ATHLETIC RESILIENCY ON THE ACHIEVEMENT MOTIVATION AND MENTAL WELL-BEING OF STUDENT ATHLETES DURING THE PANDEMIC

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Abstract

This study aims determined the athletic resiliency on the achievement motivation and mental well-being of student athletes in Luis Y Ferrer Jr. Senior High School (LYFJSHS) during the pandemic . Specifically, the study sought answers to the following questions: What is the level of athletic resiliency of the student athlete in terms of Sustained Positive Emotion; Proactive Personality; Sense of Control; Flexibility and Adaptability; Balance and Perspectives; Self-Awareness? What is the level of achievement motivation of student athlete in terms of: Hope of Success; Fear of Failure? What is the level of mental well-being of student athlete in terms of: Self-worth and Self-respect; Social Competence; High Self-esteem; Authenticity: Does athletic resiliency have significant relationship on the achievement motivation of student athlete during pandemic: Does athletic resiliency have significant relationship on the mental well-being of student athlete during pandemic?

The preparation of self-questionnaire by the researcher followed in order to obtain the necessary data on the achievement motivation and mental well-being of student athletes in Luis Y Ferrer Jr. Senior High School (LYFJSHS) during the pandemic. The respondents of the study included approximately one hundred (100) student athletes of Luis Y Ferrer Jr. Senior High School.

Keywords: Stress Resiliency; Athlete; Mental well-being;Physical Education

1. Introduction

The COVID-19 pandemic has changed the world. As society forced to shifts to the new normal, education and other connected matters also driven to change. It includes the shift of curriculum, curricular activities and even the sports activities of every school and university.

Being able to adapt with the abrupt changes in the society, one should know how to withstand with every circumstance brought by these changes. Student athlete are known to be resilient as they are well trained in their field. Study of Heydari, et. al. (2016) stated that athletic students have a higher level of resiliency in comparison with non-athletic students. Thus, it means that they are more capable of successful compatibility consequence with threatening conditions, which include physical, rational, social and emotional domains for the interpretation of life events which might include the stress and uncertainty brought by the pandemic. It is also stated that they received various benefits by the virtue of being an athlete including physical fitness, opportunities to pursue their passion, better coping mechanisms, and sportsmanship. (Arora, 2015)

As such, student athletes are expected to have higher achievement motivation, perform academically as well as achieve or at least maintain the motivation and eagerness to perform well in their respective sports. In connection to this, it is also stated that student-athletes develop mental health including better coping mechanisms and sportsmanship among others. (Arora, 2015)

In this time of pandemic, it is important to identify the level of resiliency of student-athletes as it may help them cope and deliver efficiently in task-oriented activities and performance. Additionally, Hosseini and Besharat (2010) revealed that resilience is associated with sport and achievement motivation and psychological well-being, and negatively associated with psychological distress.

In line with the discussion above, the researcher wants to determine the relation of athletic resiliency on achievement motivation and mental well-being of student athletes during the pandemic.

1.1 Statement of the Problem

The primary aim of the study is to determine the relation of athletic resiliency on achievement motivation and mental well-being of student athletes during pandemic. Specifically, it seeks answers to the following questions:

1. What is the level of athletic resiliency of the student athlete in terms of:
    1.1 Sustained Positive Emotion;
    1.2 Proactive Personality;
    1.3 Sense of Control;
    1.4 Flexibility and Adaptability;
    1.5 Balance and Perspectives;
    1.6 Self-Awareness?
2. What is the level of achievement motivation of athlete student in terms of:
    2.1 Hope of Success;
    2.2 Fear of Failure?
3. What is the level of mental well-being of student athlete in terms of:
    3.1 Self-worth and Self-respect;
    3.2 Social Competence;
    3.3 High Self-esteem;
    3.4 Authenticity?
4. Does athletic resiliency have significant relationship on the achievement motivation of student athlete during pandemic?
5. Does athletic resiliency have significant relationship on the mental well-being of student athlete during pandemic?

2. Methodology

2.1 Research Design

This study aims to determine the relation of athletic resiliency on achievement motivation and mental health of student athlete during pandemic. The method of research used in this study was descriptive approach and quantitative method.

A quantitative research method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions. Descriptive research should have a clear and accurate research question/problem. This method enables the researcher to interpret the theoretical meaning of the findings and the hypothesis development for further studies (Fluet, 2021)

Additionally, (Koh & Owen 2000) stated that descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioural sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description.

2.2 Respondents of the Study

One hundred (100) randomly selected student athletes from Luis Y. Ferrer Jr. Senior High School in General Trias City were assessed and used as respondents of this research.

2.3 Research Instrument

The instrument used in the study is a survey questionnaire-checklist.
The questionnaire is a research-made instrument devised to determine the correlation of health practices and mental well-being of student athletes' success amid pandemic.

In the questionnaire, a five-point rating scale indicated below was used to determine of the selected respondents.

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.0	To a very great extent/ Always
4	3.40 – 4.19	To a great extent/Often
3	2.60 – 3.39	To a moderate extent/Sometimes
2	1.80 – 2.59	To a low extent/Seldom
1	1 – 1.79	To a very low extent/ Never

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire was presented to professors and panel members for comments and suggestions.

The final form of the questionnaire was reproduced and administered to respective respondents.

2.4 Statistical Treatment

The responses have been tabulated as basis for statistical treatment of the data.

In order to analyze and interpret the data gathered, weighted mean, standard deviation, pearson r correlation and regression analysis has been utilized in the study.

3. Results and discussion

This chapter presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were presented in the same sequence with the research questions posed for the study.

Table 1. Level of athletic resiliency of the student athlete in terms of Sustained positive emotion

Statement	MEAN	SD	REMARKS
Know how to practice mindfulness.	4.26	0.63	To a very great extent
Know how to reframe negative events.	4.32	0.71	To a very great extent
Capable of creating positive events.	4.36	0.69	To a very great extent
Know how to acknowledge ones' emotions and behaviors.	4.42	0.73	To a very great extent
Aware on how to express emotions and handle negative thoughts.	4.34	0.72	To a very great extent

Overall Mean = 4.34
Standard Deviation = 0.69
Verbal Interpretation = Very High

Table 1 illustrates the level of athletic resiliency of the student athlete in terms of Sustained positive emotion. Among the statements above, "*Know how to acknowledge ones' emotions and behaviors*" yielded the highest mean score (M=4.42, SD=0.73) and was remarked to a very great extent. This is followed by "Capable of creating positive events" with a mean score (M=4.36, SD=0.69) and was also remarked to a very great extent. On the other hand, the statement "Know how to practice mindfulness" received the lowest mean score of responses
 with (M=4.26, SD=0.63) yet was also remarked to a very great extent.

Overall, the level of athletic resiliency of the student athlete in terms of Sustained positive emotion and Data attained a mean score of 4.34 and a standard deviation of 0.69 and was Very High among the respondents.

Finding shows that student athlete can avoid their negative emotions and sustained positive emotions through mindful practices. Since they are athlete's, they are more exposed with other people and trained to be more emotionally resilient. Similar evidence has also emerged from Japan (Taku and Arai, 2020) and Spain (Clemente-Suárez et al., 2020). Social isolation, conceptualized as an abrupt diversion in an athlete's career, could also trigger dissociations from athlete identity and negatively impact mental well-being. However, evidence-based psychological support is crucial because student-athletes who received more social support reported better mental health and well-being.

Table 2. Level of athletic resiliency of the student athlete in terms of Proactive personality

Statement	MEAN	SD	REMARKS
Know how to prioritize things over the less important matter.	4.36	0.75	To a very great extent
Able to set goals and plan ahead of time.	4.44	0.70	To a very great extent
Capable of solving problems and take consequences.	4.38	0.69	To a very great extent
Learn to take responsibilities for every actions.	4.36	0.75	To a very great extent
Taking the past mistakes as a lesson and learn from it.	4.30	0.74	To a very great extent

Overall Mean = 4.36
Standard Deviation = 0.72
Verbal Interpretation = Very High

Table 2 illustrates the level of athletic resiliency of the student athlete in terms of Proactive personality. Among the statements above, "Able to set goals and plan ahead of time" yielded the highest mean score (M=4.44, SD=0.70) and was remarked to a very great extent.

This is followed by "Capable of solving problems and take consequences" with a mean score (M=4.38, SD=0.69), and were also remarked to a very great extent. On the other hand, the statement "Taking the past mistakes as a lesson and learn from it" received the lowest mean score of responses with (M=4.30, SD=0.74) yet was also remarked to a very great extent.

Overall, the level of athletic resiliency of the student athlete in terms of Proactive personality attained a mean score of 4.36 and a standard deviation of 0.72 and was Very High among the respondents.

Finding shows that student athletes are very proactive and have sense of solving their own problems. They also know how to take responsibility with their actions. It may be because being an athlete are trained to learn and stand with their own.

The proactive personality was found to be worthy of investigation because of things it presented to persons and, meanwhile, the advantages it provided to the community and business life; its effectiveness in increasing the quality of life, and the fact that the work done in this country is not sufficient. (Bateman and Crant, 2018)

Overall, the level of athletic resiliency of the student athlete in terms of Proactive personality attained a mean score of 4.36 and a standard deviation of 0.72 and was Very High among the respondents.

Table 3. Level of athletic resiliency of the student athlete in terms of Sense of Control

Statement	MEAN	SD	REMARKS
Capable of making decisions that are helpful for self-development.	4.30	0.71	To a very great extent
Know how to avoid decision fatigue.	4.34	0.72	To a very great extent
Controlling own self by always looking at the big picture of every situation.	4.38	0.67	To a very great extent
Using your own willpower to avoid things that are not helpful for your self-development.	4.42	0.70	To a very great extent
Capable of *cooling down anxious thoughts. (e.g. "I can't' do this", "I don't like to do this")*	4.18	0.77	To a great extent
Overall Mean = 4.32			
Standard Deviation = 0.71			
Verbal Interpretation = Very High			

Table 3 illustrates the level of athletic resiliency of the student athlete in terms of Sense of Control. Among the statements above, "Using your own willpower to avoid things that are not helpful for your self-development" yielded the highest mean score (M=4.42, SD=0.70) and was remarked to a very great extent. This is followed by "Controlling own self by always looking at the big picture of every situation" with a mean score (M=4.38, SD=0.67) and was also remarked to a very great extent. On the other hand, the statement "Capable of cooling down anxious thoughts. *(e.g. "I can't' do this", "I don't like to do this")*" received the lowest mean score of responses with (M=4.18, SD=0.77) yet was remarked to a great extent.

Overall, the level of athletic resiliency of the student athlete in terms of Sense of Control attained a mean score of 4.32 and a standard deviation of 0.71 and was Very High among the respondents.

The result of the study shows that student athletes have a sense of control and able to take actions that can positively affect their decisions. They have freedom and autonomy which make themselves motivated despite of the current situation brought by the pandemic.

Further, research has indicated that internally controlled individuals tend to use time more effectively and constructively to react when faced with obstacles. Athletes participating in team sports reported higher external locus of control. Prior research has also determined that neuroticism as a personality trait is associated with higher perceived stress, lower perceived control, higher stressor intensity, and using avoidance as a coping strategy (Dorin, 2018).

Table 4. Level of athletic resiliency of the student athlete in terms of Flexibility and adaptability

Statement	MEAN	SD	REMARKS
Capable to adapt from changes and willing to take risk.	4.28	0.70	To a very great extent
Willingness to go out of your comfort zone.	4.36	0.66	To a very great extent
Able to accept things that can't be change and focus on the present.	4.40	0.64	To a very great extent
Willingness to learn from the environment and people around you.	4.32	0.71	To a very great extent
Able to develop growth mindset.	4.30	0.79	To a very great extent
Overall Mean = 4.33			
Standard Deviation = 0.70			
Verbal Interpretation = Very High			

Table 4 illustrates the level of athletic resiliency of the student athlete in terms of Flexibility and adaptability. Among the statements above, "*Able to accept things that can't be change and focus on the present*" yielded the highest mean score (M=4.40, SD=0.64) and was remarked to a very great extent. This is followed by "Willingness to go out of your comfort zone" with a mean score (M=4.36, SD=0.66) and was also remarked to a very great extent. On the other hand, the

statement "Capable to adapt from changes and willing to take risk" received the lowest mean score of responses with (M=4.28, SD=0.70) yet was remarked to a very great extent.

Overall, the level of athletic resiliency of the student athlete in terms of Flexibility and adaptability attained a mean score of 4.33 and a standard deviation of 0.70 and was Very High among the respondents.

Moreover, cognitive flexibility allows a person to respond creatively in order to be able to adapt to difficulties and meet the demands expected. When a stressful situation occurs, the individual tries to solve the problem using various coping methods or by escaping from the stress source. (Miller, 2021).

Table 5. Level of athletic resiliency of the student athlete in terms of Balance and perspectives

Statement	MEAN	SD	REMARKS
Capable of incorporating positive thoughts in every bad situation that can contribute to a helpful and balanced thought.	4.36	0.66	To a very great extent
Know how to retrain your mind with meditation.	4.42	0.76	To a very great extent
Awareness of what your mind and body focusing on.	4.34	0.69	To a very great extent
Finding things that can make you motivate from what you are doing.	4.40	0.78	To a very great extent
Focusing on the importance of the process rather than seeing the outcome as a negative result.	4.38	0.70	To a very great extent
Overall Mean = 4.38			
Standard Deviation = 0.71			
Verbal Interpretation = Very High			

Table 5 illustrates the level of athletic resiliency of the student athlete in terms of Balance and perspectives. Among the statements above, "Know how to retrain your mind with meditation" yielded the highest mean score (M=4.42, SD=0.76) and was remarked to a very great extent. This is followed by "Finding things that can make you motivate from what you are doing" with a mean score (M=4.40, SD=0.78) and was also remarked to a very great extent. On the other hand, the statement "Awareness of what your mind and body focusing on" received the lowest mean score of responses with (M=4.34, SD=0.69) yet was remarked to a very great extent.

Overall, the level of athletic resiliency of the student athlete in terms of Balance and perspectives attained a mean score of 4.38 and a standard deviation of 0.71 and was Very High among the respondents.

Finding shows that student athletes can balance their emotions and as they are being aware of their own emotions and manage it, they way it was needed. They know how to be positive on a certain situation that make them feel less stress and balance their perspectives.

Balance has been shown to play a fundamental role in many athletic activities as well as sport control and may contribute to a successful performance although the relationship between balance ability and athletic performance is less clear (Hryssomalis et al., 2019).

Overall, the level of athletic resiliency of the student athlete in terms of Balance and perspectives attained a mean score of 4.38 and a standard deviation of 0.71 and was Very High among the respondents.

Table 6. Level of athletic resiliency of the student athlete in terms of Self-awareness

Statement	MEAN	SD	REMARKS
Know how to assess your own strengths and weaknesses.	4.28	0.67	To a very great extent
Able to reflect on your own actions and take responsibilities if needed.	4.22	0.68	To a very great extent
Know how to practice meditation and other mindful habits.	4.26	0.75	To a very great extent
Know how to value yourself, your purpose and existence.	4.32	0.71	To a very great extent
Willingness to be an open minded and develop your skills and personalities.	4.30	0.68	To a very great extent
Overall Mean = 4.28			
Standard Deviation = 0.69			
Verbal Interpretation = Very High			

Table 6 illustrates the level of athletic resiliency of the student athlete in terms of Self-awareness. Among the statements above, "Know how to value yourself, your purpose and existence" yielded the highest mean score (M=4.32, SD=0.71), and was remarked to a very great extent. This is followed by "Willingness to be an open minded and develop your skills and personalities" with a mean score (M=4.30, SD=0.68) and was also remarked to a very great extent. On the other hand, the statement "Able to reflect on your own actions and take responsibilities if needed" received the lowest mean score of responses with (M=4.22, SD=0.68) yet was remarked to a very great extent.

Overall, the level of athletic resiliency of the student athlete in terms of Self-awareness attained a mean score of 4.28 and a standard deviation of 0.69 and was Very High among the respondents.

Finding reveals that the student athlete is aware of their own selves. They also know how to regulate their own actions. Student athlete have the ability to focus with their own thoughts. Since they have done many trainings, they know how to assess their internal standards.

A lack of self-awareness may lead athletes to struggle to regulate their own thoughts, feelings, and behaviors as well as assert self-control when needed. It may even cost an athlete by letting negative thoughts or emotions spiral out of control and getting distracted. As explained by Cumming (2015), "without self-awareness an athlete misses important cues that can lead to a positive change in performance". Not only may being unaware harm performance, but it can also increase the possibility of other detrimental effects such as burnout or injury and negatively impacting interpersonal relationships.

Table 7. Level of achievement motivation of athlete student in terms of Hope of success

Statement	MEAN	SD	REMARKS
I never think of a negative thought whenever I participating sports competition. (e.g. "what if I fail" "how do I deal with other players" etc.)	4.20	0.78	Strongly Agree
I see my success as a motivation to continue playing sports and achieving more.	4.24	0.82	Strongly Agree
I believe that if I practice more, I will be more competent in playing my sports.	4.18	0.77	Agree
I tend to create multiple pathways for reaching my goals.	4.06	0.82	Strongly Agree
I allot time for my trainings so that I will continue grow as an athlete.	4.22	0.76	Strongly Agree
Overall Mean = 4.18			
Standard Deviation = 0.79			
Verbal Interpretation = High			

Table 7 illustrates the level of achievement motivation of athlete student in terms of Hope of success. Among the statements above, "I see my success as a motivation to continue playing sports and achieving more" yielded the highest mean score (M=4.24, SD=0.82) and was remarked to a very great extent. This is followed by "I allot time for my trainings so that I will continue grow as an athlete" with a mean score (M=4.22, SD=0.76) and was also remarked to a very great extent. On the other hand, the statement "I tend to create multiple pathways for reaching my goals" received the lowest mean score of responses with (M=4.06, SD=0.82) yet was remarked to a great extent.

Overall, the level of achievement motivation of athlete student in terms of Hope of success attained a mean score of 4.18 and a standard deviation of 0.79 and was High among the respondents.

Due to the pandemic, student athlete may also be affected since their trainings and other physical activities has been changed. Their motivation may be loss. However, the result still shows that it is high which means that they believe and still have a high hope of success.

Persons with an optimistic attitude towards the world around them do not give up in aspiring to achieve their goals, despite obstacles and failures. Optimistic athletes compete more out of the hope of victory than the fear of losing, but even if the competition ends in defeat, they perceive this more as the result of circumstances that can be controlled, as opposed to their own imperfections or inability to cope with competition (Ayers, 2017, cited by Liponski, 2012).

Overall, the level of achievement motivation of athlete student in terms of Hope of success attained a mean score of 4.18 and a standard deviation of 0.79 and was High among the respondents. the result still shows that it is high which means that they believe and still have a high hope of success.

Table 8. Level of achievement motivation of athlete student in terms of Fear of failure

Statement	MEAN	SD	REMARKS
I never see the failure as negative outcome rather I take it as my lesson.	3.98	1.02	Agree
Whenever I lose on my game/competition, I just go for more practice to enhance my skills.	4.02	1.02	Agree
I try to find things that can make me grow and help me cope up with my failures.	3.92	1.05	Agree
I never been afraid whether I lose or win on every sports competition I participate in.	3.90	0.99	Agree
I know how to handle my emotions during the times of my failure.	4.14	0.95	Agree
Overall Mean = 3.99			
Standard Deviation = 1.00			
Verbal Interpretation = High			

Table 8 illustrates the level of achievement motivation of athlete student in terms of Fear of failure. Among the statements above, "I know how to handle my emotions during the times of my failure" yielded the highest mean score

(M=4.14, SD=0.95) and was remarked to a great extent. This is followed by "Whenever I lose on my game/competition, I just go for more practice to enhance my skills" with a mean score (M=4.02, SD=1.02) and was also remarked to a great extent. On the other hand, the statement "I never been afraid whether I lose or win on every sports competition I participate in" received the lowest mean score of responses with (M=3.90, SD=0.99) yet was remarked to a great extent.

Overall, the level of achievement motivation of athlete student in terms of Fear of failure attained a mean score of 3.99 and a standard deviation of 1.00 and was High among the respondents.

The result shows that they are somewhat afraid of failure and loosing on their competition. Maybe because athletes develop competitiveness as they are trained to win and surpass all the challenges they may face. Nevertheless, they can still manage their feelings toward the uncertain situations.

Fear of experiencing shame and embarrassment fully mediated the relationship between perfectionistic concern and negative affect and between coach pressure and negative affect. Their findings demonstrate that fear of experiencing shame and embarrassment is central in the relationship between perfectionism and fear of failure, and that perfectionistic concern about mistakes and perceived coach pressure are aspects of perfectionism that predict fear of experiencing shame and embarrassment and negative affect after failure. (Sagar and Stoeber 2019)

Table 9. Level of mental well-being of student athlete in terms of Self-worth and self-respect

Statement	MEAN	SD	REMARKS
I try to figure out what are the positive things about myself.	4.44	0.76	Strongly Agree
I don't push myself so hard and take a break when needed.	4.42	0.70	Strongly Agree
I try to develop intrapersonal skills so that I am able to maintain good well-being.	4.40	0.73	Strongly Agree
I know how to assess my own values and boundaries.	4.34	0.66	Strongly Agree
I compliment myself and give rewards whenever I did something good.	4.26	0.69	Strongly Agree
Overall Mean = 4.37			
Standard Deviation = 0.71			
Verbal Interpretation = Very High			

Table 9 illustrates the level of mental well-being of student athlete in terms of Self-worth and self-respect. Among the statements above, "I try to figure out what are the positive things about myself" yielded the highest mean score (M=4.44, SD=0.76) and was remarked to a very great extent. This is followed by "*I don't push myself so hard and take a break when needed*" with a mean score (M=4.42, SD=0.70) and was also remarked to a very great extent. On the other hand, the statement "I compliment myself and give rewards whenever I did something good" received the lowest mean score of responses with (M=4.26, SD=0.69) yet was remarked to a very great extent.

Overall, the level of mental well-being of student athlete in terms of Self-worth and self-respect attained a mean score of 4.37 and a standard deviation of 0.71 and was Very High among the respondents.

Finding shows that student athlete knows how to respect their selves and shows an internal sense of being good enough and worthy of love and belonging from others.

Children in the low–low and high–low group displayed significantly lower levels of autonomous motivation for sports and lower levels of global self-worth than children in the low–high and high–high group. These findings emphasize that fostering children's perceived motor competence might be crucial to improve their motivation for sports and their global self-worth. Teachers and instructors involved in physical education and youth sports should thus focus on both actual and perceived motor competence. (Bardid, 2016)

Table 10. Level of mental well-being of student athlete in terms of Social competence

Statement	MEAN	SD	REMARKS
I am able to build good relationship with other people around me.	4.34	0.69	Strongly Agree
I can recognize other feelings and manage my actions effectively.	4.38	0.70	Strongly Agree
I listen to other thoughts and opinions specially when they talk about sports and other related stuffs.	4.34	0.69	Strongly Agree
I can effectively communicate with my peers and/or co-athlete.	4.28	0.70	Strongly Agree
I can deal with different kind of people in my surroundings.	4.32	0.65	Strongly Agree
Overall Mean = 4.33			
Standard Deviation = 0.68			
Verbal Interpretation = Very High			

Table 10 illustrates the level of mental well-being of student athlete in terms of Social competence. Among the statements above, "I can recognise other feelings and manage my actions effectively" yielded the highest mean score (M=4.38, SD=0.70) and was remarked to a very great extent. This is followed by "I am able to build good relationship with other people around me" and "I listen to other thoughts and opinions specially when they talk about sports and other

related stuffs" with a mean score (M=4.34, SD=0.69) and was also remarked to a very great extent. On the other hand, the statement "I can effectively communicate with my peers and/or co-athlete" received the lowest mean score of responses with (M=4.28, SD=0.70) yet was remarked to a very great extent.

Overall, the level of mental well-being of student athlete in terms of Social competence attained a mean score of 4.33 and a standard deviation of 0.68 and was Very High among the respondents.

Student athlete find to be very friendly and sociable. They are able to build good relationship with other people specially with their co-athletes. They tend to develop interpersonal skills and able to communicate effectively with their peer.

Student-athletes, as a distinct population who are constantly facing unique social and academic challenges, are at an increased risk for developmental and psychological problems that may later result in several stressors during their athletic careers (Martens, Dams-O'Connor and Beck, 2019). However, the majority of the athletes still plan to return to training once social distancing restrictions are lifted, and they are confident that they will be able to catch up to their previous strength/technical level after the pandemic (Liu, 2020).

Overall, the level of mental well-being of student athlete in terms of Social competence attained a mean score of 4.33 and a standard deviation of 0.68 and was Very High among the respondents.

Table 11. Level of mental well-being of student athlete in terms of High self-esteem

Statement	MEAN	SD	REMARKS
I can identify things that I'm good at.	4.26	0.75	Strongly Agree
I learn how to accept compliments.	4.20	0.64	Strongly Agree
*I don't criticize myself ev*en I did some mistakes.	4.36	0.69	Strongly Agree
I tend to remind myself on how worthy I am.	4.32	0.74	Strongly Agree
I can use positive affirmations in a right way.	4.36	0.66	Strongly Agree
Overall Mean = 4.30			
Standard Deviation = 0.70			
Verbal Interpretation = Very High			

Table 11 illustrates the level of mental well-being of student athlete in terms of High self-esteem. Among the statements above, "*I don't criticize myself even I did some mistakes*" and "I can use positive affirmations in a right way" yielded the highest mean score (M=4.36, SD=0.69) and (M=4.36, SD=0.66) and were remarked to a very great extent. This is followed by "I tend to remind myself on how worthy I am" with a mean score (M=4.32, SD=0.74) and was also remarked to a very great extent. On the other hand, the statement "I learn how to accept compliments" received the lowest mean score of responses with (M=4.20, SD=0.64) yet was remarked to a very great extent.

Overall, the level of mental well-being of student athlete in terms of High self-esteem attained a mean score of 4.30 and a standard deviation of 0.70 and was Very High among the respondents.

Finding reveals that student athlete has a very high self-esteem. It means that they afford to love and value their selves. They also know their worth not just a student athlete but also as a person. It may be affected of their trainings and engagement on other physical activities.

Physical activity of any kind has been positively associated with mental well-being among youth (Ahn and Fedewa, 2020). Schools traditionally facilitate opportunities for group-based physical activity and social connection through physical education and extra-curricular sport activities.

Table 12. Level of mental well-being of student athlete in terms of Authenticity

Statement	MEAN	SD	REMARKS
I know how to treat everyone with respect.	4.50	0.71	Strongly Agree
I tend to engage from other people and learn from them.	4.50	0.71	Strongly Agree
I listen to the inner voice that guiding me forward.	4.46	0.71	Strongly Agree
I make decisions that align with my beliefs and values.	4.46	0.68	Strongly Agree
I am honest toward my own feelings and words.	4.52	0.68	Strongly Agree
Overall Mean = 4.49			
Standard Deviation = 0.69			
Verbal Interpretation = Very High			

Table 12 illustrates the level of mental well-being of student athlete in terms of Authenticity. Among the statements above, "I am honest toward my own feelings and words" yielded the highest mean score (M=4.52, SD=0.68) and was remarked to a very great extent. This is followed by "I know how to treat everyone with respect" and "I tend to engage from other people and learn from them" with a mean score (M=4.50, SD=0.71) and were also remarked to a very great extent. On the other hand, the statements "I listen to the inner voice that guiding me forward" and "I make decisions that align with my beliefs and values" received the lowest mean score of responses with (M=4.46, SD=0.71) and (M=4.46, SD=0.68) yet were remarked to a very great extent.

Overall, the level of mental well-being of student athlete in terms of Authenticity attained a mean score of 4.69 and a standard deviation of 0.69 and was Very High among the respondents.

The study reveals that the authenticity among student athletes is very high which implies that they are very true with their selves. They value their own personality regardless of the pressure they are under to act otherwise. As an athlete, their coaches may influence them to trust and believe on their own capabilities.

Another tell-tale sign of an authentic athlete is that they find pure joy in their sport. Approaching the field with a mindset of joy is not only physically and mentally pleasurable (Salmon, 2018), but it helps the athlete access what is commonly known as "flow." Flow, or being in the zone, is a state of hyper focus and awareness that improves one's ability to perform at their highest potential.

Table 13. Significant Relationship between the athletic resiliency and the achievement motivation of student athlete during pandemic

athletic resiliency	achievement motivation	Computed r-value	Strength	Critical r-value	p-value	Analysis
Sustained Positive Emotion	Hope of Success	0.855	Very Strong	0.235	0.000	Significant
	Fear of Failure	0.814	Very Strong	0.235	0.000	Significant
Proactive Personality	Hope of Success	0.837	Very Strong	0.235	0.000	Significant
	Fear of Failure	0.848	Very Strong	0.235	0.000	Significant
Sense of Control	Hope of Success	0.888	Very Strong	0.235	0.000	Significant
	Fear of Failure	0.837	Very Strong	0.235	0.000	Significant
Flexibility and Adaptability	Hope of Success	0.821	Very Strong	0.235	0.000	Significant
	Fear of Failure	0.846	Very Strong	0.235	0.000	Significant
Balance and Perspectives	Hope of Success	0.507	Moderate	0.235	0.000	Significant
	Fear of Failure	0.433	Moderate	0.235	0.002	Significant
Self-Awareness	Hope of Success	0.816	Very Strong	0.235	0.000	Significant
	Fear of Failure	0.867	Very Strong	0.235	0.000	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 13 presents the significant relationship between the athletic resiliency and the achievement motivation of student athlete during pandemic. Specifically, it presents the relationship of the Sustained Positive Emotion, Proactive Personality, Sense of Control, Flexibility and Adaptability, Balance and Perspectives and Self-Awareness and the mental well-being of student athlete during pandemic.

The athletic resiliency were observed to have a significant moderate to very strong relationship with the achievement motivation of student athlete during pandemic. This is evidenced by the computed r values across all tests which are greater than the critical values for r. Furthermore, the computed p-values for all the tests were shown to not be greater than 0.002 which is far less than the significance alpha of 0.05, hence the significance of the tests.

From the findings above, it can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the athletic resiliency and the achievement motivation of student athlete during pandemic is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

Table 14. Significant Relationship between the athletic resiliency and the mental well-being of student athlete during pandemic

athletic resiliency	mental well-being	Computed r-value	Strength	Critical r-value	p-value	Analysis
Sustained Positive Emotion	Self-worth and Self-respect	0.835	Very Strong	0.235	0.000	Significant
	Social Competence	0.825	Very Strong	0.235	0.000	Significant
	High Self-esteem	0.828	Very Strong	0.235	0.000	Significant
	Authenticity	0.825	Very Strong	0.235	0.000	Significant
Proactive Personality	Self-worth and Self-respect	0.833	Very Strong	0.235	0.000	Significant
	Social Competence	0.865	Very Strong	0.235	0.000	Significant
	High Self-esteem	0.869	Very Strong	0.235	0.000	Significant
	Authenticity	0.537	Moderate	0.235	0.000	Significant

Sense of Control	Self-worth and Self-respect	0.495	Moderate	0.235	0.000	Significant
	Social Competence	0.823	Very Strong	0.235	0.000	Significant
	High Self-esteem	0.862	Very Strong	0.235	0.000	Significant
	Authenticity	0.760	Strong	0.235	0.000	Significant
Flexibility and Adaptability	Self-worth and Self-respect	0.774	Strong	0.235	0.000	Significant
	Social Competence	0.792	Strong	0.235	0.000	Significant
	High Self-esteem	0.826	Very Strong	0.235	0.000	Significant
	Authenticity	0.876	Very Strong	0.235	0.000	Significant
Balance and Perspectives	Self-worth and Self-respect	0.858	Very Strong	0.235	0.000	Significant
	Social Competence	0.876	Very Strong	0.235	0.000	Significant
	High Self-esteem	0.558	Moderate	0.235	0.000	Significant
	Authenticity	0.435	Moderate	0.235	0.002	Significant
Self-Awareness	Self-worth and Self-respect	0.844	Very Strong	0.235	0.000	Significant
	Social Competence	0.884	Very Strong	0.235	0.000	Significant
	High Self-esteem	0.807	Very Strong	0.235	0.000	Significant
	Authenticity	0.823	Very Strong	0.235	0.000	Significant

Legend:

Range	**Verbal Interpretation**
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 14 presents the significant relationship between the athletic resiliency and the mental well-being of student athlete during pandemic. Specifically, it presents the relationship of the Sustained Positive Emotion, Proactive Personality, Sense of Control, Flexibility and Adaptability, Balance and Perspectives and Self-Awareness and the mental well-being of student athlete during pandemic.

The athletic resiliency were observed to have a significant moderate to very strong relationship with the mental well-being of student athlete during pandemic. This is evidenced by the computed r values across all tests which are greater than the critical values for r. Furthermore, the computed p-values for all the tests were shown to not be greater than 0.002 which is far less than the significance alpha of 0.05, hence the significance of the tests.

From the findings above, it can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the athletic resiliency and the mental well-being of student athlete during pandemic is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

4. Conclusion and recommendation

On the basis of the foregoing findings, the following conclusion was drawn. From the findings above, it can infer that at 0.05 level of significance, which implies that athletic resiliency does not so much related on the academic achievement and mental well-being of the student athlete. then the researcher came to the decision that the null hypothesis stating that "There is no significant relationship between the athletic resiliency and the mental well-being of student athlete during pandemic is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

Based on the drawn conclusions resulted to the following recommendations:

1. It is highly recommended to still encourage the student athlete to participate on various sports event and activities despite of the current situation brought by the pandemic. They should still give a chance to showcase their skills on sports and be supported by the school administration.
2. It is suggested that student athlete's trainings will not just focus on their physical characteristics rather also promotes the importance of developing their mental well-being.
3. Student athlete should be engaged on other activities that will help them motivated. School, parents, coaches and peer groups must support each other to avoid losing their interest on the field of sports. It should also be given emphasis that being an athlete has a lot of responsibilities, task and in competition they can experience wins and failures but remind them that it is just a part of the process.
4. Lastly, student athlete themselves should maintain their positive attitudes towards their resiliency. It is recommended that they may engaged on various programs that can help them become more flexible and better at handling their problems.

Acknowledgments

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