



The Impact of Holistic Preparedness on the Academic Success of Tertiary Student-Athletes in Selected State Universities, and Colleges (SUCs)

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Abstract

The study gazes at how the academic success of college student-athletes in Region III, Philippines, is affected by their overall preparedness, specifically on their physical, mental, emotional, and social preparedness. Using a descriptive-correlational approach, a researcher-made questionnaire was utilized to ask 200 student-athletes about their preparation in the above stated areas and their academic achievement via their General Weighted Average (GWA). The results show that most student-athletes are physically and mentally ready, which is linked to a good academic standing (moderately correlated, $p < 0.01$). Conversely, emotional preparedness exhibits a slight negative correlation, whereas social preparedness does not significantly impact academic success. The findings illustrate the importance of tailoring training programs to address physical and mental health support systems to meet the diverse needs of student-athletes. To improve general health and academic achievement, the recommendations include putting in place specific priority programs that promote physical and mental growth such as doing frequent health checks, effective recovery program, injury prevention training, coping mechanism enhancement and creating a friendly campus atmosphere. This study elucidates the intricate relationship between holistic preparation and academic outcomes. It is also a starting point for targeted interventions that may help student-athletes do better in school and in sports.

Keywords: holistic preparedness; academic success; tertiary student-athletes; descriptive-correlational study; State Universities and Colleges (SUCs)



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INTRODUCTION

According to Rutledge (2023), athletes often face the challenge of balancing their academic responsibilities with the demands of their sports training and competitions. The interplay between mental and physical preparedness is critical in determining their success in both domains. This is supported further by Hart, K. et al., (2025) that high physical and mental demands of sports can lead to exhaustion, reduced study time, and cognitive fatigue, which in turn may negatively impact academic performance. Furthermore, several studies have highlighted the difficulties student-athletes encounter in managing academic and athletic commitments, particularly during high-stakes competitive events such as championships (Moleski et al., 2023).

On the other hand, holistic preparedness, which encompasses physical, mental, emotional, and social preparedness, has been increasingly recognized as an essential factor in both athletic and academic success. According to Bicalho et al. (2020), self-determination and motivation play a vital role in shaping student-athletes' ability to navigate the pressures of academic and sports commitments. Similarly, research by Santos et al. (2020) found that student-athletes with strong coping mechanisms and emotional resilience tend to perform better in both fields. However, while physical and mental preparedness have been widely studied, according to Pham (2024) less attention has been given to the role of emotional and social preparedness in shaping academic outcomes among student-athletes. Hence, this study investigated how being fully prepared

physically, mentally, emotionally, and socially affects the academic success of tertiary student-athletes in state universities and colleges in Region III.

Given the deficiency of programs aimed at enhancing student-athletes' academic achievement, it is essential to investigate the relationship between student-athletes' overall preparedness and their academic performance in college sports training. The relationship between these characteristics may facilitate the formulation of effective strategies and interventions designed to improve the academic performance and proficiency of student-athletes. The study aimed to look at how overall preparedness affects the academic success of student-athletes and to propose a program that could help improve their academic performance at state colleges and universities (SUCs) in Region III. According to Subekti and Ana (2019) Central Luzon serves as a pivotal area in the Philippines, housing various State Universities and Colleges (SUCs) that cater to a diverse student population, making it an ideal setting to examine the impact of comprehensive preparedness among student-athletes. Its strategic location and socio-economic diversity provide a relevant context for exploring how targeted interventions can enhance student-athletes' academic outcomes.

This study addressed the research challenge related to the crucial impact of holistic preparedness on athletes' academic achievement. In the study of Sirin et al., (2023), evidence indicates that comprehensive preparedness correlates with enhanced academic achievement, improved decision-making, and superior motor learning. However, there is a paucity of research specifically investigating the correlation between holistic preparedness and the academic achievement of student-athletes, given the unique challenges they encounter. The research conducted by Arcangel (2023) substantiates the idea that the majority of studies on sports have concentrated on demographic factors, physiological requirements, and variations in food and physical activity over people' lives. By examining the correlation between holistic preparedness skills and the academic

performance of student-athletes, sports programs and educational institutions can strategically develop initiatives to enhance academic outcomes and effectively tackle encountered challenges. Moreover, a comprehensive study of this may lead to the formulation of improved sports training programs and coaching tactics designed to increase the academic performance of student-athletes. Hence the study aims to answer the following questions:

1. What is the level of holistic preparedness of the student-athletes in terms of physical, mental, social, and emotional aspects?
2. What is the level of academic performance of student-athletes in terms of their General Weighted Average (GWA)?
3. Is there a significant relationship between the holistic preparedness and the academic performance of the student-athletes?

LITERATURES

Student-athletes' Academic Performance. One of the critical factors influencing the academic performance of student-athletes is their self-efficacy. Research indicates that higher self-efficacy is associated with better academic outcomes. Student-athletes who feel skilled in both their sport and their academic pursuits are more likely to excel in both domains (Şirin et al., 2023). Additionally, the interplay between athletic and academic identities plays a significant role; when student-athletes adopt a robust scholar-baller identity, they often experience enhanced academic motivation and performance (Fuller et al., 2016). Fuller et al., (2016) also suggested that dual identity fosters a culture of success that encourages engagement and collaboration between athletic and non-athletic peers, which can further improve academic outcomes. Therefore, fostering a supportive environment that promotes academic success alongside athletic excellence is vital. Moreover, the effectiveness of academic support services within athletics departments significantly impacts student-athletes' satisfaction and their academic

persistence. Adequate academic advising tailored to the unique challenges faced by student-athletes is essential in addressing their specific needs (Hazzaa et al., 2018). Programs that recognize the factors contributing to student-athletes' academic success—such as advising, tutoring, and career counseling—can positively influence their academic performance and persistence towards degree completion (Hazzaa et al., 2018). Furthermore, Hazzaa et al., (2018) suggested that understanding the psychological aspects related to academic services can help address issues such as dissatisfaction and disengagement among student-athletes.

On the other hand, student-athletes often face a unique dilemma due to the extensive time demands of their athletic commitments, which can hinder their ability to excel academically. Participation in varsity sports can consume substantial time, leading to challenges in maintaining academic standards (Ali, 2022). This conflict emphasizes the importance of structured scheduling and support from coaches and academic advisors to ensure that student-athletes effectively manage their time (Ali, 2022). The pressure to perform in both arenas may lead to stress and anxiety, which can detract from academic performance if not adequately managed (Hamlin et al., 2019). Additionally, motivation plays a crucial role in determining academic success among student-athletes. Evidence suggests that student-athletes with high motivation levels, whether intrinsic or extrinsic, are more likely to achieve better academic results. Haneta et al., (2023). Similarly, the perceived locus of control—the extent to which students feel they have control over their academic outcomes—has been linked to stress levels and academic performance; those with a higher internal locus of control tend to exhibit lower stress levels and higher academic achievement (Holden et al., 2019). Thus, fostering an environment that nurtures motivation and self-efficacy can support student-athletes in overcoming academic challenges (Şirin et al., 2023; Haneta et al., 2023). Furthermore, the significance of social support cannot be overstated in this context. Student-athletes who receive adequate support

from their peers, coaches, and academic staff are more likely to thrive both academically and athletically (Clopton, 2010). Social capital, which encompasses the networks and relationships among individuals, plays a pivotal role in student-athletes' overall success (Clopton, 2010). Encouraging teamwork and collaboration among athletes and between athletes and non-athletes can enhance both academic performance and social integration within the university environment (Fuller et al., 2016; Clopton, 2010).

Holistic Preparedness of Student-Athletes.

Physical preparedness is the foundation of athletic performance, which includes not only the development of strength and stamina but also the capability to recover from physical exertion. High physical self-concept significantly correlates with school adjustment among student-athletes, suggesting that those who perceive themselves positively regarding their physical capabilities adapt better to academic and social environments (Kim et al., 2020). Additionally, research indicates a bidirectional relationship between training intensity, injury rates, and psychological factors such as motivation and mood (Horgan et al., 2020). Therefore, tailored training programs that emphasize an optimal balance of physical exertion and recovery are essential for sustaining athletes' physical health and performance levels (Berestetska & Sachs, 2018).

Mental preparedness involves psychological resilience, anxiety management, and self-confidence. Research highlights that perceived preparedness plays a significant role in reducing anxiety and enhancing self-confidence among student-athletes (Aliberti et al., 2024). The development of psychological skills, such as coping strategies and mental routines, is vital as they directly influence emotional states and competitive performance (Vecenāne & Vazne, 2022). A strong athletic identity is associated with better mental health outcomes; thus, fostering this identity can enhance emotional stability during competitive pressures (Hagiwara et al., 2021). In particular, during the COVID-19 pandemic, maintaining

social connections with teammates significantly contributed to the mental health and emotional well-being of student-athletes, highlighting the interplay between sport participation and psychological health (Graupensperger et al., 2020).

Social dynamics play a crucial role in the overall preparedness of student-athletes. The time commitment required for training often limits their engagement in various social interactions, which can lead to feelings of isolation (Awuah et al., 2022). However, strong relationships with teammates can foster a sense of belonging and improve psychological well-being. Evidence shows that student-athletes who maintain robust social ties report higher enjoyment and performance levels, indicating the importance of social support networks in enhancing their athletic experience (Graupensperger et al., 2020; Awuah et al., 2022). Programs aimed at strengthening these social connections are essential, particularly during challenging times, to mitigate feelings of isolation and foster collaboration and cohesion among athletes.

Emotional preparedness relates to the athlete's ability to manage emotions effectively, particularly in high-pressure situations. Student-athletes experience unique stressors, including academic responsibilities, physical injuries, and the demands of competition (Juara & Jurado, 2023). The role of mental health resources is pivotal in addressing these challenges; institutions are increasingly tailoring services to cater specifically to the needs of student-athletes to ensure their emotional stability and mental health (Eberman et al., 2023; Sudano & Miles, 2016). Effective mental health care can include interprofessional collaboration, which involves integrating various healthcare professionals to provide holistic support for managing both routine and emergent mental health concerns among athletes (Eberman et al., 2023). Additionally, advancing preventative strategies, such as suicide prevention training and raising awareness among coaching staff and other personnel, is crucial in addressing the mental health crisis among student-athletes (Plos et al., 2021).

METHODS

Research Design. This study used a descriptive-correlational design. This design described the holistic preparedness of tertiary student-athletes in terms of physical, mental, emotional, and social state. This design also examined the relationship between tertiary student-athletes' holistic preparedness and academic performance.

Population and Sampling. The sample of 200 student-athletes represents a full enumeration. The samples were the student-athletes enrolled during school year 2023-2024 in selected SUCs in Region III. SUCs in the region train student-athletes and thus provide the setting of the study. This includes Pampanga, Zambales, Bulacan, Bataan, Aurora, Nueva Ecija, and Tarlac.

Instrumentation. A researcher-made survey questionnaire was utilized to assess student-athlete holistic preparedness.

Table 1
Likert Scale to Measure the Physical and Mental Aspects

Scale Range	Frequency	Verbal Description
1.00-1.49	Never	Highly Prepared
1.50-2.49	Rare	Prepared
2.50-3.49	Occasional	Moderately Prepared
3.50-4.49	Regular	Less Prepared
4.40-5.00	Constant	Not Prepared

Table 2
Likert Scale to Measure the Social and Emotional Aspects

Scale Range	Level	Verbal Description
1.00-1.49	None	Not Prepared
1.50-2.49	Low	Less Prepared
2.50-3.49	Medium	Moderately Prepared
3.50-4.49	High	Highly Prepared
4.40-5.00	Very High	Very Highly Prepared

Table 1 presents the Likert scale to measure the holistic preparedness of the student-athletes in terms of physical and mental aspects while Table 2 reflects the Likert scale in measuring

the social and emotional aspects. The researcher also determined student-athletes' academic performance through their General Weighted Average (GWA). The researcher invited three physical education and sports specialists to validate the questionnaire. The researcher complied to all the experts' views and ideas for its improvement. Additionally, an English expert evaluated the questionnaire sentence form. Finally, non-official respondents piloted the questionnaire, and a Cronbach alpha test assessed its reliability, yielding a favorable result of 0.85 on the scale.

Data Source. The General Weighted Average (GWA) of the student-athletes were gathered through the official copy of their Report of Grades issued by the SUC's Admission and Registration Office.

Data Gathering Procedure. The researcher sent the school heads a letter approving the project. With the help of the sports directors, the researcher distributed a floating Google Forms questionnaire to responders after permission. The researcher addressed ethical protocol, including informed permission and online study participation with respondents when floating surveys. The researcher notified the respondents that all data was for study purposes only. The researcher also provided adequate time and a consistent environment for respondents to complete the surveys. After counting and recording data, the researcher performed statistical analysis. Additionally, the researcher safeguarded all surveys and, after processing the treated data, completed the remaining sections of the study.

Data Analysis. Product Moment Pearson Correlation is used to measure the relationship between student-athletes' holistic preparedness (physical, mental, emotional, and social) to their academic performance (GWA) while weighted mean was used to describe the holistic preparedness of student-athletes.

RESULTS

Level of holistic preparedness of the student-athletes in terms of physical, mental, social, and emotional aspects. Table 3 presents the level of preparedness of student-athletes concerning their physical state, highlighting a range of physical issues along with their frequency of occurrence.

Table 3
Mean Distribution of Preparedness in terms of Physical State

PHYSICAL STATE	WM	VD
Experiencing body pain	2.64	Occasional
Having body tensions/stiffness	2.22	Rare
Difficulty in exhaustion/ burnout/over fatigue	2.23	Rare
Experiencing headache/nausea/vomit	2.01	Rare
Being constipated	1.81	Rare
Having allergies	1.46	Never
Feeling dizzy or weak	1.87	Rare
Having minor and major injuries	1.89	Rare
Overall	2.01	Prepared

The weighted mean (WM) scores indicate that while most issues, such as experiencing body pain (WM of 2.64), difficulty with exhaustion/burnout (2.23), and body tension/stiffness (2.22), are categorized as "occasional" or "rare," they still pose potential challenges to athletic performance. The overall WM score of 2.01 suggests that student-athletes are "prepared," indicating a need for monitoring rather than immediate concern. Conditions like headaches/nausea (WM of 2.01), dizziness (1.87), and minor injuries (1.89) also warrant attention, as they can significantly impact performance and overall well-being. As a result, it is essential for coaching staff to prioritize injury prevention, implement effective recovery programs, and enhance health awareness among athletes to address these physical challenges proactively.

Continuous assessment of these physical conditions will facilitate early intervention, ultimately supporting improved athletic performance and health outcomes. Overall, student-athletes demonstrate a generally satisfactory level of physical preparedness, but potential issues like body pain, exhaustion, and tension warrant ongoing monitoring and support.

Table 4 outlines the level of preparedness of student-athletes regarding their mental state, highlighting various psychological challenges they may face and their corresponding frequency of occurrence. The weighted mean (WM) scores indicate that most mental health issues ranging from the presence of negative feelings about themselves (WM of 1.97) to experiences of moodiness (1.87) and anxiety (1.92) are categorized as "rare."

Table 4
Mean Distribution of Preparedness in terms of Mental State

MENTAL STATE	WM	VD
Presence of negative or critical feelings about themselves	1.97	Rare
Experience of moodiness or temper or anger or outburst	1.87	Rare
Experience depression or lack of interest	1.72	Rare
Being overly worried about small things	2.11	Rare
Difficulty in thinking or concentrating or indecisiveness	1.95	Rare
Experience of vague fears or anxiety	1.92	Rare
Being fidgety or restless; difficulty in sitting still	1.82	Rare
Difficulty in staying asleep	1.92	Rare
Experience of recurring thoughts or dreams	1.87	Rare
Overall	1.90	Prepared

The overall WM of 1.90 suggests that student-athletes are generally "prepared," indicating a low but noticeable presence of mental health challenges. Specific issues, such as experiencing depression or lack of interest (WM of 1.72) and being overly worried (2.11), while

infrequent, are significant and underline the importance of supportive measures. Moreover, we note challenges like difficulty concentrating (1.95) and sleep disturbances (1.92) as rare occurrences. These findings point to the need for effective strategies focused on mental well-being, including access to mental health resources and coping mechanisms. By fostering an environment that addresses these psychological challenges, institutions can enhance the overall mental resilience and performance of their student-athletes. As a result, student-athletes generally experience low levels of mental health challenges but implementing targeted mental health support and coping strategies is essential to further enhance their psychological resilience and overall well-being.

Table 5 highlights the emotional preparedness of student-athletes with an overall weighted mean (WM) score of 2.60, indicating they are moderately prepared. Specific areas examined show different levels of readiness, such as "Coping with financial problems" (2.53), which shows some good strategies, while "Coping with family problems" has the lowest score at 2.34, indicating a worrying lack of ability to handle family issues, which are important for emotional stability.

Table 5
Mean Distribution of Preparedness in terms of Emotional State

EMOTIONAL STATE	WM	VD
Coping present stress	2.53	Medium
Coping with Family Problems	2.34	Low
Significant relationship with peers/friends	2.81	Medium
Coping with Financial Problem	2.84	Medium
Emotional well-being	2.56	Medium
Coping with daily problems	2.54	Medium
Overall	2.60	Prepared

To enhance their emotional resilience, institutions should develop comprehensive support systems that include counseling, peer

mentoring, and workshops focused on effective coping strategies, particularly in family issues, which are vital for improving both athletic and academic performance and ensuring overall well-being. With this, Student-athletes are moderately prepared emotionally, but targeted interventions focusing on family problem coping strategies are necessary to further strengthen their emotional resilience and overall well-being.

Table 6 outlines the level of preparedness of athletes in terms of their social state, achieving an overall weighted mean (WM) score of 3.14, which categorizes them as moderately prepared. This assessment reveals several significant insights into their social dynamics.

Table 6
Mean Distribution of Preparedness in terms of Social State

SOCIAL STATE	WM	VD
Openness to guidance by inner voice/feelings	2.59	Somehow
Experience of relation or ease or well-being	2.83	Somehow
Presence of positive feelings of oneself	3.33	Somehow
Interest in maintaining a healthy lifestyle	3.33	Somehow
Feeling of openness and awareness/connection when relating to others	3.10	Somehow
Level of confidence in ability to deal with adversity	3.21	Somehow
Level of compassion for and acceptance of others	3.26	Somehow
Satisfaction with the level of recreation in life	3.26	Somehow
Incidence of feelings of joy and happiness	3.31	Somehow
Time devoted to things enjoyed	3.18	Somehow
Overall	3.14	Moderately Prepared

Notably, the "presence of positive feelings of oneself" and "interest in maintaining a healthy lifestyle" both received high scores of 3.33, indicating strong self-regard and a commitment to well-being. Additionally, the "level of confidence in ability to endure adversity" (3.21) suggests that athletes generally feel equipped to face challenges, while the "level of compassion for and acceptance of others" (3.26)

reflects healthy interpersonal relationships. However, in the area of "Openness to guidance by inner voice/feelings" (2.59), they indicate room for improvement in their recreational engagement and internal emotional awareness. Overall, the data indicates that athletes are moderately prepared socially, with strong self-regard and interpersonal skills, but there is a need to improve their openness to internal guidance and emotional awareness to support their overall well-being and athletic success.

Level of academic performance of student-athletes in terms of their General Weighted Average (GWA). The grade distribution among student athletes, as shown in Table 7, reveals that some student-athletes are doing adequately, with roughly 48% getting marks in the good range (2.01-2.50) and an additional 28.5% achieving Very Good (1.51-2.00). The Fair category, which includes grades ranging from 2.51 to 3.00, accounts for around 12.5% of student athletes, showing a reasonable level of performance among individuals who are nearing but have not yet reached higher accomplishment levels.

Table 7
Academic Performance of Student-Athletes based on their General Weighted Average (GWA)

GRADE	FREQUENCY	PERCENTAGE	VD
1.00-1.25	6	3.00	Excellent
1.26-1.50	18	9.00	Superior
1.51-2.00	57	28.50	Very Good
2.01-2.50	96	48.00	Good
2.51-3.00	23	11.50	Fair
3.01-4.00	0	0	Conditional Failure
Total	200	100	

**Standard Grading System was derived from the SUCs Operational/Policy Manual*

A small percentage of students achieved the highest categories of Excellent (3%) and Superior (9%), indicating that this group has limited top-tier success potential. Moreover, it also shows that none of the student-athletes have conditional failure. This distribution demonstrates a generally favorable performance trend, but it also identifies possible areas for improvement, such as introducing targeted academic assistance or

time management measures to help student athletes better balance their athletic and academic responsibilities. Overall, the data indicates that while most student athletes are performing satisfactorily, there is significant room for improvement to help more of them achieve higher levels of accomplishment.

Relationship between the holistic preparedness and the academic performance of the student-athletes. Table 8 presents the relationship between the holistic preparedness of student-athletes and their academic performance, revealing several key correlations. There is a positive correlation (+0.378) between physical state and academic performance, indicating a moderate relationship, with a statistically significant probability value.

Table 8
Pearson r Test Between Holistic Preparedness and Academic Performance

CORRELATION BETWEEN	COEFFICIENT OF CORRELATION	PROBABILITY VALUE	STRENGTH OF RELATIONSHIP
Physical State & Academic Performance	+0.378	.000**	Moderate
Mental State & Academic Performance	+0.340	.000**	Moderate
Emotional State & Academic Performance	-0.227	.004**	Low
Social State & Academic Performance	+0.093	.242ns	Trivial

*Legend: significant at 1% level (**); significant at 5% level (*); not significant (ns)

Similarly, mental state shows a positive correlation (+0.340), also reflecting a moderate relationship and significant results at the same level. On the other hand, emotional state shows a negative correlation (-0.227), which means there is a weak relationship, but it is still statistically significant with a probability value of .004. Lastly, the correlation between social state and academic performance (+0.093) is characterized as trivial and not statistically significant (0.242), indicating that social aspects have no impact on academic performance. Overall, the findings demonstrate that physical and mental preparedness are positively associated with academic performance among student-athletes, whereas emotional and social states have minimal or no significant impact.

DISCUSSION

The purpose of this study was to investigate the relationship between tertiary student-athletes' holistic preparedness, which included physical, mental, emotional, and social dimensions, and academic performance. Understanding how holistic preparedness helps student-athletes perform well in both sports and school, the results offer insightful information about how these factors work together in Region III's state universities and colleges.

In connection with the first objective, examining the degree of holistic preparedness among student-athletes found that athletes are generally moderately prepared in all areas. In particular, physical and mental states showed considerably greater levels of preparation, with mean scores suggesting that athletes typically had acceptable physical health and mental resilience. In contrast, emotional preparation was modest, but it indicated areas such as family difficulty coping that need specific treatment. Social preparation was also moderate, with high self-esteem and interpersonal abilities but areas for growth in internal emotional awareness and receptivity to advice. The findings are consistent with the study of Zakharova & Miasnikova, (2017), and Antshel et al., (2016), highlighting the importance of physical and mental preparedness for athletic and academic performance. The intermediate levels across areas indicate that, although student-athletes are typically prepared, continued interventions are required to maximize their overall development.

Regarding the second objective, the research discovered that student-athletes' academic performance, as evaluated by their General Weighted Average (GWA), was mostly acceptable, with approximately three-quarters of the sample receiving excellent to very high marks. The distribution shows that most athletes can efficiently handle their academic duties, but a considerable fraction still falls into the fair group, meaning they require extra academic assistance programs suited to their specific schedules and commitments.

The last objective looked at the relationship between overall readiness and academic success. The results indicated that physical and mental readiness had modest, favorable, and statistically significant correlations with academic success ($r = +0.378$ and $+0.340$). These results confirm previous research (Sirin et al., 2023; Fuller et al., 2016), which emphasizes the role of physical health and psychological resilience in promoting academic performance. In contrast, emotional preparation had a small but statistically significant negative correlation with academic achievement ($r = -0.227$). This surprising negative link may imply that increased emotional awareness or dealing with emotional stress might, in certain situations, impair academic attention, presumably owing to emotional excess or maladaptive coping strategies. Further research on the nature of emotional experiences and their influence on academic engagement is necessary.

Interestingly, social preparation had a modest and non-significant connection with academic success ($r = +0.093$, $p > 0.05$). This may suggest that, although social skills and support are important for general well-being and physical performance, they have little direct impact on academic achievements. Or, it may mean social factors indirectly affect other variables, like mental health or motivation, which this study didn't examine. On the other hand, the non-significant results on social preparation may potentially be impacted by constraints such as the questionnaire's self-report nature, possible social desirability bias, or the sample's homogeneity in social skill levels. Furthermore, the cross-sectional approach limits the ability to draw causal conclusions; longitudinal research could offer a more profound understanding of how these characteristics evolve and influence academic achievement over time. Moreover, the study's limitations include dependence on self-reported data, which may be biased, and a focus on a particular geographic and institutional environment, which may restrict generalizability. Other elements that have not been explored, such as coaching quality, academic support services, or

personal motivation, may have a major influence on academic achievement.

To have a better grasp of this topic, future research might look into longitudinal designs to analyze causal linkages and establish intervention programs that target emotional and social readiness. Other mediating elements, such as motivation, resilience, and institutional support, might be investigated further to offer a more complete picture of the drivers of academic achievement among student-athletes. Furthermore, broadening the scope to encompass varied areas and kinds of institutions may improve the relevance of results and guide policy formulation for holistic athlete development.

In conclusion, this research emphasizes the significance of physical and mental readiness in promoting academic accomplishment among student-athletes. While social and emotional elements are important for general well-being, their direct influence on academic achievement is limited or convoluted, requiring greater investigation. Creating focused programs that improve physical and mental resilience, as well as supporting emotional and social interventions, may help student-athletes achieve greater academic and athletic success.

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