

Correlational research, on the other hand, was used to determine whether a statistical relationship exists between two or more variables (Edrosolano, 2021). Unlike experimental research, which manipulates variables to establish causality, correlational research identifies naturally occurring associations and patterns. In this study, correlational analysis was used to determine whether performance anxiety and self-esteem are significantly related, and whether changes in one variable correspond to changes in the other.

In this investigation, performance anxiety measured through cognitive anxiety, and somatic anxiety was served as the independent variable, while self-esteem was treated as the dependent variable.

Descriptive statistics including the frequency counts, means, and standard deviations, were used to describe the levels of self-esteem and performance anxiety. Inferential statistics, such as ANOVA and Pearson's *r* correlation, were employed to assess differences between groups and to examine relationships between variables, using a significance level of $\alpha = 0.05$.

Methods

Participants

The participants of the study were randomly selected from the student-athletes at Florentina B. Degala National High School in the district of Maayon. From a total population of 90 student-athletes actively participating in various sports, a subset of seventy-three (73) student-athletes were selected to participate in the study. The sample size was computed using Taro Yamane Formula. This sample would be carefully chosen using proportional random sampling to ensure that each athlete, regardless of sport or gender, have an equal chance of being included. By selecting this representative portion of the population, the study aimed to gather accurate and reliable data while maintaining fairness and minimizing potential selection bias.

Sport	Boys (f)	Girls (f)	Total (f)
Volleyball	11	10	21
Basketball	11	9	20
Chess	1	2	3
Badminton	3	3	6
Basketball 3x3	3	0	3
Athletics	9	9	18
Billiards	2	0	2
Total	40	33	73

Table 1. The summary of the participants distribution across the different sports and gender.

The study included a total of 73 student-athletes, comprising 40 boys (54.8%) and 33 girls (45.2%). Among the sports represented, volleyball had 21 participants (11 boys and 10 girls), accounting for approximately 28.8% of the total sample. Basketball had 20 participants (11 boys and 9 girls), representing 27.4% of the sample. Athletics included 18 participants (9 boys and 9 girls), making up 24.7% of the total sample. Badminton had 6 participants (3 boys and 3 girls), representing 8.2% of the sample, while chess and basketball 3x3 each had 3 participants; chess included 1 boy and 2 girls (4.1%), and basketball 3x3 included 3 boys (4.1%). Billiards had 2 participants, all boys, accounting for 2.7% of the total sample. This distribution shows a proportional representation of student-athletes across different sports and genders, ensuring a balanced and fair sample for the study.

Data Gathering Instrument

The instruments that were used to gather the data required for the study were included the adapted questionnaire on performance anxiety and self-esteem of student athletes. These instruments would carefully select to ensure they are appropriate for assessing the psychological experiences of student-athletes in various competitive contexts. To complement these questionnaires, a personal information sheet was also be attached. This sheet was designed to obtain essential demographic information from the student-athlete participants, including their sex, age, and the type of sport in which they

participate. Collecting these details would allow the researchers to analyze how individual characteristics may influence or relate to levels of performance anxiety and self-esteem.

Personal information sheet; it determines whether the levels of performance anxiety and self-esteem significantly differ when analyzed according to specific demographic variables. These variables included age, gender, and type of sport (whether the athlete participates in an individual or a team sport).

Self-Esteem questionnaire, focused on assessing performance anxiety among student-athletes, examining two dimensions: cognitive anxiety (worry and negative thoughts), and somatic anxiety (physiological symptoms such as increased heart rate). Together, these components provided a comprehensive view of performance anxiety of the athletes.

The questionnaire was answered using the following scoring type:

Score	Responses
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

The following scale of means and descriptions was used for interpretation:

Scale	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The questionnaire was used and underwent content validation by a panel of experts. After the content validation, the questionnaire was administered to students included in the pilot testing. The results from the pilot testing served as the basis for computer analysis, instrument validation, and reliability testing using the Statistical Package for Social Sciences (SPSS) program.

A factor loading of 0.5 or above was considered acceptable for establishing construct validity. A reliability coefficient of 0.7 or higher, but not exceeding 1.0, was considered indicative of reliability (Edrosolano, 2021).

The reliability of the research instrument was determined through pilot testing using Cronbach's Alpha. The instrument, consisting of thirty (30) items, obtained a Cronbach's Alpha coefficient of 0.883. This value indicates a high level of internal consistency, suggesting that the items are highly correlated and measure the same construct. Hence, the questionnaire is considered reliable and appropriate for use in the actual data gathering of the study.

Performance anxiety questionnaire, centered on measuring the level of self-esteem among student-athletes. This portion of the instrument aimed to evaluate how athletes perceive their own worth, abilities, and overall self-regard. Self-esteem was considered a crucial factor in athletic performance and psychological well-being, making it an important variable to examine in relation to performance anxiety.

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A factor loading of 0.5 or above was considered acceptable for establishing construct validity. A reliability coefficient of 0.7 or higher, but not exceeding 1.0, was considered indicative of reliability (Edrosolano, 2021). Suggestions, revisions, and recommendations provided by the panel of experts were incorporated into the final version of the questionnaire. The results of the pilot testing guided the computer-processed analysis, construct validation, and reliability testing, ensuring the instrument was valid and reliable for the study.

The reliability of the instrument was assessed using Cronbach's Alpha during pilot testing. The result yielded a coefficient of 0.968 for the 30 items, indicating very high internal consistency. This implies that the items are highly correlated and consistently measure the intended construct. Therefore, the instrument is considered highly reliable and suitable for use in the actual study.

Data Gathering Procedure

Permission to conduct the research was requested from the Dean of the Graduate School, Filamer Christian University, Schools Division Superintendent and the School Principal of Florentina B. Degala National High School. Permission was also sought from the parents of the participants. In addition, consent to participate in the study was obtained from each participant. Participants were informed about the research, and they were assured that their privacy would be protected. They were also assured that the information would be used solely for research purposes and treated as highly confidential.

After the researcher has secured the necessary approvals, researcher personally communicated with the participants of the study using appropriate means to request them to fill-out the questionnaires. The teaching staff and sports coordinator assisted in administering and retrieving the questionnaires. The data gathered were encoded, tallied, tabulated, and analyzed using the Statistical Package for Social Science (SPSS) software, a computer-based statistical analysis tool.

Statistical Data Analysis Procedure

Both descriptive and inferential statistics was employed to analyze and obtain the data of the study.

Frequency counts. The data was employed to ascertain the distribution of participants according to the details provided in the information sheet.

Mean. The method was utilized to assess the degree of performance-related nervousness and confidence among the student competitors.

Standard deviation. Standard deviation was implemented to evaluate the consistency and variability in the participant feedback in relation to the average.

ANOVA was employed to identify noteworthy variations in the students environmentally conscious fitness routines, environmental principles, and scholastic achievements.

Pearson-r was used to ascertain any notable correlation between performance anxiety and self-worth in student athletes.

The significance level for all inferential statistics was established at an alpha of .05.

Results and Discussion

The students gathered the data needed for the descriptive research study using the questionnaires on the self-esteem and performance anxiety of student athletes of Florentina B. Degala National High School and the personal information sheets filled-up. To analyze the data, the following tests of statistics were employed: frequency count, percentage, mean, standard deviation and the Pearsons r.

Below were the presentation and interpretation of the descriptive and inferential data.

Descriptive Data Analyses

Level of Self-Esteem Among Students-Athletes of Florentina B. Degala National High School

Data on the level of self-esteem among student athletes of Florentina B. Degala National High School are shown in Table 2.

The results revealed that the level of performance anxiety was “high” (M=3.53, SD=0.43).

Variable	Mean	Description	SD
Sef-esteem	3.53	High	0.43

Scale	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

Table 2. Mean and Standard Deviation of Self-Esteem of Students-Athletes.

This implies that the self-esteem of students-athletes of Florentina B. Degala National High School was “high” implying that the results show that most participants assess themselves positively because student-athletes demonstrate shared self-worth.

Their confidence comes from their daily participation in sports which teaches them teamwork skills and discipline and helps them achieve their goals and develop as individuals. The events people experience throughout their lives create their ability to build identity while they simultaneously strengthen their belief in themselves. High self-esteem helps student-athletes handle pressure situations and recover from multiple failures. They view these challenges as opportunities for personal growth instead of using them as reasons for disappointment.

The process of self-esteem improvement requires athletes to build stronger inner value systems which help them recognize their efforts and development and individual advancement instead of depending on results. Student-athletes who develop this mindset, protects their self-assurance while learning to handle their competition stress better which leads to improved mental health stability and their self-esteem.

The result demonstrates that student-athletes receive environmental conditions which help them succeed in their activities. Self-esteem develops through encouragement which coaches, teammates, teachers and family members provide.

According to Weber et al. (2023) conforms self-esteem with lower levels of anxiety and improved mental health among athletes, making it highly relevant in understanding the psychological experiences of student-athletes. Findings emphasize that individuals with higher self-esteem are better able to manage stress and maintain emotional stability in competitive environments. Similarly, Kuo, et. al., (2023) demonstrated that self-esteem plays a mediating role in psychological well-being, highlighting how it functions not just as a contributing factor but as an underlying mechanism that enhances its positive effects.

*Level of Performance Anxiety
Among Student-Athletes of
Florentina B. Degala
National High School*

Data on the level of performance anxiety among student athletes of Florentina B. Degala National High School are shown in Table 3.

The results revealed that the level of performance anxiety was “High” ($M = 3.51$, $SD = 0.53$).

Variable	Mean	Description	SD
Performance Anxiety	3.51	High	0.53

Scale	Description
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

Table 3. Mean and Standard Deviation of Performance Anxiety

The data show that the performance anxiety of student-athletes at Florentina B. Degala National High School is “high”. Student-athletes demonstrate anxiety through both cognitive and somatic manifestations. In terms of cognitive anxiety, they frequently report worries about not performing well, making mistakes, and disappointing those around them. They tend to overthink their performance, anticipate negative outcomes, and fear judgment from others. In terms of somatic anxiety, athletes exhibit observable physical symptoms such as increased heart rate, muscle tension, sweating, trembling, shortness of breath, and feelings of restlessness or discomfort. Some also experience nausea, difficulty sleeping, and physical fatigue prior to competitions, which make their performance anxiety more evident during actual events.

These physiological responses indicate that anxiety is not only experienced mentally but also physically, affecting their overall readiness and performance. These interfere with their concentration and create mental pressure, making it difficult for them to stay focused before and during competitions.

Due to the combined pressures of balancing academic responsibilities, training demands, and social expectations. The competitive nature of sports exposes athletes to constant evaluation by coaches, teammates, and spectators, which can trigger worry, self-doubt, and fear of negative judgment. The desire to meet both personal and external expectations, such as avoiding disappointment of coaches or family, further intensifies emotional and physiological stress.

These findings are supported by existing literature. According to Mazhar, et. al., (2025) it highlighted those supportive coaches who encouraged autonomy further strengthened this effect, helping athletes feel more confident and less anxious in competitive situations. Similarly, Ariffin, et. al., (2025) found that athletes in individual sports often reported with higher cognitive anxiety compared to those who are in team sports, suggesting that the type of sport can shape how pressure is experienced.

These findings emphasize that both an athlete’s sense of competence and the environment in which they train and compete play key roles in shaping how they respond to the demands of performance. The participants scored high on this category it shows that all athletes experience no matter the situation.

Inferential Data Analyses

*Relationship Between Self-Esteem
and Performance Anxiety Among
Students-Athletes of
Florentina B. Degala
National High School*

Table 4 presented the Pearson r analysis outcomes, examining if a notable correlation existed between self-esteem and performance anxiety among student athletes at Florentina B. Degala National High School.

Statistical results revealed that there is a significant relationship with the value of $r = 0.660$, $p < 0.05 = 0.000$ between self-esteem and performance anxiety among student athletes of Florentina B. Degala National High School.

Variables	r	Sig
Self-esteem and Performance anxiety of student athletes	0.660*	0.000

* $p < 0.05$ significant @5% alpha level

Ns $p > 0.05$ not significant @5% alpha level

Table 4. Pearson r Between Self-Esteem and Performance Anxiety of Student Athletes

The study results demonstrate that performance anxiety shows a strong connection to self-esteem levels. The positive result shows that self-esteem levels and performance anxiety levels follow an identical pattern of change where one increases while the other does the same and vice versa.

The way student-athletes view competition stems from their self-esteem because it shapes their perception of competitive events. Student-athletes who understand their abilities and performance levels face increased pressure to fulfill expectations which results in elevated anxiety levels. People who have low self-esteem experience anxiety because they doubt themselves and they fear they fail. Student-athletes develop their emotional and psychological reactions to performance through the essential role which self-esteem operates in their lives.

The research findings support existing literature, which suggests that athletes' experiences of performance anxiety are influenced by their level of self-esteem and other psychological factors. The research shows that athletes who have different self-esteem levels experience performance anxiety at various intensities because their ability to handle competition pressure depends on their self-confidence and self-perception.

The research revealed that student-athletes who possess different levels of self-esteem experience different amounts of performance anxiety when they take part in sports activities. Student-athlete competitive responses become predictable through their self-esteem levels because this relationship between self-esteem and athletic performance creates their behavior under competition stress.

The research results demonstrate that self-esteem levels and performance anxiety show a positive correlation which means that people who have high self-esteem experience greater performance anxiety but those with low self-esteem experience less performance anxiety. Student-athletes who possess strong self-esteem levels tend to experience increased pressure because they want to fulfill their personal standards. This makes them more anxious during competitions. People who have low self-esteem develop anxiety because they doubt themselves while they worry about making mistakes.

High self-esteem indicates that the individual has confidence in their abilities and a positive sense of self-worth. However, this confidence is often accompanied by high personal standards and a strong desire to succeed, which can lead to increased pressure during performance situations. As a result, performance anxiety becomes elevated not because of a lack of ability, but due to the fear of not meeting expectations or maintaining a positive image. This suggests that while the individual believes in their competence, they are also highly invested in their performance outcomes, which can create tension and nervousness. Overall, this combination reflects a person who is capable and motivated but may need effective coping strategies to manage anxiety and maintain consistent performance.

Therefore, the null hypothesis stating that there is no significant relationship between self-esteem and performance anxiety among student-athletes is thereby rejected.

Conclusion and Implications

In lieu of the aforementioned findings, the following conclusions are drawn.

1. The level of self-esteem among student-athletes is "high," which means that most of them feel confident about themselves and their abilities in sports. This shows that they believe in what they can do and they are able to face

challenges with a positive mindset. Their involvement in sports, along with the support they receive from coaches, teachers, friends, and family, helps them to build their confidence and personal growth.

Student-athletes must juggle their school work with their sports duties while their developed self-esteem enables them to maintain their strength and motivation during challenging times. The system enables users to retrieve their lost work while they proceed with their development work. Schools together with families need to maintain their support systems which help students build their self-confidence through ongoing encouragement and protective learning environments.

2. The level of performance anxiety among student-athletes is “high,” which means that many of them often feel nervous, pressured, or stressed during competitions. Student-athletes experience high levels of performance anxiety because they regularly encounter intense competition-related feelings of nervousness and pressure and stress. The multiple duties which people have to handle at the same time create this situation because they must dedicate time to their physical practice and academic responsibilities and fulfill social requirements.

Students who participate in sports experience anxiety despite their self-assurance because they want to achieve their best performance while preventing any errors. Students develop higher anxiety because they face three main stressors which include the need to achieve success and their fear of not succeeding and the demands from their coaches and teachers and fellow students. Schools need to establish support systems which should include counseling services and stress management programs and relaxation activities to help students handle their academic stresses. Strong support systems help these people keep their emotions under control while they maintain their mental health.

3. There is a significant relationship between self-esteem and performance anxiety among student-athletes. It develops their self-perception which directly influences their experience of anxiety when they perform. The positive relationship suggests that as self-esteem increases, performance anxiety also tends to increase, and vice versa.

Student-athletes who maintain strong confidence in their abilities might experience increased pressure to fulfill tough expectations which creates anxiety for them. People who doubt their abilities develop anxiety because they fear their efforts lead to complete failure. Student-athletes show their ability to handle pressure and challenges through their self-esteem levels which prove vital to their performance.

Recommendations

Based on the aforementioned findings and conclusions, the following recommendations are presented:

1. Student-athletes are encouraged to actively participate in both academic and athletic programs to maintain and enhance their self-esteem while building new confidence. Engaging in a combination of training, competitive events, and educational activities can strengthen their self-control, sense of achievement, and overall personal development. Student-athletes should regularly practice self-assessment and set personal goals to monitor progress, learn from mistakes, and identify areas for improvement. By reflecting on their experiences and viewing challenges as opportunities to grow, student-athletes can develop better problem-solving skills, resilience, and a stronger sense of responsibility toward their own growth and performance.

The school principal is encouraged to collaborate with teachers and coaches in designing and implementing programs that specifically promote the development of student-athletes' self-esteem. These may include leadership training, team-building activities, and recognition systems that acknowledge both academic and athletic achievements. Creating a supportive school environment that values effort, improvement, and participation can help student-athletes develop a stronger sense of self-worth. Additionally, encouraging inclusive team practices and providing positive reinforcement can strengthen the confidence, self-appreciation, and overall personal development of students.

Parents are encouraged to serve as consistent sources of support by providing encouragement, guidance, and understanding to their children. By recognizing and appreciating the efforts and achievements of children —both in academics and sports—parents can help strengthen their self-esteem and confidence. Creating a positive and supportive home environment, where open communication is encouraged and mistakes are treated as opportunities for growth, can further enhance the child sense of self-worth. Additionally, parents should avoid excessive pressure

and instead focus on motivating their children through constructive feedback and emotional support, which can contribute to the development of resilient and confident student-athletes.

2. Student-athletes are encouraged to develop and apply effective coping strategies to manage performance anxiety. These may include relaxation techniques, proper time management, and mental preparation practices such as positive self-talk and visualization. By balancing academic responsibilities and athletic commitments, students can reduce stress and improve both their academic and sports performance. Student-athletes may seek support from peers, coaches, and school counselors when experiencing pressure or anxiety. Building a strong support system and developing healthy coping mechanisms can help them maintain emotional stability and perform more effectively under pressure.

School administrators are encouraged to establish and support programs that address performance anxiety among student-athletes. These may include stress management training, mental health education, and performance enhancement programs delivered through seminars, workshops, and counseling services. Providing accessible psychological support within the school can help students develop effective coping strategies and emotional resilience. School administrators can work closely with coaches to promote supportive training environments that build athletes' confidence and reduce pressure during competitions. Such initiatives can contribute to improved well-being and more consistent athletic performance among student-athletes.

Parents are encouraged to create a supportive and understanding home environment that helps student-athletes manage performance anxiety. By being aware of the academic and athletic pressures their children face, parents can provide appropriate guidance, encouragement, and emotional support. Open communication may be promoted, allowing student-athletes to express their concerns, experiences, and challenges without fear of judgment. Additionally, parents should avoid placing excessive pressure on performance and instead emphasize effort, learning, and personal growth. Such support can help reduce anxiety, strengthen emotional well-being, and improve overall performance.

3. Considering the significant relationship between self-esteem and performance anxiety, interventions that designed to address both variables simultaneously. Programs that enhance self-esteem while teaching anxiety management techniques can help student-athletes achieve better psychological balance. Encouraging teamwork, peer support, and positive social interaction can also reduce anxiety and improve self-confidence.

The school principal and administration may collaborate with guidance counselors and sports coordinators to develop holistic programs that focus on both the mental and emotional well-being of the student-athletes. Regular monitoring and evaluation of the psychological status of students may also be conducted to ensure timely support and intervention to the student athletes.

Parents and teachers can work hand in hand in monitoring the behavior and emotional condition of the student-athletes, ensuring that any signs of excessive anxiety or low self-esteem are addressed immediately with proper guidance and professional help if necessary.

Acknowledgement

The researcher would like to extend his heartfelt gratitude to the following individuals who motivated and helped him continue and pursue this research:

Dr. Felimon A. Pimentel Jr., Dean of the Graduate School, research adviser, statistician and member of the committee, for his unwavering support, timely updates, encouragement, and constructive criticism, which greatly contributed to the improvement of this study. His valuable suggestions and recommendations significantly enhanced the quality of the research. The researcher is also deeply grateful for his expertise in statistical analysis, which ensured the reliability of the study. His continuous encouragement served as a strong motivation for the researcher to complete this work. Without his contributions, this study would not have been accomplished on time.

Dr. Marcelo Julius Ceazar M. Diaz III, chairperson of the panel, for extending his support, expertise and valuable insights leading to the improvement of the study.

Dr. Minnie P. Chan, committee member, for her insights and suggestions to improve this research.

To Dr. Paulo Abrico, External Panel of the Examining committee, for his approachable attitude and suggestions, which inspired the researcher to pursue his study;

Dr. Eleonor B. Bechayda, English critique, for extending her time and effort in her thorough checking and proofreading the manuscript.

To the school's division of Capiz, especially to Dr. Roel F. Bermejo, CESO V. Office of the Schools Division Superintendent for granting the permission to conduct this study.

Ms. Maria Bambi L. Billanes, Principal III of Florentina B. Degala National High School, is sincerely acknowledged for her generous support and approval in allowing the researcher to conduct a survey among high school student athletes as participants.

Mr. Ronrick Deluna and Ms. Shiena Mae Borres, Faculty of Florentina B. Degala National High School, for the time and support during the conduct survey.

Student Athletes of Florentina B. Degala National High School, for their outmost support, time and cooperation as participants during the conduct of the research. Without them, this research would not be possible.

To the researcher family, especially his mother, Merilyn De Onor, as well as his siblings, in-laws, nieces, and nephews, for their full understanding, unconditional love, encouragement, support, and prayers, which served as his inspiration throughout the completion of this study.

To his father, Virgilio De Onor, and his siblings, Mariluna Bongol and Martinez De Onor, who are now in heaven, for being his constant protectors and guiding angels.

To his colleagues and friends, for their unwavering support, encouragement, and understanding throughout the course of this research.

To his MAT classmates, whose presence, shared experiences, and genuine camaraderie made the journey more meaningful and manageable.

To numerous others whom the researcher may have failed to mention but extended their help in many ways to complete this study;

Above all the Almighty God, for the opportunity, wisdom, guidance, blessings, strength, faith and inspiration given to the researcher to pursue this research despite of difficulties in making this research possible. Without Him, this would not be possible and realized.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.