Stressors and Coping Styles of the Collegiate Athletes of PUP

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ABSTRACT

This study aimed to determine the stressors and coping styles of the collegiate athletes of the Polytechnic University of the Philippines. The study was undertaken during the first semester, school year 2015-2016. Moreover, it attempted to establish significant difference in the stressors and coping styles of the respondents when they were grouped according to their personal dimensions. The descriptive survey method was used in the study. The Student Profile Checklist was employed to obtain personal profile of the respondents. Perceived Stressors Checklist which includes such variables as financial, physical, academic, intrapersonal, interpersonal, and environmental stressors and the Cope Inventory were utilized to measure the stressors and coping styles of the athlete-respondents respectively. Statistical treatments such as weighted mean, one-way ANOVA, and t-test were employed in analyzing the data of the study. The participants were 90 collegiate-students of the university who were randomly selected from seven athletic events. Results showed that the athlete-respondents rated academic as well as environmental stressors as the sources of their stress. On the other hand, the athlete-respondents manage their stressors by using positive reinterpretation coping, religious coping, etc. There is a significant difference in the stressors of the respondents when they were grouped according to their personal dimensions. Likewise, the athlete-respondents differed in their coping styles when grouped according to gender, age, and family monthly income status.

Keywords: academic stressors, environmental stressors, positive reinterpretation coping, religious coping, coping styles

INTRODUCTION

Literature and studies on stress revealed that collegiate athletes are likely to experience stress due to their busy schedules. This is explained in terms of the many roles they perform in school as well as their athletic responsibilities. Being exposed to a variety of stressors can have an adverse effect among the collegiate athletes especially in their academic and athletic

performance. The stress experienced by college athletes affects them physically, emotionally and mentally. Although everyone does not have the exact same response to stress, in general the longer a person experiences chronic stress the more severe their symptoms. Some of the possible effects of stress include a change in sleeping patterns or eating habits, a rise in blood pressure, chest pain, difficulty concentrating, memory difficulties, and increased anxiety attack.

Acute stress can be found in sporting contexts. Research has identified physical and mental errors, penalties, experiencing pain or injury, and coach reprimand as the most common examples of acute stress in sports (Anshel & Kaissidis, 1997).

Researchers revealed that the most frequently cited stressors were injury concerns, mental errors, and physical errors. Experiences with stressors may likewise encourage the collegiate athletes to use different coping strategies such as increased concentration, blocking, positive reappraisal, and being focused on the tasks (Nicholls, Holt, Polman, & Bloomfield, 2006).

Many researchers have investigated the demands and stressors faced by college students. This population regularly reports experiencing numerous stressful academic, health-related, and personal-social challenges, such as the pressures to perform well in the classroom, excessive time demands, relationship issues, family pressures, and financial concerns (Anshel, 1996).

In another study, researchers are able to discover that student athletic trainers are confronted with multiple, often stressful, life demands. Typically high-achieving student athletic trainers must balance the roles of student, helping professional in the making, and perhaps most challenging of all, developing young person.

A study which explores sources of stress and coping styles among Jordanian student-athletes revealed that the most common sources of stress were injury and illness, pressures of competition, referee, conflict with the coach, and spectators. Athletes identified 16 coping strategies used to manage stress. Results suggest that interventions designed to reduce stress

should seek to increase the use of avoidance and approach styles to cope with stress (Abedalhafiz, Altahayneh, Al-Halig, 2010).

Previous studies looking at the sources of stress in sport have generally overlooked the unique experiences of professional athletes participating in team sports. The study of Noblet and Gifford (2002) describes the results of a qualitative study aimed at identifying the sources of stress experienced by a cross-section of professional Australian footballers. Players from two Australian Football League clubs took part in the study involving in-depth, one-to-one interviews and focus group discussions. The results revealed that players identified sources of stress that went beyond those associated with the competitive event (such as poor performances) and included a lack of feedback, difficulty balancing football and study commitments, and job insecurity. The influence of both competition and non-competition sources of stress parallels previous research involving non-professional athletes and indicates that the entire sporting experience needs to be taken into account when developing stress management strategies.

In a study conducted by Puente-Diaz and Anshel (2005), sources of acute stress, cognitive appraisal (i.e., perceived controllability), and the use of coping strategies were found to be functions of culture among highly skilled tennis players from Mexico and the United States. Participants were 112 competitive tennis players, 54 of whom were from Mexico (44 boys, 10 girls), and 58 of whom were from the United States (30 boys, 28 girls). A qualitative analysis indicated that the most common sources of acute stress in tennis include "receiving negative comments from coaches and relatives" and "opponent cheating." The authors adapted the COPE Instrument (C. Carver, M. F. Scheier, & J. K. Weintraub, 1989) to ascertain the athletes' use of coping strategies. Regression analysis assessed the extent to which culture predicted the athletes' perceived controllability of the stressors and their use of coping strategies. The results indicated that culture significantly predicted both perceived controllability and the use of coping strategies. The authors discussed implications for the role of culture in predicting cognitive appraisal and coping in sport.

In a related study, Stigler, Etzel, and Lantz (2002) determined that academic and financial concerns represented the greatest sources of stress for student athletic trainers. Repeated-measures analyses of variance indicated that stress levels fluctuated significantly during the academic year, with peak stress levels experienced during midterm and at the end of the spring semester. Although female student athletic trainers consistently reported higher levels of stress than their male counterparts, these differences were not statistically significant.

Stress from officiating has been found to have a profound impact on official's mental health, attentional focus, performance, satisfaction with their profession and dropout intentions. Although some studies have been conducted regarding the frequency and intensity of the major sources of stress experienced by sport officials, no research has attempted to determine how sport officials cope or attempt to cope with these stressors. Through a national soccer official organization, questionnaire packets were administered to over 200 officials. Questionnaire packets included sources of stress and ways of coping questionnaires. The top sources of stress experienced by the officials included 'conflict between officiating and family demands,' 'making a controversial call' and 'conflict between officiating and work demands.' The top acute coping strategies utilized by the officials included 'thought hard about steps to manage' and 'asked fellow officials what they did' (problem-focused strategies). Other results indicated the importance of officials' learning and implementing numerous stress management interventions, including time management, restructuring unproductive thoughts, physiological relaxation techniques, communication training and mental skill training techniques such as imagery, relaxation breathing and self-talk.

A total of 6 general sources of stress and 11 coping dimensions were revealed. The stress dimensions were labeled athletic training duties, comparing job duties, responsibilities as student, time management, social evaluation, and future concerns. The coping responses were planning, instrumental social support, adjusting to job responsibilities, positive evaluations, emotional social support, humor, wishful thinking, religion, mental or behavioral disengagement, activities outside the profession, and other outcomes.

Reed and Giacobbi (2004) assessed the sources of stress and coping responses of certified graduate athletic training students. A total of six general sources of stress and 11 coping dimensions were revealed. The stress dimensions were labeled athletic training duties, comparing job duties, responsibilities as student, time management, social evaluation, and future concerns. The coping responses were planning, instrumental social support, adjusting to job responsibilities, positive evaluations, emotional social support, humor, wishful thinking, religion, mental or behavioral disengagement, activities outside the profession, and other outcomes.

Another area of needed research among athletes concerns gender differences in the use of appraisal and coping strategies. As reviewed by Crocker, Kowalski, and Graham (1998) selected studies published in the sport psychology literature have indicated that females use more emotion-focused coping and seek social support in response to acute stress than males do. However, research on gender differences among athletes in making cognitive appraisals is also apparently nonexistent. In addition, there are no published psychometrically validated inventories in the sport psychology literature that identify either cognitive appraisal or coping for competitive athletes (Crocker et at. 1998), Hence, in an effort to extend previous research in the general psychology literature on appraisal processes and to test the efficacy of appraisals in sport, an instrument was designed, for research, not diagnostic, purposes, to measure athletes' appraisals and coping strategies following acutely stressful sporting experiences.

Anshel (1996) found that approach coping strategies were more common following stressful events that reflected greater situational control (e.g., making a physical or mental error, responding to pain), while avoidance coping was more likely under low controllable conditions (e.g., a coach's reprimand, poor weather, a referee's penalty). It appears that athletes use coping strategies that best meet the functions for which they are intended, that is, to reduce perceived stress intensity or to enhance the individual's personal resources (i.e., emotional state, confidence) in dealing with the unpleasant episode. One area of needed research in sport psychology is examining the extent to which the athletes' cognitive appraisals are associated with their use of coping strategies.

Another major contributor to acute stress found in youth sports were the largely impracticable and unobtainable performance expectations placed on children by their parents (Anshel & Delaney, 2001). Gilbert, Gilbert, &Morawski (2007) mentioned that parental criticisms often led to acute stress resulting in decreased performance as their children were less likely to successfully attend to competitive stimuli.

Using empirical literature and studies that were cited above, the present study sought to uncover the sources of stress and coping styles of the collegiate athletes of the Polytechnic University of the Philippines.

Specifically, the study aimed to provide answers to the following questions:

1. What is the profile of the athlete-respondents in terms of the following personal dimensions:

    1.1 Gender
    1.2 Age
    1.3 Family Monthly Income Status

2. What is the stressor of the athlete-respondents in terms of the following variables:

    2.1 Financial
    2.2 Academic
    2.3 Physical
    2.4 Intrapersonal
    2.5 Interpersonal
    2.6 Environmental

3. What is coping style of the athlete-respondents in terms of the following variables:

    3.1 positive reinterpretation and growth
    3.2 mental disengagement
    3.3 venting of emotions
    3.4 use of instrumental social support
    3.5 active coping

3.6 denial
3.7 religious coping
3.8 humor
3.9 behavioral disengagement
3.10 restraint
3.11 use of emotional social support
3.12 substance use
3.13 acceptance
3.14 suppression of competing activities
3.15 planning

4. Is there a significant difference in the stressors of the respondents when grouped according to gender, age, and family monthly income status?

5. Is there a significant difference in the coping styles of the respondents when grouped according to gender, age, and family monthly income status?

METHODOLOGY

The descriptive method of research was utilized in this study. As part of the data gathering, the researcher employed the student profile questionnaire to determine the personal dimensions of the respondents. The Perceived Stressors Checklist was utilized to assess the stressorsof the student-athletes and a standardized instrument COPE Scale by Carver, Scheier, and Weintraub (1989) was used to determine the coping styles of the collegiate athletes. The ninety (90) respondents were randomly selected from seven athletic events. The study was undertaken during the first semester, school year 2015-2016.

Percentage, weighted means, and Chi-square, and *t*-test were used to analyze the data of this research study.

RESULTS

Table 1
Profile of the Respondents according to Gender

Gender	f	%
Male	51	56.70
Female	39	43.30
Total	**90**	**100.00**

Table 1 presents the frequency and percentage distribution of the respondents according to gender. As shown in the table, 51 or 56.70% of the respondents are males, while 39 or 43.30% are females.

Table 2
Profile of the Respondents according to Age

Age	f	%
20-above	21	23.30
18-19	33	36.70
16-17	36	40.00
Total	**90**	**100.00**

Table 2 shows the frequency and percentage distributions of the respondents according to age. As revealed in the table, majority of the respondents, 36 or 40.00 percent are 16 to 17 years of age. Some respondents, 33 or 36.70 percent belonged to the 18 to 19 age bracket, while 21 respondents or 23.30 percent were found to be belonging to the 20 and above age bracket.

Table 3
Profile of the Respondents according to Family Monthly Income Status

Family Monthly Income Status	f	%
P12,000.00 – above	36	40.00
P8,000.00 – 11,999.00	24	26.70
P1,000.00 – 7,999.00	10	11.11
No response	20	22.22
Total	**90**	**100.00**

Table 3 illustrates the profile of the respondents according to family monthly income status (FMIS). As shown in the table, majority of the respondents, 36 or 40.00 percent have a total monthly income of 12,000 and above. The table also shows that 24 or 27.70 percent of the respondents have a total monthly family income between 8,000.00 to 10,000.00 pesos. There are respondents, 10 or 11.11 percent whose families have a total monthly income between 1,000.00 to 7,000.00 pesos. There were 20 or 22.22 who did not provide answer with respect to the income status.

Table 4
Manifestations of Financial Stressors of the Collegiate Athletes of PUP

Financial Stressors	Mean	Interpretation	Rank
Need to give up athletic activities and look for a job to help the family with financial needs.	3.09	Fairly Agree	7
Family income is not enough to support my studies.	3.07	Fairly Agree	10
Income of parents is not enough to support the studies of other siblings	3.01	Fairly Agree	11
Lack money to spend on personal needs like clothing and leisure activities.	3.11	Fairly Agree	6
Need to find a job to be able to buy personal needs.	3.08	Fairly Agree	9
Cannot attend parties or go out with friends due to financial problems.	3.12	Fairly Agree	5
School allowance received from parent is not enough for school expenses.	3.16	Fairly Agree	4
Allowance received from the university is not enough to support athletic activities.	3.54	Agree	2
Cannot attend classes due to financial constraints.	2.86	Fairly Agree	12
Cannot buy books needed in all subjects due to financial problems.	3.20	Fairly Agree	3
Need for more financial support from the university to enhance athletic performance.	3.59	Agree	1
Financial problem of the family affects athletic and academic performance.	3.10	Fairly Agree	6
Overall Weighted Mean	**3.16**	**Fairly Agree**	

Table 4 reveals the manifestations of financial stressors of the collegiate athletes of PUP. The table shows that the respondents rated majority of the indicators in the financial stressors as "fairly agree." This clearly indicates that, overall, the respondents did not find financial matters to be sources of their stress. It is noted, however, that indicators "need for more financial support from the university to enhance athletic performance, with weighted mean of 3.59", and "allowance received from the university is not enough to support athletic activities, with weighted mean of 3.54" are found to be sources of stress among the respondents.

Table 5
Manifestations of Academic Stressors of the Collegiate Athletes of PUP

Academic Stressors	Mean	Interpretation	Rank
Need to wake up early to be able to attend classes.	3.96	Agree	1
Strict teachers in minor subjects.	3.54	Agree	5
Failure of teachers to understand reason for poor performance in the class.	3.33	Fairly Agree	9
Pressure from the teachers to study hard but doesn't have the time to do it.	3.42	Fairly Agree	8
Unapproachable teachers.	3.27	Fairly Agree	10
High expectations of teachers.	3.51	Agree	6
Demanding teachers.	3.80	Agree	4
Too many requirements in order to pass a subject.	3.43	Fairly Agree	7
Taking midterm and final exams.	3.81	Agree	3
Working extra hard in order to pass a difficult subject.	3.82	Agree	2
Overall Weighted Mean	**3.59**	**Agree**	

Table 5 shows the manifestations of academic stressors of the collegiate athletes of PUP. The table shows that the athlete-respondents indicated that the stress they experienced stems from academic related matters. The respondents rated six out of the ten indicators of the academic stressors as "agree." The respondents felt that indicators "need to wake up early to be able to attend classes", and "working extra hard to pass a difficulty subject" contribute to their stress with weighted means of 3.96 and 3.82 respectively. The indicators "demanding teachers", and "taking

midterm and final tests" also contribute significantly to the unfavorable stress which the athlete-respondents encounter as far as their academic life is concerned. The athlete-respondents also disclosed that "strict teachers in minor subjects", and "high expectations of teachers" also are sources of their stress with weighted means of 3.54 and 3.51, respectively.

Table 6

Manifestations of Physical Stressors of the Collegiate Athletes of PUP

Physical Stressors	Mean	Interpretation	Rank
Experiences muscle pain.	3.89	Agree	1
Develops body pain.	3.82	Agree	2
Experiences over-fatigue.	3.52	Agree	4
Develops tension and migraine.	3.33	Fairly agree	7
Experiences acidic stomach.	3.31	Fairly agree	8
Experiences stomachaches.	3.25	Fairly agree	12
Deprived of the required hours (6 to 8) of sleep.	3.69	Agree	3
Experiences shallow, rapid breathing.	3.39	Fairly agree	6
Experiences backache.	3.48	Fairly agree	5
Experiences constipation.	3.22	Fairly agree	9
Develops neck stiffness.	3.24	Fairly agree	13
Experiences hand tremor.	2.81	Fairly agree	11
Experiences dizziness.	3.11	Fairly agree	10
Overall weighted mean			

Table 6 presents the manifestations of physical stressors of the athlete-respondents. The table shows that the respondents rated the following as the sources of their stress: "experiences muscle pains (weighted mean = 3.89, ranked 1st)", "develops body pain (weighted mean = 3.82, ranked 2nd)", "deprived of required hours of sleep (weighted mean = 3.69, ranked 3rd), and "experiences over-fatigue (weighted mean = 3.52, ranked 4th)." The remaining indicators in the physical stressors were all rated "fairly agree" by the respondents which indicate that the indicators do have little effect on their physical well-being.

Table 07
Manifestations of Intrapersonal Stressors of the Collegiate-athletes of PUP

Intrapersonal Stressors	Mean	Interpretation	Rank
Lack time for self.	3.33	Fairly agree	5
Lack time to spend on leisure activities.	3.27	Fairly agree	8
High expectation in academic tasks.	3.44	Fairly agree	4
High expectation in athletic tasks.	3.57	agree	2
Problem managing time in school and in athletic activities.	3.31	Fairly agree	6
Feeling that one has many things to do but has little time to accomplish them.	3.28	Fairly agree	7
Feeling upset whenever one commits errors with athletic performance.	3.64	Agree	1
Not satisfied with a mediocre performance in athletic tasks.	3.24	Fairly agree	9
Feeling bad when criticized for poor academic performance.	3.47	Fairly agree	3
Inability to accept failures and inadequacies.	3.05	Fairly agree	10
Overall weighted mean	**3.36**	**Fairly agree**	

Table 7 reveals that manifestations of intrapersonal stressors of the athlete-respondents. Out of ten indicators, the respondents revealed that their intrapersonal stressors include "feeling upset whenever one commit errors with athletic performance, with a weighted mean of 3.64 and a verbal interpretation of "agree", and "high expectation with athletic tasks with a weighted mean of 3.57." The remaining indicators were all rated "fairly agree" by the athlete-respondents which suggests that the indicators have no negative effects on them.

Table 08
Manifestations of Interpersonal Stressors of the Collegiate-athletes of PUP

Interpersonal Stressors	Mean	Interpretation	Rank
Problem dealing with special someone due to conflict.	3.23	Fairly agree	4.5
Disagreement with loved ones over athletic activities.	3.11	Fairly agree	9
Problem dealing with family members because of failure to help in household chores.	3.09	Fairly agree	10
Argument with my parents due to athletic activities.	3.23	Fairly agree	4.5
Lack time to spend leisurely with loved ones.	3.20	Fairly agree	6
Unjust criticism from the coach when one commits mistakes.	3.19	Fairly agree	7
Need to maintain competitive level to please the coach.	3.41	Fairly agree	2
Feeling bad when criticized by other players for committing mistakes.	3.27	Fairly agree	3
Need to maintain high performance of the game to please other players.	3.44	Fairly agree	1
Problem dealing with friends due to misunderstanding.	3.14	Fairly agree	8

Table 8 shows the manifestations of interpersonal stressors of the collegiate athletes of PUP. The respondents reveal that the ten indicators of the interpersonal stressors are not sources of their stress. All indicators were all rated as “fairly agree” which clearly suggests that interpersonal stressors do not have negative effect on the well-being of the athlete-respondents.

Table 09
Manifestations of Environmental Stressors of the Collegiate-athletes of PUP

Environmental Stressors	Mean	Interpretation	Rank
Too much time spent in travelling from home to school	3.56	Agree	3
Daily hassle like traffic	3.89	Agree	1
Daily hassle like smoke belching vehicle	3.55	Agree	4
Other hassle like noisy environment	3.52	Agree	5.5
Inadequate sports facilities and equipment	3.27	Fairly agree	9
Riding overcrowded jeep or bus	3.59	Agree	2
Inadequate quarters for athletes	3.44	Fairly agree	7
Classroom not properly ventilated	3.52	Agree	5.5
Irritating behavior of people	3.37	Fairly agree	8
Overall Weighted Mean	**3.52**	**Agree**	

Table 9 presents the manifestation of environmental stressors of the athlete-respondents. The table shows that the respondents indicated that six out of the nine indicators were found to be sources of their stress. The table further reveals that the overall weighted mean of 3.52 with a verbal interpretation of "agree" clearly suggests that environmental stressors have a negative effect on the athlete-respondents. The athlete-respondents revealed that the following were their environmental stressors: (a) daily hassle like traffic ($\bar{x}$= 3.89), (b) riding overcrowded jeep or bus ($\bar{x}$= 3.56, (c) too much time is spent in travelling from home to school ($\bar{x}$= 3.52, (d) daily hassle like smoke belching vehicle ($\bar{x}$= 3.55), (e) classroom not properly ventilated ($\bar{x}$= 3.52), and (f) other hassle like noisy environment ($\bar{x}$= 3.52)

Table 10
Coping Styles of the Collegiate Athletes of PUP

	Mean	Interpretation	Rank
Positive reinterpretation and growth	3.09	Agree	1
Mental disengagement	2.80	Agree	9.5
Focus on and venting of emotions	2.82	Agree	8
Use of instrumental social support	2.90	Agree	4
Active coping	2.87	Agree	5.5
Denial	2.54	Agree	13
Religious coping	3.03	Agree	2
Humor	2.80	Agree	9.5
Behavioral disengagement	2.42	Disagree	14
Restraint	2.73	Agree	11
Use of emotional social support	2.87	Agree	5.5
Substance use	2.00	Disagree	15
Acceptance	2.84	Agree	7
Suppression of competing activities	2.71	Agree	12
Planning	2.92	Agree	3
Overall Weighted Mean	**2.56**	**Agree**	

Table 10 shows the coping styles of the athlete-respondents of the Polytechnic University of the Philippines. The respondents signified using "positive reinterpretation and growth ($\bar{x}$= 3.09, ranked 1st) which is one of the means to cope to their stressors. This means that the respondents tend to cope with stressors in a positive way. Statements such as "I look for something good in what ishappening", and "I learn something from the experience" are some of the things the respondents do when they use positive reinterpretation and growth. The athlete-respondents also use religious coping ($\bar{x}$= 3.03, ranked 2nd), and planning ($\bar{x}$= 2.92, ranked 3rd). When using religious coping, the respondents seek God's help to be able to cope with stress. However, planning as a coping style, the respondents make concrete plan to be able to face the sources of their stress. Here, the respondents would try to come up with strategy to minimize the effect of stress. The use of instrument social support ($\bar{x}$= 2.90, ranked 4th), active coping ($\bar{x}$ = 2.87), and the use of emotional social support ($\bar{x}$ = 5.5) were also utilized as coping styles of the collegiate athletes. When utilizing the instrumental social support, the athlete-respondents are likely to do the

following: (a) try to get advice from someone about what to do, (b) talk to someone to find out more about the situation, and (c) ask people who have had similar experiences what they did. However, the respondents are likely to take additional action to try to get of the problem and to take direct action to get around the problem, if they cope using active coping. When using emotional social support, the respondents are more likely to discuss their feelings with people, and try to get emotional support from friends or relatives. The athlete respondents also utilize the following coping styles to be able to minimize the effect of stress: (1) acceptance ($_w$= 2.84), focus on and venting of emotions ($_w$ = 2.82), mental disengagement (mean = 2.80), humor ($_w$ = 2.80)restraint ($_w$ = 2.73), suppression of competing activities ($_w$ = 2.71), and denial ($_w$ = 2.54). The athlete-respondents are likely to accept that things happened and that it cannot be changed and to accept the reality of the fact that it happened when using acceptance as their coping mechanism. When utilizing the focus on and venting of emotions, the respondents may likely to become upset and let their emotions out or there may likely to feel a lot of emotional distress and to find themselves expressing those feelings a lot. When mental disengagement is used, the respondents may substitute activities to take their mind off things or they may go to movies or watch TV, to think about it less. In humor, the respondents may find themselves laughing about their situations and to make jokes about it. When restraint is utilized, the respondents are most likely to restrain themselves from doing anything too quickly and to force themselves to wait for the right time to do something. Suppression on the other hand, suggests that the respondents are most likely to put aside other activities in order to concentrate on the task at hand. When using denial, they are more likely to refuse to believe that things have happened and that are likely to pretend they have not really happened. Among the fifteen coping styles, only two were found to be unlikely to be used by the respondents. These include behavioral disengagement and substance use. The findings shows that the athlete-respondents are not likely to reduce the amount of effort they are putting into solving the problem (behavioral disengagement) and are less likely to use alcohol or drugs to make themselves feel better (substance use).

Test of Significant Difference in the Manifestations of Stressors of the Collegiate Athletes When Grouped according to their Personal Dimensions

Findings indicate significant difference in the manifestations of stressors of the athlete-respondents when they are grouped according to gender. The result reveals that the respondents significantly differ in their responses to financial and environmental stressors when they are grouped according to gender. The findings show that male respondents ($_w$ = 3.44) experience more stress compared to female as far as the financial matters are concerned. On the other hand, female respondents are more likely to experience more stress with respect to environmental stressors as compared to their male counterparts.

The results also show that the respondents do not significantly differ in their responses to the six stressors (financial, academic, physical, intrapersonal, interpersonal, and environmental) when they are grouped according to age. This denotes that the respondents experience the same level of stressors regardless of age.

Statistical treatment reveals the results of significant difference in the manifestations of stressors of the athlete-respondents when they are grouped according to family monthly income status. The finding reveals that the respondents significantly differ in their responses to academic stressors when they are grouped according to family monthly income status. The computed value of F with probability value at .05 indicates that the null hypothesis should be rejected. The athlete-respondents whose family income fall under the 1,000 to 7,999 got significantly higher weighted mean ($_w$ = 4.03) compared to 8,000 to 11,999 income group ($_w$ = 3.51) and the 12,000 and above income group ($_w$ = 3.09). This clearly shows the respondents of this group (1,000 to 7,999) find academic concerns to be very stressful.

Test of Significant Difference in the Coping Styles of the Collegiate Athletes When Grouped according to their Personal Dimensions

Statistical treatment reveals the results of significant difference in the coping styles of the athlete-respondents when they are grouped according to gender. The table discloses that the athlete-respondents significantly differ in their coping style (active coping) when they are grouped according to gender. Female respondents, whose weighted mean is 3.02 is significantly higher than the weighted mean ($_w$ = 4.03) of the male respondents. This shows that the female athletes use active coping more often than the male athletes. The result also shows that female athletes with a weighted mean of 3.20 are more likely to use religious coping compared to male athletes with a weighted mean of 2.86. The male athletes also tend to adopt substance use as coping style because they scored a significantly higher mean ($_w$ = 2.25) compared to female athletes with a weighted mean of 1.72.

Results also discloses significant difference in the coping styles of the athlete-respondents when they are grouped according to age. The table discloses that of the fifteen coping styles, the respondents significantly differ in religious coping when they are grouped according to age. Athlete-respondents (20 and above age bracket) had a weighted mean is of 3.15, which is higher compared to the weighted means of 16-17 age group ($_w$ = 3.13)and the 18-19 age group ($_w$ = 2.81). This implies that 20 and above age group uses religious coping more often than those of the other two age group brackets.

Statistical treatment reveals the results of significant difference in the coping styles of the athlete-respondents when they are grouped according to age. The table discloses that of the fifteen coping styles, the respondents significantly differ in focus on and venting of emotions, denial, active coping, restraint, and use emotional social support.

DISCUSSION

The purpose of this study was three-fold. One purpose is to determine the sources of stress among the collegiate athletes of the university. Second is to ascertain the coping styles of the respondents. And

lastly, this research study wants to establish whether there is a significant difference in the stressors and coping styles of the collegiate when they grouped according to their personal dimensions.

Findings disclosed the in terms of personal dimensions, the respondents are almost evenly distributed with respect to age. There were more athlete-respondents to the age bracket 16-17 compared to the 18-19 and 20 and above age brackets. In terms of the family monthly income status, majority of the respondents belonged to the 12,000 and above income level

In terms of the stressors, academic, physical and environmental were found to be the sources of stress of the respondents. The collegiate athletes also utilized at least thirteen of the sixteen coping styles found in the COPE Inventory.

When the respondents were grouped according to gender, they differed significantly in financial and environmental stressors. They also differed in terms of the academic stressors when grouped according family monthly income status.

The respondents significantly differed in three of the fifteen coping styles when grouped according to gender. When grouped according to family monthly income status, the respondents differed significantly in five of the fifteen coping styles. However, the respondents differed only in one coping style when grouped according to their age.

In line with the past researches, the current study supported the findings that academic and financial concerns represented the greatest sources of stress for student athletic trainers (Stigler, Etzel, & Lantz, 2002). The results of the study as far as stressors of the student-athletes are also supported by the findings of Reed and Giacobbi (2004) which indicate that the sources of stress among collegiate athletes include training duties, responsibilities as a student, and time management.

With respect to the coping styles, the findings of the present study corroborate the results of the study conducted by Reed and Giacobbi (2004) which disclosed that student athletes' coping response include planning, instrumental social support, adjusting to job responsibilities, positive evaluations, emotional social support, humor, religion, and activities

outside the profession. It also supports the work of Nicholls, Holt, Polman, & Bloomfield (2006) which reveals that experiences with stressors may likewise encourage the collegiate athletes to use different coping strategies such as increased concentration, blocking, positive reappraisal, and being focused on the task.

The present study arguably is able to determine that collegiate athletes encounter a number of stressors due to their overwhelming workloads. To be able to cope with the sources of their stress, the collegiate athletes also need to utilize a good number of coping strategies found under the COPE Inventory. To validate the results of the present study, the researcher encourages that a similar study be conducted among collegiate athletes in other state colleges and universities in Metro Manila. This can provide encompassing information about the sources of stress and the coping styles of student-athletes in the National Capital Region. Moreover, variables such as type of athletic event and training styles of coaches be included in the future study as possible sources of stress among the athlete-respondents.

RECOMMENDATIONS

1. That other demographic profile variables such as types of athletic events be explored as a possible source of stress among collegiate-athletes.

2. That student-athletes from other academic institutions be included in a research study in the future to understand the dynamics of stressors including its strength, duration, and effects to individuals.

3. The University should regularly conduct seminars such as Time Management methods and relaxations techniques to address the academic, physical, and environmental stressors of the collegiate-athletes.

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