

# Self-Efficacy and Social Support on Sports Performance of the Students in ROTC Athletic Events

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## ABSTRACT

ROTC athletic events represent a significant step toward holistic youth development, combining sports excellence with military training and civic engagement; thus this study comprehensively determine the self-efficacy and social support of the athletes on sports performance aligned with Bandura Social Cognitive theory and Freeman Social Support theory. The study is a purely quantitative method of research which employed on descriptive-correlational study which is useful in describing the relationship of said variables. The results indicate that these athletes possess strong confidence and motivation, mastery experiences, physiological arousal, vicarious experience is very high where the social support

including emotional, informative and tangible support also describe wit very high. The study also found a strong mean, but statistically insignificant because of negative relationship between self-efficacy and social support, highlighting a complex dynamic. Athletes effectively manage stress and stay focused by using relaxation techniques and mental rehearsal, while also improving their skills and emotional control by observing skilled peers and coaches. Coaches provide strong support, but athletes report that parental encouragement during competitions is limited or insufficient. Most athletes feel adequately supported in terms of resources and guidance, though post-game recovery services are seen as an area needing improvement. To better support these athletes, the study may recommends programs to enhance skill diversity, emotional support, and recovery services, along with larger-scale research. Overall, this study emphasizes the critical role a well-rounded support system plays in nurturing ROTC athletes' growth, confidence, and success both on and off the field.

**Keywords:** *Self-efficacy, Social support, Sports performance, ROTC athletic events, Student-athletes, Descriptive-correlational study, Philippines, Holistic youth development, Military training, Civic engagement*

## INTRODUCTION

In an era where rebel recruitment threatens to derail Filipino youth. Through Olympic-style showdowns and grassroots action, it channels raw energy into positive growth, boosting self-efficacy and social support just as shaky confidence tanks athletic performance. ROTC Games as a strategy to steer Filipino youth away from rebel recruitment and toward positive growth. It examines how sports thrills, military discipline, and patriotic activities shape cadets' self-efficacy, teamwork, and sense of national

identity. With these Ramon Magsaysay Memorial Colleges and Cronasia Foundation Colleges will have a clear framework for understanding how ROTC athletic events can strengthen young student's minds and keep them motivated to the interest of ROTC program, sports baseline program and on the winning side of a brighter country.

In China, during the Military World Games, according to Kekelainen, et al. (2024), it was observed that physical training is strictly controlled and mandatory in the military. This limits personnel's opportunities to build confidence through voluntary mastery of skills. Additionally, rigid training and limited social support reduce the likelihood of developing this confidence, which can hinder performance and resilience. Even athletes with strong social networks and volunteer support had higher confidence and performed better Ye et al., (2022). However, when logistics are poorly managed at such events, it can hurt the social support athletes rely on. This can weaken team unity, cause stress, and lead to conflicts, thereby lowering performance. Also, suppose logistical support is insufficient during tough competitions like the Military World Games. In that case, it can diminish athletes' confidence by causing stress, limiting resources, and undermining the support systems they need to remain confident and strong Rees et al., (2016).

According to Tuliao and Carag (2020) found that the sports program in the Philippines needs full financial support, emphasizing the need to increase funding to produce significant results and to ensure adequate funds and resources for sports programs to help student-athletes become competitive in sports and tournaments. Moreover, athletic events is mostly connected to schools which often lack sufficient funds to finance the needs of student-athletes and provide the training that can boost and enhance the talent and skills of top-performing athletes. Research shows that financial rewards alone cannot sustain the long-term training of student-athletes Tabuena, (2020). Likewise, given the limited resources of schools and the ineffective allocation of those resources, they are unable to fully support their winning student-athletes in sports activities Alampay & Garcia, (2019) Hence, there is a call for other stakeholders to share governance responsibilities with schools in order to strengthen support for student-athletes Balinas, (2018).

The ROTC games Mindanao-wide league shows the competitive setup in sports. It helps athletes feel more confident and motivated and improve their skills Weinberg & Gould, 2015; Arnold & Fletcher, (2021). But it can also make athletes feel more pressure and increase the risk of burnout Arnold & Fletcher, 2021; Lee & Smith, (2022). The winning team and the strongest players could move forward in the tournaments Acheampong, E. Y., (2019). CHED Region 12 in General Santos features athletics, arnis, combatives, e-sports, and team sports, but student-athletes struggle with balancing duties, poor facilities, limited resources, stress, and time management, undermining fitness, mental readiness, confidence, and performance Boquel & Junsay, (2023).

During the first ROTC games 2023, many traditional sports events were replicated instead of focusing on military games and simulations. This makes the competitions less interesting and less aligned to the military training that is essential for building confidence, (Katagami, E. et al ,2016) Because of this gap, ROTC athletes may lose interest, which could affect the support they receive and their willingness to participate in future games (Freimuth, 2018).

There is limited research on how self-efficacy and social support specifically influence ROTC student-athletes' performance in sports competitions. (ArcangeL K. 2022). The researcher aims to better understand how self-efficacy and social support affect ROTC student-athletes' performance during competitions. As ROTC games play a key role in developing discipline, teamwork, and patriotism among youth, overcoming challenges such as limited funding, poor logistics, and athlete readiness is crucial (De Guzman & Cerado, 2016). This study aims to fill the knowledge gap, thus helping improve athletes' confidence and motivation, and ultimately making the ROTC games a stronger tool for youth development and nation-building. Hence, this study.

### **Theoretical Framework**

This study is anchored to the theories such as Social Cognitive Theory by Albert Bandura (1986), Social Support Theory by Paul Freeman (2020), and Goal-Setting Theory by Edwin Locke (1981).

Bandura's (1986) Social Cognitive Theory posits that an individual's beliefs about their own capabilities significantly influence their actions, emotions, and overall performance. In the context of sport, an athlete's confidence termed self-efficacy in their ability to perform specific tasks plays a pivotal role in success. This confidence is enhanced through mastery experiences, where the athlete gains competence by practicing and succeeding in their skills and are the most powerful tool for building athletes' self-belief, because successfully achieving desired outcomes in the past increases confidence in future performance (Hofer, Y., et al. 2024). Physiological arousal explain how the body's activation state affects performance, emotions, and behavior (Leitzelar, BN., et al 2020) and vicarious experiences that observing others' success, modeling, and social comparison (Rowland SA, et al 2020). These mechanisms work together to boost an athlete's motivation and adaptive behaviors during competition.

According Freeman's (2020) Social Support Theory outlines how different forms of support reduce psychological stress, enhance motivation, and strengthen athletes' confidence. Social support acts as a buffer against stressors related to competition and training, promoting mental health and resilience, similarly highlight the valuable role of emotional support Simons et al. (2022) as encompassing various forms of attention and encouragement such as motivation, comfort after failure, and affection that provide athletes with a sense of security and care from others. Informational support Mills et al. (2024) combines technical skill, leadership, and strong, supportive connections to enhance both performance and well-being, and tangible support Katagami and Tsuchiya (2016) that athletes' self-confidence and competitiveness increase when they receive tangible support/assistance in fostering athlete well-being and performance.

To support the sports performance of the athlete According to Locke's (1981) Goal-Setting Theory complements this by emphasizing that performance is optimized when goals are specific, challenging, and short-term. The theory argues that clearly defined and well-structured goals provide athletes with a precise direction and measurable targets, which enhances motivation and focus. Specific goals reduce ambiguity, allowing athletes to understand exactly what is expected of them, while challenging goals encourage effort and persistence, pushing them to stretch their limits Shokri S, et al, (2025.) Additionally, setting short-term goals breaks down the larger objective into manageable steps, making the path to success more attainable and reducing the risk of feeling overwhelmed Asberg K, et al (2025). By aligning goals in this way, athletes can maintain a stronger commitment and continuously gauge their progress, ultimately leading to improved performance and achievement Crotts, K. (2025).

The theoretical framework placed emphasis on the three essential discussion of Bandura's theory explains how successfully meeting these goals, plus observing others' success and receiving support, strengthen self-efficacy and regulated arousal, leading to sustained motivation and better performance. Social support provides the emotional, informational, and tangible resources that help athletes pursue their goals. Goal-setting gives structure and direction, turning abstract desires into concrete tasks. To be brief self-efficacy explains why athletes keep moving forward, social support provides the tools and encouragement, and goal setting provide the roadmap. Recognizing the importance of these three theories it provides a strong foundation for designing effective training programs, supportive environments, and goal-driven strategies that ultimately empower athletes to reach their full potential.

### **Conceptual Framework**

This study examines the relationship between athletes' self-efficacy (independent variable) and the level of social support they receive (independent variable) on their athletic performance (dependent variable). Presented below is the conceptual framework of the study titled "Self-Efficacy And Social Support On Sports Performance Of Students In Rotc Athletic Events."

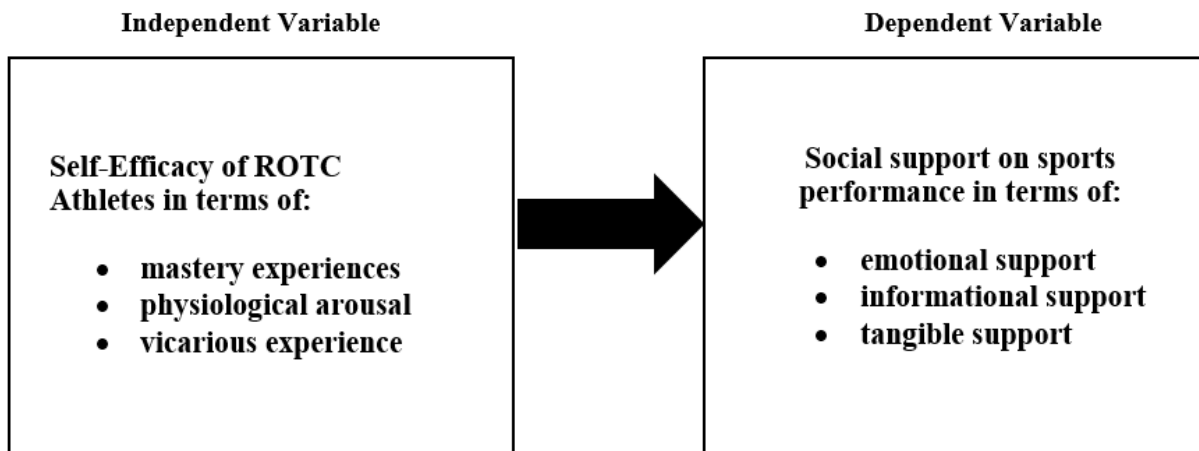


Figure 1. *Conceptual Framework of the Study*

### Statement of the Problem

This study generally aimed to determine the self-efficacy and social support on sports performance of students in ROTC athletic events. Specifically, it sought to address the following questions:

1. What is the self-efficacy of the students in ROTC athletic events in terms of:
  - 1.1 mastery experiences,
  - 1.2 physiological arousal, and
  - 1.3 vicarious experience?
2. What are the social supports on sports performance of students in ROTC athletic events in terms of;
  - 2.1 emotional support,
  - 2.2 informational support, and
  - 2.3 tangible support?
3. Is there a significant relationship between the self-efficacy and social support on sports performance of students in ROTC athletic events?

### Literature Review

#### Self-Efficacy of the Student in ROTC athletic events

According to Kocak (2020), in world military games athletes with high self-efficacy are more likely to set realistic goals in athletic events and persist through challenges, manage stress, and achieve success, especially when guided by their talents, past successes, and previous successes and observation of others' performance strongly contribute to the respondents' confidence in sports. With the support of Buenaventura et al. (2024), tailored interventions in ROTC that emphasize goal setting, mental conditioning, and strategic mentoring can enhance self-efficacy and athletic outcomes. Additionally, Weight et al. (2020) note that beliefs in one's efficacy in ROTC events depend on factors such as perceived capabilities, task difficulty, effort, outside support, performance conditions, timing of achievements and setbacks, and how they mentally process training and competition experiences, supported with Lozada C, (2025) in her study it reveal that ROTC program serves as a transformative platform for leadership development, student cadets suffered military obligations, with a high personal growth strong bound of emotions it help to balance mastery which may integrate to community engagement into ROTC activities.

Additionally, athlete gains competence by practicing and succeeding in their skills and are the most powerful tool for building athletes' self-belief, because successfully achieving desired outcomes in the past increases confidence in future performance Hofer, Y., et al. (2024) Physiological arousal explain how the body's activation state affects performance, emotions, and behavior (Leitzelar, BN., et al 2020) and vicarious experiences that observing others' success, modeling, and social comparison (Rowland SA, et al 2020). These mechanisms work together to boost an athlete's motivation and adaptive behaviors during competition.

### **Mastery Experience**

According to Kekalainen T. et al. (2024), mastery experiences are positively associated with physical fitness, physical activity, and participation in games among young military males, including those engaged in ROTC athletic events. However, military service whether involving high-intensity functional training or more traditional physical training does not appear to improve exercise self-efficacy, even within ROTC contexts. With this in mind, Sivrikaya (2019) demonstrated that mastery experiences in athletic settings, such as ROTC drills and competitions, boost athletic self-efficacy, particularly when supported by emotional networks, which are crucial for strengthening these gains; however, some researchers argue that emotional support alone is not enough, and that mastery experiences must also be paired with cognitive strategies to effectively manage physiological arousal (Hendricks, 2016).

Experience is closely linked to skills in ROTC athletic events, with mastery experiences serving as a key factor in building self-efficacy during drills, competitions, and physical training. Breivik (2016) noted that skills in sports are developed when athletes can perform tasks automatically, often in a state of flow, and that mastery involves not only technical proficiency but also the ability to consistently execute those skills under pressure—an idea that applies directly to ROTC athletic contexts. With this in mind, Al-Mehsin, S. A. (2017) argued that personal factors like mastery experiences and intrinsic motivation play a stronger role in building confidence and enhancing performance in military-related sports activities. In a broader ROTC context, Pacres, K. & Babiera, R. M. (2025) suggested that mastery experiences can be facilitated by instructors and coaches who provide structured feedback and set clear expectations, thereby influencing cadets' self-efficacy and performance in athletic events. Positive feedback from coaches further enhances self-efficacy beliefs across various levels of ROTC sport participation.

Furthermore, Blumenstein et al. (2017) emphasized the importance of contextual mastery experiences, pointing out that different environments require flexible strategies to achieve mastery. Conversely, others argue that while adaptability is crucial, mastery experiences can also benefit from standardized conditions that support consistent skill development Hanton & Connaughton, (2018). Suggested with Meijen et al., (2020) that while deliberate practice is beneficial, an excessive focus on mastery can lead to burnout if not balanced with rest and recovery.

In brief study of Otting, M., et al. (2020) found that mastery experience and variability in skill performance under pressure significantly influences athletes' confidence and performance outcomes likely to managing demanding training requirements and maintaining performance under pressure, highlighting resilience and mental toughness as crucial components of their self-efficacy Smith & Johnson, (2023). Similarly, Murray & Scott (2017) discussed how mindfulness enhances athletes' ability to master skills under pressure, leading to improved performance in high-stress situations. Conversely, Candeleria (2025) suggest that mindfulness might not be effective for everyone and that different mental strategies are needed for different athletes and scenarios especially in the national martial arts. In contrast with Gameiro et al. (2023) Despite having teamwork and social support, some athletes still showed low confidence in handling demanding training and performing under pressure, indicating that resilience and mental toughness do not automatically develop even with strong sport specific knowledge. In these cases, self-efficacy and readiness for success appeared more shaped by individual coping strategies and prior

failures than by support or mastery experiences alone, especially when athletes face repeated failure, chronic stress, or poorly structured training environments.

Beauchamp et al. (2017) emphasize that team dynamics greatly influence mastery experiences and performance outcomes by fostering a supportive and collaborative environment. However, Côté and Salmela (2017) argue that mastery also relies on external factors such as effective coaching and targeted training methods Jung, Ressler, & Linder, (2018) state that slightly lower confidence in performing various skills during competitions suggests room for improvement in skill versatility by demonstrating resilience and mental toughness, as evidenced by their ability to manage unexpected challenges and persist through demanding training conditions that where mastery experiences and targeted skill development collectively contribute to the respondents' high self-efficacy, motivation, and readiness for sports success Additionally, Gantalao, J. S. (2023) stated that preparedness is noted as a key mediator of mastery in high-pressure situations, helping student-athletes perform under stress, although some researchers believe that cognitive flexibility and adaptability are equally vital for success.

### **Physiological arousal**

According to Sivrikaya (2019), physiological responses, also called affective arousal, influence athletes' beliefs about their efficacy. With the support of Neelon, M. (2023), an athlete's body language can affect teammates and opponents; negative cues may boost an opponent's confidence, while positive body language can unsettle them. Robles-Pérez et al. (2023) add that the psychophysiological effects of hand-to-hand combat as games highlight the interplay of physical exertion, cognition, and stress in ROTC-like military contexts.

According to Baretta (2017), in high-risk diving, athletes used their knowledge of bodily sensations to channel stress and physiological arousal into expert performance, with motivation for improvement and self-efficacy predicting outcomes. Supported by Griffith, K., et al. (2024), athletes' use of sensory rehearsal techniques shows that psychological resilience and mental skills training help them handle setbacks, stay focused, and recover quickly, enhancing readiness and reducing performance anxiety in ROTC drills and competitions that enhanced outcomes. Arnold, R., et al. (2021) further found in games that unpleasant physiological arousal impaired performance, but intensity and task-related arousal were moderated by training and prior exposure, suggesting that regular participation in ROTC-style military games can help inoculate cadets against extreme arousal. Additionally if athletes are well-equipped it could regulate physiological states, which is essential for achieving peak performance and sustained motivation (Forte et al., 2024) contradicted with Reinebo, G., et al (2024) shows that relaxation and arousal-regulation techniques like deep breathing and mental imagery do not always improve composure, focus, or performance, especially when training is brief, poorly integrated, or fails to address fear of failure, chronic stress, or skill gaps. In these cases, psychological resilience and mental-skills practice have inconsistent effects, suggesting such strategies alone may not ensure better outcomes without individualized support and changes in training or competition demands.

According to (Mesagno and Beckmann, 2017) emphasizing the critical role of arousal regulation techniques such as deep breathing and mental imagery in optimizing sports performance Migliaccio et al. (2023) highlight the dual role of breathing in sports: while improper breathing can limit physiological performance, controlled breathing exercises benefit athletes by improving focus, cardiovascular fitness, reducing stress and anxiety, and enhancing overall well-being. Saladas, J. B. & Gayatao, R. (2020) findings showed that perceived stress is associated to coping with adversity, concentration, confidence and achievement motivation, and freedom from worry, supported with Di Corrado D et al . (2025) emphasize that arousal regulation techniques, such as deep breathing promote relaxation by activating the parasympathetic nervous system, which in turn reduces heart rate and muscle tension, allowing athletes to maintain composure during high-pressure situations.

In the study of Daher, J., et al. (2022), the widespread use of nutritional supplements among team sport athletes, primarily for recovery, is noted. Supplement manufacturers claim that these products are safe and improve performance by boosting energy, preventing fatigue, and filling dietary gaps, which emphasizes the physiological aspect of the athlete. According to Lee-Pineda, K. L., et al. (2021), Filipino national athletes in boxing and taekwondo report fair dietary habits and sound nutritional knowledge; nutritional-knowledge sources are possible relevant factors that may affect the dietary habits and nutritional knowledge of combat-sport athletes, principles that also apply to ROTC cadets. Furthermore, De Jesus, M., et al. (2023) examined the relationship between nutritional knowledge and dietary habits among SCUAA athletes, highlighting that proper nutrition is crucial for student-athletes because of the physical and mental demands of sport program.

### **Vicarious experience**

According to Schunk & DiBenedetto (2020), observational learning watching skilled models perform tasks plays a key role in enhancing technical skill acquisition and psychological readiness as cadets mentally simulate and adopt the actions they observe. Aligned with Patel & Singh (2023), athletes' personal qualities must match the specific demands of their sport, emphasizing traits such as agreeableness, conscientiousness, extraversion, openness, and neuroticism, all relevant to ROTC performance. Lastly, Hendricks (2016) found that in novice adult athletes, observational learning focused on attention and retention of behaviors like optimism and persistence boosts self-efficacy, which can be strengthened through repeated ROTC-related sports experiences.

Tóth et al. (2024) athletes who are willing to work hard to overcome hurdles typically show higher levels of grit, resilience, and mental toughness, which enable them to persist through pain, fatigue, and failure. Observational learning through watching skilled models enhances both technical skill acquisition and psychological readiness in ROTC drills (Schunk & DiBenedetto, 2020). Coaches' nonverbal cues during drills serve as indirect instructions, supporting findings on implicit learning and communication in sport contexts (De Oliveira Abreu, C., et al., 2024). In addition, cadets' acceptance of criticism and emotional regulation show how vicarious learning boosts resilience and motivation in ROTC training (Lee, S., et al., 2021). Contradicting to Kegelaers, J. (2023) state that in sports resilience suggests that nonverbal cues and implicit learning do not always improve performance, especially when feedback is unclear or inconsistent, and that traits like agreeableness or grit do not guarantee success if the training environment is poor or mismatched, high resilience can lead to overtraining or ignoring injury, and frequent acceptance of criticism may harm confidence and motivation if feedback is negative or not individualized, indicating that vicarious learning and nonverbal communication alone are not enough for sustainable performance and well-being.

Rocca and Wang (2021) emphasize that coaches' nonverbal cues, such as gestures, facial expressions, eye contact, and body language, serve as indirect instructions and highlight the importance of implicit learning and communication in sport contexts, including ROTC athletic events. Aizava, P. V. S., et al. (2023) note that vicarious experience encourages athletes to embrace challenges, exert greater effort, and persist through obstacles, while Lee, S., et al. (2021) state that athletes' acceptance of criticism and emotional regulation reflect how vicarious learning fosters resilience and motivation in training and competition.

Braun, L., et al. (2023) find that reprimands from significant figures can build confidence when they are prompt, clear, and constructive, with athletes feeling more motivated when coaches provide transparent, supportive feedback; in contrast, ineffective coaching undermines morale. Oh, Y., et al. (2023) report that teammates' tenure, team cohesion, and clearly defined roles shape the frequency of accountability behaviors, and Arlene, D., et al. (2017) add that longer relationships foster trust and emotional control, making it easier for teammates to hold each other accountable for athletic success.

### **Social Support on sports performance of ROTC athletic event**

Hundito (2022) explains that social support is an organizational stressor that can influence the wellness of student-athletes, highlighting how it can either buffer or intensify stress depending on its quality and availability. Social support can be understood in two ways: *received support*, which refers to actual assistance provided at a given time, and *perceived support*, which is the individual's subjective belief that support is available when needed (Tannous-Haddad et al., 2024). In sport contexts such as ROTC athletic events three main forms of social support are particularly significant: *informational* (advice and feedback), *emotional* (encouragement and empathy), and *tangible* (practical help and resources). Yang et al. (2021) note that parental presence and encouragement during competitive events are pivotal for athlete confidence and performance, showing that athletes commonly receive guidance, practical assistance, and emotional encouragement from coaches, teammates, and family around them additionally that excessive informational input (constant coaching tips) can overwhelm athletes, while tangible support (gear and transport) without emotional connection may feel transactional rather than supportive, and weak emotional support can leave athletes feeling isolated despite high guidance and practical assistance, indicating that structure and relationship quality matter more than mere availability of support types alone.

Macdonald et al. (2024) investigated military sports recovery athletes' experiences with coaches, focusing on how coaching behaviors supported or frustrated basic psychological needs (autonomy, competence, relatedness), it revealed that need-supportive coach actions enhanced athletes' well-being and rehabilitation outcomes, while controlling behaviors led to psychological distress it underscore practical implications for coach training to foster optimal recovery environments in competitive military sports programs. Aligned to Ketcheson, F et al. (2018) that Social support shows an inverse relationship with mental health problems: higher support is linked to lower depression and anxiety, while lower support is tied to higher levels of both. Lastly social support is key in recovering from sports-related injuries Gray, H. (2019), helping student-athletes cope positively and buffering setbacks. It also acts as extrinsic motivation that supports autonomy, competence, and relatedness. Although many people can provide support, athletic trainers, coaches, and teammates are the closest non-family sources for student-athletes.

### **Emotional support**

Simons et al. (2022) describe emotional support as involving attention and encouragement such as motivation, comfort after failure, and affection—that give athletes a sense of security and care from others. Folle et al. (2018) note that emotional support in sports has recently attracted growing research interest and that encouragement and positive feedback from coaches and family members can significantly enhance athletes' chances of high performance and successful athletic career. Furthermore, Vanessa, M., et al. (2018) emphasize that having supportive teammates is crucial, as they contribute to athletes' moral and personal growth in competitive and military training.

Reflecting on the study of Coussens, A. H., Stone, M. J., & Donachie, T. C. (2024), coaches play an important role not only in technical instruction but also in providing emotional support, reinforcing the idea and value of sports that coach involvement goes beyond mere physical training. Karayel, Adilogullari, and Senel (2024) add that the generally positive perception of emotional support from coaches and sports coordinators indicates that effective coach-athlete relationships foster resilience, motivation, and emotional stability in sports settings. However, as noted by Gao et al (2024) suggests that even when coaches emphasize the value of sport and parents provide emotional support, athletes may still show low motivation and confidence if family involvement is inconsistent, over controlling, or poorly timed, indicating that emotional support alone does not guarantee resilience or performance without balanced, well-coordinated engagement from parents, coaches, and sports authorities.

Dorsch, T. E., et al. (2019) emphasize that parents play a key role in both introducing their children to sports and influencing their continued involvement by shaping how children perceive their competence and experiences; parents' perceptions and communication about their children's skills strongly affect the

child's motivation. In contrast, Hayre, R. S. (2024) finds that parental pressure is negatively associated with the satisfaction of basic psychological needs in adolescent athletes and is a strong predictor of lower intrinsic motivation and enjoyment, especially among male athletes who report more pressure; reducing parental pressure is therefore crucial in military families to enhance motivation, enjoyment, and positive development in youth sports (Piehler, T. F., et al., 2018).

Maniam (2017) investigated the relationship between family culture and youth sport participation, showing that parents view sports participation as an opportunity for their children to develop social skills through making friends and social interaction. Chao, C. H., et al. (2023) similarly highlight the decisive role of coaches in athlete development through setting clear expectations, listening to athletes' concerns, correcting mistakes, and balancing rigor with encouragement and support. Silva et al. (2019) further emphasize that the personalities and careers of the most successful athletes are profoundly shaped by their national team and club coaches, who consistently reinforce expectations, discipline, and the belief that hard work leads to success, providing both direct instruction and individualized care during practice and competition.

Building on this, Hodge et al. (2023) highlight the importance of commitment in sustaining sport participation, identifying athletes' levels of commitment as a key factor in ongoing involvement. Moreover, Luo, J., et al. (2025) note that enthusiastic and constrained commitment tend to have neutral or negative relationships with each other. Finally, Lane, S., et al. (2024) advocate a holistic approach to athlete wellbeing, including clear guidelines for staff on responding to athletes' help-seeking behaviors and implementing sport-specific mental health literacy training to enhance the quality and effectiveness of the support provided.

### **Informative support**

According to Abalasei et al. (2017), sports and games provide a valuable platform for developing personal values and competencies in youth, which requires skilled and knowledgeable coaches who can motivate athletes to appreciate the value, rules, and ethics of sport. Li et al. (2025) found that coach education programs improve coaching effectiveness and enhance athletes' motivation, skills, enjoyment, and long-term participation; however, the impact varies, and sports participation alone does not guarantee positive outcomes—in some cases it may increase risk-taking, underscoring the need for supportive coaching. Mills et al. (2021) highlight that effective coach–athlete relationships, shaped by both parties' behaviors and explained by the 3+1Cs model, boost athlete motivation, confidence, and resilience; effective coaching combines technical skill, leadership, and strong, supportive connections to enhance both performance and well-being.

Foulds, English, and Harvey (2019) posit that positive coach–athlete interactions characterized by honest, clear communication and emotional understanding boost motivation and performance outcomes. Davis, Jowett, and Tafvelin (2019) further emphasize the role of coaches in providing holistic support, including help with pressure management and interpersonal issues. Conde-Ripoll et al. (2018) note that athletes perform best when receiving clear pre-game strategies but may struggle to implement new advice during moments of high cognitive load, underscoring the importance of developing coaches' skills in delivering concise, actionable communication during critical game periods. In contrast Kim, Y., & Park, I. (2020) state that even positive, clear coach athlete interactions do not always improve motivation or performance, especially under high stress or cognitive load when advice is excessive or poorly timed, it can increase confusion and hinder decision-making, indicating that coaching quality must be matched to the athlete's mental state and situational demands, not just to relationship quality alone.

Hummell et al. (2023) found that providing tactical advice to athletes before games is linked to stronger coach–athlete relationships and greater athlete motivation and satisfaction. Erikstad et al. (2024) show that youth sport coaches who participated in the Transformational Coaching Workshop (TCW) gained new tools and confidence to support athletes in putting things in perspective before games, reporting these

strategies as among the easiest and most effective to implement in daily practice. Balyi, I., et al. (2023) argue that the development of gifted athletes is a long-term process that relies on a well-structured support network, with coaching strategies focused not only on physical skills but also on fostering maturity and self-discipline throughout competitions.

Weight et al. (2020) highlight that transformational coaching—characterized by vision, ethical modeling, inspiration, and personalized care—develops athletes holistically, shaped by factors such as perceived capability, task difficulty, effort, available support, situational context, past successes and failures, and how experiences are mentally processed and recalled. Cakiroglu (2021) defines athletic performance as the combined mental and physical effort exerted by an individual, team, or organization to achieve specific objectives, emphasizing focus and concentration during competition to outperform opponents. Olusoga, P., et al. (2019) show that coaches who employ relaxation and mental skills training help athletes cope with competitive anxiety and improve their ability to concentrate on task-relevant processes.

Olmedilla, A., et al. (2019) emphasize that coaches play a pivotal role in helping athletes manage pre-competition pressure and maintain concentration, often using interventions such as relaxation, visualization, goal setting, and breathing techniques to reduce anxiety and promote focus before games. Na Zhang et al. (2025) note that coaches frequently provide guidance on life-direction issues, supporting athletes' holistic development beyond sport and fostering resilience and optimism. Effective coaches also facilitate the development and transfer of life skills, helping youth athletes apply lessons learned in sport to other areas of life (Newman & Black, 2023), a form of holistic support that is crucial for athlete satisfaction, identity formation, and preparation for life after sport (Yukhymenko-Lescroart & Sharma, 2021).

### **Tangible support**

In the study of Folle et al. (2018), providing financial support was shown to foster a positive growth environment for young basketball players. Supporting this, Katagami and Tsuchiya (2016) reported that athletes' self-confidence and competitiveness increase when they receive tangible support such as financial aid, sports equipment, training plans, injury care, and rehabilitation, which contributes to their satisfaction with the sport environment and enhances their chances of success. This aligns with Moore et al. (2021), who found that athletes' identities are often shaped by their team's goals and their own sporting achievements, and that those who experience career- or season-ending injuries can overcome physical and psychological challenges by drawing on inner strength, developing a renewed passion for life, and forming new social networks.

Lam et al. (2022) further emphasize that covering significant medical expenses related to sports is crucial for safeguarding athletes' health. Ang, D., & Delariarte, C. (2023) found that motivation, social support, self-efficacy, and mental toughness predict rehabilitation adherence, and Cachola-Miñas et al. (2025) suggest that psychological support is important for helping athletes follow and succeed in rehab programs. In athletic contexts, post-game rehabilitation highlights an area where athletes' needs may be a gap that echoes recent recommendations for comprehensive athlete welfare programs, including injury recovery and physical therapy services Winchester et al., (2022).

Ferreira et al. (2024) note that the provision of health and travel benefits, proper equipment, and recognition in the form of awards aligns with findings that resource-rich environments boost commitment, morale, and performance among athletes. Syed et al. (2022) found that athletes in educational institutions participate in sports for varied motivations, including extrinsic rewards such as medals, recognition, and future incentives, which can enhance their passion for sport. However, Smirnova et al. (2020) note that an overemphasis on extrinsic rewards can sometimes undermine intrinsic motivation. In addition, Hogans, K., Lyu, J., & Han, J. (2020) emphasize that sport organizations should establish a connection between the sport's culture and role identification, and Lyu et al. (2020) found that athletes who identify strongly with their athletic role often reinforced by wearing team uniforms tend to exhibit higher levels of positive mental

health, as the uniform fosters a sense of belonging and pride. In contrast Gray, H. (2022) shows that abundant tangible support like travel, equipment, and awards does not always increase satisfaction or performance when post-game rehabilitation and injury care are lacking, suggesting that logistical support alone is insufficient without consistent, athlete centered recovery and welfare services.

### **Relationship between Self-efficacy and Social support on sports performance**

According to Wu, C., et al. (2022), in military tasks recruits with stronger self-efficacy are more likely to seek social support and use positive coping strategies, helping cadets believe they can handle drills, competition, and pressure in ROTC and other military-style events. Kanapeckaite, R., & Bagdziunienė, D. (2024) add that social support from teammates and leaders helps reduce stress and strengthens coping, while Cannon, S. A., et al. (2024) show that ROTC cadets benefit from structured training in simulations and physical activities, which can enhance the productivity and engagement of their participation in military drills and related events.

In the study of Ronen, T., et al. (2016), understanding the connections between sources of social support and dimensions of self-efficacy reveals that social support is a critical protective factor for mental health, while its absence is often linked with poorer mental health outcomes. The effectiveness of social support is influenced by individual, interpersonal, and community-level factors, including age, gender, and socioeconomic status. Similarly, Shi, C. (2025) notes that social support gives athletes reassurance, advice, and practical help, which strengthens their belief in their own ability, and Li, N., et al. (2023) show that in sport, self-efficacy can mediate the effect of social support on engagement and performance, meaning support improves outcomes partly by first raising confidence.

Siyahtaş, A., et al. (2025) report that athletes with higher self-efficacy sometimes perceive less reliance on, or lower social support from others, possibly because increased independence or confidence in their abilities reduces the need for external support. Memon, A., et al. (2020) demonstrate that correlations obtained from small samples can be unstable and unreliable, often failing to generalize to the population, and while some researchers note that strong correlations in small samples although unstable can highlight areas deserving further investigation, these findings should be followed by larger-sample studies (Button, K. S., et al., 2018).

### **Synthesis**

Athletic success and well-being are multifaceted, relying on self-efficacy, sport commitment, social support, and effective coaching, with parental influence playing a critical role. Self-efficacy, developed through mastery experiences, transformational coaching, and positive feedback, enables athletes to set realistic goals and overcome challenges. Sport commitment, driven by enjoyment and influenced by alternatives and constraints, ensures continued participation.

Social support, encompassing emotional, informational, and tangible forms, significantly enhances athlete wellness and fosters moral and personal growth. Coaches and parents are pivotal in shaping an athlete's motivation, self-efficacy, and development. Supportive coaching, characterized by clear expectations, encouragement, and belief in athletes' abilities, boosts performance, resilience, and self-efficacy. Conversely, excessive parental pressure can diminish enjoyment and intrinsic motivation. Effective coaching extends beyond skill development to foster maturity, self-discipline, essential life skills, and positive self-talk, thereby cultivating athletes' self-belief and dedication. Tangible support, such as financial aid and injury care, bolsters athletes' confidence, self-efficacy, and success. Team uniforms enhance identity and belonging, fostering a sense of unity and pride, which contributes to positive mental health. Balancing intrinsic and extrinsic motivators is crucial, as is holistic support that prepares athletes for success both on and off the field. Such comprehensive support ensures a thriving and well-rounded athletic experience, equipping athletes with the psychological tools necessary for adaptability and innovation.

Self-efficacy and social support are closely related in military and sports settings. Strong self-efficacy encourages individuals to use positive coping strategies and seek support when needed, while social support from peers and leaders helps reduce stress and strengthen coping. In sports, social support can improve confidence, engagement, and performance, often by increasing self-efficacy first. However, some high-self-efficacy individuals may report lower reliance on social support, suggesting that confidence may reduce perceived need for help. Because small-sample correlations can be unstable and difficult to generalize, larger studies are needed to clarify the strength and direction of this relationship.

## **METHODS**

### **Research Design**

This study employed a descriptive-correlational research design. The purpose of this study is to determine the self-efficacy and social support on students' sports performance in ROTC athletic events. The variables were described, and the degree of relationships between them was measured using a descriptive-correlational methodology. To examine associations between variables without influencing or altering any of them, this approach was used. The direction and/or strength of the relationship between two or more variables is reflected in a correlation. A connection can have a positive or negative direction (Aprecia et al, 2022).

Bongabong (2022) describes descriptive-correlational research as a survey-based quantitative method that examines existing situations without altering variables. This approach focuses on describing, documenting, and interpreting phenomena, often through comparisons or contrasts. Its main goal is to identify and analyze naturally occurring relationships or correlations between variables. By portraying the current state of affairs, it may also consider historical events in relation to present conditions. This design is particularly valuable for uncovering patterns, associations, and trends when experimental manipulation is either impractical or unethical.

In the context of ROTC athletic events, this means the study focuses on how students' confidence in their abilities and the support they receive from others may be associated with how well they perform in sports-related activities. Since ROTC events involve discipline, training, teamwork, and competitive performance, the design helps identify possible patterns or associations between psychological factors and athletic outcomes without interfering with the participants' actual experiences.

### **Research Locale**

The research locale chosen for this study is Ramon Magsaysay Memorial Colleges (RMMC), strategically positioned at the bustling intersection of Pioneer Avenue and Roxas Avenue in General Santos City. Locally, the ROTC athletes conduct trainings, simulations and drills located at RMMC-Annex campus. As a distinguished private, nonsectarian educational institution, RMMC remains steadfast in its dedication to enhancing students' academic capabilities with the goal of global competitiveness in the teaching-learning experience. This commitment is evident in the consistent delivery of high-quality education, meticulously overseen by experienced school administrators, devoted educators, and engaged stakeholders. At the core of its mission is an unwavering commitment to providing students with access to both affordable and exceptionally high-standard education. Going beyond its immediate educational focus, RMMC stands as a beacon of excellence in South Central Mindanao, advocating for a comprehensive educational approach. Recognized by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) as the singular institution of higher learning, RMMC offers a diverse range of educational paths, including graduate programs in education and associate's and bachelor's degrees spanning liberal arts, business, engineering, information technology, education, social work, criminology, and accounting. Positioning itself as the center for creative growth, progress, and enduring quality in the

South-Central Mindanao region, RMMC takes pride in its identity as a private, non-sectarian college. Embracing a forward-thinking ethos, it distinguishes itself as one of the pioneering schools in the Philippines to integrate the Senior High Level of the K-12 Program into its educational offerings. In this multifaceted landscape of education and innovation, Ramon Magsaysay Memorial Colleges emerges as a guiding light, leading the way towards academic excellence, inclusivity, and holistic development.

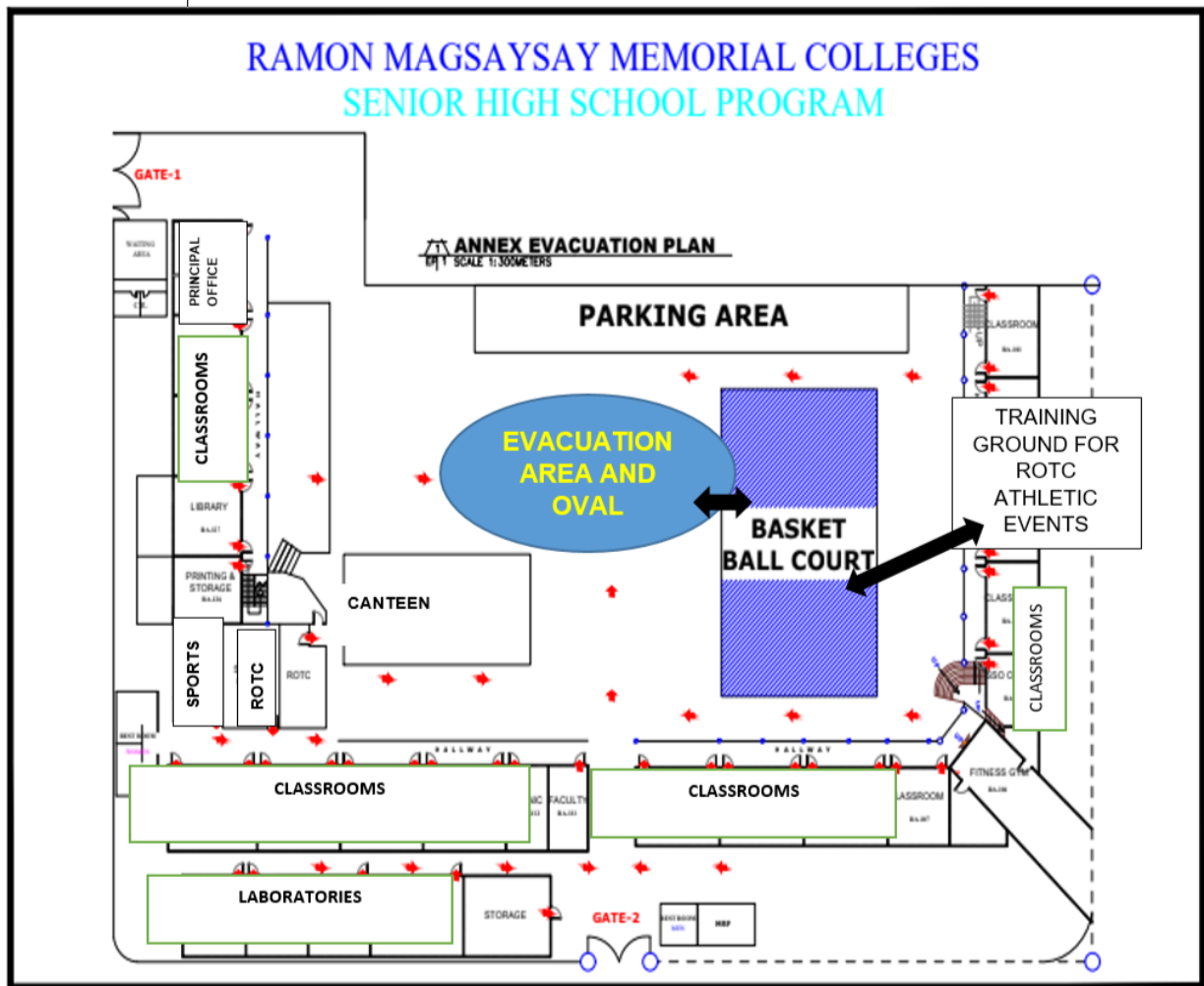


Figure 2. Site Developmental Plan

### Respondents of the Study

The respondents for this study were students a total of 36 officially enrolled in the ROTC program at Ramon Magsaysay Memorial Colleges and Cronasia Foundation College during the academic year 2023-2024. They were selected based on the following inclusion criteria: a) age 18-30 years old, b) male or female, c) single or married, d) active athletes with at least 1 year of sports experience, e) participants in the Philippine ROTC games, and f) members of the ROTC Air Force unit. The respondents included 36 student-athletes who participated in the study due to their active involvement in the ROTC game events.

(Memon et al., 2020) suggest that sample sizes around 30 to 50 are often sufficient for basic analyses like multiple regression, especially when the number of predictors is limited. In exploratory research or situations where large sample sizes are not feasible, small sample correlations can still offer

valuable preliminary insights, Furthermore, while correlations from small samples may be unstable, they can reveal important relationships that merit further investigation with larger samples Bujang, M. A., et al (2024) Additionally, Button, K. S., et al. (2018) supports the idea that smaller sample sizes may be suitable for exploratory or pilot studies focused on understanding relationships rather than making generalizations to larger populations.

### **Sampling Technique**

This study used the total enumeration method to select respondents. Arnaab (2017) described total population sampling as a type of purposive sampling technique that involves examining the entire population with specific characteristics. Researchers often choose this method when the entire population is small and well-defined, and selecting only a part may not meet the study's requirements. While this method can reduce potential bias from sampling techniques, it may not be justified given the increased time and resource requirements. The size of the population determined the number of respondents who answer the test questionnaires to complete the study.

### **Data Gathering Instruments**

In this study, the researcher made a survey questionnaire were the major instruments employed. The researcher-made survey questionnaire was the major instrument the researcher used in order to answer the Statement of the Problem 1 and 2 consist of 10 items each sub variables personalized questionnaire anchored on various resources was made by the researcher. The assessment questionnaire was composed of several topics. Each topic highlights parts like in the self-efficacy includes mastery experience, physiological arousal, and vicarious experience and for social support it includes emotional, informational and tangible support. This instrument helped the student-athletes assess their experience during the ROTC games.

The survey's content and effectiveness were validated through a rigorous process. A panel of experts, including one master's degree holders and two doctorate degree holder in education and philosophy, meticulously evaluated the survey's items, scrutinizing their clarity, alignment with research goals, and relevance. Their invaluable feedback was instrumental in refining the survey, ensuring its coherence, user-friendliness, and alignment with the study's objectives. A validation sheet was handed to the experts as their material in validating the instruments. The resume or profile of the validators were attached to appendices as proof of validation. This collaborative validation process underscored the commitment to generating reliable data from the Bachelor of Science in Criminology students, with the experts' involvement enhancing the research's credibility and the survey's efficacy in extracting meaningful insights. Meanwhile, selecting validators was crucial to ensuring the quality and validity of the research. The criteria in selecting the validators include on the following: Domain Knowledge and Methodological Expertise. In domain knowledge, the validator should be of legal age, should have a strong understanding of the research and the specific topic of the study and a graduate of a master's degree or doctorate degree of a field related to the topic, especially in teaching, guidance counseling and sports enthusiast.

Meanwhile, for methodological expertise, validators should be familiar with the research methods, specifically in qualitative, quantitative, and/or specific methodologies related to the field, and should be experienced people who have proven track record in a given field or two. The experts are recognized among research communities and have helped enrich the knowledge base of the given field. After the validation, a pilot test was performed to determine the reliability of the test items in the assessment questionnaire. Then, the test was administered as a try-out in ROTC students of Ramon Magsaysay Memorial Colleges and Cronaisa Foundation Colleges to determine its reliability Cronbach's Alpha determined the instruments' acceptance and ensured the tests' reliability. This resulted in  $\alpha=89.90$ , indicating good, which meant that the research instrument was reliable.

To assess the impact of self-efficacy and social support on the sports performance of ROTC students in athletic events, a 5-point Likert scale was employed. To describe the self-efficacy levels of the ROTC athletes, the researcher also used the same Likert scale as shown below.

| Scale | Mean Range  | Descriptive Equivalent | Interpretation |
|-------|-------------|------------------------|----------------|
| 5     | 4.20 – 5.00 | Highly Agree           | Very High      |
| 4     | 3.40 – 4.19 | Agree                  | High           |
| 3     | 2.60 – 3.39 | Moderately Agree       | Neutral        |
| 2     | 1.80 – 2.59 | Disagree               | Low            |
| 1     | 1.00 – 1.79 | Highly Disagree        | Very Low       |

To describe the level of social support among ROTC athletes, the researcher employed the following:

| Scale | Mean Range  | Descriptive Equivalent | Interpretation |
|-------|-------------|------------------------|----------------|
| 5     | 4.20 – 5.00 | Highly Agree           | Very High      |
| 4     | 3.40 – 4.19 | Agree                  | High           |
| 3     | 2.60 – 3.39 | Moderately Agree       | Neutral        |
| 2     | 1.80 – 2.59 | Disagree               | Low            |
| 1     | 1.00 – 1.79 | Highly Disagree        | Very Low       |

### Mathematical basis of interval

Formula:  $\frac{N-1}{N}$   
 N=5 (5 points likert scale)

$$\frac{5-1}{5} = \frac{4}{5} = 0.8$$

### Data Gathering Procedure

The study was conducted Ramon Magsaysay Memorial Colleges. A modified survey questionnaire was utilized as the primary tool for gathering relevant data to serve as performance indicators. The research proposal and outline were submitted to the Institute of Graduate Studies (IGS) for approval.

Once approval was granted, formal request letters were prepared and addressed to the College president of the participating private tertiary schools, seeking permission to conduct the study. Upon receiving approval from the respective school president, the researcher orient the respondents for the purpose and importance of the study.

The survey questionnaires were distributed to the student-athletes either in person or through school administrators to ensure proper handling and tracking.

The data were then encoded and organized into spreadsheets for systematic processing. Descriptive statistics, such as mean and pearson-r, were used to analyze the data, providing insights into the self-efficacy and social support on sports performance of students in ROTC athletic events correlation analysis was conducted to determine relationships between self-efficacy and social support. The findings were summarized and interpreted in line with the study's objectives to draw meaningful conclusions and recommendations for future improvements in motivation, sports performance and support systems

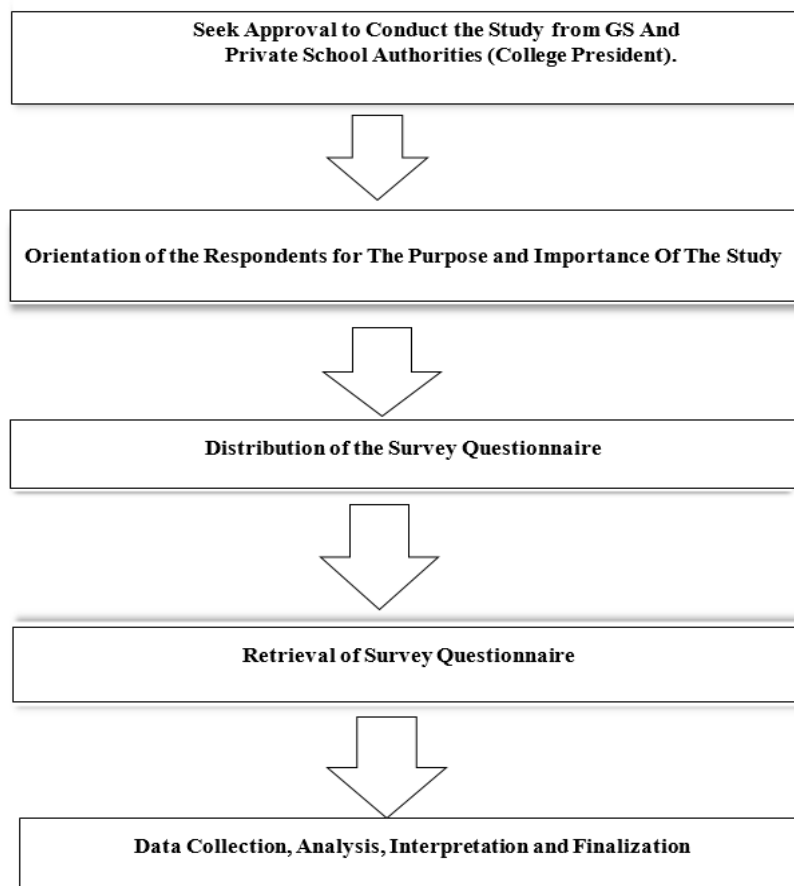


Figure 3. *Flow Process and Data Gathering Procedures*

### Statistical Treatment

After collecting the needed data, relevant figures were generated and subjected to statistical treatments.

To answer the research problems 1 and 2, mean was used as the main statistical tool to treat the data gathered since it only seeks to identify self-efficacy and social support on sports performance.

$$\text{Mean } \bar{x} = \frac{\sum fx}{N}$$

Where:

$\bar{x}$  = mean

$fx$  = summation of frequency mean

$N$  = Number of population

The researcher also utilized Pearson Correlation (Pearson  $r$ ) to determine the significant relationship between the two variables in order to address problem 3.

The following formula were used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

### Ethical Consideration

This study was conducted with firm observance of ethical values to protect the right, privacy, and welfare of all the respondents to ensure ethical compliance during the study.

Respondents' confidentiality was assured, and full consent was obtained. Sufficient and correct information came from the respondents' details. The respondents' desire to participate in the study was free of coercion, pressure, or restrictions. All data to be collected during the process were kept confidential and were applied only for the research. Research materials were properly gathered, archived, and distributed, ensuring security, confidentiality, and anonymity. The study included only relevant parts that were collected. Steering clear of biased data or false ideas, evaluations were conducted fairly. Research data and respondent privacy were protected to guarantee a sufficient degree of confidentiality. Apart from the scientific data gathered, the openness of the evaluation guaranteed that respondents knew the topic.

Moreover, respondents could quit the study at any moment without negative consequences. The evaluators and validators also received a cash honorarium and a token of gratitude for their significant time, knowledge, and effort in assessing and validating the instructional video and research tool. Their help was absolutely vital in ensuring the correctness, quality, acceptability, and validity of the generated educational video content. The researcher demonstrated real thankfulness for their expert knowledge by recognizing their assistance since it was absolutely vital for the success of this project.

## RESULTS AND DISCUSSION

Table 1. *Self-Efficacy of Students in ROTC Athletics Events in terms of Mastery Experience*

| INDICATOR   | Mean        | Interpretation   |
|---|-------------|------------------|
| 1.) I am confident to play because I know the rules   | 4.81        | Very High        |
| 2.) I am knowledgeable enough about the sport   | 5.00        | Very High        |
| 3.) I am confident that I could deal efficiently with unexpected events.  | 5.00        | Very High        |
| 4.) I am aware of outcome that may occur and it increased effort and persistence that lead to better performance. | 5.00        | Very High        |
| 5.) I can usually handle whatever comes my way during the training.   | 5.00        | Very High        |
| 6.) When I am in the competition, I am certain that I will win the game.  | 4.67        | Very High        |
| 7.) I am confident that I can perform different skills effectively during the competition/training.               | 4.06        | High             |
| 8.) Even when the situations are tough, I can perform quite well.   | 4.72        | Very High        |
| 9.) I am confident to play with my teammates and win the game.  | 4.89        | Very High        |
| 10.) I am confident because we have teamwork.   | 4.97        | Very High        |
| <b>SECTION MEAN</b>   | <b>4.81</b> | <b>Very High</b> |

The results indicate that the respondents shows very high in mastery experience with a (SM= 4.81).

The results with a highest mean indicate that the respondents self-efficacy in terms of mastery experience is they demonstrate strong confidence in their knowledge of the sport and its rules, respondents feel well-prepared to handle unexpected challenges, aware of outcome that may occur and it increased effort and persistence that lead to better performance and usually handle whatever comes my way during the trainings which is very high (M=5.00)

Moreover, the respondents confident that I can perform different skills effectively during the competition/training is high which got the lowest score (M=4.06).

The finding suggest that mastery experiences may provide a solid foundation for high self-efficacy, fostering motivation, persistence, and a sense of readiness that supports both individual and team success in sports.

In relation to this, Smith & Johnson (2023) found that confidence also extends to managing demanding training requirements and maintaining performance under pressure, highlighting resilience and mental toughness as crucial components of their self-efficacy, teamwork and social support clearly play a crucial role in boosting confidence among respondents, particularly reflected in their strong confidence in sport-specific knowledge and understanding of rules, which significantly contributes to their competence. By demonstrating resilience and mental toughness, as evidenced by their ability to manage unexpected challenges and persist through demanding training conditions that where mastery experiences and targeted skill development collectively contribute to the respondents' high self-efficacy, motivation, and readiness for sports success Jung, Ressler, & Linder (2018). In contrast Gameiro et al. (2023) Despite having teamwork and social support, some athletes still showed low confidence in handling demanding training and performing under pressure, indicating that resilience and mental toughness do not automatically develop even with strong sport specific knowledge, self-efficacy and readiness for success appeared more shaped by individual coping strategies and prior failures than by support or mastery experiences alone, especially when athletes face repeated failure, chronic stress, or poorly structured training environments.

Table 2. Self-Efficacy of Students in ROTC Athletics Events in terms of Physiological Arousal

| INDICATORS  | Mean        | Interpretation   |
|---|-------------|------------------|
| 1.) As an athlete I'll accept changes in different life aspects without being worried.                                | 4.39        | Very High        |
| 2.) I can be firm under conditions of stress during the training/game.  | 4.58        | Very High        |
| 3.) I have the ability to move and speak easily and confidentially to my team mates.                                  | 4.67        | Very High        |
| 4.) During the game I have the ability to think clearly and to make decisions efficiently.                            | 4.53        | Very High        |
| 5.) I have the ability to execute the skills with my optimal performance in every game.                               | 4.75        | Very High        |
| 6.) As an athlete I have the ability to persist in the face of challenges, mistakes, and failure.                     | 4.47        | Very High        |
| 7.) I can rehearse sports events in my mind because all of my senses is working well (see, feel, hear, taste, smell). | 4.56        | Very High        |
| 8.) I am well-relaxed athletes because I could visualize the process of the game.                                     | 4.33        | Very High        |
| 9.) I take all the supplements provided by our coaches that is needed in my body for optimum performance.             | 4.75        | Very High        |
| 10.) I use deep breathing technique as relaxing method before and after the game.                                     | 4.97        | Very High        |
| <b>SECTION MEAN</b>   | <b>4.60</b> | <b>Very High</b> |

The results indicate that the respondents shows very high in Physiological Arousal with a (SM=4.60).

The results with a highest mean indicate that the respondents self-efficacy in terms of Physiological Arousal is the use of deep breathing techniques before and after the game received the highest mean of (M=4.97)

Moreover, the respondents and lowest mean is I am well-relaxed athletes because I could visualize the process of the game is high which got the lowest score (M=4.33).

The finding suggest that that these athletes are well-equipped to regulate their physiological states, which is essential for achieving peak performance and sustained motivation.

In relation to this, underscoring the importance of such relaxation strategies in maintaining composure and focus with emphasizing the critical role of arousal regulation techniques such as deep breathing and mental imagery in optimizing sports performance (Mesagno and Beckmann, 2017). The athletes' confidence in persisting despite challenges and employing sensory which is visualization rehearsal supports the idea that psychological resilience and mental skills training contribute significantly to consistent and enhanced outcomes Griffith, K., et al. (2024). However, Reinebo, G., et al (2024) shows that relaxation and arousal regulation techniques like deep breathing and mental imagery do not always improve composure, focus, or performance, especially when training is brief, poorly integrated, or fails to address fear of failure, chronic stress, or skill gaps. In these cases, psychological resilience and mental-skills practice have inconsistent effects, suggesting such strategies alone may not ensure better outcomes without individualized support and changes in training or competition demands.

Table 3. *Self-Efficacy of Students in ROTC Athletics Events in terms of Vicarious Experience*

| INDICATORS   | Mean        | Interpretation   |
|--|-------------|------------------|
| 1.) I ensured new things experience as motivation during the game that can improve my skills.  | 4.67        | Very High        |
| 2.) Watching an experienced-athlete's model skill inspires me to do better.  | 4.89        | Very High        |
| 3.) I can win the game because I am skillful just like the others.   | 4.83        | Very High        |
| 4.) I can remain calm in the competition because I can rely to the coping abilities I've observe from the well-experienced athletes. | 4.61        | Very High        |
| 5.) I'll be willing to work hard to overcome hurdles.  | 4.39        | Very High        |
| 6.) When I am in the competition, I' am willing to seek out challenges because of the new skills I've acquired.                      | 4.72        | Very High        |
| 7.) I am confident that I can perform different skills effectively because I've put more efforts during the competition/training.    | 4.97        | Very High        |
| 8.) My experience helps me become bold as an extravert athlete.  | 4.97        | Very High        |
| 9.) I do accept the criticism of my peers and coaches and deal with mistakes comfortably.  | 4.58        | Very High        |
| 10). During the game, coaches use body language as a mode of indirect instructions   | 5.00        | Very High        |
| <b>SECTION MEAN</b>  | <b>4.76</b> | <b>Very High</b> |

The results indicate that the respondents shows very high in Vicarious experience with a (SM=4.76).

The results with a highest mean indicate that the respondents self-efficacy in terms of Vicarious experience is the consistent the use of coaches' body language as indirect instructions (M=5.00)

Moreover, the respondents lowest mean is I'll be willing to work hard to overcome hurdles very high which got the lowest score (M=4.39).

The finding suggest that the development of their skills and competitive confidence which the strong role of coaches’ variability in translating observation into sustained effort, hinting at potential areas for coaching focus, also highly agree affirm that vicarious experience significantly bolsters athletes’ confidence, motivation, and emotional control, which are critical for high performance and continual skill development, emphasizes the well-established link between vicarious experience and self-efficacy in sports performance and observational learning by watching skilled models has been shown to enhance both technical skill acquisition and psychological readiness

In relation to this, nonverbal cues as indirect instructions supports studies on implicit learning and communication in sport contexts (De Oliveira Abreu, C., et al. 2024), Patel & Singh (2023) athletes’ personal qualities must match the specific demands of their sport, emphasizing traits such as agreeableness, Tóth et al. (2024) athletes who are willing to work hard to overcome hurdles typically show higher levels of grit, resilience, and mental toughness, which enable them to persist through pain, fatigue, and failure. Moreover, athletes’ acceptance of criticism and emotional regulation reflect how vicarious learning contributes to resilience and motivation Lee, S., et al. (2021), Contradicting to Kegelaers, J. (2023) state that in sports resilience suggests that nonverbal cues and implicit learning do not always improve performance, especially when feedback is unclear or inconsistent, and that traits like agreeableness or grit do not guarantee success if the training environment is poor or mismatched, high resilience can lead to overtraining or ignoring injury, and frequent acceptance of criticism may harm confidence and motivation if feedback is negative or not individualized, indicating that vicarious learning and nonverbal communication alone are not enough for sustainable performance and well-being.

Table 4 . *Summary table for Statement of Problem 1*

| SELF EFFICACY             | Mean | Description |
|---------------------------|------|-------------|
| 1.) Mastery experience    | 4.81 | Very High   |
| 2.) Physiological arousal | 4.60 | Very High   |
| 3.) Vicarious experience  | 4.76 | Very High   |
| Grand mean                | 4.72 | Very High   |

The summary results indicate that the respondents obtained a very high level of self-efficacy mastery experience (SM=4.81), physiological arousal (SM=4.60), vicarious experience (SM=4.76) with a grand mean of 4.72.

The finding suggest that to sustain high self-efficacy prioritize mastery experiences through progressive sports drills with incremental successes; incorporate vicarious learning via video analysis of elite performances and optimize arousal management with pre-competition mindfulness or breathing exercises to harness positive results, suggesting that previous successes and observation of others’ performance strongly contribute to the respondents’ confidence in sports Kocak (2020). However, some evidence suggests that overemphasizing mastery experiences, vicarious learning, and arousal-management techniques does not always sustain high self-efficacy, especially when athletes experience repeated failures, negative feedback, or poorly structured drills that undermine perceived progress. Lin, P., et al (2025).

### Social Support

Table 5. *Social Support on Sports Performance of Students in ROTC Athletic Events in terms of Emotional Support*

| INDICATOR  | Mean | Interpretation |
|--|------|----------------|
| 1.) My parents, coach and Sports Coordinator always motivates me through explaining the value of the sports. | 5.00 | Very High      |

|  |             |                  |
|--|-------------|------------------|
| 2. My parents have always encouraged me to perform well in my sports track.                    | 4.83        | Very High        |
| 3. I feel attached to my team because they accept me for who I am.                             | 4.61        | Very High        |
| 4. My Coach help me to understand commitment.  | 4.92        | Very High        |
| 5.) My parent cheer me up during the competition   | 1.00        | Very low         |
| 6. During the game, my parents show effort in attending the games.                             | 1.00        | Very low         |
| 7.) My coach always give me words of encouragement every time I am about to give up            | 4.97        | Very High        |
| 8.) Our coach and team mates comfort me of my failure.   | 4.83        | Very High        |
| 9. Our Coach always listen to my agony of mistake.   | 4.33        | VeryHigh         |
| 10.) After the ROTC games, my coach always makes me feel that he would always be there for me. | 4.78        | Very High        |
| <b>SECTION MEAN</b>  | <b>4.03</b> | <b>Very High</b> |

The results indicate that the respondents shows very high in social support in terms of emotional support with a (SM= 4.03).

The results with a highest mean indicate that the respondents Social support in terms of in terms of emotional support is that related where athletes is always motivated due through explaining the value of the sports is the consistent the use of coaches' body language as indirect instructions (M=5.00)

Moreover, the respondents lowest mean is My parent cheer me up during the competition, During the game, my parents show effort in attending the games very high which got the lowest score (M=1.00).

The finding suggest that parental presence and encouragement during competitive events are pivotal for athlete confidence and performance. Coach and sports coordinator related in explaining the value of the sport reflect the important role coaches play in not only technical but also emotional support, as reinforced emphasizing the significance of coach involvement beyond mere physical training.

In relation to this, Coaches need to always look for opportunities and explain the value of sports wherein their athletes learn best, and athletes need to maintain their extreme source of motivation Coussens AH, Stone MJ, Donachie TC (2024) My parent cheer me up during the competition” and “During the game, my parents show effort in attending the games noted that parental presence and encouragement during competitive events are pivotal for athlete confidence and performance. The generally positive perception of emotional support from coaches and sports coordinators suggests that effective coach-athlete relationships foster resilience, motivation, and emotional stability in sports settings (Karayel, Adilogullari, & Senel, 2024). Contradicted with (Gao, Y. et al., 2024) suggests that even when coaches emphasize the value of sport and parents provide emotional support, athletes may still show low motivation and confidence if family involvement is inconsistent, over controlling, or poorly timed, indicating that emotional support alone does not guarantee resilience or performance without balanced, well-coordinated engagement from parents, coaches, and sports authorities.

Table 6. Social Support on Sports Performance of Students in ROTC Athletic Events in terms of Informational Support

| INDICATOR  | Mean | Interpretation |
|--|------|----------------|
| 1. Our team always received advice about to stay calm in every competitive situations. | 4.75 | Very High      |
| 2.) My coach always give tactical advice before the game.                              | 4.94 | Very High      |
| 3.) My coach offer me idea and suggest action in every game.                           | 4.78 | Very High      |

|  |             |                  |
|--|-------------|------------------|
| 4.) Before the ROTC games, our coach help me put things in perspective.                    | 4.50        | Very High        |
| 5.) Our coaches help me decide what to do in every game.                                   | 4.53        | Very High        |
| 6.) During the ROTC games, my coach give me advice about what to do.                       | 3.72        | Very High        |
| 7.) Before the ROTC games, my coach alleviate pressure and leave us to concentrations.     | 4.61        | Very High        |
| 8.) During the ROTC games, my coach advise us in reducing worries about practical matters. | 4.33        | Very High        |
| 9.) During the ROTC games, my coach help me with my interpersonal problems.                | 4.64        | Very High        |
| 10.) After the ROTC games, my coach advise us a life-direction issues.                     | 4.44        | Very High        |
| <b>SECTION MEAN</b>  | <b>4.53</b> | <b>Very High</b> |

The results indicate that the respondents shows very high in social support in terms of informational support a (SM= 4.53).

The results with a highest mean indicate that the respondents Social support in terms of in terms of informational support is that related where athletes is my coach always give tactical advice before the game. (M=4.94)

Moreover, the respondents lowest mean is during the ROTC games, my coach give me advice about what to do high which got the lowest score (M=3.72).

The finding suggest that athletes consistently view their coaches as reliable sources of knowledge and practical advice, both before and after competitions, tactical advice before games underscores the importance of clear strategic communication to boost athlete readiness and confidence. This pattern of results highlights that effective communication, including tactical and emotional support, enhances athlete performance and psychological well-being skills in delivering concise, actionable communication during critical game periods. Collectively, the findings of the research reinforce that comprehensive, timely, and supportive communication from coaches is vital for athlete development and satisfaction.

In relation to this Foulds, English, & Harvey (2019) posit that positive coach-athlete interactions characterized by honest, clear communication and emotional understanding boost motivation and performance outcomes. Additionally, Davis, Jowett, & Tafvelin (2019) emphasize the role of coaches in providing holistic support, including assistance with pressure management and interpersonal issues, athletes perform best when receiving clear pre-game strategies but may struggle to implement new advice during moments of high cognitive load. This underscores the importance of developing coaches. In contrast Kim, Y., & Park, I. (2020) state that even positive, clear coach athlete interactions do not always improve motivation or performance, especially under high stress or cognitive load when advice is excessive or poorly timed, it can increase confusion and hinder decision-making, indicating that coaching quality must be matched to the athlete's mental state and situational demands, not just to relationship quality alone.

Table 7 . Social Support on Sports Performance of Students in ROTC Athletic Events in terms of Tangible Support

| INDICATOR  | Mean | Interpretation |
|--|------|----------------|
| 1.) The school has equipment and provide the athletes the best chance of abstaining from sports -related injury. | 4.14 | High           |
| 2. My coach gives me extra money for my personal needs.  | 4.08 | High           |
| 3. The school provide a rehabilitation phase after the game.   | 2.83 | Neutral        |
| 4.) During the ROTC games, the school provides us health insurance   | 5.00 | Very High      |

|  |             |                  |
|--|-------------|------------------|
| 5.) During the ROTC games, the school provides us travel and daily allowance.        | 5.00        | Very High        |
| 6. The organizer transport us to training and competition matches.                   | 5.00        | Very High        |
| 7. The school can buy a complete attire to be used in the game competitions.         | 5.00        | Very High        |
| 8. Before the ROTC games, the coaches set sessions in training and tune-ups.         | 4.08        | High             |
| 9. The organizer provide a comfortable resting place after the competition.          | 4.00        | High             |
| 10. After the ROTC games, the organizer give us awards such medals and certificates. | 4.61        | Very High        |
| <b>SECTION MEAN</b>  | <b>4.38</b> | <b>Very High</b> |

The results indicate that the respondents shows very high in social support in terms of tangible support a (SM= 4.38).

The results with a highest mean indicate that the respondents Social support in terms of in terms of tangible support is that related where athletes, During the ROTC games, the school provides us health insurance, During the ROTC games, the school provides us travel and daily allowance, The school can buy a complete attire to be used in the game competitions, The organizer transport us to training and competition matches. (M=5.00)

Moreover, the respondents lowest mean is during the ROTC games, the school provide a rehabilitation phase after the game neutral which got the lowest score (M=2.38).

The finding suggest that suggests strong institutional backing, ensuring athletes have the resources and essentials to participate and perform well and also confirmed that tangible support not only facilitates athletes' participation but also enhances their sense of belonging and capability. Institutional efforts to build supportive environments create conditions for optimal performance, health, and satisfaction. Yet, the organizers and schools should address gaps in rehabilitation and recovery support to ensure holistic care and sustained athlete well-being both practical and health-related assistance.

In relation to this that perceived tangible support is strongly associated with athlete satisfaction, participation, and motivation. The provision of health and travel benefits, proper equipment, and recognition in the form of awards aligns with findings that resource-rich environments boost commitment, morale, and performance among athletes (Ferreira et al., 2024), transportation, attire, and awards further reinforce the idea that logistical support is essential for reducing stress and fostering an inclusive, competitive atmosphere However, post-game rehabilitation highlights an area where athletes' needs may be under-supported—a gap that echoes recent recommendations for comprehensive athlete welfare programs, including injury recovery and physical therapy services (Winchester et al., 2022). In contrast Gray, H. (2022) shows that abundant tangible support like travel, equipment, and awards does not always increase satisfaction or performance when post-game rehabilitation and injury care are lacking, suggesting that logistical support alone is insufficient without consistent, athlete centered recovery and welfare services.

Table 8. *Summary table for Statement of Problem 2*

| SOCIAL SUPPORT         | Mean | Description |
|------------------------|------|-------------|
| 1.) Emotional Support  | 4.03 | High        |
| 2. Informative Support | 4.53 | Very High   |
| 3.) Tangible Support   | 4.38 | Very High   |
| Grand mean             | 4.31 | Very High   |

The summary results indicate that the respondents obtained a very high of social support, emotional support (SM=4.03), informational support (SM=4.53), tangible support (SM=4.38) with a grand mean of 4.31 very high.

The finding suggest that to sustain high social support it must Strengthen emotional support Foster team huddles for encouragement, building resilience boost, for informational support share research-backed coaching tips and training resources to sustain high engagement lastly enhance tangible support, provide sports gear and transport for sports practices, directly addressing practical need. Among the indicators, informative support obtained the highest mean, followed by tangible support, while emotional support obtained the lowest mean but remained high.

In relations, Hundito (2022) explains that social support is an organizational stressor that can influence the wellness of student-athletes, highlighting how it can either buffer or intensify stress depending on its quality and availability, moreover Tannous-Haddad et al., (2024) indicate that the student athlete commonly receive guidance, practical assistance, and emotional encouragement from people around them, In Contrast Yang et al. (2021) that excessive informational input ( constant coaching tips) can overwhelm athletes, while tangible support (gear and transport) without emotional connection may feel transactional rather than supportive, and weak emotional support can leave athletes feeling isolated despite high guidance and practical assistance, indicating that structure and relationship quality matter more than mere availability of support types alone.

Table 9 . Significant Relationship between the Self-efficacy and Social Support on Sports Performance of Students in ROTC Athletic Events

| Pair of variables                       | n  | df | r    | p-value | Remarks         |
|---|----|----|------|---------|-----------------|
| Self- Efficacy<br>And<br>Social Support | 36 | 34 | 0.23 | 0.17    | Not significant |

$\alpha= 0.05$  level of significance.

The above results shows that the self-efficacy and social support has no significant impact on the respondents sport performance. A weak correlation relationship is observed is statistically insignificant between self-efficacy and social support in the sports performance of students involved in ROTC athletic events. There is enough evidence to claim that self-efficacy and social support does not affect sport performance.

The statistical analysis shows p-value of 0.23 is greater than the level of significance of 0.05, thus the null hypothesis was rejected indicating that there is non-significant very small positive relationship between the two variables.

This suggests that higher self-efficacy may be linked to lower social support. Athletes with higher self-efficacy sometimes report less reliance on, or perceived lower social support from others, possibly because increased independence or confidence in their abilities reduces the need for external support.

In relation to this, Siyahtaş, A., et al. (2025) report that athletes with higher self-efficacy sometimes perceive less reliance on, or lower social support from others, possibly because increased independence or confidence in their abilities reduces the need for external support, even though the correlation looks strong, it is not reliable due to the very small sample Memon et al., (2020) demonstrated that correlations obtained from small samples can be unstable and unreliable, often failing to generalize to the population, Additionally, some researchers argue that strong correlations observed in small samples, although unstable, can highlight areas deserving further investigation where larger samples should follow Button, K. S., et al. (2018). Thus, while small sample correlations are generally less reliable, they can still have heuristic or hypothesis-generating value. Thus, the two variables have no significant relations.

## Summary

The study employed a descriptive correlational research design to examine the relationships of self-efficacy and social supports affecting ROTC athletes. This approach allowed for the systematic collection and analysis of data to identify patterns and associations without manipulating variables. Surveys were employed as the primary data collection method, providing a practical and efficient means to gather self-reported information from the athletes. This combination of descriptive correlational design and survey methodology enabled a comprehensive understanding of the athletes' self-efficacy and social support in their sports performance.

The first variable reveals that respondents possess a high level of self-efficacy related to mastery experiences in sports, demonstrating strong confidence in their knowledge of the sport and its rules. They feel well-prepared to handle unexpected events and challenges, showing resilience and mental toughness essential for maintaining performance under pressure. Teamwork and social support further bolster their confidence, highlighting the importance of collective effort. However, a slightly lower ability to perform different skills during competition suggests room for improvement in adaptability and skill versatility.

In addition to mastery experience, respondents show strong self-efficacy in managing physiological arousal, endorsing relaxation techniques such as deep breathing and mental rehearsal to maintain focus. Vicarious experience also plays a key role, with athletes gaining motivation and skill improvement by observing peers and coaches. This social learning supports emotional regulation and persistence, although some variation exists in willingness to overcome challenges. These factors combine to enhance psychological preparedness and promote sustained motivation.

Finally, emotional, informative, and tangible support are crucial components of athletes' confidence and well-being. Emotional support is strong from coaches and sports coordinators but lacks consistency from parents during competitions, indicating a need for better family involvement. Informative support from coaches is highly valued but challenging during games, emphasizing the need for effective in-game communication. Tangible support generally meets athletes' needs except for rehabilitation services, revealing an area for development. Together, these comprehensive support systems effectively contribute to athletes' self-efficacy, performance, and overall welfare, lastly it shows the test of the correlation coefficient, where the null hypothesis was accepted at the 0.05 significance level. The data show that  $r = 0.23$ , indicating a weak correlation. As self-efficacy increases, social support tends to decrease, and vice versa. Since the p-value of 0.23 is greater than the level of significance of 0.05, the null hypothesis, even though the correlation looks strong, it is not reliable due to the very small sample.

## CONCLUSION

In light of the above findings, the following are concluded:

The athletes exhibit robust self-efficacy driven by mastery experiences like resilience and teamwork, effective physiological arousal regulation through techniques such as deep breathing and mental rehearsal, and vicarious learning via observation of peers and coaches, all of which bolster their confidence, focus, and performance under pressure. While variability exists in areas like coping with life changes and relaxation, these interconnected sources of self-efficacy—rooted in personal mastery, emotional control, and social modeling—collectively enhance motivation, skill execution, and adaptability in competitive sports. Targeted interventions to build skill versatility and consistent relaxation practices could further elevate their overall resilience and effectiveness.

ROTC athletes report high levels of perceived support across emotional, informational, and tangible dimensions from parents, coaches, sports coordinators, and institutions, including motivation, tactical guidance, and resources like health insurance and travel allowances that boost their readiness, confidence, and competitive performance. Coaches stand out for their effective pre-game strategic advice and encouragement, while emotional backing from family and staff fosters commitment and resilience.

Nevertheless, gaps in certain emotional support areas, post-game rehabilitation, and recovery resources present opportunities for targeted enhancements to more comprehensively meet athletes' needs and optimize long-term sports performance.

The correlation coefficient of 0.23 indicates a weak correlation relationship between self-efficacy and social support, suggesting that as one increases, the other tends to decrease. However, with a p-value of 0.17 exceeding the 0.05 significance level, this correlation is not statistically significant, likely due to the small sample size which limits the reliability and generalizability of the findings.

### Recommendations

1. ROTC commander and coaches may maximize athletes' self-efficacy and performance and may implement targeted training programs focused on skill versatility, such as cross-training drills and scenario-based simulations, alongside consistent workshops on relaxation techniques like progressive muscle relaxation and mindfulness to address variability in coping with life changes.

2. ROTC Sports administrator may address identified gaps and strengthen support for ROTC athletes, institutions should prioritize post-game rehabilitation programs by allocating dedicated resources for recovery services, such as physiotherapy sessions and injury monitoring, while enhancing tangible support through expanded recovery kits and follow-up health checkups. Coaches and coordinators may bridge emotional support deficiencies via regular feedback sessions and personalized motivation check-ins, building on their strengths in pre-game tactical advice to foster deeper resilience and commitment.

3. Researcher may prioritize larger-scale studies with diverse ROTC athlete cohorts to enhance statistical power, reliability, and generalizability of results. In the interim, coaches and programs can cautiously explore integrated interventions, such as combining social support enhancements with self-efficacy while monitoring outcomes through repeated assessments to identify potential trends. Institutions may invest in expanded data collection protocols, including longitudinal tracking, to better discern any subtle relationships and inform evidence-based sports performance strategies.

4. To the future researcher ROTC athletic programs may implement targeted training to enhance skill versatility and adaptability, addressing the identified areas for improvement. Additionally, improving emotional support mechanisms and post-game rehabilitation services will further optimize athletes' overall sports performance and recovery.

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