Exploring the Interplay Between Athleticism and Academic Self Efficacy Among Community Based Athletes in Angeles City

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Abstract

Athlete-students navigate the dual demands of academics and athletics, often developing stronger identification with one role over the other based on various influencing factors. This study aims to assess the athleticism and academic efficacy of community-based athletes while identifying key variables that moderate the relationship between these two constructs. Employing a quantitative descriptive-correlational research design, this study surveyed barangay-level athletes in Angeles City to analyze the interplay between their athletic and academic commitments. To ensure the reliability and validity of findings, both descriptive and inferential statistical analyses were conducted. The results of this study will provide valuable insights into how community athletes balance their dual roles and the factors that influence their academic and athletic performance.

Keywords: *Athleticism, Academic Self Efficacy, Community Based*

INTRODUCTION

The Global Matrix 4.0 project, spearheaded by the Active Healthy Kids Global Alliance (AHKGA), aims to assess the effectiveness of countries in promoting physical activity (PA) among young people. Each participating country follows a standardized procedure to develop its own PA Report Card, a key communication tool designed to raise awareness of youth PA levels, advance research, and guide policymakers and advocacy leaders in creating more opportunities for young individuals to engage in physical activity.

The Philippines, an archipelagic nation with a population exceeding 108 million, has a significant proportion of children and youth (approximately 30%). However, national surveillance data reveal an alarming prevalence of physical inactivity among Filipino adolescents. According to the 2019 Philippine Food and Nutrition Research Institute (FNRI), 84.6% of Filipino adolescents aged 10–17 years fail to meet the recommended PA levels for optimal health. This high rate of physical inactivity constitutes a public health concern, underscoring the urgent need for a comprehensive understanding of PA participation among children and adolescents in the country. Addressing this issue requires collaboration among local policymakers, educators, public health authorities, and community stakeholders.

Recognizing the role of sports and physical education in national development, the 1987 Philippine Constitution (Article XIV, Section 19) mandates the state to promote sports programs, enhance physical education, and support amateur and professional athletic competitions. This legal framework underscores the importance of fostering a healthy, disciplined, and well-informed population through athletics and physical activity.

Athleticism, within the context of this research, is understood as a broad concept encompassing sports participation, physical performance, and the development of athletic skills. As noted by Eriksson and Jonasson (2023), sports and athletic engagement serve as creative expressions, paralleling advancements in science, philosophy, and the arts. Athletes continually refine their abilities, adapt to changing environments, and develop new techniques and styles, contributing to the evolution of sports and expanding the ways humans understand movement and performance.

Academic self-efficacy, on the other hand, refers to an individual's belief in their ability to succeed in academic tasks. Rooted in Bandura's Social

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Cognitive Theory, self-efficacy influences learning, motivation, and self-regulation (Schunk & DiBenedetto, 2022). Higher levels of academic self-efficacy are associated with greater persistence, higher achievement, and more effective learning strategies. Given its significance, academic self-efficacy aligns with the broader framework of positive psychology, emphasizing personal agency and the ability to control one's academic outcomes.

While previous studies suggest that self-efficacy is a crucial predictor of academic success, there is limited empirical research examining the relationship between athleticism and academic self-efficacy, particularly within community-based sports settings. Prior studies have largely focused on global populations, often adopting qualitative approaches with little emphasis on localized contexts. Notably, few studies have explored this dynamic within the Angeles City community, leaving a significant gap in the literature.

Moreover, Miles (2017) observed that research on community-based athletic programs has traditionally focused on isolated variables rather than holistic analyses of how athleticism influences self-efficacy. While some studies have indicated that higher self-efficacy levels among student-athletes correlate with better academic performance, these findings remain underexplored and require further empirical validation.

A deeper understanding of the athleticism-academic self-efficacy relationship is essential for supporting the holistic development of community-based athletes. By addressing this research gap, educational institutions, sports organizations, and policymakers can develop tailored programs that enhance both academic and athletic success. Investigating this relationship within Angeles City's community-based athletic programs can provide valuable insights into the unique challenges faced by young athletes, leading to evidence-based interventions that foster their overall growth and achievement.

Thus, this study seeks to empirically assess the athleticism and academic self-efficacy of community-based athletes in Angeles City, contributing to a broader discourse on how sports participation influences educational outcomes. By closing this research gap, the findings will inform local strategies that promote both physical and academic development, ultimately benefiting young athletes and the communities that support them.

Relationship Between Athleticism and Academic Self-Efficacy

Athlete-students often experience a dynamic interplay between their athletic performance and academic self-efficacy, with various psychological, social, and structural factors influencing their ability to balance both domains. This section examines existing literature on the relationship between athleticism and academic self-efficacy, highlighting key studies that explore contributing factors such as family support, psychological empowerment, and self-regulation.

Hatami Gharibvand, Makvandi, and Heidari (2022) explored the factors influencing sports self-efficacy and found that all direct pathways to sports self-efficacy were significant, except for sports mindfulness. Their study emphasized family closeness as a crucial mediating factor, suggesting that a supportive family environment enhances an athlete's belief in their abilities. By understanding these relationships, interventions can be developed to reduce stress and enhance self-efficacy in male athletes, ultimately leading to improved athletic performance. Furthermore, the research confirmed that individuals with high self-efficacy tend to set more challenging goals and exert greater effort to achieve them, reinforcing the importance of psychological resilience in sports development.

Similarly, Chiu, Hui, Won, and Bae (2022) examined the psychological aspects of student-athlete retention, discovering that leader-member exchange (LMX) significantly influences athletes' commitment to their teams. Their findings indicated that psychological empowerment—comprising meaning, competence, and impact—mediated the relationship between LMX and

turnover intention. A key takeaway from their study is that strong coach-athlete relationships can enhance self-confidence and reduce dropout rates among student-athletes. Additionally, their research highlighted the role of psychological contracts, emphasizing that when student-athletes perceive breaches in their expectations, their engagement and motivation may decline. This underscores the importance of maintaining trust and empowerment within athletic teams to foster long-term commitment and academic perseverance.

Beyond the athletic context, Greco et al. (2022) introduced the Academic Self-Efficacy Scale, a multidimensional instrument designed to assess university students' confidence in managing academic responsibilities. The scale evaluates eight key competencies, including time management, study strategies, information retrieval, peer collaboration, teacher relationships, stress management, and thesis development. Their research demonstrated that students who exhibit higher self-efficacy tend to achieve better academic outcomes, particularly in career planning and milestone setting. Moreover, the study highlighted that peer collaboration plays a crucial role in stress management, further emphasizing the social dimensions of academic success. These findings suggest that targeted interventions focusing on planning skills and academic self-regulation can significantly enhance students' academic efficacy and overall performance.

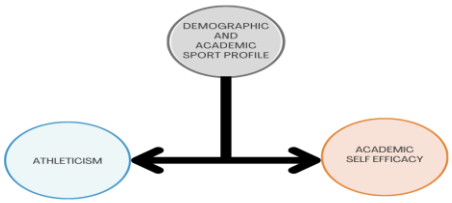
In contrast, Rogowska et al. (2022) found no significant differences in self-efficacy and sports success based on gender, discipline, or competition level. However, their research identified self-efficacy as a key mediator between the Behavioral Activation System (BAS) and athletic success, particularly in speed skating. This suggests that athletes with a high BAS are more likely to succeed due to their proactive and goal-oriented behavior, reinforcing the broader impact of self-efficacy on both academic and athletic performance.

The reviewed studies collectively highlight the interplay between athleticism and academic self-efficacy, emphasizing the importance of family support, psychological empowerment, self-regulation, and social relationships. While some findings suggest that athletic success and academic efficacy are not inherently linked, others demonstrate that psychological factors, such as self-efficacy and perceived empowerment, play a crucial role in determining outcomes in both domains. These insights can inform future research and the development of programs aimed at enhancing student-athletes' performance in both their academic and athletic pursuits.

Statement of the Problem

1. How may the community-based athletes' background profile be described in terms of their:
a. demographic profile;
b. academic background; and
c. athletic background?
2. How may the Community based athletes be described in terms of their Athleticism?
3. How may the Community based athletes be described in terms of their Academic Self Efficacy?
4. What is the relationship between Athleticism and Academic self efficacy?
5. What are the moderating variables that influence Athleticism and Academic Self Efficacy?

Conceptual Framework



The accompanying diagram represents the relationship between the variables in the study. The demographic and academic sport profile has been interpreted by the researchers as the study's independent variable because different demographic information will lead to different inputs regarding athleticism and academic self efficacy. Additionally, the dependent variables

(athleticism and academic self efficacy) are correlated with one another because the findings from the data collected on the two distinct survey results will have a significant impact on how they relate to one another. Over the last decade, good academic self efficacy has had a major impact on athleticism. A growing variety of interventions to improve athleticism are being implemented (Gobena et al, 2018).

METHODOLOGY

This cross-sectional study gathered 157 respondents from target schools. Using the following selection criteria to recruit respondents.

- 18 years old and above
- Six months of representing their community or barangay
- Must be community-based athlete in any sports

For Part I this study will be using a three (3) part questionnaire. Part I deals with the demographic profile and history. Part 1 deals with the demographic profile and history of the respondents. The researchers will deal with the demographic profile of the respondents by knowing their age, gender, physical activity history - sports. This also includes the height and weight of the respondents. This will enable the researchers to assess the respondents more about their situations and capability of doing physical activities. Part 1 is identified by the researchers based on the existing literature review.

For Part II, the researchers adapted the Athlete Engagement Questionnaire by Banville, Desrosiers, and Genet-Volet (2000). This questionnaire has a Cronbach Alpha higher than 0.80. The Athlete Engagement Questionnaire (AEQ) measures engagement in athletes through four dimensions: confidence, vigor, dedication and enthusiasm. Like the original version, it employs a Likert-type response format with a range of 1 (almost never) to 5 (nearly usually). Respondents are asked to state their feelings for the past three months using a 5-point Likert-type scale, ranging from 1 (strongly agree) to 5 (strongly disagree).

For Part III, the researchers adapted an Academic Self-Efficacy Scale. The Academic Self-Efficacy Scale (ASES) is a psychometric tool used to assess students' confidence in their ability to successfully complete academic tasks. It measures perceived capabilities in various academic domains, including learning, problem-solving, time management, and self-regulation. Greco et al. (2022) introduced a multidimensional version of the scale for university students, assessing key academic competencies.

RESULTS AND DISCUSSION

The data gathered were organized and processed using the appropriate statistical tools which revealed the following significant findings:

Demographic Profile of the Respondents

Table 1 presents the personal background characteristics of the respondents. The analysis reveals insights into the demographic composition based on age, sex, height, weight, and BMI categories.

In terms of age distribution, the majority of respondents are between 19 to 21 years old, comprising 43.9% of the sample. Those aged 22 years and above make up 30.6%, while respondents aged 18 years and below constitute 25.5%. Regarding sex, males represent a significant majority at 65.0%, whereas females account for 35.0% of the respondents.

In terms of height, the distribution shows that the most common range is between 153cm to 164cm, with 36.3% falling into this category. Heights of 165cm to 176cm are close behind at 43.9%, followed by those below 152cm at 12.7%, and those 177cm and above at 7.0%.

On the other hand, respondents weighing between 51kg to 55kg and 56kg to 60kg each account for approximately 20.4% and 23.6% respectively. Those weighing 50kg and below represent 29.3%, while those between 61kg to 65kg and 66kg and above each make up 13.4%. Finally, in terms of BMI classification, the majority of respondents fall under the "Normal" category at 70.1%. Those classified as "Underweight" constitute 19.1%, while "Overweight" and "Obese" respondents are

less common, comprising 8.9% and 1.9% respectively.

Overall, the analysis of Table 1 reveals a diverse profile of the respondents based on age, sex, height, weight, and BMI categories. The majority of respondents are young adults between 19 to 21 years old, with a significant representation of males. Height distribution shows a concentration in the mid-range categories, while weight distribution is spread across several categories with a notable presence in the 51kg to 60kg range. Most respondents fall within the "Normal" BMI category, reflecting a generally healthy BMI distribution within the sample.

Table 1. Personal Profile

Profile	N	%
Age		
18 years old and below	40	25.5 %
19 years old - 21 years old	69	43.9 %
22 years old and above	48	30.6 %
Sex		
Male	102	65.0 %
Female	55	35.0 %
Height		
152cm and below	20	12.7 %
153cm - 164cm	57	36.3 %
165cm - 176cm	69	43.9 %
177cm and above	11	7.0 %
Weight		
50kg and below	46	29.3 %
51kg - 55kg	32	20.4 %
56kg - 60kg	37	23.6 %
61kg - 65kg	21	13.4 %
66kg and above	21	13.4 %
BMI		
Normal	110	70.1 %
Underweight	30	19.1 %
Overweight	14	8.9 %
Obese	3	1.9 %

Academic Background of the Respondents

Table 2 provides a detailed overview of the academic background characteristics of the respondents. The data is segmented into several key categories: year/grade level, school attended, type of school, academic status, and latest grade average.

In terms of year level, the distribution shows that Grade 12 students represent the largest portion at 45.9%, followed by 1st year college students at 12.1%. 2nd year college and 3rd year college students make up 15.3% and 10.2% respectively, while Grade 11 and 4th year college students each account for 8.3%. The data indicates significant representation from Grade 12 students, followed by a notable presence in 1st year college and various other college levels.

Regarding the schools attended, Angeles City National High School emerges as the most represented institution at 22.3%, followed by Systems Plus College Foundation at 15.9%. City College of Angeles and Francisco G. Nepomuceno Memorial High School also show significant representation at 15.3% and 11.5% respectively. The type of school attended reveals a slight majority attending public institutions, constituting 59.2% of the respondents, with private schools accounting for 40.8%. The distribution across different schools shows a concentration in both public and private educational institutions, with notable attendance at Angeles City National High School and Systems Plus College Foundation.

In terms of academic status, the vast majority of respondents are classified as regular students, comprising 94.9%. Irregular students make up a smaller proportion at 5.1%. Lastly, in terms of the latest grade average, the distribution shows that the majority of respondents have a grade average of 89 and below (52.9%), followed by 90-93 (40.8%), and 94 and above (6.4%). The majority of respondents are classified as regular students, reflecting a stable academic status. In terms of academic performance, a substantial portion of respondents maintain grade averages in the 89 and below range, with a significant number also achieving grades between 90-93.

Overall, Table 2 highlights the diverse academic backgrounds within the respondent sample, reflecting different educational stages, institutions, academic statuses, and performance

levels. These insights provide valuable context for understanding the educational profile of the respondents and its implications for the study's findings.

Table 2. Educational Background

Profile	N	%
Year/Grade Level		
Grade 11	13	8.3 %
Grade 12	72	45.9 %
1st year college	19	12.1 %
2nd year college	24	15.3 %
3rd year college	16	10.2 %
4th year college	13	8.3 %
School		
Systems Plus College Foundation	25	15.9 %
Republic Central Colleges	11	7.0 %
Angeles City National High School	35	22.3 %
City College of Angeles	24	15.3 %
Systems Technology Institute	8	5.1 %
Francisco G. Nepomuceno Memorial High School	18	11.5 %
Angeles City National Trade School	17	10.8 %
Holy Angel University	13	8.3 %
National University	1	0.6 %
AMA Computer College	5	3.2 %
Type of School		
Private	64	40.8 %
Public	93	59.2 %
Academic Status		
Regular	149	94.9 %
Irregular	8	5.1 %
Latest Grade Average		
89 and below	83	52.9 %
90 - 93	64	40.8 %
94 and above	10	6.4 %

Athletic Background of the Respondents

The athletic background characteristics of the respondents, focusing on their participation in sports, sources of influence, varsity status, formal training, competition experience, awards received, and regularity of training is presented on table 3.

In terms of sports participation, basketball emerges as the most popular sport among the respondents, with 54.1% actively involved, followed by volleyball at 31.8%. Badminton, representing 10.2%, is as well notable, while other sports such as chess, sepak takraw, and table tennis show minimal representation.

The sources influencing their athletic pursuits vary significantly, with friends playing the most prominent role at 59.2%, followed by family members at 28.7%. Coaches and famous athletes contribute to a lesser extent at 7.0% and 5.1% respectively.

Regarding varsity participation, 15.3% of respondents are involved in varsity sports, while the majority, 84.7%, are not. A significant portion, 58.6%, have received formal training in their respective sports, highlighting a structured approach to skill development.

A majority of respondents, 75.2%, have competed in organized sports events, demonstrating active engagement in competitive settings. Moreover, 63.7% have been recognized as awardees in their respective sports, reflecting achievements in their athletic endeavors.

Lastly, regarding training habits, 54.8% of respondents regularly engage in training sessions, underscoring a commitment to maintaining and improving their athletic skills.

Overall, Table 3 provides insights into the diverse and active athletic backgrounds of the respondents, illustrating their participation levels, sources of motivation, competitive experiences, and commitment to ongoing skill development.

Table 3. Athletic Background

Profile	N	%
Sports		
Volleyball	50	31.8 %
Basketball	85	54.1 %
Badminton	16	10.2 %
Chess	2	1.3 %
Sepak Takraw	1	0.6 %
Others	2	1.3 %
Table Tennis	1	0.6 %
Influence		
Friends	93	59.2 %
Family	45	28.7 %
Famous Athlete	8	5.1 %
Coach	11	7.0 %
Varsity		
Yes	24	15.3 %
No	133	84.7 %
Formally Trained		
Yes	92	58.6 %
No	65	41.4 %
Competed		
Yes	118	75.2 %
No	39	24.8 %
Awardee		
Yes	100	63.7 %
No	57	36.3 %
Training Regularly		
Yes	86	54.8 %
No	71	45.2 %

Athleticism and Academic Self-Efficacy of the Respondents

The level of athleticism of the respondents is shown on table 4. The analysis reveals that the majority of respondents, constituting 64.3%, fall into the Very Low category, indicating a lower level of athleticism. Additionally, 30.6% of respondents are categorized as Low in terms of athleticism, suggesting a modest level of physical activity and fitness engagement.

In contrast, a smaller proportion of respondents exhibit higher levels of athleticism. Specifically, 3.8% are categorized as High, indicating a more active and engaged approach to physical fitness. Furthermore, only 1.3% of respondents fall into the Very High category, signifying a rare and exceptional level of athleticism among the sample.

Overall, Table 3 highlights the distribution of athleticism levels within the respondent group, emphasizing a predominance of lower to moderate levels of physical activity and fitness engagement.

Table 4. Athleticism Level of the Respondents

Profile	N	%
Very Low	101	64.3 %
Low	48	30.6 %
High	6	3.8 %
Very High	2	1.3 %

The respondents' academic self-efficacy categorized into four levels is presented in table 5 through descriptive. The data indicates that a significant majority of respondents, comprising 77.7%, report having Low levels of academic self-efficacy. This suggests a perception among the sample that their abilities to perform academically may be limited or uncertain. In contrast, 20.4% of respondents indicate High levels of academic self-efficacy, reflecting a more confident outlook regarding their academic capabilities. A smaller proportion, 1.3%, report Very Low levels of academic self-efficacy, indicating a minimal belief in their academic abilities. Additionally, only 0.6% of respondents report Very High levels of academic self-efficacy, indicating an exceptional confidence in their academic skills and abilities.

Overall, Table 5 provides insights into the distribution of academic self-efficacy levels among the respondent group, highlighting varying degrees of confidence in their academic capabilities.

Table 5. Academic Self-Efficacy Level of the Respondents

Profile	N	%
Very Low	2	1.3 %
Low	122	77.7 %
High	32	20.4 %
Very High	1	0.6 %

Relationship Between Athleticism and Academic Self-Efficacy of the Respondents

The relationship between athleticism and academic self-efficacy among the respondents was explored using Spearman's rho test, the results of which are summarized in Table 6. The analysis aimed to determine whether there exists a correlation between the levels of athleticism and academic self-efficacy.

The findings indicate that there is no significant correlation between athleticism and academic self-efficacy among the respondents. The correlation coefficient was -0.020, and the corresponding p-value was 0.801. This p-value suggests that the results failed to reject the null hypothesis (Ho), indicating that there is no statistically significant relationship between athleticism and academic self-efficacy. To test the relationship between the athleticism and academic self-efficacy of the respondents, Spearman's rho Test will be utilized where p-value less than or equal to .05 is considered significant. The strength of correlation by Dancey and Reidy (2004) was utilized to interpret the obtained correlation coefficient value.

Therefore, based on these results, it can be concluded that the level of athleticism displayed by the respondents does not significantly influence their perceptions of academic self-efficacy. This suggests that while athleticism and academic self-efficacy are important aspects of personal development, they appear to operate independently within the surveyed population.

Table 6. Test of Correlation Between the Respondents' Athleticism and Academic Self-Efficacy

	Athleticism	Spearman's Rho Test	Decision
Academic Self-Efficacy	Correlation Coefficient	-0.020	No Correlation
	p-value	0.801	Failed to Reject Ho

The purpose of the current study was to ascertain whether sports activity affects students' perceptions of their academic competence and to explore the relationship between athleticism and academic self-efficacy among the participants. Our study's conclusions show that there is no significant relationship between respondents' academic self-efficacy scores and athleticism, as demonstrated by their involvement in sports. With a p-value of 0.801, the correlation coefficient was -0.020. There is no statistically significant relationship between athleticism and academic self-efficacy, according to this p-value, which indicates that the results did not successfully reject the null hypothesis (Ho).

This outcome is in line with a number of earlier research projects that likewise did not discover any significant association between athletics and academic self-efficacy. For example, Davidson (2020) comes to the conclusion that involvement in athletics distracts from academics since popularity is the main objective of participation rather than academic success. For the past 50 years, he has served as the standard for research in this field, with other scholars attempting to support or refute his claims. Likewise, it seemed that involvement in athletics did not correlate with higher academic achievement in high school if a study adjusted for initial variation across students Coleman (2019.)

Therefore, based on these results, one possible explanation could be that the level of athleticism displayed by the respondents does not significantly influence their perceptions of

academic self-efficacy. Cole (2014) examined 111 high school students in Arizona and discovered a strong correlation between athletic participation and higher GPA through the variable of self-efficacy. They also discovered that athletes had higher levels of self-efficacy than non-athletes, though it was unclear from what source or for what reason. The study's athletic participation involved only school-sponsored sports that were supported by a certified coach through the school; it was also evident that there was no correlation between the athletic and academic levels of self-efficacy. This suggests that while athleticism and academic self-efficacy are important aspects of personal development, they appear to operate independently within the surveyed population.

Moreover, it is essential to consider the complexity of factors that contribute to academic self-efficacy. While all of this may still be true, there is no evidence in this study to suggest that any of these factors leads to improved academic performance Coleman (2019).

The study highlights the importance of considering individual and environmental factors in understanding the relationship between athletics and academic self-efficacy, and suggests future research on gender disparities.

Educators and legislators should focus on improving academic self-efficacy through tailored instructional approaches rather than assuming a direct correlation between physical engagement and self-efficacy.

Research indicates academic self-efficacy and athleticism are distinct, yet significant aspects of student growth. Future studies should explore the complex relationship between self-efficacy beliefs.

Thus, the following key points are the study's contribution to knowledge:

1. The primary finding of this study is the absence of a significant relationship between athleticism and academic self-efficacy among community-based athletes. Contrary to initial hypotheses and popular perceptions, participation in sports does not appear to enhance individuals' beliefs in their academic abilities.
2. The lack of correlation observed in our study underscores the distinct domains of self-efficacy that athletes and students engage with. While athletes may demonstrate high levels of discipline, perseverance, and teamwork within their sports activities, these attributes do not necessarily translate into heightened confidence or perceived competence in academic tasks.
3. In conclusion, while athleticism remains a valuable component of personal development among community-based athletes, its direct influence on academic self-efficacy appears limited. This study contributes to the broader discourse on the complex relationship between sports participation and academic outcomes, urging continued exploration and refinement of strategies to support the holistic development of student-athletes.

Based on the findings that indicate no significant relationship between athleticism and academic self-efficacy among community-based athletes, here are some recommendations that can be derived:

1. Longitudinal Approach: To monitor changes in academic self-efficacy and athletic activity over time, think about carrying out longitudinal research. Research with a longitudinal design may bring light on the interactions and changes between these variables as athletes and students progress through different phases of development.
2. Qualitative Inquiry: Use qualitative techniques like focus groups and interviews to learn more about the actual experiences of community-based athletes with reference to their academic self-efficacy. Quantitative results can be

enhanced by qualitative data's rich, contextual understanding.

3. Comparing Results Across Sports: Examine how results vary depending on the kind of sport (individual vs. team sports, for example) to see if athletic involvement has a varied effect on academic self-efficacy. This could make it easier to pinpoint particular demands or traits of sports that would be better for building academic confidence.
4. The researcher propose a program to the SK Federation to help the community athlete in terms in academic and athleticism

In this study, the researchers conducted a survey in different barangay in Angeles City. The researcher had trouble finding respondents to conduct surveys because of the limited community athlete here in angeles city, that's why the researcher sought help from the SK Federation to get respondents. Researchers face different difficult situations when conducting research in Angeles City because they need to collect data from 200 respondents. Some respondents answer the survey and some respondents ignore survey questions.

Given the uniqueness of student-athletes, it is important to employ individualized support measures in order to raise academic self-efficacy. This can entail tailored treatments that support athletes' academic challenges and aspirations as well as academic coaching and flexible scheduling. Emphasizing the growth and acknowledgment of transferable skills—like discipline and teamwork—acquired via athletics can improve academic achievement and all-around student success. Student-athletes should be assisted by coaches and teachers in comprehending and using their abilities in academic environments.

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